



Lockie Leonard for Teachers Strand Two: Transition and Adolescence

Activity 8: Make Up Your Mind

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 the consequences of good and bad decision making. Lockie is faced with personal dilemmas and the activities develop an understanding of how and why he faces the consequences of his actions. It builds awareness of solutions and strategies that can be applied in real life.

Aims:

- Examine issues of decision making portrayed and dealt with in **Lockie Leonard**.
- Analyse how pubescence affects decision making.
- Develop strategies to examine adolescent behaviour and consequences.
- Examine families and relationships through scene analysis.
- Interpret and evaluate how the TV series portrays emotional impact and sensitivity about community issues.
- Deconstruct the technical codes and signs in the production of the series.

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 4: To Cheat or Not to Cheat
- Episode 6: A Water Feature
- Episode 17: Swamp Rat
- Episode 18: Face the Fear
- Episode 19: Lockie Takes the Cake
- Episode 20: The Clock's Tickin'

Clips:

- *Hormones*
- *Bad decisions*
- *Choices*
- *Consequences*
- *The Game Show*
- *Life's Decisions*
- *Vicki's Decision*

Books:

Lockie Leonard books by Tim Winton:

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

Question sheets:

- Question Sheet 31: Bad behaviour
- Question Sheet 32: Choices and Consequences
- Question Sheet 33: Crime and Punishment
- Question Sheet 34: Egg's and Vicki's Dilemmas

Worksheets:

- Worksheet 19: Flowchart
- Worksheet 20: Futures wheel
- Worksheet 20a: Futures wheel sample
- Worksheet 21: A SWOT analysis

Teaching Activities

Discussing

a) Behaviours

According to the series, Lockie has trouble controlling his hormones as he enters adolescence.

As a class, view the clip ***Hormones*** and have students respond to the following question using ***Question sheet 31: Bad Behaviour***

Question for individual or group discussion:

1. According to the series, hormones in adolescent boys can lead to bad decision making and impetuous behaviour. However, do you think that this can excuse bad decisions and bad behaviour? Why or Why not?

Throughout the series, the viewer is reminded of the importance of boys slowing down and considering the possible consequences of their behaviour before making decisions.

Here are two bad decisions that Lockie makes in the series. You'll no doubt be able to identify many more.

Recommendation: The class should watch **Episode 4: To Cheat or Not to Cheat** and **Episode 19: Lockie Takes the Cake** in full before responding to the following questions.

As a class, view the clips **Bad decisions** and **Choices** and have students respond to the following questions using **Question Sheet 32: Choices and Consequences**

Questions for individual or group discussion:

1. Why does Egg make a different choice about cheating on the Maths test?
2. What are the consequences for Lockie of cheating on the test?
3. When you watch Episode 19, you'll see that the consequences of Lockie deciding to hide in the Streeton house ends up in a mini disaster. Why does Lockie decide to hide? Does that seem like a good idea in retrospect? What else could he have done?

One thing that Lockie (and the viewer) learns as the series progresses is that there are always consequences of our actions. For example, in Episode 18, Lockie gets into a fight because he is jealous of Vicki. As a result of this fight, Sarge punishes both Lockie and Curtis.

As a class, view the clip **Consequences** and have students respond to the following questions using **Question Sheet 33: Crime and Punishment**

Questions for individual or group discussion:

1. Even though Lockie doesn't throw a punch, why does Sarge punish both boys?
2. Does Lockie think it is fair that he is being punished? Why does he accept the punishment if he did not actually throw any punches?
3. In your opinion, does the punishment seem to fit the crime? Why?
4. In retrospect, how could Lockie have avoided the fight and the subsequent punishment?

b) The Game show

In the series, the complexities of life are often simplified. In **Lockie Leonard**, the characters are often presented with just two choices and must choose between them. In this clip, Egg's mother and father are separating and he has been asked to choose with whom he will live. This choice is dramatised as being like a *Game Show*, with Egg the contestant.

As a class, view the clips **The Game Show** and **Life's Decisions** and have students respond to the questions using **Question Sheet 34: Egg's and Vicki's Dilemmas**

After a long period of reflection, Egg makes his decision.

