

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: Hip-hop

Sparks: Arts Athletics

Grief/Trauma

Post Traumatic Growth

Intrinsic Motivation

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

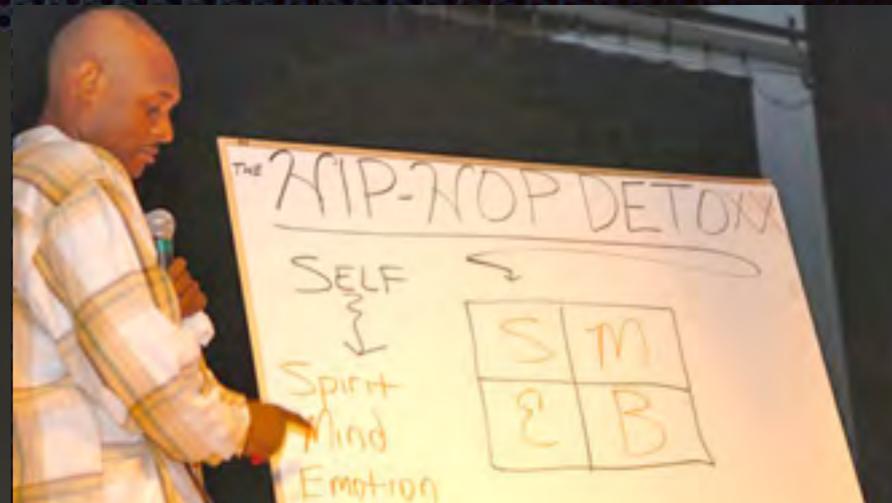
The Goodlife Org.



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 RELATIONSHIP SKILLS of 15 year-olds (38 percent) were the lowest of all three strengths. And only 7 percent experience high levels of all three strengths and opportunities to influence things that matter to them.

What kinds of relationships did Herc build with his audience and allow for them to build with one another? Were they equitable? How did he help youth find their

#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**



Culturally Relevant Social and Emotional/Youth Development Program/Tool



In order for youth to dream/hope, they need to be in an environment to thrive



Outcomes:

1 Point Increase

Attendance From 55% to 96%

100% Graduation

Academic Research



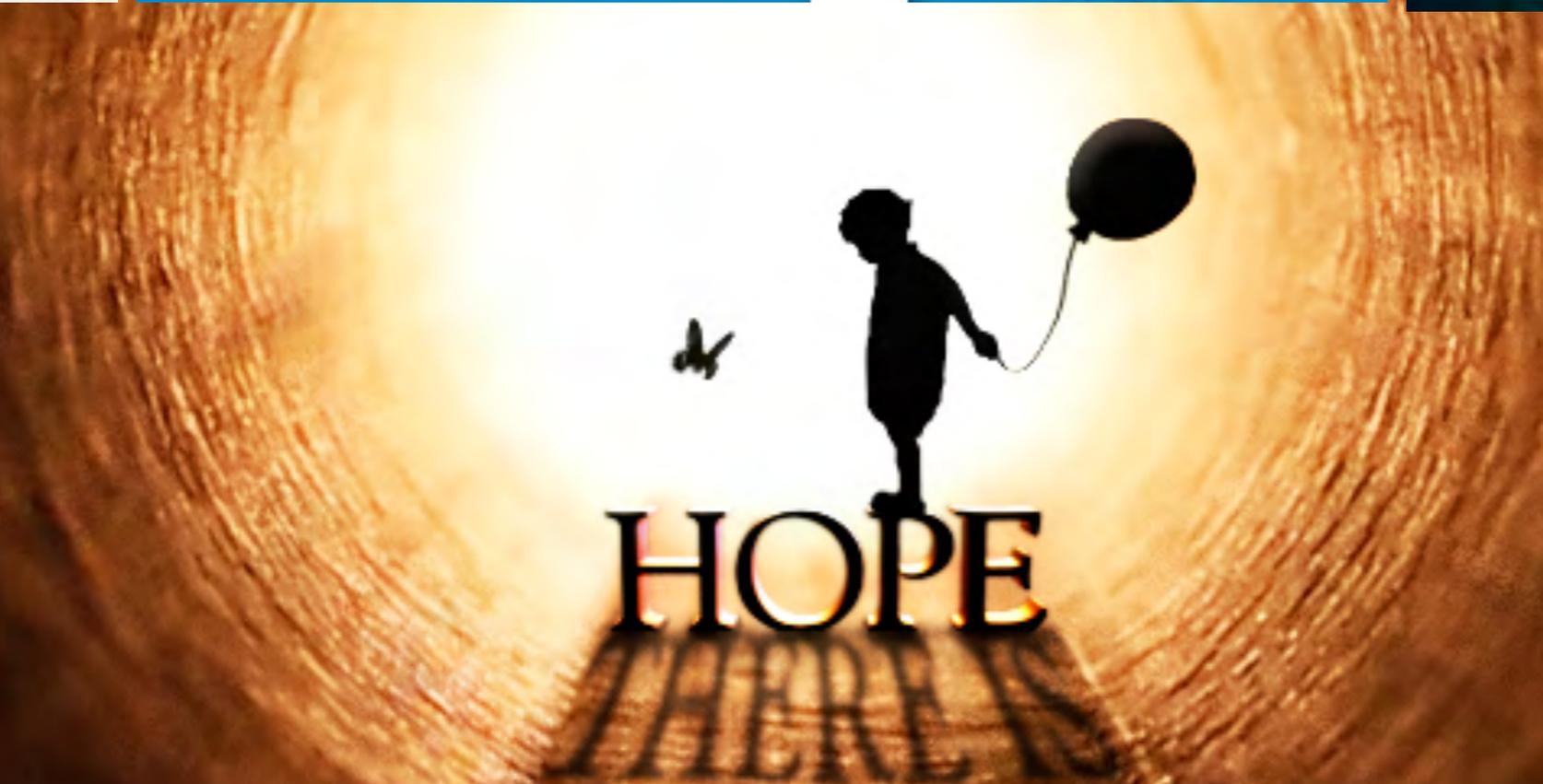
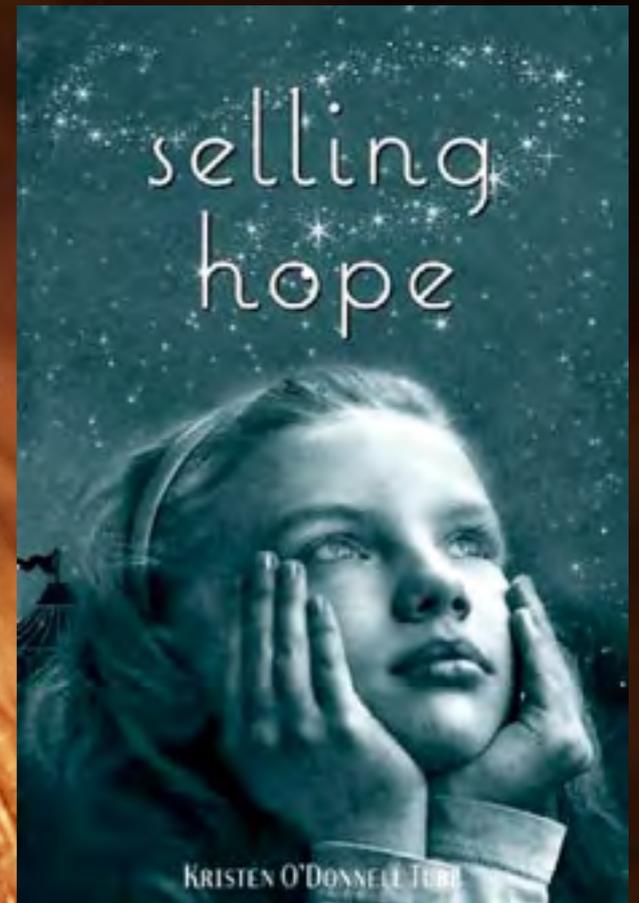
Youth are told that they need a lot of things to succeed in life, but what do they really need?

Gallup Report—Focusing on teachers ability to keep students focused on their **hopes** and **dreams**:

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 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)

Why SEL is spreading like wild fire:

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.

LAURIN HILL

**“I never let my schooling get in the way of my education”-
Mark Twain (Author)**

LAURIN HILL (Author)

Schooling vs. Education

1. You come to school not knowing much.

1. You come to school full of knowledge and experience

2. You are not smart if you are not good at reading or math.

2. Everyone has intelligence that must be utilized

3. Learning is about competing as individuals.

3. Learning is about working together

4. Intelligence is about how well you do on a test.

4. Intelligence is about how well you are able to solve real life problems

Culturally Responsive Teaching:

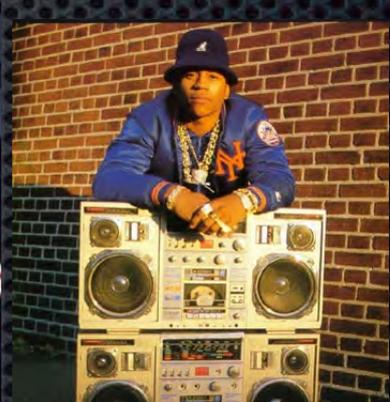
It is: Uses the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more **relevant** and effective for them. **Comprehensive** to and through the **strengths** of these students. (Gay, 2009)

Validating **Empowering**

Multidimensional **Emancipatory**



#Hiphopeprototypes



What is Hip hop?



