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PLEASE READ THIS IMPORTANT INFORMATION BEFORE PLANNING YOUR PERFORMANCE

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General Guidelines

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- 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.

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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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PERFORMANCE LICENCE APPLICATION FORM

For any performance of any part of ‘Prexit!’ to an audience other than staff and children (eg. to parents), a valid performance licence from Edgy Productions must be held. Please note, your PRS, MCPS, CCLI or similar local authority-issued licence does not cover you for this. **Unless you purchased a performance licence and/or a recording & duplication licence when you bought this production pack, please ensure you visit www.edgyproductions.com/shop/prexit to order licences at least 28 days before your first performance. Alternatively complete and return this form:**

- by post – 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:

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(no admission charged and no tickets sold)

or

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By ticking, select one of the payment options below:

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

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

PLOT SUMMARY

Scene 1 and all continuity scenes

A teacher and her class begin a heated debate about whether they should be allowed to extend their time at primary school, or whether they should accept that it's time to leave and move on. **(song – Prexit)** Both sides recall some hilarious experiences to prove their point and we, the audience, through the following snapshots of life in and out of the classroom, get to share and re-live the best bits of our time before secondary school beckoned.

Scene 2

First, we remember just how indispensable our teaching assistants are, as a hapless teacher struggles to make a confused class understand some simple maths! In a hilarious bit of role reversal we find out who really wears the trousers (or should that be latex gloves) in the classroom! **(song – Hey! T.A.)**

Scene 3

Who remembers the first time they were allowed to attend an after-school club? The promise of something exciting and 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)

Scene 4

Primary school is full of unsung heroes, not least our devoted premises officers. In this scene we join school caretaker, Sam Handy, and his skilled gang, as they consider the long and bizarre list of maintenance jobs that working in a primary school throws up. **(song – Mr Handy)**

Scene 5

It's a problem that never seems to go away, in spite of all the potions, lotions and combing that parents frantically employ.....NITS! Will leaving primary school mean an end to the scratching? **(song – The Nits Blues)**

Scene 6

An outdoor PE session in the wind and rain, when dressed only in flimsy vests and shorts, is not something children relish. How fantastic it is when teachers are willing to show a bit of solidarity and lead by example, joining them for a couple of laps of the field. **(song – PE Nightmare)**

Scene 7

Being sent to the head – something that strikes fear into the heart of every little person! What horrors lie in wait behind the door for these children who have been sent from the classroom in disgrace? **(song – I've Been Sent To The Head)**

Scene 8

Nothing sums up primary school more than the summer fete. What's not to love about it? Well, plenty, especially if you're the one in charge of running the show! **(song – Splat The Rat')**

Scene 9

In an emotional final scene, the debaters accept that the memories they have made are things to treasure forever. However, in order to grow and blossom, we need to embrace change and move forward, even though a small part of our heart will always belong in primary school. **(song – The Time I've Spent With You)**

CHARACTERS

(53 speaking parts in order of appearance)

Scenes 1, 9 and all continuity scenes

Teacher

6 children

Scene 2

Mr Harris - teacher

Mrs Cooper - teaching assistant

6 children

2 infants

Scene 3

Miss Archer, Mr Chowdhry & Mrs Baker – teachers

8 children

Scene 4

Sam Handy – superhero premises officer

Chippy, Sparky, Bricky & Pipes – the DIY team

Scene 5

Song only - see ensemble characters below

Scene 6

Mrs Ramsey - teacher

6 children

Scene 7

Headteacher

Secretary

4 children

Scene 8

PTA Chairperson

St John’s Ambulance Representative

5 parents

For a
character
line-count &
costume
suggestions
see p36

(Ensemble Characters – for featured songs and choreography)

Scene 5

The nit-comb chorus

Scene 8

Summer fete-goers, stallholders and Morris dancers



Scene 1

(As the **intro music (track 10)** plays, the whole cast enters and all sit on, around and in front of the main stage. On a smaller stage to one side, there is a table, at the head of which sits a teacher. Three children sit to her left and three to her right. Everyone is shouting!)

Teacher ORDER! ORDER! EVERYONE, I INSIST THAT WE HAVE ORDER!
(after calm is restored) Thank you. Now I know that you're all very passionate about this issue, but we won't get anywhere unless we discuss things calmly and sensibly.

Child 1 But there's no point in even having a discussion. There's nothing anybody can do about it. We're leaving and that's it!

Child 2 And what about those of us who want to remain? Surely everyone can see the benefits of us staying.

Child 3 But it's out of our hands. We're leaving – get used to it!

Child 4 But what if we don't have to. What if there was a way we could stay?

(The shouting starts again!)

Teacher ORDER! ORDER! (after calm is restored) Thank you. Look, I understand that leaving primary school is a big deal and that many of you will miss it terribly. We'll miss all of you too. But like (name of Child 1) says, it happens to us all at some point and we have to accept it.

Child 5 Exactly, so there really is nothing else to say on the matter.

Child 6 Hang on, can't we put forward our case for staying? If we can convince everyone that this is such a perfect place for us to be, we might not have to go to secondary school, at least for a few years.

Teacher Well, okay. SATs are over and we've eased-up on the workload a bit, so...why not. Let's have a debate!

Song Prexit! *Track 1 - vocal demo*
Track 11 - backing track
Lyrics p25

(The **intro music** then plays (**track 12**) and the cast leave the main stage, which is made ready for the next scene. As the music fades, the action returns to the small stage.)

Scene 2

Teacher Okay then, let's hear what you have to say.

Child 2 Right, for starters, primary school is a real nurturing place. We're helped and we're cared for a lot more than we will be at secondary school. Eleven years of age is too young to give this up.

Child 1 Yes, but by this age we should be getting more independent, y’know, working things out for ourselves. It’s how we grow up.

Child 4 But I can’t imagine not having a teaching assistant in our lessons, to help us when the going gets tough.

