



## Gender Perspective: A Comparison of Lockie Leonard and Mortified

### Activity 4: Friends and Enemies

<b>Year Level:</b>	Years 6 - 9
<b>Curriculum Study Areas:</b>	English, The Arts (Media), SOSE, Health and Physical Education, Personal and social capability
<b>Themes/Topics:</b>	Gender perspectives, relationships with friends, family relationships, bullying, self-awareness, film language and techniques, comedy genre, growth and development.

#### Description

This sequence of learning experiences draws upon **Mortified, Episode 17: School Trivia Night** and **Lockie Leonard, Episode 3: Lockie Chickens Out**, and focuses on the importance and value of friendship and how friends need to be loyal, honest and supportive. It also explores possible reasons behind bullying.

In **Mortified**, Taylor offers to team her family with Leon's family for trivia night because she has a crush on Leon, who also knows what it's like to have embarrassing parents. Taylor's choice of team upsets her best friend, Hector.

In **Lockie Leonard**, Lockie hands over Egg to Boof and his mates in order to save himself from being physically bullied then feels guilty about it. He finds a way to apologise to Egg and save their friendship.

#### Aims:

- Explore and analyse the theme of bullying from a gender perspective.
- Examine the concept of friendship and evaluate the qualities and values of friendship between Taylor and Hector and Lockie and Egg.
- Analyse and interpret scene production/direction applying film language and film making techniques.
- Identify and deconstruct narrative structures of TV episodes.
- Identify and analyse the conventions of *comedy genre*.
- Rewrite/create a scene in order to change its mood and emphasis.
- Analyse film sequence and construct a storyboard.

#### Teaching and Learning Activities

The activities are 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 (for example, 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.

This lesson plan comprises the following sections:

- a) **Mortified** - Taylor upsets Hector
- b) **Lockie Leonard** - Lockie Lets Egg down
- c) **Mortified** and **Lockie Leonard** - Friends and Enemies

## Resources

### Episodes:

- **Mortified**
  - Episode 17: School Trivia Night
- **Lockie Leonard**
  - Episode 3: Lockie Chickens Out

### Clips:

- **Mortified**
  - *Taylor Hurts Hector's feelings*
  - *Friends Again*
  - *Barbeque*
- **Lockie Leonard**
  - *Boof Bullies Egg*
  - *Lockie Apologises*

### Worksheets:

LL/M Worksheet 15: Storyboard  
LL/M Worksheet 36: School trivia night.  
LL/M Worksheet 37: Taylor hurts Hector's feelings  
LL/M Worksheet 38: Agony Aunt letters  
LL/M Worksheet 39: Friends again  
LL/M Worksheet 40: Barbeque scene  
LL/M Worksheet 41: The Families  
LL/M Worksheet 42: Defining bullying  
LL/M Worksheet 43: Character profile  
LL/M Worksheet 44: Boof bullies Egg  
LL/M Worksheet 45: Agony Aunt letters (2)  
LL/M Worksheet 46: How NOT to embarrass  
LL/M Worksheet 47: Lockie apologises  
LL/M Worksheet 48: The apologies

## Need to Know

**Comedy genre:** style of film or TV involving humorous storylines, characters etc.

**Conventions:** guidelines that audiences expect in a particular genre. They include; storyline, characters, themes, settings, music, dialogue, film techniques.

**Film language:** terms related to film and the study of film texts.

**Film techniques:** camera shots, music, special effects, costume and make-up, dialogue.

**Mortified:** to be humiliated.

**Themes:** underlying messages of texts, for example, the negative effects of bullying.

**Script format:** (guidelines)

- Say whether scene is INT (interior) or EXT (exterior).

- Title of scene in capitals.
- Number scene.
- Characters' names in capitals, centred and above dialogue.
- Short stage directions in brackets within dialogue, longer on separate lines.
- Courier New font 11 point.

**Stereotype:** A type of generalisation in which a single person or thing is taken to represent a class of people or things, for example, stereotypical Australian lifesaver is assumed to be tanned, muscular, have blonde hair and blue eyes even though many lifesavers are not like this.

**Storyboard:** a series of drawings that show, shot-by-shot, what the camera is expected to cover. It looks like a comic strip and can include written notes.

## Teaching Activities

### a) Mortified: Taylor Upsets Hector

1. As a class, view **Mortified, Episode 17: School Trivia Night**.

Ask students to form into pairs or small groups to respond to the following questions:

- What makes someone your friend?
- Give a definition of 'best friend'.
- What causes problems between friends?
- How do people repair broken friendships?
- How is it possible to have friends for life?

Refer to **LL/M Worksheet 36: School trivia night**

2. As a class, view **Mortified** clip **Taylor Hurts Hector's Feelings**.

Ask students to respond to the following questions about the clip:

- Which characters are involved directly?
- What do they argue about?
- What is the outcome of the argument?
- Do both characters understand each other's feelings about the matter?
- Who do you think is more upset? Why?

