

## DEADLY HIGHS

1. This [project](#) offers you a unique approach to learning about substance abuse as it focuses on student-directed activities. The activities allow you to explore the dangers of substance abuse and get directly involved in the prevention process.
2. **Making the "Band"**  
You and at least four other classmates will form a band. Your band needs to have a bandleader, writers, artist, and idea makers. Your group should have a mixture of talents as well as personalities.
3. Each group will be assigned a drug topic. You and your band members will work together, to write a song about the drug assigned to you. **This is an anti-drug song.** Your song should rhyme and flow. Ideally, the listener should get a message about why it is important not to use the drug you are singing about. You can use music that you are familiar with, if needed, or create your own tune. The lyrics must be original from the group. In addition, your group will need to create an interactive video, which reflects the message you are trying to convey. Go to [goanimate.com](http://goanimate.com)  
The log in is [auddani.add@gmail](mailto:auddani.add@gmail.com) and the password is auddani2
4. Before you get started writing your lyrics, you and your band members should make a list of general questions that will guide your research. A few examples are:
  - What does this drug look like?
  - What does it do to you (your mind/body)?
  - Why do people use drugs?
  - Who uses drugs?
  - Are there other names for this drug?
  - Where do people get drugs?
  - What do young people generally think of others who do drugs?
  - What are the laws against young people using these drugs?
  - Where can you go for help when using drugs?

Come up with at least 10 to 12 questions. The questions need to help your group members focused on what you want to know. Your band members will need to research the effects of their assigned drug and include answers to the questions originally asked in the first section. You are encouraged to use the vocabulary list and [Deadly Highs, The Hard Facts](#) [handout](#) as starting points.

<http://www.drugfreeworld.org/real-life-stories/alcohol.html>

<http://www.drugabuse.gov/drugs-abuse>


<http://teens.drugabuse.gov/drug-facts>

are good website resource for facts

Students will need to research the effects of their assigned drug and include answers to the questions originally asked in the first section.

6. Encourage them to use the vocabulary list and [Deadly Highs, The Hard Facts](#) [handout](#) as starting points.

7. Along with writing a song, each group needs to come up with a band name, an album or CD cover, a T-shirt design about your drug topic. These need to reflect an **anti-drug** message. The album or CD cover must be designed to reflect the actual size of a CD or album cover (using poster board) or use larger poster board size. This is where your imaginations can go wild. Use your creativity!

8. Your band should also come up with at least one sponsor for your album. They will need to research and gather information from specific anti-drug groups (examples: The Office of National Drug [Control](#) Policy, National Institute on Drug Abuse, National Council on [Alcoholism](#)  and Drug Dependence, Inc.) This research can be done through visits to the school library, public library or web site information.

9. **The Performance**

Once your group has written your song, designed the CD/album cover, an come up with the band name and sponsors, you will need to put on a "con for the class. Again use your imagination. They can perform the song as a or if available, videotape the song (like a music video) to play for the class

10. As each group has a chance to perform, the other students will evaluate the bands using the [Group Evaluation Form](#). Students should complete the form for each group/band performance and be prepared to offer verbal feedback to the performing group after the presentation. Make sure the students include praise along with positive comments about what they learned from the songs.
11. The last question on the sheet will ask you to write down the "most positive" thing you learned from the song you heard. As a closing class discussion, be prepared to share your answers to the last evaluation question.
12. During this process, you will have the opportunity to assess the participation of everyone in your group including yourself. When you are assessing, use your objective, not personal or subjective evaluation.
13. At the end of this project, your group should turn in a CD cover, typed lyrics, and your evaluations.

Each member of your band has a responsibility to make this project successful. The following are a few jobs that must be fulfilled:

### **Bandleader -**

- Make sure group is following rules
- Keep group on task, identify who the target audience is
- Delegate assignments to other band members
- Listen to ideas of band members and incorporate them into the project
- Make sure materials are in place
- Establish deadlines (practice song)
- Make sure group meets deadlines
- Report in before the end of the period every day – progress report to teacher

### **RESEARCHER & WRITER (2 people)**

This job requires someone with good reading and comprehension skills. The two individuals will need to work in close cooperation with each other. They also need to be self disciplined and focused on the task.

The RESEARCHER **must** read and determine the essential facts or information that you want to convey to your audience.  
The WRITER will need to interpret what has been researched and represented in a creative way. The writer must also check for correct grammar and spelling. The writer will also work closely with the publisher.

### **ENGINEER**

YOU will be responsible for ensuring that any glitches in the system are not there. Downloading music, make sure you tube, music is clean, no profanity, have working copy of music. Make sure you secure the music for your group. You may have to be the musician.

### **PUBLISHER/PRINTER**

Your job requires you to make sure that everyone in your group has a typed copy of the lyrics and that the final products are turned into the teacher. You will edit and make corrections when needed should also keep up with the changes Make sure that the anti-drug message is clear to the audience. You should proof the work that the research and writers.

### **GRAPHIC DESIGNER**

Your job is to make sure your band has the look. The look should represent the image or message you are trying to convey about your song or

group. You might consider coordinating wardrobe or similar colors or outfits. Consult with the members of your band for their input, and provide them with 2-3 options to choose from. You should arrange for the cover of the CD. If you are taking a picture of your group, then you should schedule the time for the photograph to be made and printed. You then must make sure it fits inside the jewel case. Make sure the publisher/printer member on your team has this to turn in to the teacher at the before the end of the project.

Because we have to take the SLOs, the Concert for this project is scheduled for December 16-19, 2014. You should practice your song before the performance. Each member should know his or her part in the song.

Let's ROCK!

**PEER AND SELF EVALUATION RUBRIC**

**PROJECT TITLE:** \_\_\_\_\_

**GROUP MEMBERS:** \_\_\_\_\_

Please rate your contribution to the group and evaluate the group on a scale from 1 - 10 with 10 being the highest.

**INDIVIDUAL EVALUATION:**                      **Name** \_\_\_\_\_

- \_\_\_1. Following teacher's instructions
- \_\_\_2. Asking meaningful questions
- \_\_\_3. Contributing ideas and information
- \_\_\_4. Helping the group stay on task
- \_\_\_5. Contributing materials
  
- \_\_\_6. Asking for help when needed
- \_\_\_7. Sharing responsibilities
- \_\_\_8. Respecting others
- \_\_\_9. Explaining things to others
- \_\_\_10. Doing things on time
- \_\_\_11. Doing my best



