

# 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.

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### 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, CLA 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](http://www.edgyproductions.com/licences)**

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### 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.

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### 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.

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

# PERFORMANCE LICENCE APPLICATION FORM

For any performance of any part of ‘**Lights, Camera, Action!**’ 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](mailto: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](http://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

Just think about it - the events of a typical school week transformed into an evening's worth of television programmes! What a riveting and entertaining viewing schedule it would make. Well, we've done it! Welcome to the first broadcast from STV (School Television), hosted by the popular presenters, Ben and Amy.

Turn on, tune in and relax, as your eyes and ears are bombarded with musical televisual treats, which will give you an insight into the hilarious world of school. Whether you're a soap fan, a DIY makeover devotee, or a reality TV addict, we promise to cater for all tastes and provide you with a memorable evening's entertainment.

First up **‘Class Act’**, a new soap opera which follows the dramatic happenings during wet playtime! Learn from expert nursery nurse, Jean Jolly, as she shares her unique brand of discipline with the under-fives, in **‘Little Blighters’**. Expect more than a few barbed comments from host Dudley Nightshade as he fires those test questions, in our quiz show **‘Deadweight’**. Cringe as more would-be singing stars try to impress the judges and gain a place in the school choir, in our talent show **‘Y Bother’**. Join genial caretaker, Sam Handy, as he and his crew take on maintenance challenges in and around school, in **‘DIY Distress’**. Be a fly on the wall as we follow the ladies on the frontline of lunchtime law enforcement, in **‘Supervisors’**. And as some of us say a final goodbye to primary school, enjoy an opportunity for some calm thought and reflection, as headteacher, Miss Conduct, leads the congregation in **‘Assembly Time’**.

So, just sit back, and in the words of our signature song,

“No changing channels,  
Drop that remote-control,  
’Cause it’s Lights, Camera, Action!  
We’re ready to roll!”

# CHARACTERS

*Note – the names of children’s characters could be changed to those of the actors playing them. The names of the adult characters could be changed to bear more than a passing resemblance to those of the adults in your school, or on popular TV shows!*

**Ben & Amy** – your hosts, providing quality continuity for the evening’s broadcast.

Appearing in the soap opera ‘Class Act’

**Terry & Trish** – landlord and landlady. Well, Yr6 milk and fruit monitors.

**Andy, Stacey, Cassie, Gary and Sally** – the morning break ‘regulars’.

**The McKenzie Twins** – hoodlums and racketeers.

**Dirty Dan** – back to clean up his patch.

Appearing in the reality show ‘Little Blighters’

**Narrator/voiceover**

**Mrs Jenkins** – reception teacher at her wits end.

**Mrs Potts** – her equally wits-ended assistant.

**James, Ali, Daisy, Charlie, Meena and Ella** – troublesome tots.

**Jean Jolly** – top nursery nurse and specialist in disciplining the under-fives.

Appearing in the quiz show ‘Dead Weight’

**Dudley Nightshade** – no-nonsense quiz master, and ‘old school’ headteacher.

**3 contestants** – what on earth have they let themselves in for?

Appearing in the search-for-a-star show ‘Y Bother’

**Declan O’Deary** – suave presenter.

**Simon Scowl, Sherri Versace-Porcini and Hughie Wells** – respected judges.

**4 wannabe singing stars** – have they got what it takes to gain a place in the school choir?

**Mother** – what a pushy parent.

Appearing in the makeover show ‘DIY Distress’

**Sam Handy** – genial school caretaker, ready for any challenge.

**Chippy, Sparky, Brickly and Pipes** – Sam’s skilled and eager colleagues.

Appearing in the gritty fly-on-the wall documentary ‘Supervisors’

**Narrator/voiceover**

**Betty, Doreen, Gladys, Phyllis, and Audrey** – dinner supervisors tackling crime on the lunchtime frontline.

**10 Wayward children** – pushing their luck!

Presenting our wind-down programme, ‘Assembly Time’

**Miss Conduct** – softly spoken headteacher, providing a final thought for the day.



# Scene 1

(As **intro music** plays (**CD track 8**) the cast enters and positions are taken for the opening song – **see staging suggestions p36.**)

## Song **Lights, Camera, Action!**

(**CD track 1 & 9, lyrics p29**)

(Whole Cast)

(As **intro music** plays again (**CD track 10**) the cast members resume their seats – **see staging suggestions p36.** Two presenters then enthusiastically bound to the front of the stage and ‘high 5’ each other. They carry clip boards, on which their lines can be written for reference, and wear headset microphones, baseball caps and t-shirts which display a TV company logo. We have called them Amy & Ben, after the popular CBBC presenters, but other names, eg. the names of the actors playing them, could be used. **NB - they refer to their television station as STV, ‘School Television’, but you could change this to incorporate your school name, eg. Park Lane School – PLTV.**

- Amy** Well, it’s a groovy good evening to you, our viewers, and a wacky welcome to the first ever broadcast from our funky new television station, STV!
- Ben** Standing for ‘School Television’, STV’s first evening on air is jam-packed with programmes that’ll keep you all glued to your sets, with a viewing schedule that proves just how exciting school can be.
- Amy** ‘TV programmes about school? How boring!’ we hear you say! But don’t be put off. We promise you some of the most spectacular shows ever! These are televisual treats to tickle every taste bud!
- Ben** So now you’re tuned in you can put down that remote control, ‘cause believe me, you will not want to turn over once we get cooking! Amy, tell our lucky viewers which show we’ve lined up first for them tonight.
- Amy** Well, Ben, to kick things off we have the first episode of a fantastic new soap! I’d say ‘sit back and relax’ but this show will have you on the edge of your seats! Ladies and gentlemen, boys and girls, it’s..... ‘Class Act’.

(As the **Class Act Theme Tune** plays (**CD track 11**), Amy and Ben exit. The main stage is already set up with three classroom tables, two of which have three chairs positioned around them – **see p36.** The central table, which has no chairs, is covered with a floor-length table cloth, on which there is a basket of assorted fruit and some drinking straws. Trish and Terry enter and stand behind this table as if they were bartenders. They both wear badges; Trish’s badge reads ‘Fruit Monitor’ and Terry’s ‘Milk Monitor’. Cockney accents can be adopted to give an ‘Eastenders’ feel!)

- Trish** Ready for the playtime rush, Terry love?

- Terry**                Nearly, Trish. Just got to nip down there and fetch a crate.  
*(He ducks down, unseen behind the table cloth. Andy enters looking forlorn and stands at the ‘bar’.)*
- Andy**                The usual please, Trish.
- Trish**                *(handing him a tangerine)* Your milk won’t be a minute Andy. Terry’s just gone to fetch a new crate. Hey, what’s with the sad face my darlin’?
- Andy**                It’s Sally. She’d rather hang out with her friends at playtime, reading stupid magazines, instead of playing footie with me. I’ve told her it’s over.
- Trish**                Don’t you worry, love. There’s plenty more fish in the sea.  
*(Terry ‘appears’ again and puts a crate of small milk cartons on the table.)*
- Terry**                Sorry for keeping you waiting, Andy. There you go mate, *(handing him a carton and a straw)* on the house.  
*(Andy takes his fruit and milk and sits at a table, sulking. Trish and Terry smile and shake their heads sympathetically. Stacey and Cassie enter, wearing netball kits, and stand at the ‘bar’. Stacey is looking angry. Terry gives them a carton and a straw each, and Trish hands over two apples.)*
- Terry**                Cassie, Stacey, nice to see you. Everything alright Stacey love?
- Stacey**                No, Terry, it’s not! Miss Cross has only made Sarah Brennan captain of the netball team. It should have been me, eh Cassie?
- Cassie**                Well, it’s because Sarah Brennan’s dad paid for the team’s brand new kit. Come on Stace, I’ve got a plan to get her out of the picture!  
*(Stacey and Cassie take their fruit and milk and sit at the other table from Andy. If possible, when they turn round, we see ‘Brennan’s Quality Used Cars’ emblazoned on the backs of their tops! Trish and Terry smile and shake their heads sympathetically. Gary enters and stands at the ‘bar’ looking anxious.)*
- Trish**                The usual is it, Gary sweetheart?
- Gary**                Yes please, Trish. *(Terry gives him a carton and a straw, and Trish hands over a banana.)* Thanks. I tell you what, I need this. *(He ‘necks’ his milk and puts the empty carton back on the table.)* Same again please.
- Terry**                *(handing over another carton)* What’s wrong, Gary? Is it your brother? We heard he’s been sent down for a stretch.
- Gary**                Yeah. Lunchtime detention for repeatedly forgetting his reading book! My old mum’s devastated.
- Trish**                Tell her not to worry, my love. He’ll be out in no time.

*(Gary takes his fruit and milk and joins Andy. Trish and Terry smile and shake their heads sympathetically. Sally enters looking flustered. Andy stands up.)*

**Andy** Sally! Listen, I’m sorry. Can we.....

**Sally** Not now, Andy!

**Terry** Calm down, Sal. Whatever’s wrong?

**Sally** My magazines have been stolen from my bag. I know it was those horrible McKenzie twins who took them, but I’ve got no proof.

