The key to change is creating the space for young people to imagine a better way of life and support them so they can act on that vision.--S. Ginwright.
Hip-Hop(e)

- The Art and Science of Engaging Adolescents with Social and Emotional Learning and Civic Engagement in Culturally Relevant Ways. **CCLC**

**Objectives:**

- Equipping Educators/Leaders with best practices in SEL, HHBE, and SJYD
- Give you practical applications to using Critical/Creative Social and Emotional Learning to impacting Culture/Climate, Pedagogy, and Curriculum.
Uniqueness of Generation:

- Media
- Global Connection: Hiphop
- Sparks: Arts Athletics
- Grief/Trauma
- Post Traumatic Growth

Creative Innovation:
1. Intrinsically motivated
2. Interdisciplinary Problem Solving
3. + Risk Taking
4. Creating not Consuming
5. Diverse Collaboration

Intrinsic Motivation
Galvanizing adults towards the positive development of youth, and mobilizing youth towards the positive development of communities.
How can we engage adolescents with social and emotional learning in a way that is culturally relevant and creative?
Two TurnTables Changed the World!

Revolutionized from Appliance to Instrument of Change
DJ Kool Herc: Finding the “Break”
Search Institute Study: Thriving Youth Have:

The RELATIONSHIPS teens need to support their growth.

Teens SPARKS, or their deepest passions and interests.

Teens VOICE, or their confidence, skills and opportunities to influence things that matter to them.

Yet more than one-third of 15 year-olds (38 percent) surveyed did not score high on any of the strengths. And only 7 percent experience high levels of all three strengths and opportunities to influence things that matter to them.

#HowdoesHercdothis?
The Educator as a DJ

- 1. Facilitating a Process that Enhances Inter-personal Relationships (Authentic Relationships - Critical Awareness of Youth as Assets)
- 2. Creating Space for Personal Empowerment (Culturally Relevant Expressions)
- 3. Cultivating a Movement that Transformed Culture (Youth found resilient "VOICE" to tell new narratives)
How can Educators Find the “Break”? 

Youth 

“Break” 

School/OST 

Parents 
Political Realities 
Needs 
Assets 
Expectations 
Community/Culture 

Administration 
Policies 
Standards 
Curriculum 
Expectations 
Community/Culture
In order for youth to dream/hope, they need to be in an environment to thrive.
Outcomes:

1 Point Increase
100% Graduation
Attendance From 55% to 96%
Academic Research
Youth are told that they need a lot of things to succeed in life, but what do they really need?
Among the 600,000 students who took the poll in 2013, those who strongly agree that their schools are committed to building students’ strengths and that they have teachers who made them excited about the future were almost 30 times as likely to be engaged as their peers who strongly disagreed with both statements.
got hope?

HOPE

selling hope

Kristen O'Donnell Tetreau
“Hope is found between acknowledging our concrete realities and actively working towards the dreams of what is still possible.” --Paulo Freire
What is: Social and Emotional Learning (SEL)?

SEL is the process of acquiring core competencies to:

1. Recognize intra personal emotions, (Self Management)
2. Manage emotions and achieve positive goals, (Self Awareness)
3. Appreciate the perspectives of others, and (Social Awareness)
4. Establish and maintain healthy relationships, (+ Relationships)
5a. Make responsible decisions, (Responsible Decision Making)
5b. Handle challenging situations effectively.

(Elias et al., 1997)
These competencies, in turn, should provide a foundation for better adjustment and academic performance as reflected in more positive social behaviors, fewer conduct problems, less emotional distress, and improved test scores and grades (Greenberg et al., 2003).
Current SEL Standards in Illinois that would be applied Nationally:

1. Develop self awareness and self management skills to achieve in school and life success. **Intra-Personal**
2. Use social-awareness and interpersonal skills to establish and maintain positive relationships. **Inter-Personal**
3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts. **Institutional**
SEL Voids in nurturing hope with Adolescent Youth:

(1) Programs for high school aged youth lack examples on how to make instruction creative and relevant.

(2) SEL can overly focused on interpersonal and intrapersonal resilience, lacking critical analysis of institutional injustices.

(3) Programs lack strategies that competently engage community to have authentic relationships with youth.
“I never let my schooling get in the way of my education”
Mark Twain (Author)
Schooling vs. Education

1. You come to school not knowing much.
2. You are not smart if you are not good at reading or math.
3. Learning is about competing as individuals.
4. Intelligence is about how well you do on a test.

1. You come to school full of knowledge and experience.
2. Everyone has intelligence that must be utilized.
3. Learning is about working together.
4. Intelligence is about how well you are able to solve real life problems.
Culturally Responsive Teaching:

It Is:
- Valuing
- Empowering
- Comprehensive
- Transformative
- Multidimensional
- Emancipatory

Uses the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them. It teaches to and through the strengths of these students. (Gay, 2009)

#Hiphopeprototypes
What is Hiphop?
Hiphop Culture

Best Case Study for engaging youth in cultivating hope, social and emotional competence, and youth voice/innovation.
“Get Free or Die Trying”—1971

HipHop—The modern day phenomenon of oppressed people finding liberation through creative and spiritual means.
Teens in the Bronx used Hip hop as a tool to transform the negative realities in their neighborhood. This movement which started out small has now become a global phenomenon.
Five Elements

- MC
- DJ
- Breaking
- Graffiti
- Knowledge
Knowledge of Hiphop

Deals with reality and how to change it

Jazz Impulse
Blues Impulse
Gospel Impulse = The Art of Survival
The Three Impulses of Hip-Hop Culture

Blues Impulse
- Acknowledge Reality
- Tragic/Comic Lyrics
- Reaffirmation

Jazz Impulse
- Redefine Self
- Redefine Community
- Innovative Legacy

Gospel Impulse
- Face Burden
- Testify
- Redemption
Best Examples of Power of Hip-hop Culture are:

- International: Brazil, Cuba, Palestine, Senegal, etc...
Hiphop Industry

“Get Rich or Die Tryin”--1991

Popular Rap music, glorifies, drugs, casual sex, underage drinking, violence, materialism, and misogyny...It promotes a fantasy life.
If Big Business uses Hiphop as a tool to engage youth to consume, can it be used to engage youth with Social and Emotional Learning in education?
Using the Hip-hop to Creatively Meet SEL Standards:

(1) Develop Intra-Personal Skills. **Blues Impulse**
(2) Use social-awareness and interpersonal skills. **Jazz Impulse**
(3) Demonstrate decision-making skills and responsible behaviors in Institutions. **Gospel Impulse**
Being a Hiphope Educator does **NOT**: 

Mean you have to learn the Crip Walk 

Mean you have to learn how to break dance 

Mean you have to learn how to rap 

Mean You have to act gangstah
Relevant Sparks

Relationally holistic

Nurturing Hope

Creative

Critical

Competent

Resilient Voices
“I Am From”

Nahum Diaz-Elizade aka “Lalo”
Link to powerpoint, Hiphop Resources, and program Samples

www.thegoodlifeorganization.com/IL-21