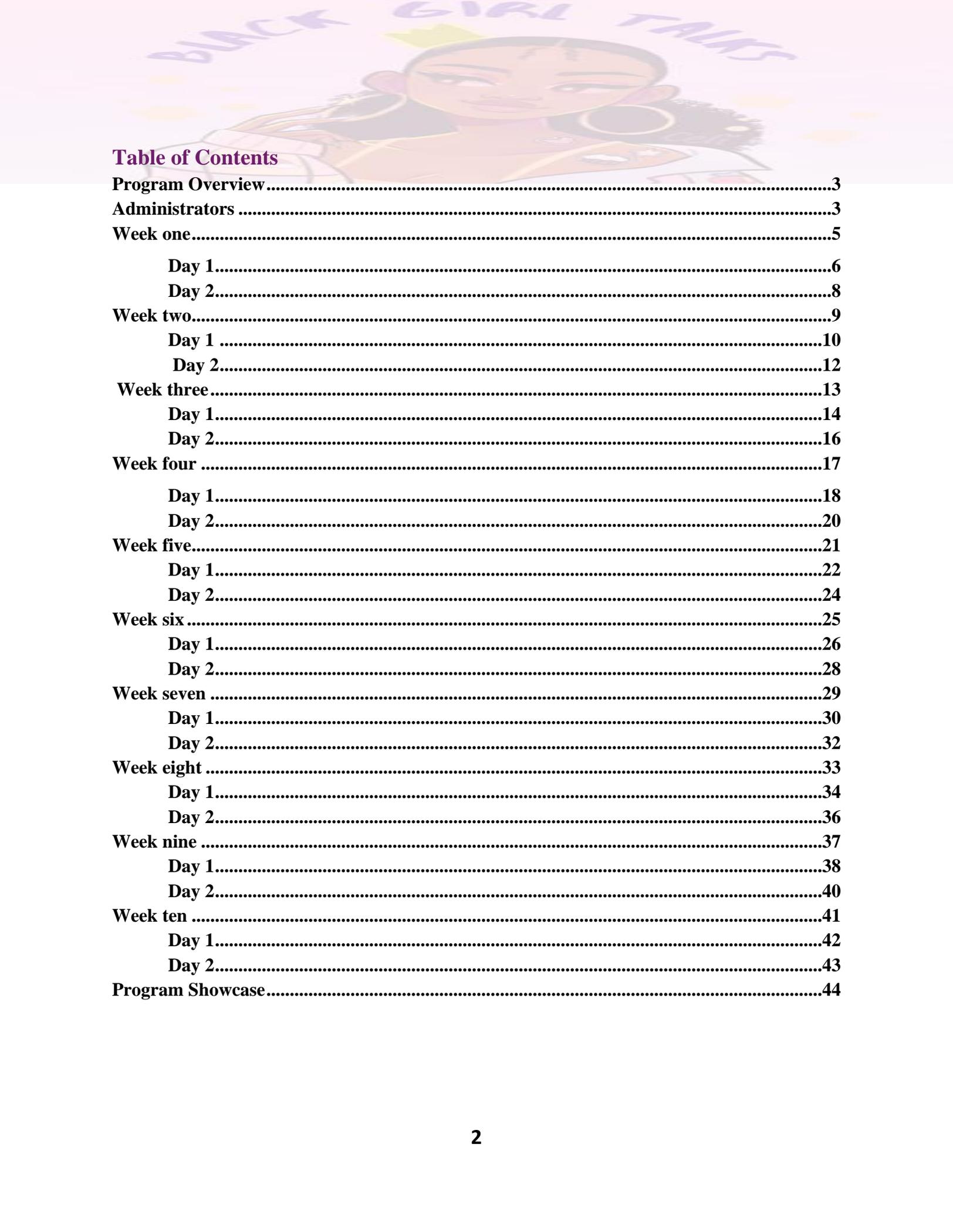


# Black Girl Talks: Hip Hop, Social Media, and Empowerment

## PROGRAM MANUAL



MISSOURI STATE UNIVERSITY



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## Program Overview

### Purpose

*Black Girl Talks: Hip Hop, Social Media, and Empowerment* is a program designed to explore the role that hip hop and social media culture have on cultural environment and psychosocial development of Black adolescent girls. The purpose of this is to provide Black girls with an “identity-affirming” after-school program in which they can address topics relating to racism, sexism, marginality, and discrimination in safe space. These issues will be discussed within the context of their personal, social, peer, educational, and media spaces. This will then end in a group culminating event that will allow them to reflect on the topics discussed and bring the discussion into their community.

### Program Layout

**Opening Icebreaker.** Each day will start with an opening get-to-know-you activity. This activity will relate to the topic for that week and any connections that topic has to hip hop and the students’ own spaces. The purpose of this is to introduce them to the topics and get them talking about how applicable the topic is to culture.

**Group Discussion.** A group discussion will be used to gain insight and understand how the students are viewing the topic of the week within their own social world. This can include real world experiences, or how the topic applies to them. The discussion will consist of between eight and ten pre-made questions that will be posed by group mentors.

**Closing Activity.** This will wrap up the end of each discussion in order to provide the students with the major take-away from the discussion. This will also be used to provide emotional support regarding sensitive topics when needed. This could involve but is not limited to activities such as; journaling, group reflections, meditation, or mindfulness exercises.

**Photo-Voice.** At the culmination of each focus group, the students will be tasked with completing a photo-voice assignment and finding representations of each of these topics within their daily lives for discussion at the next focus group meeting. Photos from the photo voice will be discussed and subsequently reduced to be on display at a culminating event.

