



# CREATING A SUSTAINABLE COMMUNITY THROUGH EMPATHY AND TRANSFORMATION

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CURRICULUM PLAN

EDU7101: Culturally Responsive and Sustaining Pedagogy

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Cultivation of an environment for transformative and sustainable learning through the consideration of both the intrinsic and extrinsic value of the student; utilizing a compassionate, culturally sensitive, student-centered approach through building of interconnection and relationship.

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# InnerSource Wellness Center and Urban Regenerative Sustainability - Mission

- Provide *accessible, inclusive and equitable* Services and Education to the community relative to
  - Holistic Healing Service Offerings
  - Permaculture Nursery
  - Farm Market
  - **Education and Certification Programs**
  - Apiary and Apothecary Offerings
  - Community Events Partnering
  - Collaborative Partners

## Collaborative Partnering Opportunities

Community  
Garden and Urban  
Farm Volunteer  
Pool

Permaculture  
Design  
Certification  
Program

Skill Based  
Rewilding Projects

**Community Based  
Partnering and  
Experiential Learning**

Second Saturday  
Farmers Market  
and Menu

Special  
Community  
Projects , Events  
Liaison

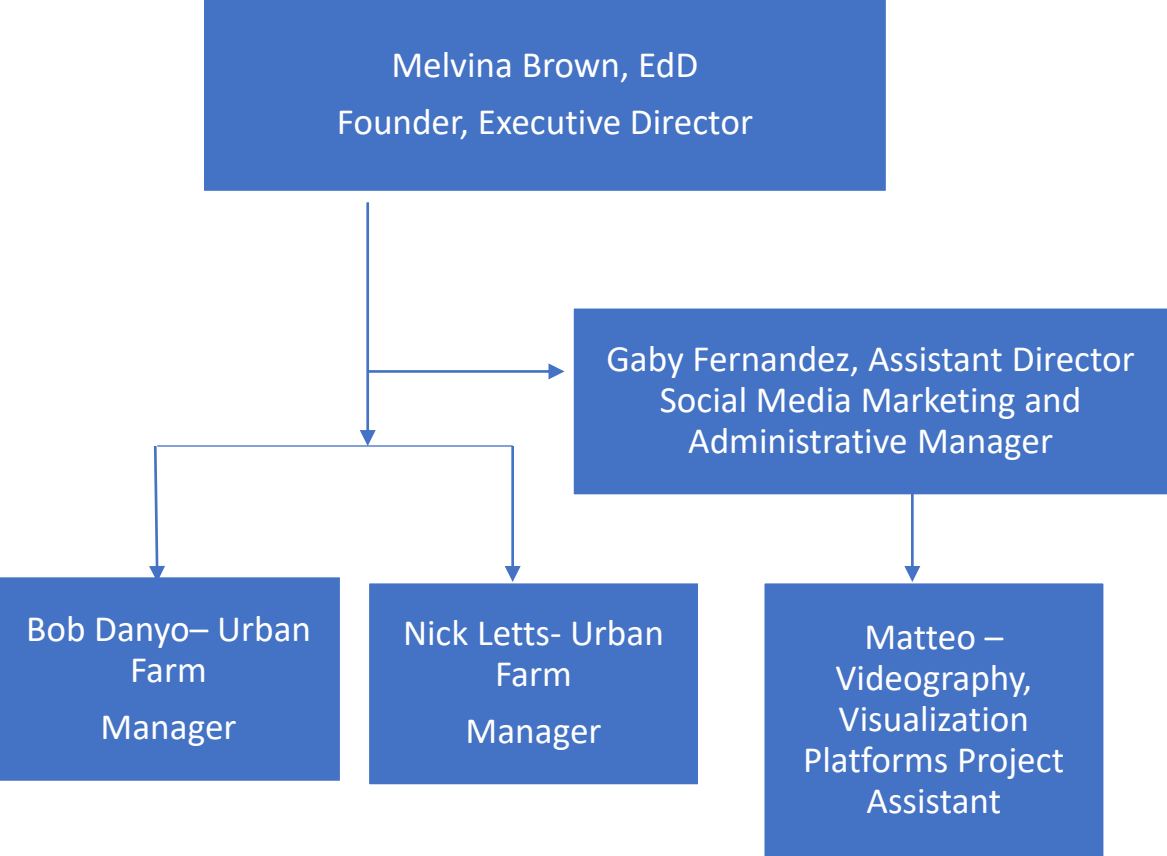
# InnerSource Wellness Center and Urban Regenerative Sustainability

- Limited Liability Company, Chartered in the State of Delaware
- Food Safety and Distribution Certification through U of D Agriculture and New Castle County
- Licensed through Board of Regulation as licensed professional
- Certified Permaculture Design Center
- Registered Apiary
- Licensed Nursery and Apothecary
- Located in Pike Creek, Wilmington Delaware
- Founded March 2014
- Holistic Healing Center and Urban Regenerative Permaculture Farm
- [www.innersourcewellnesscenter.com](http://www.innersourcewellnesscenter.com)





# InnerSource Wellness Center and Urban Regenerative Sustainability – Team



“Starlings” murmuration consists of a flock moving in synch with one another, engaging in clear, consistent communication and exhibiting collective leadership and deep, deep trust. Every individual bird focuses attention on their seven closest neighbors and thus manage a large flock cohesiveness and synchronicity (at times upwards of over a million birds)”  
Sierra Pickett

