

# Boundary Power Film Challenge

# Student booklet

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### **Boundary Power Film Challenge**

The Daniel Morcombe Foundation is looking for Australian students to help educate students, parents and carers about setting and communicating boundaries.

### The challenge

Knowing about personal boundaries can help young children develop their own personal power. This power can help children define their sense of self. It makes them more aware of their human rights and the way that they deserve to be treated by others.

The Daniel Morcombe Foundation wants kids to help us teach other kids all about unleashing the power of personal boundaries.

The film should be suitable to use as part of a video lesson aimed at teaching younger children about the power of their personal boundaries. It should highlight the following:

- That personal boundaries can help us develop selfesteem and self-respect.
- Demonstrate how to respect other people's personal boundaries.
- How to recognise when our body clues might be telling us we need to set a boundary.
- How to use "I" statements to show positive communication.
- Show non-verbal and verbal ways of communicating boundaries.
- Demonstrate positive and assertive communication techniques when someone is being a boundary pest or a boundary breaker.
- How having healthy boundaries empowers us to make healthy choices.

### Handy things to consider

How does body language indicate personal boundaries?

How can active listening help you understand someone else's boundaries?

What are ways people can assert their boundaries in a positive and confident way?

When could you use an "I" statement and when could you use a refusal strategy?

What are the characteristics of a boundary pest?

What are the characteristics of a boundary breaker?

How does peer pressure make boundary-setting harder?



Recognise my body clues.



React by stating my boundary.



Use a refusal strategy to defend a boundary.



Talk to a safety helper to report.

### **Planning**

# Step 1: Brainstorm ideas for your film. Think about the following:

- How would you define personal boundaries?
- What are some scenarios that would highlight personal boundaries?
- What are the different ways we can communicate boundaries?
- How could we help someone learn about the power of personal boundaries?
- How will you grab the attention of your audience?
- How will you clearly explain the power of personal boundaries?

Make sure you consider that your target audience is for children aged 4+. The content choices you make must be appropriate for young children and not scary. Your film should make the viewer feel empowered and positive.

To help you brainstorm, you can use the templates Consequences Activity Sheet, Character Consequences Activity Sheet and Brainstorming Activity Sheet.

### Step 2: Develop your screenplay

Once you have come up with your ideas you will need to write your screenplay. Use the handout, **Writing Your Screenplay** to assist.

### Step 3: Storyboard your script

Storyboarding your script helps to plan the shot types and movements. To help with step 3, please see Camera Shots and Movements and Storyboard Activity Sheets.

### Step 4: Filming

Use a digital recording device to film your video. This could be a video camera, iPad, tablet, iPhone, smartphone or any other digital recording device.

Ask your teacher, parent or carer to assist you to use a digital recording device.

### Step 5: Editing

Use a video editing software to edit your footage and add postproduction elements. You can use a PC or laptop with Windows Movie Maker (or similar) or an iPad with iMovie (or similar). Ask your teacher or parent/carer about what software is available to use.

Postproduction elements include:

- Cutting and trimming your scenes.
- Adding music and sound effects.
- Adding titles and graphics.
- Adding visual effects.

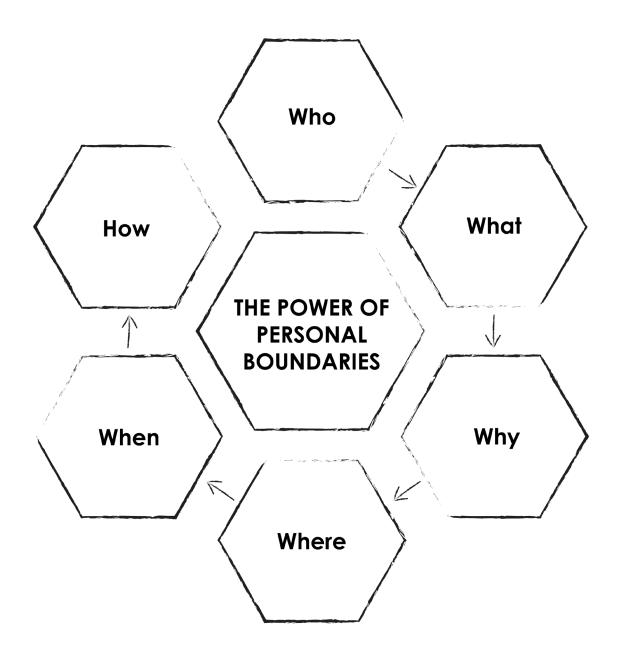
What postproduction elements you use is entirely up to you and not necessary for submissions.

