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PLEASE READ THIS IMPORTANT INFORMATION BEFORE PLANNING YOUR PERFORMANCE

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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.

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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, CCLI or any equivalent local authority-issued licences do not cover you for such performances.**

A standard performance licence from us allows you to:

- Perform a musical up to 5 times in one academic year, to a public audience.
- Reproduce song lyrics on paper, make transparencies for overhead projection and display digital versions on interactive whiteboards or similar screens.
- Photocopy the script and score for the cast to learn lines and musicians to play the songs.

NB - If you charge admission to your performances you will be required to pay a percentage commission to Edgy Productions of gross revenue raised from ticket sales – see page 2

Audio and Video Recordings

If you wish to make an audio or video recording of the performance of any of our musicals, or if you are employing the services of an outside company to record your performances, and sell DVDs or CDs, you must contact us directly for further information regarding your compliance with copyright law. Alternatively, visit www.edgyproductions.com/about/licences.php

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: 0845 8333348

Email: info@edgyproductions.com

More information can also be found www.licensing-copyright.org

PERFORMANCE LICENCE APPLICATION FORM

For any performance of any part of ‘**Do You Remember The First Time?**’ 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 an instant 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 – please check website for current address details
- 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 ☐ **£36.00** (including VAT)
(no admission charged and no tickets sold)

or

Performance Licence with charges ☐ **£42.00** (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 ☐ **£36.00** (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.**

INTRODUCTION

School is the place where we experience many ‘firsts’, and the most memorable can be re-lived through the songs and sketches in this hilarious, emotionally-charged musical, which promises to deliver a bucket-load of laughs...and tears! Whatever else your children, their teachers and parents remember about school, this is a production they’ll never ever forget!

Plot Summary

Four nervous candidates are waiting to be interviewed for their first ever ‘grown-up’ job! As they sit in a state of agitation they begin talking to each other about life before they entered the big, bad world, and reminisce about the safety and security of being young and going to school. (*song – ‘Do You Recall?’*) As they recall many of the ‘first times’ that school provided, it soon becomes clear that perhaps it wasn’t the plain-sailing, easy life they at first remembered it to be!

Take your first ever day at school, for instance, and witness one family’s chaotic start to the morning. (*song – ‘My First Day At School’*) Will the crying stop long enough to get little Milly into her new school shoes and out of the door?

And learning to tell the time? The frustration, the confusion, the pain...and that was just how the teacher felt! (*song – ‘Telling The Time’*) Making sense of a clock for the first time is far from easy, as we see in this scene!

Waiting outside an office brings back a very memorable ‘first’ for the interviewees – being sent to the head! What horrors lie in wait behind the door for a group of little ones who’ve been sent from the classroom in disgrace? (*song – ‘I’ve Been sent To The Head’*) Are the tales of canes and slippers, told to them by parents and grandparents, real or just folklore from a dark and distant past?!

The first shot at sporting glory we ever get is taking part in the much celebrated Egg and Spoon race. For the watching parents it might only be a camcorder moment at which to go ‘Aaaah!’, but for the competitors it’s the chance to be a hero! And every dirty trick in the book will be used to ensure this chance is not wasted! (*song – ‘Egg And Spoon’*)

Who remembers the first time they were allowed to attend an after-school club? The promise of something exciting, out of the ordinary! For the group of children in this scene, perhaps the reality might not quite live up to the expectation! (*song – ‘Football, Netball, Drama, Dance’*)

And finally, primary school gives us another first – our first real goodbye. Leaving at the end of year 6 introduces us to new feelings and new expectations. Life seems to be getting more serious, but at the same time more exciting. All of this is wonderfully captured in the final song, ***‘The End Of The Road’***

CHARACTERS

(Speaking parts in order of appearance)

For a
character
line-count
& costume
suggestions
see p33

Continuity scenes

4 Interviewees – *shaking in their shoes.*

Scene 1

Dad, Charlie, Milly & Mum – *a family united in the trauma of a little girl's first day at school!*

Scene 2

Teacher – *how difficult can teaching 'telling the time' be?*

8 Children – *let them be the judge of that.*

Scene 3

School Secretary – *all that stands between naughty children and.....*

The Head – *a mythical being in possession of devilish instruments of torture!*

4 Children – *awaiting their fate at her hands!*

Scene 4

Teacher 1 – *trying to ensure sports day runs smoothly.*

3 Parents – *competing for the best camcorder-position!*

6 Sack-Race / Egg & Spoon Competitors – *it's not the taking part, it's the winning that counts!*

Teacher 2 – *holding the starting pistol, and feeling rather powerful!*

Scene 5

8 After-School Clubbers – *eager to start their extra-curricular activities.*

3 Teachers – *making a slight but significant change to the after school itinerary!*

(Ensemble Characters, if numbers allow, for featured songs and scenes)

Sports Day Spectators

More After-School Clubbers

More Children



Save time and resources on scenery, with our new digital backdrops!
Professional images for each scene which can be displayed on your hall whiteboard or back wall. See website for details!

Scene 1

*(As **intro music** plays (CD track 8) the lights come up on a side stage, which is made to look like the reception/waiting area of an office – see staging suggestions/scenery. We see an office door on which a notice is attached, reading 'INTERVIEW IN PROGRESS – DO NOT DISTURB'. Four 'interviewees', smartly dressed and carrying briefcases, nervously enter and sit on four chairs. After an awkward silence one speaks....)*

Interviewee 1 So, are you guys feeling as nervous as you look?

Interviewee 2 Well, if I look like I'm about to pass out with fear, then yes!

Interviewee 3 Me too. This is my first ever job interview and my stomach's doing somersaults! I don't think I'm going to keep my breakfast down!

Interviewee 4 Well I couldn't even *manage* breakfast. It's my first interview too and I'm absolutely dreading it!

Interviewee 2 I'm not ready for the world of work! It doesn't seem five minutes since I was at school, learning how to read and write.

Interviewee 3 And how to tie shoelaces!

Interviewee 4 And how to eat with a knife and fork!

Interviewee 1 Yet here we are, all grown up. It's in situations like this when I wish I could just go back in time, to when life was much simpler.

Int. 2, 3 & 4 *(sighing)* Aaaaah! Just imagine.....

Song Do You Recall? *(CD track 1 & 9, lyrics p23)* *(Whole cast)*

Interviewee 4 In some ways your first interview is like your first day at school.

Interviewee 3 I don't remember going to the loo five times before my first day at school! This is far worse!

Interviewee 2 Actually, when you think about it, there are quite a few similarities; new shoes, new haircut, new bag.

Interviewee 1 Your mum making sure you've brushed your teeth, and checking you've got a hanky in your pocket.....

(All four reach into a jacket pocket and pull out a hanky.)

All *(smiling)* Good old mum!

(The action moves to the main stage, where a father and son sit at the breakfast table – see p30. Dad reads the paper while the son eats his cereal, his school bag at his feet.)

Dad Charlie, where’s your mum?

Charlie She’s getting Milly ready for school, Dad.

Dad Oh yes, it’s your little sister’s first day! I hope she’s feeling OK.

Charlie Well, they’d better hurry up or we’re going to be late. *(shouting)*
GET A MOVE ON! IT’S TWENTY TO NINE!

