



Your name

Name of your
school

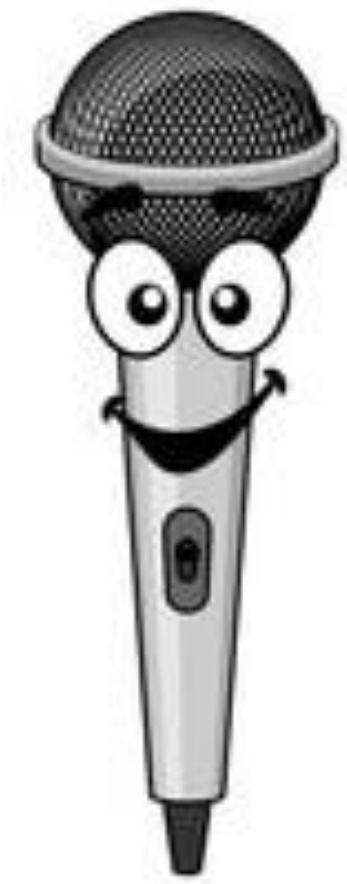
Male/Female

Date of Birth



Hi there! My name is
(TBC) and I am here to
teach you how to rap!

Throughout this
journey, your goal is to
collect



All 50 microphones!



Microphones can be
collected after
completing different
challenges.



But you need to watch
out for [name] because
he is evil and likes to
steal microphones!

Along the way, there
may be some words
that you might need the
definition of, all you
need to do is click on
the highlighted word for
the definition and an
example!

A rap needs to rhyme¹ so
we are going to start
with a game!



¹ Student cannot move on until they click the highlighted word for the definition – this is for all pages.
Definition with example to read: “A rhyme is where two words (especially the ending of the word) sounds similar to each other. Example: Car and far rhyme with each other because the ending sound ‘ar’ sounds the same.

Place the words in red
underneath the word
that you think it rhymes
with²!

Fair	Sad

Nightmare

Mad

Glad

Pair

Pad

Share

Care

Dad

Chair

Lad

² Drag and drop game, the students cannot move on until all of the words are in the right section. An example would be necessary for the first word to be dragged and placed under the word. If a student makes a mistake, the hint should pop up saying "Does the last part of the word sound the same as the word above"

Well done! Can you do
it again and beat the
clock?



Bring it on³!

³ Student must click bring it on to move to the next page.

Click the timer to begin⁴!



Locked

Climb

Time

Shocked

Knocked

Chopped

Nine

Mine

Hopped

Shine

Divine

Locked

⁴ Student to click the timer to begin. If the student gets all of the correct answers, they can move on. If they do not, they can try again and the timer is then increased. Timer is to be for 30 seconds and increased to 45 seconds if they cannot complete on time/get the incorrect answers. They cannot move to the next page until the task is complete correctly.

Well done! You have
just **obtained** a
microphone⁵!



⁵ Obtained definition to be read as: "Obtained means to get or secure something" Example: You _____ student name just obtained a microphone!

Microphone to be spinning/bouncing.



You have 1/50 microphones!

To see how many
microphones you have
obtained, look at the
top right-hand corner of
the screen!





You have 1/50 microphones!

There are loads of
rhyme schemes⁶
however on our
journey, we only need
to be aware of three!



⁶ Rhyme scheme to be defined as “a pattern that is followed throughout a rap. The rhyming words is what creates the rhyme scheme”.



You have 1/50 microphones!

Rhyme scheme number 1

A

A

A

A

This is where all of the last
words rhyme with each
other.

Look at the example on the
next page!



You have 1/50 microphones!

I woke up this morning feeling really cool
Every single day I have to go to school
I have loads of friends because I'm not cruel
And in the summer holidays we jump in a pool



Every single last word rhymes with each
other so this would be called an A A A A
rhyme scheme



You have 1/50 microphones!

Now listen to the rap⁷!

I woke up this morning feeling really cool

Every single day I have to go to school

I have loads of friends because I'm not cruel

And in the summer holidays we jump in a pool



⁷ Include audio of Bishma rapping the lyrics with a simple instrumental



You have 1/50 microphones!

Now you try and rap along with the artist⁸!

I woke up this morning feeling really **cool**

Every single day I have to go to **school**

I have loads of friends because I'm not **cruel**

And in the summer holidays we jump in a **pool**



⁸ Student will rap along with the audio, we will not be able to tell if they have done this but the idea is to encourage them to rap. This will be the same audio as the previous page. Each line to pop up/fade in individually in good time for the student to rap along.

You have now learnt the
rhyme scheme A A A A

Well done, you have
obtained another
microphone!





You have 2/50 microphones!

Rhyme scheme number

2

A

A

B

B

This is where the first two lines rhyme with each other and the last two lines rhyme with each other. Lines 1 and 2 do not rhyme with lines 3 and 4.

Look at the example on the next page!



You have 2/50 microphones!

Every single day I see my best friend
If we have a disagreement we will not pretend
We will talk it out if there's an issue
And if he starts to cry, I'll get him a tissue



The first two lines rhyme with each other
and the last two lines rhyme with each
other so this would be called an A A B B
rhyme scheme.



You have 2/50 microphones!

Now listen to the rap⁹!

Every single day I see my best friend
If we have a disagreement we will not pretend
We will talk it out if there's an issue
And if he starts to cry, I'll get him a tissue



⁹ Include audio of Bhishma rapping the lyrics with a simple instrumental



You have 2/50 microphones!

Now you try and rap along with the artist¹⁰!

Every single day I see my best friend
If we have a disagreement we will not pretend
We will talk it out if there's an issue
And if he starts to cry, I'll get him a tissue



¹⁰ Student will rap along with the audio, we will not be able to tell if they have done this but the idea is to encourage them to rap. This will be the same audio as the previous page. Each line to pop up/fade in individually in good time for the student to rap along.

You have now learnt the
rhyme scheme **A A B B**

Well done, you have
obtained another
microphone!





You have 3/50 microphones!

Rhyme scheme number

3

A

B

A

B

This is where the first line rhymes with the third line and the second line rhymes with the fourth line.

Look at the example on the next page!



You have 3/50 microphones!

I was sitting on a **stall**
I was waiting for my **friend**
My friend he's so **cool**
Our friendship will never **end**



The first line and the third line rhyme with each other and the second line and the fourth line rhyme with each other so this would be called an **A B A B** rhyme scheme.



You have 3/50 microphones!

Now listen to the rap¹¹!

I was sitting on a **stall**

I was waiting for my **friend**

My friend he's so **cool**

Our friendship will never **end**



¹¹ Include audio of Bishma rapping the lyrics with a simple instrumental



You have 3/50 microphones!

Now you try and rap along with the artist¹²!

