

## THE TOWN MEETING

Active learning: Being creative can help solve discipline (issues) problems in the classroom. Why do you think Njideka was so successful with the children at the town meeting?

SCENE 1 EZEKIEL'S HOUSE LATE AFTERNOON

SFX: SOUND OF CHILDREN MAKING NOISE WITH

EMPTY TINS OFF. VOICES OF PEOPLE MURMURING

IN AGREEMENT/DISAGREEMENT ON

EZEKIEL Che che che Umueze kwenu!

ALL Hei!

EZEKIEL: [ON] let us calm down and not forget why we

are here. Yes, I agree with you, it is very

important we inform the Council Chairman about the bore hole we want to sink in Umueze but...

SFX NOISE OF CHILDREN INCREASE

MVO: oooooo! Ezekiel how can we hear ourselves

with this kind of noise eh?

MVO 2 Biko Ezekiel do something about this noise.







**EZEKIEL** Chineke! What kind of children are these? How

many times will I telling them to closing their

mouth?

SFX: NOISE INCREASES AS EZEKIEL ANGRILY

MOVES TOWARDS THE CHILDREN

bia Ebenezer, Tobi, why are you children not **EZEKIEL:** 

letting us hear what we are talking! You, coming

here! Are you foolishing? Eh?

EZEKIEL SPANKING A CHILD WHO BEGINS TO **SFX** 

CRY. FOOTSTEPS AS NJIDEKA RUNS OUT

[OFF TO ON] Biko, brother don't beat them. NJIDEKA:

**EZEKIEL:** I should not beating them eh? Is it only

> Ezekiel that having children? Stopping their noise and letting us have our meeting if you don't want

me to beating them.

**SFX** CHILD SNIFFING

NJIDEKA: Sorry brother, they will keep quiet. Please, just

leave them to me. Ngwa, all of you come, let us

go to the room

**EZEKIEL:** Njideka! Njideka! If they disturbing my

meeting again, I will not beating them, I will

beating you.

EZEKIEL LEAVES ANGRILY. SFX:





MUSIC BRIDGE

**SCENE 2 EZEKIEL'S HOUSE EVENING** 

**SFX** VOICES OF PEOPLE TALKING AS THEY

**DISPERSE** 

Ok Mazi Ibekwe, letting it be as we discuss eh? **EZEKIEL:** 

until then.

MVO: These your children are obedient o. see how

quiet they have been since you talked to them.

**EZEKIEL** Waiting for me let me checking them. Are you

sure they are not quietly causing havoc inside?

**DOOR OPENS SFX** 

(OFF TO ON)... but as the poor orphan was NJIDEKA:

> coming back from the stream with a heavy pot of water on her head, she hit her leg on a stone, she

fell and broke the clay pot...

CHILDREN: (in pity) Hei! Eyaaaa......

Obiageli started crying and singing [sings] Nne **NJIDEKA** 

Nne...

**CHILDREN** [SINGING IN RESPONSE] Udu mu ara puta

muo, Udu





**NJIDEKA** [sings] Udu nji e chu mmiri, ma mua amagha

na udu awa

**CHILDREN** Udu

**SFX** DOOR CLOSES. SINGING CONTINUES OFF MIC

**EZEKIEL:** Ibekwe, can you imagine it is only ordinary

story that Njideka is using to keeping this

stubborn children quiet?!

MVO: Eh? Let me see for myself

**SFX** DOOR OPENS

NJIDEKA: Nne nne udu m a raputa m o

Udu m! CHILDREN:

NJIDEKA: O bu m kporo udu ka o bu m hapu udu lawa?...

**EZEKIEL:** Just story... and they keeping quiet, Ehee...?

Njideka!

MUSIC BRIDGE

Understanding your pupils enables you to capture their interest and engage them more fully with learning activities. What sort of activities and strategies could you try with noisy or disruptive pupils

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