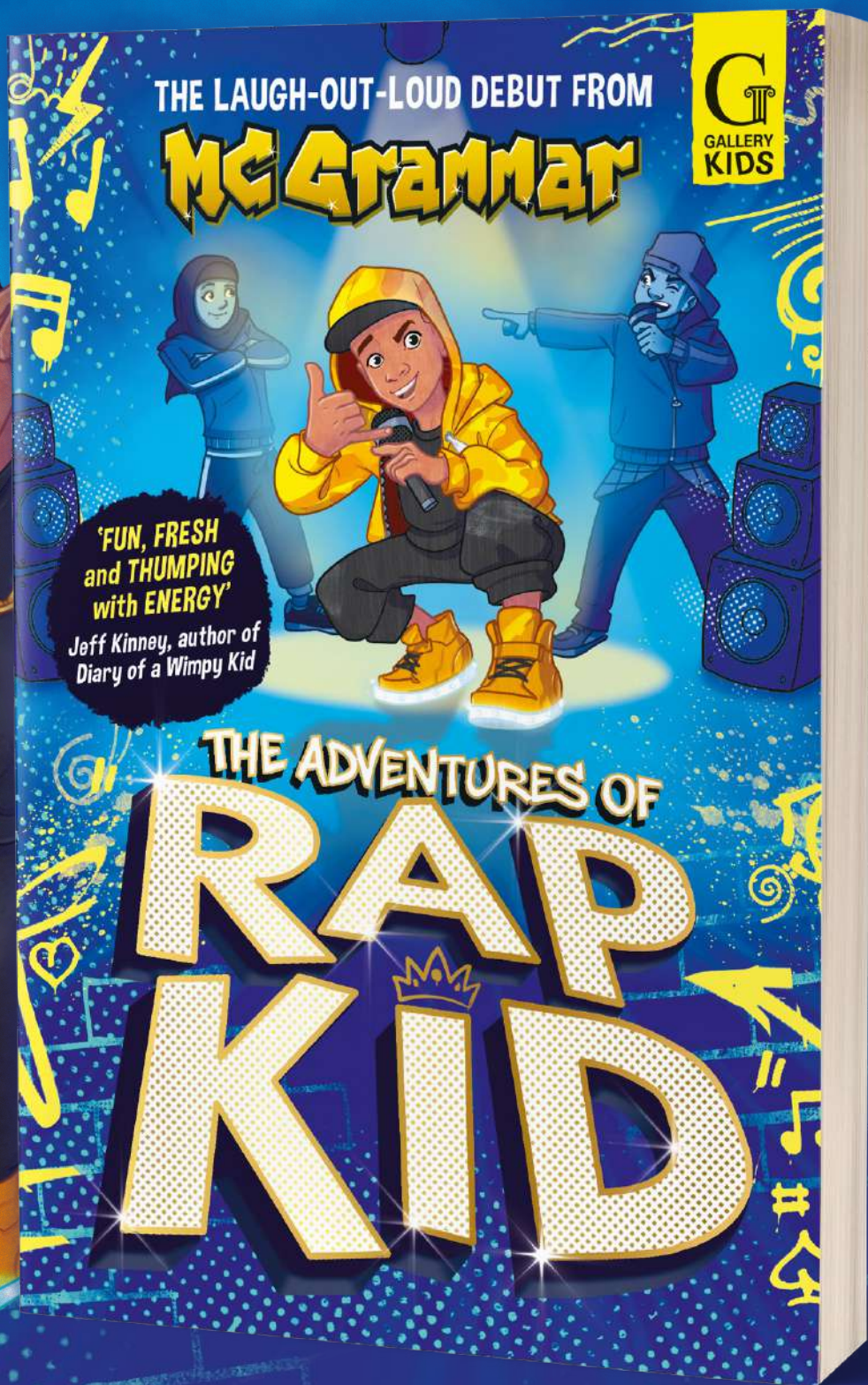


# TEACHER'S NOTES



CREATED BY  
**SCOTT EVANS, THE READER TEACHER**

# *The Adventures of Rap Kid* by MC Grammar

## Educational Resource Pack - 4x Lesson Plans and Ideas

Suitable for: Ages 8+

Explore key themes in *The Adventures of Rap Kid* through engaging activities about:

- **Finding your voice:** Follow Z's journey from staying silent at school to embracing his talent for rhyme, helping children understand the power of self-expression and confidence.
- **The power of rap:** Discover how rhyme and rhythm make words memorable by creating their own raps, exploring how music can be a fun way to learn and communicate.
- **Overcoming self-doubt:** Discuss how Z feels nervous about rapping in public and how he builds the courage to perform, encouraging children to step outside their comfort zones.
- **Friendship and support:** Look at the role of Mr G and SFX in Z's journey, showing how encouragement from friends and mentors can make a big difference.

Subjects: • English • Music • PSHE

### ABOUT THE BOOK

*Meet Z, he only speaks in rhyme. Teased all the time. But now it's his time to shine.*

