

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.

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

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

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

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

Tel: 01858 288081

Email: info@edgyproductions.com

PERFORMANCE LICENCE APPLICATION FORM

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

- by post – see website www.edgyproductions.com for current address
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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)

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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)

Prices subject to change after 31/08/2024

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

Characters And Plot Summary

- a scene-by-scene overview

You may not want to perform this musical in its entirety – it has been written to allow you to choose as many or as few scenes and songs as you want, without the storyline being affected. Below is a guide to each scene’s characters and plot to help you with your decision. Continuity sections have been written specifically to introduce and link each scene, though you may wish to personalise this aspect of the show with your own memoirs of the specific areas of school life covered.

Note - if you have a small cast, there are enough smaller speaking roles so that some children can ‘double-up’ and take part in more than one scene.

Scene 1 & all continuity sections

Four friends meet in the park before ‘induction’ day at their new secondary school. With only a few days left at primary school and then the summer holidays to prepare for the next chapter in their lives, they are a little nervous about the changes ahead of them. (***song – The Next Big Step***). Through this and each continuity section, they discuss fondly different aspects of primary school life, and introduce us to some of the entertaining characters and events that have made it such a special part of their lives.

Characters: Chloe, Isobel, George and Harry.

Scene 2

Whether at home or at school, it seems that children just can’t help making a mess! (***song – Born To Make A Mess***). For one class, their PE lesson will not be allowed to go ahead until the cloakroom and classroom floors have been made spotless. However, maybe their teacher could also benefit from a small lesson in personal organisation and tidiness!

Characters: Teacher, 6 Children.

Scene 3

Although secondary school seems like an exciting (if daunting) prospect, life at primary school is far from boring. In fact it’s sometimes like being in a soap-opera! (***song – Oh What A Drama!***). Forget the ‘Vic’, the ‘Woolpack’ or the ‘Rovers Return’, playtime at the fruit and milk ‘bar’ is where the action is!

Characters: Terry, Trish, Andy, Stacey, Cassie, Gary, Sally, The McKenzie Twins and Dirty Dan.

Scene 4

We rely on our policemen and firemen to be brave and fearless in the face of danger, but how do such big strong men cope when visiting a school to address an assembly of fidgety infants? (***song – Infants Are Scary***). Suddenly burning buildings and armed robbers don’t seem so bad!

Characters: Headteacher, 2 Policemen, 2 Firemen and some Infants.

Scene 5

Unfortunately, these days, football matches between school teams can sometimes be spoiled by aggressive behaviour, intimidating language and thoroughly un-sportsmanlike attitudes.....and that’s just from the parents on the touchline!

(***song – Football Mums And Dads***)

Characters: 4 Mums, 4 Dads and a Referee.

Scene 6

Whether it’s Top Trumps, Moshi Monsters or football stickers, playtime is when children’s collections of the latest ‘in thing’ are shared, swapped and squabbled over. (**song – *The Latest Craze***). Yet it’s surprising between whom the biggest squabbles occur!

Characters: 6 children, 2 Teachers and the Head.

Scene 7

Before the awkwardness and confusion of their teenage years, there are some noticeable peculiarities in the way boys and girls behave towards each other, and amongst themselves, whilst at primary school! (**song – *Boys And Girls***). Here are a few examples to make you smile!

Characters: A Foundation-stage Boy and Girl, Year 2 Boys and Girls, a Teacher, Year 4 Boys and Girls and a Year 6 Boy and Girl.

Scene 8

With more and more fun activities being banned from the playground because of health and safety issues, (**song – *Ride Our Bikes***) can a wholesome game of conkers be played without fear of devastating injury? With the support of the parents, one brave headteacher is willing to find out!

Characters: 4 Parents, 4 children and the Head.

Scene 9

In this final, reflective scene the children are full of enthusiasm for the adventures that await them as they wave goodbye to primary school, but they are mindful of and thankful for the wonderful start in life that it has given them. The final song (***We’ll Shine***) is a celebration of this, and provides an emotional and uplifting finale to the show.

Characters: The whole cast.



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THE NEXT
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Scene 1

*(As the **intro music** plays (track 10) the cast members enter and take their seats to the side of and/or in front of the main stage. Fade the music when all are in position. On a separate smaller stage to the right is a representation of a park, with a bench positioned centrally – see staging suggestions/scenery & furniture. Chloe sits on the bench. She wears her primary school uniform and nervously clutches her school bag.)*

Chloe So, today’s the day we go to look round our new school....our new secondary school, or ‘big’ school as Mum insists on calling it. We’ll meet the teachers, find out which form groups we’ll be in, sample a couple of lessons and, because it’s such a massive place, probably get completely lost!

(George and Isobel enter, also dressed in primary school uniform and carrying bags/rucksacks. They sit on the bench.)

Isobel Hi Chloe! Great idea to meet in the park so we can all go together. I’d be scared stiff walking through those school gates on my own.

George Scared? Not me, Isobel, I can’t wait! It’s going to be fantastic starting secondary school. I heard they’ve got vending machines and that there’s chips on the lunch menu every day!

Chloe *(sarcastically)* What more could you ask for, George?! I think there’ll be more to secondary school than that.....*(nervously)* a lot more!

(Harry enters, wearing an over-sized, ill-fitting secondary school uniform – a huge blazer, shirt, trousers and badly-tied school tie. He carries a briefcase.)

George Blimey Harry! What have you come as? It’s not fancy dress day you know!

Harry I told Mum we had to go in our primary school uniform, but she insisted I put on my new secondary school one! So I did, then she got all weepy and went on about how her little boy is ‘all grown up’!

Chloe But it doesn’t even fit you!

Harry I know, but Mum says I’ve got the summer to grow into it.

Isobel Well, if the summer holidays were six months long you might just manage! But it’s only six weeks! Six weeks, plus a few more days left at primary school, to get ourselves ready for the next big step.....

Song The Next Big Step *(track 1 & 11, lyrics p25)* *(Whole cast)*

*(The **intro music** then plays (track 12) and everyone resumes their seats for the next scene. Fade the music when ready.)*

Scene 2

Chloe Secondary school is going to be a real shock to the system. I’ve heard we’ll get at least five hours of homework every night!

Isobel And what about the timetable? Having to go to different rooms at different times, for different lessons with different teachers!

George It’ll be a breeze. It’s all about learning self-discipline. You know, getting organised, having books ready the night before, making sure we take our PE kit in on the right day...that kind of thing.

Harry I won’t manage all that! I’m too used to having everything done for me. Mum complains that I can’t even keep my bedroom tidy!

Isobel Well, you’re going to need to learn quickly! I can’t see our new teachers letting us get away with being disorganised and untidy.

Harry That’s exactly why I’m going to miss primary school so much. There just seems to be a more relaxed approach to that sort of thing.

All Are you kidding.....!

(The action moves to the main stage. Six children, in PE kit, sit at two tables, three to a table. On the floor around them are items of school uniform, newspaper sheets, pens, paintbrushes, paint pots etc. A teacher’s desk is at one side of the stage, cluttered with as many coffee cups as it can take, books, papers, jars of pencils, her coat and scarf etc. The teacher enters and stands on the opposite side of the stage to her desk.)