Voice from off-stage *(sobbing)* But I’m scared! Can’t we wait ’til tomorrow?

Dad Oh, come on. Everything’s going to be fine. It’s a lovely school.

Voice But what if the other children are horrid?

Dad Don’t worry. They’re all in the same boat. I promise it’ll be fine.

Voice But what if the teachers are nasty? What if they shout?

Charlie Mrs Evans is a lovely lady. She was my teacher when I started.

Voice But I’m just not ready! I think we should wait until next year! Oh please can we wait until next year? Please, please, please, please, please!

Charlie It’ll be fine. I’ll be there. I’m in the top class this year so I can make sure nothing bad happens. Come on!

(Milly enters in her new school uniform, carrying her bag, and it quickly becomes clear that it isn’t her, but her mother whose voice we’ve heard!)

Milly Oh do hurry up, Mummy! I can’t be late on my first day at school!

Mum *(still off-stage)* No! Shan’t!

All COME ON!

(Mum enters, sobbing into a hanky.)

Mum But she’s so little! Look at her. She should be with me at home, where I can take care of her!

Milly Mummy!

Mum But what if your hair’s not right? What if the other girls have theirs tied back, or in pig tails? They’ll laugh at you!

Charlie No they won’t! They’re four years old! They won’t even notice!

Mum But what if someone steals your packed lunch? You’ll be hungry!

Dad They won’t steal her packed lunch! There’ll be lots of people making sure she’s got everything she needs, and that she doesn’t come to any harm.

Mum But what if she gets lost? That school is such a big place for little girls!

Milly Mummy, I’ve visited school twice now, and I know how to find my way around. I promise I’ll be fine.

Mum But what if....

Charlie Mum!

Mum But

Dad Just go!

(Charlie picks up his bag and, with the help of Milly and Dad, drags Mum off stage. Dad returns alone.)

Dad *(calling after them)* Have a lovely day! See you at tea time!

(Dad sits down and picks up his paper. Mum comes back on, looking a lot happier. Charlie and Milly follow her, looking annoyed.)

Mum The car’s got a flat battery. There’s no way we’ll make it in time now. She’ll have to start school tomorrow!

Milly But it’s a five minute walk! We’ll get there if we hurry.

(Milly and Charlie exit. Mum hangs back sulking like a child.)

Dad Cheer up, Love. Just think, for the first time in years, you’re going to have the whole day to yourself! And you know what that means....leisurely lunches with your friends, a chance to enjoy a bit of shopping, and best of all.....

Mum Day-time telly! *(shouting to the children)* Will you two hurry up! We’re going to be late!

*(Leaving Dad smiling, she hurries off as **intro music** plays (CD track 10). Fade the music as all stand and Mum, Milly and Charlie return to the stage for the next song.)*

Song My First Day At School *(CD track 2 & 11, lyrics p24)*

(Whole cast led by the family)

*(To **intro Music** (CD track 12) the main stage is made ready for the next scene.)*

Continuity scene

- Interviewee 1** *(looking at watch)* I wonder what time they’ll call the first one of us in for our interview.
- Interviewee 2** Well, I hope it’s not too long. This waiting’s unbearable!
- Interviewee 3** I’ve been watching the clock up there. Those hands seem to be moving round so slowly. It’s torture!
- Interviewee 4** I remember when I first tried learning to tell the time – now *that* was torture!
- Interviewee** Not just for you, I bet! Imagine how your teacher would have felt, trying to help you make sense of a clock face for the first time!
- Interviewee** Come to think of it, I do recall a certain ‘tension’ in the room.....

Scene 2

(The action moves to the main stage. A teacher enters followed by eight children who all wear a wrist watch. S/he sits on a chair holding a large ‘teaching’ clock, with the children sitting at her/his feet – see p30. S/he has a teaching file open on her/his knee – s/he has a lot of words to say in this scene, so these can be written in this file as a prompt.)

Teacher Now children, today we will be learning to tell the time. OK, *(reading the file)* let’s see what the file says. Right, first question; what am I holding? *(holding out the clock in both hands).*

Child 1 *(raising a hand)* A steering wheel!

Teacher No, not a steering wheel. It’s a clock, isn’t it? This is what we use to tell the time. And look, there are numbers around the outside. Say each of the numbers with me as I point at them.

(The teacher points to the numbers in turn. The children count to four so slowly that the teacher gets frustrated and quickly counts from five to twelve on her/his own.)

Teacher And these two things here, the long one and the short one, are called hands. *(The children look at their own hands, then at the clock, confused.)* Now, what’s next? *(checking the file)* OK, I’m going to move the hands like this *(s/he positions them at three o’clock)* The big hand is pointing to the number....

All Children Twelve!

Teacher Good! And the little hand is pointing to the number....

All Children Three!

- Teacher** Yes! Which means it’s three o’clock! Good. (*checking the file*) OK, if I move the little hand to the five, what time is it now?
- Child 2** Twelve o’clock five?
- Teacher** Errrm, no. Let’s see...(checking the file)...right. OK, (*reading*) ‘If the big hand is on the twelve then it’s something o’clock. The number the little hand is pointing to tells us which o’clock it is.’ So, what time is it on this clock?
- Child 3** Something o’clock five?
- Teacher** (*frustrated*) No! Well, nearly. It’s five o’clock, isn’t it. Remember, if the big hand is....(*looking at their blank faces*) OK, we’ll leave that for a moment and come back to it later. Now, (*checking the file and moving the clock hands*) if I move the big hand to the four and the little hand just past the five, what time is it now? Anyone?
- Child 4** (*raising a hand*) Four o’clock five and a little bit?
- Teacher** No! That’s not even a proper time! OK, let’s see...(checking the file)...right. It’s only ‘something o’clock’ when the big hand is on the twelve. When the big hand is past the twelve, like it is here, we call it ‘something past’ the hour which the little hand is pointing to. That ‘something’ is the number of minutes.
- Child 5** (*raising a hand*) So it’s something four past five?
- Teacher** No! You don’t say the ‘something’. That’s just what I said to make it clearer for you. Do try to concentrate. Now, (*checking the file*) the number the big hand points to is not the actual number of minutes past the o’clock. In this case it’s pointing to the four, but that doesn’t mean it’s four minutes past.
- All Children** Oh! Doesn’t it?
- Teacher** No! When the big hand’s on the four it means twenty past.
- Child 5** (*raising a hand*) So what does the five mean that the little hand is pointing to?
- Teacher** (*huffing*) That still means five, because the little hand is pointing to it. It’s only when....hang on (*checking the file*).... here it is... (*reading*) ‘The little hand counts the hours, going up in single numbers to twelve. The big hand counts the minutes, of which there are sixty in an hour, and goes up in fives, as there are twelve fives in sixty.’ See! What’s so difficult? (*S/he counts round the numbers on the face in fives, to where the big hand is*) Five, ten, fifteen, twenty past. See? Twenty past...(S/he then counts round the numbers on the face again, but as single units to where the little hand is)...one, two, three, four, five. Twenty past five.

All Children *(confused)* Eh?

Teacher *(getting annoyed)* Look, it's very straightforward if you concentrate. Now, *(moving the hands to half past seven)* using the information I've just told you, what time is it?

