

# Too Many Cooks



Do lessons too often get interrupted and slowed down by students who are trying to direct how things go? Use this behavior object lesson to help students understand why having everyone be the director doesn't benefit them.

Tell students you are going to have volunteers read the roles in three short, silly skits. In each one, you will read the part of the pilot, cook, and teacher. If more than ten students want to read, you can rotate for each script, pulling names out of a bucket.

Don't tell students what the last script will be about until they have read the first two. When you get to the final script, ask students afterward what the three stories all had in common (everyone was trying to give instructions to the person in charge). Talk about how much this slows things down and doesn't get anyone what they want anyway. Although the stories are exaggerated, the third scenario does happen on a regular basis in classrooms (just not so extreme). Explain to students how important it is to let you be the teacher and lead the way. You can't give everyone exactly what they want, but you can do what's best for the group as a whole.

# Airplane



Characters: Pilot, 10 Passengers

Pilot: Welcome aboard Grand Canyon Views! Today we'll be flying over the Grand Canyon for a bird's eye view of this marvelous landscape. Everyone, fasten your seatbelts and we'll begin our tour.

Passenger 1: This is really nice, but I'd actually like to fly a bit lower so I can get a closer look at the plants down there.

Pilot: Well, we have to fly at a safe height. Too low and we risk crashing.

Passenger 2: I'd actually like to fly a bit higher. I've never been on a small plane before and I wonder what it would be like to go through the clouds on one.

Pilot. Well, we can't bring a plane this small up where larger jets fly. It isn't safe or legal. We might crash into one of them.

Passenger 3: I just realized I forgot my camera. Can we go back? I promise I'll be very quick dashing to my car.

Pilot: I'm afraid we do have to stay on schedule. I'm sure someone else on our flight will be happy to email their photos to you afterward.

Passenger 4: I forgot to mention that I have dinner reservations in an hour. Could we actually shorten the trip so that I can get back early?

Pilot: What? No! Everyone else on this plane wants to see the Grand Canyon. I can't just make the flight shorter because you didn't plan well.

Passenger 5: I'd like it if you steered to the left, please. I want to see that cliff over there.

Passenger 6: No, to the right! Those boulders are fascinating.

Pilot: I'm sorry, but I do have to stay on course. Otherwise, we won't get all the way to the other side.

Passenger 7: Ooh! We just passed a mountain lion. Could we turn around so I can see it again?

Passenger 8: No, go faster! There are some elk up ahead and I want us to catch up to them so I can get a look.

Passenger 9: Can we fly the plane sideways like they do in the movies? If you turn the left side of the plane downward, I could get a more direct view out my window.

Passenger 10: But then all the people on the right side would only be seeing sky. Let's fly sideways with the right side facing down instead so I can get the best view!

Pilot: Can't all of you just let me be the pilot? That's it! This tour is over. I'm landing the plane and you can all just walk out of the Grand Canyon. It's a three-day hike. Good luck!

# Restaurant



Characters: Chef, 10 Customers

Chef: Let's see, today's soup special is French onion soup. I see that I have ten customers waiting for me to make this soup for them. It must be so popular because of the prize I just won for it. It was declared the best French onion soup in the whole city.

Customer 1: Excuse me, can I come see the kitchen?

Chef: Of course! I love to demonstrate my skills for my beloved customers. I am about to cut the onions.

Customer 1: Could you chop the onions a bit smaller? I don't like long pieces of onion.

Customer 2: Actually, I like my onion slices to stay in rings, could you do that?

Chef: Now we have two customers in the kitchen? Well, I don't mind an audience, but I still can't change the recipe for just one person. This soup is for everyone to eat. I cook it all in one pot and then it goes into the bowls.

Customer 3: You're not going to use too much pepper in this soup, right? I don't like a lot of pepper?

Customer 4: And I'm trying to avoid salt. Could you make the soup with no salt in it?

Customer 5: No salt? That will taste terrible. I like my soup extra salty.

Chef: How did all of you get in here? I want to make everyone happy, but I barely have space to walk around in my own kitchen.

Customer 6: Are you using Swiss cheese on top? I love Swiss cheese!

Customer 7: I think Gruyere is the best for this soup. That's how my grandmother always made it. And she's from France. So, she knows.

Chef: That's lovely, but I trained in the finest cooking school in Paris. Please, just trust me to make the soup the way I always do. I won a prize for it. All the critics agree it's very good.

Customer 8: I think you're slicing the bread too thin. It will be too crispy.

Customer 9: But don't cut it too thick, either. Then it will be too hard to bite through.

Customer 10: And wait until the end to put the bread on top. I don't want it getting all soggy from soaking in the soup too long.

Chef: That's it! Everyone out of my kitchen before the health department comes and I get in trouble for having so many people in here! And none of you will get to eat this soup now! You can all have the salad instead.

# Classroom



Characters: Teacher, 10 students

Teacher: Today we have to shuffle our schedule around a bit because it's picture day. So, we'll start with science instead of language.

Student 1: Couldn't we do math first? I like math more than science.

Teacher: I looked over our schedule yesterday and the only way to fit everything is this way. Just trust me.

Student 2: What if we still did language first but we just skipped spelling. I always get 100 in spelling anyway, so I don't really need the practice.

Teacher: Sorry, but other students do need to do spelling, so we can't skip that.

Student 3: Last year our teacher just had us eat lunch in our room while we had our novel study time on picture day to save time. We didn't have to move things around at all.



Teacher: Well, I guess that teacher didn't mind crumbs, but I don't want any bugs coming into my room.

Student 4: What if we all sweep up afterward.

Teacher: Wouldn't that take the same amount of time?

Student 5: I say we cover the entire room with napkins. We spread them out everywhere so that when we're done eating, all we have to do is shake them out as we pick them up.

Teacher: But then the crumbs get shaken onto the floor. That will take even more time. Let's just get started on science. Grab your textbooks and open up to page 21.

Student 6: It's so pretty out. Couldn't we do science outside today?

Teacher: When our experiment allows us to be outside, we do that, but I have things to show you on the projector today.

Student 7: Can you bring the projector outside?

Teacher: What? No, of course not. We need an electric outlet.

Student 8: What if we just connected a really lot of extension cords together?

Teacher: The screen pulls down from the ceiling.

Student 9: I can ask the custodian for a screwdriver so that we can detach it and bring it out.

Student 10: We can string it up between two trees like an outdoor movie.

Teacher: Outdoor movies happen at night for a reason. It has to be dark for you to be able to see what is on the screen. We wouldn't see anything in bright sunlight outdoors. Also, all this would take forever. In fact, I'm sorry to have to tell you this, but we spent so much time talking about silly things that now we won't have time for the extra playground time I was going to squeeze in after our photos. Next time please just trust me that I'm doing things the way that is best for the whole group.