



Lockie Leonard for Teachers Strand Two: Transition and Adolescence

Activity 7: Under Pressure

Year Level: Years 6/7 – 8/9
Curriculum Study Areas: English, The Arts (Media), SOSE, Health and Physical Education, Personal and social capability

Topics/Themes:

Personal and social capability	English and Media studies
<ul style="list-style-type: none"> ▪ adolescence ▪ asking for help ▪ coping with challenges ▪ growing up ▪ identity and individuality ▪ masculinity ▪ peer pressure ▪ positive thinking ▪ relationships ▪ transition 	<ul style="list-style-type: none"> ▪ adaptation ▪ appropriate and effective communication ▪ genre ▪ inter-textuality ▪ screen acting ▪ screen narrative ▪ signs, codes and conventions ▪ stereotyping

Description

The activities in this section focus on aspects of bullying; actions that lead to bullying, attitudes that condone bullying and the consequences of bullying. It characterises people who bully and asks students to develop strategies to deal with bullies.

Aims:

- Examine how issues of bullying and peer pressure are portrayed and dealt with in **Lockie Leonard**.
- Analyse behavioural traits of bullies and their victims.
- Deconstruct how the producers promote the stereotypical ‘bully’ and a situational genre.
- Develop and evaluate strategies for dealing with bullying behaviour.

Teaching and Learning Activities

Each strand contains activities organised in two main components:

- the ‘**discussing**’ component: students will use individual and group talk to come to understandings about the issues and characters and to explore the significance of those understandings (e.g. for their own lives).
- the ‘**doing**’ component: students will use their understandings and explorations in order to do something – for example, perform or tell a story, create a product, transform some aspect of the series.

Resources

Episodes:

- Episode 2: The First Day
- Episode 3: Lockie Chickens Out
- Episode 11: X Marks the Dot
- Episode 13: It's Not You, It's Me
- Episode 14: Pure Poetry

Clips:

- *Bullies*
- *Being Afraid*
- *Reconciliation*
- *Bullying*
- *Violence*
- *Boof*

Books:

Lockie Leonard books by Tim Winton:

- *Lockie Leonard, Human Torpedo*, 1990
- *Lockie Leonard, Scumbuster*, 1993
- *Lockie Leonard, Legend*, 1997

Question Sheets:

- Question Sheet 26: Bullies
- Question Sheet 27: The betrayal
- Question Sheet 28: The reconciliation
- Question Sheet 29: Consequences
- Question Sheet 30: Boof

Worksheet:

- Worksheet 18: Tips for dealing with bullies

Teaching Activities

Discussing

a) **Bullying**

Bullying and peer pressure are common problems faced during adolescence. On his first day at his new school in Angelus, Lockie meets the school bullies, Boof and his gang.

As a class, view the clip ***Bullies*** and have students respond to the following questions using ***Question Sheet 26: Bullies***

Questions for individual or group discussion:

1. Why does Lockie get picked on by the bullies?
2. How are camera techniques (e.g. angle and shot type) used to help the viewer feel what Lockie is experiencing?
3. What are the other students doing while Lockie is being bullied? Why do you think they did not stop Boof and his gang? This scene, of course, is based on a series of deliberate choices made by the film makers. What do you think they were encouraging viewers to think as a result of Lockie's predicament and the other

students' inaction?

4. Why does Egg suggest to Lockie that he doesn't wipe off the Vegemite? Do you think this would be an effective strategy?
5. Why do you think Boof and his gang did this?

One of the unfortunate results of bullying is that many people become afraid of what might happen to them and therefore give in to the bullies.

As a class, view the clip ***Being Afraid*** and have students respond to the following questions using ***Question Sheet 27: The Betrayal***

Questions for individual or group discussion:

1. Why are Lockie and Egg hiding in the shop?
2. What causes Lockie to betray Egg in the way he does?
3. How does Egg seem to feel about this betrayal and how is this suggested by the producers?
4. What do you think will happen to Egg after he's taken away? In what ways does the use of camera angles, shot types, body language, etc., suggest that Egg faces something bad?
5. Is Lockie responsible for this?
6. Should Lockie have admitted that Egg was his friend?

Lockie, of course, says he feels bad, but forgets about Egg as soon as he sees Vicki. However, later, the two of them reconcile.

As a class, view the clip "**Reconciliation**" and have students respond to the following question using ***Question sheet 28: The reconciliation***

Question for individual or group discussion:

What are important lessons that Lockie and the viewer learn from this experience?

In the series, the viewer sees a number of possible responses to bullying. Two of these possibilities are illustrated in the clips below.

As a class, view the clips ***Bullying*** and ***Violence*** and have students respond to the following questions using ***Question Sheet 29: Consequences***

Questions for individual or group discussion:

1. As presented by the film makers, what are the advantages and disadvantages of each method?
2. As portrayed in the series, there are no consequences for Lockie of punching Boof, beyond Lockie being self-satisfied. What are the possible consequences of punching another student in the real world?
3. How effective do you think these approaches would be to real bullies in the real world?

4. What do you think would happen if Lockie and Egg simply ignored Boof? Are there other options for dealing with Boof that you can think of, e.g. telling a parent or teacher?
5. This series is based on novels set largely in the late 1980s and early 1990s – before the time of widespread computer use, the Internet or mobile phones. What new forms of bullying exist now? How can these be countered?

Finally, Lockie becomes aware that there are reasons why Boof is a bully.

As a class, view the clip **Boof** and have students respond to the following questions using **Question Sheet 30: Boof**

Questions for individual or group discussion:

1. In the series, it is suggested that bullies have often been bullied themselves. Do you think this is true? You might like to do some research about this.
2. Given the way Boof has behaved, what is your opinion of Lockie's actions? What does he hope to achieve, do you think?
3. As you watch later episodes (especially Episode 20), is there any evidence that Boof will ever change?

Doing

In order to explore these ideas further, students can be encouraged to complete a selection of the following activities:

- a) **Hot Seat Role Play**
- b) **Tips for dealing with bullying**

a) Hot Seat Role Play

Refer to *Strand One: Storytelling in a Television Series, Activity 1: Doing – Hot Seat Role Plays* for instructions about carrying out hot-seat role play.

Put Lockie, Egg, Boof and one of Boof's gang members in the hot seat (perhaps as part of a panel). Quiz them about the bullying, reasons for it, the effects and possible ways of avoiding it in the future. Ask students to do some research first and include a bullying 'expert' (e.g. one student can act as a psychologist) on the panel.

b) Tips for dealing with bullying

Ask students to research 'bullying', its effects and ways of countering it. Have them write a number of *Tips* for dealing with bullying behaviour for two different audiences:

- other students
- parents – the advice to them would be how to detect if your child is being bullied and ways of helping him/her.

These tips should be suitable for sending as a series of text messages to a mobile phone, so make each one as concise as possible.

Refer to **Worksheet 18: Tips for Dealing with 'Bullying'**