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USING HIP-HOP AS A LEARNING TOOL WORKSHOP

WORKSHOP TITLE Using Hip-Hop as a Learning Tool

WORKSHOP DATE TBD

WORKSHOP FACILITATOR(S) Danielle, Sampson, Reginald and Kelvin

WORKSHOP TIME 5:30 – 7:30 pm

TARGET POPULATION: Parents (Fathers)

OBJECTIVES: *What knowledge, skills, values and/or experiences will change for the target population as a result of this workshop?*

- Parents will understand that Hip-Hop, Art and Poetry can be effective learning tools

1. **QUESTIONS:** *briefly state and number the questions that will be addressed during your workshop.*

- How can parents use Hip-Hop, Art and Poetry as effective learning tools?

2. **REFERENCES:** *for each question, provide at least one source of information that provides direct answers to it. Examples of data sources include articles and videos. Details of each reference should be provided so that another person can locate it without assistance.*

- **How can parents use Hip-Hop, Art and Poetry as effective learning tools?**

Forms of Expression

Children share their experiences, ideas, and feelings in diverse ways. Hip-hop culture offers children many opportunities for self-expression while having fun and honing their communication skills. Elements of hip-hop culture can support children's learning and development in all domains: social and emotional, language and literacy, cognitive, and physical:

- **Social and emotional: Express yourself!**
 - Hip-hop encourages children to share their thoughts and feelings in creative ways. It supports children's experimentation while building their self-esteem.
 - Introduce children to different hip-hop experiences or elements, such as rap, break dancing, and word art. Ask them how the music, beat, art, or dance makes them feel.
 - Talk together about a particular classroom activity or homework assignment, such as the emergence of a butterfly from its chrysalis or a chick from its egg. Support children in sharing their ideas and feelings by offering social and emotional vocabulary (*excited, exhausted, surprising*) for them to use in a rap, a break dance, or word art to describe their response to the activity.

- Provide children with opportunities to discuss emotions. After listening to a rap, ask them how they think the author/rapper felt, or invite them to listen again and then create word art based on the rap.
- **Language and literacy development: Just say it!**
 - Many preschoolers enjoy experimenting with and exploring early literacy components—letters, words, sounds in words. Music is an effective way to engage children, and supports both phonemic awareness and language development. Use hip-hop elements to foster language and literacy development:
 - Record children rapping. Combine the “tracks” to create a classroom or family rap album. Create accompanying lyric booklets for children and families, so they can follow along or perform them at home.
 - Create raps for each letter of the alphabet: “C is for cat / She sleeps on the hat.” Encourage children to explore the rhymes and rhythms in raps: “Sat, bat, hat, cat, I like to dance on my mat.”
 - Find or create a simple poem—or use a poem the children are already familiar with—and read it aloud. Pronounce words slowly and clearly to allow the children to feel the words and sounds. Invite children to recite the poem to the rhythm of different beats.
- **Cognitive development: Think about it!**
 - Preschoolers are naturally curious about the world around them. The following approaches can help you learn more about the children in your program, using hip-hop to support you in differentiating instruction.
 - Have children create and recite simple rhymes or raps about topics they are studying. Ask open-ended questions about the poems or raps.
 - Encourage children to ask each other questions about their raps, word art, or break dance moves. They will gain new perspectives about their classmates and friends.
 - Provide opportunities for children to compare and contrast their hip-hop projects. Children learn how their ideas are similar and different while also appreciating their own work and the work of others.
- **Physical development: Move with it!**
 - Children and teachers build a sense of community by learning from and supporting each other’s creative movements. Children move for fun—but they also express themselves through their bodies.
 - Provide instrumental hip-hop music or homework/classroom-created rap music so children can act as family/class deejay by choosing music for the family/class to dance to.
 - Have children create dance moves alone, with partners, and as a whole class or family.
 - Create a class or family music video of the children performing their rap and dance moves. The video can serve as documentation of children’s physical development.

