



## Lockie Leonard for Teachers Strand Four: Reacting, Responding and Creating

### Activity 11: Reacting

**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"> <li>▪ adolescence</li> <li>▪ asking for help</li> <li>▪ coping with challenges</li> <li>▪ growing up</li> <li>▪ identity and individuality</li> <li>▪ masculinity</li> <li>▪ peer pressure</li> <li>▪ positive thinking</li> <li>▪ relationships</li> <li>▪ transition</li> </ul>	<ul style="list-style-type: none"> <li>▪ adaptation</li> <li>▪ appropriate and effective communication</li> <li>▪ genre</li> <li>▪ inter-textuality</li> <li>▪ screen acting</li> <li>▪ screen narrative</li> <li>▪ signs, codes and conventions</li> <li>▪ stereotyping</li> </ul>

#### Description

After viewing selected episodes of **Lockie Leonard – Series 1**, these activities ask students to share their personal, emotional reactions to the series. This section provides teachers with a variety of ways to obtain individual responses and apply these understandings to an evaluation of the technical aspects of the production.

#### Aims:

- Provide opportunities for students to respond emotionally and personally to **Lockie Leonard**.
- Develop an awareness and understanding of audience through different lenses and contexts.
- Use and analyse similie, as applied to a TV series.
- Analyse and evaluate the **Lockie Leonard** series as a representation of action drama.
- Deconstruct and analyse characters in the series.
- Deconstruct and evaluate 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 (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.

## Resources

### Episodes:

#### Lockie Leonard – Series 1:

- Episode 1: The Human Torpedo
- Episode 2: The First Day
- Episode 6: A Water Feature
- Episode 7: Match of the Day
- Episode 8: The Details

### Books:

*Lockie Leonard* books by Tim Winton:

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

### Worksheets:

- Worksheet 31: Similes
- Worksheet 32: Story cube template
- Worksheet 2: Television Hall of Fame Nomination Form

## Teaching Activities

### *Doing*

After viewing the selected episodes of the **Lockie Leonard** TV series, ask students to share their personal, emotional reactions to one or more of these ideas:

- Human pendulum**
- Metaphors of the senses**
- Story cube**
- Literary hall of fame nominations.**

#### a) Human pendulum

1. Create A4 size signs which encapsulate a number of possible reactions to *Lockie Leonard*, for example,
  - funny and interesting
  - exciting
  - okay
  - stupid and unrealistic
  - boring.
2. Put up the signs on the classroom walls – each one on a different wall.
3. Have students stand in a group at the front of the room and explain the activity. (Students

should be told that they must choose only one response to each question.) When signaled, students should move to the sign which most represents their reaction to the text.

4. Nominate a few students from each reaction group to justify their responses. Cue students to talk in terms of their cultural experiences, knowledge, values and beliefs, assumptions and practices.
5. Encourage the groups to interact, challenging other views and requesting more information.
6. As the discussion unfolds, have a nominated reporter summarise the main points from each group, on the board/whiteboard/display chart/screen.
7. At the end of the discussion, students write a paragraph as a reflection on what has been learnt from this experience and what it demonstrates about viewing practices of different groups of people.

### b) Similes of the senses

1. Having viewed one or more episodes, ask students to write down their reactions in the form of similes. Each simile will relate to one of the five senses:  
In my opinion, the program:
  - looks like.....
  - feels like....
  - tastes like....
  - sounds like...
  - smells like....
2. You will need to model and explain this activity carefully to avoid literal descriptions, for example, 'the program looked liked a TV program'. Here is a model example which includes comments on the emotions and moods which stimulated the response:

The series <b>looks like</b> an arcing rainbow bringing colour and light after the rain.	When I watched the series, I felt contrasting emotions. On the one hand it was sweet, light and funny, an enjoyable romp through adolescence. On the other hand, hints of darkness and fear surfaced from time to time. Overall, though, the series had a feeling of familiarity and was comforting, that is, what I attempted to capture in these similes.
The series <b>feels like</b> the whoosh of the wind and push and pull of forces as the rollercoaster climbs and plummets.	
The series <b>tastes like</b> the salt water of tears, the sweetness and crunch of fairy bread and a juicy watermelon.	
The series <b>sounds like</b> water gurgling in a swamp and the sound of a hammer pounding on metal.	
The series <b>smells like</b> yeasty bread baking in the oven and freshly bitten apple.	

3. These similes can be shared by the class, for example, through reading aloud. Once

again, these responses can provide an excellent starting point to explore the relationship among discourses and cultural groups, reading practices, author's use of language to position readers and the meaning made from a text (for example, the 'messages' a reader takes away).

#### **Tips**

- i. Students could be asked to draw their responses rather than write.
- ii. The responses could be based on specific events or characters.
- iii. The similes could be refined and used later in an assessment piece, for example, as a form of evaluative language used in a review to position readers.

Refer to **Worksheet 31: Similes**

#### **c) Story cube**

Students will be constructing a 3-dimensional cube for this activity. On each side of the cube will be the written (or typed) students' response to a different aspect of the series. You will need to prepare a cube template on A3 paper (one per student) – see <http://www.mathsisfun.com/geometry/cube-model.html> for a ready made template that can be photocopied.

1. Before assembling the cube, have students complete/design each side of the cube using words and images. Each side will represent a different aspect of **Lockie Leonard**:
  - Side one: title and image representing the series.
  - Side two: a brief plot summary (capturing the main issues for the series or an episode).
  - Side three: favourite character, including name, background information (age, description etc), reasons for liking him or her. Some of this could be done visually.
  - Side four: favourite location (description in words or visual representation).
  - Side five: a brief summary of the student's favourite scene (including page reference).
  - Side six: five interesting snippets of dialogue from the series/episode.
2. After assembling their cubes using glue and sticky tape, students can share their cubes, for example, string can be attached to one corner of the cube and the cube then hung from the ceiling of the classroom.
3. Student responses in this and other activities can be used as the starting point for further exploration of the novel.

Refer to **Worksheet 32: Story Cube**

#### **d) Television Character Hall of Fame Nominations**

1. From the television series, students should choose a character that they particularly liked or identified with.
2. Ask students to complete **Worksheet 2: Television Hall of Fame Nomination Form**. While some of the details are obvious, students are required to complete a certain amount of inferring and evaluating.
3. Individually and in small groups, have students share their nominations and discuss the following:

- Why did we choose the characters we did?
- What do our choices reveal about what we believe are important?
- If desired, students who chose the same character could be asked to work together to present a speech convincing others to vote for their nomination. Voting could take place as an Awards Ceremony, with appropriate statuettes, that could be designed and constructed.
- Students might also be asked to complete the form again for the same character, but this time as the character was portrayed in the original three *Lockie Leonard* books by Tim Winton. In small groups, students could discuss possible reasons for any differences between the television series and books.

Refer to ***Worksheet 2: Television Hall of Fame Nomination Form***