



Task Force Community Network

In the Name of God, The Beneficent, The Most Merciful

Proposal to Facilitate Hip-Hop Detoxx Professional Development & Student Development Workshops

Our Mission:

The Task Force Community Network was established to facilitate human development with a specific focus on urban youth, through instruction and demonstration in the art and science of self-improvement which is the basis of community development.

Our History:

The Task Force began its relationship with the Chicago Public Schools System in 1991 after being established as a youth development organization in 1989.

Since that time the Task Force Community Network has amassed a wealth of research, knowledge & experience that has evolved programmatically and placed the organization in a unique position to serve the exceptional needs of today's urban youth.

Program Overview:

The Social and Emotional development of urban youth in America depends largely on the interplay between the family, school, community, socio-economic status and physical environment. If these factors are not working in a collaborative and beneficial fashion, development of urban youth is compromised. Evidence of poor resource coordination can be seen most viscerally in public schools where low test scores, low graduation rates, and high suspension rates serve as a reminder of the immense work that needs to take place throughout the Public Schools in the U.S., for the benefit of low income urban youth.

Edna Olive, suggests there are four major factors that must be considered when working with low income Black youth; 1) understand, recognize, and appreciate the differences of Black children in America, 2) be aware of the life circumstances of children and youth who are being served, 3) provide multicultural experiences for Black youth, and 4) provide opportunities for youth to interact with positive African American adults.

Furthermore, because Black low-income youth live in an environment where parents are preoccupied with survival issues, positive behavioral, moral, & social development is compromised. Youth living in these situations are exposed to an increased number of life stressors that not only compromise their social and emotional development, but also affect their progression in a school environment.

Cultural awareness is another important factor in the successful social and emotional development of Black youth. Olive writes, "As Black children learn to disrespect themselves through negative images and stereotypes presented by the media of the majority [culture], the ability to respect others is critically damaged". It is important that adults began to use the media and popular culture to teach Black youth critical thinking skills that informs them of their cultural heritage and initiates positive social development. This approach also helps cancel out the negative imaging constantly fed to Black youth at home through their televisions and in public space through aggressive marketing campaigns.

We hold these truths to be self-evident that all men are created equally, and endowed by their Creator with certain inalienable rights and among these rights are life, liberty, and scientific knowledge for development.

The proposed workshops/presentations are presented as a part of the Task Force Community Network’s extended **HIP-HOP DETOXX: *Social and Emotional Therapeutic Learning Program***.

This program has been developed and tailored to target the specific challenges of urban youth within the Chicago Public School System through a strength-based approach to addressing social and emotional development. The strength and influence of the Hip-Hop culture on youth in today’s society is undeniable. The specific strengths presented through the genre of Hip Hop music and culture are infused programmatically within a customized curriculum designed to awaken the skills, gifts, talents and virtues that lay dormant and wasted within urban youth today.

Olive, Edna. (2003). The African American Child and Positive Youth Development. In Villarruel, F., (Ed)., Community Youth Development, Programs, Policies, and Practices (pp.27-46). Thousand Oaks: Sage Publications
Olive (2003), Community Youth Development, Programs, Policies, and Practices.

Proposed Workshops:	
Topic	Target Audience
<i>How can Parent’s Deal with this Hip-Hop Generation?</i>	<i>CPS Parents</i>
<i>Using Hip-Hop to Detoxx Social & Emotional Problems</i>	<i>CPS Administration, Teachers & Staff</i>
<i>Does Hip-Hop Need to be Detoxxed?</i>	<i>CPS Students</i>

DEFINITIONS:

Hip-Hop

A cultural and musical genre that expresses *truth, without boundaries* in its various manifestations.

Detoxx

To detoxify. To cleanse the spirit, mind, emotions and body of impurities that stand as impediments to proper self and community development.

Social & Emotional Learning

(As defined by ISBE)

WORKSHOP SYNOPSIS:

Participants in these (3) three workshops will be engaged through a series of exercises designed to produce self-examination, self-analysis, and self correction. History, science and both individual and collective perceptions of self, society and humanity will be examined within a personal, cultural, and professionally challenging, yet appropriate framework.

Hip-Hop music, its lyrics, and culture are utilized as a tool that provides social commentary and emotional expression that relates to the participant’s overall life. Participants will critically analyze life issues and struggles, while exploring and testing their own reality, self-concept, decision-making skills, attitudes, behaviors, and emotional states.

These workshops will provide an overview of how the Task Force Community Network utilizes Hip-Hop music and culture to identify and correct social & emotional learning deficiencies in its extended

HIP-HOP DETOXX: *SEL Therapeutic Learning Program*.

CHICAGO PUBLIC SCHOOLS/ILLINOIS STATE BOARD SOCIAL & EMOTIONAL LEARNING STANDARDS:

Designed to address the unique needs of students who attend Chicago Public Schools, these workshops, as a component of the *Task Force Community Network's* extended **HIP-HOP DETOXX: SEL Therapeutic Learning Program**, address the following Illinois State Board of Education goals of Social and Emotional Learning, taking into account the individual grade-specific standards and descriptors.

ALIGNMENT TO STATE GOALS

(www.isbe.net)

SEL

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Alignment is also applicable to:

ENGLISH

MATH

SCIENCE

SOCIAL SCIENCE

ART

WORKSHOP SPECIFICS:

Workshop Cost:	\$2,500.00 per workshop
Invoice Deadline:	Check payable to <i>Task Force Community Network</i> at the conclusion of workshop
Time Frame:	90 Minutes
Number of Participants:	20-30 participants
Participant Activities:	Note-Taking Breathing Exercises Listening Dialogue Q & A Music Therapy Narrative Therapy/Journaling Role-Playing Drawing/Sketching
Materials Needed by Participants:	Notebook, Pen/Pencil
Materials Needed to be supplied by CPS:	Dry Erase Board or Easel w/Paper Flipchart Projection Screen
Room Set-up:	Desks set in a circular or U-shape 4-foot table in front of room Slightly more than average spacing for standing activities between participants, desks suitable for writing / note taking
Lighting:	Normal lighting with ability to turn-off during projections
Facilitators:	Enoch Muhammad & Michal Muhammad
Cultural Specialists:	TBA

Contact Information:

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email: indemstreetsinfo@yahoo.com or ampconsultants@yahoo.com

Package Agreement:

Client Signature: _____

Option: _____

Vendor Signature _____

Payment due: _____

Date due: _____

Start/end date: _____

Days/Hours per week _____

Additional Information: _____
