

Scene 1

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*(As the **opening theme tune** plays (track 9), presenters Grant and Bex enter and stand centre-stage. They have towels/capes round their necks and are having their faces powdered by two makeup artists, Millie and Mandy. Four or five other stage crew, with headphones and clipboards, busy themselves. The backdrop shows the recognised show title of 'I'm A Celeb...' As the theme tune fades, the director approaches.)*

Director Grant, Bex, are you about ready, my lovelies? We're going live any moment! Clear the floor everyone!

(Millie and Mandy pull the capes from round the presenters' necks and, with the stage crew, exit. Grant and Bex are each handed a clipboard – they have quite a lot to say throughout the show and their lines can be written as cues on their clipboards.)

Director *(backing off-stage)* Okay, and we are live in 5, 4, 3... *(miming 2, 1 and exiting)*

Grant Hello everyone, and welcome back to the jungle for this year's 'I'm A Celeb...

Bex *(interrupting)* No, Grant. Didn't you get the memo?

Grant Memo? What memo?

Bex *(flicking through pages on clipboard)* Errr...this one! *(reading)* 'Owing to budgetary constraints, this year's camp will be situated a little closer to home, at *(your school's name)* school!'

Grant Okay, well if you're sure! Ladies and gentlemen, boys and girls, welcome to *(name)* school, where we will shortly meet our celebrities.

Bex No, Grant!

Grant What now, Bex?

Bex This year, owing to even more budgetary constraints, there won't be any celebrities either.

Grant No celebrities? But it's in the title! *(pointing at backdrop)* So who's going to be in the camp?

Bex Read the autocue!

Grant *(leaning forward, squinting and reading slowly)* 'This year, we'll be looking back at the unique set of trials, challenges and experiences faced by a group of 11-year-olds during their time at primary school.' 11-year-olds? Seriously?

Bex 11-year-olds...year 6s...P7s...whatever you want to call them. The past seven years, twenty-one gruelling terms, all come to an end today. If they earn enough stars during this show, they will be 'released' from primary school, free to start the next exciting chapter of their lives.....at 'big school'!

Grant *(finger in ear, talking to the off-screen team)* You're sure about this? One hundred percent? Okay, if you say so! *(to the audience)* So, let's meet our celebrities...

Bex 11-year-olds, Grant.

Grant Sorry, 11-year-olds. Will they make it out of camp in one piece, or will they crumble in the face of some quite brutal challenges? Well, we're about to find out! Hold on to your hats, and your stomachs, 'cause things might get a little messy on 'I'm An 11-Yr-Old....

Both ...GET ME OUT OF HEEEEEEEEEEEEEEEEERE!

*(As the new **theme tune** plays (**track 10**), the backdrop changes to show the new title – **see scenery suggestions p37**. The rest of the cast enters, in groups according to the scene/challenge they will feature in during the show. They do the obligatory turning-to-the-camera as per opening credits of 'I'm a Celeb...' They wave and stand in their groups, ready for the opening song. If you require an **extended theme tune** for a larger cast, use **track 41**. Fade the theme tune when all are ready.)*

Song **Welcome To Our Jungle**

*Track 1 - vocal demo
Track 11 - backing track
Lyrics p29*

*(As the **theme tune** plays (**track 12**) the cast sits in groups to the side and in front of the stage.)*

Scene 2

(The stage crew enter and busy themselves. Millie and Mandy start touching up Grant and Bex's makeup. Fade the theme tune when ready.)

Grant *(to Millie)* Surrounded by all these children, I'm starting to feel a bit old. Y'know, *(pointing at audience)* like that lot. Can you make me look a little younger?

Millie *(sniggering)* Yeah, right!

Mandy We're makeup artists, not magicians!

Grant & Bex *(to the audience, hands on hips)* Rude!

(Millie and Mandy exit along with the stage crew.)

Director *(backing off-stage)* Okay lovelies, we are live in 5, 4, 3... *(miming 2, 1 and exiting)*

Bex Welcome back! Right, it's time for our first fly-on-the-wall look at what's been going on here since our campmates started in year 6, last September.

Grant Yes. During their final three terms here, there's one corner of school that has become a real focal point for our 11-year-olds. A place where they can congregate in between lessons...and sometimes *during* lessons!

Bex In fact, it has become such a hub of social gathering, that you'd be forgiven for mistaking it for a nightclub!

Grant What are we talking about? That's right, that special place in any school....

Grant & Bex ...the Dunny!

*(As the **theme jingle** plays (**track 13**), Grant and Bex exit. Two screens/display boards stand centre stage, with the recognised male toilet symbol on one and the female symbol on the other. A male and female bouncer, Nigel and Bev, each wearing a black suit and shades, stand in front of their respective screen. They each hold a clipboard.)*

Bev Okay Nigel, are you ready for another shift? I just hope it doesn't kick off again on your side, like yesterday!

Nigel Me too, Bev. I don't know what it is about the clientele I get in here, *(pointing to the male symbol)* but they seem a lot rowdier than the crowd you get.

Bev Ha! Don't you believe it, Nigel. You wanna see what some of my lot *(pointing to the female symbol)* get up to in here! Makes your toes curl!

Nigel Well, one thing's for certain, your side smells a lot nicer than mine! I tell you Bev, it gets so 'fragrant' over here sometimes, I'm surprised the paint hasn't peeled off the walls!

Bev That's because my lot don't have the complication of having to hit a target like yours do. The thing about a target, Nigel, is that sometimes you miss it. Know what I mean?

Nigel I do, Bev, I do. Right, look lively! Here comes the early-doors crowd. Have a good session...see you at closing time.

(Four boys and five girls, in school uniform, line up either side of their respective 'door'. The boy and girl at the back of each queue hop from foot to foot, clenching and in obvious need of the loo! Bev and Nigel glance down their own queue and check what's written on their clipboards.)

Bev *(to Girl #1, first in female queue)* And you are...?

Girl #1 Aleesha. *(pointing to Bev's clipboard)* There's my name.

Bev And your reason for being in this queue, Aleesha?

Girl #1 *(producing a mascara brush)* Mascara. I pinched this from my older sister. I'm not very good at applying it yet 'cause the bathroom mirror at home is too high. The one in here is the perfect height, so I thought I'd get some practice in.

Bev Well, you'd better not use that to write rude messages on the wall, you hear? Go on then, in you go.

(Girl #1 goes behind the female screen. On the boys' side, Nigel looks at Boy #1 suspiciously.)

Nigel *(to Boy #1, first in male queue)* Simon? I thought we'd banned you.

Boy #1 Ah, no, that was all just a misunderstanding. You see, I'd had a particularly tiring PE lesson and when Daniel Harrison asked me to put his trainers away that I'd borrowed, in my exhausted and confused state I mistook the urinal for his PE bag.....and put his trainers in there. It was a complete accident!

