



# GET YA HEAD RIGHT

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**The Young People's Film Competition  
About Mental Health and Wellbeing**

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This year, the nominated subjects are:

- Bullying and cyberbullying
- Resisting peer pressure to drink alcohol
- Forgiveness



**The mental health and wellbeing of children and adolescents is a significant issue facing contemporary Australian society. Generation Z may have tremendous opportunities but they must also learn to manage the many pressures, expectations and problems that are part of a complex modern world. It is important that as a society, we find ways to address the needs of young Australians.**



The most recent Federal Government survey statistics suggest that 14 per cent of children and adolescents in Australia have mental health problems. While the nature and prevalence of mental health problems differ for children and adolescents, it is evident that poor mental health during these developmental stages can have far reaching effects on the physical wellbeing, as well as the educational, psychological and social development of children and adolescents. In addition, children and adolescent with poor mental health are more likely to become involved in

health risk behaviours such as smoking, drinking alcohol, using drugs and self-harm.

Children and adolescents who are mentally healthy are more likely to experience positive relationships with others. They are better able to learn and achieve short term and long-term goals. They find it easier to cope with change and negotiate challenges. It is important that as a society we find ways to support children and adolescents as they encounter challenges that may have an adverse impact on

their mental health and wellbeing. Access to specialist services is essential, as is access to programs that promote mental health and wellbeing.

Generation Next aims to tackle the health and wellbeing challenges facing Australia's children and adolescents. The project features a national seminar series and supporting resources aimed at protecting and enhancing the wellbeing of Generation Z. Generation Next works with leading experts to provide parents, carers, teachers and all those who care about the future of



Australia's young people with accurate information, practical solutions and reliable advice.

Getyaheadright, a film competition for primary and secondary students, is a Generation Next initiative. The national competition is an opportunity for children and teenagers to assist in maintaining the mental health and wellbeing of their peers by making short films that deliver useful mental health and wellbeing messages. Getyaheadright is an opportunity for children and teenagers to become more aware and conversant about important health and wellbeing issues and to participate in the development of preventative strategies. The process of researching and making the films require young people to improve their understanding of the nominated subjects. In addition, integrating the competition into school curriculum will develop awareness of those factors that negatively or positively contribute to the mental health and wellbeing of

the school community. The competition encourages the expression of creativity and endorses the belief that resources made by young people for young people will not only provoke interest but also maximise the potential of these resources to reach their target audience.

Getyaheadright is particularly relevant to units of work in English, The Arts, Health and Physical Education and Civics and Citizenship. The competition has a place in pastoral programs and cross curriculum projects at both a primary and secondary level. Teachers are advised to regard the making of the film as a summative assessment task.

The activities that follow promote student engagement and active participation via individual reflection, small group work and class discussions. Teachers need to provide students with a safe and supportive classroom environment given the sensitive nature of subjects associated with mental

health and wellbeing. It is important to recognise that some students may not want to share their responses. All students should be reminded that a classroom discussion is a public forum and that some information should not be disclosed in this context.

Teachers are advised to choose age appropriate subjects and activities. The language of some activities can be modified to meet the learning needs of individual students and classes.

Information about Generation Next and Getyaheadright can be accessed at:  
<http://www.generationnext.com.au>  
<http://www.getyaheadright.com>  
<http://www.generationnext.com.au/events/get-ya-head-right/>  
<https://www.facebook.com/pages/Generation-Next-Australia/249682791751383>  
<https://twitter.com/GenNextSeminars>

Contact: [info@generationnext.com.au](mailto:info@generationnext.com.au)

## How to enter Getyaheadright

Getyaheadright is open to anyone 18 years of age or younger. Young people can enter Getyaheadright either as an individual or through their school/institution.

The competition offers specific categories for primary and secondary school aged entrants.

- Primary School Students  
Winner Animation  
Winner Live Action
- Secondary School Students  
Winner Animation  
Winner Live Action

Getyaheadright is free to enter. Registration should be completed by one key contact person. Each registrant can make multiple entries but each will require a separate entry form. Your individual registration number helps to track the entries throughout the submission and judging processes.