Child 6 *(raising a hand)* Six past seven?

Teacher No! I told you, it goes up in fives!

Child 7 *(raising a hand)* Thirty past thirty five?

Teacher NOT THE LITTLE HAND! THAT GOES UP IN ONES!

Child 8 *(raising a hand)* Thirty past seven?

Teacher HALLELUJAH!.....except we don't call it thirty past.

All Children *(confused)* Oh?

Teacher No, we call it 'half-past'.

Child 1 *(raising a hand)* But how can half be the same as thirty?

Teacher Oh, for goodness' sake! It's called half-past because thirty minutes is half of sixty minutes which is a whole hour. You really need to concentrate if we're going to make any progress with.....

(A school bell (CD track 13) interrupts her/him. All the children look excitedly at their watches!)

All Children *(standing up)* Ten forty-five! Play time!

Teacher *(confused)* But....how did....?

(The children rush off excitedly, leaving the teacher perplexed. A self-satisfied smile then spreads across her/his face. S/he addresses the audience.)

Teacher Did you see that? They went from knowing nothing to being able to tell the time in a single lesson, and all because of me! If only OFSTED had been here to witness that – a teacher at the top of her/his game! Right, time for a coffee, then after break we'll see if we can crack the 24 hour clock! Bring it on!

*(S/he exits as **intro music** plays (CD track 14). Fade the music as all stand and the teacher and children return to the stage for the next song.)*

Song Telling The Time *(CD track 3 & 15, lyrics p25)*

(Whole cast led by the teacher and children)

*(To **intro music** (CD track 16) the main stage is made ready for the next scene.)*

Continuity scene

- Interviewee 1** You know, sitting here is stirring something in my memory. I just can't put my finger on it.
- Interviewee 2** Me too – something to do with school maybe?
- Interviewee 1** Hmmmm. Maybe.
- Interviewee 3** I've got it! The first time you were sent to sit outside the Head's office!
- Interviewee 4** That's right! This is just what that was like. Being scared witless, not knowing what to expect.....(*shuddering*) Eurgh!
- Interviewee 2** And all those stories you'd heard from your parents, about what the Head would do to you if you'd been bad!
- Interviewee 3** Oh, don't remind me.....

Scene 3

(We move to the main stage. Four chairs are in a line– see p30. A secretary/receptionist sits at a desk, working on a computer. She has a lot of lines so prompts could be on her desk. A jolly headteacher enters carrying a goldfish bowl!)

- Headteacher** Hello Janice. Look what I've got – a lovely goldfish! I just thought it would brighten up my office a bit. It can get a bit dull and boring in there sometimes. What do you think?
- Secretary** Very colourful. I'm sure it'll give you hours of pleasure.
- Headteacher** I'm sure it will too. Now, if you could hold any calls for about twenty minutes, and ask any visitors to wait, I'm just going to settle this little chap into his new home.

(The headteacher takes the goldfish bowl and exits the opposite side to which s/he entered, as if into her/his office. A nervous child then enters.)

- Secretary** Yes, (*name of child 1*), can I help you?
- Child 1** I've....err...I've been told by my teacher to come here and see the...(screwing up eyes, struggling to say the word)...the head!

*(At the mention of the word 'head' we hear the **horror** sound effect (CD track 17) and the child cowers in fright! Try to flash the lights if possible!)*

- Secretary** Oh dear! What have you been up to then?
- Child 1** Jamie in my class said he wished he had brown hair instead of blonde, so I painted it for him! I was just being a good friend.

Secretary Well, Mrs/Mr (*name of your headteacher/principal*) is...errr...
...in an important meeting at the moment. S/he’ll be out soon, so
you sit there quietly. Oh look, here’s someone to keep you
company.

(Child 1 sits as Child 2 nervously enters.)

Child 2 Is this where we come to see the...(screwing up eyes)...the head!

*(Again, we hear the **horror** sound effect (CD track 18) and the children cower!)*

Secretary Indeed it is. And why, may I ask, have you been sent here?

Child 2 Izzy in my class taught me a rude word, and told me to shout it
out ten times, which I did! I don’t think my teacher was happy!

Secretary I bet she wasn’t! You’d better sit there and wait.

(Child 2 sits as Child 3 nervously enters.)

Child 3 I’ve been told me to come here by my teacher.

Secretary It’s like Piccadilly Circus in here today! Well, you’d better sit
down next to these two. I’m betting you’ve got yourself into a
little bit of trouble – am I right?

Child 3 I think so. My teacher said that my “incessant whistling and
singing was unbearable” and she told me it might be more
appreciated by the...(screwing up eyes)...the head!

*(Again, we hear the **horror** sound effect (CD track 19) and the children cower! Child
3 sits as Child 4 nervously enters.)*

Secretary Another one! What’s going on? Are you all doing a sponsored
‘let’s-be-naughty-at-school’ for Children In Need or something?

Child 4 Well, I have been naughty, but I don’t think I’m getting any
money for it! In fact, I think my teacher’s words were “You’ll pay
for that!”...and I guess this is where I do the paying!

(The children manage a small laugh at this. Child 4 then sits.)

Secretary I doubt you’ll be laughing when you’re in there with....the head!

*(Again, we hear the **horror** sound effect (CD track 20) and the children cower! They
then talk to each other as the secretary continues working)*

Child 4 What does that mean exactly – the ‘head’? Is it just a big head,
with no body or arms and legs?

Child 3 It might be! That sounds horrible, but I can’t see what it can do
to us without any limbs!

Child 1 Don't be silly! It's Mrs/Mr (*name of your head*). S/he's the head. It means headteacher. And if my dad's to be believed there's plenty a headteacher can do to us!

Child 2 & 3 (*frightened*) What do you mean?

Child 1 Well, he told me that when he was a boy he had a lot of experience of being sent to the headteacher, but apparently it was never his fault. Anyway, he said that every headteacher's office is really a torture chamber!

Child 4 My grandpa told me the same sort of thing. He said when he was a boy, the headmaster, as it was back then, would have a cane or a slipper!

Child 2 A cane or a slipper! What for?

Child 4 To whack you with, of course!

Child 1 Yeah, and my dad said you'd be tied up and suspended from the ceiling while the Headteacher set fire to your shoes!

Child 2 & 3 No! Surely not!

Child 1 Oh yes! And if he was feeling peckish he'd not think twice about pulling off your leg and munching on it like a chicken drumstick!

Child 2 & 3 No!

Child 1 It's true! My dad told me!

(The secretary looks up, then mischievously joins in.)

Secretary Well, I'm not too sure what goes on behind that door, but the screaming I sometimes hear.....oh, it chills me to the bone! And you know what else I've noticed? Of all the naughty children that go through that door, very few ever come out again!

Child 4 (*frantic*) Why? What happens to them?

Secretary Nobody knows exactly, but there are rumours about a trapdoor in the floor of that office.....and beneath it there's a large pool.....and in that pool is a massive shark! If you've been really bad the head makes you stand on the trapdoor and.....well, I daren't imagine!

*(Again, we hear the **horror** sound effect (CD track 21) and the children cower!)*

All 4 Children A shark? Surely not!

(The Headteacher enters from her/his office.)

