

Workshop skits outline

Actors: James plays the part of the teacher; Mary, Kevin, Ann, Dan, Terry and Lucy play the roles of students.

Set: Desks/chair in a row with two in each row. Optional: Teacher's table in front.

Script

Director, Emily, introduces the skits. *We are going to present a skit taking place in a classroom. You will see how students' behavior in the class can make it difficult for other students to learn and for the teacher to teach a lesson. During the skits, I'll hold up this sign ("What's the problem?") On your handout, you will (write or choose) the correct answer.*

(Teacher lecturing: James)

Problem 1: Late arriving student: Mary

*Post skit, see below.

Problem 2: (James asks questions to the whole class.) Students chatting: Ann & Terry

*Post skit, see below.

Problem 3: Student calls out answers to several questions before anyone else can participate: Dan.

(James asks for others to participate.)

*Post skit, see below.

Problem 4: Student in dream world: Kevin

*Post skit, see below.

Problem 6: (James assigns students to groups) Student rolls eyes about joining group: Lucy

(Group discussion: Mari, Ann & Lucy. Lucy is part of the group but won't participate)

*Post skit, see below.

Problem 7: Students start talking in Spanish: Kevin and Terry

*Post skit, see below.

Director, Emily, says the conclusion: *I think most teachers would agree that, in general, ESL students are very good students in class and that they don't cause problems. However, sometimes they don't realize that they are doing things that are making it difficult for the teacher and for other students. So if you'd like to make a good impression on your teachers, I hope you'll remember what we showed you today.*

*After each individual skit:

- 1) The director, Emily, holds up the sign, "What's the problem?" and students answer the question on their handout (See below) or choose from the multiple choice answers (See below). Then they call out the correct answer.
- 2) The director asks some participants (e.g. James, the teacher, and/or some actor/teachers) how they felt about the behavior of the "problem" student(s).

From [Common Sense ESL](#) by David Kehe

Option 1

Name: _____

Classroom Behavior Skits

Directions: You will watch a skit about classroom behavior. During the skit, you will see someone hold up a sign that says, “What’s the problem?” Each time that you see the sign, you should write a short description of the problem on this paper.

Problem 1: *The student came to class late and interrupted the teacher.* _____

Problem 2: _____

Problem 3: _____

Problem 4: etc

Workshop skits: Multiple Choice

Skit 1: What's the problem?

- A. Students should not come in the classroom if they are late.
- B. The student interrupted the teacher to tell him why she was late.
- C. The student did not shake hands with the teacher when she came into the classroom.

Skit 2: What's the problem?

- A. The students are talking while the teacher is trying to talk.
- B. The students should talk louder so everyone can hear them.
- C. This is not a problem. It's good that they are trying to practice their English.

Skit 3: What's the problem?

- A. The student is not wear the school uniform.
- B. The student is too lazy to walk to the front of the class.
- C. The student didn't turn in the homework.

Skit 4: What's the problem?

- A. The student's voice is too soft. She should talk louder.
- B. The students is saying the wrong answer. She needs to study more.
- C. The students is saying all the answers and not letting other students answer.

Skit 5: What's the problem?

- A. The students is eating lunch in class.
- B. The student is not paying attention to the teacher.
- C. The student is sleeping.