**Can hip-hop music help people with mental illness?**

**Listening Lesson Plan**

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**TESOL 114th WK**

**June 3rd, 2015**

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| **Title:** Can hip-hop music help people with mental illness? |
| **Instructor** | **Level** | **Age** | **Number of students**  | **Length** |
| Young | Intermediate | Adult | 10 | 50 minutes |

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| **Materials:** Whiteboard, markers; computer and speakers; pens and paper, worksheets; two mp3 files of the news clip (the “normal”-paced one and the “slower” one), dictionaries |

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| **Aims:**1. To practice listening skills by listening to a news clip about “hip-hop therapy”
2. To practice writing and summarizing skills by taking notes while listening
3. To practice speaking skills when sharing opinions and experiences with other students
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| **Language skills:****Listening:** Listening to a news clip, teacher’s instructions, and other students’ opinions**Speaking:** Sharing opinions with other students and answering comprehension questions**Writing:** Taking notes while listening to a news clip  |

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| **Language systems:****Lexis:** Students use adjectives to describe the sentiments of music. **Grammar:** Students learn to use simple present tense and past simple tense when talking about their experiences.**Function:** Students appreciate concise nature of the news language.**Discourse:** Students are expected to learn to present opinions and reasons clearly. |

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| **Assumptions:**Students are at an intermediate level and are capable of expressing their opinions in English.Students feel comfortable working in pairs and groups, and are ready to share their personal experiences with their classmates.Ideally, students are expected to be music-friendly, but not a must. |

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| **Anticipated Errors and Solutions:**Students will find it difficult to listen to the news clip and understand it first time.☞ Play the slower version of the clip for second-time listening.The activities finish earlier than expected.☞ Encourage the students to introduce the class their favorite lyrics of the song.☞ Prepare SOS activities.  |

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| **References:** http://breakingnewsenglish.com/listening.html |

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| **Notes:** It is crucial to smoothly lead the class procedures here. The lesson starts with listening to four different genres of music and ends with sharing personal ideas and experiences of music. The lesson deals with music, but at same time the lesson is about listening to interpretations of music and discussing them. Therefore, carefully crafted lesson planning is needed. |

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| **Pre-task:** Warmer: “Musical Introduction” |
| **Aims:** To grab students’ attention by playing music | **Materials:** Whiteboard and markers; computer with speakers; pens and paper |
| **Time** | **Set Up** | **Students** | **Teacher**  |
| **4 mins** | **Whole Class** | Students will listen to four different types of music (classical, Jazz, hip-hop, Korean girl group song). | GreetingsPlay a pre-organized audio file which includes four different types of music without stopping. |
| **5 mins** | **Whole Class** | Students will guess which genre of music each piece of music belongs to.Students are welcome to contribute to the class by adding the music genres not covered. | Play the file again. This time, stop the player when each piece of music ends. Ask question. “What was the music, Anyone?”  |
| **Notes:** Do not tell the students what they are going to do. Just play the music.For the second activity**,** make sure that one vocal student does not do the work all alone. For example, if student A mentions the word, “classical,” let another student say the word, “Jazz.” |

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| **Task Preparation:** Discussion |
| **Aims:** To have students discuss the characteristics of various types of music and choose the appropriate words to describe them | **Materials:** Whiteboard and markers; pens and paper |
| **Time** | **Set Up** | **Student**  | **Teacher**  |
| **5 mins** | **3 Groups** | Students discuss their conceptions of each genre of music. Students as a group choose three adjectives to describeeach type of music. | Demonstrate what students are going to do by making simple sentences. For example, say “Jazz music is inspirational.” Set up task and monitor. |
| **5 mins** | **Whole Class** | Three students from each group write on whiteboard under four column headings *classical*, *Jazz*, *hip-hop*, *Korean girl group* their chosen three adjectives. | Tell students it is okay to look up the dictionary for new wordsInvite students to whiteboard to write three adjectives they think best describe each genre of music. |
| **Notes:** As they are students at an intermediate level, it is a good idea to let them find the alternative words of the “poplar” words. Let them use a dictionary. For example, guide them to find the word “soothing” when they settle on the word “peaceful.” |