<https://www.naeyc.org/resources/pubs/tyc/dec2016/teaching-and-learning-hip-hop-culture>

<https://education.cu-portland.edu/blog/classroom-resources/flocabulary-educational-hip-hop/>

<https://www.scholastic.com/teachers/lesson-plans/teaching-content/tupac-shakur-language-arts/>

Maxine Nodel: Literacy Through the Arts for Families

3. KEY WORDS, TERMS AND PHRASES: *list and define the key words and terms related to your workshop.*

- Hip-Hop Culture – is an artistic, musical, physical, and visual mode of communication that people use to express their experiences, beliefs, and emotions.
- Rap music (spoken or chanted rhyming lyrics performed in time to a beat) is one of the four key stylistic elements of hip-hop culture, in addition to deejaying/scratching, break dancing, and graffiti writing (word art).
 - Instructional/educational/inspirational rap—is more appropriate for young children and offers multiple opportunities for teaching and learning. Through music and language, movement, and the visual arts, rap and other elements of hip-hop culture can support preschoolers’ learning and development in all domains.
- Rapping/emceeing—*Creating and speaking* raps, chants, or class poetry to a musical beat to share ideas and emotions. After reading aloud a book about being loving, such as *One Love*, by Cedella Marley, invite the children’s reactions, then compose and perform a brief rap together.
- Deejaying—*Playing music* for an audience by using audio equipment (CD player, MP3 player, turntable). Instead of the usual circle and song time, try throwing a mini dance party, with a deejay hosting. Taking the role of class deejay, a child can select an educational hip-hop CD and operate the CD player for the class.
- Breaking—*Dancing* using creative, expressive, and complex movements. Children can take turns performing their favorite break dance moves for their classmates, including crisscrossing their legs or moving their arms across their midlines to the beat of a hip-hop tune. (Crossing the midline, a child spontaneously moves a hand or foot to the other side of the body—movement that connects the brain with the body—bilateral integration.)
- Word art—*Creating visual representations* of ideas, beliefs, and emotions using words, symbols, and colors. Children can use blank index cards, dry-erase boards, or pieces of paper to draw their names. Using paint on bulletin board paper, children can create a graffiti mural about their neighborhood, their family, or a topic the class has been studying. After talking with children individually about their contribution, the teacher can help them label their art, then display the mural on a wall.
- Beatboxing—*Creating beats and rhythm* using the mouth as an instrument.
- Incorporating social justice themes—*Raising social awareness* by composing and reciting rhythmic verse about an important social topic, like keeping the planet clean. Children and teacher can create brief lyrics based on children’s thoughts and experiences, and the class can perform them together.

4. SUPPLIES/RESOURCES & SPECIAL INSTRUCTIONS/LOGISTICS: *list any supplies, materials, templates or special conditions/set-up required to implement this lesson.*

- Workshop will be delivered and incorporated into regular Fatherhood Curriculum and begin on Wednesday because it is the best day to introduce this new family literacy workshop.
- Need Smartboard/Blackboard to execute Mix and Match exercise and to view videos
- Need Poster Board so participants can execute Mix and Match

5. EXPLORATORY EXERCISES/TIME: *for each of the previously identified questions, explain the activity that will be done that will allow the workshop participants to use a reference to find its answers (i.e. paired reading; round-robin reading; Powerpoint mini-lecture).*

- **Parents can utilize the following activities to explore use Hip-Hop, Art and Poetry as effective learning tools?**
 - **Mix and Match**
 - **\$100,000 Pyramid**
 - **Jeopardy**

- 6. **EXPRESSION EXERCISES/TIME:** *for each of the previously identified questions, explain the activity that will be done that will allow the workshop participants to creatively share or express what they learned from the reference (i.e. collage, role-play, talk show skit).*

- **Parents can utilize the following activities to express their understanding of how to use Hip-Hop, Art and Poetry as effective learning tools?**
 - **Skits and Charades (ie. Creating a rap or video)**

- 7. **REVIEW:** *ask participants to summarize what they learned from this workshop. They should restate 1. the questions explored; 2. the answers found; 3. the references used; and 4. the activities done.*

- 8. **REFLECTION:** *ask participants to give their feedback about this workshop. They should state how they feel after completing this workshop; what they liked about it; what they didn't like about it; and offer suggestions for improvement.*

- 9. **EVALUATION:** *ask participants to complete and return the evaluation form that will be provided.*