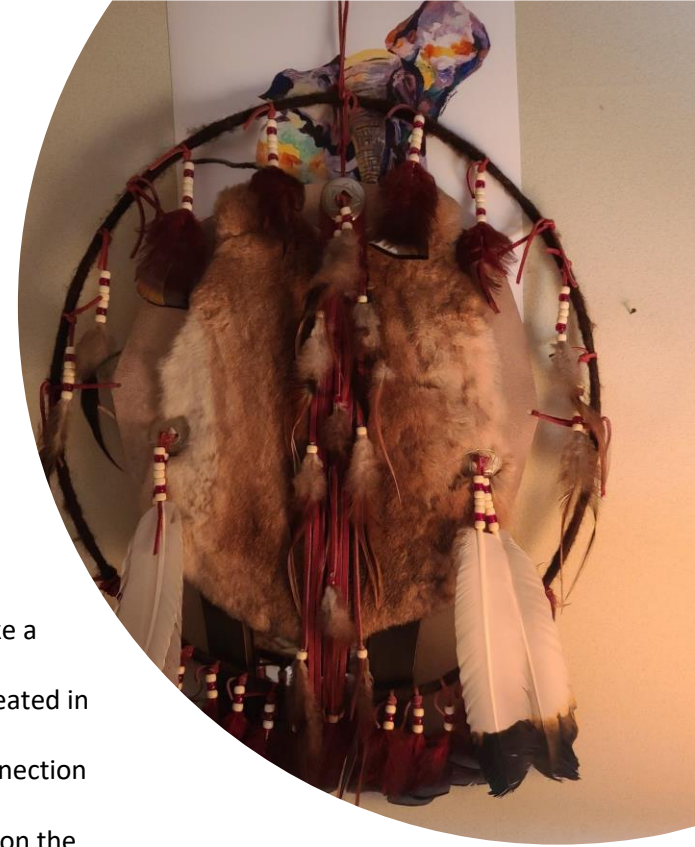
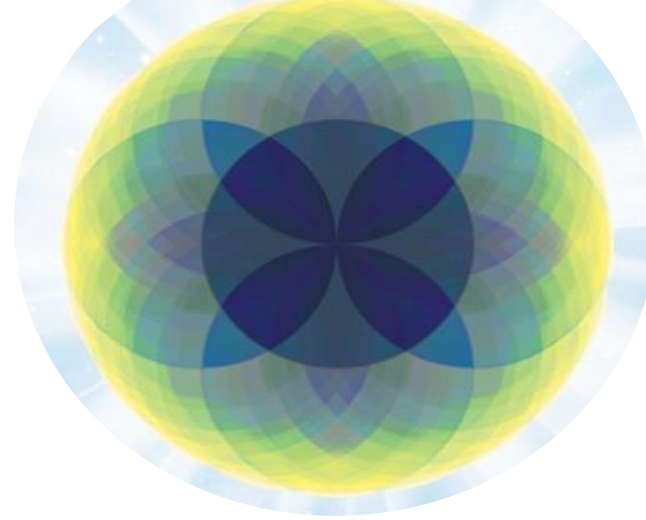


A pair of hands is shown from a top-down perspective, holding a glowing white paper lantern. The lantern is illuminated from within, creating a bright, warm light that radiates outwards. The hands are positioned symmetrically, with fingers gently gripping the edges of the lantern. The background is a dark, moody sky with soft, wispy clouds, suggesting a twilight or dusk setting. The overall composition is centered and balanced, with the lantern as the focal point.

# Pedagogical Model

*Transformational Change and Sustainability Teaching Model*



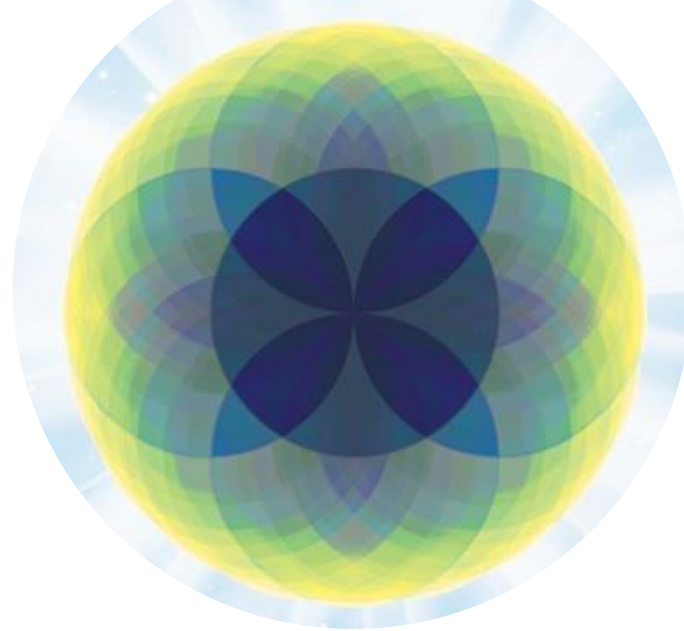


### Empathy and Transformation Change Modeling

Empathy is the ability to understand and share the feelings of another in order to make a connection and build relationship. Frankel (2017) suggests that that empathy is co-created in iteration and revolves around communication and connection. Through this interconnection empathy builds relationship and compassion. The Model developed primarily focuses on the work of Paris Alim (2014), Brown (2017), Gumbs (2020), Casarejos (2020) and Fernandes A. (2019). The five **Core Values** associated with the model are (a) Connection, (b) Validation, (c) Compassion, (d) Awareness, (e) Equity, and Accessibility. Each of these six *Core Values* are both continuous and interconnected as well integrate with each of the five Attributes. The five **Attributes** of the model are (a) Unity Based Consciousness and Interconnection, (b) Ancestral Knowledge and Land Based Practices, (c) Culturally Sensitive Pedagogy, (d) Compassionate Experiential Learning, (e) Cultivated Critical Inquiry and Relationship to Self: which all contribute to **Transformative Change and Empowerment.**

*Kimmerer(2013) Action Relative to Life Transforms*





Narrative (Continued):

The model has been developed to be operational in both the academic learning sector as well as community based educational systems with a focus on marginalized people and diverse underrepresented cultures. The attributes were developed to support the complex as well as integrated dimensions of considerations which both influence and facilitate transformative change relative to culturally sensitive teaching



