



Lockie Leonard for Teachers Strand Three: Identity

Activity 10: If you could be anyone, who would you be?

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 identity and individuality. It develops ideas on who you think you are and how others perceive you. The activities develop concepts of adolescence, masculinity and belonging. It provides ways of thinking and analyzing about stereotypes and assumptions we may make about others.

Aims:

- Examine how issues of identity are portrayed and dealt with in **Lockie Leonard**.
- Identify and evaluate the different roles that individuals take on in life.
- Research and analyse the concepts of stereotype, masculinity, family and belonging by deconstructing relevant segments of the **Lockie Leonard** TV series.
- Analyse and create avatars as an ideal self.
- 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 1: The Human Torpedo
- Episode 4: To Cheat or Not to Cheat
- Episode 5: Cyril
- Episode 10: Miracles
- Episode 13: It's Not You, It's Me
- Episode 17: Swamp Rat
- Episode 18: Face the Fear
- Episode 19: Lockie Takes the Cake

Clips:

- *Looking Forward (The fight)*
- *Assumptions about Boys*
- *Being Different*
- *Sarge*
- *The Egglestons*
- *Pretending*
- *Cause and Effect*
- *The Break Up*
- *A Place for Self*

Books:

Lockie Leonard books by Tim Winton

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

Question Sheets:

- Question sheet 38: Who am I?
- Question sheet 39: Swamp Rat
- Question sheet 40: Family
- Question sheet 41: The Egglestons
- Question sheet 42: Pretending
- Question sheet 43: Safe places

Worksheets:

- Worksheet 27: Identity Wheel
- Worksheet 28: Personal spaces
- Worksheet 29: Avatars
- Worksheet 30: Venn Diagram

Stills

- The Rev, Egg and Mrs Eggleston (Press Kit, p9)
- Egg and the Rev, fishing (Press Kit p45)
- Lockie, Boof and a Bogan (Press Kit, p5)
- The Rev (Press Kit, p67)
- Mrs Eggleston (Press Kit, p68)

Teaching Activities

Discussing

a) Who am I?

Adolescence is a time of change, exploration and discovery. Young people struggle to establish an individual identity while simultaneously striving to belong to a group who shares their interests, but even more importantly values them. Issues surrounding the formation of identity are at the core of the concerns in **Lockie Leonard** and are explored in this section.

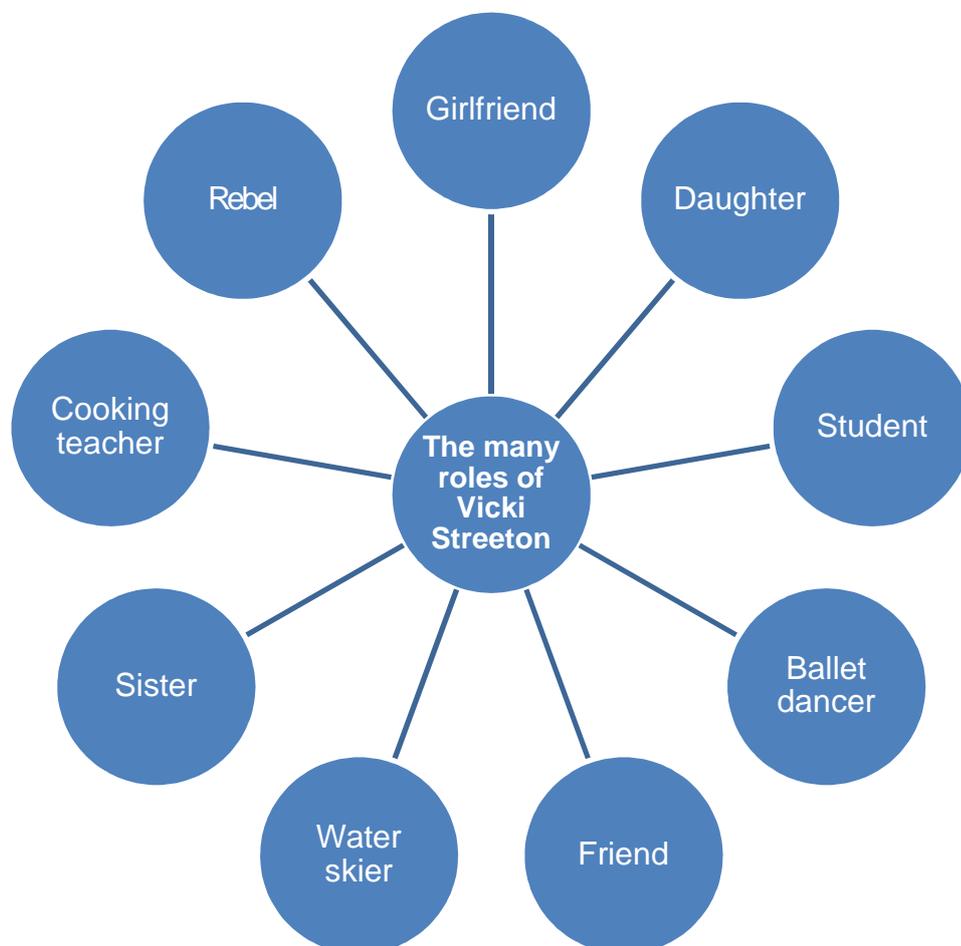
In **Episode 18: Face the Fear**, Lockie Leonard's English teacher asks the students to make a speech answering the question: "*Who would you be?*"

As a class, view the following clip and have students respond to the questions using **Question Sheet 38: Who am I?**

View clip **Looking Forward (The Fight)**

Questions for individual or group discussion:

1. List the different identity roles Lockie takes on during the TV series? Record these on an *Identity Wheel* (**Worksheet 27: Identity Wheel**) and refer to the sample which identifies Vicki. If you are only watching a few episodes, base the *Identity Wheel* on those episodes only.
2. How do these different roles affect the way Lockie behaves, dresses and even talks?
3. Can you identify the different roles you play in your life and how these affect your behaviour, appearance and language?
4. How does Lockie eventually answer this question? How would you?



