

# 10x14 Bricks

stories from youth in lock-up

## Session Planner



Australian Government  
Attorney General's Department  
Department of Education, Employment  
and Workplace Relations



## Session Planner

### for class & youth groups

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This project was produced with the support of the Australian Government Attorney-General's Department and part-funded by the Australian Government Department of Education, Employment and Workplace Relations

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#### **Acknowledgements:**

10x14 Bricks Talk Points and Session Planner developed in consultation with:

Gerri Walker, Principal Youth Education Centre, Department of Education and Children Services; Peter Harvey, Deputy Principal Youth Education Centre, Department of Education and Children Services; Steven Roche, Program Coordinator, Cavan Training Centre, Families SA; James Armitage, Regional Coordinator, Indigenous Law & Justice Branch SA, Attorney-General's Department, Australian Government; Karen King, Project Manager, Department of Education, Employment and Workplace Relations

The producers would like to thank James Armitage for granting permission to include the Challenging Offending Manual on the 10x14 Bricks Resource DVD. For further information see also Page 2, Challenging Offending Manual.

The 10x14 Bricks Comics were designed by Greg Papertalk during a Hero traineeship

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For more resources, links and updates go to:  
[www.directingthehero.com](http://www.directingthehero.com)

## OVERVIEW

### DESCRIPTION

The DVD contains five powerful films made by teenage offenders with candid 'meet-the-director' documentaries.

There are additional ON-SCREEN TALK POINTS and printable notes to generate group & class discussion about crime, crime prevention strategies, justice, peer pressure and personal growth.

The PRINT material includes a Session Planner, a Talk Point Overview, additional notes, the complete 'Challenging Offending Behaviour Manual' and Comics for each film in black and white and colour.

The WEB PAGE on [www.directingthehero.com](http://www.directingthehero.com) provides updates, extra resources and links to relevant government and community sites.

### OBJECTIVES

This resource aims to support your efforts to:

- Change attitudes towards offending
- Promote self awareness regarding offending behaviour
- Examine the reasons and excuses for offending behaviour
- Explore losses and gains resulting from offending behaviour
- Support teenagers to avoid committing offences
- Examine what tempts teenagers to repeat offending

### THE HERO PROJECT BACKGROUND

In this 'Digital Age' many people are disenfranchised from accessing the equipment and basic skills to take advantage of this powerful medium to produce and share their own stories. The Hero Project bridges the gap. It is an effective, sustainable digital-training community partnership project, that links in with existing support services to hand over the power of media production to marginalized Australian communities.

Developed in consultation with educators, youth workers and thousands of young people in remote and urban communities the Hero Project is founded on the principles of youth voice, empowerment and peer mentoring. During hundreds of hands-on workshops, since 2004, participants have learnt essential digital media skills and created exciting and insightful films that document their world.

Your life story is valued AND you learn essential 21st Century skills.

For more information, links and resource updates visit:

## HOW TO USE THIS RESOURCE

**STEP 1** Watch the HOW TO USE THIS DVD video guide on the DVD. It offers a sneak preview and explains the DVD functions.

### **OPTION A I just want to watch the films**

**STEP 1** PLAY ALL – it takes about an hour

### **OPTION B I want to use the DVD as a discussion starter**

**STEP 1** Plan an Intro 1.5 hour session & 5 half hour sessions

**STEP 2** PLAY ALL – to get an overview of the program

**STEP 3** On a computer check out the PDF print material on the DVD

**STEP 4** Print the relevant sheets if you want Talk Point notes or additional activities for each session

**INTRO SESSION** PLAY ALL - it takes an hour

**then start your discussion using the 'Crime' Talk Points**

**SESSION 1 - 5** Watch each chapter, in the following order

**'Choices', 'Anger', 'Regret', 'Hope' then 'Freedom?'**

Each chapter has a film by a teenage director in lock-up and a Meet the Director segment, where they talk about the circumstances of their crime and reflect on the consequences of their actions

**TALK POINTS Use the handy on-screen Talk Points as discussion starters**

Each chapter has a TALK POINT SUB-MENU. Press PLAY ALL to replay the Film & Meet the Director with the on-screen Talk Points or select specific talk points from the Talk Point sub-menu.

Each Talk Point stops after distinct scenes and displays a question as a discussion starter.

Just press the PLAY BUTTON to continue. You can also jump to the next chapter if you press the CHAPTER BUTTON. ►►

The Talk Point notes in the Session Planner provide additional questions and notes about how the films were made.

**EXTRA ACTIVITIES** Use the additional activities and/or worksheets to extend the discussion.

# 10x14 Bricks

stories from youth in lock-up

## DVD AT A GLANCE

<b>FIRST MENU</b>	Main menu			
	Play all			[60'00]
	How to use this DVD			[2'44]
<b>MAIN MENU</b>	Play all	Crime	Anger	Hope
	Extras	Choices	Regret	Freedom?
<b>CRIME</b>	You wouldn't do crime...or would you?			[5'20]
	Talk Points menu			
<b>CHOICES</b>	Compact Crib + Meet the Director			[6'31]
	Talk Points menu			
<b>ANGER</b>	Angry, Young, Male + Meet the Director			[10'48]
	Talk Points menu			
<b>REGRET</b>	If only...+ Meet the Director			[10'49]
	Restorative Justice			[6'20]
	Talk Points menu			
<b>HOPE</b>	Another Day in this Place + Meet the Director			[10'48]
	Robert's rap			[3'50]
	Talk Points menu			
<b>FREEDOM?</b>	Getting Out, Staying Out + Meet the Director			[12'31]
	Talk Points menu			
<b>EXTRAS</b>	Credits			
	How to use this DVD - explains all DVD functions for Mac & PC			
	First Fleet Back documentary trailer			
	Make Your Own Media [Directing the Hero Within training excerpts]			

## DVD NAVIGATION

### TALK POINTS & CHAPTER MARKERS

Press the 'jump to chapter' button **⏮** on your remote control to skip through the chapters when the films are playing.

#### CRIME

- 1 How far would you go?
- 2 What punishment fits?

#### CHOICES

- 1 Discuss Shane's film
- 2 Life in lock-up
- 3 Repeat offending
- 4 Filmmaking
- 5 Learning from mistakes
- 6 Reasons & excuses
- 7 Choices
- 8 Views on crime

#### ANGER

- 1 Discuss Bayden's film
- 2 Acting 'anger'
- 3 Reasons & excuses
- 4 Recognizing anger
- 5 Filmmaking
- 6 Support
- 7 How far would you go?
- 8 Choices
- 9 Views on crime

#### REGRET

- 1 Discuss Sam's film
- 2 Regret
- 3 Reasons & excuses
- 4 Drugs & offending
- 5 Filmmaking
- 6 Victims of crime
- 7 Choices
- 8 Views on crime

#### HOPE

- 1 Discuss Robert's film
- 2 Hopes & fears
- 3 Identity
- 4 Life in lock-up
- 5 Filmmaking
- 6 Reasons & excuses
- 7 Review board
- 8 Robert's rap
- 9 Offending & family
- 10 Future outlook
- 11 Views on crime

#### FREEDOM?

- 1 Discuss Greg's film
- 2 Main points
- 3 Repeat offending
- 4 Belonging
- 5 Reasons & excuses
- 6 Filmmaking
- 7 Indigenous inmates
- 8 Future outlook
- 9 Views on crime

#### REGRET Restorative Justice

- 1 Before the meeting
- 2 About the meeting
- 3 Why meet?
- 4 Impact
- 5 Outcomes

## FILM SYNOPSIS

### Compact Crib

**Welcome to my favourite apartment!**

This place is 'minus 5 Stars'. It's not much of a joke in here, if you want to see your family and friends, it's best off to stay out of trouble.

### Angry, Young, Male

**Your freedom is not worth one night's stupidity; one night's stupidity has landed me two years jail.**

My film is going to be about a young man who is currently locked up. He is a very angry individual, just trying to help himself and those around him. But the anger seems to get the upper hand. It's about how he can control his anger and change.

### If only...

**If only I didn't try that drug, I could have been someone. I could have paid off that debt. If only I didn't go down that way...'**

During the film I want to show I've changed; and at the end have me looking out of a window. One year ago I didn't think I'd be sitting here. I was in a bad situation but it was wrong, I still shouldn't have done it.

### Another Day in this Place

**Another day in this place! Today's got to be the day I get out... today's got to be the day.**

I'm going to be making a movie about when I'm released. I'll probably be getting out in 4-5 months, out for this Christmas.

I wake up in the morning, have a shower, brush my hair, and then at the gates, free. Finally get told, "you're free to go". But I hate sitting in front of the Review Board, hoping I'll say the right thing.

I want to get a message to all the other brothers out there that it's not worth being trapped in here or the Big House.

### Getting Out, Staying Out

**Free at last. Greg has just got out but he feels policed by his Nanna even though he is looking for a job and resists the temptation to cruise with his cousins.**

My film is about freedom, since being in here you don't get a lot of it. It's about a young Indigenous boy, still trying to find his way. He gets let out, looking at freedom, seeing the world outside, sky, trees, home. It shows what can happen. He has to choose between cruising with his mates and risking his freedom or moving on with his life.