Child 6 Exactly! And the amazing, colourful displays they put up around the place. You don’t get that at secondary school. Or those sympathetic hugs when you’ve had a bump in the playground – it makes all the difference.

Child 3 So you’re going to have to stand on your own two feet next year. That’s a good thing, isn’t it?

Child 5 It is, but I can see their point. There were times when having another pair of grown-up hands in the classroom really saved the day...



(The harp plays (track 13) and they stare dreamily into space, as the action moves to the main stage. Six children sit at the three tables. A teacher, Mr Harris, stands before them, next to a white-board on which is written a lesson objective and a diagram of a right-angle triangle with dimensions marked on. A teaching assistant, Mrs Cooper, sits on a chair at the back, next to Child 2 and Child 3. She has a pair of latex gloves in her pocket.)

Note – the children in this and following scenes, though numbered #1, #2 etc, are different characters to those in the continuity/debate sections which precede them.

Mr Harris Today we will be learning how to find the area of a right-angle triangle. Has everyone got a worksheet?

Child 1 *(raising an arm)* I haven’t, Mr Harris

Mrs Cooper *(standing)* Would you like me to make a copy, Mr Harris?

Mr Harris If you wouldn’t mind, Mrs Cooper. *(A copy of the sheet is handed to Mrs Cooper, who exits)* Now, while we’re waiting for the photocopy, who can tell me how we find the area of a regular 4-sided shape?

Child 1 You count up the squares.

Mr Harris Well, that’s what you would do in year 2. *(Mrs Cooper returns and hands a photocopy to child 1, then sits at the back with two children)* Thank you, Mrs Cooper. Can anyone tell me how we do it in year 6? *(stony silence)* Come on, think about the dimensional properties.

All Children *(looking confusedly at each other and the audience)* The what!?

Mrs Cooper *(to children 2 & 3 at the back)* Think about the length and width.

Child 2 Ooh, yes! You multiply the length by the width! I remember.

Mr Harris Well, of course you remember now you’ve been told! Thank you for your...err.....input, Mrs Cooper. Actually, Mrs Cooper, we seem to be short of a few rulers for the practical activity.

- Mrs Cooper** *(standing)* Would you like me to fetch extras, Mr Harris?
- Mr Harris** If you wouldn't mind, Mrs Cooper *(She exits.)* Now, what calculation do we use to find the area of a right-angle triangle? *(Hands go up.)* Yes?
- Child 3** Multiply length by the width!
- Mr Harris** Aha! Caught you out! *(Mrs Cooper returns and hands the rulers to Mr Harris, then sits down.)* Thank you, Mrs Cooper. No, the dimensional properties of a triangle are dissimilar to those of its quadrilateral cousin. Why does the notion of length and width need refining when it comes to trigonometry?
- All Children** *(looking confusedly at each other and the audience)* What!?
- Mrs Cooper** *(to the children)* Why doesn't a triangle have a length or width like a rectangle or square? Think about what the word 'tri' means.
- Child 4** Ooh, I know. A triangle only has three sides, so you can't multiply its length and width together to find the area. It wouldn't work.
- Mr Harris** Well it's obvious when someone tells you, isn't it!
- Child 4** But she didn't.....
- Mr Harris** Whatever. Now, look at the board as I demonstrate how we calculate the area of a right-angle triangle. We measure the base of the triangle, then the perpendicular height to the point at which it meets the hypotenuse. By halving the base measurement and multiplying it by this perpendicular height we can generate the area. Any questions?
- (All the children look bewildered!)*
- Child 5** Could you please explain that again? What's a hi...hippopotamuse?
- Mr Harris** *(huffing)* The hypotenuse is the side opposite the angle created by the base meeting the perpendicular side.
- All Children** What!?
- Mr Harris** Oh come on! I really...*(there is a knock at the door)*....Yes, what is it?
- (Two timid infants enter, holding hands.)*
- Infants 1 & 2** Could our class please borrow your oil pastels?
- Mrs Cooper** *(standing)* Would you like me to deal with that, Mr Harris?
- Mr Harris** If you wouldn't mind, Mrs Cooper. *(Mrs Cooper takes a box from the back and gently escorts the infants off stage.)* Good, now to continue. The hypotenuse of a right-angle triangle is really the bisection of an associated quadrilateral. *(Mrs Cooper returns and sits.)*

Child 6 (on the verge of tears) Please. I don't know what you mean.

(Mrs Cooper moves to child 6 to offer comfort.)

Mr Harris Look. You halve the base of the...(another knock at the door) WHAT IS IT NOW!?

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

Infants 1 & 2 Our teacher can't make the computer work. Can you help?

Mrs Cooper (standing) Would you like me to deal with that, Mr Harris?

Mr Harris No Mrs Cooper, I'll go, I'm ICT coordinator. Right, while I'm gone you can complete the area problems on your sheets.

(Mr Harris exits with the infants. The children crowd round Mrs Cooper, begging for help!)

Mrs Cooper Ok, Ok, calm down! Come and sit on the carpet. Let's sort it out.

(The children sit on the floor in front of her, as she stands by the white board.)

Right. What's the area of this shape?

(She draws a rectangle and writes the dimensions 10 x 8. All hands go up)

All Children Eighty!

Mrs Cooper Excellent. Now look. I'm dividing the rectangle in half with a diagonal line. What have I made?

All Children Two right-angle triangles!

(At this point the Mr Harris re-enters, sees what's going on and sits at the back, watching.)

Mrs Cooper That's right! Now can you see, the area of one of the triangles is...

All Children Exactly half of the area of the rectangle!

Mrs Cooper You've got it! Now...(noticing Mr Harris)...Oh! Sorry. Would you like....

Mr Harris No no, Mrs Cooper, you carry on.

Mrs Cooper Oh. Ok. Right. So if a rectangle with a width - or base - of 8, and a length - or height - of ten, has an area of 80, then a.....

