

CATCH THE THIEF



Listening to your pupils: What does teacher Florence learn about her pupils in this drama?

SC. 1/ TITUS SCHOOL/ MID MORNING

SFX: CHILDREN TALKING

FLORENCE: (CALLING OUT IN A SINGSONG MANNER)

One, two, one two. Alright children stop

CHILDREN: Yes, Aunty Florence

MAJOR: (GROANING) Aunty Florence, excuse me I

want go use the toilet

FLORENCE: Major, do that quickly and make sure you come

back on time...

SOUND OF FEET RUNNING SFX:

Now the rest of you, form a straight line! Kabir, FLORENCE:

what is wrong with you too.

KABIR: Teacher, Florence me too, I want go use toilet

my stomach is doing grrrrrrrrr.

FLORENCE: I wonder what some of you eat before coming





to school. Now run along now. I hope nobody else has a running stomach.

CHILDREN: (CHORUS) No Aunty Florence

FLORENCE: Okay. Now lets continue with the physical

education class. It's time to jog on the spot....1, 2,

qo!

MUSIC BRIDGE

SC. 2/ OUTSIDE CLASSROOM

MAJOR: (MUFFLED SOUND) Oya bring the trap, the thief

is inside classroom already

KABIR: Major, if this your plan does not work, we are

in teacher's wahala be that o.

SOUND OF TRAP BEING WELL SET. SFX:

MAJOR: You fear too much o. I sure say this plan will

work.

KABIR: If the person follow another window, or if

teacher catch us I will beat you o.

MAJOR: There is no other place wey the thief go follow

out now. Are you ready? Remember to shout well

ο.

SFX: MUMBLING AND SHUFFLING OF FEET AS







WINDOW IS PUSHED OPEN SUDDENLY

VOICE: Yeee! My leg o! Make una help me, my leg o!

MAJOR AND KABIR: (SHOUTING) thief, thief, everybody come o. we

have catch the thief, barawo,

SFX: RUNNING FEET

VOICES: Where is the thief? Wey the barawo...thief, ole,

onye oshi, barawo

MUSIC BRIDGE

SC.3/ INSIDE CLASSROOM.

SFX: WHISPERING AND CHATTERING

FLORENCE: Quiet everyone. Major, what made you believe

you could catch the thief?

MAJOR: That simple now aunty Florence, I just notice

say the thief get style that he follows, gbam! And I

use that to take catch am.

FLORENCE: But...Major, I am sure there is more to this your

pattern story, and we all want to benefit from your

knowledge,

Okay ma, I just realise say after every PE class MAJOR:

> things will be missing , I now think it that the thief is one of us or person that know our





timetable

FLORENCE: That was smart Major. But what about the trap,

how and where did you get the trap from?

I first think of how to catch the thief, then I MAJOR:

> remember how we catch bush animals that enter our farm in the village, so I remember that I can make the trap that can catch the thief but will not

harm the person.

KABIR So when the class is doing PE today, me and

Major pretend we are sick so you go let us go

And we just go and set the trap for the thief... MAJOR

and it catch Dita.

FLORENCE: Major, Kabir, I'm really sorry I didn't believe

you when you said you could help us catch the

thief. We are all proud of you.

SFX: CHILDREN CLAPPING AND CHANTING MAJOR,

KABIR

MUSIC BRIDGE.

Listen to the drama again. How does teacher Florence allow her pupils to share and explain their thinking about how they caught the thief. This is important in developing the pupils' thinking skills. How could you do this in your mathematics lesson? or science lesson?

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