

Scene One – The Monitors Are Coming!

Flight deck of space ship.

Props: Computer, Flights screens. Computer printout, mobiles and medallions for each crew member.

Lights: Full

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| Narrators: | The Monitors are a super intelligent life form from planet Hope. It is their job to monitor the planets and to trigger support if any problems arise. |
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Aerial: Captain, I'm getting an early warning signal from one of the planets.

Captain: I'm coming.

(The crew gather round.)

Aerial: It's Planet Earth on a collision course with disaster.

Data : I'll get the data.

Captain: Is something going to hit them?

Aerial: No, the signal that's coming suggests it's a kind of suicide, Captain. They seem intent on destroying themselves.

Fax: Not again! Didn't they have a go at that about 60 years ago?

Doc: Yeah, I remember that. Some guy called Hitler, wasn't it?

Fax: That's the one! Wanted to take over the world, killed a lot of the population.

Aerial: This looks different though. The environment's been neglected and won't be able to sustain life unless drastic action is taken.

Doc: How long have they got?

Aerial: 60 – 70 years unless they do something.

Captain: Sounds like a job for the Monitors.
Fax, call the crew together for a briefing!

Fax: Ok.

Data : Data coming through, Captain.

(The computer prints off a sheet and Data hands it to the Captain who reads through it.)

Captain: *(To Crew member 1)*
Get me Big Hope on the phone will you please and send her the details!

Crew 1: You're on, Captain.

Captain: Hi. *(Pause)*
Oh, you've seen it already. Good. *(Pause)*
Ok *(Pause)*
Mmmm *(Pause)*
Yep! *(Pause)*
Immediately? *(Pause)*
It won't be popular. *(Pause)*
Mmmm Ok, thanks.

(The crew assemble and the Captain quietly briefs the Vice captain.)

Captain: Thanks crew. We've just completed a monitoring scan of all of the planets and we're concerned about Planet Earth's environment. So much damage has been done, it needs some drastic action to sort things out. As you are aware, we can't intervene in the affairs of a planet but we can try to exercise some influence.

Fax: Big Hope wants us to send in a team of Monitors to search for a Millennium child who will dedicate their life to finding solutions to the problems that Earth is facing. Poor kid!

(Everyone laughs)

We will have to remain incognito for security reasons.
All Monitors will be required to wear medallions at all times to ensure invisibility. Please make sure you read your Telepathy Code of Conduct and only use it where appropriate.

(Medallions are given out.)

Doc: You'll need inoculations for a whole range of illnesses and diseases.

Crew 2: Are they that backward?

Doc: 'Fraid so.

Fax: *(To Crew member 3)*
We'll need a Robot. Prepare Moni 6! It's always reliable.

Captain: We're preparing for lift off immediately. *(Everyone groans!!)*
I know it's hard, and you'll miss your families.
I suggest you take the next two minutes to say your goodbyes. Then Fax will take you through lift-off procedures. Please pay careful attention!

(Crew ring their families up on their mobiles.)

Moni 6: Moni 6 reporting for duty, Captain.

Crew: *(All together)* Hi, Moni!

Fax: Good to see you again.

(Keep-fit music starts off in background)

Fax: *(To the audience)*
Let's have a little stretch to prepare ourselves for our two-day journey.
Up you get!
Stretch those arms up to the Universe!
Wriggle those bodies!
Everyone take five deep breaths to let go of all that stress at hearing we're leaving immediately!
Good! Now, put on your medallions, and remember, don't remove them until you return back here to Hope!
Good! You're ready.

Captain: Prepare for lift-off! *(To the audience)*
10 9 8 7 6 5 4 3 2 1 LIFT OFF

SONG : RED ALERT

Lights: BLACKOUT

LINK UP MUSIC

Props: Remove all existing props & replace with:
Money to sprinkle around the playground.
Doom's medallion and coat.
Monitor's Leadership qualities list.
Moni's printout
Moni's printed money
Moni's Children information sheet
Moni's Teacher information sheet

Scene Two – Looking for a leader

Playground Ashbourne School

Lights: Spots on Narrators

Narrator: The Prophet of Doom has very different intentions. She is from Disaster, where everything thrives on chaos and despair. She has been following the Monitors to thwart them in their mission to save Planet Earth. Doom has landed in the playground of Ashbourne School. She is looking mischievously around the playground with her partner, Gloom.

