

# The Magic Camera

## Teacher Resource Kit



# CONTENTS

- The Magic Camera ..... 3
- Preparation for the ACMI visit ..... 4
- At ACMI ..... 6
- Teacher Guide Part A (Optional) ..... 7
- Teacher Guide Part B (Required)..... 9
  - Group A
    - Worksheet 1 -Team 1.....11
    - Worksheet 2 -Team 2.....13
    - Worksheet 3 -Team 3.....15
    - Worksheet 4 -Team 4 .....17
    - Worksheet 5-Team 1 .....19
  - Group B
    - Worksheet 1 -Team 1.....21
    - Worksheet 2 -Team 2.....23
    - Worksheet 3 -Team 3 .....25
    - Worksheet 4 -Team 4 .....27
    - Worksheet 5 -Team 1 .....29
  - Worksheet - Reflection.....31**



## The Magic Camera

In a fantasy world of time-travel a ‘magic camera’ is discovered and used as a plot device to carry the story from scene to scene. Students work in small groups to script and produce scenes for their own class film, discovering exciting virtual locations, having adventures and meeting interesting and unusual characters. This program is designed to develop students’ understanding of film structure, genre and characterisation as well as providing a hands-on exploration of film and television production.

**VENUE:** Studio 1 ACMI

**AusVELS:** Level 3 & 4

ACMI programs support the implementation of AusVELS drawing together the three strands and supporting student growth across domains.

| <u>AusVELS Strand</u>                  | <u>AusVELS Domains</u>  |
|--|---|
| Discipline based learning              | English (drawn from the Australian Curriculum)<br>The Arts - Media and Drama          |
| Physical, personal and social learning | Interpersonal Development<br>Personal Learning  |
| Interdisciplinary learning             | Information and Communication Technology (ICT)<br>Communication<br>Thinking processes |

**Please note: ACMI Education Participation Licence Agreements**

Each student taking part in the workshop is required to sign a participation agreement. The nature of the workshop requires ACMI to film, photograph and make sound recordings of students. The signed participation agreement indicates that parents/guardians agree to the above and allow a copy of the students’ work to be provided to the school and retained at ACMI for archival and promotional purposes.



## Preparation for the ACMI visit

**Please note:** This program requires completion of pre-visit activities in order for students to gain the most from their ACMI experience.

Students work in small teams to script and rehearse short dramatic scenes for inclusion in *The Magic Camera* film. The following teacher support material will assist:

**Optional- *Teacher Guide Part A***

Tuning-in activities to enhance the students' experience and understanding of the ACMI workshop.

**Required- *Teacher Guide Part B***

Preparation for the ACMI workshop. Students need to undertake these activities before arriving at ACMI.

To make the most of the ACMI experience, students need to complete the following:

1. Plan and write scripts for each scene using the worksheets on pp.11-30.
2. Rehearse scenes.
3. Sign Education Participation Licence Agreements.
4. Source costumes and props, if necessary. (Costumes and props will be provided on the day of the workshop.)



## Organisation of students

### If you are bringing 30 students or fewer:

- Plan to make **one** *Magic Camera* film.
- Use worksheets for either Group A (pp.11-20) or Group B (pp.21-30).
- Divide students into four teams. **Team 1:** 4 students, **Team 2:** 5 or more students, **Team 3:** 5 or more students, **Team 4:** 5 or more students.

### If you are bringing 31-40 students:

- Plan to make **one** *Magic Camera* film.
- Use worksheets for Group A (pp.11-20).
- Choose one or two scenes from the Group B worksheets (pp.23-28) to add to the middle section of the film.
- Divide students into 5 or 6 teams. **Team 1:** 4 students, **Team 2:** 5 or more students, **Team 3:** 5 or more students, **Team 4:** 5 or more students, **Team 5:** 5 or more students, (Team 5 uses a scene from the Group B worksheets.) **Team 6:** 5 or more students, (Team 6 uses a scene from the Group B worksheets).

### If you are bringing 40-60 students:

- Plan to make **two** *Magic Camera* films.
- Please divide students into two groups - Group A and Group B.
- Divide each group (A and B) into four teams:
  - **Group A :** **Team 1:** 4 students, **Team 2:** 5 or more students, **Team 3:** 5 or more students, **Team 4:** 5 or more students.
  - **Group B :** **Team 1:** 4 students, **Team 2:** 5 or more students, **Team 3:** 5 or more students, **Team 4:** 5 or more students.
- Use worksheets for Group A (pp.11-20) and Group B (pp.21-30).

## Bring on the day

- Signed Education Participation Licence Agreements for each student involved.
- Copy of each script to hand to the director.



