YFN EXTERNSHIP '19 - BLAKE THOMPSON + LSU
PUBLIC HEALTH

THE 2 DAY YOUTH FORCE NOLA EXTERNSHIP ALLOWED A RELATIONSHIP TO BE IGGITED BETWEEN EDUCATORS SERVING IN THE NEW ORLEANS COMMUNITY. TOGETHER, WE CAN PROMOTE A HEALTHIER, More sustainable PEOPLE AND ENVIRONMENT, TO SUPPORT NOT JUST STUDENTS IN OUR CLASSROOMS BUT NEW ORLEANIANS AS A WHOLE. BEGINNING IN THE CLASSROOM, LATERAL ALIGNMENT BETWEEN GLOBAL JUSTICE AND ENVIRONMENTAL SCIENCE COURSES WILL PROMOTE NOT ONLY AN IN-DEPTH LEARNING EXPERIENCE FOR STUDENTS BUT AN OPPORTUNITY TO ENGAGE IN CONTENT THAT IMPACTS HUMANS DAILY. VERTICAL ALIGNMENT WILL PRODUCE A TRAJECTORY OF SOCIAL CHANGE AGENTS, AS COURSE CURRICULUM IS DESIGNED TO PROMOTE A CONCIOUS PEOPLE THROUGH THE STUDY OF ISSUES DESIGNED TO OPPRESS. THE COLLABORATION BETWEEN LIVINGSTON COLLEGIATE ACADEMY AND LSU SCHOOL OF PUBLIC HEALTH IN THE SOCIAL AND ENVIRONMENTAL SCIENCES, ON THE SECONDARY LEVEL WILL BE THE FOUNDATION OF EMPOWERING STUDENTS TO USE FUNDAMENTAL SKILLS IN CREATING SOCIOECONOMIC AND ENVIRONMENTAL CHANGE.

LCA - GLOBAL JUSTICE
"UNTIL THE LION LEARNS TO WRITE EVERY STORY WILL GLORIFY THE HUNTER"-AFRICAN PROVERB
RISE OF COMMUNISM – RECONSTRUCTION – THE BLACK PATRISH PARTY NAZI
HOLOCAUST- RWANDAN GENOCIDE – APARTHEID AND THE CREATION OF RACE –
AFRICANS IN AMERICA

LCA - ENVIRONMENTAL SCIENCE
"THE CHILD WHO IS NOT EMBRACED BY THE VILLAGE WILL BURN IT DOWN TO FEEL ITS WARMTH"-AFRICAN PROVERB
ENVIRONMENTAL SYSTEMS – ENVIRONMENTAL AWARENESS & PROTECTION –
deconstruction of health –resources: abuse it or lose it – resources: MINE, YOURS OR OURS? – AFRICANS IN AMERICA

LSU - BEHAVIORAL AND COMMUNITY HEALTH SCIENCES
"GRADUATES WILL BE ABLE TO CONDUCT RESEARCH AND/OR DESIGN IMPLEMENT, PROMOTE AND PROTECT THE HEALTH OF COMMUNITIES AND POPULATIONS."

LSU - ENVIRONMENTAL & OCCUPATIONAL HEALTH SCIENCES
"THIS PROGRAM STRIVES TO IMPROVE ENVIRONMENTAL CONDITIONS AND PROMOTE HEALTH EQUITY."

COMMUNITY PARTNERSHIPS
STUDENT CENTERED LEARNING
PROJECT BASED LEARNING
EXPERIENTIAL LEARNING
REAL WORLD PROBLEMS
AND SOLUTIONS
QUALITATIVE DATA
RESEARCH
DATA FOCUSED INSTRUCTION
CULTURALLY RESPONSIVE CURRICULUM