Getyaheadright opens on Monday 1 February 2012. Entries close on Friday 31 October 2012. Entries received after the deadline will be ineligible.



## REQUIREMENTS

**Video Resolution:** Keep the original resolution (i.e. the resolution the camera shot it in) this ensures that the best possible quality is maintained and the original aspect ratio is preserved.

**Frame rate:** The frame rate of the original video should be maintained.

**Video Codec:** Getyaheadright prefers H.264. Though we will accept Mpeg-2 or WMV codecs. Adobe Flash has its own proprietary codec (SWF) which should be used only if you have created an animation with Flash.

**Audio Codec:** MP3 or AAC with a sampling rate of 44.1kHz or 48kHz.

### Get Ya Head Right Film

#### Competition

PO Box 500  
Burwood 2134  
NSW AUSTRALIA

Entries must not exceed the maximum running time of four minutes.

Getyaheadright entries are judged in a two-stage process. The best entries in each of the categories are short-listed by Generation Next staff and put forward to the judging panel.

The judging panel will assess the shortlisted entries to determine the final winners.

The decisions of the panel are final and no correspondence concerning the winners will be entered into.

Make sure you have saved and backed-up your file before sending it to Getyaheadright. Render a copy of your entry using the criteria outlined. Fill in the checklist to make sure you are sending all the material Getyaheadright requires for both screening and judging purposes. Getyaheadright will not judge a submission if the entry form is not submitted or is incomplete.

## What is mental health?

Before exploring the 2012 Getyaheadright subjects, teachers should devote some class time to discussing the term 'mental health'.

The World Health Organisation defines mental health as:

'... a state of well-being in which an individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community. In this positive sense, mental health is the foundation for individual well-being and the effective functioning of a community.'

Teachers are encouraged to visit the following websites to access further information about mental health:

World Health Organisation website  
[http://www.who.int/topics/mental\\_health/en/index.html](http://www.who.int/topics/mental_health/en/index.html)

The Australian Government Department of Health and Ageing  
<http://www.health.gov.au/internet/main/publishing.nsf/Content/Mental+Health+and+Wellbeing-1>

The mindhealthconnect website is an initiative of the Australian Government's National E-Mental Health Strategy. Launched in July 2012 the site is a gateway to issues surrounding mental health care and a means to find relevant support and resources.  
<http://www.mindhealthconnect.org.au>

*Beyond Blue* is a national, independent, not-for-profit organisation working to address issues associated with depression, anxiety and related substance misuse disorders in Australia.  
<http://www.beyondblue.org.au>

Teachers of secondary students and secondary students should access resources about mental health online at Headspace. Headspace is the National Youth Mental Health Foundation. The organisation helps young people between the ages of twelve and twenty-five who are going through a tough time. Headspace offers health advice, support and information and exists to tackle the issues which stand

in the way of young people's access to accessible and appropriate health services.

<http://www.headspace.org.au>

Teacher of primary students should access resources about mental health online at Kids Matter. Kids Matter is the Australian primary schools mental health initiative. Kids Matter Primary aims to improve the mental health and wellbeing of primary school students; reduce mental health problems amongst students; and achieve greater support for students experiencing mental health problems.  
<http://www.kidsmatter.edu.au/primary/programs-guide/friendly-kids-friendly-classrooms/>

A recommended starting point for all students is to ask them to describe how they feel when they are physically healthy. Teachers can then use student responses to generate a discussion of how they feel when they are mentally healthy. Working as a class, write a definition of mental health. Having agreed on a definition, students should then consider why good mental health is important. A think, pair, share approach would allow students to generate a list or reasons first as an individual, then with a partner, and finally as a class compile a 'Top 10' that identifies the benefits of good mental health.