Step 6: Ask your parent, carer or teacher to send the finished product to educational resources@danielmorcombe.com.au

Notes and ideas:



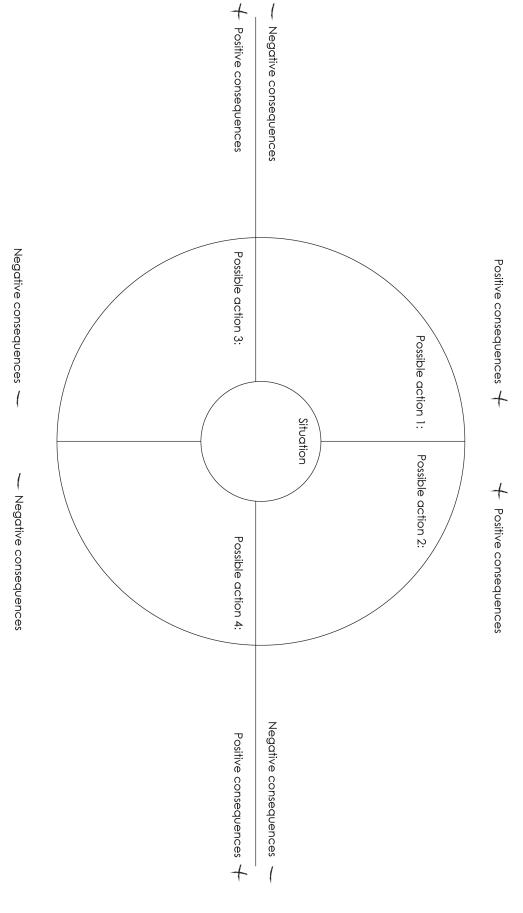
# **Brainstorming**



# Character crossroads activity sheet

Effect on the story - later on What happens? How does this choice affect this character and others?		Effect on the story - at the time What happens? How does this choice affect this character and others?		The decision What does the character decide? Did they follow social norms or their own personal values?	Key 'crossroad: Explain the choice of the character
Effect on the story - later on What things might change later in the story?	<u></u>	Effect on the story - at the time What difference might this change make? Think about how this alternative choice could change things for this character and others.	<del>\</del>	The alternative What other decision could the character have made at this point?	Key 'crossroads' moment in the film Explain the choice a character has to make.  The character I am focusing on is:

# Consequences wheel activity sheet





## Writing your screenplay

A good screenplay is developed and supported with detail, introduces events sequentially, and creates characters and dialogue to create a short film script. Print out this sheet as many times as you need.

Scene heading:	Dialogue:
Characters:	
Description:	
Location:	
Actions:	
Props/Objects:	
Production notes:	
Scene heading:	Dialogue:
Characters:	
Description:	
Location:	
Actions:	
Props/Objects:	
Production notes:	
Scene heading:	Dialogue:
Characters:	
Description:	
Location:	
Actions:	
Props/Objects:	
Production Notes:	



## Camera shots and movements

looking down.

Establishing shot	~~~~	Full shot		
Helps to set the scene by showing the location from a distance so the audience can see where the scene is taking place.	NECT NACIOCAL PLANTS	Shows the full length of the persons body and highlights where they are in their surroundings.	COM PRISE  BECK REASON  DOSon	
Medium shot		Close up		
Showing the character from the waist to the top of the head. Used for facial expressions in combination with body language.	Recognise React Report	Shows the character from the shoulders to the top of the head. Used for capturing characters facial features.	To B.	
Extreme close up	( )	Zoom in	Ti To	
Where an object, item or body part fills the film frame. Used for heightened emotion.		When a camera moves towards an object, item or body part. Used to heighten emotion and show detail.		
Zoom out	(A)	Tracking		
When the camera moves away from an object, item or person. Creates a sense of distance.		The camera moves backwards, forwards or sideways along a track (also known as a dolly or truck).	Cold Pills  WICH THE FOLIA  DOSEN	
Point of view		Over the shoulder		
When the camera films the point of view of one of the characters so the audience can experience what they see.		When the camera is placed behind a character and other characters or objects can be seen in front of them.	ROB Prilo skara ROD	
Tilt		Panning		
A tilt is when a shot moves from a fixed point either up or down to make a subject appear either bigger or smaller. Similar to moving our head from looking up to		Panning moves the camera left or right. Similar to moving our head from looking left to looking right.		



# Storyboarding

Film title: The POWER of Personal Boundaries

Print out this sheet as many times as you need.

Shot number:	
	Shot type:
	Action:
	Dialogue:
	Didiogue.
Shot number:	
	Shot type:
	υποι τ <del>γρ</del> ε
	Action:
	Dialogue:



### Film title: The POWER of Personal Boundaries

Shot number:	
	Chalbana
	Shot type:
	Action:
	Activiti
	Dialogue:
Shot number:	
	Shot type:
	Action:
	Dialogue:

