COURSE NO.: 52-02-52   REVISED: January/2000

TITLE: TRAINING FOR ANOTHER CAREER/ COMMERCIAL ACTING

DEPARTMENT: Programs for Older Adults

CREDITS: 0*   HOURS: 60

APPORTIONMENT NO.: 08.084.401

COURSE DESCRIPTION:
This competency-based course provides older adults with the fundamental skills necessary to pursue another career in the field of commercial acting. Included are the fundamentals of acting for commercials, the tools of commercial acting, presentation of self in the interview/audition process, an exploration of related careers, as well as the opportunity for students to apply competencies learned in this course by performing in industry and community showcases.

PREREQUISITES:
None

*This is a non-credit course and may be repeated to learn specific competencies.
A MESSAGE to COMPETENCY-BASED COURSE OUTLINE USERS

This competency-based course outline is for use by students, teachers, counselors and school administrators, advisory committees, and all others having interest in the course.

Before enrolling, students can read the course competencies listed to help them decide whether or not the course will meet their needs. After enrolling, a copy of the competencies can help a student track his/her progress through the course.

Teachers can use competency-based areas and statements to gain an overview of the course. The competencies can be used to develop lesson plans and teaching strategies. The Instructional Materials and Other Resources page provides teachers with instructional support in the form of textbook titles, media and technology options, as well as the names of advisory personnel. Many course outlines provide sample lesson plans written by experienced teachers of the course.

Counselors can use the course outline to explain course purpose, goals and content to students. Sharing competency lists with students will make them aware of the minimal skills and knowledge they need to demonstrate after taking the course. This process can identify potential candidates for a course.

Principals can scan the competency-areas and statements to decide if the content of a course should be offered at their school in order to meet the needs of the community which it serves.

Competencies can be used to generate relevant questions and items for tests. The writing of individualized instructional contracts also needs to reflect the competency-based course outline components.

Clearly defined competency-based areas, statements, and minimal competencies are the points upon which curriculum, instruction, and assessment focus.
THE DEVELOPMENT of a COMPETENCY-BASED COURSE OUTLINE

Every approved CBE course outline is written by Los Angeles Unified School teachers who teach the course. All teacher/writers have been inserviced and certified by the Adult Curriculum Office to learn about competency-based education and the outline format.

New courses and course revisions are initiated by school and/or central office subject area departments. The schools and the subject area departments share the responsibility for approving the subject content, hours, credits, etc. Teacher/writers submit their first draft to the appropriate central office subject area supervisor, specialist, consultant or adviser.

Course outline draft copies are next submitted to the curriculum office. There all information required by the District and the State is verified. The outlines are edited and entered into the course outline computer data base. One formatted copy of an outline, with every page stamped “Draft Copy Only”, is either approved by the curriculum office or returned for clarification or improvement.

Once signed off by the curriculum office an outline is routed back to the department that submitted it. When approved there, it is routed to the office of the Director of Instructional Services and finally to the Division’s Assistant Superintendent for approval. The curriculum office then requests the required approvals by the LAUSD Board of Education.

The curriculum office sends master file copies of every approved CBE outline to principals of all Community Adult Schools and Employment Preparation Centers. These masters are used to produce copies for counselors and teachers. Students, community members, and other interested parties may also request copies. The curriculum office maintains a limited inventory of all outlines for additional distribution.

Changing needs are reflected in the constant development and revision of course outlines. It is an ongoing process designed to support the various demands of students, teachers, and the communities we serve.

TOM CALDERON
Adult Curriculum Office
Instructional and Counseling Services
Course Outline Competency-Based Component Definitions

Course descriptions state the major emphasis and content of the course.

Competency areas are units of instruction based on related competencies.

Competency statements are competency area goals that together define the framework and purpose of the course.

Competencies fall on a continuum between goals and performance objectives and denote outcome of instruction.

Competency-Based Philosophy Overview

Competency-based instruction tells a student before instruction what skills, or knowledge he/she will demonstrate after instruction.

A competency is stated as a minimum. This is the least a student has to demonstrate or know to be judged as competent. Stating competencies as minimums does not mean minimum instruction. Activities and opportunities should be provided for students to achieve maximum potential.

Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

CBE instruction provides immediate and continual repetition and remediation. A student repeats tasks until achieving competence.

In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies.

