

**20. Arts, A/V Technology and Communications Cluster - Movies and Theater Careers (4 hours)**

<b>Purpose/Abstract:</b> To introduce students to careers relating to movies and theater.			
<b>NCCCS Adult Education Standards:</b> R.3.2.6, W.5.2.5 , S.1.2.4, M.3.2.2			
<b>Learning Objective:</b> <i>By the end of the session, students will be able to:</i>			
<ul style="list-style-type: none"> <li>• Demonstrate enthusiasm and attitude when working with others</li> <li>• Research movie and theater careers to create a job flyer</li> <li>• Identify key skills and qualifications required for specific movie and theater careers</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)</p> <p><a href="#">27-4015.00 - Lighting Technicians</a></p> <p><a href="#">39-3092.00 - Costume Attendants</a></p> <p><a href="#">39-5091.00 - Makeup Artists, Theatrical and Performance</a></p> <p><a href="#">27-1027.00 - Set and Exhibit Designers</a></p> <p><a href="#">27-1014.00 - Special Effects Artists and Animators</a> (for information on the roles)</p> <p>Math:</p> <p><a href="#">Identifying Halves, Thirds, and Fourths   Interactive Worksheet   Education.com</a></p> <p><a href="#">Area: Parts of a Whole in Shapes   Worksheet   Education.com</a></p> <p><a href="#">Learning About Equal and Unequal Shares   Workbook   Education.com</a></p> <p><a href="#">Fraction Practice: Equivalent Fractions   Worksheet   Education.com</a></p> <p><a href="#">NC Career Clusters Guide</a>(for instructor reference)</p> <p>Handouts:</p> <ul style="list-style-type: none"> <li>• Comparing Movies and Plays - 1 for each pair</li> </ul>
<b>Additional Materials</b>			
<ul style="list-style-type: none"> <li>• Comparing movies and plays, one for each pair</li> <li>• Fraction manipulatives.</li> <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:
  - [Identifying Halves, Thirds, and Fourths | Interactive Worksheet | Education.com](#)
  - [Area: Parts of a Whole in Shapes | Worksheet | Education.com](#)



- [Learning About Equal and Unequal Shares | Workbook | Education.com](#)
- [Fraction Practice: Equivalent Fractions | Worksheet | Education.com](#)
- In the existing shared Google Drive for this program, create empty Google Docs files for each group to organize their photos for the presentations.
- Review the [Instructional Support Guide](#) and print/prepare referenced scaffolds.
- Print handouts.
- 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!

Begin the lesson by asking students about their favorite movies or theater performances and discussing their reasons for liking them.

Show a short video clip of a behind-the-scenes look at the making of a movie or a theater production to generate excitement and interest in the topic. Here are a few videos you can consider projecting for the students:

- <https://www.youtube.com/watch?v=TPO8l9TR6Dk>
- <https://www.youtube.com/watch?v=ULw5sK79hXY>
- <https://www.youtube.com/watch?v=riM2LOMvR7M>

Engage students in a group discussion about the various roles and careers involved in movies and theater, highlighting the importance of excellent communication skills and collaboration.

Provide a brief overview of the objectives of the lesson.

## VOCABULARY, READING(45 min)

Begin by discussing with the students the concepts of movies and plays. Ask them to share their experiences and what they know about each form of entertainment.

Introduce the reading passage titled "Lights, Camera, Action!" Explain that the passage discusses the similarities and differences between movies and plays. Distribute copies of the reading passage to the students.

Encourage students to underline or highlight important details or unfamiliar vocabulary words while reading and look them up in the dictionary. Write down the definitions on the board if students ask for support

After reading the passage, explain that students will be creating a graphic organizer to compare and contrast movies and plays. Show them the sample graphic organizer provided as a model.

Distribute the blank graphic organizers to each student. Instruct the students to fill in the "Similarities" and "Differences" columns of the graphic organizer based on the information presented in the reading passage. They should identify at least three similarities and three differences between movies and plays. Encourage

students to refer back to the reading passage to find supporting details and examples for their comparisons.

Once students have completed their graphic organizers, ask them to pair up with a partner. Instruct each pair to take turns discussing their findings from the graphic organizer. Encourage them to explain their ideas and understanding of the similarities and differences between movies and plays based on the information in the reading passage.

Remind students to use complete sentences and provide supporting details from the passage to back up their points. Encourage them to listen actively to their partner and ask questions for clarification or additional insights.

As the students engage in their discussions, circulate around the classroom, listening to their conversations, and providing guidance or prompts as needed. Offer support in expanding their explanations or encouraging them to consider different perspectives.

### REFLECTION (15 minutes)

✓ Bring the class back together. Ask a few volunteer pairs to share their ideas and understanding of the topic with the rest of the class. Guide a quick discussion based on the following questions to encourage students to reflect on their enthusiasm and attitude when working with others:

*a) How did you demonstrate enthusiasm and a positive attitude during your discussion with your partner/group?*

*b) What strategies did you use to ensure everyone in your group felt included and valued during the discussion?*

Assess students' speaking skills during the pair discussions and the whole-class discussion. Observe their ability to explain their ideas and understanding clearly, listen actively, provide supporting details, and respond to questions or comments from their peers.

#### Lower Level

Pair up students with another student with a higher reading level if they need support with the passage. Consider writing down the common vocabulary words that most students underline as they read and providing definitions for them.

#### Higher Level

Encourage students to research plays that have been turned into movies or vice-versa and explore how they were changed.

### MATHEMATICS (60 min)

Begin by discussing the importance of math in movie and theater careers, such as designing sets, budgeting for productions, or dividing stage areas.

Explain that in this activity, students will explore fractions and equal shares in the context of movie and theater careers.