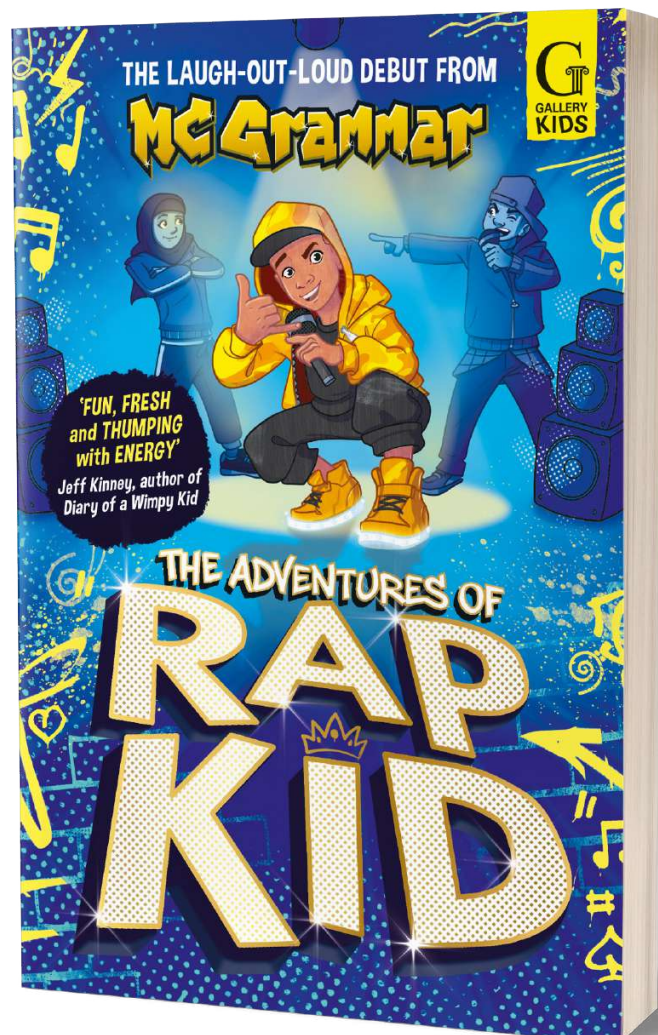
Z stands for ZERO: being the amount of words that Z speaks at school. Why? Because every time he talks, it rhymes. Every. Single. Time.

But, things are about to change. The Royal Rap Rumble is coming to town in search of the next rhyming rap legend. With the help of his super-cool English teacher, Mr G, his best friend, SFX, and the ultimate hip-hop makeover, RAP KID is born.

But can he become the G.O.A.T and take home the golden mic? Bring on the vibes!

*The Adventures of Rap Kid* celebrates the power of words and friendship.

Perfect for fans of *Diary of a Wimpy Kid*, Tom Gates and Loki.



## ABOUT THE AUTHOR

# MC Grammar

MC Grammar is the creation of award-winning teacher and rapper Jacob Mitchell, who went viral in 2019 after a video of him rapping popular children's book *The Gruffalo* received over 5 million views. Having struggled in school himself, the father-of four credits his discovery of books as his turning point with education. Jacob believes no child should be left behind, and that there needs to be excitement, challenge, inclusion and, most importantly, fun in the classroom! *The Adventures of Rap Kid* is his debut children's book.



## CONTENTS

### PRE-READING

COVER AND INTRODUCTORY QUESTIONS

### LESSON 1

**EXTRACT 1: GONG!** (from CHAPTER 2 - A KID ON A MISSION WITH... : pages 23-26)  
AND DISCUSSION QUESTIONS

**ACTIVITY 1: MEET YOUR INNER WARRIOR AND INNER WORRIER**

**ACTIVITY SHEET 1: CREATE YOUR CHARACTERS**

**Objectives:** Encourage children to reflect on their thoughts by recognising their worries and strengths; create a visual representation of their Inner Warrior and Inner Worrier to symbolise these traits.

### LESSON 2

**EXTRACT 2: SFX'S SURPRISE** (from CHAPTER 3 - MR G . . . AND SFX: pages 45-49)  
AND DISCUSSION QUESTIONS

**ACTIVITY 2: THE BASICS OF BEATBOXING**

**ACTIVITY SHEET 2: BUILD A BEAT**

**Objectives:** Understand that beatboxing is a form of vocal percussion that mimics the sounds of a drum kit; identify and perform the three core beatboxing sounds: kick drum, snare drum and hi-hat.

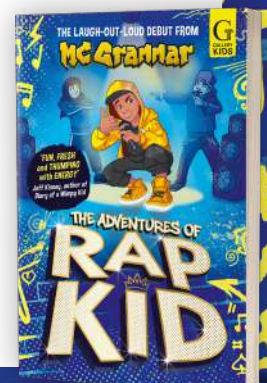
### LESSON 3

**EXTRACT 3A: BULLY BOY** (from CHAPTER 1 - THIS IS ME!: pages 12-14);

**EXTRACT 3B: EVIL HYENAS** (from CHAPTER 8 - LET'S SIGN IT!: pages 104-106)

AND DISCUSSION QUESTIONS

**ACTIVITY 3: BE A BUDDY, NOT A BULLY**



**ACTIVITY SHEET 3: MESSAGE TO Z**

**Objectives:** Recognise and distinguish between different types of bullying in the book; demonstrate empathy by thoughtfully considering what advice they would give to someone experiencing bullying.

**LESSON 4**

**EXTRACT 4: THE RAP ALPHABET** (from CHAPTER 15 - NOW IT'S SHOWTIME, ARE YOU IN?: pages 206-216) AND DISCUSSION QUESTIONS

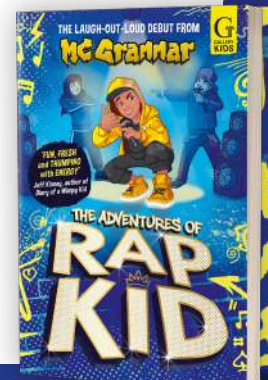
**ACTIVITY 4: RHYME WITH ME FROM A TO Z**