I was sitting on a **stall**

I was waiting for my **friend**

My friend he's so **cool**

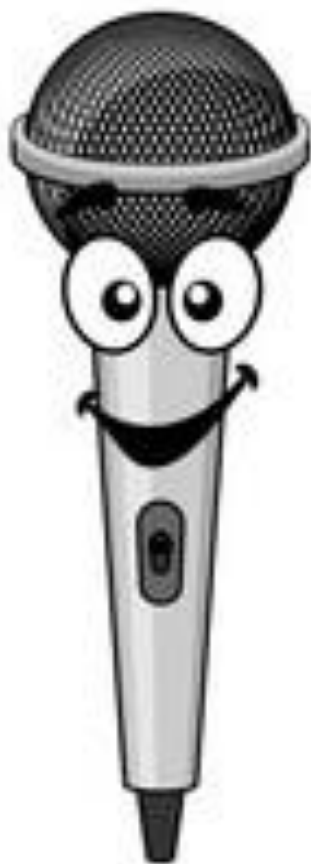
Our friendship will never **end**



¹² Student will rap along with the audio, we will not be able to tell if they have done this but the idea is to encourage them to rap. This will be the same audio as the previous page. Each line to pop up/fade in individually in good time for the student to rap along.

You have now learnt the
rhyme scheme **A B A B**

Well done, you have
obtained another
microphone!





You have 4/50 microphones!

You now have to listen
the below audio clips
and choose which
rhyme scheme you think
is being used!



You have 4/50 microphones!

CLIP 1¹³

[LYRICS TO CLIP 1]

Which rhyme scheme is being used? (click the correct answer after you have listened to the audio)

AAAA

AABB

ABAB



¹³ The audio plays when the clip 1 sign is clicked on. Students cannot move on until they get it right. If they get it wrong, a hint should pop up saying "Are you sure? Listen to the last word of each line."



You have 4/50 microphones!

CLIP 2¹⁴

[LYRICS TO CLIP 1]

Which rhyme scheme is being used? (click the correct answer after you have listened to the audio)

AAAA

AABB

ABAB



¹⁴ The audio plays when the clip 1 sign is clicked on. Students cannot move on until they get it right. If they get it wrong, a hint should pop up saying "Are you sure? Listen to the last word of each line."



You have 4/50 microphones!

CLIP 3¹⁵

[LYRICS TO CLIP 1]

Which rhyme scheme is being used? (click the correct answer after you have listened to the audio)

AAAA

AABB

ABAB



¹⁵ The audio plays when the clip 1 sign is clicked on. Students cannot move on until they get it right. If they get it wrong, a hint should pop up saying "Are you sure? Listen to the last word of each line."



You have 4/50 microphones!

CLIP 4¹⁶

[LYRICS TO CLIP 1]

Which rhyme scheme is being used? (click the correct answer after you have listened to the audio)

AAAA

AABB

ABAB



¹⁶ The audio plays when the clip 1 sign is clicked on. Students cannot move on until they get it right. If they get it wrong, a hint should pop up saying "Are you sure? Listen to the last word of each line."



You have 4/50 microphones!

CLIP 5¹⁷

[LYRICS TO CLIP 1]

Which rhyme scheme is being used? (click the correct answer after you have listened to the audio)

AAAA

AABB

ABAB



¹⁷ The audio plays when the clip 1 sign is clicked on. Students cannot move on until they get it right. If they get it wrong, a hint should pop up saying "Are you sure? Listen to the last word of each line."

Well done, you have
obtained another
microphone!





You have 4/50 microphones!

Earlier you played a game called Rhyme Time, where you had to beat the clock and find all of the rhyming words.

You will now have to insert these words to make the below **16 bar**¹⁸ rap make sense. Follow the **AAAA** rhyme scheme!

¹⁸ Define 'bar' as: "a single line in the rap" for example:

I woke up this morning feeling really **cool** (one bar)

Every single day I have to go to **school** (this line with the above line makes two bars)

I have loads of friends because I'm not **cruel** (this line with the previous two bars makes three bars)

And in the summer holidays we jump in a **pool** (this line with the previous three bars makes four bars)



You have 4/50 microphones!

Follow the AAAA rhyme scheme¹⁹

I was sitting in my _____
Looking at my socks, I had an odd _____
Some might think this is a _____
However, me, I just didn't _____

I was feeling _____
I was chilling and relaxing, I didn't feel _____
Watching my TV then in walks my _____
He said to me "you're such a cool _____"

I looked at the clock and realised the _____
Big hand on the 12, small hand on the _____
Out came the sun, it started to _____
I ate up my cereal it tasted _____

The cereal was delicious, I was so _____
I walked to my door because somebody _____
Unlocked the door because it was _____
Hey, it's rapping rabbit, he hopped and he _____

Divine

Hopped

Shine

Pair

Dad

Nightmare

Lad

locked

Chair

Shocked

Glad

Mad

Nine

Time

Knocked

Care

¹⁹ Students can insert any word anywhere, however at the end if it is wrong they will be asked to try again!

Well done! You have unlocked Rapping Rabbit!
Rapping Rabbit only appears a few times
throughout the workbook! Rapping Rabbit gives
you 5 microphones for one task!





You have 4/50 microphones!

Rap along to the song²⁰!

I was sitting in my **chair**
Looking at my socks, I had an odd **pair**
Some might think this is a **nightmare**
However, me, I just didn't **care**

I was feeling **glad**
I was chilling and relaxing, I didn't feel **mad**
Watching my TV then in walks my **dad**
He said to me "you're such a cool **lad**"

I looked at the clock and realised the **time**
Big hand on the 12, small hand on the **nine**
Out came the sun, it started to **shine**
I ate up my cereal it tasted **divine**

The cereal was delicious, I was so **shocked**
I walked to my door because somebody **knocked**
Unlocked the door because it was **locked**
Hey, it's rapping rabbit, he hopped and he **hopped**

²⁰ We do not know if they have rapped along to the song, however, once this stage is complete, they can move on. Only show the first 4 lines then fade in the next four lines, then fade in the next four lines and finally the last four lines to help it feel easier to read. This will be a recording created by Bhishma on a simple instrumental.

Well done, you have
obtained a rapping
rabbit special and
received 5
microphones!





You have 9/50 microphones!

Let's see if we can
write some raps
about different
emotions!

Pick an emotion to write a rap about!

Happy

Proud

Sad

Excited

Angry

Annoyed

Surprised

Alone²¹



²¹ On this page, I would like students to be able to click into any of the following emotions and the rap which they write is to come up. I would like once the emotion is complete, the colour of the writing to change so that they are fully aware that they have completed this emotion. Students cannot move on from this page until they have completed each emotion. Once completing the emotion and they earn the microphone, students are to be directed back to the emotions page through the button “back to the emotions” once they hit the last emotion and complete it, I would like students to be able to carry on with the workbook.



You have 9/50 microphones!

Happy



When I'm listening to music I feel really _____

It always calms me down so I don't feel _____

Dancing everywhere I dance around _____

Music in my ears I can never feel _____

Down

Snappy

Happy

Town



You have 9/50 microphones!

Well done! You have completed the rap.

I would now like you to rap along!

This time, you won't hear my voice and you have to try and do it to the beat²²!



²² This will have to be a really slow and simple beat so that students build confidence to work on more complex beats! I would like the words to be on the screen. So that they can read along. The words are to be on the screen big so that dyslexic students can see them clearly and in good time.



You have 9/50 microphones!

