Hip Hop, Fashion, and Cultural Appropriation in the Black Community
Programming and Facilitator Guide

Program Title
Hip Hop, Fashion, and Cultural Appropriation in the Black Community

Program Purpose and Description

In Christopher Emdin's, "Ratchetdemic Reimagining Academic Success" The author highlights the experiences of African Americans and how our culture, art, fashion, image, and self-perception are not always celebrated in society; but, negatively interpreted to demean our race. However, at the same time society will use our image in mainstream America for profit, this is also known as Cultural Appropriation. This often blurs the lines of self-perception and dims our light. As educators, we know that the Black Community, particularly the students we serve, are creative, artistic, intelligent, and valuable. In turn, it is our responsibility to create safe spaces to discuss self-image, cultural appropriation, and its effects on the Black community throughout history. Over a series, this program will highlight four major components that will serve as individual workshops. One, introduce the timeline and impact of cultural appropriation. Two, a look into Hip Hop Culture and African Griots. Three, the overall image of Blacks in mass media. Last, you will conclude with a deep dive into how all these components contribute to the way our black students see themselves, career opportunities, seat in higher education, and optimism for the future.

Workshops are broken into four separate one-hour sessions and intended to occur once a week over one month. Sessions will include group dialogue, visuals, and activities that can occur in a virtual or in-person environment. The discussions and activities are led by Umoja practitioners in conjunction with Umoja student leaders to take ownership of facilitating pieces of each workshop. All Umoja students will participate in dialogue and activities. The outcome is for both students and practitioners to have a safe space for the authenticity of self. Moreover, sharing firsthand experiences of navigating systems that were not designed to uplift them as African Americans. The program supports the Umoja Community Education Foundation's (UCEF) mission to enhance the cultural and educational experiences of African Americans and other students. This is accomplished by recognizing scholars' histories, struggles, and identities while making each person feel seen by uplifting student voices.

Alignment to Umoja Curriculum Goals
- GOAL 1: Affirm Pan-African racial and cultural identities
  - OBJECTIVE 1: To develop a shared language and understanding
  - OBJECTIVE 2: To generate a shared purpose and vision related to agency and identity
- GOAL 2: Prepare the scholar for learning African-centered content
  - OBJECTIVE 1: To construct a view informed by African-centered content where the learner is the subject not the object
  - OBJECTIVE 2: To create relevant, current knowledge collaboratively with others

□ OBJECTIVE 3: To locate oneself within the African-centered framework
□ GOAL 4: Empowered as change agents in their families, campuses, and communities:
  □ OBJECTIVE 1: To develop leadership skills and capabilities
  □ OBJECTIVE 2: To engage with institution and community

What We Know About Umoja Programs/Community Participants

Program Elements: Umoja practitioners and students are embedded into the California Community College system and other national partners. All with a common desire to develop self-actualization, holistic, and cultural development of African American and other underrepresented students. Umoja programs hold two primary functions, curriculum, and programming. Within each academic area, Umoja campuses use these spaces to rewrite the Eurocentric way of thinking that has been embedded into Black students in the educational system and beyond. The hope is to reframe the cognitive process with an African-centered framework. In doing this, scholars begin to see themselves in education, the world of work, and globally in a unique way that enhances self-image. Furthermore, filling in the gaps of where they see their culture in history and education. This provides a discourse for conversation, activities, and curriculum that is centered around the Black student.

Influential Campus Dynamics and Factors: Umoja campuses serve an array of students that represent the African Diaspora seeking to better understand the Black experience. In navigating this space facilitators should ensure the space uplifts our Black students, so they feel safe to share narratives, frustrations, and opinions about the subject matter while encouraging all participants to respect the space of discussion. Students that do not identify as African American can share their narrative and how the subject matter relates to observations and individual experiences navigating a Eurocentric world. Facilitators that do not identify as African American should give space for Black students to share and conduct active listening to intentionally uplift the students, especially when they are vulnerable. Campuses will want to hold these workshops during a time that best serves a majority of the students. Also, locate a space on campus to facilitate this discussion even with large numbers of students. If participation numbers become overwhelming, facilitators can utilize smaller group discussions of 10-15, then have everyone share highlights as a collective. Smaller group discussions within the larger body can provide more opportunities for students to be seen and heard. This should be a Umoja student-focused space and not a workshop for all practitioners and students on the college campus. Therefore, one should limit the interaction between Umoja students and Umoja practitioners only. Considering the global pandemic, some campuses will need to facilitate this discussion using a virtual format. Instructions and details are enclosed should a program need to facilitate using video communication like Zoom. In closing, practitioners should share campus mental health resources for counseling should a student feel triggered from the dialogue.

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Measuring Effectiveness and Impact: The method to collect baseline data prior to the start of each workshop is to administer a pre-and post-survey. This can measure changes in behavior, knowledge, understanding, and impact over an extended period. Facilitators can mirror the template provided in this lesson to create an electronic assessment using software that is easily accessible and simple to use. Free and paid resources such as Poll Everywhere, Google Forms or Microsoft Forms are great tools that can organize data findings. If desired, facilitators can generate a hard copy style of the assessment, but this can make the collection process more tasking. Electronic versions can generate graphics, scales, and pie charts that make analysis easier to follow in a visual construct. We know that our Umoja practitioners already work in multiple roles, so creating steps that do some of the work for them is ideal.

Programming Goals and Objectives

- *A. Measuring SLO* – Students will examine their cultural identity, self-worth and intellect by partaking in learning, social, and cultural activities that contribute to co-curricular learning.
  - *Assessment method:* Pre and Post Survey
- *B. Measuring SLO* – Students will demonstrate leadership skills by facilitating their own learning alongside fellow students, and Umoja practitioners that places the Black experience at the center of discussion. (Students will develop)
  - *Assessment method*: Focus Group (Adding a section in pre and post with a section for qual or observation to write something up about how the session played out student/practitioner)
- *C. Measuring SLO* – Students will be able to examine (use produce) their professional and academic desires and formulate a plan of action to move towards their goals bringing in the Ratchetdemic philosophy.
  - *Assessment method used*: Students will produce an action plan for their goals and turn it into staff once completed.