**ACTIVITY SHEET 4: MY RHYMING ALPHABET**

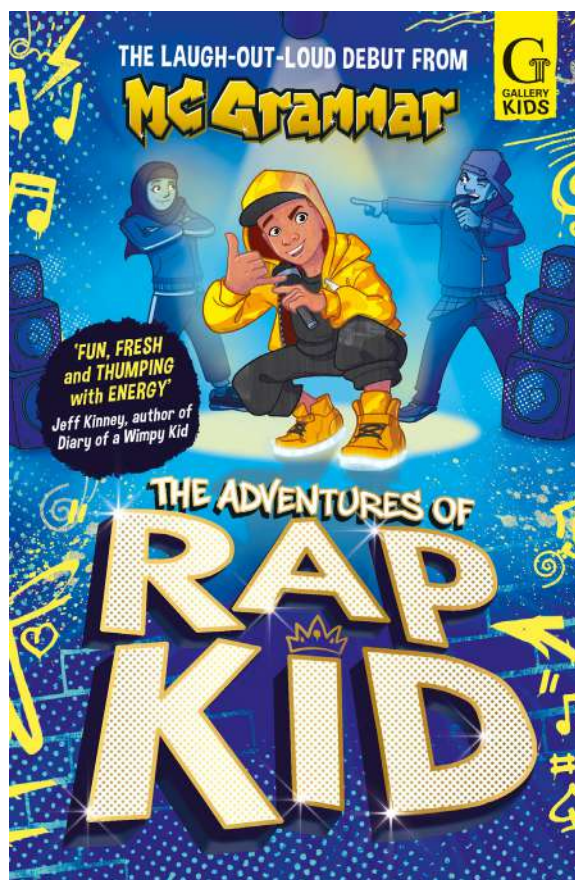
**Objectives:** Inspire children to think creatively, use rhyming words and experiment with rhythm; introduce children to the process of writing a rap by applying different techniques from the book.

**ADDITIONAL ACTIVITIES AND INNOVATIVE IDEAS**

**NATIONAL CURRICULUM OBJECTIVES (KEY STAGE 2)**

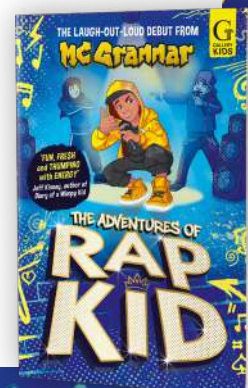


**PRE-READING**  
**COVER AND INTRODUCTORY QUESTIONS**



**DISCUSSION QUESTIONS:**

1. Look closely at the cover. What's the first thing you notice? Why does it stand out to you?
2. Can you find the author's name on the front cover?
3. The title of the book is 'The Adventures of Rap Kid'. What kind of adventures do you think Rap Kid will go on?
4. What is rap music? Have you ever listened to it? Do you like it? Why or why not?
5. The character in the middle of the cover is wearing a bright yellow hoodie and trainers, and holding a microphone, which makes them stand out. Do you think this is Rap Kid?
6. The two characters in the background look like they're in the middle of a rap battle. What do you think they're saying to each other? Could they be friends or rivals?
7. Imagine you're in the audience. What do you think you would be doing? Cheering? Dancing? Rapping along? If you could hear the music playing from the speakers, what do you think it would sound like?
8. How does the cover make you feel? Does it make you want to read the book?
9. Now, read the blurb, which gives a sneak peek of the story without giving away too much. What new information about the book does it reveal? How does it add to what you already saw on the cover?
10. After exploring both the cover and the blurb, what questions do you have about the story? Write them down, and as you read, see if you can find the answers!



## LESSON 1

### EXTRACT 1: GONG!

(from CHAPTER 2 - A KID ON A MISSION WITH... : pages 23-26)

There it is! I can see the book, my **G**. Winner, winner, chicken dinner! Woah, but wait! Mrs Malinki is sitting next to it. What? She usually goes to the staff room for lunch. Oh, man, my mission is over before it's even started!

Waaaaaaaaaaaaaaaaaaaaaaaaaaaaa!

(FYI: that was one of those baby cries you see toddlers doing lying on the floor in the middle of a supermarket. You know? The ones where their mouths are open wide, and you can see they're so upset but no sound is coming out, until . . .)

**GONG!**

Woah! What was that?

'Stop crying, young padawan!'

Huh? That wasn't the toddler tantrum sound I was expecting. In fact, who is that?

**GONG!**

'Rappers never quit, Z. You must be at one with the problem and only then will you seek the true solution.'

Ah! I know who that is now! It's my Inner **WARRIOR**. Should have known from the **GONG** sound. Trust me when I say that things are about to get pretty **DEEP**, my **G**. Yep, whenever you hear that sound, it'll be him. Unless the **GONG** is a little more high-pitched, then it's likely to be my Inner **WORRIER**. They both have a habit of popping up with their thoughts in times of desperation or decision-making.

I like to think of them as my **INNER CHICKEN** vs **INNER CHAMP**. They don't always agree, which means I am often left feeling proper confused and bamboozled! Here's what's happening right now in my head:

**WARRIOR** Vs **WORRIER**

**WARRIOR**: You can do it, Z. I believe in you.

**WORRIER**: Don't you dare, kid! If you get caught it's all over.

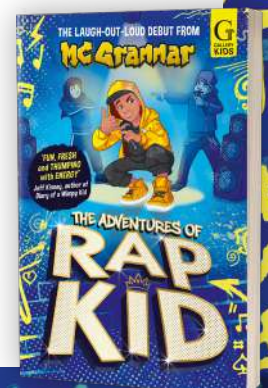
**WARRIOR**: Fear is a reaction. Courage is a decision. Make the right one, my son.

**WORRIER**: Actually, fear is an indicator, like in a car, and you should do a **U-turn** and get away pronto!

**WARRIOR**: It's never wrong to fight for what is right!

**WORRIER**: There will be no fighting in school and certainly no stealing that book back!

See! It's so annoying. I mean, what would you do if you were me right now, my **G**?



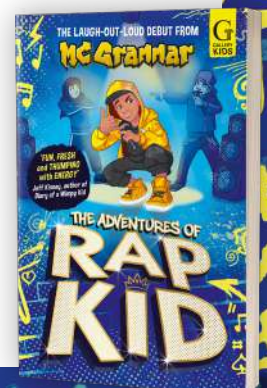
## DISCUSSION QUESTIONS:

1. How does the character describe the difference between their Inner Warrior and Inner Worrier?
2. What advice does the Inner Warrior give to them?
3. How does the Inner Worrier try to change the character's mind?
4. What do you think 'my G' means and why does the character use it when speaking to the reader?
5. Why do you think the character calls one voice their Inner Warrior and the other their Inner Worrier?
6. What do these names tell us about their personalities?
7. Have you ever had a moment when two different thoughts battled in your mind? What happened?
8. What kinds of things make you worry the most? How do you calm those thoughts? What helps you feel strong when you're feeling unsure or nervous? Can you remember when you believed in yourself?
9. Do you think it's possible to listen to both your worries and your strengths at the same time? Why or why not?
10. Imagine your Inner Warrior and Inner Worrier talking to you. What might they say to guide you through a tough time?

