

What Can We Do?

By Lois Walker

ESTABLISHING THE RHYTHM

The chorus in this piece is written as a poem. To find the proper rhythm, first read-aloud and clap through the sections as you go. Each underlined word or word part falls directly on a beat. As you read, clap on each underlined word, keeping the rhythm as steady as possible. Be careful not to read too fast! This is a rehearsal technique and readers will not clap throughout the reading during performance.

READERS: 8 Solo Reading Parts with ALL lines throughout.

CHORUS

ALL: What can we do to make a change?
 A change in our neighborhood?
 A change in our school,
 A change in our town,
 A chance for a change for good?

READER 1: Nothing! Let's go get pizza!

READER 2: I'm bored. Let's watch TV!

READER 3: No way! Let's hang out at the mall!

READER 4: Or why not go shopping with me?

READER 5: But wait a minute!
There are so many things to improve,

READERS
5,6,7,8: To repair.

READER 6: If you really know your community,

READER 7: And you care,

READER 8: You can show your concern for people, animals and our
world,

READERS
5,6,7,8: If you dare!

CHORUS

ALL: What can we do to make a change?
A change in our neighborhood?
A change in our school,
A change in our town,

A chance for a change for good?

READER 1: Nothing. I'm too busy!

READER 2: I'm still bored, and I've got homework to do!

READER 3: I have e-mails to write,

READER 4: And exams to get through!

READER 5: True. But when you have a moment,,
The first thing you can do is...

READER 6: Identify a problem.

READERS
5,6,7,8: Go out and scout it.

READER 7: Then make a plan.
(What needs to be done,
And how to go about it).

READER 8: Then take action!

READERS
5,6,7,8: Can't do without it!

CHORUS

ALL: What can we do to make a change?

A change in our neighborhood?

A change in our school,

A change in our town,

A chance for a change for good?

READER 1: But I don't know of any problems.

READER 2: I *might* help, if I knew.

READER 3: What kind of things are we talking about?

READER 4: Could you name a few?

(At this point in the script, readers will list eight of their own project suggestions - based on their individual schools, communities, special circumstances, overviews. NOTE: More than eight project ideas may be included by simply adding more reader parts below.)

Project Examples: A handicapped awareness program that raises funds for the local chapter of the March of Dimes, a student run community recycling program tied to a environmental studies science unit, a local holiday toy drive linked to a social studies unit, a plan to develop a relationship with senior

citizens at the local Senior Center that helps teach students basic literacy skills, a plan to raise money for the local Food Pantry, an environmental field studies program that involves protecting and caring for wetlands and other natural areas in and around your community, working as reading buddies with handicapped children to help improve reading skills and develop an awareness of and respect for diversity, design and create special greeting cards to sell to family and friends with proceeds going to a local charity, church, or community project, etc.).

(The reading continues):

READER 5:

READER 6:

READER 7:

READER 8:

READER 5:

READER 6:

READER 7:

READER 8:

CHORUS

ALL: What can we do to make a change?
 A change in our neighborhood?
 A change in our school,

 A change in our town,
 A chance for a change for good?

(Readers 1,2,3,4 are finally getting with the program and expand their suggestions beyond the local community to the world. You might model your suggestions on the example below):

READER 1: Hey! How about this? Help save the trees! A plan to talk folks into using reusable bags instead of plastic or paper? We could take what we learn in Social Studies out into the real world!

READER 2:

READER 3:

READER 4:

READER 5: Great! I think we're struck a chord.

READER 6: We're all on board