**Culminating Event.** The program will end in a photo exhibit showcase titled *#BlackGirlMagic: Illuminating Contemporary Representations of Black Girlhood in Hip Hop and Social Media*. The purpose of this event is to bring the group discussions into their community. This will shed light on the experiences of Black girls within their community and provide insight to individuals who might not know the experiences of Black girls.



## Administrators

### **Ashley Payne, PhD, Program Chair**

Assistant Professor, Missouri State University

Program Director

Phone: 417-856-8439

E-mail: [anpayne@missouristate.edu](mailto:anpayne@missouristate.edu)

### **Whitney Akalugwu**

Graduate Program Director

Email: [akalugwu7@live.missouristate.edu](mailto:akalugwu7@live.missouristate.edu)

### **Kerry Lambert**

Graduate Program Director

Email: [kcl5s@missouristate.edu](mailto:kcl5s@missouristate.edu)

### **Arica Lee-Anderson**

Undergraduate Program Director

Email: [arica28@live.missouristate.edu](mailto:arica28@live.missouristate.edu)

### **Sophie Wolken**

Undergraduate Research Assistant

Email: [wolken2@live.missouristate.edu](mailto:wolken2@live.missouristate.edu)

### **Emily Lohrbach**

Undergraduate Research Coordinator

Email: [emily001@live.missouristate.edu](mailto:emily001@live.missouristate.edu)

### **Daija Patton-Cook**

Undergraduate Research Assistant

Email: [daija067@live.missouristate.edu](mailto:daija067@live.missouristate.edu)

### **Mykah Doolin**

Undergraduate Research Coordinator

Email: [mykah827@live.missouristate.edu](mailto:mykah827@live.missouristate.edu)



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*Week 1: Introductory Week*

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***Introduction Week: Day 1 Mentor Pairing and Introduction to Program***

Time: 120 Minutes

Ice Breaker: N/A (to be determined by mentors on the first day of class as part of their class assignment)

“NAME OF ACTIVITY: Black girl with Afro”

1. Participants will get a sheet of paper with a woman with a fro
2. They will be asked to decorate the paper with colors, words, etc that describes who they are.
3. They will need to name this person. The name that they choose will be their pseudonym
4. Then they will introduce themselves, their photo, and their pseudonym.

Media to Use:

Writing utensils

Paper

Structure of Session:

1. Mentors and participants will sit in a circle and introduce themselves.
2. Program Coordinator will introduce the program and detail the research behind it and the expectations.
3. Mentors and participants will participate in the introductory icebreaker activity
4. Mentors and participants will engage in a mentor speed dating session, where they will talk one-on-one with each mentor. At the end of the speed dating session, participants will write down their top two choices for a mentor and turn them in to the undergraduate mentor coordinator. The undergraduate mentor coordinator will then pair mentors and participants based on rankings. Mentor pairings will be assigned at the end of the session.
5. Step in the circle game OR tictok

**Dr. Payne needs to bring:**

1. Black girl with AFRO paper, poster board, mentor choice forms, food.

At the end of the session, the group will create a **Purge Box**.

Create a Purge box that will be used entire session. At the end of each session mentor and mentee can write about things that are bothering and drop it into the box before leaving for the day. At the end of the session, we will burn the box. Students can use construction paper to create a design for the box, that way everyone has a part in creating a box that is unique to their group.

Materials needed

Cardboard box

Markers

# BLACK GIRL TALKS



- Glue
- Construction paper
- Tape
- (Paint, and paint brushes)
- Scissors



## *Week 1, Day 2: Introduction to Photovoice*

Time: 120 minutes

### Ice Breaker:

1. Participants will look through their phones and social media accounts and choose 1 photo that best reflects their identities.
2. Each participant will discuss why they chose the photo and how it relates to their identities

### Media/Supplies to Use:

1. Photovoice manual: [https://www.gocolumbia.edu/institutional\\_research/photovoice\\_page\\_documents/Facilitators\\_Tnoolkit.pdf](https://www.gocolumbia.edu/institutional_research/photovoice_page_documents/Facilitators_Tnoolkit.pdf)

### Structure of Session:

1. Dr. Ashley Payne (or one of the program directors) will lead the session in a discussion about what photovoice is and the importance of photovoice in research and the community. Participants will be guided through the photovoice manual phase 1 (page 7 of the photovoice manual and appendix A & D).
2. Participants will then be given the following prompt to practice with their mentors:
  - a. For this photovoice project, you will be asked to take approximately 2 photographs with your mentor that provide visual representations of your favorite things about Central High School. You will then select 2 photos to discuss with the group during a focus group research meeting. Finally, using the SHOWeD method, you will write brief narratives to describe the photo and how it relates to your overall educational experience.
3. Participants will be given 30 minutes to take photos with their mentors.
4. After the 30 minutes have concluded, participants will be introduced to the SHOWeD method for describing photos (appendix E in the photovoice manual)
  - a. S: What do we **SEE** happening here?
  - b. H: What is really **HAPPENING** here?
  - c. O: How does this relate to **OUR** lives?
  - d. W: **Why** does this situation or concern exist?
  - e. D: What can we **DO** about it?
5. Participants will then be given a SHOWeD worksheet and 30 minutes to write their photo narratives with the help of their mentors.
6. Participants will then share their photos and narratives with the group.