Headteacher Janice, the poor fish looks ravenous and I've nothing to feed him. I don't suppose there's anything lying around here we could give him to eat, is there? (*noticing the children*) Oh, hello children. All here to see me? Right, which one of you is first?

(*The children look at each other in total fear!*)

All 4 Children AAAAAAGGGGGHHHHHH!

(*They run for their lives!*)

Headteacher Oh dear, Janice. Was it something I said?

(*The headteacher and secretary chat as **intro music** plays (CD track 22). Fade the music as all stand and the children return to the stage for the next song.*)

Song I've Been Sent To The Head (CD track 4 & 23, lyrics p26)

(*Whole cast led by the secretary, headteacher and children*)

(*To **intro music** (CD track 24) the main stage is made ready for the next scene.*)

Continuity scene

Interviewee 1 So, I wonder which one of us is going to get this job.

Interviewee 2 Well, I know who I want to get it!

Interviewee 3 It's quite competitive, isn't it. There are four of us on the starting line, and only one of us is going to cross the finish line first.

Interviewee 4 Ha! That's something else that reminds me of school. Do you guys remember your first sports day?

Interviewee 2 Do I ever! I was in the sack race and my dad fell off the chair he was standing on, trying to get a good shot of me with his camcorder!

Interviewee 3 And what about the beanbag race? Very tactical, that one. Do you go for the furthest beanbag first, or the nearest?

Interviewee 1 Well, at my first sports day there was one race that everyone wanted to win.

Interviewee 4 You mean.....

Interviewee 1 Yes....the Egg & Spoon!

Scene 4

(We move again to the main stage. A group of spectating parents sit to one side on a row of chairs – see p30. They all have camcorders, and jostle with each other to get the best 'shooting' position. Teacher 1 enters with a clipboard.)

Teacher 1 Well ladies and gentlemen, that was the sack race – wasn't it thrilling? Please give all the competitors a big clap.

(The parents clap as six children enter, wearing PE kit and carrying sacks. Three of them, Amy, Dan and Sam, have rosettes – gold, silver and bronze respectively, and stand forward of the others. Sam looks upset)

Parent 1 *(filming)* Yoo hoo, Amy darling, look this way! *(to the other parents)* That's my daughter, the one with the gold rosette!

Parent 2 *(filming)* Dan! Big smile for Daddy! *(to the other parents)* Silver for my boy. Not bad, considering he twisted his ankle in the beanbag race.

Parent 3 *(filming)* Sam! Chin up! Third place is nothing to be ashamed of. And remember, there's still the 'big one' to come.

*(Suddenly we hear a **pistol** shot (CD track 25) and everyone jumps in alarm! Teacher 2, wearing a tracksuit, enters carrying a starting pistol.)*

Teacher 2 There! I knew I could get it working! Now we can start the races properly instead of with this 'ready-steady-go' nonsense.

*(The **pistol** goes off again, by accident, (CD track 26) and everyone jumps)*

Teacher 2 Ooh, sorry about that! Sometimes it can be a bit temperamental!

Teacher 1 *(shaken)* Yes, thank you Mr/Mrs Swift. Now, it's time for these children to go and prepare for the race we've all been waiting for – the Egg and Spoon!

(The parents cheer wildly, some still filming, as the children exit.)

Parent 1 I can't wait for this one! The Egg and Spoon race! The most prestigious event at a school sports day!

Parent 2 And it's no walk in the park. As well as speed you need a steady hand, good coordination, concentration and commitment.

Parent 3 You win the Egg and Spoon race, you're a 'somebody', a hero! The glory and adulation you receive is.....ooh look, here they come!

Teacher 1 Ladies and gentlemen, please welcome the competitors for the Egg and Spoon race!

(As a **Fanfare** plays (CD track 27) the cameras are raised and the six children enter again, this time carefully balancing eggs on spoons. **NB For this scene to work it is important that eggs are kept balanced on spoons at all times – you'll see why!** The children line up in front of the stage, or anywhere that gives them 5-10 metres to represent a track. Teacher 2 stands by them, looking official!)

Teacher 2 Take your marks...toes behind the line please...thank you....get set....(raising the pistol, which doesn't fire!) Useless thing! Stand back from the line please, children, while I get this pistol working.

(As the children step back we hear the **pistol** go off, (CD track 28) and everyone jumps! Child 1 starts the race – this can be shown as a couple of steps forward of the line in slow motion. The other competitors look confused.)

Teacher 2 No, no! Come back! The race hasn't started!

Child 1 (stopping and turning) But you fired the pistol!

Teacher 2 No I didn't...well I did, but by accident! I told you that it's temperamental. Right children, let's try again. Take your marks....get set....(raising the pistol which again doesn't fire) USELESS PIECE OF JUNK! Stand back from the line please.

(As the two teachers huddle to examine the pistol, the children talk to each other.)

Child 2 I can't bear this. I'm nervous enough already.

Child 3 Me too. I can't believe I'm actually in the Egg & Spoon race!

Child 4 (Amy) I'd happily give up my gold in the sack race to win this one.

Child 5 (Dan) Whoever wins, their name will go down in history! Imagine that!

(Child 6, Sam, and her/his parent (Parent 3) gesture to each other with winks and 'thumbs-up'. **This needs to be obvious and seen by all, for reasons made clear later!**)

Child 1 What are you and your mum/dad saying to each other?

Child 6 (Sam) (guiltily) Errr, nothing. S/he's just wishing me luck.

Parent 2 (to Parent 3) What are you and your Sam saying to each other?

Parent 3 (guiltily) Errr, nothing. I'm just wishing her/him luck.

Teacher 1 (having consulted with Teacher 2) Ladies and gentlemen, it appears that the starting pistol is now fixed and the race can begin. So, Mr/Mrs (name of a Teacher 2), it's over to you.

Teacher 2 Take your marks...toes behind the line please...thank you....get set....(raising the pistol).....

*(We hear the **pistol & race** sound effect/music (CD track 29). To cheers, the six children begin the race, moving in slow motion. One by one, in quick succession, each child drops their egg and collapses in despair, all except Sam, Child 6, who pulls ahead and wins. As the race music finishes, Sam is still balancing the egg on the spoon. Teacher 1 stands next to her/him.)*

Teacher 1 Can we have a warm round of applause for our winner, Sam!

*(Everyone claps, and Parent 3 cheers excitedly. Then Sam waves back, **but with the hand holding the egg and spoon!** The clapping and cheering stop instantly, and everyone gasps as they realise the egg is stuck to the spoon! Sam stops dead mid-wave with the egg and spoon in the air, and s/he and Parent 3 pull a face which reads 'Oh, we've been caught out!')*

Teacher 1 Hang on a minute! What's been going on here? *(taking the egg and spoon from Sam's hand and shaking it)* It's stuck on! Can you explain this Sam?

(Sam opens her/his other clenched hand to reveal a tube of super glue! Everyone gasps the word 'Superglue!' in shock!)

Child 6 (Sam) *(panicking and pointing at Parent 3)* It was her/his idea!

Parent 3 *(in Scooby-Doo style)* Yes, and we'd have got away with it if it hadn't been for you waving at me! Come on!

(To booing from the crowd, Parent 3 escorts Sam off stage.)