**Trish** Well, if the rumours are to be believed, Dirty Dan is coming back soon. He’ll sort out the McKenzie twins.

**All** *(with a shocked gasp)* Dirty Dan? Dirty Dan is coming back to school?

**Terry** That’s right. His unauthorised family holiday in Benidorm had to be cut short ’cause his mum couldn’t get a decent cuppa anywhere.

**Sally** But that doesn’t help me now. I need my magazines for this lunchtime break.

*(Sally sits down with Stacey and Cassie. Trish and Terry smile and shake their heads sympathetically. Then, with loud footsteps, the McKenzie twins, a tough-looking boy and girl, enter, each carrying a Tesco’s plastic bag. Everyone looks nervously at each other as the twins stand centre stage.)*

**Terry** Now look, we don’t want any trouble from you McKenzie twins. In fact....you’re barred!

**Twin 1 (boy)** Relax, Tel. We’ve just come to do a little.....business.

**Twin 2 (girl)** *(addressing everyone)* OK you lot, a few items have...err... come into our possession. For a reasonable price we can offer you... *(reaching into the bag)*... a nearly-new pair of stylish trainers.....

**Twin 1** *(reaching into the bag)*....A set of quality felt-tip pens, unused, and.....the latest copy of Heat and OK! magazines.

**Sally** You thieves! They’re my magazines. Give them back, or else....

**Twin 2** Or else what? *(Sally cowers)* Ha! Look at her, bruv. She’s scared stiff!

*(Suddenly Dirty Dan, a muddy-faced boy wearing a filthy football kit, enters and stands with chest out and hands on hips. He holds a ruler and is chewing something.)*

**Dirty Dan** *(sneering)* Leave her alone, McKenzie!

- All** Dirty Dan!
- Twin 1** *(nervously)* Dirty Dan! But....I thought you were on...on....
- Dirty Dan** Unauthorised holiday? I was, but now I’m back, and you’re on my patch.
- Twin 2** Maybe we can come to some arrangement, Dirty Dan. Let’s talk this through.
- Dirty Dan** The time for talking is over McKenzie! *(taking a lump of chewed paper from his mouth and preparing to flick it at the twins using the ruler)* Actions speak louder than words. So come on, let’s see what you two are made of!

*(The twins take pea-shooters from their pockets and put them to their lips, creating a ‘face off’ between them and Dan. The others gasp and duck down behind their tables. The action then freezes with the drum intro of the **Class Act Theme Tune (CD track 12)**. The rest of the cast take their places for the next song.)*

## **Song Oh What A Drama**

*(CD track 2 & 13, lyrics p30)*

*(Soap characters supported by whole cast)*

*(Intro music plays (CD track 14) during which the cast resume their seats and the stage is made ready for the next scene – see p36.)*

## **Scene 2**

*(Amy and Ben enter.)*

- Amy** Wow! There is no way I’m missing the next episode of ‘Class Act’. What a way to start STV’s first ever broadcast. If that’s anything to go by, our next programme’s bound to be a belter! What is it, Ben?
- Ben** Well, we all know the pressures that families are under these days, and how difficult it can be to control the behaviour of their children.
- Amy** Oh yes, I’m sure in hundreds of houses the carpet on that bottom stair has been worn thin by frequent visitors to the ‘naughty step’!
- Ben** Exactly, Amy. Well, it’s the same in schools. Some classrooms are quite literally a battlefield! No work gets done, there’s a breakdown in communication, and quite frankly everyone is at breaking point.
- Amy** Well, in our next show, super nursery nurse Jean Jolly visits such a classroom, to see if her unique approach to discipline can help restore order. STV is delighted to bring you.....‘Little Blighters!’



*(As the **Little Blighters Theme Tune** plays (CD track 15), Amy and Ben exit. The stage is set up to depict a KS1 classroom – see p36. On one side there is a reading area with a small bookshelf and beanbag seats. On the other side are three painting easels, brushes and paint pallets. Centre stage, facing the audience, a teacher sits in a chair holding a big book. Six children sit on the floor facing her with their backs to the audience, fidgeting a lot! An assistant stands at the teacher’s shoulder. As the theme tune fades we hear a narrator’s dramatic voice – s/he can either be on stage, or speak the lines as a ‘voice-over’ from offstage.)*

**Narrator** The foundation stage class in this school is in turmoil. The teacher, Mrs Jenkins and her assistant, Mrs Potts, are women on the edge. Each day they take up arms against disorder, do battle with chaos, and wage war against ill-discipline. But it’s a war they are losing!

**Mrs Jenkins** For the last time, sit still and pay attention to what I’m reading!

*(The six children casually stand up and wander off – three to the beanbag area, and three to the easels. The women look at each other in utter disbelief!)*

**Narrator** This looks like a job for super nursery-nurse, Jean Jolly.

*(Jean Jolly enters and stands to one side of the classroom. She is sharp-suited, wears glasses, has her hair scraped back and carries a briefcase.)*

Jean will spend the first part of her visit just observing behaviour in this class.

*(Mrs Jenkins gestures to Mrs Potts to go and deal with the children on the beanbags, who are now using them to hit each other with! Jean follows Mrs Potts, but doesn’t interact. Mrs Jenkins remains on the chair, head in hands.)*

**Mrs Potts** James! Ali! Daisy! Put those down and come back to the carpet.

**Daisy** No. You stay here and play beanbag fighting with us.

**Mrs Potts** I beg your pardon!

**Ali** You can stand still while we hit you.

**Mrs Potts** I most certainly cannot!

**James** Well, you be on my side then, and help me hit those two.

**Mrs Potts** No, I will not! Now are you coming back to the carpet?

*(The children don’t move. Mrs Potts sighs and squeezes onto the chair next to Mrs Jenkins. She points out the children at the easel who are painting on their own faces. Horrified, Mrs Jenkins gets up and approaches them. Jean follows but doesn’t interact.)*

**Mrs Jenkins** Charlie! Meena! Ella! Stop painting on yourselves this instant!

**Charlie** Well can we paint on each other then?

**Mrs Jenkins** Absolutely not! That’s worse than painting on yourselves!

**Meena** Well can we paint on you then?

**Mrs Jenkins** What? No you cannot!

**Ella** Well how about we paint on Mrs Potts instead?

**Mrs Jenkins** There will not be any painting on anybody at all! Now sit down!

**Narrator** At this point, super nursery-nurse, Jean Jolly, has to intervene.

**Jean** Children, on the carpet now! Ladies, I’d like you to wait outside.

*(Jean sits on the vacated low chair as the two ladies nervously exit. The children come and sit back on the floor facing a stern-looking Jean.)*

**Jean** *(addressing the seated children)* Well, the behaviour I have seen today is totally unacceptable. Children, you have lost control of your classroom. James, Ali and Daisy, three times I witnessed Mrs Potts flatly refusing to join in with your beanbag fight, and she went unpunished. And that awful incident with the paints! Charlie, Meena and Ella, you can not and must not let an adult get away with being disobedient. She refused to let you paint on her, and you did nothing about it! Where’s your authority? Who’s in charge here? OK, to work.....

*(Jean exits, then immediately returns with a waste paper bin. She sits back down. The ladies follow her in and stand either side of the chair. Jean turns the bin upside down and places it on the floor in front of the chair.)*

**Narrator** Jean has tried-and-tested methods of discipline, which she wants to share with the class. She hopes these methods will be successful in bringing this class back from the brink. She explains to them the purpose of the waste paper bin.

**Jean** This bin is the ‘naughty step’. If a person misbehaves they will be given a warning. If they continue to misbehave they must sit on the naughty step – one minute for every year of their age. They must then apologise for their bad behaviour. Does everyone understand?

*(The two ladies, not knowing Jean is talking about punishing **them**, look down smugly at the children.)*

**Children & ladies** Yes. We understand.

**Jean** Good. Well then, please carry on.

*(The children again wander off! The ladies look at each other in disbelief. Mrs Potts follows James, Ali and Daisy to the beanbags. Mrs Jenkins follows Charlie, Meena and Ella to the easels. Jean follows Mrs Potts.)*

**Daisy** Mrs Potts, I’ll ask you again. Will you play beanbag fighting with us?

**Mrs Potts** Look, I’ve told you. I am not joining in your silly game.

**Narrator** Jean decides it’s time to step in.

**Jean** Can I step in at this point?

**Mrs Potts** Please do!

*(Mrs Potts is visibly shocked at what happens next. Jean takes her by both hands and pulls her into a low squat, then beckons the children to gather round.)*

**Jean** Now, children, when the adult is refusing to do as she is told, bring her down to your eye level. Keep your tone of voice low to show displeasure. Tell her what she has done wrong, and what the consequences will be. Ali, you try.

*(Ali takes Mrs Potts’ hands, and looks sternly into the shocked woman’s face.)*

**Ali** You were asked nicely to play and you said no, which is very rude. So, you will sit on the naughty step for.....how old are you?

**Mrs Potts** *(still gobsmacked at the turn of events)* Err...I’m... err...forty-six.

**Ali** You will sit on the naughty step for forty-six minutes.

**Mrs Potts** This is outrageous!

**Narrator** Jean encourages the children to be firm with the adult.

**Jean** There are three of you and only one of her. Show her who’s boss.

*(They firmly guide Mrs Potts to the bin where she sits looking stunned. The three children return to the beanbags. Jean then approaches Mrs Jenkins who is obviously locked in a battle of wills with the painters. She takes her hand.)*

**Jean** Can I step in at this point?

**Mrs Jenkins** Please do!

*(Jean takes her by both hands and pulls her into a low squat, then beckons the children to gather round.)*

**Jean** Children, this adult is still refusing to let you paint on her. OK Ella, your turn. Remember, low tone of voice, and at her eye level.