Give students an A4 sheet of paper. Ask them to divide the paper in half. On one side of the paper ask them to draw a plus sign. On the other half ask them to draw a minus sign. Give students time to list on the plus side the factors that promote good mental health and wellbeing. When they have finished, ask students to list on the minus side the factors that can compromise a child or adolescent's mental health and wellbeing. Students should share their responses in small groups and then present a summary of their conversation to the class. Students should also be asked to think about who can help people their age maintain good mental health and wellbeing. Drawing on the small group and class discussion, ask each student to write a tip that suggests how someone their age can look after and maintain their mental health and wellbeing.



## BULLYING AND CYBERBULLYING

Before you can make a film about bullying and cyberbullying and its impact on the mental health and wellbeing of children and adolescents, you need to spend time investigating the subject.

An appropriate starting place is a definition of bullying:

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. It can have long-term effects on those involved. Bullying can happen face-to-face; at a distance; and through information and communication technologies.

This definition has been taken from the Bullying No Way! website. The website was developed by Australian education authorities. The site's aim is to create learning environments where every student and school community member is safe, supported, respected,

valued – and free from bullying. Teachers and parents can visit Bullying No Way! at <<http://www.bullyingno way.gov.au>>.

Bullying of any kind is not acceptable.

- Working with a partner, list the different kinds of bullying. When you have finished share your list with the class. Working as a class, define each kind of bullying and give examples.
- Unfortunately most children and adolescents will at some point in their childhood or adolescence experience bullying. They may be a victim. They may be a witness. They may even be a bully.
- Bullying can have serious short-term and long-term consequences for children and teenagers who are bullied. Working with a partner, write a list of these short-term and long-term consequences. When you have finished, share your list with the class.
- What impact does bullying have on

the family and friends of children and teenagers who are bullied?

- Would you know what to do if you were bullied? Who would you turn to for support?
- Compile an identity profile of a nameless bully. When you have finished share your response with the class. What do the class' responses have in common? How do they differ? Is it possible to typecast a bully?
- Why do you think bullies bully?
- Do you think the voices of the victims of bullying are ignored? How do people explain why someone is being bullied? Do they make excuses that protect the bully rather than the person being bullied? Do their responses sometimes allow the bullying to continue? Why don't people intervene when they see someone is being bullied? Working with a partner, make a list of reasons why people might choose to be bystanders. When you have finished, share your list with the class. Think about a time when you witnessed bullying. How did you respond? How do you wish you had responded? What stopped you from responding that way?
- Do you think children and



adolescents find it difficult to tell their family, friends and teachers that they are being bullied? Why? What strategies do you think adults, be they parents or teachers, use to encourage children and adolescents to admit to being bullied? What are some ways that you can support a friend who is being bullied?

- Is it possible to prevent bullying in schools? Do you think schools are reactive or proactive when it comes to bullying? What can schools communities do to challenge a culture of bullying? How can schools become safer places? Spend time in small groups, discussing answers to these questions. Jot down your thoughts as a group and then share these thoughts with the class. Does your school have an anti-bullying policy? Locate a copy of the policy. Does it use student-friendly

language? What strategies does your school use to prevent bullying? How does your school counsel the victims of bullying? How does your school challenge the behaviour of the bullies? Invite a member of the school leadership team to your class to discuss the issue of bullying. As a student body, what can you do to address bullying?

With the advent of the Internet, bullies are able to maintain a more persistent presence in the lives of their victims through cyberbullying. Cyberbullying is willful and repeated harm inflicted through the use of computers, mobile phones, and other electronic devices.

- How do cyberbullies bully? Design a poster to educate children and/or adolescents about cyberbullying.
- In what ways is cyberbullying similar to other forms of bullying? In what ways is it different?

- What challenges does cyberbullying present for students and for schools?
- Have you witnessed cyberbullying and its consequences?
- How can children and adolescent avoid cyberbullying or minimise the harm that it can cause?

Any film on the subject of bullying and cyberbullying and its impact on the mental health and wellbeing of children and adolescents should be based on research.

If you are a primary school student, use the following link to take you to the Bullying No Way! website: <<http://www.takeastandtogether.gov.au/under13/index.html>>. If you are a secondary school student, use the following link to take you to the Bullying No Way! website: <<http://www.takeastandtogether.gov.au/over14/index.html>>. Spend a lesson exploring the website. Read the information about bullying. Watch the videos. Build an avatar. Download the Take a Stand iPhone app.

