



(REVISED) FORUM THEATRE/COMMUNITY THEATRE DRAMA SKIT SCRIPT (TEACHER, FORGIVE ME!)

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

- ❖ 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 a 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 scene will take place in a setting that resembles a classroom of a rural primary school.



All the learners in this skit are typical primary 3 students of a rural school.

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

The skit starts with teacher Namayanja (a typical female, village primary school teacher in her early 30s) writing on the chalkboard.

Learners are busy copying notes from the chalkboard.

Nantongo (an 8-year-old girl) tickles Namatovu (another girl, about 9 years old) seated next to her. Namatovu laughs.

Teacher Namayanja stops writing, turns and faces the learners. She is angry.

TEACHER NAMAYANJA (in a tough tone): Who is making noise?

She notices that it is Namatovu laughing. She walks threateningly towards Namatovu.

NAMATOVU (Scared): It is Nantongo who tickled me, teacher!

TEACHER NAMAYANJA: Nantongo! I have warned you many times not to disturb others when I am teaching!

Before Nantongo can say anything, Teacher Namayanja slaps her across the face, grabs her ear and drags her to the front of the classroom. Nantongo starts crying.

TEACHER NAMAYANJA (Angry): Lie down! Today, I am going to teach you how to behave, silly girl!

NANTONGO (Crying): Teacher, forgive me!

TEACHER NAMAYANJA (Slapping her): Shut up and lie down, you useless, stupid girl!



Nantongo lies down. Teacher Namayanja grabs a stick from her desk and canes Nantongo. Nantongo screams. She rubs her buttocks.

TEACHER NAMAYANJA: I have cancelled that one! You touch, I don't count it!

TEACHER NAMAYANJA aims to hit Nantongo again.

- ❖ The 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, teachers in the audience can 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 Namayanja's actions?
2. How do you think that kind of punishment will affect Nantongo?
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 NAMAYANJA, what would do you have done?
12. Can you come and show us how differently you would have disciplined Nantongo?



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 characters and actors.
- Before the second skit starts, the moderator steps onto the stage and addresses the audience.

MODERATOR: Now, let us see how teacher Namayanja should have used Positive Discipline to discipline Nantongo. 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 teacher Namayanja (a typical female, village primary school teacher in her early 30s) writing on the chalkboard.

Learners are busy copying notes from the chalkboard.

Nantongo (an 8-year-old girl) tickles Namatovu (another girl, about 9 years old) seated next to her. Namatovu laughs.

Teacher Namayanja stops writing, turns and faces the learners. She is serious, but not angry.

TEACHER NAMAYANJA (louder): Who is making noise?

She notices that it is Namatovu laughing. She walks towards Namatovu.

NAMATOVU (Pointing at Nantongo): It is Nantongo who tickled me, teacher!



TEACHER NAMAYANJA (talking to Nantongo directly in a counselling tone):
Nantongo, we agreed that no one should disturb others when I am teaching!

Teacher Namayanja sits next to Nantongo and talks to her. Nantongo looks at teacher Namayanja as she talks to her.

TEACHER NAMAYANJA (in a counselling tone): When you tickle your friend while I am teaching, you both miss what I am teaching, you don't learn. You also distract others and stop them from learning.

NANTONGO (with childish guilt): I am sorry, teacher.

Teacher Namayanja stands up.

TEACHER NAMAYANJA (in a calm tone): Okay. Apologize to the entire class for disturbing our learning.

Nantongo walks to the front of the classroom, turns and faces her fellow learners.

NANTONGO (with childish guilt): I am sorry for making noise when teacher is teaching. I will not do it again!

ALL LEARNERS (in unison): We have forgiven you!

TEACHER NAMAYANJA (walking back to her desk, in front of the class):
Nantongo, go, bring your books and sit here *[point at a seat near her desk]* near my desk!

Nantongo walks back to her desk. She picks up her books, walks to the seat near the teacher's desk, 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 Namayanja has used. 1—Talking to learners and guiding them. 2—Using a friendly and calm voice when interacting with learners. 3—Re-emphasizing the desired behavior and classroom rules. 4—Explaining to learners the importance of following classroom rules and behaving well. 5—Making the learners apologize for their mistakes. 6—Separating learners who are misbehaving. 7—Making the learner who is misbehaving sit next to you.

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.**