## ACTIVITY 1:

### MEET YOUR INNER WARRIOR AND INNER WORRIER

- Begin by reading the provided extract aloud to the class, using expressive voices to differentiate between the Inner Warrior and Inner Worrier.
- Ask the children "What do you notice about the two different voices in the character's head?" Encourage them to pick out key differences in tone, message and attitude. Use guiding questions, such as: "Which voice is encouraging? Which one is full of doubt? Why do you think the character hears both?"
- Explain that everyone has voices in their head that help them decide what to do. One voice might cheer them on, while another might make them stop and think before acting in a situation. This is sometimes called a 'conscience' and it's like an inner guide helping to figure out what's best to do.
- Discuss how sometimes these inner voices show us our worries (things that make us scared or unsure) and our strengths (things that make us feel confident or brave).
- Split the board into two with a line down the middle and write the following two questions:
  - What kinds of things make you feel worried or nervous?
  - What kinds of things make you feel confident and strong?



Record their range of responses on the board. Examples could include: speaking in front of the class, trying something new, taking a test, making a mistake (for feeling worried or nervous) and helping a friend, doing something they love, being brave, overcoming a fear (for feeling confident and strong).

- Demonstrate how to write a conversation between an Inner Warrior and an Inner Worrier by choosing a common situation they might find difficult, such as trying something new. Model writing their dialogue on the board, emphasising contrasting language (e.g., “You’ve got this!” vs. “What if you mess up?”). Example: Trying something new
  - Inner Warrior: “You’ve got this! Even if it’s tricky at first, you’ll get better with practice.”
  - Inner Worrier: “But what if you get it wrong? People might laugh at you!”
  - Inner Warrior: “Making mistakes is how we learn. Everyone starts somewhere!”
  - Inner Worrier: “I don’t know... What if it’s too hard?”
  - Inner Warrior: “You won’t know until you try! And even if it’s hard, you can ask for help.”
- Depending on the time available and the age of the children, children could write their own conversations between their Inner Warrior and Inner Worrier or adapt this into an engaging drama activity where they work in groups of three (one as the main character, one as the Inner Warrior, and one as the Inner Worrier) acting out a situation, using expressive voices to show confidence or doubt, then pausing to discuss how the character feels and what choice they might make.
- To end the lesson, ask children to imagine and draw their Inner Warrior and Inner Worrier on the activity sheet, then write three things each might say in a difficult situation, such as:
  - Inner Worrier: “This is too hard.” “What if I make a mistake?” “I’m not ready.”
  - Inner Warrior: “You’re stronger than you think!” “You’ve got this!” “Keep going!”
- Once they’ve finished, invite children to share their drawings of their characters if they feel comfortable. Encourage them to keep their sheets in a safe place as a personal reminder to give themselves a motivational pep talk when facing challenging situations.



**ACTIVITY SHEET 1**  
**CREATE YOUR CHARACTERS**

<p align="center"><b>MY INNER WORRIER</b> (The voice that makes me worry or hesitate) Draw your Inner Worrier here!</p>	<p align="center"><b>MY INNER WARRIOR</b> (The voice that makes me feel confident and strong) Draw your Inner Warrior here!</p>
<p>Three things my Inner Worrier might say to me:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>Three things my Inner Warrior might say to me:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>

**Keep this sheet somewhere safe. Next time you feel unsure about something, look at your Inner Warrior's words to remind yourself that you can do it!**

## LESSON 2

### **EXTRACT 2: SFX'S SURPRISE**

(from CHAPTER 3 - MR G . . . AND SFX: pages 45-49)

Back to reality . . . and the new kid on the block: the mysterious girl. Woah! I think she just looked at me. Shall I smile at her? Too late! My smile never fails. But wait, this time it has.

She didn't even flinch. Nuda. I know: another smile will do it. She must have missed the first one.

I'm going for it, my G . . . Again, nothing. Okay one last try, but this time with words. After all, I am a legend when it comes to words, so I can't fail here. Well, I can, but I'm hoping I won't, because even though I've just met this kid and she hasn't spoken or smiled yet, I kinda like her. And to keep things short, sweet and straight to the point, I'm going for the classic and charismatic welcome greeting.

'You cool, fam?' What! Not even an inch of a flinch of acknowledgement. And now her head is bowed fully down so all I can see is the top of her hijab. Bare rude! It's a cool hijab though.

'Z, this is Essef.' Oh yeah, I forgot Mr G was here too.

'Essef?' I roll the name around my brain. It's different, but it suits her.

'Yes, Essef Xubair, or Essef X,' Mr G replies.

'Essef X as in SFX?' I ask. Mr G nods.

'Short for sound effects?' He nods again. Cool name. And I nod too because it's cool to nod at cool things. I wonder if she's a sound effects specialist.

'SFX has just started here, Z,' Mr G says before I can ask. And before you ask - I know I've spent pages and pages explaining that my name is Z because I never talk at school, but it's different with Mr G. I trust him and he gets me, so I can be me if that makes sense? Glad we got that sorted! Anyway, he's about to say something else.

'I've been keen for the two of you to meet. I think you'd make an awesome dynamic duo.'

Duo? I don't ask it out loud, but my face must because Mr G answers.

'Yes, I can see it now: Z and SFX! You spit barz, and SFX drops beats,' he declares.

It's bait, but I can't help but look at her for her response. She ain't saying a wor-

'BOOTS!'