Teacher 1 Well, I suggest we put this unfortunate incident behind us and re-run the race. *(The crowd murmur their consent)* Children, please pick up your eggs and spoons and join Mr/Mrs Swift at the starting line.

Teacher 2 This way children. *(they move to the start line)* Now, I must warn you, I only have one shot left in this pistol, which means if any of you do a false start you'll ruin it, and we'll have to go back to that silly 'ready-st...

*(We hear the **pistol** go off (CD track 30) and everyone jumps!)*

All WHAT! NOT AGAIN!

Teacher 2 *(sheepishly)* Oops! Sorry! Did I mention it was temperamental? OK children, ready....steady....GO!

*(The Children 'race' off stage as **intro music** plays (CD track 31). Fade the music as all stand and the children return to the stage for the next song.)*

Song Egg And Spoon *(CD track 5 & 32, lyrics p27)*

(Whole cast led by the Egg & Spoon children)

*(To **intro music** (CD track 33) the main stage is made ready for the next scene.)*

Continuity scene

(Interviewee 2 is looking at a printed A4 sheet of paper.)

- Interviewee 1** What's that you've got there then?
- Interviewee 2** It's my C.V. I'm just making sure I can remember what I wrote down as my interests, in case they ask in the interview.
- Interviewee 3** I only hope they don't ask me about all my achievements. I made up a few you see, because my C.V. was looking a little bare!
- Interviewee 4** Mine was too, so I listed every club I've ever been a member of.
- Interviewee 1** What, even including the ones at school?
- Interviewee 4** Especially those! I used to do everything – football, drama, pottery, poetry, orchestra....I never had a spare minute!
- Interviewee 2** Wow! Your school obviously kept you busy out of the classroom.
- Interviewee 3** Didn't you do after-school clubs then?
- Interviewee 4** I did...they just weren't what you'd call conventional. I remember the first time we were allowed to stay for an after-school club. I was so excited.....

Scene 5

(We move again to the main stage. 8 children sit working at two tables, while a teacher sits at her/his desk marking – see p30.)

- Child 1** I can't wait 'til half past three! Today's our first time doing an after-school activity! It's going to be wicked!
- Child 2** I know! When I took the letter home my parents couldn't believe the choice of stuff to do. I didn't know which ones to go for!
- Child 3** My older sister was so jealous. She said that when she was here it was just the bog-standard football club, netball club, drama club and suchlike. Nothing compared to the choice this year!
- Child 4** Have you got your permission slips? The teachers said that we had to hand them in today, or else we couldn't do the activities.
- (All the children wave a slip in the air.)*
- Child 5** I've not been able to concentrate on my work all day, just thinking about what's in store for me after school. What did you guys choose in the end?

(They huddle together and inspect each other slips.)

Child 6 *(pointing to child 7's slip)* I was going to do that, but I thought this one *(waving own slip)* would be more fun.

Child 7 I know what you mean, but I figured I could do this one this term and then perhaps that one next term, when it gets a bit colder.

*(We hear the **school bell** (CD track 34). The teacher looks up.)*

Teacher 1 OK everyone, that's the end of school. Those of you doing after-school clubs, go and get changed and report back here as quickly as possible. The teachers taking the clubs will collect you and escort you to your activities. Oh, and don't forget to bring your permission slips.

(The children punch the air with an excited 'YES!' and exit. Two more teachers enter and gather round Teacher 1's table.)

Teacher 2 Well, where are they all?

Teacher 1 Just getting changed. They won't be long.

Teacher 3 They'd better not be. There's a lot to get through.

Teacher 2 I hope we've not taken on too much. I've not done anything like this for an after-school club before. You know, I'm not sure it's even legal!

Teacher 3 It'll be fine. Anyway, if they've all got their permission slips from their parents, we're covered. Look, here they come.

(The children enter, dressed for the most outlandish activities! Child 1 and Child 2 wear his and hers ballroom dancing outfits, Child 3 is wearing motor-racing overalls and helmet, Child 4 wears a bee-keeping hat and overalls, Child 5 scuba gear, Child 6 chef whites, Child 7 an arctic explorer's outfit, and Child 8 wears a parachute backpack, helmet and goggles! They stand excitedly waiting for instructions, holding their slips.)

Teacher 1 Firstly may I have everyone's signed permission slips.

(The children give them to Teacher 1, who puts them on her/his table.)

Teacher 1 And may I say how nice it is to see so many of you attending clubs.

Child 8 I wouldn't miss it for the world. I mean, Parachuting Club! Wow!

Teacher 3 Ah...yes. Now before we start, we do have a few announcements. You'll notice only three teachers are here. Mrs Smith, Miss Harris, Mrs Peters and Mr Carter are all off sick today.

Teacher 2 Which means Ballroom Dancing Club, Formula One Motor Racing Club, Bee-Keeping Club and Parachuting Club have been cancelled.

Child 1, 2, 3, 4 & 8 What? No!

Teacher 1 I know, such a disappointment. However, on the brighter side, three of us are here, alive and kicking, so you're welcome to join either Scuba Diving Club, Michelin-Standard Cookery Club or Arctic Exploration Club.

Child 1 Well, I'm hardly dressed for any of those, but hey, never mind! I'm still going to have fun!

Teacher 2 And we have one more announcement. Errr...*(picking up a permission slip off the desk and holding it up)*...if you read the small print at the bottom of these slips which your parents have signed, you'll see it quite clearly states that, "The content and nature of all after-school clubs are entirely at the teacher's discretion, and may be changed, without notice, at any time."

Teacher 3 So, in accordance with this, I must announce that the content and nature of Scuba Diving Club, Michelin-Standard Cookery Club and Arctic Exploration Club have indeed changed, due to unforeseen circumstances.

All Children Changed? What do you mean?

(Teacher 2 takes eight aprons and four buckets from beneath the table.)

Teacher 2 *(handing out aprons and buckets)* Well, if you'd each like to take an apron, and one bucket between two, all will become clear.

Child 4 Aprons and buckets? What exactly is the new content and nature of our after-school club?

Teacher 3 *(to Teacher 2)* You tell them.

Teacher 2 *(to Teacher 3)* No, you tell them.

Teacher 1 I'll tell them. Children, today's after-school club is one that will challenge you, push you to extremes, build team spirit and give you a real sense of achievement.

Child 5 Really! What is it?

Teacher 1 The club which you've all chosen to join, and which your parents have given signed consent for you to participate in, is called.....

All ChildrenYes....?

- Teacher 1** ‘Washing-The-Teachers’-Cars Club’
- All Children** YOU’RE JOKING!
- Child 2** But we were promised ballroom dancing and motor racing!
- Child 3** Scuba diving and arctic exploration!
- Child 7** Bee-keeping and Michelin-standard cookery!
- Child 8** And parachuting!
- Teacher 1** Well how else do you think we’d have got you all to turn up!
Now come on – those cars won’t wash themselves!

(Intro music plays (CD track 35) and the teachers march the children off. Fade the music as all stand and they return to the stage for the next song.)

Song Football, Netball, Drama, Dance

(CD track 6 & 36, lyrics p28)

(Whole cast led by the ‘clubbing’ children and teachers)

(To intro music (CD track 37) all sit.)