## SESSION PLAN OVERVIEW

- CRIME**      **Aim**    **To introduce the crime prevention DVD**  
Five teenagers share their stories about crime and life in lock-up
- Discussion**    What are your views on crime: How far would you go? What punishment fits?
- 
- CHOICES**      **Aim**    **To connect choices [risky behaviour] to consequences**  
Shane is 15, he knows it is not fun in lock up but he keeps coming back. What does he need to do to break the cycle?
- Discussion**    What are your reasons & excuses? Does crime pay? Life in lock-up
- 
- ANGER**      **Aim**    **To explore anger and self control**  
Bayden is 17, after a drunken night he woke up in a police cell charged with attempted murder. What does he need to do to control his anger?
- Discussion**    Recognizing anger and violent behaviour. Developing self control strategies. Life in lock-up
- 
- REGRET**      **Aim**    **To explore strategies to recognize risky behaviour**  
Sam is 18, he regrets committing armed robbery to finance a drug debt. What does he need to do to avoid future events that could lead to crime?
- Discussion**    What is the impact of your offence on you, your family, your victims? Life in lock-up.
- 
- HOPE**      **Aim**    **To explore anxiety experienced in lock-up**  
Robert is 18, he feels like he is trapped in a cage, waiting for the day he can leave. What can he do to make his dreams become reality?
- Discussion**    Recognizing and managing peer pressure. Understanding the rules. Planning your life.
- 
- FREEDOM?**    **Aim**    **To explore strategies to stay out**  
Greg is 17, he is 'just an Indigenous boy trying to get through life and come out on top'. What does he need to do to stay out of trouble?
- Discussion**    Strategies to stay out. What support is available?

## CRIME SESSION PLANNER

**Aim** To introduce the crime prevention DVD

**'You wouldn't do crime...or would you?'**

**Play Discussion** What are your views on crime: How far would you go? What punishment fits?

This session is to introduce the structure of the DVD and support your group to discuss their views on crime.

There are many reasons why teenagers might be involved in risky behaviour that can lead them to commit a crime. The DVD is intended to raise this discussion with a teenage audience, so they can consider the impact of their choices and discuss relevant strategies to avoid offending.

The Crime chapter opens with **'You wouldn't do crime...or would you? It** briefly shows the teenagers in lock up and explains why they are wearing masks to hide their identities. It also introduces some of the production process as they developed and shot their films. The adult interviews refer to the background of the project and emphasize that the teenagers in lock-up have valuable stories to tell - they are the 'experts' in the field.

The young men were asked to develop a story they thought would be relevant for their peers. Specific stories about life in lock-up that they might think about next time they are in a situation that could lead to re-offending. The relevance and sophistication of the stories make peer to peer education a powerful tool to support difficult and complex discussions.

### TALK POINTS

- 1 **Make a list of crimes**  
**Tick the offences you would NOT commit**
- 2 **Make a list of punishments and**  
**try to match them to your crime list**

### Optional exercises Challenging Offending Behaviour Modules & Worksheets

Page 13-15	Group rules & expectations	Workshop 1.1 + 1.2
Page 27	View on crime	Workshop 2.5
Page 29	How far will you go?	Workshop 2.6
Page 44	'Crimes' list & 'Punishment' list	Worksheets
Page 22	Your Last Offence	Workshop 2.1
Page 24-25	Avoiding Offending	Workshop 2.3

## CRIME TALK POINTS

Crime Talk Point 1 – How far would you go?

**Make a list of crimes**

**Tick the offences you would NOT commit**

This Talk Point is to open the discussion about risky and offending behaviour.

How far would you go?

Every society creates a judicial code to define the boundaries of accepted and criminal behaviour. Most are fluid, responding to changes in cultural practices.

Many teenagers test the boundaries of the social codes they live in, be it at school, home or in public space. This 'rite of passage' often exacerbates the risk to get involved in crime. This exercise helps to start the discussion about 'acceptable' and 'unacceptable' behaviours.

As a group, make an extensive list of crimes, from littering, jay walking, drinking, spray painting, shop lifting to assault and murder. Refer to Workshop 2.6 of the Challenging Offending Behaviour Manual for a starting list.

Crime Talk Point 2 – What punishment fits?

**Make a list of punishments and**

**try to match them against your crime list**

This Talk Point is to open the discussion about the ethics of determining punishments.

Most societies have elected elders, judges, shamans, a jury or plenaries to weigh up the consequences for anti-social behaviour, according to the moral, political and social code of their times.

Many teenagers experience judgement and punishment as a one-dimensional act of repression. This exercise presents the complex process involved in determining punishments.

As a group, make an extensive list of punishments, from jail, spearing, rehabilitation, banishment, etc Refer to the Punishment List, page 44 the Challenging Offending Behaviour Manual for a starting list.

Matching the crime and punishment can open up a discussion about personal responsibility, re-integration, rehabilitation and restorative justice.

## CHOICES SESSION PLANNER

- Aim** To connect choices [risky behaviour] to consequences
- Play** Compact Crib + Meet the Director
- Discussion** Shane is 15, he knows it is not fun in lock up but he keeps coming back. What does he need to do to break the cycle?
- Does crime pay?
- This session presents the reality of life in lock-up to explore how this may be a deterrent for teenagers engaging in risky behaviour. It also explores the complex reasons and excuses that may lead to offending behaviour.

### TALK POINTS

- 1 Discuss Shane's film  
What is the director trying to achieve?  
How do you feel about the film?
- 2 What does Shane miss when he is locked up?  
What would you miss?
- 3 What might be some of the reasons why Shane keeps coming back?
- 4 What challenges did the director face to make this film?
- 5 What can Shane do to change?  
What strategies work for you?
- 6 What are Shane's reasons and excuses for offending?  
How far would you go?
- 7 What are the main factors of Shane's offence?  
What would you do to avoid the incident?
- 8 What do you think Shane will be doing in 10 years?  
Discuss your views on crime and punishment

### Optional exercises Challenging Offending Behaviour Modules & Worksheets

- |            |  |              |
|------------|--|--------------|
| Page 45-49 | Temptations worksheet - apply the questions to Shane's story |              |
| Page 23    | Reasons & excuses  | Workshop 2.2 |
| Page 26    | Does crime pay?  | Workshop 2.4 |

## CHOICES TALK POINTS

Choices Talk Point 1 – Discuss Shane’s film  
**What is the director trying to achieve?**  
**How do you feel about the film?**

### Additional questions

What are the main points the director is trying to get across? Do you agree / disagree? Why? Do you relate to his story? Talk about your feelings about the film. What film techniques has the director used? Discuss the structure & tone of the film.

### Shane’s pitch

Welcome to my ‘Minus-5 Star Compact Crib’...’It’s not much of a joke in here, if you want to see your family and friends, it’s best off to stay out of trouble.’

### Message

It’s not fun being locked up.

### Plot

Dodgy web-video-style real estate ad

1. Introduction to cell: Compact crib, Shower, TV, View
2. Daily routine: Friendly, staff, Mod cons, In-house laundry service
3. Restrictions: Lock up is Minus 5-star accommodation

### Look and feel [Genre, style, tone, music, graphics, lighting]

Shane wanted to create a snapshot of his ‘hidden’ life in lock-up. He used a mockumentary format for his film, a take on Makeover TV shows. Shane makes jokes about most things – however, his intention was to act as a ‘tour guide’ and in a funny way, show us some of the sobering aspects of life in lock up.

### Restrictions

The faces of any actors who are juveniles in secure care can’t be shown, all the filming locations must be in the centre as the residents can’t leave the centre, it is difficult to move easily through the centre, you need escorts and can’t access all locations, limited time and lots of interruptions; actors and crew taken away for court, dentist etc.

Also see Talk Point 4 about filmmaking.

## CHOICES TALK POINTS

Choices Talk Point 2 – Life in lock-up

**What does Shane miss when he is locked up?  
What would you miss?**

Shane mentions his 'family, friends, parties, BBQ's, going to the park with his brothers, the simple things...'

Get the group to do one round to list the immediate responses, such as:

Hanging out with friends, going to the ocean, movies, privacy...

Then consider less obvious things such as:

Going to the fridge at any time, the sound of the traffic, sleeping in...

It could also be helpful to list the things your group think might be better in lock-up than at home, such as:

A place to sleep, daily meals, access to educational/ fun/ sporting activities, set routines...

This can open up the discussion about the activities and services your group might need or want and then working out if these services exist and how to access them in your area.

### **Additional questions**

Is the support you need available to you?

What can you do to get support? Who can help you?

Choices Talk Point 3 – Repeat offending

**What might be some of the reasons why Shane keeps coming back?**

Shane's ambivalence about his recidivism [repeat offending] isn't uncommon. This Talk Point can stimulate discussion about the complex reasons why teenagers offend.

Possible social reasons: Poverty, attitudes toward social & ethnic backgrounds, dysfunctional family situations, peer pressure, drugs and addictions, lack of housing, etc

Personal reasons: Emotional problems; mental health issues, offending as an addictive behaviour

Beliefs: Successful career as a criminal [never got caught to start with]; easy money; I liked the adrenalin rush; loved it so much in lock up that I chose to come back...pseudoscientific explanations [Example: 'I'm born bad, it's in my genes']

### **Additional questions**

Can you relate to any of these reasons?

What do you think are 'real' factors and what are excuses?

## CHOICES TALK POINTS

Choices Talk Point 4 – Filmmaking

### What challenges did the director face to make this film?

**Additional questions** [see Film Production Process sheet page 43]

Discuss the filmmaking process? What would you / your group need to make a film?

#### **Teamwork, Goal setting & Scheduling**

Discuss the roles in filmmaking. Group dynamics, taking on tasks, delegating roles and responsibilities. [e.g. director, producer, writer, camera operator, editor, sound recordist, musician, etc] How do you plan ahead? Discuss film production as an example of planning and executing a creative idea.

The team had a limited time to shoot each of the 5 films so we filmed as much as possible at each location. The cells have identical furniture and appliances and so after Bayden's cell scene we filmed Sam unable to sleep and then switched some posters and items to shoot Shane's documentary.