Teacher Have you seen the state of that cloakroom out there? We are not starting our PE lesson until all bags and coats are hanging on pegs.

(The children sigh and exit the stage, walking past the teacher who shakes her head disapprovingly. They quickly return and sit down again.)

Child 1 All bags and coats on pegs, Miss. Now can we do PE?

Teacher *(peering off-stage)* What about all those outdoor shoes lying around?

(The children sigh and exit the stage again. They quickly return and sit down.)

Child 2 All outdoor shoes tidied away, Miss. Now can we do PE?

Teacher *(peering off-stage again)* Hmmm. Well it’s a bit of an improvement I suppose. However, it looks like a bomb’s landed in *here*! All the art material from last lesson seems to have found its way onto the floor!

(The children sigh again and pick up the newspapers, pens, paint pots etc and take them off stage. They quickly return and sit down again.)

Child 3 All art material in its proper place, Miss. Now can we do PE?

Teacher Well now.....I’m looking down at the floor and wondering why I still can’t see it! Could it possibly be because it’s covered in school uniforms, which should be neatly folded on your tables?

(The children sigh again and try to fold their clothes....with little success! The teacher watches their attempts, tutting!)

Child 4 All clothes folded, Miss. Now can we do PE?

Teacher That’s what you call ‘folded’ is it? I bet that’s not what you do when you tidy up your clothes at home.

Child 5 *(confused)* I don’t understand, Miss. Tidy up our clothes at home? Isn’t that a grown-up’s job?

Teacher Did you really just say that?! Oh my word, you’re in for such a shock when you get to secondary school. If you don’t quickly learn some sense of responsibility and self-discipline, you’ll find it pretty tough going!

Child 6 But surely being a bit untidy isn’t the end of the world, Miss?

Teacher Of course it is! If you can’t keep yourself and your personal space well-organised then you’re on a very slippery slope. It’s important you understand that.

Child 6 We understand, Miss? Now please can we do PE before our hall time runs out. They’ll be setting up for lunch in there soon.

Teacher Well, if you’re sure that message has sunk in, then yes, I suppose we can start PE now. Right, you line up while I fetch my whistle.

(The children line up on the same side of the stage by which they have been exiting and re-entering. The teacher crosses to where her desk is. There then follows a comical few moments as she desperately searches through the mess for her whistle! Coffee cups clatter to the floor, as do the pencils, the exercise books and the papers etc! She throws down the coat and scarf in a heap on the floor as the search continues. She gets increasingly frustrated as the children watch her, shaking their heads.)

Child 4 Miss, they’re getting the lunch tables out. We’ve missed our PE time!

(The teacher is too distracted by her search to be at all bothered.)

Teacher What? Oh....right....errr....in that case you can just go outside and run five times round the field. I’ll be out in a moment.....

(The children sigh and exit. As they leave the teacher looks up and shouts after them...)

TeacherAND DON’T GET MUD ON YOUR PLIMSOLLS!

*(The **intro music** immediately plays (track 13) and everyone gets into position for the next song. The children and teacher stand centre-stage. Fade the music when ready.)*

Song Born To Make A Mess *(track 2 & 14, lyrics p26)* *(Whole cast, led by the teacher and her class)*

*(As the **intro music** plays (track 15) everyone resumes their seats and the main stage is set up for the next scene. Fade the music when ready.)*

Scene 3

- Chloe** Do you know what’s really bothering me about leaving primary school? It’s starting again at the bottom, being the smallest.
- Isobel** Me too. There’ll be all those older, bigger kids charging around, pushing us out of the way.
- George** Well, I can’t wait to start mixing with teenagers! It’ll be great! They get up to all sorts; things we’ve never dreamed of! It’ll be way more exciting than what goes on at primary school.
- Harry** What do you mean, George? We’ve had our fair share of excitement over the past few years. Sometimes, I tell you, being at primary school is just like being in a soap-opera.....

(The soap theme tune plays (track 16). The main stage still has the two classroom tables and chairs from the previous scene. In place of the untidy teacher’s desk there is another classroom table, 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 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!

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 a table, whispering. 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. 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.

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? Well now I’m back, and you’re on my patch.

Twin 2 Maybe we can come to some arrangement Dirty Dan. Let’s talk.

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. Let’s see what you’re 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 **theme tune (track 17)**. The rest of the cast take their places for the next song. Fade the music when ready.)*

Song Oh, What A Drama! *(track 1 & 18, lyrics p27)* *(Whole cast, led by the ‘soap’ characters.)*

*(As the **intro music (track 19)** everyone resumes their seats and the main stage is cleared for the next scene. Fade the music when ready.)*

Scene 4

Chloe Won’t it be strange being in a school without infants. Us lot, 11 year-olds, will be the youngest people around. No 4 year-olds in sight!

Isobel Even though we’ll be the little ones, at least we’re now ‘house-trained’ and capable of tying our own laces!

Harry Errr.....actually, I’m still learning! *(undoing then redoing the Velcro straps on his shoes)* Velcro, you see! Wonderful stuff!

Chloe I’ll miss seeing infants about the place. They’re so cute and adorable.

George *(sarcastically)* Yeah, right! What about their ability to make grown men tremble in fear.....?

(A headteacher enters centre stage, followed by two firemen and two policemen, all four wearing helmets – see staging suggestions/costumes)

Head I must thank you gentlemen, and tell you how thrilled we are that you’ve kindly come to lead our infants’ assembly, and talk to them about the very demanding jobs you do. They’re all so excited!

Fireman 1 It’s a pleasure. It’s nice to meet the community we serve and protect.

Head That’s marvellous. Now if you’d just like to wait here, I’ll go and see if the little ones are ready for assembly.

(The headteacher exits. What follows is the four men trying to impress and out-do each other with talk of their macho exploits!)

Policeman 1 So, you guys had a busy week? I tell you, it’s been non-stop for me. I’m glad I’ve got the morning off to come and do this.

Fireman 2 I know what you mean. Already this week I’ve single-handedly rescued five entire families from burning homes.

Fireman 1 *(flexing)* You know, it’s a good job we’re regulars at the gym. If it wasn’t for my upper body strength I couldn’t do my job. It’s gruelling.

Policeman 2 Well early Tuesday morning, after only two hours sleep, I was called to an armed-robbery. I had six massive blokes disarmed, cuffed and down the station within twenty minutes.

Policeman 1 Yeah, well I was on traffic duty last week. I clocked a BMW at 150, so off I went in pursuit. With my superior skill behind the wheel, I had him cuffed and down the station within *fifteen* minutes.

Fireman 1 Yeah, well the other day I was first on the scene at a ten car pile-up. By the time the ambulances and police got there, I had twenty people cut free from the wreckage, sitting on the verge drinking tea.

Policeman 2 Yeah, well last Saturday United were playing at home and two hundred away fans went on the rampage in the town centre. Now, I didn’t sort it on my own, but thanks to our martial arts training five of us had all of them cuffed and back at the station before kick-off.