Continuity scene

- Interviewee 1** *(looking at watch)* This really is getting silly. Have you seen the time? What a waste of an hour.
- Interviewee 2** I know! I had everything I was going to say in the interview clear in my mind. But now, with all this waiting around, I can’t remember a single word of it. It doesn’t help chatting to you lot!
- Interviewee 3** Oh, come on! You must admit it’s been fun talking about when we used to be at school. I’d forgotten a lot of what happened back then until we started discussing it just now.
- Interviewee 4** Yeah, cheer up you two. You wouldn’t be here now, at your first ever job interview, all grown up and confident, if you hadn’t gone through all those ‘first times’ when you were little. I’ve really enjoyed chatting about it.
- Interviewee 1** Well, I suppose it has taken my mind off worrying about what’s coming...*(looking at watch again)*...if it ever does come!

Interviewee 2 Sorry, it's probably just the nerves talking, and....well....oh it doesn't matter.

Interviewee 3 No, go on.

Interviewee 2 Well, it's just that I've got some really wonderful memories of my school. It was such a happy place, and great fun! I suppose now, with all the complications that being grown up brings, I wish I could go back and do it all again.

Interviewee 4 It doesn't work like that, I'm afraid. You've just got to be thankful for all those experiences and those first times, 'cause they've helped make you what you are today.

Interviewee 3 And think about the characters you met, the scrapes you got into, the laughs you had and everything you learned. They all set you on your way, and prepared you for all the adventures life's got in store.

Interviewee 1 Listen to you lot! I tell you what, if I was in charge of these interviews I'd give all of you the job. Anybody would be lucky to have you guys working for them – you talk a lot of sense. Whoever gets this job today thoroughly deserves it, so let's shake hands, like grown ups do, and wish each other luck!

(They lean in together and shake hands with each other. The opening bars of the final song begin.)

All Good luck!

Song The End Of The Road *(CD track 7 & 38, lyrics p29)*
(Whole Cast)

THE END

To help your cast learn and practise the songs from this musical at home, they are available to stream on all major platforms.



Simply search each song by its title and by artist 'Edgy Productions'

Do You Recall?

Verse 1 Well, cast your mind back to a time
When the sun would always seem to shine,
And something new would happen every day.
When, with silver foil and a pot of glue,
A corn-flakes box and a cardboard tube
You'd make a rocket ship in which you'd take a trip
And blast off to the moon!
We want to know, do all of you recall *(pointing at audience)*
This happening to you?

Verse 2 Well, cast your mind back to the days
Of break-time milk and nativity plays,
And coat pegs that were labelled with your name.
When it really didn't bother you
If your right foot was in your left shoe,
And which was front or back of your anorak -
You really hadn't a clue!
We want to know, do all of you recall
This happening to you?

Middle *(one group sings 'Way back' and another sings the rest of the line)*
(Way back) When the only things that caused concern
(Way back) Were a list of spellings to learn,
(Way back) How to use a knife and fork,
(Way back) When to be quiet and when to talk.
(Way back) What to do with a runny nose?
(All) There are those, would you believe,
Used to wipe it on their sleeve!

Verse 3 Well, cast your mind back to a time
When the day would end with a nursery rhyme
Or with a chapter of your favourite book.
When the bell would ring as a sign for you
To line yourselves up in a queue,
And then you'd dash to mum,
Or maybe Dad, who'd come
To pick you up from school.
We want to know, do all of you recall
This happening to you?
This happening to you?



My First Day At School

Verse 1 A brand new pair of shoes,
A clean and freshly-ironed shirt.
The boys' hair washed and brushed,
The girls' tied back so tight it hurt!
Trying to prise my hand
Away from my weeping mummy,
While butterflies
Fluttered in my tummy!

Chorus *It's a memory that I hold so dear,
Worth more than any precious jewel.
A combination of delight and fear
Is how I'll remember my first day at school!*

Verse 2 I'd only been there half an hour
When it dawned on me,
My life would never be as simple
As it used to be!
There are rules to learn,
And new ways of behaving.
So, to the easy life,
'Goodbye' I'm waving!

Chorus *It's a memory.....*

Middle Well, I'm brave of heart,
But all of this just seems so bittersweet,
'Cause today's the start
Of me standing on my own two feet

Chorus *It's a memory.....*

Repeat Chorus

Repeat *My first day at school! x4*



Telling The Time

Verse 1 Tick tock, tick tock, tick tock, tick tock,
Tick tock, tick tock, tick tock, tick tock.
One question causing me concern
Is why a clock has hands that turn
Around its face at different speeds.
It takes the little hand a day
Or night to go round all the way,
While one hour's all the big hand needs!
All this confuses me, mystifies and bemuses me!
Who said it was simple telling the time?

Verse 2 The big hand points straight up to show
Something o'clock. And then to know
The hour, consult the little hand.
I've more or less now mastered that,
But quarter-to and quarter-past
Are still quite hard to understand.
All this just baffles me, irritates and hassles me!
Who said it was simple telling the time?
Well now.....

Chorus *One is one if the little the hand is on it,
But counts as five if the big hand arrives!
And three is three to the little hand, you see,
But means fifteen if the big hand has been!
And twenty minutes to the hour
Is shown by number eight! Oh great!
Maybe I should learn to tell the time
Before it's too late!*

Verse 3 It never used to be so bad,
The clock was just for mum and dad
To organise their busy day.
The only times that bothered me
Were when to eat and when to sleep,
And when to put my toys away.
But, with SATs ahead of me,
The clock is ticking, literally,
And I should get to grips with telling the time!
But it's so hard 'cause.....

Chorus *One is one.....*



I've Been Sent To The Head

Verse 1 I've been sent to the head!
I'm guessing it's for something I said.
Well, all I did was mention
That it was my intention
To paint the class hamster red,
Though I never really meant to,
But now I've been sent to the head!

Verse 2 I've been sent to the boss!
I reckon that the reason's because
I put some old PE socks
Inside the teacher's lunch box,
And I suppose it made her cross,
Though I never really meant to,
But now I've been sent to the boss!

Verse 3 I've been sent to the chief,
To give my teacher half an hour's relief!
'Cause with my constant humming,
My tapping and my drumming,
I'm causing her a whole load of grief,
Though I never really meant to,
But now I've been sent to the chief!

Verse 4 I've been sent to the head!
And now I'm filled with fear and with dread!
'Cause according to my teacher
The head's a monstrous creature
Who eats children for breakfast,
Wears their eyeballs as a necklace,
And with their bones she's ground up
She'll.....hang on! Am I being wound up?
Well, I guess I'll soon find out
If it's true 'cause I'm about to see the head!



Egg And Spoon

Verse 1 I’m waiting here on the starting line
For the ‘On your marks...Get set...Go!’
Dad’s up there with the camera primed
To capture it on video!
And the words of champions of old
Echo in my head –
‘Grit your teeth and go for gold!’
But whatever you do, don’t drop that egg!’

Chorus *I’m poised on the brink of victory,
On a sunny summer’s afternoon,
With the whole world gathered to witness me
Race to glory, carrying an egg and spoon!*

Verse 2 I came last in the beanbag race.
Well, everything was going fine,
’Til I tripped over an un-done lace
Metres from the finish line!
The sympathy and polite applause
I took them on the chin,
But in my bitter shame I swore
That the egg and spoon race was mine to win!