Provide an example scenario where students need to divide a stage into equal parts for different scenes. Using visual aids or drawings, guide students in dividing the stage into halves, thirds, and fourths. Ask students to identify the different fractions represented by each section of the stage. Use [Identifying Halves, Thirds, and Fourths | Interactive Worksheet | Education.com](#) to revise what students may remember about fractions while you connect it to the stage example.

Assign [Area: Parts of a Whole in Shapes | Worksheet | Education.com](#) to students and allow 10 minutes for completion. Walk around and clarify any questions.

Explain what equal and unequal shares are and provide guided practice to students using this [workbook](#). Demonstrate 1-2 problems of each type and allow them time to complete the rest. Consider calling on volunteers to help you solve a problem to gauge students' understanding.

Feel free to choose exercises that are best suited to the level of the students in the class.

 REFLECTION (10 minutes)

✓ Encourage students to reflect on what they have learned about equal and unequal sharing and how it can be applied in various contexts. Prompt students with questions such as:

*Can you give an example of a situation where equal sharing is important?*

*How can unequal sharing impact fairness?*

*Can you think of any real-life scenarios where unequal sharing occurs? How does it affect the individuals involved?*

Lower Level	Higher Level
Provide fraction manipulatives for students to practice the concept of halves, thirds and fourths.	Challenge students to solve this worksheet on <a href="#">Equivalent Fractions</a> for additional practice.

**GROUP WORK (75 min)**

Explain that there are many careers related to movies and theater and that in this group work activity, they will have the opportunity to create recruitment flyers for specific careers within these fields.

Divide students into small groups of 4-5 students so each group gets assigned a unique career. Assign each group one of the following careers related to movies and theater:

[27-4015.00 - Lighting Technicians](#)

[39-3092.00 - Costume Attendants](#)

[39-5091.00 - Makeup Artists, Theatrical and Performance](#)

[27-1027.00 - Set and Exhibit Designers](#)

[27-1014.00 - Special Effects Artists and Animators](#)

Instruct each group to use the provided links to research their assigned career. They should gather information about the roles, responsibilities, skills, qualifications, and benefits of pursuing a career in that field.



Encourage students to take notes and discuss within their groups to deepen their understanding of the careers.

Allow 15 minutes for their research.

Instruct each group to collaborate on creating a **recruitment flyer** for their assigned career. Let students know that they will use Google Docs to create the flyer. Direct students to the location on the drive where they will create their documents.

Explain that the flyer should be designed to attract potential candidates to pursue a career in the specific role. Prompt students to include information about the job duties, required skills and qualifications, potential opportunities for growth, and any unique aspects of the career they discovered during their research.

Encourage creativity in designing the flyer, using appealing visuals, catchy headlines, and persuasive language to engage the target audience.

Remind students to work together as a team, assigning tasks and responsibilities to each group member.

Allow 25 minutes for this activity.

 REFLECTION (30 minutes)

✓ Allocate time for each group to present their recruitment flyers to the class, approximately 5 minutes for each group. Each group should explain the career they researched and highlight the key selling points from their flyer. Encourage other students to provide feedback and ask questions about the presented flyers.

Ask students to share what they found compelling or interesting about each career and its corresponding recruitment flyer. Prompt students to discuss how the flyers effectively communicate the benefits and opportunities associated with each career.

Encourage students to reflect on the importance of effective marketing and communication in recruiting candidates for specific roles.

Lower Level	Higher Level
Consider assigning roles to students in groups to ensure everyone gets a chance to participate.	Challenge students to research other software they can use to create more engaging flyers.

**Instructor Notes:** Provide clear instructions on how to create the recruitment flyers, including the use of appropriate imagery, persuasive language, and formatting. Monitor the group work process, providing guidance and support as needed. Emphasize the importance of collaboration, creativity, and audience appeal in the flyer design. If possible, show them sample flyers used for recruitment.

**INDEPENDENT WORK TIME (15 min)**



Tell students that they can use this time to independently read more about the careers they learned about in the previous section or complete their math workbooks if required.

**Lower Level**

Provide individual support to students who have difficulties solving the workbook problems.

**Higher Level**

Encourage students to think about different ways fractions can be applied in the careers they learned about.

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

Ask students to think about two things they found most interesting about the careers that were discussed today and which of the careers they would most likely consider pursuing if they had the opportunity.

Have students turn and talk to the student next to them.

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.

## Comparing Movies and Plays

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Directions:

- Read the passage with your partner
- Underline words that are new to you and look up their definitions in the dictionary.
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### Lights, Camera, Action!

Movies and plays are two different types of entertainment, but they have some things in common. Both movies and plays use actors, costumes, and sets to tell stories. However, there are also some important differences between them.

One big difference is how they are watched. Movies are recorded and can be seen on TV or in a theater. Plays, on the other hand, happen live in front of an audience. In movies, they can film scenes in different places, but in plays, everything happens on a stage.

Another difference is how the actors perform. In movies, they can do scenes many times until they get them right. They can also use special effects and technology to make the movie look amazing. In plays, actors have to perform their scenes perfectly without stopping. They rely on their skills and the audience's reactions to make the performance memorable.

Both movies and plays need a lot of work behind the scenes. In movies, there are directors, producers, and editors who make important decisions about how the movie will look and sound. In plays, there are directors, stage managers, and set designers who work together to make the play come to life on stage.

In summary, movies and plays are alike because they use actors, costumes, and sets to tell stories. But they are different because movies are recorded and can be watched on TV or in a theater, while plays are live performances. They also have different ways of performing and require different people to make them happen. Both movies and plays are exciting forms of entertainment for people to enjoy!

**Graphic Organizer: Comparing Movies and Plays**

Movies	Plays

## 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.



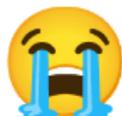
Happy



Smart



Confused



Sad



Angry