

COPYRIGHT AND LICENSING

PLEASE READ THIS IMPORTANT INFORMATION BEFORE PLANNING YOUR PERFORMANCE

Under the Copyrights, Designs and Patents Act (1988), it is a legal requirement for schools to comply with copyright law, and ensure they hold the correct licences for performing musicals. As experienced teachers ourselves, we understand that time restraints and lack of advice can sometimes mean this aspect of your production is not dealt with, or that the details and requirements are not fully understood. We therefore try to make the process of licensing your performances as simple as possible.

General Guidelines

You are free to use any of our material for all classroom teaching purposes and for performances within school to only pupils and staff. However, if our musicals are to be performed to an audience other than pupils and staff from your school (eg. parents or other people from the wider community) then a performance licence must be obtained directly from Edgy Productions.

Performance of Musicals

The performance of works involving drama, movement, narrative or spoken dialogue requires a title and date specific licence from the copyright holder/publisher – in this case Edgy Productions. The requirement for a licence is irrespective of admission charges. **Your PRS, PPL, CCLA or any equivalent local authority-issued licences do not cover you for such performances.**

A performance licence from us will permit the holder to do the following:

- Perform a musical up to 5 times in one academic year, to a public audience, within your school.*
- Reproduce song lyrics on paper or for display on interactive whiteboards or similar screens.
- Photocopy the script and score for the cast to learn lines, and musicians to play the songs.

* **If you are performing outside of your school premises, for example in a local theatre, please contact us as further conditions apply. For more information, visit www.edgyproductions.com/licences**

Audio and Video Recordings

If you wish to make an audio or video recording of the performance of any of our musicals, you will need an additional **recording and duplication licence** from Edgy Productions. This will also allow you to make and sell copies of your recordings if you wish to do so. We no longer request that you pay a commission to us on the money you raise from the sale of recordings.

File Sharing

You are not permitted to share any of our copyrighted material, either in printed form, on disc or in digital file format, with anyone who is not a pupil or teacher within your school or organisation. We will take immediate action should an incident of illegal file-sharing be reported or discovered.

You can, of course, phone or email us for advice – we are more than happy to discuss all your licensing needs.

Tel: 01858 288081
Email: info@edgyproductions.com

PERFORMANCE LICENCE APPLICATION FORM

For any performance of any part of ‘Goodbye My Friend’ to an audience other than staff and children (eg. to parents), a valid performance licence from Edgy Productions must be held. Please note, your PRS, MCPS, CCLI or similar local authority-issued licence does not cover you for this.

Unless you purchased a performance licence and/or a recording & duplication licence when you bought this production pack, please ensure you complete and return this form at least 28 days before your first performance:

- by post – Edgy Productions, 8 Roman Way, Market Harborough, Leicestershire LE16 7PQ
- by FAX – 0845 833 33 49
- by email – info@edgyproductions.com

The performance licence will permit the holder to do the following:

- Perform a musical up to 5 times in one academic year, to a public audience, within your school.*
- Reproduce song lyrics on paper or for display on interactive whiteboards or similar screens.
- Photocopy the script and score for the cast to learn lines, and musicians to play the songs.

Contact name:

Name of school / organisation:

Address:

..... **Postcode:**

Tel: **email:**

Number of performances: **Performances Dates: from** **to**

By ticking, select one of the performance licence options below:

Standard Performance Licence ☐ **£30.00** (including VAT)
(no admission charged and no tickets sold)

or

Performance Licence with charges ☐ **£36.00** (including VAT)
(admission is charged and/or tickets are sold)

☐ * Tick if you are performing outside your school premises, for example in a local theatre, as further conditions apply – see www.edgyproductions.com/licences

If you are recording any performance, and/or selling copies of the recording, you will **also** need a recording and duplication licence.

Recording and Duplication Licence ☐ **£30.00** (including VAT)

By ticking, select one of the payment options below:

☐ **I enclose a cheque for £..... made payable to Edgy Productions Ltd**

☐ **Please send me an invoice for £.....** (payment terms 30 days)

**Writers rely on payments from public performances for their livelihoods.
Please ensure they receive their dues.**

Characters & Plot Summary

a scene-by-scene overview

It is unlikely you will want to perform every scene and song, so below is a guide to help you choose those you want to include in your production. Continuity scenes have been written to introduce and link each main scene, though you may wish to personalise this aspect of the show with your own memories of the specific areas of school life covered.

All continuity scenes

Whilst waiting at the bus stop to catch the bus to school on their very last day of Year 6, four friends re-live the experiences that have made being at primary school such an adventure. Their conversation and memories provide the introduction to each of the main scenes in the play, and through these we come to understand the importance of, and their fondness for, the events and characters they are discussing.

Characters – Ben, Ali, Rachel and Emma

Scene 1 – page 5

(associated song – **Monday Morning Routine**)

Enjoy the chaos that is a Monday morning in the classroom! With registration, lunch money to collect, mums wanting ‘a word’, lost shoes, late children and lots more, will our over-wrought teacher remember who’s supposed to be taking assembly?

Characters – Teacher, 12 Children, a Mum

Scene 2 – page 10

(associated song – **Hey TA!**)

Discover just how indispensable our teaching assistants are, as a hapless teacher struggles to make a confused class understand some simple maths! In a hilarious bit of role reversal find out who really wears the trousers (or should that be rubber gloves) in the classroom!

Characters – Teacher, Teaching Assistant, 6 Children, 2 Infants

Scene 3 – page 15

(associated song – **PE Nightmare**)

An outdoor PE session in the wind and rain, when dressed only in flimsy vests and shorts, is not something the children are relishing. How fantastic then, that their teacher is willing to show a bit of ‘solidarity’ and lead by example, joining them for a couple of laps of the field.

Characters – Teacher, 6 Children

Scene 4 – page 18

(associated song – **School Trip Boogie**)

After the back seat scramble, the umpteenth head count, the complaints from a grumpy driver, travel sickness and countless verses of ‘The Wheels On The Bus’, will the class get to the zoo in time for the historic birth of a baby panda?

Characters – Teacher, 2 Adult Helpers, Bus Driver, 8 Children

Scene 5 – page 23

(associated song – **The SATs Blues**)

Find out what goes through the minds of three very different children as they sit down to do a Maths SAT paper. From blind panic to the creative use of a mirror for cheating, it goes to prove that doing a test is anything but boring!

Characters – 3 Children

Scene 6 – page 27

(associated song – **New School Dinner**)

What has been the real outcome of Jamie Oliver’s campaign for improved school dinners? Decide whether it really is a blessing, as these children choose from a Michelin-star menu, under the watchful eye of a front-of-house team who will not accept bad manners or sloppy dining habits!

Characters – 4 Cooks, 5 Dinner Ladies, 8 Children

Scene 7 – page 32

(associated song – **Silent Night? Not Quite!**)

If you only perform one scene, it has to be this one! Watch in horror (and delight!) as the infant nativity play descends into chaos! With decapitated dolls, a flattened donkey, fighting wise-men, angels with stage fright and a teacher about to explode, this is five minutes that will bring the house down!

Characters – Teacher, 3 Angels, Gabriel, Mary, Joseph, Donkey (both ends!), Innkeeper, 5 Shepherds, 3 Wise Men

Scene 8 – page 37

(associated song – **I Wish I Was An Infant Again**)

Why do infants seem to get such an easy ride? Afternoon play times, shoe laces tied for them, lots of playing in the sand.....? All is not as it seems, as we discover just how easily the ‘little ones’ can pull the wool over our eyes!

Characters – 6 Infants, 2 Parents, Teacher, Teaching Assistant

Scene 9 – page 42

(associated song – **Yucky Stuff**)

With the last day of term upon us, the teacher is busy stripping walls while the class watch a DVD. We soon realise, however, that what the children think is suitable viewing material is not really what the teacher had in mind!

Characters – 6 Children, Teacher, 7 Shakespearean Characters

Scene 10 – page 46

(associated song – **Goodbye My Friend**)

A chance for everyone to say goodbye, with a big emotional sing-song!

Characters – your whole cast!



now available for...

*Goodbye
my friend*

Professional hi-resolution images for each scene which can be projected onto your hall whiteboard or onto the wall behind the stage.

For details, visit www.edgyproductions.com

Continuity scene

Note: the continuity scenes, which precede/introduce each main scene, can be considered optional, and are only suggestions of how you could link your chosen scenes together. You may prefer to omit them, or ask the children to write their own introductions, in which they reminisce or tell anecdotes about the subject matter the scene relates to.

*(As **Intro Music** plays (**MP3 folder 2, track 1**) the continuity characters take their positions on a smaller separate stage to one side of the main stage. This smaller stage could be made up to look like a bus stop, where Ben, Ali, Rachel and Emma, (names can be changed to those of the actors) are waiting for the school bus.)*

Ben So, are you guys ready for your last ever day at primary school?

Ali Well, unless this bus gets here soon it doesn't look like we're going to have a last day! We'd have been better off walking.

Rachel It's always late on a Friday. My dad says it's something to do with Thursdays being the driver's darts night down at the pub!

Emma I wish Sundays were his darts night, then he'd be late on Monday mornings instead.

Ben Why? What difference does it make?

Emma Well, think about it. If the bus was late on Monday mornings, it means we'd arrive at school late on Mondays. We'd avoid all the chaos!

Ali Ah yes, our Monday morning routine! Chaos indeed!

Rachel But I love all that! The hustle and bustle, and the frantic to-ing and fro-ing! It leaves you in no doubt that another school week has well and truly begun!

Scene 1

*(The action crosses to the main stage where chairs and 3 tables are arranged for 12 children – **see staging suggestions on page 48**. A teacher sits nervously at his/her desk, looking at his/her watch. **S/he will have a lot of lines so these could be written on the registers s/he is holding**. The children are yet to enter.)*

Teacher Right. Ok. It's a new week, which means a fresh start and a clean slate. Last Monday morning was just a blip, a one off.....and so was the one before that! I'm sure today will be different....*(looking at watch and breathing deeply)*.... right....here goes....three, two, one...

*(A **school bell** is heard (**MP3 folder 2, track 2**). Five children, Sarah, Hannah, Peter (who is still wearing his coat), Becky and Lee (all names can be changed) charge into the classroom. All but Lee sit at tables and begin to chatter. Lee stands unnoticed just behind the teacher's shoulder, patiently holding an envelope.)*

Teacher Thank you Year 6. Settle down please while.....

- Sarah** Mr/Mrs (*name*), someone’s stolen my indoor shoes.
- Teacher** They’re probably in lost property, Sarah, along with half your other school clothes. Now Year 6, can I have some quiet for the regist...
- Sarah** Shall I go and look?
- Teacher** Not now, wait until I’ve done the regist.....
- Peter** (*getting up and walking back out*) Silly me! I’ve still got my coat on.
- Teacher** Sit down ’til I’ve done the register. (*He sits*) Thank you. Right (*looking at register*). Simon Atkins..... Simon Atkins? Has anyone seen Simon?
- Peter** (*walking back out*) He’s still in the cloakroom trying to untie his laces. Shall I fetch him?
- Teacher** Oh...yes, but quickly. (*He exits*) Peter Brown...? Where is Peter Brown?
- Becky** You just sent him out to fetch Simon Atkins. Shall I go and get him?
- Teacher** Nobody else is leaving the room. (*shouting*) Simon! Peter! Hurry up! Josephine Carter.....Josephine Carter? Where is Josephine Carter?
- Hannah** Her sister’s in Year 3. Shall I go and ask her where she is?
- Teacher** (*getting flustered*) No!
- Sarah** Mr/Mrs (*name*), what about my shoes. Mum says if I lose.....
- Teacher** Not now Sarah!
- (*Peter comes back, now without his coat on, accompanied by Simon. They sit.*)
- Simon & Peter** We’re here!
- Teacher** Yes, I can see that. Right....(*looking at the register*)....Sarah Gardner?
- Sarah** Here!
- Teacher** Hannah Johnson?
- Hannah** Here!
- Teacher** Josh McKenzie.....Josh McKenzie? Has anyone seen Josh?
- Simon** He’s in the loo putting on hair gel.
- Teacher** Right, (*standing and shouting*) will everybody who is outside gelling their hair, putting on makeup, swapping stickers, chatting about last night’s Eastenders or doing anything else they shouldn’t be, please come in here now!

(Josh, Laura, William, Oliver and Lucy (names can be changed) noisily enter and sit.)

Teacher Thank you. Quiet please. *(Sitting down)* Right....Becky Parker?

Becky Here.

Teacher Good. Lee Pearson?

(Lee is still standing unnoticed at the teacher’s shoulder. He leans forward and yells...)

Lee Here!

Teacher *(startled)* Aaaah! Oh goodness me, Lee! You nearly gave me a heart attack! Go and sit down.