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

Mrs Cooper Excellent! Now go back to your places and try and work out the areas of the triangles on your sheet. If there are any problems just ask.

(There is another knock at the door.) Yes, come in.

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

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

(Mrs Cooper and Mr Harris look at the infants, then each other.)

Mr Harris *(standing)* Would you like me to deal with that, Mrs Cooper?

Mrs Cooper *(holding out the latex gloves)* If you wouldn’t mind, Mr Harris.

*(As the **comedy fail motif** plays (**track 14**), Mr Harris takes the gloves and exits. All stand to sing the next song.)*

Song **Hey! T.A.** *Track 2 - vocal demo*
Track 15 - backing track
Lyrics p26

*(The **intro music** then plays (**track 16**) and the main stage is made ready for the next scene. Fade the music when ready. The action returns to the smaller stage.)*



Scene 3

Teacher

Our teaching assistants are incredibly valued at this school. I totally understand why that’s a reason you’d want to stay here.

Child 1

Yes, okay, but let’s start thinking about all the benefits there’ll be in our *leaving* primary school.

Child 3

I’ve got one – after-school clubs! Just think of all the different ones we’ll be able to take part in at secondary school. So many more than if we stayed here.

Child 2

Rubbish! We get to do so much at this school. The adults give up a lot of time to provide us with a wide and varied programme of extra-curricular activities.

Child 4

That’s right. We’ll be giving up the chance to join lots of after-school clubs if we leave here.

Child 5

Oh yeah? Name them then.

Child 6

Okay, well on top of all the sports clubs like football, netball, cricket, hockey and basketball, there’s drama club, art club, gardening club....



*(S/he continues naming activities, as the **harp** plays (**track 17**) and again they stare dreamily into space. We move to the main stage, where eight children sit working at two tables, while a teacher, Miss Archer, sits at her desk, marking.)*

Child 1

I can’t wait till half past three! After-school clubs start today!

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 the after-school clubs at secondary school are nothing compared to ours.

Child 4 Have you got your permission slips? Miss Archer 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 (track 18)**. Miss Archer looks up.)*

Miss Archer 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, Mr Chowdhry and Mrs Baker enter and gather round Miss Archer’s table.)

Mr Chowdhry Well Miss Archer, where are they all?

Miss Archer Just getting changed, Mr Chowdhry. They won’t be long.

Mrs Baker They’d better not be. There’s a lot to get through. I really 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!

Mr Chowdhry It’ll be fine, Mrs Baker. 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.)

Miss Archer Firstly may I have everyone’s signed permission slips.

(The children give slips to Miss Archer, who puts them on her table.)

Mrs Baker 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, Mrs Baker! Parachuting Club! Wow!

Mrs Baker Ah...yes. Now before we start, we do have a few announcements. You’ll notice only three teachers are here. Mrs Elliot, Miss Sharma, Mrs Peters and Mr Collins are all off sick today.

Mr Chowdhry 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!

Miss Archer 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!

Mrs Baker 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.”

Mr Chowdhry 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?

(Mr Chowdhry takes eight aprons and four buckets from beneath the table.)

Mr Chowdhry *(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?

Miss Archer *(to Mr Chowdhry)* You tell them.

Mr Chowdhry *(to Miss Archer)* No, you tell them.

Mrs Baker 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?

- Mrs Baker** 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 Children**Yes....?
- Mrs Baker** ‘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!
- Mrs Baker** Well, how else do you think we’d have got you all to turn up! Now come on, those cars won’t wash themselves!

*(As the **comedy fail motif** plays (**track 19**), the children hang their heads in despair. All stand to sing the next song.)*

Song **Football, Netball, Drama, Dance**

*Track 3 - vocal demo
Track 20 - backing track
Lyrics p27*

*(The **intro music** then plays (**track 21**) and the main stage is cleared for the next scene.
Fade the music when ready. The action returns to the smaller stage.)*



Scene 4

- Teacher** Hmmm. Well, if that was your experience of extra-curricular activities at primary school, I can see why some of you are eager to leave.
- Child 3** The thing I’m looking forward to, is that secondary school will be so much bigger!
- Child 5** Yeah! We’ll have lots of different teachers for different lessons, in different classrooms.
- Child 1** There’ll be so many new people to meet. It feels like we’ve got to know everyone here now. It’s time for some fresh faces.
- Child 6** But I like the fact that we know everybody here. We’re like a family. Our friends, our teacher, the teaching assistants, the cooks, the cleaners, Mr Handy the premises officer....

(Note – if your caretaker/premises officer is female, change all references in the script and song lyrics to ‘Mrs Handy’, and change all male pronouns to female ones.)

Child 4 Oh, I’m really going to miss him. He’s so jolly and knows all our names. He’s like a DIY superstar, always fixing stuff and keeping this place running smoothly. Whenever things need sorting, he’s on hand.

Child 6 I always thought they should give him his own TV show, like that Nick Knowles fella. He could go around school taking on DIY challenges.

Teacher Ha! Our own premises officer presenting a DIY show! Well, that would be entertaining viewing.....



*(The **harp** plays (track 22) and again they stare dreamily into space. The **TV theme tune** then plays (track 23) and Sam Handy marches on 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.)*

Sam Welcome to DIY Distress, the show where I, Sam Handy, school premises officer, come to the rescue of someone in school who has a maintenance crisis. People write to me with many problems, such as a flickering bulb in a classroom, or something more serious like 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 short-listed ten letters, from which you, the viewers, will decide which is the most urgent. That one 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. *(reading a letter)* ‘Dear Sam, please would you 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, we’d be grateful if you would install another ten power sockets in the Yr 6 classroom. There are not enough for all of us to re-charge our mobile phones, which leaves many of us unable to look at Instagram 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, can you please 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, our classroom sink smells horrible! We’re sure this is because our teacher pours 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, Mo – Yr2.’
- Sam** Well Mo, 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 enjoy a good daydream during lessons 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 – 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 Nelson – Deputy Head.’