#### **Brainstorming ideas**

Shane wanted the audience to see what everyday life looks like in a cell in a secure care facility, by stepping us through a daily routine. Including a snap shot of his life before that lead to serious offending and punishment.

#### **Scripts and Storyboarding**

Shane made a 'shot list' of all the 'dodgy' things in his cell: 'Close-up, toilet seat, wide-shot; out window, closeup security shutter opening. He created a storyboard of the scene stealing a camera, [a few shots were used in the Meet the Director] using digital photos of Sam re-enacting the scene, from different angles and framing.

#### **Rehearsals**

Originally Shane wanted to re-enact his crime to show how he arrived in lock-up. This was difficult because residents can't leave the facility and if he 'stole' something in the centre the audience might think he hasn't changed, so he dropped that scene.

#### **Filming**

Shane's film was shot in 15-mins! Greg used the classic documentary hand-held style to follow Shane through the cell; the steady-cam-wheel helped Greg keep the movements from being shaky. The on-the-spot interview with Shane was set up to make him look awkward and cramped as he described the routines.

#### **Editing, special effects and music**

To support Shane's vision of his 'dodgy' accommodation the Hero Project team developed a 'dodgy' online real estate player and created some 'funky' elevator music.

#### **Feedback**

Short after the filming all the cells were upgraded with security bars across the break-proof windows.

## CHOICES TALK POINTS

Choices Talk Point 5 – Learning from mistakes

**What can Shane do to change?**

**What strategies work for you?**

This Talk Point is to start a discussion about strategies to connect risky behaviour to the very real possibility of being locked up.

Questions that begin with 'Why' are very difficult to answer, often because there are many competing thoughts that pop into our minds as a chain of complex ideas and can swamp a simple reply. 'I did this because I that and I did that because...'

### **Additional questions**

How do you deal with difficult questions? Do you avoid confrontation?

Describe your feelings towards 'making mistakes'?

Do you have a person you can trust to discuss personal issues?

At what points in the events that led to Shane's offence could he make a connection between the risk and possible outcomes?

What could he tell himself at these points [that he would listen to], to stop him from offending?

Choices Talk Point 6 – Reasons and excuses

**What are Shane's reasons and excuses for offending?**

**How far would you go?**

Shane describes a not uncommon teenage evening; Hanging with friends, drinking, running out of alcohol, using public transport [fare evasion] and walking through the city to a popular night spot, seeing an 'opportunity' [someone with money] to continue the party [friends & alcohol] being reckless, not considering the consequences and 'going too far' [robbery].

### **Additional questions**

Prepare a list of possible reasons & excuses [eg: blame, fear, drugs, circumstances]

How do you think drugs and alcohol affect people's behaviour?

Discuss the effects alcohol and drugs have on your behaviour.

What are the reasons that stop you from committing a crime?

[Examples: Getting caught; doing the wrong thing; not wanting to hurt people, etc]

If you imagine you are guaranteed you will never get caught will you act differently?

What strategies do you use to reflect on your behaviour?

What strategies do you use to reflect on your friends behaviour?

## CHOICES TALK POINTS

### Choices Talk Point 7 – Choices

**What are the main factors of Shane's offence?**

**What would you do to avoid the incident?**

Shane describes a not uncommon teenage evening; Hanging with friends, drinking, running out of alcohol, using public transport [fare evasion] and walking through the city to a popular night spot, seeing an 'opportunity' [someone with money] to continue the party [friends & alcohol] being reckless, not considering the consequences and 'going too far' [robbery].

What are his reasons and excuses to commit the offence?

What if you were in Shane's story? How far would you go?

At each point in the events what could Shane do differently and still have a fun?

Do any of these strategies work for you?

What are the consequences?

What are the alternatives?

What would you do differently?

### Choices Talk Point 8 – Views on crime

**What do you think Shane will be doing in 10 years?**

**Discuss your views on crime and punishment**

Develop a possible future scenario for Shane. Discuss your projections and then imagine the complete opposite.

Example:

Worst Case Scenario: Shane doesn't address his problems and keeps coming back into lock-up. He likes it better inside. As an adult, he is unable to live in the outside world by himself and commits more and more serious crimes to get long-term sentences.

Alternative: Shane finds support to challenge the fear of not belonging, he secures an apprenticeship and a place in a supervised home, where he feels respected and has friends. He finishes his Certificate 4, finds a job and motivates others to stay out of trouble...

### Additional questions

Can you justify his crime?

What do you want to be doing in 10 years? What gets in your way?

## ANGER SESSION PLANNER

**Aim** To explore anger and self control

**Play** If only... + Meet the Director

**Discussion** Bayden is 17, after a drunken night he woke up in a police cell charged with attempted murder. What does he need to do to control his anger?

This session opens the discussion about anger, violent behaviour and self control strategies for teenagers. It also presents more information about life in lock-up

### TALK POINTS

- 1 Discuss Bayden's film  
What is the director trying to achieve?  
How do you feel about the film?
- 2 As an actor, how would you show anger?
- 3 What are Bayden's reasons and excuses for offending?
- 4 What do you notice when you get angry?  
Do these symptoms excite or scare you?
- 5 What challenges did the director face to make this film?
- 6 When you get angry what support do you find helpful?
- 7 Can you justify violence?  
How far would you go?
- 8 What are the main factors of Bayden's offence?  
What would you do to avoid the incident?
- 9 What do you think Bayden will be doing in 10 years?  
Discuss your views on crime and punishment

### Optional exercises Challenging Offending Behaviour Modules & Worksheets

Page 45-49	Temptations worksheet - apply the questions to Bayden's story
Page 31 + 50	Violence & Self control Workshop 2.8 + Worksheet
Page 58	The Police & you Module 3
Page 81	What are your rights? Module 5
Page 64	Organize a Police visit Workshop 3.4

## ANGER TALK POINTS

Anger Talk Point 1 – Discuss Bayden's film  
**What is the director trying to achieve?**  
**How do you feel about the film?**

### Additional questions

What are the main points the director is trying to get across? Do you agree/ disagree? Why? Do you relate to his story? Talk about your feelings about the film. What film techniques has the director used? Discuss the structure & tone of the film.

### Bayden's pitch

'Your freedom is not worth one night's stupidity; one night's stupidity has landed me 2 years in jail.'

My film is going to be about a young man who is currently locked up. He is a very angry individual, just trying to help himself and those around him. But the anger seems to get the upper hand. It's about how he can control his anger and change.

### Message

Find ways to relax and control your anger: Control your anger, think twice before you act, listen to your friends. Walk away; don't ruin your life with one stupid action.

### Plot

1. Gladiator walks into arena: transforms with a flick of his towel, Shows what anger feels like, sculptures fight, wants to hurt someone.
2. The outcome; locked-up; trapped, pacing
3. Potential conflict TAKE 1: Have a short fuse, start fight
4. Potential conflict TAKE 2: listens, accept apology, relax, read a comic, relief

### Look and feel [Genre, style, tone, music, graphics, lighting]

Bayden chose a pulsating graphic effect to visualize his anger. He also used an acting technique to sculpt another person into expressive poses, ready to be his sparring partner. His biggest challenge was to hold the audience interest as the mood of the film turns from an adrenaline pumping fight into a convincing 'non-cheesy' alternative to anger.

### Restrictions

The faces of any actors who are juveniles in secure care can't be shown, all the filming locations must be in the centre as the residents can't leave the centre, it is difficult to move easily through the centre, you need escorts and can't access all locations, limited time and lots of interruptions; actors and crew taken away for court, dentist etc. Also see Talk Point 5 about filmmaking.

## ANGER TALK POINTS

### Anger Talk Point 2 – Acting ‘anger’ As an actor, how would you show anger?

‘Acting angry’ is very different to ‘being angry’, but at times when you act an emotion it can then trigger those emotions. This Talk Point can start a discussion about what anger can look like. You can discuss acting techniques needed for an actor to uncover what different people feel when they become angry.

If possible, arrange for a drama teacher to conduct a few theatre exercises such as the body sculpture. Make sure you have precautions and appropriate supervision in place and that everybody understands and agrees to the rules of the game:

No one gets hurt, stop means stop, No means No, and positive feedback only.

#### **Additional questions**

How do you think “...” [Samuel L. Jackson, Angelina Jolie] would act angry?

What changes do they make to their body, face and voice? What else changes?

### Anger Talk Point 3 – Reasons & excuses What are Bayden’s reasons and excuses for offending?

Bayden describes the build up to the fight as a person who has an anger problem; Hanging with friends at the pub, drinking, taking drugs, being confronted with a potential conflict, finding reasons to return for more interactions, not considering the consequences and ‘going too far’, believing he could ‘just make him stagger backwards’ by using a weapon [bottle to the face]

#### **Additional questions**

Prepare a list of possible reasons & excuses [e.g: blame, fear, drugs, circumstances]

How do you think drugs and alcohol affect people’s behaviour?

Discuss the effects alcohol and drugs have on your behaviour.

What are the reasons that stop you from committing a crime?

[E.g: Getting caught; doing the wrong thing; not wanting to hurt people, etc]

If you imagine you are guaranteed you will never get caught will you act differently?

What strategies do you use to reflect on your/ your friends behaviour?

What ‘street drug names’ do you know? Why do you think people use these names?

What do you think Bayden means when he says ‘my life wasn’t at its best then...’

What do you think would happen if you attack someone with a glass or a bottle? Describe ‘worst / best case’ scenarios.