Lee But I’ve got my dinner money and permission slip for our trip.

Teacher Take them back to your place. I’m collecting those when I’ve done this register. *(Lee sits)* Lucy Roberts? *(She replies)* Good. William Scott? *(He replies)* Thank you. Laura Turner? *(She replies)* And finally Oliver Watson? *(He replies)* Good. At last. OK, would anyone with dinner money please bring it to.....

(Josephine’s mum appears at the door with her daughter.)

Mum Excuse me Mr/Mrs (name), I’d like a quick word about Josephine.

Teacher Well, if you could wait five minutes, Mrs Carter, I’m just.....

(She barges her way to the teacher’s table dragging Josephine, and proceeds to rant at the teacher, who looks gob smacked!)

Mum It’s her chest you see. I’m convinced it’s pneumonia, but the doctor says it’s a just a cold, but what does he know? Anyway, I’d rather she didn’t do PE today. I know it’s warm weather but you can’t be too careful. She’s like me, I always had a dodgy chest as a girl. I nearly kept her off today but I’m having my roots done at 10 o’clock. I’d ask my mother to look after her, but with her hip she just can’t manage. I tell you, she’s been on a waiting list for a replacement for 18 months. It’s disgraceful. I wrote to our MP but he’s useless. Well aren’t they all? My husband says.....

Teacher Mrs Carter! I really don’t have time for this! Josephine can miss PE, but I must get on now. Goodbye.

Mum *(affronted)* Well, how rude! *(She stomps off and Josephine sits down.)*

Teacher Where was I? Let’s see....yes....please bring permission slips and dinner money to me now.

(The teacher sits back down. Only Lee steps forward. He hands over his envelopes.)

And the rest of you? Where are your slips and dinner money?

All children In my bag in the cloakroom.

- Teacher** Well go and fetch them! Quickly!
- (While Lee sits down they all exit, then rush back and crowd round the teacher's desk.)*
- Laura** All the other classes are in the hall for assembly.
- Teacher** Yes, OK! I'm going as fast as I can! Form an orderly line please.
(They line up.) OK, who's first? Josephine?
- Josephine** I've not got mine.
- Teacher** Well why are you standing here?! Sit down. *(She sits).* Now, William.
(William plonks down a large handful of coppers on the desk.)
- William** That's all mum had round the house. She says sorry!
- Teacher** I haven't got time to count all this! Just sit down! I'll have to do it later. Lucy, quickly!
- Lucy** I'm afraid I've only got a twenty pound note. Dad told me to make sure you gave me the right change after getting it wrong last week.
(She hands over the money then fishes through her pockets) Now...my slip... I've got it somewhere...no...not that pocket...
- Teacher** *(about to blow)* Right! That's it. All of you just leave your money and slips on my desk and get yourselves into the hall now!
- (The children dump their change and slips onto the desk and dash out.)*
- OK, I've got about twenty minutes while they're in the hall to sort through this lot, then we'll be just about ready. *(Oliver comes back into the room)* Yes Oliver, what is it now?
- Oliver** Everyone's waiting for you, Mr/Mrs (name).
- Teacher** Waiting for me? Why? *(realisation dawning)* Oh no! It's not.....
- Oliver** Your turn to take assembly? I'm afraid so. I'll tell them you're on your way shall I?
- (Oliver exits and the teacher slumps forward on the desk with a groan!)*
- (As intro Music plays (MP3 folder 2, track 3) the teacher stands and the children come back on to sing. Fade out when all are ready.)*

Song Monday Morning Routine

Vocal version of song - MP3 folder 1, track 1
Backing track - MP3 folder 2, track 4
Lyrics - page 9

(When the song finishes, play intro music (MP3 folder 2, track 5) during which the furniture is re-positioned in preparation for the next scene— see staging suggestions on page 48.)

Monday Morning Routine

- Verse 1** The school bell rings as a new day is dawning,
We're wide awake but the teacher's still yawning!
She says, "Coats on pegs!" but they end up on the floor,
School bags blocking the classroom door!
To the untrained eye it looks a riot scene,
But it's all part of our Monday morning routine.
- Verse 2** There are mums lined up for a word – "Scuse me,
My baby's got a cold so he can't do PE."
One wants to talk about the price of school meals,
She looks quite annoyed but imagine how the teacher feels!
She's building up a real head of steam,
A common feature of our Monday morning routine.
- Middle 8** Doing the register's impossible
'Cause only half of us are there.
At this rate she'll end up in hospital
Receiving psychiatric care!
- Verse 3** There's dinner money to collect, and permission slips
For seventeen forthcoming school trips!
So much to sort it's not surprising
The temperature and the pressure's rising.
Then like the Hulk she roars and turns bright green,
But hey, what's new? It's just our Monday morning routine.
Monday morning routine – yeah!

Continuity scene

- Ben** When you think about it, they’ve got such a lot to sort out even before lessons start, that it’s not surprising teachers sometimes get a little bit wound up!
- Ali** My mum says that never in a million years would she want to be a teacher!
- Rachel** Well, imagine what it would be like if they didn’t get the help they do from their teaching assistants.
- Emma** Yeah. And where would some of us be if we didn’t have Mrs (*name of a TA in your school*) to go to for help when the teacher’s busy?
- Ben** Last week I had a serious tumble in the playground. I must have ended up with half a ton of gravel in my knees. Mrs (*name*) was brilliant! She had me cleaned up in no time.
- Ali** And some of the things they have to sort out with the infants... you know...those ‘little accidents’ that sometimes happen! Those ladies deserve a medal!
- All** Yeah.....

Scene 2

(The action moves centre-stage, where six children sit at the three tables. A teacher stands before them, next to a white-board on which is written a lesson objective and a diagram of a right-angle triangle with dimensions marked on. A teaching assistant (TA), wearing an apron and rubber gloves, sits on a chair at the back next to Child 2 and Child 3.)

- Teacher** Today we will be learning how to find the area of a right-angle triangle. Has everyone got a worksheet?
- Child 1** *(raising an arm)* I haven’t.
- TA** *(standing)* Would you like me to make a copy?
- Teacher** If you wouldn’t mind, Mrs Cooper. *(A copy of the sheet is handed to the TA who exits)* Now, while we’re waiting for the photocopy, who can tell me how we find the area of a regular 4-sided shape?
- Child 1** You count up the squares.
- Teacher** Well, that’s what you would do in year 2. *(The TA returns and hands a photocopy to child 1, then sits at the back with two children)* Thank you, Mrs Cooper. Can anyone tell me how we do it in year 6? *(stony silence)* Come on, think about the dimensional properties.
- All Children** *(looking confusedly at each other and the audience)* The what!?
- TA** *(to children 2 & 3 at the back)* Think about the length and width.

- Child 2** Ooh, yes! You multiply the length by the width! I remember.
- Teacher** Well, of course you remember now you’ve been told! Thank you for your...err.....input Mrs Cooper. Actually, Mrs Cooper, we seem to be short of a few rulers for the practical activity.
- TA** *(standing)* Would you like me to fetch extras?
- Teacher** If you wouldn’t mind. *(She exits.)* Now, what calculation do we use to find the area of a right-angle triangle? *(hands go up.)* Yes?
- Child 3** Multiply length by the width!
- Teacher** Aha! Caught you out! *(The TA returns and hands the rulers to the teacher, then sits down.)* Thank you, Mrs Cooper. No, the dimensional properties of a triangle are dissimilar to those of its quadrilateral cousin. Why does the notion of length and width need refining when it comes to trigonometry?
- All Children** *(looking confusedly at each other and the audience)* What!?
- TA** *(to the children)* Why doesn’t a triangle have a length or width like a rectangle or square? Think about what the word ‘tri’ means.
- Child 4** Ooh, I know. A triangle only has three sides, so you can’t multiply its length and width together to find the area. It wouldn’t work.
- Teacher** Well it’s obvious when someone tells you isn’t it!
- Child 4** But she didn’t.....
- Teacher** Right, moving on. Please look at the board while I demonstrate how we calculate the area of a right-angle triangle. First we measure the base of the triangle, then the perpendicular height to the point at which it meets the hypotenuse. By halving the base measurement and multiplying it by this perpendicular height we can generate the area. Ok, any questions?
- (All the children look bewildered!)*
- Child 5** Could you please explain that again? What’s a hi...hippopotamuse?
- Teacher** *(huffing)* The hypotenuse is the side opposite the angle created by the base meeting the perpendicular side. It is however redundant in the calculation of the area.
- All Children** What!?
- Teacher** Oh come on! I really.....*(there is a knock at the door.)* Yes, what is it?
- (Two timid infants enter, holding hands.)*
- Infants 1 & 2** Could our class please borrow your oil pastels?

- TA** *(standing)* Would you like me to deal with that?
- Teacher** If you wouldn't mind, Mrs Cooper. *(The TA takes a box from the back and gently escorts the infants off stage, by the hand.)* Good, now to continue. The hypotenuse of a right-angle triangle is really the bisection of an associated quadrilateral. *(The TA returns and sits.)*
- Child 6** *(on the verge of tears)* Please. I don't know what you mean.
(The TA moves to child 6 to offer comfort.)
- Teacher** Look. You halve the base of the.....*(another knock at the door)*
WHAT IS IT NOW!?
(The same two timid infants enter, holding hands.)
- Infants 1 & 2** Our teacher can't make the computer work. Can you please come and help?
- TA** *(standing)* Would you like me to.....
- Teacher** No Mrs Cooper, I'll go, I'm ICT coordinator. Right, while I'm gone you can complete the area problems on your sheets.
(The teacher exits with the infants. All the children crown round the TA begging for help!)
- TA** Ok, Ok, calm down! Come and sit on the carpet. Let's sort it out.
(The children sit on the floor in front of her as she stands by the white board, over which she drapes her rubber gloves.)
- Right. What's the area of this shape?
(She draws a rectangle and writes the dimensions 10 x 8. All hands go up)
- All Children** Eighty!
- TA** Excellent. Now look. I'm dividing the rectangle in half with a diagonal line. What have I made?
- All Children** Two right-angle triangles!
(At this point the teacher re-enters, sees what's going on and sits at the back, watching.)
- TA** That's right! Now can you see, the area of one of the triangles is.....
- All Children** Exactly half of the area of the rectangle!
- TA** You've got it! Now...*(noticing the teacher)*...Oh! Sorry. Would you like....
- Teacher** No no, Mrs Cooper, you carry on.
- TA** Oh. Ok. Right. So if a rectangle with a width - or base - of 8, and a length - or height - of ten, has an area of 80, then a.....

All Childrenright-angle triangle with a base of 8 and a height of 10 must have an area of 40. Half the base times the height. Yeah!

TA Excellent! Now go back to your places and try and work out the areas of the triangles on your sheet. If there are any problems just ask. *(There is another knock at the door.)* Yes, come in.

(The same two timid infants enter, holding hands.)

Infants 1 & 2 Sam in our class didn’t make it to the toilet in time! He needs sorting!

(The TA and teacher look at the infants, then each other.)

Teacher *(standing to address the TA)* Would you like me to deal with that?

TA *(holding out the rubber gloves)* If you wouldn’t mind, Mr/Mrs (name).

(Intro music plays (MP3 folder 2, track 6). Fade out when all are ready to sing.)

Song Hey! T.A.

Vocal version of song - MP3 folder 1, track 2

Backing track - MP3 folder 2, track 7

Lyrics - page 14

*(When the song finishes, play **intro Music (MP3 folder 2, track 8)** during which the furniture is re-positioned in preparation for the next scene– **see staging suggestions on page 48.**)*

Hey! T.A.

Verse 1 Who's a whizz with scissors and a staple-gun?
Who will always get the impossible done?
Who can live up the dullest wall
And finish in no time at all,
Laughing off a paper-cut
That would make a grown man cry?

Chorus *Hey! T.A.
Nowt gets in the way
Of another great display,
To brighten up our day.*

Verse 2 Who's on hand with plenty of sympathy,
When you've bumped your head or grazed your knee?
And when an infant, shall we say,
Gets caught short at morning play,
Who's the first one on the scene
With rubber gloves and bleach?

Chorus *Hey! T.A.
You're not one to delay,
You're in there right away,
To brighten up our day.*

Verse 3 Who's got multi-tasking to a tee?
Who can make things happen magically?
Who can make the photo-copier do
Everything she wants it to?
Including A3, double-sided!
How? We'll never know.