To find out about cyberbullying and how to get help visit the Cybersmart website at <<http://www.cybersmart.gov.au>>. Cybersmart is a national cybersafety and cybersecurity education program managed by the Australian Communications and Media Authority.

Teachers are encouraged to download those resources that suit the age and learning needs of their students at <<http://www.cybersmart.gov.au/Schools/Teacher%20resources.aspx>>. Primary school students should use the following link to access the website: <<http://www.cybersmart.gov.au/Kids.aspx>>. Secondary students should use the following link to access the website: <<http://www.cybersmart.gov.au/Teens.aspx>>.

The Australian Government's Easy Guide to Socialising Online provides information on how internet users can protect themselves and their information when using social networking sites, search engines and online games. Visit the website at <<http://www.dbcde.gov.au/easyguide>>.



- Can the law protect children and adolescents from bullying and cyberbullying? Visit the Lawstuff website at <<http://www.lawstuff.org.au>> to determine the answer to this question. Lawstuff provides legal information to children and young people in Australia.
- Use the internet to research bullying in Australia. What are the statistics? What do the experts say? How does the media report cases of bullying? Share your findings with the class.

If you have been bullied or witnessed others been bullied and need help contact:

Kids Help Line (1800 55 1800) is a free and confidential, telephone counseling service for 5 to 25 year olds in Australia.  
<http://www.kidshelp.com.au>

### RESISTING PEER PRESSURE TO DRINK ALCOHOL

Before you can make a film about resisting peer pressure to drink alcohol, you need to spend time investigating the subject.

#### What is peer pressure?

Peer pressure happens when you are influenced to do what your peers want. It is usually associated with you choosing to conform to your peers' expectations and can be explained by your need to feel accepted and as if you belong. Peer pressure may be a positive influence that motivates you to do your best. Peer pressure may be a negative influence and result in you behaving in a way that does not fit with your sense of what is right and wrong.

- Working as a class, brainstorm the ways that peer pressure may influence the behaviour of someone

your age. When you have finished, consider if you have listed more negative than positive influences. Are some examples less serious than others?

Spend time discussing why some individuals are more vulnerable to peer pressure than others.

Is it possible to resist peer pressure? Choose an example from the class list and role-play the advice you would give someone your age who is experiencing this type of peer pressure.

#### Teen drinking and the law

In Australia, you are able to legally drink alcohol from the age of eighteen.

The laws regarding underage drinking and the supply of alcohol to underage drinkers varies throughout Australia's states and territories.

For information on the laws affecting young people and alcohol in your home state or territory:

New South Wales

[http://www.police.nsw.gov.au/community\\_issues/alcohol/key\\_issues/drinking\\_and\\_the\\_law](http://www.police.nsw.gov.au/community_issues/alcohol/key_issues/drinking_and_the_law)

Northern Territory

<http://www.nt.gov.au/justice/licenreg/liquor.shtml>



#### Queensland

<http://www.olgr.qld.gov.au/consumers/underageDrinking/index.shtml>

#### South Australia

<http://www.dassa.sa.gov.au/site/page.cfm?u=124>

#### Tasmania

[http://www.police.tas.gov.au/security\\_and\\_safety/information\\_for\\_visitors](http://www.police.tas.gov.au/security_and_safety/information_for_visitors)

#### Western Australia

[http://www.westernaustralia.com/en/Travel\\_Info/Important\\_Travel\\_Tips/Pages/Alcohol\\_Laws\\_in\\_Western\\_Australia.aspx](http://www.westernaustralia.com/en/Travel_Info/Important_Travel_Tips/Pages/Alcohol_Laws_in_Western_Australia.aspx)

#### Victoria

<http://www.consumer.vic.gov.au/CA256EB5000644CE/page/Liquor-Liquor+the+Community-Liquor+Young+People?OpenDocument&1=75-Liquor~&2=080-Liquor+the+Community~&3=060-Liquor+Young+People~>

### Why shouldn't teenagers drink alcohol?

In 2009 the National Health and Medical Research Council released the Australian guidelines to reduce health risks from drinking alcohol, to help people make informed decisions about their drinking. The new guidelines outline the level of risk associated with drinking alcohol. These updated guidelines include the recommendation that for children and young people under 18 years of age, not drinking is the safest option.

Alcohol is a drug that depresses the central nervous system and changes the way people think and

feel. Teenagers are more vulnerable to the effects of alcohol because they are smaller than adults and because they have not built up physical tolerance. Evidence suggests that developing brains and bodies are more vulnerable to the negative effects of alcohol. Teenagers are less able to judge their own levels of intoxication. Experimenting with alcohol can expose teenagers to a range of potential harms. Drinking alcohol also raises the risk of developing mental health and social problems, especially when a person starts drinking at a young age.

Professor Ian Hickie, Executive Director of the Brain and Mind Research Institute at the University of Sydney, reviewed the evidence regarding alcohol and the teenage brain. His research identified that alcohol can disrupt brain development during the critical phase of growth that occurs from around twelve years of age until individuals reach their early twenties. A summary of his research paper 'Alcohol and the Teenage Brain: Safest to keep them apart' can be downloaded as a PDF File: <http://www.drinkwise.org.au/wp-content/uploads/2011/10/ALCOHOL-AND-THE-TEEN-AGE-BRAIN-SAFEST-TO-KEEP-THEM-APART.pdf>.

Visit the following websites to access further information about alcohol-related health and teen drinking:

The Australian Government  
Department of Health and Ageing  
<http://www.alcohol.gov.au>  
The Australian Drug Information Network  
<http://www.adin.com.au>

The Australian Drug Foundation  
<http://www.druginfo.adf.org.au>  
DrinkWise Australia  
<http://drinkwise.org.au>

- Why do some teenagers drink alcohol?
- How can alcohol cause harm to young people?  
Working in a small group, draw an outline of teenager on a large sheet of poster paper. Indicate via words and images how an adolescent brain and body processes alcohol. On the blank paper surrounding the outline, identify the behavioural changes caused by intoxication.
- On 10 March 2008, the Australian Government announced the National Binge Drinking Strategy to address the high levels of binge drinking among young Australians. Visit the National Binge Drinking Campaign online at <http://www.drinkingnightmare.gov.au/internet/drinkingnightmare/publishing.nsf/Content/home>. Secondary students should also use the following link to access age appropriate information: <http://www.drinkingnightmare.gov.au/internet/drinkingnightmare/publishing.nsf/Content/under-18>.
- Use the internet to research under age drinking in Australia. What are the statistics? What do the experts say? How does the media report incidents of under age drinking? Share your findings with the class. The social pressure to conform to peer expectations surrounding alcohol mounts in the mid teen years. Research suggests that many teenagers would prefer to face the negative consequences of being drunk than the social exclusion associated with staying sober. Teenagers who drink often expect that their peers will drink to the same level of intoxication.
- Spend time as a class discussing the links between under age drinking and peer pressure. The following questions can be used to prompt the discussion:  
Why do some teenagers pressure their friends to drink?  
What other social pressures can influence teenagers to drink?  
Why do some teenagers give in to peer pressure to drink?



How can teenagers resist peer pressure to drink?  
Can peer pressure ever be a positive influence when it comes to teen drinking?

- Working with a group of peers, devise and then pitch to the class an advertisement that addresses the subject of under age drinking and peer pressure. The objective is to convince the target market – teenagers - that they should resist peer pressure to consume alcohol.
- Hold a class forum to discuss the subject of under age drinking and peer pressure. Appoint someone to moderate the discussion and invite other members of the school community who have a knowledge of this subject to participate in the forum.

Before the forum, spend more time investigating the role peer pressure plays in under age drinking. Access information online at:  
<http://www.alcohol.gov.au/internet/alcohol/publishing.nsf/content/brochure-teen-alcohol>  
<http://www.druginfo.adf.org.au/teen-drinking/blog>  
<http://www.druginfo.adf.org.au/>

fact-sheets/  
young-people-and-alcohol  
<http://www.headspace.org.au/is-it-just-me/find-information/alcohol-binge-drinking>

Need help? If you or a friend is experiencing problems with alcohol there are help and support services available for young people.

