NO BULLYING

ILLSTYLE & PEACE PRODUCTIONS

NO Bullying, STOP Bullying, and Let's Be Friends
Study Guide
Grades K to 12

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"Talent is one thing,
BUT PURPOSE IS EVERYTHING."

- Brandon "Peace" Albright
Illstyle & Peace Productions

THEATRE ETIQUETTE

Audience members are an important and unique part of live theater. Remember that anything you say or do as an audience member will be visible and audible to the performer onstage. Your behavior as a member of the audience will make this performance memorable and enjoyable for everyone. Remember to keep these things in mind:

- Leave your food, drinks, and gum in your classroom.

- Turn off all electronics. An unexpected beep or ring in the middle of the performance will distract the audience members and the performers!

- Remember to respond appropriately and at the correct times. Make sure you pay attention at all times, to let the performer know you are engaged in their performance. They will also let you know what is appropriate and what is not. Some performers will want a lot of audience interaction and some will want none. Make sure you know what is appropriate for the performance you are seeing. Applauding at the end of a show is always appreciated.

- Open your eyes, ears, and heart to the whole experience! You will get more out of it! Enthusiasm is key!

- Be respectful of your teachers, the performers, and your classmates. The experience should be enjoyable for everyone!
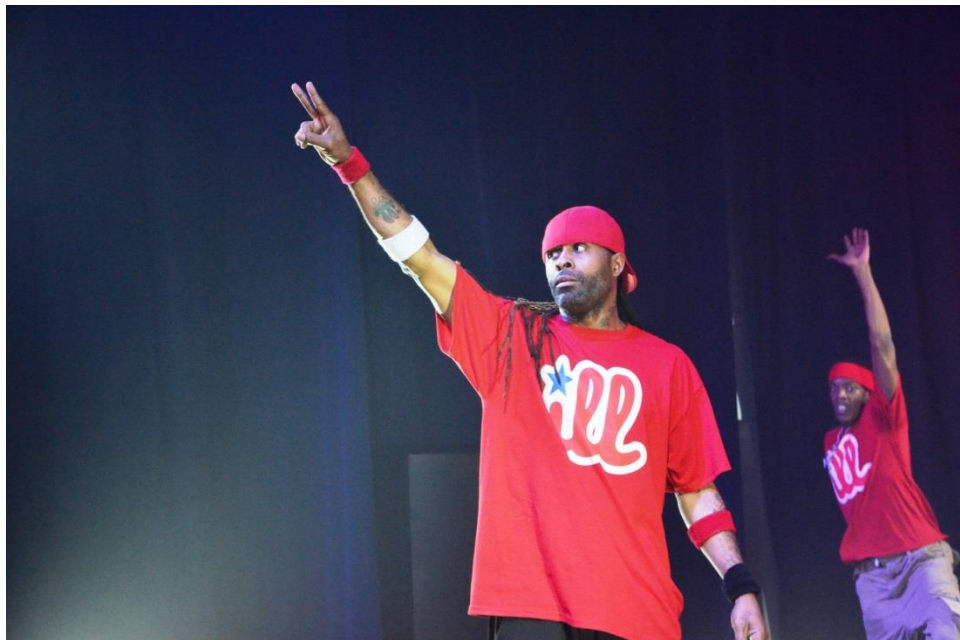
ILLSTYLE & PEACE PRODUCTIONS

