

Reader's Theater

Level 1 - Reader's Theater

(recommended ages 8 and up)

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*"Career development is a human process."
Ed Hidalgo - Director of the World of Work*

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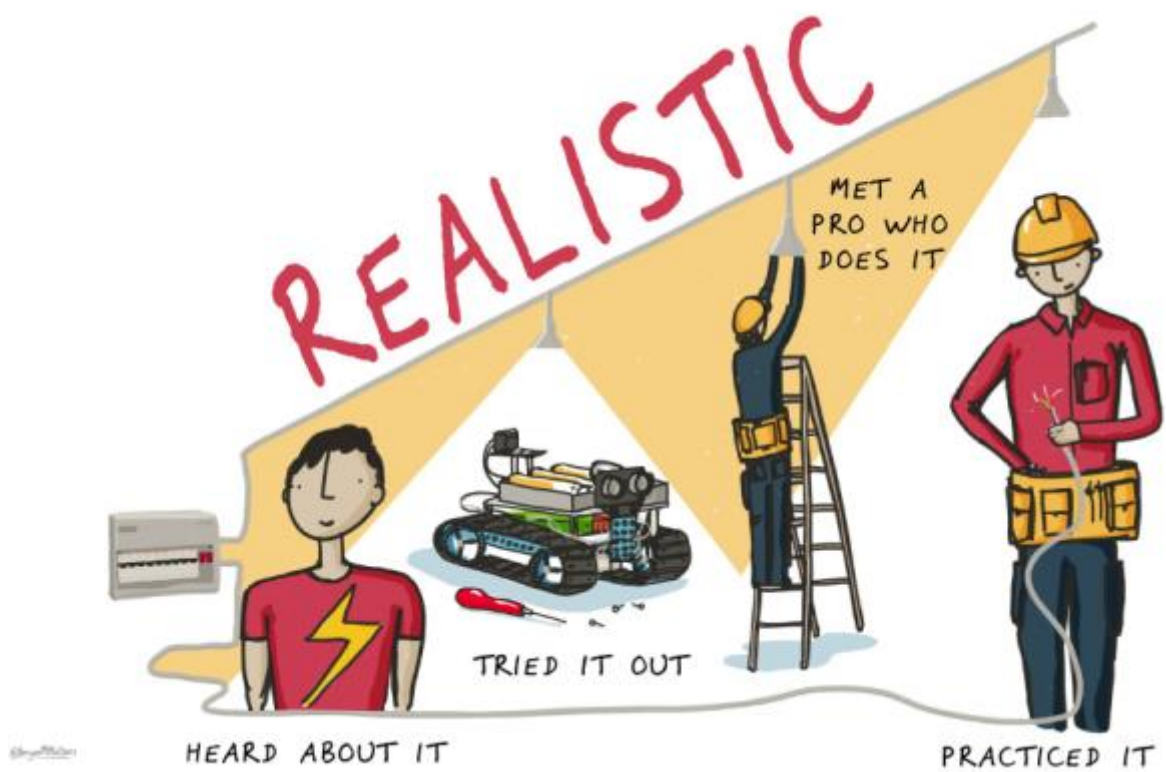
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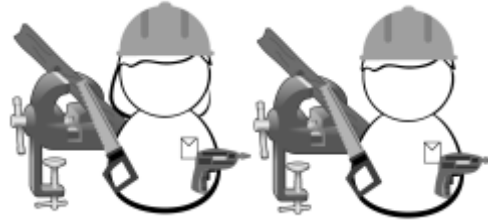
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What is a Carpenter?



Setting: Construction Site

Characters: Narrator, Carpenter, Hammy the Hammer, Rusty the Wrench, Dusty the Saw

Description: It's the perfect team! A Carpenter and all their tools work together to build a house. The tools represent all the qualities of a good Carpenter. The tools and the Carpenter must work together to get the job done. No one tool can do everything, a Carpenter needs many tools to get the job done!

Tool Characters:

Hammy the Hammer: Hammy makes sure everything built is super strong! Hammy is very confident. Sometimes Hammy finds it hard to control their strength. Hammy may take on projects that are too big but always learns from past mistakes. Hammy is an active learner.

Rusty the Wrench: Rusty makes sure everything is screwed in right and tight! The most important thing to Rusty is that everything that is built is good quality. Rusty is proud of the work because it has structural integrity. **Structural integrity** is when things are built strong and organized, and can hold together without breaking.

Dusty the Saw: Dusty is very sharp! Dusty is good at spotting a problem and fixing it. Dusty watches over everything to make sure it's built correctly and safely! Being observant helps stop problems before they happen! Dusty is very good with detective work and can solve mysteries. Dusty is a good problem solver.

Narrator: Carpenters are people who build things with wood and other materials. They build, install, repair, and remodel structures of wood using handtools and power tools. A carpenter's job is building foundations for homes and buildings, laying down new stairs, building kitchens, bathrooms, ceilings, roofs, and so much more!

Carpenter: As a carpenter, I prefer to work with real things, like wood, rather than ideas. I love being outdoors or in a workshop, using tools, operating machines, and working with my hands.

Narrator: A Carpenter and the Carpenter's team were building a house for a new family! The team had already completed the frame of the house. Today, the team was building the doors, putting in the floorboards, and installing the windows! This was a really great team. First there was the Carpenter. The Carpenter runs the show and is the leader of the project.

Carpenter: Hi team! As the head Carpenter, I imagine how a house, room, or project will look when it is finished. I am a good listener, so let me know anything you may need while we are

building.

Narrator: Carpenters are active listeners. This means they listen when their team gives ideas about the project. Carpenters know that building a house is impossible to do alone, so they make sure everyone is included. Next on the team we have Hammy the Hammer!

Hammy the Hammer: Hi! I am Hammy! I makes sure everything is built super strong! I am very confident. Sometimes I find it hard to control my super strength. I may take on projects that are too big but it's okay because the other tools are here to help me, and we finish it together!

Narrator: Hammy learns from mistakes and this makes Hammy an active learner. Then we have Rusty the Wrench!

Rusty the Wrench: Hello! I am Rusty! I make sure everything is screwed in right and tight! The most important thing to me is that everything we build is good quality.

Narrator: And last but not least, Dusty the Saw!

Dusty the Saw: Hey everyone, I am Dusty! I am very sharp! I'm really observant and love spotting a problem to fix. I am a good problem solver.

Carpenter: Okay! The team is all here. Let's get to work and build this house!

Narrator: While some carpenters work with smaller woodworkings, this team works on homes and buildings. Carpenters usually work for a homeowner, a property owner, or an architect.

Narrator: The type of personality that fits well with being a carpenter is someone who is careful and sometimes reserved. Carpenters either work quietly or can work with a team, like on a construction site. Carpenters use their careful and quiet qualities to explore the world.

Carpenter: Okay, first we are going to put down the floorboards for the kitchen. Then we are going to start building the stairs. Who knows what we need to start the stairs?

Rusty the Wrench: We must follow the blueprints!!

Carpenter: Yes that is correct, Rusty. We will have to follow the blueprints.

Narrator: Blueprints are design plans for building something. Carpenters are building homes and things people use everyday so they must follow the design very carefully. They need to know how to read and draw floor plans, blueprints, and models of what they will be building.

Dusty the Saw: Then we measure and cut the wood for the stairs! It is called sawing the wood!!

Narrator: Carpenters need to know basic math and geometry so they can measure out wood and other materials when following the blueprints. Carpenters know a lot about building and construction, tools, and machines. This means they also know tool and equipment design, uses, and how to repair them. Carpenters need to be able to work well with their hands. To learn all this, you have to go to a trade school and then work under experienced carpenters.

Hammy the Hammer: Okay, boss can we get to work now?! What can I do first?

Carpenter: Slow down Hammy, first we have to go through our daily safety lesson.

Rusty the Wrench: Oh thank goodness! I was worried you would forget the safety lesson.

Carpenter: No way! It's the most important part of our day together. Okay, our lesson today is about protecting our heads! As you all know, you must wear a hard hat **WHENEVER** you on a construction site. Your head is the most important part of the body! You must wear a hard hat because of falling objects or dangerous accidents that could happen here. Next, our eyes. We all must wear protective eyewear. Everyone makes mistakes sometimes.

[**ALL** look at Hammy the Hammer]

Hammy the Hammer: Hey! Why are you all looking at me??....Yeah okay, I promise.

Carpenter: Also when sawing wood, sawdust gets heavy in the air. Protect your eyes by wearing eyewear. I'm looking at you Dusty!

Dusty the Saw: Aye, Aye captain! I already have them on!

Carpenter: Okay, let's get to work. Hammy, I have set aside wood planks for the frame of the stairs. Go hammer them into the base of the wall.

Hammy the Hammer: You got it, boss!! I'm so excited!!

Narrator: Hammy ran over to the wood planks and started hammering them into the wall. Just like the team had expected, Hammy was too confident and excited, and hammered a little too hard. There was a huge BANG! The wood planks split in half!

Rusty the Wrench: Hammy, no!! You are too impatient. You have to be careful here! Someone could have gotten hurt! You never listen! It's always go-go-go with you, you never slow down!

Narrator: Rusty hates when Hammy does things really fast or too hard. It means Hammy is not following the rules on building safely.

Hammy the Hammer: Gee, Rusty. I am really sorry. Please don't be mad.

Carpenter: Alright, Rusty that is enough. Hammy didn't mean to hammer so hard. I think Hammy got too excited and forgot. Instead, let's try to learn a lesson from this, calmly.

Narrator: The Carpenter was right. Hammy made a mistake but getting angry was not a productive way to teach. A team should support each other when there is an accident.

Rusty the Wrench: Hammy, I am sorry I got mad. I should have been more understanding when accidents happen, and talk it out instead.

Hammy the Hammer: Thanks, Rusty! I forgive you. I would love some advice on what I did wrong so I can learn from it.

Rusty the Wrench: Well, first I want to say that you are the strongest team member. Without you this house would not be strong and sturdy. I think you need to focus on being more mechanical. Using strength and technique will help you be a better hammer in the future!

Narrator: Carpenters like to do physical work and mechanical work. Mechanical work means following a set of rules to build something or make something work.

Hammy the Hammer: You are absolutely right! Thanks, Rusty. I will practice being more patient and mechanical. I want to be the best hammer I can be!

Narrator: Just like Hammy, carpenters are active learners. They learn as they practice and learn from past mistakes.

Dusty the Saw: Rusty, you are right. Being patient and careful is a really good way to avoid accidents!

Rusty the Wrench: Carpenters must inspect all equipment, structures, and materials to make sure it is safe to use and is good quality. Building has to be done in the right order. We must follow the process.

Narrator: Rusty the Wrench was all about ensuring the team's quality of work. Carpenters have to follow clear guidelines and rules. They like carpentry because their goals can be seen when a project is finished.

Rusty the Wrench: We want to be proud of our work when it is done. And I know we will be proud because we have structural integrity. **Structural integrity** is when things are built very strong and organized, and can hold together without breaking.

Hammy the Hammer: Yeah! And it's important to take your time on a task. We cannot rush projects, or else mistakes could hurt the structure of the building....or us!

Carpenter: That's right! Now you are getting it, Hammy.

Narrator: Carpenters are people who are independent, practical, and handy. Carpenters are doers. This means they are focused on accomplishing their goals. Doers see a problem and immediately try to fix it. Just like, Dusty the Saw!

Carpenter: Dusty, you are very calm in the middle of a crisis because you are good at finding quick and simple solutions.

Dusty the Saw: I like being able to observe real things that I can touch, like wood! When you are watchful of things around you, then you can see a problem coming from a mile away! You know, it's a funny story-

Narrator: Just then, Dusty stopped in the middle of the sentence. Dusty is so observant that in the middle of talking, they realized the kitchen door frame is crooked.

Dusty the Saw: Oh no. Hey team, look at this. The kitchen door frame is crooked. We need to fix it before we build the door or the whole wall will look crooked!

Carpenter: Wow good eye, Dusty! You just saved us a lot of time and money!

Narrator: Carpenters are good at observing the building process. When they see something unsafe or done incorrectly, they need to catch it and fix it. Carpenters are great problem solvers. The team had to take apart the door frame and put it back together again. Hammy wanted to help but didn't want to mess up again.

Carpenter: Hammy, come over here. We need you to take out these nails. They are in really tight.

Hammy the Hammer: But what if I break that piece of wood too?

Rusty the Wrench: You won't, buddy! We believe in you. Use your super strength AND your mechanical skills.

Narrator: Hammy the Hammer pulled out the nails in no time and the whole team was working together to fix the kitchen door.

Carpenter: Good work, team.