Sam Well, that’s certainly one of the most unusual requests we’ve had, Miss Nelson. 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’. Bricky, Sparky, Chippy & Pipes smack their fists like Batman)

Bricky, 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** *Track 4 - vocal demo*
Track 24 - backing track
Lyrics p28

(The intro music then plays (track 25) and the main stage is made ready for the next scene. Fade the music when ready. The action returns to the smaller stage.)



Scene 5

Teacher Ah, I have to agree, our premises officer certainly does brighten up this place, in more ways than one.

Child 5 But that’s hardly a proper reason to remain at primary school, is it?

- Child 6** Well it's better than any reason you've come up with to leave!
- Child 3** Okay, well how about this for a reason...Nits! A typically primary school problem and one of the best reasons for leaving!
- Child 1** Yes! Surely, if there's one thing that will make leaving primary school better, it's not having to deal with that little problem!
- Child 2** Errr...well...I suppose....
- Child 3** See! You can't argue against that one, can you?
- Child 4** Okay, well yes. Nits is something that I certainly won't miss. I mean, it's not necessarily the itching when they hatch, it's more the effect it used to have on my mum....



*(The **harp** plays (track 26) and a group of scratching children enters to lead the whole cast in the next song. Some of them carry cut-outs of large nit combs with the neck of a guitar, to be strummed during the instrumental sections! A Mother and child could act out the story in the lyrics as the song is sung.)*

Song **The Nits Blues**

Track 5 - vocal demo
Track 27 - backing track
Lyrics p29

*(The **intro music** then plays (track 28) and the main stage is made ready for the next scene. Fade the music when ready. The action returns to the smaller stage.)*



Scene 6

- Teacher** So, it seems that both sides are coming up with some really strong arguments for wanting to leave and wanting to stay. But you must be exhausted with all this debating. What do you say we take a break and go outside to do some PE?
- Child 2** Ah yes! PE! Now that's a reason to stay at primary school. It's the highlight of the week!
- Child 3** You're kidding, right? Standing on the field in the middle of winter in a flimsy t-shirt and shorts! At least at secondary school there's a purpose-built sports hall for when the weather's horrible.
- Child 4** But we have PE in *our* hall when it's not nice outside.
- Child 5** Only occasionally. At primary school, remember, the hall is always busy. It doubles as a dining room and a place for assemblies and for visitors to give presentations.
- Child 1** And if there's a play being rehearsed, you can never get in to do PE...



*(The **harp** plays (**track 29**) and again they stare dreamily into space. The action moves centre stage where six children are sitting on two classroom tables. They wear PE kit of vest or t-shirt, shorts and trainers.)*

- Child 1** Outdoor PE?! On a day like this?! It's blowing a gale out there!
- Child 2** What possible benefit will we get from running round the field, practically naked, in weather like that? It's crazy!
- Child 3** It's 'cause the infants are in the hall rehearsing their nativity play. I reckon it'd be better if they found an actual real stable to do it in, y'know, to make it more lifelike.
- Child 4** Yeah, then we could have the hall...like it says we're supposed to on the timetable!

(Their teacher, Mrs Ramsey, enters. She senses the mood amongst the children.)

- Mrs Ramsey** Before you say anything, I know. I don't understand why we should lose our hall time either. But the decision's been made.
- Child 5** Then why can't we just cancel PE for today, Mrs Ramsey? You'd have to be mad to go outside in those conditions.
- Mrs Ramsey** Because we're trying to get that 'healthy, active school' award, or whatever it's called. We have to show a commitment to sport in order to get more money and resources. We can't be seen to cancel PE because of a little drizzle.
- All Children** A little drizzle!
- Child 6** Please don't make us go outside, Mrs Ramsey! What about our human rights?
- Mrs Ramsey** Human rights? Don't be so silly! A bit of wind and rain never hurt anyone. Anyway, I'll be there beside you. After all, we're in this together. And if an old duffer like me can tough it out, you youngsters should have no problem. Now, go and line up against the playground wall and I'll be along in a moment. I just need to get my kit on.



*(Mrs Ramsey exits and, to the **weather** sound effect (**track 30**) the children grumpily make their way to the floor in front of the stage where they shiver, rubbing their bare arms and legs to get warm. Play the weather track until the end of the scene, quietly enough for the characters to talk over, then fade.)*

- Child 1** Well that's something I suppose. At least Mrs Ramsey's joining us in this torture.
- Child 2** That's what I admire about her – always leading by example.
- Child 3** Yeah, and she's right. If she can cope with this at her age, then we shouldn't have a problem.

(Mrs Ramsey re-enters. As she walks up to the children, their chins drop in disbelief. She is wearing a heavy winter coat, scarf, woolly hat, gloves and wellies. She carries an umbrella in one hand and a large mug in the other.)

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

(The children turn and slope off in disgust.)

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

*(As the **comedy fail motif** plays (track 31), the children return to lead the next song.)*

Song **PE Nightmare**

Track 6 - vocal demo
Track 32 - backing track
Lyrics p30

*(The **intro music** then plays (track 33) and the main stage is made ready for the next scene. Fade the music when ready. The action returns to the smaller stage.)*



Scene 7

(Back on the smaller stage, everyone is shouting!)

Teacher ORDER! ORDER! PLEASE, EVERYONE! *(after calm is restored)* Thank you. Let’s not start using insults and bad language. It’s like being at secondary school!

Child 6 Haha! Straight from the horse’s...I mean teacher’s mouth. Secondary school is worse than primary school!

Teacher Well, I’m not sure I actually said.....

Child 6 *(interrupting)* Yes, you did. You basically said that the behaviour at secondary school is shocking.

Child 2 Yeah. You basically said that discipline at secondary school is far worse than at primary.

Teacher I said nothing of the sort! What I meant.....

