

# Enthusiastic Consent Project

## Student booklet

Name: \_\_\_\_\_

## The project

Understanding what **enthusiastic** and **affirmative consent** is all about can help young children develop their own personal power.

The challenge is for students to design, create and produce a 1-5 minute film, music video or poster about **enthusiastic and affirmative consent** that is suitable for children aged 4+.

Students can work individually, in a team or as a class to:

- Write a short script teaching younger children about **enthusiastic consent**.
- Storyboard the script, including elements of the film making process.
- Use digital technologies to film and edit their film.

OR

- Write a song and create a music video - or create a music video to DMF's **Enthusiastic is Fantastic!** ABCSL song.

OR

- Design a poster that creatively demonstrates what **enthusiastic** and **affirmative consent** is all about, taking inspiration from this year's ABCSL.

If you like, you can share your students' films with [childsafetyeducation@danielmorcombe.com.au](mailto:childsafetyeducation@danielmorcombe.com.au).

Students will have their scripts approved by an educator prior to developing movement and performance.

**Note to teachers:** Please ensure you have parental consent for all children shown in media entry before sending it to us. The Daniel Morcombe Foundation may show entries across our social media channels.

Entries due by 3 November 2024.

The film, music video or poster should be suitable to use as part of a lesson aimed at teaching younger children about **enthusiastic consent** and should highlight the following:

- **Understanding and respecting boundaries** including personal boundaries, body boundaries and belongings.
- How to **recognise** when **boundaries** are being **blurred** or **crossed**.
- How to **assert** our **boundaries** and **respect** the boundaries of others, too.
- **Body clues and body cues**.
- Assertive and respectful communication.
- How people need to give each other **time**, **respect** and **space** to work out how they each truly feel when consent is requested.

### Handy things to consider

What is Enthusiastic Consent? How would you explain it to someone younger than you?

What are some everyday examples of when consent or permission must be asked? **HINT:** This can be as simple as borrowing a pencil.

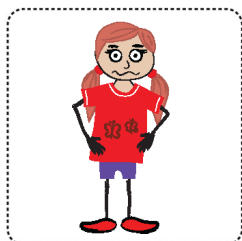
How do body clues help you understand how you are truly feeling about something?

How do body cues/body language indicate whether consent has been truly given or not?

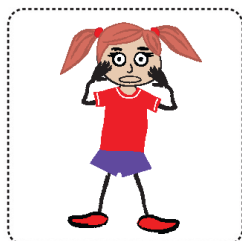
How can active listening help you to understand someone else's boundaries and their reply?

What are ways people can communicate their answer in a positive and confident way?

What are ways people can communicate kindly and respectfully when they are told 'No' or when they can see that the other person is clearly uncomfortable about what is happening or of what is being asked of them.



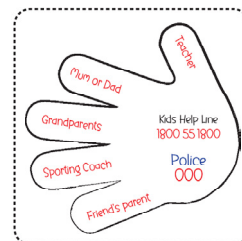
Recognise my body clues.



React by stating an answer.



Use a refusal strategy to communicate assertively.



Talk to a safety helper to report.

# Planning

## Step 1: Brainstorm ideas for your film, song or music video. Think about the following:

- How would you define **enthusiastic consent**?
- What are some scenarios that would highlight personal boundaries and where consent would need to be asked?
- What are the different ways we can communicate boundaries and say yes or no?
- How could we help someone learn the importance of enthusiastic consent?
- How will you grab the attention of your audience?

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 your film and music video ideas, you can use the templates **Brainstorming activity sheet**, **Character crossroads activity sheet** and **Consequences wheel activity sheet**.

To help you brainstorm your poster ideas, you can use the **Poster design example** for inspiration.

## 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 video editing software to edit your footage and add post-production 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.

Post-production elements include:

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

The post-production elements you use are entirely up to you and not necessary for submissions.

**Step 6: Ask your parent, carer or teacher to send the finished product to [childsafetyeducation@danielmorcombe.com.au](mailto:childsafetyeducation@danielmorcombe.com.au)**

Notes and ideas:

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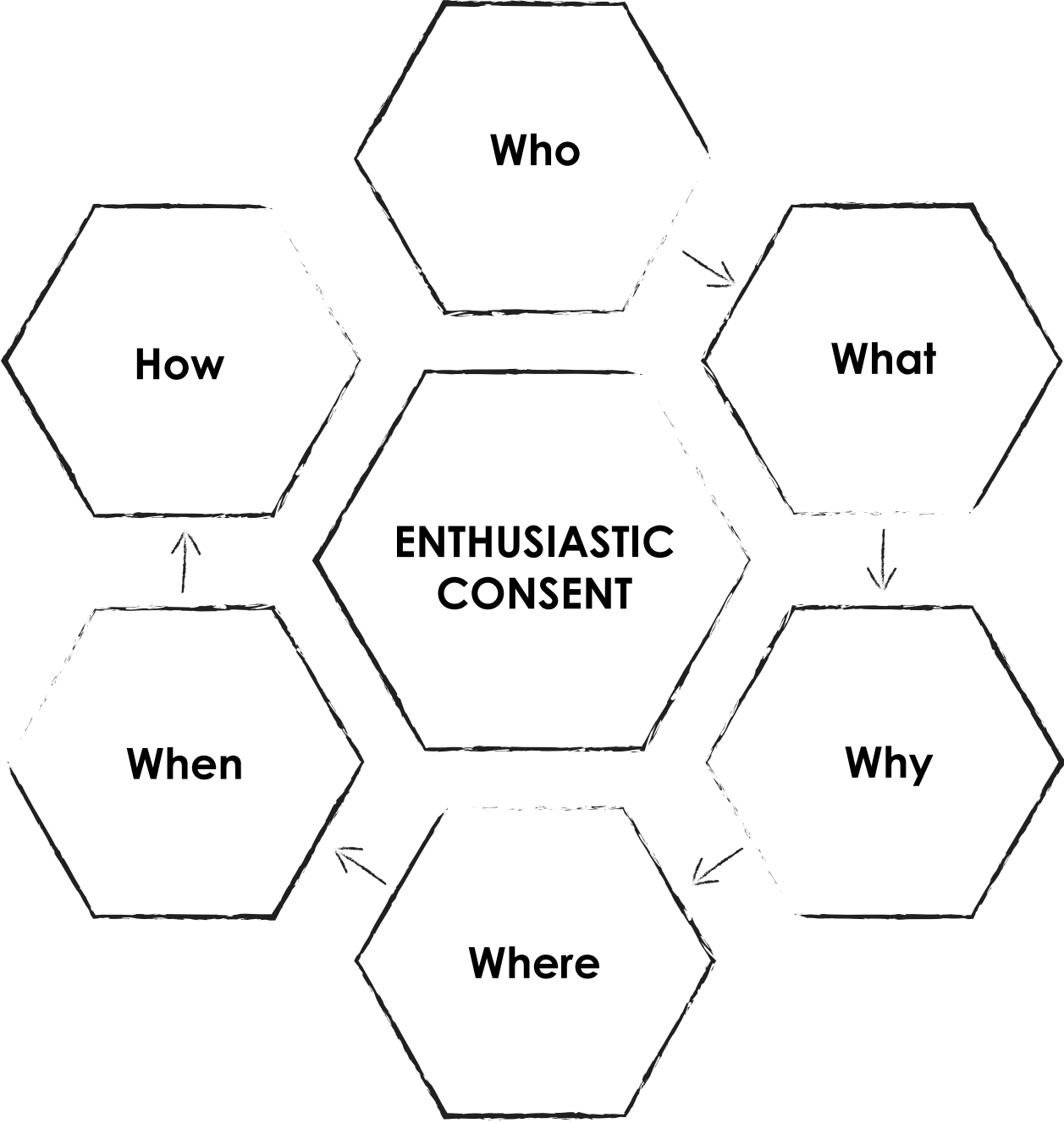
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**Brainstorming**



