

# Boundary Power Film Challenge

## Student booklet

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

## 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 self-esteem 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?

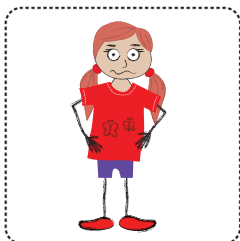
What are ways people can assert their boundaries in a positive and confident way?

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.



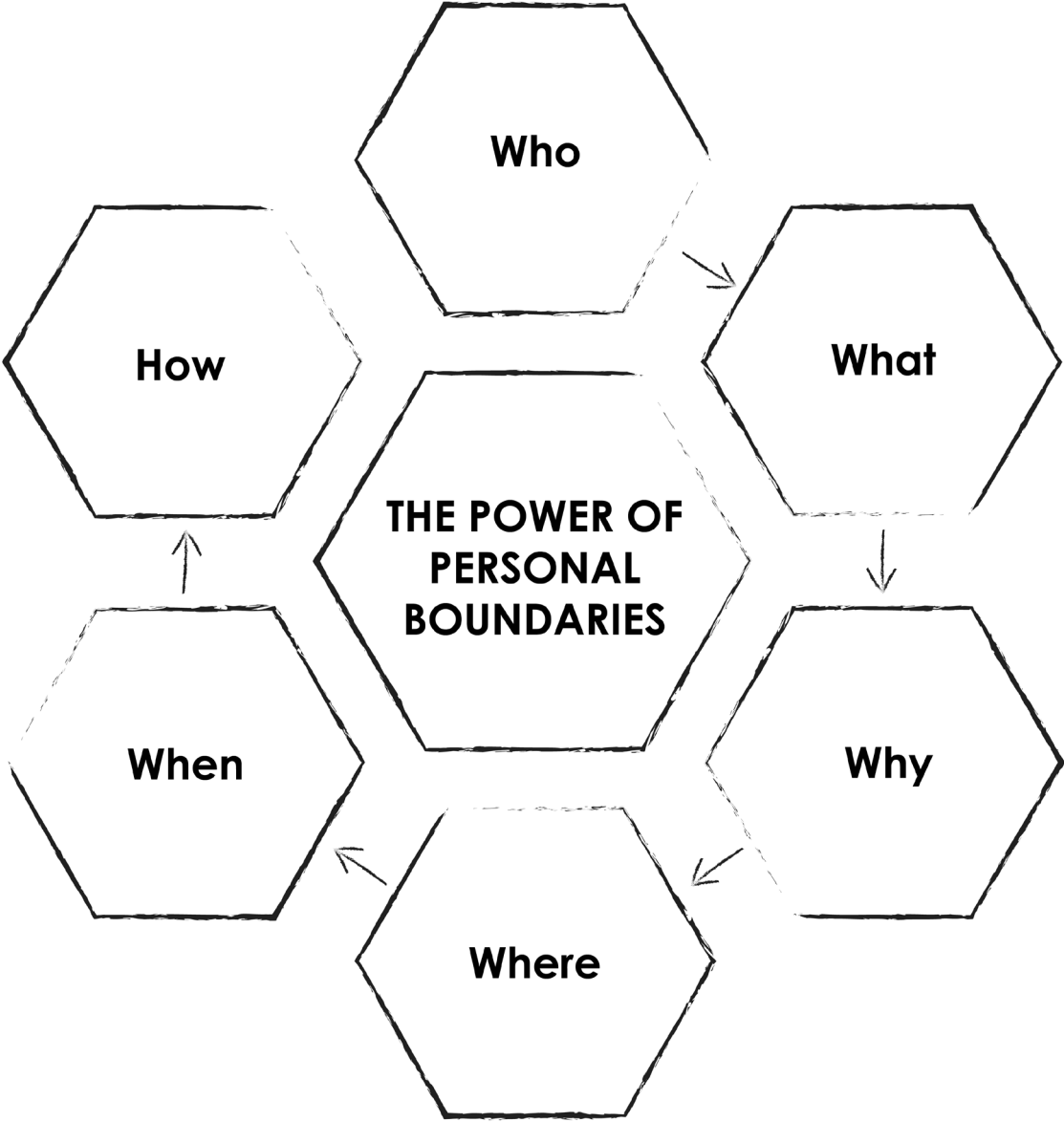
Use a refusal strategy to defend a boundary.