## At ACMI

### Sample outline of the day at ACMI

(Exact times will be negotiated for your booking.)

|          |   |
|----------|---|
| 9.45 am  | <b>Arrival</b> at ACMI Schools Entrance   |
| 10:00 am | <b>Introduction to ACMI</b>   |
| 10:30 am | Morning tea break.  |
| 11.00am  | <b>Session 1 <i>The Magic Camera</i> Production in ACMI Studio 1</b> (Group A)<br><br>(Group B) - ACMI Screen Worlds Exhibition, Federation Square. |
| 12.00 pm | <b>Session 2 <i>The Magic Camera</i> Production in ACMI Studio 1</b> (Group B)<br><br>(Group A) - ACMI Screen Worlds Exhibition, Federation Square. |
| 1.00 pm  | <b>Lunch break</b> Federation Square, or ArtPlay playground   |
| 2.00 pm  | <b>Premiere screening</b> of <i>The Magic Camera</i> with Reflection.   |
| 2.30 pm  | <b>Conclusion</b>   |

Students participate in the production of their scenes which are filmed on the green screen in Studio 1 using virtual sets and chroma-key technology. Each team of students will act in their own scene. On the day, students will also be given jobs as part of the crew on set.

ACMI technicians edit students' scenes and combine them with music and effects to create the completed film. This is screened at the end of the excursion and a school copy is provided. The finished film will be approximately 15 minutes long.

#### Please note:

- The wearing of green, yellow or reflective clothing is not suitable for green screen workshops.
- ACMI provides a range of costumes, wigs and props. Your class is welcome to bring their own costumes and props if they desire. However, as there are no change rooms, the costumes must be put on over a school uniform or the students must have changed into them prior to arriving at ACMI.



## Teacher Guide Part A (Optional)

### Tuning-in

#### 1. Exploring genre

Genre is a way of placing films into categories. Each genre has codes and conventions that lead audiences to expect certain things from that type of film. For example, the codes and conventions of the action genre include chase scenes, lots of explosions and a strong male hero who must save the day.

*The Magic Camera* starts out as a fantasy film where an ordinary camera has the power to transport people to different locations. Consider these locations visited in *The Magic Camera* and match each location to a popular film genre:

- |                  |                    |
|------------------|--------------------|
| a) an alleyway   | 1. fantasy         |
| b) the moon      | 2. horror/thriller |
| c) a pirate ship | 3. action          |
| d) a dojo        | 4. mystery/crime   |
| e) a castle      | 5. science fiction |
| f) a graveyard   | 6. adventure       |

- What events might happen in these locations?
- What types of characters might be found in these kinds of places?

#### 2. Exploring character

Create your own fantasy character.

- What name will you give your character?
- What will the character look like?
- What kinds of things might the character say?
- What makes this character unique?

Look at the character descriptions at the top of each team's worksheets on pp.11-30. Each character is based on a stereotype. Discuss the following questions:

- What is a stereotype?
- What makes each character in *The Magic Camera* a stereotype?
- What do you think each character looks like?
- What costume should they wear?
- What props might they use?
- What kind of voice might they have?



### 3. Exploring narrative

A narrative is a story. The sequence of events over time is often described as the plot of the story. The characters are also central to the narrative. Characters can be people, animals, monsters, aliens, or even machines!

Use the following story summary for your group to discuss the narrative structure of *The Magic Camera*:

| Group A  | Group B  |
|--|--|
| <p>Four friends, Stacey, Rob, Dwayne and Angie, are bored and looking for something to do. They somehow stumble across a magic camera. When they take a photo with this camera, they are transported to a different time and place where they meet some crazy characters and have an adventure. First they run into some swashbuckling pirates on a ship. Next, they are transported to the moon where they have a close encounter of the alien kind. Then, they land in dark alley in the middle of a crime scene investigation. Finally, the camera takes the friends back home and they reflect on their travels and decide what to do with the camera.</p> | <p>Four friends, Stacey, Rob, Dwayne and Angie, are bored and looking for something to do. They somehow stumble across a magic camera. When they take a photo with this camera, they are transported to a different time and place where they meet some crazy characters and have an adventure. First they find themselves in a grave situation with ghosts and zombies. Next, they are transported to a magical land where they meet damsels in distress. Then, they land in a Japanese dojo where their martial arts skills are put to the test by stealthy ninjas. Finally, the camera takes the friends back home and they reflect on their travels and decide what to do with the camera.</p> |

**Beginning** (Set on a residential street.)

- Name and describe the characters.
- What are they doing there?
- How do you think they find the camera?

**Middle** (Various virtual sets.)

- Where does the camera transport the friends?
- Who do they meet in the various locations?
- What do you think happens in each setting?

**End** (Set back on the residential street.)

- How does the story get resolved?
- What could happen to the camera in the end?



# Teacher Guide Part B (Required)

## PREPARATION FOR THE ACMI WORKSHOP

### 1. Planning the film story

*The Magic Camera* is a fantasy film where an ordinary camera has the power to transport people to diverse and often bizarre locations.

