



Lockie Leonard for Teachers Strand Three: Identity

Activity 9: When Things Go Wrong

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 coping with challenges and trying to make the best of a situation. It encourages students to ask for help from adults who are in the best position to provide advice. It promotes positive thinking and problem solving skills.

Aims:

- Examine and consider the way that issues of control, fear and embarrassment are portrayed and dealt with in **Lockie Leonard**.
- Develop strategies to overcome life's embarrassing situations.
- Analyse how the producers of the TV series project Lockie into difficult situations that mirror real life.
- Define *positive thinking* and suggest how it benefits us.
- 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 7: Match of the Day
- Episode 11: X Marks the Dot
- Episode 13: It's not You, it's Me
- Episode 19: Lockie Takes the Cake
- Episode 21: Zig Zag Hill
- Episode 22: Angels and Monsters
- Episode 23: Boredom Busters
- Episode 25: The Domino Effect

Clips:

- *Out of Control*
- *The Domino Effect*
- *Loosing it*
- *Asking for Help*
- *Zig Zag Hill*
- *Help!*
- *Positive Thinking*
- *The Break Up*
- *Empowerment*

Books:

Lockie Leonard books by Tim Winton

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

Question Sheets:

- Question sheet 35: Out of control
- Question sheet 36: Asking for help
- Question sheet 37: The power of positive thinking

Worksheets:

- Worksheet 22: Turning negatives into positives
- Worksheet 23: Real life stories
- Worksheet 24: Blogs and poetry
- Worksheet 25: Anthology
- Worksheet 26: People you can turn to

Teaching Activities

Discussing

a) Out of control

As Lockie discovers, sometimes events in our lives seem to be beyond our control.

As a class, view the clips ***Out of Control***, ***The Domino Effect*** and ***Loosing it*** and have students respond to the questions using ***Question Sheet 35: Out of control***.

Questions for individual or group discussion:

1. Watch the clips and discuss, how is 'loss of control' suggested?
2. In these examples, why do events seem out of control to Lockie?

3. Does Lockie play any part in the events getting out of control? Or is he simply a victim of bad luck?
4. When things start to go wrong, Lockie has a tendency to *catastrophise*, that is imagine that things will work out for the worst; indeed, he imagines that life as he knows it will come to an end. What evidence is there in these episodes that Lockie catastrophises?
5. Do Lockie's fears usually come true? Explain.

b) Asking for help

Often in the series, Lockie is portrayed as being reluctant to ask for help.

As a class, view clips ***Asking for Help***, ***Zig Zag Hill*** and ***Help!*** and have students respond to the questions using ***Question Sheet 36: Asking for Help***

Questions for individual or group discussion

1. What reasons do the producers suggest for Lockie being reluctant to ask for help?
2. What leads to Lockie's decision to skateboard down Zig Zag Hill? Is this a good way to solve his problems?
3. Why does he finally ask Vicki for help? Why do you think the producers have him hanging out of a tree to ask for her help?
4. Should Lockie have asked for help earlier? And is Vicki the best choice for help? Should he have gone to his father or another trusted adult? Explain.
5. In *Episode 23*, Lockie speaks to his mother and then to Vicki. Why is there a difference between what he is thinking and saying when speaking to his mother? When he speaks to Vicki, what do you notice about the distance between Lockie and Vicki? How does Sean Keenan show the viewer Lockie's anger and how do various filming techniques emphasise this? What does all of this suggest about Lockie and his handling of the personal pressure he feels himself under?
6. How could Lockie have handled the situations portrayed in ***Help!*** differently?

c) The power of positive thinking

Another solution that the series offers for people feeling like their lives are out of control is the power of positive thinking.

As a class, view clips ***Positive Thinking***, ***The Break Up*** and ***Empowerment*** and have students respond to the questions using ***Question Sheet 37: The Power of Positive Thinking***.

Questions for individual or group discussion:

- In the first clip, the viewer is encouraged to believe that although Lockie fails, he wins. How is this suggested by the producers? Do you agree with what Lockie does to 'win' in this situation?
- Why is Lockie so nervous about breaking up with Dot? Do his fears come true? Explain.
- How does the third clip demonstrate the power of positive thinking?

Doing

In order to explore these ideas further, encourage students to complete a selection of the following activities.

- a) **Turning negatives into positives**
- b) **Real life stories**
- c) **Blogs and poetry**
- d) **Anthology of inspirational poems or songs**
- e) **People you could turn to and why**

a) Turning negatives into positives

Ask students to choose a time in Lockie's life when he is imagining the worst. Now, have them rewrite that scene so that he is imagining more positive outcomes. Get them to think about an event in your their where they have been imagining the worst, for example, they haven't done their homework and think that they'll have detention for the rest of their life. Ask them to imagine how else this might work out and imagine the positives that might flow from this event or imagine how they could avoid the worst possible events from occurring.

Refer to ***Worksheet 22: Turning Negatives Into Positives***

b) Real life stories

Ask students to imagine that they are an investigative journalist. They are asked to identify famous people, past and present, who have experienced tough times in their life and survived. Select one person and write a list of questions to ask them in an interview. Ask students to research and write a brief biography of this person, focusing on the tough times of their life and the struggles they went through. Students should also explain how the person managed these event/s in their life. Invite students to share these stories with the class, e.g. through a class anthology, wall displays, etc.

Refer to ***Worksheet 23: Real Life Stories***

c) Blogs and poetry

Many people find that writing down what happens in their lives is a great way of making sense of events. It gives them the opportunity to reflect on their lives and sort things out in their heads. Sometimes, by writing things down, life can seem less threatening and out of control. It's also a way of unburdening yourself, making sure that you are not bottling up emotions until you burst.

Blogs (or web logs) and poems are two types of writing that are ideal for this type of reflection. Ask students to start their own Blog and share it with the class. This may be demonstrated as a relay from student to student, therefore building more and more information as it goes around the class. Students may also choose to keep it private.

Alternatively (or in addition to the Blog), they can try writing poems about their feelings. If they prefer, they can paint and draw as this can also be very effective too.

Refer to ***Worksheet 24: Blogs and poetry***

d) Anthology of inspirational poems or songs

Ask students to find between 5 and 10 inspirational and uplifting poems and songs that might help a person through tough times and motivate them to keep trying. These song lyrics/poems could be gathered into a class anthology or a class website.

Alternatively, find MP3 versions of the songs (be careful not to infringe copyright) and have students make up their own play list of inspirational songs for their personal MP3 player.

The song list could be taken from popular music charts and students should search for the lyrics, listing them into a personal anthology booklet.

Refer to **Worksheet 25: Anthology**

e) People you could turn to

Ask students to make a list of between 5 and 10 people that they could turn to in times of trouble. They should include people who would be best to help them with different types of problems, e.g. health, personal, school and family. Make sure they have back-up people in case one person isn't around when they need them. Include contact details (e.g. mobile numbers and email addresses) and be sure to remind them to include the names of plenty of trusted adults who can provide them with informed and sensible advice.

Refer to **Worksheet 26: People you could turn to**