Chorus *Hey! T.A.
You're armed with PVA,
Poster paints and clay,
To brighten up our day.
Hey! T.A.
You're with us all the way,
At work, at rest, at play,
You brighten up our day.*

Chant *T.A! T.A! T.A! T.A! x4*

Continuity scene

- Emma** Will we be doing PE today? You know, with it being our last day?
- Ali** I hope so. I’ve brought my kit!
- Rachel** Well that’s a first! You normally forget it and have to find something from lost property.
- Ben** My dad says that when he was at school, if you forgot your kit the teacher made you do PE in your pants and vest!
- Ali** No way! They’d never do that! He’s having you on!
- Ben** Maybe, but if they did it nowadays I bet you’d soon stop forgetting your kit.
- Emma** I don’t understand why anyone would forget their kit in the first place. PE is my favourite lesson. It’s the highlight of my week!
- Rachel** Hmmm...sometimes I like it, sometimes I don’t. I think it all depends on what the weather’s like.....

Scene 3

(The action moves centre stage where six children are sitting on the tables. They wear PE kit of vest or t-shirt, shorts and trainers. They are shivering!)

- Child 1** Outdoor PE?! On a day like this?! It’s blowing a gale out there!
- Child 2** It’s ’cause Year 2 are in the hall having a road-safety presentation. Surely the best place to learn about road-safety is outside on the actual road!
- Child 3** Yeah, then we could have the hall...like it says we’re supposed to on the timetable!
- Child 4** What possible benefit will we get from running round the field, practically naked, in weather like that? It’s crazy!

(Their teacher enters. S/he senses the mood amongst the children.)

- Teacher** Before you say anything, I know. I don’t understand why we should lose our hall time either. But the decision’s been made.
- Child 5** Then why can’t we just cancel PE for today? You’d have to be mad to go outside in those conditions.
- Teacher** Because we’re trying to get that ‘healthy, active school’ award, or whatever it’s called. We have to show a commitment to sport in order to get more money and resources. We can’t be seen to cancel PE because of a little drizzle.

All Children A little drizzle!

Child 6 Please don’t make us go outside! What about our human rights?

Teacher Don’t be so silly! Human rights! A bit of wind and rain never hurt anyone. Besides, I’ll be there beside you. After all, we’re in this together. And if an old duffer like me can tough it out, you youngsters should have no problem. Now, go and line up against the playground wall and I’ll be along in a moment. I just need to get my kit on.

*(Their teacher exits and, to the **weather** sound effect (MP3 folder 2, track 9) the children grumpily make their way to the floor in front of the stage where they shiver, rubbing their bare arms and legs to get warm. Play the sound effect until the end of the scene, quietly enough for the characters to talk over, then fade.)*

Child 1 Well that’s something I suppose. At least s/he’s joining us in this torture.

Child 2 That’s what I admire about her/him – always leading by example.

Child 3 Yeah, and s/he’s right. If s/he can cope with this at her/his age, then we shouldn’t have a problem.

(Their teacher re-enters. As s/he walks up to the children, their chins drop in disbelief. S/he is wearing a heavy winter coat, scarf, woolly hat, gloves and wellies. S/he carries an umbrella in one hand and a large mug in the other.)

Teacher *(shivering)* Brrrrr! You’re right, children – it is rather nippy isn’t it. Still, like I said, we’re all in this together. Right, off you go. Twice round the field – that should get you warmed up.

(The children turn and slope off in disgust.)

Teacher *(shouting after them)* KNEES UP JACK! A BIT OF EFFORT LILY!
(looking at his/her mug) Mmmmmm! I’d forgotten how much I love hot chocolate.

(Intro music plays (MP3 folder 2, track 10) and the children return. Fade out when all are ready to sing.)

Song PE Nightmare

Vocal version of song - MP3 folder 1, track 3

Backing track - MP3 folder 2, track 11

Lyrics - page 17

*(When the song finishes, play **intro Music (MP3 folder 2, track 12)** during which the furniture is re-positioned in preparation for the next scene– **see staging suggestions on page 48.**)*

PE Nightmare

- Verse 1** The weather's quite inclement,
It's cold and blustery.
A wet and windy day,
And there's torture on the way
'Cause we've got 'outdoor' PE.
It's like a time-bomb's ticking
As we wait to hear the call...
"Come on, Get changed! Quick march! Line up
Outside against the wall!"
- Verse 2** We're waiting for the stragglers
Who say they've lost their kit.
We shiver and we shake,
And we quiver and we quake
'Cause the wind's picked up a bit.
As we turn blue, our teacher
Finds it so hard not to gloat,
While we're in flimsy vests and shorts
She wears her winter coat!
- Verse 3** We jog twice round the field,
A 'warm-up' as it's known.
That's such a stupid phrase,
And it's really not the case
'Cause we're frozen to the bone!
We're jumping over puddles
And the spots where dogs have 'been',
While trying, without much success,
To keep our trainers clean.
- Verse 4** The nightmare now is over,
At least until next week,
When I will bring a note,
Which I'll say the doctor wrote,
Diagnosing my flat feet!
But then a spanner's thrown
Into this cunning little scheme.....
The teacher's made me captain
Of the school cross-country team!

Continuity scene

- Emma** This is ridiculous. The bus should have been here ten minutes ago.
- Ali** By the time it does get here the driver will be in really bad mood.
- Rachel** Yeah, just like that one who took us on our last school trip – that ‘really great’ visit to the zoo? Not!
- Ben** Oh, I don’t know. That trip had its moments!
- Ali** You’re kidding! It was a complete wash-out! Don’t you remember....?

Scene 4

(A teacher in a bobble hat, waterproof coat, hiking boots, carrying a ruck-sack and holding a clipboard and compass, stands on the front of the main stage, addressing a class of eight children with bags, who are standing in a group on the floor in front of the stage. Two other adult helpers are standing nervously to the side. One is holding a medical bag. On the stage is an arrangement of chairs to represent a bus – see staging suggestions on page 48.)

- Teacher** *(to the helpers)* Mrs (name), Mrs (name), would you just do a quick head-count for me while I check the itinerary.
- (The two anxiously try to count but the children are moving around.)*
- Helper 1** I make it thirteen. You?
- Helper 2** Errm, seventeen! Oh dear! *(They attempt a second count.)*
- Helper 2** Nine this time!
- Helper 1** Twenty four! Oh dear!
- Teacher** *(noticing the chaos)* CHILDREN! PLEASE STAND STILL! *(the children stand still)* Thank you. Now...*(counting heads)*...Good. All present and correct. OK. We have a marvellous trip planned. Today’s a special day at the zoo, as Chi Chi the panda is expected to give birth! It’s a very rare event which we will be lucky enough to witness!
- Child 1** Will there be arcade machines? Mum gave me £10 and she didn’t mention anything about bringing change back.
- Child 2** I heard they’ve got a wicked play area. Will we get to go in it?
- Teacher** *(sighing)* Honestly! We’ll be present at an historic and beautiful event; the birth of a baby panda. All you can think about is video games and climbing frames!
- Child 3** Will there be a telly on the bus? Can we watch it?

Teacher What? No! Please try to get into the spirit of things. This trip has taken a lot of organising and we won’t be wasting time on things like TV. Now the bus is here. A quick head-count please, ladies.

*(Another attempt to count is made as the children continually move. A bus driver enters and sits at the front of the arrangement of chairs **as shown on page 48.**)*

Helper 1 I make it sixteen. You?

Helper 2 Twenty one! Oh dear!

Teacher *(losing patience)* CHILDREN! PLEASE STAND STILL! ...*(counting)*... Thank you. Now without any fuss, please take your seats on the bus.

(After a mad dash, all the children end up crammed on each other’s’ laps on the back seats.)

Driver OI! ANY NONSENSE AND YER OFF! NOW MOVE YERSELVES!

*(Children 4, 5, 6, 7 and 8 reluctantly move to fill the empty seats. Children 1, 2 and 3 are left on the back seats and smile victoriously! The adults sit at the front. **All should be seated as in the arrangement on page 48.**)*

Back-seaters *(chanting)* BACK SEAT! BACK SEAT! WE’RE ON THE BACK SEAT!

Child 4 *(standing and shouting to the adults)* Can we open our pack lunches?

Helper 1 *(turning in her seat and shouting back)* Now that’s not such a good idea, is it. Eating on a bus can lead to all sorts of unpleasantness.

Child 5 Can we play with our DSs?

Helper 2 Looking at those things will give you travel sickness. Ooh, which reminds me. *(She approaches the teacher and whispers something.)*

Teacher Oh yes. Mrs *(name)* has reminded me that those of you who get travel sick need to sit on a sheet newspaper.

(Helper 2 takes three sheets of newspaper from the teacher’s ruck-sack and places them under the bottoms of children 6, 7 and 8. She then sits down again)

Child 6 How on earth can sitting on newspaper stop you feeling travel-sick?

Child 7 I know. They must think we were born yesterday

Driver Are we ready then, or what? I have got other jobs on today y’know.

Teacher I think we are. OK, off we go!

*(The **bus revs up (MP3 folder 2, track 13)** then lurches off – shown by a leaning-back of the passengers and driver. The children, simultaneously and together, take a lunch box from their bag, remove the lid, open a pack of sweets, stuff a handful in their mouths, take out a games console, lower their heads and begin playing. **This should be practised so all children do each action in sync.** The teacher and helpers sit singing ‘The wheels on the bus’. Child 4 holds a hand to his/her mouth, then throws up!)*

Child 8 (standing up) Eugh! No! (name of Child 4) has been sick everywhere!

(All the children hold their noses and pull faces. The driver looks annoyed.)

Driver Now look 'ere. I'm tellin' yer now, I am not clearin' that up!

Teacher (calling down the bus) Come and sit down here. We'll clean you up when we get there. It's not far now.

Helper 1 & 2 (smugly, to children sitting near them) You see, that's what happens when you don't sit on newspaper.

*(Child 4 and Child 5 swap places, much to the disgust of Child 5. The journey continues with everyone holding their noses, including the driver. After a moment the **bus stops (MP3 folder 2, track 14)** shown by a leaning-forward of the passengers and driver.)*

Teacher Ok everybody, we've arrived. Could you all get off the bus sensibly and quietly while I check our tickets. Mrs (name), Mrs (name), would you just do another quick head-count for me?

(The helpers try to count as the children noisily stand down from the stage.)

Helper 1 I make it twenty-seven. You?

Helper 2 Errm, thirty-three! Oh dear!

Teacher Oh, for goodness sake. CHILDREN! PLEASE STAND STILL! ...
(counting)...Thank you. Now.....

(The teacher is interrupted by an announcement. All turn their heads and listen.)

Announcement 1 (MP3 folder 2, track 15 or read if you prefer)
Ladies and gentlemen, boys and girls. We have been informed by the keepers at the panda enclosure that Chi Chi is about to give birth. If you don't want to miss this historic event we suggest you make your way there immediately.

Teacher Ooh, quickly! Follow me.

(The group moves around the room, led by the teacher and ushered by the helpers. We hear the second announcement and the group stops to listen.)

Announcement 2 (MP3 folder 2, track 16 or read if you prefer)
This is the final call for anyone wishing to witness the historic birth of Chi Chi's baby. Please come to the panda enclosure. We are moments away.

Teacher Come on! Nearly there....Oh do hurry up. This is a once-in-a-lifetime chance which I don't intend missing....OK, here we are.

(The teacher and helpers stand on stage, facing the audience, with the children in front of them, facing the stage, straining to look over the adult's shoulders.)

Ok, just before we go in, another head-count please ladies.

Helper 1 I make it fifteen. You?

Helper 2 Errm, forty-eight! Oh dear!

Teacher Oh, for goodness’ sake! CHILDREN! PLEASE STAND STILL!
The sooner we get this done, the sooner we see the birth.

(As the teacher is mouthing numbers, we hear a cheer from a crowd and the third announcement. At this everyone freezes.)

Announcement 3 *(MP3 folder 2, track 17 or read if you prefer)*

And there we have it ladies and gentleman, boys and girls, a once-in-a-lifetime, never-to-be-missed opportunity. It’s a beautiful baby for Chi Chi! What a spectacle! What a day! Now ladies and gentlemen, boys and girls, out of respect for the special couple, we ask that you leave the panda enclosure calmly and quietly. Thank you everyone, and goodbye.

(The children turn to the audience in disbelief, while the adults look sheepish.)

Children *(sarcastically and in exasperation)* Oh brilliant!

(Intro Music plays (MP3 folder 2, track 18). Fade out when all are ready to sing.)

