

# Drama, Film and Theatre Studies

## **Before the Camera Rolls** Activity Cards



Oide



# Be the Filmmaker (Romance Genre)

## Description:

This group task engages participants with the role of filmmaker in producing film in the genre of Romance.

## Method:

- Participants work in groups and choose one card from each category to build romance
- Using cards, the participants add one or two short notes to briefly tell story of their film
- Participants use the Filmmaking Question Mat to consider filmmaking choices to show Romance on screen

# Be the Filmmaker (Romance Genre)

Who are the characters?

# Opposites attract



# Be the Filmmaker (Romance Genre)

Who are the characters?

One guarded and  
one open



# Be the Filmmaker (Romance Genre)

Who are the characters?

# History between them



# Be the Filmmaker (Romance Genre)

Who are the characters?

Both looking for a  
change



# Be the Filmmaker (Romance Genre)

How did they first meet?

# Chance encounter

# Be the Filmmaker (Romance Genre)

How did they first meet?

# Common goal/task

# Be the Filmmaker (Romance Genre)

How did they first meet?

# Trapped into the same situation



# Be the Filmmaker (Romance Genre)

How did they first meet?

# Reconnecting after time

## Be the Filmmaker (Romance Genre)

What obstacle stops the romance?

# Individual emotional block



# Be the Filmmaker (Romance Genre)

**What obstacle stops the romance?**

# Misunderstanding

## Be the Filmmaker (Romance Genre)

What obstacle stops the romance?

# Rival commitment

# Be the Filmmaker (Romance Genre)

**What obstacle stops the romance?**

# External pressure

# Be the Filmmaker (Romance Genre)

How does the romance end?

## Confession

# Be the Filmmaker (Romance Genre)

How does the romance end?

## Reunion

# Be the Filmmaker (Romance Genre)

How does the romance end?

Go their separate  
ways

# Be the Filmmaker (Romance Genre)

How does the romance end?

# Sacrifice or compromise

# Walk and Reflect

## Description:

This activity uses prompts to support participants to reflect on their work in both the creative and critical response processes.

## Method:

- Whole group walk the space.
- The facilitator asks group to reflect on their experience.
- When the facilitator calls to join another participant. In pairs or small groups, the participants select a reflective prompt card. They use this to discuss what is written on the card.
- The individual reflections can be documented in participant's portfolio.

## Possible extension:

The reflective prompt cards can be given individually for participants to reflect and to move learning forward.

How can I apply what I learned today to my own life?

How will I document my learning from today?

How well did I contribute  
to the group discussion  
or work?

## DFTS Reflection Prompt

What feedback would I give to myself about my creativity, communication or teamwork?

## DFTS Reflection Prompt

What did I learn today that surprised me or challenged my thinking?

What questions do I still  
have about this topic?

How does what I learned  
today connect to something  
I already know?

# DFTS Reflection Prompt

If I were teaching this topic to a friend, how would I do it?

Which moments showed  
examples of:  
good turn-taking,  
active listening or  
working with others?

## DFTS Reflection Prompt

What small goal can I set for myself for the next class to challenge my learning?

When did I try something different or challenge myself?

Finish this sentence:  
“Today I learned that...”

Finish this sentence:  
“One creative choice I  
made today was...”

Finish this sentence:  
“One idea I want to  
explore further is...”

Finish this sentence:  
“One way I contributed to  
the group today was...”

Finish this sentence:  
“One thing I managed  
well today was...”

## DFTS Reflection Prompt

Finish this sentence:  
“One challenge I faced  
and how I dealt with  
it was...”

# DFTS Reflection Prompt

Today I learned \_\_\_\_\_  
by \_\_\_\_\_, and this  
helped me better understand  
\_\_\_\_\_.



# DFTS Reflection Prompt

Today I developed

\_\_\_\_\_ by \_\_\_\_\_,

and this helped me better  
understand \_\_\_\_\_.

## DFTS Reflection Prompt

One thing I did, noticed or learned today that helped my work was \_\_\_\_\_.

## DFTS Reflection Prompt

One skill I used or improved today was \_\_\_\_\_ and I will use it again by \_\_\_\_\_.

# Drama, Film and Theatre Studies

## Behind the Lens Activity Cards



Oide



# Behind the Lens

## Filmmaking Reflective Prompts

### Description:

These reflective prompt questions can be used to support student reflection as they engage in the creative and critical response processes and during the Applied Creative Tasks.

### Method:

- Participants select a reflective prompt individually or in small groups.
- Using cards the participants jot down ideas to reflect on their experience.
- Participants can use these cards as they are viewing films to critique and for giving feedback during the creative process.



# What is the language being used?



# How do shots work?



# What the challenges might have been?



How is the passage  
of time dealt with?



# How is mood created?



# How is tension managed or created?



As a filmmaker:

How will I consider the  
audience response  
to this film?



As a filmmaker:

How have I been  
inspired by the work  
of others?



As a filmmaker:

How am I going  
to prepare to  
make the film?



As a filmmaker:

# What is needed during the filming process?



As a filmmaker:

What did I  
learn during the  
filmmaking process?



As a filmmaker:

What will I do  
next time?



As a filmmaker:

How will I know I have  
captured what I want  
in this shot?



As a filmmaker:

Finish this sentence:  
“Next time I might...”



As a filmmaker:

In my role, I learned  
about...