Narrator: It takes a team to build a house. Being a Carpenter teaches you all about teamwork. On a team, you share the responsibility of what you are creating. You gotta build trust to build tough stuff!!

Carpenter: Okay, team, it's our last project of the day. So, quality and structural integrity is the most important part of being a carpenter, right?

Rusty the Wrench: That's right!!

Carpenter: Just like the structural integrity of a building, we have to have environmental integrity!

Narrator: Carpenters and construction workers are aware that building houses and skyscrapers have negative impacts on the environment. Because they use so much wood, materials, and land, it is important for carpenters to give back to the earth. Good carpenters use Earth-friendly materials, sustainable building practices, and solar power whenever possible.

Carpenter: As a carpenter, I know this wood used to be trees so I am very respectful of that. I do not waste any of the wood we buy. In fact, for all the trees we cut down to make homes and buildings, it is important to plant trees. As a carpenter it is our job to take care of the environment.

Dusty the Saw: That is a sharp idea! And cutting down trees is one huge problem! How can we help solve it?

Carpenter: We can practice sustainable building. We can use more recycled materials, reuse whatever we can, and reduce the amount of wood used. That brings me to our last project today!

Narrator: Carpenters value things that are concrete, natural, and tangible. This means they value the Earth and want to keep it green and beautiful. The team has plans to make the house solar powered, which means most of the electricity will be powered by the sun! The last project was energy-saving windows! And it worked like this...

Carpenter: This is an energy saving home. The house is built so it will get a lot of sunlight. We are going to install double-glass windows. These special windows pull heat from the sun into the house. Then we will install cement floors and put tile on top. When the light from the windows hits the floor it will trap heat in the cement and store it, so the house will be warm when the sun goes down.

Rusty the Wrench: That's a wonderful idea! That sure is environmental integrity!

Hammy the Hammer: I love it! That sounds like something many carpenters can learn from!

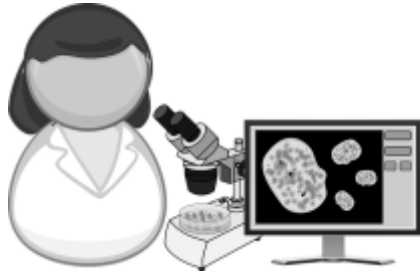
Dusty the Saw: I can already tell it will save a lot of energy!

Carpenter: Great, let's get to work!

Narrator: Integrity, order, and purpose are the most enjoyable parts of being a carpenter. There is integrity, because carpenters care about quality of their work. There is order, because you have to follow steps and safety rules. There is purpose, because the things they build are going to serve important purposes for people. **The End.**



What is a Biologist?



Setting: Laboratory, Inside a Cell

Characters: Narrator, Biologist, Membrane (Security Guard), Captain DNA (Captain) , Gene (1st Mate), Mito (creates electricity for the spaceship), Ribosome (Ship Repair Worker)

Description: One day in a lab, a biologist was studying how a cell works. When they looked through the microscope, what they found was an adventure into space! The **cell** is a **spaceship**. The **nucleus** is the **control center**. **DNA** is the **captain**. **Gene** is the **1st mate**. **Ribosome** repairs broken parts of the spaceship. By seeing how the spaceship worked, the biologist could understand how a parts of cell worked with each other!

Narrator: Did you ever wonder how we know so much about life? You can thank biologists for that! A biologist is someone who researches and studies life! A biologist studies where life came from, its relationships and growth, and how living things work. One day, in a very clean and big laboratory, a biologist was studying how cells work. Well, here is the biologist now!

Biologist: Being a biologist is fun and wonderful. Literally *full* of wonder! I wonder about life all day. I wonder how it works and why it happens. Everyday I get to answer my own questions. My favorite thing about life is that it will continue to happen no matter what!

Narrator: Biologists enjoy activities that involve hard thinking, observing, investigating, exploring, and discovery. They are very organized and scientific. A type of person who would like to be a biologist has many important personality traits. The most common trait? CURIOSITY! All biologists are curious people.

Biologist: I study life by observing and recording the relationships between organisms and their environment. Everything alive is made of cells! From teeny tiny ants to huge trees!

Narrator: That is why it is important to understand how cells work, because then we understand more about life! Humans can see cells by looking through a **microscope**, an instrument that help humans see things that are too small to see with our own eyes.

Biologist: I have to touch, see, feel, and do something to understand it. Today I am looking at a human cell!

Narrator: Biologists follow the 5-step scientific method to do their job. 1. Identify a problem. 2. Make a hypothesis. 3. Test with experiments. 4. Analyze data. 5. Report results.

Biologist: Okay, step 1: identify a problem. My problem is I do not know how cell parts interact with each other when a cell is damaged. That is what I have been wondering about lately!

Narrator: The biologist pulled out all the materials needed to start the research. They use computers to store, process, and see info they record.

Biologist: Step 2: my hypothesis is that cell parts work together to fix damaged parts when something dangerous enters a cell.

Narrator: A hypothesis is a prediction based on what you already know. It leads biologists to investigate further. It encourages their curiosity!

Biologist: I already know that cells are itsy bitsy tiny! One tiny dot made with the tip of a pencil can fit 500 cells! Think how many make up your whole body! Trillions! I know they do important work. Inside a cell is a complex structure that never stops moving. But I don't know how it repairs itself.

Narrator: The human body has around 50 trillion cells! The bigger the thing, the more cells there will be. A blue whale has about 100 quadrillion cells!!! Cells in every living thing have a specific job! In humans, there is the eye cells, brain cells, and blood cells! And so many more!

Biologist: Now I am ready for step 3: test my prediction with experiments! I will be looking at a human cell through a microscope. I need to identify objects, activities, and events I see.

Narrator: The biologist had everything needed to begin. When you are a biologist there is no wrong answer to a question. If a result does not turn out as you expected it to, you get to learn

more about researching AND how to become a better biologist!

Biologist: It is amazing that these tiny cells are working non-stop! It's like looking at a busy factory or...hmmm....it's like looking into a microscope and seeing a busy spaceship.

Narrator: Biologists use their hands skillfully when doing experiments. They are balanced and coordinated when using hand tools, sorting objects, and moving or turning things. The biologist was ready to start the research.

[ALL CELL CHARACTERS enter and stay on one side of the stage. The biologist and narrator stay on the other side. The cell characters are being looked at through the microscope by the biologist]

Narrator: When the biologist looked into the microscope, the view was amazing! The cell looked like a spaceship control center. There were tons of parts working fast and moving around. Running the spaceship was Captain DNA and its 1st Mate, Gene.

Captain DNA: Okay crew, give me an update. Gene, collect all the information. Membrane you are first.

Membrane: Yes, Captain. I let some air and water molecules enter the ship, they were authorized. I had to stop some sugar that wanted to come in because it wasn't on the list.

Captain DNA: Good work. Keep the sugar out until you clear it from Gene. Go back to your post and guard the ship.

Membrane: Yes, Captain DNA.

Biologist: Wow!! The cell membrane is like a security guard for the cell. Every cell has a membrane. It keeps out dangerous things and lets in things the cell needs! DNA holds information that is vital to living things. DNA controls the cell. DNA is inside the nucleus. The nucleus is the center of the cell, it is like the control center of a spaceship!

Narrator: The biologist wrote down all these observations for analyzing the data later. Then the biologist looked back into the microscope.

Captain DNA: Mito, what do you have?

Mito: Well Captain, everything looks good. I have created enough energy for the ship to keep the electricity running and get us to Mars.

Captain DNA: Good work. Go back to your post and break down enough nutrients so we have energy to watch the game later.

Mito: Yes, Captain.

Biologist: That's the mitochondria (*mite-oh-con-dree-uh*)! It gives a cell energy to work. It takes in nutrients from food and breaks it down into energy. It's like the electricity in a spaceship!

Narrator: At the same time, the biologist was experimenting and analyzing the information.

Captain DNA: Okay now, my 1st Mate. Gene, give me the scoop.

Gene: Captain, I've gathered the information from all your DNA strands, and we need to build more protein if we want the ship to have brown eyes!

Biologist: I see! Genes are made up of DNA strands in the control center...I mean the nucleus. Genes are the traits we get from our parents like hair, skin, eye color, height and so much more!

Captain DNA: How can we do that?

Gene: I made a map of the ship with instructions on how to build the protein we need. We just need to re-route some molecules.

Biologist: DNA and genes work together. Genes are like a map for a cell because they tell parts of the cell what to do and where to go based on what the DNA says.

Narrator: Just then, the membrane guard ran into the control center with alarming news!

Membrane: Captain! Captain! There is a problem. It's the sugar. It got into the ship.

Captain DNA: Oh no!! Gene, have the sugars damaged the ship?

Gene: The sugars have damaged the energy room!! We will have no energy to keep going if we

don't fix it.

Biologist: Here it is! What I have been waiting for! The cell was damaged because dangerous sugars got through the membrane, and now they are attacking the mitochondria. Let's see if it can repair itself.

Captain DNA: Quick! Get Ribosome (*rye-buh-sohm*)! We need to rebuild the energy room.

Biologist: Hmmm, it looks like the mitochondria is damaged. So when part of the cell needs to be fixed, the ribosomes repair it. Ribosomes make proteins that repair and build new things in a cell. They are like the repair workers in a spaceship.

Ribosome: Ribosome reporting for duty, Captain!

Gene: Ribosome, go to the energy room. We need to repair the damage done by the sugar.

Captain DNA: Take the Endoplasmic Highway. You will get there faster. Report back when you have fixed it!

Narrator: Ribosome jumped on the highway to repair the energy room.

Biologist: That's endoplasmic reticulum. It is like a highway in a cell to transport things and information inside the cell and to other cells! When ribosomes need to repair things they use this.

Narrator: Just how the cell parts are solving a problem, biologists are very good problem solvers. Other skills of a biologist are good critical thinking, understanding of reading materials, and active listening.

Biologist: So, if the mitochondria is damaged, then the cell cannot generate the energy it needs to survive.

Narrator: The biologist thought hard about how the cell could fix itself.

Biologist: I think with the help of the ribosomes it should be fixed in no time!

Captain DNA: Gene, how is the energy room?

Gene: The levels are going back to normal! It looks like ribosome repaired the damage!

ALL CELL CHARACTERS: Yay!!!!

Mito: I feel as good as new! I'm ready to create more energy.

Ribosome: Returning from duty, Captain. The energy room is secure.

Captain DNA: Good work! Now, report to back to Gene. I think there is a new project that you need to build some protein for.

Biologist: Wow! So that is how a cell repairs itself. I must tell people what I have found! Before I do that I need to do step 4: analyze information.

Narrator: The biologist looked at the notes to analyze. Biologists must record every little detail so they can look back later to see what changed. It is important to record everything when you are a biologist because a small detail can tell you everything you need to know!

Biologist: Okay here we go step 5: report results. I need to write a report on my findings and then show the results to other scientists, the government, and the public. Talking about discoveries and information with other biologists helps humans explore the mysteries of life!

Narrator: Biologists need to have good relationships with other scientists, organizations, schools, and the public to protect the development of research. Bringing people together to support biology discoveries is important because it helps us understand life. The biologist started to write the report to share with the world!

Biologist: I did it! I was curious about something so I experimented, observed, and recorded to answer my questions.

Narrator: Biologists are curious about *how* things work and *why* things work. Biologists like to be challenged with new and unexpected changes in objects.

Narrator: Education is an important part of being a biologist. In high school, focus on math and science classes. Math classes include basic math, algebra, geometry, calculus, and statistics. In college, get a degree in biology or chemistry! College is a good place to explore what type of biology you are passionate about. It could be cells or birds or whales or plants!

Biologist: There are over 50 branches of biology. As a biologist, you can research in a lab like me! Or work in the field and study animals and plants and their relationships with other living things. You can be a wildlife biologist, a marine biologist, or many more!

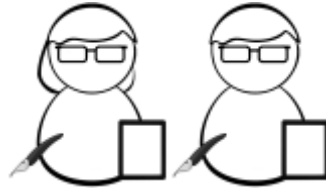
Narrator: A biologist must know biology, which is the study of plant and animal organisms, their tissues, cells, functions, relationships with the environment; anything living! They also need to know chemistry, math, and how to use computers and scientific equipment like microscopes.

Biologists: I have an important job because learning more about the human body, earth, animals, and plants is important to all of humanity.

The End.



What is a Technical Writer?



Setting: Laboratory

Characters: Narrator, Technical Writer, Scientist, Robot*

*Robot: Start by laying on the floor flat on your back. Then, when the scientist starts to build the robot follow instructions below (highlighted) *only act out the highlighted part until your line at the end.