**Dr. Payne needs to Bring the Showed Forms**



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*Week 2: Education*

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Time: 120 minutes

Ice Breaker:

1. Present poster board with (present and historical) black women in their chosen field along with their accomplishment and background.
  - a. Provide images of Black professional women as well Black women in Hip Hop (i.e., Meg the Stallion, Saweetie) who have been to and completed college.
2. Discuss historically black college and universities (HBCU), provide a list HBCU where they are located, programs and extra-curricular activities offered. Provide examples of popular alumni, specifically related to Hip Hop and popular culture.
3. Mentors and mentees discuss what it means to be black in college, especially at a predominately white school.
4. Create a vision board, on this board include.
  - a. Potential career plan
  - b. Plans for attending a two- or four- year college program, Pictures of college options, potential major
5. Writing prompt for the Purge box
  - a. describes times that they felt their education had been interrupted due to being a Black woman, discrimination, etc.
  - b. Students can choose to read their card aloud. By doing this we can encourage and build self-confidence.

Media to Use:

Large posterboard with Velcro straps

Markers

Magazines and other media to put on vision boards

Glue and/or tape

Pictures of themselves

Cardstock paper

Sticky notes

The box

Structure of Session:

1. Mentors and participants will complete the ice breaker activities.
2. The day will end with focus questions as follows:
  1. Tell us about your educational experiences at your school.
    - a. Tell us about a time where you did not feel heard in your classroom or school environment.
    - b. If you could change one thing about your education, what would it be and why?



2. What has been your experience as a Black girl/woman in your educational setting?
  - a. How have these experiences made you feel?
  - b. Have your experiences in education affected your views on education?
  - c. What have you have done to help you cope with these experiences?
3. Describe your relationships with your teachers at your school.
  - a. How have your teachers supported your education?
  - b. What can teachers do to better support your education?
4. What are some of your favorite subjects in school?
  - a. Why are these your favorite subjects?
  - b. Can you see yourself working in this field? Why/Why not?
5. What are some of your goals (academic and/or career) for the future?
  - a. What have you been doing to reach your goals?
  - b. What are some things that you want to do that you haven't done already?
  - c. Discuss some of the things in your environment that is impacting which goals you pursue.
6. How has your race and/or gender impacted the academic and career goals that you set for yourself?
7. How has Hip Hop impacted your view of education?
  - a. Think about some of your favorite artists and their life/career paths. How has their journey impacted how you think about your journey?
8. How has social media impacted your view of education?
  - a. Discuss any accounts that you follow on any platform that reflect your beliefs about education.
  - b. Are there any social media trends that impact how you navigate your academic life/settings?
9. Think about your social media profile(s). How do they reflect your views on education?
10. Think about our current political landscape. How do you think politics has influenced your education?
11. If you could give advice to another Black girl or woman about pursuing their education, what would you tell them and why?

### **Photovoice Prompt**

For this photovoice project, you will be asked to take approximately 5-10 photographs that provide visual representations of things in your environment that have impacted your education as a Black Girl. You will then select 2 photos to discuss with the group during a focus group research meeting. Finally, using the SHOWeD method, you will write brief narratives to describe the photo and how it relates to Black girlhood, Hip Hop, and social media.



*Week 2, Day 2: Photo Voice*

Time: 120 minutes

**Photovoice Prompt:**

For this photovoice project, you will be asked to take approximately 5-10 photographs that provide visual representations of things in your environment that have impacted your education as a Black Girl. You will then select 2 photos to discuss with the group during a focus group research meeting. Finally, using the SHOWeD method, you will write brief narratives to describe the photo and how it relates to Black girlhood, Hip Hop, and social media.

Structure of Session:

1. Participants and mentors will discuss the photos taken for the photo voice prompt using the SHOWeD method.
2. Other participants and mentors will be given the opportunity to discuss their experiences with each other as each participant presents their photos.

BLACK GIRL TALKS



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*Week 3: Body Image*

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### *Week 3, Day 1: Body Image*

Time: 120 minutes

Ice Breaker:

1. Hip Hop Yoga
  - a. [Dr. Hannah Harris](#) will lead the group in 45 minutes of [Hip-Hop Yoga](#) (click link for example of Hip Hop yoga)
2. Using two images of a body outline participants write in what other people have labeled them as or how other have described their bodies.
  1. The purpose of this activity is have students think critically about body image and to show how everyone struggles or have struggled with their own body image.
  - a. One outline will be how other perceived their body image.
  - b. The second out line will be filed with inspirational quotes, positive and healthy views of body image, and personal goals for the own body image.

Media to Use:

Yoga Mats

Black sharpies

2 body outlines

Mirrored paper?

Sticky notes?

Structure of Session:

1. Mentors and participants will complete the ice breaker activities.
2. Next, participants will engage in a focus group discussion with the following questions:
  1. How would you define “body image?”
    - a. Describe how you view your body. (If you feel comfortable, do not force anyone to answer this question)
    - b. How does your body image make you feel? Why does it make you feel this way?
    - c. How does being a Black girl influence how you define your body image?
    - d. How does being a Black girl influence how you feel about your body?
  2. What are some influences on how you view your body?
    - a. How has your family impacted your view on your body?
    - b. How has your friends impacted your view on your body?
    - c. How has your school, teachers, and/or administrators impacted your view on your body?
  3. Describe a time where someone made negative comments regarding your body.
    - a. How did it make you feel?