Fireman 2 Talking about training, we had a session yesterday. We had to crawl on the floor of a burning building, with no mask or oxygen, through thick black smoke, retrieve ten life-size dolls, and get them out in thirty seconds flat. I did it in 27.75 seconds.

Fireman 1 Which is why, like you said, now and again it’s nice to do something relaxing....like this.

Policeman 2 Exactly. It’s good to come to places like schools and see how the other half lives. I mean, no disrespect, but teachers have got an easy time of it.

(They all nod as the headteacher, carrying a story book, leads in a group of infants, who sit fidgeting at the front of the stage, backs to the audience, facing the five adults. The firemen and policemen immediately stand closer together for support, looks of fear appearing on their faces. They remove their helmets from their heads and position them ‘protectively’, like footballers in a defensive wall facing a free-kick! They fiddle with their collars, wipe sweat from their foreheads and blow their cheeks, while anxiously looking at the seated infants. NB – the head’s following lines could be written as cues on the book cover as s/he has quite a few to say.)

Head Good morning children.

Infants *(in typical, loud assembly response)* Good morning Mr/Mrs/Miss Jones. Good morning everyone. *(The four men jump at the first ‘Good morning’!)*

Head Now, we’re very lucky to have some special guests here today. They are very brave men who do very dangerous jobs. Can anyone at the front guess who they are?

All Infants POLICEMEN AND FIREMEN! *(The four glance nervously at each other.)*

Head Yes. So without further ado, I’ll hand you over to them. Gentlemen?

(The four nervously take a pace back, the terror more evident on their faces as they look at the children. They nudge, as if to encourage each other to take the lead, but none of them is willing. They take deep breaths and continue to wipe their brows and tug their collars. The infants start fidgeting and chatting.)

Head *(confused)* Gentlemen? Gentlemen? Errm, OK. Perhaps, children, you have some questions you’d like to ask our guests. *(All hands go up and the infants bounce excitedly on their bottoms.)* Yes, Katie.

Infant 1 How fast can you go in your fire engine?

(The policemen sigh in relief as the firemen look in terror at the prospect of having to communicate. A private ‘You say it / No, you say it’ conversation with eyes is quickly carried out between the two. No answer is given.)

Head *(stepping in)* Well, errm, very fast I’d imagine. Isn’t that right gentlemen. *(They nod thankfully.)* Any more questions? *(Again, all hands go up and the infants bounce excitedly on their bottoms.)* Yes, Christopher.

Infant 2 My daddy says a policeman will come and take me to prison if I don’t brush my teeth properly. Is that true?

(This time the firemen sigh in relief as the policemen look in terror at the prospect of having to communicate. The same private ‘You say it/No, you say it’ conversation with eyes is carried out between the two. No answer is given.)

Head No, of course that’s not true. Now, errm, gentlemen, *(trying to hurry the awkward situation along)* to finish off, could you each choose a child to sit on your knee for a photograph....for our website, you know.

All infants *(excitedly)* ME! ME! PICK ME etc.

(The pain on the men’s faces becomes even more pronounced.)

Head Gentlemen would you each like step forward to pick someone? *(Fear has petrified them.)* Gentlemen?.....Gentlemen?

(The men take one more terrified glance at the infants. They swallow hard and look at each other, then.....)

All four LEGGIT!

(They scramble off in panic leaving the head open-mouthed in disbelief.)

Head Right, errm. OK. In that case I suppose I’d better read you the story I was going to read after our guests had finished. Are you sitting comfortably? Good. I’ll begin. Once there was a policeman and a fireman, and they were very, very brave.....

(The intro music immediately plays (track 20) and everyone gets into position to sing the next song. Fade the music when ready.)

Song Infants Are Scary *(track 1 & 21, lyrics p28)*

(Whole cast, led by the infants.)

(As the intro music plays (track 22) everyone resumes their seats. Fade the music when ready.)

Scene 5

George Do you know what I’m really looking forward to at secondary school? Playing proper 11-a-side football on a full-sized pitch with full-sized goals.

Isobel Will there still be matches against other schools?

Harry Well, if there are I’m certainly not trying out for the team.

Chloe Why not Harry? You’re a really good goalkeeper.

Harry Well, it’s not the football itself that’s the problem; it’s the parents that come to watch the matches. Some of them can get a bit....well....
....over-enthusiastic. At least that’s my experience playing for the school team this past year.

Isobel Really? How do you mean.....?

(Two mums and two dads enter and stand one side of centre stage, wearing shirts, scarves and hats of their children’s team colours. On the other side stand two mums and two dads supporting another team and wearing their colours. They agitatedly look out onto the pitch - the audience - and at each other, with stern faces.)

- Dad 1** (of team 1) Should be an easy win today. (sneering) Look, the other lot have got a girl playing for them.
- Dad 2** (of team 1) Well I’ve had my Jimmy in training for weeks now. I’ve got him on one of those high protein diets.
- Dad 3** (of team 2) Should be an easy win today. Look, the other lot have got some really small kids playing for them.
- Dad 4** (of team 2) Yeah. And I told Johnny if they don’t beat them by three clear goals I’m taking his Playstation off him.
- Mum 1** (of team 1) COME ON ST PETER’S! YOU COULD HAVE THIS LOT FOR BREAKFAST!
- Mum 2** (of team 1) SHOW THAT SHOWER WHAT YOU’RE MADE OF!
- Mum 3** (of team 2) Listen to that lot. Ha! We’ll show ’em. COME ON THORNBURY C of E! GET STUCK IN!
- Mum 4** (of team 2) YEAH! GIVE IT SOME WELLY! (A whistle blows) Ooh! Here we go.
- All** COME ON! / GET IN THERE! / TACKLE HARD! etc etc.
- Dad 3** Did I mention that he’s going for trials at City? He gets his talent from me you know. I was a decent player in my time.
- Dad 4** Me too. I nearly got shortlisted for possible trials at United when I was eight. Bad injury though, you know how it is.
- Team 1 Mums & Dads** REFEREE!
- Mum 1** Did you see that? The dirty little beggar took my boy’s legs away.
- Mum 2** If that happens again I’ll be on the pitch to give that one a thick ear.
- All** COME ON! / GET IN THERE! / TACKLE HARD! etc etc.
- Dad 2** Dear me! Your boy should have passed to my Jimmy instead of trying to score himself.
- Dad 1** Give over! He’s got a better right foot than your lad. GO ON MY SON! YOU SEE A CHANCE YOU GO FOR IT!
- Team 2 Mums & Dads** REFEREE! PENALTY, SURELY!....(the whistle blows).... THANKYOU!
- Dad 3** Ok. Here we go.... What?! They’re letting the girl take it! NO! DON’T LET HER TAKE IT.
- Dad 4** YOU CAN’T LET A GIRL TAKE A PENALTY! Oh no. I can’t watch.

Team 2 Mums & DadsYEAAAAAH!

Dad 4 See. I knew she’d score. (*chanting*) ONE NIL, ONE NIL, ONE NIL,
ONE NIL!