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| **Task Realization:** Listening, worksheet |
| **Aims:** To have students listen to the news and understand what it is about | **Materials:** computer and speakers; two mp3 files, pens and paper for note-taking; worksheet |
| **Time** | **Set Up** | **Student**  | **Teacher**  |
| **3 mins** | **Individual** | Students listen to the news clip. | Play the mp3 file of the news clip and monitor. |
| **4 mins** | **Individual** | Students listen to the news clip and make notes of the things they think are important or main ideas. | Play the mp3 file of the news clip and monitor. |
| **5 mins** | **5 pairs** | Students answer True/False questions with their pairs. | Set up task and monitor. |
| **5 mins** | **Whole class** | Students share their answers with other students at a class level. | Let students read the T/F questions and others answer them.Let students agree or disagree with others themselves.  |
| **Notes:** Make sure that students do not write anything during their first listening. For T/F exercise, do not just check the T/F answers. It is important to have students understand the context and answer questions using other related information from the audio in full English sentences. |

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| **Post Task:** Worksheet, discussion |
| **Aims:** 1. To confirm comprehension of the news item
2. To develop speaking skills by discussing one’s own experience
 | **Materials:** Whiteboard and markers; pens and paper |
| **Time** | **Set Up** | **Student**  | **Teacher**  |
| **5 mins** | **Whole Class** | Students answer comprehension questions in turn. | Ask students comprehension questions. Let other students answer them. |
| **7 mins** | **3 Groups** | Students freely share their music-related life experiences. | Talk about your musical experience very briefly as a part of giving students directions.Set up task and monitor. |
| **2 mins** | **Whole Class** | Students give feedback about usefulness of the class. | Encourage students to give feedback. |
| **Notes:** For the second activity, you guide the students to talk about music and emotion by talking about your own “experience.” For example, say “When I feel lonely, I listen to loud Jazz piano. It helps me refresh myself.” |

**Full transcript of the audio (For teachers only)**

Doctors at Britain's world famous Cambridge University believe that hip-hop music can help people who are depressed or mentally ill. They call it “hip-hop therapy.” The doctors said that many of the lyrics (the words to the songs) in hip-hop music can reach out to people with emotional problems. A team of doctors wrote a report about this.

The report is in a special medical magazine called “The Lancet Psychiatry.” The doctors said a lot of hip-hop music speaks of overcoming hardships and big difficulties in life. In particular, hip-hop has lyrics about being poor, being unpopular, and about crime and drugs. These are all problems that can lead to depression and mental illnesses.

The report on hip-hop and mental health says: "Hip-hop artists use their skills and talents not only to describe the world they see, but also as a means of breaking free. There's often a message of hope in amongst the lyrics, describing the place where they want to be - the cars they want to own, the models they want to date."

The doctors chose five hip-hop songs as part of the therapy. One of them is the classic 1982 tune “The Message” by Grandmaster Flash & The Furious Five. Another is a track called “Juicy” by The Notorious BIG. This has lyrics that tell people they can be successful even if others say they cannot be. BIG explains how teachers told him he would "amount to nothing" but then became a superstar.

**TRUE / FALSE:** Read the sentences. Guess if 1-8 below are true (T) or false (F).

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| 1. | This report about hip-hop and therapy is from Oxford University. | **T / F** |
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| 2. | Doctors say hip-hop can help people with emotional problems. | **T / F** |
| 3. | Doctors say people should write hip-hop lyrics to overcome hardships. | **T / F** |
| 4. | Hip-hop only has lyrics about sad things. | **T / F** |
| 5. | The report says artists use hip-hop as a way to be free. | **T / F** |
| 6. | Doctors said there's always a message of hope in hip-hop lyrics. | **T / F** |
| 7. | A hip-hop track from 1982 is part of the “hip-hop therapy.”  | **T / F** |
| 8. | The Notorious BIG said his teachers told him he would never succeed | **T / F** |

1F, 2T, 3F, 4F, 5T, 6F, 7T, 8T

The answers are not to be included in the student’s worksheet.

**Comprehension Questions**

**1.** Where are the doctors who wrote the report from?

**They are from the Cambridge University.**

**2.** Who did the doctors say 'hip-hop therapy' can reach out to?

**The therapy can reach out people with emotional problems.**

**3.** What is “The Lancet Psychiatry”?

**It is a special medical magazine.**

**4.** What does a lot of hip-hop music speak of overcoming?

**It speaks of overcoming hardships and big difficulties.**

**5.** What can personal problems lead to apart from mental illnesses?

**They lead to depression.**

**6.** What do hip-hop artists use to describe the world they see?

**They use their skills and talents.**

**7.** What message is often in the lyrics of hip-hop?

**The message of hope is often in amongst the lyrics.**

**8.** How many songs did the doctors choose for the 'hip-hop therapy'?

**They chose five songs.**

**9.** What is the name of the track by The Notorious BIG?

**“Juicy” was mentioned in the report.**

**10.** Who told The Notorious BIG he would amount to nothing?

**His teachers told the BIG that he would amount to nothing.**