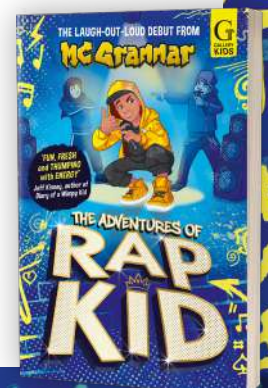
Huh! Did someone just say 'boots'?

'CATS!'

'Wait? And who just said 'cats'?

'BOOTS AND CATS AND BOOTS AND CATS AND BOOTS AND CATS AND BOOTS!'

It's SFX! She's beatboxing and she's sick!



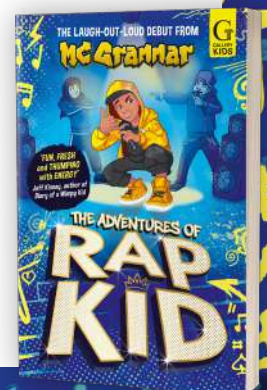
**DISCUSSION QUESTIONS:**

1. What is Z's first impression of SFX (Essef)? How does he describe her?
2. Who is Mr G?
3. Why do you think Z trusts Mr G more than others at school?
4. What does he mean when he calls Z and SFX a 'dynamic duo'?
5. Do you think Z and SFX will make a great team?
6. How does SFX surprise Z at the end of the extract?
7. Which two words does SFX use to start beatboxing?
8. Have you ever listened to someone beatbox?
9. How would you describe the sounds they make?
10. Can you beatbox or create any interesting sounds using your mouth?

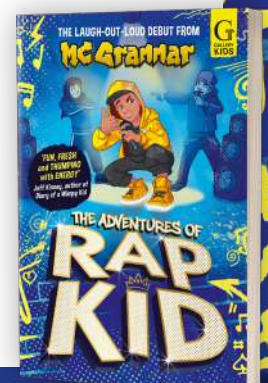
**ACTIVITY 2**

**THE BASICS OF BEATBOXING**

- Start by introducing the extract where Essef (SFX) surprises Z with her beatboxing. Read the passage aloud to the class, making sure to highlight the excitement and surprise in the moment. After reading, engage the children in a discussion using the questions to encourage them to think deeply about what they've heard and to share their thoughts.
- Explain to the class that beatboxing is a type of vocal percussion (meaning making sound by hitting, striking or tapping objects, and in this case, using the voice and mouth to create rhythm and beats).
- Tell them that beatboxing copies the sounds of a drum kit. Ask if they know or can remember any parts of a drum kit from their previous music lessons. Answers should include: kick drum, snare drum, hi-hat, tom-toms, floor tom, crash cymbal and ride cymbal.
- Play a short audio or video clip of a professional beatboxer to give them an example of a real beatboxer in action.
- Add that beatboxers don't just copy instrument sounds and they can push the limits of what's possible with their voices by creating sound effects and even imitating whole musical performances. In fact, there are competitions where they get to showcase their incredible skills, leaving audiences amazed.
- Say that today, you will focus on three parts of the drum kit - the kick drum, snare drum and hi-hat - and that the children are going to become beatboxers, trying to mimic these sounds with their voices!
- Show them some audio or video clips of these three different parts of a drum kit being struck and describe their distinct sounds:
  - Kick drum: A deep, low thud that sets the rhythm with a strong, booming sound.
  - Snare drum: A sharp, crisp snap that adds a tight, crackling beat to the rhythm.



- **Hi-hat:** A fast, sharp ticking sound created by two cymbals being pressed together.
- Refer back to the extract and explain that SFX's phrase "Boots and Cats" is a way of using her voice to mimic all three parts of the drum kit: the 'Boots' represents the kick drum, the 'Cats' represents the snare drum and the word 'and' between them imitates the hi-hat.
- Practice saying the phrase "Boots and Cats" together, experimenting with different speeds. Model how to make the 'B' sound in 'Boots' and the 'C' and 'T' sound in 'Cats' stronger by isolating them on their own. Ask them to repeat after you, focusing on the articulation of each sound for maximum effect.
- Write the letters 'B', 'C', and 'T' on the board to give the children a visual reference. Demonstrate how to repeat these sounds to form different patterns, such as B, T, C, T and explain how changing the order of the sequence can create variations in rhythm and flow.
- Encourage the children to experiment with the sequence and rhythm to discover how rearranging the order can create fresh and unique beats. If time allows, introduce additional letter sounds such as 'P' and 'S', and have the children mix them into their combinations for more creativity and fun.
- To conclude the lesson, invite the children to perform their beatbox pattern. If you would like them to document their pattern, provide them with the activity sheet where they can write down their sequence.



## ACTIVITY SHEET 2

### BUILD A BEAT

Use the space below to record your beatbox pattern and the order of sounds you've created!

Name: \_\_\_\_\_

#### Step 1: Create Your Own Beatbox Pattern

Use the letters: **B** = Kick Drum    **C** = Hi-Hat    **T** = Snare Drum

My Beatbox Pattern (e.g. B, T, C, T):

\_\_\_\_ , \_\_\_\_ , \_\_\_\_ , \_\_\_\_    \_\_\_\_ , \_\_\_\_ , \_\_\_\_ , \_\_\_\_

\_\_\_\_ , \_\_\_\_ , \_\_\_\_ , \_\_\_\_    \_\_\_\_ , \_\_\_\_ , \_\_\_\_ , \_\_\_\_

#### Step 2: Try It Out!

Now, say your beatbox pattern out loud.

Can you make it faster or slower?

What happens if you change the order of the letters?

Have fun experimenting with different speeds and rhythms!