## Character crossroads activity sheet

**Key 'crossroads' moment in the film**  
Explain the choice a character has to make.

The character I am focusing on is: \_\_\_\_\_

**The decision...**  
What does the character decide? Did they follow social norms or their own personal values?

**Effect on the story - at the time**  
What happens? How does this choice affect this character and others?

**Effect on the story - later on**  
What happens? How does this choice affect this character and others?

**The alternative...**  
What other decision could the character have made at this point?

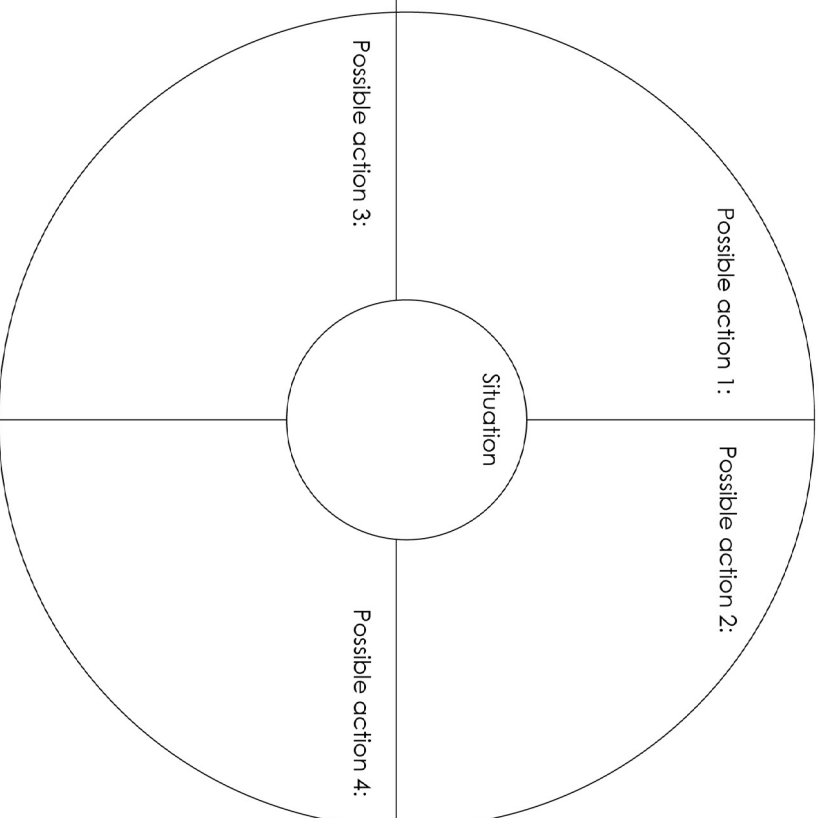
**Effect on the story - at the time**  
What difference might this change make? Think about how this alternative choice could change things for this character and others.

**Effect on the story - later on**  
What things might change later in the story?

# Consequences wheel activity sheet

Positive consequences +

+ Positive consequences



— Negative consequences

+ Positive consequences

Negative consequences —

+ Positive consequences

Negative consequences —

— Negative consequences







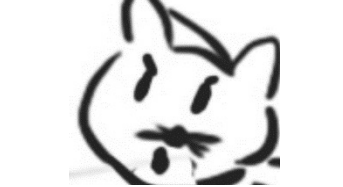

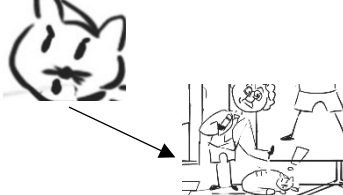

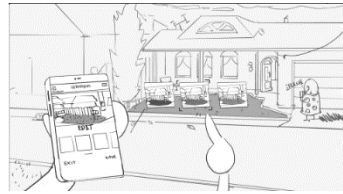

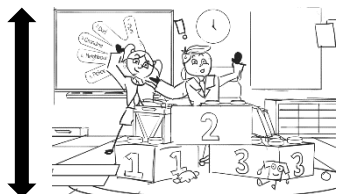

## Writing your screenplay

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.

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



# Camera shots and movements

<p><b>Establishing shot</b></p> <p>Helps to set the scene by showing the location from a distance so the audience can see where the scene is taking place.</p>		<p><b>Full shot</b></p> <p>Shows the full length of the persons body and highlights where they are in their surroundings.</p>	
<p><b>Medium shot</b></p> <p>Showing the character from the waist to the top of the head. Used for facial expressions in combination with body language.</p>		<p><b>Close up</b></p> <p>Shows the character from the shoulders to the top of the head. Used for capturing character's facial features.</p>	
<p><b>Extreme close up</b></p> <p>Where an object, item or body part fills the film frame. Used for heightened emotion.</p>		<p><b>Zoom in</b></p> <p>When a camera moves towards an object, item or body part. Used to heighten emotion and show detail.</p>	
<p><b>Zoom out</b></p> <p>When the camera moves away from an object, item or person. Creates a sense of distance.</p>		<p><b>Tracking</b></p> <p>The camera moves backwards, forwards or sideways along a track (also known as a dolly or truck).</p>	
<p><b>Point of view</b></p> <p>When the camera films the point of view of one of the characters so the audience can experience what they see.</p>		<p><b>Over the shoulder</b></p> <p>When the camera is placed behind a character and other characters or objects can be seen in front of them.</p>	
<p><b>Tilt</b></p> <p>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 looking down.</p>		<p><b>Panning</b></p> <p>Panning moves the camera left or right. Similar to moving our head from looking left to looking right.</p>	



# Storyboarding

Film title: **Enthusiastic consent**

Print out this sheet as many times as you need.

Shot number:



Shot type: \_\_\_\_\_

Action: \_\_\_\_\_

Dialogue:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Shot number:



Shot type: \_\_\_\_\_

Action: \_\_\_\_\_

Dialogue:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Film title: **Enthusiastic consent**

Shot number:

Shot type: \_\_\_\_\_

Action: \_\_\_\_\_

Dialogue:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Shot number:

Shot type: \_\_\_\_\_

Action: \_\_\_\_\_

Dialogue:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Poster design example