Child 4 *(interrupting)* You basically said that we should stay at primary school a lot longer, because primary school children are better behaved and get into far less trouble.

Teacher I did not say anything of the sort! Though I must admit that, at this school in particular, the children do have a healthy respect for authority. I wonder why that is.....



*(The **harp** plays (**track 34**) and again they stare dreamily into space. The action moves centre stage where four chairs are in a line. 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! Being a head teacher can get a bit dull and boring sometimes, so I just thought a goldfish would brighten up my office. What do you think? Lovely, isn't it?

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 she entered, as if into her office. A nervous child then enters.)

Secretary Yes, 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 (**track 35**) 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, the head's in a meeting at the moment. She'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 (**track 36**) 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! Okay, sit down with those 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 (track 37) 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 (track 38) 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 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 was always being sent to the head, 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 that 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 4 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!

(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 2 *(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 (track 39) and the children cower!)*

All 4 Children A shark? Surely not!

(The Headteacher enters from her 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 **comedy fail motif** plays (track 40) and the children return to lead the next song.)*

Song **I've Been Sent To The Head**

Track 7 - vocal demo
Track 41 - backing track
Lyrics p31

*(The **intro music** then plays (track 42) and the main stage is made ready for the next scene. Fade the music when ready. The action returns to the smaller stage.)*



Scene 8

(Back on the smaller stage, everyone is still shouting!)

Teacher ORDER! ORDER! *(after calm is restored)* Thank you. Now come on, this is getting silly! All this arguing is such a waste of a lovely summer’s day.

Child 2 And there’s another reason we should stay. Summers at primary school are always better than at secondary school....fact!

Child 4 Exactly, grown-ups are always saying that it never rained when they were young, that summers went on forever. It’s not a coincidence that their happiest memories were before they became teenagers.

Child 1 As if! Anyway, they mean the summer *holidays*, when they weren’t even at school...primary or secondary.

Child 6 Well, the summer *term* then. All the best things at primary school happen in the summer term. Take the school fete for example. It’s one of the best things about being at primary school...



*(The **harp** plays (**track 43**) and again they stare dreamily into space. The action moves centre stage. The PTA chairperson nervously paces around, holding a piece of paper, practising her speech to open the summer fete.)*

Chairperson *(breathing quickly)* Come on, you can do this! *(reading)* ‘Hello everyone, and wel...welcome to th...this year’s s...summer f... fete....’ Oh, I’m so nervous! My first year as PTA chairperson, my first school fete and I’m a complete mess! I’m not even going to be able to do my introduction speech without making a fool of myself. Come on, pull yourself together! You can do this!

(She exits. PTA members line up along the main stage. They each hold a sign or placard displaying the name and picture of a stall typically seen at a school fete. Amongst them is a St John’s Ambulance representative, at a table, with a first aid kit and a sign advertising her organisation. The chairperson re-enters and stands centrally.)

Chairperson Hello everyone! I’m Wendy Allsop, the new chairperson of the PTA. Welcome, all of you, on this sunny evening, to our annual summer fete. As well as a splendid array of stalls and attractions, we’re also very lucky to be joined this year by a representative from St John’s Ambulance, who’ll be giving first aid demonstrations all evening, so make sure you take a break from splatting-the-rat and hooking-a-duck to go and see her in action. Anyway, I do hope you all enjoy yourselves....please, please enjoy yourselves! So, without further ado, I now declare our school fete officially.....OPEN!

(She sighs with relief as the stage fills with fete-goers to sing the next song.)

Song **Splat The Rat**

Track 8 - vocal demo
Track 44 - backing track
Lyrics p32

(As the song finishes, all exit apart from the St John’s rep and the PTA chairperson.)

Chairperson Thanks again for being here. Hopefully there’ll be a few people over to see your demonstration in a bit. I’m just going to do some circulating, then I’ll be back to see how you’re getting on.

(She exits and the St John’s rep sits and waits expectantly. A parent, carrying a welly, rushes on, dragging a face-painted child who rubs her head!)

Parent 1 Oh, thank goodness you’re here! I knew the welly-wanging was set up too close to the face-painting. My baby was nearly knocked out!

St John’s Rep. Oh dear! Well, bring her over here and I’ll have a look.

(As she examines the child, another parent and child approach.)

Parent 2 *(with a child covering his eye)* Is this where we get first aid?! You’ve got to help my little Jack! I tell you, there should be notices on that coconut shy – DO NOT STAND BEHIND THE COCONUTS.

St John’s Rep. Oh dear! Right, bring him over here and I’ll have a look when I’ve....

Parent 3 *(entering with a child whose hand is stuck in a jar)* Quick! Quick! You’ve got to help! I told her you have to *guess* how many sweets are in the jar, not actually stick your hand in, but does she listen? Now it’s stuck!

St John’s Rep. Erm, right. Ok, I’ve got to deal with this person first, then I’ll be.....

Parent 4 *(entering with a child sucking his thumb)* I think he’s going to lose his thumb! He should have been told that you hit the rat with the stick as it comes down the pipe, not grab it and then start beating the daylights out of it while you’re still holding it! Can you help him?

St John’s Rep. I’ll do my best, but he’ll have to wait his turn while I deal with.....

Parent 5 *(entering with a child in tears)* She won’t stop crying! It’s that stupid tombola you see. She chose a winning ticket and got her prize, fine, but it only turns out to be this same Malibu Barbie that we donated in the first place! Look at her, now she’s hyper-ventilating! Please help!

St John’s Rep. Ok, look, it’s getting a bit crowded and I haven’t even seen to my first patient yet. I’ll have to ask you all to wait while I try.....

(The chairperson rushes on. She looks at the queue of patients in dismay!)

Chairperson It’s true then! They said this was the most popular stand at the fete, but I thought they meant because people were interested in *learning* first aid, not because they *needed* it! What a disaster! This is the worst school fete ever, and I’m in charge! I knew I wouldn’t last ten minutes in this post. It’s an absolute catastrophe. It’s....it’s.....