Chorus *I’m poised on the brink of victory.....*

Middle The sack race ended in disaster
With me face down upon the ground!
But I’ll be back stronger and faster,
To lay claim to the egg and spoon crown!

Verse 3 It’s my last chance for a shot at fame,
My reputation to cement
As a hero, a leading name
In this prestigious event!
To make quite sure that egg won’t drop
And I receive the honours due,
I’ve been down to the hardware shop
And spent a big wad...on super-glue!
(turning the spoon over to show the egg is stuck to it!)

Chorus *I’m poised on the brink of victory.....*



Football, Netball, Drama, Dance

Verse 1 It's the end of the day, I put my books away,
And I'm waiting
For the last bell to ring, and then I'll be heading
Out the door.
But I'm not homeward bound, I'll be sticking around,
'Cause my extra-curricular activity
Starts at half past three. I can choose from...

Chorus 1 *Football, netball, drama, dance,
French for beginners or the more advanced.
Keep fit, hairdressing, archery,
Or even Michelin-star cookery!*

Verse 2 I acknowledge the fact that a grounding in Maths
Is important,
And I see there's a need to be able to read
And to write.
But what I really love is all the other stuff
That school lays on when the work is done,
To occupy some of my spare time. I can choose from...

Chorus 2 *Cricket, rugby, tennis, gym,
Clarinet, percussion or the violin.
Plumbing, bricklaying, carpentry,
Or how to qualify to drive an HGV!*

Verse 3 History is alright and geography's quite
Interesting,
As for science, well yes, as a subject I guess
It ain't bad.
But what goes on outside the classroom is what I'd
Love to do for the whole day through.
Oh, how divine to fill my time choosing from....

Chorus 3 *Painting, sculpture, pottery,
Bee-keeping, farming or forestry!
Sailing a yacht in force-ten gales,
Or even scuba diving with hump-back whales!
Driving cars in a Grand Prix race,
Manning a mission into outer space!
Developing alternatives to fossil fuel.....
All of it's on offer after school.....honest!*



The End Of The Road

Verse 1 Well I sat for a little while,
A box of photographs on my knee.
And the images made me smile,
Each one a lasting memory
Of somewhere that taught me how
To make the most of every day.
Yes, this place has been the one
That's helped to set me on my way.

Chorus *And though it seems we've reached
The end of the road,
We've still so many miles to go
'Til we discover our pot of gold,
'Til we come to the end of our rainbow.*

Verse 2 Well how quickly the years have flown
Since the time when we all first met.
Many people I've come to know,
Many faces I won't forget.
I know, as I'm moving on
From somewhere I could gladly stay,
That this place has been the one
That's helped to set me on my way.

Chorus *And though it seems.....*

Verse 3 Now we stand for the final time,
Our voices singing out as one,
So very brightly we've come to shine,
So very proud of the things we've done.
As the sun is about to set
There's still something left to say,
And it's 'thank you' to the ones
Who've helped to set me on my way.

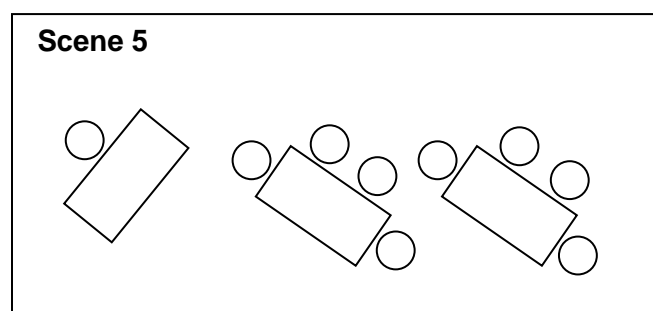
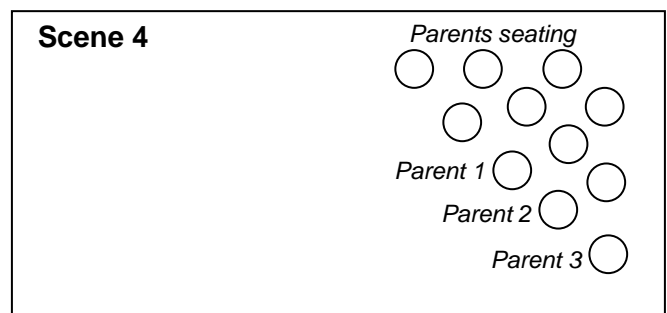
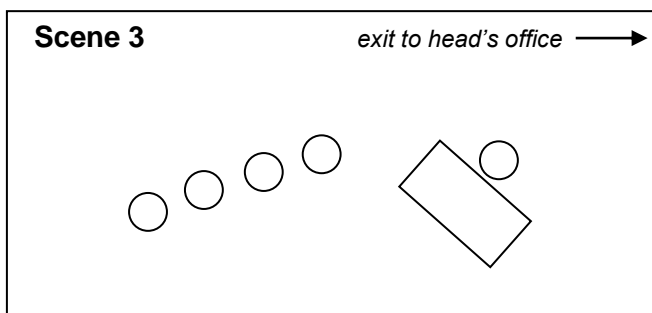
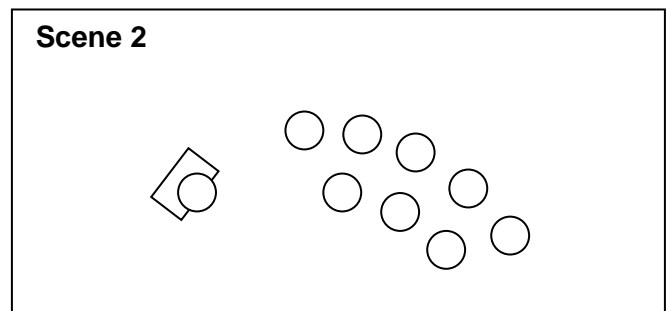
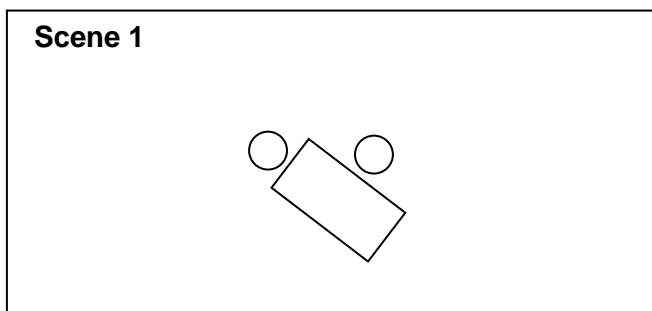
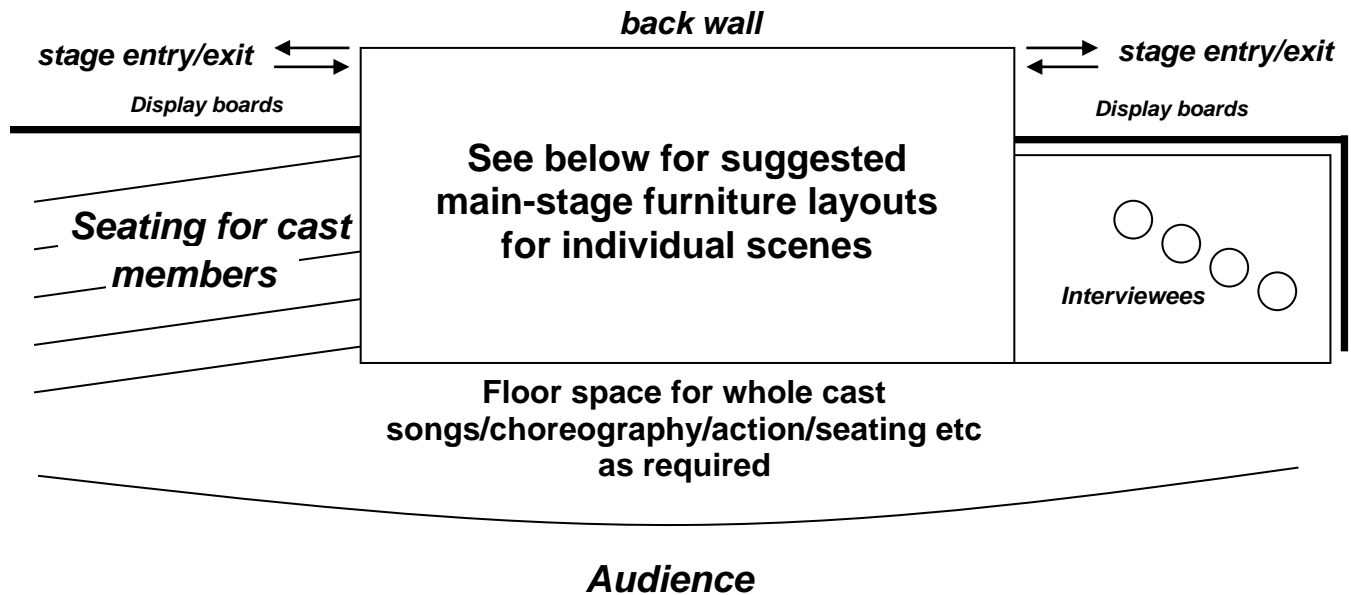
Chorus *And though it seems.....*

