



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

Activity 12: Responding

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 |
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| <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

This section gives students an opportunity to synthesise their understanding of the **Lockie Leonard – Series 1** TV series to create responses in a variety of genres. The students can take on different roles to write, upload, design and create their personal responses.

Aims:

- Provide students with opportunities to respond critically and ethically to **Lockie Leonard**.
- Design and produce a variety of justified responses to the **Lockie Leonard** TV series.
- Synthesise and evaluate their understanding of the series to re-create their own scene.
- 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 (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

Lockie Leonard – Series 1

Books:

Lockie Leonard books by Tim Winton:

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

Worksheets:

- Worksheet 33: Writing a Review
- Worksheet 34: Creating an email or fan letter
- Worksheet 35: Designing a Board game
- Worksheet 36: Creating a scene

Teaching Activities

Doing

After viewing, analysing, interpreting and evaluating clips and episodes from **Lockie Leonard**, students could be asked to synthesise their understandings and responses to the television series. This could include:

- Review**
- Emails or fan letters (to cast or producers)**
- Design a board or computer game**
- Building models and/or dioramas**
- Create a new scene**

Tip: Before students begin to write, they require explicit instruction in the genre to be used, for example:

- immersion in examples
- modeling and joint construction
- analysis of and practice using significant language features

a) Review

After viewing the **Lockie Leonard** series or selected episodes from the series, ask students to write a review for a newspaper, magazine or eZine. Remember to include details such as:

- Identification of the episodes to be reviewed
- Summary of story, setting and characters
- A discussion of significant aspects of the series/episodes, for example, actors and their performances, script, direction, cinematography and sound, relevance of series
- Overall evaluation of the work which might include a star rating

Instead of a written review, students could present a spoken review, such as might be heard on the radio or seen on television.

Refer to *Worksheet 33: Writing a Review*

b) Email or fan letter

After viewing a selection of episodes from the series, ask students write a letter to their favourite character or to the producer/director/cinematographer, etc. In the letter they should:

- write about their reactions to the characters and events
- reflect on a personal level about what the series meant to them, i.e. how did it help or hinder them from making sense of events occurring in their own lives?

Alternatively, students can write to a character in the series, in role, as one of the other characters in the series. For example, John East writing a letter to Lisa after the Blue Light Disco (**Lockie Leonard, Episode 16: Brothers**); the Rev writing a letter to Mrs Eggleston after she has left (**Lockie Leonard, Episode 20: The Clock's Tickin'**). Students could also write the replies.

Refer to *Worksheet 34: Creating an email or fan letter*

c) Proposal for a board or computer game

After viewing the **Lockie Leonard** series, or selected episodes from the series, students could write a proposal for a board or computer game based on the TV series. This could be presented as a chart and include mock up screen shots or sketches of the board. If desired, students could construct the board game.

Refer to *Worksheet 35: Designing a Board Game*

d) Building models and/or dioramas

After viewing the series or selected episodes from the series, students could choose a significant/favourite scene or event from the series and construct their own model or diorama. They should include a label which explains why they chose that scene or event.

e) Create a new scene

After viewing selected episodes from the series, students could write a new scene. This might be:

- Something that could or should have happened, but didn't.
- A scene that presents events from a different character's point of view or provides explanation for certain behaviours/decisions.
- A different (preferred) ending (to the series or a single episode).
- A scene set ten (10) years after the events of the series – what are the characters doing now?

Once complete, students could perform and discuss:

- Are they an improvement on the original?
- How do they encourage you to think differently about particular characters and events?

Refer to *Worksheet 36: Creating a new scene*