*(Ella takes Mrs Jenkins’ hands. The teacher is confused.)*

**Mrs Jenkins** Err...what’s going on?

**Ella** You were asked nicely to let us paint on you and you said no, so you will sit on the naughty step for.....how old are you?

**Mrs Jenkins** *(shocked)* Err...forty-three. Why?

**Ella** You will sit on the naughty step for forty-three minutes.

*(The children firmly guide the stunned Mrs Jenkins to the bin where they squeeze her on next to Mrs Potts. They return to the easels. The two ladies look ashamed, their lips quivering. Jean sits on the chair looking at her watch.)*

**Narrator** After three quarters of an hour on the naughty step, the ladies are ready to apologise to the children. Jean feels that by apologising, the ladies will accept responsibility for their bad behaviour, and not repeat it. She gathers the children round the naughty step.

*(The children squat round the ladies. Jean stands back to observe.)*

**Charlie** You’ve both had a long time to think. Have you anything to say?

**Mrs Jenkins & Mrs Potts** *(meekly)* We’re very sorry. It won’t happen again.

*(The two ladies are then led back to the beanbags and easels by the two groups of children. When in position, James, Ali and Daisy start hitting Mrs Potts with beanbags, and Charlie, Meena and Ella start painting on Mrs Jenkins!)*

**Narrator** It’s another successful outcome for super nursery nurse, Jean Jolly!

*(To the **Little Blighters Theme Tune (CD track 16)** Jean smiles, waves and exits. The cast take their places for the next song. Fade the music when all are ready.)*

## **Song The Naughty Step**

*(CD track 3 & 17, lyrics p31)*

*(The ‘Little Blighters’ characters supported by whole cast)*

*(Intro music plays (CD track 18) during which the cast resume their seats and the stage is made ready for the next scene – **see p36.**)*

## **Scene 3**

*(Amy and Ben enter.)*

**Amy** I tell you what, school won’t be the same now Jean’s on the scene.

**Ben** You can say that again Amy, but I’m not sure whether it’s a good thing or a bad thing. Teachers doing what the children tell them?  
*(to the audience)* What do you lot reckon?

**Amy** But anyway, it’s been quite a serious start to STV’s first ever broadcast, what with the drama of ‘Class Act’ and the gritty reality of ‘Little Blighters’. I think it’s time for a little light relief, Ben.

**Ben** Well, this next show is certainly different to our first two programmes, Amy, but I’m not sure you’d call it light relief! Indeed, its host is someone who shouldn’t be taken lightly at all!

**Amy** If you’re sitting on a settee at home, now might be a good time to hide behind it, as we present the scary Dudley Nightshade, firing those questions at three unsuspecting contestants, in our brand new quiz show.....‘Dead Weight’.

*(As the **Dead Weight Theme Tune** plays (CD track 19) Amy and Ben exit. Three contestants enter and each stand at a ‘podium’ – a music stand or similar on which is stuck a decorative name plate. To one side is a separate podium – an old fashioned lectern if possible – on which sits a large, old book. To the final dramatic bars of the theme tune, Dudley Nightshade enters. He wears black clothes, a traditional black cap and gown, and carries a cane. He stands centre stage with his back to the contestants, sneering at the audience.)*

**Dudley** Welcome to Dead Weight. I’m Dudley Nightshade, a head teacher from ‘the old school!’ *(He bends his cane menacingly)* I’ll be firing questions at these three snivelling toads, and anyone hesitating, or failing to answer correctly, will be sent to my office to become better acquainted with my...*(bending his cane)*... flexible friend here! *(He moves to his podium/lectern)* So let’s meet the sorry bunch, shall we. You three, stand up straight and give us your names!

*(They introduce themselves using their real names. Dudley will have a lot to say, so his words and quiz questions should be written in the old book, or on cards.)*

**Dudley** Right everyone, listen to me. This is how the quiz works; I will ask a question to each contestant in turn. They are all questions about my favourite subject, which is school. However, there is a slight twist. Contestants must not give an answer to the question I ask them directly, but must give an answer to the question I asked to the previous contestant. If you don’t understand, tough! You obviously weren’t paying attention. Right, are we ready?

**All contestants** Yes, Dudley.

**Dudley** I beg your pardon!

**All contestants** Sorry! Yes Sir!

**Dudley** That’s better. Let’s play Dead Weight. Ok, *(name of contestant 1)*, here is the first question, which you must not give an answer to. Where in school would you be sent if you had been extremely naughty? Do not answer! Next question to *(name of cont. 2)*, what is generally considered the worst smelling room in any school? Please give your answer to the previous question.

**Contestant 2** The head teacher’s office.

**Dudley** Correct. We seem to have the hang of it. Next, *(name of cont. 3)*, where do teachers hold their staff meetings?

**Contestant 3** Erm...the boys’ toilet?

**Dudley** Correct. Next, *(name of cont. 1)*, where in school could you join in a game of British Bulldogs?

**Contestant 1** The staffroom.

**Dudley** Correct. Next, (*name of cont. 2*), where do teachers park their cars?

**Contestant 2** On the playground.

**Dudley** Correct. Next, (*name of cont. 3*), if someone has lost their schoolbag where might you advise them to look for it?

**Contestant 3** The car park.

**Dudley** Correct. Next, (*name of cont. 1*), during lesson time where would you find the year 6 teacher?

**Contestant 1** Erm...that would be....in the cloakroom under a pile of coats?

**Dudley** Correct. Next, (*name of cont. 2*), which part of school traditionally has the aroma of boiled cabbage?

**Contestant 2** The year 6 Classroom.

**Dudley** Correct. Next, (*name of cont. 3*), where in school can you find an assortment of rusty tools and dangerous cleaning chemicals?

**Contestant 3** The school kitchens.

**Dudley** Correct. Next, (*name of cont. 1*), where would a child in need of first aid treatment be taken?

**Contestant 1** Erm...I’m not sure....the caretaker’s room?

**Dudley** Correct...(a ***gong (CD track 20)*** is heard)...and that sound signals the end of the first round. Let’s see, who stuttered and hesitated? Who squirmed like a worm? Mmmmm.....I think.....(*name of cont. 1*), you’re a Dead Weight! Go to my office and....(*bending his cane*)...wait for me!

(As the ***Exit Music (CD track 21)*** plays, contestant 1 exits looking petrified, palms on bottom, in expectation of the pain!)

**Dudley** So, we have two survivors who’ve made it this far by the skin of their teeth. Who will make it through to the end, and who...(bending his cane)...won’t be able to sit down for a week? Here we go with the final round of Dead Weight. First question. Who has the responsibility for managing the school’s development? (*Name of cont. 2*), do not answer! Next, (*name of contest. 3*), who is in charge of keeping the toilets clean?

**Contestant 3** The governors.

**Dudley** Correct. Next, (*name of cont. 2*), who leads school assemblies once a month, with stories from the bible?

**Contestant 2** The cleaners.

- Dudley** Correct. Next, *(name of contest. 3)*, who recently received a certificate in ‘good work’ assembly for finally learning their 2 times table after weeks of struggling?
- Contestant 3** The vicar.
- Dudley** Correct. Next, *(name of contest. 2)*, who is in charge of school finances?
- Contestant 2** Benjamin in year two.
- Dudley** Correct. Next, *(name of contest. 3)*, last term who was caught letting down the tyres on the head teacher’s car?
- Contestant 3** The bursar.
- Dudley** Correct. Next, *(name of contest. 2)*, what do we call the teacher who is second in charge after the headteacher?
- Contestant 2** The deputy head.
- Dudley** Ah ha! Caught you out! That’s the answer to the question I just asked. You should be giving an answer to the previous question, which was ‘Last term who was caught letting down the tyres on the head teacher’s car?’
- Contestant 2** But I did answer the previous question. The deputy head *was* the person caught letting down the head teacher’s tyres!
- Dudley** But...but...it says here it was Lucy Patterson!
- Contestant 3** No! That’s wrong. It was the deputy head! Everybody knows.
- Dudley** I....I....don’t believe it! A member of staff would never do that! You’re both lying....*(bending his cane)*...and you know what happens to liars! Will someone please sound that gong! *(the gong sounds - CD track 22)* Thank you! Right, you two, you’re both Dead Weights. Go to my office and....*(bending his cane)*...wait for me! *(They exit to Exit Music - CD track 23)* To you viewers, I apologise for the rather abrupt ending to our show, but I really need to.... *(bending his cane)*...get to the bottom of this! Thank you for watching, and I’ll see you next time on Dead Weight!
- (To the Dead Weight Theme Tune (CD track 24) Dudley exits. Then to the Intro music (CD track 25) the stage is made ready for the next scene – see p36.)*

# Scene 4

*(Amy and Ben enter.)*

**Amy** Wow, Ben! That’s like no other quiz show I’ve ever seen before on television. Shouldn’t at least one contestant go home with a prize?

