

Sound of Home Documentary

By Jabari Flanagan

<https://www.youtube.com/watch?v=d0FwcyA4nPc>

Summary

Jabari Flanagan traces his educational experience from home to an Afrocentric school to a predominantly white middle and high school and university. He shares how his experiences as a drummer on the drill team created a place that felt like home. He carries this analogy throughout the film to explore how his best school experiences created that same “home” feeling.

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Watch Jabari illustrate, from a student perspective, the importance of being a part of culturally responsive communities and spaces. In this film, he uses his life attending an Afrocentric school, being a drummer, and interviews of community members highlighting the importance of:

- Cultivating the mindset to create a culturally responsive space
- Building relationships with students
- Connecting with students
- Cultivating spaces that students want to be in
- Creating real world application
- Examples of school and community environments

Guiding Questions

After watching the video, consider the following questions?

1. What resonated with you?
2. What did this video spark in you or inspire you to think about?
3. What was an Aha moment for you while watching this video?
4. What is 1 thing you will do as a result of watching this video? Explain.

Don't have time to watch the video? Here is the cheat sheet with what we learned based on the video.

To create a culturally responsive space where Black students feel comfortable, seen, heard, and safe, teachers must do the following:

Think of how to

- Ground the foundation of learning in the African and diasporic culture;
- Center Black people in the best of African culture to examine information, meet the needs of students, and solve problems in education;
- Identify a higher purpose for students - self mastery for community building;
- Maintain a positive and healthy vision of and for African and diasporic people as defined by them;
- Show and uplift positive aspects about their communities; and
- Use the arts to teach and learn.

Serve as

- An advocate for students; and
- A guide and mentor (see Dr. Jamil Bey's project on 3-way mentoring).

Provide opportunities for students to

- Grow and learn about themselves and their identity where they who they are, their "sound," their "home," how they "play," and fit with other people, and the larger community; and
- Experience the diversity of people and experiences.

Create

- A space that feels like a healthy home/community (See Dr. Kmt Shockley's project on how to create families/communities);
- Create experiences that bring people together like sharing meals or other experiences; and
- Create, and/or participate in group "[defining moments](#)," as suggested by [Chip Heath and Dan Heath](#). Defining moments are both memorable and meaningful opportunities that require (1) Elevation; (2) Insight; (3) Pride; and (4) Connection. For example, "Signing Day" when students announce where they will attend college. They are special days (elevated) that bring people together (connection) that is a milestone or achievement (pride) and that give folks a new way of seeing the world (insight).

What is an Afrocentric education?

Afrocentric (also known as African-centered or Africentric) education centers the experiences, perspective, history, traditions, culture, and ways of knowing of African people and those of the diaspora. The ultimate purpose is for a transformative and liberating process that has historically marginalized and disenfranchised them.

The 7 building blocks of Afrocentric education (Shockley, 2011, p. 1032):

1. Identity—the importance of identifying the Black child as an African;
2. Pan Africanism—the idea that all Black people in the world are Africans;
3. African culture—the long-standing tradition of Blacks using African culture to sustain themselves and bring order to their lives and communities;
4. African values adoption and transmission—inclusion of an African ethos into educational process for Black children;
5. Black nationalism—the idea that Blacks, regardless of their specific location, constitute a nation;
6. Community control with institution building—the ability to make important decisions about the institutions that exist in one's community; and
7. Education as opposed to schooling—education is the process of imparting upon children all things they need to provide leadership within their communities and within their nation, while schooling is a training process (Shockley & Frederick, 2010).

Tool for Culturally Responsive Spaces

Let's get started. Use this tool to develop your own culturally responsive space.

GUIDE	NOTES
<p>Cultural Knowledge How can you create a space that centers African and diasporic knowledge and values, such as but not limited to, Kwanzaa and Maat?</p> <p><i>Kwanzaa principles (Nguzo Saba--the seven principles of African Heritage)</i></p> <ul style="list-style-type: none"> ● Umoja (Unity) To strive for and maintain unity in the family, community, nation, and race ● Kujichagulia (Self-Determination) ● Ujima (Collective Work and Responsibility); ● Ujamaa (Cooperative Economics); ● Nia (Purpose) ● Kuumba (Creativity) ● Imani (Faith) <p><i>MAAT</i></p> <ul style="list-style-type: none"> ● order, truth, justice, righteousness, harmony, balance, and reciprocity 	
<p>History What positive local, state, regional, national, and international knowledge do you know about Africans and those in the diaspora?</p> <p>How can you incorporate the history in your space?</p>	

Opportunities and Experiences
What opportunities can you give students to engage the diversity of people and experiences?

Affirmations
How can you affirm student culture and identities?

Moments

What are 2-5 meaningful and memorable moments that you can curate for students?