Lights, Camera, Action!
Teacher Resource Kit
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Guidelines for Schools

Before your visit
All education group visits to ACMI must be booked in advance. Bookings to ACMI can be made by contacting ACMI Education:
Website > www.acmi.net.au/education
For general enquiries,
Email > screeneducation@acmi.net.au

Teachers and supervisors are recommended at the following ratios:
- 1:3 for pre-school groups,
- 1:5 for primary groups,
- 1:10 for secondary groups, and
- 1:20 for tertiary groups.

Transport and Parking
You can catch buses, trams or trains to Federation Square. Timetable information is available from Public Transport Victoria.
Phone> 1800 800 007

Public car parking is available at Federation Square and in Flinders Lane.

Coach drop off / pick up
The safest and closest drop-off zone for ACMI is behind Federation Square on Russell Street Extension. It is a drop off zone only and coaches cannot stand there. Buses can also drop students off at Federation Square on Flinders Street (please observe the times and conditions of street signs). The closest bus parking is along St Kilda Road, opposite the Arts Centre and NGV, a short walk from Federation Square and ACMI.

Wheelchair access and special needs
Wheelchair access is available via the ACMI Schools Entrance. Lifts enable movement between different levels of ACMI. Further information about access is on our website: http://www.acmi.net.au/access.htm

On Arrival
School groups enter ACMI via the Schools Entrance on the east side of the building. Teachers will be asked to sign in and provide a mobile phone number, for health and safety reasons. Please plan to arrive 15mins prior to the session start time. If late, please contact ACMI Education on:
Mobile > 0403 603 119

Teacher Responsibility

Duty of care
Teachers are responsible for student supervision at all times. At no stage does ACMI assume responsibility for the students. However ACMI reserves the right to ensure that students move respectfully through the building and consider other visitors. Please ensure students do not run or shout in the gallery spaces. Food and drink may not be consumed in any of ACMI’s galleries, studio’s or cinemas. Photography restrictions may also apply depending on the event.

Bags
ACMI has very limited storage for student bags. Small lockers are available but you need to book these in advance. All bags left within storage at ACMI are done so at the owner’s risk. We do not encourage students to bring valuable items.

Toilets
Toilets are located on the Entry Level, Galleries Level and in Gallery 1. Disabled public toilet facilities are located on both Entry Level and Gallery Level toilets.
Hollywood Audition

In this innovative workshop, students create a show reel as an audition for *Super Geek 2*, a spin-off from the award-winning Australian television drama series *Short Cuts* (Burberry Productions, 2002).

Students will work in small groups to script and rehearse short dramatic scenes which will then be filmed using virtual sets in our green screen studio. This program introduces students to the production process including scripting, acting, directing and working behind the scenes. They will also explore the world of film promotion and distribution, with particular emphasis on audience targeting and the effectiveness of marketing.

**VENUE:** Studio 1 ACMI

**AusVELS:** Level 4&5

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

<table>
<thead>
<tr>
<th>AusVELS Strand</th>
<th>AusVELS Domains</th>
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<tbody>
<tr>
<td>Discipline based learning</td>
<td><strong>English</strong> (drawn from the Australian Curriculum)</td>
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<tr>
<td></td>
<td><strong>The Arts</strong> - media and drama</td>
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<tr>
<td>Physical, personal and social learning</td>
<td><strong>Interpersonal Development</strong></td>
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<td></td>
<td><strong>Personal Learning</strong></td>
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<tr>
<td>Interdisciplinary learning</td>
<td><strong>Information and communication technology</strong> (ICT)</td>
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<td><strong>Communication</strong></td>
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<td><strong>Thinking processes</strong></td>
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Thanks to

Please note: ACMI Participation 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 DVD copy of the student’s 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 (script notes provided) for inclusion in the ‘Super Geek 2 audition show reel’. 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 if possible write scripts for each scene. (Short scripts to guide the Director at ACMI are useful. Dialogue can be ad-libbed on the day).
2. Rehearse scenes.
4. Source costumes and props, if necessary.

Organisation of students
- For groups larger than 30 students, please divide into two - Class A and Class B.
- Divide each Class into four teams with approximately equal numbers.
- Each team receives one audition scene to script in preparation for ACMI.