- b. How did you handle it?
    - c. How do you wish you handled it?
    - d. What do you think is the best way to handle it and why?
  4. How has Hip Hop influenced how you view your body?
    - a. Tell me about how black women are represented in Hip Hop. Can you provide some examples?
    - b. Is there anything that you would change about how Black women are represented in Hip Hop? Why/Why not?
    - c. Do you have a “body image role model” in Hip Hop? Describe that person and why they are your role model?
  5. How has social media influenced your body image?
    - a. As a whole, describe your body type is represented on social media. How does this make you feel?
    - b. Do you have a “body image role model” on social media? Describe that person and why they are your role model.
  6. How does your feeling about your body impact how you engage on social media?
  7. Discuss the term “thick.” What does this term mean to you?
    - a. How does this term relate to you as a Black girl/woman?
  8. How has body image impacted your relationships with others (i.e., friends and relationships)?
  9. If you could provide another Black girl/woman with advice about their body image, what would you give and why?
3. End of session: **Create a TikTok**
  1. As a group participants identify a song that can be used an anthem for their positive body image journey.
  2. Using that song, they will then create their own TikTok showcasing a positive view of the own body image.

### **Photovoice Prompt**

For this photovoice project, you will be asked to take approximately 5-10 photographs that provide visual representations of some influences on your body image. Think about what has really impacted how I view my body? You will then select 2 photos to discuss with the group during a focus group research meeting. Finally, using the SHOWeD method, you will write brief narratives to describe the photo and how it relates to Black girlhood, Hip Hop, and social media.

*Week 3, Day 2: Photo Voice Prompt*

Time: 120 minutes

**Photovoice Prompt**

For this photovoice project, you will be asked to take approximately 5-10 photographs that provide visual representations of some influences on your body image. Think about what has really impacted how I view my body? You will then select 2 photos to discuss with the group during a focus group research meeting. Finally, using the SHOWeD method, you will write brief narratives to describe the photo and how it relates to Black girlhood, Hip Hop, and social media.

**Structure of Session:**

1. Participants and mentors will discuss the photos taken for the photo voice prompt using the SHOWeD method.
2. Other participants and mentors will be given the opportunity to discuss their experiences with each other as each participant presents their photos.



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*Week 4: Identity*

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## *Week 4, Day 1: Identity*

Time: 120 minutes

Ice Breaker:

1. A cut off a large black girl is provided, on the puzzle pieces provided write down an aspect of your identity.
2. Add your puzzle piece to the large puzzle outline
3. Create an Instagram profile for yourself on a piece of cardboard shaped as a polaroid photo.
  - a) Fill in your 3 x 2 grid profile with factors that make up your identity.
  - b) Decorate the polaroid with things that make you who you are. Include a Hip Hop song that will serve as the theme of the photo that you are creating.
  - c) Create a short summary of yourself to go beneath your profile photo. This will go beneath the caption

Media to Use:

Cardboard or Posterboard cut out of a polaroid picture

Markers

Camera

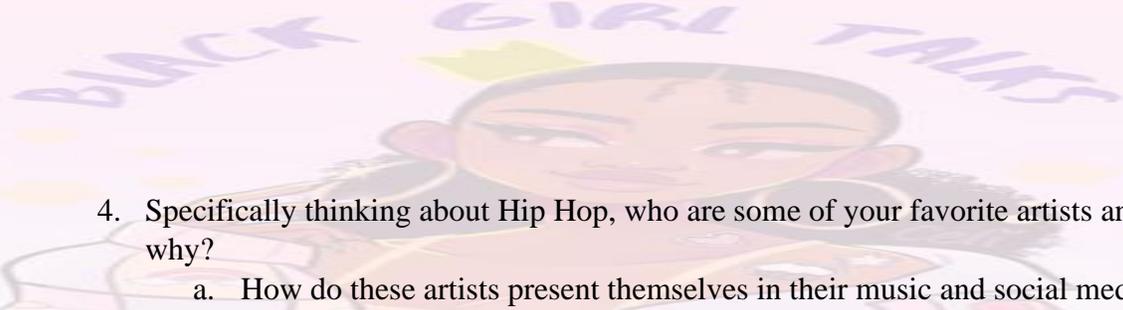
Glue and/or tape

Black girl puzzle

Puzzle pieces

Structure of Session:

1. Mentors and participants will complete the ice breaker activities.
2. Next, participants will engage in a focus group discussion with the following questions:
  1. How would you describe your identity?
    - a. Thinking of all of the characteristics that you named, which of these characteristics are the most important to you and why?
  2. Describe your race and gender identity.
    - a. What does it mean to be this race and gender?
    - b. How do you express your racial and gender identity?
      1. If they are struggling with this question, consider having them think about fashion, language, activities they are involved in or other defining characteristics.
  3. How did you discover who you are?
    - a. What are some influences on your identity and why?
    - b. Who or what do you look for to help you shape who you are?
      1. Why do you choose this person or these platforms?



4. Specifically thinking about Hip Hop, who are some of your favorite artists and why?
  - a. How do these artists present themselves in their music and social media?
    1. Do you like how they present themselves? Why/why not?
    2. How does their presentation of themselves impact you as a Black girl or woman?
5. How are Black girls and women represented in Hip Hop?
  - a. How does this representation make you feel?
  - b. Why do you think they are represented this way?
    1. What are some of the impacts on the representation of Black girls and women in Hip Hop?
  - c. What would you change about how they are represented in Hip Hop?
    1. What can be done to make their representation better?
6. How has Hip Hop contributed to your identity as a Black girl or woman?
7. Specifically thinking about social media, who are some of your favorite influencers and why?
  - a. How do these influencers help you understand yourself as a Black girl or woman?
8. How are Black girls and women represented in social media?
  - a. How does this representation make you feel?
  - b. Why do you think they are represented this way?
    1. What are some of the impacts on the representation of Black girls and women in social media?
  - c. What would you change about how they are represented in social media?
    1. What can be done to make their representation better?
9. How does Hip Hop contribute to how you express your identity?
  - a. How do you express your identity on social media?
    1. What influences how you express yourself on social media?