Narrator: One day in a robotics laboratory, a scientist was building a robot with a friend. This friend was a **technical writer**. A technical writer is someone who writes about how-to-do something by providing step-by-step instructions. Today, this technical writer was observing a scientist who was building a robot. Then, the technical writer wrote a **manual** for other people to build robots!

Scientist: Thank you so much for helping me! As a scientist, I am very good at building robots but sometimes it is hard for scientists to explain their work.

Narrator: The scientist seemed puzzled...

Scientist: So how does technical writing work?

Technical Writer: Well, that is a great question. Have you seen instructions that come with board games? Or a manual on “how to” build something? Or even a recipe on baking a cake?

Scientist: Of course! Instructions are everywhere!

Technical Writer: That is right. I write instructions. I help people understand activities, games, and even build robots! For example, I work with experts, like you, to observe and listen about how a robot is built. Then, I make a step-by-step guide to teach someone. I even draw pictures

along with the instructions sometimes!

Narrator: Yes, **instructions** help people understand how to do something so they can do it too. Technical writers must be good listeners and thoughtful observers. Technical writers have to work with many different people to learn many new things! And most importantly, a good technical writer can turn complicated language into simple instructions.

Technical Writer: Ok let's get started! You tell me everything you do as you build the robot and I will write it out in step-by-step instructions.

Scientist: Ok, the first thing I do is build the robot's base structure. I take the base and I screw in all the nuts and bolts so it can hold the body. These are the robot's legs!

Technical Writer: Ok I got it! **Step 1:** Build the robot's base by tightening the nuts and bolts. This will make sure the robot can turn around and move in any direction.

Robot: (stick your legs straight up in the air!)

Scientist: Then I attach the body of the robot by connecting all sorts of wires together and insert the computer chip so I can control it!

Narrator: The scientist described the wires and computer in very scientific terms. So the technical writer needed to simplify it.

Technical Writer: Hmmmm I need to make these instructions easy to understand for someone who is not a scientist.

Narrator: The technical writer thought long and hard and observed the scientist's actions.

Technical Writer: Alright then, **Step 2:** connect the blue wires with the red wires. Then insert the computer chip into the green square.

Robot: (stand up straight with your arms locked to the sides!)

Scientist: Ok, next I insert the robot's automatic arms.

Technical Writer: To make it easier for people, I think we should put stickers on the arms to

show which one is the left arm and right arm. **Step 3:** Insert the arms. The left arm is green and the right arm is red. Insert the top of the green left arm into the green hole on the left side of the robot.

Narrator: The scientist lifted the robot's left arm.

Robot: (lifts left arm out in a "L" shape with the hand pointing DOWN)

Technical Writer: Then repeat on the right side. Insert the red right arm into the red hole on the right side of the robot.

Robot: (lifts right arm out in a "L" shape with the hand pointing UP)

Scientist: The robot is looking very good!! Now all we need to do is secure the head, the eyes, and the voicebox.

Narrator: The scientist described what to do in very complicated words. The technical writer had to listen very carefully and observe the scientist. After some time, the writer came up with the last steps to building the robot!

Technical Writer: **Step 4:** make sure the robot's head is on evenly.

Robot: (move head from side to side, up and down!)

Technical Writer: **Step 5:** screw on the eyes tight.

Robot: (Close and open eyes WIDE!)

Technical Writer: and insert the voice box!

Robot: (in a robot voice and moving around like a robot) Hello, I am a robot. Thank you for building me.

Scientist: Yay! We built a robot!

Technical Writer: Yes! We did it! And now that I have written a 5 step instruction manual on how to build a robot, anyone can do it!

Narrator: The technical writer and the scientist were very happy. Technical writers create many types of written material. The personality of a good technical writer is someone who is always willing to learn new things and work with different types of people in many professions.

Scientist: Thank you for your help! What will you write about next?

Technical Writer: I am off to the zoo! I get to learn from a zookeeper and write a guide to taking care of animals!

The End.

What is an Artist?



Setting: Museum

Characters: Narrator, Painter, Sculptor, Singer, Dancer

Painter (expresses every line with big brush strokes)

Sculptor: (strikes a pose with every line)

Singer: (sings every line)

Dancer: (does a dance move to every line)

Narrator: Art is all around us. An artist is a person who expresses themselves through their particular gift. Artists are inspired by people, the world, and everything around them. One day, in a new art museum all the artists were getting ready for opening day! In the museum there was a painter...

Painter: Ah! The smell of fresh paint in the morning!

Narrator: a sculptor...

Sculptor: Mmm! I feel strong and sturdy today!

Narrator: a singer...

Singer: Lalala! This room has a good echo!

Narrator: and a dancer...

Dancer: Wow! I feel like moving my arms and legs!

Narrator: All of the artists were getting ready for the opening BUT they could not agree on one thing...what is art? The painter, the sculptor, the singer, and the dancer all had a different idea of what art was.

Painter: Painting is the only true art! Art is about color and shapes! And painting uses so many colors and shapes.

Sculptor: No way! Art is about posing and making different forms with clay!

Singer: Lalala! Art is about rhyming and timing! It is keeping perfect pitch in a pretty song!

Dancer: You are all wrong! Art is about expressing happiness and sadness through moving your body!

Narrator: This led to a big fight about art!

Painter: Posing is not art! Singing and dancing are not art, they are for playtime!

Sculptor: Well, painting is messy!

Singer: Lala! You are both singing the wrong song! Singing takes practice and pitch!

Dancer: Dancing is hard work! It also takes practice and it is fun!

Narrator: All four artists were puzzled! What is art? What is an artist?
Can it be more than one thing?...YES! Art can be many different things. The artists in the museum slowly started to realize something...

Painter: Wait a minute...we are all expressing our feelings, right?

Sculptor: Yes, I express my feelings through posing! (Strikes a big happy pose). I feel happy when I can make something.

Singer: Yes, and when I sing I express myself better than when I use words!

Dancer: Yes and when I dance I can be creative and express my emotions with my body!

Narrator: The painter, the sculptor, the singer, and the dancer all can express their creativity through different ways! Artists can express any emotion through paint, clay, songs, dances, and many other things. Artists use many different types of materials to make new artwork.

Painter: Hey! I think we can learn new things by accepting each other's expression!

Sculptor: Yes! Sculpting can be a lot like painting because we are both putting our feelings onto paper and clay! And also like dancing because you strike a pose!

Dancer: Yeah! And singing is a a lot like dancing because we both use our body to express our art!

Singer: Lalala! I agree and I feel free!

Narrator: All the artists realized that art is everywhere and anywhere someone can openly express their feelings! When the museum opened, all the art shined bright and expressed true feelings.

Narrator: Artists have freedom to make whatever they want. The freedom to try new things, start over, and explore the whole world. Artists can show people how they see the world. Art is a way people connect with other people.

The End.

What is a Reporter?



Settings: Newsroom

Characters: Narrator, News Anchor 1, News Anchor 2, Local News Journalist, Investigative Journalist

Description: News show on journalism uncover the truth behind being a journalist. What did we find out? Tonight on Nightly News. TV news anchors start off the show, reporting on the different types of journalism. Then **BREAKING NEWS!**

[Nightly News. Each line (other than Narrator) should be read as if reporting the news]

News Anchor 1: This just in! A journalist is a person who writes or publishes the news, current events, and stories to the public.

News Anchor 2: Hello, and welcome to Nightly News, your most trusted news source. It turns out there are different types of journalism. A study shows one type is broadcast journalism, which is the news on the TV. That is us! Another is newspaper journalism, which is published in print and online.

Narrator: These are TV news reporters. These type of journalists work with a team to find news and current events, then they report on them on TV so millions of people can watch from their home.

News Anchor 1: As TV news reporters, we describe the background and details of events that happened. The point is to inform the public of daily current events and breaking news.

Narrator: Breaking news is an event that just happened or is happening. An event that is so important that the public must know about it as soon as possible. Breaking news is something all journalists always watch for. When breaking news breaks, journalists must be quick to report on it. Everyone wants to be the first to report on breaking news. Because of this, it happens really fast so journalists have to make sure they have all the correct information. They must be organized and quick-thinkers.

News Anchor 2: The main point of journalism is to tell the truth. They are kind of like detectives, except they report what they find to the public.

News Anchor 1: A journalist develops a story to write or report on. They start by researching and collecting all the facts they can find through sources.

News Anchor 2: We now go to our local news journalist, who writes for our local newspaper. Local news journalists write about events, politics, and stories about their towns and cities.

Local News Journalist: Great, thanks so much. Good evening. Welcome to our nightly segment of *This Week in My Town*.

Local News Journalist: *This Week in My Town* there was the annual harvest festival. The crowds grew to 2,000 people! *This Week in My Town*, the heatwave is finally over! *This Week in My Town*, new laws trying to protect the ocean could have an affect on the seaside communities.

Narrator: Local news journalists are very important because they report on local news and stories that directly relate to the community. Local news journalists can be on television but are mostly reached online or in newspaper print. Many say that newspaper prints are declining but TV reporters rely a lot on local newspaper information. It is important to support local newspapers.

Local News Journalist: And lastly, on *This Week in My Town*, the race for mayor is heating up! The latest poll shows the two candidates are in a tie. Their biggest debate and where they will prove themselves...the beach boardwalk. One candidate is trying to tear down the beach boardwalk and build a mall. The other candidate wants to save the beach boardwalk because it has been a part of the community for almost 100 years. Don't forget to get out and vote on Tuesday. Local elections are the most important part of democracy!

Narrator: Journalists present the facts. They tell a story without giving an opinion or trying to

influence the opinion of others.

Local News Journalist: Back to you, Nightly News.

News Anchor 1: Hope you enjoyed that segment of *This Week in My Town*. We can't forget that the backbone of journalism are local print newspapers. Without the information that local and state newspapers publish, journalists like us wouldn't have as many sources and leads to their stories!

News Anchor 2: A recent study shows that journalists must have a good knowledge on communication. They communicate in writing, reporting, and photos. Journalists must also have a good understanding of the law and government. It is important for journalists to know the law so they can investigate and report when someone in power is breaking the law.

News Anchor 1: Along with communication, there are many important skills a journalist must have.

News Anchor 2: That is right. Journalists observe, investigate, and explore to discover a full story.

News Anchor 1: Journalists are active listeners. According to a dictionary, active listeners fully focus on what someone else is saying so they understand before they respond. Being an active listener helps journalists know which direction their investigation should go.

News Anchor 2: Yes, Journalists have a fast understanding of the information they read. This is a difficult skill for a lot of people but with practice it gets easier over time. As a journalist, you practice reading a lot!

News Anchor 1: One of the most important skills for a journalist to have is being a good writer. This is important because journalists need to tell their story clearly.

Narrator: A journalist's job is to tell people the facts about what is going on in their town, the country, and the world! So, journalists must present the facts they have gathered, explain what the information means and why it is important. From there, journalists trust the public to use information to make the world a better place.

News Anchor 2: For example, if a journalist uncovers a story about a company that dumps

harmful chemicals into the ocean, tells the public, the public will be angry with the company for hurting the ocean, then the company will stop.

News Anchor 1: A journalist is a critical thinker and makes quick decisions. After practice and learning about investigating, journalists know what questions to ask to uncover their story.

Narrator: Just then, the producer passed the news anchors a piece of paper.

News Anchor 2: Okay, we are just getting something in from our producers, we have breaking news!!

BOTH ANCHORS: BREAKING NEWS ON NIGHTLY NEWS.

News Anchor 1: Wow. Okay, this is a big one. It seems we have just got word that a curious personality is, in fact, a major trait of a journalist.

News Anchor 2: Yes, we have just confirmed that journalists are, in fact, very curious people. From a secret source, we are even hearing that journalists have investigative personalities.

News Anchor 1: If you are just tuning in, we have breaking news that journalists are the type of people who are curious about understanding the world, people, and events.

News Anchor 2: Curious people want to understand and find an answer. Journalists want to answer the unknown. They enjoy working in loosely structured jobs that do not have strict rules. Curious people simply want to understand!!

Narrator: It is important for these types of personalities to understand why things are the way they are. For these people, there is a thrill in understanding something or uncovering a hidden story.

News Anchor 1: Now, we are getting some new information on the story. Curious people make great investigative journalists.

News Anchor 2: Wow, this story really keeps unfolding. Yes, it appears investigative journalists are leading regular lives while continuously observing their surroundings and seeking answers. Investigative journalists look for stories that uncover the truth about something important in a town, state, or country.

Narrator: Investigative people want to be in environments that allow them to fully explore their curiosity. This is why investigative people are great journalists.

News Anchor 1: Investigative journalists have done some amazing work in the world. They have uncovered many inequalities and injustices, exposing mean people in high power.

News Anchor 2: Investigative journalists challenge people when they are dishonest or when they are harming the greater public. They seek the truth by exploring and discovering important information.