Talk to a safety helper to report.



**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.

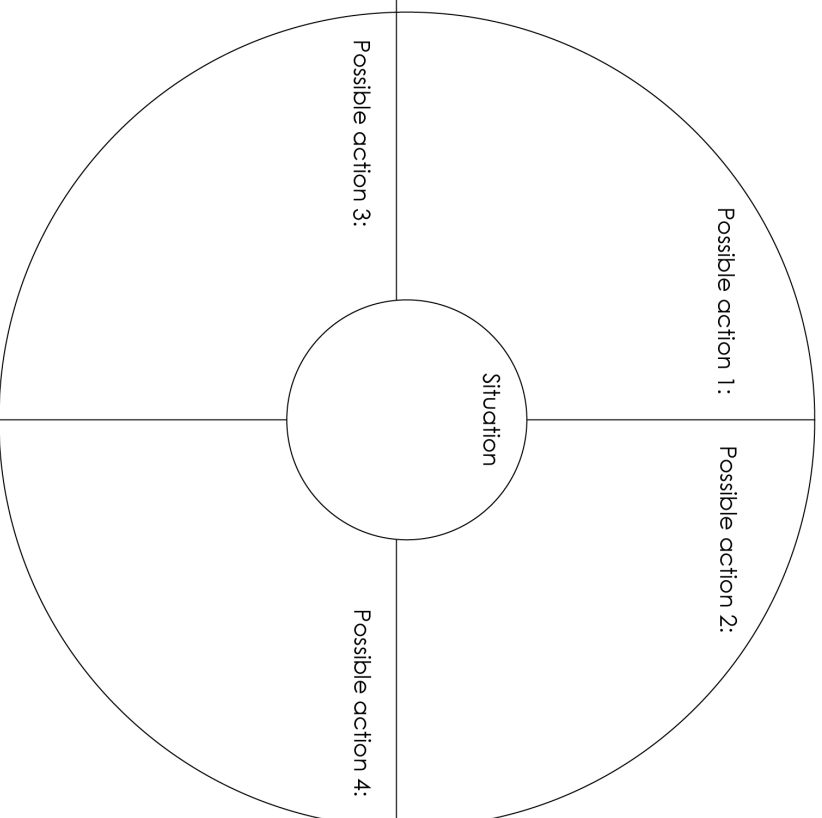
**Effect on the story - later on**  
What things might change later in the story?



# Consequences wheel activity sheet

Positive consequences +

+ Positive consequences



— Negative consequences

+ Positive consequences

Negative consequences —

+ Positive consequences

Negative consequences —





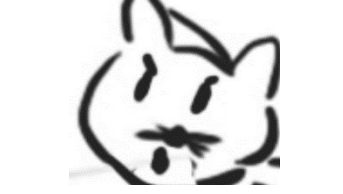
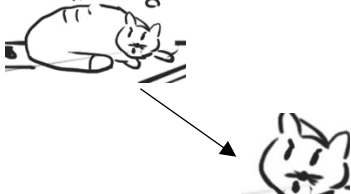
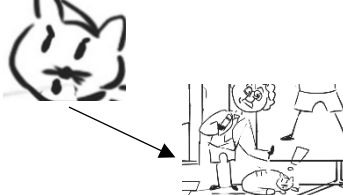

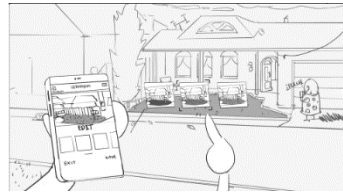

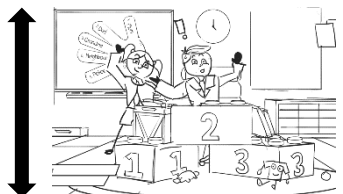

— Negative consequences

## 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:
Characters:	
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 characters 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: **The POWER of Personal Boundaries**

Print out this sheet as many times as you need.

Shot number:



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

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

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

Shot number:



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

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

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



Film title: **The POWER of Personal Boundaries**

Shot number:

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

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

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Shot number:

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

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

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

\_\_\_\_\_

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