**Ben** You’d think so wouldn’t you. But hey, it just goes to show how refreshingly original we are here at STV!

**Amy** Anyway, time is pressing, so it’s on with the schedule. School is full of wannabe singers, and in our next show we’ll be putting their talents to the test.

**Ben** As we speak there are literally hundreds of hopefuls waiting for their chance to impress the panel of judges. How will their nerves hold out as they sing for a place in the school choir?

**Amy** Well, let’s find out! It’s time for our new talent show.....Y Bother!

*(As the **Y Bother Theme Tune** plays (CD track 26) Amy and Ben exit. Presenter Declan O’Deary enters and stands to one side of the stage. He can carry a clip board, as he has a lot to say. On one side of the stage are three chairs at a table, on which stand three glasses and a jug of water – see p36.)*

**Declan** Hello, my name is Declan O’Deary! Welcome to ‘Y Bother’, the talent show to end all talent shows! Waiting outside are our nervous auditionees, who have all been queuing up since playtime, just for the chance to sing for our judges. Those who are successful will gain a prestigious place in the school choir. For those who don’t make the grade, it’s back to singing into a hair brush in front of the mirror. So, without further ado, let’s meet our judges; Simon Scowl, Sherri Versace-Porcini and Hughie Wells!

*(To a mixture of boos and cheers, the three judges enter and sit.)*

**Declan** So, what are you three looking for from our eager singers?

**Simon** Well, Declan, a fantastic voice, of course. This school choir is no place for bum notes. Perfect pitch, that’s what I’m looking for.

**Sherri** Declan, I want to see a sense of style. These singers are going to be on show lots of times during the school year. Nobody wants to look at a drab choir.

**Hughie** I’m looking for star quality, Declan. That certain something, that glint in the eye. Someone who’s a potential soloist perhaps.

**Declan** There you have it folks. These judges are going be hard to impress. Ok, let’s see what our hopefuls are made of. It’s time for the first audition.

*(Declan steps down from the stage. Auditionee 1 enters, wearing a normal school uniform. He nervously stands before the judges.)*



**Simon** Hello. What’s your name and why are you here?

**Aud. 1** Hi, my name’s Tom and I want to be in the choir.

**Sherri** Have you got what it takes, Tom?

**Aud. 1** Well, my Gran says I have the voice of an angel.

**Hughie** Ok then Tom, let’s hear you. What are you going to sing?

**Aud. 1** All Things Bright And Beautiful.

**Simon** A good choice. Off you go.

*(Auditionee 1 makes an acceptable attempt at a verse and chorus of the song.)*

**Sherri** I like you Tom. The image needs some work, but it’s a ‘yes’ from me.

**Hughie** It’s a ‘yes’ from me too, but I want to see a bit more fire next time.

**Simon** Not bad, Tom. Not brilliant, but not bad. A bit flat in places, but with lots of practice you’ll be alright on the back row of the choir. I don’t think you’ll make a soloist, but.....it’s a ‘yes’ from me too. You’re in.

**Aud. 1** Oh, thank you! Thank you. I’m going to make you so proud of me.

*(Declan stands back on the stage as Auditionee 1 excitedly approaches him.)*

**Declan** Well?

**Aud. 1** *(hugging Declan)* I’m in! They said yes! Simon says I need to work on my singing, and Sherri says I need to work on my image, but they liked me! I’m in!

**Declan** Well done! Ok, you’d better get practising young man, while we see who’s next in front of the judges.

*(He exits and Declan steps down from the stage as Auditionee 2 enters. She wears trendy, skimpy ‘pop’ clothes, and stands confidently before the judges.)*

**Hughie** Hi, would you like to.....

**Aud. 2** I’m Chaboncé, innit, and I was born to do this. I’m *the* next big thing.

*(She sings a verse and chorus of ‘Firework’ by Katy Perry, or similar.)*

**Simon** Chaboncé, what on earth was that? I’ve never seen or heard anything so ridiculous in my life. You do realise this is a school choir you’re auditioning for?

**Aud. 2** Let me try another song, innit.

**Hughie** We’ve heard enough, Chaboncé. I’m not sure you have the right attitude to sing at harvest festivals and Christmas carol concerts. It’s a ‘no’ from me.

**Sherri** And your clothes! They don’t really say ‘angelic’ do they? I’m afraid it’s going to have to be a ‘no’ from me. Simon, what do you say?

**Simon** Absolutely, categorically no! Never in a million years. It was like something from one of my worst nightmares!

**Aud. 2** You know nothing, innit. You ain’t seen the last of me. I’m gonna.....

**Simon** Goodbye, Chaboncé!

*(Declan stands back on the stage as Auditionee 2 approaches him.)*

**Declan** Well?

**Aud. 2** They said no, but I’m glad. That choir vibe is so uncool. *(She exits)*

**Declan** Ok, moving on, I wonder whether the next one will do any better. He’s brought his mum with him for support. You come and wait with me, dear.

*(Declan steps down as an old woman leads on Auditionee 3, who is a nervous-looking man, obviously a teacher.)*

**Mother** Good luck, son.

*(The mother kisses him then joins Declan. Auditionee 3 approaches the judges.)*

**Simon** Hang on a minute. How old are you?

**Aud. 3** *(disguising his voice)* I’m eleven. I just look old for my age.

**Hughie** What’s your name?

**Aud. 3** Mr Edw.... I mean Clive.

**Sherri** I know you! Clive Edwards. Mr Edwards, the year 5 teacher! You do know this is a competition for five to eleven year olds?

**Aud. 3** Yes, I know. Ok, I’m sorry. This was my mother’s idea. She made me do it. She’s got this strange idea that I can sing. But I can’t! I’m tone deaf. I told her, but she insisted. Sorry for wasting your time. I’ll...err... be on my way. Goodbye.

**Simon, Sherri and Hughie** Goodbye Clive!

*(Declan and the old lady stand back on the stage as Auditionee 3 approaches.)*

**Mother** Well son, how did you get on?

**Aud. 3** It was a ‘no’, Mother. They rumbled me straight away. Can we go?

- Mother**           What?! I’ve I’m going give that Simon Scowl a piece of my mind!
- (Auditionee 3 restrains his mother, then gently leads her off. Auditionee 4, wearing full chorister robes and collar, approaches Declan.)*
- Declan**           Wow! Someone has really dressed to impress! Good luck in there.
- (Declan steps down from the stage as Auditionee 4 stands before the judges.)*
- Sherri**           Now that is what I call an image. You look amazing! What’s your name and what are you going to sing for us?
- Aud. 4**           Hi. My name’s Abi, and I’m going to sing Jerusalem.
- (She belts out an impressive version of the song. Note - this can be changed to any well-known hymn that she can perform confidently and well.)*
- Simon**           Well, I’m totally blown away! That was phenomenal! By far the best we’ve seen or heard yet. A million percent yes!
- Hughie**           Abi, you could quite possibly end up singing solo at every performance the choir gives this year. It’s a ‘yes’ from me.
- Sherri**           You made that song your own. You’re a star in the making young lady! You’ve got a glittering future ahead of you. Yes, you’re in!
- (Declan stands back on the stage as Auditionee 4 excitedly approaches him.)*
- Declan**           Well?
- Aud. 4**           They loved me! I’m in! They said I’m going to be a star! *(She exits)*
- Declan**           That’s one happy girl. Ok everyone, auditions are over.....
- (Auditionee 2 re-enters dressed in normal school uniform.)*
- Aud. 2**           Not quite they ain’t! I’m gonna try again, innit!
- Declan**           But.....
- (She barges towards the judges.)*
- Hughie**           Hang on, haven’t we seen you already? It’s Chaboncé isn’t it?
- Aud. 2**           For real, but you gotta give me another chance. This is all I’ve ever wanted. Please let me sing again. You won’t be disappointed, innit.
- Sherri**           Well you’ve got spirit, I’ll say that. Ok, what are you going to sing?
- Aud. 2**           Away In A Manger.
- Simon**           Well, that’s more like it. Ok, Chaboncé, give it your best shot.
- (She faces the audience and proceeds to rap the song. The judges hang their heads, then stand and walk off as Chaboncé, oblivious to their departure, carries on her rap. When she’s finished she turns to the empty table.)*

**Aud. 2** So what do.....Hello! Hello! Where is everyone? Hello! Am I in then?  
(to audience) Well, it wasn't a 'no'! Wicked! Away in a manger.....

*(Rapping, she exits, as the **Y Bother Theme Tune (CD track 27)** plays. The cast take their places for the next song. Fade the music when all are ready.)*

## **Song A Place In The Choir**

*(CD track 4 & 28, lyrics p32)*

*(The 'Little Blighters' characters supported by whole cast)*

*(Intro music plays (CD track 29) during which the cast resume their seats and the stage is cleared for the next scene.)*

## **Scene 5**

*(Amy and Ben enter)*

**Amy** I tell you what, Ben, it takes guts to stand up there and sing in front of those judges. You wouldn't catch me doing it, that's for sure!

**Ben** Well, Amy, speaking of 'guts' and being brave, it's time for our next show in tonight's broadcast. It features a real-life superhero, Sam Handy, the loveable school caretaker. Every school's got one, and you'd be surprised at just what these guys get up to, making school a happy, safe and clean place for all of us.

