

Why Should I Buy This Book?

AN INTRODUCTORY SKIT FOR TEACHERS

NARRATOR: *Sara Jones comes into the teachers' lounge, grabs a cup of coffee and sits down next to John Meyer, who's reading the paper.*

SARA: Honestly, John, I am at my wits' end.

JOHN: *(Slowly puts the paper down and answers with a slight smile.)*
What's the emergency today, Sara?

SARA: I just about had my face knocked off when one of the eighth-graders slammed the door without looking. I know it was probably an accident but he just walked on and didn't even say he was sorry. What has happened to manners? What's happened to social skills? I just feel like kids are coming to school not knowing the common things they used to know.

JOHN: I know what you mean. This morning I bet I said "Hi" to twenty kids in the hall and the majority didn't even answer.

SARA: Oh, that happens all the time. I really want to address this, but with all the testing and expectations we have any more, there just isn't much time.

JOHN: And students don't even seem that interested in talking about social skills, let alone using them.

NARRATOR: *Jane Morris, the ninth-grade math teacher, has been sitting nearby reading a book. She looks up and joins in the conversation.*

JANE: Not to interrupt your conversation, but have you guys seen this book?
(Holds up, Take Two: Skill-Building Skits You Have Time to Do!)

JOHN AND SARA: No, what is it?

JANE: Well, it's a new book written by a gal who has spent twenty-five years in the trenches. She was a classroom teacher and Dean of Students at a secondary school so she knows what we're going through. It's a book of short skits you can do with kids that revolve around the Boys Town Social Skills. She's even included discussion questions and activities so you can just use it, fast and easy.

SARA: Can I see that? Kids love drama... in more ways than one. But to have skits all prepared and zeroed in on the social skills we want to reinforce is great!

JOHN: I agree... This looks like just what we need.

JANE: Yes, and after all the money I've spent on books just to find out that the activities were too complicated or took too long, it's nice to find something practical and fun.

SARA: I'm ordering *Take Two: Skill-Building Skits You Have Time to Do!* from the Boys Town Press® right now. You guys should do the same.

NARRATOR: *Take Two: Skill-Building Skits You Have Time to Do!* will help you teach and reinforce the social skills you want to see in your secondary students. The skits engage, the questions stimulate conversation and the activities allow real-life application. This is a book by a secondary educator for secondary educators. It's a book for those who want to teach their students valuable social skills but don't have much time.

Benefits of Implementing this Program...

- It's great for teaching secondary social skills or character programming.
- It's flexible. Use one activity, more than one activity or skip through activities as your time allows.
- Skits are developmentally appropriate for secondary students and are ready to go.
- The questions elicit discussion, which secondary students love.
- It can be used in your classroom, conference advisement, Tier 2 interventions, homerooms or detention programs.
- It's easy to use.

TITLE

BASIC INTERACTIONS

AUTHOR

DODD

SECTION

1

SCENE

TAKE

SKILL 3

Getting the Teacher's Attention

TAKE 1

NARRATOR: TAKE ONE – *The students in class are quietly working as the teacher moves around the room, providing one-on-one help. Jordan needs help and wants Mr. Howard to come over to him.*

JORDAN: *(Raises his hand but Mr. Howard doesn't see him.)*

JORDAN: *(Clears his throat and continues to raise his hand, but Mr. Howard is helping someone else.)*

JORDAN: *(Begins making “grunting noises” and waving his hand around, but Mr. Howard is still helping someone else. Now Jordan is beginning to get angry.)*

JORDAN: *(Blurts out.)* Mr. Howard, I need help.

MR. HOWARD: One minute please.

JORDAN: *(Sighs loudly, then lays his head down on his desk and continues to wave his hand.)*

MR. HOWARD: *(Turns to Jordan.)* Okay Jordan, your turn.

JORDAN: *(In a snotty voice.)* Finally!

NARRATOR: *And freeze. Wow! What's wrong here?*

STUDENT DISCUSSION

Have students discuss Jordan's behaviors and attitude.