## ANGER TALK POINTS

### Anger Talk Point 4 – Recognizing anger What do you notice when you get angry? Do these symptoms excite or scare you?

Bayden describes many signs he notices when he gets angry. 'My fists start clenching, my heart starts pumping, start getting edgy, thoughts are going everywhere, I start flipping out, start losing control and look to hurt somebody.'

#### Additional questions

How does anger feel for you? What does it feel like to lose control?

What makes you angry?

What changes do you feel when you drink?

Have you lost your memory like this? What events have led to you losing your memory?

At what points could Bayden have chosen to act differently? List alternative endings.

Imagine you experience the world as an unfair place, other people are always in the way and your anger keeps growing. What can you do to take responsibility?

How do you control your anger?

Compare anger and anger management in different cultures: how do you think people in other countries / continents / religions / historical / social groups etc deal with anger?

If you don't know, how can you find out?

What are the differences? What options do you prefer? Explain your choices.

How do you react if someone declares that you appear angry / scary / threatening to them?

Anger Talk Point 5 – Filmmaking [next page]

### Anger Talk Point 6 – Support What support would you find helpful when you get angry?

This Talk Point is to start a discussion about self-control strategies when you get angry. The group can also list the things they don't like or 'help' they find unhelpful to develop a strategy that works for each person.

Discuss the 3 points about how people deal with anger that Bayden wants to share with the audience.

1. All angry people can change, and be gentle
2. There are always places you can go to get help with anger
3. Do not judge and angry person

## ANGER TALK POINTS

### Anger Talk Point 5 – Filmmaking What challenges did the director face to make this film?

**Additional questions** [see Film Production Process sheet page 43]

Discuss the filmmaking process? What would you / your group need to make a film?

#### **Teamwork, Goal setting & Scheduling**

Discuss the roles in filmmaking. Group dynamics, taking on tasks, delegating roles. How do you plan ahead? Discuss film production as an example of planning and executing a creative idea. Bayden's first challenge was to overcome the fear of trying something new. He was very 'cool' on the first day but when the Hero team enquired what might get in his way and developed a plan to avoid these frustrations he relaxed and became animated and fully involved. Everyone in the team had a chance to film, direct and act and they also took on specific roles. Bayden kept an eye on continuity. His props included the boxing masks, towel, books and the comic.

#### **Brainstorming ideas**

Bayden wanted the audience to 'experience' the surreal 'fire' he feels when angry and what it is like to then feel trapped by his anger. He identified reading comics as one way to 'diffuse' a potential violent outburst, as it distracts him and reminds him life can be fun.

#### **Scripts and Storyboarding**

Bayden drew up a clear outline of his film with stick figures and shot descriptions; depicting a young man behind barbed wire, feeling very angry and pacing up and down in his cell. He also filmed and edited test shots in the library, to work out the camera angles.

#### **Rehearsals**

In a 1-hour rehearsal with a drama mentor, Bayden explored the difference between 'being angry' and 'acting angry'. He used boxing headgear as a mask to represent being muzzled.

#### **Filming**

Bayden had three 45-min sessions to shoot his film, with three locations: in his cell, the caged outdoor area and the centre's library. Sam shot the low angle feet shots; Bayden the hand held point of view shots and Greg the bird's eye surveillance shots, to establish the 3-D of space in his claustrophobic cell.

#### **Editing, special effects and music**

Working with the Hero Project team Bayden chose the fiery graphic effect to visualize his anger. The 'rewind' scene was reversed at 400% speed. The music combined 'war drums' for adrenaline-fuelled suspense, changing to a relaxed up beat tone, as he removes his 'angry' mask and begins to relax and read the comic.

#### **Feedback**

Bayden's ability to share his feelings about what gets in his way had a profound impact on the group and gave everyone the chance to not judge an angry person.

## ANGER TALK POINTS

Anger Talk Point 7 – How far would you go?

**Can you justify violence?**

**How far would you go?**

This Talk Point is to start a discussion about violence. You can begin by listing the reasons and excuses for violent behaviour. [Self defense, it's not fair, 'they deserved it', 'I can't help myself', everyone was watching, I couldn't back down] Discuss if any of the reasons are justified and how far members in your group would go.

This may raise the ethical discussion about socially sanctioned violence, such as the role of the police at protests or the armed forces at war. It is important the group can explore these contradictions. Often people get angry about 'unfair' situations the point of this exercise is to explore strategies to be personally responsible, even in difficult situations.

Anger Talk Point 8 – Choices

**What are the main factors of Bayden's offence?**

**What would you do to avoid the incident?**

Bayden describes the build up to the fight as a person who has an anger problem; Hanging with friends at the pub, drinking, taking drugs, being confronted with a potential conflict, finding reasons to return for more interactions, not considering the consequences and 'going too far', believing he could 'just make him stagger backwards' by using a weapon [bottle to the face]

Describe how Bayden got into the fight. What are his reasons and excuses to commit the offence? At each point in the events what could Bayden do differently and still have fun? Do any of these strategies work for you?

What are the consequences? What are the alternatives? What would you do differently?

Think about what you have done in the last 2 years then consider how you would feel if you received a 2-year jail sentence.

Anger Talk Point 8 – Views on crime

**What do you think Bayden will be doing in 10 years?**

**Discuss your views on crime and punishment**

Develop a possible future scenario for Bayden. Discuss your projections and then imagine the complete opposite.

Example:

Worst Case Scenario: Bayden doesn't address his anger problems and keeps getting into violent fights. One day, he is so out of control again, that he kills his opponent and gets convicted for murder.

Alternative: Bayden finds support to channel his aggressive behaviour. He learns martial arts, becomes a champion and a sought-after stuntman in Hollywood...

## REGRET SESSION PLANNER

**Aim** To explore strategies to recognize risky behaviour

**Play** If only... + Meet the Director - PLUS 'Restorative Justice' interview

**Discussion** Sam is 18, he regrets committing armed robbery to finance a drug debt. What does he need to do to avoid future events that could lead to crime?

This session explores the impact of teenage offending on yourself and others, including your family and your victims. It also presents more information about life in lock-up, visits and strip searches.

### TALK POINTS

- 1 **Discuss Sam's film**  
What is the director trying to achieve?  
How do you feel about the film?
- 2 **What does Sam regret?**  
How do you deal with regret?
- 3 **What are Sam's reasons and excuses for offending?**  
How far would you go?
- 4 **Discuss the reasons why you think people use drugs**
- 5 **What challenges did the director face to make this film?**
- 6 **How would you feel at this meeting:**  
If you were Sam?  
If you were one of his victims?
- 7 **What are the main factors of Sam's offence?**  
What would you do to avoid the incident?
- 8 **What do you think Sam will be doing in 10 years?**  
Discuss your views on crime and punishment

- 1 **What challenges did Sam face before the meeting?**
- 2 **How would you feel at this meeting?**  
As Sam?  
As a family member?  
As one of the victims?
- 3 **Discuss the reasons why Sam agreed to the meeting**
- 4 **Discuss the reasons why the victims might have agreed to meet**
- 5 **What do you think are the outcomes:**  
For Sam?                      For the victims?

### Optional exercises Challenging Offending Behaviour Modules & Worksheets

Page 45-49 Temptations worksheet - use the questions for Sam's story

Page 71 Life in Custody; Offending & family                      Module 4

Page 34 Victims of crime                      Module 2, Workshop 2.11

## REGRET TALK POINTS

Regret Talk Point 1 – Discuss Sam's film  
**What is the director trying to achieve?**  
**How do you feel about the film?**

### Additional questions

What are the main points the director is trying to get across? Do you agree/ disagree? Why? Do you relate to his story? Talk about your feelings about the film. What film techniques has the director used? Discuss the structure & tone of the film.

### Sam's pitch

'If only I didn't try that drug, I could have been someone. I could have paid off that debt. If only I didn't go down that way...'

During the film I want to show that being in lock-up is like being stuck with the voices, but I've changed and at the end have me staring out the window. I want to show what it really feels facing a long term sentence.

### Message

Don't make a mistake and end up locked up; you could be getting on with your life. One year ago I didn't think I'd be sitting here. I was in a bad situation but the choice I made was wrong, I still shouldn't have done it.

### Plot

1. Doing time, doing weights, waiting: I live in a room that is 10 x 14 bricks wide
2. Visit & strip search: I can't escape the regret, the impact of my actions
3. Back in the cell: waiting, repetition, the clock stops, goes backwards
4. Staring out the window: doing time

### Look and feel [Genre, style, tone, music, graphics, lighting]

Sam wanted to visualize how time becomes surreal in lock-up, and show the repetitiveness of his daily routines: everything is structured. Like a machine, weights are going up-and-down. Time is magically bent as the clock changes speed and direction.

He contrasted this 'magic' with the reenactment of a family visit and the intrusive strip search conducted after each visit, [to check for any contraband].

He also chose to alter his mask over the course of the film; by adding teardrops at the end, displaying his masked feelings on the smiling surface of the white mask.

### Restrictions

The faces of any actors who are juveniles in secure care can't be shown, all the filming locations must be in the centre as the residents can't leave the centre, it is difficult to move easily through the centre, you need escorts and can't access all locations, limited time and lots of interruptions; actors and crew taken away for court, dentist etc.

Also see Talk Point 5 about filmmaking.

## REGRET TALK POINTS

Regret Talk Point 2 – Regret  
**What does Sam regret?**  
**How do you deal with regret?**

This Talk Point is to start a discussion about the positive and negative impact of 'regret'. There are many reasons why Sam regrets he committed the armed robbery. It has affected his entire life now and in the future. [He wanted to join the army] He also recognizes the impact his choices have had on others; his family, friends, the victims and the public. Sam's 'regret' could disable his future if he believes he has no options left but he is attempting to use his regret to change his life.

