

**16. Arts, A/V Technology and Communications Cluster - Actors, Actresses, and Acting (4 hours)**

<b>Purpose/Abstract:</b> To introduce students to acting careers.			
<b>NCCCS Adult Education Standards:</b> R.5.2.1, R.5.2.7, S.2.2.1, M.2.2.3			
<b>Learning Objective:</b> By the end of the session, students will be able to: <ul style="list-style-type: none"> <li>• Read a fictional passage aloud with enthusiasm</li> <li>• Demonstrate effective communication with peers and audience</li> <li>• Solve problems involving time measurement and estimation by telling and writing time to the nearest minute and measuring time intervals in minutes</li> </ul>			
<b>Soft Skills</b>	professionalism, communication, enthusiasm & attitude	<b>Resources</b>	<p><a href="#">Skills to Pay the Bills</a> (STPTB) (for instructor reference to define each soft skill category)  <a href="#">27-2011.00 - Actors</a>                      (for information on the acting roles)  <a href="#">Actors at My Next Move</a> (scaffolded reading link)</p> <p>Math games and worksheets used in the lesson:</p> <ul style="list-style-type: none"> <li>• <a href="#">Telling Time</a></li> <li>• <a href="#">Matter of Time</a></li> <li>• <a href="#">Time addition</a></li> <li>• <a href="#">Elapsed Time</a></li> <li>• <a href="#">Cloud Catcher: Telling Time to the Half-Hour   Game   Education.com</a></li> </ul> <p>Reader's Theatre links:</p> <ul style="list-style-type: none"> <li>• <a href="#">Reader's Theater - Spring Break</a></li> <li>• <a href="#">Readers Theater - Summertime Blues</a></li> <li>• <a href="#">Readers Theater - Camping in the Cold</a></li> </ul> <p><a href="#">NC Career Clusters Guide</a>(for instructor reference)</p>
<b>Additional Materials</b> <ul style="list-style-type: none"> <li>• Art supplies (glue, glitter, markers, paint, etc.)</li> <li>• Pencils, paper, scissors</li> <li>• Computers for student use</li> </ul>			
<b>Icons</b>	 <b>Activity</b>	 <b>Check-In</b>	 <b>Review</b>

**PREPARATION**

- Review the worksheets and games on [Education.com](#) and print out the following worksheets
  - [Reader's Theater - Spring Break](#)
  - [Readers Theater - Summertime Blues](#)
  - [Readers Theater - Camping in the Cold](#)
- Review the [Instructional Support Guide](#) and print/prepare referenced scaffolds.
- Print handouts.



- Familiarize yourself with the [NC Career Clusters Guide](#).
- Familiarize yourself with [O\\*NET](#)
- Familiarize yourself with [Skills to Pay the Bills](#), though it won't be used directly in this lesson.

## INTRODUCTION (30 min)

Welcome students to the class!

Show a short video clip from your favorite movie or play to introduce the topic of acting and its role in the arts, A/V technology, and communications.

Tell students to turn to a partner and share their favorite movie(s), actor, or actress, and why they like them.

Have 2-3 pairs share their answers.

Engage the learners in a brief discussion about their experiences with acting or watching performances.

Ask questions like:

*Have you ever acted in a play or performed in front of an audience?*

*What do you think actors and actresses do?*

*How do you feel when you watch a performance?*

Introduce the objectives for the lesson and how you plan to achieve them.

## VOCABULARY, READING(45 min)

Introduce and review relevant vocabulary words related to acting and theater.

Write the following words on the board:

*actor*

*stage*

*script*

*character*

*audience*

*rehearsal*

*performance*

Conduct a class activity where you read out each word on the board and have students search for the definitions in a dictionary with a partner and share them. Encourage students to form sentences with all or a few words if there is time.

Distribute the fictional readers' theater script: [Reader's Theater - Spring Break](#).

Read the script aloud as a class, modeling **enthusiasm** and clear **communication**. Pause at key moments to discuss the characters, settings, and central message of the story.

Assign roles to the learners and have them practice reading their parts individually or in small groups. Provide support and guidance for lower-level students as needed.

Conduct a readers' theater performance, allowing each group to showcase their reading skills and express their understanding of the story.

 REFLECTION (15 minutes)

✓ After the performance, facilitate a discussion to identify the central message or lesson conveyed in the script. Encourage learners to explain how key details contribute to conveying the message.

Lower Level	Higher Level
Offer additional support by modeling the body language and tone to use while reading their lines.	Challenge students to use all the vocabulary words written on the board in a sentence!