Happy



When I'm listening to music I feel really **happy**
It always calms me down so I don't feel **snappy**
Dancing everywhere I dance around **town**
Music in my ears I can never feel **down**

Which rhyme scheme is being used²³?



When I'm listening to music I feel really happy
It always calms me down so I don't feel snappy
Dancing everywhere I dance around town
Music in my ears I can never feel down

AAAA

AABB

ABAB

²³ Answer is AABB students cannot be sent back to the homepage before getting the right answer.

Well done, you have
obtained another
microphone!



Pick an emotion to write a rap about!

Happy

Proud

Sad

Excited

Angry

Annoyed

Surprised

Alone²⁴

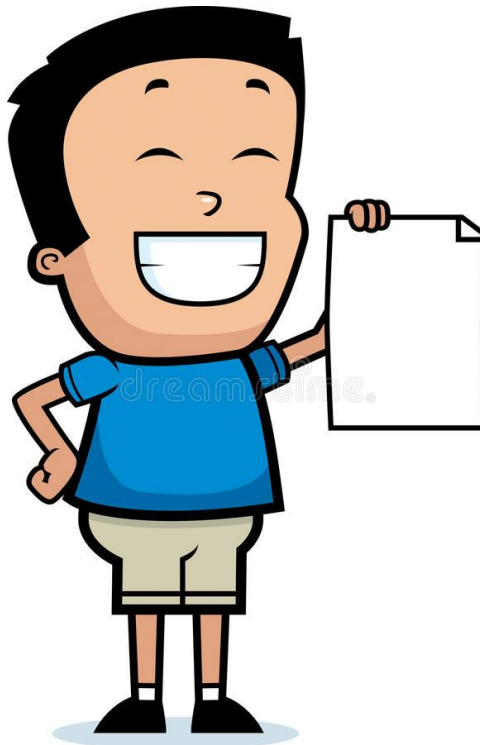


²⁴ On this page, I would like students to be able to click into any of the following emotions and the rap which they write is to come up. I would like once the emotion is complete, the colour of the writing to change so that they are fully aware that they have completed this emotion. Students cannot move on from this page until they have completed each emotion. Once completing the emotion and they earn the microphone, students are to be directed back to the emotions page through the button “back to the emotions” once they hit the last emotion and complete it, I would like students to be able to carry on with the workbook.



You have 11/50 microphones!

Proud



When I get a good grade, I feel really _____

The sky is really clear, there isn't a dark _____

If I'm really proud, I'm going to be _____

But I won't be boastful that isn't really _____

Allowed

Loud

Proud

Cloud



You have 11/50 microphones!

Well done! You have completed the rap.

I would now like you to rap along!

This time, you won't hear my voice and you have to try and do it to the beat²⁵!

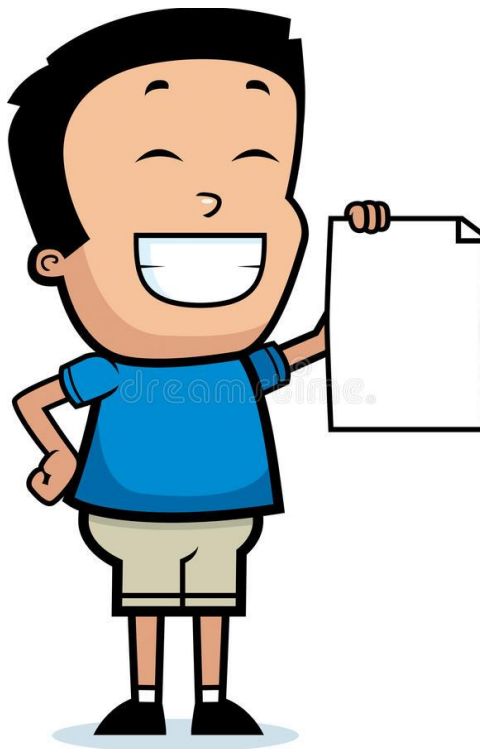


²⁵ This will have to be a really slow and simple beat so that students build confidence to work on more complex beats! I would like the words to be on the screen. So that they can read along. The words are to be on the screen big so that dyslexic students can see them clearly and in good time.



You have 11/50 microphones!

Proud

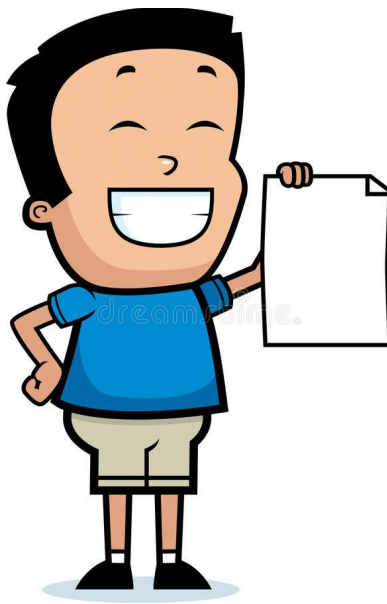


When I get a good grade, I feel really **proud**
The sky is really clear, there isn't a dark **cloud**
If I'm really proud, I'm going to be **loud**
But I won't be boastful that isn't really **allowed**



You have 11/50 microphones!

Which rhyme scheme is being
used²⁶?



When I get a good grade, I feel really **proud**
The sky is really clear, there isn't a dark **cloud**
If I'm really proud, I'm going to be **loud**
But I won't be boastful that isn't really **allowed**

AAAA

AABB

ABAB

²⁶ Answer is AAAA students cannot be sent back to the homepage before getting the right answer.

Well done, you have
obtained another
microphone!



Pick an emotion to write a rap about!

Happy

Proud

Sad

Excited

Angry

Annoyed

Surprised

Alone²⁷



²⁷ On this page, I would like students to be able to click into any of the following emotions and the rap which they write is to come up. I would like once the emotion is complete, the colour of the writing to change so that they are fully aware that they have completed this emotion. Students cannot move on from this page until they have completed each emotion. Once completing the emotion and they earn the microphone, students are to be directed back to the emotions page through the button "back to the emotions" once they hit the last emotion and complete it, I would like students to be able to carry on with the workbook.



You have 12/50 microphones!

Sad



I know it's okay if sometimes I feel _____

It's okay because it won't last _____

Feeling down doesn't make me _____

Keep looking at the bright side I'm still very _____

Bad

Clever

Forever

Sad



You have 11/50 microphones!

Well done! You have completed the rap.

I would now like you to rap along!

This time, you won't hear my voice and you have to try and do it to the beat²⁸!



²⁸ This will have to be a really slow and simple beat so that students build confidence to work on more complex beats! I would like the words to be on the screen. So that they can read along. The words are to be on the screen big so that dyslexic students can see them clearly and in good time.



You have 12/50 microphones!

Sad



I know it's okay if sometimes I feel **sad**

It's okay because it won't last **forever**

Feeling down doesn't make me **bad**

Keep looking at the bright side I'm still very **clever**



You have 12/50 microphones!

Which rhyme scheme is being
used²⁹?



I know it's okay if sometimes I feel **sad**

It's okay because it won't last **forever**

Feeling down doesn't make me **bad**

Keep looking at the bright side I'm still very **clever**

AAAA

AABB

ABAB

²⁹ Answer is ABAB students cannot be sent back to the homepage before getting the right answer.

