



## **REVISED FORUM THEATRE/COMMUNITY THEATRE DRAMA SKIT SCRIPT (THOSE THINGS DON'T WORK HERE!)**

<b>CLIENT:</b>	RTI
<b>CAMPAIGN:</b>	Tukomye Okutuntuza! Tekugunjula.
<b>THEMATIC AREA</b>	Skepticism Towards Positive Discipline.

### **NOTE:**

- ❖ This script has been revised to include action that will make teachers question their current norms, beliefs and attitudes about using Corporal Punishment. It also has actions that model the desired behavior (it shows teachers using Positive Discipline), provides alternatives to Corporal Punishment and a counterargument to Corporal Punishment.
- ❖ It will be performed before a live audience of teachers at schools.
- ❖ It will be performed by a drama group. This drama group will rehearse the drama skits in advance.
- ❖ The main objective of this skit is to trigger a discussion among the teachers who will watch it.
- ❖ A moderator will conduct a discussion with teachers at the end of this skit.
  - ✓ **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.**
- ❖ Each skit will last for about 3 to 5 minutes.

### **SKIT:**

#### **SCENE DESCRIPTION:**

**This skit will take place in a setting that resembles the compound of a typical rural primary school.**

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



**It is lesson time. Teacher Lukyamuzi is canning a 10-year-old female learner in the school compound. The learner is wailing.**

**LEARNER (Crying and pleading):** Teacher, forgive me! I will not do it again!

**He canes her. She turns, hiding her buttocks.**

**TEACHER LUKYAMUZI (Shouting angrily):** Lie down properly!!

**She lies down, exposing her buttocks to the teacher. He canes her again. She rubs her buttocks.**

**TEACHER LUKYAMUZI (Threateningly):** I will not count that! You touch! I don't count it.

**As he aims to cane her again, Teacher Nanfuma (a female teacher) approaches them.**

**TEACHER NANFUMA (Calling out):** Teacher Lukyamuzi!

**Teacher Lukyamuzi pauses and turns to see who is calling him.**

**TEACHER LUKYAMUZI (Loud but not angry):** Yes, teacher Nanfuma!

**TEACHER NANFUMA (Now closer to teacher Lukyamuzi—speaking in a calm tone):** Can I talk to you?

**TEACHER LUKYAMUZI (Calm):** Okay. *[talking to the learner intimidatingly]*. Stay where you are!

**Teacher Nanfuma and Lukyamuzi walk aside, away from the learner lying down.**

**TEACHER NANFUMA:** Eh! Teacher Lukyamuzi, punishing children...canning them like that is not the right way to discipline them. Positive Discipline is better.



**TEACHER LUKYAMUZI (interrupting her):** Positive Discipline doesn't work in this school. It might have worked in your former school. But our learners are different. They are big headed. They understand one language—the stick.

**TEACHER NANFUMA (laughing slightly):** That is not true—

**TEACHER LUKYAMUZI (interrupting her):** That Positive Discipline of yours takes a lot of time. Who has the time to sit down with learners and beg them to behave better? That Positive Discipline spoils learners. It will make them disrespect me!

**TEACHER NANFUMA (calm):** But teacher Lukyamuzi, have you ever used Positive Discipline?

**TEACHER LUKYAMUZI (arrogantly):** No!

**TEACHER NANFUMA (smiling):** So, how do you know that it does not work?

**TEACHER LUKYAMUZI (defending himself):** That is what I heard! That's what everyone says.

**TEACHER NANFUMA (confident):** I was using Positive Discipline in my former school. And trust me. It works.

**TEACHER LUKYAMUZI (still not convinced):** Sure?

**TEACHER NANFUMA (happy):** Let us try it. You will see what I am telling you. So, why were you canning that girl?

**TEACHER LUKYAMUZI (angrily):** She was talking in class! That's why I canned her.

**TEACHER NANFUMA (calm):** Let us go and talk to her.

**Teacher Lukyamuzi and teacher Nanfuka walk to the learner. She is sobbing.**



**TEACHER NANFUMA (talking to the learner in a caring tone):** Nanyonga, get up.

**Teacher Nanfuma helps the learner to get up. She soothes her buttocks with one hand and rubs her crying eyes with the other hand. Teacher Lukyamuzi looks on.**

**TEACHER NANFUMA (in a caring tone):** Nanyonga, why were you talking in class?

**LEARNER (Sobbing):** I was asking for a pencil from my friend. I forgot mine at home.

**Teacher Nanfuma looks at teacher Lukyamuzi.**

**TEACHER NANFUMA (in a caring tone):** You should have asked for permission from teacher Lukyamuzi before you asked for a pencil from your friend.