**MATHEMATICS (45 min)**

Connect the concept of time measurement and estimation to acting by discussing how actors and actresses need to manage their time effectively during rehearsals and performances.

Provide examples of time-related problems that actors may encounter, such as calculating the duration of rehearsals or estimating the time needed for costume changes.

Review the concepts of telling time using an analog clock and solve a few problems from the [Telling Time](#) worksheet by projecting it.

Clarify any questions that come up.

Assign the following game to students to independently practice telling time to the nearest half-hour: [Cloud Catcher: Telling Time to the Half-Hour | Game | Education.com](#)

Ask 1-2 students to share their reflections after completing the game.

Distribute the following worksheets one after the other and allow 20 minutes for students to solve them. Walk around and provide support.

- [Matter of Time](#)
- [Time addition](#)

 REFLECTION (10 minutes)

✓ Collect and review students' work to assess their understanding of the concept.

Ask 1-2 students to summarize how they use time calculations in their daily lives.

Lower Level	Higher Level
Support students by modeling more examples or pairing them with a partner who can support them as they try to solve the worksheets.	Challenge students with this additional worksheet if they complete their assigned work early: <a href="#">Elapsed Time</a> .

**GROUP WORK (60 min)**

Divide the students into groups of 4 and provide each group with one of the following reader’s theater scripts.

- [Readers Theater - Summertime Blues](#)
- [Readers Theater - Camping in the Cold](#)

Instruct the groups to read and analyze their assigned scene, paying attention to the characters, dialogue, emotions, and settings.

Encourage the groups to discuss and interpret the scene. Tell them to discuss and answer the questions in the handout before they perform the scene for the rest of the class.

Instruct each group to perform their scene, emphasizing effective communication, professionalism, and enthusiasm.

Encourage peer feedback and discussion after each performance, highlighting strengths and areas for improvement.

 REFLECTION (15 minutes)

✓ Lead a discussion around how each group interpreted the same scene and the choices the actors made to bring their characters to life. Connect this to how professional actors creatively work with the character and script given to them to give memorable performances.

Allow 5 minutes for students to revisit their favorite movie and imagine how it might have been different if their partner’s favorite actor was in it.

Lower Level	Higher Level
Assign roles within the group if students are hesitant to choose roles. Encourage students to ask group members to help with words that are difficult for them to read.	Encourage students to experiment with accents or voice modulation or copy a popular character they admire while reading out their parts.

**INDEPENDENT WORK TIME (45 min)**



Instruct students to write a short reflection or personal response to the readers' theater experience. Tell them to include details about the central message or lesson of the story, their role in the performance, and how they applied communication skills, professionalism, and enthusiasm.

Allow 20 minutes for independent work, providing assistance as needed.

After 20 minutes, share this link - [27-2011.00 - Actors](#) with the students and have them silently read about the different aspects of acting careers. Encourage them to pay special attention to the skills, tasks and activities of the role as they read.

 REFLECTION (10 minutes)

✓ Once completed, invite volunteers to share their reflections or responses with the class.

Have 2-3 volunteers share the important ideas they learned about the various skills, tasks, and activities an actor/ actress might have.

**Lower Level**

Provide an easy-read [link](#) to simplify the information for students.

**Higher Level**

Encourage students to think of examples of when actors will apply the following skills in their careers and how they can develop them.

- *Reading Comprehension*
- *Speaking*
- *Active Listening*
- *Social Perceptiveness*
- *Critical Thinking*
- *Monitoring*
- *Time Management*

**WRAP-UP & REFLECTION (15 min)**

Instruct students to turn to a partner and share

- a) One thing that they learned that was new for them.
- b) One activity they enjoyed in class today.

Ask 2-3 volunteer pairs to share their thoughts with the rest of the class.

Distribute exit slips to students.

Ask for a few volunteers to share their reflections.

Collect and review the answers.

## Reflection Exit Slip

In one sentence, describe what you learned in this lesson.

Today, I learned \_\_\_\_\_.

Is one of the careers discussed today of interest to you? Why or why not?

I liked / did not like \_\_\_\_\_ career because \_\_\_\_\_

\_\_\_\_\_

Is there anything you still need help understanding?

What's one question you have?

Circle the emoji that shows how you feel about your mastery of content in this lesson.



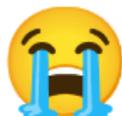
Happy



Smart



Confused



Sad



Angry