**Amy** So everyone, it's time to see if our man of action can rise to this week's premises maintenance challenge.

**Ben** Yes, it's Sam Handy and his crew in.....DIY Distress!

*(As the **DIY Distress Theme Tune** plays (CD track 30) Amy and Ben exit and Sam Handy enters with his gang of workers. They all wear overalls, but Sam's are distinctive. He carries a tool box. The others carry a stepladder, pieces of timber, cabling, piping etc.)*

**(Note – if your caretaker/premises officer is female you could change this character's name and change all of Amy and Ben's 'he/him/his/man' references to 'she/her/woman' etc. You could alternatively use your premises officer's real name in this scene if you want to pay tribute to the work s/he does Also, lyrics to the song could be changed in the same way, and the title changed to 'Mrs Handy'..)**

**Sam** Welcome to DIY Distress, the show where I, Sam Handy, come to the rescue of someone in school who has a maintenance crisis. People write to me with problems as straightforward as a flickering light bulb in a classroom, to those more serious, such as a collapsed ceiling in the head's office. No job's too big or too small! Now, before we read this week's letters, let's meet my skilled crew.

**Chippy** Hi, I'm Chippy, and I'm expert in carpentry and joinery.

- Sparky** Hi, I’m Sparky, and I’ll take care of anything electrical.
- Bricky** Hi, I’m Bricky, and I’m a wiz with cement and a trowel.
- Pipes** I’m Pipes. I sort out those little drips in school. No, not the infants!
- Sam** Thanks guys. Ok, let’s get on. We’ve had hundreds of letters begging for help. We’ve short-listed ten, from which you, the viewers, will decide which is the most urgent. That will be the maintenance challenge we’ll take on this week? Ok, Chippy, read the first letter.

***(Note – you could change the names of the people that the following letters are from, if the content reminds you of certain individuals in your school!)***

- Chippy** Right, here goes. *(S/he unfolds a letter)* ‘Dear Sam, could you please find time to retrieve my sixteen footballs from the roof of the school hall. My dad says my poor accuracy is costing him a fortune, and refuses to buy me any more. Yours, Thomas – Yr4.’
- Sam** Well Thomas, you might be lucky. Let’s have another letter, Sparky.
- Sparky** *(reading)* ‘Dear Sam, can you please install another ten power sockets in the Yr 6 classroom. We find there are not enough for us all to re-charge our mobile phones. As you know, we use our phones throughout the day and their batteries quickly run down, which leaves many of us unable to send text messages during afternoon lessons. Yours, the Yr6 girls.’ They’ve all signed it!
- Sam** That is a serious problem, girls. The next letter please, Bricky.
- Bricky** *(reading)* ‘Dear Sam, I’d be very grateful if you and your team could come and repair my desk, which recently collapsed under the weight of all the dirty coffee cups which I neglected to return to the staff room to be washed. Please hurry, it’s difficult marking books on the floor. Yours, Miss Allen – Yr3 teacher.’
- Sam** Ooh, Miss Allen, that is unfortunate. Pipes, do you have a letter?
- Pipes** I do. *(reading)* ‘Dear Sam, please will you have a look at our classroom sink. I think there’s a problem with the drains, as we can’t get rid of the smell of sour milk. We’re sure this is due to our teacher actually pouring sour milk down the plug hole, after it’s been out all day because she’s forgotten to give it to us at morning break, but we’d like you to check anyway. Yours, Samir – Yr2.’
- Sam** Well Samir, we may be coming to sort out your pongy problem, but let’s hear some more letters before we decide. Sparky?
- Sparky** *(reading)* ‘Dear Sam, I recently got a new swivel chair for my office, but I’ve found it doesn’t spin as fast as I’d like it to. I really enjoy a mad ten minutes every hour or so, making myself dizzy, but this new chair just doesn’t come up to speed. It may need to be oiled. Please help. Yours, Mrs Harris – Secretary.’

- Sam** Well, Mrs Harris, you do sound desperate. Maybe you’ll win. But Bricky, another letter first.
- Bricky** *(reading)* ‘Dear Sam, I’d really appreciate it if you could put an extra window in our classroom, just near where I sit. It’s impossible to switch off from what my teacher is saying and to enjoy a good daydream, without a view of the field. I’m finding myself actually paying attention in class, which is ruining my cool image. Please help. Yours, Zak Fratelli – Yr3.’
- Sam** Oh dear, Zak! That must be terrible for you. Who knows, maybe we can save your reputation. What does the next letter say, Chippy?
- Chippy** *(reading)* ‘Dear Sam, please, please, please, please, please, please will you remove the mirror from the Yr5 boys’ toilet. Every time they look in it they scare themselves half to death, understandably, and are too much in shock to do any work. I’ve considered making them wear masks, but this would be too impractical. You are my only hope. Yours, Mr Dixon – Yr5 teacher.’
- Sam** I understand, Mr Dixon. I’ve seen the Yr5 boys! Pipes, what’s next?
- Pipes** Here’s a letter from a parent. *(reading)* ‘Dear Sam, my boy tells me there are no coat hooks in his cloakroom. He says the reason his coat is always covered in filthy footprints is because the only place he can leave it is on the floor. Is this true? If so I must insist you put up hooks immediately. However, if this is yet another example of the lazy little so-and-so telling me lies, please accept my apologies for wasting your time. Yours, Mrs Adams – name and address withheld.’
- Sam** I can assure you Mrs Adams, there are adequate coat-hanging facilities in your boy’s cloakroom, and yes, this is yet another example of the lazy little so-and-so telling you lies! We’ll ignore that letter I think. Sparky, what have you got?
- Sparky** *(reading)* ‘Dear Sam, would it be possible to install electric fencing at the bottom of the school field. When I’m on playtime duty I can’t be bothered traipsing all the way down there to stop children squeezing through gaps in the hedge. I’m not asking for anything too high-voltage, just enough to fry their fingertips a little, and deter them from ever trying to get out again. Yours, Miss Baker – Deputy Head.’
- Sam** Well, that’s certainly one of the most unusual requests we’ve had, Miss Baker. But you never know, our audience may go for it. So Bricky, let’s hear the last letter before we decide who to help.
- Bricky** *(reading)* ‘Dear Sam, please adjust the timer on the school bell so it rings fifteen minutes early on Friday. I’ve got to get my roots done and Jacques the stylist can only fit me in at 3.30pm. Serge could do it at 4.15 but I don’t think he’s as good as Jacques, and certainly not as handsome. Thanks in anticipation. Yours, Mrs Goldsmith – classroom assistant.’

**Sam** And there we have it, viewers. That’s all the letters read, and it’s time to vote to see who gets their maintenance request carried out. So.....*(pausing)*.....actually, forget that! Do you know what, I think we can fix everyone’s problem!

*(Sam dramatically pulls off his overalls to reveal a superhero outfit – cape, tights and a vest with an emblazoned ‘S’. Brickly, Sparky, Chippy & Pipes smack their fists like Robin, Batman’s sidekick)*

**Brickly, Sparky, Chippy & Pipes** Holy Black and Decker, Sam! Are you serious?

**Sam** You bet I am. Come on you lot, we’ve got work to do!

*(To the drum intro of the next song the cast take their places to sing.)*

**Song** **Mr Handy** *(CD track 5 & 31, lyrics p33)*  
*(Sam and crew, supported by whole cast)*

*(Intro music plays (CD track 32) during which the cast resume their seats and the stage is made ready for the next scene – see p36.)*

## Scene 6

*(Amy and Ben enter.)*

**Ben** Let’s hear it for school caretakers everywhere! Real life superheroes coming to the rescue of anyone suffering from DIY distress.

**Amy** Talking about coming to the rescue, it’s time for our next show. It’s a gritty fly-on-the-wall documentary about a certain group of people on the cutting edge of law enforcement at school.

**Ben** That’s right, it’s those lunchtime ladies who patrol the dinner hall, playground and field, armed only with whistles. Everyone, this is reality TV that’s not for the faint-hearted. We warn you, there may be scenes that some of you find shocking, as we bring you.....  
....Supervisors!

*(As the **Supervisors Theme Tune** plays (CD track 33) Amy and Ben exit. Centre-stage is a single dining table, around which four children are finishing their lunch. Standing over them, with intimidating postures, are five dinner ladies/lunchtime supervisors, wearing ‘SWAT gear’ – see staging suggestions/costumes. As the theme tune fades we hear a narrator’s dramatic voice – s/he can either be on stage, or speak the lines as a ‘voice-over’ from offstage.)*

**Narrator** Betty, Doreen, Gladys, Phyllis, and Audrey are members of a crack law-enforcement unit called the Lunchtime Supervisors. We join them as they try to deal with violent trouble-makers at a dining table.