The story begins on a residential street where a group of friends, Stacey, Rob, Dwayne and Angie, (Team 1) find a camera. They discover that it is no ordinary camera. It is a magic camera! Each time the camera is used, it magically transports the friends to a new and interesting place where they meet crazy characters and have an adventure.

The four main characters each have their own unique personality and are distinguished by a simple prop or piece of costume. This means that students from different teams can represent the same character.

**Please note:**

- Each scene must be no more than one minute long. (No more than 30 seconds long for Scene 5).
- Each scene must feature only one digital background.
- Students should not be in more than one team.
- Students in Team 1 are the only students who are in multiple scenes (Scene 1 and 5).

### Film production schedule

| Group A |                    |                                |                              |                                       |
|---------|--------------------|--------------------------------|------------------------------|---------------------------------------|
| Team 1  | 4 students         | Opening scene (1 minute max)   | Location: Residential street | Sets up <i>The Magic Camera</i> Story |
| Team 2  | 5 or more students | Scene 2 (1 minute max)         | Location: Pirate ship        | Moves story to a different scene      |
| Team 3  | 5 or more students | Scene 3 (1 minute max)         | Location: The moon           | Moves story to a different scene      |
| Team 4  | 5 or more students | Scene 4 (1 minute max)         | Location: Alleyway           | Moves story to a different scene      |
| Team 1  | 4 students         | Closing scene (30 seconds max) | Location: Residential street | Concludes story                       |
| Group B |                    |                                |                              |                                       |
| Team 1  | 4 students         | Opening scene (1 minute max)   | Location: Residential street | Sets up <i>The Magic Camera</i> Story |
| Team 2  | 5 or more students | Scene 2 (1 minute max)         | Location: Graveyard          | Moves story to a different scene      |
| Team 3  | 5 or more students | Scene 3 (1 minute max)         | Location: Castle             | Moves story to a different scene      |
| Team 4  | 5 or more students | Scene 4 (1 minute max)         | Location: Dojo               | Moves story to a different scene      |
| Team 1  | 4 students         | Closing scene (30 seconds max) | Location: Residential street | Concludes story                       |



## 2. Scripting

Films need a script to develop the action and dialogue. Use the worksheets assigned for your team to write the lines for your scene. Check the meaning of any new words in a dictionary. Ask your teacher to check your script when you're finished.

### Remember:

- Scenes are to be no more than one minute in duration (30 secs max for Scene 5).
- Everyone in each team must say at least one line of dialogue.
- Each team will have one virtual set to work with on the green screen, no scene changes will be allowed.
- Green, yellow and reflective clothing are not suitable for green screen workshops.

## 3. Casting/Acting

An important part of an actor's job is to use facial expressions and gestures to communicate a whole range of different ideas and emotions about their character. Body language communicates a great deal about what a person may be thinking or doing. For example, the way someone is walking or standing offers important clues that help the viewer to understand the character and the situation.

- Think about your character: who is he or she?
- How you can express this through facial expressions, gestures and body language?

## 4. Rehearsing

It is important for teams to rehearse their scenes a few times at school. Practise reading scripts using the characters' voices. Use a stopwatch or clock to ensure your scene is less than one minute (or less than 30 secs for Scene 5). You may have to revise the script to fit the time frame. Act it out and ask for your friends' opinions.

- What changes do your friends suggest?

The position of the actor in the camera frame is very important. Actors need to be in the right spot to ensure that lighting and shot framing is correct.

In Studio 1, actors need to act within set boundaries. The virtual set space is very tight. This means actors cannot move around too much and the camera needs to see each person's face.

On the day of the shoot, the ACMI Director will guide you. You will work together to rehearse your scene ensuring the camera can capture your action.



## GROUP A

### WORKSHEET 1 -TEAM 1

#### Street Scene – Part A

##### Scene Set up

You are four friends who are bored and looking for something to do. Each character should have their own unique personality (see role descriptions below) and should be distinguished by a simple prop or piece of costume. The four friends somehow stumble across the magic camera. When they take a photo with the magic camera, they are transported to a different time and place!

Please note: the genders of characters can be altered depending on students involved.

##### Roles:

**STACEY** – *the most popular girl in school, is obsessed with how she looks and hates getting dirty. Stacey's favourite words are 'like' and 'totes'!*

**ROB** – *the class clown, adores sport and enjoys annoying others for his own amusement. Rob tends to think he is much smarter, funnier and braver than he actually is.*

**DWAYNE** – *a super smart geek, is never short of a weird fact or piece of information to share. Dwayne is always a little nervous and clumsy around girls.*

**ANGIE** – *quite alternative and loves anything to do with surfing and nature. Angie is always very chilled and relaxed, and will sometimes break into meditation if the moment calls for it.*

##### REMEMBER:

- The scene is a single shot with no cuts.
- Follow the script template to keep the story clear and simple.
- The scene should be no more than a minute long.