Well done, you have
obtained another
microphone!



Pick an emotion to write a rap about!

Happy

Proud

Sad

Excited

Angry³⁰



³⁰ On this page, I would like students to be able to click into any of the following emotions and the rap which they write is to come up. I would like once the emotion is complete, the colour of the writing to change so that they are fully aware that they have completed this emotion. Students cannot move on from this page until they have completed each emotion. Once completing the emotion and they earn the microphone, students are to be directed back to the emotions page through the button “back to the emotions” once they hit the last emotion and complete it, I would like students to be able to carry on with the workbook.



You have 13/50 microphones!

Excited



When I go to my friend's house I feel really _____

Every time we meet, I feel really _____

When we play our games, he always makes a funny _____

I put my shoes on, do my lace and we³¹ _____

Excited

Race

Face

Delighted

³¹ Students will need to click on this line in order to move on. When they click on this line, Rapping Rabbit will come up and the students will be given a new term which they will learn before returning to the emotion writing.



You have 13/50 microphones!

Internal rhyme:

An internal rhyme is where two or more words rhyme in the same line!



Say the definition out loud.

Did you notice that the definition of an 'internal rhyme' is an internal rhyme!



You have 13/50 microphones!

Where two or more words **rhyme** in
the same **line**.

‘**Rhyme**’ and ‘**line**’ both rhyme with
each other and they are in the same
line



This is why the definition itself is an internal rhyme!



You have 13/50 microphones!

Let's look at the rap together for excited!



When I go to my friend's house I feel really **excited**

Every time we meet, I feel really **delighted**

When we play our games, he always makes a funny **face**

I put my shoes on, do my lace and we **race**

Can you identify the internal rhyme³²?

³² Students are to click on the line where there is an internal rhyme (the last line "I put my shoes on and do my lace and we race" students cannot move onto the next part until this has been identified!)

Well done, you now
know what an internal
rhyme is! Rapping rabbit
has just awarded you 5
microphones!





You have 18/50 microphones!

Well done! You have completed the rap.

I would now like you to rap along!

This time, you won't hear my voice and you have to try and do it to the beat³³!



³³ This will have to be a really slow and simple beat so that students build confidence to work on more complex beats! I would like the words to be on the screen. So that they can read along. The words are to be on the screen big so that dyslexic students can see them clearly and in good time.



You have 18/50 microphones!

Excited



When I go to my friend's house I feel really **excited**

Every time we meet, I feel really **delighted**

When we play our games, he always makes a funny **face**

I put my shoes on, do my lace and we **race**



You have 18/50 microphones!

Which rhyme scheme is being
used³⁴?



When I go to my friend's house I feel really **excited**

Every time we meet, I feel really **delighted**

When we play our games, he always makes a funny **face**

I put my shoes on, do my lace and we **race**

AAAA

AABB

ABAB

³⁴ Answer is AABB students cannot be sent back to the homepage before getting the right answer.

Well done, you have
obtained another
microphone!



Pick an emotion to write a rap about!

Happy

Proud

Sad

Excited

Angry³⁵



³⁵ On this page, I would like students to be able to click into any of the following emotions and the rap which they write is to come up. I would like once the emotion is complete, the colour of the writing to change so that they are fully aware that they have completed this emotion. Students cannot move on from this page until they have completed each emotion. Once completing the emotion and they earn the microphone, students are to be directed back to the emotions page through the button “back to the emotions” once they hit the last emotion and complete it, I would like students to be able to carry on with the workbook.



You have 19/50 microphones!

Angry



Quite frankly, it's ok to be _____

As long as I can express _____

Quite frankly it's ok to be³⁶ _____

Writing rap is good for my mental _____

Health

Angry

Myself

Angry

³⁶ Students cannot move on until they click this line, they will then be brought to the next page!



You have 19/50 microphones!

Repetition:

Repetition is where a line or a word is repeated more than once!

Repetition is where a line or a word is repeated more than once!

Repetition is where a line or a word is repeated more than once!



Say the definition out loud **THREE TIMES**.

You have just used repetition!



You have 19/50 microphones!

Let's look at the rap together for angry!



Quite frankly, it's ok to be angry

As long as I can express myself

Quite frankly it's ok to be angry

Writing rap is good for my mental health

Can you identify the repetition³⁷?

³⁷ Students are to click on the two lines that use repetition (the first and the third line) "quite frankly it's ok to be angry" students cannot move onto the next part until this has been identified!

Well done, you now
know what repetition is!
Rapping rabbit has just
awarded you 5
microphones!





You have 25/50 microphones!

Let's look at the rap together for angry!



Quite frankly, it's ok to be **angry**

As long as I can express **myself**

Quite frankly it's ok to be **angry**

Writing rap is good for my mental **health**

Can you identify the internal rhyme³⁸?

³⁸ Students are to click on both lines that use an internal rhyme "quite frankly it's ok to be angry" (the first and the third line) "quite frankly it's ok to be angry" students cannot move onto the next part until this has been identified!



You have 25/50 microphones!

Well done! You have completed the rap.

I would now like you to rap along!

This time, you won't hear my voice and you have to try and do it to the beat³⁹!



³⁹ This will have to be a really slow and simple beat so that students build confidence to work on more complex beats! I would like the words to be on the screen. So that they can read along. The words are to be on the screen big so that dyslexic students can see them clearly and in good time.



You have 25/50 microphones!

Which rhyme scheme is being
used⁴⁰?



Quite frankly, it's ok to be **angry**
As long as I can express **myself**
Quite frankly it's ok to be **angry**
Writing rap is good for my mental **health**

⁴⁰ Answer is ABAB students cannot be sent back to the homepage before getting the right answer.

Well done, you have
obtained another
microphone!





You have 25/50 microphones!

You have now reached the halfway point! Let's play a game to see how much of a superstar rapper you have become!





You have 25/50 microphones!

You will have 90 seconds to identify the internal rhyme in each part of the following rap!



Don't worry – you won't have to cover the whole rap at the same time, you will have four bars come up!



You have 25/50 microphones!

The rap will play and you will listen
and read along as the rap plays⁴¹.
The game will then begin!