# Core Values

- CONNECTION
- VALIDATION
- COMPASSION
- AWARENESS
- EQUITY
- ACCESSIBILITY



# ATTRIBUTES

- **Unity Based Consciousness and Interconnection** *Develop* the importance of understanding connection and the value it brings from both a support as well as contribution standpoint.
- **Ancestral Knowledge and Land Based Practices** *Support* place-based strategies which support the student's connection to ancestral connection.
- **Culturally Sensitive Pedagogy** *Recognize* as a foundational construct the cultural uniqueness of each student expressing through cultural dimensions of self and validation of self.
  - Cultural Experience
  - Frames of Reference
  - Performance Styles
  - Behavioral Expressions, Beliefs



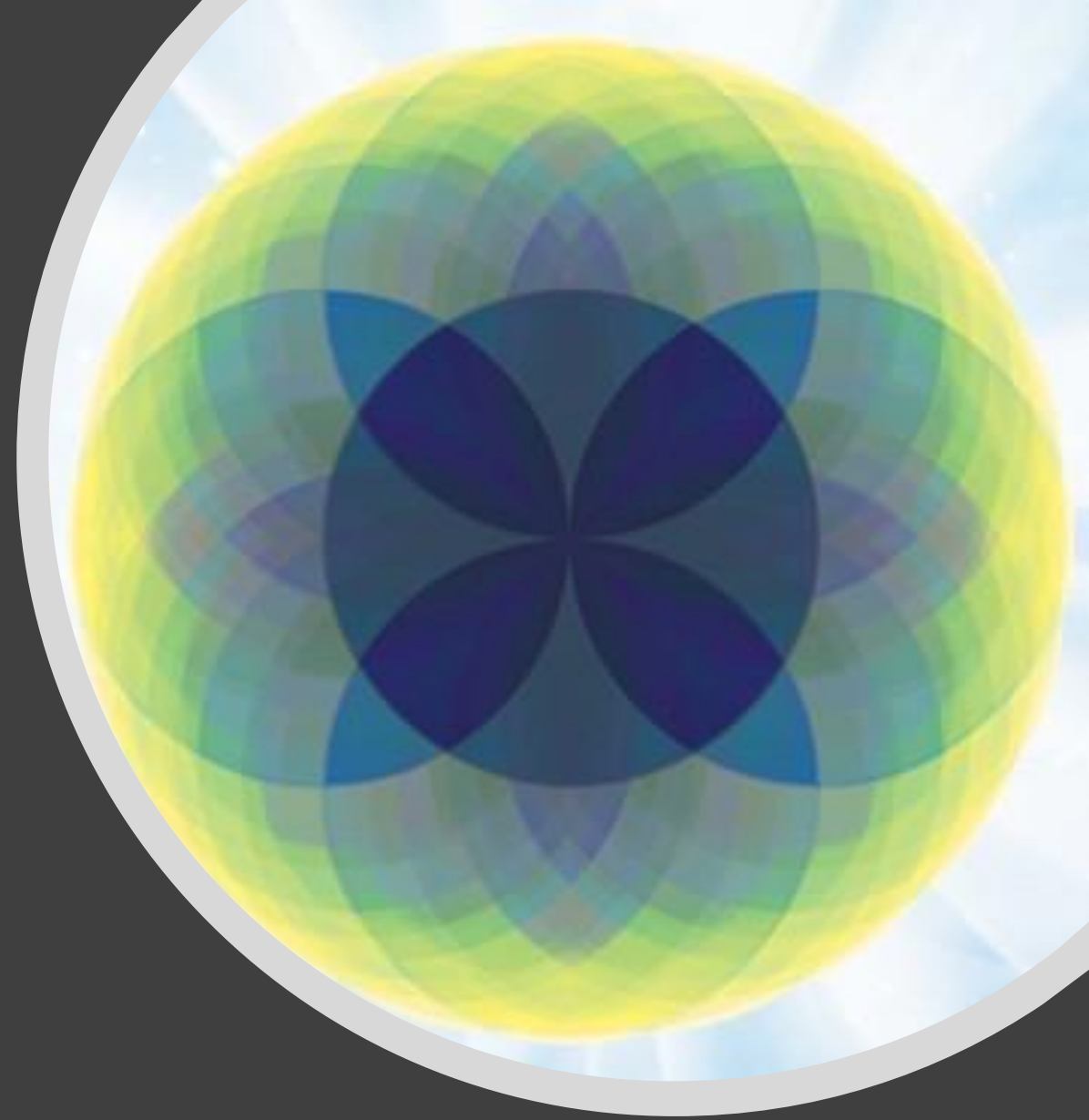


# ATTRIBUTES

- **Compassionate Experiential Learning**  
*Learn* through experience and shared common experience with the opportunity to facilitate equity, understanding and knowledge
- **Cultivated Critical Inquiry and Relationship to Self**  
*Cultivate* agency through capitalizing on learning which affords opportunity for the student to build upon sustainable ways of thinking through critical analysis, self-inquiry, and reflection.

LEADS TO.....

- **Transformative Change and Empowerment**  
*Engage* awareness through the intersectionalism of each of the attributes of; unity, ancestral knowledge, culturally sensitive pedagogy, compassion, and critical thinking; to provide the student with a foundation for transformative change in a ever changing environment.