Team 1 Mums & Dads COME ON YOU LAZY GOOD FOR NOTHINGS! /
CALL YOURSELVES FOOTBALLERS / PULL YOUR
FINGERS OUT! etc etc.

Team 2 Mums & Dads (*chanting at Team 1 Mums and Dads*) YOU’RE NOT
SINGING, YOU’RE NOT SINGING, YOU’RE NOT
SINGING ANYMORE!

Mum 4 COME ON THEN! LET’S MAKE IT TWO!

Team 1 Mums & Dads REFEREE! ARE YOU BLIND OR WHAT?!

Dad 1 PENALTY REFEREE! WHAT’S UP WITH YOU? (*the whistle blows*)

Team 1 Mums & Dads YES!

Team 2 Mums & Dads WHAT? YOU MUST BE KIDDING! THE REFEREE’S
A CHEAT! THE REFEREE’S A CHEAT!

Dad 2 ~ Look. He’s got a red card out. He’s coming this way. What’s going on?

(*A referee walks through the audience. S/he stands in front of the mums and dads and
holds up the red card.*)

Referee YOU’RE A DISGRACE! ALL OF YOU...(blowing the whistle)...CLEAR OFF!

(*As the **intro music** immediately plays (track 23) they exit disgruntled. They then re-
enter in a prominent position as everyone gets ready for the next song. Fade the music
when ready.*)

Song Football Mums And Dads (*track 1 & 24, lyrics p29*) (*Whole cast, led by the Mums and Dads*)

(*As the **intro music** plays (track 25) everyone resumes their seats and the main stage is
made ready for the next scene. Fade the music when ready.*)

Scene 6

(*Harry is examining a set of Top Trumps cards.*)

Chloe What have you got there Harry?

Harry Oh, just my latest set of Top Trumps. It’s the ‘super cars’ collection!

George You’re not really taking those today, are you? Isn’t that sort of thing
a bit babyish for secondary school?

Harry Do you think so? I’ve got Moshi Monster cards in my bag!

Isobel I’d definitely keep those hidden today Harry!

Chloe I wonder whether kids in secondary school are into all that kind of thing. Maybe not Moshi Monsters so much, but, you know, swapping football stickers and things like that?

Isobel I don’t know, but you certainly notice it a lot at primary school.....

(The action moves to the main stage, which has again been set up with two tables to represent a classroom. Six children are seated, huddled together and murmuring. A teacher, with his/her back to the children is writing on a whiteboard.)

Teacher 1 So, then we ask ourselves what is the largest number that will go into both the denominator and the numerator. If we divide.....
(noticing the chatting and turning round)....Ahem! Why are you chatting?

(All the children sit up straight, concealing things behind their backs.)

Child 1 Errm...We ...were...errm...just discussing the... errm...dominator and errm...alligator.... whatever they’re called!

Teacher 1 *(suspiciously)* Hmmm. Well please wait until I’ve finished talking.

(As s/he turns back to the board the children start chatting again.)

Now, the largest number that the denominator and numerator can be divided by is six. So let’s...*(noticing the chatting but this time turning round more quickly than before, catching the children looking at stickers)...*
Football stickers! Right, hand them over. *(The children reluctantly hand the stickers to the teacher.)* Come on, and the ones you’re sitting on too.

Child 2 No, please, not my Steven Gerrard! He’s really hard to get hold of! I’ve spent nearly £20 trying to get a Gerrard!

Teacher 1 *(taking the sticker)* Tough! Right, it’s playtime. Outside all of you and don’t bring any more of those silly things back into the classroom.

(They exit and the teacher sits at one of the tables looking at the stickers. The children move to the floor in front of the stage, representing the playground. They gleefully take more stickers from their pockets and huddle together. Another teacher, wearing a coat and carrying a mug, patrols nearby. An argument erupts between the children.)

Child 3 That’s the Rooney that’s gone missing from my bag! Give it back!

Child 4 It’s mine! I swapped it with an infant for a Torres and a Ronaldo!

Child 5 You didn’t! I saw you take it out of her bag on the way out to play. And you still owe me a Rooney for the Joe Hart I gave you last week.

Child 4 *(to child 5)* What? I gave you a Rooney yesterday. You just want another to swap with that Year 3 kid who’s got an extra Suarez!

(All six children start grappling over the stickers. The teacher rushes over to intervene.)

Teacher 2 Stop this nonsense at once! Right, give all those stickers to me...all of them....and the hidden ones. *(taking the stickers)* Now in you go and wait outside the staffroom. I’ll deal with you later.

(The children exit and the teacher joins his/her colleague in the classroom. The two sit opposite each other at a table.)

Teacher 2 Look how many football stickers I’ve confiscated from your class!

Teacher 1 What are they like? I took over a hundred from them during maths!

(Both shake their heads then casually glance at their stickers. Each tries to see what the other has whilst being secretive of their own. They fan them out like playing cards and start sorting them into groups! Each is nonchalantly trying to give the impression that the stickers mean nothing, but we can feel the tension rising, until.....)

Teacher 2 *(unable to contain him/herself)* So what have you got then?

Teacher 1 *(excitedly)* I’ve got swaps of Ferdinand, Terry and Van Persie!

Teacher 2 *(about to burst)* I’ll swap you two Lampards for the Van Persie!

(The two squeal with joy and continue to exchange swaps. The Head enters.)

Head Why are there six children outside the staffroom? They’re all in tears and..... *(noticing the stickers)* Ooooooh! Have you got swaps!? *(taking a handful of stickers out of his/her jacket pocket and excitedly sitting down)* Has anyone got an Ashley Cole? I can swap a Teves for it!

Teacher 2 No, but I’ve got a Rooney. It’ll cost you more than a Teves though!

Head Hang on, I’m missing a Rooney! Did you steal that from my desk?

Teacher 2 No I did not! I confiscated it just a moment ago!

Teacher 1 How come you never offered me that Rooney!

(They chase each other off, nearly knocking over the children returning to the room.)

Child 6 Did you see that? Arguing over football stickers! How silly! Football Stickers are so ‘yesterday’s news’. *(holding up a pack of Top Trumps)* Look what I’ve got!

All Children WOW! TOP TRUMPS!

(The intro music immediately plays (track 26) and everyone gets into position to sing the next song. Fade the music when ready.)

Song The Latest Craze *(track 1 & 27, lyrics p30)*
(Whole cast, led by the ‘collecting’ kids and teachers.)

(As the intro music plays (track 28) everyone resumes their seats and the main stage is set up for the next scene. Fade the music when ready.)

Scene 7

George There is one bit about secondary school that I’m not too keen on.

Isobel What’s that then, George?

George Well, it’s a bit embarrassing really. It’s just all that soppy girlfriend-boyfriend nonsense that seems to go on! It terrifies me!

Harry My older brother’s got a girlfriend and now he’s gone all weird! He’s never off his mobile phone and he always stinks of Dad’s aftershave!

Chloe I suppose all that sort of thing isn’t really a problem when you’re still at primary school. Well, at least when you’re very little.....