It's my fate, I know I'm great
I sleep early I don't sleep late
So I'm always alert
When I play football I always have a messy shirt

I can be what I want when I'm older
Holding my controller I play games with composure
Sports person, e-gamer or a musician
Whatever I do I have to have a clear vision

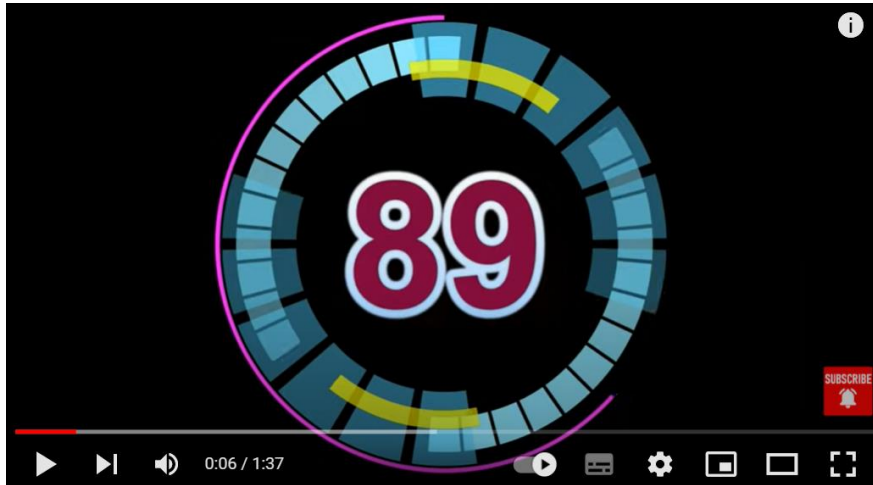
I always have to keep the right crowd
When I make it I'll make my family proud
Because I got vision and I make the right decision
I'm going to be great that's what I envision

I make sure I'm always behaving
If I am behaving my life will be amazing
Hard work focus I'll get what I want
Hard work focus I'll get what I want

⁴¹ Bhishma to record the rap that is to be played and read along.



You have 25/50 microphones!



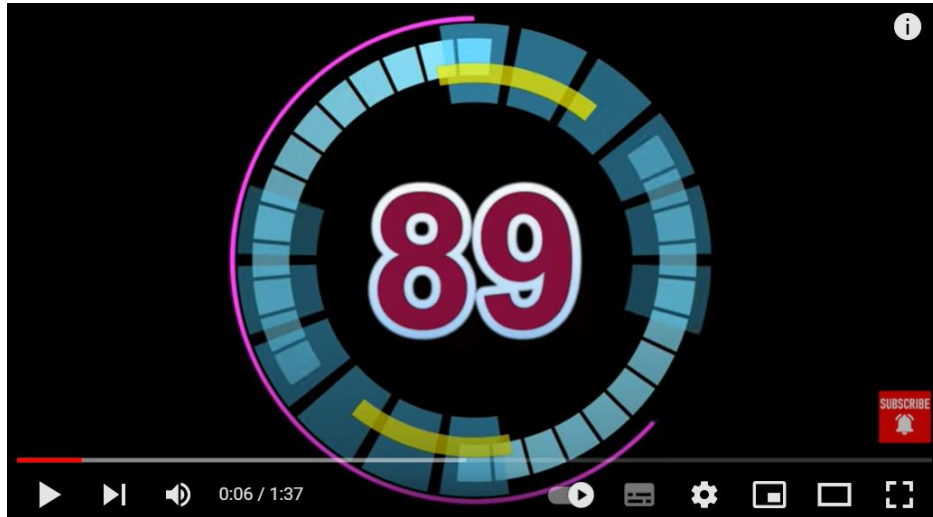
Click on the Internal rhyme⁴²!

It's my fate, I know I'm great
I sleep early I don't sleep late
So I'm always alert
When I play football I always have a messy shirt

⁴² The internal rhyme is "It's my fate, I know I'm great" the next part of the rap will appear and the timer will continue going down!



You have 25/50 microphones!



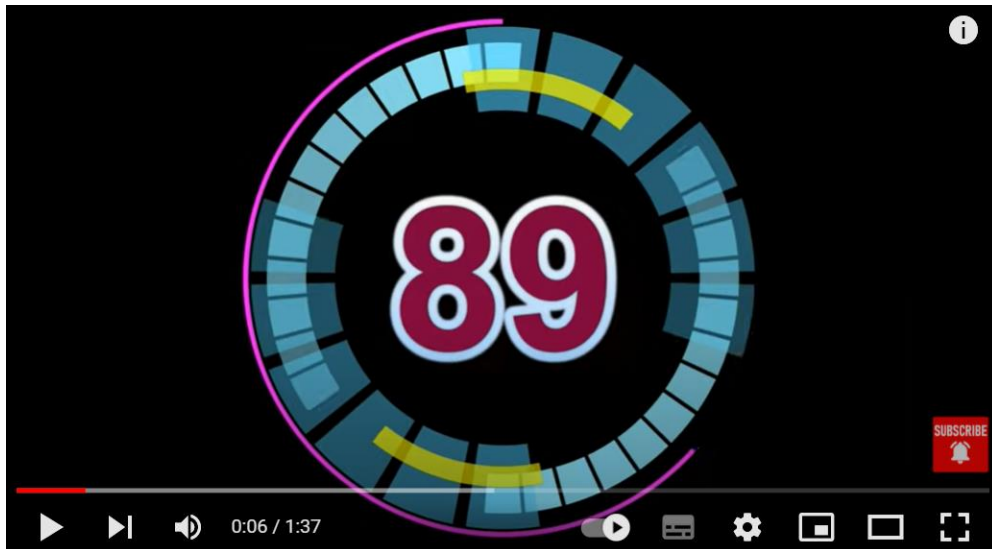
Click on the Internal rhyme⁴³!

I can be what I want when I'm older
Holding my controller I play games with composure
Sports person, e-gamer or a musician
Whatever I do I have to have a clear vision

⁴³ The internal rhyme is "Holding my controller I play games with composure" the next part of the rap will appear and the timer will continue going down!



You have 25/50 microphones!



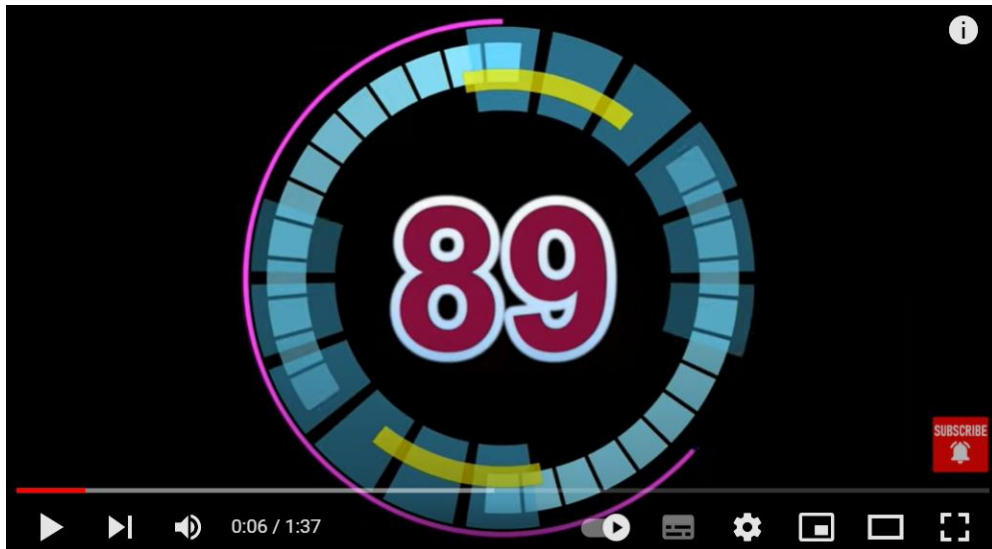
Click on the Internal rhyme⁴⁴!