“WHEN WE LOOK AT THE EDUCATIONAL EXPERIENCES OF MANY GROUPS
MARGINALIZED BY RACE, LANGUAGE OR SOCIOECONOMICS, WE SEE THAT THEY OFTEN GET A “WATERED DOWN” CURRICULUM THAT Doesn’t REQUIRE HIGHER ORDER THINKING. TO EMPOWER DEPENDENT LEARNERS AND HELP THEM BECOME INDEPENDENT LEARNERS, THE BRAIN NEEDS TO BE CHALLENGED AND STRETCHED BEYOND ITS COMFORT ZONE WITH COGNITIVE ROUTINES AND STRATEGY.”
- ZARETTA HAMMOND, AUTHOR OF CULTURALLY RESPONSIVE TEACHING A ND THE BRAIN
<table>
<thead>
<tr>
<th>ESSENTIAL QUESTIONS</th>
<th>GLOBAL JUSTICE UNIT</th>
<th>ENVIRONMENTAL SCIENCE UNIT</th>
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</thead>
</table>
| 1. CHANGE: HOW DO POLITICS AND ENVIRONMENTS SHAPE THE HUMAN EXPERIENCE? | REVOLUTION IN CHINA- IMPERIALISM TO INDUSTRIALIZATION  
- What sacrifices must be made to achieve equality?  
- What sacrifices must be made to become a world power?  
PROJECT FOCUS-DEBATE  
- WAS MAO ZEDONG A HERO OR VILLAIN DUE TO HIS ACTIONS IN REVOLUTIONIZING CHINA? | MELTING GLAZIER ICE- HOW IS THE WORLD CONSTANTLY CHANGING?  
- How and why is Earth constantly changing?  
- How do Earth’s surface processes and human activities affect each other?  
PROJECT FOCUS: DEBATE  
- WHAT ACTIONS OF HUMAN BEINGS IMPACT THE ENVIRONMENT BEST? WORST? |
| 2. WHAT IMPACT DO HUMANS HAVE ON THE ENVIRONMENT? WHAT IMPACT DOES THE ENVIRONMENT DO IN RETURN? | RECONSTRUCTION IN THE USA- OPPRESSION TO RESISTANCE  
- Are black people in the USA living through a genocide?  
- How does land/lack of land empower/disempower humans?  
- Who is responsible for the plight/flight of black people today and what must be done about it?  
PROJECT FOCUS: DEBATE  
- WHICH REVOLUTIONARY IDEA IS BEST, FOR US TODAY, IN UPLIFTING AND EMPOWERING BLACK PEOPLE? | LAND, RESOURCES AND OPPRESSION  
- What resources are needed for sustainable community building?  
- How are resources commoditized for gain?  
- What is the intersection of politics and physical resources to give sustainable reparations to oppressed peoples?  
PROJECT FOCUS: DEBATE  
- WHAT MUST PEOPLE OF COLOR OR OPPRESSED COMMUNITIES DO TO CREATE AN EQUITABLE LANDSCAPE FOR RESOURCES? |
| 3. WHAT IS OUR RESPONSIBILITY TO THE ENVIRONMENT AND PEOPLE OF THE FUTURE? | OPPRESSION AND RESISTANCE IN POST RACIAL AMERICA- THE BLACK PANTHER PARTY  
- What was the BPP fighting against? Why?  
- How does the philosophy of the BPP encompass prior revolutions?  
- Was the BPP effective? Why? Why not?  
- Why was the BPP dismantled?  
PROJECT FOCUS: BARBERSHOP DISCUSSION  
- WAS THE BLACK PANTHER PARTY SUCCESSFUL? | WHERE DOES POLLUTION COME FROM?  
- What is the relationship between humans and pollution?”  
- How do Earth’s surface processes and human activities affect each other?”  
- In what ways do political and economic prowess contribute to lack of health in communities? (air, water pollution, destruction of communities- Flint, Israel, Louisiana, Claiborne Bridge construction, History that led to Katrina disaster and disproportionate impact on blacks in New Orleans)  
PROJECT FOCUS: BARBERSHOP DISCUSSION  
- WHAT ACTIONS CAN WE TAKE, DAILY, TO REDUCE OUR CARBON FOOTPRINT? PROTECT OPPRESSED COMMUNITIES? HOLD ACCOUNTABLE CORPORATIONS FOR THEIR IMPACT? |
| 4. WHAT ACTIONS MUST WE TAKE POLITICALLY, SOCIALLY AND PERSONALLY FOR A SUSTAINABLE WORLD FOR ALL PEOPLE? | | |
1. CHANGE: HOW DO POLITICS AND ENVIRONMENTS SHAPE THE HUMAN EXPERIENCE?