Vicki Streeton, too, faces difficult times at home. Her father, the town mayor in the television version of the story, largely ignores the family. The time comes for his re-election campaign and he is to debate the other candidate for mayor, John East, the Angelus High School guidance officer. Desperate for her family situation to change, Vicki decides to sabotage her father's campaign by feeding him Nori rolls filled with baked beans. The results are explosive.

As a class, view the clip ***Vicki's Decision***

Questions for individual or group discussion:

1. How is Egg's choice portrayed in the series? Is it true that Egg has only two choices?
2. For what reasons does he finally choose to live with his father?
3. Is this decision portrayed as being good or bad? What will be the negatives of deciding to live with his father? What would be some of the positives of moving to the city with his mother?
4. Do you think Vicki makes the correct decision? Should she have talked to an adult before making the decision she does?
5. While Vicki's decision works out all right in the series, what might have been some of the negative consequences of her behaviour?
6. Can we ever be aware of all of the consequences of our actions before we make a decision?

Doing

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

- a) **Flowcharts: What else could have happened?**
- b) **Futures wheel**
- c) **Research: Process for making decisions**

a) Flowchart:

What else could have happened?

Choose one of the decisions made by a character in the series. In flowchart format, show the sequence of events that:

- flowed from that decision as portrayed in the series
- other possible events that could have flowed from that decision.

Refer to ***Worksheet 19: Flowchart*** for a sample flowchart.

b) Futures wheel

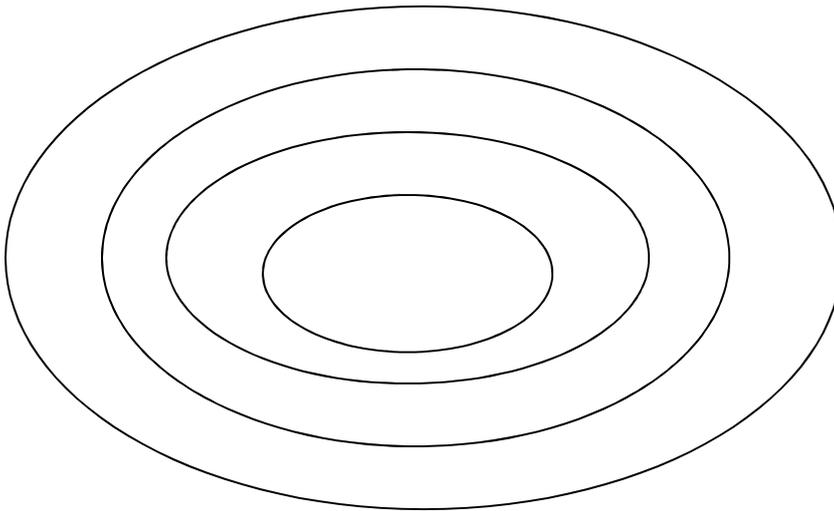
Another way of mapping the possible consequences of decisions is a futures wheel. This allows you to show the chain of possible consequences (good and bad) flowing from a

particular decision. Choose a decision you need to make or one that a character in **Lockie Leonard** makes. Using the instructions below, construct a futures wheel for that decision: Students draw a set of four, nested concentric ovals.

1. In the middle circle, they write the decision being considered, e.g. 'Cheat on test' or 'Let Boof win the surf competition'.
2. In the next circle from the centre, write three or four possible consequences of that message or portrayal. Initially, if students are having problems coming up with ideas, tell them to include at least two positive and negative consequences at each level.
3. In the subsequent circles, record the chain of possible second, third and fourth order consequences.
4. In groups, discuss possible actions or alternative decisions that could be taken to avoid or counteract the negative consequences.

Refer to **Worksheet 20a: Futures Wheel Sample** as an example of a completed Futures wheel.

Have students use **Worksheet 20: Futures Wheel** to present their own thoughts.



c) Research: Processes for making decisions

Students research and find examples of other processes to make well informed, considered decisions. They share these with the class and discuss their strengths, weaknesses, opportunities, threats (SWOT).

Refer to **Worksheet 21: A SWOT Analysis**