Funemployed: Skit

Rules of the Game

- The goal of the game is to use the random words that are provided to you to get through a job interview. The teacher chooses the winner.
- You are provided with 5 cards, once you consult them, you can trade 1 card from a pile of face up cards.
- The interviewer (teacher) will then choose a random job from the job deck and interview you.
- Make sure to use all the words that are written on the cards or they will count against your performance.

Your Task

- Choose 1 job and 10 qualification cards, with your group (4 or 5 members) create a skit using all the cards
    - You are to use real or pretend props.
    - The skit should be at least 5 minutes long.
    - The initial location for the skit should be the job interview but you are not restricted to it once you begin.

Guiding Questions

- How will you keep your audience engaged?
- Did you stage your characters with the audience in mind?
- Remember to implement the skills that you learned in class to ensure that the work is well presented

Check-Bric

Knowledge & Understanding	
Skit was 5 minutes long (-0.5 mark for ±30 seconds)	☐☐☐☐☐
The skit flows and is not segmented	☐☐☐☐☐
Application	
Each of the 10 cards were used in the skit (1 mark per card)	☐☐☐☐☐☐☐☐☐☐
Role play was creative in the characters that were presented and relevant to the storyline of the skit.	☐☐☐☐☐
Communication	
Dialogue was loud enough for people to hear.	☐☐☐☐☐
Movement techniques learned in class were used by characters to strengthen their portrayal.	☐☐☐☐☐
Thinking & Inquiry	
It is evident that audience was considered when delivering the skit.	☐☐☐☐☐
I have made use of props/pretend props to strengthen the visualization of the skit	☐☐☐☐☐
I have completed a playthrough of the game.	☐
Total	**/46**

Self-Evaluation: Please assign yourself a score by circling the level you feel you have achieved.

Learning Skills and Work Habits	Needs Improvement/Satisfactory/Good/Excellent
Responsibility • I have completed all of my tasks on time	N S G E
Independent Work • I have come prepared to work on the skit when given time.	N S G E
Initiative • I have sought guidance/clarification when necessary and done adequate research on the subject matter.	N S G E
Organization • I have ensured that I have followed all the directions given to me.	N S G E
Collaboration • I have gotten my work peer reviewed and provided feedback for others' progress.	N S G E
Self-Regulation • I have used class time effectively to complete the skit.	N S G E

Teacher Considerations: Expectations

A. Creating and Presenting
- A1. The Creative Process: use the creative process and a variety of sources and forms, both individually and collaboratively, to design and develop drama works;
  - A1.3 use role play to explore, develop, and represent themes, ideas, characters, feelings, and beliefs in producing drama works
- A2. Elements and Conventions: use the elements and conventions of drama effectively in creating individual and ensemble drama works, including works based on a variety of sources;
  - A2.1 use the elements of drama to suit an identified purpose and form in drama presentations (e.g., use a historical conflict as the focus for a dramatic monologue revealing a real or fictional character's attitudes, feelings, and reactions; use a futuristic, science-fiction setting for a mask comedy about an environmental or social issue)
- A3. Presentation Techniques and Technologies: use a variety of presentation techniques and technological tools to enhance the impact of drama works and communicate for specific audiences and purposes
  - A3.1 identify and use a variety of techniques or methods for establishing a rapport between performer and audience (e.g., techniques such as breaking the fourth wall, direct address, adapting performance style to suit a particular type of audience [children versus adults])
  - A3.2 use a variety of expressive voice and movement techniques to support the depiction of character (e.g., use volume, tone, accent, pace, gesture, and facial expression to reveal character and/or intention)
  - A3.3 use a variety of technological tools to communicate or enhance specific aspects of drama works (e.g., lighting, sound, props, set, costumes)