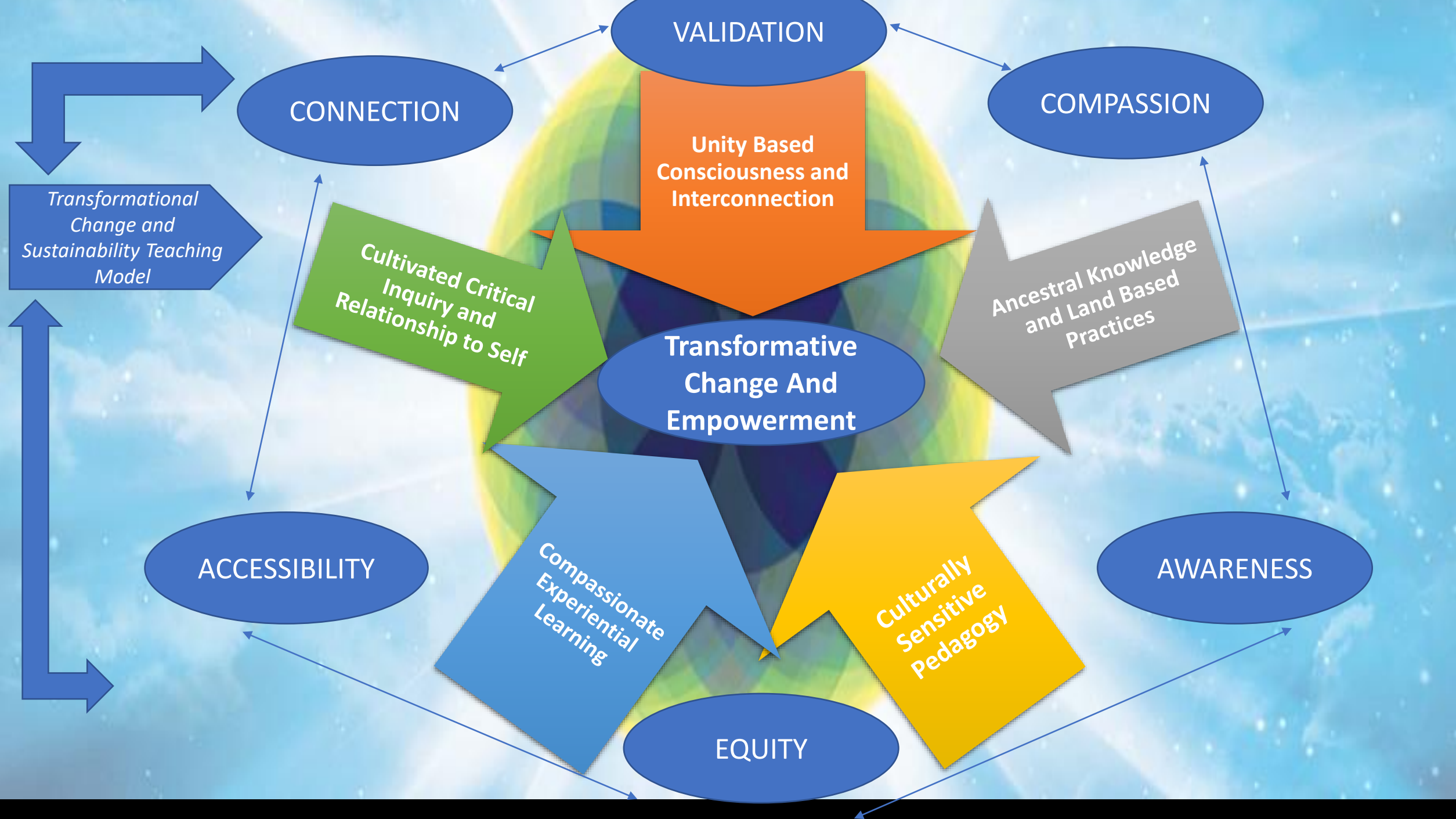


# Establishment of these Attributes Build a Bridge to

- Engage Cross Cultural Learning
- Facilitate Self Inquiry and Observation through differing lenses
- Promote Accessibility
- Deconstruction of Limiting Belief Systems and Decolonization of Pedagogy
- Engagement Across Diverse Communities
- Facilitate Critical Thinking and Self Empowerment
- Lead to Transformational and Sustainable Learning

Brown(2017) *“The patterns of the Universe repeat at scale. There is a structural echo that suggests two things: one, that there are shapes and patterns fundamental to our universe, and two that what we practice at a small scale can reverberate to the larger scale”*







# CURRICULUM PLAN

Urban Farm Student Exchange  
Program

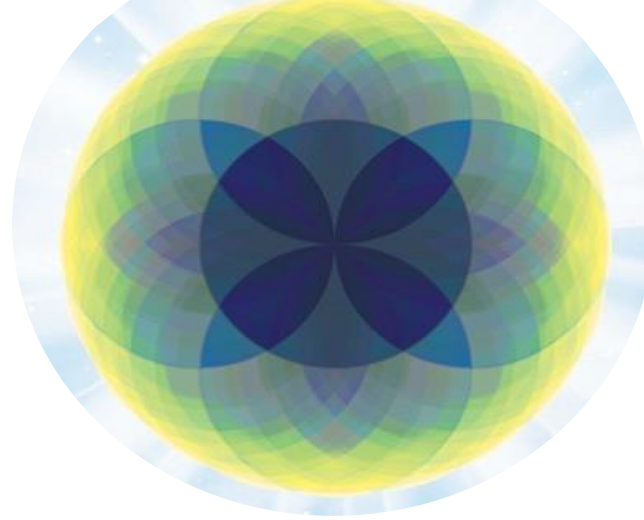


# URBAN FARM STUDENT EXCHANGE CURRICULUM

InnerSource Wellness  
Center and Urban  
Regenerative Sustainability







Curriculum Narrative – The program will be delivered to “Named Designate” with InnerSource Wellness Center and Regenerative Urban Farm being the primary facilitator of the program. “Named Designate students will participate along with participants from the City Urban Farms in Wilmington Delaware. The program will be a 72 hour program consisting of four primary models which will focus on the various attributes as part of the pedagogical framework. Upon completion of the four modules; students and the urban farm participants will present their final projects. An assessment consisting of both a survey and interview will be completed upon final completion of the program. The assessment will be used to solicit the experience of the participants; understanding if the goals of the program have and met and identifying future opportunities for improvements.

