Skits, Raps, And Poems For The School Counselor

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Skits, Raps, And Poems For The School Counselor

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Introduction

Skits, Raps, And Poems For The School Counselor is designed for use with students in Grades 4-8. But younger elementary-age students with good reading skills might do just fine, and high school students usually enjoy activities that involve acting or rapping. In fact, kids and adults of all ages enjoy performing! Research has shown that the creative arts such as drama and music can be very effective counseling tools (Gladding, 2004). Use your own judgment as to the ages of students for whom these activities are appropriate.

Although this book was written primarily for use by school counselors in classroom guidance or small groups, a wide variety of educators will find it useful. Health and science teachers will enjoy working the anti-tobacco/alcohol/drugs skit (The Alien Report) into their lesson plans to increase class participation. All the skits and raps in this book can be affectively combined with evening presentations kids make to their parents, for PTA meetings, classroom theme nights, church/school activities, and a wide variety of other activities. The poems reflect special times in the school calendar.

The educator may, at his/her discretion, assign various parts of the skits and raps based on reading ability, acting talent, or other criteria. Most parts are appropriate for male or female students. Feel free to adapt the names as needed. The works may be performed "as is," or blocked out and performed as plays with props or costumes. It's a good idea to copy/print the parts, highlighting each performer's lines. Making copies for the rest of the class to read along with the story helps everyone in the room better understand the skit's concept. Printing multiple copies is easy with the included CD (see inside back cover). These pages may be printed in color or black and white. Choose the appropriate setting on your computer.

Discussion questions for the skits and raps, include *teaser questions* to get the students thinking about the topic, and summary questions that can be used following the performance. Students, teachers, and counselors will get into some interesting discussions about the various topics. You may use the works in this book as "stand-alone" guidance lessons or add specific skits, raps, or poems to the beginning or end of existing lessons.

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IMPULSE ANONYMOUS
A Skit About Impulse Control

PURPOSE AND RATIONALE:

To discuss *impulse control* and why it is an important life skill.

ASCA STANDARDS:

Personal/Social Development

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

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

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GRADE LEVELS: 4–8

LENGTH OF LESSON: 30 Minutes

PRE-PRESENTATION PREPARATION:

Reproduce eight copies of *Impulse Anonymous* (pages 27-34 or printed from included CD).

Acquire and set up the props: eight chairs in a circle.

LESSON:

Introduce the lesson with the following *teaser questions*:

1. What is *impulse control*? *(stopping and thinking before saying or doing anything)*

2. What are some examples of impulse-control problems? *(interrupting, name-calling, yelling, hitting, fighting, cheating, stealing)*

3. Why is it important to stop and think before saying or doing anything? *(so we don't get into trouble, hurt someone, lose a friend)*

4. Have you ever wished you could "take back" something you have said or done? *(Most students will answer "yes." Have them share, if appropriate.)*

Assign roles (change the name of the character if it is the same as a student's name in the class/group) and distribute a copy of the play to each cast member. The selected students present the play.

Ask:

1. What is the easiest way to control impulses that tend to get you into trouble?

2. How do you control your anger when you realize you're getting TOO mad about something? *(Use self-talk statements such as "I'm getting too angry," "It's not that big a deal," "I don't want to get into trouble," "I need to walk away, or go talk with someone," etc., or other ways to manage anger, such as exercise, writing, and drawing.)*

Summarize the lesson by having the students name at least three things they have learned.

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IMPULSE ANONYMOUS
A Skit About Behavior Control

CAST

The Host	Girl or a boy
Calvin	Excitable
Loretta	Has a hard time telling the truth
Philip	Wants everybody to like him
Gloria	Loves to gossip
Chester	Cheats sometimes
Stella	Likes to steal other people's stuff
Charlie Control	Stops and thinks before saying or doing anything

SETTING: ROOM WITH CHAIRS IN A CIRCLE

Host: Hi! I'm _____, and I'm here to invite all of you to join our club, "Impulse Anonymous." The purpose of our club is to help people STOP those bad impulses that make them and other people very unhappy. We have seven new candidates for membership. Let's see if any of these students have the potential to be members of Impulse Anonymous. Here's our first candidate.