Bring on the day
- Signed participants agreement forms for each student and adult involved.
- Copy of each script to hand to the director.
- Morning tea, drink and lunch in separate named bags.
- Costumes and props.
At ACMI

Sample outline of the day at ACMI
(Exact times will be negotiated for your booking.)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.45 am</td>
<td>Arrival at ACMI Schools Entrance</td>
</tr>
<tr>
<td>10:00 am</td>
<td>Introduction to ACMI</td>
</tr>
<tr>
<td>10:30 am</td>
<td>Morning tea break.</td>
</tr>
<tr>
<td>11.00 am</td>
<td><strong>Session 1  Lights, Camera, Action! Production in ACMI Studio 1</strong> (Class A)</td>
</tr>
<tr>
<td></td>
<td>(Class B) - ACMI Screen Worlds Exhibition, Federation Square.</td>
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<tr>
<td>12.00 pm</td>
<td><strong>Session 2  Lights, Camera, Action! Production in ACMI Studio 1</strong> (Class B)</td>
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<tr>
<td></td>
<td>(Class A) - ACMI Screen Worlds Exhibition, Federation Square.</td>
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<tr>
<td>1.00 pm</td>
<td>Lunch break Federation Square, or ArtPlay playground</td>
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<tr>
<td>2.00 pm</td>
<td>Premiere screening of  <em>Super Geek 2 Auditions</em> and question time.</td>
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<tr>
<td>2.15 -2.30 pm</td>
<td>Conclusion</td>
</tr>
</tbody>
</table>

Students participate in the production of their scenes which are filmed on the green screen in Studio 1 using virtual sets and chroma-key. Each group of students will all 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.

**N.B. The wearing of green, yellow or reflective clothing is not suitable for green screen workshops.**

Please note: 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 those which can be simply 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
Introduction to TV production

1. Exploring Television Series

Select a television series that screens regularly. View an episode, advertisement or promo for this series as a class.

- What do you think the series is about?
- Who are the characters?
- Where is it set?
- What sort of program is it?
- What other TV programs are like it?
- What are common features of children or youth television programs?
- How would you go about casting for this program?

Create a class list of common features or conventions for this genre, including locations, characters, costumes, music and sound effects.

Discuss how this program is similar to or different from other examples of the genre.

2. Characterisation

Explore the concept of characterisation, drawing attention to how a character is created using a combination of different elements. List strategies or techniques used by filmmakers and actors to make us (the audience) believe characters in film and television are real.

These include:

- casting
- dialogue
- voice
- gesture
- facial expression
- posture
- make-up
- costume

Each character is created through the repetition of these elements.
Symbols are often used as visual shortcuts to create a character that we immediately recognise and understand. Discuss.

- What do glasses usually mean? Blonde hair? Black clothing?
- What other symbols do filmmakers commonly use?

What do we mean by stereotypes? Discuss and record ideas. How can filmmakers use stereotypes to introduce a character?

Use a table, such as the one below, to explore how filmmakers construct characters. Discuss personalities, how they look and sound, and what they do.

<table>
<thead>
<tr>
<th>Name</th>
<th>Design (costumes, hair &amp; make-up)</th>
<th>Acting &amp; dialogue</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How does the design provide information about each character?</td>
<td>How do the actor and script give us important information about the character?</td>
<td>What does all this tell you about this character?</td>
</tr>
<tr>
<td></td>
<td>What details can we use to interpret character?</td>
<td>How does he/she move?</td>
<td>Write three or four words to describe this character overall.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What actions does he/she repeat?</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>What does he/she say?</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>How does he/she sound?</td>
<td></td>
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</tbody>
</table>
Teacher Guide Part B (Required)

PREPARATION FOR THE ACMI WORKSHOP

Super Geek Planning

Oscar is ecstatic. He has written his first film script – Super Geek. Now all he needs is a cast. Mr Long thinks it would be a good idea if the class appeared in Oscar’s film, even if they don’t. There will be no getting out of it – they have to help. In true movie style, Oscar holds auditions casting characters; Super Geek, Super Geek’s love interest, Madame Nasty, Super Geek’s creator & Madame Nasty’s henchmen.

All is going well until filming begins. The cast doesn’t agree with Oscar’s choices or his ideas for characters. They begin to rewrite the scripts and provide their own ideas on how the characters should be portrayed. Oscar can’t stand it and he lets them know what he thinks and everybody is taken aback! His outburst works! – the filming continues in Oscar’s vision and the film is a success, however, having totally alienated his classmates, Oscar finds that he has no actors to participate in his sequel - Super Geek 2…

- Read the Short Cuts story synopsis and your challenge provided below.

- Divide students of more than 30 into 2 classes: Class A and Class B.

- Divide Class A and Class B into 4 small teams (8 teams in total).

- Distribute the 4 scene worksheets to the 4 teams in Class A and another copy to the 4 teams in Class B so that each of the 8 teams has one template each. Scene 3 can accommodate a larger group.

NB: there are only 4 scenes to work with so this means both classes will be creating their own versions of the same 4 scenes

Think about,
- What team strategies can you employ during planning?
- How might you incorporate advice from all team members into your script?