#### Step 3: Extra Challenge (Optional)

Try adding these new sounds to your pattern:

**P** = (Pop!)

**S** = (Ssss!)

**D** = (Duh!)

**F** = (Fssssh!)

**M** = (Mmm!)

**N** = (Nnn!)

**L** = (Luh!)

**R** = (Rrrr!)

**Z** = (Zzzzz!)

**V** = (Vvvv!)

**W** = (Wuh!)

**Y** = (Yuh!)

My New Beatbox Pattern:

\_\_\_\_ , \_\_\_\_ , \_\_\_\_ , \_\_\_\_    \_\_\_\_ , \_\_\_\_ , \_\_\_\_ , \_\_\_\_

\_\_\_\_ , \_\_\_\_ , \_\_\_\_ , \_\_\_\_    \_\_\_\_ , \_\_\_\_ , \_\_\_\_ , \_\_\_\_

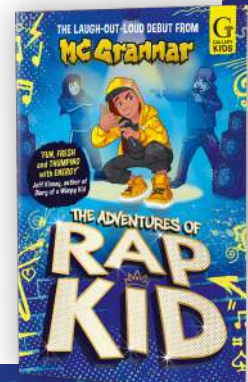
Notes:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





'Not so fast, likkle boy!'

Urgh! Not again! Yep, That's the sound of Bully Boy's voice. Honestly, this boy is like one of those annoying wasps in the summer - you know the kind that just keeps coming back no matter what you do!

'How are you going to sign up to the Rap Rumble, deadbeat. You can't even speak!'

As per usual, his meerkat-like mandem start joining in with high-pitched laughs and their random pointing routine, bumping into each other and then laughing. They remind me of those evil hyenas in The Lion King. I'm not responding. It's not worth it.

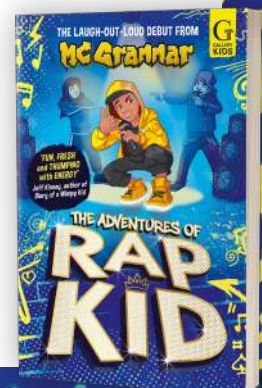
#### DISCUSSION QUESTIONS:

1. What different types of bullying do you know? Can you find any examples in these extracts?
2. How does Z recognise Bully Boy before even seeing him?
3. Why does Z choose to stay silent when Bully Boy mocks him?
4. How do you think Z feels when he is bullied by Bully Boy and the others?
5. How might being bullied affect someone's confidence, friendships or school life?
6. In the text, Bully Boy has a posse (a group of people who join in with his bullying). What do we call it when people support or go along with a bully, even if they aren't the ones starting it? (Bystanding)
7. What do you think would happen if one person in the group actually spoke up against Bully Boy?
8. What would you do if you saw someone being treated the way Z is in these extracts by Bully Boy?
9. Can bullying ever be completely stopped? What could schools and teachers do to prevent it?
10. If you could send a message to someone who is being bullied like Z, what advice would you give them?

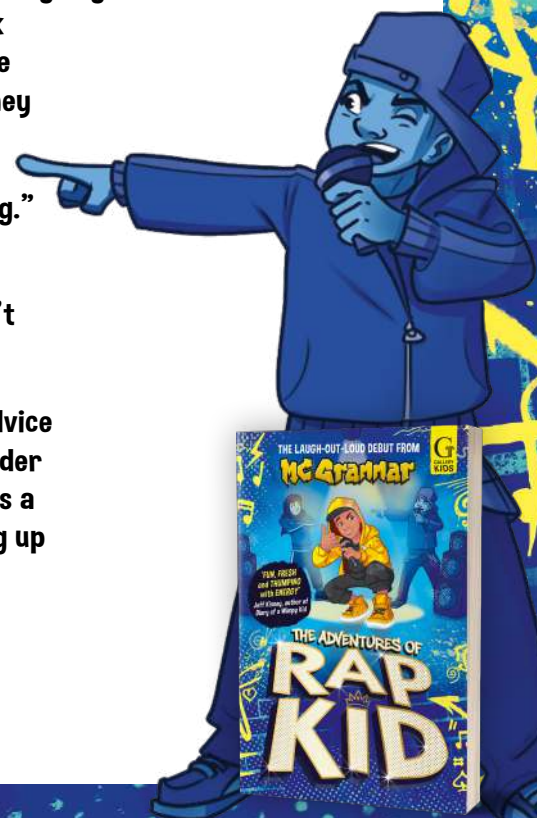
### ACTIVITY 3

#### BE A BUDDY, NOT A BULLY

- Write the word 'BULLYING' in the centre of the board and ask children to brainstorm words or phrases they associate with it. Answers might include a mix of actions (e.g. 'name-calling', 'pushing' etc.), emotions (e.g., 'scared', 'lonely', etc.) and settings (e.g. 'playground', 'online').
- After gathering a wide range of responses, explain that many of these words can be grouped into different types of bullying, such as:
  - **PHYSICAL BULLYING** (which involves hitting, pushing, tripping or damaging belongings);



- **VERBAL BULLYING** (name-calling, insults, teasing, mocking or making threats);
  - **SOCIAL BULLYING** (excluding someone from games or groups, spreading rumours, whispering about someone, embarrassing them in front of others); and
  - **CYBERBULLYING** (sending mean text messages, posting hurtful comments, sharing private information, pretending to be someone else online to upset them).
- Display the provided extract, asking the children to look for examples of any types of bullying that Z is experiencing from Bully Boy and his group. Encourage them to point out specific moments in the text where these types of bullying appear.
  - Discuss how Z is feeling as a result of the bullying. Ask the children to consider the emotions Z might be experiencing, such as frustration, embarrassment, fear, or sadness and to identify moments in the text where Z's feelings are clear, like when he stays silent to avoid further humiliation or when he's unable to defend himself.
  - Explain how being bullied over and over can make someone lose their confidence and feel like they don't belong. Emphasise how Z's experience shows that bullying can affect his sense of self-worth and his ability to connect with others. Highlight that bullying might make someone withdraw from situations by avoiding trying new things or speaking up. Teach the children that bullying doesn't just hurt someone's feelings, it can change how they behave with others and how they view themselves.
  - Refer to the extract to also highlight the different roles in the bullying situation. Explain that Z is the victim, Bully Boy is the bully and the group are bystanders who may encourage or ignore the bullying.
  - Have the children create freeze frames to act out these roles, illustrating how each person's actions or inactions affect the situation and the emotions of everyone involved.
  - After discussing the freeze frames, talk about the style of the book and how it's written as if Z is speaking directly to the reader. Now, tell them you are going to reverse the roles and imagine that we are talking to Z. Ask the children to think about what advice they would give to Z to help him manage the bullying and respond in a way that supports his well-being. They might suggest things such as:
    - "It's okay to speak up and tell an adult what's happening."
    - "Try to ignore them and walk away if you can."
    - "Talk to your friends about how you're feeling; you don't have to face it alone."
  - As a final task, ask the children to write their messages of advice for Z using the provided activity sheet. Once completed, consider displaying their thoughtful responses around the classroom as a reminder of the importance of kindness, support and standing up against bullying.