Calvin: Hi, my name is Calvin. *YAAAHOOOOO!*

Host: Uh, "*yahoo?*"

Calvin: Yeah, that's right. *YAAAHOOOOO!* I am so happy I have a chance to join your club. I'm trying my best to calm down, but all I have to do is THINK about this club, and then, I, well ... *YAAAHOOOOO!*

Host: Do you always have trouble calming down when you get excited?

Calvin: *YAAAHOOOOO! YAAAHOOOOO!*

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HEXAGON HELP LINE

A Skit About Careers

Based On the *Hexagon Theory* of Dr. John Holland (Holland, 1984)

PURPOSE AND RATIONALE:

To introduce one theory of careers in an effort to have students begin self-examination of personal strengths and characteristics as they relate to the world of work

ASCA STANDARDS:

Career Development

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: A1 Develop Career Awareness
C: A1.2 Learn about the variety of traditional and nontraditional occupations
C: A1.3 Develop an awareness of personal abilities, skills, interests and motivations

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

C: B1 Acquire Career Information
C: B1.4 Know the various ways in which occupations can be classified

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GRADE LEVELS: 5–8

LENGTH OF LESSON: 30 Minutes

PRE-PRESENTATION PREPARATION:

Reproduce eight copies of *Hexagon Help Line* (pages 38-45 or printed from included CD).

Acquire and set up the props: table, chair, several pans, microphone, and telephone or headphones.

LESSON:

Introduce the lesson with the following *teaser questions:*

1. What type of careers or jobs are you thinking about for yourselves?

2. How are these ideas different from career ideas you had in mind when you were much younger? *(Discuss how career aspirations change as we become older and wiser, how students' current interests differ in many ways from what they were excited about in the primary grades.)*

3. How does a person decide on a career? *(People think of personal strengths and interests, things they enjoy, and try to find jobs that match those skills and interests.)*

Tell the students this skit is based on the *hexagon theory* developed by Dr. John Holland. Dr. Holland based his theory on the idea that there are six general types of people: *the doer, the thinker, the creator, the helper, the persuader,* and *the organizer.*

4. What would be a typical job for a *doer? (working with equipment, machines, etc.)*

5. In what kinds of jobs would a *thinker* be involved? *(a job that requires using the brain a great deal, such as a scientist, teacher, mathematician)*

6. What might a *creator* create? *(new inventions and ideas; creative products like movies, songs, poems, etc.)*

7. Whom would a *helper* help? *(people who are sick, are in trouble, or need assistance)*

8. What kind of things would a *persuader* try to talk people into doing? *(buying products or services, making decisions about purchasing a house or a car, etc.)*

9. What would an *organizer* organize? *(things in an office or business, people participating in various activities, etc.)*

Assign roles (change the name of the character if it is the same as a student's name in the class/group) and distribute a copy of the play to each cast member. The selected students present the play.

Ask:

1. What kinds of jobs would there be for a *doer? (auto mechanic, plumber, carpenter, aircraft mechanic, computer technician)*

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HEXAGON HELP LINE

A Skit About Careers

Based On the *hexagon theory* of Dr. John Holland (Holland, 1984)

CAST

Radio Host	Girl or a boy
The Doer	Likes working with equipment or machines
The Thinker	Likes science, math, and engineering
The Creator	Likes to create movies, songs, and poems
The Helper	Likes to help people who are in need
The Persuader	Likes being in charge, selling to people
The Organizer	Likes to keep things neat and organized
The Customer	Boy that is hard of hearing

SETTING: A PRESENT-DAY RADIO STATION

Host: Oh, hello there! Welcome to another exciting episode of "*The Career I Chose.*" My name is _____, and each week, we take phone calls from people who are still trying to find out what they want to do when they grow up. Today, we're going to be …

Doer: Excuse me, coming through. Hey, buddy, watch out! I got a big load here.

Host: What? Oh, sorry! Who are you?

Doer: Oh, I'm what they call a *doer.* I heard you might need help fixing your microphone or camera or something. Got anything that needs fixing?

Host: Uh … no, I don't THINK so. But we can talk about your job for a minute. What do you like about being a *doer?*

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Part Two

RAPS

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A Word About The Use Of Raps With Students ...

