

**Title:** Alcohol, Nicotine or Caffeine Rap

**Date:** Week 1, Thursday

**# Of Students:** ~30

**Class:** Biology

**OBJECTIVE:**

Students will synthesize their knowledge regarding the action of alcohol, nicotine, or caffeine on the human body in to a rap, song or skit.

**MATERIALS:**

- Computers located in the classroom
- Boom-box
- Roots CD

**NOTES:**

- Bring up the Hip Hop Circuit website on class computers before class
- It is important that students create a rap/skit that presents an accurate picture of their drug's action. Teacher must be proactive in monitoring and assisting groups

**STEPS:**

**ANITICIPATORY SET:** The Roots, "Water" is played for the class to get their minds in "music making" mode (**5 minutes**)

- 1) Class announcements about alcohol, nicotine or caffeine rap group work (**5 minutes**)
  - Students are asked to make an "outline" of the points about the drug that they will cover
  - Students are told that they will have time to review rap lyrics on Ohhla.com (linked via the Hip Hop Circuit website) for ideas for their own raps/skits
  - Student groups are given an order in which they will use the class computers
- 2) Students review Ohhla.com and note any ideas they have for their group's rap/skit (**5 min max per group**)
- 3) Students work in groups on their raps/skits. Teacher circulates around class, reviews each group's "outline" to make sure they cover all the basic points for their drug. Teacher also offers suggestions/advice to groups on rhymes that might work etc. (show groups that the project is fun and doable) (**37 minutes**)
- 4) Students are brought back and homework assignments are given (**3 minutes**)
  - Read a newspaper article about your drug, take notes on it using the class note taking strategy for use in class next week. Due Week 2, Monday
  - Finish your rap/skit preparations for group presentations tomorrow

**FOLLOW-UP ACTIVITY:**

- Group presentations of student raps/skits on Week 1, Friday give students a chance to teach the class about their drug in jigsaw like fashion.

- Students find a newspaper article about their drug and take notes on it using the class note taking strategy. This begins to tie alcohol, nicotine and caffeine in to the societal context

**ASSESSMENT:**

- Teacher assesses content of group projects based on the “outline” each group creates and discussion with each group
- Major assessment is based on the group’s presentations on Week 1, Friday

**LITERACY ASPECT:**

- Students use the world wide web to access information that they will use in their rap/skit
- Students read and take notes on a newspaper article about their drug