(The action moves to the main stage where a sand tray, a selection of dolls, some toy cars and a painting easel are positioned around. Two foundation-stage children enter and stand to one side – see staging suggestions/costumes. The four friends carry on speaking from the side stage, adding narration to the action on the main stage.)

Chloe I mean, when you’re five years old you don’t care who or what you play with. Girls and boys are happy doing loads of stuff together, and it’s all really innocent....

(The two young children move from one activity to the next, playing happily together. Once they have finished finger painting on the easel, they hold hands and exit, smiling, with lots of ‘Aaaaahs’ from the seated children and the audience.)

Isobel Yeah, but things start changing pretty quickly. At playtimes, for example, in Year 2, I don’t remember wanting to have very much to do with the boys. Their games always seemed a bit...well...rough!

(The play items are cleared from the stage. Two boys enter and stand on one side. A ‘playtime on-duty’ female teacher enters at the other side with a girl holding her left hand and looking up adoringly at her. Because the teacher holds a cup of tea in her right hand, another girl has to be content holding her right arm. The teacher has difficulty getting the cup to her lips due to the clingy girl and looks slightly annoyed!)

Boy 1 *(to Boy 2)* Let’s play war!

(The two act out shooting and bombing manoeuvres, then karate and wrestling moves with vocal sound effects of punches landing. Boy 1 then gets Boy 2 in a strangle hold!)

Boy 2 I don’t want to play this anymore. Let’s go and find some sticks!

(They exit. The teacher tries to drink from her cup, but the ‘cling-ons’ make it difficult.)

Teacher Wouldn’t you two rather go and play a game....somewhere else?

(The girls shake their heads and continue to look up at her adoringly!)

Teacher It’s nearly time for the bell. Wouldn’t you like a quick run around?
(The girls shake their heads) Ooh look! What’s that over there?

(As the girls turn to look in the direction the teacher has indicated, she makes a break for it. The girls hold hands and skip off after her.)

Harry By Year 4 I don’t think I could stand to be within 20 metres of a girl.
We had absolutely nothing in common.....

(Two Yr 4 boys enter with a football and stand to one side of the stage, whilst on the other side two girls swing a rope for a third to jump over.)

Boy 1 Look at that lot over there. Skipping is such a waste of time.

Boy 2 Yeah. It’s so boring.... and so are girls.

(They proceed to pass the ball backwards and forwards, backwards and forwards....)

Girl 1 Look at that lot over there. Football’s so boring....and so are boys.

(They carry on their skipping game, chanting a skipping rhyme.)

Girls Boys stink, boys suck, boys are just a pile of yuck!
Boys are ugly, boys are thick, boys make us feel sick! *(They all exit.)*

Isobel But then by Yr6, something strange began to happen.....

(A Yr 6 boy and girl stand awkwardly either side of the stage. The girl crosses over and hands the boy a note, then retreats to her side. The boy reads the note aloud.)

Boy Dear Luke, I really, really like you. Will you go out with me? Please put a tick in the ‘Yes’ or ‘No’ box. I really hope you tick the ‘Yes’ box. I also like Jamie but not as much as I like you. Love from Jessica. *(to the audience)* Then she’s put 144 kisses.

(The boy scribbles a reply and hands it to the girl, then retreats to his side. She reads it.)

Girl Dear Jessica, I like you too and yes, I will go out with you. Now we are going out this doesn’t mean we can ever actually spend time together. You can’t talk to me at playtime in front of my mates when we’re playing footie, and don’t phone me at home ’cause my mum says I’m too young to have girlfriends. If you don’t agree to all these things I will have to dump you. Love from Luke. No kisses.

(They both cross to the middle, but avoid each other’s eyes.)

Boy So....errrr....we’re going out then, yeah?

Girl ’Spose so.

Boy Wicked.

*(They turn and quickly exit in opposite directions. The **intro music** plays (track 29) and everyone gets into position for the next song. Fade the music when ready.)*

Song Boys And Girls *(track 1 & 30, lyrics p31)*

(Whole cast)

*(As the **intro music** plays (track 31) everyone resumes their seats and the main stage is cleared for the next scene. Fade the music when ready.)*

Scene 8

Isobel Hey, guess what. I’m allowed to ride my bike to school in September!

Harry Really? I’ve only just convinced Mum to take the stabilisers off mine!

George Do you reckon, now that we’re older, grown-ups will relax a bit more about all that health and safety stuff? For example, I hope we’ll be able to play conkers at secondary school? Or do you think it’ll be banned like at primary school?

Chloe I don’t know, but my big sister and her friends got a right telling-off at school for throwing snowballs last winter, so maybe.

Isobel And that tree on the field was cut down recently, ’cause kids were climbing it and the teachers were scared someone was going to fall?

George Adults! What are they like? On the one hand they moan that we’re always on our computer games, then when we actually get off our bottoms to do other stuff they worry that it’s too dangerous!

Chloe My dad reckons kids are too soft these days and we should be encouraged to take risks, like when he was young. ‘What’s the worse that could happen,’ he says.....

(The action moves to the main stage. Four parents enter, each holding the hand of their child. Parent 4, a mum, pushes a pram. They all stand centre stage and start fussing over their respective children. Child 1 plays with a DS game.)

Parent 1 Give me that DS! You know you’re not allowed to bring it to school anymore. Now, have you got your book bag and your dinner money?

Child 1 *(handing over the DS)* Yes. And please don’t kiss me!

Parent 1 And look, here’s your conker. I threaded it last night. Have a lovely day, and I’ll see you at 3.30.

(The child exits swinging the conker on its string.)

Parent 2 Now, I’ll be here to collect your sister after school, but not you. You’re going home with Jo to have tea at her house. I’ve told her mum you mustn’t have dairy products and that we only ever give you wholemeal bread. And don’t stroke their cat – you’ll get a rash.

Child 2 *(edging away)* Yes, I know. Can I go now please?

Parent 2 Have you got your conker?

Child 2 *(swiftly exiting swinging a conker)* Yep. See you later.

Parent 3 Now I’ve done your homework for you. Make sure Mrs Davies marks it today, not next week. I know what she’s like. And bring it back home afterwards then I can check she’s marked it properly.

Child 3 Have you got my conker?

Parent 3 Of course. Here it is. It’s been baking in the oven all night. You’re bound to win the tournament with that. Right, see you after school.

(The child exits swinging the conker)

Parent 4 *(frantically searching in her bag and in the pram)* Oh! I can’t find your packed lunch box! Oh, and your trip money! *(double-taking at the pram)* The baby! Where’s the baby!

Child 4 Mum, it’s ok. I have school lunches, remember. You paid my trip money last week, and gran’s looking after the baby. Calm down!

Parent 4 Yes, yes, of course. Dear me, what am I like. Oh no! Didn’t you say you needed a conker today? I’ve forgotten your conker! Oh dear!