LIGHTS: FULL

(Enter Doom and Gloom)

Doom: What are we doing in a school, Gloom? What is their crazy plan?

Gloom: I don't know, Doom, what are we doing here?

Doom: Disgusting children, Gloom. I can barely look at them without feeling very, very sick indeed.

Gloom: Sick, yeah! I feel sick too.

(Enter Monitors to side of stage only)

Doom: I can see the Monitors over there. They're such goodie two-shoes, leaping around the Universe putting everything right, when it all looks perfectly fine to me.

Gloom: Yeah, I think it looks fine.

Doom: They've got those medallions on. Very clever! Better get ours. Gloom, go and get them and bring me my coat, it's freezing here!

Gloom: Ok, Doom.

(Gloom goes off to get them.)

Doom: Destruction in 60 years. How fantastic. I couldn't have planned it better myself

(Gloom comes back.)

We need to make sure they carry on doing everything wrong so they can disappear into oblivion.

Gloom: What's oblivion, Doom?

Doom: Nothingness. Gone. Caput. Finito. Go and find out what they're doing!

(Doom goes off and listens to the Monitors)

Captain: Ok everyone, we're here.

Doc: It's really cold. You'll have to adjust your body temperatures to 36.9°C That's the average temperature of the Human Race. You might have to vary it a bit until you acclimatise.

Crew 1: Where are we?

Data: Playground, Ashbourne School, Mitcham, London, England, Planet Earth.

Captain: Big Hope suggests in her briefing notes that we start here. She says that they turn out some pretty good human beings but don't get a lot of credit for it, so it could be a good place to start.

Fax: What happens if we can't find the child here?

Captain: I have a list of other places around the planet we can visit.

Crew 2: What's this child like? How are we going to know them?

Fax: Shall I explain, Captain? *(He/she nods)*
The child we are looking for has to possess leadership qualities. Big Hope has detailed these qualities for us and they've been programmed into Moni 6. Haven't they, Moni?

Moni: I am the font of all wisdom.

Fax: Here's your copy.

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| <p>LEADERSHIP QUALITIES</p> <p>INTELLIGENT VISIONARY DETERMINED TRUSTWORTHY GOOD ORGANISATIONAL SKILLS EMPATHETIC COURAGEOUS</p> <p>PLUS A GOOD SENSE OF HUMOUR</p> |
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Each of you will be monitoring for these qualities
It'll be amazing if we find someone with that lot.

Crew 3: But we can't monitor everyone. Look, there are lots of humans in the playground. Where do we start?

Captain: Big Hope has devised a series of tests for us to put into operation. The first one will help us narrow down the number of children we are going to monitor. Then we can begin the job of selecting.

Aerial: How many children will that be?

Captain: It suggests that six is the maximum focus group.

SOUND EFFECT; SCHOOL BELL RINGS

(Children & teachers on duty come into the playground. Kids play and teachers watch)

SOUND EFFECT : LOW PLAYGROUND NOISE

Doc: *(Looks around bewildered)* How come no one is coming to greet us?

Captain: That's because we are wearing our medallions and they can't see us. Keep a look out for the Prophet of Doom, she'll be doing her best to ruin this Mission! Always be on Red Alert!

Fax: Shall I start the selection programme, Captain?

Captain: Go ahead!

(Moni 6 prints out the programme.)

Fax : This test should narrow down the field. It tests for Trustworthiness.
1. Print copies of local currency.
2. Put currency around playground to tempt children.
3. See who keeps the currency and those who hand it in.

Aerial : What's the currency, Moni?

Moni: *(Tunes into his computer)* Pounds sterling. I'll print off some £5 notes
By the way they call the currency "money". Good thing it's not Moni. Ha! Ha!
(Moni prints off some money and hands it to the Captain.)

Captain: Ok crew, spread it around, and let's monitor what happens.

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| Narrator: | Gloom rushes back to report to his mistress who tries to think of a plan to wreck things. Meanwhile, the children see the money in the playground. |
|-----------|---|

Child 1: Look at this £5 note.

