
SUITE 3

THIS IS US: MAKE IT GOOD

TOPIC: HOW CAN I INCLUDE, ASSIST AND LEAD OTHERS TO MAKE HEALTHY INFORMED CHOICES?

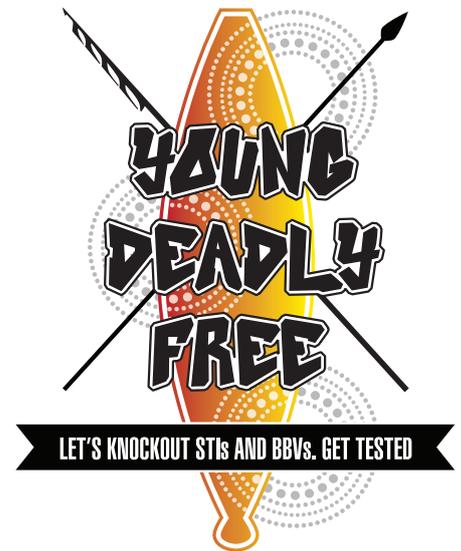
LESSON 3 CREATIVE INTERVENTION

Target age group:

Lower, middle and upper secondary (Year 7–10)

Lesson duration:

45 minutes



Australian curriculum: This lesson plan supports a number of capabilities in the Australian Curriculum, including Information and Communication Technology, Ethical Behaviour, Personal and Social Competence and Intercultural Understanding.

BEFORE COMMENCING LESSONS

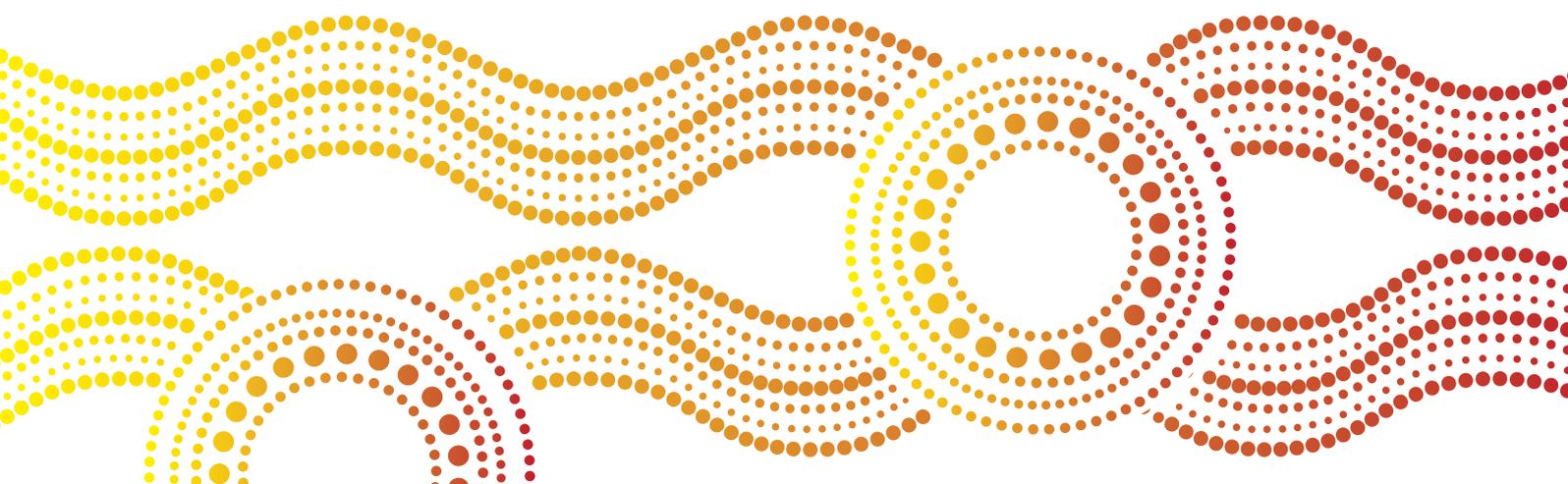
Before running any of these lessons please do the following:

- 1 Pre watch all three videos referred to in this package. <https://www.youtube.com/playlist?list=PLu8z-jO5SOE8oNc6VyYkjkQqI3P0qD0u3>
- 2 Ensure you read about and set up a group agreement with your class to maintain safety of students.
- 3 Ensure you read about and set up the anonymous question box .
- 4 Ensure you have completed and are up to date with your [RAN-EC child protection training](#) (SA only).
- 5 Read your schools procedure for dealing with disclosures of child sexual abuse.