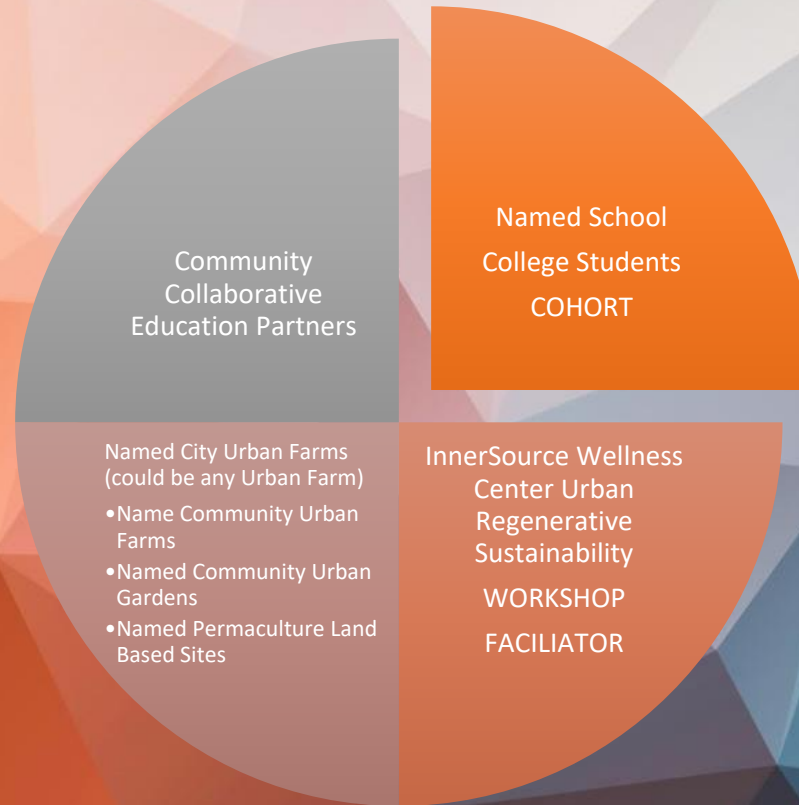




# OBJECTIVES — As They Relate to Attributes

- **Unity Based Consciousness**
  - Facilitate integration and connection between BIPOC **Urban Marginalized Communities, College Students and College Staff**
  - Cross Cultural and Experiential Learning across Diverse Communities and Demographic Structures
- **Ancestral Knowledge and Land Based Practices**
  - Build connection through Ancestral Knowledge and Land-Based Practices
  - Utilization of Place Based Strategies
  - Recognition of Topographic Connections and Ancestral History
  - Engagement of sacred
- **Culturally Sensitive Pedagogy**
  - Recognize unique attributes through development of culturally sensitive pedagogy through
  - Cross-Cultural Recognition and Experience
  - Performance Styles
  - Behavior and Expressions
  - Beliefs and Experience
  - Facilitate Critical Thinking and Self Empowerment
- **Compassion and Experiential Learning**
  - Building of compassion through facilitation of self inquiry and observation through a differing lens
  - Promote accessibility through cross cultural and demographic exchange as well as shared knowledge
  - Behavior and Expressions
  - Beliefs and Experience
  - Facilitate Critical Thinking and Self Empowerment
- **Critical Thinking and Self Empowerment**
  - Deconstruction and transformation of Limiting Belief Systems and Decolonization of Pedagogy
  - Promotion of and Accessibility to information through Cross Cultural Sharing

# □ Participants



*“Nothing Happens in Isolation. There is always a squad, collaborator, a body that support change occurring” Sage Crump(2018)*



Named College- The “**WHY**” of the Program:  
History/Background

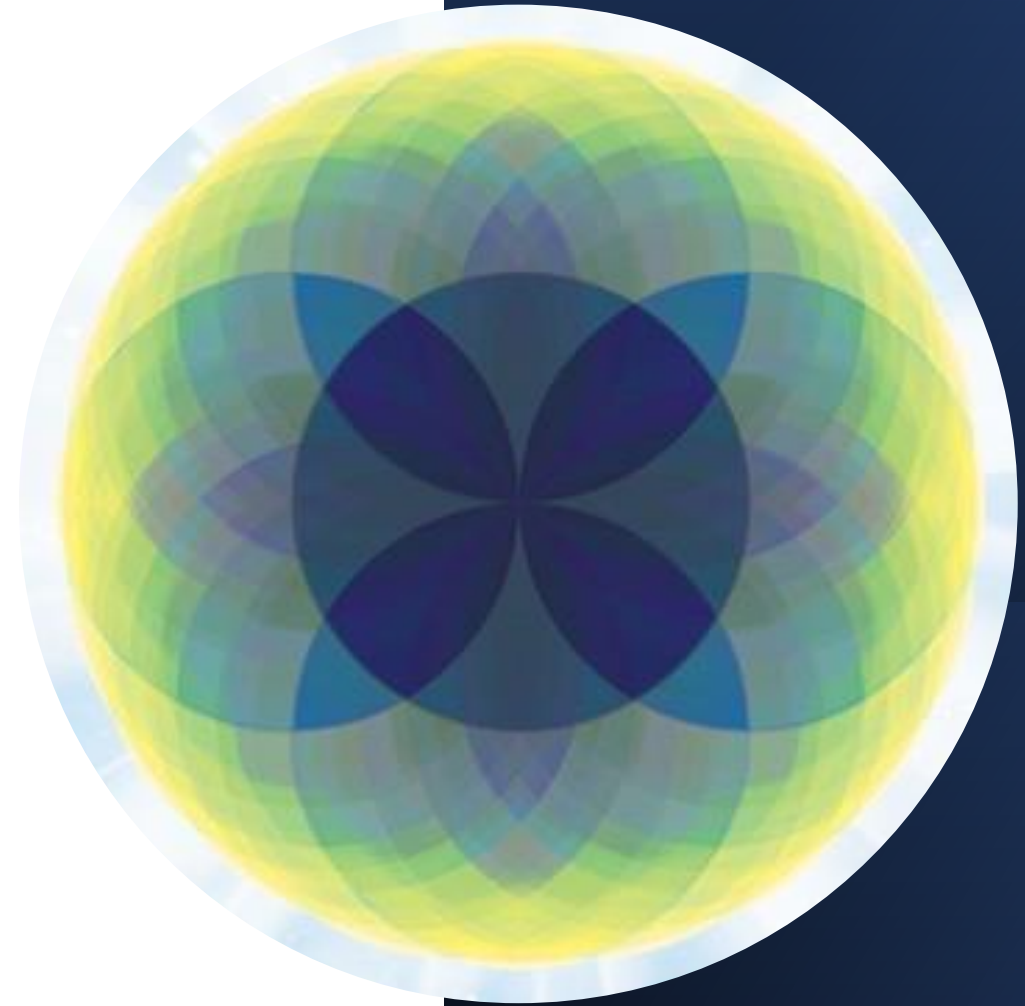
>Founded in History

>Location:

>Type of Institution or Organization

>Demographic Composition

>Administration, Leadership, Faculty  
Composition



Named Designate- The **“WHY”** of the Program  
History/Background

>Demographics Specifics

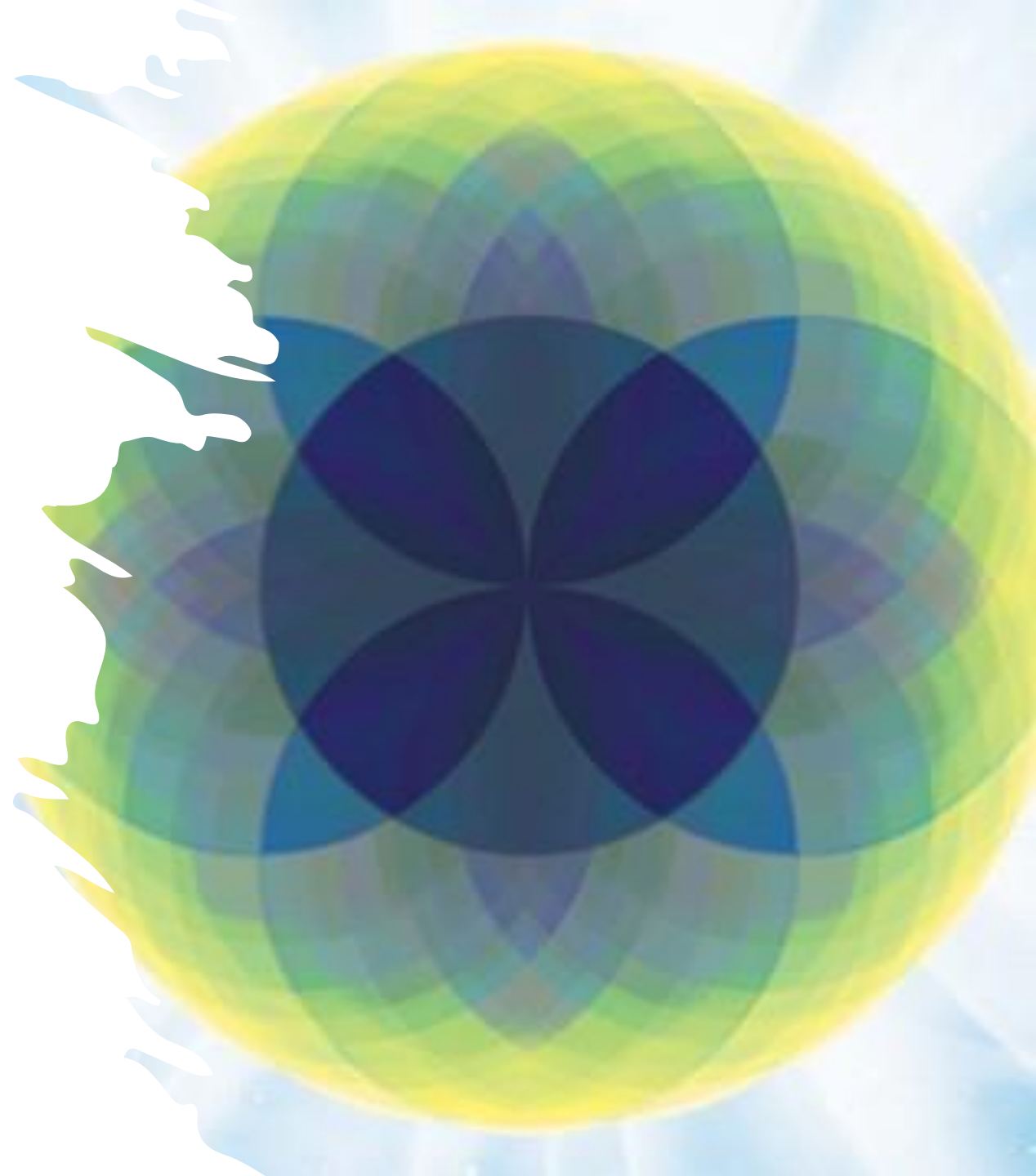
> Enhance Curriculum and Pedagogy to be  
Addressed

- Decolonization of Curriculum
- Opportunity to introduce experiential learning
- Opportunity to address multiple learning intelligences
- Opportunity to integrate Culturally Sensitive Pedagogy

