

Youth Workshops, Staff Trainings, and Customized K-12 Curricula on

THE BLACK EXPERIENCE

The Black Experience Course is Community Change, Inc.'s student-driven exploration of the lives of Black people. The course promotes research, critical thinking, and dynamic engagement through a structured yet creative mix of questions, references and fun, teambuilding exercises.

The goal of the course is to develop students' understanding of various aspects of the Black experience.

The Black Experience Course is designed for teachers to deliver age-appropriate lessons for K-12 students of all ethnicities using resources that reflect the experiences, interests and perspectives of Black people. As part of the Black Experience Course, students deliver prompt-free public presentations to demonstrate their mastery of their selected topic while engaging their peers, family and community in action projects.

The Black Experience Course allows students to learn about Black people in connection to the following topical areas:

1. Africa - the continent of geographic origin for Black people.
2. Culture - the identity and interactions of Black people.
3. Economics - exploring the finances of Black people.
4. Education - exploring the process for teaching and learning among Black people.
5. Entertainment – the presence and interests of Black people in the performance industry.
6. Health - exploring the factors related to the physical and mental wellbeing of Black people.
7. Justice - exploring systems for ensuring the safety, civil and human rights for Black people.
8. Leadership - an exploration of Black people and organizations seeking to help their people overcome their challenges.
9. Politics - exploring the relationship and roles of Black people in the process and system of governance in the United States.
10. STEAM - exploring the relationship and roles of Black people in science, technology, engineering, agriculture and math.



FOR MORE INFORMATION

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Topics and Subtopics

| Topics* | Subtopics Weeks 1 & 2 | Subtopics Weeks 3 & 4 | Subtopics Weeks 5 & 6 | Subtopics Weeks 7 & 8 | Subtopics Weeks 9 & 10 | Weeks 11, 12, 13 & 14 |
|----------------------|-------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------------|-----------------------|
| Africa | <i>The 54 Countries</i> | <i>Culture and Entertainment</i> | <i>Businesses and The Economy</i> | <i>Colonialism, Imperialism and Politics</i> | <i>The Diaspora and Pan-Africanism</i> | <i>Action</i> |
| Culture | <i>Identity</i> | <i>Relationships</i> | <i>Music</i> | <i>Food and Fashion</i> | <i>Media</i> | <i>Action</i> |
| Economics | <i>Money Management & Investments</i> | <i>Consumerism v. Production/ Assets v. Liabilities</i> | <i>Generational Wealth</i> | <i>Employment</i> | <i>Entrepreneurship (SBDC, licenses, MWBE, and 8a Programs)</i> | <i>Action</i> |
| Education | <i>Interests and Assets</i> | <i>Home and Community</i> | <i>Grade School</i> | <i>Higher Education</i> | <i>Workplace</i> | <i>Action</i> |
| Entertainment | <i>Music</i> | <i>Cinema and Comedy</i> | <i>Sports and Gaming</i> | <i>Choreography</i> | <i>Art</i> | <i>Action</i> |
| Health | <i>Diet</i> | <i>Physical Fitness</i> | <i>Reproductive Health</i> | <i>Doctors, Clinics and Hospitals</i> | <i>Drugs and Medicine</i> | <i>Action</i> |
| Justice | <i>School to Prison Pipeline</i> | <i>Crime</i> | <i>The Police and The Courts</i> | <i>Imprisonment</i> | <i>Recidivism</i> | <i>Action</i> |
| Leadership | <i>Ancient Africa</i> | <i>Three Paths of Struggle (desegregation, emigration and nationhood)</i> | <i>The Diaspora (including the Caribbean)</i> | <i>Political Repression</i> | <i>The Youth</i> | <i>Action</i> |
| Politics | <i>The Black Agenda</i> | <i>City, State and Federal Offices</i> | <i>Political Offices</i> | <i>Campaigns, Lobbies and Political Action Committees</i> | <i>Voting and Elections</i> | <i>Action</i> |
| STEAM | <i>Science</i> | <i>Technology</i> | <i>Engineering</i> | <i>Agriculture</i> | <i>Math</i> | <i>Action</i> |



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LESSON FORMAT (per 60 minutes)

1. Welcome and introduction (2 mins.): What knowledge, skills, values and experiences will students gain from this lesson? Why are these things important?
2. Icebreaker on students' interests (8 mins.): What are my knowledge, skills, values and experiences?
3. Definitions (2 mins.): What do the key words and terms of the lesson mean?
4. Examples (1 min.): What are some models, samples or instances of each key word and term?
5. Students' choice (40 minutes; 20 minutes explorations/20 minutes expression) – Students and teachers determine the course subtopics, then make selections of questions to explore and creatively express their findings:
 - a. Achievements – What are the successes?
 - b. Careers – What are some related jobs and/or businesses?
 - c. Challenges – What are the barriers?
 - d. Contradictions – Where are the double standards and hypocrisies?
 - e. Controversies – What are the opposing views or contentious issues?
 - f. Disparities – What are some of the related imbalances, inequities, and/or gaps that exist?
 - g. Institutions – What are the major organizations/companies?
 - h. Past – What was it like before?
 - i. People – Who are the significant individuals?
 - j. Places/Geography – Where does it happen?
 - k. Plans – What preparations/innovations are being made for the future?
 - l. Present – What is it like now? What are the related current events?
6. Review (3 mins.) – Students restate the completed questions, references, findings, and exercises of the lesson.
7. Additional Resources and Opportunities (1 min.) – At the end of each lesson, the teacher provides a tip sheet to students listing places where they can go to learn more and to benefit in the areas related to the lesson.
8. Reflection (3 mins.) – Students provide feedback on the lesson, including the things they liked; the things they didn't like; and suggestions for improvement of future lessons.