Brainstorm and write scripts using the worksheets provided and rehearse scenes in front of an audience in preparation for the ACMI shoot.
Your challenge:
Oscar is now auditioning for roles in Super Geek 2 (strangely, or not so strangely perhaps) none of his classmates want to star in his film this time and he is desperate for actors! Mr. Long suggests he asks a new class for help – that’s you!

It’s now up to you to work in teams to come up with the best and most inventive audition scenes you can for Super Geek the sequel. Using Oscar’s template for character and plot scenarios (appendix 1) fill in the dialogue blanks and bring the scenes to life – good luck!

Background
Explore the idea of genre (horror, comedy, science fiction, romance) and note the common features of these types of films and TV shows.

Setting the scene for the ACMI workshop
Discuss the concept of auditioning and make sure everyone understands the process.

Preparing your audition scene
Remember, everyone in your group must be involved. It is important to plan or script so that everyone in your group knows what is going to happen and what he or she should be saying or doing on the day.

- Scenes are to be no more than 2 minutes in duration.
- Each group will have one pre-chosen virtual set to work with on the green screen. No scene changes will be allowed.
- Remember, green, yellow and reflective clothing are not suitable for green screen workshops.

Characters
Discuss the characters in your scene. Make a list of what you think each character might be like. What might he/she look like? Look closely at the names for each character as they give very strong clues about what the filmmaker (Oscar) wants.

Each character is based on a stereotype.

- Who is Super Geek? What does the name tell you about him? Is Super Geek a mad scientist, a superhero – a mixture of both?
- What is a sidekick?
- What is a henchman? What is the difference between a sidekick and a henchman?
- What is an Ubervillain? Think about the name. What does the name tell you?

Interpreting these characters and making them your own

Have fun creating your own version of these stereotypes. Create a written character profile first and then plan carefully how you can represent as much information as possible about the character during your scene. Consider:
• Dialogue
• Action
• Costume
• Makeup
• Simple props
• Facial expressions
• Gestures.

Scene outline
Once you have some ideas, write a brief step by step outline of what is to happen.

Script
You can now write a script, using the template provided to help you develop the dialogue. Note the features of script writing – layout, font, the descriptions of locations, time of day, characters required and dialogue.

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, gesture and body language?

Rehearsing
Practice reading your script using characters’ voices. Time it to ensure the scene is less than two minutes. You may have to revise the script to fit the time frame. Act it out and share with friends. Ask them to evaluate your scene. Do changes need to be made?

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. 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.

Costumes, props and makeup
Think about characterisation. What sort of a person is your character? How can you quickly show as much as possible about who you are to the audience? What do you think your character might wear? What might the character have as a prop?

If possible, bring costumes and props for your character. Keep them simple and relevant.
N.B. The wearing of green, yellow or reflective clothing is not suitable for green screen workshops.

Please note: ACMI provides a large 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 those which can be simply put on over a school uniform or the students must have already changed into them prior to arriving at ACMI.
WORKSHEET - TEAM 1

Super Geek's Lab

Scene Set up
You are actors auditioning for the following roles. Impress Oscar with your talent in this two-minute scenario. Oscar is looking for a *good cackle* from UBER-VILLIAN and wants to see some *good props* in this scene.

Roles:

- **SUPER GEEK** – the hero, a nerd with muscles and a funny hairstyle.
- **UBER-VILLAIN** – a fiendishly clever and evil woman who has been trying to defeat Super Geek for a long time – she has a very powerful cackle
- **HENCHMEN** – dumb, strong arm supporters who provide the muscle for their boss.

Script:

UBervillain and henchman have finally found a way into Super Geek’s lab.

UBERVILLAIN *cackles loudly and shouts orders her HENCHMAN saying:*

---

HENCHMAN 1 *is competing with HENCHMAN 2 trying to impress their boss with their toughness saying:*

---

HENCHMAN 2:

---

UBERVILLAIN: *is frustrated with the henchman saying:*

---

HENCHMAN 1:

---

HENCHMAN 2:

---

SUPER GEEK *bursts through the door of the lab saying:*

---
UBERVILLAIN desperately tries to keep order saying:

SUPER GEEK outwits the two dim HENCHMAN by saying:

HENCHMAN 1:

HENCHMAN 2:

SUPER GEEK defeats UBERVILLAIN saying:

UBERVILLAIN:

SUPER GEEK has saved the day and says:
Mindy, Rabbit and Dweeb Boy

Scene Set up
You are actors auditioning for the following roles. Impress Oscar with your talent in this two-minute scenario. Absolutely NO ROUGH PLAY is allowed on the set. Think of other things you could do on a tiny space that are NOT too physical. Try to be humorous!

Roles:

**SUPER GEEK** – the hero, a nerd with muscles, and a funny hairstyle, he really likes MINDY (and her sisters if they are in this scene) and is a bit confused by this situation. SUPER GEEK is distracted by the pretty Rabbit ...

