Consent Matters Film Challenge

Student booklet

Name: _____

Consent Matters Film Challenge

The challenge

Knowing about consent can help young children develop their own personal power and understand about the importance of body boundaries.

The challenge is for students to design, create and produce a 1-5 minute film about consent that is suitable for children aged 4+. A suggested title is: Consent Matters.

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

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

What to include

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

- That consent is more than just saying yes or no.
- That consent is a two-way street and it is up to both people to communicate and listen clearly.
- Demonstrate how to ask, listen and observe.
- How to recognise when our body clues might be telling us we need to set a boundary or that we deny consent.
- How to use assertive communication.
- Show non-verbal and verbal ways of communicating boundaries for consent.
- How having healthy boundaries and understanding consent empowers us to make healthy choices.

Handy things to consider

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

What are some examples of when consent may be needed to be asked? HINT: This can be as simple as borrowing a pencil.

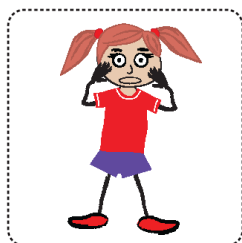How does body language indicate whether consent has been given or not?

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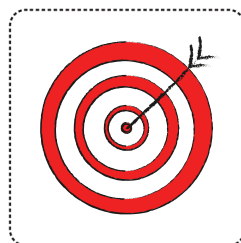
When could you use an "I" statement and when could you use a refusal strategy?
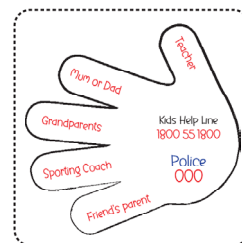

Recognise my body clues.

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. Think about the following:

- How would you define 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 that consent matters?
- 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, 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 childsafetyeducation@ danielmorcombe.com.au

Notes and ideas:

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Brainstorming

Who

How

What

CONSENT
MATTERS

Why

When

Where
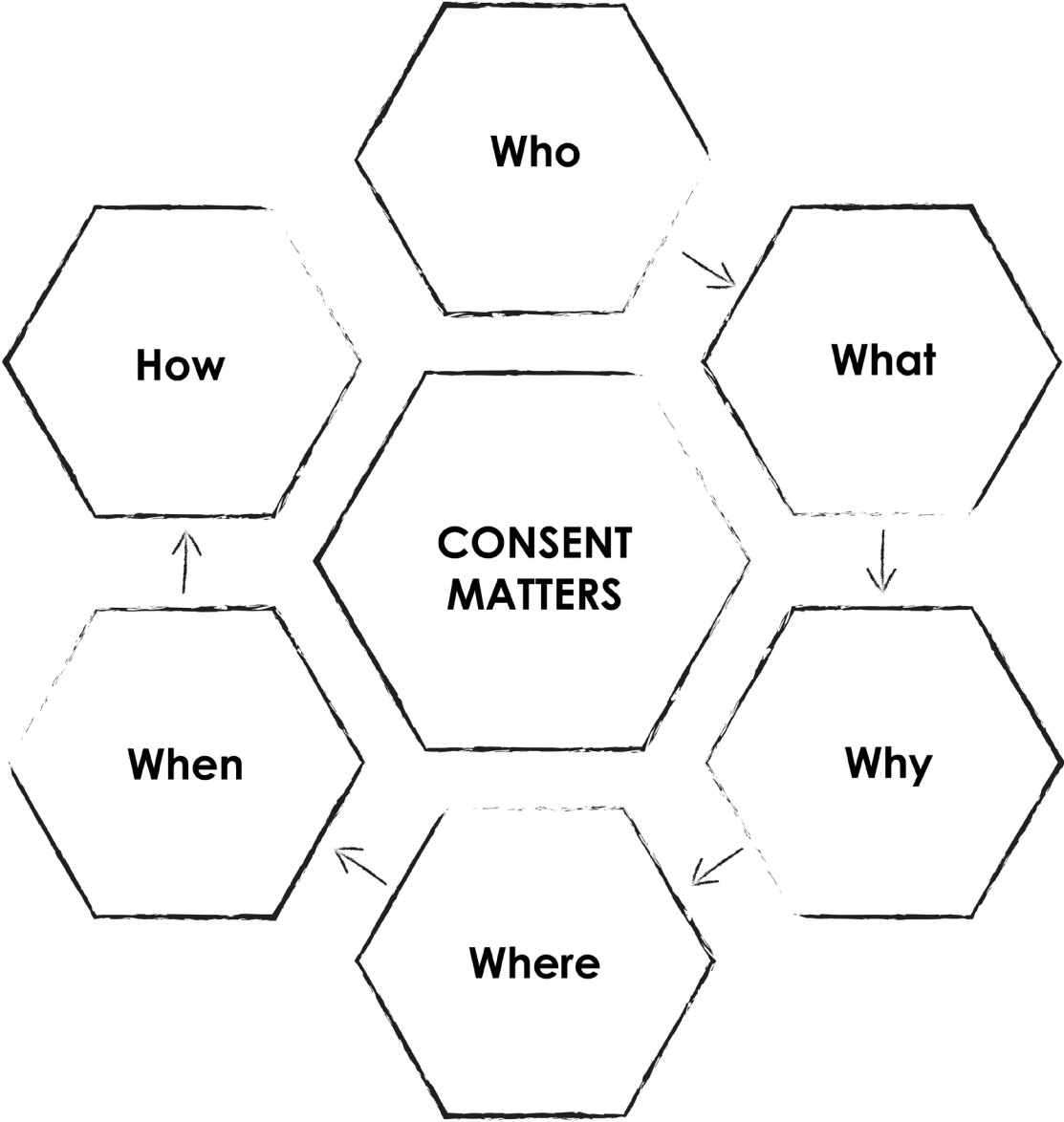
Character crossroads activity sheet