- Betty** I'm obliged to inform you that flicking peas is an offence under the Lunchtime Code, subsection 6. Read him his rights, Doreen.
- Child 1** But it was *(name of child 2)* who spilled them all over the table. I was only clearing a space to put my drink down.
- Doreen** You have the right to remain silent, but anything you do say will be taken down and used in evidence. Take them to the slammer, Gladys.
- Child 2** The slammer! What's that? I don't want to go to the slammer!
- Child 1** Don't worry. It just means we have to face the wall for the next half hour until lunchtime play is over.
- Gladys** Move it you two, and don't even think about trying to make a break for it.  
*(Gladys leads the two children off stage.)*
- Phyllis** *(to the two remaining children)* We know that you tried to get infants to drink vinegar, but we can't prove it, so we're watching you. Now get outside to play, and remember...*(she points to her eyes then at the children).*  
*(The table is removed and all exit. The ladies then re-enter and stand centrally.)*
- Narrator** With the dining finished, the ladies now have to turn their attention to the 'mean streets', in other words the playground and the field, which is an extremely dangerous environment.
- Audrey** Ok ladies, it's going to be a tough thirty minutes. Remember, if you get into trouble call for back-up. Is your equipment in good order?  
*(They each produce a whistle and blow in turn.)* Ok, good luck. And ladies.....be careful out there.  
*(Two children, a girl chasing a boy, run in front of the stage then disappear to one side. Betty blows her whistle then jumps down from the stage.)*
- Betty** One male and one female suspect exceeding the speed limit, traffic code violation 7b, heading east along the playground. I'm in pursuit.  
*(She follows them and disappears to one side. The four remaining ladies agitatedly prowls the stage. A child enters and mimes trying to pull open a locked door. Doreen sneaks up on her from behind.)*
- Narrator** It's not long before Doreen discovers an attempted break-in!  
*(Doreen blows her whistle at the startled child.)*
- Doreen** Put your hands behind your head and move away from the door!  
*(Still with her back to Doreen the child raises her hands in alarm.)*
- Child 3** What have I done wrong?!
- Doreen** Gaining illegal entry to private property is a felony.



**Child 3** But I’m desperate for the loo. I’m busting!

**Doreen** You’re busted! Save the excuses for the judge, Princess. Move it!

*(As Doreen frog marches her off, the girl and boy run back along in front of the stage with a tiring Betty still in pursuit. She blows her whistle then stops to catch her breath as the two children exit on the other side.)*

**Betty** Still in pursuit, heading west by the playground. All units stand by.

*(She follows and exits. Audrey then blows her whistle and points off stage. Phyllis and Gladys stand next to her to see what she’s spotted.)*

**Narrator** Suddenly, Audrey is alerted to an incident of gross indecency!

**Audrey** Two female suspects, wearing skirts, performing handstands against the wall and exposing their under-garments! I’m going in!

**Phyllis** We’ve got your back, Audrey. Call for assistance if you need it.

*(Phyllis and Gladys watch Audrey exit. Three boys enter, one with a football, and stand in front of centre stage. A ‘rival’ group of three boys, one with a football, enter from the other side and approach them. The groups face each other.)*

**Narrator** Within moments Gladys hears of a gang turf-war being waged on the football pitch! The Yr 5 boys think it’s their day to use the goal posts, but the Yr 6 boys think differently. Gladys arrives in the middle of a tense stand-off.

*(Gladys moves between the two groups and blows her whistle. The two groups move closer to each other, Gladys in the middle. She again blows her whistle.)*

**Gladys** Officer in need of assistance! I repeat, officer in need of assistance!

*(Phyllis bounds down from the stage and joins Gladys. The groups step back.)*

**Phyllis** We obviously have a situation here, boys. What’s the problem?

**Child 4** It’s Tuesday. That means it’s our turn in the goals today. They think just ’cause they’re in Yr6 they can push us around.

**Narrator** Part of the supervisor’s role is conflict resolution. These ladies are trained to defuse such potentially dangerous situations.

*(Phyllis takes the ball from one group, and Gladys takes the ball from the other. Together they kick the balls off in opposite directions.)*

**Phyllis & Gladys** Now scram, you punks, before we book you! Go on, scram!

*(The boys run off. The boy and girl whom Betty is chasing then run back across the front of the stage. Phyllis and Gladys block their path.)*

**Phyllis & Gladys** Stop in the name of the law!

*(They stop. Betty staggers on, blowing her whistle. Audrey and Doreen return.)*

**Betty** *(huffing and puffing)* You two, hands behind your heads and spread 'em! Secure the suspects, ladies. *(Audrey and Doreen hold one child, while Phyllis and Gladys hold the other.)* So, we've got you on three counts; speeding, running without due care and attention, and failing to stop for an officer. You're looking at a three-to-five stretch for that little lot!

**Child 5 & 6** We were only playing kiss chase.

**Betty** Kiss chase! Let me see some i.d. *(She fishes paper from their pockets.)* Ha! Just as I thought! You're in Yr4 and you have to be at least in Yr5 to play kiss chase. Underage kiss-chasing is a federal offence. Add this to the traffic violations and they're gonna throw away the key. Let's take them in.

*(They all exit.)*

**Narrator** So, as afternoon school begins these brave and tireless ladies finish their shift, happy in the knowledge that, at least for the time being, school is still a safe place for decent people. And any of you out there who think you are above the law, watch out! These girls mean business. We'll see you next time on 'Supervisors'.

*(As the **Supervisors Theme Tune (CD track 34)** plays the cast take their places for the next song. Fade the music when all are ready.)*

## **Song The Lunchtime Frontline**

*(CD track 6 & 35, lyrics p34)*

*(Dinner ladies supported by whole cast)*

*(Intro music plays (CD track 36) during which the cast resume their seats)*

## **Scene 7**

*(Amy and Ben enter.)*

**Ben** Wow! Those ladies certainly are dynamite! I wouldn't like to get on the wrong side of them!

**Amy** You can say that again, Ben. But I for one feel a lot happier knowing they're around.

**Ben** Anyway, I'm sorry to say that we're very nearly at the end of tonight's broadcast. I'm sure everyone will agree with me when I say that it's been an enormous success.

**Amy** I never realised just what an entertaining place school really is, Ben! I can't believe all the things that go on. It certainly makes great television! I bet all our viewers are completely hooked!

**Ben** Well Amy, before we do say goodbye, we’ve just time for one more programme to help us wind down from all the excitement we’ve seen on screen so far this evening.

**Amy** Yes, it’s time for some quiet reflection as we join our headteacher, Miss Conduct, in our final programme.....Assembly Time.

*(As the **Assembly Time Theme Tune** plays (CD track 37) the whole cast sits in rows facing the stage, as if in assembly. Amy and Ben join them. Miss Conduct enters, carrying cue cards for a speech.)*

**Miss Conduct** Good evening.

**All** *(in typically ‘assembly style’ response)* Good evening Miss Conduct.  
Good evening everyone.

**(Note – what follows is only an idea of a speech that could be made by a headteacher at the end of a year. This, of course, should be adapted in style and content to suit your school. It could be light-hearted, with the recounting of humorous anecdotes, or you could go for an emotional end to the production by emphasising the warm and caring side of your school and the children and adults associated with it. Poignant poems or pieces of writing could be read. It would be worth spending time discussing this scene’s content with the children, and how best and appropriately you all want to bring the show to an end.)**

**Miss Conduct** Well, as is the custom, we are gathered here to celebrate all the wonderful things that have happened at school this year, to say thank you to everyone for their hard work and dedication, and to wish a fond farewell to those who will shortly be leaving us.

Since we came together in September it has been an eventful year, and I’d like to say a big ‘well done’ to the following groups and individuals who have provided us with some real highlights.

*(Here you can take the opportunity to mention teams, clubs and individuals who have represented their class/school/district/county etc in various activities.)*

I would also, on behalf of everyone here at school, like to congratulate the following people, and wish them luck as they take new and exciting steps in their lives.

*(If any adults are to be married over the summer, or are expecting a baby, or planning a big move etc, they can be mentioned here.)*

And finally, I want to say a big thank you to those young people whose time at this school has come to an end. We’ll be sorry to see you go, and I know you will be sorry to leave us. This is a better place for your being here, and I hope that we, in turn, have helped set you on your way to finding happiness and success. But whatever happens, and whatever the future brings, I know we’ll all think fondly of our time together, and smile when we remember all the good friends we made.

Now, please join in with our final song of the evening. And remember everyone, sing up – we’re on telly! Thank you all, and goodbye.

*(As the opening bars of the final song play, the whole cast turns to face the audience.)*

**Song 'Til The End** *(CD track 7 & 38, lyrics p35)*  
*(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’

# Lights, Camera, Action!

**Verse 1** Turn on, tune in, relax, and let the fun begin!  
There's nowhere better you could be!  
What a thrill, what a treat,  
You don't even have to leave your seat,  
This is sensational TV!  
Your sides will soon be splitting!  
No doubt that we'll be hitting  
The right spot each and every time!  
No changing channels, drop that remote control,  
'Cause it's LIGHTS...CAMERA...ACTION!  
We're ready to roll!

**Verse 2** Turn on, tune in, relax, and let the fun begin!  
You won't believe your eyes and ears!  
What we've got, you'll agree,  
Is worth more than your licence fee,  
The best TV you've seen in years!  
We'll raise the roof tonight, yeah!  
We'll sock it to you 'til there's  
Not one dry eye left in the house!  
No changing channels, drop that remote control,  
'Cause it's LIGHTS...CAMERA...ACTION!  
We're ready to roll!

**Instrumental** *(during which a dance routine could be performed)*

We'll raise the roof tonight, yeah!  
We'll sock it to you 'til there's  
Not one dry eye left in the house!  
No changing channels, drop that remote control,  
'Cause it's LIGHTS...CAMERA...ACTION!  
Well it's LIGHTS...CAMERA...ACTION!  
Yes it's LIGHTS...CAMERA...ACTION!  
We're ready to roll!



