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 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

EZEKIEL: bia Ebenezer, Tobi, why are you children not letting us hear what we are talking! You, coming here! Are you foolishing? Eh?

SFX EZEKIEL SPANKING A CHILD WHO BEGINS TO CRY. FOOTSTEPS AS NJIDEKA RUNS OUT

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

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.

SFX: EZEKIEL LEAVES ANGRILY.
### SCENE 2  
**EZEKIEL’S HOUSE**  
**EVENING**

<table>
<thead>
<tr>
<th>SFX</th>
<th>VOICES OF PEOPLE TALKING AS THEY DISPERSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EZEKIEL:</strong></td>
<td>Ok Mazi Ibekwe, letting it be as we discuss eh? until then.</td>
</tr>
<tr>
<td><strong>MVO:</strong></td>
<td>These your children are obedient o. see how quiet they have been since you talked to them.</td>
</tr>
<tr>
<td><strong>EZEKIEL</strong></td>
<td>Waiting for me let me checking them. Are you sure they are not quietly causing havoc inside?</td>
</tr>
<tr>
<td>SFX</td>
<td>DOOR OPENS</td>
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<tr>
<td><strong>NJIDEKA:</strong></td>
<td>(OFF TO ON)... but as the poor orphan was 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...</td>
</tr>
<tr>
<td><strong>CHILDREN:</strong></td>
<td>(in pity) Hei! Eyaaaa......</td>
</tr>
<tr>
<td><strong>NJIDEKA</strong></td>
<td>Obiageli started crying and singing [sings] Nne Nne...</td>
</tr>
<tr>
<td><strong>CHILDREN</strong></td>
<td>[SINGING IN RESPONSE] Udu mu ara puta muo, Udu</td>
</tr>
</tbody>
</table>
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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