Song **School Trip Boogie**

Vocal version of song - MP3 folder 1, track 4

Backing track - MP3 folder 2, track 19

Lyrics - page 22

*(When the song finishes, play **intro Music (MP3 folder 2, track 20)** during which the furniture is re-positioned in preparation for the next scene– **see staging suggestions on page 48.**)*

School Trip Boogie

- Verse 1** Well Mum's packed the sandwiches
And wrapped us up in winter-wear.
She thinks we'll catch a chill
But it's 26 degrees out there.
And as she waves goodbye,
There's a tear in her eye,
But we're far too busy on the back seat to even care!
- Verse 2** There's a headless chicken
We assume is running the show,
With a teaching assistant
And a first-aid bag in tow.
She counted our heads and then
Did it five more times again!
Totally regretting that she ever volunteered to go.
- Verse 3** So sitting on a newspaper
Stops you feeling sick on the way?
And looking out the window
Keeps the nausea at bay?
But when you've eaten several packs
Of sweet and sickly snacks,
You'll be heaving in a lay-by on the dual carriageway!
- Verse 4** Now we're back, and our teacher
Seems relatively calm.
And vomiting aside
There's been no real cause for alarm.
But when it's over and done
The worst is yet to come.....
Next term's trip has already been planned
But nobody's offering to give her a hand,
'Cause who wants to spend a day at the sewage farm?

Continuity scene

- Rachel** I'll tell you, there's one thing I'm certainly not going to miss when we've left primary school.....tests.
- Ben** What are you talking about? We'll have ten times as many tests when we get to the next place, and not just in Maths and English.
- Rachel** What?
- Ali** He's right. We've had it easy up until now. SATs are nothing compared to what's in store. Wait 'til it's time to start GCSEs – then we'll know what pressure really is!
- Emma** I wouldn't say our SATs are 'nothing'. It just depends how you deal with them. Everybody has a different approach.....

Scene 5

*(The action again moves centre stage, to where three tables and chairs are arranged as per **staging suggestions on page 48**. On each table is a Maths SAT paper, a ruler and a mirror. Three children enter. The first two look nervous and carry a pencil case and a selection of stuffed toys/teddies/mascots etc. The third casually saunters on with a pencil in his/her mouth. All three sit down and the nervous two arrange their mascots and take out their pencils, while the third yawns and leans back on the chair.)*

Suggestion – the words that follow for each child are the thoughts they are having as the test proceeds. It would be very effective for the children to record this dialogue as it is written, the whole of which can be played over your loud speakers. Each child's actions and facial expressions, when accompanying their recorded voices, will show their feelings towards the situation they are in. If this is not possible, three other children could read backstage into a microphone, or the three actors could speak the words as 'asides'.)

- Teacher** *(voice heard from off-stage)* Right, you have forty-five minutes. You may turn your papers over now.
- Child 1** *(clasping hand to mouth on turning over the paper)* Maths! Not Maths! I thought it was English this morning! Oh no! I can't remember a thing. *(breathing deeply)* It's ok. Just relax. Concentrate. *(S/he begins reading.)*
- Child 2** *(anxiously)* Right, I've got to try and look at the notes written on the paper tucked up my sleeve without the teacher spotting me. Good, s/he's turned around. *(rummaging up sleeve)* Got it. Right...*(reading the scrap of paper)*...let's see.
- Child 3** *(casually looking at the cover)* So what do we have here then? Surname? Yes, I know that one. *(writes)* First name? Yes, I know that one too! *(writes)* And School? These questions are so easy! *(writes)* So far so good – let's see what's next. *(turning page)*

- Child 1** *(reading)* ‘If $5x$ plus 9 equals 24, what is the value of x ? *(flicking through the pages)* There must be easier questions than that!
- Child 2** *(gesturing wildly across the room)* Got to catch Emily’s eye. Oh Emily, please look this way. Please! She’ll know the answer to number five. Come on Emily, just look this.....*(freezes with arms in air)* Oh no, teacher’s seen me waving! *(yawning)* Just having a stretch, nothing to see here!
- Child 3** *(reading)* ‘Which of these five numbers is not a square number? *(taking a chewed up piece of paper from mouth and attaching it to the end of the ruler)* Let’s see if I can get Simon on the back of the neck with this spit-ball. *(fires it into the audience)* Oops! I hit the teacher! Quick, innocent expression. La la la la.....
- Child 1** *(grumpily looking round the room)* Look at them all, scribbling away. Swots! I hate them. They think they’re so clever. *(sighing)* I might as well straighten my teddies.....sharpen my pencil.....straighten my teddies again....Oh look at them all. I hate them!
- Child 2** Right, I know. I’ll pretend I’ve got a bad case of the runs and ask to go to the toilet. I’ll get my text book out of my bag and sit on the loo for five minutes revising! No-one will suspect a thing. Yes, five minutes should do it. *(puts hand up)*
- Teacher** *(voice heard from off-stage)* Right, you have five minutes left.
- Child 2** What?!
- Child 3** *(reading)* From the list of numbers below, can you find all those which are prime numbers ? Hmmmm...*(considers answer, then writes)* Yes...I...can...full stop. *(smiling)* Good. Ok, on to the next question.
- Child 1** *(reading)* ‘Look at this sequence of numbers. Work out the pattern and write the next four numbers in the sequence.’ *(frantically turning pages)* There’s got to be one question in here that I can answer!
- Child 2** *(constructing something)* Ok, so we’ve been given a mirror to help with the question on symmetry. If I attach my mirror to the end of a ruler with the chewing gum that’s stuck under the table*, I’ll be able to hold it up and look behind me and see what s/he’s written. *(holding up the device and squinting)* Oh no – I didn’t think it would be upside down and back to front! Is that a 6 or a 9? *(* use blu-tack)*
- Child 3** The cover of this SAT paper is just the right size to make an excellent paper aeroplane. *(rips it off)* Let’s see, open it out.....fold the corners to the middle.....and once more.....fold in half.....fold the edges down.....a nip here...a tuck there.....and.....perfect! Now, let’s see how this baby flies. *(throws it)* Wow!

Child 1 *(jumping up excitedly)* Yes! Yes! I’ve found one I can do! *(reading)* ‘Put these shapes into the correct section of the Venn diagram according to the properties listed.’ Ok, *(thinking it through)* the parallelogram goes there, the trapezium goes there, the scalene triangle goes there, the rhombus goes there and the hexagon goes there. Excellent! Right..... *(lifts pencil to write)*

Teacher *(voice heard from off-stage)* Time’s up everyone. Please put your pens and pencils down now.

Child 1 *(out loud)* WHAT!

Child 2 *(out loud)* YOU’RE KIDDING!

Child 3 *(out loud as s/he dashes off)* Cool! Playtime. I’m outa here!

(Intro Music plays (MP3 folder 2, track 21). Fade out when all are ready to sing.)

Song **The SATs Blues**

Vocal version of song - MP3 folder 1, track 5

Backing track - MP3 folder 2, track 22

Lyrics - page 26

*(When the song finishes, play **intro Music (MP3 folder 2, track 23)** during which the furniture is re-positioned in preparation for the next scene– **see staging suggestions on page 48.**)*

The SATs Blues

Verse 1 I woke up this morning and I sat up and cried!
The thing that I've been dreading has finally arrived!
I could say I'm feeling sick
Or come up with another excuse.
Well, there's no getting over it,
I've got a bad case of SATs blues!

Verse 2 I stare at the paper, it's staring back at me.
I wish I'd paid attention in Maths and Literacy!
My mind is completely blank,
I need some inspiration or clues!
Well, there's no getting over it,
I've got a bad case of SATs blues!

Verse 3 The clock is a-ticking, not even halfway through!
Forgot my five times table – the only one I knew!
Multiply or take away?
Divide? I don't know which one to use.
Well, there's no getting over it,
I've got a bad case of SATs blues!

Verse 4 That spelling amnesia is creeping up on me!
It's either T..H..E..I..R or T..H..E..R..E?
Is it 'HEAR' or 'HERE', 'WHERE' or 'WEAR'?
Oh 'WITCH' or 'WHICH' one to choose?
Well, there's no getting over it,
I've got a bad case of SATs blues!

Continuity scene

- Ben** Do you know what’s really annoying about this bus being late? I could have had an extra bowl of cereal instead of rushing here!
- Ali** Well, I always make sure I’ve had plenty of breakfast, just in case I don’t like what they’ve cooked for school lunch.
- Rachel** What do you mean? School lunches have been brilliant ever since Jamie Oliver caused such a fuss a few years ago. Apparently, before he made that programme the food was awful!
- Emma** I agree, the food we get is really good. It’s just all the other stuff that goes on which is a real drag.
- Ben** Like what? I’ve always had packed lunches so I don’t really know what’s happened to school meals over the last few years.
- Emma** Well, let me explain.....

Scene 6

(The action again crosses to the main stage where four tables are each elaborately set for two diners, with a table cloth, linen napkins, a candle, two wine glasses, an ice bucket, a single rose in a small vase and fancy cutlery for starters, mains and desserts. Four cooks in white aprons sit at two of the tables, exhausted.)

- Cook 1** *(holding up a copy of Jamie Oliver’s School Dinners book)* I’m working an eighteen hour day just to keep up with this lot.
- Cook 2** I was in at 6.30 to get those duck breasts marinating. I’m exhausted!
- Cook 3** And I’ve been chopping shallots and garlic since daybreak!
- Cook 4** That’s nothing. I was down at the docks at 4 o’clock this morning queuing up for fresh shellfish.
- Cook 1** I really don’t know what was wrong with what we cooked before all these changes. It was tasty and filling, which is all kids want.
- Cook 2** But now we can’t serve burgers. No, it has to be medium rare fillet of Aberdeen Angus. And what was so wrong with fish fingers? Now it’s sea bass steamed with spring onions and ginger!
- Cook 3** And it’s no longer good enough to open a can of mixed veg. Now its gratinated spinach, porcini mushrooms and asparagus!
- Cook 4** And puddings! I used to whip up a great treacle sponge and custard. OK, it was from a packet, but it tasted great. Now It’s.....what is it.....pass the book... *(reading)* ‘Pears poached in cassis with vanilla mascarpone’. It’s ridiculous.

Cook 1 Crikey! Look at the time! They’ll be in any minute. Quick! Back to the kitchen. Come on, hurry!

(They rush off. Five dinner ladies enter, dressed in tabards. Four stand by a table each, whilst the fifth ‘floats’ between tables with an authoritative air.)

Dinner Lady 5 *(with a French accent if possible)* OK ladies, I shall be working front of house today. I expect efficient yet friendly service from all of you. Madame Harris, if you would be so kind.

(Dinner Lady 2 produces a gong and hits it.)

Dinner Lady 2 Dinner is served.

(Looking uncomfortable, four boys dressed in dinner suits each escort a girl in a gown to a table. Girl 4 has a tupperware lunchbox. The following eleven actions should be synchronised so each table performs the same movements at the same time.

1 - Each of the four dinner ladies by a table pulls the chair out for the girl who sits.

2 - The same is then done for the boy. 3 - They then unfold the napkins and place them on the girls’ then boys’ laps. 4 - They hand the girl then boy a menu, and ask....)

Dinner Ladies 1, 2, 3 & 4 Would Monsieur like to see the wine list?

Boys 1, 2, 3 & 4 Errm...yeah....go on then.

(5 - The wine lists are presented to the boys who confusedly point to the name of a random bottle. 6 - The four ladies go off in unison and each return with a bottle.

7 - They pour a small amount in the boys’ glasses. 8 - This is nervously tasted then approved with a nod to the lady. 9 - The girls’, then the boys’ glasses are filled.

10 - The bottles are put in the ice buckets. 11 - The ladies pull out a pen and pad.)

Dinner Ladies 1, 2, 3 & 4 May I take your order?

(Note: As the following interaction takes place between Dinner Lady 1 and Boy & Girl 1, the same interaction should be mimed between Dinner Lady 2 and Boy & Girl 2, and Dinner Lady 3 and Boy & Girl 3 at the same time. This will save time and repetition. If you want to extend the scene however, each order for each table can be scripted and acted out in turn. Boy 4 takes longer to read the menu, while Girl 4 seems totally disinterested. They therefore don’t mime the same interaction as the other couples.)

Girl 1 *(struggling to read)* Errm....could I please have the...loin of pork with the....shiitake *(she pronounces it ‘shee-ee-take’)* mushrooms and the.... pommes dauphinoise *(she pronounces it ‘pommees dorp-hin-oys’)*.

Dinner Lady 1 Certainly Mademoiselle, the pork with shiitake mushrooms and pommes dauphinoise *(pronounced correctly)*. And Monsieur?

Boy 1 *(also struggling to read the menu)* Errm...I’ll have the same.

Dinner Lady 1 Monsieur, Mademoiselle, I’ll be back shortly.

(Dinner ladies 1, 2 and 3 take the menus and exit together, leaving the three couples looking nervously at each other.)

Dinner Lady 4 *(to Boy 4)* Have you decided Monsieur?

Boy 4 *(also struggling to read the menu)* I think so. Errm...could I please have the Boeuf Bourguignon. *(he pronounces it boof borg-wig-non)*

Dinner Lady 4 Certainly Monsieur, the Boeuf Bourguignon *(pronounced correctly)*. And for Mademoiselle?

Girl 4 *(holding up the tupperware lunchbox)* Nothing for me thank you. I’m on packed lunches. I’ve brought sandwiches.