Curriculum, instruction and assessment in CBE are: explicit, known, agreed upon, integrated, performance-oriented, and adaptive.
ACKNOWLEDGMENTS

Appreciation is extended to ADRIENNE OMANSKY for the revision of this course outline.

Special thanks to LINDA JACOBSEN and ADRIENNE OMANSKY for providing sample lesson plans.

Thanks to TOM CALDERON for editing and preparing this course outline as competency-based.

BARBARA LEVIN
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DOLORES DIAZ-CARREY
Director
Instructional Services

APPROVED:

JAMES A. FIGUEROA
Assistant Superintendent
Division of Adult and Career Education

(52-02-52)
CAREER PREPARATION STANDARDS/SCANS SKILLS

Career Preparation Standards identified in the Career Technical Assessment Portfolio Project (C-TAP), include all the workplace basic skills and the other kinds of employability skills essential to success: teamwork/interpersonal skills; communication; problem-solving; using resources, information, and technology; as well as the usual job preparation skills (resume writing, interviewing, etc.) These are the skills identified as essential to workforce preparation by the Department of Labor taskforce known as SCANS Commission (Secretary’s Commission on Achieving Necessary Skills). Inclusion of these skills in course outlines reflects our commitment to responding to the expressed needs of employers and to state guidelines.

The Career Preparation Standards, which are listed below (with quotes from the C-TAP text), are sometimes taught directly and sometimes integrated into regular instruction in content area standards. In other words, you will sometimes do a whole group/small group lesson, as with safety or sexual harassment laws, while at other times you will incorporate a skill into a specific skill activity. An example of this is telling students that they will need to work together to transplant seedlings. You tell them that they will also be practicing an important workplace skill, teamwork, to complete the task. You then briefly review with them the essentials of teamwork. (You might also have these posted on the wall as a reminder.) Another example of this kind of integration is asking students to explain a diagnosis of an engine problem as if they were talking to a customer, with one student taking the role of the technician and the other playing the customer. Again it is important that you point out these skills and their importance whether you are directly teaching them or integrating them into activities, because students will not necessarily make those connections.

Career Preparation Standard 1: Personal Skills
Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, responsibility, initiative, self-discipline, personal hygiene, time management, and the capacity for lifelong learning.

Career Preparation Standard 2: Interpersonal Skills
Students will understand key concepts on group dynamics, conflict resolutions, and negotiations. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.

Career Preparation Standard 3: Thinking and Problem-Solving
Students will exhibit critical and creative thinking skills, logical reasoning, and problem solving. These skills include applying basic skills in order to calculate, estimate, measure; identify, locate, and organize information/data; interpret and follow directions from manuals; labels, and other sources; analyze and evaluate information and solutions.

Career Preparation Standard 4: Communication Skills
Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions. Under this area fall business letters, memos, written estimates, and reports, as well as telephone and other customer skills.

Career Preparation Standard 5: Occupational Safety
Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions. It is important that safety
CAREER PREPARATION STANDARDS/SCANS SKILLS (continued)

lessons be identified to students (“Today we are going to learn a critical employment skill- safety.”) and that safety be continually reinforced orally, in lessons, and through shop/classroom signs.

Career Preparation Standard 6: Employment Literacy
Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes, application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends. It should also include an understanding of the importance of basic skills to the field and options for further training. Students should learn to develop a portfolio and should take responsibility for further professional growth.

Career Preparation Standard 7: Technology Literacy
Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.
# CBE