Child 4 *(taking one from her pocket)* Mum, it’s OK. I’ve got it here. Now remember, you’ve got a doctor’s appointment at ten, you’re meeting Auntie Sue for lunch, you’re picking up the baby at two thirty and I’m coming home on the bus, so you don’t need to come back here. Right, I’m going in now. Have a nice day.

(The child exits swinging her conker and the adults gather for a parental chat.)

Parent 1 I must say I was glad to hear that the school’s banned those DSs. It’s hard dragging my Sam away from the wretched thing at home, without him spending playtimes at school glued to it as well.

Parent 2 Well according to the newsletter it’s all part of this new healthy schools initiative. They’ve stopped serving chips at lunchtime, they’ve set up a walk-to-school campaign, and have introduced ‘traditional’ activities to occupy the children in place of those dreadful computer games.

Parent 3 And about time too. I’m glad they’ve organised things like that hopscotch competition and this conkers tournament? Proper games like we used to play. I’ve been practising with my lad all week!

Parent 4 Newsletter? I didn’t get a newsletter? Or did I? Was it a yellow one or a white one? Did I stick it to the fridge door? Oh dear me!

Parent 1 You must have got it. Your Alice had a conker with her, remember?

Parent 4 Did she? Oh yes, that’s right. Thank goodness.

Parent 1 I’m all for this healthy schools initiative. Children need to be active. It’s just not good for them to be sitting on their bottoms all the time, watching TV or playing those daft computer games.

Parent 2 I’d go as far as to say it’s dangerous. Think of the harm it does to their bodies just sitting there for hours on end.

Parent 3 I agree. We should be getting them interested in good old fashioned games and a bit of healthy competition.

Parent 1 It’s encouraging to know that, as well as educating our children, the school’s now providing wholesome and enriching activities for their free time. Oh look, it’s nearly 9.30! I can’t stand here chatting. Must be off. See you all at 3.30.

All Oh yes / Things to do / I’ll be late for work / See you after school / Have a good day etc.

*(They all exit. Shortly after a **school bell** rings (**track 32**) signifying the end of the school day. The parents enter again, stand centre stage and greet each other.)*

Parent 4 Now was I supposed to be here to collect her? Oh, dear me I can’t remember. Perhaps I should be at the bus stop!

Parent 3 I wonder how the conkers tournament went. I hope he won. He’d better have won, with all the tips I gave him.

Parent 2 It doesn’t matter who won. It’s just good to know they’ve been outside in the fresh air at playtime..

Parent 1 Yes indeed. Healthy body, healthy mind, that’s what I say. Ooh look, here comes the head.

(The parents turn to see a very nervous headteacher enter.)

Head Errm. Hello everybody. I was just wondering...if...I...erm... could have a quick word before the...erm...children come out.

(There is confused muttering from the parents.)

We had...erm...a conkers tournament this lunchtime, as part of our...erm ... initiative to...erm...encourage children to take an interest in... erm...more wholesome and *(speech marks with fingers)* ‘better-for-you’ outdoor playtime activities. You remember? As was stated in the last newsletter?

All Yes?

Head Errm...well, I must just say that the children thoroughly enjoyed themselves....erm...but it appears we misjudged how wholesome and...erm...good for you a game of conkers actually is.

All What do you mean?

Head I’m really sorry!

(S/he makes a sharp exit as the children walk back on stage. Each and every one is wearing bandages on their fingers, a sling and a cotton wool eye patch! Teeth are missing and there is blood on their t-shirts. The parents gasp.)

Parent 1 Oh my baby! What have they done to you!?

Parent 2 Darling, is that you!? Look at your face!

Parent 4 Oh my goodness!

Parent 3 Well? Did you win?

All children (*awkwardly mumbling through sore mouths*) We’ve got letters.

(*The children hand each parent a letter. The parents read them out loud together.*)

All parents ‘Dear Parents, at school today your child suffered a slight bump to the head. Should your child complain of a headache, nausea or soreness it is advised you consult your GP. Thank you.

(*The parents look at each other in disbelief.*)

Parent 1 A slight bump to the head! Look at them all!

All parents ‘PS – Please be aware of our *new* policy regarding the bringing of unsuitable playtime games. With immediate effect, the pursuit of dangerous pastimes such as conkers is banned at school. Instead, we recommend children bring in games that are more in keeping with our healthy schools initiative..... such as DS games!

(*The intro music immediately plays (track 33) and everyone gets into position to sing the next song. Fade the music when ready.*)

Song Ride Our Bikes (*track 1 & 34, lyrics p32*) (*Whole cast*)

(*As the intro music plays (track 35) everyone resumes their seats. Fade the music when ready.*)

Scene 9

Harry (*looking at his watch*) Look at the time! Come on you lot, we don’t want to be late. We might get into trouble.

Isobel So this is it then! The next chapter in our lives is about to begin! My tummy’s doing somersaults!

George Relax Isobel. We’re only having a look around today. We’re just visiting.

Chloe That’s right. Remember we’ve still got a few days to go at (*insert name of your school*). And do you know what, I’m going to make the most of every single minute I’ve got left there.

Harry Me too. Just talking about it has made me realise how much I’m going to miss it. I really don’t think I want to leave.

George Well you can’t stay there forever! Anyway, it’d be a waste of that lovely new uniform you’re wearing!

Isobel Don’t tease him George. I know what he means. It is exciting, the thought of moving on, but I’ll never forget what a great time we’ve had at *(insert name of your school)*. There’s a part of me too that wishes we didn’t have to leave.

(They sit for a moment, smiling to themselves. The backing track to the final song starts.)

Chloe *(standing)* OK you guys, deep breath, shoulders back.... and lets go and see what the next few years have in store for us. Come on....

Song We'll Shine *(track 1 & 36, lyrics p33)*
(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’

The Next Big Step

Chorus *It's the next big step on an open road,
It's a new chapter in our lives,
It's a leap into the great unknown,
And the time to take it.....has now arrived!*

Verse 1 So, here we are and here we stand,
The end of an era is close at hand.
We've had some fun, it's been a blast,
But our big farewell has come at last.
These summer holidays are really gonna fly,
We've only got six weeks to learn to knot a new school tie!

Chorus *It's the next big step.....*

Verse 2 We've learned to write, and how to read,
And all the times-tables we'll ever need,
What life was like in World War 2,
How forces pull and push on you.
We faced those dreaded SATs but handled them with ease,
Now there's a five year wait until we take GCSEs!

