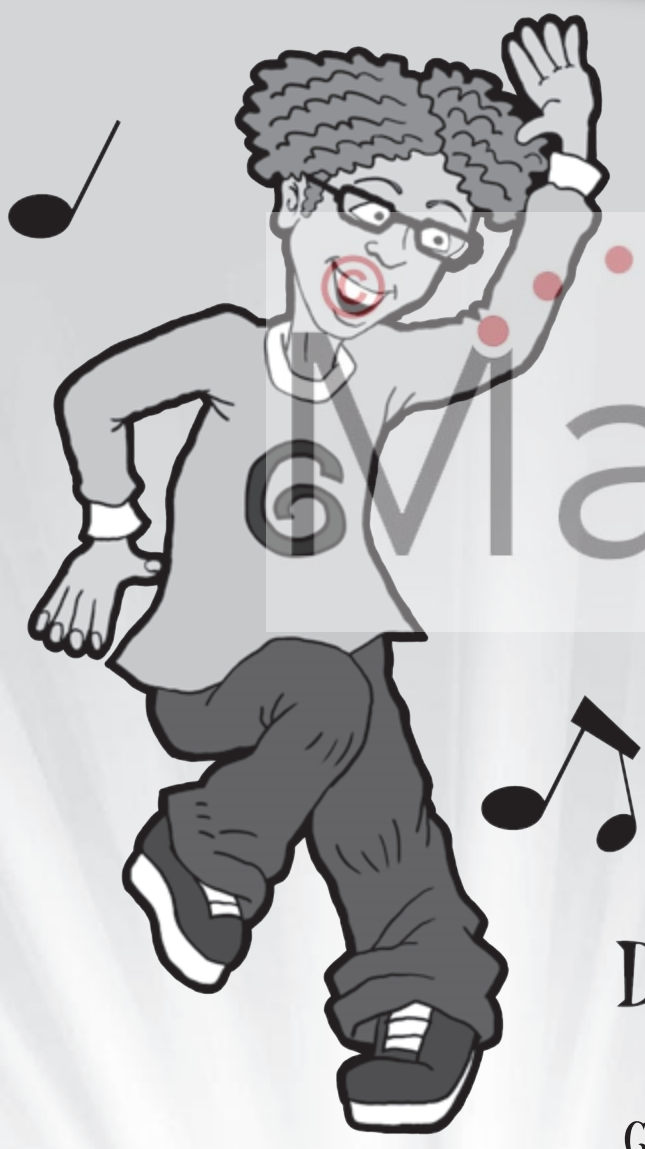


Two musical notes, one on the left and one on the right, flanking the word 'More'.

More

Skits & Raps

A cartoon illustration of a person with curly hair and glasses, wearing a grey long-sleeved shirt and dark pants, dancing with one arm raised. There are several musical notes and red dots around the person.

For The
School
Counselor

Written By
David S. Young, Ed.S.

Children's Illustrations by Terry Sirrell

More Skits & Raps for the School Counselor

Softcover ISBN: 978-1-57543-266-3

eBook ISBN: 978-1-57543-267-0

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Published by Mar*co Products, Inc.

1443 Old York Road

Warminster, PA 18974

1-800-448-2197

www.marcoproducts.com



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Introduction

More Skits & Raps for the School Counselor, the sequel to *Skits, Raps, & Poems for the School Counselor*, is designed for use with students in Grades 4–8. But younger students with good reading skills might do just fine, and high school students usually enjoy activities that involve acting or rapping. Kids and adults of all ages enjoy performing, and research has shown that creative arts such as drama and music can be very effective counseling tools. Use your own judgment as to the ages of the students to whom you present these activities.

Although written primarily for school counselors to use in classroom guidance or small groups, the skits and raps work well with evening presentations by kids to parents, for PTA meetings, classroom theme nights, church school activities, and in a variety of other areas.

Assign roles based on reading ability, acting talent, or other criteria. Most roles can be assigned to male or female students. Feel free to adapt the names as needed, and be sure to change the name of any character with the same name as a student. The works may be performed “as is” or blocked out and performed as plays with props or costumes. Use your imagination! Copy performers’ parts, highlighting their lines. Making enough copies so the rest of the class can read along with the story will make it easier for students to understand concepts.

Teaser and post-performance summary questions are sure to get students thinking about a topic and spark interesting discussions. You may use the lessons as stand-alone guidance lessons or add specific skits or raps to existing lessons. Rap-related activity sheets are provided.

Most CDs and downloadable programs with rap drumbeats require specific software that enables you to choose and repeat the pattern. For your convenience, the included CD provides a background beat to use with the raps.

If the classes you counsel don’t include musicians, invite someone who can play a basic rap drumbeat to sit in on your lessons. Students often get caught up in the creativity and clap along. You might want to recruit your school’s music teacher for a special collaboration.

Provide a good basic rhythm by having students “play” Queen’s “We Will Rock You” by slapping their palms on their desks for the first two beats and clapping for the third. Many students are talented in vocalizing a rap beat (beatboxing) and this, too, can be very effective.

Every skit and rap in this book includes a list of the ASCA standards the lesson meets.

If just a little bit of the fun I had writing this book is transferred to students in a positive way, this project has been worthwhile.

Resources:

Gladding, Samuel T. *Counseling as an Art: The Creative Arts in Counseling*. Arlington, VA, American Counseling Association, 2004.

Young, David S., editor. *Skits, Raps, & Poems for the School Counselor*. Warminster, PA: Mar*co Products, Inc., 2009.

The Angry Boy and the Martians

A Lesson About Anger Management

PURPOSE AND RATIONALE:

To teach the importance of anger management

ASCA STANDARDS:

PERSONAL/SOCIAL DEVELOPMENT	
<i>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</i>	
PS:A1	Acquire Self-Knowledge
PS:A1.5	Identify and express feelings
PS:A1.6	Distinguish between appropriate and inappropriate behavior
PS:A1.7	Recognize personal boundaries, rights and privacy needs
PS:A1.8	Understand the need for self-control and how to practice it
PS:A1.9	Demonstrate cooperative behavior in groups

GRADE LEVELS: 3–8

LENGTH OF LESSON: 30 Minutes

PRE-PRESENTATION PREPARATION:

Make a copy of *The Angry Boy and the Martians* (pages 54-62 or printed from included CD) for each student chosen to participate in the skit.

Optional: Arrange eight chairs in a semi-circle.

The Angry Boy and the Martians

A Skit About Anger Management

CAST

Justin	a 4 th -grade student with anger issues
Nicole	Justin's friend in class
Tony	another classmate
Mr. Perez	Justin's 4 th -grade teacher
Mrs. Scott	school nurse
Snark	captain, Mars Expedition to Earth
Snack	another Martian
Narrator	

CAST SITS OR STANDS IN A SEMI-CIRCLE AT THE FRONT OF THE ROOM

Narrator: Welcome to *The Angry Boy and the Martians*. We cannot explain everything you will see and hear today, but we hope you will listen to our story about a boy who got angry so many times that his behavior even drew the attention of ... well, I'm getting ahead of myself. Lots of people do not agree with our theory that men from Mars are interested in children's anger-management issues. Nevertheless, we present this information so you can make up your own mind.

You are about to hear journal and diary entries from everyone involved in our story. Words from actual aliens from Mars, found near the landing site of the UFO, have been decoded and are presented to you today. We start with an entry from our first student.

Justin: *Justin's journal, September 15.* Got into trouble again today, and it wasn't my fault! I wore a shirt that was kind of wrinkled, and ... well, OK, it was VERY wrinkled, but only because I got it out of my bottom drawer and it had been all scrunched up. I walked into class, and Nicole said, "Hey, nice shirt, Justin! Where did you get it, out of a CAN?" Everybody laughed at

The Cybermeeting

A Lesson About Cyberbullying

PURPOSE AND RATIONALE:

To demonstrate that bullying is not acceptable and that students have the power to stop it, explore how computer technology has made *cyberbullying* possible, and emphasize the importance of understanding how to prevent bullying and practice safety rules when using the Internet

ASCA STANDARDS:

PERSONAL/SOCIAL DEVELOPMENT	
<i>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</i>	
PS:A1	Acquire Self-Knowledge
PS:A1.6	Distinguish between appropriate and inappropriate behavior
PS:A1.7	Recognize personal boundaries, rights and privacy needs
PS:A1.8	Understand the need for self-control and how to practice it
<i>Standard C: Students will understand safety and survival skills.</i>	
PS:C1	Acquire Personal Safety Skills
PS:C1.3	Learn about the differences between appropriate and inappropriate physical contact
PS:C1.4	Demonstrate the ability to set boundaries, rights and personal privacy
PS:C1.5	Differentiate between situations requiring peer support and situations requiring adult professional help
PS:C1.6	Identify resource people in the school and community, and know how to seek their help
PS:C1.7	Apply effective problem-solving and decision-making skills to make safe and healthy choices

GRADE LEVELS: 3–8

LENGTH OF LESSON: 30 Minutes

PRE-PRESENTATION PREPARATION:

Make a copy of *The CyberMeeting* (pages 94-102 or printed from included CD) for each student chosen to participate in the skit.

The Cybermeeting

A Skit About Cyberbullying

CAST

Sally's cell
Justin's cell
Trevor's cell
Margie's computer
Frank's computer
Caitlyn's computer

SETTING: A BEDROOM IN A STUDENT'S HOME
CAST SITS OR STANDS IN A SEMI-CIRCLE AT THE FRONT OF THE ROOM

Frank's Computer: Gee, I hope everyone is logged on right now. Let me see ... there it is. Sally's cell. Are you there?