Child 2: You'd better take it over to Miss and tell her.

(One by one they see the money on the ground and walk over to the teacher on duty and hand it in.)

Doc: *(To the Monitors)* This isn't going to work, they're too honest.

Doom : Yuk, these kids are sick-making they're so goodie goodie.
I'm going to have to use telepathy, Gloom.

Gloom: What about the Telepathy Code of Conduct that governs all the planets.

Doom: Stuff the Code of Conduct, Gloom. It doesn't apply to me.
(She sends messages to a couple of the children.)
Pick it up! Ha! Ha! Ha! Lovely money. Pop it in your pocket! Go on, no one is looking! Yeah, that's the way.

Captain: Hang on! What's going on over there?

Fax: It's Doom. She's here.

Captain: Put a force field round her, Moni!

Doom: Force field eh! Ha! Ha! Ha!
That won't stop telepathy.

Gloom: What are you gonna do now, Doom?

Doom: I have a plan!
(She changes her voice and calls out to a boy in the playground)

You're a real cheat. I saw you in class.

Boy: 1 You calling me a cheat?

Boy 2: I never said anything.

Boy 1 : Oh yes you did. I heard you.

(The boys start to fight.)

Doom: That's better! Come on! Get stuck in there! Give him what for!

(The Monitors tune into what is going on. A crowd gathers around the fighters.)

Doc: She's using telepathy, Captain.

Captain: That's against the Code of Conduct. Put a mind block on her, Moni! It'll keep her quiet for about a day.

(Moni puts a mind block on her.)

Doom: Urgh! That hurts.

Gloom: What is it?

Doom: It's what you suffer from most of the time - a mind block. Get back to the craft. I'll be there in a minute.

(Doom reels in pain)

Lee : It's Paul and Simon. They were arguing in the class before break.

Billy : I'll go and get Miss. She's in the other playground.

Josie : Come on everyone, go back and start playing. Miss will be here in a minute!

Millie : I'll take these little ones back. We don't want them to see children fighting.

Imogen : I'll come with you, Millie. Come on, let's go and play skipping! Millie and I will turn the rope for you.

Martin: I'll get hold of Paul and you get Simon.

Lee : Ok. Be careful though, we don't want Miss to think we've been fighting.

Martin: Come on, Paul, calm down!

Lee: Come on, Simon, I know you're upset but fighting isn't going to help.

Josie : Miss is coming!

Ms Smart: Josie, could you ask Ms Wright to come over and would you get the bell please! Well done for calming things down.
Ok, you two, I'd like to see you on your own after you've had a chance to calm down. Lee and Martin, can you escort these two to the Head's? office and I'll be there in a minute.

Lee & Martin: Yes, Miss.

Ms Wright: Is everything ok?

Ms Smart: Yes. These sensible children have calmed the whole thing down. Can you just check those two get back to the head's without fighting? again?

Ms Wright: Yeah. Don't leave without talking to me today, will you? We need to discuss the after-school clubs projects.

Ms Smart: Ok.

(The teachers and children go in. Doom comes forward and Gloom returns to join her.)

DOOM'S SONG : SPIRALLING OUT OF CONTROL

*(Exit Doom and Gloom)
(The crew return.)*

Captain: Wow! That was something. Those children are very sensible. We need to get their details.

Moni: I have entered the school's records and found the following children who match those names: -

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|---|
| Billy Brain Imogen Ingrams Josie Jones Lee Locket Martin Marks Millie Munn |
|---|

Fax: Well done, Moni!

Captain: I think we may have found our focus group, don't you?

(Everyone agrees.)

Doc: What's next?

Captain: Now we have to set up the monitoring tests.

Fax: Big Hope suggests the following: -

1. Select a teacher who is interested in the environment and another who is interested in history.
2. Through telepathy, encourage them to set up a project each for the children.
3. Through telepathy, encourage the children to take part in these projects.
4. These projects should ensure the children are informed of these important issues.
5. Monitor their leadership qualities through observation.

Aerial: Moni needs to search the records to find out which staff will fit the bill.

Moni: Done!

Fax: Moni, you are wonderful!