(Dinner Lady 5 hears this and moves to their table, looking sternly at the girl.)

Dinner Lady 5 *(to Dinner Lady 4)* I shall deal with this. *(To Girl 4)* I am sorry Mademoiselle, but this is a high class establishment. We do not allow home-made sandwiches here! I must ask you to leave immediately.

(She gestures to Dinner Lady 4 who ‘escorts’ the girl away, leaving the boy looking lost. All four dinner ladies then return with plates of food and a bottle of wine which they place before the waiting boys and girls. They then stand back from the tables. Boy 1 starts eating.)

Dinner Lady 5 Ahem! Excusé moi. Haven’t we forgotten something?

(Everyone bows their head)

All For every cup and plateful, Lord make us truly grateful. Amen.

Dinner Lady 5 Thank you. Bon appetite.

(The children cautiously begin tasting while the ladies stand back from their respective tables. Boy 2 takes his napkin off his knee and puts it in his collar. Girl 3 picks up her different sets of cutlery in turn, confused as to which one to use. Dinner Lady 5 gestures to Dinner Lady 2 that she should deal with Boy 2.)

Dinner Lady 2 *(leaning forward)* Ahem, Monsieur. In this establishment, wearing one’s napkin in one’s collar is considered common.

Boy 2 *(looking put out)* But I do it at home, and at KFC.

Dinner Lady 2 *(patronisingly)* With respect, Monsieur, this is hardly KFC.

(She removes the napkin from the boy’s collar and returns it to his knee. Boy 3 puts his hand up and Dinner Lady 3 attends to him.)

Boy 3 Excuse me, my steak is really rare. I can’t eat steak unless it’s very well cooked. Could I possibly have another one instead?

(All the dinner ladies gasp.)

Dinner Lady 5 *(rushing over)* You philistine! Well cooked steak! Chef would never hear of it. A steak must ooze juices and blood, and to ask for it cooked any other way is an insult to this establishment and all who work in it. So no, Monsieur, you may not ‘have another one instead.’

(The boy, close to tears, tries to force down a mouthful. Defeated, he puts down his cutlery and pours himself some wine. Girl 2 raises her hand, and Dinner Lady 2 attends.)

Girl 2 Would it be possible to have some tomato ketchup please?

Girl 3 And me too. I’d like ketchup please.

All Dinner Ladies WHAT!?

(The cooks rush back in looking appalled.)

All Cooks WHAT!?

Cook 1 You dare to ask for ketchup? We slave away to provide you lot with the best eating experience you could ever possibly have. *(waving the book)* We create delicate balances of flavour using the freshest ingredients we can lay our hands on.....and you ask for ketchup?

Dinner Lady 5 We try to turn you fast food junkies into sophisticated diners. And what do you do? You put napkins down your collars, you bring your own sandwiches and you can’t pronounce anything on the menu. It’s disgraceful. Just leave, all of you!

Boy 1 But what about pudding?

All Cooks and Dinner ladies OUT!

(The shocked children are ushered out by dinner lady 5. The remaining dinner ladies and the cooks watch them leave with disapproval. They then look at the vacant tables.)

Cook 2 What about all this food?

(They all sit at or on the tables and pick up a wine glass. Cook 5 picks up a bottle!)

All Waste not want not! Cheers!

(They chink glasses and drink, then start picking through the food.)

Dinner Lady 5 *(no longer in a French accent, to Dinner Lady 4)* Hey Sandra, be a love. Go and fetch us the ketchup.

(Intro Music plays (MP3 folder 2, track 24). Fade out when all are ready to sing.)

Song New School Dinner

Vocal version of song - MP3 folder 1, track 6

Backing track - MP3 folder 2, track 25

Lyrics - page 31

(When the song finishes, play intro Music (MP3 folder 2, track 26) during which the furniture is re-positioned in preparation for the next scene— see staging suggestions on page 49.)

New School Dinner

"School dinners, school dinners,
Concrete chips, concrete chips,
Sloppy semolina, sloppy semolina,
I feel sick! Fetch a bucket quick!"

Verse 1 Well that's a song that they used to sing,
Then Jamie Oliver went and changed everything.
Now there's no single chip or burger in sight,
'Cause we don't do fat or sugar
Or anything that's been deep-fried.
The new school dinner, designed to keep you thinner,*
Promotes a healthy body and mind,
And with better eating habits
We're all becoming quite refined!

Verse 2 So now we dine on soup of the day,
Lightly poached salmon, truffles and pomme purée,
Not forgetting those asparagus tips.
Yes it's only haute cuisine
That's getting past our lips.
The new school lunch packs a mighty punch
And is really causing a stir,
'Cause for very little money
We're all eating cordon bleu!

Verse 3 We used to find so unpalatable
The very thought of a fruit or vegetable,
Now we're glad to say that's all in the past.
But this food revolution,
How long can it last?
The new school meal, it's a healthier deal
But we're not as fit as we could be.....
'Cause at weekends we still pig out
On Burger King and KFC!

* *alternative lyric if you don't want to mention weight loss:*

The new school dinner, well it's a real winner,

Continuity scene

- Rachel** I just thought, Emma, it’s Friday. You don’t usually catch the bus on a Friday, do you?
- Emma** No. It’s my mum, you see. She’s got her knickers in a twist ’cause someone told her there are only 160 shopping days left ’til Christmas, so she wanted to get into town early. That’s why she dropped me off here.
- Ali** She’s keen! Still, at least you know she’s thinking ahead about what to get you!
- Ben** Now, there’s something I really am going to miss about primary school – Christmas! Decorating the classroom, making hats for Christmas lunch, singing carols.....
- Rachel** And the infants’ nativity. Don’t forget that!
- Ali** How could we ever.....

Scene 7

(Carrying a script, a teacher enters centre stage and beckons on three angels, who will act as narrators. The teacher positions the angels in a line, stage right – see page 49. They grin, scratch and wave to their parents. They speak, as do all the characters, in loud and laboured voices, umm-ing, err-ing and mispronouncing words in typical infant fashion. Mary and Joseph enter and stand centre. Mary is holding a doll by its feet. When the teacher is happy that all is well, she sits on a chair stage left with the script.)

- Angel 1** Mary and Jobus was ingaged to be married. The Angel Gabiul came in a dream to talk to Mary and Jobus.

(Gabriel enters waving to the audience.....then starts to cry. The teacher huffs and moves to him. She comforts him then whispers lines which the child attempts to repeat.)

- Gabriel** Fear not Mary and Joseph.....I have been sendd by God....You will be having a baby boy what will be called.....Cheeses. *(The teacher escorts a waving Gabriel from the stage then resumes her seat)*

- Joseph** *(to teacher, as realisation dawns)* Miss Jackson! Mary is holding the baby, but she’s not supposed to ’cause he’s not been born yet.

(The teacher motions to Joseph to pass her the doll.)

- Joseph** *(to Mary)* Give me the baby. Mr Miss Jackson wants it.

(He grabs the doll by the head and tries to take it from Mary, who is reluctant to let go of its feet. A struggle follows, with each pulling one end of the doll. Its head comes off and Mary starts to cry. The flustered teacher stands, comforts Mary then takes the broken doll back to her chair where she tries unsuccessfully to repair it. She puts the two halves under her chair, then motions to Angel 2 to continue.)

- Angel 2** Mary and Joshua...no...Mary and Jonah....no...Mary and...and....

Angels 1 & 3 *(whispering loudly to Angel 2) Jobus!*

Angel 2 Yes, Mary and Jobus had to go to Befflyham to get registrificated for their new taxi because Season or Dusters had becweed it.

Mary *(bossily)* Joseph, I am with child and must ride on the donkey. Go and get it from the field and bring it here now.

(Joseph exits and brings on a panto donkey. Mary attempts to mount it but it collapses under her weight. She starts crying and the teacher comes on to comfort her. The donkey separates into its two parts and hobbles off, leaving Mary and Joseph confused. The teacher sits down and motions to Angel 3 to keep going.)

Angel 3 So they arrived at Befflyham, and knocked on the door of the inn.

(The innkeeper enters carrying a crib. He scratches himself continuously!)

Innkeeper Yes. Who is there?

(The knock is then heard, throwing everything into confusion.)

Joseph & Innkeeper together Can we have a room? / Yes. Who is there?

(They look at each other, then at everyone else.)

Joseph & Innkeeper together Can we have a room? / Yes. Who is there?

(The teacher motions to Angel 1 to carry on with the narration.)

Joseph, Innkeeper and Angel 1 together Can we have a room? / Yes. Who is there? /
But the inn was full.

(The teacher stands and calms the situation, then the action continues.)

Angel 1 But the inn was full because lots of people had come to Befflyham for the registrification.

Innkeeper You must go to the stable and have your baby in there with the horses and the cows. It is clean and comfy. It is warm too.

(He puts the crib at Mary's feet and exits, still scratching. Mary kneels)

Angel 2 So Mary had the baby Cheeses in the manger and wrapped him up in a swobbly bands and laid him on the hay.

(Mary and Joseph panic because the teacher has the doll. Having been unable to repair it, the teacher brings on only the body and lays it in the crib, to more confused looks. She then sits again. Five shepherds enter and sit at the front of the stage. They continually struggle to make their tea towels sit comfortably on their heads.)

Angel 3 In the fields the shepherds were counting their sheeps at night. A heathenly host of angels appeared. The shepherds were afraid.

(The teacher escorts Gabriel to centre stage, behind the shepherds and in front of Mary and Joseph. The narrating angels move to join Gabriel.)

All angels *(speaking at different speeds)* Don't be afraid, for today in Befflyham is born a child called Cheeses. Go and see him and take a sheep.

(Gabriel exits and the angels move back to their narrating positions. The shepherds all walk in different directions. The teacher grabs a crook from the nearest shepherd and rounds them all up. When together again she motions to them to speak.)

Shepherds *(ad-libbing poorly out of sync)* Let's go and see the baby / I'll give him a sheep to keep him warm / we must hurry to Befflyham etc.....

(The shepherds gather behind Mary and Joseph. One places a card cut-out of a sheep by Mary, but it won't stand up. The teacher pushes the shepherd aside and tries to bend the sheep to make it stand. Repeated attempts fail and, in exasperation, she screws up the sheep and stomps back to her seat. The children watch her in shock and the Angels start squabbling about whose turn it is to speak next. The teacher stands.)

Teacher *(beckoning to the back of the room)* Wise men!

(Three wise men walk to the stage. One sits with his mum in the audience, only to be retrieved by the teacher and pushed to the stage. They stand by Mary and Joseph.)

Wise Man 1 We have been following a bright star that has led us here. We've got some presents for the baby. Here is mine. It is gold.

(He presents the gift, which Mary greedily grabs and tosses into the crib)

Wise Man 2 I've got a present too. It's some framklimestent.

(He presents the gift, which Mary again grabs greedily. Wise man 3 is nervously signalling to the teacher – he isn't holding anything. Everyone waits in silence.)

Mary Well, wise man 3? What have you brought for my baby?

Wise Man 3 *(upset)* Miss Jackson! Jamie forgot his framklimestent and told me I had to give him my present, or else he wouldn't be my friend.

Teacher Oh, for goodness' sake!

(She looks around and sees the doll's head under her chair. She picks it up and throws it to Wise Man 3. He presents it to Mary.)

Wise man 3 I have brought myrrh.

(Everyone gathers round to form a tableau. Each child fidgets and waves, Mary and Joseph attempt to repair the doll, shepherds rearrange their towels, the donkey re-enters as separate halves, the innkeeper's itch is now causing severe discomfort and the wise men have clearly fallen out with each other. The teacher stands at the front, addressing the audience, as the children behind her become ever more noisy and fidgety.)

Teacher *(forcing a smile)* Thank you ladies and ge..... *(the noise from the children is distracting.)* Thank you. Now, we'd like you to..... *(glancing behind her, getting increasingly annoyed)* Please join us in our final song of the..... *(forcing an unconvincing smile at the audience)* Please sing along with us in..... Excuse me one moment ladies and gentlemen. *(She turns to the chattering children and really lets go.....!)*

WILL YOU JUST BELT UP AND STAND STILL!

(The children stare in shock, mouths open. The teacher begins her tirade)

SIX WEEKS! SIX RELENTLESS WEEKS OF STICKING SHINY PAPER TO CARDBOARD, SEWING SHEETS, GATHERING TEA TOWELS, CUTTING OUT SHEEP, MAKING HALOS AND STAPLING TINSEL TO EVERYTHING THAT MOVES! AND FOR WHAT? SO YOU LOT CAN STAND THERE SCRATCHING YOURSELVES, WAVING AT THE AUDIENCE, SQUABBLING AND FIDDLING WITH YOUR COSTUMES!

(She throws down her script, clenches her fists and screws her eyes up tight, keeping them closed until she’s finished!)