## LESSON 4

### **EXTRACT 4: THE RAP ALPHABET**

(from CHAPTER 15 - NOW IT'S SHOWTIME, ARE YOU IN?: pages 207-217)

So, our final rehearsal game before the big performance (I've saved the best till last) is 'The Rap Alphabet'.

Here are the rules!

- Choose a subject. Yep, you can rap about anything! (Football, swimming, gaming, school, chess . . . whatever!)
- Fill in the alphabet (on the page coming up) with words that relate specifically to your subject beginning with that alphabet letter of course
- Once you have written a word, try to find other words that rhyme with it. For example: cat, hat \*Note\* the second word doesn't have to begin with that letter; it just has to rhyme!

And listen, you might not be able to complete every letter at first, but please don't give up. Just CHEAT! Yep, you can cheat a little! Here's a sick hack!

Use an off rhyme (that's a rhyme that sorta sounds the same but doesn't actually rhyme perfectly like cat, tap, Caz, dab). This works really well for any rap you want to rhyme! Get it? As long as it sounds cool, is something to do with the subject and sorta rhymes, you're all good, my G!

Oh, a quick tip! Try to choose a subject you are into or want to write about it. I'm choosing Nando's.

See! There are rules, but there are also no rules at the same time. Just look what I did for 'x'. I used the 'x' sound to start the word, not the 'x' letter. Yep, my rap my rules! Speaking of rap, the next step - once you have your wrapped-up 'rap alphabet' - is to actually write a rap! Whoop whoop! And to do that, just follow these simple steps:

**Step 1: Rhyme at the end of each line. Say it with me: RHYME AT THE END OF EACH LINE!**

**Step 2: You can start your rap lines with any letter from your alphabet. It never has to be in alphabetical order, unless you want it to be.**

And to help you even more, here's a breakdown of my favourite rhyming patterns you can try, showing you the 'rhyme at the end of each line' rule.

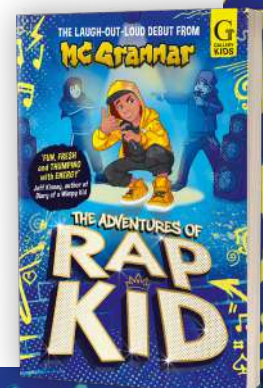
**Rap Pattern 1: Words or a sentence before one of your alphabet words  
(alphabet word at the end)**

**More words or a sentence that end with the rhyme for that alphabet word.**

**Rap Pattern 2: Words or a sentence before one of your alphabet words  
(alphabet word at the end),**

**Words or a sentence before a different alphabet word  
(alphabet word at the end),**

**Words or a sentence at the end of the line that rhyme with first line,  
Words or a sentence at the end of the line that rhyme with the second line.**



**DISCUSSION QUESTIONS:**

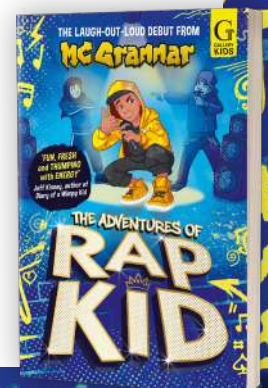
1. What is the name of the final rehearsal game the character plays to come up with ideas for their rap?
2. How does he explain selecting a topic for his rap? What advice does he give?
3. What topic does he choose for his rap?
4. Pick a word you like. How many words can you think of that rhyme with it?
5. What is an 'off rhyme'?
6. How can it help when making a rap?
7. Why is it important to rhyme at the end of each line when writing a rap?
8. What does the character say about rules when rapping? Are the rules strict or flexible?
9. What's the difference between the two rap patterns the character shares?
10. If you could write a rap about anything, what would you choose and why?

**ACTIVITY 4****RHYME WITH ME FROM A TO Z**

- Engage the children by playing a selection of fun, age-appropriate rap songs in the classroom. Make sure to preview and listen to the songs beforehand to ensure they're suitable and relevant for the class.
- You might also consider incorporating popular chart songs that feature rap sections, as these could already be familiar and relatable to the children.
- Play the songs once so the children can enjoy the rhythm and energy. On the second listen, encourage them to pay closer attention to the lyrics, asking them to identify any rhymes, patterns or interesting word choices.
- Afterwards, have a chat as a class about what each song is about. Ask the children to share their thoughts on the themes, what they think the lyrics are saying and how the songs make them feel.
- Next, read the provided extract from the book where Neeko explains how he finds inspiration for his raps. Then, discuss his game, The Rap Alphabet, and how it gives him ideas for his lyrics.
- Tell the children that they're going to try out Neeko's game to write their very own raps. But before they start, they'll need to think about what their rap is going to be about. Encourage them to choose a topic they're passionate about or something they think is really fun, whether it's something they like, an animal, a place or even something they've imagined! Remind them that there are no rules when it comes to choosing a topic, as long as it's something that inspires them and gets their creativity flowing.
- Once they've decided on a topic, have them start brainstorming words related to their chosen topic. Encourage them to think about different aspects, such as feelings, actions or objects connected to their subject.