**Photovoice Prompt:**

For this photovoice project, you will be asked to take approximately 5-10 photographs that provide visual representations of how you define yourself as a Black girl and how Hip Hop and social media influences how you define your Black girlhood. You will then select 2 photos to discuss with the group during a focus group research meeting. Finally, using the SHOWeD method, you will write brief narratives to describe the photo and how it relates to Black girlhood, Hip Hop, and social media.



*Week 4, Day 2: Photovoice Prompt*

Time: 120 minutes

**Photovoice Prompt:**

For this photovoice project, you will be asked to take approximately 5-10 photographs that provide visual representations of how you define yourself as a Black girl and how Hip Hop and social media influences how you define your Black girlhood. You will then select 2 photos to discuss with the group during a focus group research meeting. Finally, using the SHOWeD method, you will write brief narratives to describe the photo and how it relates to Black girlhood, Hip Hop, and social media.

**Structure of Session:**

1. Participants and mentors will discuss the photos taken for the photo voice prompt using the SHOWeD method.
2. Other participants and mentors will be given the opportunity to discuss their experiences with each other as each participant presents their photos.



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*Week 5: Racism*

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## Week 5, Day 1: Racism

Time: 120 minutes

Ice Breaker:

1. On a sticky note, provided students will write an experience they had that involved racism.
2. Students will add their puzzle piece to the large fist puzzle.
3. Students can choose to share that experience aloud, potentially identifying shared experiences and building a community amongst the group.
4. Race lightbulb activity
  - a) Introduce the idea of a race lightbulb moment. A “race lightbulb moment” is a time you became aware of being treated differently because of your race. You need to think critically about the racism you are experiencing as well as the role of implicit bias.
  - b) Creating a safe place for sharing will be important here, as well as reminding pupils that it is about acknowledging and challenging gender stereotypes and not reinforcing them.
  - c) Fill out your answer on a large piece of card shaped like a lightbulb and then hang them up on a string in the classroom
  - d) Using the “racial lightbulb moments” shared, reflect together on how gender stereotyping affects our everyday lives.
  - e) Discuss as a class how to challenge these stereotypes.
  - f) Do they think there is anything different the school can do about the issues they’ve identified?
5. At the end of the icebreaker, we will turn these moments into a song & music video that expresses the collective experience with racism.
  - a) As a group write a song about their shared experience and or fears relating to racism.
    - The song will only need 1 verse and a chorus (1-2 minutes long)
  - b) Discuss a concept for a music video
    - Separate the group into two groups:
      - 1 group will work on concept and choreography
      - 1 group will create the song
  - c) To be completed throughout the program: practice for music video it will be filmed by JP and will be shown at the showcase.

Media to Use:

Sticky notes

Fist cutout for puzzle

Lightbulb paper

String



**Structure of Session:**

1. Participants and mentors will complete the ice breaker activities.
2. Mentors and participants will then discuss the following focus questions:
  1. When you hear the term “racism,” what do you think it means? How would you define it?
    - a. Based on your definition, how have you seen “racism” in your personal life (i.e., school, home)
    - b. How have you seen “racism” in the media?
    - c. How do these experiences impact how you feel about yourself as a Black woman/girl?
  2. How does racism impact how you navigate your school environment?
    - a. Have you experienced racism at school? Discuss that incident and how it made you feel?
  3. How do you cope with the impacts of racism in your school?
    - a. What strategies have you used to help you deal with racism at school?
  4. As a Black girl/woman do you think racism has impacted you in different ways than it may impact a Black man/boy? Discuss an example.
  5. What has Hip Hop done to bring awareness to racism?
    - a. Do you think that the industry plays a role in the promotion of certain racist ideas/ideologies?
      1. a.) Why or why not?
  6. In what ways have you seen Hip Hop artists involved in activism?
    - a. How has this impacted how you feel about activism?
    - b. How has this impacted how you have engaged in activism?
  7. How has social media impacted racism in the United States? In your own community?
    - a. What would you like to see on social media to help combat racism in the United States?

**Photovoice Prompt:**

For this photovoice project, you will be asked to take approximately 5-10 photographs that provide visual representations of an area in your life where you experience racism and/or a homeplace where you are free from it. You will then select 2 photos to discuss with the group during a focus group research meeting. Finally, using the SHOWeD method, you will write brief narratives to describe the photo and how it relates to Black girlhood, Hip Hop, and social media.



*Week 5, Day 2: Photovoice Prompt*

Time: 120 minutes

**Photovoice Prompt:**

For this photovoice project, you will be asked to take approximately 5-10 photographs that provide visual representations of an area in your life where you experience racism and/or a homeplace where you are free from it. You will then select 2 photos to discuss with the group during a focus group research meeting. Finally, using the SHOWeD method, you will write brief narratives to describe the photo and how it relates to Black girlhood, Hip Hop, and social media.

Structure of Session:

1. Participants and mentors will discuss the photos taken for the photo voice prompt using the SHOWeD method.
2. Other participants and mentors will be given the opportunity to discuss their experiences with each other as each participant presents their photos.



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*Week 6: Sexism*

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## *Week 6, Day 1: Sexism*

Time: 120 minutes

Ice Breaker:

1. Participants will identify two Hip Hop songs that address sexism.
  - a. They will identify one song from a male artist and consider how women are sexualized in that song
  - b. They will identify one song from a female artist and consider how the artist is reframing the narrative as it relates to female sexuality.
  - c. They will discuss their finding with the group
2. Create a TikTok
  - a. Students will be placed in groups each group given an age.
  - b. They are to create a TikTok of what they were told about black girls at that age.