>Engage Cross Cultural Sharing and Critical Thinking

>Build Community Connection

>Facilitate Critical Thinking, Self Empowerment and Transformation





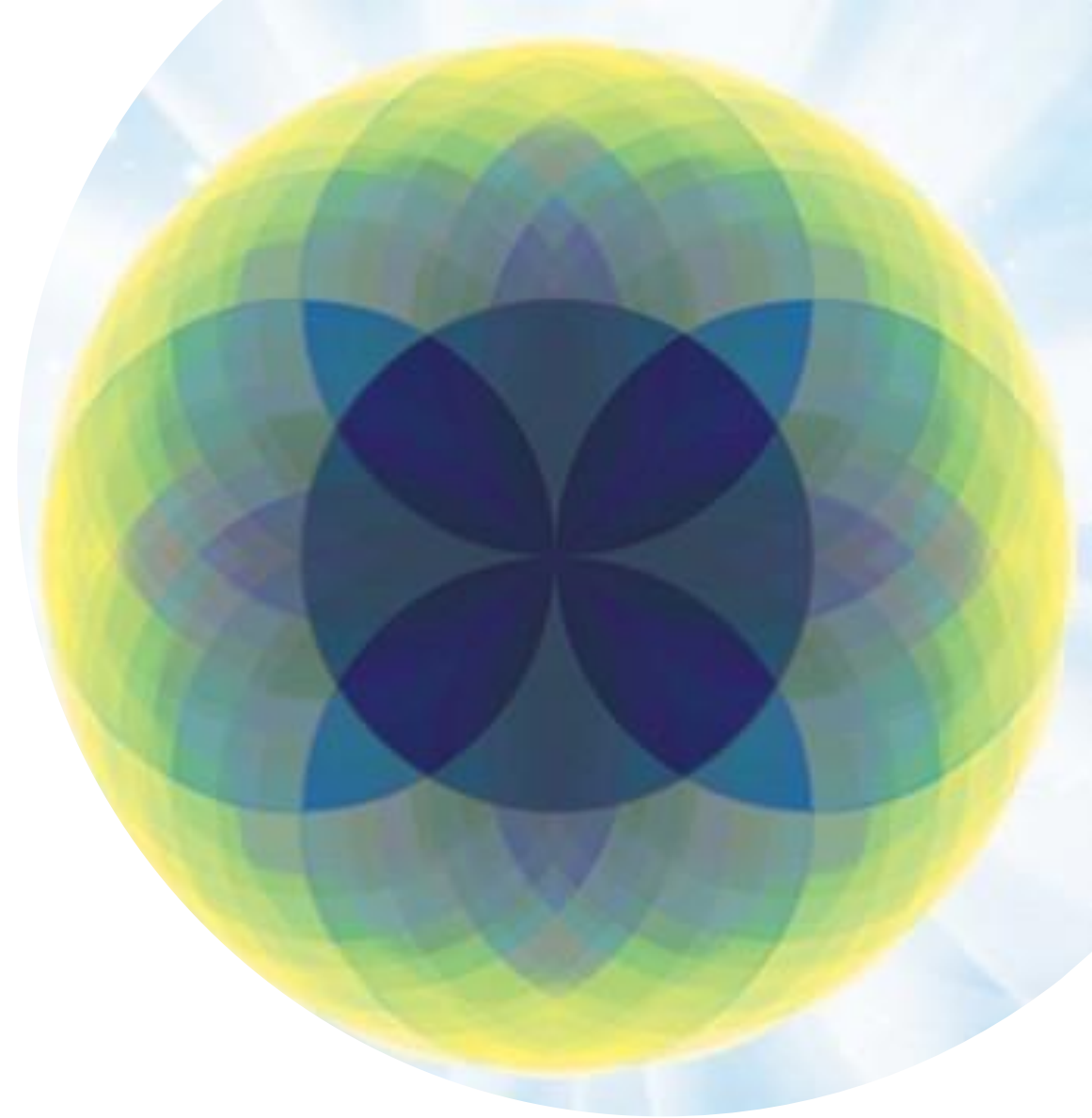
"Named Designate – The **“What”** of the Program

>Cohort Attends Program Consisting of the following Core Topics:

- Introduction to Permaculture
- Building Community
- The Gift of Observation
- Honoring the Land and Sacred Practices
- Global Citizenry
- Business Project Connection
- Community Based Project – Urban

>Student Would Upon Completion of the Workshop Conduct an Experiential Project In Conjunction with Community Urban Farmers, Permaculture Landsites and Community Gardens

>Student Would then Present Key Learnings and Observations relative to the Community Urban Farm Project



# Core Curriculum – Custom for Designate

## Chart A

### Module I – 20 Hrs.

- Pairing up In Teams - Designated Team, Community
- Recognition and Shared Experience
  - Who Am I?
  - Who Are You?
- What is Permaculture and its Influences Upon
  - Self
  - Land
  - Environment
  - History

### Module II – 20Hrs.

- Observation
  - Designated Team - Students to Observe Site
- Community Engagement
  - Hold Discussions with Community Representatives and Team Members
  - Share Experiences, Challenges and Opportunities
- Define and Engage in Defining a Potential Project based on Observation

### Module III – 20Hrs.

- Engage Discussion on Land Based and Sacred Practices
  - Whose land is this Anyway?
  - Conduct Sacred Practice and Meditation
  - Discussion on How we Are all Connected and our connection to the land
  - Discussion on Being of Service
- Journaling of Observations and Cross Sharing