Kids Help Line (1800 55 1800) is a free and confidential, telephone counseling service for 5 to 25 year olds in Australia.  
<http://www.kidshelp.com.au>

## FORGIVENESS

Before you can make a film about forgiveness and its impact on the mental health and wellbeing of children and adolescents, you need to spend time investigating the subject.

An appropriate starting place is a definition of forgiveness:

Forgiveness can be defined as the action or process of forgiving or being forgiven.

When we forgive someone, we stop feeling angry or resentful toward someone for an offense they may have caused or for a mistake that they may have made. We excuse or overlook behaviour that may have caused harm. Sometimes we need to be forgiven. We may have said something or done something that was inappropriate. Saying sorry is a way of asking to be excused for behaviour that has caused harm. We can also think of forgiveness in terms of the way we judge our own behaviour.

- Ask students to finish the sentence 'Forgiveness is ...'. When students have finished writing, spend time as a class sharing and discussing the definitions.
- Ask students to bring to school pictures storybooks and novels about forgiveness. Spend time reading and reviewing how these



texts discuss forgiveness. Students should be encouraged to make a playlist of songs about forgiveness. Encourage students to share their playlists with their peers.

- Imagine a world without forgiveness. What would it look like? Spend time reading and discussing your school's discipline policy. What part does forgiveness play in your school's rules about behaviour? Think of the other communities that you belong to. What would happen if forgiveness was absent from these communities?
- Why is forgiveness important? Write this question in the middle of an A3 page or use Inspiration to create a concept map that identifies possible answers to this question.
- Brainstorm as a class, situations when a child or an adolescent may need to be forgiven. When you have finished, brainstorm situations when a child or an adolescent may need to be forgiving. Spend time examining each list and discussing the responses. Why is forgiveness a necessary part of resolving these situations? Invite students to role-play these situations. Drawing on your discussion of these situations, make a snakes and ladders board game about forgiveness.
- Most of us have been hurt by

the words or actions of another person. Most of us have also been guilty of hurting someone by our words and actions.

Can you think of a time in your life when you needed to be forgiven? Can you think of a time in your life when it was necessary for you to be forgiving?

Can you think of a time in your life when you found it difficult to forgive yourself?

Spend time thinking or writing about each of these questions. Drawing on one of these questions, write a narrative about forgiveness. You may choose to write in an autobiographical or an imaginative way.

If you are thinking of making a live action film, you could use the form of a monologue or a dialogue to tell the story.

If you are thinking of making an animation, you could tell the story using Comic Life.

- Why do people say it's easier to forgive than to forget? Do you agree? When is it difficult to forgive? Is forgiveness a necessary part of moving on from hurt? Is it easier to hold a grudge? What are the disadvantages of holding on to resentment?
- 'It is easier to forgive an enemy than to forgive a friend.'

– William Blake

Use this claim, as a starting point

for a discussion of the role forgiveness plays in your relationships with your peers.

What role does forgiveness play in your relationship with your family? Your answer should consider your relationship with your parents and your siblings.

- Saying sorry and accepting apologies.

Spend time as a class discussing how to ask for forgiveness. The following questions can be used to prompt the discussion:

Is it easy to say sorry?

What sometimes stands in the way of forgiveness?

Should we always forgive?

Does forgiveness make someone less or more accountable for their wrongdoing?

What happens if the person who hurt you, doesn't admit they have done wrong? Do you still forgive them?

Does forgiveness always lead to reconciliation?

Is forgiveness possible, even if reconciliation isn't?