*(She faints backwards into a parent’s arms as the **comedy fail motif** plays (track 45). The **intro music** then plays (track 46), all exit and the main stage is made ready for the next scene. Fade the music when ready. The action returns to the smaller stage.)*



Scene 9

(Back on the smaller stage, everyone is quiet.)

Teacher What, no more shouting? Are you all debated-out? Well, I must say, that got very lively at times. I did enjoy it though – I love the chance to re-live the good times.

- Child 3** Me too. And do you know what, I’ve changed my mind. I don’t want to leave.
- Child 5** Neither do I. Just talking about all the things we’ve done here, the experiences we’ve had, the characters we’ve met...it makes me want to stay forever.
- Child 1** Or for a few more years at least. Just until we’re ready...properly ready to go to secondary school.
- Child 2** Well, funnily enough, I’ve changed my mind too. The memories we’ve made here are lovely, but you guys were right...it’s time to move on.
- Child 4** I agree. Nobody will ever take away those memories, but we’re going to make new ones, with new people in a new school. You know what, it’s quite exciting when you think about it.
- Child 6** Of course it’s sad to say goodbye, but everything we’ve done here has prepared us so well for the next part of our lives. It’s the right thing to do, to take all that this school has given us and build on it.
- Child 2** And it’s okay that we feel sad. It shows just how special our time here has been. And it has been really, *really* special.
- Teacher** *(dabbing her eyes with a hanky)* Oh goodness me, look at what you’re doing to me. I’m not surprised though – it’s the same every year. Saying goodbye to those that are leaving us is always difficult, but seeing how each of you has grown and blossomed makes it all worthwhile. Now go and do wonderful things, all of you. Embrace the future, enjoy the challenges, make good choices and you won’t go far wrong. And once in a while, remember the time we’ve spent together here....and smile.

Song

The Time I’ve Spent With You

Track 9 - vocal demo
Track 47 - backing track
Lyrics p33

THE END

Prexit!

Chorus *We're heading for a 'PREXIT'!
The time's arrived and we are on our way!
A primary school exit,
But do we want to leave
Or do we want to stay?*

Verse 1 *If there's one thing we've learned of late,
There's always two sides in every debate.
The lines are drawn, it's getting tense,
There'll be no sitting on the fence!*

Chorus *We're heading for a 'PREXIT'.....*

Verse 2 *Well, some of us are clinging on,
And others accept it's time we were gone.
So how do we unite each side
And reach across the great divide?*

Chorus *We're heading for a 'PREXIT'.....*

Repeat Chorus

Repeat *We're heading for a 'PREXIT'!*

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'



Hey! T.A.

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

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

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

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

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

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

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



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!*



Mr Handy

(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 Nits Blues

Verse 1 I woke up this morning and sat up in bed,
With something itching at the back of my head.
This follicle invasion’s
Gonna give my mother apoplectic fits.
But she’s gonna have to get used to it,
Her pride and joy has caught a dose of nits.

Verse 2 I’m led to the bathroom, and thrown in the shower.
I’m not allowed out for at least three-quarters of an hour.
She scrubs and scrubs and scrubs
Until my head feels like she’s ripped it to bits,
’Cause she’s mortified that anyone
Would know her little baby’s got nits.

Verse 3 I’m pulled to the bedroom, still soaked to the bone.
Then the woman who’s s’posed to love me
Produces the comb!
She’s scraping like a soul possessed,
Like a demon at the end of her wits.
And she’ll never rest in peace until
The apple of her eye is free from nits.

(Guitar solo, during which a giant nit-comb, with the neck of a guitar, is brandished in true rock-star style!)

Verse 4 At school Monday morning, the parents are at the gates,
And a look of horror’s spreading right across her face.
’Cause according to the tittle-tattle
Our family is considered ‘the pits’.
I’ve started an epidemic,
I’ve gone and given everybody nits!



PE Nightmare

Verse 1 The weather’s quite inclement,
It’s cold and blustery.
A wet and windy day,
And there’s torture on the way
’Cause we’ve got ‘outdoor’ PE.
It’s like a time-bomb’s ticking
As we wait to hear the call...
“Come on, Get changed! Quick march! Line up
Outside against the wall!”

Verse 2 We’re waiting for the stragglers
Who say they’ve lost their kit.
We shiver and we shake,
And we quiver and we quake
’Cause the wind’s picked up a bit.
As we turn blue, our teacher
Finds it so hard not to gloat,
While we’re in flimsy vests and shorts
She wears her winter coat!

Verse 3 We jog twice round the field,
A ‘warm-up’ as it’s known.
That’s such a stupid phrase,
And it’s really not the case
’Cause we’re frozen to the bone!
We’re jumping over puddles
And the spots where dogs have ‘been’,
While trying, without much success,
To keep our trainers clean.

Verse 4 The nightmare now is over,
At least until next week,
When I will bring a note,
Which I’ll say the doctor wrote,
Diagnosing my flat feet!
But then a spanner’s thrown
Into this cunning little scheme.....
The teacher’s made me captain
Of the school cross-country team!



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!



Splat The Rat

Verse 1

Look at the sky, it's blue and bright.
We chose today, our choice was right.
Everybody busy as bees,
Organising activities.
Will we be ready on time? It's gonna be tight!
We're here as one to have some fun,
An afternoon spent in the sun.
So come on down and don't be late.
Join us here at our annual summer fête!



Chorus

*You can splat the rat or hook a duck,
On the tombola try your luck,
Call in at the coconut shy
If you're passing by.
Count the sweeties in a jar,
Wang a welly really far,
Have a go and then maybe do it all again!*

Verse 2

Well, if you want a little bite,
The barbeque is now alight,
Over by the beer tent –
I think that's where my father went,
And if he's given the chance, he'll be there all night!
A lively, loud and happy crowd,
The PTA has done us proud!
So come on down and celebrate,
Welcome all to our annual summer fête!