**LEARNER (Sobbing):** I did not know that I had to ask for permission from the teacher before I ask for a pencil.

**TEACHER NANFUMA (patting the on the shoulders and speaking in a caring tone):** Okay. Stop crying.

**TEACHER LUKYAMUZI (touched and speaking in a calm tone):** Nanyonga, always ask for permission before you speak in class.

**LEARNER (Controlling her sobbing):** Yes, teacher!

**TEACHER LUKYAMUZI (touched and speaking in a calm tone):** Okay. Go to the classroom.

**The learner walks off stage.**

**Teacher Lukyamuzi is looking down, feeling guilty.**

**TEACHER NANFUMA (looking at teacher Lukyamuzi and talking in a calm tone):** If you had asked that learner why she was talking in class, you would not have punished her.



**TEACHER LUKYAMUZI (sounding guilty):** You're right. I have not been asking my learners why they misbehave! I believed that learners are stubborn and big headed! I didn't even bother to listen to them.

**TEACHER NANFUMA (looking at teacher Lukyamuzi and talking in a calm tone):** That's the mistake we all make as teachers. But when you ask a learner why they do what they do, it helps you to understand the reasons why they do what they do, reasons why they misbehave. This helps you to correct them. It helps you to work with the learner to find a solution instead of condemning and punishing them! That is how Positive Discipline works. Positive Discipline is about listening to learners, correcting them, guiding them, showing them the right thing to do, and modeling the good behavior for them.

**TEACHER LUKYAMUZI (sounding guilty):** I didn't know all this.

**TEACHER NANFUMA (looking at teacher Lukyamuzi and talking in a calm tone):** It's okay, teacher Lukyamuzi. Now you know. There are always reasons why learners misbehave! Once you find out these reasons, dealing with learners becomes easy. You soon realize that there is no need to punish them, that the only thing you have to do is to find solutions to the reasons or factors that make them misbehave.

**TEACHER LUKYAMUZI (excited):** I thought Positive Discipline was difficult and doesn't work. But it seems easy. I am starting to believe that it works! I believe I can use it.

**TEACHER NANFUMA (happy):** Positive Discipline is easy and it works. Every teacher can use it.

**TEACHER LUKYAMUZI (excited):** Tell me more about Positive Discipline! How do I use it?

**TEACHER NANFUMA (happy):** There are several techniques of Positive Discipline that you can use to discipline learners and ensure that they behave well. First, bring the learners closer. Call them by their names. Show them that you like them and care for them. Ask learners about their challenges and help them to find solutions.



## Teacher Lukyamuza nods and add-libs in approval as teacher Nanfuma explains to him.

**TEACHER NANFUMA (happy):** Then, always remember that learners think, feel and behave differently at different stages of their development. Growth affects the way learners behave. In most cases, learners misbehave because of age and the level of development they are at. So, before you punish a learner, remember they could be misbehaving because of age and you have to guide them instead of hurting and humiliating them. Develop a classroom code of conduct with your learners. This helps the learners know the behavior that is permitted in the classroom and that that is not allowed. For example, Nanyonga did not know that she had to ask for permission from you before asking for a pencil. If you had a classroom code of conduct, you would not have punished Nanyonga.

**TEACHER LUKYAMUZI (excited):** I am going to start using Positive Discipline! It is easy.

**TEACHER NANFUMA (happy about teacher Lukyamuzi's transformation):** That is very good. I am very happy that you have agreed to use Positive Discipline. Try it. I have been using it for the last 10 years. It has worked for me. Think about it. I joined this school this term. But learners like me very much. They like my lessons. That is because I don't punish them. I use Positive Discipline.

**TEACHER LUKYAMUZI (happy):** Yeah! Learners like you! They are always around you, conversing with you, showing you their work, even when you are in the staff room! Now I understand! I want to be like you! Tell me more about Positive Discipline!

**TEACHER NANFUMA (smiling):** We have to go and teach, teacher Lukyamuzi. I will tell you more about Positive Discipline in the staffroom during breaktime, lunchtime and in the evening.

**TEACHER LUKYAMUZI (excited):** Thank you very much! I will look for you! You have showed me the right way! All our fellow teachers need to know about Positive Discipline!



**TEACHER NANFUMA (happy and walking away):** We will tell them!

**They exit the stage in opposite directions.**

❖ **The skit pauses at this moment.**

**[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 the drama performance you have just seen?
2. Who has ever used Positive Discipline?
3. Did it work? Did it make the learners behave better?