As you can see, each of us is quite complex and multi-dimensional.

Unfortunately, we are sometimes victims of stereotypes. This stereotyping affects how others perceive and act towards us and subsequently how we behave to them also. For example, because he lives at the bottom of the hill in the swamp, many people in town make certain assumptions about Lockie and his family; Lockie is even known as Swamp Rat (see Episode 20).

As a class, view the following clip and have students respond to the questions using **Question sheet 39: Swamp Rat**.

View clip **Assumptions about Boys**

Questions for individual or group discussion:

1. What assumptions are made about Lockie's family because of the house they are given to live in by the government?
2. What do you make of Squasher's claims about boys? Do you think he is correct? Why? Do all the boys you know fit into his image of boys?
3. Is it really fair to say that all boys fit the stereotype he has in his head?
4. How does this stereotype affect Squasher's behaviour towards Lockie?

b) Being different

Throughout the series, Lockie also struggles with how different his family appears to be. Sarge, however, continues to be a different kind of cop.

As a class, view the clips **Being Different** and **Sarge** and have students respond to the questions using **Question Sheet 40: Family**.

Questions for individual or group discussion:

1. In the first clip, identify the ways that various visual codes (e.g. body language, camera angles, setting, etc.) are used in this scene.
2. How is the viewer being invited to think about Lockie and Sarge individually, as well as their relationship?
3. Why does Lockie believe that the Sarge 'does it on purpose'? What is 'it'?
4. Is reading poetry as strange as Lockie believes? If you think so, where has that idea come from?
5. Is Sarge serious when he says:
'Difference is dangerous. That's good. Thanks, Lockie. I'll keep that in mind if I want to win the affections of the younger set. Stay one of the herd.'
How do you know if he isn't serious? And what point is he really making?
6. Lockie says to his father:
'Well, Sarge, it's hard enough fitting into a new school without... you know, standing out.'
His father replies:
'If a traffic light didn't stand out, how would we know when it was time to ... move forward? When it was time to stop?'
Why do you think it is so hard to be like the traffic light when you're at school?
7. Refer to Clip 2: In what (potentially) embarrassing situations does Sarge place his family? How do you know that Lockie is embarrassed? Is there reason to feel embarrassed?
8. As Sarge tells the boys they will be making their own Easter eggs this year, he is dressed in a polka dot apron, smiling and has a strong, upright stance. What does

all of this suggest about Sarge? Does this portrayal encourage viewers to be more or less accepting of his difference? Why?

One family that does stand out is the Egglestons. Not only are they the only indigenous characters in the series, they are represented in ways that break the usual stereotypes.

As a class view clip ***The Egglestons*** and have students respond to the questions using ***Question Sheet 41: The Egglestons***.

Stills:

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Questions for individual or group discussion:

1. Research and discuss 'stereotype' images and perceptions of indigenous Australians? Where and from whom do these stereotypes come from? Why are these stereotypes recognised? Are they relevant to Australian society today?
2. How is the audience first introduced to Mrs Eggleston? How does this introduction influence the audience's reaction to her?
3. In the representations of the Egglestons in the **Lockie Leonard** series, how do the producers try to move away from the usual stereotypes of indigenous Australians? Think about the script, costumes, performances, sets, etc. Do you think the producers have been successful in challenging the usual stereotypes?
4. Do you think that Egg is a good role model for other indigenous boys? Explain.

c) Being yourself

Lockie discovers that many people pretend to be something they are not.

As a class, view the clips ***Pretending, Cause and Effect*** and ***The Break Up*** and have students respond to the questions using ***Question Sheet 42: Pretending***.

However, as he discovers himself, pretending doesn't help much in the end.

Questions for individual or group discussion:

1. Why does Lockie decide to become Captain Chicken?
2. Is this disguise useful for him?
3. Why does he fail to turn into Captain Chicken sometimes?
4. Eventually, Lockie has to give up the idea of being Captain Chicken. Why? What happens when he just acts like himself?

d) Finding something for yourself

For Vicki Streeton, the old fort is an important safe place; for Egg it's his bedroom. Everyone, it seems, needs somewhere or something that is just for them.

As a class, view the clip ***A Place for Self*** and have students respond to the questions using ***Question sheet 43: Safe Places***

Questions for individual or group discussion:

1. What does Lockie have for himself?
2. Why does Lockie always try to go surfing whenever there's a problem he is grappling with? What does Lockie get out of surfing?
3. Why do you think people need a private place?

Doing

a) Personal space

Sketch or describe your personal place, somewhere that means a lot to you. Share this with others in the class.

Refer to ***Worksheet 28: Personal Space***

b) Avatars

The definitions for avatar are:

- Embodiment of something: someone who embodies an idea or concept
- Image of someone in virtual reality: Online, a movable 3-D image used to represent somebody in cyberspace.
- Computer game persona: a character or persona of a player with a graphical representation

Design your own 'ideal' avatar that you would use for an online game. You could use a computer drawing program to design and construct it. Alternatively, you can represent the character by drawing or cut out images from a magazine and assemble them as a photomontage. Label the parts and say why you selected this to be your ideal.

Refer to ***Worksheet 29: Avatar.***

c) Venn diagram

Compare the characters of Lockie and his father, Sarge. Plot the similarities and differences for their likes and dislikes, opinions, behaviours and so forth. Make an assumption: Is Lockie like his father?

Refer to ***Worksheet 30: Venn Diagram.***