Chorus

You can splat the rat or hook a duck.....

Shout out

HEY! HOW ABOUT A BIT OF MORRIS DANCING!

Instrumental

The Morris Dancers perform a routine! Of course you can have alternative dancing (maypole or line dancing etc) which can be introduced with a shout out. If you don't have dancers, simply have some fete-goers mime taking part in some of the activities.

Chorus

You can splat the rat or hook a duck.....

Repeat

Have a go and then maybe do it all again!



The Time I’ve Spent With You

Verse 1 We could try to hold back time,
And enjoy what’s secure and familiar.
We’d all like to stem the tide,
And hold on to what we know.
Well that’s understandable,
Just look at what surrounds us;
One big family
With loving arms around us.

Chorus *Oh, growing means never standing still,
We’ve got to keep moving.
But I promise you this, I never will
Forget the time I’ve spent with you.*

Verse 2 I guess we could easily
Turn a blind eye to what’s round the corner,
And not dare to think of where
We’ll be in a year or two.
’Cause it’ll take all the strength we’ve got
To wave goodbye to
A place that has given us
The future we must fly to.

Chorus *Oh, growing means never standing still....*

Middle 8 Eyes wide and a smile on every face,
With every head held high we take
A deep breath, and we make that leap of faith,
Hearts full as we leave this special place.

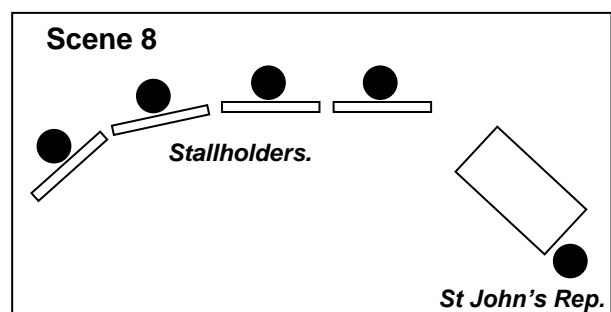
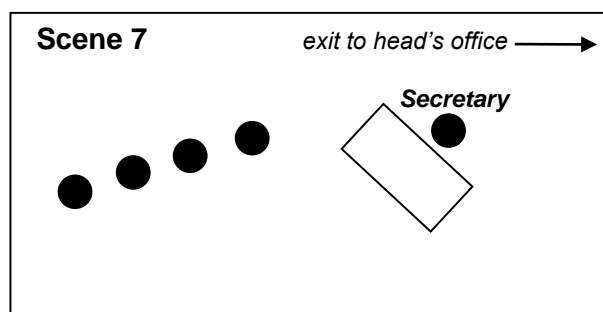
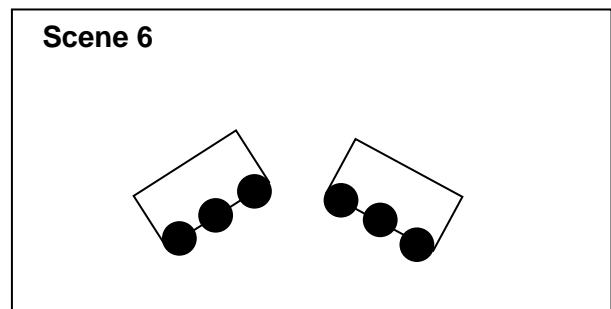
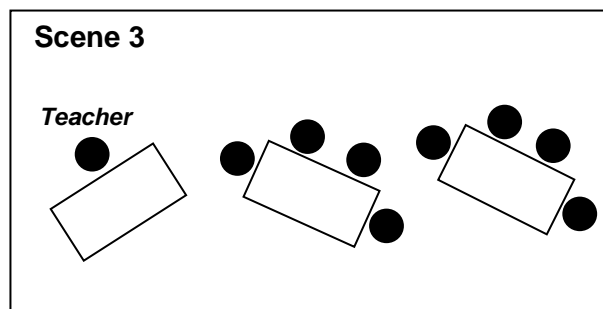
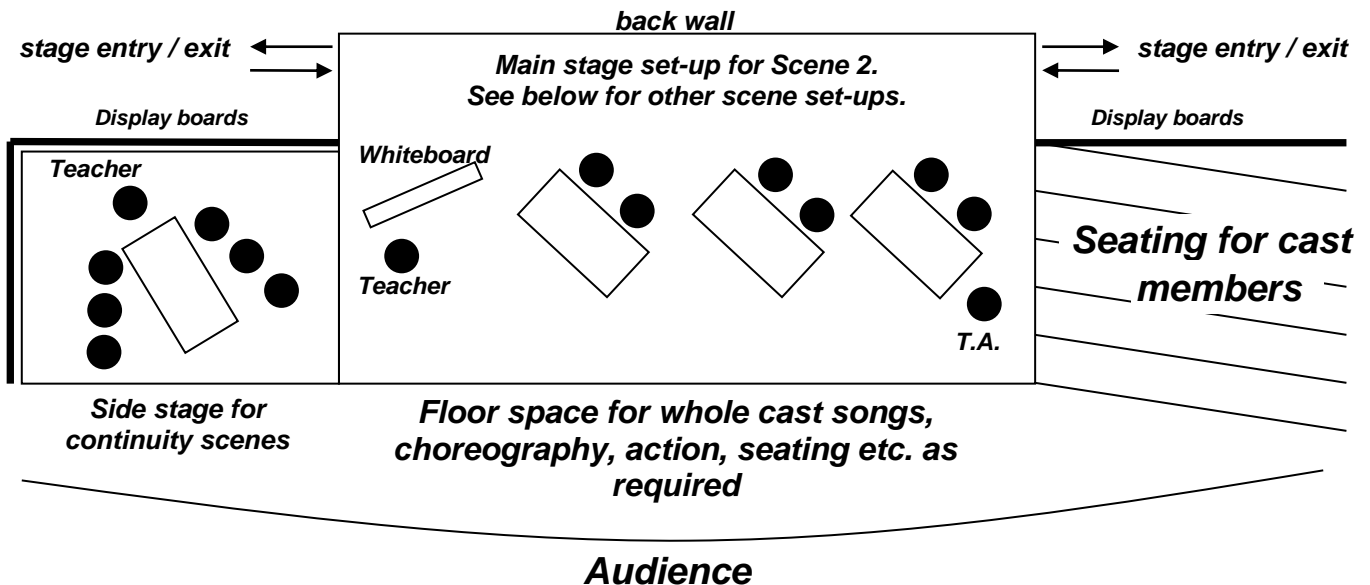
Chorus *Oh, growing means never standing still....*

