

## Group Activity and Quiz

January 8-11, 2007

---

### **“The Executive Team: ‘You Gotta Have Heart’”**

from *The Complete Idiot’s Guide to Amateur Theatricals* by John Kenrick [10 points possible]

*Objective:* Develop students’ understanding of the roles of a theatrical executive team. Assess student’s knowledge about these roles.

*Method:* Read the chapter. Form groups to create and perform skits about the respective executive team member roles. Turn in a job summary, a script, and a prompt book. Perform. Take 10-question multiple-choice, open-book quiz.

*Vocabulary:*

crème de la crème – the best of the best.

Tony-nominated – nominated to win a Tony Award, the annual award celebrating achievements in live American theater.

demarcation – separation by distinct boundaries.

morale – the state of the spirits of a person or group as exhibited by confidence, cheerfulness, discipline, and willingness to perform assigned tasks.

expenditures – expenses.

whistle-blower – a person who informs on another or makes public disclosure of corruption or wrongdoing.

---

### **Method in Detail**

1. Day one: Each student reads the entire chapter, as much as he/she can in class and the rest at home that evening.
2. Day two: Form into four groups of five or six students. Each group will be assigned one of these Executive Team member roles:

- |            |                            |
|------------|----------------------------|
| ▪ Producer | ▪ Production Stage Manager |
| ▪ Director | ▪ Business Manager         |

Each group will put on a little three-minute skit showcasing what that person does. Include many of the bullet-pointed duties mentioned for job in the chapter. Within each group, each student will have a specific job so that each student is accountable.

- One student does additional research about this job (such as Producer.) Stick with information about theatrical productions, not movie productions.
- One student writes up a one-page summary of this job, based on the information in the chapter and the research located by the other student.
- One student serves as director for the performance you will do, staging the scenes and helping actors develop their characters.

- One student writes down the script you develop together.
- One person serves as the stage manager, creating and maintaining a prompt book, and keeping the rehearsal going.

All students are expected to perform, although one student may serve as the narrator, if desired, while the other students act out the script. Pretend to be a group of people producing *School for Nerds*. You can ham it up all you want.

3. Day three: Further development and rehearsal. A bit of improvisation is okay, but I am trying to discipline you to hone a performance through rehearsals too. Some of you drag your feet when it comes to rehearsals, and try to get away with just “winging” it. This is not acceptable.
4. Day four: Performances. Open-book quiz on the entire chapter.

This schedule may be a bit too optimistic. I may stretch it out into two weeks if you really get into it, or conversely are having a tough time getting going without coaching.

Assessment will be based on these factors:

- group cooperation – graded by group, 5 points possible
- individual effort during group work – graded individually, 5 points
- one-page summary – graded by group, 5 points
- skit script – graded by group, 5 points
- skit prompt book – graded by group, 5 points
- skit performance – graded by group, 10 points
- quiz results – graded individually, 10 points