Nigel So we're not going to have any more trouble from you?

Boy #1 Absolutely not. *(producing a pot of hair gel)* I'm just here to do my hair. Oh, and I've got this *(pointing to a spot on his chin)* that needs a squeeze. Gotta look my best...I'm in yr 6.

Nigel In you go then, handsome! But no funny business.

(Boy #1 goes behind the male screen. Girls #2 and #3, arms linked, are next to be spoken to by Bev.)

Bev Sameena and Grace? Do either of you ever come here without the other one? You *are* allowed in on your own, y'know.

Girls #2 & #3 *(speaking in unison)* We know. But since we were separated in class for always chit-chatting, this is the only time we can have a good gossip.

Bev In you go then girls. You've obviously got a lot to catch up on.

(Girls #2 and #3 go behind the screen, arms still linked. Boy #2 is blocked by Nigel.)

Nigel Look, I've told you, if your name's not on my list, you're not coming in.

Boy #2 Oh, come on! Look what I've got! *(fanning out a selection of football stickers)* I'm meeting a year 4 kid who's gonna give me a fiver for this Harry Kane!

Nigel *(looking at the stickers)* Tell you what, give me that Raheem Sterling and we'll... *(tapping his nose)*...say no more about it?

Boy #2 *(grumpily handing over the sticker)* Fine! So can I go in now?

(Nigel stands aside and Boy #2 goes in. Boy #3 tries to follow but is blocked by Nigel.)

Nigel Let me see some ID. This is the Yr 6 dunny and you look a bit young.

Boy #3 *(desperate to follow Boy #2)* But I need to see that boy who's just gone in. He's got something for me!

Nigel Not without proof of age. Sorry. On your way!

(Boy #3 exits. Girl #4, wearing a coat, woolly hat, scarf and mittens, stands shivering.)

Bev Ah, Daisy, back again I see. What's up? *(sarcastically)* Are the arctic conditions out on the playground too much for you?

Girl #4 Absolutely! It's freezing out there! Do you know if my usual spot by the heater's free? My hands and feet are like blocks of ice.

Bev *(glancing behind the screen)* Yes, it's free, but the heater's not turned on today.

Girl #4 Not turned on?! What do you mean not turned on?! How is it not turned on?!

Bev Because it's the middle of July! Okay, in you go before you catch your death!

(Girl #4 goes behind the screen. This leaves Boy #4 and Girl #5, still clenching and hopping on the spot by their respective bouncer, obviously about to burst!)

- Nigel** If you could just wait a minute.....(*looking at clipboard*)
- Boy #4** It's Amir.....(*pointing at clipboard*)....there's my name. I'm kind of in a hurry!
- Nigel** Yeah, thanks Amir. Like I said, if you could just wait a minute. We're really busy this playtime.
- Girl #5** It's Katie. I should be on the list. I'm a regular. A very 'regular' regular!
- Bev** Yes, Katie, just be patient. It's one-in-one-out at the minute. We're at maximum capacity.
- Boy #4** (*in agony*) Please!
- Girl #5** (*in agony*) Please!
- Bev** Won't be long now.
- Nigel** Any minute.

(The hopping and clenching intensify, until Boy #4 and Girl #5 relax their shoulders and, with a mixed look of both ecstasy and shame, let out a big sigh!)

Boy #4 & Girl #5 Too late!

*(The boy and girl hobble away in opposite directions, heads bowed, as Bev and Nigel watch them go. We hear the **school bell (track 14)** and Bev and Nigel bang on their respective doors.)*

Bev & Nigel That's time, ladies and gents. On your way back to class!

(The other children emerge from behind the screens and join Bev and Nigel. The rest of the cast stand and are led in the next song by the characters from this scene.)

Song **It's All Happenin' In The Dunny**

*Track 2 - vocal demo
Track 15 - backing track
Lyrics p30*

*(As the **theme tune (track 16)** the groups again sit to the side and in front of the stage, which is made ready for the next scene. If you require an **extended theme tune**, use **track 41**.)*

Scene 3

(Grant, Bex and the stage crew enter and busy themselves. The crew exit as the theme tune fades.)

- Director** Okay lovelies, we are live in 5, 4, 3... (*miming 2, 1 and exiting*)
- Grant** Welcome back!
- Bex** Hey Grant, you're looking a little... flushed.
- Grant** Well, it is a bit stuffy in here.

Bex Has someone been yanking your chain?

Grant No! What are you on about? Oh, I get it. You're making rubbish jokes about the dunny. Okay, Why did the loo paper roll down the hill?

Bex Why?

Grant To get to the bottom!

(They both laugh as the Headteacher enters.)

Head Sorry to interrupt. I'm Hannah Harrington, the Headteacher. Has someone offered you a cup of tea? Oh...*(noticing the camera and starting to 'preen')*...are we being filmed? Did I mention that I once played the title role in a West End play? When I say West End, I mean the West End Working Men's Club in town. I played the title role in the drama club's version of The Little Donkey. Yes, I was *the* little donkey. Well, when I say I was the little donkey, I played the back half of the little donkey. But everyone said I was made for the part.

(One of the stage crew enters and ushers the head off, as she continues to wave at the camera!)

Grant Anyway, where were we? Ah yes, now it's time for a live trial! Everyone's favourite: a bush-tucker eating trial, which we have called...

Grant & Bex School Dinner Surprise!

Bex *(to the seated groups)* The public have been voting in their millions and decided that...*(pointing to various groups)*...it's not you...it's not you...it might be you...

Grant The public have decided that the group doing School Dinner Surprise is...you!

*(The **theme jingle** plays (**track 17**) and Grant and Bex stand back. Another group of six children takes to the stage, each carrying a water bottle. They sit behind a long table covered in a tablecloth, facing the audience. They each have a knife, a fork and a spoon. Audrey Allsop, a 1970s 'dinner lady', stands in attendance. A waiter/waitress enters carrying a plate of food covered with a cloche – **see props suggestions p37.**)*

Audrey Welcome to our 1970s dining hall. I'm Audrey Allsop, a 1970s dinner lady. Yes, that's right, 'dinner lady', and before we get any complaints, that's what we were called back then! On today's menu is a school dinner classic...
(the waiter lifts the cloche)...liver and onions with mashed potato, peas and gravy! *(annoyed at the 'eeeeews' and gagging from the contestants.)* Oh, for heaven's sake, stop those silly noises! Honestly, children today! Now, pay attention. Between you, you have to eat everything on this plate to each win a star. I will be checking your mouths to make sure that you've swallowed it all. Okay, when you're ready...3...2...1....EAT!

(The contestants look in horror at the audience, but #1 is brave enough to try first and slowly raises a fork with a piece of dark brown food on. S/he eats it, chewing rapidly!)