Sally's Cell: OMG! LOL!

Frank's Computer: Uh, Sally's cell, we will need you to use real words during this meeting, OK? Those texting words are one reason we are having problems with all of this.

Sally's Cell: 4COL, it's the way I talk, dude! You're making too big a deal about this, IMHO!

Frank's Computer: Cut that out! REAL WORDS, Sally's cell, or we'll have to ask you to leave this meeting.

Sally's Cell: OK, OK, don't get so touchy. I'll try my best.



Balance It Out

A Lesson About Time Management

PURPOSE AND RATIONALE:

To illustrate the importance of time management, planning, and task-management skills and the balance between work and leisure time

ASCA STANDARDS:

ACADEMIC DEVELOPMENT	
<i>Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</i>	
A:A2	Acquire Skills for Improving Learning
A:A2.1	Apply time-management and task-management skills
A:A2.2	Demonstrate how effort and persistence positively affect learning
PERSONAL/SOCIAL DEVELOPMENT	
<i>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</i>	
PS:A1	Acquire Self-Knowledge
PS:A1.2	Identify values, attitudes and beliefs

GRADE LEVELS: 3–8

LENGTH OF LESSON: 30 Minutes

PRE-PRESENTATION PREPARATION:

Make a copy of *Balance It Out* (pages 130-131 or printed from the included CD) for each student chosen to participate in the rap.

Write the class/group chorus of the rap on the board:

Balance it out, balance it out.
It all works better when you balance it out.
Balance it out, balance it out.
It all looks even when you balance it out.

Optional: Reproduce *What Will Happen Next?* (page 132 or printed from included CD) for each student.

Would You Ask for Help or Not?

Directions: Read the description of each situation, then choose between the following responses: I **WOULD** ask for help, I **MIGHT** ask for help, I **Would NOT** ask for help, or I don't know.

1. You are sitting in class, totally confused about what the teacher is saying. You are worried that your question will make your classmates think you are not very bright, and even more worried that the teacher may think you have not been paying attention.

- ☐ I **WOULD** ask for help
☐ I **MIGHT** ask for help
☐ I **Would NOT** ask for help
☐ I don't know

Why? _____

2. You walk into your school's Media Center, looking for books that will help you research a topic for a paper you have to write. You don't know anything about the subject, but are usually pretty good at finding resources in the library. The librarian asks, "May I help you find something?"

- ☐ I **WOULD** ask for help
☐ I **MIGHT** ask for help
☐ I **Would NOT** ask for help
☐ I don't know

Why? _____

3. A kid who is very popular with other kids and with teachers bullies you every time he sees you. A lot of other kids think it is funny, and the teachers never see this side of him.

- ☐ I **WOULD** ask for help
☐ I **MIGHT** ask for help
☐ I **Would NOT** ask for help
☐ I don't know

Why? _____

4. You have no idea what topic to choose for your social studies project, but it is not due for a month. You need a high score on this project to get a good grade on your report card.

- ☐ I **WOULD** ask for help
☐ I **MIGHT** ask for help
☐ I **Would NOT** ask for help
☐ I don't know

Why? _____

It's Not Fatal to Make a Mistake

A Lesson About Mistakes Being Necessary for Learning

PURPOSE AND RATIONALE:

To illustrate that making mistakes is a normal and necessary occurrence in life and that true learning results from making and correcting errors

ASGA STANDARDS:

ACADEMIC DEVELOPMENT	
<i>Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</i>	
A:A1	Improve Academic Self-concept
A:A1.5	Identify attitudes and behaviors that lead to successful learning
A:A2	Acquire Skills for Improving Learning
A:A2.2	Demonstrate how effort and persistence positively affect learning
A:A1.4	Accept mistakes as essential to the learning process

GRADE LEVELS: 3–8

LENGTH OF LESSON: 30 Minutes

PRE-PRESENTATION PREPARATION:

Make a copy of *It's Not Fatal To Make A Mistake* (pages 155-156 or printed from included CD) for each student chosen to participate in the rap.

Write the class chorus of the rap on the board:

It's not fatal to make a mistake,
Just look at the errors that everyone makes.
It's not fatal to make a mistake.
Cut yourself slack, give yourself a break.

Optional: Reproduce *Mistake Multiple Choice* (page 157 or printed from included CD) for each student chosen to participate in the rap.