- Forgiveness is good for you. What are the mental health benefits of forgiveness? What role does forgiveness play in wellbeing for both the person who has been wronged and for the person who has caused offence?
- 'The weak can never forgive. Forgiveness is the attribute of the strong.' – Mahatma Gandhi Do you agree? Is forgiveness a mark of integrity? Working as a class, make a list of those people who have become well known for promoting the virtue of forgiveness. Use the Internet to learn more about these people and their work.
- Learning forgiveness Make a set of posters to educate your peers about forgiveness. The posters could offer advice about how to practice forgiveness. It could highlight one of the benefits of forgiveness. It could also illustrate the damage that being unforgiving can cause. Your poster could illustrate what forgiveness looks like.



## How to make a four-minute film

Have you ever made a short film?

Share your filmmaking experience with the class.

- What went right?
- What went wrong?
- What were the challenges?

Before you begin the pre-production tasks, pitch your idea to your peers. This is a chance for you to receive feedback and to refine your concept. What is it that you want your film to say about the subject that you have selected? What do you hope to achieve by producing your film?

Submit a production design plan. Your production design plan should state and discuss your intention. Describe the style and/or genre of your film. Nominate the audience. Provide a synopsis of the story and/or the content of your film. You should name and describe the locations and/or settings that you will use. The production design plan should provide detail information about the cast and crew, equipment, lighting, props, costume, music and/or sound effects.

A good short film requires a good script. The more time that you put into your script, the less time you will have to spend making last minute decisions. Regardless of whether your film is fiction or non-fiction, animation or live action the story that you intend to tell should have a beginning, middle and end. Ask your teacher to read your script and suggest any necessary changes.

Storyboard each shot in the film. Your storyboard should illustrate what you plan to film, scene by scene. You do not have to be good at drawing to create a storyboard. Stick figures will do. You can also use photographs. If you have access to an iPhone, iPod touch or iPad, you can use Cinemek Storyboard Composer <<http://cinemek.com/storyboard/>> to storyboard your film. A shot list is a useful planning tool, as is a shooting schedule. You must also make sure that you have sought permission to film in particular locations.

Easy to use templates for scripts, storyboards, shotlists and shooting schedules can be accessed at Google Docs.

When filming, it is important to do multiple takes from multiple angles. It is important to have as much footage – ‘coverage’ – of a scene as possible. Editing the film footage will require you to make many decisions. The more footage you have, the less likely that you will need to reshoot a scene. Using a tripod will enable you to achieve a more professional final product. It is also wise to monitor audio levels as you are filming. Poor audio quality is difficult to fix in post-production.

If you are making an animation remember that there are so many styles for you to choose from. Base your decision about the style of animation on your skills and on the animation software available on your home and school computers.

Remember that your Getyaheadright film should be no longer than four minutes in duration including titles and/or credits sequences. You can do the editing yourself on your home computer or use editing software available at school.



## Copyright

Getyaheadright requires entrants adhere to Australian Copyright Law. This means that any content used as part of the entry must be wholly created by the entrants or have written permission from the copyright holder agreeing for their work to be included as part of the entry. It is important that all contact with copyright holders makes it clear that the work will be screened in public and will form part of the Getyaheadright collection (available both onsite and online).

For detailed resources and up to date information on Australian copyright, please visit the Copyright Council.

If you use music it will need copyright

clearance. Though you may have bought the CD or paid for the music from an online provider, you still need to obtain written clearance from the owner of the copyright. With music, this may require authorisation from both the record label and the performer/writer as in some cases the rights are held jointly. If your school has an APRA|AMCOS licence, you still need to obtain written clearance from the owner of the copyright. APRA|AMCOS state that for use of synchronised music and sound recording in film that:

‘These films may only be shown on school premises to members of the school community. Films made for film festivals or to be screened elsewhere require separate licensing or permissions. Note: this does NOT cover the

use of Production Music in films or audiovisual recordings. APRA|AMCOS offers special Production Music licence rates to warranted educational institutions.’

As the creator of the work you maintain the rights to your work. By entering Getyaheadright you agree to allow Generation Next to use your work, as outlined in the entry form (Terms and Conditions). This is a non-exclusive licence which means you have the right to enter any other competition or showcase/exhibit the work in any other format/location. Generation Next uses non-exclusive agreement to enable you to maintain the utmost freedom in the display and promotion of your work.



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