Language

- **Blackfishing** – *Taking a twist on the concept of catfishing, that is, tricking people online into thinking you are someone else, refers to the practice of (mostly) White women pretending to be Black by using makeup, hairstyles, and fashion that originate in Black Culture to gain financial benefits.*
- **Capitalism** - *Capitalism is an economic system based on private ownership and control of the means of production and their operation for profit.*
- **Cultural Appropriation** - *The act of taking or using things from a culture that is not your own, especially without showing that you understand or respect this culture.*

- **Culture** - *The customs, arts, social institutions, and achievements of a particular nation, people, or other social group.*
- **Gallery Walk** - *During a gallery walk, students explore multiple texts or images that are placed around the room.*
- **Microaggressions** – *A small statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority.*
- **Macroaggressions** – *A grand statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority.*
- **White Supremacy** - *The belief that white people constitute a superior race and should therefore dominate society, typically to the exclusion or detriment of other racial and ethnic groups, in particular black or Jewish people.*

Cherid, M. I. (2021). "Ain't Got Enough Money to Pay Me Respect": Blackfishing, Cultural Appropriation, and the Commodification of Blackness. *Cultural Studies↔ Critical Methodologies*, *21*(5), 359-364

Oxford languages and google - English. Oxford Languages. (n.d.). https://languages.oup.com/google-dictionary-en/

Gallery Walk. Facing History and Ourselves. (n.d.). Retrieved March 22, 2022, from https://www.facinghistory.org/resource-library/teaching-strategies/gallery-walk

Uplifted Umoja Practices

- Ethic of Love – The Affective Domain
- Manifesting
- The Porch
- Language as Power
- Tapping African American Intellectual, Spiritual, and Artistic Voices
- Mattering
- Awareness to Connectedness to African Diaspora
- Community – Building Communal Intelligence

Community Building

Program Activities

Program Activity	Alignment to Program Objectives	Champions	Timing	Program Assessment	Resource Considerations
Key activity to achieve objective or goal	Indication of how activity is aligned to the program objectives	Person(s) responsibility for implementing activity and collecting data	Start-end dates/timing for implementing activity	Deliverables, evaluation data and measures that will support evidence of accomplishment and impact	List resources (personnel, technology, space, and funding, etc.) needed to achieve activity
TOPIC: Cultural Appropriation Through History	1, 2,4, A	Umoja practitioners and student leaders	Week 1, 1-hr.	Pre and post survey	- Projector - Computer/laptop - Internet - Kahoot/Created game software - Journals - Art supplies/Magazines/Online clippings - Printer/ Color Printer - Classroom with tables and chairs - Scripts for role play activities
TOPIC: Hip Hop Culture and African Griots	1, 4, A	Umoja practitioners and student leaders	Week 2, 1-hr.	Pre and post survey	- Projector - Computer/laptop - Internet - Journals

					• Art supplies • Music • Speakers • Classroom with tables and chairs • Social Media Platforms (Instagram and Tik Tok)
TOPIC: Healing from Oppressive Experiences	1, 4 B	Students	Week 3, 2-hr.	Pre and post survey	• Prizes for the winners (letting peers vote on the best displays and facilitation) • Scoring method • Food • Music • Art supplies • Music • Speakers • Classroom with tables and chairs that can be moved around or an open space. • Canva
TOPIC: Bringing your Ratchet to the Career World	1,4 A,B	Students and Umoja Practitioners	Week 4, Range 1-2 hours	Focus Group	• Projector • Computer/laptop • Internet • Kahoot/Created game software • Journals • Art supplies/Magazines/Online clippings • Printer/ Color Printer • Classroom with tables and chairs

Budget

Budget Item Types	Total Cost
Personnel	$0 Staff and students
Facilities (including internet, utilities, maintenance, etc)	$0 on campus
Supplies	$200-$300
Equipment	$0 Already on campus
Contractual (including student workers, stipends, etc)	$500 Prizes for student activity $10,000 for a speaker
Communications (including internet, phone, postage)	$0 Already on campus
Total	$11,000

Summative Evaluation and Impact

Programming Evaluation

Level 1 Satisfaction/Feeling measures the degree to which participants find the experience favorable, engaging, relevant: Ex word-of-mouth feedback, follow-up discussions, engagement in the word, connections, word-of-mouth feedback, reflection and return/sharing

Level 2 Learning/Understanding measures the degree to which participants acquire the intended knowledge, skills, attitude, confidence, and commitment based on their participation in the programming: Examples includes observations, checklist, reflective writings, demonstrative activities as part of the experience.

Level 3 Applying/Practicing measures the degree to which participants apply what they learned during the experience when they are in the community; Shared reflections through Umoja reporting, and recounting of experiences. Examples include observation on campus/simulations, certifications, self-assessments, action plans, interviews, manifesting.

Level 4 Impact measures the degree to which targeted Umoja program outcomes and accountability measures occur as a result of the programming: Examples include participation measures, cost/ROI metrics, learning experience evaluations and ratings, organizational workplan metrics.

Facilitator Evaluation

Level 1 Community Building/Engagement measures the degree to which facilitator/instructor creates a space where participants feel welcome, and open to share, collaborate, and build communal knowledge. Examples include word of mouth feedback, feedback on structure of experience, textual chat in online sessions, perception of learning activities used, facilitator/instructor reflection, small group feedback.

Level 2 Knowledge Building/Facilitation measures the degree to which facilitator effectively shares new knowledge and creates space for participants to bring share resources, knowledge, skills, and attitudes. Examples includes alignment of resources shared, observations, demonstrative activities as part of the learning experience.

Level 3 Transference/Sharing measures the degree to which learning activities fosters transferrable skills that can applied in the community; Examples include observation in role playing/simulations, shared reflections, self-assessments, work plans

Preparation/Resources

Umoja Community Instructional Resources

- Facilitator Guide

Curated Resources

- Book: Emdin, C. (2021). *Ratchetdemic: reimagining academic success.* Boston: Beacon Press.