##### Script:

The four friends are on the street and are looking for something to do.

STACEY *lets out a loud sigh and complains to the group about being bored. She says:*

---

ROB *copies what Stacey just said, imitating her, and then laughs very loudly at his own joke:*

---

STACEY *rolls her eyes and snaps back at Rob, saying:*

---

ANGIE *makes a whacky suggestion about something they could do to pass the time:*

---



ROB, STACEY and DWAYNE all think Angie's suggestion is a silly idea and say all at once:

---

ROB jumps up, starts jogging on the spot, and tries to convince the group to play sport. He says:

---

STACEY disdainfully rejects Rob's idea, saying:

---

DWAYNE suggests the group do something geeky, saying:

---

ROB and STACEY both loudly reject Dwayne's idea. Together, they say:

---

ANGIE tries to make everyone relax by saying:

---

ROB suddenly discovers the magic camera. He is unsure of what it is and says:

---

DWAYNE grabs the magic camera from Rob (implying that Rob is too dumb to know what it is), and examines it saying:

---

STACEY leans in closer to Dwayne to see the magic camera and says:

---

DWAYNE gets nervous and tongue-tied trying to explain what the magic camera is:

---

STACEY ignores Dwayne and takes the camera off him. She organises everyone to take a group selfie, saying:

---

There's a bright flash and the four friends ALL begin to transport through time and space.



## GROUP A

### WORKSHEET 2 -TEAM 2

#### Adventure genre: Pirate ship background

##### Scene Set up

The magic camera has transported the four friends to a new time and place. They find themselves on a pirate ship where they meet some real life pirates and a giant squid! The four friend characters below are the same characters from the first scene, but should be played by different students and should share the same prop/piece of costume. The pirate characters should dress like pirates.

Please note: the genders of characters can of course be altered depending on students involved.

##### Roles:

**STACEY** - *the most popular girl in school, is obsessed with how she looks and hates getting dirty. Stacey's favourite words are 'like' and 'totes'!*

**ROB** - *the class clown, adores sport and enjoys annoying others for his own amusement. Rob tends to think he is much smarter, funnier and braver than he actually is.*

**DWAYNE** - *a super smart geek, is never short of a weird fact or piece of information to share. Dwayne is always a little nervous and clumsy around girls.*

**ANGIE** - *quite alternative and loves anything to do with surfing and nature. Angie is always very chilled and relaxed, and will sometimes break into meditation if the moment calls for it.*

**PIRATES (1 or more students)** - *These swashbuckling marauders love to say, 'Arrrrrrrh, me hearties!' and are obsessed with finding treasure. They will feed anyone who gets in their way to their giant pet octopus!*

##### REMEMBER:

- The scene is a single shot with no cuts.
- Follow the script template to keep the story clear and simple.
- The scene should be no more than a minute long.

##### Script:

The four friends find themselves on a pirate ship and are extremely confused. They rub their eyes, blinded by the bright flash of the magic camera. They try to figure out where they are.

STACEY *is shocked to find they are on a ship. She says:*

---

ROB *is terrified of the ocean. He says:*

---

ANGIE *is curious about the ocean wildlife around them. She says:*

---



DWAYNE *intelligently relates a fact about the sea. He says:*

---

*Suddenly some PIRATES enter the scene busily looking at a treasure map and singing a scurvy tune about treasure:*

---

*A PIRATE notices the four friends and raises the alarm that strangers are on the boat:*

---

*Another PIRATE asks the four friends who they are:*

---

*DWAYNE, using scientific or mathematical language, tries to explain the situation:*

---

*The PIRATES look confused, saying:*

---

*ROB nervously tries to make a joke:*

---

*The PIRATES are not amused and threaten to make the four friends walk the plank and feed them to their octopus if they try any more funny business.*

---

*ANGIE tries to get the pirates to relax. She says:*

---

*STACEY whispers to her friends and suggests trying to use the magic camera to escape. She says:*

---

*DWAYNE quickly organises everyone to take a group selfie using the magic camera:*

---

There's a bright flash and the four friends ALL begin to transport through time and space.



## GROUP A

### WORKSHEET 3 -TEAM 3

#### Science-Fiction genre: Moon background

##### Scene Set up

The magic camera has transported the four friends to a new time and place. They find themselves on the moon where they meet very some weird looking and sounding aliens! The four friend characters below are the same characters from the previous scenes, but should be played by different students and should share the same prop/piece of costume. The alien characters should dress in costumes that match their description below:

Please note: the genders of characters can be altered depending on students involved.