Sam has shown enormous respect and trust by delving into the inner workings of his regret. His willingness to talk about - and more so his ability to take part in - the victim awareness program is profound.

### Additional questions

What does regret mean to you? What do you feel when you are sorry?

What does it take for you to really feel sorry? What is the difference between a 'sorry' and effective remorse?

How would you feel if you are cut off from the outside world? In lock-up you can only see family at visiting times, it is not a private space, you can't visit family or friends on birthdays, funerals, on holidays, etc.

Regret Talk Point 3 – Reasons & excuses  
**What are Sam's reasons and excuses for offending?**

Sam describes the chain of events that led to the armed robbery as; Trying drugs, then dealing because it was cheaper to maintain his habit, going into debt, being threatened to repay the debt, having his family threatened, 'just wanting to get out of debt, considering armed robbery as a way to get the money, not considering the consequences.

### Additional questions

Prepare a list of possible reasons & excuses [e.g: blame, fear, drugs, circumstances]

How do you think drugs and alcohol affect people's behaviour?

Discuss the effects alcohol and drugs have on your behaviour.

What are the reasons that stop you from committing a crime?

[E.g: Getting caught; doing the wrong thing; not wanting to hurt people, etc]

If you imagine you are guaranteed you will never get caught will you act differently?

What strategies do you use to reflect on your/ your friends behaviour?

What does Sam mean when he says 'dealing is easy money'?

What does it feel like to be threatened or bullied?

Discuss how to deal with bullies – where can you get support? What can you say / do?

## REGRET TALK POINTS

Regret Talk Point 4 – Drugs & offending

**Discuss the reasons why you think people use drugs**

Discuss the reasons that can lead to drug use.

Possible social reasons: Peer pressure, parties, experimenting, pathways into addictions, attitudes to social and ethnic backgrounds, substandard housing, dysfunctional or abusive family,

Personal: Escape from emotional problems; parents that are workaholics / drink every night / use drugs; mental health issues.

Beliefs: 'I can't help it, it's in my genes', I have a successful career as a drug lord [never got caught to start with], it's easy money; I like feeling high / drunk.

### **Additional questions**

Do you think some people are more likely to use drugs than others? Why?

Regret Talk Point 5 – Filmmaking [next page]

Regret Talk Point 6 – Victims of Crime

**How would you feel at this meeting:**

**If you were Sam?**

**If you were one of his victims?**

Sam agreed to meet with the victims of his crimes. Some people chose not to attend. It was a powerful meeting for everyone present and has had a lasting impact on Sam. This Talk Point is to start a discussion about taking responsibility for our actions and the benefits and difficulties of Restorative Justice.

### **Additional questions**

Imagine being in Sam's position: would you have participated in the meeting? Why / why not?

Imagine being Sam's parents or sibling: how would you feel at this meeting?

Discuss the concept of restorative justice:

What does it mean? What is its purpose?

Have you ever been targeted in a crime? How did it feel?

Discuss other judicial models [e.g: penance, revenge, forgiveness, denial, re-integration, rack and stack 'em, protecting the public from offenders etc].

## REGRET TALK POINTS

Regret Talk Point 5 – Filmmaking

### What challenges did the director face to make this film?

**Additional questions** [see Film Production Process sheet page 43]

Discuss the filmmaking process? What would you / your group need to make a film?

#### **Teamwork, Goal setting & Scheduling**

Discuss the roles in filmmaking. Group dynamics, taking on tasks, delegating roles  
How do you plan ahead? Discuss film production as an example of planning and executing a creative idea. Sam couldn't film the facilities security systems or a full strip search so he negotiated to hide behind a wall to re-enact the 'squat and cough' procedure. He also asked permission to hug his 'Mum', because until recently physical contact was prohibited during visits in juvenile secure care centres.

#### **Brainstorming ideas, Scripts and Storyboarding**

Sam wanted to show how it feels to be haunted by regret, but he has made a transition from 'criminal' to a 'better person'. One of his ideas was to change his mask over time. The other aspect of his concept was to show boredom, as an expression of regret and anger. It is a challenge to maintain the pace and tension so the film is compelling for the audience with a 'boring' subject matter. He chose the gym to describe what he does to make time pass faster. Usually he wouldn't be alone in the gym, but he wanted to highlight the loneliness. Sam provided the 10 x 14 Bricks title as he explored what is happening inside his head during periods of extreme boredom in lock-up.

#### **Rehearsals**

Acting with masks is very different to showing emotions with your facial expressions. For Sam to draw the audience into his feeling of regret, he needed to contradict the commedia del'arte smile on the mask with his mouth showing sadness – he also exaggerated body and head movements to amplify his sadness.

#### **Filming**

Sam had 10 mins in his cell, 20 mins for the strip search, 1 hour in the gym and an hour in the library to shoot his film. At first Sam wasn't confident using the cameras but by the end he was shooting the behind-the-scenes footage for the Meet-the-Director documentaries. During the Hero Project workshops our trainers support everyone to use the cameras, script and act to experience media production from behind and in front of the camera. It helps debunk the myth that only specialists can use film to tell their stories and people discover hidden talents!

#### **Editing, special effects and music**

Sam wanted to emphasize the 'surreal' feel of his film with magical/dreamy piano music, supported by mechanical noises he recorded in the gym and metal workshop using door slams, hammers and metal chains.

#### **Feedback**

The teacher who acted as Sam's Mum developed a newfound respect for actors after this scene. She found it is not easy to 'act' calm, focused and 'real', after five takes!

## REGRET TALK POINTS

Regret Talk Point 7 – Choices

**What are the main factors of Sam's offence?  
What would you do to avoid the incident?**

Sam describes the chain of events that led to the armed robbery as; Trying drugs, then dealing because it was cheaper to maintain his habit, going into debt, being threatened to repay the debt, having his family threatened, 'just wanting to get out of debt, considering armed robbery as a way to get the money, not considering the consequences.

What if you were in Sam's story?

Identify the problems. What are his reasons and excuses to commit the offence?

At each point in the events what could Sam do differently and still have fun?

Do any of these strategies work for you?

What are the consequences?

What are the alternatives?

What would you do differently?

Regret Talk Point 8 – Views on crime

**What do you think Sam will be doing in 10 years?  
Discuss your views on crime and punishment**

Develop a possible future scenario for Sam. Discuss your projections and then imagine the complete opposite.

Example:

Worst Case Scenario: Sam gets out and soon is so bored being sober that he starts taking drugs again. He gets deep into debt and his dealer threatens to kill him if he doesn't pay up. Sam convinces himself that he can do a 'clean' robbery, where no one gets hurt. But he loses control, injures several people and runs off without the money. His dealer hunts him down and...[continue].

Alternative: Sam finishes Year 12 in lock-up. With the support of his caseworkers and his family, he moves interstate to escape his debtors and drug friends. He goes to uni, writes a confronting 'tell-all' book about his past and becomes an overnight best seller, going on to write many more movie blockbuster crime screen plays...

### Additional questions

Can you justify his crime?

What do you want to be doing in 10 years? What gets in your way?

Should Sam go to adult prison or stay in the juvenile secure care facility?

Imagine how would you feel if you have to go to adult prison to serve the last 3 years of your sentence?

## HOPE SESSION PLANNER

**Aim** To explore anxiety experienced in lock-up

**Play** Another Day in this Place + Meet the Director

**Discussion** Robert is 18, he feels like he is trapped in a cage, waiting for the day he can leave. What can he do to make his dreams become reality?

This session explores Identity and recognizing and managing peer pressure. It presents more information about life in lock-up and the process of going to a Review Board and being granted conditional/ release.

### TALK POINTS

- 1 Discuss Robert's film  
What is the director trying to achieve?  
How do you feel about the film?
- 2 What are Robert's hopes?  
What are his fears?
- 3 How do you describe yourself?
- 4 Describe the daily routine in lock-up  
What would you find most difficult?
- 5 What challenges did the director face to make this film?
- 6 What are Roberts's reasons and excuses for offending?
- 7 How would you feel in front of a Review Board?  
What questions would you ask Robert?
- 8 Discuss the use of music in Robert's film
- 9 What impact does your family have on your life?
- 10 Does it help Robert to make plans for the future  
or does it make it more difficult?
- 11 What do you think Robert will be doing in 10 years?  
Discuss your views on crime and punishment

### Optional exercises Challenging Offending Behaviour Modules & Worksheets

Page 45-49	Temptations worksheet - apply the questions to Robert's story	
Page 32	Friends & offending	Module 2, Workshop 2.9
Page 98	Courts, tariffs & alternatives	Module 6
Page 101	Magistrate/ Youth Court Judge visit	Module 6, Workshop 6.3

## HOPE TALK POINTS

Hope Talk Point 1 – Discuss Robert’s film  
**What is the director trying to achieve?**  
**How do you feel about the film?**

### Additional questions

What are the main points the director is trying to get across? Do you agree/ disagree? Why? Do you relate to his story? Talk about your feelings about the film. What film techniques has the director used? Discuss the structure & tone of the film.

### Robert’s pitch

‘Another day in this place! Today’s got to be the day I leave. Today’s got to be the day.’  
I’m going to be making a movie about when I’m released. I’ll probably be getting out in 4-5 months, out for this Christmas. I wake up in the morning, have a shower, brush my hair, then at the gates, finally free. But before you get out there is the Review Board. Hoping to get told, “you’re free” and be released. I hate sitting in front of the Review Board

### Message

I want to get a message to all the other brothers out there that it’s not worth being trapped in here or the Big House.