Cont. #1 *(gagging)* So children really had to eat this in the olden days?!

Audrey Had to? They wanted to! They loved it! That's proper, honest food, that is. None of this new-fangled, foreign rubbish, like...what's it called...peeenza?

Cont. #1 It's 'pizza' and I'd rather be eating that, than this chewy...whatever it is!

Audrey I told you, it's liver and onions with mashed potato, peas and gravy. Have you tried the mash? Come on, get it down your neck!

Cont. #1 But it's grey and full of lumps!

Audrey That's where all the goodness is. The more lumps the better!

(Contestant #1 swallows another mouthful then presents an open mouth for inspection.)

Audrey Very good. Come on then, the rest of you. This plate needs clearing!

*(As the **theme tune** plays (**track 18**), the other contestants take mouthfuls from the plate. One distracts Audrey by getting her to look elsewhere and spits the liver into their hand and hides it. Another flicks the bit of liver into the audience! Contestant #6 puts a piece into their mouth, chews, finds they enjoy it and scoffs the lot! As the music ends, they all present empty, open mouths for inspection. The waiter/waitress takes the plate away as the contestants take rapid swigs from their water bottles! The waiter/waitress brings on two bowls underneath cloches...and a large jug.)*

Audrey For pudding you have a choice of two all-time favourites. Firstly...*(removing the first cloche)*...tapioca, which was fondly referred to as 'frog's spawn'!

(The contestants react with horror, then peer at the bowl in fascination!)

Cont. #2 I'm pretty certain that this is not meant for human consumption!

Cont. #3 Are you absolutely sure it's not *actual* frog's spawn, from the school pond?

Cont. #4 Well, I'm not touching it. I don't care if I don't get a star and have to stay here for another year!

Cont. #5 Nor me. I'd rather cut the top of my head off and eat my own brains!

Cont. #6 You said there was a choice. What's the other pudding?

Audrey *(removing the second cloche)* Et voila! Spotted Dick!

(The contestants collapse in fits of laughter at the name!)

Cont. #2 Spotted Dick! Haha! Really?! What's Spotted Dick?

Audrey It's sponge pudding filled with currants and sultanas.

All Conts. *(without hesitating)* We'll have that one!

Audrey A wise choice. But before you tuck in...*(lifting the jug)*...one lump or two?

Cont. #3 What do you mean, 'one lump or two?' Lumps of what?

Audrey Why, custard of course! *(pouring noticeably lumpy custard over the pudding)* School custard back in the day had quite a bit of...texture!

Cont. #4 You've ruined it!

Cont. #5 That is proper disgusting!

Cont. #1 I suppose you're going to tell us that all the goodness is in the lumps?

Cont. #6 Well, I think it looks delicious!! Can we start?

Audrey Please do!...3...2...1....EAT!

Cont. #6 Stand back guys. I've got this one covered...

*(As the **theme tune** plays (**track 19**), Contestant #6 again scoffs the lot as the others look on, gagging at the sight. As the music fades, s/he presents an open mouth for inspection.)*

Audrey Well, that's a clean plate and an empty mouth, so that's the challenge over and all the stars have been won!

(All cheer and Grant and Bex stand forward, each holding three stars.)

Grant Congratulations! Here are your stars. BUT...you can't have them just yet. There's just one more thing to do, to earn them and get a step closer to getting out of here.

Bex So, if you have stopped gagging, perhaps you'd like to lead us in a song? And if you can get this room rocking, these stars are yours. Are you up to the challenge?

All *(enthusiastically)* YOU BET!

(The contestants, Audrey and the waiter lead the cast in the next song.)

Song **Lumpy Custard**

*Track 3 - vocal demo
Track 20 - backing track
Lyrics p31*

*(The song ends and, during the audience applause, a star is given to each of the contestants. The **theme tune** then plays (**track 21**) and the groups again sit to the side and in front of the stage, which is cleared for the next scene. If you require an **extended theme tune**, use **track 41**.)*

Scene 4

(The stage crew enter and busy themselves. Millie and Mandy are again touching up Grant and Bex's makeup. Fade the theme tune when ready.)

Director Can we hurry with the makeup please? The ads break will be over soon!

Grant *(batting Millie away)* Go easy there! I don't need that much powder to look good!

Millie No, but a team of plastic surgeons would help!

Grant *(to the audience, hands on hips)* Rude!

Bex Whereas I have I've been told that I have a perfect face.

Mandy Yes... for radio!

Bex *(to the audience, hands on hips)* Even ruder!

(Millie and Mandy exit along with the stage crew.)

Director *(backing off-stage)* Okay lovelies, we are live in 5, 4, 3... *(miming 2, 1 and exiting)*

Grant Well, wasn't that last challenge offal?

Bex Yes. It was liver.

Grant No. It's a joke. It was 'offal'? Sounds like 'awful'! Get it?

Bex *(not impressed)* Anyway, it's time for...

(The Headteacher interrupts.)

Head Sorry to interrupt. You will clear up the hall before you leave, won't you? It's hired out for OAP Zumba later and we can't have octogenarians slipping on offal! *(preening to the camera)* Did I tell you that I had dinner with Simon Cowell once? Oh yes! When I say 'with' him, I mean we ate at the same restaurant. Well, when I say the 'same restaurant', he was actually eating inside and I was outside with my faced pressed up against the window. He did speak to me though. When I say spoke to me, it was more of a hand gesture.

(One of the stage crew enters and ushers the head off, as she continues to wave at the camera!)

Grant Right. It's time for another look at camp life. On a daily basis, our campmates have to try and avoid the pesky critters that inhabit every nook and cranny.

Bex Yes, these tiny, grubby creatures are a constant source of irritation. What are we talking about? You got it...infants!

Grant And here's the famous naturalist, David Hat'n'umbrella, to tell us more about these little...

Bex Grant! Read the autocue properly! David Hat'n'umbrella is a 'naturalist'!

Grant That's what I said!

Bex No, you said 'naturalist'! There's a difference between naturalist and naturalist. Let me explain....

*(As the **theme jingle** plays (**track 22**), Bex puts an arm round Grant, whispering in his ear as they exit. Grant is noticeably embarrassed by his gaff! Popular 'naturalist', David Hat'n'umbrella enters, wearing safari clothes, a pith helmet...and carrying an umbrella! If possible, he speaks in the familiar tones of the real David Attenborough.)*

David H. So, here we are in the territory of *Infantus Horribilis*, commonly known as 'the infant'. A terrifying, swarming predator, its hunting zone is the school playground. You join us at morning break, which is prime hunting time. The on-duty teacher, the infants' preferred prey, has just emerged and must try to cross the playground whilst avoiding attack.

(David H. moves to one side as a teacher enters, wearing a coat and carrying a coffee cup and biscuit. She stands centrally, twitching like a nervous gazelle!)