I always have to keep the right crowd
When I make it I'll make my family proud
Because I got vision and I make the right decision
I'm going to be great that's what I envision

⁴⁴ The internal rhyme is "Because I got vision and I make the right decision" the next part of the rap will appear and the timer will continue going down!



You have 25/50 microphones!



Click on the Internal rhyme⁴⁵!

I make sure I'm always behaving
If I am behaving my life will be amazing
Hard work focus I'll get what I want
Hard work focus I'll get what I want

⁴⁵ The internal rhyme is "If I am behaving my life will be amazing" the next part of the rap will appear and the timer will continue going down!



You have 25/50 microphones!

BONUS POINT!!



Click on the repetition ⁴⁶!

I make sure I'm always behaving
If I am behaving my life will be amazing
Hard work focus I'll get what I want
Hard work focus I'll get what I want

⁴⁶ Students will have 10 seconds to click on the repetition "hard work focus I'll get what I want" This timer will be different to the one before.

Well done, you
completed the halfway
challenge! Rapping
rabbit has just awarded
you 5 microphones!



Well done, you have
obtained another
microphone!





You have 31/50 microphones!



You're becoming a master rapper!
But did you know that rappers use
similes⁴⁷ in their raps?

⁴⁷ Definition for a simile: A simile is a comparison between two things usually using the words 'like' or 'as'



You have 31/50 microphones!



When you think of the word simile,
you need to think of the word
similar – where two things are
similar!

Let's go through a few examples!



You have 31/50 microphones!



Gilberto is as tall as a giraffe.

We know that Gilberto isn't really as tall as a giraffe, but we are saying it to **overexaggerate**⁴⁸ our point so that everyone knows how tall Gilberto actually is!

⁴⁸ The definition for overexaggerate to read: "to overexaggerate is to exaggerate, which means to make something much bigger, better or worse than it actually is."



You have 31/50 microphones!



Similes are easy to find!

You need to remember that there are two words that you should look for to identify a simile, those words are...

Like

As



You have 31/50 microphones!

Look at the similes below, click on the word that allows us to know that this is a simile!⁴⁹



The boy swims like a fish.

⁴⁹ Students will have the ability to click on all words, however the answer will always be “like” or “as” if the student clicks on the wrong word, the hint “is that one of the two words that tell us it is a simile?” should pop up.



You have 31/50 microphones!



The boy swims **like** a fish.

Well done! The answer is 'like' the boy isn't a fish, but his swimming ability is being compared to a fish.



You have 31/50 microphones!

How about this one



The baby is as sweet as honey⁵⁰.

⁵⁰ Students will have the ability to click on all words, however the answer will always be “like” or “as” if the student clicks on the wrong word, the hint “is that one of the two words that tell us it is a simile?” should pop up.



You have 31/50 microphones!



The baby is **as** sweet **as** honey

Well done! The answer is 'as' because the boy is being compared to something that tastes sweet which is honey.



You have 31/50 microphones!

How about this one



Naomi is as fast as lightning⁵¹.

⁵¹ Students will have the ability to click on all words, however the answer will always be “like” or “as” if the student clicks on the wrong word, the hint “is that one of the two words that tell us it is a simile?” should pop up.



You have 31/50 microphones!



Naomi is **as** fast **as** lightning.

Well done! The answer is 'as' because Naomi is being compared to lightning, which she clearly isn't faster than.

Well done, you now
know what a simile is.

You have obtained
another microphone!





You have 32/50 microphones!

Let's play a game to test your simile knowledge!

5 images are going to appear on the screen with the first half of the simile, you need to drag and drop the correct part to the second part of the simile to make it make sense. Let me give you an example.





You have 32/50 microphones!



As shiny_____ ⁵²

like a computer

as a star

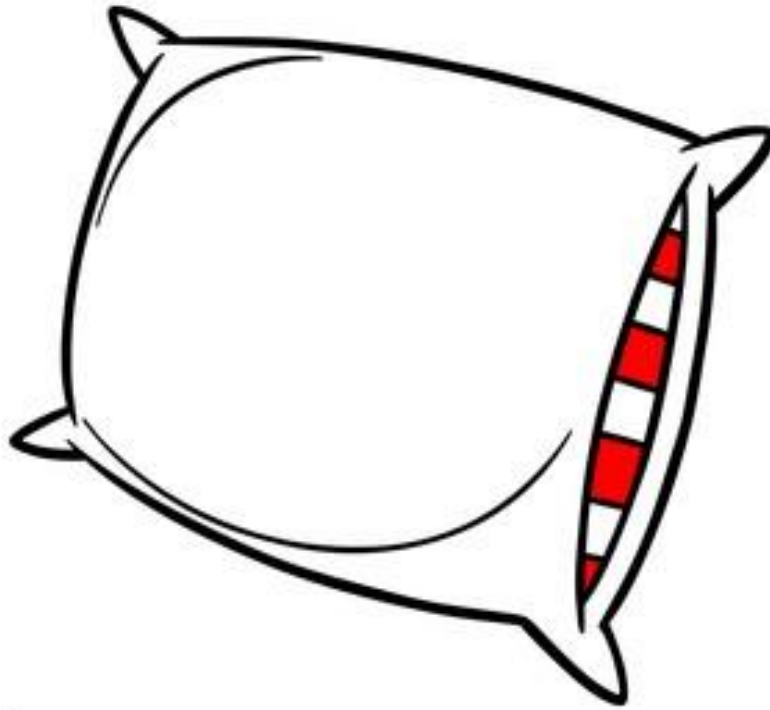
as a teacher

as a car

⁵² There should be an example whereby the correct answer “as a star” is dragged and dropped to the answer. This is a drag and drop game, students cannot move on until they get the correct answer.



You have 32/50 microphones!



As soft _____

as a heart

like a person

as a pillow⁵³

like pillow

⁵³ The answer is “as a pillow” students might click “like pillow” this is wrong because it does not grammatically make sense – a hint should pop up if they click “like pillow” saying “does that make sense, say it out loud”



You have 32/50 microphones!



Hot _____

like a chillie⁵⁴

as the sky

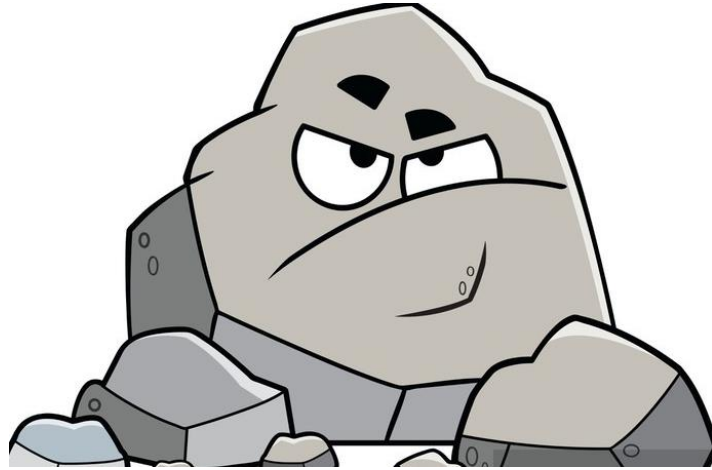
because of chillies

like dirt

⁵⁴ The answer is 'like a chillie' some students might click "because of chillies" and the hint should pop up saying "is this a simile, what words do you need to look for".



