

**KINGSBURY HIGH SCHOOL
TREATMENT FOR "TOO COOL FOR OUR SCHOOL?"**

TITLE

TOO COOL FOR OUR SCHOOL?

LOG LINE

Students challenge traditional roles in school, and find themselves with an interesting dilemma

MARKET AUDIENCE/HOW OUR PIECE CAME ABOUT

Originally created as a drama production, this film aims to highlight the importance of young people making decisions about their education. It is suitable to pupils and staff in secondary schools.

STORYSETTING

The film is set in a busy London Secondary School, in the playground, the corridors, in lessons, in the Staff Room and in the interview of a new teacher.

BACKGROUND TO THE STORY

This film was inspired by the experiences of pupils in a school that values their opinions. The school has an active school council, which represents the views of students. The piece raises a number of issues including citizenship and challenging stereotypes.

OUTLINE OF STORY

The film starts showing a group of Year 9 students in tableaux, bored and frustrated throughout their school day, in the wet playground, lining up for a lesson whilst being shouted at by a teacher, in a boring lesson, in a boring assembly, on their way home. They come out of the final tableaux and speak to the camera about their wishes for their own education and ask "What can we do to make it better?"

The students discuss their desire to interview new teachers and to select people who will 'relate' to them. The students then BECOME the staff and mimic what they imagine to happen in the Staff Room, with the Headmaster raising the idea of students being involved in the interview process, the staff (Very caricatured) hate the idea due to their own insecurities.

We then show two interviews alternating, where students are questioning two teachers (played by the same actor) with very different views; one very laid back and one who is firm but fair. The answers speak for themselves and the students are aware that despite one of the teachers being young, funky and cool, his attitude towards education would not necessarily benefit them.

When we performed at the School Councils Conference we broke up the performance at certain times to get the audience to think about the issues we had raised in the piece; for example What questions they would like to ask a potential new teacher in their school and which of the two teachers they would like and why. The film could either stand alone, or act as an educational resource, facilitating discussion and further activities.