Narrator: Journalists find out what parts of the story is missing. Here, journalists can decide how they want to do their investigations. This leads journalists to interview people that could help them uncover their stories. All journalists are curious people but investigative journalists usually work at big newspapers where they can investigate and write about their stories.

News Anchor 1: Okay now, our producers just told us that we have an actual investigative journalist here to talk to about their job.

News Anchor 2: We welcome a real-live investigative journalist to the show. Welcome to Nightly News.

Investigative Journalist: Thank you for having me on. As soon as I saw the breaking story I knew I had to come. It is important people know the truth!!

News Anchor 1: We want to ask you...and I think all of America is on the edge of their seat watching at home...want to know, what do you enjoy about being an investigative journalist?

Investigative Journalist: As a journalist I am investigative, assertive, and a creative type of person. I love using my imagination and creativity to get to the source of a story. I love writing and communicating these stories to the public.

News Anchor 2: The most important part of journalism is to **tell the truth**. How do you do it?

Investigative Journalist: As a journalist, it is important to establish relationships with people who are honest. No matter what, I must research the background of stories to make sure I have all the correct information. I interview people who can provide information on the story or who

are involved.

News Anchor 1: Before we go, is there anything you want to tell America?

Investigative Journalist: Yes, there is...Journalists are assertive and dedicated to finding the truth! They prefer to work in politics and the public! My job means doing a lot of observation, investigation, exploration, and discovery. Just remember, every time a journalist is working on a story, we are trying to put together one big puzzle. We will solve the puzzle by finding out the truth. This is all for the public!

News Anchor 2: There you have it, folks. Right from a trusted source. Thank you so much for coming on the show.

News Anchor 1: Well, America, there you go. Curious people find out the truth. That is all the time we have for tonight. Thanks for tuning in.

BOTH ANCHORS: From all of us at Nightly News, good night and good luck.

The End.



What is a Paramedic?



Setting: Park

Characters: Narrator, Kid 1, Kid 2, Paramedic 1, Paramedic 2

Description: One day, two kids were playing in a park. It was all fun and games until someone climbed a tree!

Narrator: On a sunny day in the park, two kids were playing tag.

Kid 1: Tag! You're it!

Kid 2: I'm going to get you!!

Narrator: They both got tired of running and wanted to do something new.

Kid 2: Hey, this is boring! Let's go climb that tree.

Narrator: They both ran over to the tree. They looked up at the big tall tree in front of them. It was the biggest tree they had ever seen. It was very scary to one of the kids.

Kid 1: Wow that is very big. It is too big to climb. I am scared.

Kid 2: No way! Don't be a scaredy cat! I am going to climb it. I'm not scared of anything!

Narrator: And up, up, up the big tall tree the friend climbed.

Kid 1: Be careful! Don't go too high!

Narrator: But the kid didn't listen. The climber climbed and climbed for a very long time.

Kid 2: Wow look how high I am! I can see school from up here!

Narrator: The kid at the bottom of the big tall tree saw their friend get smaller as they climbed.

Kid 1: Come on, come down. That is too high!

Kid 2: No way! I am going to the top!

Narrator: Just then, the friend in the big tall tree went to grab a branch and it snapped!

Kid 2: Help! I'm falling!

Kid 1: Ahhh!!!!

Narrator: The climber in the big tall tree fell all the way to the ground! The friend at the bottom heard a big CLUNK!

Kid 2: Owwww!!!

Kid 1: Are you okay?!

Narrator: As the friend fell out of the big tall tree, a group of people ran over to see if the kid was okay. One of the adults called 9-1-1. When someone gets badly hurt and needs medical help right away it is called an **emergency**. It is important to call 9-1-1 when there is an emergency.

Kid 2: Yeah I think so, but my leg! It really hurts!

Narrator: The kid started to cry. Within minutes everyone could hear the sirens on the ambulance. WHEEEE-OOOO! WHEEEE-OOOO! As fast as light, there were two paramedics running over from the ambulance.

Kid 1: Over here!

Narrator: Paramedics are people who respond quickly to emergency situations, like medical issues, big injuries and car accidents. As a paramedic, you must know a lot about medicine, symptoms, and injuries so you can treat them right away.

Paramedic 1: Hi, I am a paramedic and we are here to help you. What happened?

Narrator: The kid who fell out of the tree did not want to tell the paramedic what happened because they were afraid of getting in trouble. But the other kid wanted their friend to get better so they told the paramedic exactly what happened.

Kid 1: My friend was climbing the tree and went really high. A branch snapped and my friend fell all the way down. Now my friend's leg really hurts.

Paramedic 2: Thank you for telling us what happened. In an emergency it is very important to tell us everything that happened so we can give the best help.

Narrator: The paramedics turned back to the injured kid.

Paramedic 1: Okay, can you tell us what hurts?

Kid 2: My left leg. It hurts so bad! I can't move it!

Narrator: The paramedics looked closely at the leg. They could tell it was the only injury.

Paramedic 2: Okay I am going to look at your leg. Show me where it hurts.

Narrator: The kid pointed to where it hurt the most. The paramedic felt the leg and could tell it was broken! The paramedics could tell the kid was really scared so they tried to cheer the kid up.

Paramedic 1: Don't worry, you will be okay! I think you broke your leg but all you need is a cast. You can have people sign it and you can put stickers all over it. Lots of kids break an arm or leg when they are playing.

Narrator: The kid smiled and calmed down. An important part of a paramedic's job is to keep calm in an emergency and to keep the patient calm too.

Paramedic 2: The important thing is you know not to climb big tall trees anymore, right?

Kid 2: I am NEVER climbing a big tall tree again.

Narrator: The injured kid turned to their friend.

Kid 2: I am sorry for climbing the tree. I should have listened to you. It was dangerous and falling was not fun.

Kid 1: That's okay. I am just happy you are okay.

Paramedic 1: You will be okay, but it is our job to check everything to make sure you have no other injuries from falling. Can I check a few things before we take you to the hospital?

Kid 2: Sure! I've never been in a car with sirens before!

Paramedic 2: Well, we will sure turn them on. But first I need to check your temperature, your breathing, and get your blood pressure. Don't worry, it won't hurt at all.

Paramedic 1: I will explain everything to you and your friend. This is a **stethoscope** and I put this part in my ears so I can hear your heartbeat and breath. Then we take your temperature, like when you are sick. We will feel your skin to make sure it is not too hot or cold. Then we take your blood pressure by wrapping this fabric around your arm. Don't worry it won't hurt. You will just feel a squeeze!

Narrator: The paramedics did all their checks to make sure the kid who fell out of the big tall tree was okay. Everything showed the kid was fine and they all rode in the ambulance to go to the hospital. They turned the sirens on. WHEEE-OOOO WHEEE-OOOO

Paramedic 2: We called your parents. They will meet you at the hospital to get your cast!

Narrator: There are usually two paramedics in an ambulance and one ambulance driver. This is so the paramedics can help the patient in the back. In the ambulance, the kids had a lot of questions about being a paramedic and all the cool equipment in the car.

Kid 1: Do you always rescue kids who have fallen out of big tall trees?

Paramedic 1: Not always, but whenever someone needs us. We answer 9-1-1 calls about people who are badly hurt or sick.

Paramedic 2: Our emergency calls are either easy to handle or are more serious and time sensitive. Sometimes we get really serious calls, like a car accident.

Kid 2: What do you do at a car accident?

Paramedic 1: It depends on the accident. First, we quickly observe the patient and help them in any way we can. We give first aid to people in emergencies. We decide what the most important injury to treat first, then we go on from there.

Paramedic 2: If someone is really badly injured sometimes we must treat them in the ambulance on the way to the hospital.

Kid 1: I wouldn't want to be badly injured. But if I was I would want you two there to help me.

Paramedic 1: And we would be there very soon! We turn the loud sirens on so all the other cars on the street know to move aside. All cars move aside because the sirens mean we are on our way to an emergency and someone needs our help or that we need to get to a hospital as fast as possible.

Kid 2: How did you learn all of this?

Paramedic 2: There is a lot of training for paramedics because we save lives everyday. You must take classes in science and medicine, about 120 to 180 hours of training are required, and you need a degree. It is also useful to know more than one language when you are a paramedic. You never know what language people will speak and it is important to be able to talk with the patient.

Paramedic 1: I speak English, Spanish, and Arabic. Wherever I am called, I will probably be able to communicate with the patient and make them feel safe.

Narrator: Paramedics are active listeners; they must listen carefully to what an injured person is telling them so they can help. They are also critical thinkers and they must solve problems quickly.

Paramedic 2: Paramedics work with partners. We have been partners for 10 years and we work well together. We are best friends after working together for so long!

Paramedic 1: As paramedics we have to work together and help each other everyday. Sometimes we arrive at a scene and we have no clue what happened! So we work together to

figure it out and help the patient.

Paramedic 2: We have to stay calm in many stressful times. It is good practice for being patient. Being a paramedic is the most rewarding job! We save people's lives everyday. When people are scared, they call us and our job is to make them feel safe again.

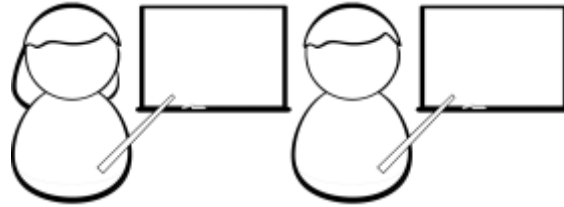
Kid 2: Well you sure made me feel safe again!

Kid 1: Hey, we are best friends! When we grow up we should become paramedics together so we can help people like they helped us!

Kid 2: Yeah!!

The End.

What is an Elementary School Teacher?



Setting: Classroom

Characters: Narrator 1, Narrator 2, Teacher (very friendly, kind, and warm), Student 1, Student 2, Student 3

Narrator 1: An elementary school teacher helps children **learn**. They teach kids to read, write, count, and spell when it is their **turn**. Elementary school teachers teach kindergarten to sixth grade.

Narrator 2: They teach about science and **history** and they teach that math is not such a **mystery**. An elementary school teacher is good at helping children solve problems with classmates and friends!

Narrator 1: Most Elementary school teachers teach all the subjects to the same class everyday. But in some schools you have different teachers for reading, math, writing, and science.

Narrator 2: Elementary school teachers like to follow a daily routine. Teachers like to have rules in the classroom. This helps students learn in a fun and organized **way**! One day in a classroom at an elementary school, it was a very exciting **day**!

Teacher: Hi class! Today, we are going to learn about poetry, how flowers grow, and vocabulary!

Narrator 1: The students were very excited to learn and the teacher was very excited for this lesson plan. A **lesson plan** is a list of ideas about what to teach students. Teachers write and follow lesson plans for every class.

Teacher: It will be a lot to get **done** but I promise we will have **fun**! We will talk to each other and come up with creative ideas!

Narrator 2: Being a teacher is a social job. This means teachers talk all day! They talk with

children to help them learn new things. They also talk with the principal, other teachers, parents, and guardians to make sure they are helping students in the best way.

Teacher: Okay class, first thing we are going to do is very exciting! We are going to learn about science and poetry at the same time!

Narrator 1: Teachers always explain learning intentions to their students. This makes sure that students are ready for everything they will be learning that day.

Teacher: This is how it will work: Our science lesson will be learning how flowers grow. After we learn our new science facts, we are going to write a poem about a flower growing. Then we will turn it into a song to help us always remember how a flower grows!

Narrator 2: This teacher is very creative because they are using science to learn about poetry, and also using poetry to remember science.

Student 1: What is poetry?

Teacher: Let's work together to answer that question. [asks all students] What is poetry?

Student 2: I think you have to rhyme in poetry!

Student 3: I think it is about nature!

Teacher: You both are correct! Poetry is a type of writing that uses feelings and nature to imagine a moment in time. Today we will write our own poem about flowers.

All Students: Yay!!!!!!

Teacher: Who thinks they know the first step to writing a poem about how flowers grow?

Narrator 1: The teacher looked at the lesson plan. The first step was the science lesson about how a flower grows. Then with new science facts, the students could write a poem!

Narrator 2: But, the teacher wanted the students to answer this question on their **own**. So the teacher waited...The students waited for someone to answer, but all they heard was a **groan**!

Student 2: (raises hand) but teacher, we don't know how flowers grow! How will we write a poem about something we don't know?

Teacher: That is the right answer!! First we have to learn the science, then we write our poem.

Narrator 1: It is very important for teachers to push their students to come up with the answers on their own. Teachers are there to support students and help them learn.

Teacher: So, for our science lesson today we will learn 4 steps to growing a flower! To grow a

flower you need **soil, sunlight, seeds, and water.**

Narrator 2: The teacher wrote down these 4 words on the whiteboard in front of the students.

Teacher: Does anyone want to try and put these items in order from the first step to the last step?

Student 3: I know you need seeds to plant things but you also need soil!

Student 1: Yeah! But what comes first, the seed or soil?

Student 2: I think the seed comes first because without it nothing will grow in the soil!

Student 3: Yeah, I agree with you!

Student 1: I agree with you too! So the seed is the first step.

Teacher: Very good! The first step is planting a seed in the soil. What is the next step?

Narrator 1: The students started talking to each other again to figure out the rest of the steps. The teacher was very happy the students were working together to answer the question. Finally, the students figured out all the steps together.

Teacher: Okay good! The first step is planting the seed. The second step is covering the seed with soil. The third step is watering the soil. The fourth step is the sunlight. The water and sunlight work together to nourish the seed in the soil. The seed will grow roots in the soil and sprout a small stem on top of the soil. Then, as the water and sunlight work together the sprout will grow into a stem with leaves, and then a flower will bloom. Any questions?

Narrator 2: Teachers always ask their students if they have a question. This is a way for teachers to know how students learn and what things they need to go over again. One student was too shy to ask a question.

Student 3: (raises hand, then quickly puts arm down because they are too shy)

Narrator 1: Teachers encourage students to ask questions. Asking questions is the best way to learn new things! A student may ask a question that another student was too shy to ask.

Student 1: Can you explain again how sunlight helps flowers grow?

Teacher: Of course! The Sun shines on soil and flowers. When the sun-rays hit the soil, it turns into food and energy for the flower to grow. Just like all of you need healthy food to grow!

Student 1 and 3: Oh, I get it!

Teacher: Okay great! Now that we have learned the science of how flowers grow. Let's work together and write a poem. I have written the first few words of each line for our poem. I want

you all to fill in the blank with the new facts we just learned about flowers. Okay?

All Students: (excited) Okay!!!

Narrator 2: The teacher wrote each line of the poem on the board. Now, the students could brainstorm together. The teacher read the beginning of each line and the students had to come up with the blank spaces.

Narrator 1: Teachers are active listeners and active learners. This means a teacher learns new things everyday about how to teach. They observe the way children learn and solve problems.

Teacher: Remember, it is a poem so we have to rhyme! The first line is:
First comes a seed that you plant in the _____.

Student 2: Ground!

Teacher: Good!!
Next cover it up _____

Student 3 : with the soil

Student 1 : all around!

Teacher: Wonderful! I love it!
Then you sprinkle some _____

Student 2 : water all over the top!

Teacher: Okay!
When the sun comes out, you'll see a _____

Student 3: Sprout!

Teacher: Okay great! What can we rhyme with top?
Then light shines down to _____

Student 1: make the flower pop!

Teacher: Amazing! Okay class, last line!
The leaves will grow green and the stem will grow too.
In the morning our flowers will _____

Student 2: shower with dew!

Teacher: Wow that is great! You all are so creative! Okay here is our poem!

Narrator 2: The teacher wrote the flower poem on the whiteboard so the class could read it together. After practicing a few times the class turned it into a song to remember how a flower grows!

ALL: (sing in a song)

First comes a seed that you plant in the ground
Next cover it up with the soil all around
Then you sprinkle some water all over the top
When the sun comes out,
you'll see a sprout
Then light shines down to make the flower pop!
The leaves will grow green and the stem will grow too
In the morning our flowers will shower with dew!

Teacher: Wow!!! This was so great! Good job everyone. We worked together and made a beautiful poem and song about science! Now everyone will copy the song from the whiteboard to practice our vocabulary and writing!

All Students: Yay!!!!

Narrator 1: Teachers are very important role models for children. While at school, teachers help children practice good manners such as sharing is caring, to always think for yourself, and to always be kind and honest.

Student 1: Teacher, how did you learn to do all these things?

Teacher: Well, to be a teacher I had to go to school to learn how to teach you! I had to learn different ways to teach children so I am able to help all students. Everyone learns in a different way. This is a very important part of teaching. As a teacher, I know math, science, grammar, and how to teach others to read.

Student 3: In English right?!

Teacher: Well, not always. Teachers around the world teach in different languages.

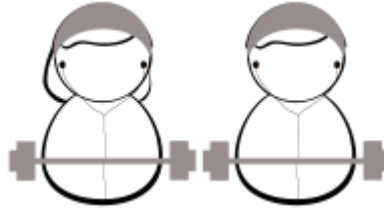
Narrator 2: A lot of teachers can speak two or three languages so they can talk with students who also know other languages.

Student 2: Oh I get it! (looks confused and raises hand) I have a question. What about math in other languages?

Teacher: That is a great question. I love math so much because it is the same in every language in the world! Speaking of math, let's open up our Chromebooks and practice with JiJi.

The End.

What is a Fitness Trainer?



Setting: Gym

Characters: Narrator, Fitness Trainer, Friend 1, Friend 2

Description: Fitness trainer meets with new clients, two friends, who want to start exercising together to stay healthy.

Narrator: Exercise is a way people all around the world stay healthy. For example, in Bangladesh people play cricket all the time. In South American countries, like Colombia and Chile, the big cities close their main roads every Sunday to bikers, joggers, runners, and walkers. Some people like to work with professionals to exercise. These professionals are called fitness trainers. Fitness trainers are independent, genuine, trustworthy, and athletic.

Fitness Trainer: [doing exercise of your choice, make it silly!] I love working out! Exercising is important because it makes people healthier, stronger, and relaxed. I love working with physical results that you can see!

Narrator: Fitness trainers teach individuals or large groups how to exercise and stay healthy in different ways. Fitness trainers usually work at a gym, but also work at schools or in studios. Fitness trainers model how to do the exercises, and then help others do the exercises. They develop fitness and wellness programs. Today, at the community center gym, a fitness trainer is meeting with two new clients.

Fitness Trainer: Hello! Welcome to the community center gym. I am your new fitness trainer.

Narrator: The new clients are two best friends. They want to start exercising together to stay healthy but they have very different ideas about exercising.

Friend 1: Hello! We are very excited to start working out more.

Friend 2: Hi! I don't know much about exercising but I'm excited to learn some new things.

Fitness Trainer: It is great to meet you both! Okay, the first step is knowing your goals. We will sit down together, make a list of goals and come up with an exercise plan. Then we will get to the fun part, working out!

Friend 1: Okay great!

Narrator: Fitness trainers make exercise programs that are specific to their clients' needs and goals. To do this, the trainer and clients must talk about and write out any previous injuries, needs, and goals so they can follow along over time.

Fitness Trainer: So tell me what brought you two in today. What are your goals?

Narrator: It is very important for a fitness trainer to plan a workout plan based on the client's goals. This will make sure the client is happy and meets their goals. It also helps the fitness trainer decide what type of exercise they will do with their client.

Friend 1: My doctor said I need to exercise everyday because heart disease runs in my family. We have been planning to exercise together for a long time but it has been hard to actually do it. We are very different people, I love to exercise and my friend does not.

Narrator: Exercising really helps prevent a lot of diseases and sicknesses!

Friend 1: My goal is to run a full marathon, which is a 26-mile run!

Fitness Trainer: Those are great reasons to exercise. What are your goals?

Narrator: Fitness trainers are able to communicate with many different people and relate to people's needs and goals. Fitness trainers help people make progress and reach their goals.

Friend 2: Well, I always learned exercising is good for you in school, but I never enjoyed doing it. I always get bored and tired. I think it is important for me to explore exercises I can turn into habits. I want to feel like I am having fun while exercising so it becomes something I enjoy and

want to do everyday.

Fitness Trainer: That is normal! Exercise may make you feel tired but when your body gets used to it, exercise actually gives you more energy throughout the day!

Narrator: Fitness trainers must also be **active listeners**. They must carefully listen to what their client tells them about their needs and goals. For example, if it is hard for a client to complete an exercise, because it hurts, then the fitness trainer must listen to the client's needs and change the exercise to something different.

Fitness Trainer: The key to exercising is to make it fun. You came to the right place. Do either of you have any injuries?

Friend 1: Yes, I have been running my whole life but I have twisted my left ankle a few times over the years.

Friend 2: I don't have any injuries.

Narrator: As a fitness trainer, you can teach general exercise or you can teach yoga, boxing, weightlifting, and much more! There are many types of exercise that fitness trainers can focus on. All fitness trainers must practice coordination when modeling exercises. This means a fitness trainer must plan workouts and model them perfectly so the clients can do them too. This helps prevent injuries while exercising.

Fitness Trainer: Okay! Last question, what physical activities do you enjoy?

Friend 1: I really love practicing yoga and running. I always listen to music when I exercise.

Friend 2: I love basketball, playing tag, swimming, and playing games with my friends!

Fitness Trainer: Those are all wonderful things. Okay, I have all the information I need. Give me a few minutes to write out a workout plan for us to get started with!

Narrator: Making a workout plan is an important part of the fitness trainer's process. The fitness trainer takes the needs, injuries, and goals of the clients and creates a specialized workout plan.

Fitness Trainer: Okay, I have come up with your personalized workout plans.

[to friend 1] First, **your need** for working out is to prevent heart disease and make exercising a habit. This will be your motivation for when exercising becomes hard!

Narrator: An important skill for fitness trainers to have is **public speaking** so they can clearly tell their clients what they need to do to meet their goals.

Fitness Trainer: Next, **your injury** on your ankle means we will not do activities that will put too much weight on your ankle. I have some exercises you can do at home to heal your ankle.

Narrator: Fitness Trainers have to change or create a workout plan based on a client's injuries. Fitness trainers also adjust an exercise if it is too hard for the client or they can't do it.

Fitness Trainer: Last, **your goal** is to run a 26-mile marathon. So here is **your workout plan:** running, biking, yoga, meditation, and boxing. Biking will strengthen your legs so they are strong when you run the marathon. Yoga and meditation helps with flexibility, muscle strength, and relaxation. Also, boxing is a great cardio workout, which means it is really good for your heart. Then I have a fun activity you and your friend can do together.

Friend 1: Wow. This sounds great! I am excited.

Fitness Trainer: [to friend 2] Okay, first **your need** is to learn more about exercising and to get excited to workout. Next, you don't have any injuries so that means we can do a lot of different exercises. Last, **your goal** is to have fun while exercising so you don't feel like you are working out.

Narrator: This client doesn't work out because it is boring and tiring. So the fitness trainer had to make an adjustment. They turned it into something totally fun!

Fitness Trainer: So here is **your workout plan:** we are going to make working out into a game! We will call the game "wildcard". I will have colored cards that choose an exercise for you. Yellow is 30 jumping jacks, red is plank pose for 30 seconds, blue is jump rope, green is the relay game, and then there is a wildcard, which means you choose which activity to do.

Friend 2: Wow!! That sounds like so much fun. I never thought to make exercising into a game!

Fitness Trainer: I have given you both workout plans to do alone but when you choose a green card, you can workout together.

Friend 1 and 2: Yay, that sounds like fun!

Narrator: The clients were very excited. Fitness trainers have a very social job. They talk with their clients and teach them how to keep healthy lifestyles. Fitness trainers work with people all day long. They have to inspire people to keep exercising even when it is hard work. They are very friendly, compassionate, energetic, and motivating. The clients and the trainer were ready to get to work! The trainer held out a stack of cards to the clients.

Fitness Trainer: Okay! Pick a card, any card!

Narrator: The clients picked a green card! This meant the two friends were going to play the relay game and workout together. The fitness trainer took the new clients out to the field.

Fitness Trainer: Okay, the relay game is a partner game and works like this. There are three marks on the field, all equally far away from each other. The closest mark has a basketball on it, the second mark has a volleyball on it and the farthest mark has a tennis ball on it. **Partner 1** runs to the basketball, throws it to **partner 2**. When **partner 2** catches it they run to the volleyball and throws it to **partner 1**. When **partner 1** catches it they run to the tennis ball and throw it to **partner 2**. The game ends when both partners get to the farthest mark with all three balls. I will time you so we can try beat our time when we play next!

Friend 2: That sounds like so much fun!! We are going to be so fast!

Friend 1: This will be great!

Narrator: Fitness trainers are people who value results they can see. They value hard work. Fitness trainers and their clients are the type of people who like to have control over solutions to their problems.

Friend 2: This really sounds like something I can get excited about everyday. It looks like I will meet my goals!

Narrator: Fitness trainers enjoy starting and finishing projects. They enjoy working with others to help meet their goals. They stay with clients from the start to beginning of their personal projects

Friend 1: So, what made you want to be a fitness trainer?

Fitness Trainer: I think health is the most important thing in our lives. I think it is amazing how exercise can transform your attitude, make you happy, and prevent diseases.

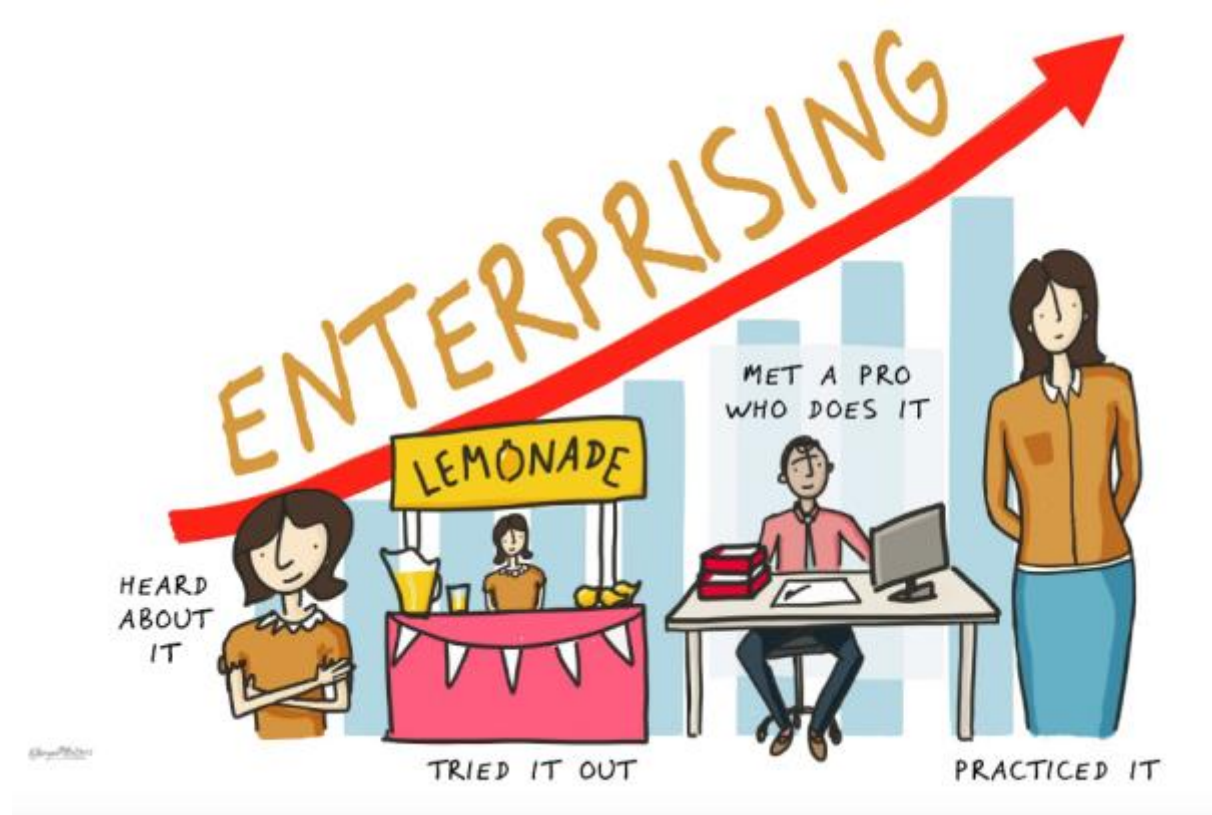
Friend 2: How did you learn so much about exercising?

Fitness Trainer: Just how everyone learns something new. By studying and practicing. I took classes that taught me about our muscles, injuries, and preventing illnesses. Now that I am a fitness trainer, I even work with doctors and nutritionists to keep learning new and better ways to exercise.

Narrator: Fitness trainers have an important job because they help people learn about healthy lifestyles. Healthy lifestyles are important because they prevent people from getting sick and keep people happy. A healthy lifestyle can affect the whole community. When there is a community of healthy people, everyone can be more productive and kind to one another.

Fitness Trainer: Okay! Get ready for the relay! On your marks, get set, GO!

The End.



What is a Florist?



Setting: Flower Shop

Characters: Narrator, Florist, Assistant, Customer

Narrator: Flowers make people happy. A florist is a person who works with flowers. Florists cut and arrange flowers into pretty bouquets and arrangements. People use flowers to celebrate important events, like birthdays, holidays, weddings, and other special moments in life! Florists can own a store or work in a flower shop.

Florists work on new projects everyday and love taking care of flowers and plants. Plants and flowers need water, sunlight, and maybe minerals to keep the soil healthy. Some flowers and plants should get more or less light than others.

One day, in a flower shop a florist was training an assistant to become a florist. The assistant was on the phone with a customer.

Assistant: (talking to a customer on the phone) And do you want pink or yellow daisies? Yes, we can deliver your order on Friday! Goodbye, have a good day.

Narrator: The florist was helping the assistant finish the order. The florist teaches the assistant about flowers, how to work with computers, sales, and customer service.

Florist: Okay good, now write out all the flowers and materials we will need. Then keep the list so you can record it later.

Assistant: The order is for a man who is throwing his mom a surprise birthday party! But he needs many different flowers and wants us to be creative in the design.

Florist: Okay, I will help you and we will do it together. What does he need?

Assistant: He needs yellow daisies, yellow tulips, and jasmine flowers.

He said his mother's favorite color is yellow and jasmine is her favorite flower. His mother is from Syria and she says the strong smell of jasmine flowers remind her of home.

Florist: Oh yes, jasmine flowers are Syria's national flower! Did you know people call the city of Damascus "The City of Jasmine". I love Jasmine flowers....But they do not live long when they are cut and put into a vase and the flowers lose the strong smell.

Assistant: The customer really wanted the jasmine. What should we do?

Florist: Instead, I think we should keep them in the bush and put the jasmine in pretty pots. This will keep the strong jasmine smell that his mother loves.

Narrator: A florist can talk to people about flowers and teach them new ideas. This means talking to people about the history or meaning of different flowers. Skills of a florist include being an active listener, problem solver, and is always learning new facts about flowers.

Assistant: Why don't they live as long? Why do they lose the strong smell?

Narrator: The florist took time to answer the assistant's question about jasmine flowers. A florist must know a lot about flowers and what is best for different flowers. Taking time to learn about the care of flowers is an important part of being a florist. This keeps her customers happy.

A florist knows how to design flowers in a pretty and creative way while keeping the flower healthy. This is why the florist did not cut the Jasmine but instead kept the Jasmine in a bush.

Florist: Okay! Will you put the jasmine in the pretty yellow pots we have in the back? You can be as creative as you want! I know you are very good at designing.

Assistant: Okay!

Florist: While you do that I will cut and arrange all the yellow daisies and tulips we need.

Narrator: The assistant went to the back to complete her task. Just then, a customer walked into the flower shop. This customer was very upset.

(Customer walks into the flower shop)

Florist: Hello! Welcome to my store. How can I help you?

Customer: (very upset and worried) I need flowers!!!!

Florist: What kind of flowers do you need?

Customer: I don't know!

Florist: Okay, what color flowers?

Customer: I don't know!

Florist: What do you know?

Customer: I need flowers!

Narrator: This customer was clearly upset. In order for the customer to get what they needed, the florist had to be sensitive to customer's feelings.

Florist: Ok, do not worry. I will help you get the flowers you need. I understand you are upset and I can help you. What brought you into my store today?

Customer: Well, my sister asked me to get flowers for her wedding and I forgot!!
I need wedding flowers for tomorrow night! Please help, I don't know the first thing about flowers!

Florist: (smiles and laughs) Oh, that is all you need? I can absolutely help you with everything.

Customer: (calms down) Really? That would be so wonderful! I want my sister to have the best wedding.

Florist: And she will! So, what are her favorite colors?

Customer: Hmmm....yellow and red.

Florist: Great! I know just what you need for a wedding. Give me some time to collect all the materials I need.

Narrator: The florist went around the store collecting flowers from every corner, wall, and shelf! Florists are dependable and know what flowers are good for certain events. Florists help customers when they don't know what they want....The florist came back with a beautiful arrangement of yellow, red, white, and green flowers and plants.

Florist: Ah! Here we go. These are red roses in the middle because they represent love. These yellow tulips represent sunshine and yellow is the color of friendship. Then these little white flowers are called Baby's Breath and represents long lasting love. I have put some green plants around the outside to make the red and yellow colors pop!

Customer: Wow!! These are perfect and so pretty! My sister will love these! Can we have 50 of these arrangements for her wedding?

Florist: Sure! I will need to go to the flower market first thing in the morning.

Customer: What is a flower market? Why so early?

Florist: Well, flower markets open as early as 3 o'clock in the morning. This is where all florists go to buy the flowers they need for their store or a big project like this one. At the flower market a florist can pick whatever colors and flowers they love to work with. It is very fun for a florist.

Customer: That does sound fun! Thank you so much, you have really helped make her wedding day special.

Narrator: The customer left very happy and calm. The florist felt very special because they helped make someone happy. Being a florist is very rewarding. Florists get to help people celebrate special moments in their lives.

Narrator: The florist knew that tomorrow would be a big day because she had to go to the flower market and it was inventory day! Inventory is a list of all the items in a store. This is how businesses keep track of what they sell and have. The florist needed the assistant's help. The assistant came back into the room.

Assistant: Wow, you really knew what to do for that customer! That person left very happy. You payed attention to detail and knew what flowers to get for the wedding. You always have a good attitude and want to help people. Why do you like being a florist?

Florist: Well, I always liked art in school and it lead me to loving flowers. I love being a florist because I get to be creative with flowers. I like the business side of it too. It makes me happy to make customers happy. It is special to be a part of the important things in life that people are celebrating. Now, I have a list for us to do. We have a wedding to save!

Narrator: A florist values a non-competitive workplace where everyone can learn as a team. A florist knows each co-worker has different skills that can work well alone or as a team. A florist has a lot of freedom to be creative while running a business. A successful florist enjoys everyday customer service, using their imagination, and using their hands to work with flowers.

The End.

What is a Recycling Coordinator?



Setting: Public School

Characters: Paper (Narrator 1), Plastic (Narrator 2), Recycling Coordinator, School Principal, Student 1, Student 2, Student 3.

Description: Paper and Plastic tell the story of a **recycling coordinator** hired by a school to reduce waste! How will the students help?

Plastic: Reduce, Reuse, Recycle. We know we are supposed to do it, but do you know why?

Paper: Recycling is one of the most important things we can do for our earth. Hey! I am Paper.

Plastic: And I am Plastic! We are real life proof that recycling works. I used to be a chair and now I am a reusable water bottle!

Paper: And I used to be a box and now I am the letterhead of a big law firm!

Plastic: When food and trash are thrown away, they don't just disappear into thin air! It's not magic! All that trash goes to landfills. Landfills are huge pits in the ground where the trash people throw away gets dumped.

Paper: Landfills are a big problem for Earth! When the trash sits in a landfill for a long time, it creates greenhouse gases. Greenhouse gases are harmful to our air, water, and land.

Plastic: A HUGE help to this problem is recycling. Recycling teams take many reusable items out of landfills that can be made into new products. All the plastic, paper, and soda cans that get recycled can be cleaned and made into new things!

Paper: Limit the waste in landfills by recycling! If everyone did their part, then there would be so much less waste. The environment would be healthier!

Plastic: Recycling doesn't happen on its own. It takes many people to make recycling happen. Recycling wouldn't exist without recycling coordinators!

Paper: A recycling coordinator is someone who works with schools, businesses, and cities to get people to recycle more.

Plastic: One day, a recycling coordinator was arriving at an elementary school. They were hired by the school to observe their recycling and trash habits to see if they can improve their recycling habits.

Principal: Hello, how are you? I am the school principal. Thank you for coming.

Recycling Coordinator: Hello! Thank you for having me.

Principal: So, what exactly do you do for schools?

Recycling Coordinator: As a recycling coordinator, I oversee recycling programs. I am hired to help reduce the amount of trash thrown away and to help people recycle more. I keep records of what materials are thrown away, recycled, and can be reused.

Principal: That sounds great! As a school with so many students, we throw away a lot of trash.

Paper: Recycling coordinators will observe how people throw away trash and recycle. By doing this, they learn where people can change their waste habits!

Recycling Coordinator: I will examine where and how your school could improve on recycling. Then, I usually meet with all the classes to tell them what I have found and how they can help the planet by recycling.

Principal: I think that is great. It is so important our students learn these habits at a young age.

Recycling Coordinator: I agree! I love teaching people about how to take care of the planet. When I talk to people about recycling and reducing waste, they can get really great ideas that I may have never thought of. It is so important to talk to everyone, so I hear the community's voice.

Plastic: The recycling coordinator was excited to get to work. Recycling coordinators enjoy starting and finishing projects. They enjoy finding new and better ways to recycle.

Recycling Coordinator: Everyday is something new! I get to work in so many different places and on lots of different projects. But my goal is always the same; to reduce, reuse, and recycle!

Paper: Observing trash habits and finding better ways to recycle is not their only task! Recycling coordinators run recycling departments and recycling drop-off centers.

Recycling Coordinator: Most cities pick up recycling at your home along with your trash. But a recycling drop-off center is a place where everyone in the community can come to drop off their recyclables. Some people need to drop off big recyclable items.

Plastic: To begin the work at school, the recycling coordinator needed to first observe lunchtime. This is when students throw away the most trash. As the kids ran into the cafeteria and began to pull out their lunches and buy their meals, the recycling coordinator saw just how much was being wasted.

Paper: The recycling coordinator wrote down everything in a handy field notebook. A recycling coordinator asks themselves these questions; how do people throw away their trash? What is being thrown away? And how does it affect the environment? How many solutions could there be?

Recycling Coordinator: Plastic sandwich bags, plastic forks, spoons, and knives were all thrown away. The kids who paid for lunch at school got styrofoam plates. All of these materials were going into the same trash bins as the leftover food. This was not good. There is a lot of work to be done.

Principal: Next, I will show you how we throw away our trash.

Plastic: After a visit with the janitor, the recycling coordinator had all the information needed to come up with a plan for the school.

Paper: It was time for the recycling coordinator to leave the school and head back to the office. The recycling coordinator will come back tomorrow to talk to the students and principal about their new recycling plan.

Plastic: The recycling coordinator spent the rest of the day writing possible plans of action, and had tons of good ideas. However, the school also has to follow rules and laws. A recycling coordinator makes lots of important decisions.

Recycling Coordinator: Sometimes you have to take risks on a project and get very creative when coming up with plans for recycling. I always have many backup plans. If I come up with a recycling plan and it doesn't work for some reason, I know I will have another option that could work!

Paper: The next day, the recycling coordinator was back at school with a presentation of the new plan and was excited to show the school. The recycling coordinator visited every classroom that day with the school principal. This was the first class.

Principal: Hello class, we have a special guest today. This is a recycling coordinator who is helping our school come up with better ways to recycle. They know a lot about recycling so ask lots of questions!

Recycling Coordinator : Hello! Thank you for having me in your class. First, I want to ask you all...what do you think my job is?

Student 1: Uhm...to make sure we separate paper and plastic?

Recycling Coordinator: Well, yes, but it is more interesting than that. How many of you like to do projects?

[ALL students raise their hands]

Recycling Coordinator: I get to do projects everyday. I can break my job down to four activities. 1. Create projects for new and better ways to recycle in schools, businesses, and cities. 2. Open and run recycling drop-off centers. 3. Reduce the amount of materials sent to landfills. 4. Use the information I get from places (like your school) to propose bills that could be turned into laws to make recycling easier and more effective.

Paper: The students were interested in the recycling coordinator's job. Many of them never even thought about where trash goes after you throw it away!

Plastic: Recycling Coordinators have an important job because they teach people to think of

their impact on the earth. They help people connect how the trash they throw away will hurt or help the earth. This makes people more aware of doing their part.

Recycling Coordinator: Any questions so far?

Student 2: What is the worst thing for the earth that gets thrown in landfills?

Recycling Coordinator: That's an easy one: Carpet! That is one of the most important things to recycle because if it gets thrown in a landfill, it is really bad for our environment. But plastic and paper are the other important things, because they get made into so many new items that we use all the time! Like paper in this classroom, our pens and pencils, and so much more!

Paper [to plastic]: Did you hear that? We are important!

Recycling Coordinator: So I did an analysis of your trash habits at lunch time. I found many interesting things. I found the students use a lot of plastic in their lunches: plastic bags, plastic utensils, and plastic wrapping.

Student: I thought you liked plastic because it can be recycled?

Recycling Coordinator: Well, I think plastic is an important material to recycle, so it can be made into something else. But making new plastic is not good for earth either. Instead I think the school should only have metal forks, spoons, and knives. The students would use these instead and when they are done they will drop them off in a box to be cleaned and reused again tomorrow! This will save a lot of plastic and it is cheaper for the school!

Principal: I think that's a great idea!

Recycling Coordinator: Next, I found that styrofoam is used too much here. Styrofoam is very bad for the earth because it cannot be recycled. Even though it is plastic material, it cannot be turned into anything else because it is expanded plastic!

Student: Why can't it just go to the landfill then?

Recycling Coordinator: Great question! Styrofoam cannot go to a landfill because it takes hundreds of years to decompose. Decompose is when a material breaks down to its smallest form. If it sits in a landfill for hundreds of years, then it will not be good for the land, soil, or

water.

Student: That is terrible! We should never use them again!

Recycling Coordinator: That is my next plan. I think your school should get rid of styrofoam and use other materials that can be recycled.

Plastic: That's good news for my plastic friends at the recycling center!

Recycling Coordinator: Next is the trash bins. I think your school should have 3 new waste bins. There will be the one for trash like you have now. Then a blue recycling bin for plastic, a grey recycling bin for paper, and a brown compost bin.

Student: What is a compost bin?

Recycling Coordinator : A compost bin is where you will put all the food scraps and leftovers you did not eat. This is the most important way to help the earth in school. When the compost bin is full it will not be sent to a landfill. Instead, it can be used in the soil at your school garden! Or it will be sent to farms and used to grow food!

Paper: All of the students and the principal were excited for their new recycling program.

Plastic: One school, restaurant, and business at a time, recycling coordinators help people learn ways to reduce, reuse, and recycle.

Recycling Coordinator: Okay, for my last project idea, I think you will all like it!

Plastic: The recycling coordinator passed out a reusable water bottle to every student in all the classes that day.

Recycling Coordinator: Using reusable water bottles instead of plastic ones help the environment because each of you will save up to 10 plastic bottles a week! The class that uses their reusable water bottles everyday, instead of plastic bottles, gets a field trip to a recycling center to see how recycled materials are made into new things!

ALL STUDENTS: Yay!!!!

Paper: The water bottle project taught an important lesson about recycling.

Plastic: It teaches incentive. **Incentive** means something that motivates people to do something. The incentive here was to use reusable water bottles to get a field trip! The students will be motivated to use their reusable water bottles instead of plastic ones. This will help the earth.

Paper: This is a very important part of the recycling world because it helps businesses and cities recycle more. For example, some businesses can get money for recycling. The school will save so much money not buying styrofoam or plastic materials.

Plastic: You can also turn in soda cans and glass bottles to recycling centers for money.

Paper: But what is the biggest incentive of all?? Recycling protects the environment and the Earth!

Student: Why do you like being a recycling coordinator?

Recycling Coordinator: I like it because I am always in communication with the community, so I learn a lot everyday. I may be working at a school, or city hall, or a restaurant but I am always learning different ways to think about recycling. A recycling coordinator enjoys working with many different types of people.

Student: What do you have to know to be a Recycling Coordinator?

Recycling Coordinator: Well, you have to be good at customer service. You all are my customers and I want you to be happy with your recycling program. Are you?

ALL STUDENTS & PRINCIPAL: Yes!!!

Recycling Coordinator: Also, I must know what I am talking about! You have to learn a lot about recycling materials, recycling processes, the impact on the environment, and ways people in the past have reduced waste.

Plastic: Recycling programs should have the best possible result on the environment.

Paper: Recycling Coordinators also have to know how to manage people and use a computer.

Recycling Coordinator: I use my computer everyday! It is like my recycling diary. Here I put all the things I observe and think could change. On my computer, I can record what I observe, analyze, research. I can also track the progress of recycling programs and follow up with customers after a project is completed.

Principal: You are very good at your job! What kind of skills would you say you need to be a Recycling Coordinator?

Recycling Coordinator: Well, public speaking is a big one. You need to tell people about your projects. You must communicate information to people who may not understand the recycling process. You also have to be an active listener. That means you have to listen carefully to what your client needs and how it fits into helping the environment.

Plastic: Recycling Coordinators are good problem solvers. They enjoy looking at the information gathered and thinking of the best solution possible.

Paper: The personality of a recycling coordinator is someone who is confident, persuasive, motivational, and is passionate about keeping the Earth's environment beautiful and clean.

Recycling Coordinator: A lot of our studies show important information that get turned into laws! So you see effective change and it shows that you can change the world!

Plastic: They are dependable, trustworthy, flexible, and they pay attention to detail. Being flexible is very important because sometimes it is hard to get people to recycle so you have to adjust expectations. Recycling coordinators are optimistic about change.

Paper: BUT all the work that is done will help the Earth! That is why being a Recycling Coordinator is one of the most rewarding jobs ever! It is very important to help protect the Earth, animals, water, air and land. You do very important things when you are a recycling coordinator.

The End.



What is a Computer Programmer?



Setting: The World!

Characters: Narrator 1, Narrator 2, Supercoder, Kid, Doctor, Top Secret Space Agent

Description: Supercoder is a superhero that goes around the world solving problems in computers.

Narrator 1: Attention! Attention! This is the story of a hero. A superhero named Supercoder! Supercoder saves the day around the world by creating and fixing computer programs!!

Supercoder: I am Supercoder! There is no game I can't beat and I create anything neat you may need!

Narrator 2: A **computer program** is a set of instructions that make a computer do something automatically! Supercoder is a **computer programmer**. A computer programmer is a very important job. They create programs that people use everyday. You know when you play a game on a computer or phone? When you use the internet? When you use a car? Even the washing machine? That is all computer programming!

Narrator 1: The pictures, sounds, controls, and levels are created by computer programmers. They fix or make programs better. All computer programmers know how to do the same thing. They all know how to write code!

Narrator 2: A **code** is the language that computers speak!

Narrator 1: A computer programmer writes code all week!

Narrator 2: Code is a set of rules that computers understand. Humans write code to get

computers to do what they want.

Narrator 1: Learning code is like learning a new language! This is how it works!

Narrator 2: The letters and pictures that humans understand are replaced by numbers and symbols. These numbers and symbols are the **code** and they represent the letters and pictures.

Narrator 1: When the code is entered into the computer, then the letters and pictures they represent show on the screen!

Narrator 2: Supercoder goes around the world fixing computers and creating new programs. Anytime Supercoder is needed around the world, the Supercoder Handy Wrist Watch will beep like this....

BEEP! BEEP! BOING! BOING! When you hear that noise, get ready to see Supercoder zoom to save the day!

Narrator 1: Like most computer programmers, Supercoder is a part of a team. Supercoder's team members do many different things! Some create video games. Others create programs for music, doctors, sports, or the government! Some will fix problems with programs that already exist.

Narrator 2: BEEP! BEEP! BOING! BOING! Here comes Supercoder!

Supercoder: Wow! What a great day to save computers!

Narrator: This was Supercoder's first mission of the day. It's a kid who has a problem with their video game!

Supercoder: (in a hero voice) I am Supercoder! There is no game I can't beat and I create anything neat you may need!

Kid: Wow Supercoder! It really is you!

Supercoder: It sure is! I hear you have a problem with your game?

Kid: Yes, I am on level 30. I must get past the lava river to get into the castle! Then find the hidden treasure before the fire breathing dragon burns it up! Here is my problem, I got past the

lava and found the treasure before the dragon, but the dragon still comes and burns the treasure!

Supercoder: Well, that must be very frustrating for you! Let me take a look!

Narrator: Computer programmers are great at helping people fix problems in their games or computers. Supercoder's skills are reading, critical thinking, and problem solving!

Narrator: Supercoder got out the Supercoder Handy Computer and opened the fire breathing dragon game.

Supercoder: Hmm...ok I see! There is a mistake in the code for level 30. The code only lets the dragon get the treasure. I will change the code so the player can get to the treasure too! I just need to change this here and here...Okay all done, try it now!

Narrator: The kid was excited to replay the level. This time, the kid got the treasure.

Kid: Yay, yay! It worked! I beat the level! Thank you, Supercoder!!

Supercoder: You're welcome! Now onto level 31!

Narrator: Computer programmers are investigative. This means they are curious and like to solve problems. Being a computer programmer means a lot of strategic thinking.

Kid: Hey Supercoder, how did you know how to fix the game?

Supercoder: I always loved computers and games! I would ask myself questions about how things work, then I started learning and creating programs! It's like learning to play a sport or instrument.

Narrator: You can learn to code on the internet, in a class, or with a book!

Narrator: Computers follow a pattern. The code tells computers to repeat, go forward, move backwards, change, or select. A computer programmer knows how computers work so they can fix them when they do not work.

Kid: You must have had to take tons of math classes! Math is hard for me.