Repeat Chorus



STAGING AND PRODUCTION SUGGESTIONS

‘Prexit’ 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.



NB – no furniture required for Scenes 4 or 5.

- **Scenery** – We recommend you use our digital backdrops, projected on the wall behind your stage or displayed on your hall's interactive whiteboard – see our website for details. Alternatively, create a mural on your back wall and on display boards either side, with children's artwork depicting scenes from school life dealt with in the script, with a large title 'PREXIT' at the centre. You could perhaps have enlarged A3 photos of each child and make these the main focus of your display.

- **Furniture** – All that is required in the way of furniture is standard classroom tables and chairs.
- **Props** - listed by scene
 - Scene 1** – N/A
 - Scene 2** – A pair of latex gloves, a portable whiteboard and pen, 6 worksheets, 6 rulers and a box of oil pastels or crayons.
 - Scene 3** – Books on classroom tables, 8 paper slips, 8 aprons and 4 buckets.
 - Scene 4** – 10 folded letters, tool box, a stepladder, lengths of timber, piping and electric cable.
 - Scene 5** – Over-sized nit combs with the neck of a guitar.
 - Scene 6** – N/A
 - Scene 7** – A goldfish (not real) in a goldfish bowl, a laptop and a secretary’s in-tray on the table.
 - Scene 8** – Signs, A-boards, and/or sandwich boards showing the names and pictures associated with stalls seen at typical school fetes, to be carried or worn by the PTA members. A welly, a clear plastic jar big enough to get a hand into, a first aid kit, a sign with the St John Ambulance logo, a Barbie doll and morris-dancing paraphernalia if choosing to do a morris dance.
 - Scene 9** – N/A
- **Costumes** – for detailed costume suggestions, see page 36.
- **Use of Space** – The whole cast will probably want to be involved in the performance of most of 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. A seating area for resting performers could be allocated to one side of the stage. This lets them enjoy the performance as part of the audience, allows easy movement on and off the stage, and of course eliminates the need for back-stage supervision.
- **Content** – You can personalise your performance by adding characters, and re-writing any parts of the script to make them more appropriate to your particular school. Different songs that the children know and enjoy could replace, or be added to those on the track list. Don’t feel restricted; make the show your own.
- **Audience seating** – The audience could be in one block facing the stage, or maybe in two blocks separated by an aisle wide enough for perhaps the entrance of some characters from the back, or to allow some of the drama and choreography to be performed on the floor.

NB - a spoken line is defined here as each time a character speaks, usually between 1 & 5 lines of text.

Character	No. of spoken lines	Costume Suggestions
Teacher	15	Smart adult clothes
Child 1 (<i>sc1 and cont. scenes</i>)	8	School uniform
Child 2	9	School uniform
Child 3	8	School uniform
Child 4	9	School uniform
Child 5	7	School uniform
Child 6	10	School uniform
Mr Harris	15	Smart adult clothes
Mrs Cooper	13	Smart adult clothes
Child 1 (<i>scene 2</i>)	6	School uniform
Child 2	5	School uniform
Child 3	5	School uniform
Child 4	6	School uniform
Child 5	5	School uniform
Child 6	5	School uniform
Infant 1	3	School uniform
Infant 2	3	School uniform
Miss Archer	5	Smart adult clothes
Mr Chowdhry	6	Smart adult clothes
Mrs Baker	8	Smart adult clothes
Child 1 (<i>scene 3</i>)	4	School uniform, then ball gown
Child 2	5	School uniform, then dinner suit – bow tie and tails
Child 3	5	School uniform, then overalls and crash helmet
Child 4	5	School uniform, then bee-keeping overalls and hat
Child 5	4	School uniform, then wetsuit, face mask and scuba tank
Child 6	3	School uniform, then chef's whites, hat and apron
Child 7	4	School uniform, then furry-hooded coat, gloves and goggles
Child 8	5	School uniform, then parachute backpack, helmet and goggles
Sam Handy (<i>scene 4</i>)	13	Overalls with super hero 'S' on t-shirt beneath, & hard hat
Chippy	3	Overalls
Sparky	4	Overalls
Bricky	4	Overalls
Pipes	3	Overalls
Mrs Ramsey	5	Smart adult clothes then coat, hat scarf & gloves
Child 1 (<i>scene 6</i>)	3	School uniform
Child 2	3	School uniform
Child 3	3	School uniform
Child 4	2	School uniform
Child 5	2	School uniform
Child 6	2	School uniform
Headteacher	4	Smart suit
Secretary	11	Blouse, jacket and skirt
Child 1 (<i>scene 7</i>)	6	School uniform
Child 2	7	School uniform
Child 3	6	School uniform
Child 4	6	School uniform
PTA Chairperson (<i>scene 8</i>)	4	Summer dress and name badge
St John's Rep	5	Paramedic outfit
Parent 1	1	Adult summer clothes
Parent 2	1	Adult summer clothes
Parent 3	1	Adult summer clothes
Parent 4	1	Adult summer clothes
Parent 5	1	Adult summer clothes