Moni: I am only as good as my programme, which is wonderful, actually.
Anyway, your request is no problem! In my normal efficient way, I have this information ready for you: -
Ms Wright is interested in History and has written a couple of children's books to supplement her very poor teacher's salary.
Ms Smart is a member of Greenpeace, Friends of the Earth, and is the Chair of the local Environment and Safety Forum.

Doc: Shouldn't be hard persuading them.

Moni: "A piece of cake", as the locals would say.

Fax: Did you say cake?

Moni: It's an expression. It means simple.

Data: Yes, just like you my dear.

LIGHTS: BLACKOUT

LINK-UP MUSIC

***Props: Remove all existing props & replace with:
Blackboard***

Scene Three – Preparing the Way

Classroom

Lights: Spot on Narrators

Narrator: The Monitors leave Ashbourne School for the day and the two teachers get together to discuss their projects.

Lights: FULL

Ms Wright: I've been thinking about the project, and I'd like to set up a History Club after school.

Ms Smart: That's a good idea. I'll give you a hand with it.

Ms Wright: Thank you. What's your idea?

Ms Smart: Well, do you remember when I did that river project five years ago?

Ms Wright: Yes, that was very interesting. The kids loved it.

Ms Smart: Well, I'd like to go back and see how things have changed. Do a monitoring exercise on it with the children who are interested.

Ms Wright: Count me in on that one.

Ms Smart: That'll be two nights after school on top of everything else.

Ms Wright: Yeah, but it's for the kids, and that's what we're here for isn't it?

TEACHERS' SONG: IT MUST BE FOR THE KIDS

Lights: BLACKOUT

Props: Remove all existing props & replace with:

Protective gloves. Raincoats and wellies for children. Rucksacks. Crisp bags to scatter. Clipboards with notepaper on them + pencils. Magnifying glasses. Rubbish sacks.

Scene Four – The Field Study Trip

The River Wandle Study Centre

Lights: Spots on Narrators

Narrator: The two teachers take the group of children on a local field study trip to look at the River Wandle. They've arrived at the study centre and are about to get ready for the visit.

Lights: FULL

Martin: It's great to get away from school isn't it?

Ms Smart: Yes. I came here five years ago with a group of children and we had a wonderful time. The river bank is an interesting place to study the environment.

Imogen: What are we looking for, Miss?

Ms Smart: Well, the last group studied a small stretch of the river and we identified the wild flowers, grasses and reeds and the neighbouring trees. We did some bird-watching to see what was there.

Lee: Can we do some bird watching?

Josie: He's being pathetic, Miss.

Billy: What's new?

Millie: Little creatures with feathers, Lee. Not the other kind.

Ms Smart: We also checked out the local insect population and found out what fish and creatures were in the river.

Lee: A big troll!

Ms Wright: Thank you, Lee.

Ms Smart: I want us to go back to the same spot and see how things have changed in the last five years and record the information.

Imogen: Well it sounds good to me.

Ms Wright: You'll need your wellies and warm coats on. I've got some gloves for you to wear to protect your hands

Josie: Why?

Ms Wright: There are rats in the river and they carry Viels disease.

Lee: Sounds vile to me.

Ms Wright: It is and you don't want to get it.

Lights: Spot on Narrators

Narrator : The children and their teachers set off for the riverbank. When they arrive there they are shocked to find the whole area is in a terrible state.
Doc, Data and Moni are monitoring what's going on.

Lights: FULL

(Enter Monitors on one side and Doom and Gloom the other side of stage)

Ms Smart: Good Lord! What a state! *(She stands there in a state of shock.)*

(The children gather round to comfort her as Doom and Gloom look on and clap their hands in glee.)

Doom: What a wonderful vision, Gloom. Destruction all around.
I couldn't have planned it better myself.

Gloom: No, Doom, and you're a good planner.

Doom: Absolutely perfect. We're definitely on course for oblivion. Ha! Ha! Ha!

Gloom: Oblivion, here we come. Ha! Ha! Ha!

Millie: Are you all right, Miss?

Ms Smart: No, Millie, I am really angry at the destruction. Look at the place!

Millie: My friend, Jack, says that all the governments in the world have to work together to solve the environmental problems the earth is facing. He says that we need strong leaders who are respected by the people.

