

# Improvisation Challenge A

Would you like to travel instantly to another time period in human history? Would you prefer the past or the future? What do you think it might be like? Your task for the Mystery Improvisation challenge is to prepare and give a performance inspired by the idea of **Time Travel** .

You will draw an envelope which contains the specs and characteristics of a time period and will receive a prop related to it.

The team will have up to 3 hours to write and prepare for your performance of a **guided tour** for your assigned era for a group of tourists from our time. The tour must be **between 5 and 7 minutes** long , and minimum of **three (3)** and a maximum of **ten (10)** students must participate in it.

You also must include the elements of a good tour below :

Knowledgeable, patient  
and fun tour guide

Show all aspects of the  
historical era and its  
importance to human  
history

Interaction between  
tourists and locals

A member of staff will take you to your preparation space where you will a kit with sheets of white and colour paper, crayons, a marker, tape, scissors and string to produce your own props. All made props must be handed over to a member of staff at the performance venue before leaving the place. You **must not** bring in or use any elements from outside the preparation room.

The judging criteria for the performance can be found at the back of this sheet. In each category you can score a maximum of 8 points.

Penalties apply to:

- ◆ Time limits
- ◆ Not following the competition brief above

The running order of performing teams will be drawn randomly.

# Judging criteria

	1	2	3	4	5	6	7	8
Content	Information used is inconsistent or reflects the historical era poorly.		Information is seldom appropriate for the historical era in which the ad takes places.		Information is usually appropriate for the historical era of the ad.		Information is consistently appropriate for the historical era of the ad.	
Task achievement	None of the compulsory task elements are present in sketch. Purpose is not clear.		Two of the compulsory task elements are missing . End purpose of the sketch is somehow clear.		One of the compulsory elements of the task is missing but the end purpose of the task is clear.		All compulsory elements of the task are present as well as the purpose of the task.	
Stage presence	No efficient use of props; Script was poorly delivered. Performers showed little enthusiasm or characterization.		Props were inconsistently or poorly used. Script was properly delivered but body language and characterization were limited.		The use of props was successful . Body language supported the proper delivery of the script. Characterization was proper.		Successful use of props and body language to support the delivery of the scrip. Characterization was enthusiastic.	
Accuracy	Speakers make many errors in language usage.		Speakers have some problems with language usage.		Speakers usually use language correctly, including grammar, vocabulary, and word order.		Speakers use language correctly, including grammar, vocabulary, and word order.	
Fluency	Speakers hesitate frequently.		Speakers have some problems with hesitation.		Speakers have few problems with hesitation.		Speakers speak clearly without hesitation.	
Pronunciation	Most team members struggle with pronunciation and intonation. Pronunciation not very clear and international listeners may have to work hard to understand.		Some team members have problems with pronunciation and intonation. Pronunciation sometimes clear and most international listeners would be able to follow the content.		Team members have few problems with pronunciation and intonation. Pronunciation usually clear and poses few comprehension problems for international listeners.		All team members use natural and clear pronunciation and intonation coherent with the key message. Pronunciation would not cause comprehension problems in an international context.	