Rap is not my favorite kind of music. I still feel more comfortable watching my Pink Floyd DVD than turning on a rap station, although I do like the way alternative bands such as the Red Hot Chili Peppers and 311 go in and out of rap in their songs. My two sons have exposed me to some very creative hip hop artists such as K'Naan and Giant Panda. Bottom line, though: Rap is the music of today's youth, and you can get a kid's attention much more quickly with a rap-oriented music activity than with any other style of music.

This is not a new idea. Elligan (2004) has written an excellent work on how clinical psychologists can use rap with their patients and kids in general. While rap music in general and hip hop obviously can include lyrics and subject material not suitable for kids, there are many ways to incorporate the style into positive use. Kwon (2007) writes about the use of hip hop music with Christian musical groups. A physician in New York City, Dr. John D. Clarke, uses rap music to teach children health information. (For more information about his program, "Health-Hop," go to http://www.healthhopmusic.com/dr.htm)

A word of caution: Some kids may get very excited about performing raps and might want to share other raps with the group. Use your judgment in this area. Inappropriate lyrics and subject matter exist in all styles of music, of course. But be especially careful if a kid says "Hey, can I perform a rap that I know (or wrote)?" I don't know about you, but I do not enjoy phone calls from angry parents.

If you are a fan of rap music, you will have no problem jumping right in and getting the kids going. If not, give the first one a try. You will be surprised how quickly today's young people fall right into the groove. Enjoy!

You will notice I have included two different versions of several of the raps. "Traditional Rap" is closer to actual hip hop and rap songs. "Edited Rap" has been rewritten to use correct English and grammar. Educators may choose whichever version they feel would be most effective or appropriate for specific student populations.

There are worksheets that go along with each rap, should you want to extend the lesson.

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KNOW WHAT IT FEELS LIKE
A Rap About Empathy

PURPOSE AND RATIONALE:

To help students understand the importance of demonstrating empathy toward others, and that empathy improves communication and is an important element of conflict resolution

ASGA STANDARDS:

Personal/Social Development

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS: A1 Acquire Self-Knowledge
PS: A1.5 Identify and express feelings

GRADE LEVELS: 4–8

LENGTH OF LESSON: 30 Minutes

PRE-LESSON PREPARATION:

Make four copies of *Know What It Feels Like Rap* (page 117 or printed from included CD).

Write on the chalkboard:

None of us would tease,
if we knew what it felt like.
None of us would bully,
if we knew what it felt like.
None of us would hurt,
if we knew what it felt like.
None of us would hit,
if we knew what it felt like.
Got to have EMPATHY, got to have EMPATHY.
Got to show the world you care.

Optional: Reproduce *Empathy Award* (page 118 or printed from included CD) for each student.

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GOT TO BE WORRY-FREE

A Rap About Dealing With Stress And Worry

PURPOSE AND RATIONALE:

To teach students a working definition of *stress* and a variety of coping skills for dealing with worry and anxiety; to discuss the positive elements of stress ("good" worry vs. "bad" worry)

ASGA STANDARDS:

Personal/Social Development

Standard C: Students will understand safety and survival skills.

PS:C1	**Acquire Personal Safety Skills**
PS:C1.10	Learn techniques for managing stress and conflict
PS:C1.11	Learn coping skills for managing life events

GRADE LEVELS: 4–7

LENGTH OF LESSON: 30 Minutes

PRE-LESSON PREPARATION:

Make six copies of *Got To Be Worry-Free Rap* (page 131 or 132 or printed from included CD).

Write the class chorus of the traditional or edited rap on the chalkboard:

Got to be worry-free. Listen to me!
Yeah you got to be worry-free, naturally.
You got to slow down. Take a big deep breath.
Just be worry-free, be just like me!

or

Have to be worry-free. Listen to me:
Yes you have to be worry free, naturally.
You have to slow down, take a deep breath.
Just be worry-free. Be just like me!

Optional: Reproduce *Good Worry vs. Bad Worry* (page 133 or printed from included CD) for each student.