Ms Wright: That is true, Millie. But these things are happening in this country because people just do not care.

Doom: This Millie is a right troublemaker. Keep an eye on her!

Gloom: Millie, you watch it! I've got my beady eye on you.

Imogen: Are we going to have to go back?

Ms Smart: No, let's see what we can learn from this.

Billy: All these crisps bags everywhere.

Doom: They make the place look rather cosy, don't they?

Gloom: Lovely, Doom! Really lovely!

Ms Wright: Ok kids, get your clipboards and we'll do what we came to do!

Ms Smart:
different Check that bank over there, Martin and Billy! There used to be 15
kinds of wild flower in there. See how many are left!

Doom: None with a bit of luck.

Martin & Billy: Ok, Miss.

Ms Wright Imogen and Millie - look at the tree map on your sheet! Put a felt tip through the ones that still look ok!

Imogen & Millie: Ok, Miss.

Doom: That should be easy. They're all dead.

Gloom: No, I can see a couple.

Doom: Shut up!

Ms Smart: Lee and Josie – take these magnifying glasses and see what little insects you can find in that area over there! Last time we found 10 different kinds.

Doom: Nice little insecty winsecties look like they're all about to snuff it.

Gloom: They don't look too healthy.

Ms Wright: Ms Smart and I will take a look at the river itself.

Doom: Take a swim, girls! Ha! Ha! Ha!.

Gloom: Yeah, underwater. Ha! Ha! Ha!.

Lee: It stinks, Miss. Don't fall in!

Lights: Spot on Narrators

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| Narrator : | So much has died in the last five years that there is little to report. The river is so polluted that all the fish have gone and there is rubbish everywhere. |
|------------|---|

(Enter the Bugs)

Lights: FULL

Lee: Here look at these poor bugs living in all this rubbish. They look right fed-up with themselves.

(The kids gather round)

Big Bug 1: So would you if you had to live here. Wouldn't he, lads?

Big Bug 2: Yep! This used to be a nice neighbourhood. Nice place to live. clean and friendly.

Big Bug 1: Yeah, apart from those hedgehogs that used to eat us. They weren't too friendly.

Buggy 1: I feel too ashamed to bring my friends back here these days. The place is a complete pigsty.

Buggy 2: We should pack up and move to Wimbledon Common before we all get too ill. That's a nice neighbourhood

Bug 1: Bit expensive round there ain't it?

Bug 2: Yeah, and a good chance you might get killed by a golf ball landing on you.

Buggy 3: (*To coughing Baby Bug 1.*) Here you have a puff of your asthma pump love! That'll make you feel better.

Baby Bugs: Can we have some grub, mum?

Buggy 3: In a minute, dear.

BUGS' SONG: BUGGED

(Exit Doom & Gloom)

Lights: Spot on Narrators

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| Narrator: Doom is very pleased with all this and leaves, believing that there is no hope of anything being put right. |
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Lights: FULL

Ms Smart: There is an important lesson in all this, children. Who thinks they can work out what it is?

Billy: Don't throw your rubbish around.

Ms Wright: Yes, that would really help.

Lee: Stay away from the riverbanks. They're not good for your health.

Josie: Someone needs to look after the environment.

Ms Smart: Good, yes, but who?

Doc: These children are very smart. Anyone of them could be the one we're looking for.

Millie: If all this damage has been done in 5 years, there may be nothing left in another 5 years unless we all do something about it.

Moni: She's the one!

Ms Smart: Excellent. That is exactly the lesson I want us to learn.

Data: They're all coming up with good scores. What makes you think that, Moni?

Moni: She's my favourite. She's so wise.

Doc: It's not about having favourites.

Moni: You'll see.

Ms Wright: What can we do to help, apart from stop throwing rubbish around?

Imogen: Find out who is causing all the damage and write them a letter.
Billy: Write to the Prime Minister and tell him to do something about it.
Martin: Join Friends of the Earth.
Ms Wright: That's a good idea, they do a lot of work to help the environment.
Lee: We could clean it up.
Ms Smart: Very good idea. I've got some poly-bags. Shall we clear all the rubbish?
Millie: We could set up an Environmental Club for children, to get them involved.
Ms Smart: That would be a great idea and I would love to help you get it going.
Moni: See what I mean!