I DON’T NEED THIS! I’VE GOT ALL MY FAMILY DESCENDING FOR CHRISTMAS DINNER IN SEVEN DAYS TIME AND I HAVEN’T GOT A TURKEY! I HAVEN’T PUT THE TREE UP YET! I’VE GOT OVER ONE HUNDRED CARDS TO WRITE AND POST, BUT I’VE PROBABLY MISSED THE POSTAGE DEADLINE! THE LIVING ROOM ISN’T DECORATED! AND CHRISTMAS SHOPPING? HA! THAT’S A JOKE! AND THEN THIS CATASTROPHE! NEVER AGAIN! THAT’S THE LAST TIME I EVER.....

(She slowly opens one eye and notices the stunned silence. She takes three deep breaths and composes herself.)

Thank you ladies and gentlemen. Please join us for our final song, Silent Night.

***Song* Silent Night? Not Quite**

Vocal version of song - MP3 folder 1, track 7

Backing track - MP3 folder 2, track 27

Lyrics - page 36

*(When the song finishes, play **intro Music (MP3 folder 2, track 28)** during which the furniture is re-positioned in preparation for the next scene– see **staging suggestions on page 49.**)*

Silent Night? Not Quite

- Verse 1** Silent night, holy night,
The Angel Gabriel’s got stage fright.
Narrators have trouble pronouncing the names,
The sheep won’t stand up and the acting is lame!
Now Mary’s flattened the mule –
Typical Christmas at school!
- Verse 2** Silent night, holy night,
The parents weep at the sight!
Their digital cameras are held in the air,
And tear-sodden tissues are strewn everywhere!
My Dear, how lucky we are,
We’ve given birth to a star!”
- Verse 3** Silent night, holy night,
The shepherds’ tea-towels are too tight!
The innkeeper’s costume is giving him grief,
He’s constantly scratching to get some relief!
The baby’s missing its head,
Something St Luke never said.
- Verse 4** Silent night, holy night,
The three wise men are having a fight.
It’s not quite a Yuletide atmosphere,
We think Key Stage 2 should do Christmas next year.
The teacher’s losing her cool.
Peace on earth? Not at school.

Continuity scene

- Ben** Rachel, how come you're little brother isn't with you today?
- Rachel** Oh, he coughed once in the night so Mum's keeping him off! He knows how to wind her round his little finger. There's nothing wrong with him!
- Ali** They're all the same, these infants. They know they're 'precious', so they play on it for an easy ride! They get away with murder just by being cute!
- Emma** You can say that again. I reckon they're all evil geniuses, who are playing the rest of us for fools! They're exactly the same at school.....

Scene 8

(The main stage is set up with two classroom tables – see page 49. Two parents enter in front of the main stage, one from either side, holding the hand and carrying school bag of an infant-aged child in a coat. The children speak to their parents in typical infant voices.)

- Child 1** Mummy! There's Jack! Pwease can I go and pway wiv him?

- Child 2** Daddy! Daddy! It's Katy wiv her mummy.

(The two children meet and stand stage left, while the parents stand and chat stage right, out of earshot but keeping a watchful eye.)

- Parent 1** They grow up so fast don't they? She's already using cutlery.

- Parent 2** Tell me about it. He's into everything. Gone are the days when he'd be satisfied with an hour of Peppa Pig.

- Parent 1** But they are still sweet at this age, aren't they, and so innocent.

(They stare adoringly across at their children and wave. The children smile and give a cute wave back. The parents resume a mimed conversation, while the children proceed to speak to each other in mature, sophisticated voices.)

- Child 1** I read a fascinating article in the Guardian yesterday about our membership of the EU. I tell you, it's a political time bomb.

- Child 2** Yes, I'm familiar with the piece. I only managed to read a bit of it last night before I had to hide it under my mattress, when mother came up to switch off my Thomas The Tank Engine lamp.

- Child 1** Thomas the Tank Engine! That's nearly as bad as Winnie The Pooh, whose image adorns all my bedroom furniture. It's so demeaning. Oooh, quick, they're coming over!

(The parents approach and the children adopt innocent and wide-eyed expressions.)

- Parent 1** Come on. Let mummy take your coat off and change your shoes.

Parent 2 And Daddy help his little soldier too.

(The parents take off their respective child's coat, then kneel before them, backs to the audience, and take off their shoes and replace them with plimsolls taken from the school bags. The children are still standing facing the audience. They are able to talk to each other without their kneeling parents hearing.)

Child 2 You know, I find this changing of shoes somewhat tiresome.

Child 1 Regulations are regulations. Where would society be without them?

(Holding the coats and outdoor shoes, the parents stand up next to their child.)

Parent 1 There we are Munchkin, all ready for school.

Child 1 *(in an infant voice again)* Fank you Mummy. Pwease will you bwing my bag and coat and shoes inside. They are too heavy for me.

Parent 1 Of course Munchkin.

(Parent 1 and Child 1 exit. Child 1 gives Child 2 a knowing wink.)

Parent 2 There you are Tiger. You're ready too.

Child 2 Pwease will you come in wiv me and tell my teacher dat I'm not feeling well and need to stay inside at pwaytime?

Parent 2 Of course I will. Come on.

(Parent 2 and Child 2 exit. Child 2 gives the audience a knowing wink. Straight away a teacher, carrying 4 pencils and 4 sheets of paper, leads a group of six children, including Child 1 and Child 2, back onto the main stage. A teaching assistant brings up the rear carrying a set of reading books. The children sit cross legged in a line at the front of the stage, backs to the audience. The teacher stands in the middle of the tables, facing the children and audience, and the assistant stands to one side.)

Teacher Good morning, children.

Children *(in typically infant voices)* Good morning Miss White. Good morning evwy-one.

Teacher Now, up until playtime the blue group will be working with me doing some writing, while Mrs McDonald will take the yellow group to do some reading. Please can we all move into our groups straight away.

(The two adults go to stand by their respective tables— see page 49. Children 4, 5, and 6 sit at the teacher's table – each has a pencil and some paper. Children 1, 2 and 3 have a quick conversation at the front of the stage, out of earshot of the adults, before sitting at the assistant's table.)

Child 1 It's reading for us then. *(sarcastically)* I wonder what literary masterpieces we have in store.

Child 2 Perhaps the surrealistic subplot of 'Elmer The Elephant.' *(sarcastically)* I can't wait.

Child 3 Or the thematic juxtapositions of ‘The Very Hungry Caterpillar’.
(sarcastically) Oh joy!

Assistant Come along you three. We have lots to get through

Child 1, 2 & 3 (innocently) Sowwy Mrs McDonald.

(Children 1, 2 and 3 sit down. Reading books are given out and they begin a mimed group read, the assistant standing and leaning in to hear the readers. Meanwhile, on the other table, the teacher stands to instruct Children 4, 5 and 6.)

Teacher Now, blue group, today we will be writing sentences about things we like to do in our spare time. (to child 4) What do you like to do?

Child 4 I like to wide my bike outside in da park.

Teacher Lovely. (to child 5) And how about you (name)?

Child 5 I like pwaying wiv my lego in my bedroom.

Teacher Lovely. (to child 6) And you (name)?

Child 6 I pway wiv my puppy in da garden. It’s gweat fun.

Teacher Lovely. Now, with your pencils, in your neatest writing, I’d like you all to write down what you’ve told me, and then you can draw a picture to go with it.

(She crouches by child 6 to assist. Children 4 & 5 lean together to have a sneaky chat.)

Child 4 That’s actually a complete fabrication. I find riding my bike so tedious. I prefer driving the car. I sneak it out for a spin at night when my parents are asleep.

Child 5 And in actual fact I detest lego. I find the over-abundance of right-angles and prime colours detrimental to creativity.

Teacher What are you two chatting about?

Child 4 & 5 We forgot what to wite. Will you wite it and den we can copy it?

Teacher (sighing) What again? You always do this. OK, but it’s the last time. Tomorrow you try it on your own. Pass me your books.

(She leans over and writes in each of their books. The children relax in their chairs, smiling contentedly as the action moves to the reading table.)

Assistant (exasperated) OK, (Child 3’s name), let’s try again. From page one.

Child 3 O...O...On...On....e....d...da...da...y... I can’t wead it!

Assistant Never mind, Dear. Right, (to child 2) Jack, you have a go.

(As the assistant turns to focus on Child 2, Child 3 relaxes and produces a copy of the Times from under her/his jumper, which s/he reads behind the assistant’s back.)

Child 2 O...O...On...On....e....d...da...da...y. I can’t wead it!

Assistant (sigh) Not to worry (turning to Child 1) Katy, how about you?

(As she turns to Child 1, Child 2 relaxes and produces a copy of *The Guardian* which he casually flicks through. NB – the assistant now has her back to both Children 2 and 3.)

Child 1 O...O...On...On....e....d...da...da...y... I can’t wead it!

Assistant (sigh) Right, this just isn’t working. (calling to the teacher) Miss White, may I have a word?

Teacher Yes, one moment Mrs McDonald. (to the children) Just, put your pencils down. Don’t do any more. I’ll be back in a second.

(The two adults meet in the middle. The children watch them)

Assistant How’s it going with you? Mine are really struggling.

Teacher Mine too. I don’t know what’s wrong. You’d think after three terms they’d be showing some progress. So, what do you say? The usual?

Assistant Might as well. Ok children, who’d like to play in the sand tray?

(The teacher and assistant exit and all the children relax back in their chairs with a contented smile. **Intro music** plays (**MP3 folder 22, track 29**). Fade out when all are ready to sing.)

Song I Wish I Was An Infant Again

Vocal version of song - MP3 folder 1, track 8

Backing track - MP3 folder 2, track 30

Lyrics - page 41

(When the song finishes, play **intro music** (**MP3 folder 2, track 31**) during which the furniture is re-positioned in preparation for the next scene – **see staging suggestions on page 49.**)

I Wish I Was An Infant Again

Verse 1

I wish I was an infant again,
Yes I wish I was an infant again.
Things were less complicated,
It seemed so simple then.
I'd play with sand and water
And rarely pick up a pen.
Oh, to re-live the good times,
I wish I was an infant again.

Verse 2

I want to go back to Key Stage One,
Yes I want to go back to Key Stage One.
The grown ups would tie my laces
Whenever they came undone.
At home time they'd pack my book bag
And help me put my coat on.
But now I'm left to struggle, oh
I want to go back to Key Stage One.

Verse 3

I wish I could be five years old,
Yes I wish I could be five years old.
'Cause the teachers don't blow a gasket
When you don't do as you're told.
They chastise you so sweetly
And never scowl or scold,
But now I've come of age they fly into a rage
Like a banshee who's possessed!
I'm really not impressed.....
I wish I could be five years old.

Continuity scene

- Rachel** Do you reckon we’ll able to watch DVDs today? You know, in between playing games and getting our shirts signed.
- Ali** I hope so. I’ve brought a couple of cool films, just in case!
- Ben** Not those ones we watched round yours the other night! The teacher will never let you put those on!
- Ali** Oh, what she doesn’t know won’t hurt her! Anyway, all the adults will be far too busy today to worry about what we’re watching.
- Emma** I wouldn’t be too sure, you know. They have to be very careful these days, that what they show us doesn’t cause us any distress, or lead us to behave inappropriately!
- Rachel** Well, that’s all the interesting stuff out of the window then.....

Scene 9

*(The action again moves centre stage, to where the furniture is set up **as per page 49**. A television and DVD player are positioned so the audience can’t see the screen. A stepladder stands against the back wall. Six children sit on the tables chatting, as a flustered teacher enters, laden down with painted pictures and old display material which he/she dumps on the floor.)*

- Teacher** Ok, listen everybody. As it’s the last day I’ve got a lot to organise, so if you’re sensible you can amuse yourselves this morning.

- Child 1** (name) has brought in some DVDs. Can we watch one?

- Teacher** *(climbing the stepladder)* I told you, I don’t mind what you do as long as you’re sensible, and I’m not interrupted.

(The teacher turns away from the children and attends to a wall display. The children excitedly gather round the collection of DVDs.)

- Child 1** Oh yeah! Go on (name), put on ‘Alien Blood Bath’. My sister says it’s a classic. There’s a body count of fifty-five in the first minute!

- All Children** Brilliant!

- Child 2** Ok, here goes! I hope you’re sitting comfortably.

(He/she puts the film in the machine and the children sit close to the TV. The teacher is still up the stepladder. The children react with excitement to the TV.)

- Child 3** Wow. He got blasted right through the window.

- All Children** Cool!

- Child 4** Eurgh. The alien tore his guts out. Look at all the blood!

All Children Awesome!

Child 5 Did you see that? She fell onto a massive spike...and she’s still alive!

All Children Gasp!.....Eurgh!