FACILITATOR GUIDE
WEEK 1 - Cultural Appropriation

Sawubona Umoja Practitioner! Let us Get Started

We are excited for you to apply a very intentional and deliberate programming dialogue and related activities to introduce your students to Cultural Appropriation and how it has manifested throughout history; but, more importantly, its effects on the mind, body, and spirit of those in the Black community. Due to the sensitivity of this series, it will be incredibly important to gauge the verbal and non-verbal responses of students and how they are responding to the content. Be vigilant and provide time and space for students to decompress after by providing counseling and or sharing health services resources on your campus for students to take a deeper dive into this conversation. Therefore, it would be ideal to connect with a mental health provider on your campus that identifies with your Umoja students to provide support. If this is not available, allow your students to speak with Umoja counselors and support staff. To begin the session, move through each component and utilize the required resources in conjunction. Remember, the Umoja practices and embraces the space, various learning styles of students, and uplifts student voices and analysis.

Activity Intentions:

In Christopher Emdin's, "*Ratchetdemic Reimagining Academic Success*" The author highlights the experiences of African Americans and how our culture, art, fashion, image, and self-perception are not always celebrated in society; but, negatively interpreted to demean our race. Emdin notes in his book, *Ratchetdemic,* Chapter 11, *The Come Back* a recent controversy over a Gucci design, "...there was a controversy when Gucci designers created a black sweater that resembled black face, a racist tradition by White folks who would wear black makeup to depict Black in the most heinous ways possible..." (Emdin, 210). Emdin acknowledges the designer Dapper Dan, whose designs were stolen and replicated in major luxury brands. The author expresses how the industry wants our gifts but will not acknowledge the one behind the gift. "They wanted access to..His Blackness, his Harlem roots, and informal training were all gifts. In an industry that dismissed him, he held the gift" (Emdin, 210). Based on this, society will use and mis-use our image in mainstream America for profit, this is also known as Cultural Appropriation.

This often blurs the lines of self-perception and dims our light. As educators, we know that the Black Community, particularly the students we serve, is creative, artistic, intelligent, and valuable. In week one you will introduce keywords, history and discuss cultural appropriation and how it has reared its head throughout history. The intention is to utilize the Umoja practices of "Mattering" and "The Porch" to create communal intelligence on the subject matter and uplift the image, spirit, and identity of our Black students. Scholars should leave with a better understanding of how to articulate their thoughts in a shared space around the subject and feel free to unveil their thoughts, perceptions and emotions around misuse of the Black identity.

Prepare Resources and Materials

- Projector
- Computer with speakers
- Slide deck
- Supplies/materials noted for your selected activity

Community Agreements and Uplifting Our Umoja Practices

Time: 10 minutes

- Set up a room design that encourages informal large group conversations, so students feel included in the discussion and does not mirror a lecture.
- Welcome Umoja scholars to the learning experience and incorporate ancestral language centered on African heritage to be used in the space (Ase, Ago/Ame, etc.)
- Take a moment to remind participants of any logistical items (e.g., technology expectations and support).
- Discuss learning objectives for the session based on the guiding topic.
- Review Community Agreements and have additional agreements as needed.
- Introduce and discuss the terminology that will be used during the session.
- Highlight 1-2 Umoja practices to focus on and introduce leading discussion prompts.

Suggested Slide Deck: Cultural Appropriation Through History

Time: 15 minutes

- Create a slide deck to review the history of cultural appropriation through the African American lens.
- Include suggested video links included in your facilitator's guide to add visual and auditory learning elements to the discussion.
- Include content from related scholarly articles included in your facilitator's guide to inform your discussion and reference content.

Discussion Prompts:

- Focus on 1-2 of the Umoja practices highlighted in the programming overview to discuss that will coincide with the activity you choose. We suggest "Mattering" and "The Porch."
- What other community agreements do we need to uplift as we begin our work?
- Reflection on what students know about Cultural Appropriation and how they have seen it manifest in mainstream America.
- The effects of cultural appropriation amongst the Black Community

Facilitator Notes:

For sharing of practice examples, allow learners to contribute in numerous ways depending on the modality. For example, sharing can happen through student voices, text chats, or shared workspaces (padlet, whiteboard, chart paper). Make note of common themes and examples shared. Use examples and model what we expect programs to do, full details from start to finish. Large group or small group?

Set up a sample scenario speaking to cultural appropriation and how it ties to the practices. In addition, utilize references from Ratchetdemic (summary, citation, quote) to incorporate relevance to the book.

ACTIVITIES

You will select one of the following activities to incorporate into your discussion on cultural appropriation. Each activity offers both in-person and virtual options, so you can facilitate in varied learning environments.

Activity #1 *"RATCHET VS. TRENDY" GALLERY WALK AND REFLECTION*

- Time: 30 minutes
- Small - Large Group Discussion of Chapter 11 - Identifying Key Takeaways
- Facilitation: In-person or virtual

Materials Needed:

- Journals
- Pens/Pencils
- Markers
- Tape
- Post-It, Self-Stick Wall Pads
- Printouts – Gallery Images

Space Required: If in person, a room large enough for students to walk in a large circle or rotation comfortably. If virtual, utilize Zoom and create multiple breakout rooms with 4-5 students in each room. Provide students with links to view the photo gallery in their breakout room. In a virtual space, students can reconvene in the main room to move forward to the discussion questions.

Facilitator Notes: For sharing of practice examples, allow learners to contribute in numerous ways depending on the modality. For example, sharing can happen through student voices, text chats, or shared workspaces (padlet, whiteboard, chart paper). Make note of common themes and examples shared.

Related Video Links:

- [Cultural Appropriation in America | Teri Beasley | TEDxMoreauCatholicHS](#)

- [Watch This Documentary on Braids and Appropriation in America | ELLE](#)
- [What's the Difference Between Appropriation and Appreciation?](#)

Related Scholarly Articles and Literature:

- Emdin, C. (2021). *Ratchetdemic: Reimagining academic success*. Beacon Press.
- Cherid, M. I. (2021). "Ain't Got Enough Money to Pay Me Respect": Blackfishing, Cultural Appropriation, and the Commodification of Blackness. *Cultural Studies⟷ Critical Methodologies*, *21*(5), 359-364
- Nittle, N. K. (2018). A guide to understanding and avoiding cultural appropriation. *ThoughtCo*.
- Jackson, L. M. (2019). *White Negroes: When Cornrows Were in Vogue... and Other Thoughts on Cultural Appropriation*. Beacon Press.
- Lockhart, A. (2021). A Stolen Culture: The Harmful Effects of Cultural Appropriation.