Lights: BLACKOUT

LINK-UP MUSIC

Props: Remove all existing props & replace with:

Hologram machine
Computer Props & Books for reference
Tables and chairs & writing materials
Millie's project + environmental badges and membership cards
Research project sheets.
Moni's Photo-scanned info on each of the Famous People
Shakespeare's book
Alexander Fleming's Medicine Bottle
Emmeline Pankhurst's Ballot Box
Adolf Hitler's Swastika
Information cards on each of the historical characters

Scene Five – Looking Back On The Past

Classroom

Lights: Spot on Narrators

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| Narrator: | The next day, the children take their environmental homework projects to school to show the two teachers. They think that they're really good. Then Millie hands hers in. They are amazed at the work that Millie has done. |
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Lights: FULL

Ms Smart: Millie, this is fantastic. Look everyone, it's a great idea. Ashbourne School Environmental Club complete with membership cards and badges.

Ms Wright: Look, it's full of helpful information and it's even got an action plan to improve the school's environment. You are clever, Millie.

(Everyone claps.)

Millie: I didn't do it all by myself. I told them all about our visit and said I wanted to start a club. Jack helped me with the information. Polly and Bessie made the badges, and Fred designed the Logo. He's good at art.

Ms Wright: Who are these people, Millie?

Millie: They're the pensioners that live in our house with us.

Ms Smart: Is your mum a nurse?

Millie: She used to be but now she and my Gran run the Easy Day Care Home.

Ms Smart: I said I'd help, didn't I, Millie? Next week I'll help you launch your Club.

Millie: Thanks, Miss.

Ms Wright: Thanks everyone for coming along to the first History Club. I thought we'd make a start by looking at some of the famous people from history who have made a big impression on the way we do things.

Ms Smart: Tonight we are going to give you a list of people for you to research. We've prepared some worksheets with questions that will help you, and there are plenty of books for you to look things up in.

(They give out the list)

Ms Wright : Let's look at Martin Luther King as an example. He was a powerful black civil rights campaigner who was murdered because he was trying to change the world for the better and some people didn't want it changed.

Ms Smart: Martin possessed leadership qualities. Anyone know what they might be?

Billie: Someone who is intelligent and has good ideas.

Ms Smart: Good.

Josie: They'd have to be able to organise things or nothing would get down.

Ms Wright: Absolutely.

Imogen: People would need to trust them otherwise they wouldn't follow them.

Ms Smart: Excellent. They would have to have a fair mind and be honest.

Martin: They'd have to be brave, like he was, and still carry on even though he knew he might be killed.

Ms Wright: Well done! Courage is very important when you want to change things.

Lee: Some people might want to follow him but not completely agree with everything he has to say, just some of the things.

Ms Smart: Then that person would need to be very tolerant and try to include everyone.

Millie: They'd need empathy.

Lee: What's that when it's at home?

Ms Wright: Millie, how do you know about that?

Millie: Fred told me. He says it means when you put yourself in the other person's shoes and try to understand how they feel. He reckons that if people did this more often they wouldn't do a lot of the unkind things that they do to one another.

Ms Smart: You children are extremely bright.

Ms Wright : Martin was a good leader. The other people on this list are famous for other things and I want you to try to find out what those things are.

Ms Smart: Do you want to see how you get on by yourselves or do you need help?

Children: Yes, by ourselves.

Lee: Can I do something about the Apollo Moon Landing? I am really interested in that?

Ms Wright: Yes, but choose one from the list as well.

Ms Smart: Read the info. Choose the one that interests you the most and start your Research! Ms Wright and I are going to get on with our planning Give us a call If you need us.

(Teachers exit)

Lights: Spots on Narrators

Narrator: The children begin to search for information and talk to one another about the ones they are going to do.
The monitors have been watching.
Doom is keeping an eye on things as well.

Lights: FULL

(Children continue with their work.)

Enter Monitors and Doom and Gloom on opposite sides of the stage.)

Doc: This looks interesting.

Aerial: Yeah we could give them a hand. Moni, are you programmed for holograms.