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?

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Consequences wheel activity sheet

Positive consequences +
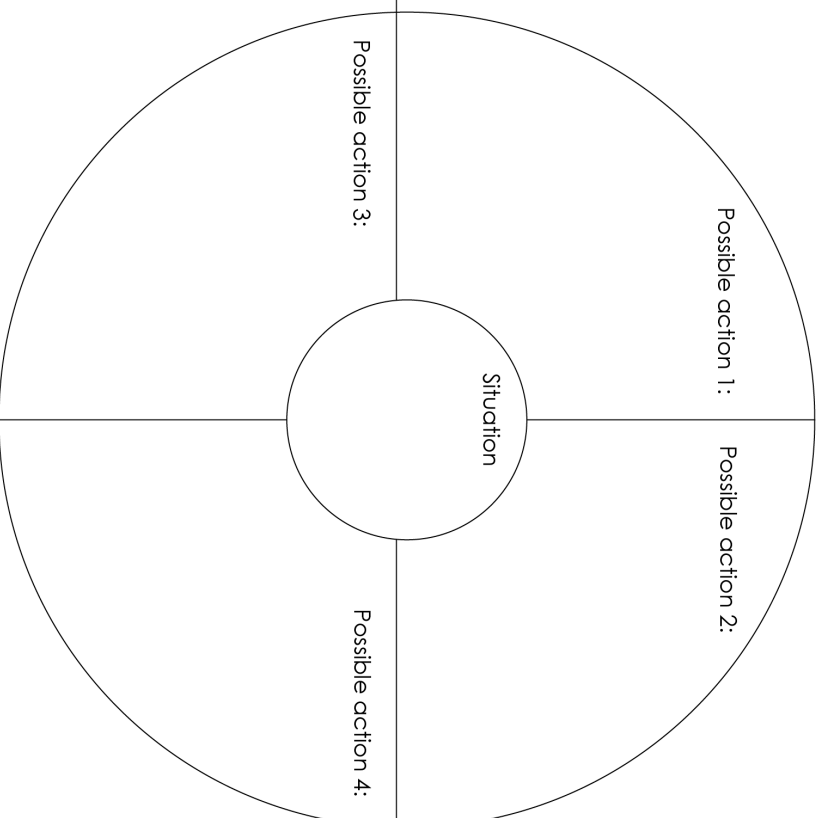
Negative consequences |

Positive consequences |

Possible action 1:

Possible action 2:

Positive consequences +

Possible action 3:

Situation

Negative consequences |

Negative consequences |

Possible action 4:
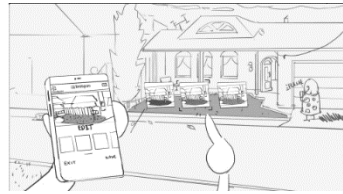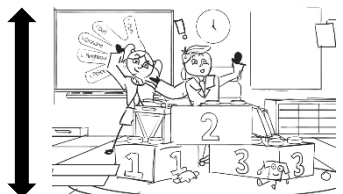
Negative consequences |

Positive consequences +

6
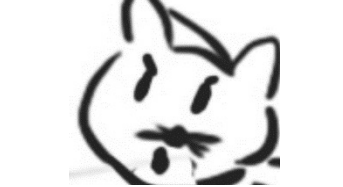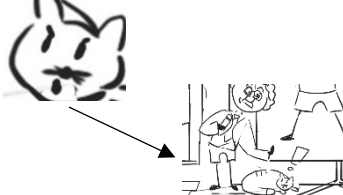
Writing your screenplay

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:	

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Characters:	
Description:	
Location:	
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Scene heading:	Dialogue:
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Production Notes:	

Camera shots and movements

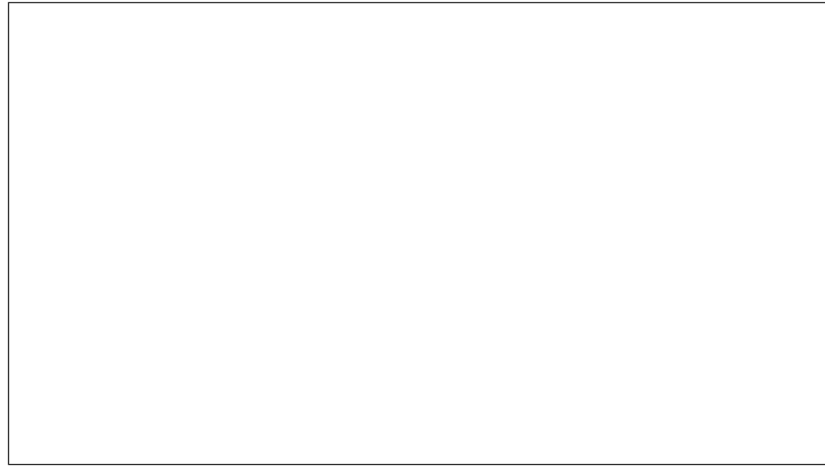|			
Establishing shot Helps to set the scene by showing the location from a distance so the audience can see where the scene is taking place.		**Full shot** Shows the full length of the persons body and highlights where they are in their surroundings.	
Medium shot Showing the character from the waist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

Storyboarding

Film title: **Consent Matters**

Print out this sheet as many times as you need.
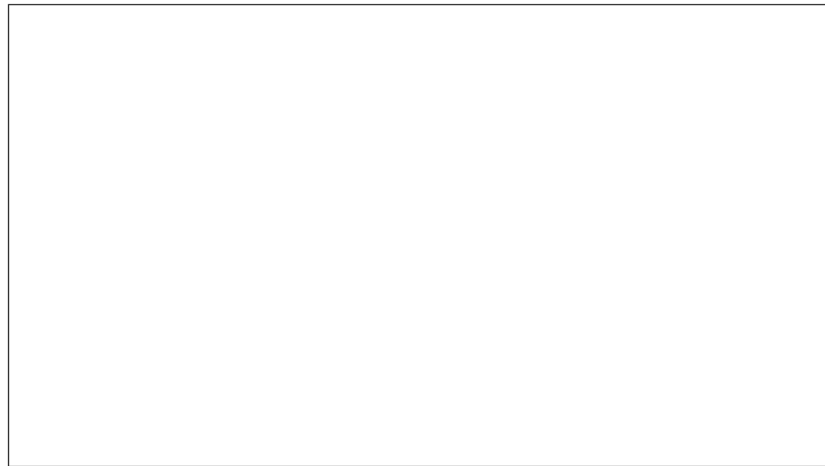
Shot number:

Shot type: _____

Action: _____

Dialogue:

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Shot number:

Shot type: _____

Action: _____

Dialogue:

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Film title: **Consent Matters**

Shot number:

Shot type: _____

Action: _____

Dialogue:

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Shot number:

Shot type: _____

Action: _____

Dialogue:

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