Instructions:

This activity can be used in an in-person and virtual environment.

1. Describe a gallery walk to give context to the activity.
2. Hang/tape the 5-10 blown-up images around the room on the walls, space the photos out enough to give groups enough room to stop and reflect on each image. Make sure to number each image for reference and for participants to know how to rotate around the room.
   a. For virtual spaces, stay in the main Zoom room and use the images in a slide deck for students to view.
3. Is it Ratchet or Trending? Provide students with a notepad and pen/pencil to respond to 4 questions as they scale the room. Students will write their responses in their notepad to share them out in a later discussion.
   a. For virtual spaces allow students to respond to each photo by journaling their thoughts based on the guided questions, and place students in breakout groups of 4-5 for discussion.

   Here are the questions:
   b. Reflect on the image, is this ratchet or trendy? Share why in your own thoughts.
   c. Does the image you see connect this to the idea/concepts of how society defines ratcheted/ratchetness?
   d. How does the image make you feel?
   e. What emotions come up for you as you reflect on the image?
4. Give students 2-3 minutes to reflect on each picture and then move groups to the next picture by playing music for 30 seconds. Groups will move to the next image and repeat until every group has reviewed all the pictures.
5. In the end, use Ago/Ame to call attention to the group and have everyone return to a discussion set to close out with a group reflection. Utilize the closing discussion to aid with reflection questions.
6. Close with uplifting acknowledgment and thanking the students for being present and vulnerable in the space, then provide the post-assessment.

Closing Discussion:

Use this time to gauge understanding and incorporate some of the following questions after the gallery walk:

- How was this activity for you? Share reflections and thoughts.
- Were there examples of cultural appropriation that you have witnessed before? Explain.
- How can one appreciate without appropriating? What does that look like?
- Who decides when appropriation happens?
- What are the effects of cultural appropriation in the Black community?
- What can we do to educate others and speak up when we witness oppressive behaviors?
- What are 2-3 takeaways from this experience?

Post Work:

There may be post work you would like to assign your scholars to further reflect on the discussion and prepare for the upcoming activities in week 2.

Assessment:

Utilize a pre and post-assessment to gauge students' understanding of cultural appropriation and specifically its impact on the Black community. You will use a brief survey that allows for a Likert scale to examine if intended goals and outcomes have been met. Also, to assess students' satisfaction in relation to the discussion and activities utilized.

Activity #2 *Dapper Dan*

- Time: 1 Hour
- Small - Large Group Discussion of Chapter 11
- Facilitation: In-person or virtual

Materials Needed:

- Notebook for students to write

Space Required:

- In-person: Tables and chairs are needed for students to be able to write
- Virtual: Utilize screens to project writing prompts

Facilitator Notes: Make sure to emphasize Dapper Dan's Harlem roots. Discuss his love for his community and his boldness to dream beyond what other's thought could be possible for his future.

Related Video Links:

- Watch the video: *Dapper Dan video:* https://www.youtube.com/watch?v=Jb_sjwUq7Jk&list=PL9cxOpQn6sRCO54G6jp7kZM9iOZfarMmY&index=6

Related Scholarly Articles and Literature:

- Emdin, C. (2021). *Ratchetdemic: Reimagining academic success*. Beacon Press.
- Day, D. R., & Awake, M. (2019). *Dapper Dan: Made in Harlem: A memoir*. Random House.
- Sola-Santiago, F. (2017). Mask On: How Fashion Erased the Politics of Streetwear in 2017.

Instructions:

- Watch the Dapper Dan video to give students context to his story and impact. Video link: https://www.youtube.com/watch?v=Jb_sjwUq7Jk&list=PL9cxOpQn6sRCO54G6jp7kZM9iOZfarMmY&index=6
- Have a large group guided discussion based on the following prompts:
    - How did Dapper Dan rise above the cultural appropriation of his fashion designs?
    - What do you think it takes to have self-love like Dapper Dan?
    - How was he able to believe in himself in the face of challenges?
- Using their journals, have students synthesize their thoughts and takeaways from the discussion and video.
- Go deeper into Dapper Dan's work by viewing his virtual gallery. Use Dapper Dan's website to learn new information about his career: https://dapperdanofharlem.com
    - As you share images from Dapper Dan's website, stop and ask students to describe what they are seeing. Ask them to respond to the images and relate them to their own lives or to something they have seen, read, or learned about somewhere else.

Closing Discussion:

Use this time to gauge understanding and incorporate some of the following questions:

- Use the discussion questions in the back of chapter 11, Theme: On Your Role and Community, to guide the discussion. Reframe the question so that they are relevant from a student perspective. Examples of guiding questions are
    - As a student, you are inherently part of a system that has historically marginalized Black and Brown youth. As part of this system, how can you use your voice to generate positive change for yourself and others?
    - What do you understand your role to be as a ratchetdemic student?
    - How can your school invite community members to heal from oppressive educational experiences?
    - How does Dapper Dan's career journey relate to your own academic and career journey?

Post Work:

- Share a social media post about what you learned about cultural appropriation.
- Create a hashtag and share out with your community.

Assessment:

After each video, make sure to stop and give students time to think. Ask students to give you a thumbs up or thumbs down to indicate their level of understanding. Be ready to move the discussion forward with connections about Dapper Dan's creativity and self-confidence.

FACILITATOR GUIDE

WEEK 2 - African American Icons Left in the Shadows

Prepare Resources and Materials

- Projector
- Computer with speakers
- Slide deck
- Supplies/materials noted for your selected activity

Community Agreements and Uplifting Our Umoja Practices

Time: 10 minutes

- Set up a room design that encourages informal large group conversations, so students feel included in the discussion and does not mirror a lecture.
- Welcome Umoja scholars to the learning experience and incorporate ancestral language centered on African heritage to be used in the space (Ase, Ago/Ame, etc.).
- Take a moment to remind participants of any logistical items (e.g., technology expectations and support).
- Discuss learning objectives for the session based on the guiding topic.
- Review Community Agreements and have additional agreements as needed.
- Introduce and discuss the terminology that will be used during the session.
- Highlight 1-2 Umoja practices to focus on and introduce leading discussion prompts.

