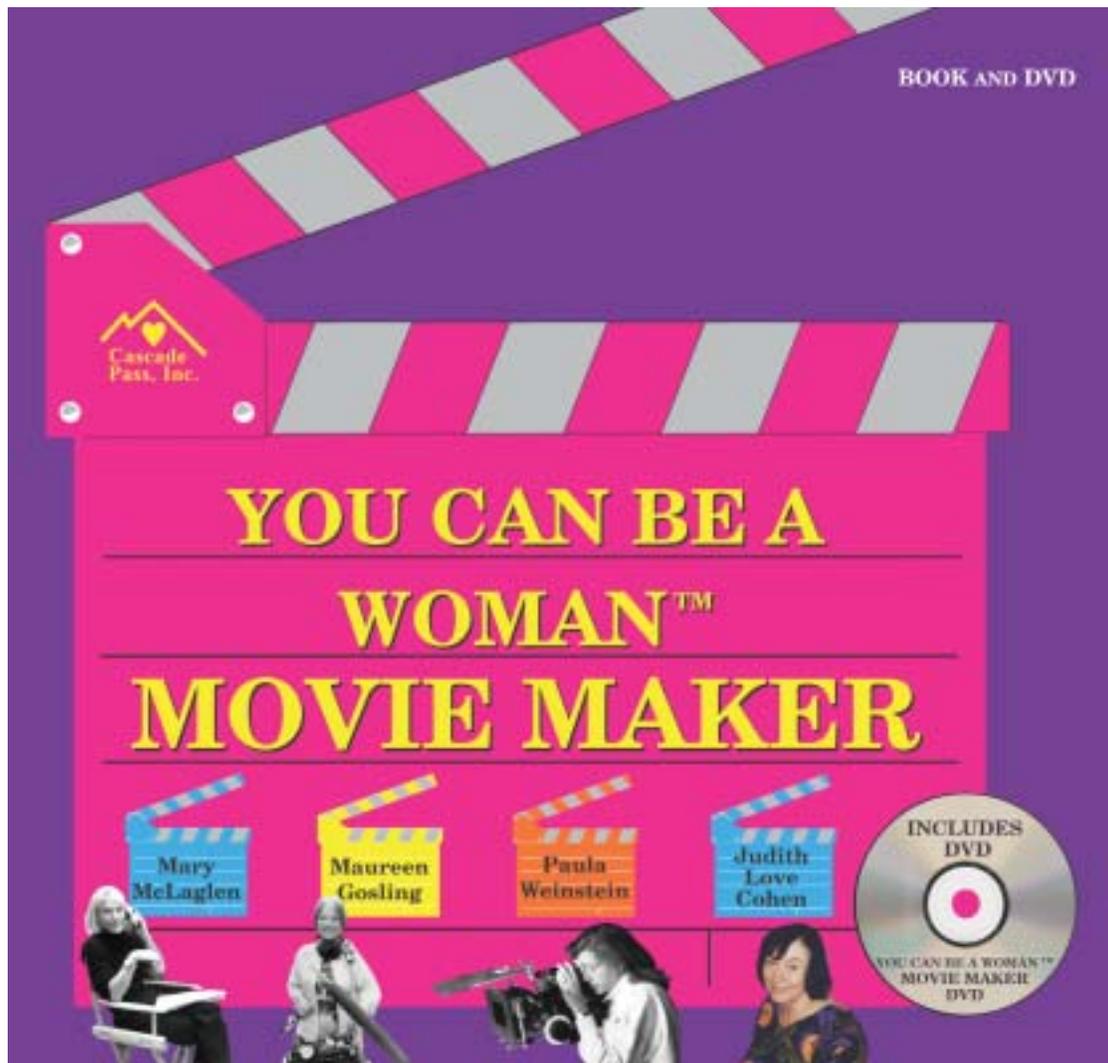




YOU CAN BE A WOMAN™ MOVIE MAKER



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MOVIE MAKER LESSON PLAN 1

- PURPOSE:** To gain an understanding of how a film goes from a paper script to a production.
- MATERIALS:** Copy of a few pages from a play, glue, scissors, marker pens, construction paper, cardboard, and masking tape.
- PROCEDURES:** Have the children read the play aloud and decide what movements the characters will have (e.g., picking up a spoon, answering the telephone). Have them make a list of what different shots will be required to capture the action of the scene. Assign each child one or two shot drawings to make. Have them draw the action, using as much perspective as they can. Cut out the drawings and mount on construction paper. Have the children arrange the individual shots as a storyboard (like a comic strip, in sequence). The storyboard translates the story into pictures.
- CONCLUSIONS:** What did you choose to put into the storyboard that wasn't in the words? Why?

