



Script: The Guff Counter

Teacher: (Pointing at Darla, an amiable, non-guffing student.) Okay Darla, we're going to practice guffing. I'm going to pretend like I'm talking. I'll say, "Yada, yada, yada," and then I'll say to you, "Please pay attention." You give me some guff, like, "I *am* paying attention!" Okay?

Darla: Okay.

Teacher: Yada, yada, yada. Darla, please pay attention.

Darla: (After a moment's hesitation.) I am paying attention!

Teacher: Oh goodness, that was excellent guff! She said four guffing words...now I'm going to count them with four marks in the Guff Counter. (After months of putting only one mark at a time on the Scoreboard, making four marks on the Frowny side stuns the class.) Those are just pretend...Class, tell each other how you would *hate* to see four, real Frowny marks! (Clap twice.) Teach!

Students: (Clap twice with relieved laughter.) Okay! (Students teach each other what the teacher just said.)

Teacher: Let's have more practice in guff. I won't make any more practice marks...you get the idea. One Frowny for every word of guff. Yada, yada, yada...Mark, look at me.

Mark: (A bright, resourceful boy who is always quick to catch on.) I am looking at you!
Jeez!

Teacher: Great guff! That 'jeez' was pure guff! All in all, that was six words of wonderful guff! Give Mark a 10 Finger Woo!

- Call on a few more students, giving them permission to back talk, and include the student in your class who is the most notorious guffer, near the end.

Teacher: Good job. Now, let's go over this again. The reason any student gives a teacher guff is that they believe they have everyone's silent support. In the future, if I hear one word or see one act of guff, even a sigh, even rolling your eyes, I will instantly decrease everyone's recess...*unless*

everyone points their hand at the guffer and instantly, forcefully says, “Please, stop!” Then maybe the class will get a Smiley mark. Now, let’s practice that. As soon as Darla says the smallest guffing word, jump in immediately, point your hand at her and say loudly and firmly, “Please, stop!” Okay? Ready, Darla?

Darla: I think so.

Teacher: Yada, yada, yada. Darla, please pay attention to what I’m saying.

Darla: I *am* paying attention

Several students: (Slowly and weakly.) Please stop!

Teacher: Oh, that was not fast enough! Everyone would get Frownies for sure! Let’s try it again! The instant you hear anything that sounds like guff, you’ve got to very, very quickly cut that guffer off with, “Please, stop!” or you will all get a handful of Frownies. (Clap twice.) Teach!

Students: (Clap twice.) Okay! (Students teach each other that they have to be very quick in order to avoid a handful of Frownies.)

Teacher: Class!

Students: Yes!

Teacher: Here we go, Darla. Yada, yada, yada. Darla, please pay attention.

Darla: I am...

Students: (Very quickly, pointing their hands.) Please stop! (Everyone laughs.)

Teacher: Excellent! (Practice with several more students, rehearsing just as you have with Darla.)

- If students don’t recognize guff (perhaps it was a silent eye roll, etc.), the teacher can say, “Oh [name specific student], that looked like guff to me. Where’s my marker?” Upon hearing that statement, students would be prompted to turn to the student, point their hands and say, “Please, stop!”