# Oh What A Drama

*Oh, what a drama! It's completely off the scale!  
Forget about Eastenders, Corrie, Emmerdale.  
For storylines and characters to take your breath away,  
Just come and spend a day with us at school. For instance...*

## Verse 1

Katie from year one couldn't get her plimsolls on,  
So she thought "Bare feet, that's no big deal."  
You should have heard the din  
As an upturned drawing pin  
Quickly found its way into her heel!  
Daniel from year two, with nothing else to do,  
Coloured in his face with felt-tip pen!  
They had to scrub his cheeks  
With scouring pads and bleach!  
You bet he won't be doing that again!

## Verse 2

Becky from year three has a rodent allergy,  
But this was just discovered yesterday.  
When she was introduced  
To the new class hamster, Bruce,  
She sneezed so hard the poor thing blew away!  
Jamie from year four looked over the toilet door  
To try and give the occupant a scare.  
Well his heart began to race  
As he came face to face  
With the teacher who was sitting there!

## Verse 3

Charlotte from year five is lucky to be alive,  
She didn't catch a rounders ball quite right!  
It hit her in the mouth  
And her front teeth all fell out,  
So when she smiles it's not a pretty sight!  
Simon from year six has been up to his old tricks,  
He put a spider on his teacher's chair.  
Her screaming, so they say,  
Could be heard ten streets away,  
As it crawled into her underwear!



*Oh, what a drama! It's completely off the scale!  
Forget about Eastenders, Corrie, Emmerdale.  
For storylines and characters to take your breath away,  
Just come and spend a day with us at school.  
Come and spend a day with us at school.*

# The Naughty Step

**Verse 1** For those too young to know,  
And those who have forgotten,  
The thing you did to a troublesome kid  
Was smack them on their bottom!  
But smacking’s out of fashion now,  
Since some kicked up a stink,  
So now there’s a place, when we’re in disgrace,  
Where we are sent to think!

**Chorus** *Ten minutes on the naughty step,  
For being a little swine!  
A chance to reflect and learn some respect,  
I’m back on the naughty step  
For the umpteenth time!*

**Verse 2** When urchins, long ago,  
Were in need of salvation,  
Mr Hand would visit Botty-land  
For a short vacation!  
But now it’s not considered cool  
To wallop our behinds,  
In place of a clout we get ‘time out’,  
Which suits us all just fine!

**Chorus** *Ten minutes on the naughty step.....*

**Verse 3** We’ve learned our lesson well,  
We know the consequences  
Of kicking the cat, too much back chat,  
And other such offences!  
But awaiting punishment,  
Tears will not be shed.  
We no longer fear a whack on the rear,  
We’re made to sit down instead!  
Ooh, scary!

**Chorus** *Ten minutes on the naughty step.....*

**Repeat chorus**



# A Place In The Choir

- Verse 1** For so long I have dreamt of a place in the choir,  
But the teacher has told me my singing is dire!  
While others have voices angelically pure,  
I’ve a vocal affliction for which there’s no cure!
- Verse 2** For so long I have dreamt of a place in the choir,  
It’s always been something to which I aspire.  
But I haven’t got a grasp of melody,  
And my sense of rhythm’s not what it could be!
- Verse 3** For so long I have dreamt of a place in the choir,  
It remains my strongest childhood desire.  
But I really doubt it’ll happen that soon,  
‘Cause I haven’t yet mastered singing in tune!
- Verse 4** For so long I have dreamt of a place in the choir,  
But I have a feeling that this could backfire.  
For when I open my mouth out comes a sound,  
Which could quite literally bring the house down!  
Amen.





# Mr Handy

*(If your caretaker/premises officer is female simply change the title to ‘Mrs Handy’  
and all the ‘he/him’ lyrics to ‘she/her’ etc.)*

*(Claps during intro)*

**Verse 1**      If there’s mud on the floor,  
Or your classroom door  
Comes off its hinges once more,  
Or the headteacher’s chair  
Needs some urgent repair,  
Who will always be there?  
Well he’s a real life superhero,  
He’d look good in cape and tights!

**Chorus**      *Hey! Mr Handy! No, you never can be  
Short of any jobs to do.  
Lots of things need mending,  
Everyone’s depending on you!  
Ooh! Ooh! Ooh!*

**Verse 2**      If your classroom sink  
Is beginning to stink  
Because your drain’s on the blink,  
Or you’ve kicked your football  
Onto the roof of the hall –  
It’s no problem at all.  
’Cause he’s a knight in shining armour,  
Gleaming ladder in his hands

**Chorus**      *Hey! Mr Handy.....*

**Instrumental**    *(Mr Handy and crew mime a selection of DIY jobs)*

Well he’s a real life superhero,  
He’d look good in cape and tights!

**Chorus**      *Hey! Mr Handy.....*

**Repeat chorus**



# The Lunchtime Frontline

**Verse 1**      We’re on the lunchtime frontline,  
Preventing lunchtime crime.  
’Cause lunchtime’s prime time  
For children stepping out of line.  
Oi, you! Stop flicking peas!  
Whatever are you thinking?  
And you! Stop telling infants  
Vinegar’s for drinking!

**Verse 2**      We’re on the lunchtime frontline,  
Preventing lunchtime crime.  
’Cause lunchtime’s prime time  
For children stepping out of line.  
Oi, you! Stop hiding people’s trainers  
In the sandpit!  
And you! Stop playing bull dogs!  
Don’t you know we’ve banned it?

**Middle 8**      We patrol the dinner hall,  
The playground and the field.  
For law and order we will make a stance,  
To stop those games of kiss chase, those fisticuffs,  
Those girls doing handstands  
Showing everyone their pants!

**Verse 3**      We’re on the lunchtime frontline,  
Preventing lunchtime crime.  
’Cause lunchtime’s prime time  
For children stepping out of line.  
Ok! Now lunch is over,  
Time that we retreated.  
Once more we leave the field  
Of conflict undefeated!



# 'Til The End

**Verse 1** As I'm standing here,  
My whole life in front of me,  
The future's far from clear,  
And I guess what will be will be.  
But looking back I'm sure  
I could not have wished for more,  
The days rolled by so easily.

**Chorus** *If I could have my time again,  
I wouldn't change a thing.  
The moments spent with you my friend,  
Are with me forever.  
I'll hold and I'll treasure each one 'til the end.*

**Verse 2** As we're standing here,  
Shoulder to shoulder, side by side,  
My every hope and fear  
I would willingly confide.  
'Cause there's no-one, I'm sure,  
I could have trusted more,  
Or who I'd rather walk beside.

**Chorus** *If I could have my time again.....*

**Middle 8** Every day was an adventure,  
Every day brought something new.  
We shared the ups and downs together.  
Oh, how we learned and how we grew.