Illstyle & Peace Productions is a Philadelphia-based dance company founded in 2000 by Brandon "Peace" Albright. The company creates work rooted in contemporary, West African, old school & new school hip-hop blended with an eclectic mix of dance and performance disciplines including breaking, popping, locking, tap, hip-hop and house dancing. They have toured to critical acclaim nationally and internationally and are committed to delivering positive messages to all audiences. Illstyle & Peace Productions were the 2013 US Culture Ambassadors picked by the State Department and have toured to Russia, Belarus, and Ukraine.
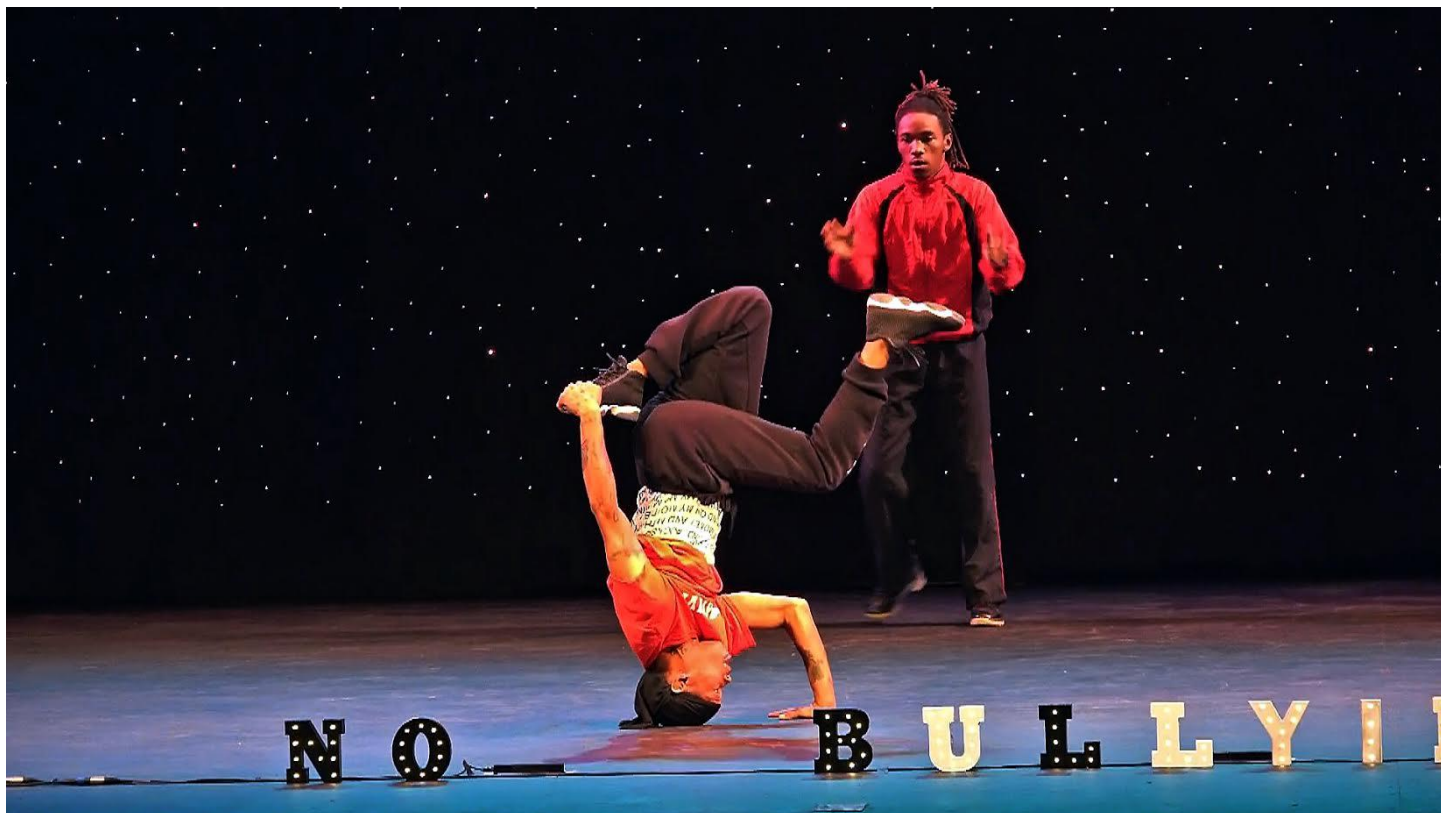
Brandon "Peace" Albright, Artistic Director