### Plot

1. The morning of the Review: Wake in cell to the sound of birds, feeling sick
2. Prepare for meeting: turn on radio, listen to rap, shower, sit-ups, wait at door
3. Wait in the link way: sit down, Sam comes out, he has not been released
4. Dream: Will I have the right answers? Everyone is masked, lots of questions
5. Wake up: called into meeting, this time for real, what will they decide?

### Look and feel [Genre, style, tone, music, graphics, lighting]

Robert wanted to use his own rap as the sound track to the film, building up to the dream sequence outside the review room.

To heighten the anxiety and powerlessness Robert feels during the review, he masked the panel members, portraying them as faceless authority to emphasize their power.

### Restrictions

The faces of any actors who are juveniles in secure care can’t be shown, all the filming locations must be in the centre as the residents can’t leave the centre, it is difficult to move easily through the centre, you need escorts and can’t access all locations, limited time and lots of interruptions; actors and crew taken away for court, dentist etc.

Also see Talk Point 5 about filmmaking.

## HOPE TALK POINTS

Hope Talk Point 2 – Hopes & fears

**What are Robert's hopes?**

**What are his fears?**

Robert has short and long-term hopes and fears. They are about his personal goals and his career. Robert hopes to get out for Christmas. He fears he will say the wrong thing at the Review meeting. He wants to start a new life, away from all the pressures that led to him being in lock up. He is also afraid he will end up back in lock up or an adult jail.

### **Additional questions**

What are your short-term personal goals? Educational and career ambitions?

What are your long-term personal goals? Educational and career ambitions?

**Hope Talk Point 3 – Identity**

**How do you describe yourself?**

Robert is proud to describe himself as an Indigenous, Aboriginal; Ngarrindjeri. This Talk Point is to start a discussion about identifying how you describe yourself and how you feel about belonging to that ethnic group or community. 'Feelings of belonging' are a complex human experience that may be tied to a location, group of people or shared belief. Exploring 'identity statements' is helpful to develop self worth.

### **Additional questions**

Where did your ancestors come from?

How does this connection to country impact on your daily life?

What community / social / or ethnic group do you belong to?

What do you like about saying you belong to this community?

What does it mean for you to belong to this community?

What do you think it means for your friends? Your family? Someone you meet at a party?

Someone you meet on a bus?

## HOPE TALK POINTS

Hope Talk Point 4 – Life in lock-up  
**Describe the daily routine in lock-up**  
**What would you find most difficult?**

Robert's film shows a secure building, security shutters opening automatically, barbed wire fences outside, the small cell, the regulation radio. Robert playing music as he gets up, does his push ups, showers, brushes his hair and waiting for the security door to be unlocked. He walks down the linkway escorted by a youth worker and needs to convince the Review Board he is 'ready' to be released. Also refer to the other films.

### Additional questions

Have you ever been locked in a room or 'grounded'? How did it feel?  
What strategies can you think of that would help Robert to cope with imprisonment?  
List both positive and negative strategies and add reasons.  
E.g: sport = keeps me fit and offers routine; taking pride in being a 'hardened criminal' = self esteem; belonging to a gang = provides safety from attacks; cooperating with the youth workers / guards = getting a good report and earlier release; dream-planning your future = using mind games to make time pass, learning = preparing for future jobs etc]

Hope Talk Point 5 – Filmmaking [next page]

Hope Talk Point 6 – Reasons & excuses  
**What are Robert's reasons and excuses for offending?**  
**How far would you go?**

Robert says that peer-competition 'drags Brothers like myself down'. He is in lock up because he 'did some bad things in the past, invaded property, people's privacy and hurting some people'.

### Additional questions

Prepare a list of possible reasons & excuses [eg: blame, fear, drugs, circumstances]  
What are the reasons that stop you from committing a crime?  
[E.g: Getting caught; doing the wrong thing; not wanting to hurt people, etc]  
If you imagine you are guaranteed you will never get caught will you act differently?  
What strategies do you use to reflect on your / your friends behaviour?  
What strategies do you use to overcome fear?  
What does Robert mean when he says 'it's a competition'?  
Describe peer pressure. How do you react to peer pressure?  
Discuss scenarios where you:  
a) Give in to peer pressure  
b) Have been bullied  
c) Where you resist peer pressure

## HOPE TALK POINTS

Hope Talk Point 5 – Filmmaking

### What challenges did the director face to make this film?

**Additional questions** [see Film Production Process sheet page 43]

Discuss the filmmaking process? What would you / your group need to make a film?

#### **Teamwork, Goal setting & Scheduling**

Discuss the roles in filmmaking. Group dynamics, taking on tasks, delegating roles  
How do you plan ahead? Discuss film production as an example of planning and executing a creative idea. The Review scene was shot in the actual Review Board room and so only 3 of the participants were allowed to be present. Greg and Sam and Robert shot it in a 30-minute time window while the rest of the group worked on the music and editing.

#### **Brainstorming ideas, Scripts and Storyboarding**

At the start Robert and Greg developed similar film concepts. As a group we decided to split the day of the release from getting out. Robert opted to explore the anxiety on the release day, as he was preparing for a looming review meeting. Robert drew clear shots; waking up; turning the radio on, doing sit-ups in his cell and waiting in front of the board.

#### **Rehearsals**

Robert's main aim was to address the tension and anxiety that are an integral aspect of lock-up and release. He recorded a voice over to convey his inner voice, repeating the fearful thoughts running through his mind. Robert wrote the lyrics and recorded his rap in the centre.

#### **Filming**

Robert didn't have time to rehearse with the panel members because of the location and time restrictions. The panel actors had sat in review meetings before and so understood Robert's directions. Robert's team shot 3 takes non-stop, two with masks and one without, to have both options for the edit.

#### **Editing, special effects and music**

To create a haunting feel for the panel scene the shots were colored and altered with special effect to create a 'Bourne Ultimatum' effect.

The panelists' voices were altered and remixed to further enhance the subjective feel of being in Roberts' head, overwhelmed and unable to concentrate.

#### **Feedback**

Robert said that 'he'd never touched a legit camera before'. Watching movies in his room after the workshops he said he now has an idea how much work and planning is involved to make a good film. He also felt filming and acting the review board scene helped to prepare for his successful review meeting a couple of months later.

## HOPE TALK POINTS

Hope Talk Point 7 – Review Board

**How would you feel in front of a Review Board?**

**What questions would you ask Robert?**

This Talk Point is to start a discussion about 'conditional' release. The group can prepare questions they would like to be asked as well as questions they think might be asked. E.g. what programs have you attended? Was it useful or not? Discuss your offence and how you will stay out of trouble? Where will you stay? What work or study will you do? Who will you spend time with? How will you stay in contact? What will you do if things get hard, who do you trust to support you? What are the main factors of his offence? What will he do to avoid these factors? Where should Robert stay once released? What programs could he attend?

### **Additional questions**

How can he prepare for the meeting? For his release?

What do the panel want to know? What do you think are the 'right' answers? What are the 'wrong' answers? Do any of these strategies work for you?

How would you prepare for such a meeting? Describe a situation when you were anxious... [School tests, sports competition, being called into the principal's office, interview with officials, police, being chastised by parents, etc]

What conditions do you think they set on his release? What happens if he breaks the conditions? How do they enforce a breach? What are the consequences?

Hope Talk Point 8 – Robert's rap

**Discuss the use of music in Robert's film**

You can listen to the entire rap in the HOPE submenu .It describes how Robert feels now and and is a very powerful statement about how he wants to change his life.

### **Additional questions**

What does he mean when he sings 'its a battle within'?

Put yourself in Robert's position and write your own rap lyrics.

Hope Talk Point 9 – Offending & family

**What impact does your family have on your life?**

Robert misses his family. He is unsure what they think about his offending.

### **Additional questions**

If you were caught committing a crime, what would your family say? What support would you want from them? List your feelings / actions / dreams and fear that you **can** discuss with your family; and that you **would like** to discuss with your family.

## HOPE TALK POINTS

Hope Talk Point 10 – Future outlook

**Does it help Robert to make plans for the future or does it make it more difficult?**

Robert has many plans for the future and is also fearful he might return to lock up. This Talk Point is to start a discussion about the benefits of planning and the difficulties of creating a working strategy while in lock up.

### **Additional questions**

Discuss your hopes and fears for your future.

Imagine being in Robert's place, what would your hopes be?

Hope Talk Point 11 – Views on crime

**What do you think Robert will be doing in 10 years?**

**Discuss your views on crime and punishment**

Develop a possible future scenario for Robert. Discuss your projections and then imagine the complete opposite.

Example:

**Worst Case Scenario:** After several rejections at the Review Board Robert finally gets out. He has high hopes for his future, but soon gets frustrated and angry, always being temped by his old mates. He doesn't want to get into trouble but can't seem to find his way ahead. Football teams reject him, employers don't trust him. Life is not much fun. That wasn't what he had in mind...

**Alternative:** Robert is released on the day of his first Review. But without the support of his caseworkers and his family, he finds it hard to escape his old mates and habits... He wants to confront his old gang leader, but without violence. He sets up a 'rap battle' to settle the conflict. An old footy teammate is part of an R'n'B outfit and hears him sing. 10 years later he runs his own record label and performs across the country...

### **Additional questions**

Can you justify his crime?

What do you want to be doing in 10 years? What gets in your way?

## FREEDOM? SESSION PLANNER

**Aim** To explore strategies to stay out

**Play** Getting out, Staying out + Meet the Director

**Discussion** Greg is 17, he is 'just an Indigenous boy trying to get through life and come out on top'. What does he need to do to stay out of trouble?