Suggested Slide Deck - African Griot and its Roots in Hip Hop

Time: 15 minutes

In chapter 4 of Ratchetdemic reimagining Academic Success, Emdin states... "Hip Hop artists tell stories that are reflections of an assault on their core identities" (Emdin, 80) This statement is a deeper reflection into the lived experiences of Black folks expressed through song. This programming activity seeks to have dialogue the differences and similarities between our ancestral roots through African Griots and modern-day Hip Hop. Emdin notes, "Hip Hop is a ratchet response to society" (Emdin, 81).

Create a slide deck to review the history of African Griots and its foundation in Hip Hop through our 21st Griots.

Include suggested video links included in your facilitator's guide to add visual and auditory learning elements to the discussion.

Include content from related scholarly articles included in your facilitator's guide to inform your discussion and reference content.

Discussion Prompts:

- Focus on 1-2 of the Umoja practices highlighted in the programming overview to discuss that will coincide with the activity you choose. We suggest "Language as Power and Tapping African American Intellectual, Spiritual, and Artistic Voices."
- What other community agreements do we need to uplift as we begin our work?
- Reflection on what students know about African Griots and how students see characteristics of Griots in modern day through Hip Hop.

Facilitator Notes:

For sharing of practice examples, allow learners to contribute in numerous ways depending on the modality. For example, sharing can happen through student voices, text chats, or shared workspaces (padlet, whiteboard, chart paper). Make note of common themes and examples shared. Use examples and model what we expect programs to do, full details from start to finish. Large group or small group? Set up a sample scenario speaking to cultural appropriation and how it ties to the practices. In addition, utilize references from Ratchetdemic (summary, citation, quote) to incorporate relevance to the book.

ACTIVITIES

You will select one of the following activities to incorporate into your discussion on African Griots and its Roots in Hip Hop. Each activity offers both in-person and virtual options, so you can facilitate varied learning environments.

Activity #1 *Listening Party and Reflection*

- Time: 30 minutes – 1 hour
- Small - Large Group Discussion of Chapter 4
- Facilitation: In-person or virtual

Materials Needed:

- Journals/Notebooks
- Pens/Pencils
- Device to play music
- Speakers

Space Required:

If in-person, a room large enough for students to sit comfortably in a circle or another way to create intimate conversation. If virtual, utilize Zoom to hold the session in one large group, the facilitator can

use breakout groups of 4-5 people to create a more intimate discussion with the reflection questions. Then students can reconvene in the main room to share out with the collective.

Facilitator Notes:

For sharing of practice examples, allow learners to contribute in numerous ways depending on the modality. For example, sharing can happen through student voices, text chats, or shared workspaces (padlet, whiteboard, chart paper). Make note of common themes and examples shared.

Related Video Links:

- [Carry on Tradition Griots to Hip Hop](#)
- [Made in Africa: A hip hop Griot](#)

- [A History Of The Griot In African Society](#)

Related Scholarly Articles and Literature:

- Emdin, C. (2021). *Ratchetdemic: Reimagining academic success*. Beacon Press.

Instructions:

This activity can be used in an in-person and virtual environment.

1. After learning about African Griots, give students 2-3 Post-It Notes or index cards to write down a song and the artist they feel articulate the stories of the Black Community. This song could be old school or new school.
   a. For virtual spaces have students submit their artist and song choice in the chat box. Share a slide to display the discussion prompts you would like students to write about as they listen. After each song is played to allow for dialogue about the song.

2. Have students fold their responses in half, collect those responses, and put them in a jar.
3. On the board or slides place 3-4 prompts you want students to ponder as they listen to each song. Here are some sample prompts:
   a. What message is the artist trying to convey?
   b. What is your favorite line, hook or piece of the song that really captures you and why?
   c. How does the song reflect or confirm our core identities?
   d. Is this artist using Ratchet as a tool? How?
   e. Do you feel this artist is a modern-day African Griot by sharing the stories of our experiences and or journey through song? Share why or why not.

4. Shake up the jar or bowl and have a student pull out one response and play that song on your device.
5. What is the song and who is the artist? Play that song loud enough for everyone to hear.
6. Once the song ends, the reflection discussion begins from the prompts listed above.
7. Get through as many songs and discussions as you can in the time allotted.

Closing Discussion:

Use this time to gauge understanding and incorporate some of the following questions:

- How was this activity for you? Share reflections and thoughts.
- What did you learn that transformed your understanding of African Griots and their roots in Hip Hop?
- Do you think that some of today's artists are modern day Griots? Share why or why not.
- How can we carry on today's discussion in our everyday lives? What does that look like?
- What are 2-3 takeaways from this experience?

Post Work:

There may be post work you would like to assign your scholars to further reflect on the discussion and prepare for the upcoming activities in week 2.

Assessment:

Utilize a pre and post-assessment to gauge students' understanding of cultural appropriation and specifically its impact on the Black community. You will use a brief survey that allows for a Likert scale to examine if intended goals and outcomes have been met. Also, to assess students' satisfaction in relation to the discussion and activities utilized.

Activity #2 *Female Hip-Hop Griots*

- Time: 2 Hours
- Small - Large Group Discussion of Chapter 11
- Facilitation: In-person or virtual

Materials Needed:

- Notebooks or Journals for each participant
- If in person, use a projector to project videos and writing prompts
- If in person, create a stage space for students to present their writing.
- If virtual, use the share screen feature to share videos and writing prompts.
- If virtual, have each student share their writing, one at a time (create virtual stage).

Space Required:

- Classroom, village space, or Zoom.

Facilitator Notes: Emphasize the importance of Griots to the Black community. Create the energy that the students are all Griots too! Get them to buy into this experience by letting them know that their storytelling is important to move our culture forward!