Teacher Okay, I only need to survive fifteen minutes – it's not that long if I keep my wits about me! Then again, they brought down Miss Gaskell within five seconds of her coming out of the door for yesterday's playtime duty!

David H. *(commentating from the side)* As the teacher timidly waits, her scent has already been picked up by two lurking infants! As with many species, it's the females that do the hunting.

(Two infant girls enter, one stage left and the other stage right, slightly behind and either side of the teacher – see costume suggestions p39. They stand with hands as claws!)

Inf. Girl #1 *(sniffing the air)* I smell instant coffee!

Inf. Girl #2 *(sniffing the air)* I smell digestive biscuits!

(They spot, then stealthily approach, the unaware teacher.)

David H. In classic pincer formation, the hunters close in on their prey!

Teacher So far so good. I might actually get to the end of playtime in one piece!

David H. But today is not her lucky day! With skill and precision, the infants pounce on the unfortunate teacher!

(In a coordinated leap, the girls land either side of the teacher with a simultaneous, loud 'Hello Mrs Wilson!' The teacher gives a startled yelp, causing her coffee to fly out of her cup!)

Teacher Girls! *(clutching her chest and gasping heavily)* I really wish you wouldn't do that! You nearly gave me a heart attack!

Inf. Girl #1 *(now adopting a sweet demeanor)* Can we hold your hand?

Inf. Girl #2 And walk round the playground with you for the whole of playtime?

Teacher *(sighing heavily, forcing a smile and speaking through gritted teeth)* Yes, okay then, if you really want to. *(as they walk off)* Oh, for pity's sake, why are your hands so sticky?!

(They exit. An infant boy enters – messy hair, smudge marks on his face, dirty knees and hobbling because his shoes are clearly on the wrong feet! He sits centrally and starts picking his nose.)

David H. In another part of the playground, we find a male, his mobility impeded by the fact he has his shoes on the wrong feet. In his weakened position, he is confronted by another male, challenging his status as the dominant alpha.

(A second infant boy enters, sucking a carton of milk through a straw. He stands by the first boy.)

Inf. Boy #2 What are you doing, James?

Inf. Boy #1 *(moving his finger from his nose to his mouth)* Just having a snack.

(Boy #2 discards the milk carton, envious of Boy #1's 'snack'! He sits down and they both pick their noses and eat! They both then simultaneously sniff and wipe their noses noisily on their forearms.)

David H. After feeding, the competition for alpha status intensifies.

Inf. Boy #2 James?

Inf. Boy #1 Yes Billy?

Inf. Boy #2 What's your best pet? I've got a guinea pig.

Inf. Boy #1 Yeah, well, I've got a tortoise and two dogs.

Inf. Boy #2 Actually, I've got three dogs and...and...nine...nineteen cats.

Inf. Boy #1 Yeah, well, I've got a panda...a real one.

Inf. Boy #2 Yeah, me too...and a tiger.

Inf. Boy #1 Yeah, well, I did have a tiger too, but he got eaten by my T-Rex. My dad is a real-life dinosaur-catcher, and he got me one for Christmas.

Inf. Boy #2 Oh, right. *(thinking)* James, what's the highest you can do a wee?

Inf. Boy #1 What do you mean?

Inf. Boy #2 When you do a wee, what's the highest you can make it go? *(raising his hand to his chest)* I can do a wee this high.

Inf. Boy #1 Oh right. Yeah, *(raising his hand to his forehead)* well I can do one this high.

Inf. Boy #2 Yeah, *(raising his hand above his head)* well I can do one this high.

Inf. Boy #1 Yeah, *(standing up and raising his hand above his head)* well I can do one this high.

Inf. Boy #2 Yeah, *(standing up on tiptoes and raising his hand above his head)* well I can do one this high. And I'll prove it to you. Come on!

(They run off stage, still arguing. The teacher wearily re-enters, grimacing, with the two infant girls still attached to her hands!)

David H. As the males head off behind the PE shed to continue their contest for alpha status, the females have still not managed to wear down their prey.

Teacher *(smiling through gritted teeth)* Yes, I know he's handsome, but no, I'm not going to marry Mr Harris. We are just colleagues. And anyway, I'm already married. Now please, will you let go of my hands and go and play somewhere else.

Inf. Girl #1 Mummy's married too, but she said she would marry Mr Harris if he asked her.

Inf. Girl #2 What about Mr Carlton? Would you marry him? I think he'd marry you.

Teacher *(exasperated)* Girls, please! Enough!

(She lets out a final huge sob and sinks to her knees in submission, whereupon the girls both smother her in a big hug.)

David H. Their prey finally subdued, the females' job is done. The males return to the pack. *(The boys re-enter pulling up their zips and wiping their hands on their shirts!)* Neither has managed to assert his dominance over the other, so the contest will continue at lunchtime play, by seeing who can eat the most worms from the raised beds in the Key Stage 1 garden. In the meantime, the infants will return to class where they'll be expected to explain the differences between co-ordination and subordination in the joining of clauses in a complex sentence. Until next time...

(The infants wave excitedly as they, the teacher and David lead the whole cast in the next song.)

Song **Little'Uns**

*Track 4 - vocal demo
Track 23 - backing track
Lyrics p32*

*(The **theme tune** plays (**track 24**) and all again sit to the side and in front of the stage, which is made ready for the next scene. If you require an **extended theme tune**, use **track 41**.)*

Scene 5

(The stage crew enter and busy themselves. Millie and Mandy are again touching up Grant and Bex's makeup. Fade the theme tune when ready.)

Grant Do my teeth look okay? I'm very proud of them.

Bex Mine too! *(baring her teeth)* What do you think?

Millie Both of you have teeth like stars.

Grant Bright, shiny and a vision of perfection?

Mandy No...they're yellow and far apart!

Grant & Bex *(to the audience, hands on hips)* Rude!

(Millie and Mandy exit along with the stage crew.)

Director *(backing off-stage)* Okay lovelies, we are live in 5, 4, 3... *(miming 2, 1 and exiting)*

Grant Welcome back! Now it's time for our next live trial in which our contestants must face another one of their fears. This trial's called 'There, Their, They're' *(said with the comforting tone 'there, there, there')*...a grammar challenge with a twist!

Bex *(to the seated groups)* The public have been voting in their millions and decided that...*(pointing to various groups)*...it's not you... it's not you... it might be you...

Grant The public have decided that the group doing 'There, Their, They're' is...you!

(As the **theme jingle** plays (**track 25**) Grant and Bex stand back as four more contestants, #7-10, take to the stage. They each sit in a chair facing the audience. Under each chair is a bucket! Two teacher-presenters enter, wearing gowns and mortar board hats. They carry on an easel and flip chart on which are written a series of sentences with blank spaces for the missing words 'THERE', 'THEIR' or 'THEY'RE'. Teacher #2 holds three blutac-backed cards, each with one of these missing words clearly written on.)