MOVIE MAKER LESSON PLAN 2

- PURPOSE:** To understand lighting and shadows.
- MATERIALS:** Flashlight, colored gels, white poster board.
- PROCEDURES:** Have children form pairs. One child gets a flashlight, and shines it on the right side of the other child's face, then the left side, then, underneath, then above, then from faraway, and from short distances. Have the children reverse and the other child does the same. If the room has natural light and windows, open any blinds or drapes, and then close them. If possible, place one child in partial sunlight next to a window. Using flashlights or lamps or sunlight, have one child hold up gels in front of the light, or bounce the light off white poster board onto the other child. Have the children make notes on how they look, what kind of shadows they see.
- CONCLUSIONS:** What did you find when you used the gels? Did you prefer the lights on or off?



MOVIE MAKER LESSON PLAN 3

- PURPOSE:** Develop an understanding of how the camera helps to tell a story.
- MATERIALS:** TV set, paper, marker pens, poster board, watch with second hand.
- PROCEDURES:** Have the class watch a TV show with the sound turned off.
Have them time the length of the shots, and observe the different kinds of shots: close-ups, panning shots, etc. (refer to the Glossary for the names of different kinds of shots.)
Have each child draw one of the children from a different angle and distance. Place several of these on the poster board in successive pictures.
Have one child make up a story about the pictures.
Jumble the pictures and select a different set in a different order.
Have another child make up a story about these pictures.
- CONCLUSIONS:** How does the angle of the camera or the distance influence what you see?
How much does the camera move in a scene of only a few minutes?

MOVIE MAKER LESSON PLAN 4

- PURPOSE:** Practice designing sets and costumes.
- MATERIALS:** Color photographs of subject, cardboard boxes such as shoe boxes, markers, fabrics, pens, popsicle sticks, cardboard rolls.
- PROCEDURES:** Have the children divide into groups of five or six to a shoebox.
Have them first decide on an overall plan: three college classrooms, and then assign each group to one particular "set." One child can do the room interior, one the exterior, one the furniture. Be aware of the use of color to convey the mood, motifs such as church steeples, or plaid clothing.
- CONCLUSIONS:** How do you convey a particular time and place? What motifs did you use to give people clues as to what they were looking at?

MOVIE MAKER LESSON PLAN 5

- PURPOSE:** Practice acting and directing.
- MATERIALS:** Several copies of a scene from a play, pens, paper.
- PROCEDURES:** Choose a director and a casting director. Have the casting director choose classmates to play different parts.
Have the director work with the actors, rehearse them, and help them to visualize the part. Do the scene.
Choose a different director, casting director and cast members.
Repeat the work and the scene.
Have the class discuss the different jobs of director, casting director, and



cast, and how they saw the interaction.

CONCLUSIONS: Was the scene done the same both times? How did it differ, and why did it happen?
Does the class have recommendations to casting directors and directors?

MOVIE MAKER LESSON PLAN 6

PURPOSE: To put all the previous pieces together and learn to produce a film.

MATERIALS: Script of scene, storyboard of scene, costumes, set (decorated classroom), video camera, recordable video tape.

PROCEDURES: Choose a producer who will assign everyone else their jobs: director, actors, cameraperson, crew. Allow everyone to confer: director with actors and cameraperson, producer with everyone, etc.
Set up, rehearse, and then videotape the scene.

CONCLUSIONS: What kind of production problems were encountered?
After viewing the scene what suggestions for change could be made?

MOVIE MAKER LESSON PLAN 7

PURPOSE: To learn how messages are gotten across in the media.

MATERIALS: Television, note pad, pens.

PROCEDURES: Observe television for a certain time (one hour, one evening, network or educational).
Tabulate the number of times you see stories that include: men/women; people of different ethnicities, ages, abilities/disabilities; body types; professions.

CONCLUSIONS: Do you see your own face on television? Whose faces do you see?

MOVIE MAKER LESSON PLAN 8

PURPOSE: Learn about documentaries.

MATERIALS: Note-pad, pens, camera or tape recorder.

PROCEDURES: Pick someone in your life whom you find particularly interesting.
Make a list of 5-10 questions you would like to ask them that would encourage them to tell you about themselves (not yes or no questions)
Ask them if you could do a taped or videotaped interview with them.
Document an hour in the life of a classmate, friend, or teacher.
Think about how a setting can express something about the person or their story.



Discuss with said person what activities they would like documented, and decide who else they might be interacting with: their home, their place of work, their favorite place, photographs, and after making notes, film the activities and dialogues and perhaps interview other people who can tell you more about them.

