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#BlackLivesMatter

Introductions:

Through my personal experience working with San Antonio youth about primary prevention and my newfound experience in going through the #BlackLivesMatter syllabus where I discovered Critical Hip Hop Pedagogy as a powerful tool. All three of these curriculums provides tools and agency for students to understand issues of power, privilege, race, sexuality, and social justice. By drawing various important points and lessons from these curriculums we can do a better job of touching on the intersectionality of these issues. The main driver in this project was to mobilize on a curriculum that pushes youth to think critically about these issues and how at various levels they're impacted.

Learning objective: Utilizes Hip Hop as an axis to create dialogue amongst youth regarding the structures of power, prejudice and privilege in our society. Additionally to examine how power has the potential to be misused in oppressive ways and to identify various images of power as seen in school, in the home, and in the community.

Standards/Developmental Assets:

- 27. Equality & Social Justice – Young person places high value on promoting equality.
- 34. Cultural Competence – Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
- 37. Personal Power – Young person feels he or she has control over “things that happen to me”.
- Critical Hip-Hop Pedagogy, Interpersonal Violence and Gendered Violence, and Primary Prevention

Key terms: Hip Hop, Power, Privilege, and Prejudice

Procedure: The format utilized for this lesson relies heavily on facilitating a constructive conversation, utilizing hip hop to spark discussion.

- Begin with either writing “What is Hip Hop?” or showing “Be Free” by J. Cole
- If starting with the question, ask for them to come up with definitions or themes of Hip Hop. If the video is shown first, talk about what they thought, comments and/or initial reactions. After the video write the question on the board and ask for their ideas and/or definitions of how to define hip hop.
- Then bring up one of the readings and how it relates to the working definition of Hip Hop. Let them tell you what they see and how they are related, write down their connections on the board.
- Bring up power, privilege and prejudice.
- Ask participants if they see those dynamics within hip hop or in J. Cole’s “Be Free”, how? Allow students to provide input and make connections. Then write on the board Power, Privilege, and Prejudice.
- Ask participants to define each, as the facilitator write down all of their input until a synthesized definition can be agreed on by the group.
- Conclude by asking for their thoughts on the topic and if they we’re able to make connections. Let them know that a post-presentation survey will be sent to them within a few days.

Materials: White board, markers, and three articles (handed out one or two days in advance): *Some of Jay Z's Statements on Racism Will Make You Cringe* by Danielle Belton, *Macklemore Addresses 'Black Lives Matter,' Appropriation Criticism on 'White Privilege II'* by Sameer Rao and *Kendrick Lamar on the Grammys, Black Lives Matter and His Big 2015* by Joe Coscarelli.

Assessment: This will be measured through a post-lesson survey that was sent out to participating students within days. Since I do not have open access to hand out surveys by seeing the students on a second occasion, an online format makes it more accessible and open to response.

Citations:

Akom, A. A. (2009). Critical hip hop pedagogy as a form of liberatory praxis. *Equity & Excellence in Education*, 42(1), 52-66.

Roehlkepartain, J.L. (2008). The best of building assets together: favorite group activities that help youth succeed. Minneapolis, MN: Search Institute Press.

Youth Primary Prevention Curriculum. (2012) Rape Crisis Center. Education.