Teacher #1 So, to win stars in this challenge, you must demonstrate that you have grasped some simple rules and regulations in the correct use of grammar.

Teacher #2 Err, well, actually...when we say 'you must demonstrate...', that's not entirely true. For this trial we thought that you'd like to see someone else taking all the risk! So, if you have a parent, grandparent, carer, or any other reluctant guest in tonight's audience...go get 'em!

(The four contestants each retrieve an adult from the audience and sit them in a chair, while they stand behind them. You should choose adults whom you know can take some gentle ribbing, are up for a laugh...and who are not wearing expensive clothes!)

Teacher #1 So, (to Cont. #7) tell us your name and who you have brought up here with you.

Cont. #7 My name's (name) and this is (name), my mum/dad/auntie etc.

Teacher #1 Well, lovely to meet you both. So, (pointing to the flip chart), I will reveal some sentences which contain gaps. You, (name of Cont. #7) must read them aloud, saying the word 'there' in each gap. Obviously it could be 'their' or 'they're', but they all sound the same, so it doesn't matter!

Teacher #2 What does matter is that (name of adult) sticks the correct word (showing the 'THERE', 'THEIR' and 'THEY'RE' cards) in the correct gap. They'll have 5 seconds to do this, from when you've finished reading. If, after those 5 seconds, when the klaxon sounds, all cards are correctly in place, you win a star.

Teacher #1 If, however, any cards have not been placed correctly, or you run out of time, we'll find out exactly what's in those buckets beneath your chair! Are we ready? Here are your cards (handing them to the adult) and your 5 seconds will begin once this sentence has been read. Ready...(revealing the sentence)...go!

Cont. #7 (reading) Look at those two infants over _____. Urgh! _____ both picking _____ noses!

(The **timer** starts (**track 26**) and the adult must quickly get up and stick the cards in the gaps. The klaxon sounds after 5 seconds and the teacher stops any further attempts to stick the cards.)

Teacher #2 (to adult) Okay! sit back down and we'll see how you've done.

If cards have been placed correctly:

(reading the complete sentences) Congratulations! You have earned your child a star which Grant and Bex will give to him/her after the trial!

If cards have been placed incorrectly or time has run out before all gaps have been filled:

I'm afraid that's wrong. It should be...(rearranging the cards correctly and reading the sentences) So, let's discover the contents of that bucket, shall we!

(If incorrect, Cont. #7 lifts the bucket and tips the contents – see props suggestions p37 – over the seated adult's head!)

Teacher #2 So, moving swiftly along, *(to Cont. #8)* tell us your name and who this is.

Cont. #8 My name's *(name)* and this is *(name)*, my mum/dad etc.

Teacher #2 Ah! Then this should be fun! *(to adult)* This is a literacy trial and we've seen the letters you've sent into school. It's like they were written by a 5-yr-old!

(Teacher #1 unsticks the cards from the flip chart and gives them to Cont. #8's seated adult.)

Teacher #1 Okay, here are the cards. You have 5 seconds to place them into these new sentences once *(name of Cont. #8)* has read them aloud. Ready...*(flipping the chart to reveal the next sentences)*...go!

Cont. #8 *(reading)* What is it about teachers? _____ really untidy! Is _____ any chance they'll ever clear up the mess on _____ desks?

(The timer starts (track 27) and the adult gets up and tries to stick the cards in the gaps. The klaxon sounds after 5 seconds and the teacher stops any further attempts to place the cards.)

Teacher #1 *(to adult)* Okay! sit back down and we'll see how you've done.

If cards have been placed correctly:

(reading the complete sentences) Congratulations! You have earned your child a star which Grant and Bex will give to him/her after the trial!

If cards have been placed incorrectly or time has run out before all gaps have been filled:

I'm afraid that's wrong. It should be...*(rearranging the cards correctly and reading the sentences)* So, let's discover the contents of that bucket, shall we!

(If incorrect, Cont. #8 lifts the bucket and tips the contents – see props suggestions p37 – over the seated adult's head!)

Teacher #2 So, who do we have next? *(to Cont. #9)* Tell us your name and who's with you.

Cont. #9 My name's *(name)* and this is *(name)*, my mum/dad etc.

Teacher #2 Seriously? This is who you've chosen for this trial? *(to adult)* We've seen your social media posts. Ever thought about turning on the spell-checker function?

(Teacher #2 unsticks the cards from the flip chart and gives them to Cont. #9's seated adult.)

Teacher #1 Okay, here are the cards. You know the drill by now. Ready...*(flipping the chart to reveal the next sentence)*...go!

Cont. #9 *(reading)* Is _____ anything more annoying than when a grown-up wants help with _____ phone or tablet? Sometimes _____ just not cut-out for the modern world!

(The timer starts (track 28) and the adult gets up and tries to place the cards in the gaps. The klaxon sounds after 5 seconds and the teacher stops any further attempts to place the cards.)

Teacher #2 *(to adult)* Okay! sit back down and we'll see how you've done.

If cards have been placed correctly:

(reading the complete sentences) Congratulations! You have earned your child a star which Grant and Bex will give to him/her after the trial!

If cards have been placed incorrectly or time has run out before all gaps have been filled:

I'm afraid that's wrong. It should be...*(rearranging the cards correctly and reading the sentences)* So, let's discover the contents of that bucket, shall we!

(If incorrect, Cont. #9 lifts the bucket and tips the contents – see props suggestions p37 – over the seated adult's head!)

Teacher #1 So, who do we have next? *(to Cont. #9)* Tell us your name and who this is.

Cont. #10 My name's *(name)* and this is *(name)*, my mum/dad etc.

Teacher #1 Hmm. Didn't you sign the recent permission slip for your child's trip with an X? This bodes well....not!

(Teacher #1 unsticks the cards from the flip chart and gives them to Cont. #10's seated adult.)

Teacher #2 Okay, here are the cards. So, for the last time in this trial, ready...*(flipping the chart to reveal the next sentence)* ...go!

Cont. #10 *(reading)* One of the most common mistakes people make when writing, is choosing _____, _____, or _____ incorrectly.

(The timer starts (track 29) and the adult gets up and tries to place the cards. The klaxon sounds after 5 seconds and the teacher stops any further attempts to place the cards.)

Obviously, there is no correct or incorrect placement of the cards in this case, as any card can be placed in any gap. In the interests of comedy, however...

Teacher #1 *(to adult)* Oh dear, I'm afraid that's wrong. It should be...*(rearranging the cards in a different order)*...like that. So, let's see what's in that bucket under your chair, shall we!

(Cont. #10 lifts the bucket and tips the contents – see props suggestions p37 – over the seated adult's head!)