Media to Use:

Writing utensils

Paper

Structure of Session:

1. Mentors and participants will complete the ice breaker activities.
2. The mentors will lead a discussion on the following focus questions:
  1. How do you define “sexism?”
    - a. Based on your definition of sexism, how have you seen instances of sexism in your life? At school?
    - b. How has sexism impacted your education and/or career choice?
  2. In your experience, what is the most difficult thing about being a woman in today’s society?
  3. How does being a Black woman/girl impact your experience with sexism?
    - a. As a black girl/woman, how has your experiences with sexism differ from your non-black peers?
  4. Describes instance of sexism in media that you have noticed.
    - a. How does the prevalence of sexism in media impact how you navigate through different spaces?
  5. How does social media impact your view of sexism in society?
    - a. What instances of sexism have you seen on social media?
  6. What are ways that you have seen sexism challenged in hip hop?
    - a. Examine how men talk about women in their songs vs how women talk about themselves.
  7. How has sexism impacted your view of others?
    - a. Have there been times where you have found yourself thinking sexist thoughts?
    - b. What did those thoughts look like? How did you handle those thoughts?



8. How do you deal with sexism? What are some strategies that you use to help you navigate this in your environment?

**Photovoice Prompt:**

For this photovoice project, you will be asked to take approximately 5-10 photographs that provide visual representations of your experience with sexism as a Black girl in these areas: (1) school (2) home (3) friends (4) social media. You will then select 2 photos to discuss with the group during a focus group research meeting. Finally, using the SHOWeD method, you will write brief narratives to describe the photo and how it relates to Black girlhood, Hip Hop, and social media.



*Week 6, Day 2: Photovoice Prompt*

Time: 120 minutes

**Photovoice Prompt:**

For this photovoice project, you will be asked to take approximately 5-10 photographs that provide visual representations of your experience with sexism as a Black girl in these areas: (1) school (2) home (3) friends (4) social media. You will then select 2 photos to discuss with the group during a focus group research meeting. Finally, using the SHOWeD method, you will write brief narratives to describe the photo and how it relates to Black girlhood, Hip Hop, and social media.

**Structure of Session:**

1. Participants and mentors will discuss the photos taken for the photo voice prompt using the SHOWeD method.
2. Other participants and mentors will be given the opportunity to discuss their experiences with each other as each participant presents their photos.



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*Week 7: Mental Health*

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*Week 7, Day 1: Mental Health*

Time: 120 minutes

Ice Breaker:

1. College student mentors will bring in various representations of self-care that they use when they are feeling stressed, depressed, and/or anxious. In the 30 minute snack break, student mentors will share their methods of self-care and discuss how it helps them deal with stressors. At the end of this time, mentors and mentees will make a plan to practice one of the shared methods of self-care for the next week and discuss with their mentors throughout the week how that self-care plan is working for them.
2. Prompt students for plate breaking
  - a. Participants will exercise the [plate breaking activity](#).
  - b. Students will first use a permanent marker to write any worries or negative beliefs about self on their plate.
  - c. Then going to the safe, designated area, students will commence in the plate breaking portion of the activity.
    - i. They will wear eye goggles, use mallets, and put the paper plates in plastic bags.

Media to use:

Laptop or tablet  
Crayons  
Coloring pencils  
Markers  
Coloring books/pages  
Paper/journals  
Plates  
Plastic bags  
Mallets  
Eye goggles

Structure of Session:

1. Mentors and participants will complete the ice breaker activities.
2. The mentors will lead a discussion on the following focus questions:
  1. Describe what it means to be “mentally healthy.”
    - a. What are some things that impact your mental health?

- b. What are some strategies that you use to cope with those things that negatively impact your mental health?
          - i. Where did you learn these strategies?
2. In general, how often do you check in with yourself regarding your mental health?
  - a. What does a “mental health check in” look like for you?
  - b. Has it been effective for your own use?
3. Discuss how “racism” “sexism” “body image” and “education” impact your mental health.
  - a. What strategies do you use to help you maintain your mental health in spite of these influences?
4. How is mental health discussed in Hip Hop?
  - a. What have you learned about mental health from Hip Hop?
  - b. What more can Hip Hop do to help tackle mental health issues?
5. How is mental health discussed on social media?
  - a. What have you learned about mental health from social media?
  - b. What more can social media do to tackle mental health?
6. How does being a Black woman/girl impact your mental health?
  - a. Thinking of the “Strong Black Woman” trope (or any stereotypes related to Black womanhood), how does being a black girl/woman influence your own relationship with your mental health?
  - b. How often do you feel that you have to shift your identity in order to conform to your environment or the people that you are around?
    - i. How does this affect the way that you see yourself and how do you cope with feeling like you have to change yourself or the way that you act to please others?
7. How will you help your friends and family practice better mental health strategies?
  - a. What advice would you give someone who was struggling with their mental health?
8. When you are struggling with your mental health, who do you go to and why?
  - a. What could your school do to help you as a Black woman/girl to help promote better mental health strategies for Black women? Why is this important?

**Photovoice Prompt:**

For this photovoice project, you will be asked to take approximately 5-10 photographs that provide visual representations of some strategies that you use to cope with stressors or things that negatively impact your mental health as a Black girl. You will then select 2 photos to discuss with the group during a focus group research meeting. Finally, using the SHOWeD method, you will write brief narratives to describe the photo and how it relates to Black girlhood, Hip Hop, and social media.