**SKILL
3**

**Getting the
Teacher's Attention**

TAKE 2

NARRATOR: **TAKE TWO** – *The students in class are quietly working as the teacher moves around the room, providing one-on-one help. Jordan needs help and wants Mr. Howard to come over to him.*

JORDAN: *(Raises his hand, then notices that Mr. Howard isn't looking at him and is helping someone else. He lowers his hand and waits until Mr. Howard turns around.)*

JORDAN: *(Raises his hand again and looks at Mr. Howard.)*

MR. HOWARD: Jordan, do you have a question?

JORDAN: Yes, I need some help.

MR. HOWARD: Okay, just a minute. Let me finish over here.

JORDAN: Okay, thanks.

NARRATOR: *And freeze. So, what's right about the way Jordan handled this situation?*

What's right and wrong about the scenes on the previous pages? Answer below.

What's Wrong?

What's Right?

WHAT TO DO

Have the students discuss and practice voice tone. Some students may answer or speak in a "snotty" tone and not really realize it. Have students read the following statements in these voice tones: kind, snotty, whiny, angry and sad. Have students listen for the differences and discuss how people will react to each tone.

1. Can you help me?
2. I need help.
3. Mary is bothering me.
4. What are you doing?
5. Be quiet.
6. Pass me that pencil.
7. Why did I get a "C" on this paper?

Have your students role-play getting your attention.

TITLE INTERMEDIATE
INTERACTIONS

AUTHOR DODD

SECTION **SCENE**

2

TAKE



SKILL
9

Completing Homework

TAKE 1

NARRATOR: **TAKE ONE** – *This skit involves completing homework. Now be honest, who likes to do homework? Very few people! But we know completing homework is part of being successful in school. And why do we want that success? Because we want a good job, a nice place to live, a cool car and a comfortable life when we become adults. So let's first take a look at the don'ts of homework completion.*

Irresponsible Izzy is our first character. This is the kid who can't seem to get it together. Let's listen in on Izzy's struggle.

IZZY: I know there was homework in math and science but I forgot to write it down and now I can't remember what it was. Let's see, was it page 233 or 322 in math? I think I was talking to Jordan when the teacher gave that assignment. Let me see... where's that math book? Oh great, I forgot to bring it home. Oh well, maybe I can get it done before school in the morning. So, on to science. Okay, I think this is the worksheet. *(Shuffles through a pile of papers.)* I don't know why Mrs. James gives so much homework. It's just ridiculous. Oh well, I just need to get this done.

NARRATOR: *RRRing! RRRing! RRRing!*

IZZY: Hello? Oh, David! Hi. How are you? What are you doing? You're going to the park? Well, sure, I'd like to go. Do you have homework to do? Oh, you got it all done right after school. Well, good for you. Anyhow, yep... I'll meet you at the park. I'll just get my homework done later. See you in a few!

NARRATOR: *Two hours later.*

TAKE 1 *continued*

IZZY: Wow! Hanging out at the park really wore me out. I didn't realize it was this late and I still have that science to do. Where'd I put that worksheet? Oh, here it is. It's so long and I'm so tired. Maybe I'll just wait until morning to do it. I'll get up early. I'm going to bed.

NARRATOR: *A text comes in and Izzy ends up texting a friend for nearly an hour before falling into bed.*

NARRATOR: *Morning comes and the alarm rings. Ring!*

IZZY: Man, I wish I could sleep a little more. Maybe just once on the snooze.

NARRATOR: *Ring!*

IZZY: Oh my gosh, it's so late. I have to get to school or I'm going to be tardy.

NARRATOR: *So, Izzy gets to school and goes to her class.*

TEACHER: Class, please hand in the homework for today.

IZZY: Oh no!

NARRATOR: *So Izzy's homework is not done once again. What were some of the reasons she didn't get it done? Izzy made bad decisions and now she has to face the consequences.*



SKILL
9

Completing Homework

TAKE 2

NARRATOR: **TAKE TWO** – *This skit involves completing homework. Now be honest, who likes homework? Very few people! But we know completing homework is part of being successful in school. And why do we want that success? Because we want a good job, a nice place to live, a cool car and a comfortable life when we become adults. So let's take a look at the do's of homework completion.*

Responsible Ryan is our next character. Ryan is a kid who wants to do his best and has set up a homework plan for himself that seems to work. Ryan wants to be a doctor someday and he knows that he has to start developing good study habits right now. Let's listen in on his situation.