Moni: I can provide that service for you.

Doc: Good. Copy that list for me and we'll make a start!

(Moni photoscans the list and then searches for the information on each person.)

Moni: Ok, I'm ready to roll.

Doc: Don't lie down on the floor, Moni.

Moni : No, I don't mean roll on the floor. I mean I can start. It a filming term I learned last night.

(Doc lifts his medallion and walks in front of each of the children. When he has connected with all of them he lowers it again.)

Doc: We are here to assist you with your project.
Moni, begin!

Moni: With no more ado, let me introduce the great bard himself –
William Shakespeare.

(William appears as a hologram carrying a book.)

Wm Shakespeare: To be or not to be.
That is the question.
Whether it be nobler in the mind
To suffer the slings and arrows of misfortune
Or to.....
Young ladies and gentlemen, let me introduce myself.
William Shakespeare.

(William Shakespeare walks amongst the children and shakes their hands.)

Data: William Shakespeare could never have known what a great
Influence his writing would have on our lives.
(Reads data from Moni)
He is just as well loved today as he was back in his own day.
Proving the pen is mightier than the sword.

Moni: Alexander Fleming

(Alexander Fleming enters with a bottle of medicine in his hand.)

Alexander Fleming: Young ladies and gentlemen. This medicine that I carry, will,
I believe, provide a cure to many diseases. I discovered it by
accident when I was carrying out an experiments. It is called
Penicillin.

(Alexander Fleming walks amongst the children shaking their hands.)

Doc: As a doctor myself, who understands the importance of good medicine, I am proud to have the honour of telling you about this famous Scot.
(Reads notes given to him by Moni.)

Moni: Emmeline Pankhurst.

(Enter Emmeline Pankhurst carrying a ballot box)

Emmeline P: Young ladies and gentlemen, but in particular - ladies, I have dedicated my life to the Suffragette movement so that you and I can have the right to vote in this country. Your vote is precious, make sure you use it! It is your voice.

(Emmeline walks amongst the children shaking their hands.)

Doc: *(Reads the info on Emmeline Pankhurst.)*

(Doom bursts in.)

Doom: Here's a real man to be proud of. Adolf Hitler.

(Adolf Hitler steps out of the hologram machine and everyone starts to boo.)

Millie: You are evil. Bessie says we must learn from history, not repeat it. The Nazis persecuted people and we must not let that happen again. No one should feel bad about their colour, their religion, or their culture. We must be tolerant. That's what Bessie says.

Doc: *(To Moni)* Mind block, quick!

Doom: Urgh, the pain.

Data: *(To Moni, pointing at Hitler)* – Get him out of here!

Moni: It's that Millie again. *(Swooning!)*
And now for a decent human being – Martin Luther King.

Martin L-K: Young ladies and gentlemen
I have a dream that one day every valley shall be exalted.
Every hill and mountain shall be made low.
The rough places will be made plain.
And the crooked places will be made straight.
And the glory of the Lord shall be revealed
And all flesh shall see it together

Sound effect: Martin Luther King's speech that fades

(His speech continues over the speakers as he shakes hands with the children. They all applaud him afterwards.)

Doc: *(Reads the information on Martin Luther King.)*

Moni: Apollo space mission landed people on the moon for the first time.
Young ladies and gentlemen – Video footage of Neil Armstrong.

Doc: *(Doc Reads information on first landing.)* ***(Enter Neil Armstrong.)***

Data: Our presentation is complete.

(The children cheer wildly.)

Lee: I always thought history was a bit of a bore until you brought it to life.

CHILDREN'S SONG: HISTORY WAS A MYSTERY TO ME

Narrator: The holograms leave. The Monitors wave their medallions and go. The two teachers, who have no idea what has been happening, come back into the room.

Ms Smart: Getting on ok?

Children Yes, Miss.

Ms Wright : Time to go, kids.

Children : Bye, see you tomorrow.

Lights: BLACKOUT

Props: Remove all existing props & replace with:

Table & chairs. Zimmer frames & Walking sticks. Plate of cakes
Tea set on tray. Florrie's chest of drawers with daughter's photo
Black cat. Armchair for Florrie. Data information