**DWEEN BOY/S** – strong but pretty dumb side kick/s. He/they knows something is up but can't quite work it out.

**MINDY/Cindy and Bindy** – very sweet, very pretty, very “girly”. (Mindy can have sisters Cindy, Lindy or Bindy too if required.) They have no idea they are in any danger; they just happily want to spend time with SUPER GEEK, alone!

**RABBIT** – is sinister and evil. She has disguised herself as another pretty girl to trick SUPER GEEK. Pretending to be friendly, her job is to get SUPER GEEK away from his friends, particularly DWEEN BOY.

Script:
SUPER GEEK has a crush on Mindy and contemplates asking her on a date, saying to his friends DWEEN BOYS:

MINDY and sisters (BINDY/CINDY) see SUPER GEEK and greet him saying:

SUPER GEEK nervously asks Mindy on a date saying:

MINDY consults the girls saying to them:

SISTERS reply saying:
MINDY finally agrees to meet SUPER GEEK saying:

MINDY and SISTERS exit. EVIL RABBIT tries to get SUPER GEEK to go out with him/her instead saying:

SUPERGEEK asks DWEEB BOYS for advice saying:

DWEEB BOYS are no help in this situation...

SUPERGEEK is eventually tricked by EVIL RABBIT into agreeing:

SISTERS see SUPER GEEK leaving with an EVIL RABBIT and say to MINDY:

MINDY (her heart is broken) says:

SUPER GEEK’S final words are:
侧kick的试镜

场景布置
你是一群正在试镜的演员。用你的才华给奥斯卡留下深刻的印象。他想要你告诉他并展示你的特殊技能。穿紧身衣的人——就像在《蝙蝠侠》和《罗宾》中那样的，奥斯卡会非常高兴！

角色建议：
- **隐形小孩**（我们可以让你在片场隐形）
- **超级烦人小孩/女孩**
- **先生/夫人舞蹈家**
- **强人/强人**
- **超级歌唱男孩/女孩**
- 其他你选择的！

超级极客需要一个侧kick。一位将与他共度风雨、支持并帮他摆脱一切困难的角色。这些角色正在争取这份工作，他们试图说服超级极客他是最合适的人选！极客会选谁，为什么？

脚本：
每个‘super kid’都必须想出一个名字和一个超能力，并描述为什么他应该被选为超级极客的侧kick。

超级极客 1:

超级极客 2:
SUPER KID 3:

SUPER KID 4:

SUPER KID 5:

All SUPER KID's back on to screen in a line who will SUPER GEEK pick?:

SUPER GEEK (either voice over or on set) chooses one or none or all saying:
WORKSHEET - TEAM 4

Madam Nasty & Robot Doubles

Scene Set up
You are actors auditioning for these roles. Impress Oscar with your talent in this two-minute scenario. Oscar wants this fast, furious and to the point!

Roles:
SUPER GEEK – the hero, a nerd with muscles, he really likes MINDY and is trying to be heroic and protect her.

MADAM NASTY – another of SUPER GEEK’s arch-enemies, this clever but evil scientist thinks she has finally found a way to defeat SUPER GEEK

MINDY – very sweet, very pretty, very “girly”. She has no idea of the danger she and SUPER GEEK are in, and she really can’t look after herself…. (Mindy can have sisters CINDY, LINDY and/or BINDY with her too if required.)

SUPER GEEK’S ROBOT DOUBLE/S – created by MADAM NASTY. For a moment he/they really look/s like SUPER GEEK and everyone gets confused… even the robot doubles.

However, there are a few things we can see that show who is really the robot after all...

Script:
SUPER GEEK really likes MINDY and is trying to be heroic to protect her but accidentally leads her straight into MADAM NASTY’S DUNGEON saying:

MINDY is starting to get worried saying:

MADAM NASTY appears with her Super Geek ROBOT DOUBLE/S and snatches Mindy away saying:

SUPER GEEK protests saying:
ROBOT DOUBLE/S repeats SUPER GEEK saying:

MINDY worries that she doesn’t know who the real SUPER GEEK is saying:

SUPER GEEK tries to convince Mindy that he’s the real SUPER GEEK by saying:

MADAM NASTY laughs at the situation saying:

SUPER GEEK tries to convince Mindy again that he’s the real SUPER GEEK by saying:

ROBOT DOUBLE/S again repeat SUPER GEEK saying:

MINDY tricks the ROBOT DOUBLE/S so that they malfunction by saying:

ROBOT DOUBLE/S melt down:

SUPER GEEK then defeats MADAM NASTY saying:

MADAM NASTY:

SUPER GEEK saves BINDY and says: