



REVISED FORUM THEATRE/COMMUNITY THEATRE DRAMA SKIT SCRIPT (BREAK TIME IS OVER!)

CLIENT:	RTI
CAMPAIGN:	Tukomye Okutuntuza! Tekugunjula.
THEMATIC AREA	Acceptance of Corporal Punishment.

NOTE:

- ❖ This script has been revised to include 2 drama skits. The first skit portrays the teachers' current behavior (using Corporal Punishment). This is meant to make the teachers question their current norms, beliefs and attitudes about using Corporal Punishment. The second skit models the ideal behavior (shows teachers using Positive Discipline), provides alternatives to Corporal Punishment and a counterargument to Corporal Punishment.
- ❖ Both drama skits will be performed before a live audience of teachers at schools.
- ❖ The main objective of the first skit is to trigger a discussion among the teachers who will watch it. It will be performed in a way that it pauses at a discussion-triggering moment. After the pause, a moderator will intervene and engage the viewers in a discussion.
 - ✓ **The moderator will be thoroughly oriented and trained for a week about the Elimination of Corporal Punishment and use of Positive Discipline.**
 - ✓ **The moderator will use Talking Points to undermine Corporal Punishment, promote Positive Discipline and show teachers how to use Positive Discipline.**
 - ✓ The moderator will let the discussion flow naturally. However, the moderator will guide the discussion into the direction that promotes the desired behaviors and practices.
- ❖ Both the first and second skits will be performed by a drama group. This drama group will rehearse the drama skits in advance.
- ❖ Each skit will last for about 3 to 5 minutes.

FIRST SKIT:

SCENE DESCRIPTION:



This skit takes place in two settings that are adjacent to each other. One setting resembles a classroom. The other resembles the compound of a school.

Props and costumes will be used to depict a real-life setting.

The skit starts with a learner ringing a hand-held bell.

Learners run into the classroom setting and take their seats.

The learner with the bell also enters the classroom.

All the learners in this skit are typical primary 5 learners of a rural school.

Teacher Kiggundu (a typical male, village primary school teacher in his early 30s) enters the classroom setting, carrying books and a chalkboard ruler under his armpit.

He's holding a stick in his right hand.

When the learners see him, they keep quiet. It is obvious that they fear him.

TEACHER KIGGUNDU (Loud): Good morning, class!

LEARNERS (Loud): Good morning, teacher!

Teacher Kiggundu puts his books on his desk in front of the classroom. He rests his stick on the desk.

TEACHER KIGGUNDU (Loud): Get your science books!

The learners start putting their books on desks.

Teacher Kiggundu picks up chalk and walks towards the chalkboard.

Kamoga (a 12-year-old boy) sneaks into the classroom, holding a ball, made out of banana fibers, in his hand. He is from playing.

Teacher Kiggundu notices him.



TEACHER KIGGUNDU (Angrily): Kamoga, stop right where you are!

Kamoga stops walking.

TEACHER KIGGUNDU (Furiously): Today I am going to teach you a lesson, you stupid boy! Go and bring two bricks!

KAMOGA (Pleadingly): Teacher—

Teacher Kiggundu interrupts him angrily.

TEACHER KIGGUNDU (Threateningly): Shut up! I have told you many times that when the bell rings, you have to run to the classroom! Breaktime ended a long time ago! But you are just entering the classroom now! Today, I will not beat you! It seems canes don't work on you anymore! Go and bring bricks!

Kamoga walks to the compound setting and picks up 2 bricks.

As he walks back to the classroom setting, Teacher Kiggundu meets him half-way.

The compound setting will be set up in a way that the learners in the classroom can see what is going on in the compound.

TEACHER KIGGUNDU (Shouting angrily): Kneel down!

Kamoga puts the bricks down and kneels down.

TEACHER KIGGUNDU (Angrily): Hold the bricks!

Kamoga picks up the bricks—one brick in each hand.

TEACHER KIGGUNDU (Menacingly): Put up your hands!

Kamoga puts up his hands, carrying a brick in each hand. He starts crying.

TEACHER KIGGUNDU (in an angry tone): That will put some sense in your empty head! You will stay there like that until lunch time!

Teacher Kiggundu walks back into the classroom setting.



TEACHER KIGGUNDU (Talking to other learners): That's what happens to you, if you misbehave... and you don't listen!

- ❖ **The first skit pauses at this moment.**
- ❖ **The actors and actresses can remain on stage as the discussion takes off.**
- ❖ **This can help the viewers to point at different actors and actresses while explaining their views during the discussion.**
- ❖ **Where possible, the teachers in the audience will get on stage and act out their views.**

[During the acting, the beating, ear pulling and slapping will be mimicked. Children will not be hit. No real violence will be impacted on anyone.]

DISCUSSION-TRIGGER QUESTIONS:

The moderator can use the following questions to start the discussion (he or she can ask other relevant questions, according to the answers being offered):

1. What do you think about Teacher Kiggundu's action?
1. How do you think that kind of punishment will affect Kamoga?
2. Do you think that kind of punishment will make Kamoga behave better?
3. Who has ever been punished?
4. Why were you punished?
5. How were you punished?
6. Who punished you? How do you feel about that person?
7. How did you feel? How do you feel about it now?
8. How did it affect you?
9. Would you want your child to be punished like that? Would you want your child to go through what you went through?
10. Is that the best way to discipline a child?
11. If you were teacher Kiggundu, what would do you have done?
12. Can you come and show us how differently you would have disciplined Kamoga?

SECOND SKIT:



SCENE DESCRIPTION:

- ❖ When the first skit ends, everything is left on stage for the second skit.
- ❖ Everything in the second skit is similar to that in the first skit. It is about the same characters and will be performed by the same actors. What is different are the actions of the character and actors.
- ❖ Before the second skit starts, the moderator steps onto the stage and addresses the audience.

MODERATOR: Now, let us see how teacher Kiggundu should have used Positive Discipline to discipline Kamoga. Watch and see how you, too, can use Positive Discipline to discipline a learner in a similar situation.

The moderator leaves the stage.

The skit starts with a learner ringing a hand-held bell.

Learners run into the classroom setting and take their seats.

The learner with the bell also enters the classroom.

All the learners in this skit are typical primary 5 learners of a rural school.

Teacher Kiggundu (a typical male, village primary school teacher in his early 30s) enters the classroom setting, carrying books and a chalkboard ruler under his armpit. But in this skit, he is not carrying a stick. He is smiling and happy.

TEACHER KIGGUNDU (Happily): Good morning, class!

LEARNERS (Loud): Good morning, teacher!

Teacher Kiggundu puts his books on his desk in front of the classroom.

TEACHER KIGGUNDU (Loud): Get out your science books!

The learners start putting their books on desks.

Teacher Kiggundu picks up chalk and walks towards the chalkboard. When he is about to start writing on it, he notices Kamoga (a 12-year-old boy) sneaking



into the classroom, holding a ball, made out of banana fibers, in his hand. He is from playing.

TEACHER KIGGUNDU (Serious, but not angry): Kamoga!

Kamoga stops walking. Teacher Kiggundu turns and faces Kamoga.

TEACHER KIGGUNDU (In a calm tone): What did we agree about?

KAMOGA (With childish guilt on his face): We agreed that we should run into the classroom when the bell rings.

TEACHER KIGGUNDU (Still in a calm voice): So, why did you not enter the classroom with your classmates when the bell rung?

KAMOGA (Guilty, looking down, but not scared): Teacher...when... (hesitates a bit) when the bell rung, I ran to the urinal to ease myself.

TEACHER KIGGUNDU (In counselling tone): But I always tell you to manage your time well. You should have used break time to go to the urinals.

KAMOGA(Humble): Yes, teacher.

TEACHER KIGGUNDU (In counselling tone): When you enter the classroom late, like you have done now, you disrupt learning. We also agreed that when you are late, you have to ask me for permission to enter, and explain to me why you are late. You don't sneak into the classroom.

KAMOGA(Humble): I am sorry, teacher. I forgot. But I will not do it again.

The other learners look on as the teacher interacts with Kamoga.

TEACHER KIGGUNDU (In counselling tone): I have forgiven you today. But don't do it again.

KAMOGA (Happy): Thank you, teacher!

TEACHER KIGGUNDU (Talking to the rest of the classroom): What do we do when we misbehave?



ALL THE LEARNERS (In unison): We apologize!

TEACHER KIGGUNDU (Happy and loud): Good! *[talking to Kamoga]* Kamoga, apologize to your fellow classmates for entering the classroom late and disrupting our learning.

KAMOGA (Addressing the entire classroom): I am sorry for entering the classroom and disrupting learning. I will not do it again.

ALL THE LEARNERS (In unison): We have forgiven you!

TEACHER KIGGUNDU (Talking to Kamoga in a calm tone): Okay. Go, sit, get your science book and we start learning.

KAMOGA (Happy): Thank you, teacher!

TEACHER KIGGUNDU (Smiling): You're welcome!

Kamoga walks to his seat and sits.

- ❖ **The first skit stops at this moment.**
- ❖ **The moderator steps onto the stage again and starts interacting with the teachers (audience).**

MODERATOR: I hope you enjoyed the drama performance and have seen how we, as teachers, can use Positive Discipline to discipline our learners.

There are several techniques of Positive Discipline that teacher Kigunda has used. 1—Talking to learners and asking them why they are misbehaving. 2—Listening to learners. 3—Using a friendly and calm voice when interacting with learners. 4—Re-emphasizing the desired behavior and classroom rules. 5—Explaining to learners the importance following classroom rules and behaving well. 6—Making the learners apologize. 7—Understanding learners.

So, as you can see, we have a variety of Positive Discipline techniques we can use to discipline our learners instead of punishing them. Does anyone have a question or comment to make about the drama performance we have just seen?



❖ A discussion between the moderator and teachers proceeds.