LESSON:

Introduce the lesson with the following *teaser questions:*

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

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THE ZOO TEST

A Skit About Test-Taking Skills

CAST

Zeke Zebra	Newest animal at the zoo
Zelda Zebra	Zeke's friend in the zebra pen
Chuck Chimp	The king's assistant
Leon Lion	King of the zoo, and the teacher giving the test
Hester Hyena	Laughs at tests (and everything else in the world)
Betty Bat	Can not see without her glasses
Sammy Sloth	Not very motivated
Oscar Owl	The wise one
Eleanor Elephant	Great memory skills
Tyler Tiger	Shows great courage when taking tests

(Note: Zeke Zebra has, by far, the most lines in this skit. This role should be assigned to an excellent reader who has a chance to read through it in advance, or be read by an adult.)

SETTING: A BIG-CITY ZOO

(Nobody but the zoo animals knows that when the last human leaves each night and locks the gate, the animals have a midnight meeting to discuss the events of the day. Also involved in this meeting is a discussion of the "Zoo Test," which every new animal must pass to become an "official" member of the zoo family. Zeke has just arrived.)

Zelda Zebra: Well, this is it! We have our meetings here every midnight.

Zeke Zebra: Wow! This sure is a big area for a meeting!

Zelda Zebra: It has to be. In a few minutes, every animal in this entire zoo will be crowding in here.

Zeke Zebra: And the humans have no idea what you guys do every night?

MOTIVATE YOURSELF

A Rap About Motivation And Goal-Setting

STUDENT ONE

Whatcha doin', sittin' there, turnin' fourteen,
just wastin' time in front of a big ol' wide screen.
Watching TV or playin' a game:
Morning, noon, or night, it's always the same.
You gotta …

CLASS CHORUS

Motivate, motivate, motivate yourself.
Only you can do it, and nobody else.
You have to motivate, motivate, motivate yourself.
Don't take your future and put it on the shelf.

STUDENT TWO

First you got get yourself physically fit.
Gotta run, swim, jump rope, find a ball to hit.
Get your blood pumpin', body sweatin', got to have fun.
Then you know bein' healthy is number one.

REPEAT CLASS CHORUS

STUDENT THREE

Next you gotta study, do your homework on time.
It won't do itself. Not doin' it's a crime.
'Cause there's so much to know, and new places to go.
Gotta learn about this world and you can't be slow.

REPEAT CLASS CHORUS

STUDENT FOUR

Then you gotta think about when you grow up.
Gotta get a job that's not puttin' soda in a cup.
Yeah, you might be a doctor or a lawyer someday.
Or an astronaut headin' to the Milky Way.

REPEAT CLASS CHORUS

STUDENT FIVE

So turn off the tube, put the game away.
Try to get that top score on some other day.
Gotta get motivated to find your own groove.
It's a big world out there. Now's the time to move!

REPEAT CLASS CHORUS

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ENGINEERING JOBS

Word Scramble

Directions: Unscramble these words, which describe many different kinds of engineers. Good luck!

1. HLCEICMA _____
2. VILIC _____
3. TRSULARCUT _____
4. LTLECEICRA _____
5. TESFORAW _____
6. CHMLENACIA _____
7. VEELTRINNONAM _____
8. NMGNFTRUIACAU _____

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MY PERSONAL SELF-ESTEEM SCALE

Directions: Read the following sentences and rate yourself on the *Self-Esteem Scale* from I NEVER THINK THAT all the way to I ALWAYS THINK THAT. Circle the number on the scale that sounds most like something you would say. Share your answers with your classmates if you feel comfortable doing so.