OTHER TRAINING AND SUPPORT

Sexual health training: SHINE SA provide support for schools and training on delivering RSE. Find out more here <https://www.shinesa.org.au/support-for-schools/>

A word about partnerships: While it is recognised that schools play an important role in the delivery of RSE, given the personal and cultural aspects of sexual health, consider partnering with your local Aboriginal community controlled health services (ACCHS) in the delivery of your program. Many ACCHSs have staff who are trained in sexual health and experienced in delivering community education. This partnership may be especially important if your school has limited Aboriginal staff. Alternatively, there may be local sexual health teams in your area who employ Aboriginal staff or can provide specialist sexual health support.



LESSON 3

Time required:
45 minutes

PREPARATION

- Video series Talkin' True <https://youngdeadlyfree.org.au/resources/health-messages/talkin-true-videos/>
- Tablets/Camera/Phone to film with
- [Handout 3.3 Talkin' True: Key messages](#)
- [Handout 3.4 Film roles required to make Talkin' True](#)

TAKE HOME MESSAGE

You have knowledge of healthy respectful relationships and can convey this to others by making a short film to tell people of your age what you think. You can use your skills to help other people understand the importance of healthy respectful relationships.

CREATIVE INTERVENTION

Purpose

This activity introduces media effectiveness with regard to promotion of what is needed to have a healthy respectful relationship.

Discuss the themes of relationships, behaviours and strengths that are explored in the video Episode 3 *This Is Us: Make It Good*.

Learning goals

In this lesson students will:

- identify key messages related to what information young people need to have a healthy respectful relationship (this can include sexual health and STI information).

Teacher note: *Although a phone or tablet works fine for this activity, perhaps consider a visit to a film studio or have a professional videographer/ film producer visit the class to discuss script writing, video production and use etc. (If taking the students offsite you will need to get permission and make appointments).*

Procedure

- 1 Hand out *Handout 3.3 Talkin' True: Key messages*.
- 2 As a class, watch several short (40 seconds) effective *Talkin' True* videos. <https://youngdeadlyfree.org.au/resources/health-messages/talkin-true-videos/>
- 3 While watching the videos, have the students identify key messages and record them on *Handout 3.3 Talkin' True: Key messages*.
- 4 In small groups have students brainstorm the various key messages they have identified in the videos and choose one key message that they believe other young people need to think about or do.
- 5 Students then create a short video—under 1-minute—communicating the key message. Refer students to *Handout 3.4 Film roles required to make Talkin' True* to decide what role each student will take in the production of the video.
- 6 If there is time, students present their video to the class. Teacher and student feedback is provided on the effectiveness and creativity of the health initiative.

HANDOUT 3.3 TALKIN' TRUE: KEY MESSAGES

EPISODE

KEY MESSAGES



Talkin' True: Radio Presenter



Talkin' True: Mechanic



Talkin' True: Football hero



Talkin' True: Crystal Love



Talkin' True: Coffee shop



Talkin' True: Sistagirl

HANDOUT 3.4 FILM ROLES REQUIRED TO MAKE *TALKIN' TRUE*

Director

A film director is someone who is in charge of making sure that every component of a movie runs smoothly. Generally, these directors work on a movie from its conception stage to its delivery stage. They have a say in how the scenes unfold, what props are going to be used, how the characters should look, and who should play specific parts. Directors also work with individuals in charge of lighting, scenery, writing, and so forth, to make sure that all of the elements come together. The director is in charge of the three main phases, which are pre-production, production and post-production. Generally, he or she does not actually do the work for post-production, but is in charge of overseeing it.¹

Camera Operator

A camera operator is someone who records images that entertain or inform an audience. Camera operators capture a wide range of material for TV shows, motion pictures, music videos, documentaries, and news and sporting events. Most work in the motion picture industry or television broadcasting.

Duties

- Choose and present interesting material for an audience.
- Work with a director to determine the overall vision of the production.
- Discuss filming and editing techniques with a director to improve a scene.
- Select the appropriate equipment, from type of camera to software for editing.
- Shoot or edit a scene based on the director's vision.²

Actor

Actors depict characters in stories using their voices, appearances, bodies and gestures. They can work in movies, television, commercials, theatre, theme parks and clubs. While working as an actor, they perform for entertainment and informational purposes. Actors can play main characters or supporting roles, and they must audition for casting directors to land a part.

Duties

- After securing a role, the actor studies the script to learn about the character and memorise the speaking parts.
- Sometimes scripts change during rehearsals, and actors may find themselves memorising new lines.
- Actors work under the director who advises them on how to portray the characters.
- To bring the character to life, actors change their voices, dialects, facial expressions and other traits.
- In addition to wearing costumes, actors use props, which they must learn to use appropriately.³

1 <https://www.careerexplorer.com/careers/film-director/>

2 <https://www.careerexplorer.com/careers/camera-operator/>

3 https://study.com/articles/Actor_Job_Description_Duties_and_Salary_Information.html