You have 32/50 microphones!



_____ a rock

As angry as

as hard as⁵⁵

As happy as a

soft like a

⁵⁵ The answer is “as hard as” students might click “as angry as” a hint should pop up and say “what does a rock feel like”



You have 32/50 microphones!



Sharp_____

Like the iron

like a razor⁵⁶

As a person shaving

like a gorilla

⁵⁶ The answer is “like a razor” some students might put “as a person shaving” a hint needs to come up saying “is a person shaving sharp? Try again”.



You have 32/50 microphones!



_____ a donut

Crazy like

sharp like

Sweet as⁵⁷

painful like

⁵⁷ The answer is "sweet as".

Well done, you
completed the simile
challenge! Rapping
rabbit has just awarded
you 5 microphones!





You have 37/50 microphones!

Challenge time!

For three microphones, can you create an 8 bar rap using the following words at the end of each line⁵⁸

Clear

Fear

Tear

Ear

Right

Fight

Sight

Light

⁵⁸ This is a typing game; students must type the correct before the actual drag and drop of the word. If the words are spelt incorrect, you need to have a hint saying "is that how you spell the word"

Well done, you
completed the rap! You
have now obtained
three microphones!





You have 40/50 microphones!

This is the section where you
become a superstar rapper!



Earlier we did some work with
emotions! You are going to write a
rap about the following emotions
using a specific rhyme scheme.



You have 40/50 microphones!

Click on the emotion below to write
a rap about it!

Happy

Proud

Sad

Excited

Angry



You have 40/50 microphones!

Happy

Use the rhyme scheme **AAAA** to write this rap⁵⁹!

Great

Create

Late

Debate

Smile

Style

Mile

While

⁵⁹ This is a typing game. Spelling needs to be correct, and they need to follow the rhyme scheme AAAA. They should be able to drag and drop wherever but it needs to follow the rhyme scheme. If it does not follow AAAA they will need a hint that says "does that follow the rhyme scheme?"



You have 40/50 microphones!

Now try and write your own rap
about being **happy** using any rhyme
scheme you like⁶⁰!

⁶⁰ Students are to write 4-8 rap lines. These lines must rhyme, however there may be no way to monitor these, so once it is written they should be able to move on. Swear words must not be allowed.



You have 40/50 microphones!

Now try and rap your rap along to
the instrumental⁶¹!

[Insert instrumental]

(Lyrics should appear here)



⁶¹ The lyrics can pop up that they have just written two lines at a time with the instrumental. The lyrics should pop up when the instrumental is clicked. Students cannot move on unless there are lyrics on the previous page.

Well done, you wrote a
rap about being happy.

You have obtained
another microphone!





You have 41/50 microphones!

Click on the emotion below to write
a rap about it!

Happy

Proud

Sad

Excited

Angry



You have 41/50 microphones!

Proud

Use the rhyme scheme **AABB** to write this rap⁶²!

Crowd

Proud

Rap

Snap

superstar

Car

Story

Glory

⁶² This is a typing game. Spelling needs to be correct, and they need to follow the rhyme scheme AABB. They should be able to drag and drop wherever but it needs to follow the rhyme scheme. If it does not follow AABB they will need a hint that says "does that follow the rhyme scheme?"



You have 41/50 microphones!

Now try and write your own rap
about being **proud** using any rhyme
scheme you like⁶³!

⁶³ Students are to write 4-8 rap lines. These lines must rhyme, however there may be no way to monitor these, so once it is written they should be able to move on. Swear words must not be allowed.



You have 41/50 microphones!

Now try and rap your rap along to
the instrumental⁶⁴!

[Insert instrumental]

(Lyrics should appear here)



⁶⁴ The lyrics can pop up that they have just written two lines at a time with the instrumental. The lyrics should pop up when the instrumental is clicked. Students cannot move on unless there are lyrics on the previous page.

Well done, you wrote a
rap about being proud.

You have obtained
another microphone!





You have 42/50 microphones!

Click on the emotion below to write
a rap about it!

Happy

Proud

Sad

Excited

Angry



You have 42/50 microphones!

Sad

Use the rhyme scheme **ABAB** to write this rap⁶⁵!

Sad

Rain

Down

Wrong

Glad

Pain

Clown

Song

⁶⁵ This is a typing game. Spelling needs to be correct, and they need to follow the rhyme scheme ABAB. They should be able to drag and drop wherever but it needs to follow the rhyme scheme. If it does not follow ABAB they will need a hint that says "does that follow the rhyme scheme?"



You have 42/50 microphones!

Now try and write your own rap
about being **sad** using any rhyme
scheme you like⁶⁶!

⁶⁶ Students are to write 4-8 rap lines. These lines must rhyme, however there may be no way to monitor these, so once it is written they should be able to move on. Swear words must not be allowed.



You have 42/50 microphones!

Now try and rap your rap along to
the instrumental⁶⁷!

[Insert instrumental]

(Lyrics should appear here)



⁶⁷ The lyrics can pop up that they have just written two lines at a time with the instrumental. The lyrics should pop up when the instrumental is clicked. Students cannot move on unless there are lyrics on the previous page.

Well done, you wrote a
rap about being sad.
You have obtained
another microphone!





You have 43/50 microphones!

Click on the emotion below to write
a rap about it!

Happy

Proud

Sad

Excited

Angry



You have 43/50 microphones!

Excited

Use the rhyme scheme **AAAA** to write this rap⁶⁸!

Excited

Delighted

United

Provided

Dream

Team

Scream

Supreme

⁶⁸ This is a typing game. Spelling needs to be correct, and they need to follow the rhyme scheme AAAA. They should be able to drag and drop wherever but it needs to follow the rhyme scheme. If it does not follow AAAA they will need a hint that says "does that follow the rhyme scheme?"



You have 43/50 microphones!

Now try and write your own rap
about being **excited** using any rhyme
scheme you like⁶⁹!

⁶⁹ Students are to write 4-8 rap lines. These lines must rhyme, however there may be no way to monitor these, so once it is written they should be able to move on. Swear words must not be allowed.



You have 43/50 microphones!

Now try and rap your rap along to
the instrumental⁷⁰!

[Insert instrumental]

(Lyrics should appear here)



⁷⁰ The lyrics can pop up that they have just written two lines at a time with the instrumental. The lyrics should pop up when the instrumental is clicked. Students cannot move on unless there are lyrics on the previous page.

Well done, you wrote a
rap about being excited.

You have obtained
another microphone!





You have 44/50 microphones!

Click on the emotion below to write
a rap about it!

Happy

Proud

Sad

Excited

Angry



You have 44/50 microphones!

Angry

Use the rhyme scheme **AABB** to write this rap⁷¹!

Angry

Smart

Fire

Mood

Cranky

Heart

Desire

Food

⁷¹ This is a typing game. Spelling needs to be correct, and they need to follow the rhyme scheme AABB. They should be able to drag and drop wherever but it needs to follow the rhyme scheme. If it does not follow AABB they will need a hint that says "does that follow the rhyme scheme?"



