Illstyle & Peace Productions Presents
“No Bullying/STOP Bullying!”

Introduction
Bullying is a serious situation and if you are being bullied tell someone! This program has an open discussion about topics on bullying and displays how you can resist negative situations by being positive using the power of hip hop dance. The New York Times named Illstyle “one of the most influential dance companies.” In 2013, Illstyle & Peace Productions was selected to be US Culture Ambassadors and toured Russia, Belarus and the Ukraine!

Performance Description
During this high-energy dance assembly students learn contemporary and old school Hip Hop moves and valuable lessons about positivity, fairness, working together, acceptance, and communication. Illstyle acts out scenarios that place two school groups against one another in day-to-day life, and finally in a dance-off. With the help of a dedicated teacher, the students soon come together, discovering that they are more alike than they are different.
*Please pass along the attached teacher program guide to all participating classrooms

Setup Requirements
- 2 microphones
- 4 folding chairs
- Bottled water
- Sound system
- Stage is ideal but a gym will work also

Artist arrival time
60 minutes prior to performance

Suggested Introductions
“*This company tours all over the world to teach workshops and perform. Please give it up for Illstyle & Peace Productions*”

Inclement Weather
DON’T WORRY! Artists will follow school closings and delays and will work with you to reschedule the performance if necessary.

Young Audiences Contact Number:
410-837-7577

Call 410-837-7577 and follow the prompts to be connected with a staff member on call for After Hours or Emergency.
Artists Bio:

Illstyle & Peace Productions is a multicultural, Philadelphia-based dance company founded in 2000 by Brandon “Peace” Albright. The company creates work rooted in Contemporary, West African, and old school & new school Hip-Hop blended with an eclectic mix of dance and performance disciplines including Tap, Ballet, Djing and Beatboxing. They have toured to critical acclaim nationally and internationally and are committed to delivering positive messages to all audiences. Illstyle & Peace Productions are the 2013 US Culture Ambassadors selected by the state department to tour Russia, Belarus & the Ukraine.

Standards:

**Common Core Standard: Reading**
Key Ideas and Details
CCSS.ELA-Literacy.CCRA.R.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Common Core Anchor Standard: Speaking and Listening**
Comprehension and Collaboration
CCSS.ELA-Literacy.CCRA.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.
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Maryland State Curriculum Standards For Fine Arts:

2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.

  **Indicator 1.** Demonstrate knowledge of the contexts of dances from a variety of cultures
    **Objective a.** View dances from cultures related to general classroom studies and explain their purposes

  **Indicator 3.** Demonstrate understanding of the relationships between and among dance and other content areas
    **Objective a.** Identify and interpret themes common to dance and other content areas

**Vocabulary:**

**No bullying:** Not to harm or tease anyone.

**Self-esteem:** To have confidence to let someone know when you are being bullied.

**Tolerance:** Having the strength to be able to withstand peer pressure.

**Friends:** A kind and beautiful group of supporters, helpers, listeners.

**Negativity:** Creating energy to bring or beat others down with.

**Gossip:** When using not so polite language to hurt other people’s feels.

**Freestyle dancing** is a style of physical movement, usually done to music, that isn’t choreographed or planned ahead of time.
List of additional resources:

**BULLYING RESOURCES**

* [http://www.bullying.co.uk/](http://www.bullying.co.uk/)
this site was voted best web site by our class: it is excellent. It has links to advice for parents and children in general areas as well as in legal issues. 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.

This site has an attractive layout and offers useful resources for teachers, parents, and children. We especially recommend the "resources" and "idea box."

This site is particularly useful for teachers because it offers good activities to give to students to promote awareness of bullying.

** [http://www.bullybeware.com/](http://www.bullybeware.com/)
this is a good site that includes information on different types of bullies and victims. There are also brief synopses of the long-term outcomes of bullies and victims. This site is especially useful for adults.

** [http://www.childline.org.uk/Explore/Bullying/Pages/Bullying.aspx](http://www.childline.org.uk/Explore/Bullying/Pages/Bullying.aspx)
this site focuses on helping children understand bullying. It asks and answers many common questions children may have about bullying.

this site gives some general information about bullying, including what to do if your child is the one being bullied or if your child is the bully. This site is especially good for parents.

** [http://stopbullyingnow.com/](http://stopbullyingnow.com/)
this site is mostly about the work of stan davis, a guidance counselor who used to go to different schools to talk about bullying. The site has a link to excerpts of different letters from children who have seen stan davis 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.
* [http://www.antibullying.net/](http://www.antibullying.net/)
this site offers advice and information for children, parents, and school staff. It contains advice and information for what children can do themselves as well as what adults can do in the classroom, at school, and at home as well as resources for reading. This site has some good information for children and parents, but it is especially recommended for teachers and school administration.

**HIP HOP RESOURCES:**

**Books:**
- *The History of Hip-Hop* by Davey D.
- *The Hip Hop Education Guidebook* by Marcella Runell and Martha Diaz

**Websites**
- [www.b-boys.com](http://www.b-boys.com)
- [www.cantstopwontstop.com](http://www.cantstopwontstop.com)

**Intermedia Arts:**
- [www.intermediaarts.org](http://www.intermediaarts.org)

**Juno Collective:** [http://juntoscollective.org/](http://juntoscollective.org/)

**Juxtaposition Arts:** [http://www.juxtaposition.org/](http://www.juxtaposition.org/)

**Davey D’s History of Hip-Hop 101 Directory:** [www.daveyd.com](http://www.daveyd.com)

**Article**

**Video**

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Contact Young Audiences for more information on this and other programs • 410-837-7577 • www.yamd.org
Young Audiences/Arts for Learning   2600 N Howard Street, Suite 1300   Baltimore, MD 21218
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 that talks about bullying.
- 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 - with assessment:

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.
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?

Sample lesson plan:

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

What do you know/What did you learn/What do you want to learn more about
• 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.

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• 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.

Additional information:

• 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 each student go around one by one and state their name and what they would like to be in life.
• 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 :)

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