Child 6 Not anymore she’s not!

All Children Wicked!

(The teacher descends the ladder to investigate. On seeing the TV screen his/her jaw drops.)

Teacher Oh my goodness! Turn it off! Turn it off this instant! What on earth are you watching?! *(S/he rushes to the TV and switches it off, to the groans and protests of the children.)* Where did you get this rubbish from?

Child 2 It’s my brother’s, Mr/Mrs/Miss (*name*). But it’s not rubbish. It’s amazing. You just missed a bit where.....

Teacher Yes, thank you (*name*). I cannot let you watch that sort of thing in school. Every other word is a swear word and the violence is intolerable. Now, where’s that DVD I brought in? Ah yes. *(The teacher takes a DVD from a bag, ejects ‘Alien Blood Bath’, turns the TV back on and inserts the new DVD.)* Right, if you’re going to watch the TV then at least it can be educational. I’ve borrowed this from Mrs Andrews in Year 5, and she tells me it’s superb. It’s called ‘Shakespeare In Pieces’, selected scenes from the wonderful plays of William Shakespeare. You can watch it quietly while I carry on over here.

*(The children tut and slouch, watching the screen with grumpy expressions. As **Tudor music** plays (MP3 folder 2, track 32) three actors in Shakespearean costume enter and stand in front of the stage, to act out a section from a play. The children still watch and react to the TV, as if seeing this action on the screen.)*

Portia Why, this bond is forfeit, and lawfully, by this, Shylock can claim his pound of flesh to be, by him, cut off from nearest the merchant’s heart!

All Children *(suddenly sitting up and looking interested.)* Cool!

Bassanio No, Shylock shall have *my* flesh, blood, bones and all, ere thou shalt lose for me one drop of blood.

All Children Wicked!

Shylock Now I whet my blade to cut the pound of flesh from this bankrupt!

All Children Go on! Go on! Do it! Do it!

*(The TV action freezes. The teacher turns and looks nervously at the children. Again the **Tudor music** plays (MP3 folder 2, track 33) and two more actors replace the first three.)*

King All hail Macdonald.

Macdonald *(pulling a head from a sack!)* Hail King, for so thou art. Macbeth is dead! Behold where he stood, the usurper’s head!

All Children He cut off his head! Awesome!

Teacher *(coming down the stepladder.)* Errm, actually children it’s nearly playtime, so I’ll just eject the...

All Children No! No! Leave it. Look, here comes some more!

(Tudor music plays once more (MP3 folder 2, track 34) and two more actors replace the previous two.)

Pistol *(wielding a sword)* Yield cur, for I will fetch the rim out of your throat!

All Children Eurgh! Brilliant!

Soldier Is it impossible to escape the force of your arm?

Pistol By envy’s hand and murder’s bloody axe, unless you give me crowns, dismembered shalt thou be by this sword!

Soldier I have nothing.

Pistol Then you are slain! *(With piercing cries the soldier is hacked down.)*

All Children Wow! Cool! Awesome!

Teacher *(fighting his/her way through the children to get to the TV)* Right! That’s it children. Sorry!

(The teacher ejects the DVD, blowing heavily with relief, as if having just de-fused a bomb that was due to go off any second! The children are distraught.)

Child 6 But what are you doing Mr/Mrs/Miss (name)?

Teacher *(inserting the other DVD)* What do you think I’m doing? I’m putting ‘Alien Blood Bath’ back on!

(Intro music plays (MP3 folder 2, track 35). Fade out when all are ready to sing.)

Song Yucky Stuff

Vocal version of song - MP3 folder 1, track 9
Backing track - MP3 folder 2, track 36
Lyrics - page 45

(When the song finishes, play intro music (MP3 folder 2, track 37))

Yucky Stuff

- Verse 1** No, we're not into niceties.
We've not got time for those PGs.
We want to see a car chase
Star ships exploding in space,
A little bit of action please.
Your average kid just wants t'
See some big hairy monster,
With an appetite to match!
It's thrilling when 'goo' is spilling
We just can't get enough
Of all that really yucky stuff.
- Verse 2** Those golden oldies are a bore,
And costume dramas make us snore!
What's cool and oh so groovy
Is zombies in a movie
Giving aliens 'what for'!
Don't want no 40's classic,
Give us something Jurassic,
With teeth as sharp as razor blades!
You can't beat a huge meat eater,
We just can't get enough
Of all that really yucky stuff.
- Verse 3** Turn out the lights, sit in the dark.
This one's about a killer shark!
We are already smitten
'Cause some poor bloke's been bitten,
And it's left a pretty nasty mark!
But when it all starts gushin'
We'll hide behind a cushion,
Not quite as brave as we believed.
We want Tom and Jerry 'cause it's not so scary,
We've had about enough
Of all that really yucky.....
That filthy, slimy, mucky.....
All that really yucky stuff.

Scene 10

- Rachel** Listen! I think the bus is coming! I’d recognise that clatter of rusty metal and the sound of bad gear-changing anywhere!
- Emma** Well about time too! How long as that been? We’re bound to be late now, and on our last day!
- Ali** I don’t know what you’re complaining for!
- Ben** (*dejectedly*) I wish the bus hadn’t come at all.
- Ali** Yeah, me too! I’d much rather....
- Ben** No, Ali. Not for the same reasons as you. It’s just that if the bus hadn’t picked us up, we wouldn’t have to have a last day at school. I suppose with all this talk of the weird and wonderful people we’ve met there and the unbelievable things we’ve done, I don’t want to leave. I don’t want to have a last day.
- Emma** I know how you feel. It only seems like yesterday that we started school, and I can’t believe it’s already time to move on.
- Rachel** I know, but we can’t stand still, guys. There’s a big and exciting world out there, and we need to go and grab it with both hands.
- Ben** I guess you’re right. It is going to be an exciting next few years. Who knows what’s going happen? But I’ll never forget our little school. It’s been like a friend, and now we have to say goodbye.
- Ali** Well, you can’t say goodbye properly from a bus stop, can you? So come on, you big softie! Let’s get on this bus, and have a fantastic last day at school! (*holding his hand up to stop the bus*)
- (*Start the backing track for the final song. All stand*)
- Ali** Ready?
- Ben, Emma & Rachel** Yeah!
- Ali** Then let’s go!

Song Goodbye My Friend

Vocal version of song - MP3 folder 1, track 10
Backing track - MP3 folder 2, track 38
Lyrics - page 47

THE END

Goodbye My Friend

Verse 1 Another summertime has come,
Those endless days just filled with fun.
And yet this summertime will be
A little different for me.
Though many brightly shining lights are beckoning,
Right here, right now will always be special to me.
And so it's....

Chorus *Goodbye my friend, it's not the end,
How could it be when we've got
Such memories to set us free
When we find being grown up
Isn't all that it's cracked up to be.*

Verse 2 Here's where I learned to use a pen
And count in multiples of ten.
Here's where I learned of foreign lands,
And how to swim without arm-bands.
Though opportunity is knocking at my door,
Right here, right now, is what really matters to me.
And so it's....

Chorus *Goodbye my friend.....*

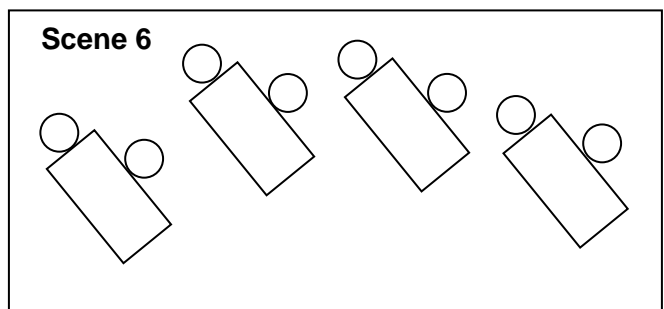
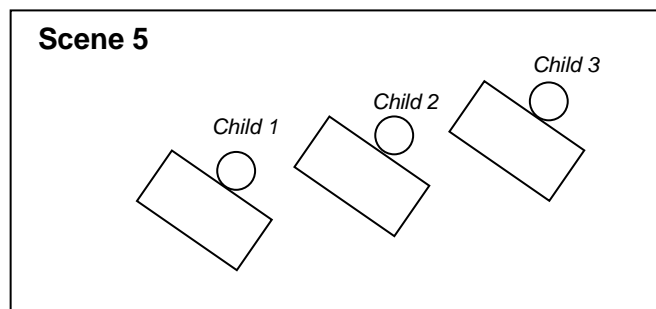
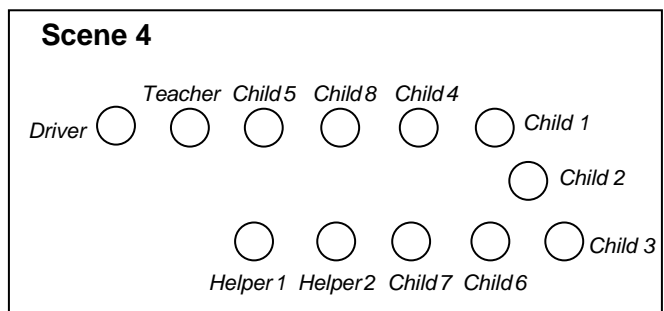
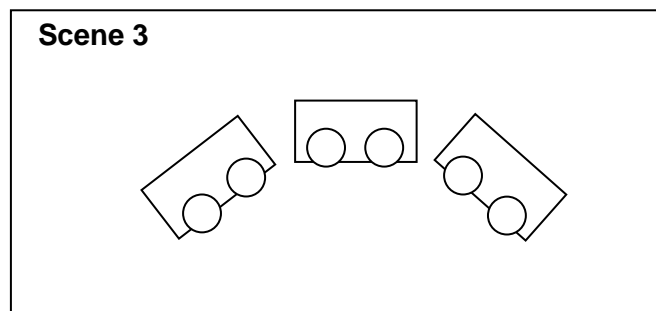
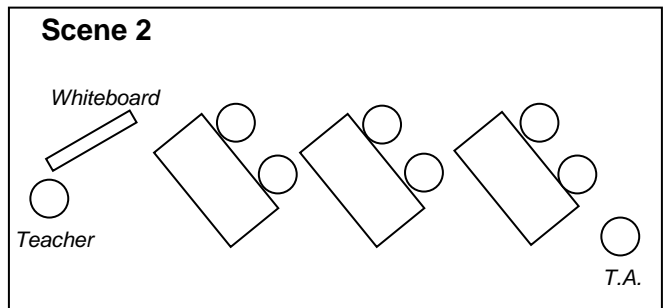
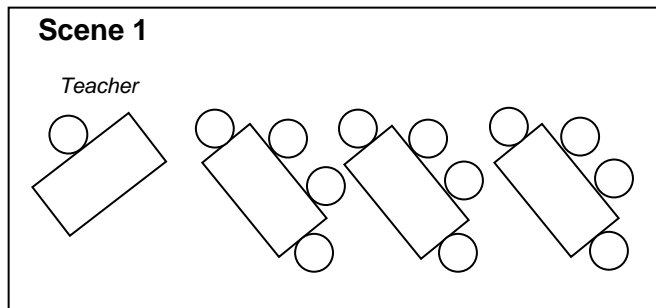
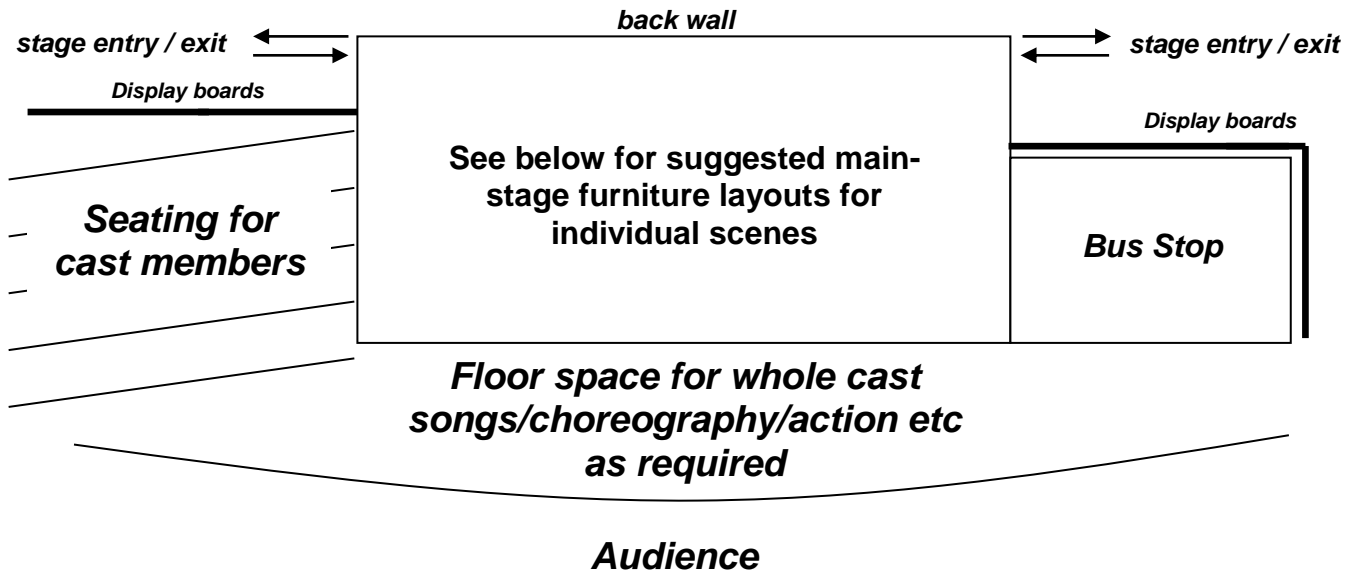
Verse 3 And, who knows, when we're old and grey
We'll raise a glass to yesterday.
We'll talk of characters long-gone
And wonder how they're getting on.
And I hope that our paths will cross again some day,
'Cause right here, right now, will always be precious to me.
And so it's....