Refer to **LL/M Worksheet 37: Taylor hurts Hector's feelings**

3. Ask students to write to an advice column in a teenage magazine called *Agony Aunt*. They should write both the letter and the reply. To complete this activity they should do the following:
  - Imagine that they are Hector and write a 100 word letter to the advice column outlining the problem he has with his 'best friend' Taylor.
  - Imagine that they are the advice expert and write a 100-word reply.
  - Also,
    - bring examples of advice columns from teenage magazines to class.
    - analyse the examples of advice columns and write a set of 5-7 instructions on, 'How to write an advice column.'

Refer to **LL/M Worksheet 38: Agony Aunt letters**

4. As a class, view **Mortified** clip **Friends Again**.

Discuss how Taylor and Hector become friends again by answering the following:

- Who makes the first move towards becoming friends again?
- What is the first move?
- Why don't they need to discuss their feelings for ages?
- How does the audience know that everything is OK between them?
- Do you think that this is a believable situation?
- How would you describe the mood (feel) of the clip?

Ask students to form small groups and rewrite the scene, shown in the previous clip, so that there is a different mood and ending. They are to identify all the points they will change first, for example, location, music, dialogue, action.

Refer to **LL/M Worksheet 39: Friends again**

- Give students some script format guidelines, refer to the **Need to know** box.
  - Invite students to storyboard their scene using **LL/M Worksheet 15: Storyboard**
5. As a class, research and define the terms *comedy genre*, *conventions* and *stereotype* (see **Need to know** box).
- Ask students to brainstorm and list examples of *comedy genre*, *conventions* and *stereotype* from students' own viewing and reading.

As a class, view **Mortified** clip **Barbeque**.

Ask students to analyse this clip and identify the dialogue and action that makes the scene humorous. Students should complete **LL/M Worksheet 40: Barbeque scene**

6. Ask students to form small groups and discuss the three families in **Mortified** - Flune, Fry and Lapowski. Invite students to:
- Construct a table and list each embarrassing thing they do in the episode.
  - Decide which family is the most embarrassing and give reasons why?
  - Construct an advice sheet titled *How NOT to embarrass your child*. List 10 points for parents based on the events in the episode plus any others that students may like to add.

Refer to **LL/M Worksheet 41: The Families**

**b) Lockie Leonard: Lockie Lets Egg Down**

8. As a class, view **Lockie Leonard, Episode 3: Lockie Chickens Out**.

Ask students to discuss and define 'bullying'. They should discuss and identify different types of bullying, for example, physical bullying, emotional bullying, cyber bullying, work place bullying, etc.

Invite students to complete the story structure for **Episode 3: Lockie Chickens Out**, discuss and evaluate how the producers have captured real life bullying tactics.

Refer to **LL/M Worksheet 42: Defining bullying**

9. Form students into small groups and discuss the characters of Lockie, Egg and Vicki. Ask students to complete a separate **LL/M Worksheet 43: Character profile** for each.
10. As a class, view **Lockie Leonard** clip **Boof Bullies Egg**.

Ask students to analyse and interpret this clip by responding to the following questions:

- Why is Boof a stereotype of a bully? Give at least three reasons.
- What music is played at the start of the clip?
- What lines of dialogue are repeated? Why do you think they are repeated?
- How is Lockie's voiceover used?
- List three things the filmmaker includes that make the scene fit the comedy genre.

Refer to **LL/M Worksheet 44: Boof bullies Egg**

11. Ask students to write to an advice column in a teenage magazine called *Agony Aunt*. They are to write the letter and the reply. To complete this activity they should do the following:
  - Imagine that they are the advice expert answering and advising Lockie about: *'I'd sold out the only person in town who was half decent to me. Egg hated me too. I should have apologised when I had the chance.'*

Refer to **LL/M Worksheet 45: Agony Aunt Letters (2)**

12. Individually or as a class, discuss the ways parents embarrass their children.
  - Identify three examples of where parents embarrass their children in this episode.
  - Construct an advice sheet of 10 points, called *How NOT to embarrass your child* and based on the events in the episode plus any others that students may like to add.

Refer to **LL/M Worksheet 46: How NOT to embarrass**

13. As a class, view **Lockie Leonard** clip **The Apology**.

Ask students to construct a table and identify the similarities and differences between Lockie and Egg, and then explain why they think they will be good friends in the end.

Ask students to form small groups and rewrite the scene, shown in the previous clip, so that there is a different mood and ending. Have students identify all the points they will change first, for example, location, music, dialogue, action.

Refer to **LL/M Worksheet 47: Lockie apologises**.

- Give students some script format guidelines, refer to the **Need to Know** box.
- Invite students to storyboard their scene using a **LL/M Worksheet 15: Storyboard**.

### c) Mortified and Lockie Leonard: Friends and Enemies

14. Ask students to compare the apologies made in both TV series, **Mortified** and **Lockie Leonard**; Taylor to Hector and Lockie to Egg.

Invite students to:

- View the clips again: **Lockie Leonard** clip ***The Apology*** and **Mortified** clip ***Friends Again***.
- Write down the lines of dialogue used for each apology.
- Discuss and analyse how each performance, including action and gesture, affect the sincerity of the apologies.
- Decide which apology you would prefer to accept if you were an upset friend and give the reasons why?

Refer to ***LL/M Worksheet 48: The apologies***