Teacher #2 And with that messy final round, that's the 'There, Their, They're' challenge complete! Let's count up the stars that have been won.

(Grant and Bex step forward and present stars to the contestants whose adults successfully placed the cards, while Teacher #2 counts them aloud.)

A star is withheld from Cont. #10. There may be others who also failed the task and their stars are withheld too.

Teacher #1 Now, there is a chance for the rest of the stars to be won! You'll notice there are still *(say the number of un-tipped buckets)* buckets under certain chairs! If the adults sitting in the chairs allow these buckets to be emptied over their heads, the stars are yours. Adults, what do you say?

(With encouragement from the audience, the remaining 'clean' adults should agree, and the contents of their buckets are deposited! Grant and Bex step forward.)

Grant Now, before you shoot off back to camp, yes, you've won your stars for this trial, but if you want to keep them....

Bex ...you guessed it! You're going to have to sing for them! Take it away!

(The teachers are joined by others in gowns and mortar boards, if numbers allow, and with the contestants they lead the cast in the next song.)

Song Rules And Regulations

*Track 5 - vocal demo
Track 30 - backing track
Lyrics p33*

*(The **theme tune** then plays (**track 31**) and the groups again sit to the side and in front of the stage, which is cleared of the mess from the previous scene and made ready for the next scene. If you require an **extended theme tune**, use **track 41**.)*

Scene 6

(The stage crew enter and busy themselves. Millie and Mandy are again touching up Grant and Bex's makeup. Fade the theme tune when ready.)

Director As quickly as we can now! I need this mess sorting!

Millie What, *(nodding towards Grant and Bex)* this mess? We're going as fast as we can!

Mandy Yeah, some messes take longer to sort out than others!

Grant & Bex *(to the audience, hands on hips)* Rude!

(Millie and Mandy exit along with the stage crew.)

Director *(backing off-stage)* Okay lovelies, we are live in 5, 4, 3...*(miming 2, 1 and exiting)*

Grant Welcome back! Now it's time...

(The Headteacher enters.)

Head Sorry to interrupt. I just wanted to let you know that we're not expecting a fire drill today, so if you do hear the alarm...get yourselves out of heeeeeere!
(laughing at her own joke) Did you see what I did there? *(preening to camera)* Oooh, did I mention that I used to dance with Darcey Bussell?

Bex *(bored)* Really, at the Royal Ballet School?

Head No, at Miss Twinkletoes' Tap for Toddlers. Well, when I say I danced with her, I mean there was a photo of her on the wall.

(One of the stage crew enters and ushers the head off, as she continues to wave at the camera!)

Grant Anyway...where were we? *(squinting at autocue)* Ah yes. Now it's time for yet another trial, which is very aptly called... 'Cringe!'

- Bex** Yes, and this involves something that fills all 11-year-olds with dread. Worse than school dinners, worse than critters and worse than literacy lessons!
- Grant** It's the devastating humiliation of being embarrassed, in public, by their parents! Something we can all relate to, eh?
- Bex** *(to the seated groups)* The public have been voting in their millions and decided that...*(pointing to various groups)*...it's not you...it's not you...it might be you...
- Grant** The public have decided that the group doing the Cringe challenge is...you!
- (As the **theme jingle** plays (track 32) Grant and Bex stand back as four more contestants, #11-14, take to the stage. They each sit in a chair facing the audience. Two parent-presenters, Stephanie & Graham, enter. Dressed semi-casually and age-appropriately, they may be described as 'slightly boring' in their appearance!)*
- Stephanie** Welcome to 'Cringe', a challenge which aims to find the breaking point of an 11-year-old!
- Graham** At the hands of their parents, how much humiliation can a child stand before they crack and utter the phrase, 'You are so embarrassing!'
- Stephanie** My name is Stephanie Bland and this is my husband, Graham. We have learned through experience, that humiliating our pre-teen children can be avoided with a little attention to detail.
- Graham** As you see, from our non-offensive clothing and neutral haircuts, we minimise any potential embarrassment that our appearance may cause.
- Stephanie** We also tend to keep our opinions on things like modern music to ourselves. We don't comment on current trends and certainly don't try to follow them.
- Graham** We've learned to not engage too closely with our child in front of their friends, in case we say something too middle-aged. In fact, we've learned not to engage with our child full-stop. We find it helps.
- Stephanie** And over the next few minutes, we hope this trial will highlight the pitfalls that all of you need to avoid, in order to achieve calmness and serenity in your relationship with your sons and daughters.
- Graham** So *(to Cont. #11)*, without further ado, let's meet our first 11-year-old. Tell us your name and something you find 'cringe'! Oh, and just to point out to you older viewers, 'cringe' is no longer used as a verb. Young people use it as an adjective – for example, 'Dad, your trainers are proper cringe!' You see?
- Cont. #11** My name's *(name)* and something that's well cringe is when my mum drops me off at school. I swear she still thinks I'm in year 1.
- Graham** Well, we're going to see this in action! If you, *(name)*, can get through the next minute without saying the phrase 'You are so embarrassing!', you'll win a star. So, come and stand here...*(Cont. #11 stands)*...give us a thumbs up if you're ready...*(thumbs-up is given)*... okay, bring on the parent!

(Embarrassing Mum #1 rushes on gives the child a tight hug!)

Mum #1 Oh, my darling Booboo. I hope you have the most wonderful day at school. Remember, I love you so much and will miss you while we're apart.

(The child squirms uncomfortably!)

Stephanie Oh, no! Look at that child's face! I think s/he's going to crack!

Cont. #11 Mum! Seriously?

Mum #1 Now, I've put your dinner money in an envelope (with a little note saying I love you) in your coat pocket, along with a little pack of tissues for your poorly runny nose.

Graham Oh dear, s/he can't be far off!

Mum #1 And don't worry, I'll keep waving until you're safely through those doors and inside. Run along now, Booboo, *(puckering lips)* and maybe just one kiss?

Cont. #11 *(breaking free and stomping off)* You are sooooo embarrassing!

Graham She's done it! She's defeated the child! Congratulations, Mum!

(Treating it as a victory, Mum punches the air with a 'Yessss!' She fist-bumps Stephanie and Graham and exits after the child.)

Stephanie So, let's meet our next victim...sorry, I mean 11-year-old. *(to Cont. #12)* Tell us your name and something you find cringe!

Cont. #12 My name's *(name)* and sometimes, when I'm out with my friends, I bump into my dad and he's wearing totally inappropriate clothes and trying to talk like he's from the streets.

Stephanie Well, let's take a look. Remember, if you can last a minute without saying the phrase 'God! You are soooooo embarrassing!', you'll win a star. But I've got to be honest, I don't fancy your chances! So, come and stand here...
(Cont. #12 stands)...give us a thumbs up if you're ready...(thumbs-up is given)...
okay, bring on the parent!

(Embarrassing Dad #1, dressed like a rapper, saunters on and strikes a gangsta pose! He attempts street slang, but delivers it awkwardly!)

Dad #1 Wassup, G? Wagwarn? Fancy bumping into you in dis hood.

Cont. #12 *(shaking head)* Oh my days! Dad, you're an accountant. What are you doing?

Graham Oh no! Signs of an early crumble from the child. Can s/he last?

Dad #1 Just chillin'. Enjoying the vibe. Feelin' peng.

Cont. #12 *(mortified)* Peng? Really?

Stephanie It could be over....

Dad #1 Don't get vexed, bruv! Let me flash my dollar and buy you and your posse a box of wings, innit.

Cont. #12 *(running off)* You are sooooo embarrassing!

Stephanie And he's done it! Congratulations, Dad! Fantastic effort. Another child bites the dust!

(Dad #1 punches the air with a 'Yessss!', fist-bumps Stephanie and Graham and exits.)

Graham That's two down, two to go and still no stars won. Okay *(to Cont. #13)* Tell us your name and something you find cringe!

Cont. #13 My name's *(name)* and it's my Mum when she comes to watch me on sports day. It's just one thing after another.

Graham Well, let's see if you can stomach it today. You can actually stay sitting down for this one, but give us a thumbs up if you're ready...*(thumbs-up is given)*... Okay, bring on the parent!

(Embarrassing Mum #2 enters, wearing a summer dress, a floppy hat and sunglasses. She carries a hamper which she puts down next to Stephanie.)

Mum #2 *(to Stephanie)* Hi, I'm Felicity. Okay to pitch-up here? It's the best spot to get a photo of my child winning her race, which of course she will. I've got the new i-phone 13 pro *(taking a phone from the hamper)*, see? It takes great action shots.

Cont. #13 *(from his/her seat)* Mum! Please!

Mum #2 *(waving)* Oh, there you are! Good luck, darling! *(to Stephanie)* She won't need luck – she's a natural athlete, like me. I wouldn't be surprised if she's selected for the next Olympics! She should be warming up though. The sack race is very demanding on the legs. *(shouting)* Darling, you need to warm up!

Cont. #13 *(mouthing and gesturing from her seat)* Go away!

Mum #2 *(to Stephanie)* Speaking of warm-ups, I need to get ready for the mums' race. *(taking a pair of top-notch trainers from the hamper)* Brand new Nike Air Max. Not that I need them – I could win this race in wellington boots. In fact, I did last year. I left the other mums for dust, wearing an old pair of Hunters.

(She begins doing exaggerated stretches and lunges, blowing her cheeks and jogging on the spot. Her child is open-mouthed in humiliation!)

Stephanie I reckon that should just about do it....

Cont. #13 *(running off)* You are sooooo embarrassing!

Graham And there we have it! Child down! Well done Mum!

(Mum #2 punches the air with a 'Yessss!', fist-bumps Stephanie and Graham and exits.)

Stephanie Let's see if we can make it a clean sweep. *(to Cont. #14)* Tell us your name and something that's cringe!

Cont. #14 I'm (*name*) and my Dad's always saying that the music I listen to is rubbish compared to the stuff he used to listen to, back in the 90s. When he drives me to school, he has his CDs blaring out so everyone can hear!

Graham Well, let's experience this first-hand, shall we, and see if it's as bad as you make out. Come and stand here...(*Cont. #14 stands*)...give us a thumbs up if you're ready...(*thumbs-up is given*)... okay, bring on the final parent!

(Embarrassing Dad #2, dressed like Liam Gallagher in his heyday, swaggers on!)

Dad #2 Look, all I'm saying is this Stormy bloke, or whatever he's called, isn't proper music. And that K-pop stuff! What's that all about? In my day...

Cont. #14 Here we go...

Dad #2 ...we had real bands, like Oasis. Even the Spice Girls, who I absolutely never ever listened to, had something about them. Especially that Ginger Spice – know what I mean, eh? Kids today just don't have a clue.

Graham Now you see, I am with him on this one. I rather think he may have a point.

Cont. #14 Well, okay. It's just personal taste, I guess. But he doesn't have to play it out loud in the car, on the school run, his elbow on the open window, nodding his head like a chimp and singing at the top of his voice about a 'wonderwall'! What's a wonderwall? It's just nonsense!

Dad #2 Nonsense? Tell me what's nonsense about this.....(*singing at the top of his voice*)...'cause maybe, you're gonna be the one that saves me, and after all, you're my wonderwa-a-all!

Stephanie Oooh! Wait for it.....

Cont. #13 (*running off*) You are sooooo embarrassing!

Stephanie You know, for a minute there I thought we'd lost that one. But you clawed it back with some epic dad-singing. Well done!

(Dad #2 punches the air with a 'Yessss!' and fist-bumps Stephanie and Graham. Grant and Bex step forward with four stars.)

Grant So, we need to present stars to the winning contestants...but there aren't any?

Graham Err, yes. It seems our parents were just too embarrassing! What shall we do?

Bex Well, we really want these stars to be given, because we really want our 11-year-olds to get out of here at some point! So how about we do what we've done already. If they can come back and get this place jammin' with a bangin' song...

Stephanie Careful! You sound like an embarrassing parent, Bex!

Bex Apologies! If they can entertain us with some 'splendid singing', then I reckon they can have the stars. Do you agree?

All YEAH!

(The contestants and their embarrassing parents come back to lead the cast in the next song.)

Song **Cringe**

*Track 6 - vocal demo
Track 33 - backing track
Lyrics p34*

*(The **theme tune** then plays (**track 34**) and Grant and Bex hand out the stars to the contestants.
The groups then sit to the side and in front of the stage.)*

Scene 7

(The stage crew enter and busy themselves. Millie and Mandy are again touching up Grant and Bex's makeup. Fade the theme tune when ready.)

Grant I'm not one to brag, but *(making various 'fitness' poses)* Bex and I have just signed up for a photoshoot as fitness models.

Millie Fitness models? What, you two? Really?

Bex Errr, yes! Is that so hard to believe?

Mandy Oh, right. Did they hire you as the 'before' pictures?

Grant & Bex *(to the audience, hands on hips)* Rude!

(Millie and Mandy exit along with the stage crew.)

Director *(backing off-stage)* Okay lovelies, we're into our final section and we are live in 5, 4, 3...*(miming 2, 1 and exiting)*

Grant Welcome back! So, we're very nearly at the end...

(The Headteacher enters.)

Head Sorry to interrupt. It's just that the premises officer is getting a bit cranky because he wants to lock up the school. Any idea how long you'll be?

Bex Just heading into the last section, Ms Harrington. You know, we would be finished a lot quicker if you didn't keep...