*Week 7, Day 2: Photovoice Prompt*

Time: 120 minutes

**Photovoice Prompt:**

For this photovoice project, you will be asked to take approximately 5-10 photographs that provide visual representations of some strategies that you use to cope with stressors or things that negatively impact your mental health as a Black girl. You will then select 2 photos to discuss with the group during a focus group research meeting. Finally, using the SHOWeD method, you will write brief narratives to describe the photo and how it relates to Black girlhood, Hip Hop, and social media.

**Structure of Session:**

1. Participants and mentors will discuss the photos taken for the photo voice prompt using the SHOWeD method.
2. Other participants and mentors will be given the opportunity to discuss their experiences with each other as each participant presents their photos.



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*Week 8: Love and Relationship*

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### *Week 8, Day 1: Love and Relationships*

Time: 120 minutes

Ice breaker:

1. Participants will learn about love languages by taking the quiz (make own quiz via google form?), followed by a discussion about them.
2. Participants will then discuss their love language in relation to how their parents show love and how it has influenced their own love language.
3. After this student discuss scenario cards to determine is the scenario give describes a healthy or toxic relationship.
4. Discuss how relationships are portrayed on social media are those relationships being portrayed healthy although they are marketed as normal.

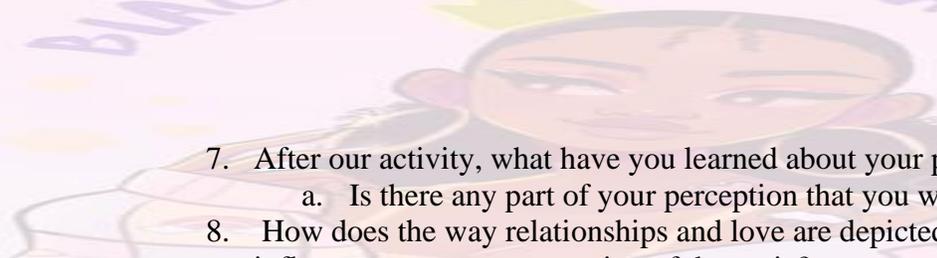
Media to use:

Love Languages Quiz: <https://media.5lovelanguages.com/6727f5cf-fc69-455c-96e8-9f1c58375a56/LoveLanguagesTeensPersonalProfile.pdf>

Scenario cards

Structure of Session:

1. Mentors and participants will complete the ice breaker activities.
2. The day will end with focus questions as follows:
  1. What makes a relationship “strong” and “healthy?”
    - a. Why do these things make relationships strong and healthy?
  2. What characteristics do you look for in a friend?
    - a. How do you maintain your friendships?
    - b. What makes someone a “good friend” to you?
  3. How do you handle things when someone has wronged you?
    - a. Do you believe that this is the best way?
    - b. What are some positive ways to handle this?
  4. What do you know about love and (romantic) relationships?
    - a. What does it mean to date?
    - b. How do you know the relationship is healthy and fulfilling?
    - c. What do you do when it isn’t healthy and fulfilling?
  5. What are “boundaries?”
    - a. What are some boundaries that you have in place in your relationships?
    - b. Why do you have these boundaries (if you are comfortable sharing)?
    - c. Why are boundaries important in relationships?
  6. How do you express your love in relationships, friendships, or even with family?



7. After our activity, what have you learned about your perception of love?
  - a. Is there any part of your perception that you want to work on?
8. How does the way relationships and love are depicted in Hip Hop influence your own perception of the topic?
  - a. Does it discourage you from experiencing it or is there pressure to emulate those relationships?
9. What are your favorite healthy black relationships, celebrities or from a show?
  - a. If you cannot think of one, who is your runner up?
10. What are your “relationship goals?” Why are these your goals?
  - a. What influences these goals?

**Photovoice Prompt:**

For this photovoice project, you will be asked to take approximately 5-10 photographs that provide visual representations of your definition of health relationships that you may experience as a Black girl. You will then select 2 photos to discuss with the group during a focus group research meeting. Finally, using the SHOWeD method, you will write brief narratives to describe the photo and how it relates to Black girlhood, Hip Hop, and social media.

*Week 8, Day 2: Photovoice Prompt*

Time: 120 minutes

**Photovoice Prompt:**

For this photovoice project, you will be asked to take approximately 5-10 photographs that provide visual representations of your definition of health relationships that you may experience as a Black girl. You will then select 2 photos to discuss with the group during a focus group research meeting. Finally, using the SHOWeD method, you will write brief narratives to describe the photo and how it relates to Black girlhood, Hip Hop, and social media.

**Structure of Session:**

1. Participants and mentors will discuss the photos taken for the photo voice prompt using the SHOWeD method.
2. Other participants and mentors will be given the opportunity to discuss their experiences with each other as each participant presents their photos.



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*Week 9: Friendship*

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### *Week 9, Day 1: Friendship*

Time: 120 minutes

Ice breaker:

1. Students are prompted to think about how they define their friendships.
  - a. What makes someone a friend?
  - b. What do you currently value about your friend group?
  - c. Have you ever been hurt by someone that you thought was a friend? What did they do and how did you handle it?
2. In an effort to make new friends and value current friendships, students then make friendship bracelets for two other mentees in the program with a positive word that they believe describes them. At the end of the icebreaker, the students will gift their friendship bracelet to the other student, and tell them why they chose the word for the bracelet.