Chorus *It's the next big step.....*

Middle 8 Yes, we're a little scared
Of what is lying in wait,
As we take our nervous first step
Through that 'big school' gate

Chorus *It's the next big step.....*



Born To Make A Mess

- Verse 1** Born to make a mess!
Sorry, it's our destiny
To cause grown-ups distress.
We're not cut out for 'clean and tidy'!
Ok, we could help
And put some toys away – there's nothing to it.
However, it's easier
To sit and watch a grown-up do it!
It's just nature, we know it frustrates ya.
There's no cure, no pill to take,
Yeah, every child was born to make a mess!
- Verse 2** Born to make a mess!
Mummy, we don't really mean to
Put you under stress
When you give our rooms a seeing to!
So once in a while,
If there's a threat to stop our pocket money,
We'll put some effort in
And make our beds, now ain't that funny!
It's just nature, we know it frustrates ya.
There's no cure, no pill to take,
Yeah, every child was born to make a mess!
- Verse 3** Born to make a mess!
Take, for instance, our games kit.
When we get undressed
To do PE, it's like a bomb's hit!
And there on the floor,
Along with felt tip pens and squashed oil pastels,
We drop our socks and tee shirts –
What a bunch of scruffy rascals!
It's just nature, we know it frustrates ya.
There's no cure, no pill to take,
Yeah, every child was born to make a mess!
It's just nature, we know it frustrates ya.
There's no cure, no pill to take,
Yeah, every child was born to make a.....MESS!



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.*



Infants Are Scary

Verse 1 They’re creepy critters, 3 feet tall,
Who seem to get everywhere.
Shoes on the wrong feet, gloves on strings,
And Pritt-Stick in their hair.
The garbled tongue in which they speak
Is alien to me,
It’s proof that they’re all creatures from
Another galaxy! Oh.....

Chorus *Infants are very extraordinary,
They’re a breed apart.
Everyone be wary, ’cause infants are scary,
They’ve got spooking down to a fine art.*

Verse 2 The lunchtime din they generate
Is like a volcanic eruption,
As they wield their knives and forks
Like weapons of mass-destruction.
And when they’re done the call goes out
For dustpan, mop and brush,
Because their food’s gone everywhere
Apart from in their mush! Oh....

Chorus *Infants are very extraordinary.....*

Verse 3 Well words like ‘sit’ and ‘still’ aren’t part
Of their vocabulary,
And periods of peace and quiet
Are only temporary.
And when they’re asked to share a favourite toy
They weep and wail,
Their tantrums shattering the calm
Just like a force ten gale! Oh....

Chorus *Infants are very extraordinary.....*



Football Mums And Dads

Verse 1 We stand on the touchline feeling tense
Like wound-up rubber bands.
We heckle the opposition’s defence
To get the upper hand.
This means more than anything,
It’s straight to bed without their tea if they don’t win!

Chorus *Come on son, get the job done,
Do what it takes to get the game won!
Come on lads, forget the shin pads,
You gotta be tough like
FOOTBALL MUMS AND DADS!*

Verse 1 It’s nearly half-time and they’re three nil down,
Call this a football team?
They don’t play like Wayne Rooney plays,
They play more like Coleen!
Time to get dirty, tug those shirts,
The ref’s not looking so kick ’em where it hurts!

Chorus *Come on son, get the job done.....*

Bridge Oi! Wake up Referee!
He’s offside! Penalty!
Show the red card, that tackle was late!
Something’s wrong with your whistle, mate!

Instrumental

Chorus *Come on son, get the job done,
Do what it takes to get the game won!
Take the knocks, pull up your socks,
If you go down, go down in the box.
Get stuck in, land one on the chin,
Anything goes so long as you win.
Come on lads, forget the shin pads,
You gotta be tough like
FOOTBALL MUMS AND DADS!*



The Latest Craze

Verse 1 A five pound note is burning a hole in my pocket
I’ve got the urge to spend, and I can’t stop it!
Wanna be the first to get
The full and complete set
Of the latest craze that’s gone on sale today.

Verse 2 * Moshi Monsters, fake tattoos and stencils,
Fluffy things that you stick on the end of your pencils.
Yo-yos have come and gone,
Remember Pokémon?
The latest craze has gone on sale today.

*(Instrumental during which the children pair up to swap/squabble
over the items – or others – mentioned above.)*

Pop star magazines, Harry Potter figurines,
The latest craze has gone on sale today.

Verse 3 A week’s gone by and we need a new direction,
’Cause everybody’s bored with their collection.
So our priority
Is the adverts on TV....to find out
What’s the latest craze on sale today.

* As this song ages, the ‘collectibles’ mentioned in the lyrics will change. Feel free to replace with current, fashionable items.



Boys And Girls

Verse 1 When we were in nappies, not very long ago,
Pre-molars and incisors had just begun to grow.
So blissfully ignorant of what was coming next,
Then we started school and had to mix
With the opposite sex!

Chorus *Well boys will be boys and girls will be girls,
And never the twain shall care,
Until, that is, we reach the dizzy heights of year 6,
Then it's all downhill from there!*

Verse 2 For infants it's easy, they still don't have a clue
Of dangers which await them in just a year or two!
Afternoons spent happily just playing in the sand,
And a game of 'catch' at morning break
Never gets out of hand!

Chorus *Well boys will be boys.....*

Instrumental *(during which girls and boys dance awkwardly together!)*

Verse 3 But now we are older, it's different than before,
A smile across the classroom, it means a little more.
(Girls) 9 o'clock we 'fall in love', by 10 we're 'going out',
(Boys) But they're dumped at lunchtime 'cause we'd miss
Our lads' kick-about!

Chorus *Well boys will be boys and girls will be girls,
And never the twain shall care,
Until, that is, we reach the dizzy heights of year 6,
Then it's all downhill, well it's all downhill,
Yes it's all downhill from there!*

(More awkward dancing followed by bows and curtsies to finish!)



Ride Our Bikes

Verse 1

Way back before we were so concerned with ‘health and safety’,
We did much more of those risky things we love, but lately
They’ve all been banned, been shelved and canned
In case we get a bruise or
We bump our heads or scratch our legs.
But left alone we’d choose to.....

Chorus

*Ride our bikes, and...yikes! Even try with no hands!
Go for broke at breaststroke not wearing armbands!
Graze our knees up trees, and take the knocks!
And run about without our shoes and socks on!*

Verse 2

It used to be that a snow ball was not frowned upon,
We would happily take one on the chin then carry on.
We’d skid over ice and pay the price
With frozen hands and feet but
Full of fresh air, we didn’t care.
It felt like such a treat to.....

Chorus

Ride our bikes.....

Verse 3

Oh how we long for a break-time playing British Bulldog,
And ‘all pile on’, piggyback jousting, a game of leapfrog.
And if we come a cropper someone’s there
To rub it better.
Don’t mind the pain, join in again,
Take home a ‘bumped-head’ letter.

Chorus

Ride our bikes.....



We'll Shine

Verse 1 And so the time's arrived
To say our last goodbye.
We'll leave this stage and turn the page
To a new chapter in our lives.
Yes we know our hearts are gonna break a little
And tears may be shed,
But we're looking at a new horizon,
A glittering future lies ahead.

Chorus *And we'll shine like the stars that we are.
We'll seize the day and make our way,
And we'll fly in a clear blue sky
But won't lose sight of where it all began.*

Verse 1 With every step we take
With every choice we make,
We'll try our best, enjoy success,
And we'll learn from each mistake.
Yes we know that waiting just around the corner
There are hills to climb,
But you've given us a strength of spirit
To reach the summit every time.

Chorus *And we'll shine.....*

Mid. 8 And to this special place
Of which we've been a part,
We want to say a great big 'thank you'
From the heart.....

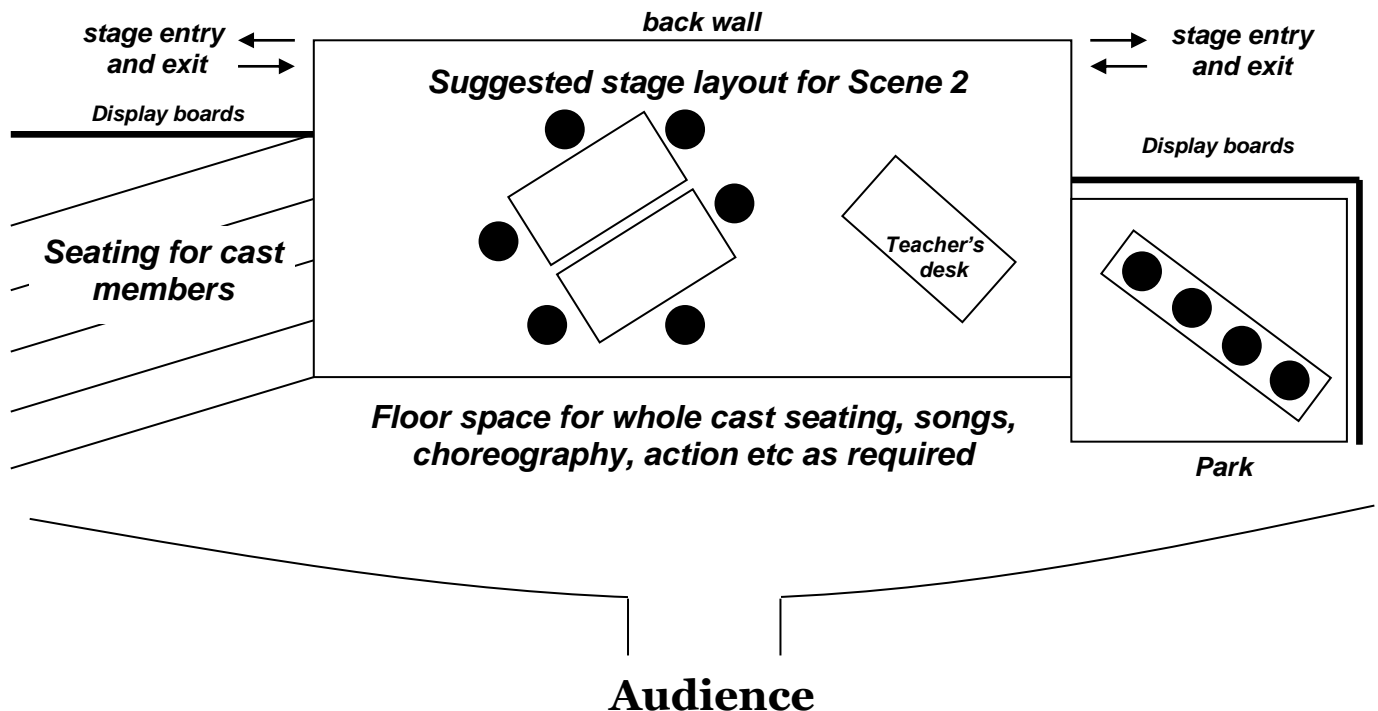
Chorus *And we'll shine.....*

Repeat Chorus



STAGING AND PRODUCTION SUGGESTIONS

We suggest a staging layout similar to this, which will allow all the cast to be on view all the time, and to be heard during all the songs. Actors and groups seated to the side will easily be able to move into and out of prominent positions for their featured songs, dialogue or choreography. For the entrance and exit of individual characters, space can be made behind display boards either side of the main stage or a ‘channel’ can be created through the audience.



- **Scenery and furniture** - On the display boards behind the smaller stage, paint scenery to represent a park, with a slide, swings and climbing frame. Alternatively, a small ‘play’ slide and swing-set could be on this stage if you have room. A simple trestle bench could be used for the continuity characters to sit on, or they could simply stand and lean against the slide and swings if you have them. The back wall behind the main stage could display large letters spelling out ‘The Next Big Step’ or whatever name you choose to give to your production. Large paintings depicting memorable scenes and characters from school life, or those referred to in the script, would be in keeping with the theme of your production. Alternatively.....



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THE NEXT
BIG STEP

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

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- **Props** - To keep things simple, all props are things that can be found in and around school, or at home in most cupboards and on most shelves.
Scene 2: scatter the floor with jumpers, trousers, skirts, tee-shirts, newspaper, paintbrushes etc (as described in the script) and create the messiest teacher’s desk imaginable with the items mentioned, in particular lots of coffee cups!
Scene 3: a table cloth, a basket of real or plastic fruit, cartons of milk, supermarket carrier bags, a pair of trainers, a pack of felt-tip pens, a copy of Heat and OK magazines, a ruler and two pea-shooters. **Scene 4:** a story book. **Scene 5:** a whistle and a referee’s red card. **Scene 6:** a whiteboard, two sets of Top Trumps and lots of football stickers. **Scene 7:** a sand tray, a painting easel, dolls, toy cars, a football, a skipping rope and some notepaper. **Scene 8:** a pram, a DS game, four conkers on strings (use brown modelling clay if no conkers are available) and newsletters.
- **Costumes** - As with the props, costume requirements have been kept to a minimum. Those playing children should simply wear normal school clothes, while those playing teachers or parents should take inspiration from their own families and the staff at school. An over-sized secondary school uniform for Harry can be sourced from an older sibling, or simply use an adult’s black blazer, shirt and long trousers – the bigger the better! The firemen and policemen should wear black trousers and short-sleeved white shirts with dark epaulettes. Their helmets can be the ones found in dressing-up boxes. To make them look macho, pad out their shoulders, add some chest hair poking out of their open collars and give them false moustaches. The football mums and dads should wear team shirts under open coats and wave scarves of similar colours. If possible they could wear team-coloured bobble hats. The referee need only wear a tracksuit. Infant boys in scene 7 should wear shorts and infant girls should wear skirts and have their hair in pig tails. The older children can be dressed progressively more ‘casual’. Slings, eye-patches and finger/hand bandages will be needed by the children at the end of scene 8.
- **Content** - You can personalise your performance by adding or changing character names, and re-writing any parts of the script to relate more closely to the things that happen within your particular school. You may find your children and staff are inspired to recall and write about other humorous or memorable events and characters from their own experiences. This production is perfect for incorporating your own creative ideas. Different songs that the children know and enjoy could replace, or be added to those on the track list. Don’t feel restricted – make the show your own.
- **Audience seating** - Finally, we suggest the audience be seated at tables (cabaret style), and encouraged to bring drinks and nibbles of their choice. If this is being performed as a leavers’ concert, a relaxed party atmosphere will really make the evening go with a swing, and give parents, staff and children something to remember for a long time. Please email, phone or write to us if you have any production queries at all, and we’ll be more than happy to help.

As we recommend with all our leavers’ productions, keep your tongues firmly in your cheeks and above all have fun!