



Lockie Leonard for Teachers

Strand Four: Reacting, Responding and Creating

Activity 13: Creating

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

This activity focuses on students creating articles, images and objects as a result of viewing **Lockie Leonard – Series 1**. It looks at an industry of other productions through marketing and communication that could complement the series. Students need to be very familiar with the series and books for this exercise.

Aims:

- Provide students with the opportunity to use the **Lockie Leonard** TV series as a springboard for their own media making.
- Explore and create different written and production genres.
- Research and develop online options for creative responses.
- Analyse and evaluate marketing and communications strategies.

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

Lockie Leonard – Series 1

Books:

Lockie Leonard books by Tim Winton:

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

Lockie Leonard Press Kit

Screenwriter's Bible: *My World*, by *Lockie Surfing Guru*

Worksheets:

- Worksheet 37: Journal entry
- Worksheet 38: Interactive Fiction
- Worksheet 39: Merchandising Website
- Worksheet 40: Podcasting

Teaching Activities

Doing

After viewing the **Lockie Leonard** TV series, students should be encouraged to create their own:

- a) **Journal or diary entry**
- b) **Scripts**
- c) **Interactive fiction**
- d) **Merchandising website**
- e) **Podcasting**
- f) **The screen writer's bible for Lockie Leonard**

a) **Journal or diary entry**

The television series gives viewers an entertaining insight to the way one boy copes with growing up. Of course, this is his story and every teenager will confront adolescence in slightly different ways. This is the chance for students to tell their own stories of adolescence and puberty.

Encourage students to write a journal/diary entry based on events that have happened to them or someone they know. Of course, these events may need to be exaggerated and embellished to make it entertaining (as often happens in the **Lockie Leonard** TV series).

As an added challenge, students could use the series as a model and try experimenting with different genres to tell their stories.

Refer to **Worksheet 37: Journal entry**

b) **Scripts: Choose-Your-Own-Adventure or Pick-A-Plot books**

In collaboration, a group of students write a mini-script for an episode (5 min) based on their own lives (or on events that have happened to others). The episode could then be produced as a short film, where students fill the roles of actor/s, costume and makeup designer, director, camera and sound technician(s), editor(s) and production coordinator(s).

The class could organise their very own film festival and invite students, parents, the Principal and other members of the school community to the festival. The stars and directors could even have their own red carpet entry. Of course, students would need to produce publicity material such as bill posters, fliers, advertisements for the local paper, a press kit and so on.

As an alternative to a film script, students could write and produce their own play. (Tim Winton's novel, *Lockie Leonard*, *Human Torpedo*, has been converted into a play, so you could use that as a model.)

c) Interactive fiction

For something a bit different, students could write their own interactive fiction – in a similar vein to Choose-Your-Own-Adventure or Pick-A-Plot books. If the technology is available, students could produce a digital version of the story. (Google 'Interactive fiction' for real examples on the web.) Sophisticated software packages are not required for this – common packages such as *PowerPoint* and *Word* which have hyper linking options work effectively.

Interactive Fiction describes a text based computer game and at times, role playing. Its players work with the other players to develop an interesting story and in doing so describe their environment (for example, weather conditions, landscape, nearby events) and situation details.

A story is typically started by one player and is built upon by other players. Each player takes a turn adding parts to the story. Although many adventures may take place within the story, play continues on until the players quit or it is agreed that a new story should begin.

The group can appoint a moderator who has an overall plot in mind. Some moderators will share relevant plot developments with appropriate writers beforehand in order to focus on the story; in such cases, the story is very much a cooperative effort with one 'head' writer. Others prefer a more role play approach, requesting the other writers to solve problems and win battles in order to move the story along.

Ask students, if they were the moderator how would they start the interactive story?

Refer to *Worksheet 38: Interactive Fiction*

d) Merchandising website

After viewing selected episodes or the entire **Lockie Leonard** series, have students produce their own website devoted to all things about **Lockie Leonard**.

This could be a merchandising website where they promote not only the series but also products associated with the characters and location.

Refer to *Worksheet 39: Merchandising Website*

e) Podcasting

Working individually or in small groups, students could produce a series of short, *Lockie Leonard* podcasts. These might include such items as:

- interviews with characters from the series
- frequently asked questions answered
- Info-bites about various issues raised in the series, for example, aspects of growing up and adolescence, mental health including depression, love and so on.
- monologues by characters other than Lockie Leonard

They can record these digitally so that these could be uploaded to the school's website, MP3 players or mobile phones.

Sites that assist students to make a podcast:

- ABC: <http://www.abc.net.au/rollercoaster/click/features/podcasts/default.htm>
- The University of Sydney: *How to create Podcast:* <http://www.usyd.edu.au/podcasts/create.shtml>

Refer to **Worksheet 40: Podcasting**

f) The screenwriter's bible for Lockie Leonard

A television script development is called a bible. It gives investors a quick insight into what the TV series is about and the audience it will attract. Original ideas and highly developed scripts are fundamental to a successful screen industry. The bible format can take many forms and is an integral part of a broader stage-by-stage funding approach encouraging further investment to progress the development process.