This session examines strategies to stay out. What are the potential problems when you are released? What support is available to teenagers in your area?

### TALK POINTS

- 1 Discuss Greg's film  
What is the director trying to achieve?  
How do you feel about the film?
- 2 What do you think is the most important point Greg wants to share?
- 3 What might be some of the reasons why Greg keeps coming back?
- 4 What are the pros and cons of belonging to a community?
- 5 What are Greg's reasons and excuses for offending?  
How far would you go?
- 6 What challenges did the director face to make this film?
- 7 What factors might contribute to Indigenous youth being locked up?
- 8 What impacts on your life?  
What are your dreams?
- 9 What do you think Greg will be doing in 10 years?  
Discuss your views on crime and punishment

**Optional exercises** Challenging Offending Behaviour Modules & Worksheets

Page 45-49 Temptations worksheet - use the questions for Greg's story

## FREEDOM? TALK POINTS

Freedom? Talk Point 1 – Discuss Greg’s film  
**What is the director trying to achieve?**  
**How do you feel about the film?**

### Additional questions

What are the main points the director is trying to get across? Do you agree/ disagree? Why? Do you relate to his story? Talk about your feelings about the film. What film techniques has the director used? Discuss the structure & tone of the film.

### Greg’s pitch

My film is about freedom, since being in here you don’t get a lot of it. It’s about a young Indigenous boy, still trying to find his way. He gets let out, looking at freedom, sees the world outside, sky, trees. Free at last. Home. But then everyone’s on his case, even though he’s looking for a job and resists the temptation to cruise with his cousins.

It shows what can happen. He has to choose between cruising with his mates and moving on with his life.

### Message

Sooner or later you have to wake up to yourself and figure out what you want to do with your life, hopefully before someone gets hurt. Getting out is easy, staying out is the real issue: staying out of trouble and coping with life, we all need support, take responsibility, some positive action and a little bit of luck...

### Plot

1. Freedom & Tension: released, welcome home but Nanna is ‘concerned’, I just want to kick back and relax
2. Getting on with life & temptation: apply for job, cousin tempts him to ‘cruise’
3. Conflict: Nanna is concerned, intervenes; Greg lies
4. Bad news & Life goes on: Cousins die in car chase, funeral; tear drops on successful job application

### Look and feel [Genre, style, tone, music, graphics, lighting]

Greg wanted to create a homecoming scene within the constraints of secure care unit. He had to consider every shot, to make it looked homely and not like a prison. The music and feel of the film convey warmth and sadness, but also the threat of being tempted back into old habits. The ‘Nunga Times’ news report added an outside view to the scene and enhanced the severity of this scenario.

### Restrictions

The faces of any actors who are juveniles in secure care can’t be shown, all the filming locations must be in the centre as the residents can’t leave the centre, it is difficult to move easily through the centre, you need escorts and can’t access all locations, limited time and lots of interruptions; actors and crew taken away for court, dentist etc. Also see Talk Point 6 about filmmaking.

## FREEDOM? TALK POINTS

Freedom? Talk Point 2 – Main point

**What do you think is the most important point Greg wants to share?**

Greg was keen that his film has a strong message for Indigenous teenagers. In the first session he developed a storyboard and script he explained it was about 'a young indigenous boy, still trying to find his way. What he's going to do in his life. It shows what can happen, this one was lucky enough to get out of it. He had the choice, and he chose not to.'

1. A boy is walking to a meeting to see if he is allowed to get out. Another boy walks past, he looks angry, like perhaps he wasn't allowed to leave.
2. The boy is sitting down in a chair next to the door; you can see he is tapping his feet nervously. Unsure of whether he will be let out.
3. A close-up of a key being put in a door and unlocked.
4. The boy is sitting in a chair in front of the board, judge, social workers etc. Asking him what he would do with his life if he were let out.
5. The boy gets let out, so he's shaking hands with all the people.
6. Looking at freedom. Seeing the world outside, sky, trees, birds chirping.
7. He's at home now; he's applying for a job on the phone.
8. The phone rings, he picks it up. His mates are on the phone, they are inviting him to go cruising. They tell him all about their new car, model, colour etc.
9. He's sitting in a chair watching the news; there is a news report on a car accident where a bunch of people died. The same car is described in the report.
10. He's getting dressed for a funeral.
11. Holding a piece of papers, it's the reply to a job application. He's been given the job. Tears fall on the page.

### **Additional questions**

Given the high percentage of Indigenous residents compared to non-Indigenous residents in secure care, what does Greg mean when he says "...just a young Indigenous boy, goes through hard times, comes out on top"?

How do you think Greg's ethnicity affects his story?

List the things that impact on your life [Family, friends, housing, health care, poverty, employment, transport, entertainment, education, social services, community, youth groups, prejudice, racism, etc]

What are the similarities and differences for Indigenous and non-Indigenous people; in a city, suburb, regional centre and remote area?

## FREEDOM? TALK POINTS

### Freedom Talk Point 3 – Repeat offending

#### What might be some of the reasons why Greg keeps coming back?

Greg was surprised his sentence was lengthened because of his past offences. This Talk Point can stimulate discussion about the complex reasons why teenagers offend and strategies to connect risky behaviour to the very real possibility of being locked up. Possible social reasons: Poverty, attitudes toward social & ethnic backgrounds, dysfunctional family situations, peer pressure, drugs and addictions, lack of housing, etc Personal reasons: Emotional problems; mental health issues, offending as an addictive behaviour Beliefs: I'm born bad, it's in my genes. Never got caught, easy money; I like the adrenalin rush; loved it so much in lock up that I chose to come back...

#### Additional questions

Can you relate to any of these reasons? At what points in the events that led to Greg's offence could he connect the risk to possible outcomes? What could he tell himself at these points, [that he would listen to, to stop him from offending?

### Freedom Talk Point 4 – Belonging

#### What are the pros and cons of belonging to a community?

Greg included dressing for the funeral as a scene, because he felt it reflects the reality for many Indigenous communities. This Talk Point is to start a discussion about recognizing how you feel about belonging to a community.

#### Additional questions

What community / social / or ethnic group do you belong? What do you like about saying you belong to this community? What are some of the difficulties?

### Freedom? Talk Point 5 – Reasons & excuses

#### What are Greg's reasons and excuses for offending?

#### How far would you go?

Greg describes the chain of events that lead to stealing a car as; Hanging out with friends, drinking, smoking dope, smoking every day, shoplifting, at a party someone suggests they steal a car, no-one says no, being reckless, not considering the consequences, 'just staying in the car until the police chase'.

#### Additional questions

What does Greg mean when he says 'that there is not much difference between you and me if you do crime'?

Prepare a list of possible reasons & excuses [e.g. blame, fear, drugs, circumstances]

Discuss the effects alcohol and drugs have on your behaviour. What are your reasons that stop you from committing a crime? [E.g: Getting caught; doing the wrong thing; not wanting to hurt people, etc] If you imagine you are guaranteed you will never get caught will you act differently? What strategies do you use to reflect on your behaviour?

## FREEDOM? TALK POINTS

Freedom? Talk Point 6 – Filmmaking

### What challenges did the director face to make this film?

**Additional questions** [see Film Production Process sheet page 43]

Discuss the filmmaking process? What would you / your group need to make a film?

#### **Teamwork, Goal setting & Scheduling**

Discuss the roles in filmmaking. Group dynamics, taking on tasks, delegating roles  
How do you plan ahead? Discuss film production as an example of planning and executing a creative idea. To schedule Greg's shoot, we had to rearrange the kitchen & living room area in the unit. This was a near impossible task in the day-to-day routine in the centre. When you listen carefully, you can sometimes hear radio chatter in the background as the workers exchange updates.

#### **Brainstorming ideas, Scripts and Storyboarding**

Greg chose to start his film after when he is released from the centre and at the end not to reveal what the boy will do next. Storyboards indicate how to set up the camera, angles and frame shots. It can help the director 'see' the movement and emotion from shot to shot. A location map was also drawn for Greg's film, to block out the shooting angles, to avoid revealing the true nature of the 'home' location.

#### **Rehearsals**

The rehearsal time was mainly used for interviews, to discuss crimes, choices and consequences. These interviews, conducted at the start, middle and end of the workshop period form the narrative spine of the 'Meet the directors' documentary and also helped to clarify each of the creative visions.

#### **Filming**

During one shoot Greg was suddenly pulled out of the unit, to go to the dentist. Robert acts as Greg in the 'relaxing on the couch' scene. Greg was back in time to shoot the 'welcome home' and funeral scene. – The Bad news scene was shot in another location. Continuity photos were taken of the food, clothing and furniture arrangements so we could reset each location.

#### **Editing, special effects and music**

Special effects in Greg's film include the TV content & TV newsreader. The TV was off during filming because copyright clearance. The news report was recorded against a well-lit Green screen. In Final Cut Pro it was replaced with a world-map. Some effects are easier to create in-camera. We printed several copies of the letter, so we could drop water as a teardrop.

Piano music was chosen to enhance the emotional strength of the situation, allowing the viewer to feel Greg's grief for his cousin.

#### **Feedback**

Greg received fantastic feedback for his film and his vision as a director, many people cried. He was also instrumental in adding creative input and producing all the other films.

## FREEDOM? TALK POINTS

### Freedom Talk Point 7 – Indigenous inmates

#### What factors might contribute to Indigenous youth being locked up?

Greg is concerned that there are more Indigenous youth than non-Indigenous youth in lock up, when they represent only 2% of the total population. Discuss social, environmental and historical factors you think might impact on Indigenous youth. [Such as place, identity, belonging, disadvantage, prejudice, targeted for being Indigenous, employment opportunities, access to education, etc].