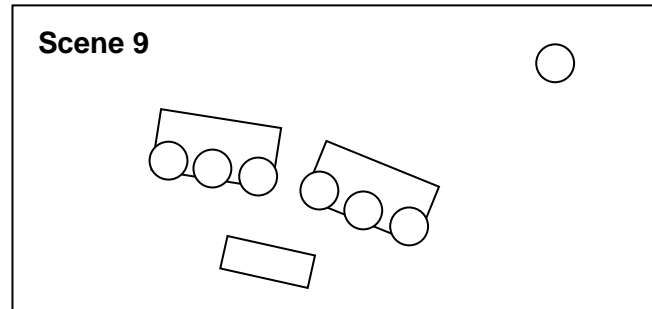
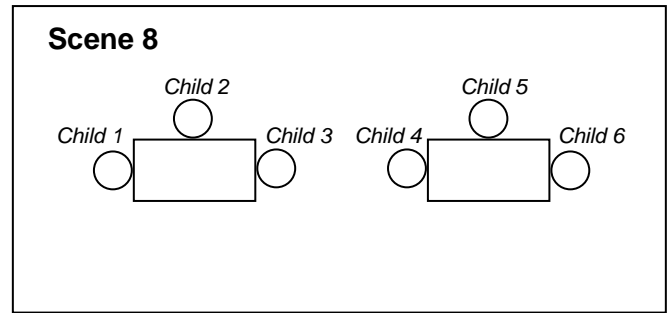
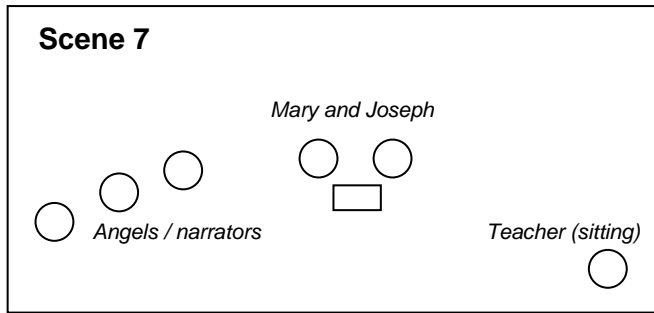
Chorus *Goodbye my friend.....*

Repeat Chorus

STAGING AND PRODUCTION SUGGESTIONS

The action in ‘Goodbye, My Friend’ alternates between a bus stop (where the continuity scenes are set) and other situations in or around a school, with the exception of scene 4. We suggest our usual staging layout similar to this.....





- **Scenery** - On the display boards behind the smaller stage, paint scenery to represent the bus stop. A post with a ‘Bus Stop’ sign would look effective. If you’re feeling especially adventurous, why not create a ‘roof’ attached to the display boards at the back, and held up on posts at the two front corners. A simple trestle bench could be used for the continuity characters to sit on. The back wall behind the main stage could display large letters spelling out ‘Goodbye My Friend’ or whatever name you choose to give to your production. Large paintings depicting memorable scenes and characters from school life, or those referred to in the script, would be in keeping with the theme of your production. Alternatively.....



now available for...

Goodbye
my friend

Professional hi-resolution images for each scene which can be projected onto your hall whiteboard or onto the wall behind the stage.

For details, visit www.edgyproductions.com

- **Furniture** - The furniture for the scenes on the main stage need only be standard school tables and chairs. Either follow the staging suggestions above or work out an arrangement for each scene that suits your space, then practise moving furniture in and out of position during the intro music between scenes.
- **Props** – listed by scene.
Continuity scenes – 4 school bags.
Scene 1 – Assorted envelopes, coins and permission slips.
Scene 2 – A pair of rubber gloves, a portable whiteboard and pen, 6 worksheets, 6 rulers and a box of oil pastels or crayons.
Scene 3 – N/A
Scene 4 – Rucksacks for all characters, a first aid kit, 8 packed-lunch boxes, 8 DS games consoles or similar and 3 sheets of newspaper.

Scene 5 – 3 Maths SATs papers, 3 pencils, 3 rulers, 3 mirrors, a selection of cuddly toy mascots, 2 pencil cases, a scrap of paper and some blu-tack.

Scene 6 – A copy of Jamie Oliver’s ‘School Dinners’ book, 4 table cloths, 8 napkins, 8 wine glasses, 8 x3 sets of cutlery (for starters, main course and pudding), 4 flowers in a vases, 4 ice buckets, a Tupperware box and 7 pre-prepared plates of food.

Scene 7 – A file, a doll with easily detachable head, a box with hay for a manger, 2 wise-men’s gifts and 3 cardboard cut-out sheep.

Scene 8 – 2 schoolbags, 2 pairs of plimsolls, 4 pencils, 4 sheets of paper and a set of 4 reading books.

Scene 9 – A stepladder, a TV and DVD player on a stand, a selection of DVDs, a bag and a stack of old paintings and mounted class work.

- **Costume** – A more detailed list of costume suggestions can be found in the character line-count on page 51. As with the props, costume requirements have been kept to a minimum. Those playing children should simply wear normal school clothes, while those playing teachers or parents should take inspiration from their own families and the staff at school. Ask your kitchen staff nicely for spare tabards and ‘whites’ for scene 6. Overalls for scene 8 could be borrowed from home, and a peaked cap could be adapted to represent that of a bus driver in scene 4.
- **Use of Space** - The whole cast will probably want to be involved in the performance of all the songs. A space on the floor in front of the main stage could be used to accommodate extra bodies. In this space, for some songs, the cast could perform dance routines or act out the lyrical content. A seating area for resting performers could be allocated to one side of the stage. This lets them enjoy the performance as part of the audience, allows easy movement on and off the stage, and of course eliminates the need for back-stage supervision.
- **Content** - You can personalise your performance by adding or changing character names, and re-writing any parts of the script to relate more closely to the things that happen within your particular school. You may find your children and staff are inspired to recall and write about other humorous or memorable events and characters from their own experiences. This production is perfect for incorporating your own creative ideas. Different songs that the children know and enjoy could replace, or be added to those on the track list. Don’t feel restricted – make the show your own.
- **Audience seating** - Finally, we suggest the audience be seated at tables (cabaret style), and encouraged to bring drinks and nibbles of their choice. If this is being performed as a leavers’ concert, a relaxed party atmosphere will really make the evening go with a swing, and give parents, staff and children something to remember for a long time.

Please email, phone or write to us if you have any production queries at all, and we’ll be more than happy to help.

As always, we hope you have fun and enjoy yourselves with this production – that’s the only reason it’s been written!

Character	Number of spoken lines	Costume Suggestions
Continuity scenes		
Ben	16	Primary school uniform
Ali	19	Primary school uniform
Rachel	16	Primary school uniform
Emma	14	Primary school uniform
Scene 1		
Teacher	26	Smart adult clothes
Sarah	4	Primary school uniform
Peter	3	Primary school uniform
Becky	2	Primary school uniform
Hannah	2	Primary school uniform
Simon	2	Primary school uniform
Lee	2	Primary school uniform
Oliver	2	Primary school uniform
Lucy	1	Primary school uniform
Laura	1	Primary school uniform
Josephine	1	Primary school uniform
William	1	Primary school uniform
Mum	2	Casual adult clothes
Scene 2		
Teacher	15	Adult/Teacher clothes
Teaching Assistant	13	Casual adult clothes & apron
Child 1	9	Primary school uniform
Child 2	8	Primary school uniform
Child 3	8	Primary school uniform
Child 4	9	Primary school uniform
Child 5	8	Primary school uniform
Child 6	8	Primary school uniform
Infant 1	3	Primary school uniform
Infant 2	3	Primary school uniform
Scene 3		
Teacher	5	Smart adult clothes then coat, hat scarf & gloves
Child 1	3	Shorts, vest/t-shirt & trainers
Child 2	3	Shorts, vest/t-shirt & trainers
Child 3	3	Shorts, vest/t-shirt & trainers
Child 4	2	Shorts, vest/t-shirt & trainers
Child 5	2	Shorts, vest/t-shirt & trainers
Child 6	2	Shorts, vest/t-shirt & trainers

Scene 4		
Teacher	13	Waterproof coat, hiking boots & bobble hat
Helper 1	8	A variation of the teacher’s clothes
Helper 2	8	A variation of the teacher’s clothes
Bus Driver	3	Peaked cap, white short-sleeved shirt & tie
Child 1	2	Primary school uniform plus coat
Child 2	2	Primary school uniform plus coat
Child 3	2	Primary school uniform plus coat
Child 4	2	Primary school uniform plus coat
Child 5	2	Primary school uniform plus coat
Child 6	2	Primary school uniform plus coat
Child 7	2	Primary school uniform plus coat
Child 8	2	Primary school uniform plus coat
Announcer	3	N/A
Scene 5		
Teacher	3	N/A
Child 1	6	Primary school uniform
Child 2	6	Primary school uniform
Child 3	5	Primary school uniform
Scene 6		
Cook 1	6	Chef’s whites
Cook 2	5	Chef’s whites
Cook 3	4	Chef’s whites
Cook 4	4	Chef’s whites
Dinner Lady 1	6	Black skirt, white blouse & black waistcoat
Dinner Lady 2	7	Black skirt, white blouse & black waistcoat
Dinner Lady 3	4	Black skirt, white blouse & black waistcoat
Dinner Lady 4	6	Black skirt, white blouse & black waistcoat
Dinner Lady 5	9	Black skirt, white blouse & black waistcoat
Boy 1	3	Dinner suit
Girl 1	1	Gown
Boy 2	2	Dinner suit
Girl 2	1	Gown
Boy 3	2	Dinner suit
Girl 3	1	Gown
Boy 4	2	Dinner suit
Girl 4	1	Gown
Scene 7		
Teacher	3 (long ones!)	Smart adult clothes
Angel 1	5	White ‘toga’, cardboard wings & tinsel halo

Angel 2	4	White ‘toga’, cardboard wings & tinsel halo
Angel 3	4	White ‘toga’, cardboard wings & tinsel halo
Gabriel	1	White ‘toga’, larger cardboard wings & larger tinsel halo
Mary	2	Tunic & headdress
Joseph	4	Tunic & headdress
Donkey	N/A	Pantomime costume
Innkeeper	5	Tunic & apron
3 Shepherds	1	Tunics & headdresses
Wise Man 1	1	Fine robes & turban or crown
Wise Man 2	1	Fine robes & turban or crown
Wise Man 3	2	Fine robes & turban or crown
Scene 8		
Child 1	7	Primary school uniform
Child 2	7	Primary school uniform
Parent 1	5	Casual adult clothes
Parent 2	4	Casual adult clothes
Child 3	3	Primary school uniform
Child 4	3	Primary school uniform
Child 5	3	Primary school uniform
Child 6	1	Primary school uniform
Teacher	10	Smart adult clothes
Teaching Assistant	7	Casual adult clothes
Scene 9		
Teacher	7	Adult/Teacher clothes
Child 1	13	Primary school uniform
Child 2	14	Primary school uniform
Child 3	13	Primary school uniform
Child 4	13	Primary school uniform
Child 5	12	Primary school uniform
Child 6	13	Primary school uniform
Portia	1	Shakespearean costume - ruff, tunic, tights etc
Bassanio	1	Shakespearean costume - ruff, tunic, tights etc
Shylock	1	Shakespearean costume - ruff, tunic, tights etc
King	1	Shakespearean costume - ruff, tunic, tights etc
Macdonald	1	Shakespearean costume - ruff, tunic, tights etc
Pistol	3	Shakespearean costume - ruff, tunic, tights etc
Soldier	2	Shakespearean costume - ruff, tunic, tights etc

NOTES