##### Roles:

**STACEY** - *the most popular girl in school, is obsessed with how she looks and hates getting dirty. Stacey's favourite words are 'like' and 'totes'!*

**ROB** - *the class clown, adores sport and enjoys annoying others for his own amusement. Rob tends to think he is much smarter, funnier and braver than he actually is.*

**DWAYNE** - *a super smart geek, is never short of a weird fact or piece of information to share. Dwayne is always a little nervous and clumsy around girls.*

**ANGIE** - *quite alternative and loves anything to do with surfing and nature. Angie is always very chilled and relaxed, and will sometimes break into meditation if the moment calls for it.*

**ALIENS (1 or more students)** - *These extraordinary extraterrestrials speak in weird voices and are curious about the human creatures that have appeared out of nowhere.*

##### REMEMBER:

- The scene is a single shot with no cuts.
- Follow the script template to keep the story clear and simple.
- The scene should be no more than a minute long.

##### Script:

The four friends look around and are trying to figure out where they have been transported. They rub their eyes, blinded by the bright flash of the magic camera. They realise they are on the moon and are completely amazed.

DWAYNE, *using scientific or mathematical language, tries to explain how they arrived on the moon:*

---

ROB *is interested in exploring the moon's craters and says:*

---



STACEY *nervously inquires about the moon's cleanliness and says:*

---

ANGIE *excitedly points at how far away the earth is, saying:*

---

*Suddenly some ALIENS enter the scene and seem surprised to find the friends on the moon. They are curious about these visitors and talk to each other. They say:*

---

*One ALIEN tries to communicate with the friends using strange alien words and gestures:*

---

DWAYNE *tries to communicate back by copying the alien language:*

---

*The ALIENS laugh at Dwayne's attempt to communicate:*

---

ANGIE *tries to be friendly and communicate that the four friends are peaceful visitors. She says:*

---

*The ALIENS try to hug the four friends, welcoming them to their home. One of the aliens says:*

---

STACEY *is worried about the aliens. She says:*

---

ROB *is afraid of the aliens and encourages the friends to get away. He says:*

---

ANGIE *quickly and calmly organises everyone to take a group selfie using the magic camera:*

---

There's a bright flash and the four friends ALL begin to transport through time and space.



## GROUP A

### WORKSHEET 4 -TEAM 4

**Mystery/crime genre: Alleyway**

#### Scene Set up

The magic camera has transported the four friends to a new time and place. They find themselves in a mysterious urban alleyway and in the middle of a crime-scene investigation. They are quickly harassed by a crazy detective and some burly looking robbers! The four friend characters below are the same characters from the previous scenes, but should be played by different students and should share the same prop/piece of costume. The detective and robbers should wear costumes that match their descriptions below:

Please note: the genders of characters can be altered depending on students involved.

Roles:

**STACEY** – the most popular girl in school, is obsessed with how she looks and hates getting dirty. Stacey’s favourite words are ‘like’ and ‘totes’!

**ROB** – the class clown, adores sport and enjoys annoying others for his own amusement. Rob tends to think he is much smarter, funnier and braver than he actually is.

**DWAYNE** – a super smart geek, is never short of a weird fact or piece of information to share. Dwayne is always a little nervous and clumsy around girls.

**ANGIE** – is quite alternative and loves anything to do with surfing and nature. Angie is always very chilled and relaxed, and will sometimes break into meditation if the moment calls for it.

**DETECTIVE** – This kooky inspector is extremely suspicious of everyone around him. A burglary has taken place and he is desperately trying to solve this mystery. He has traced the clues to an alleyway where he finds four very unusual suspects. He is never without his magnifying glass.

**ROBBERS (1 or more students)** – These tough, burly bandits are always up to no good. They don’t like anyone getting in their way but are quite clumsy and not very good at covering their tracks.

#### REMEMBER:

- The scene is a single shot with no cuts.
- Follow the script template to keep the story clear and simple.
- The scene should be no more than a minute long.

#### Script:

The four friends look around and try to figure out where they have been transported. They rub their eyes, blinded by the bright flash of the magic camera. They start to notice things about their surroundings.

ANGIE tries to guess where they are by tuning into the ‘vibes’ of the place and says:

---

ROB notices the graffiti and says:

---



STACEY *is disgusted about how dirty the alley is and says:*

---

DWAYNE *mentions some information or statistics he has read about crime in alleyways:*

---

*Suddenly, a crazy DETECTIVE enters the scene. He seems to think the friends may have been involved in a nearby robbery and starts firing questions at them:*

---

DWAYNE *tries to help the detective by saying:*

---

ROB *is cheeky to the detective and says:*

---

*The DETECTIVE gets annoyed and leaves, muttering:*

---

*Some burly ROBBERS enter the scene boasting or arguing loudly about their latest robbery:*

---

ANGIE *tries to get the robbers to chill out and explains that stealing is bad. She says:*

---

STACEY *wants to get away from the dirty alley and unfashionable robbers. She says:*

---

*The ROBBERS try to convince the friends to help them carry out their next robbery:*

---

ROB, *seeing that they're in a sticky situation, quickly organises everyone to take a group selfie using the magic camera:*

---

There's a bright flash and the four friends ALL begin to transport through time and space.