Related Video Links:

- ***Lauryn Hill: https://www.youtube.com/watch?v=T6QKqFPRZSA***
- ***Lauryn Hill Doo Wop (That Thing): https://genius.com/Lauryn-hill-doo-wop-that-thing-lyrics***
- ***Erykah Badu: https://www.youtube.com/watch?v=OqN0jsSeqPo***
- ***Erykah Badu Bag Lady Lyrics: https://genius.com/Erykah-badu-bag-lady-lyrics***

Related Scholarly Articles and Literature:

- Emdin, C. (2021). *Ratchetdemic: Reimagining academic success*. Beacon Press.
- Trans-Atlantic Memories: Senegal's Hip-Hop Griots and the Black Radical Tradition: https://www.caorc.org/post/trans-atlantic-memories-senegal-s-hip-hop-griots-and-the-black-radical-tradition

Instructions:

1. Play video by Lauryn Hill: https://www.youtube.com/watch?v=T6QKqFPRZSA
2. If in person, give students a copy of the lyrics. If virtual, use the share screen feature in Zoom to project the lyrics on the screen. If you click on the highlighted lyrics, it will open a text box with notes about the words and provide deeper meanings.
3. Ask students to list three specific lyrics that stand out to them.
   a. *(Answers could include: "Don't be a hard rock when you really are a gem," "It's silly when girls sell their soul because it's in," How you gon' win when you ain't right within."*

4. Ask each student to share their three lyrics and why they listed them. Encourage them to explain using details from the video. Help guide the discussion as you ask each student to share their ideas. You want to emphasize how Lauryn Hill is acting as a griot, storytelling about her perspective on Black life.

5. Play video by Erykah Badu: ***https://www.youtube.com/watch?v=OqN0jsSeqPo***

6. If in person, give students a copy of the lyrics. If virtual, use the share screen feature in Zoom to project the lyrics on the screen. If you click on the highlighted lyrics, it will open a text box with notes about the words and provide deeper meanings.

7. Ask students to list three specific lyrics that stand out to them.
   a. *(Answers could include: Garbage Bag Lady=Poor, Book Bag lady=students or intellectual women, Gucci Bag Lady=Rich).*

8. Ask each student to share their three lyrics and why they listed them. Encourage them to explain using details from the video. Help guide the discussion as you ask each student to share their ideas. You want to emphasize how Erykah Badu is acting as a griot, storytelling about her perspective on Black life.

9. Now that you have provided students with two examples of Female Hip-Hop Griots, they will now be prepared to write! Have each student write a 5-sentence story about Black life. Encourage students to think about how Lauryn Hill and Erykah Badu shared wisdom through their storytelling. Encourage students to tell stories that uplift, encourage, and build confidence in the Black community.

10. Give students 15 minutes to write. At the end of the 15 minutes, begin to call on each student to come to the stage to perform their writing.

11. Encourage students to snap their fingers as they listen to affirm the positive messages they are hearing through the students' stories.

Closing Discussion:
Use this time to gauge understanding and incorporate some of the following questions:

- At the end of the storytelling session, ask students: What is it like to be a modern-day Griot?
- Why is storytelling important to the Black community?
- How will you continue the legacy of Black Griots?

Post Work:

- Ask students to post additional short stories to your social media channels.
- Create a creative hashtag. (#ModernDayGriot)
- Encourage students to share their posts with the greater Black community.

Assessment

After each video, make sure to stop and give students time to think. Ask students to give you a thumbs up or thumbs down to indicate their level of understanding. Be ready to move the discussion forward with information about storytelling from the Black woman's perspective.

FACILITATOR GUIDE

WEEK 3 - Healing from Oppressive Experiences

Prepare Resources and Materials

- Projector
- Computer with speakers
- Slide deck
- Supplies/materials noted for your selected activity

Community Agreements and Uplifting Our Umoja Practices

Time: 10 minutes

- Set up a room design that encourages informal large group conversations, so students feel included in the discussion and does not mirror a lecture.
- Welcome Umoja scholars to the learning experience and incorporate ancestral language centered on African heritage to be used in the space (Ase, Ago/Ame, etc.)
- Take a moment to remind participants of any logistical items (e.g., technology expectations and support).
- Discuss learning objectives for the session based on the guiding topic.
- Review Community Agreements and have additional agreements as needed.
- Introduce and discuss the terminology that will be used during the session.
- Highlight 1-2 Umoja practices to focus on and introduce leading discussion prompts.

Suggested

Time: 15 minutes

Facilitator Notes:

For sharing of practice examples, allow learners to contribute in numerous ways depending on the modality. For example, sharing can happen through student voices, text chats, or shared workspaces (padlet, whiteboard, chart paper). Make note of common themes and examples shared. Use examples and model what we expect programs to do, full details from start to finish. Large group or small group? Set up a sample scenario speaking to cultural appropriation and how it ties to the practices. In addition, utilize references from Ratchetdemic (summary, citation, quote) to incorporate relevance to the book.

ACTIVITIES

You will select one of the following activities to incorporate into your discussion on cultural appropriation. Each activity offers both in-person and virtual options, so you can facilitate in varied learning environments.

Activity #1 Imposter Syndrome Discussion

Time: 90 minutes

Small - Large Group

Facilitation: In-person or virtual

Materials Needed:

- Projector,
- Worksheets
- Pen
- paper

Space Required:

- Classroom or zoom room

Facilitator Notes: In Chapter 10, Emdin describes Imposter Syndrome as "one of the most pervasive aftereffects of the erasure of the ratchet and authentic self because one's academic identity becomes built on a false persona." (Emdin, 193). The effects of Imposter Syndrome can be detrimental to the students' academic achievement because "it causes folks to question their existence and to see themselves as inadequate [and] it causes them to see value, worth and intelligence in everyone other than themselves." (Emdin, 194).

Knowing Imposter Syndrome is a sad reality for many of our Umoja students, faculty and staff, this could be adjusted for students only or for a combined workshop with Black faculty, staff, and students. If faculty and staff are included, I would suggest partnering with your campuses' Black Faculty and Staff association for wider reach if possible.

Breakout sessions will be important even if the group is small. If the group is smaller than 10, breakout sessions should have no more than 2-3 participants per group. If the group is larger than 10, try to have breakout sessions with groups no larger than 4-5 participants per group.

Related Video Links:
- https://www.youtube.com/watch?v=ZQUxL4Jm1Lo
- https://www.youtube.com/watch?v=-aqOX9ir9-s
- https://www.youtube.com/watch?v=aAo-XRtr4nM

Related Scholarly Articles and Literature:

- Emdin, C. (2021). *Ratchetdemic: Reimagining academic success*. Beacon Press.