*Competency-Based Education*

## COMPETENCY-BASED COMPONENTS

for the

**Training for Another Career/Commercial Acting Course**

<table>
<thead>
<tr>
<th>COMPETENCY AREAS AND STATEMENTS</th>
<th>MINIMAL COMPETENCIES</th>
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</thead>
<tbody>
<tr>
<td>A. INTRODUCTION</td>
<td>1. Discuss history of television commercials.</td>
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<tr>
<td>Explore commercial acting as another career for the older adult.</td>
<td>2. Define a television commercial.</td>
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<td>3. Discuss use of older adults in commercials.</td>
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<td>4. View and analyze a selection of commercials featuring older adults.</td>
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<td>5. Discuss trends in advertising using older adults.</td>
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<td>6. Discuss acting as a means of creative expression.</td>
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<td></td>
<td>Competencies:</td>
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<td></td>
<td>Interpersonal: Participates as Member of a Team</td>
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<td>Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates information</td>
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<td>Foundation Skills:</td>
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<td></td>
<td>Basic Skills: Listening/Speaking</td>
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<td>Thinking Skills: Creative Thinking/ Seeing Things in the Mind's Eye/ Reasoning</td>
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<tr>
<td></td>
<td>Personal Qualities: Sociability/ Self-Management</td>
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<td>(6 hours)</td>
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<thead>
<tr>
<th>B. ACTING FUNDAMENTALS FOR COMMERCIALS</th>
<th>MINIMAL COMPETENCIES</th>
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<tbody>
<tr>
<td>Understand the basics of acting in commercials.</td>
<td>1. Demonstrate familiarity with terminology used in commercial acting.</td>
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<td>2. Define slating and discuss how it is used.</td>
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<td>3. Describe different acting styles in commercials.</td>
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<td>4. Demonstrate the ability to read voice-over copy (script).</td>
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<td>5. Define the four types of commercials: spokesperson, slice-of-life, one liner, and voice-over.</td>
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<td>6. Read the different types of commercials on camera and without camera.</td>
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<td>7. Demonstrate the ability to communicate without words.</td>
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<td>8. Compare and contrast commercial acting and stage acting.</td>
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<td>9. Define the role of director in commercial acting.</td>
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<td>10. Describe use of cue cards in commercial acting.</td>
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<tr>
<td>Competencies</td>
<td>Resources: Time/ Materials and Facilities</td>
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</tr>
<tr>
<td>Interpersonal: Participates as Member of a Team</td>
<td>Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information Systems: Understands Systems/ Monitors and Corrects Performance Technology: Selects Technology/ Applies Technology to Task</td>
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</tbody>
</table>

### C. TOOLS OF COMMERCIAL ACTING

Understand the necessary preparation for commercial acting as a career.

1. Write a résumé appropriate for commercial acting.
2. Discuss how to select a photographer for head shots.
3. Select photographs for and assemble a portfolio.
4. Discuss the process of selecting an agent.
5. Differentiate between the role of agent and manager.
6. Discuss the role of the Screen Actors Guild (SAG) as a resource.
7. Discuss SAG regulations regarding commercial contracts.

### D. PRESENTATION OF THE OLDER ADULT IN THE INTERVIEW PROCESS

Know the appropriate dress, proper hygiene, and use of make up/grooming products and accessories for the job interview.

1. Describe how to select appropriate wardrobe for a job interview.
2. Describe how to select appropriate make up and/or grooming products for the job interview.
3. Describe how to select appropriate accessories for the job interview.
4. Identify where to purchase affordable wardrobe accessories and make up/grooming products.
5. Discuss the importance of personal hygiene.
6. Identify the importance of exercise and good nutrition for good presentation of self.
7. Demonstrate effective interviewing techniques while being videotaped.
8. Demonstrate constructive peer evaluation.

Competencies
Resources: Time/ Materials and Facilities
Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information Systems: Understands Systems
Technology: Selects Technology/ Applies Technology to Task

Foundation Skills
Basic Skills: Reading/ Listening/ Speaking
Thinking Skills: Creative Thinking/ Decision Making/ Seeing Things in the Mind’s Eye/ Reasoning
Personal Qualities: Sociability/ Self-Management

(8 hours)

E. THE INTERVIEW PROCESS

Know the components of the commercial acting job interview.

1. Identify and demonstrate how to complete sign-in/size sheet.
2. Define the function of a storyboard.
3. Master the techniques of reading commercial copy (script).
4. Describe the role of casting director.
5. Explain three different interview techniques: improvisation, personal biography, and script reading.
6. Demonstrate three different interview techniques: improvisation, personal biography, and script reading.

Competencies
Resources: Time/ Materials and Facilities
Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information Systems: Understands Systems
Technology: Selects Technology/ Applies Technology to Task

Foundation Skills
Basic Skills: Reading/ Listening/ Speaking
Thinking Skills: Creative Thinking/ Decision Making/ Seeing Things in the Mind’s Eye/ Reasoning
Personal Qualities: Sociability/ Self-Management

(6 hours)

F. ADDITIONAL CAREERS

Explore other careers for older adults in related fields.

1. Describe print modeling as a related career.
2. Describe voice-over acting as a related career.
3. Describe commercial writing as a related career.
4. Describe commercial directing as a related career.
5. Describe commercial camera work as a related career.
6. Describe studio sitting as a related career.

Competencies
Resources: Time/ Materials and Facilities
Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information Systems: Understands Systems
Technology: Selects Technology/ Applies Technology to Task
### G. COMMERCIAL SHOWCASES AND PERFORMANCES

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<table>
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<tr>
<td>(6 hours)</td>
<td>(4 hours)</td>
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<tr>
<td>1. Demonstrate ability to write commercials and skits for a showcase performance.</td>
<td>Competencies</td>
</tr>
<tr>
<td>2. Demonstrate ability to direct a segment of a showcase performance.</td>
<td>Resources: Time/ Materials and Facilities</td>
</tr>
<tr>
<td>3. Demonstrate learned acting skills.</td>
<td>Information: Acquires and Evaluates Information/ Organizes and Maintains Information/ Interprets and Communicates Information</td>
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<tr>
<td>5. Demonstrate constructive peer review and critique skills.</td>
<td>Technology: Selects Technology/ Applies Technology to Task</td>
</tr>
<tr>
<td>6. Participate in intergenerational activities.</td>
<td>Foundation Skills</td>
</tr>
</tbody>
</table>

**Basic Skills:** Reading/ Listening/ Speaking  
**Thinking Skills:** Creative Thinking/ Decision Making/ Seeing Things in the Mind’s Eye/ Reasoning  
**Personal Qualities:** Sociability/ Self-Management
DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS

Definitions of SCANS Competencies

Resources
- Allocates Time: Selects goal-related tasks; prioritizes tasks; schedules work to meet deadlines.
- Allocates Money: Uses or prepares budgets; forecasts costs; keeps records to track budget performance.
- Allocates Material and Facility Resources: Acquires, stores, and distributes materials, supplies, equipment, parts, or products.
- Allocates Human Resources: Assesses knowledge and skills and distributes work accordingly; evaluates performance; provides feedback.

Information
- Acquires and Evaluates Information: Identifies need for data, acquires data or creates data sources, and evaluates relevance of information.
- Organizes and Maintains Information: Organizes, processes, and maintains written or computerized records; sorts, classifies or reformats information.
- Interprets and Communicates Information: Selects and analyzes information; communicates the results to others using oral, written, graphic, or multi-media.
- Uses Computers to Process Information: Uses computers to acquire, analyze, organize, and communicate information, including entering, modifying, storing, retrieving, and verifying data.

Interpersonal
- Participates as a Member of a Team: Works cooperatively with others; contributes ideas, suggestions and effort; encourages team members; listens and responds to contributions of others; resolves differences for the benefit of the team; takes responsibility for achieving goals and for doing own share of the work.
- Teaches Others: Helps others learn by coaching or other means; conveys job information to others; provides constructive feedback.
- Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations; listens actively to determine needs; communicates in a positive manner; obtains additional resources to satisfy client or customer needs.
- Exercises Leadership: Communicates to justify a position; encourages, persuades or motivates others; establishes credibility through competence and integrity; takes minority viewpoints into consideration.
- Negotiates to Arrive at a Decision: Works toward agreement; clarifies problems and resolves conflicts; proposes and examines options; sets realistic goals; resolves divergent interests.
- Works with Cultural Diversity: Works well with men and women and with a variety of ethnic and social groups; respects the rights of others; bases impressions on individual performance, not on stereotypes.

Systems
- Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them; knows who to ask for information and how to get resources.
- Monitors and Corrects Performance: Monitors how procedures are working; predicts trends; diagnoses problems; takes action to maintain system performance.
- Improves and Designs Systems: Makes suggestions for improving products or services; recommends alternatives; responsibly challenges the status quo.
DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS
(continued)

Technology
- Selects Technology: Chooses procedures, equipment, or computer programs to produce desired results.
- Applies Technology to Task: Understands purpose and procedures for setting up and operating machines, including computers and their programs.
- Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers, and other technologies.

Definitions of SCANS Foundation Skills

Basic Skills
- Reading: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules – to perform tasks.
- Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; checks, edits, and revises written material.
- Arithmetic: Performs computations; uses numerical concepts in practical situations; uses tables, graphs, and diagrams to obtain or convey numerical information.
- Mathematics: Approaches practical problems by choosing from a variety of mathematical techniques.
- Listening: Receives, attends to, interprets, and responds to verbal and non-verbal messages.
- Speaking: Organizes ideas and communicates oral messages appropriately in conversation, discussion, and group presentations; asks questions when needed.

Thinking Skills
- Creative Thinking: Uses imagination; combines ideas or information in new ways; reshapes goals in ways that that reveal new possibilities.
- Decision Making: Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
- Problem Solving: Recognizes that a problem exists, devises and implements a plan to resolve it, evaluates and monitors progress, and revises plan as needed.
- Seeing Things in the Mind’s Eye: Organizes and processes symbols, pictures, graphs; visualizes outcomes from blueprints, diagrams, flow charts, recipes, etc.
- Knowing How to Learn: Can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.
- Reasoning: Uses underlying principles to solve problems; uses logic to draw conclusions.

Personal Qualities
- Responsibility: Works hard to be excellent; sets high standards of attendance, punctuality, enthusiasm, and optimism in approaching tasks.
- Self-Esteem: Has a positive view of self; knows own skills and abilities; is aware of impact on others.
- Social: Demonstrates friendliness, adaptability, empathy and politeness; relates well to others; asserts self appropriately; takes an interest in others.
- Self-Management: Assesses own knowledge, skills, and abilities accurately; sets personal goals; responds to feedback unemotionally; is a “self-starter.”
- Integrity/Honesty: Can be trusted; recognizes personal and societal values; chooses ethical courses of action.
SAMPLE LESSON PLAN #1
for the
Training for Another Career/Commercial Acting Course

COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY
--- | ---
C. TOOLS OF COMMERCIAL ACTING | 1. Write a résumé appropriate for commercial acting.

Understand the necessary preparation for commercial acting as a career.

SAMPLE LESSON PLAN:

LESSON OBJECTIVE: Students will formulate a résumé which will attract agents and casting directors.

Equipment: VCR, TV, Videocamera

Approximate time: 2 hours

<table>
<thead>
<tr>
<th>STAGE OF LESSON</th>
<th>LESSON PLAN</th>
<th>SCANS FOCUS</th>
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</thead>
<tbody>
<tr>
<td>WARM-UP (5 minutes)</td>
<td>1. Students participate in meditation/concentration exercises with affirmations for relaxation, inspiration, positive thinking and confidence building.</td>
<td>Competencies Resources: Time/Human Resources Interpersonal: Participates as Member of a Team/ Teaches Others New Skills Information: Interprets and Communicates Information Systems: Monitors and Corrects Performance Technology: Applies Technology to Task</td>
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<tr>
<td>INTRODUCTION (10 minutes)</td>
<td>2. Students who went on auditions or interviews will share experience with class members by describing the process.</td>
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<tr>
<td>PRESENTATION Discussion and video camera work</td>
<td>1. Each student is encouraged to tell about his/her special skills, talents, and acting experiences as an improvisation exercise. Each student is video-taped as he or she presents.</td>
<td>Foundation Skills Basic Skills: Reading/ Writing/ Listening/ Speaking Thinking Skills: Creative Thinking/ Problem Solving/ Seeing Things in the Mind’s Eye</td>
</tr>
<tr>
<td>Videotape playback</td>
<td>2. Students watch themselves and classmates on videotape.</td>
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<tr>
<td>Time</td>
<td>Activity</td>
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</table>
| (40 minutes)     | 3. Using an overhead projector, students are shown model resumés designed for the beginner to advanced actors.  
|                  | 4. Students are given handouts of all levels of resumés.                                      |
| COMPREHENSION CHECK | 1. The class will divide into groups to help each other devise resumés according to their own level of expertise. |
| (25 minutes)     | GUIDED PRACTICE                                                                               |
|                  | 1. Instructor will circulate among groups helping write the résumés.                           |
| (15 minutes)     | EVALUATION                                                                                   |
|                  | 1. Students will evaluate their own and other class members' résumés using a résumé format and sample résumés. |
| (25 minutes)     | APPLICATION                                                                                  |
|                  | 1. Students are encouraged to continue writing their résumé, type it, and bring it to the next class for evaluation. |
SAMPLE LESSON PLAN #2
for the
Training for Another Career/Commercial Acting Course

<table>
<thead>
<tr>
<th>COMPETENCY AREA AND TOPIC</th>
<th>MINIMAL COMPETENCY</th>
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</table>
| A. ACTING FUNDAMENTALS FOR COMMERCIALS. | 5. Describe different acting styles in commercials.  
6. Demonstrate the ability to read voice-over copy (script).  
7. Define a type of commercial, i.e., spokesperson. |
| Understand the basics of acting in commercials. |

SAMPLE LESSON PLAN:

LESSON OBJECTIVE: Students will be able to read a spokesperson type commercial on camera.

Equipment: VCR, TV, Videocamera

Approximate time: 2 hours

<table>
<thead>
<tr>
<th>STAGE OF LESSON</th>
<th>LESSON PLAN</th>
<th>SCANS FOCUS</th>
</tr>
</thead>
</table>
| WARM-UP (5 minutes) | 1. Students review previous lesson on how to state name. | Competencies  
Resources: Time/Human Resources  
Interpersonal: Participates as Member of a Team/Teaches Others New Skills  
Information: Interprets and Communicates Information  
Systems: Monitors and Corrects Performance  
Technology: Applies Technology to Task |
| INTRODUCTION (10 minutes) | 1. Instructor divides class into groups of 4. One student will act as spokesperson, another the timekeeper for the group, the third as the group recorder. The director will act as camera person during filming.  
2. Instructor then introduces and explain traits of effective spokesperson acting techniques.  
3. Instructor presents a series of videotaped samples of commercials which exemplify spokesperson acting techniques.  
4. After viewing and discussing the commercials, the groups will rate each for effectiveness. | Foundation Skills  
Basic Skills: Reading/Writing/Listening/Speaking  
Thinking Skills: Creative Thinking/Problem Solving/Seeing Things in the Mind's |
<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>1. Instructor explains that students will practice effective spokesperson acting techniques and be filmed for evaluation.</th>
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<tbody>
<tr>
<td>Discussion and video camera work</td>
<td>2. Instructor discusses and demonstrates the following techniques for the students in front of a camera: a. how to deliver lines (i.e., emphasis, pacing, etc.) b. where to look into camera</td>
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<tr>
<td>Videotape playback</td>
<td>3. After demonstration, instructor asks for a volunteer and coaches student through commercial reading.</td>
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<td>4. Student is then filmed as he or she states name and reads commercial while being videotaped.</td>
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<td>5. Class then evaluates and critiques performance.</td>
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<td>6. At this point, instructor will hand out copies of the commercial to students who will break-up into their groups.</td>
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<td>7. Groups will rehearse commercial using effective spokesperson commercial techniques for twenty-minutes.</td>
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<td>(45 minutes)</td>
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<tr>
<th>COMPREHENSION CHECK</th>
<th>1. Instructor will ask students if there are any questions regarding delivery of lines or where to look when reading the commercial.</th>
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<tbody>
<tr>
<td>(5 minutes)</td>
<td>2. Instructor will answer question and demonstrate again if necessary.</td>
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<thead>
<tr>
<th>GUIDED PRACTICE</th>
<th>1. Each student will now perform commercial while being videotaped.</th>
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<tr>
<td>(30 minutes)</td>
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<thead>
<tr>
<th>EVALUATION</th>
<th>1. Teacher plays back videotape performance of each student.</th>
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<tr>
<td></td>
<td>2. Students will evaluate themselves and class members using a performance checklist provided by the instructor.</td>
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<td>3. After all performances are presented, instructor will elicit discussion and class consensus of most effective readings.</td>
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<td>4. Class re-watches those commercials they agreed exhibited effective spokesperson commercial acting techniques.</td>
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<td>(25 minutes)</td>
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<th>APPLICATION</th>
<th>1. Students will use techniques learned during commercial job interview and/or audition.</th>
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Personal Qualities: Self-Esteem/ Sociability/ Self-Management
SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

RESOURCE BOOKS AND PUBLICATIONS


MEDIA and TECHNOLOGY

“Day and Date”.  July 30, 1996.


“Seniors in Motion”.  Los Angeles Parks and Recreation.  1994


RESOURCE PERSONS

Representatives from A.F.T.R.A Screen Actors Guild, Los Angeles

Representatives from industry

Subject area specialist
TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

A. Lecture and discussion

B. Demonstration and participation

C. Multimedia presentations
   1. Demonstration videos
   2. Student produced videos

D. Role playing

E. Guest speakers

F. Showcases

G. Collaborative projects

H. Individual projects

EVALUATION

A. Teacher observations

B. Oral/written participation

C. Teacher-developed tests based on the competencies of this course outline

D. Videotapes of students

E. Self-evaluation

F. Peer evaluation

G. Industry feedback, i.e., agents, casting directors, directors, producers

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, sex, or physical disability.