Refer to the screen writer's bible: ***My World, by Lockie Surfing Guru***

The bible in this instance is similar to a diary of snap shots of Angelus with anecdotal comments by Lockie. It was highly successful in attracting investors to produce the series.

Ask students to:

1. Analyse the style of design: in particular, type, lay-out, selection of stills, hand-drawn caricatures of people and places, decorative elements that fill the space.
2. Select stills from the Lockie Leonard gallery and develop a bible of their own for Lockie Leonard, *Human Torpedo* or *Lockie Leonard, Scumbuster* and/or *Lockie Leonard, Legend*.

Or:

- 3) Create a bible for a series about one of the other characters.

or

- 4) develop a bible for a series about a girl character's struggle for acceptance (for example Taylor Fry in **Mortified**)

Refer to **Worksheet 41: Television Script Development**

Excerpt from **C NET: CREATE YOUR OWN PODCAST:**
<http://www.cnet.com.au/software/music/0,239025669,240055727,00.htm>

Step 1: What is a podcast

Podcasts are recordings distributed across the Internet as downloadable MP3 files. You don't have to have Apple's popular player to create or listen to podcasts. All you need to start your own is a microphone and software.

A podcast can be anything: your political views, mock interviews with your pets, or something practical like a "live" trade-show report to share with coworkers.

Step 2: Tools for podcasting

Before you even get started, you should have the following:

- A headset with a noise-cancelling microphone
- A portable MP3 voice recorder
- Podcasting software (such as [Audacity](#) or [iPodcast Producer](#))

Before you pick up the microphone, you should do some planning.

- Listen to some of the more popular podcasts to get a feel for style and content. A good place to start is [Podcast Alley](#) or [iTunes](#).
- Write an outline to help you avoid long, awkward silences in your show.

Once you have a sense of what a good podcast should be, you can focus on hardware. Other than a computer, the only hardware you need is a microphone.

Many of the latest MP3 players have line-in jacks so that you can plug in an external microphone. Make sure yours can record at a decent sampling rate -- at least 32Kbps for MP3 and 44.1KHz for WAV.

Tip: If you're parked in front of a PC and don't have headphones plugged in, be sure to mute your speakers. Otherwise, feedback could ruin your recording.

Step 3: Podcast-recording software

You can rely on programs such as iPodcast Creator to facilitate the podcasting process. You can use a program as simple as Windows' Sound Recorder to capture your podcast, but something a bit more sophisticated would be better. One popular podcast tool is [Audacity](#), an open-source audio editor and recorder. It's available for Windows, Mac, and Linux, and it includes a number of useful features and plug-ins. Also you can use Industrial Audio Software's aptly named [iPodcast Producer](#).

Tip: If you decide to use Audacity, download and install the [LAME MP3 encoder](#) so that you can save your recordings as MP3 files, the preferred format for podcasts.

Step 4: Record your podcast

Technical glitches can ruin an otherwise perfect podcast, so start with a few sample recordings to test the software, adjust volume levels, and make sure everything works.

Try to keep your show casual, conversational, and continuous. Remember, if you make mistakes, you can always edit them out later.

Tip: Some audio-recording programs, such as iPodcast Producer, let you add intro music, sound effects, and other audio in real time. That's usually easier and less time-consuming than adding it later. It goes without saying that if you include music in your podcast, you should respect copyright laws.

Step 5: Edit and save podcasts

After you've finished your show, save it as a WAV file. That will give you a "master" file to work from and a backup in case you have a problem exporting to MP3.

Now it's time to edit. In most cases, that means cutting out mistakes and long stretches of silence. In Audacity, as in most audio editors, you can find and remove silent patches easily. Just look for areas where the waveform

becomes an almost straight line. Select that area (much the same way you select text in a word processor) and hit Delete. Ideally, you should now save your recording as an MP3 file, preferably using a 32Kbps to 64Kbps bit rate.

Tip: Make your podcast jazzier and more professional by adding *loops*, snippets of music used for everything from opening the show to introducing specific segments. Find thousands of freely available loops at [Flash Kit](#).

Step 6: Publish your podcast

Now it's time to get your podcast out there.

If you have access to an FTP server, just create a new folder and upload your MP3. If you don't have an FTP server, you'll need to find a site that will host your podcast. A good place to start is [Ourmedia.org](#). For now, it's free and doesn't limit file bandwidth, but the site screens all podcasts and will remove any content it deems inappropriate.

The last thing you need to do is upload a *podcast feed*, an RSS file that includes a description of your podcast, a link to the corresponding MP3, and other information. You can create this file in a number of ways. The free ways are to do it yourself (you'll need to know XML, though), to use the free podcast RSS-feed generator at [TD Scripts.com](#), or to use the generator available to Ourmedia users. Generators are also part of third-party software apps such as iPodcast Producer, as well as some fee-based hosting services.