Instructions:

1. Ask the group if they are familiar with Imposter Syndrome
2. Play video: https://www.youtube.com/watch?v=ZQUxL4Jm1Lo
   a. After you play the video, it would be helpful to give students space to share their thoughts about the video and whether Imposter Syndrome is what they previously thought it would be
3. Facilitator can further discuss Imposter Syndrome
   a. Incorporate quotes from Rachetdemic book
   b. Have a couple of participants share their personal experience with Imposter Syndrome
   c. If no one is available to share, you can use these YouTube videos of people sharing their imposter syndrome stories
      i. https://www.youtube.com/watch?v=-aqOX9ir9-s (Women of color stories)
      ii. https://www.youtube.com/watch?v=aAo-XRtr4nM (Black male perspective. Long video that you will need to show only portions of)
4. Take a poll
   a. If in person, use kahoot. If on zoom, you can use the poll feature. Encourage anonymity.
   b. Questions to Poll:
      i. Have you experienced Imposter Syndrome?
      ii. Do you ever feel like you are not smart enough?
      iii. Do you ever feel like you do not have what it takes to be successful?
      iv. Do you ever feel like a fraud?
5. Breakout into small groups to discuss responses to the poll questions
   a. Questions for Discussion:
      i. Were you surprised with the results of the poll?
      ii. If you are comfortable, share your responses to the poll.
      iii. Share a time you might have felt like you were not smart enough, did not have what it took to be successful, or felt like a fraud.
6. Bring breakout sessions back to the main group. Have a couple of groups share
7. Discuss how imposter syndrome can present itself:
   a. Topics to consider covering: Anxiety, perfectionism, inability to see worth, disbelieving praise, fear of failure and fear of success, minimizing skill as luck
   b. Helpful to make it relevant for college students and/or workplace
8. Discuss strategies and tools for overcoming imposter syndrome
   a. Handouts that could be useful for students to complete and then share with groups
      i. https://positivepsychology.com/wp-content/uploads/2020/11/Replace-Negative-Self-Talk.pdf
      ii. https://nacadar1.files.wordpress.com/2018/03/8-1-handout2.pdf

Closing Discussion:

Use this time to gauge understanding and incorporate some of the following questions:

- Either in smaller groups or the larger group, come up with a mantra for everyone to say to themselves when negative thoughts arise.
- End with everyone committing to saying their mantra

Post Work:

This resource has a great journaling activity that you leave participants with

- https://static1.squarespace.com/static/5e320b921699335124f33233/t/5e3dde4cb605e74f8effa80c/1581112951920/Imposter+Syndrome+Toolkit.pdf

Assessment:

- End of session survey

Activity #2 Oppressive Theatre

- **Time:** 60-90 minutes
- Small-Large Group Discussions and Role Plays
- **Facilitation:** In-person or virtual
- **Materials Needed:** Computers. Notepads/journals.
- **Space Required:** Umoja Space, Classroom or Zoom.

Facilitator Notes:

It is always important when activities call for participants to share their own stories and make themselves vulnerable to remind the group about active listening. Consider starting the activity by sharing a story from your own experience to ease the tension.

You might also consider following this activity with one in which participants are encouraged to take turns facilitating conversations about issues of oppression for the other participants. Consider using student leaders or Umoja practitioner co-facilitators who are prepared to introduce difficult situations into the experience.

Divide participants into groups of four or five. Prepare enough space in the room for small groups to perform skits. This activity will be most effective if you have already engaged in a discussion about the importance of dealing with the long-term impacts of oppression.

For sharing of practice examples, allow learners to contribute in numerous ways depending on the modality. For example, sharing can happen through student voices, text chats, or shared workspaces (padlet, whiteboard, chart paper). Make note of common themes and examples shared.

Related Video Links:

- Healing and Self Love-Men's Roundtable
- Healing and Self Love | Men's Round Tabe | A Black Love Series

Sacred Spaces: A Source for Black Healing

[Sacred spaces: A source for Black healing | Shawntell Pace and Tanisha Pelham | TEDxUGASalon](#)

Related Scholarly Articles and Literature:
- Emdin, C. (2021). *Ratchetdemic: Reimagining academic success*. Beacon Press.
- https://www.nytimes.com/2021/04/02/style/four-studies-of-black-healing.html

Instructions:
1. Ask participants to share a story about a time they were discriminated against or oppressed in class or somewhere on their college and/or high school campus. The situation may be something that has altered the participants' view of the world, their interactions with others or even their self-esteem. This activity entails trust building and may require some ice breakers before becoming fully engaged in the activity.
2. Some questions to guide the discussion related to these stories:
   - Describe the incident.
   - How did you feel in the midst of the situation?
   - How did you feel after the situation was over?
   - What long-term impacts did the incident have on your life?
   - What does healing look and/or feel like to you?
3. Ask each group to choose one story to role play for the rest of the class. Some people are less comfortable "performing" in front of the class, so encourage them and mention that everybody will have an opportunity to participate in a role play. Role plays should last no longer than three minutes.
4. After providing time for small groups to plan their role plays, ask for groups to volunteer to perform their role play for the group.
5. Following each role play, use or adapt the following questions to tease out the issues and strategies for addressing them:
   - What are the primary issues introduced by this situation?
   - What are the dangers of letting the impacts of the situation fester?
   - What are the healing opportunities introduced by the situation?
6. Following each role play, process the activity by asking participants whether they noticed any parallels in the stories.

Closing Discussion:
Use this time to gauge understanding and incorporate some of the following questions:

- How will you carry out your own healing going forward?

Post Work:
   - Journal Entry around the following prompt: Oppressive systems exist globally, what strategies will you use to ensure your own mental, physical and emotional well being?

Assessment:

- Post Session Survey

FACILITATOR GUIDE
WEEK 4 - Bringing the Ratchet to the Career World

Prepare Resources and Materials

- Projector
- Computer with speakers
- Slide deck
- Supplies/materials noted for your selected activity

Community Agreements and Uplifting Our Umoja Practices

Time: 10 minutes

- Set up a room design that encourages informal large group conversations, so students feel included in the discussion and does not mirror a lecture.
- Welcome Umoja scholars to the learning experience and incorporate ancestral language centered on African heritage to be used in the space (Ase, Ago/Ame, etc.)
- Take a moment to remind participants of any logistical items (e.g., technology expectations and support).
- Discuss learning objectives for the session based on the guiding topic.
- Review Community Agreements and have additional agreements as needed.
- Introduce and discuss the terminology that will be used during the session.
- Highlight 1-2 Umoja practices to focus on and introduce leading discussion prompts.