- Now, ask the children to try the Rap Alphabet technique. They should fill out the alphabet on the activity sheet with words from A to Z that relate to their chosen topic. Remind them to have fun with it and not to worry if they can't fill in every letter.
- Once the alphabet is filled out, challenge the children to find rhyming words for the words they've listed. Talk to them about 'off rhymes', shown in the extract, where the words don't need to rhyme perfectly, but should still have a similar sound. For example, 'hat' and 'bad' or 'cat' and 'tap' could work.
- Now that they have their list of words and rhymes, it's time to write their rap! On the back of the activity sheet, they can use their brainstormed words and rhymes to create lines that flow smoothly together. They can experiment with rhyme patterns and rhythm, but remind them to focus on the key rule: every line should end with a rhyme. They can try different styles, like starting each line with a new letter from their alphabet or building sentences around the words they've come up with. You could also help them break down and organise their writing into sections such as a verse and chorus to create a structure.
- After the raps are written, give the children the chance to perform their raps. Encourage them to read their raps aloud with confidence. They can choose to perform it to a beat or just recite the words. For added fun, they can create simple movements or gestures to go with their rap or even work in small groups to perform together. Celebrate everyone's creativity and effort by giving positive feedback!



## ACTIVITY SHEET 4

### MY RHYMING ALPHABET

Fill in each letter of the alphabet with a word related to your chosen topic. Remember, be creative! Then, for each word you've chosen, try to find rhyming words that go with it.

Letter	Words related to your topic	Rhyming Words	Letter	Words related to your topic	Rhyming Words
A			N		
B			O		
C			P		
D			Q		
E			R		
F			S		
G			T		
H			U		
I			V		
J			W		
K			X		
L			Y		
M			Z		

## ADDITIONAL ACTIVITIES AND INNOVATIVE IDEAS

- **MC GRAMMAR MASTERCLASS:** Research MC Grammar (Jacob Mitchell) to learn about his journey from teacher to rapper and children’s author. Explore how he uses rhythm and rhyme to make learning fun. Prepare questions about his writing process and top tips for young musicians. If possible, arrange a Q&A session where you can ask about the book, his inspirations and developing their own rap skills.
- **RAP BATTLE:** Hold a classroom rap battle where children must rhyme about different school subjects or positive themes like friendship, perseverance or teamwork. To make it even more exciting, they can compete in pairs or groups, building off each other’s rhymes to keep the flow going, and the class can vote for the most creative or entertaining performance.
- **GOLDEN MIC AWARDS:** Host an award ceremony where children perform original raps, and different awards are given (e.g., “Most Creative Rhymes,” “Best Flow,” or “Funniest Rap”). Each performer can be given a special ‘Golden Mic’ certificate, celebrating their rap skills and confidence on stage, and the event can be recorded or performed in front of another class to give the children a real audience.
- **DESIGN YOUR OWN RAP STAR PERSONA:** Just like Z becomes Rap Kid, children can invent their own rap alter egos. They can sketch a character profile, design a logo for their stage name, and even write a short introduction rap to show off their new identity, thinking about what makes their character unique.
- **RAP REMIX - REWRITE THE SCHOOL RULES:** Instead of a standard list of school rules, challenge children to rewrite them as a rap! They can then perform their rap at an assembly or record a fun video to be shared with younger children as a catchy way to remember the rules, adding actions or a beat to make it even more engaging. To take it further, they can create a chorus that everyone can join in with.
- **CREATE A MUSIC VIDEO:** In small groups, children can storyboard and film their own mini-music videos inspired by Rap Kid. They can use props, beatboxing, or even digital effects to bring their rhymes to life, turning their classroom into a rap studio, and they can then have a mini ‘premiere’ where they watch each other’s videos and give positive feedback.
- **RAP AROUND THE WORLD:** Explore different styles of rap and spoken word from around the world. Children can listen to examples of different rap styles, compare their rhythms and messages, and then try incorporating new beats into their own performances, discussing how rap is used to tell stories and share important messages in different cultures.
- **SOUND EFFECTS SHOWDOWN:** Like SFX, children can experiment with making their own sound effects to go along with a rap. They can create a sound effects station where classmates can take turns adding beats, scratches, or crowd cheers to enhance their performances, or even try making a rap using only sounds and actions instead of words to tell a story.
- **DESIGN A NEW COVER FOR *THE ADVENTURES OF RAP KID*:** Look closely at the cover of the book, illustrated by Alan Brown and discuss how it reflects the story’s themes of music, confidence, and self-expression. Then, they can design their own version of the cover using drawing or digital tools.
- **COMIC STRIP:** Turn a scene from *The Adventures of Rap Kid* into a comic strip. Children can illustrate Z’s transformation into Rap Kid, his struggles with rhyming, or his journey to the Royal Rap Rumble, using panels, speech bubbles for dialogue and captions for narration.



## NATIONAL CURRICULUM OBJECTIVES (KEY STAGE 2)

### English

#### Reading - comprehension

##### Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - recommending books that they have read to their peers, giving reasons for their choices
  - identifying and discussing themes and conventions in and across a wide range of writing
- understand what they read, in books they can read independently, by:
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

#### Writing: composition

##### Pupils should be taught to:

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- develop positive attitudes towards and stamina for writing by:
  - writing narratives about personal experiences and those of others (real and fictional)

#### Spoken language

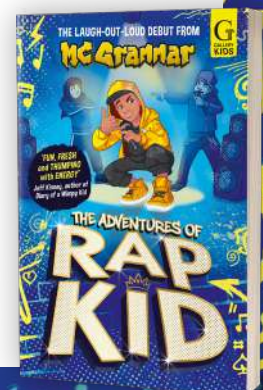
##### Pupils should be taught to:

- develop understanding through speculating, hypothesising, imagining and exploring ideas
- participate in discussions, presentations, performances, role play/improvisations and debates

### Music

##### Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression



- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

**PSHE** (taken from PSHE Association’s Programme of Study for PSHE Education - Key Stages 1-5)  
**Pupils should be taught:**

**Managing hurtful behaviour and bullying**

- **R19.** about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
- **R20.** strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