Repeat Chorus



STAGING AND PRODUCTION SUGGESTIONS

'Do You Remember The First Time?' has been written to be adaptable to most school hall set-ups, whether you have a stage or not. Below is just one representation of a possible staging layout.





Save time and resources on scenery, with our new digital backdrops! Professional images for each scene which can be displayed on your hall whiteboard or back wall. See website for details!

- **Scenery** - As the settings for each scene vary from one to the next, the back wall behind the main stage could display various large paintings depicting familiar scenes from school life (ideally those dealt with in the production). Alternatively, the children could design a large mural that represents ‘first times’ that they have experienced. The small stage to the side should be decorated to look like an office reception area, with four chairs and perhaps a coffee table. Display boards behind this stage should show a door, on which a sign is fixed which reads ‘INTERVIEW IN PROGRESS – DO NOT DISTURB’. A filing cabinet, pin board, pot plants and perhaps a window could also be painted as scenery. Display boards behind the seated cast members will create ‘wings’ for exit and entry.
- **Furniture** - The furniture for the main scenes need only be standard school tables and chairs, with a table cloth for scene 1. During the intro music after each song, these should be pushed back/cleared to the side, or brought forward as required. With practice this can be done quite quickly.
- **Props** - listed by scene.
 - Continuity scenes – 4 briefcases, one containing a paper CV. 4 hankies.
 - Scene 1 – Breakfast items eg. bowls, cutlery, cereal boxes and milk. A newspaper. 2 school bags. A hanky.
 - Scene 2 – A teaching clock. A ring-binder file. 8 children’s wristwatches.
 - Scene 3 – A goldfish (not real) in a goldfish bowl. A laptop and perhaps a secretary’s in-tray.
 - Scene 4 – 6 sacks. 6 traditional eggs and spoons. A clipboard. A toy pistol. Gold, silver and bronze rosettes. Camcorders and digital cameras. A tube of glue.
 - Scene 5 – Books on classroom tables. Paper slips. 8 aprons. 4 buckets.
- **Costume** - For individual character suggestions, **see page 33**. All ‘children’ characters should wear your standard school uniform if you have one, or their own clothes if not, and PE kit where required. If any of the staff at your school have a particularly ‘individual’ fashion sense, why not dress the ‘teacher’ characters accordingly! If not, smart clothes will set them apart from the children. Scene 5 may require a little imagination costume-wise, for the children who have dressed up for the after-school clubs. The costumes mentioned in the script should, with a little effort, be obtainable from home.
- **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 either 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 write about and incorporate other humorous or memorable ‘firsts’ into the script. This production is perfect for including your own creative ideas. Different songs that the children know and enjoy could replace, or be added to those on the CD. Don’t feel restricted - make the show your own.
- **Audience seating** - 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 atmosphere will really make the evening go with a swing, and give parents, staff and children something to remember for a long time.

Our final suggestion, as always, is to have fun. In school there is still a lot to celebrate and laugh about, for children and adults, so please enjoy this production in the spirit in which it has been written. Please email, phone or write to us if you have any queries, and we’ll be more than happy to help.

Character (by scene)	Number of spoken lines	Costume Suggestions
Interviewee 1	14	Smart interview suit
Interviewee 2	17	Smart interview suit
Interviewee 3	16	Smart interview suit
Interviewee 4	16	Smart interview suit
Dad	9	Shirt, tie & trousers
Charlie	7	Primary school uniform
Milly	6	Primary school uniform
Mum	14	Casual grown-up top & trousers/skirt
Teacher	19	Smart grown-up clothes
Child 1	8	Primary school uniform
Child 2	7	Primary school uniform
Child 3	7	Primary school uniform
Child 4	7	Primary school uniform
Child 5	8	Primary school uniform
Child 6	7	Primary school uniform
Child 7	7	Primary school uniform
Child 8	7	Primary school uniform
School Secretary	11	Smart jacket, top and skirt
The Head	4	Smart suit
Child 1	9	Primary school uniform
Child 2	8	Primary school uniform
Child 3	8	Primary school uniform
Child 4	7	Primary school uniform
Teacher 1	8	Smart grown-up clothes
Parent 1	3	Casual grown-up clothes
Parent 2	4	Casual grown-up clothes
Parent 3	4	Casual grown-up clothes
Child 1	3	PE Kit
Child 2	2	PE Kit
Child 3	2	PE Kit
Child 4 (Amy)	2	PE Kit
Child 5 (Dan)	2	PE Kit
Child 6 (Sam)	2	PE Kit
Teacher 2	7	Track suit
Child 1	7	School uniform, then ball gown
Child 2	7	School uniform, then dinner suit – bow tie and tails
Child 3	6	School uniform, then overalls and crash helmet
Child 4	7	School uniform, then bee-keeping overalls and hat
Child 5	5	School uniform, then wetsuit, face mask and scuba tank
Child 6	4	School uniform, then chef's whites, hat and apron
Child 7	5	School uniform, then furry-hooded coat, gloves and goggles
Child 8	7	School uniform, then parachute backpack, helmet and goggles
Teacher 1	9	Smart grown-up clothes
Teacher 2	5	Smart grown-up clothes
Teacher 3	6	Smart grown-up clothes