2. WHAT IMPACT DO HUMANS HAVE ON THE ENVIRONMENT? WHAT IMPACT DOES THE ENVIRONMENT DO IN RETURN?

3. WHAT IS OUR RESPONSIBILITY TO THE ENVIRONMENT AND PEOPLE OF THE FUTURE?

4. WHAT ACTIONS MUST WE TAKE POLITICALLY,_socially and personally FOR A SUSTAINABLE WORLD FOR ALL PEOPLE?

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**SEMESTER 2**

<table>
<thead>
<tr>
<th>RWANDAN GENOCIDE: COLONIALISM IS FOREVER</th>
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<tbody>
<tr>
<td>• Who is most responsible for the Rwandan Genocide?</td>
</tr>
<tr>
<td>• Upstanders vs Bystanders: Which are you?</td>
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<tr>
<td>• Reconciliation, Reparations or Revenge: Which is best?</td>
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</table>

**PROJECT FOCUS: BARBERSHOP DISCUSSION**

- WHO IS MOST RESPONSIBLE FOR THE RWANDAN GENOCIDE?

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<table>
<thead>
<tr>
<th>RESOURCES: ABUSE IT OR LOSE IT.</th>
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<tbody>
<tr>
<td>• How does urbanization impact different groups by class and race?</td>
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<tr>
<td>• Earth’s resources: At what cost do we use them?</td>
</tr>
<tr>
<td>• What short and long term impact have we seen from deforestation, oil drilling and emissions?</td>
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**PROJECT FOCUS: BARBERSHOP DISCUSSION**

- WHO IS MOST RESPONSIBLE FOR THE ENVIRONMENTAL ISSUES FACED BY NEW ORLEANIANS?

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<table>
<thead>
<tr>
<th>SEPARATE NEVER HAS BEEN EQUAL: CREATION OF RACE</th>
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<tbody>
<tr>
<td>• How and why was race created?</td>
</tr>
<tr>
<td>• Who benefitted and benefits from race?</td>
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<tr>
<td>• What systems were created due to race? (apartheid + jim crow)</td>
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**PROJECT FOCUS: ORAL PRESENTATION**

- WHAT FORMS OF RESISTANCE WILL BEST EMPOWER AND UPLIFT PEOPLE OF COLOR IN THE USA?

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<table>
<thead>
<tr>
<th>SEPARATE NEVER HAS BEEN EQUAL: THE RISE OF NATURAL DISASTERS</th>
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<tbody>
<tr>
<td>• How did humans create Hurricane Katrina/Earthquake in Haiti/Flooding in Baton Rouge?</td>
</tr>
<tr>
<td>• What impact do natural disasters have on humans?</td>
</tr>
<tr>
<td>• What pro-active steps can be taken to minimize environmental impact of humans?</td>
</tr>
<tr>
<td>• How can people be supported best post natural disaster?</td>
</tr>
</tbody>
</table>

**PROJECT FOCUS: ORAL PRESENTATION**

- EXAMINE A NATURAL DISASTER AND THE IMPACT OF HUMANS. DETERMINE THE PRO-ACTIVE STEPS TO AVOID THIS ISSUE AND REACTIVE STEPS TO DIMINISH THE IMPACT ON HUMANS.

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**FINAL PROJECT**

- COMPARE AND CONTRAST TWO SOCIAL OR POLITICAL REVOLUTIONARY MOVEMENTS. DETERMINE WHAT WE MUST LEARN FROM THOSE MOVEMENTS IN HISTORY TO BETTER OUR ACTIONS TODAY.

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**FINAL PROJECT**

- RESEARCH A REVOLUTIONARY MOVEMENT AND DETERMINE HOW THAT ISSUE PLAGUES YOUR SOCIETY TODAY.
- CONDUCT FIELD RESEARCH TO GATHER BOTH QUANTITATIVE AND QUALITATIVE DATA TO DETERMINE THE IMPACT OF THESE ISSUES ON THE HUMAN EXPERIENCE.
- WHAT ACTIONS MUST WE TAKE TO CURB THIS ISSUE?