You have 44/50 microphones!

Now try and write your own rap
about being **angry** using any rhyme
scheme you like⁷²!

⁷² Students are to write 4-8 rap lines. These lines must rhyme, however there may be no way to monitor these, so once it is written they should be able to move on. Swear words must not be allowed.



You have 44/50 microphones!

Now try and rap your rap along to
the instrumental⁷³!

[Insert instrumental]

(Lyrics should appear here)



⁷³ The lyrics can pop up that they have just written two lines at a time with the instrumental. The lyrics should pop up when the instrumental is clicked. Students cannot move on unless there are lyrics on the previous page.

Well done, you wrote a
rap about being angry.
You have obtained
another microphone!





You have 45/50 microphones!



We're almost there! 5
more microphones to go!



You have 45/50 microphones!



Oh no! it's [name] he is coming to
steal some microphones!



You have 45/50 microphones!



Ha ha ha! You don't deserve these
microphones⁷⁴!

⁷⁴ On the next page, there should be an image of the 45 microphones turning into 40 microphones!



You have 45/50 microphones!



You have 40/50 microphones!

The only way you will get these back
is if you can beat me in a rap battle!





You have 40/50 microphones!



Oh no! [name] has challenged you to
a rap battle – I think we're going to
need some help from Rapping
Rabbit!



You have 40/50 microphones!



Did you call for my help?

Let me explain to you how the rap battle will work and then we can do some practice.



You have 40/50 microphones!



I've been in plenty of rap battles and they're very intense. Here is what you have to do!



You have 40/50 microphones!



There will be a timer on the screen and you need to pay attention to it!

When [name] says a line, you must write one that rhymes with his line, but don't worry, I will give you some words to help. You will have 20 seconds to write your line otherwise you will lose and will have to restart⁷⁵!

⁷⁵ Students will have to restart in the practice which will prepare them for the actual rap battle. If students fail in the 20 seconds and have to restart, they will then have an extended timer which will last for 30 seconds and finally if they fail that, they will have an extended timer of 45 seconds. Note, the 20 second timer resets after each line.



You have 40/50 microphones!



Let's give it a try!⁷⁶

⁷⁶ The timer needs to automatically count down from 20 seconds after the lyric appears on the screen. Students must click "let's give it a try" to move on.



You have 40/50 microphones!



“I’m sitting in my chair⁷⁷”

fair

Bear

Care

⁷⁷ Students are to write a complete line that rhymes with the line above but must use one of the three words to drag and drop at the end of their typing.



You have 40/50 microphones!



“I went outside⁷⁸”

Glide

Wide

Hide

⁷⁸ Students are to write a complete line that rhymes with the line above but must use one of the three words to drag and drop at the end of their typing.



You have 40/50 microphones!



“Then I went to the shop⁷⁹”

Stop

Pop

Drop

⁷⁹ Students are to write a complete line that rhymes with the line above but must use one of the three words to drag and drop at the end of their typing.



You have 40/50 microphones!



“I love me some sweets⁸⁰”

Beats

Heat

streets

⁸⁰ Students are to write a complete line that rhymes with the line above but must use one of the three words to drag and drop at the end of their typing.



You have 40/50 microphones!



“I always feel alive⁸¹”

Dive

Arrive

Surprise

⁸¹ Students are to write a complete line that rhymes with the line above but must use one of the three words to drag and drop at the end of their typing.



You have 40/50 microphones!



Wow you're pretty good at battling!
I think you are ready to take on
[name]. Before you go, I think you
have deserved this!

Well done, you completed
the rap battle challenge!
Rapping rabbit has just
awarded you 5
microphones!





You have 45/50 microphones!

Ha! I see Rapping Rabbit has done some practice with you – but I am much harder, and you have to beat me if you want to get these microphones back!



Before we start, I just want to make
some adjustments!





Let me adjust that timer⁸²!



⁸² Students now have 15 seconds to do the challenge. If it is too difficult and they fail, they will do 20 seconds, if that is too difficult 30 seconds and if that is too difficult 45 seconds.



You have 45/50 microphones!



“You can’t rap like me⁸³”

Tree

Free

Disagree

⁸³ Students are to write a complete line that rhymes with the line above but must use one of the three words to drag and drop at the end of their typing.



You have 45/50 microphones!



“I’m the best rapper alive⁸⁴”

Guys

Deprive

Shy

⁸⁴ Students are to write a complete line that rhymes with the line above but must use one of the three words to drag and drop at the end of their typing.



You have 45/50 microphones!



“I got the best bars⁸⁵”

Cars

Mars

Stars

⁸⁵ Students are to write a complete line that rhymes with the line above but must use one of the three words to drag and drop at the end of their typing.



You have 45/50 microphones!



“I’m as strong as a gorilla⁸⁶”

Thriller

Godzilla

Bigger

⁸⁶ Students are to write a complete line that rhymes with the line above but must use one of the three words to drag and drop at the end of their typing.



You have 45/50 microphones!



“I’m fire on the beat⁸⁷”

Heat

Sweet

Neat

⁸⁷ Students are to write a complete line that rhymes with the line above but must use one of the three words to drag and drop at the end of their typing.



You have 45/50 microphones!



“I’m on top like a mountains peak⁸⁸”

Weak

Geek

Speak

⁸⁸ Students are to write a complete line that rhymes with the line above but must use one of the three words to drag and drop at the end of their typing.



You have 45/50 microphones!



“I’m the greatest around⁸⁹”

Found

Ground

Crowned

⁸⁹ Students are to write a complete line that rhymes with the line above but must use one of the three words to drag and drop at the end of their typing.



You have 45/50 microphones!



“you won’t win the battle⁹⁰”

Rattle

Cattle

Paddle

⁹⁰ Students are to write a complete line that rhymes with the line above but must use one of the three words to drag and drop at the end of their typing.



You have 45/50 microphones!



“I will steal everything you own⁹¹”

Alone

Home

Unknown

⁹¹ Students are to write a complete line that rhymes with the line above but must use one of the three words to drag and drop at the end of their typing.



You have 45/50 microphones!



“I will be gone, and I will vanish⁹²”

Banish

Spanish

Damage

⁹² Students are to write a complete line that rhymes with the line above but must use one of the three words to drag and drop at the end of their typing.



Oh no! You were able to beat me! I will get you next time! Ah I guess a deal is a deal – here are your microphones back!



You have 45/50 microphones!



You have 50/50 microphones!

Wow you have become a superstar rapper! You have obtained all 50 microphones.



Just before you go! We would like you to write one more rap and after you write this rap, make sure you wait for the next page so you can see what we suggest you write about in your own time!

Write a final rap about “I often feel”.
This is a rap about how you feel! Aim
for 16 bars.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Before you download your certificate, have a look at some writing ideas that you can write about in your own time to keep practicing your rap skills!



Positive thoughts
A letter to my future self
I will be a good friend
I can and I will dream big
Bullies aren't cool
Keep my head down and focus
We're all human lets get along
The pressures of life
A story of my life
I will love myself

[\[Click here to access certificate⁹³\]](#)

⁹³ This should be a downloadable and printable file