Brandon "Peace" Albright is the Artistic Director of Illstyle & Peace Productions. He lives, eats, and breathes hip-hop as a dancer, choreographer, and actor. He was an original member of the Philly-based crew Scanner Boys, and has danced for major recording artists such as Schooly D, Will Smith, LL Cool J, Run DMC, Boyz II Men, and the Beach Boys. Illstyle & Peace Productions has toured nationally and internationally as part of the DanceAfrica Festival at Brooklyn Academy of Music and was invited by the US State Department to serve as cultural ambassadors, bringing hip-hop dance to Eastern European countries, including Belarus, Ukraine, and Russia. *Same Spirit Different Movement I & II "IMpossible,IZZpossible"* has also toured nationally and internationally to Russia, Poland, Canada, London, Italy, France, China, Japan, Denmark, Scotland, Sweden, and many more. Brandon is intrigued by the universality of hip-hop and continues to seek inspiration from other dance forms and arts as well. In 2016/2017, Albright will be working on Illstyle's next project, called *"We Dance II Inspire."*

HIP-HOP BACKGROUND

Grandmaster Flash circa 1980.
David Corio/Getty Images

Hip-hop is a cultural and artistic movement that began in the 1970s in the South Bronx, New York City among African American and Latino youths. The four foundations of hip-hop are: MCing, DJing, graffiti, and break dancing. DJs in the South Bronx pioneered what we know of today as hip-hop music, by sampling (taking the percussion beat from one song and using it in another) and physically moving records on turntables to create unique sounds. DJ Kool Herc invented the "breakbeat" by repeatedly turning the record back to the best point of the song, or the "break." Grand Wizzard Theodore created "scratching," or turning records back and forth while they are playing. Grandmaster Flash came up with "cutting," or going back and forth between two records to repeat certain phrases and songs. Other legendary DJs like DJ Afrika Bambaattaa developed these techniques and combined them with other genres of music (West Indian and salsa, for example) to create a new and exciting sound.

While DJs created new styles of music, MCs (masters of ceremony) hosted block parties and introduced new tracks. Eventually, MCs began experimenting with speaking on top of these tracks in a lyrical, rhythmic style. MCs used poetic devices and emphasized rhyming words to create a beat within the lyrics themselves. Eventually, MCing became synonymous with rap. Throughout the 1970s, 1980s, and 1990s, rap developed and grew into a huge musical influence, with rap groups like Run-DMC and Grandmaster Flash and the Furious Five releasing albums through rap label Def Jam records. LL Cool J, the Beastie Boys, NWA, DJ Jazzy Jeff and the Fresh Prince, Tupac Shakur, and Jay-Z are only a few of the major recording artists to directly come out of the MCing movement in the 1970s.
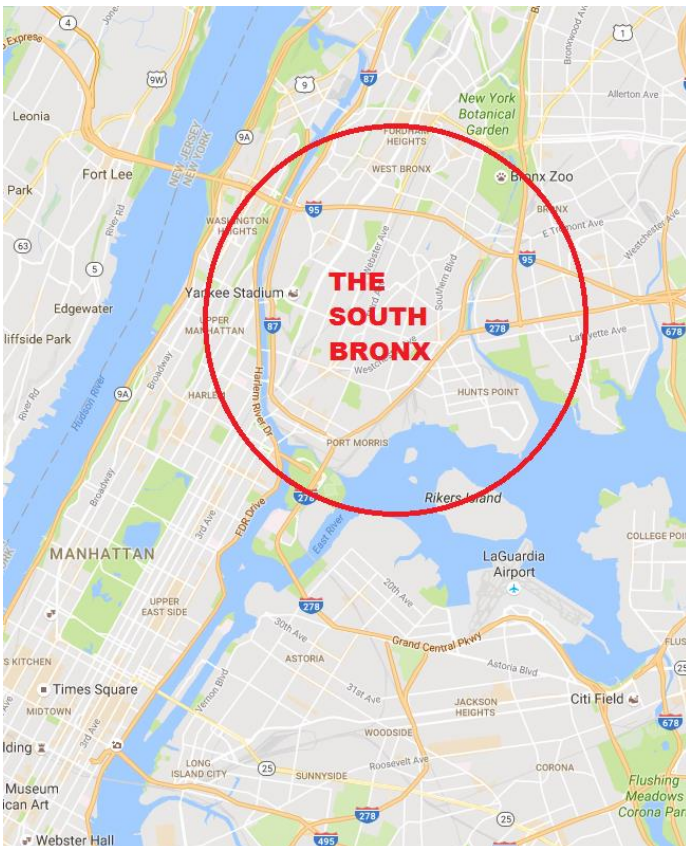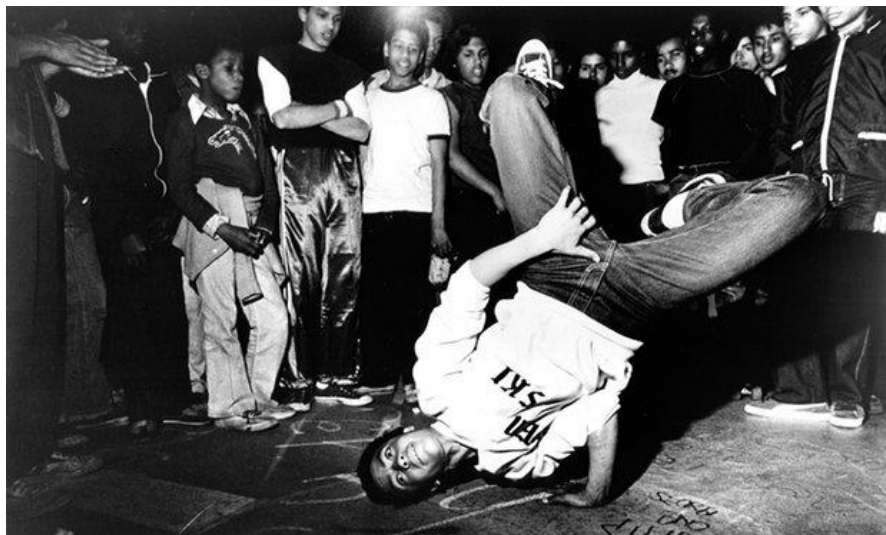
A b-boy circa 1980.
The New York Post via Getty Images