Non-Indigenous group members may present racist stereotypes through ignorance, denial or disinterest about the situation because it doesn't directly affect them.

### Freedom Talk Point 8 – Future outlook

#### What impacts on your life?

#### What are your dreams?

This Talk Point is to start a discussion about the factors that affect life expectancy. Greg mentions that the life expectancy of Indigenous men is about 20 years lower than non-Indigenous men. This is a sobering thought for a teenager. He wants to live a long healthy life and is considering how he can do this. One strategy he wants to try is to stop taking drugs.

#### Additional questions

What other things can he do? What factors need to change on a social/ political level?

What might stop you from following your dreams?

### Freedom? Talk Point 9 – Views on crime

#### What do you think Greg will be doing in 10 years?

#### Discuss your views on crime and punishment

Develop a possible future scenario for Greg. Discuss your projections and then imagine the complete opposite.

Example:

Worst Case Scenario: What if he did join his cousin that night? Could he have saved him? What would they do? And where would that lead them in 10 years? What if Greg did stop the car theft, but didn't get the job?

Alternative: Greg didn't join Tony, his cousins did die in the car crash and Greg went to the funeral. What does he feel? How does he deal with their families? How does he start his first day on the job? Does he tell his co-workers?

#### Additional questions

Can you justify his crime?

What do you want to be doing in 10 years? What gets in your way?

What can Greg do to live his dream and 'leave his mark, leave something behind'?

Create alternative endings for his film, using the storyboards on the DVD.

## FILM PRODUCTION PROCESS

## HERO LESSON 3 OVERVIEW

### Development

Write  
Research  
Contact talent  
Location scout  
Permissions  
Gather props  
Rehearse  
  
Storyboards  
Design posters,  
DVD labels + covers

### Transforming the idea into a concept and storyboard

Research your story: You need to get your facts right and ensure it is possible to make your film. Remember, your audience knows nothing about your idea.

Turn your idea into a film narrative and write a script [drama] or treatment [documentary] that describes what is happening in each scene. Readers need to follow the story's arc from the introduction to the conflict / turning points in the middle and resolution at the end.

Visualize the story and the running order of each scene using a storyboard. Drawing skills are not essential; stick figures can show if the scene is a wide shot, close up or mid shot. Check if the scenes work next to each other; this is important, especially if you are making an edit-in-camera film where you can't change the running order later.

Now you are ready to arrange interviews with your subjects, find your actors and rehearse with them, design and make your props and decide on the best locations. Create a shot list to know what props, equipment and actors are needed at each location.

Teamwork is crucial, who does what when and where.

### Production

Camera operator  
Sound recordist  
Director  
Actors

### Translating the concept into film, recording your story

In this phase you gather all the media you need for your project: Work with your actors and subjects to shoot the footage and get archival material [old tapes + photos] and take still photos.

### Post Production

Edit  
Titles  
Sound FX  
Compose music

### Capturing the footage onto a computer and editing the film

This is your second chance to make the film. After capturing the footage onto a hard drive, you can now see if the scenes from your storyboard work in sequence. Less is more: Shorten and re-arrange, apply effects, record a voice over, change speed, colour and create music for your sound track. Now you are ready to export your film back to tape or compress it for web-streaming or DVD authoring.

### Distribution

Promote your film  
Organise screening

### Getting your film seen

You need to inform your audience about the film; design a screening poster, flyer and a DVD cover; find festival or broadcasters that might screen your film, eg local TV stations, websites, youth film competitions, etc.

**SCREEN LANGUAGE**

PAGE 1/2

**GLOSSARY****LIGHTING**

Good lighting means your subject will be visible, but also sets the mood of your film.

When filming indoors, try to use natural light as much as possible.

Outdoors you might have to adjust your camera's exposure and aperture controls, if possible, it is useful to do a test shoot first and see what your footage looks like on a TV screen.

Use the shadows, colours and shapes you find on location to your advantage.

**Continuity**

If you are not shooting everything in one session, be aware of changes in continuity, such as different clothes, missing props that were in the same scene yesterday, or different sky and changed background noises. To avoid this, take photos on each set or watch the footage before you go out to shoot again, but be careful not to record over the footage by mistake. Your audience will notice continuity problems and may get distracted from your story.

**Wide shot**

In a wide shot you see your subjects' entire body

**Mid shot**

In a mid shot you get closer with the camera and so you only see the top or bottom of the person in the shot.

**Close up**

Cutting to a close-up helps show the emotion of your subject.

**Extreme close up**

Extreme close ups show details.

**Cut aways**

Cut-aways are often used to cover up edit points of the same shot,

They add extra details and dramatic effect. Cut-Aways offer further details you don't see in your main shot. In an interview for instance, they may show what the person is talking about.

**Cut ins**

Cut-Ins are detailed, tighter shots of something that is already in the frame – and that give more information about the scene you are presenting, such as a clock or photo in the room. It also directs attention to details, like clues in a 'whodunit'.

**Point of view**

Point of View shots are used to show what the subject in the shot would see from their position. This can include part of their head as an 'over-the-shoulder-shot' or simply be shot as seeing through their eyes. Use handheld techniques to make it more life like.

## SCREEN LANGUAGE

PAGE 2/2

## GLOSSARY

### 3D of space / coverage

In reality, tv screens are flat, you need to create the illusion of 3D.

Try to establish your scene from three different angles so the audience get to see the world you are presenting and they can experience the action from different points of view.

Different angles, such as low angles and birds eye shots also help to create a mood by making your subjects look big and threatening or small and vulnerable.

Use structures at the location as props to create a depth of field, often an object in the foreground makes an interesting frame.

Foreground activity such as movement through the shot, reminds the viewer that there is visual depth to your film, which makes it more real and not a flat image.

### Framing

#### Breathing space

#### Lead space

When recording interviews, frame the shot so that the speaker has **breathing space** on the side they are talking towards. Otherwise it might look as if they are talking against a wall. The same thing applies if someone is walking in a shot, give **lead space**, so they are not squashed against the edge of the frame.

### Rule of thirds

When framing your shot, imagine the screen is divided into thirds.

If you have two people talking to each other, try to keep their eyes on the same level, for comfortable viewing.

### Reaction shots

Also, if there is more than one person in the scene, record reaction shots of the other participants, they can be nodding or responding to the first person. This helps to give the viewer the feel to be in the same space with your subjects.

### Crossing the line

Think about the direction of each shot, because when you join them together you don't want to have the car driving into itself... This is called 'Crossing the Line'. It can also look funny if your subject is facing one direction while talking and suddenly they are facing the other direction, so that it looks like as if they are talking to themselves. To keep the flow of your film going, use your storyboard to work out screen direction for each shot in the sequence.

# STORYBOARD WITH BASIC SHOTS

# HERO LESSON 10 HANDOUT

Name:

Date:



**WIDE SHOT**



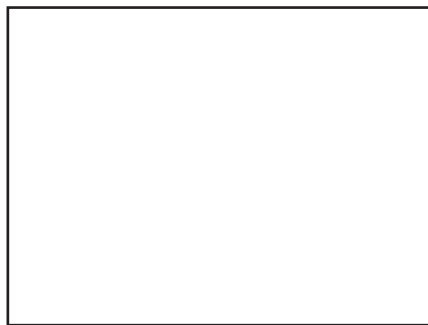
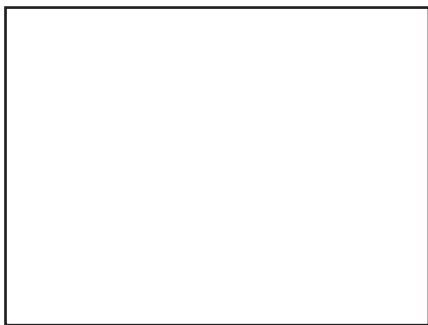
**MID SHOT**



**CLOSE-UP**



**EXTREME  
CLOSE-UP**



Name:

Date:

Your working title:

Clarify your theme

What is the issue?

What do you already know?

What do you want to know?

Message

What do you want your audience to remember and think about after they see your film?

How will they describe your film to a friend?

What's your story?

Keep it simple. Try to write your film idea in 2 sentences

Genre and style

What films do you know that use this genre? Describe a scene from a film that uses a similar style to the film you want to make.

Brainstorm + innovate

Imagine a film made by someone with an opposing opinion about the theme, what makes it different?

Name:

Date:

Mood

What are your favourite film styles, colours, music, lighting, camera or special effects techniques?

Resonate

Why do you think other people will like or dislike your film?

Prior knowledge

Who knows about the subject? How would they explain it to someone who doesn't?

Audience emotions

Do you want your audience to laugh, cry, be scared, think, be concerned and do something?

Unique

How is your story, film style or technique special?

Do you know a person, place or issue that people should know about?

Screening

Who is your audience? How will they get to see your film?

Name:

Date:

## The Hero's Journey

In classic 'quests' and most Hollywood films, the protagonist is presented with a challenge to his/her normal life and on the adventure to 'save their world' they encounter challenges, adapt and undergo a transformation. When they return to their society with this new understanding they are rewarded for their efforts. Often audiences expect this film narrative, even for documentaries. Using this narrative structure is helpful to plan your story and make it compelling for an MTV audience.

What keeps your audience watching? Use this sheet to structure your story:

### Beginning

set the scene

who

what

where

when

why

### Turning point

something changes...

### Middle

facing the challenges

presenting solutions

assessing results

trying again...

### End

resolution /or not?

what do we feel?

whhat do we learn?