Head And just checking, *(coyly)* are any of my appearances going to make it into the final edit? I do think your viewers will appreciate what I have to offer. By the way, I also sing. In fact, my partner tells me I'm becoming more like Susan Boyle every day. *(warbling)* I dreamed a dream in time gone by....

(One of the stage crew enters and ushers the head off, as she carries on singing!)

Grant Anyway, as I was saying, we're coming to the end of the show and it's time for a viewers' firm favourite...Letters From Home. Let's find out just how much our campmates friends and families have been missing them since...

Bex No, Grant. That's not what Letters From Home involves this year. We've changed it.

Grant Changed it? How?

Bex You'll see.....

*(As the **theme jingle** plays (track 35) Grant and Bex stand back as six teachers take to the stage. They stand in a line facing the audience. Teachers #2-6 each hold a hand-written letter. Teacher #1 holds a dictionary.)*

Teacher #1 A letter from home, in a primary school setting, is defined in the following way: *(reading from the dictionary)* 'A poorly-written excuse for a child's absence, lateness or failure to hand in homework, which *may* come from a parent, but in reality is likely to have been written by the child, with a forged parent's signature.' We have a selection to share with you – all examples of letters we have received this year. Here's a pretty standard one to start with, which my colleague will read out.

Teacher #2 *(commenting as she reads)* Deer (spelt D-E-E-R) Mrs Chapman, I apogolise (what does apogolise mean?) for Jacks (no apostrophe) late arrival at school. All the tyres was punctured (were punctured) on our car and we was not able (were not able) to find the keys. Yours faithfully (should be sincerely), Jacqui Braithwaite.' A couple of suspicious lines there. However, the grammar, punctuation and spelling errors are as we'd expect from parents at this school, so we're on the fence about whether this one is genuine.

Teacher #3 *(reading)* 'Dear Mr Evans, Gemma hasn't got her homework sheet because the cockerpoo was sick all over it. I'll do it again and bring it in tomorrow. Sorry, Steve Howard.' So, firstly, this is a variation on the 'my dog ate my homework' letter, which was common thirty years ago. This may be an indication it was written by an adult, however, 'I'll do it again..' is a phrase which immediately raises suspicion. Either the child has written this letter, or it's an admission that the parent is doing the child's homework for them. Either way, she's in trouble!

Teacher #4 Now, sometimes letters are perfectly written in terms of grammar, punctuation and spelling, and certainly do have a sophisticated adult tone. However, there is usually one glaring give-away that it's from a child. See if you can spot it in this one: *(reading)* 'Dear Miss Hilton, I hereby inform you that Zac Davis will not be in school tomorrow as he has an all-day consultation with the dermatologist to assess an outbreak of eczema. We anticipate he will be back in attendance the following day and will, of course, catch up on any work he has missed. Signed...' wait for it...'my mum'! A rookie error which has exposed his obvious inexperience in forging letters from home.

Teacher #5 This next one is a classic. It may or may not be genuinely written by a parent, but it's the content itself we take issue with. *(reading)* 'Dear Mrs Cooper, I'm sorry that Daisy was not at school yesterday for the important maths test, but we were attending the funeral of her Great-Aunt Mable who passed away suddenly. Daisy, like the rest of our family, is still very upset and would rather not talk about it. Yours sorrowfully, Diane Morrison – parent.'

Now, obviously with such a delicate subject, I thought a sensitive reply was required, so I wrote back: 'Dear Mrs Morrison, I'm so sorry for your family's loss and understand that Daisy must be very upset, especially as this is not the first time Great-Aunt Mable has passed away. Indeed, we were sorry when you told us that she had first passed away last October and then again in March, both times coinciding with a maths test which Daisy was due to take. With sincere condolences, Mrs Cooper - teacher.'

Note: if the subject of a Great Aunt passing away three times is too sensitive a subject within your group, refer instead to a tortoise or some other non-cuddly pet.

Teacher #1 So you see, it's very difficult to pull the wool over our eyes. It's not very often that we get taken in by such blatant lies, especially after all our years of experience. So parents, if you or your child is going to send in a letter explaining absences or missing homework, please, for everyone's sake, just be honest! Like this...

Teacher #6 *(reading)* 'Dear Miss Evans, I apologise for Harry's late arrival on Monday. Basically, we thought the clocks were going back on Sunday, not forward. Nevertheless, the little so-and-so would have still been late seeing as it took me an hour to wake him up due to the online X-Box session he and his mates had until 3.30am. In light of this, you might also want to check the reasons that Isaac, Jamie and Daniel gave for their lateness the same morning. Now, about the missing homework: all I can say is that I, my husband, our complete extended family and network of friends, have never heard of a 'fronted adverbial' and wouldn't know what to do with one even if we had. And from the explanation Harry tried to give us, neither does he, so we let him play out instead! Yours sincerely, Amy Anderson, his mum.'

All Teachers And you can't argue with that!

(The teachers lead the song but are joined by children who sing solo lines from their letters.)

Song **A Letter From Home**

*Track 7 - vocal demo
Track 36 - backing track
Lyrics p35*

(The theme tune then plays (track 37) and the whole cast takes up positions on, around and in front of the stage. All sit.)

Scene 8

(Grant and Bex stand centre stage surrounded by the stage crew.)

Grant So, those letters from home bring us to the end of our show! What a final year it's been for our leavers! So many challenges overcome and experiences...well, experienced in their time at primary school.

Bex Has it been enough to prepare them for the next chapter in their lives? And have they won enough stars to earn a relaxing summer holiday and a ticket to 'big school'? *(to the ticket-holding contestants)* Everybody, hold up your stars and let's count them!

Head Sorry, could I just butt in here....

Director ...why break a habit!

Head Can I suggest that we forget about the stars? I just want to say that the achievements of this wonderful group of young people cannot be measured in stars, or grades, or numbers on a spread sheet. We don't need any of those to see how they...how we...have blossomed and grown over the last few years. We also know that anything which grows needs to be nourished. To all the adults, in school and at home, this journey would have been impossible without your love, care and support. You have given us the best start we could have wished for, so as well as 'goodbye' we want to say, 'thank you.' *(to the rest of the cast)* Let's give them all three cheers...hip hip..etc. Now, about that song I'd like to sing....

Bex ...Ah, yes, maybe later! We'll save it for the after-show party, shall we? We do need to wrap things up here. Everybody, what an evening it's been!

Grant But it's come to an end, so to all of you watching and all of you here on stage, there's really only one thing left to say, and that is...

All I'm an 11-yr-old...GET ME OUT OF HEEEEEEEEEEEEEEEEERE!

During the instrumental section of the final song, the cast members are introduced individually, or by group, and they take a bow. For larger casts, we have included a backing track with an extended instrumental section.

Song **Get Me Out Of Here**

*Track 8 - vocal demo
Track 39 - backing track
Track 40 - extended backing track
Lyrics p36*

THE END