Another important art form to come out of the hip-hop movement was break dancing. The name directly refers to b-boys and b-girls (break boys and break girls) that would dance during the "break" and "breakbeat" in songs by DJ Kool Herc and Grandmaster Flash. Dancers would compete with each other to see who could do the most complicated and impressive moves. See page 6 for more information on the history and different styles of breaking.

An important visual art form, graffiti, also came out of the South Bronx in the 1970s. Graffiti began when people would tag their names in public outdoor spaces with spray paint. The form eventually developed to include elaborate shading, scripts, and color effects. While tagging in public spaces was often illegal, some of this graffiti now hangs in major art museums.

Hip-hop has long been politically active. Many young people in the South Bronx in the 1970s faced gang violence and poverty. Hip-hop incorporated their life experiences in music and allowed them to be heard. Many hip-hop songs include political messages about race and class, and the widespread popularity of the genre has gotten certain political issues into the mainstream public dialogue. Hip-hop continues to be an important musical and cultural influence.

HIP-HOP IN PHILADELPHIA

DJ Jazzy Jeff and the Fresh Prince, 1988

Although hip-hop began in New York City, DJing, MCing, breaking, and graffiti also sprang up in other cities across America. Illstyle & Peace Productions is based in Philadelphia, which has a vibrant hip-hop history all its own. Outside of New York, Philadelphia has made more contributions to the hip-hop movement than any other city in the United States.

Some of the major elements of hip-hop were actually born in Philadelphia, not in New York. Graffiti art began in earnest in Philadelphia, with artists such as Cornbread and Cool Earl coming up with the "Philadelphia" style of tagging: tall, skinny letters. Philadelphia is also known to be a city of DJs, and several styles of scratching were created there. DJ Jazzy Jeff and DJ Cash Money are only two of the most influential DJs to hail from Philadelphia. DJ Jazzy Jeff partnered early on with Will Smith, who later would rise to

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prominence acting in films like *I Am Legend* and *Men in Black* and in shows like *The Fresh Prince of Bel-Air.* Other important hip-hop legends to come out of Philadelphia include The Roots, Boyz II Men, and Schoolly D. Many female artists began rapping in Philadelphia as well, including Monie Love and Lady B. Like in New York, the b-boying movement in Philadelphia consisted of battles and street dances. B-boy crews like The Scanner Boys made a name for themselves in the 1980s, and Philadelphia continues to be a home for hip-hop in the 21st century.

