

Activity: HBCU Exploration**Focus:** Essential Employability Skills, Job & Career Pathways**Grade Range:** K - 2nd**Time:** 30-40 minutes**INSTRUCTIONS**

1. Begin today's lesson by asking students if they have ever heard of HBCUs (If no students are familiar with HBCUs, take a moment to explain that they are a type of college/university). You can include responses about other colleges students are familiar with and share that today they will be hearing about HBCUs specifically.
2. Read *Brown Hands, Black Schools HBCUs* aloud to the students. *Note: if teacher allows, you can move the students to a "group" setting (carpet, reading space).
3. Upon finishing the book, ask students to share one interesting or new thing they learned during the story (allow about 5 minutes for student responses). Share with students that this book was written by a local Cincinnati author, Latoya Turner, who went to Central State University! (Additional information found at the back of the book.)
4. Separate students into small groups (4-5 students per group) with at least one mentor paired with each group. Each group will need copies of "HBCU Reflection Sheet" (enough for one per student), pencils, and coloring supplies.
5. Mentors should pass one copy of "HBCU Reflection Sheet" to each student. Go over the sheet with the group, starting with the poem. Students can read the poem out loud, or mentor can read for the group.
6. Work through the remainder of the sheet allowing students time to complete the drawing and sentence portions. Mentors should guide students as necessary. While completing the sentences, refer back to the book.
7. If time allows, students can complete the bonus activity at the bottom of the reflection sheet.
8. *Optional extension if time allows and devices are available: have students use devices to individually research different HBCUs. They can choose one and record any facts they find on the back of their reflection sheet. Facts to consider: HBCU location, highlighted degree programs, mascot, colors, special activities/clubs, interesting facts, famous individuals who attended the school. Mentor could also help facilitate this by using their device to research one school as a small group.
9. Wrap up by coming back as a whole group to review what was learned about HBCUs during today's visit. Top take aways could include:
 - HBCU stands for Historically Black Colleges and Universities
 - HBCUs are a safe and welcoming space for Black students.
 - HBCUs are found in many different states, not just Ohio!
10. Finish today's visit by sharing that this book has been made into a short movie. You can find the trailer at <https://www.youtube.com/watch?v=Ok-mILnrspY>. Challenge students to go home and share what they learned today with their families!

SYNOPSIS

Students will learn about and celebrate Historically Black Colleges and Universities (HBCUs).

MATERIALS

- Book: *Brown Hands, Black Schools HBCUs*
- Class set of "HBCU Reflection Sheet"
- Pencils
- Coloring supplies (whatever students have access to in the classroom)

TIPS

Check in with your teacher prior to your visit to see if students have devices available for the lesson extension.



HBCU REFLECTION SHEET

Draw a picture of what it would look like to go to an HBCU!

Brown Hands, Black Schools Poem
Written by: Latoya Turner

Brown Hands,
Black Schools,
HBCUs are cool.
Black and brown boys and girls,
Can go to college and feel joy.
ALL are welcome, can't you see,
That's right, even me.
Study, learn, and have fun,
Don't give up, get it done.
At HBCUs, we rep our school,
For me, it's _____(CSU).

HBCU stands for _____.

HBCUs are important because _____

One thing I still want to learn about HBCUs is _____

Bonus Activity: Work with a partner or your small group to create your own hand game to go with the poem!