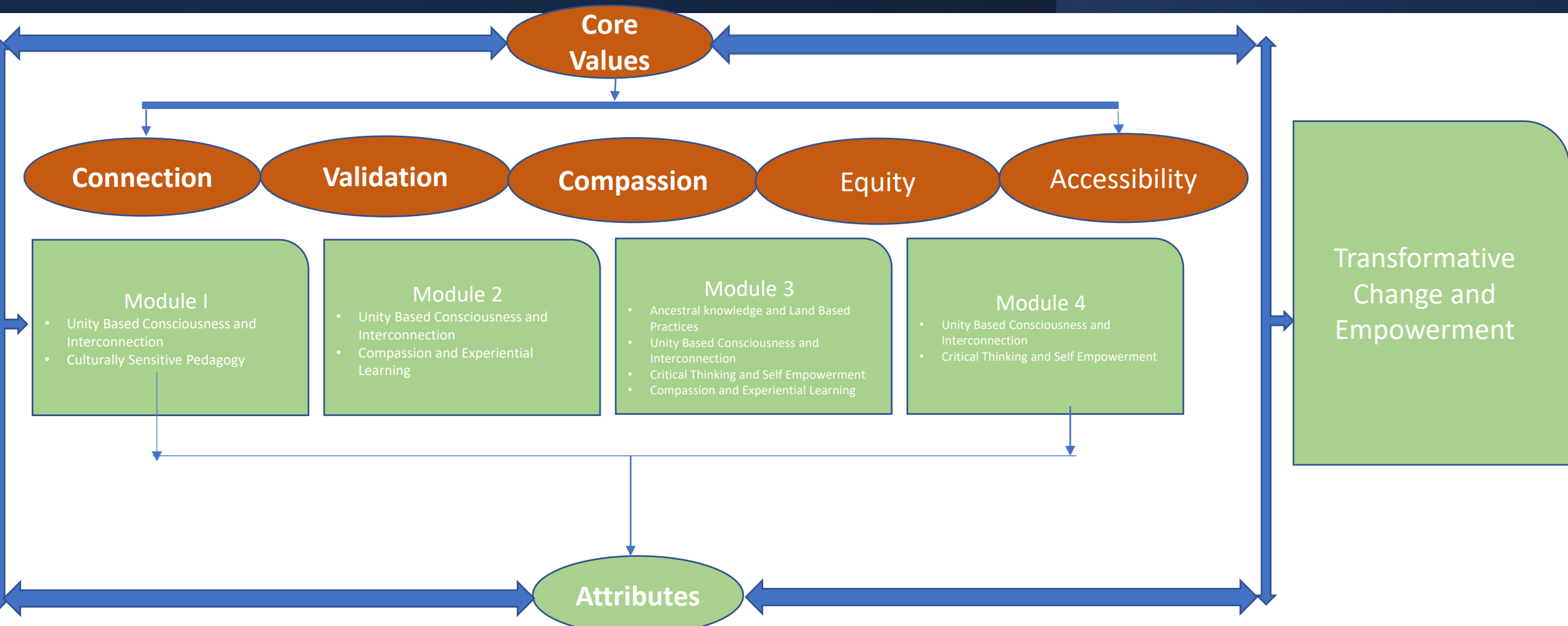
### Module IV – 12 Hrs.

- Project Presentations (Students/Community)
- Feedback
- Assessment



# Core Curriculum - Attributes and Core Values

## Chart C



# Appendix A – Teaching Statement

- [TeachingPhilosophyUpdated11.25.2022.docx](#)





# Supporting - Theories and Research (Transformative Change and Empowerment Model)

- **Culturally Sensitive Pedagogy, Compassionate Learning**
  - Paris and Alim (2014)
  - Freire - <https://youtu.be/aFWjnkFypFA>
  - Fernandez (2019)
  - Kinloch V. , Gay G. - <https://youtu.be/MsyMbSiphTo>
  - Billings G. - <https://youtu.be/hmAZjNRmall>
  - Holmes T. (2010)
  - Humboldt (2019)
- **Unity Based Consciousness and Interconnection**
  - Brown (2017)
  - Kimmerer (2020)
  - Gumbs A. P. (2020)
- **Ancestral Knowledge and Land Based Practices and Change**
  - Calderon (2014)
  - Fernandez (2019)
  - Calderon (2014)
- **Transformation, Cultivated Critical Inquiry and Relationship to Self**
  - Brown (2017)
  - Casarejos F. (2020)
  - Frier - <https://youtu.be/aFWjnkFypFA>
  - Fernandes (2019)
  - Salmon E. (2015)
  - Sterling (2001)
  - Paris and Alim (2014)



# RESOURCES





## RESOURCES:

- Barnhardt, R. & Kawagley, A.O. (2003). Culture, Chaos, and Complexity- Catalyst for Change
- Indigenous Education  
<https://www.culturalsurvival.org/publications/cultural-survival-quarterly/culture-chaos-complexity-catalysts-change-indigenous>
- Brown A. (2017), Emergent Strategy: Shaping Change, Changing Worlds A.K., Press
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- Casarejos F. (2020) Casting Long-Term and Regenerative Perspectives on Global Sustainability through Systems and Resilience Thinking. Sustainability. 2020; 12(3):1230. DOI: 10.3390/su12031230 <https://www.mdpi.com/2071-1050/12/3/1230/htm>
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- Fernandes A. (2019), A Mayan Philosophy
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- DiAngelo, Sensory(2017). <https://prescott.instructure.com/courses/1794/files/187640/preview>
- Frankel R. (2017), The evolution of empathy research: Models, muddles and mechanisms. National Library of Medicine <https://pubmed.ncbi.nlm.nih.gov/28684014/>
- Gloria Ladson Billings – Successful Teachers of African American Children. <https://youtu.be/hmAZjNRmall>



## RESOURCES:

- Frey Vicki, Schmidt L., Allen Justin (2012), *Defining Authentic Classroom Assessment*, Volume 17, Practical Research Evaluation, [HTTps//shcolarworks.umass.edu/pare/vol17/is1/2](https://shcolarworks.umass.edu/pare/vol17/is1/2)
- Gumbs, A.P. (2020). Undrowned: Black Feminist Lessons from Marine Mammals.
- Holmes, T. (2010). The hierarchy of epistemological beliefs: All ways of knowing are not created equal. *Studies in Meaning*, 4, 281-315
- Humboldt PBLC (2019). Traditional Ecological Knowledge & Place Based Communities
- Kimmerer, Robin (2020), *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants*; Milkweed Editions
- Paris D. (2021) Culturally Sustaining Pedagogies of our Future

[https://www.tandfonline.com/doi/full/10.1080/00131725.2021.1](https://www.tandfonline.com/doi/full/10.1080/00131725.2021.1957634)

[957634](https://www.tandfonline.com/doi/full/10.1080/00131725.2021.1957634)





## RESOURCES:

- Paris, Alim, (2014), What are We Seeking to Sustain through Culturally Sustaining Pedagogy? A Loving Critique Forward, Harvard Educational Review [Article What are We Seeking to Sustain through Culturally Relevant Pedagogy?.pdf](#)
- Salmon, E. (2015). Teaching Kincentric ecology in an urban environment. Journal of Sustainability Education, <http://www.susted.com/wordpress/content/teaching-Kincentric-ecology-in-an-urban-environment-2015-11/>