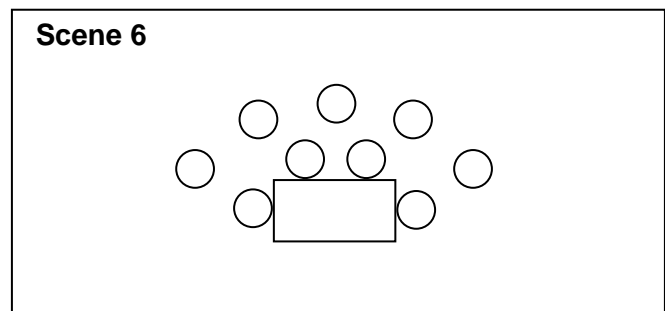
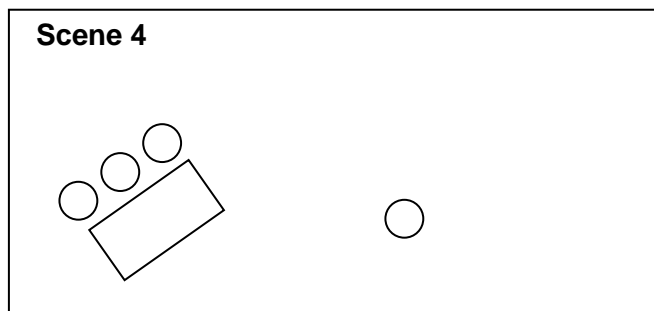
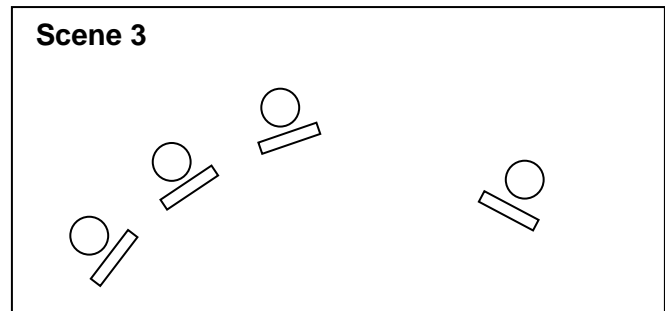
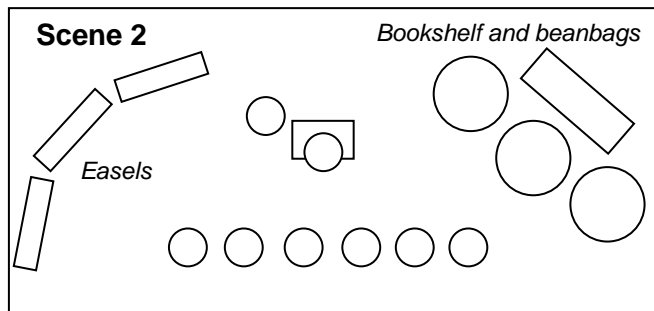
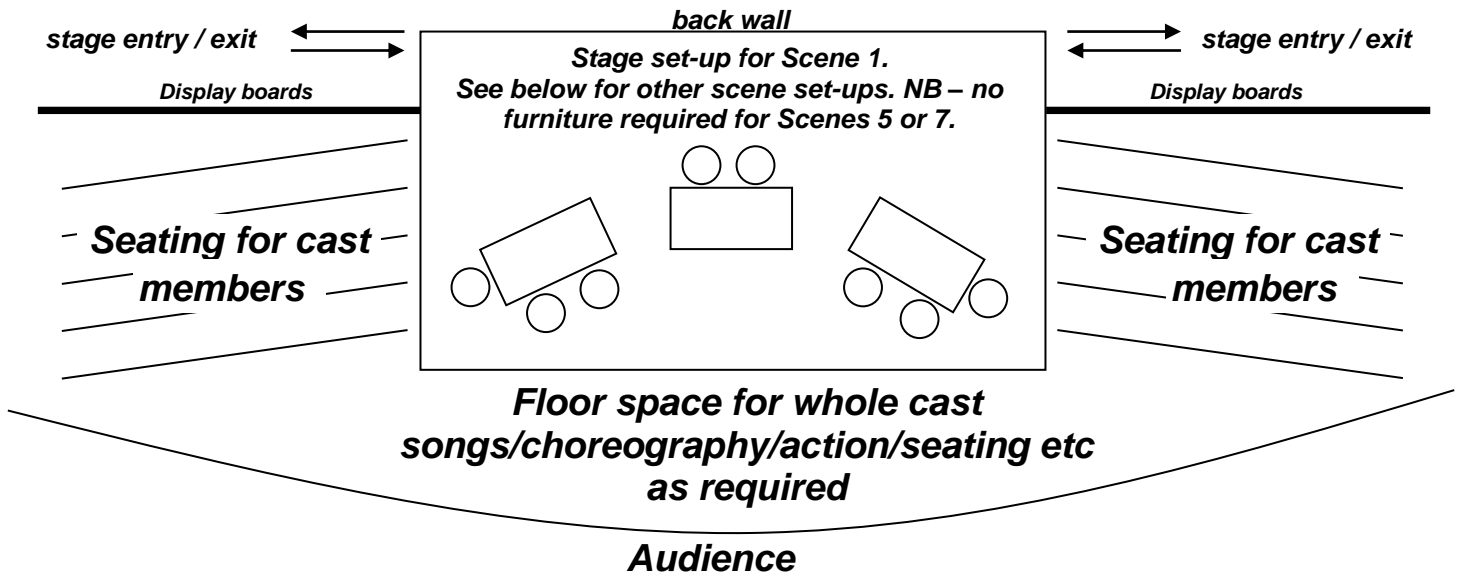
**Chorus** *If I could have my time again.....*

**Repeat chorus**



# STAGING AND PRODUCTION SUGGESTIONS

‘Lights, Camera, Action!’ 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.



- **Scenery** - The back wall behind the main stage could depict a large corporate TV logo, which your children could design, or lots of images and artwork representing the different TV shows in the production. Or.....



**Why not use our NEW DIGITAL BACKDROPS!**

Professional hi-resolution images for each scene which can be displayed/projected onto your hall whiteboard or onto the wall behind the stage. See our website for details.

- **Furniture** - The furniture for the scenes need only be standard school tables and chairs, and music stands decorated to suit their purpose. 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.  
Scene 1 – A clipboard each for Amy and Ben, holding their scripts (and for the beginning of every scene). A bowl of assorted fruit. A tray or crate of milk cartons. A pair of trainers. A copy of Heat and OK! magazine or similar. A pack of felt-tips. A ruler. 2 pea-shooters.  
Scene 2 – A small bookshelf with books. 3 beanbag seats. 3 painting easels and brushes. A teacher’s big book. A sturdy waste-paper bin.  
Scene 3 – 3 music stands with name labels. Another music stand or lectern with a more elaborate name label. Question cards. A cane.  
Scene 4 – N/A  
Scene 5 – 10 folded letters. A tool box. A stepladder. Lengths of timber, piping and electric cable.  
Scene 6 – 5 whistles. Cutlery, plates and cups for 4 people. 2 footballs. 2 i.d. cards.  
Scene 7 – Cue cards for the speech.
- **Costume** - individual character costumes are included on the character line-count sheet on page 38
- **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 incorporate other humorous or memorable events and characters into a script for a TV show. 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.

<b>Character</b>	<b>Number of lines</b>	<b>Costume Suggestions</b>
<b>Amy</b>	<b>18</b>	White t-shirt with TV logo, baseball cap & microphone headset
<b>Ben</b>	<b>15</b>	White t-shirt with TV logo, baseball cap & microphone headset
<b>Terry</b>	<b>7</b>	Primary school uniform with ‘milk monitor’ badge
<b>Trish</b>	<b>6</b>	Primary school uniform with ‘fruit monitor’ badge
<b>Andy</b>	<b>3</b>	Primary school uniform
<b>Stacey</b>	<b>1</b>	Netball kit with ‘Brennan’s Quality Used Cars’ on back of t-shirt
<b>Cassie</b>	<b>1</b>	Netball kit with ‘Brennan’s Quality Used Cars’ on back of t-shirt
<b>Gary</b>	<b>2</b>	Primary school uniform
<b>Sally</b>	<b>4</b>	Primary school uniform
<b>McKenzie Twin 1</b>	<b>3</b>	Primary school uniform plus hoodie
<b>McKenzie Twin 2</b>	<b>3</b>	Primary school uniform plus hoodie
<b>Dirty Dan</b>	<b>3</b>	Dirty football kit
<b>Narrator</b>	<b>8</b>	Smart clothes
<b>Mrs Jenkins</b>	<b>9</b>	Smart adult clothes
<b>Mrs Potts</b>	<b>9</b>	Casual adult clothes plus apron
<b>James</b>	<b>1</b>	Primary school uniform
<b>Ali</b>	<b>3</b>	Primary school uniform
<b>Daisy</b>	<b>2</b>	Primary school uniform
<b>Charlie</b>	<b>2</b>	Primary school uniform
<b>Meena</b>	<b>1</b>	Primary school uniform
<b>Ella</b>	<b>3</b>	Primary school uniform
<b>Jean Jolly</b>	<b>9</b>	Sharp suit, hair in a bun
<b>Dudley Nightshade</b>	<b>22</b>	Mortar board cap & gown
<b>Contestant 1</b>	<b>5</b>	Casual clothes
<b>Contestant 2</b>	<b>9</b>	Casual clothes
<b>Contestant 3</b>	<b>9</b>	Casual clothes
<b>Declan O’Deary</b>	<b>11</b>	Sharp suit
<b>Simon Scowl</b>	<b>11</b>	T-shirt and chinos (pulled up high at the waist)
<b>Sherri Versace-Porcini</b>	<b>9</b>	Glamorous designer-style dress

<b>Hughie Wells</b>	<b>9</b>	Smart suit and tie
<b>Auditionee 1</b>	<b>5</b>	Primary school uniform
<b>Auditionee 2</b>	<b>7</b>	Trendy, skimpy ‘pop’ gear
<b>Auditionee 3</b>	<b>4</b>	Tweed jacket & corduroys
<b>Auditionee 4</b>	<b>2</b>	Chorister robes
<b>Mother</b>	<b>3</b>	Tweed skirt, blouse & shawl
<b>Sam Handy</b>	<b>13</b>	Overalls with super hero ‘S’ on t-shirt beneath, & hard hat
<b>Chippy</b>	<b>4</b>	Overalls
<b>Sparky</b>	<b>5</b>	Overalls
<b>Bricky</b>	<b>5</b>	Overalls
<b>Pipes</b>	<b>4</b>	Overalls
<b>Narrator</b>	<b>7</b>	Smart clothes
<b>Betty</b>	<b>5</b>	Tabard, baseball cap with ‘SWAT’ in large yellow letters
<b>Doreen</b>	<b>4</b>	Tabard, baseball cap with ‘SWAT’ in large yellow letters
<b>Gladys</b>	<b>4</b>	Tabard, baseball cap with ‘SWAT’ in large yellow letters
<b>Phyllis</b>	<b>5</b>	Tabard, baseball cap with ‘SWAT’ in large yellow letters
<b>Audrey</b>	<b>2</b>	Tabard, baseball cap with ‘SWAT’ in large yellow letters
<b>Child 1</b>	<b>2</b>	Primary school uniform
<b>Child 2</b>	<b>1</b>	Primary school uniform
<b>Child 3</b>	<b>2</b>	Primary school uniform
<b>Child 4</b>	<b>1</b>	Primary school uniform
<b>Child 5</b>	<b>1</b>	Primary school uniform
<b>Child 6</b>	<b>1</b>	Primary school uniform
<b>Miss Conduct</b>	<b>1 long speech</b>	Smart adult clothes