Media to use:

Bracelet materials

Poster board

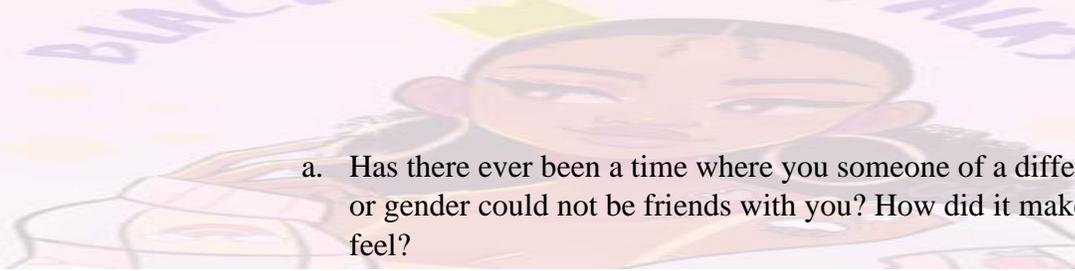
Markers

Crayons

Magazine pictures?

Structure of session:

1. Mentors and participants will complete the ice breaker activities.
2. The day will end with focus questions as follows:
  1. What makes a good friend?
    - a. Describe the qualities that you look for in a friend.
    - b. Why do you look for these qualities?
  2. Describe your friend group.
    - a. Why did you choose these people to be your friends?
  3. Describe your social media engagement.
    - a. Discuss your friends on social media vs your friends in real life? How are they the same and how are they different?
    - b. When you make a post on social media, what are some things that you consider with respect to your friends on social media?
    - c. What is a “finsta?” Do you have one? If so, why do you need one?
      1. How do you choose what to post vs. what not to post?
  4. Has race or gender impacted your friend choice? Why/Why not?



- a. Has there ever been a time where you someone of a different race or gender could not be friends with you? How did it make you feel?
5. Think about your friend group now vs. high school (or if you are in high school, compare your friend group now to middle school)
  - a. How are they different? How are they the same?

**Photovoice Prompt:**

For this photovoice project, you will be asked to take approximately 5-10 photographs that provide visual representations of your definition of friendships that you may experience as a Black girl. You will then select 2 photos to discuss with the group during a focus group research meeting. Finally, using the SHOWeD method, you will write brief narratives to describe the photo and how it relates to Black girlhood, Hip Hop, and social media.



### *Week 9, Day 2: Photovoice Prompt*

Time: 120 minutes

#### **Photovoice Prompt:**

For this photovoice project, you will be asked to take approximately 5-10 photographs that provide visual representations of your definition of friendships that you may experience as a Black girl. You will then select 2 photos to discuss with the group during a focus group research meeting. Finally, using the SHOWeD method, you will write brief narratives to describe the photo and how it relates to Black girlhood, Hip Hop, and social media.

#### **Structure of Session:**

1. Participants and mentors will discuss the photos taken for the photo voice prompt using the SHOWeD method.
3. Other participants and mentors will be given the opportunity to discuss their experiences with each other as each participant presents their photos.



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*Week 10: Program Wrap-Up*

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### *Week 9, Day 1: Program Wrap-Up*

Note: This session will be guided by the needs of the program:

Possible Structure of Session:

Time: 120 minutes

#### Ice Breaker:

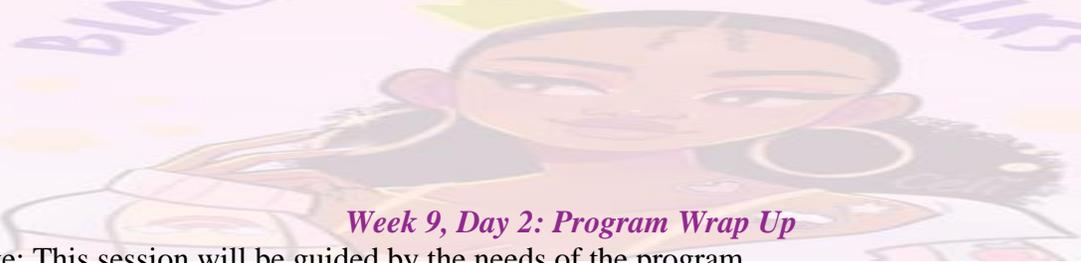
1. “Black Girl Talks” Graffiti Wall: In this icebreaker, the students will reflect on all that they learned in the program from weeks 2-8. Using large post-it notes and markers, participants will go around the room and write a word, phrase or sentence that details what they learned from each week and how they will use it in their lives.

#### Media to Use:

Large post it notes  
markers

#### Structure of Session:

5. Mentors and participants will complete the ice breaker activities.
6. Then participants will discuss their final reflections.
7. At the end of the session, participants will discuss the concept for their final video, which will be filmed the next session and played during the culminating event (see next page for description and example).



*Week 9, Day 2: Program Wrap Up*

Note: This session will be guided by the needs of the program

Possible Structure of Session:

Time: 120 minutes

Final Activity:

Black Girl Talks Tik Tok/Final Video: Participants will construct a final Black Girl Talks Tik Tok or Final Video, similar to the promotion video that the mentors will create at the start of the semester. The video from last year can be found [here](#). The promotional video for this semester will be filmed by new mentors on January 22, 2021 with the theme “90s vibes” and with a concept similar to [Bruno Mars and Cardi B “Finesse”](#). The theme for the final video will be determined by the group.



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*Week 11: Program Showcase*

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*Program Showcase*

Time: 120 minutes

Ice Breaker: N/A

Media/Supplies to Use:

Plaster Student Union room reservation

Easels to display artwork

Photo voice prompts on large posterboard

Programs for the showcase

Microphone

Structure of Session:

1. Mentors and research assistants will display photo voice prompts, programs, and other materials around the room in the Plaster Student Union for guests to view.
2. They will then spread out and sit around the artwork that is displayed to interact with guests about such work.
3. Throughout the showcase, there will be performers reading poetry, painting, et cetera.
4. Dr. Payne will discuss our project with guests and will recognize important participants within this research study.