1. I am a person with a great deal of worth.

1 ….. 2 ….. 3 ….. 4 ….. 5 ….. 6 ….. 7 ….. 8 ….. 9 ….. 10

I NEVER THINK THAT — I THINK THAT SOMETIMES — I ALWAYS THINK THAT

2. I never seem to do anything right.

1 ….. 2 ….. 3 ….. 4 ….. 5 ….. 6 ….. 7 ….. 8 ….. 9 ….. 10

I NEVER THINK THAT — I THINK THAT SOMETIMES — I ALWAYS THINK THAT

3. I am capable of doing many wonderful things.

1 ….. 2 ….. 3 ….. 4 ….. 5 ….. 6 ….. 7 ….. 8 ….. 9 ….. 10

I NEVER THINK THAT — I THINK THAT SOMETIMES — I ALWAYS THINK THAT

4. Other people are far more important than I am.

1 ….. 2 ….. 3 ….. 4 ….. 5 ….. 6 ….. 7 ….. 8 ….. 9 ….. 10

I NEVER THINK THAT — I THINK THAT SOMETIMES — I ALWAYS THINK THAT

5. I usually feel very confident when starting new projects or making new friends.

1 ….. 2 ….. 3 ….. 4 ….. 5 ….. 6 ….. 7 ….. 8 ….. 9 ….. 10

I NEVER THINK THAT — I THINK THAT SOMETIMES — I ALWAYS THINK THAT

6. I worry about anything new or different in my life.

1 ….. 2 ….. 3 ….. 4 ….. 5 ….. 6 ….. 7 ….. 8 ….. 9 ….. 10

I NEVER THINK THAT — I THINK THAT SOMETIMES — I ALWAYS THINK THAT

Evaluate Yourself!

Notice that all of the odd-numbered sentences are statements a person with strong self-esteem would make. The even-numbered sentences are statements someone with weak self-esteem would make. How did you rate yourself? Do areas of your self-esteem need work? What could you do to improve those areas? Whom could you talk with?

WE DON'T DO BULLYING AT OUR SCHOOL

An Anti-Bullying Rap

STUDENT ONE

Listen up, hear what I'm putting down.
Doesn't matter if you're black, white, red, or brown.
If you wanna be smart, then you gotta know the rules.
We don't do bullying at our school.

CLASS CHORUS

Bullying? No! We just don't do it!
Bullying? No! We just work through it.
We are (NAME OF SCHOOL) and here's our rule:
We don't do bullying at our school.

STUDENT TWO

Stop it, gotta stop it, gotta stop it now!
If you wanna be a bully with your fist or your mouth,
you must be new. What you're doin' ain't cool.
'Cause we don't do bullying at our school.

REPEAT CLASS CHORUS

STUDENT THREE

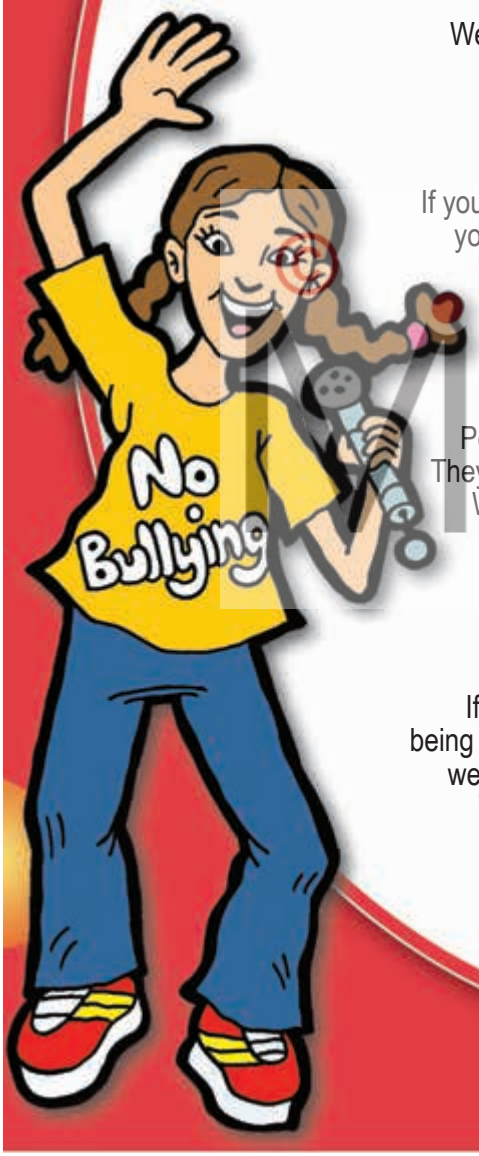
People who hurt have been hurt themselves.
They buried it inside them, didn't know who to tell.
We feel really bad, but they can't be a fool.
'Cause we don't do bullying at our school.

REPEAT CLASS CHORUS

STUDENT FOUR

If we see somebody getting pushed around,
being hit, called names, knocked down to the ground,
we're gonna stand up, give a hand, lend a tool.
'Cause we don't do bullying at our school.

REPEAT CLASS CHORUS 2X



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