Supercoder: Actually, no! To code all you need to know is basic math like adding, subtracting, and your times tables!

Kid: Wow! So when I grow up I could make video games too?

Supercoder: Yes! Anyone can be a computer programmer!

Narrator: BEEP! BEEP! BOING! BOING!

Supercoder: Oh, I have to go! A computer needs me!

Narrator: Supercoder was gone in a flash! Supercoder can get anywhere at the speed of light because computers are so fast! Next, Supercoder was at a hospital and a doctor was waiting.

Supercoder: I am Supercoder! There is no game I can't beat and I create anything neat you may need! Hello, doctor how can I help you?

Doctor: Supercoder! We need your help create a new program. We need you to make a computer program that shows a patient's heart beat, blood pressure, and temperature. This will help doctors to tell how healthy people are!

Narrator: Doctors use computers to learn and save lives! Many important jobs need computer programmers to create programs to help people.

Supercoder: Sure thing, doc! I can write a code for that! This will really help a lot of people!

Doctor: Thank you, Supercoder! Computer programmers help doctors a lot! For example, computer programmers write a code that manages the medical care of people after a natural disaster. It helps save lives!

Narrator: Computer programmers like to follow rules and routines. They love working with computers, data, and games. They spend all day at their computer! Computer programmers create programs that help a lot of people. They create things people will want to use.

Narrator: BEEP! BEEP! BOING! BOING!

Supercoder: Well, I have to go! I will get you that new program tomorrow!

Narrator: Supercoder was gone in a flash. Now Supercoder was at the Top Secret Space Agency!

Supercoder: I am Supercoder! There is no game I can't beat and I create anything neat you may need!

Top Secret Space Agent: Supercoder, thank goodness you are here. We need you now more than ever!! Now this is TOP SECRET information. You must tell no one what you see here.

Narrator: Sometimes computer programmers create things for very important and top secret missions. This time it was for a spaceship! Supercoder was ready for action!

Supercoder: Tell me what you need.

Top Secret Space Agent: Well, by accident we pressed a button on the computer and...well....we told a spaceship to go all the way to Pluto! And there are astronauts in the space ship! Help us! The space ship will leave in 20 seconds unless you write a new code to stop it!!

Supercoder: Oh no! That is bad! Step away from the computer!

Narrator: This was the most important mission Supercoder ever had! If a new code was not written for the Top Secret Space Agency then those astronauts will be headed to Pluto forever!

Narrator: 10 SECONDS!!

Supercoder: Okay, I need to move this here, take out this, and add this.

Narrator: 7, 6, 5, 4

Supercoder: Just one more second....and DONE!

Narrator: 3, 2.....mission terminated.

[ALL Cheer]

Top Secret Space Agent: Supercoder you did it! You saved the day!!!!

Narrator: Supercoder wrote a new code to replace the old one and the spaceship did not go into space. The astronauts were very happy that they did not have to go to Pluto!

Supercoder: Just another day as a computer programmer!!

Narrator: And there you have it, Supercoder saved the day.

Narrator: The coolest part of coding is getting to work anywhere you want! You can work in music, sports, science, farming, games, space and so much more!

Narrator: Computer programming is about helping people. Learning how to program computers teaches you how to think. The world of technology is for everyone! It is a way to express yourself!

Narrator 1 & Narrator 2: BEEP! BEEP! BOING! BOING!

The End.

What is a Farmer?



Setting: Farm

Characters: Rooster (Narrator), Farmer, Cow, Sheep, Corn,

Description: Day in the life of a farmer. Throughout the day, we will meet the animals and crops that the farmer takes care of everyday!

- If possible, give each character a small costume to show which character they are. Students could draw their character on a piece of paper and tape it to their shirt.

Rooster: Cock-a-doodle doo!!!! I am the one and only Rooster. I watch over this farm all day long. I am the first one up every day! Whoops, I almost forgot I have to wake up the boss. I'm the only alarm clock around here. Cock-a-doodle dooo!!!! Cock-a-doodle dooo!!!!

[Farmer is sleeping and wakes up from the Rooster's alarm]

Farmer: Yaaawwwwn. I sure am tired today. Well, gotta get up and start working!

Rooster: Our farmer is the best. Every morning before the sun rises, at 5 AM, our farmer drives up to the place where the cows are sleeping, and herds them all to the milking shed.

Cow: Good morning, boss!

Farmer: Morning, Cow! Did you sleep well? Any more nightmares?

Cow: No more nightmares! That book you gave me about the cow jumping over the moon really helped. I can't wait to get on the field today and eat tons of grass.

Farmer: I am so glad. Alright everyone, we have a big day ahead of us. Let's get a move on to

the milking shed!

Rooster: There are many types of farmers. Farmers can grow fruits, vegetables, grains, and raise animals. Our farmer is the best and does everything! Animals on a farm are called livestock. Our farmer raises cows, pigs, chickens, hens, turkeys, sheep, and much more!

Farmer: Okay, it's 6 AM! All my cows please line up! You know what to do.

Rooster: When the cows get to the milking shed, our farmer usually has the rest of the farm workers join to start milking. Farming teaches you to work with others. No farm can be run by just one person. It takes an entire team. Each farm's team is different.

Cow: While in the milking shed, our farmer inspects all of us every morning to check our health and happiness. Cows that look sick or hurt will go to the veterinarian.

Farmer: Alright, team, it's 7 AM. I am going back to the house to have breakfast with my family before my kids go to school.

Rooster: Farmers have a lot of knowledge on food production. This means knowing how healthy food and animals grows. They know how to harvest crops, store crops, and deliver crops. They also know how to manage a farm and how to operate farm machinery.

Farmer: Alright! I'm back from breakfast and ready to get on that tractor. Some farmers still use animals rather than tractors. I use both! I use horses or oxen to help me till the soil. Using animals means my farm won't use as much fuel as others. Using less fuel is better for the soil and air, and it is cheaper for me!

Rooster: Farmers must know how to drive, handle, and care for their tractors, equipment, and tools. Our farmer is using the tractor today to plow the land! This will help the crops grow after they are planted.

Farmer: Okay, now that the soil is taken care of, let's go check on our other crops and animals.

Rooster: Our farmer watches the conditions of the crops and animals to make sure they are producing the best quality! Farmers have to plan for all types of weather because they work outside everyday.

Rooster: Our farmer has lots of great skills, such as critical thinking, decision making, coordination, and caring for crops and animals.

Farmer: Taking care of the animals and tending to my crops takes up most of my day. Each type of animal requires special knowledge and care.

Rooster: Next, our farmer spends a few hours setting up the grazing fields for all the different animals that need space to walk around and eat grass. Then our farmer goes to where the sheep graze.

Farmer: Good afternoon, sheep!

Sheep: Bahh-bahh-bahh. Oh, excuse my manners, my mouth was full of grass. Good day, farmer!

Farmer: Okay sheep! Today is the day all your wool will be sheared!

Sheep: Yay!!!

Rooster: The sheep love this day! Sheep need to have their wool shaved off regularly or else it will overgrow and the sheep will be too hot! They need to be sheared about once or twice every year. All the sheep have to wait in a line, while the farmer uses an electrical shearer on each one. Don't worry, it doesn't hurt them!

Sheep: Oh yay, I am next in line! I can't wait to get this wool off. I am burning up in here! This is my favorite day of the year, well....besides my birthday!

Rooster: One by one, our farmer shears off all the sheep's wool. The sheep need to be sheared to survive and farmers can sell the wool or use it to make things. The last stop of the day...the crops!

Farmer: Next stop, corn and broccoli! My two favorite vegetables. Crops are the foods that grow in the ground, trees, and bushes. To take care of the crops, I till the land, fertilize the soil, plant seeds, and make sure the crops get enough water and sunlight.

Rooster: Farmers like to follow set procedures and routines. This type of personality is called an organizer. Farms are the perfect work environment for organized people who value rules and

routines! A farm has a clear structure, clear lines of communication, and a clear need for following the exact routines. This allows farmers to use their organizational skills on a daily basis.

Farmer: Here we go. How are you feeling today, corn?

Corn: Hey there, farmer! I am good. Feeling extra sweet! Do you think today will be the day I can be picked off the stalk?!

Farmer: Hmm, let's see.

Rooster: The farmer inspects the corn husk and the stalk.

Farmer: I am sorry, corn. From looking at your husk, it doesn't look like you are ready yet. Just give it a few more days.

Rooster: Farmers are in charge of planting and harvesting the crops. Harvesting is when a farmer picks the fruit and vegetables when they are ripe.

Corn: That's okay, farmer! I understand. Thank you for being so careful and looking at all the details to make sure I am the best corn I can be! Farmer, you make an excellent worker because you always finish your chores with care.

Farmer: Aw, thanks corn! Now I have to go tend to the broccoli!

Corn: Oh, tell broccoli I say hi!

Rooster: Farmers are caring, honest, and committed to their work. They are trustworthy people to their families, friends, and peers. This makes them trustworthy to handle complicated tasks.

Cow: Wow, our farmer is the best farmer ever. I can't believe our farmer hasn't taken a break all day.

Sheep: Yeah, I know! I was burning up in my wool and our farmer still sheared me, even while being tired and wanting to rest.

Rooster: Farmers often sacrifice personal needs to finish their to-do list. They especially tend to

their animals before themselves.

Farmer: Caring for animals teaches me that others come before myself. Animals must be fed, watered, and cleaned up after. These tasks must happen before I can sit down and relax. This is hard work but farmers take care of animals that take care of us. Animals give us food, milk, eggs, clothes, and so much more. Animals must be respected and farming teaches us that. Being a farmer teaches you to be more selfless and giving to others.

Rooster: Wow. What an interesting idea: animals really do take care of us. That is what makes agriculture and farmers so important: almost all parts of human life depend on agriculture.

Sheep: Yeah! My wool makes your clothes and warm blankets. Most clothes are made from cotton that grew on a field!

Corn: Yeah and a lot of plastics are made from corn! Not to mention, a type of fuel called biofuel is made from corn and soy.

Cow: My milk feeds people all around the world! It helps you grow and have strong bones!

Farmer: Farming has been a part of human life for thousands of years! It will always be an important part of our lives no matter what.

Rooster: Farmers, outside of continents like North America and Europe, make up most of the jobs! Most farmers have small farms and they know the best methods!

Farmer: I am a small-scale farmer. This means the size of my farm is about the size of a football field. Large-scale farms usually grow just one crop, but I grow different crops and raise animals on one farm. It is much better for the environment because small farms practice sustainable methods.

Sheep: Small farmers in other countries teach a lot to farmers in America. For example, they taught us to always care for our animals, treat them with respect, and make sure they are happy; like how happy I am after my wool is sheared!

Corn: Small farming from all around the world also teaches us about sustainable agriculture. Sustainable agriculture produces food without harming the earth's resources or polluting the land, water, and air.

Cow: Sustainable farmers raise many different crops and animals together on one farm, and recycle plant waste and nutrients. On a small farm, it is important to protect the soil and air, and to use less water. Just like you do, farmer!

Farmer: Wow! Thank you all. It is important to support small local farms because it is better for the earth, the farmer, and the customer! When food has to travel a long time to get to the grocery store, it loses its flavor and nutrition. But not when you buy from local Farmers Markets.

Rooster: Farmers are aware of the impact their work has on the environment, society, and personal life. Farmers are appreciated and respected by others because they enjoy doing orderly and routine tasks. Not to mention, farmers feed the world!!

Farmer: Today has been a long, hard day of work, but it's been a great day. I love a hard day of work.

Sheep: Farmers are dedicated to producing everything high quality. Being a farmer is not about seeing instant results. Farmers are the type of people who appreciate long-term results that make all that hard work pay off.

Corn: Farming teaches you patience and the value of working hard for what you earn. If the farm work doesn't get done, then the farm will fail! It takes dedication to do farm work everyday.

Cow: Food doesn't just appear in the grocery store or in your kitchen. It takes a lot of hard work and a lot of people to get it there. Farming teaches you that nothing in life comes easy! You have to work hard to earn things in life.

Rooster: The farmer may need to spend some time in the office to record all the work from the day or order some new supplies. But now the day is over and it's time to say goodnight to the animals and crops. The farmer does the nightly chores of cleaning, making sure all the gates are locked, and putting the animals to sleep.

Sheep: Good night farmer! To go to sleep, just count the sheep.

Corn: Good night farmer! Sweet dreams from husk till dawn!

Cow: Good night farmer! See you soon and goodnight MOOn!

Rooster: The farmer closes the gate where the cows sleep and says...

Farmer: Good night!

Rooster: But the farmer will be back first thing in the morning. Good night, farmer!
Sleep tight. And Cock-A-Doodle-Don't let the bedbugs bite!

The End.