## GROUP A

### WORKSHEET 5-TEAM 1

#### Street Scene – Part B

##### Scene Set up

The four friends are finally transported back to where they first found the magic camera. They are relieved to be home and away from all of the crazy characters they met, but are extremely glad to have had such a cool and magical experience. The characters in this scene are played by the same students as in the first scene.

Please note: the genders of characters can be altered depending on students involved.

##### Roles:

**STACEY** – *the most popular girl in school, is obsessed with how she looks and hates getting dirty. Stacey's favourite words are 'like' and 'totes'!*

**ROB** – *the class clown, adores sport and enjoys annoying others for his own amusement. Rob tends to think he is much smarter, funnier and braver than he actually is.*

**DWAYNE** – *a super smart geek, is never short of a weird fact or piece of information to share. Dwayne is always a little nervous and clumsy around girls.*

**ANGIE** – *is quite alternative and loves anything to do with surfing and nature. Angie is always very chilled and relaxed, and will sometimes break into meditation if the moment calls for it.*

##### REMEMBER:

- The scene is a single shot with no cuts.
- Follow the script template to keep the story clear and simple.
- The scene should be no more than a minute long.

##### Script:

The four friends rub their eyes, blinded from the bright flash of the magic camera. They look around and are relieved to find themselves back where they started.

STACEY *is very relieved and says:*

---

DWAYNE *agrees and says:*

---

ANGIE *mentions a cool character they met on their adventures:*

---

ROB *mentions an exciting situation that happened during their travels:*

---



STACEY *wonders what the group should do about the magic camera:*

---

DWAYNE *suggests:*

---

ANGIE *suggests:*

---

ROB *decides what the group should do. He says:*

---

EVERYONE *agrees and says:*

---



## GROUP B

### WORKSHEET 1 -TEAM 1

#### Street Scene – Part A

##### Scene Set up

You are four friends who are bored and looking for something to do. Each character should have their own unique personality (see role descriptions below) and should be distinguished by a simple prop or piece of costume. The four friends somehow stumble across and find the magic camera. When they take a photo with the magic camera, they are transported to a different time and place!

Please note: the genders of characters can be altered depending on students involved.

##### Roles:

**STACEY** – the most popular girl in school, is obsessed with how she looks and hates getting dirty. Stacey's favourite words are 'like' and 'totes'!

**ROB** – the class clown, adores sport and enjoys annoying others for his own amusement. Rob tends to think he is much smarter, funnier and braver than he actually is.

**DWAYNE** – a super smart geek, is never short of a weird fact or piece of information to share. Dwayne is always a little nervous and clumsy around girls.

**ANGIE** – is quite alternative and loves anything to do with surfing and nature. Angie is always very chilled and relaxed, and will sometimes break into meditation if the moment calls for it.

##### REMEMBER:

- The scene is a single shot with no cuts.
- Follow the script template to keep the story clear and simple.
- The scene should be no more than a minute long.

##### Script:

The four friends are on the street and are looking for something to do.

STACEY lets out a loud sigh and complains to the group about being bored. She says:

---

ROB copies what Stacey just said, imitating her, and then laughs very loudly at his own joke:

---

STACEY rolls her eyes and snaps back at Rob, saying:

---

ANGIE makes a whacky suggestion about something they could do to pass the time:

---



ROB, STACEY and DWAYNE all think Angie's suggestion is a silly idea and say all at once:

---

ROB jumps up, starts jogging on the spot, and tries to convince the group to play sport. He says:

---

STACEY disdainfully rejects Rob's idea, saying:

---

DWAYNE suggests the group do something geeky, saying:

---

ROB and STACEY both loudly reject Dwayne's idea. Together, they say:

---

ANGIE tries to make everyone relax by saying:

---

ROB suddenly discovers the magic camera. He is unsure of what it is and says:

---

DWAYNE grabs the magic camera from Rob (implying that Rob is too dumb to know what it is), and examines it saying:

---

STACEY leans in closer to Dwayne to see the magic camera and says:

---

DWAYNE gets nervous and tongue-tied trying to explain what the magic camera is:

---

STACEY ignores Dwayne and takes the camera off him. She organises everyone to take a group selfie, saying:

---

There's a bright flash and the four friends ALL begin to transport through time and space.



## GROUP B

### WORKSHEET 2 -TEAM 2

#### Horror genre: Graveyard background

##### Scene Set up

The magic camera has transported the four friends to a new time and place. They find themselves in a very creepy graveyard, where a bunch of ghosts/zombies are hiding and waiting to scare them and eat them! The four friend characters below are the same characters from the first scene, but should be played by different students and should share the same prop/piece of costume. The ghost/zombie characters should dress in costumes that match their description below:

Please note: the genders of characters can be altered depending on students involved.

##### Roles:

**STACEY** - the most popular girl in school, is obsessed with how she looks and hates getting dirty. Stacey's favourite words are 'like' and 'totes'!

**ROB** - the class clown, adores sport and enjoys annoying others for his own amusement. Rob tends to think he is much smarter, funnier and braver than he actually is.

**DWAYNE** - a super smart geek, is never short of a weird fact or piece of information to share. Dwayne is always a little nervous and clumsy around girls.

**ANGIE** - is quite alternative and loves anything to do with surfing and nature. Angie is always very chilled and relaxed, and will sometimes break into meditation if the moment calls for it.

**GHOSTS/ZOMBIES (1 or more students)** - These creepy characters don't like their resting place to be disturbed and are ready to scare off (or snack on) any adventure-seeking kids!

##### REMEMBER:

- The scene is a single shot with no cuts.
- Follow the script template to keep the story clear and simple.
- The scene should be no more than a minute long.

##### Script:

The four friends find themselves in a graveyard and are extremely confused. They rub their eyes, blinded by the bright flash of the magic camera. They are trying to figure out where they are.

STACEY, *shocked*, says:

---

ROB, *absolutely terrified*, says:

---

ANGIE *wonders if the camera is magic*. She says:

---



DWAYNE *intelligently explains the science behind how the camera works:*

---

*Suddenly some GHOSTS/ZOMBIES enter the scene making spooky sounds and talking to each other in creepy voices:*

---

*A GHOST/ZOMBIE notices the four friends and asks who they are:*

---

*Another GHOST/ZOMBIE commands the friends to leave the graveyard:*

---

*DWAYNE tries to explain to the ghosts/zombies that according to science ghosts/zombies don't actually exist. He says:*

---

*STACEY tries to give the ghosts/zombies fashion advice. She says:*

---

*The GHOSTS/ZOMBIES move closer and surround the four friends, saying:*

---

*ROB nervously tries to protect everyone. He says:*

---

*ANGIE suggests trying to use the magic camera to escape. She says:*

---

*STACEY quickly organises everyone to take a group selfie using the magic camera.*

---

There's a bright flash and the four friends ALL begin to transport through time and space.



## GROUP B

### WORKSHEET 3 -TEAM 3

#### Fantasy genre: Castle background

##### Scene Set up

The magic camera has transported the four friends to a new time and place. They find themselves in a magical land with princesses, castles and dragons! The four friend characters below are the same characters from the previous scenes, but should be played by different students and should share the same prop/piece of costume. The princesses should dress in costumes that match their descriptions below:

Please note: the genders of characters can be altered depending on students involved.

Roles:

**STACEY** - the most popular girl in school, is obsessed with how she looks and hates getting dirty. Stacey's favourite words are 'like' and 'totes'!

**ROB** - the class clown, adores sport and enjoys annoying others for his own amusement. Rob tends to think he is much smarter, funnier and braver than he actually is.

**DWAYNE** - a super smart geek, is never short of a weird fact or piece of information to share. Dwayne is always a little nervous and clumsy around girls.

**ANGIE** - is quite alternative and loves anything to do with surfing and nature. Angie is always very chilled and relaxed, and will sometimes break into meditation if the moment calls for it.

**PRINCESSES (1 or more students)** - These beautiful damsels are waiting to be rescued from a magical enchantment. This spell keeps the princesses trapped in a fantasy land that is inhabited by a terrifying dragon.

##### REMEMBER:

- The scene is a single shot with no cuts.
- Follow the script template to keep the story clear and simple.
- The scene should be no more than a minute long.

##### Script:

The four friends look around and try to figure out where they have been transported. They rub their eyes, blinded from the bright flash of the magic camera. They realise they are in a fantasy land and are completely amazed.

STACEY *excitedly says:*

---

DWAYNE, *using scientific or mathematical language, tries to explain the situation:*

---

ROB *is interested in exploring and says:*

---



ANGIE notices the dragon and says:

---

Suddenly some PRINCESSES enter the scene and seem surprised to find the friends there. They hope the four friends have come to rescue them. They say:

---

DWAYNE is embarrassed and shy and says:

---

ROB tries to be funny and heroic. He says:

---

STACEY is interested in the princesses' outfits. She says:

---

ANGIE tries to be helpful and offers the princesses advice. She says:

---

The PRINCESSES are angry that their handsome prince isn't in the group of friends. They say:

---

DWAYNE quickly organises everyone to take a group selfie using the magic camera:

---

There's a bright flash and the four friends ALL begin to transport through time and space.



## GROUP B

### WORKSHEET 4 -TEAM 4

#### Action Genre: Dojo background

#### Scene Set up

The magic camera has transported the four friends to a new time and place. They find themselves in a Japanese martial arts training room where they must face off against a pack of ninja's 'Matrix style'! The four friend characters below are the same characters from the previous scenes, but should be played by different students and should share the same prop/piece of costume. The ninja characters should dress in costumes that match their description below:

Please note: the genders of characters can be altered depending on students involved.

#### *Roles:*

**STACEY** - the most popular girl in school, is obsessed with how she looks and hates getting dirty. Stacey's favourite words are 'like' and 'totes'!

**ROB** - the class clown, adores sport and enjoys annoying others for his own amusement. Rob tends to think he is much smarter, funnier and braver than he actually is.

**DWAYNE** - a super smart geek, is never short of a weird fact or piece of information to share. Dwayne is always a little nervous and clumsy around girls.

**ANGIE** - is quite alternative and loves anything to do with surfing and nature. Angie is always very chilled and relaxed, and will sometimes break into meditation if the moment calls for it.

**NINJAS (1 or more students)** - These stealthy shadow warriors of Japan possess all manner of mysterious powers and are always ready to challenge anyone to a martial arts stand-off.

#### REMEMBER:

- The scene is a single shot with no cuts.
- Follow the script template to keep the story clear and simple.
- The scene should be no more than a minute long.

#### Script:

The four friends look around and try to figure out where they have been transported. They rub their eyes, blinded by the bright flash of the magic camera. They start to notice things about their surroundings.

ANGIE *sees some Japanese symbols and tries to guess what they mean. She says:*

---

ROB *tries to impress the group by showing off his martial arts moves:*

---

DWAYNE *corrects Rob's moves and explains that he has been doing martial arts classes online:*

---



STACEY *gets bored and changes the topic to Japanese fashion or skin-care products:*

---

*Suddenly, some NINJAS appear as if by magic. They are surprised to find strangers in their dojo and demand to know who they are:*

---

ROB *is terrified and hides behind Dwayne for protection, saying:*

---

*The NINJAS strike fighting poses and challenge the friends to a fight:*

---

DWAYNE *sees the ninjas getting ready to fight and realises his online training wasn't very good. He starts to panic and says:*

---

ANGIE *tries to make the situation peaceful by getting everyone to meditate with her. She says:*

---

STACEY *wonders why the ninjas have covered their faces and offers them skin-care advice. She says:*

---

*The NINJAS are confused by Stacey's questions and advice. They say:*

---

*While the ninjas are distracted by Stacey, ANGIE quickly organises the group to take a selfie using the magic camera.*

---

There's a bright flash and the four friends ALL begin to transport through time and space.



## GROUP B

### WORKSHEET 5 -TEAM 1

#### Street Scene – Part B

##### Scene Set up

The four friends are finally transported back to where they first found the magic camera. They are relieved to be home and away from all of the crazy characters they met, but are extremely excited to have had such a cool and magical experience. The characters in this scene are played by the same students as in the first scene.

Please note: the genders of characters can be altered depending on students involved.

Roles:

**STACEY** – *the most popular girl in school, is obsessed with how she looks and hates getting dirty. Stacey's favourite words are 'like' and 'totes'!*

**ROB** – *the class clown, adores sport and enjoys annoying others for his own amusement. Rob tends to think he is much smarter, funnier and braver than he actually is.*

**DWAYNE** – *a super smart geek, is never short of a weird fact or piece of information to share. Dwayne is always a little nervous and clumsy around girls.*

**ANGIE** – *is quite alternative and loves anything to do with surfing and nature. Angie is always very chilled and relaxed, and will sometimes break into meditation if the moment calls for it.*

##### REMEMBER:

- The scene is a single shot with no cuts.
- Follow the script template to keep the story clear and simple.
- The scene should be no more than a minute long.

##### Script:

The four friends rub their eyes, blinded by the bright flash of the magic camera. They look around and are relieved to find themselves back where they started.

ANGIE *is glad and says:*

---

ROB *agrees and says:*

---

STACEY *mentions a cool character they met on their adventures:*

---

DWAYNE *mentions an exciting situation that happened during their travels:*

---



ANGIE *wonders what the group should do about the magic camera:*

---

ROB *suggests:*

---

STACEY *suggests:*

---

DWAYNE *decides what the group should do. He says:*

---

EVERYONE *agrees and says:*

---



## **WORKSHEET - REFLECTION**

What did you learn about working in the studio?

What did you learn about the green screen?

What was the most challenging thing about the workshop?

What was the most enjoyable thing about the workshop?

How well did you work as a team?

What would you do differently next time?