The Scanner Boys demonstrate their breakdance skills at the Sylvan Theater during the 1984 Folklife Festival's "Black Urban Expressive Culture from Philadelphia" program. Photo by Jeff Tinsley/The Smithsonian

WHAT IS BULLYING?

Bullying involves "**unwanted aggressive behavior among school-aged children that includes a real or perceived power imbalance and is repeated over time.**" These behaviors can include physical and emotional attacks, rumors, threats, and purposely excluding someone from a group.

An imbalance of power can include using physical strength, access to embarrassing information, or popularity to control or harm others. Power balances can be real or perceived and can also change over time, even if they involve the same people.

THE THREE TYPES OF BULLYING[1]

1) Verbal Bullying: saying or writing down mean things about another person.
   - teasing
   - name-calling
   - taunting
   - inappropriate comments

2) Social Bullying/Relational Bullying: harming someone's relationships or reputation.
   - leaving someone out on purpose
   - telling others not to be friends with someone
   - spreading rumors
   - embarrassing someone in front of other people

3) Physical Bullying: injuring a person's body or possessions
   - making rude or mean hand gestures
   - hitting/kicking/punching
   - spitting
   - tripping/pushing
   - stealing someone else's things

Bullying can encompass anything that makes a person uncomfortable or hurts them. Bullying can also take place online (see bullying resources on **PG#** for more information).

HOW TO COPE WITH BULLYING (FOR CHILDREN)[2]

Build your confidence!
Bullying can make you feel bad about yourself, but it's important to take care of yourself and feel good about who you are. Doing something nice for someone, trying something new, and writing down things you like about yourself are only a few ways to build confidence. Here are some more!

Tell a friend, an adult, or a teacher
It's important to know that you are not alone. Friends can offer you support, and adults and teachers can help stop the bullying.

Practice being assertive
Sometimes it's really hard to stand up to a bully without being rude or aggressive. If you practice by writing out what you'd like to say, then it will become easier to be assertive if you're being bullied.

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[1] This information about bullying comes from stopbullying.gov, which presents research from the Department of Health, the Department of Health and Human Services, and the Department of Justice.

[2] Childline.co.uk

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ACTIVITIES

Common Core Standards Addressed:

CCSSI.ELA.R.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCSSI.ELA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

PRE-PERFORMANCE ACTIVITIES
- Have a discussion on appropriate behavior.
- Have students draw on a piece of paper what a person being bullied goes through.
- Read a book or story about bullying (see this list for recommended books)
- Ask students questions about what they think bullying is, and what they would do if they were bullied.
- Share one of the web sites or videos listed above under hip hop resources with your students to get a better idea of the history and culture of hip hop dance.

POST-PERFORMANCE ACTIVITIES
1) Find a partner.
2) Together identify an example of someone being bullied.
3) Together identify a solution on how to resolve this problem.
4) Work together to create a way to perform both the problem and the solution non-verbally.
5) Each pair will perform in front of the class and the audience will guess the problem and the solution. Discuss if there were other solutions to this problem that would also have worked.
6) Reflection: Discuss how you can tell when someone is joking or when someone is truly being harmful; discuss other scenarios of bullying that have not been identified; discuss other solutions that were not identified.

Positive/Negative Character Traits
1) Individually students write down 10 positive character traits and 10 negative character traits.
2) Find a partner and discuss each trait.
3) Each pair will choose three of their favorite positive character traits and three negative traits
4) Together create a shape that physically expresses the chosen three positive and three negative traits.
5) Rehearse so that as a pair you can move from one character trait to the other smoothly – three positive and three negative.
6) Perform in the front of the class and the audience will guess what character traits your shapes represent.

Post-Performance Reflection:
- First, discuss what the students knew before coming to the assembly about hip-hop dance and about bullying
- Next discuss what they learned that they did not know about hip-hop dance and bullying in the assembly
- Read one of the resources listed about on bullying and/or hip-hop dance.
- Have the students pair up and list five new things they learned.

Classroom discussion questions:
- What should you do when being bullied?
- Who should you tell when you are bullied?
- How can you identify when someone is joking and when someone is truly being harmful?
- Have a talk with your students after the performance and see if they identified anyone being bullied or picked on in the assembly. How did they resolve this problem through positivity?
- Did you notice any positive change in the bully throughout the assembly?
- Have you ever been bullied? If so, can you describe the circumstance?
- If you have been bullied how did you find a solution? Did your solution work? Is there something you would do differently?

ADDITIONAL IDEAS
- Start each day with a positive quote or saying.
- Sing a song that brings joy to the classroom. Songs with positive lyrics in them to listen to like "I'm Happy" by Pharrell
- Have a class show and tell workshop using something that brings forth positive enlightenment.
- Have students create a dance steps or routines with positive dance moves: nae nae or the whip
- Try to give one student each day the task of being at the door in the classroom each morning to greet all the other students with a big smile while saying hello or good morning to them.

BULLYING RESOURCES

Bullying Online
This website has links to general advice for parents and children as well as more specific advice pertaining to different types of bullying. There are also links to bullying policies, tips from former victims of bullying, and what to do if you are being bullied outside of school. We recommend the links to the problem pages for parents and children because they give real life examples of problems and advice. This site is good for children, parents, and teachers.

Bullying. No Way!
This site has an attractive layout and offers useful resources for teachers, parents, and children. We especially recommend the "resources" and "idea box."

Education World, Bullying Lesson Plans
This site is particularly useful for teachers because it offers good activities to give to students to promote awareness of bullying.

Childline
Childline focuses on helping children understand bullying. It asks and answers many common questions children may have about bullying.

Stop Bullying Now
This site is mostly about the work of Stan Davis, a guidance counselor who has worked in schools for many years. The site has a link to excerpts of different letters from children who have seen Stan Davis speak, and what they have learned from him about bullying. There are also links to a series of articles about bullying. This site is most beneficial for adults, although the letters from children are good for children to read.

StopBullying.gov
This website gathers research from various government agencies on what bullying is and how to respond to it. They go very in depth about different types of bullying and how to prevent it.

HIP-HOP RESOURCES

The Guardian article about *The Get Down* and the birth of hip-hop in the Bronx: https://www.theguardian.com/music/2016/aug/07/the-get-down-baz-luhrmann-grandmaster-flash-hip-hop

WNYC interview with Marcus Reeves, journalist and the author of *Somebody Scream! Rap Music's Rise to Prominence in the Aftershock of Black Power:* http://www.wnyc.org/story/89709-south-bronx-hip-hop-year-zero/

Rap/Hip-hop timeline, 1970-1989: http://digitaldreamdoor.com/pages/best_rap-timeline1.html

NPR series on the history of hip-hop from 2005: http://www.npr.org/series/4823817/the-history-of-hip-hop

Explore Hip-hop on PBS (includes interviews, timelines, and clips): http://www.pbs.org/black-culture/explore/hip-hop/#.WBDS1C0rKUk

The Freshest Kids: A History of B-boys (more appropriate for high school): https://www.youtube.com/watch?v=bDjcHMq4p9U

B-boys: A History of Break Dance: http://www.resistancefilms.com/portfolios/bboys-a-history-of-breaking/

PBS *A Walk Through the Bronx:* http://www.thirteen.org/bronx/index.html

New York Times "Through a New Lens" (puts 1970s pictures next to 2013 pictures of the Bronx): http://www.nytimes.com/interactive/2013/06/03/nyregion/the-south-bronx-through-the-looking-glass.html?ref=nyregion&_r=0

Style Wars: 1983 documentary about hip-hop with a focus on graffiti (includes some profanity): https://www.youtube.com/watch?v=0EW22LzSaJA

Hip Hop in America: A Regional Guide by Mickey Hess includes detailed information about hip-hop in other places, including Philadelphia: https://books.google.com/books/about/Hip_Hop_in_America.html?id=XkCncJ7j744C

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