Hiphop Culture



Best Case Study for engaging youth in cultivating hope, social and emotional competence, and youth voice/ innovation.



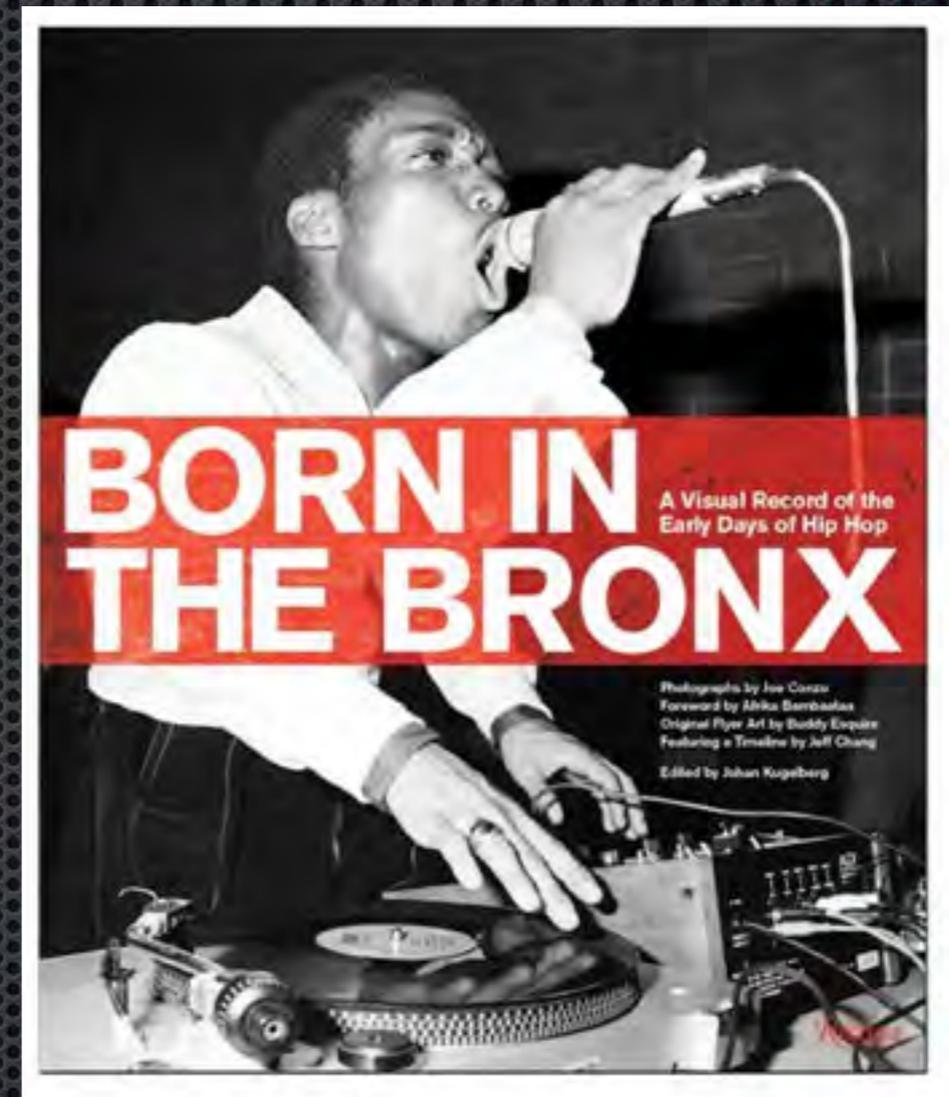
HipHop Culture



- **“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 Hiphop 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



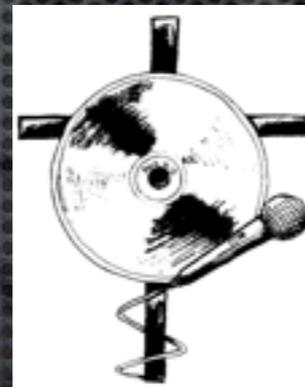
• **Mc**

• **Dj**

• **Breaking**

• **Graffiti**

• **Knowledge**



Knowledge of Hip-hop

Deals with reality
and how to change
it



Jazz Impulse
Blues Impulse = The Art of Survival
Gospel Impulse



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...



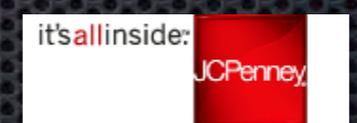
Hiphop Industry



- "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?



Sprite



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



Resilient Voices

Nurturing Hope

Creative

Critical

Competent



“I Am From”



**Nahum Diaz-Elizade
aka “Lalo”**

**Link to powerpoint, Hiphop Resources, and
program Samples**



www.thegoodlifeorganization.com/IL-21