Real Life Issues Facing African-American Males
and
A Systematic Approach to Confronting the Crisis

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Session Objectives

- Examine the personal perspective of African-American males as it pertains to their academic, personal and social development.

- Examine societal influences that impact academic achievement.

- Explore an array of strategies and resources designed to educate, enlighten and empower.
fade (foll. by, out)
1. to disappear gradually

fade to black
1. to exit.

“The crowd will still love him when he fades to black.”

Oxford Dictionary and Thesaurus

Urban Dictionary
What do you feel is society’s perception of African-American Males?
What do you feel is society’s perception of African-American Males?
(the following are student responses)

- Extremely good at basketball and football
- Dumb/Not as smart at academics
- Aggressive/Criminals
- Ghetto
- Dirty
- Thugs
- Do not have the desire or passion to get an education
- We are a failure
- Dangerous
- Negative
- Only good for entertainment
- Society treats us as if we are less important and in many cases, irrelevant
“My teachers support me and care about my success in their class.”

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In Motion Magazine, May 13, 2002
"I think there is a need for more research on youth culture and how it influences Black male attitudes on schools. We have to look at how masculinity is constructed among African-American males."

Dr. Pedro Noguera, author of *The Trouble with Black Boys…And Other Reflections on Race Equity, and the Future of Public Education*
One to grow on...

“What happens in your life is determined by who you live with, who you keep company with, where you spend your time and what you feed your mind.”

Dr. Myles Munroe
In regard to African-American males, in 1950, the three greatest influences were...........

#1 - Home
#2 - School
#3 - Church

In regard to African-American males, in 2007, the three greatest influences were...........

#1 - Rap Music
The Four Major Record Labels

- Warner Music Group
- Universal
- SONY BMG
- EMI
The Evolution of Hip-Hop
#2 - Television

#3 - Peer Pressure
Stereotype Threat

whistling vivaldi
how stereotypes affect us and what we can do

CLAUDE M. STEELE

“This is an intellectual odyssey of the first order—a true tour de force.”
—WILLIAM G. BOWEN
Stereotype Threat

The threat of being viewed through the lens of a negative stereotype or the fear of doing something that would inadvertently confirm that stereotype.

A potential contributing factor to long-standing racial and gender gaps in academic performance.
Effects of Stereotype Threat

Academic, Personal and Social Impact:

- Low self esteem
- Low expectations
- Low motivation
- Self-doubt and undermined confidence
- Low educational achievement and underperformance
- Internalization of negative associations
Effects of Stereotype Threat (Math Test)

Figure 15. Performance on a Challenging Math Test, by Stereotype Threat Condition and Gender

Effects of Stereotype Threat (SAT)

http://whyw ereason.wordpress.com/tag/sat/
What do you see?
The truth lies in the details
Neuro-linguistic Programming (in a nutshell)

- What you focus on appears in your world.
  - two people may experience the same event, but do so differently

- You then create an internal map or an internal representation which becomes your reality

- Your behavior is generated by your internal map of reality
  
  Internal Map + Internal State = Behavior
I am only one person, what can I do?

Care, Connect, Commit
Systematic Approaches

In the classroom......CARE

- Instill a sense of **purpose** and **vision** within the lives of African-American males

- Develop the attitude and skills necessary to produce academic achievement and foster positive and responsible behavior

- Respect each person’s model of the world and take time to acknowledge his/her reality
Systematic Approaches

In the school……CONNECT

- Provide access to positive male role models
- Place youth advocates in every building, the numbers of which are based on the student population
- Increase the rigor of the high school experience and provide appropriate supports for those who may initially struggle to meet the demands of the curriculum
Systematic Approaches

Within the district……COMMIT!

- Encourage and support courageous conversation within the district and school buildings regarding perceptions and African-American male achievement. Allow the approach to be proactive in nature.

- Establish, monitor and achieve hiring goals for male and female teachers of color (find teachers who can relate).

- Create programs and institutions that nurture and support African-American males, while providing quality instruction.
Manhood development program designed to:
- EDUCATE the being
- ENLIGHTEN the mind
- EMPOWER the individual

Program Structure
- Approximately nine weeks in length
- Each meeting is 90 minutes in duration
- 10-15 students max (3-4 per grade level) per session
- At least two adult advisors to facilitate the weekly sessions
Diamonds in the Rough

- Results
  - Renewed sense of self awareness
  - Development of positive support circles
  - Increased sense of academic and social accountability
  - Decrease in disciplinary infractions
  - Heightened expectations for future success
  - Clearer understanding of the manhood development process

- Upon program completion, Diamonds serve as mentors for the next group
“I used to think being good was enough, until I learned that I can be great. Today, I realize I can choose to be LEGENDARY.”

- Author Unknown -
“One thing they cannot prohibit….
The STRONG MEN coming on,
The STRONG MEN getting STRONGER.
STRONG MEN....... STRONGER......”
By: Sterling Brown
Questions?
Let’s keep the conversation going

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