



Missing Persons

Year 9 Through the Looking Glass: Dramatic Oral Presentation Project

The aim of this task is for you to construct a dramatic presentation for a specific purpose and audience. The presentation will be in the form of an episode of **Crimewatch** in which you appeal to the public for any information to help you to find your missing friend.

Your finished product should demonstrate your

communication, presentational, and organisational skills enabling all group members to take an active part in the dramatic presentation.

The Task:

In groups of six, you are to produce an episode of *Crimewatch* that takes the form of a **Missing Persons Appeal**. This dramatic presentation is to be shown on live TV at approximately 7pm - prime-time viewing. The time-slot allocated ensures that you have as big and varied a target audience as possible – old and young, parents and children, male and female. It is for you and your group to decide on how the final product will be packaged, and this will be presented to the rest of your class in order to persuade them to vote on the most believable episode. Each member of the group needs to contribute to the writing of the script and all members must also have a speaking role in the presentation. Your final presentation should be between 4 to 6 minutes in length.

“Big Questions”:

Here are some important questions for you to think about and explore before you start to write...

- ✚ How will you ensure that your presentation is easy to follow?
- ✚ How can you divide the episode into smaller parts to keep the action fast paced and ensure your viewers do not change channels?
- ✚ How will the audience know who each person is when they are on stage / camera?
- ✚ What needs to be included to make it easy for your viewers to pass on any valuable information regarding the whereabouts of your missing person?
- ✚ In what ways will your setting be familiar or unfamiliar to the reader?
- ✚ Can you think of any ways to make the missing person(s) likeable so that the viewer wants them to be safe?
- ✚ What atmosphere do you want to create at the start of the presentation, and how will this change as the presentation progresses?
- ✚ What costumes, set-design and props can be used to help the actors to stay “In Role”?

Presentation:

The final product may contain some of the following elements...

- ✚ Dramatic Performance on stage at front of classroom
- ✚ Photo-fit of missing person and suspects wanted for questioning
- ✚ Re-enactment of final steps – acted or filmed
- ✚ Handout or flier with photo and description of missing person
- ✚ Filmed episode that is viewed in class on the big-screen

Learning Objectives:

- ✓ Constructs texts that show an awareness of purpose and audience through deliberate choice of content, language, and text form
- ✓ Forms and communicates ideas and information clearly, drawing on a range of sources
- ✓ Edits details and comments to support ideas, showing thoughtful selection in the process
- ✓ Uses a range of oral, written, and visual features to create meaning and to sustain interest
- ✓ Organises and sequences ideas and information for a particular purpose or effect

Suggested Process:

1. Analyse episode of *Crimewatch UK* and identify the different elements that make up the show.
2. Select a part of the story or character from *Malice, Labyrinth, or Wizard of Oz* that you want to use as your “Missing Person”.
3. Plan some ideas. Decide on what the different components of the finished show will be, and divide the roles for each section between the members of your group. Each group-member may have to play more than one role. Produce a Collaborative Contract outlining your responsibility to the group.
4. Script your section of the presentation, possibly in pairs. Think about how each character would speak and what sort of individual expressions might they use (ie. A Detective Inspector might talk in a much more formal manner than Seth or Kady).
5. Run-through your part of the presentation to the rest of the group and get their feedback on the good points, and on what could be improved.
6. Your first draft should focus on getting your entire presentation on paper, and staying within the time limit when you do a “Read-Through”. Try to perform it in-role as you will do in the final presentation.
7. Develop a “Pupil-friendly” Mark Scheme with your teacher and class in order to unpack the assessment criteria ensuring you know exactly what you will be assessed against.
8. Think of original and practical ways that the Visual Form of your final presentation could take. Will you present it live on stage like a play, or do you have the time and technology to film and edit it at home so that you can present it like a television episode?
9. The re-drafting process allows you to develop your script and presentational form to ensure it meets the mark criteria.
10. Self-Evaluation of your part in the production of the presentation will raise your awareness of how well you have or have not participated to the group.
11. Presentation of final product delivered to class who then vote on winning presentation.
12. Peer-Assessment of other members of your group to let them know how well you feel they contributed to the overall group presentation, and Project Evaluation Form for yourself.

Achievement Criteria:

Level 4- and 4	Level 4+ and 5-	Level 5 and 5+
<ul style="list-style-type: none">• Communicate idea(s) in an oral presentation.• Use oral and visual presentation techniques appropriate to audience.• Structure material in a way that is appropriate to audience.• Present material.	<ul style="list-style-type: none">• Communicate idea(s) with detail in an oral presentation.• Use oral and visual presentation techniques appropriate to audience, purpose and text type.• Structure material in a way that is appropriate to audience, purpose and text type.• Present material clearly.	<ul style="list-style-type: none">• Communicate developed idea(s) with detail in an oral presentation.• Use a range of oral and visual presentation techniques appropriate to audience, purpose and text type.• Structure material clearly in a way that is appropriate to audience, purpose and text type.• Present material coherently and confidently.