















# 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<sup>1</sup>

- 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)<sup>2</sup>

### 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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<sup>1</sup> 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.

<sup>2</sup> Childline.co.uk



# 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](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](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](https://books.google.com/books/about/Hip_Hop_in_America.html?id=XkCncJ7j744C)

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