RYAN: Wow! This is going to be a busy night. I have basketball practice after school and karate at seven. I better take a look at the old assignment book and see exactly what I have to take home. Okay, math assignment and I need the book. Check. Science worksheet. Got it and I need that book, too. No English tonight but I have a map to complete for history. I can do that without the book. Got it. So, I think that's all. I better get to practice before I end up sitting on the bench.

NARRATOR: *After practice, Ryan goes home. It's five o'clock.*

MOM: Do you have homework, honey?

RYAN: I have some so I better get on it. When's dinner?

MOM: About six o'clock. Want a granola bar to tide you over?

RYAN: Thanks, Mom.

NARRATOR: *Ryan goes to his room and opens his backpack. He gets out his assignment book and the work he needs to do.*

RYAN: Okay, I think I'll start with math, then go to science and do the map last cuz I need to use the computer.

NARRATOR: *Ryan sits at his desk and puts the work to be completed in one pile. When he finishes an assignment, he checks it off in his assignment book and puts it back in his backpack in folders he has color coded for each subject.*

MOM: Ryan, supper's ready. Come on down.

RYAN: Coming, Mom. *(To himself.)* Okay, math done, science done and map completed. Done, done, done. I'm starving.

NARRATOR: *So Ryan eats supper, goes to karate and comes home with no worries for tomorrow. He has a homework plan that includes making sure he has all of his homework before he leaves school, knowing what evening activities he has and getting the homework done before he goes to them. He also works carefully and neatly, and double checks to make sure he gets the completed homework back in his backpack. Ryan is preparing for his future, which looks very bright!*

TITLE COMPLEX INTERACTIONS

AUTHOR DODD

SECTION	SCENE	TAKE
3		

SKILL 19

Resisting Peer Pressure

TAKE 1

NARRATOR: TAKE ONE – *Miguel and Jackson are going to the YMCA dance. They get to the Y a little early and are standing outside in the parking lot.*

JACKSON: So, Miguel, I have a little surprise for you.

MIGUEL: A surprise! What'd you do, buy me a car? That way we can drive to dances instead of walking.

JACKSON: Nope, not a car but something fun anyhow. (*Jackson pulls something from his pocket. It's marijuana.*) So, how about we try this before the dance starts? Might make it a whole lot more exciting.

MIGUEL: Is that weed? Where'd you get that?

JACKSON: Never mind where I got it. I have it and we need to try it now, while there's no one out here.

MIGUEL: Jackson, are you sure? If we get caught, we'll be in so much trouble.

JACKSON: We're not getting caught. What's the matter? Are you chicken? Should I tell that Michelle girl you like that you're a big chicken? I could tell the whole class you're a little girl. That'd help your reputation with Michelle!

MIGUEL: Stop it! No, I'm not chicken. But, come on. We've got to move over to the side of the building.

JACKSON: Now you're thinking. Let's get this party started!

NARRATOR: *And freeze. Why do you think Miguel decided to smoke with Jackson? Is this a realistic example of peer pressure? Why or why not? Give a realistic example.*

SKILL 19

Resisting Peer Pressure

TAKE 2

NARRATOR: TAKE TWO – *Rachel and Tara are at the mall. Tara doesn't have much money but sees a necklace she really wants.*

TARA: Rachel, look at this cute necklace. Don't you love it?

RACHEL: I do! How much is it?

TARA: \$12.50

RACHEL: Are you going to get it? You should, Tara. It looks so cute on you!

TARA: I can't. I only have six dollars.

RACHEL: Darn. *(Thinks a second, then whispers.)* Hey, I bet you could just slip that in your pocket. It's little. They'd never see it.

TARA: I can't do that. Really, Rachel, that's just wrong.

RACHEL: Come on, Tara. All the clerks are busy. They'll never know.

TARA: I'll know. *(Firmly)* Come on. Let's go spend my six dollars on ice cream.

RACHEL: I like that idea!

NARRATOR: *And freeze. Do you think it's hard to stand up against peer pressure? What techniques did you see Tara use?*