THE FOLLOWING SAMPLES
ARE REPRODUCIBLE/PRINTABLE PAGES
INCLUDED ON THE CD-ROM



The Night of the Baseball Ghosts

A Skit About Goal Setting and Motivation

CAST

Mom	Mrs. Fielder, Tommy's mother
Mrs. Franklin	Tommy's teacher
Mr. Bleacher	Tommy's baseball coach
Tommy Fielder	5 th -grade baseball player
Babe Ruth	famous baseball player
Lou Gehrig	famous baseball player
Jackie Robinson	famous baseball player
Roberto Clemente	famous baseball player



SETTING: A HOME IN SUBURBAN USA

CAST SITS OR STANDS IN A SEMI-CIRCLE AT THE FRONT OF THE ROOM

Mom:	Hello?
Mrs. Franklin:	Mrs. Fielder?
Mom:	This is she!
Mrs. Franklin:	Hi. This is Mrs. Franklin, Tommy's teacher.
Mom:	Hello, Mrs. Franklin. I'm just reading the note Tommy handed me a couple minutes ago, and I was expecting your call.
Mrs. Franklin:	Well, I know it's close to dinner time and you're probably busy. But I did want to touch base with you about how Tommy has been in my class this week.
Mom:	I understand. No problem. What's going on?
Mrs. Franklin:	That's just it, Mrs. Fielder. There's NOTHING going on.
Mom:	Wait a minute! Now you've got me confused!

Mrs. Franklin: What I mean is, Tommy is not doing any work for me at all! He has just shut down. He hasn't turned in any homework for the past two days, and I have to just about stand over him to get him to do any of his classwork.

Mom: I'm so sorry, Mrs. Franklin. The same kind of thing has been happening around here.

Mrs. Franklin: Really?

Mom: Oh, yes, he has fallen behind on his chores and seems to have a bad attitude about everything these days. You should see his room right now!

Mrs. Franklin: Well, I just wanted you to know that he has had some consequences in *my* room. If he doesn't turn in his homework, he has to stay inside and complete it during recess. And any classwork that he doesn't finish has to be done during an office *time out* during lunch.

Mom: I agree with the need for all of that. You can be sure Tommy's dad and I will spend some time with him this evening so we can get this straightened out.

Mrs. Franklin: Thanks for your support, Mrs. Fielder. I won't take any more of your time. If we are still having problems a few days from now, I think you should come in so we can discuss another plan.

Mom: Absolutely, and thanks, Mrs. Franklin. Goodbye!

Mrs. Franklin: 'Bye now!

Mom: *That boy, that boy, that boy!* What are we going to do with him? TOMMY?

Tommy: Yes?

Mom: Get down here right now. That was your teacher on the phone!

Tommy: Oh, no. Uh, coming, Mom!

Mom: Tommy, Mrs. Franklin tells me you have not been doing any work for her! What do you have to say for yourself?

Tommy: You know, Mom, you have the prettiest eyes of any mom on the block!

Mom: Cut it out, Mr. Con Man. Let's have it. What is going on?

Tommy: Well, you see Mom, actually, it's kind of FUNNY!

Mom: Yeah, right. Hysterical. What could be funny about THIS?

Tommy: I know, I know. It's just that ...

(phone rings again)

Mom: Wait a minute, hold that thought. We're not finished here, young man. *(answers phone)* Hello?

Mr. Bleacher: Mrs. Fielder?

Mom: Yes?

Mr. Bleacher: Hi, this is Tommy's baseball coach.

Mom: Oh, hi. How are you?

Mr. Bleacher: Well, not so good, Mrs. Fielder. I'm very worried about Tommy.

Mom: Oh, no! Not you, too!

Mr. Bleacher: I beg your pardon?

Mom: Uh, nothing. Please go on. You were saying ...?

Tommy: Well, guess I'm off to my room.

Balance It Out

A Rap About Time Management

STUDENT ONE

You can't spend your days on remote control,
Sippin' your soda, eatin' chips from a bowl.

STUDENT TWO

You can't spend your days playin' videogames
Or texting to Margie or Ling Ho or James.

STUDENT THREE

There's a time you should work and a time you should play.
Balance it out, y'all, it's the only way.

OVER →



Never Givin' Up

A Rap About Perseverance

STUDENT ONE

Turn me around, put me back at square one.
But I'm never givin' up, no, I'm never givin' up.
Tell me I'm through, tell me I'm done.
But I'm never givin' up, no, I'm never givin' up.

STUDENT TWO

Put me in reverse, send me right back to "go."
But I'm never givin' up, no, I'm never givin' up.
When life gets tough, you can feel real low.
But I'm never givin' up, no, I'm never givin' up.

CLASS/GROUP CHORUS

Never givin' up, tomorrow or today.
Never givin' up, no matter what you say.
Gotta keep goin', gotta figure it out,
That's what being successful's about.

STUDENT THREE

Start me all over with the very first word.
But I'm never givin' up, no, I'm never givin' up.
Tell me my idea is really absurd.
But I'm never givin' up, no, I'm never givin' up.

OVER ➔