Cultural Appropriation Through History Slides

Time: 15 minutes

- Utilize the slide deck to review the history of cultural appropriation through the African American lens.
- Include suggested video links included in your facilitator's guide to add visual and auditory learning elements to the discussion.
- Include content from related scholarly articles included in your facilitator's guide to inform your discussion and reference content.

Discussion Prompts:

Focus on 1-2 of the Umoja practices highlighted in the programming overview to discuss that will coincide with the activity you choose. We suggest "Mattering" and "The Porch."

- What other community agreements do we need to uplift as we begin our work?

- Reflection on what students know about Cultural Appropriation and how they have seen it manifest in mainstream America.
- The effects of cultural appropriation amongst the Black Community

Facilitator Notes:

For sharing of practice examples, allow learners to contribute in numerous ways depending on the modality. For example, sharing can happen through student voices, text chats, or shared workspaces (padlet, whiteboard, chart paper). Make note of common themes and examples shared. Use examples and model what we expect programs to do, full details from start to finish. Large group or small group? Set up a sample scenario speaking to cultural appropriation and how it ties to the practices. In addition, utilize references from Ratchetdemic (summary, citation, quote) to incorporate relevance to the book.

ACTIVITIES

You will select one of the following activities to incorporate into your discussion on cultural appropriation. Each activity offers both in-person and virtual options, so you can facilitate in varied learning environments.

Activity #1 Create Your Ratchetdemic Career Path

- Time: 60 minutes
- Small - Large Group Discussion of Chapter 11
- Facilitation: In-person or virtual

Materials Needed:

- Projector
- Table
- Chairs

Facilitator Notes:

The purpose of this workshop is to give space to students that only want to pursue a certificate and/or AA degree. Students that are interested in transferring could still benefit from learning about how they could obtain certificates and/or AA on their way to transfer.

It is highly suggested to partnering with your Career Center and/or Career and Technical Education Department in identifying potential speakers and resources to share with students.

It is recommended to identify Black community members who are working in CTE industry and can share their stories and successes with earning and using their certificate and/or AA degrees.

Related Scholarly Articles and Literature:

- Emdin, C. (2021). *Ratchetdemic: Reimagining academic success*. Beacon Press.

Instructions:

1. Ask the group to share what they know about CTE. Guiding questions include:
    a. How are CTE majors different from/ similar to other majors?
    b. Name some CTE majors and careers.
    c. Who is a CTE student?
        i. Why did you choose the major?
        ii. What has been your experience as a student?
2. Presentation on CTE
    a. Partner with CTE faculty, Career Counselor, and/ or Career Center staff to present on the CTE programs on your campus. Ideas on the focus area could include
        i. CTE programs with high industry needs
        ii. CTE programs and how degrees can be transferred to 4 year institutions
        iii. CTE aligned to STEM/STEAM
3. CTE Panel
    a. Identify and invite Black CTE professionals that can share their pathways and success. Community ideas for invitations include
        i. Black Chambers of Commerce
        ii. Toastmasters
        iii. Professional Organizations in respective industries
        iv. CTE faculty
        v. Partnering with other Umoja Affiliated programs/regions

Closing Discussion:

- Q & A for panel and/or CTE department

Post Work:

- Recommend that students see the Umoja counselor or Career Counselor to review their educational and career plans.

Assessment:

- Post survey

Activity #2 Ratchetish: How To Be A Successful, Ratchet Professional

- Time: 60-120 minutes
- Small - Large Group Discussion on being
- Facilitation: In-person or virtual
- Materials Needed: Computers. Internet Access. Journals. Career Planning Resource Document.
- Space Required: Umoja Space. Classroom. Zoom.

Facilitator Notes:

The objective of this activity is for students to understand that their most valuable quality is the courage of being their authentic, true selves. Through this activity students will see "ratchet" examples of Black professionals, both real and fictional. After watching video clips of each of the "ratchet" professionals, students and facilitators will have a discussion about what makes each of the professionals great and how their "ratchet" makes them amazing.

After completing the discussion, students will begin creating their "Ratchet Career Plan." This document will provide students with an opportunity to plan out what their ideal career plan through the lens of being "ratchet." Use the following link for guidance https://hr.uw.edu/pod/wp-content/uploads/sites/10/2016/02/Career-Planning-Resource.pdf

For sharing of practice examples, allow learners to contribute in numerous ways depending on the modality. For example, sharing can happen through student voices, text chats, or shared workspaces (padlet, whiteboard, chart paper). Make note of common themes and examples shared.

Related Video Links:

- The Wallstreet Trapper
- The Wallstreet Trapper Educates Us On Stocks, Making Yourself An Asset + More

Trap Kitchen

[How-To: Make a Deadliest Catch Pineapple Bowl with Trap Kitchen](#)

Related Scholarly Articles and Literature:

- Emdin, C. (2021). *Ratchetdemic: Reimagining academic success*. Beacon Press.
- https://fortune.com/2020/08/28/black-professionals-corporate-america-authenticity/
- https://afrotech.com/black-leadership-take-a-seat-at-the-table-while-being-their-authentic-selves-at-facebook

Instructions:

1. Use the provided YouTube links to show students six professionals being their authentic, ratchet selves.
   a. **Nicole Hannah-Jones** https://www.youtube.com/watch?v=UZ3WG8Fy0Lk
   b. **Issa Rae** https://www.youtube.com/watch?v=XFh9QxIT7BM
   c. **Corey & Joseph-Support Black Colleges** https://www.youtube.com/watch?v=2CjCXT9kecY
   d. **Olajuwon & Earl-Eastside Golf** https://www.youtube.com/watch?v=DVVtbPinweo
2. After viewing the four videos, use the following questions as a guide to begin a conversation with students about being a "ratchet" professional.
   a. What similarities do you see with all of these individuals?
   b. Describe what being a "ratchet" professional feels like? Looks like? Sounds like?
   c. Why do you think maintaining your professional "ratchet" is important?

Closing Discussion:

- How will you work to build your career while also maintaining your authenticity?

Post Work:

- Recommend that students see the Umoja counselor or Career Counselor to review their educational and career plans.

Assessment:

- Pre-and-Post Survey