



Gender Perspective: A Comparison of Lockie Leonard and Mortified

Activity 1: First Day Feelings

Year Level:	Years 6 - 9
Curriculum Study Areas:	English, The Arts (Media), SOSE, Health and Physical Education, Personal and social capability
Topics/Themes:	Gender perspectives, self-awareness, fitting in, family, relationships, adolescence, transition, comedy genre, bullying, film language and techniques, narrative structure

Description

This sequence of learning experiences draws upon **Mortified, Episode 14: Little Fish**, and **Lockie Leonard, Episode 2: Stormy Monday**, to explore family relationships, the problems associated with trying to fit in, self-awareness and self-acceptance, bullying, the lack of understanding and tolerance when starting high school.

In **Mortified**, Taylor thinks that she is 'so ready' for Day 1 at Driftwood High but her day goes from bad to worse as she has trouble fitting in, gets lost and receives little help from her sister, Layla.

In **Lockie Leonard**, Lockie is 'dreading' his first day at Angelus High school. He is bullied, follows Egg's advice and puts on a weirdness act, is kicked out of Maths class and wishes he was back in the city.

Aims:

- View text(s) and explain choices of audience, purpose and context.
- Analyse a scene using film language and identify how film techniques create mood and convey a message.
- Identify and interpret the emotions associated with starting something new.
- Explore the reasons and consequences of bullying in school.
- Compare and contrast the first day experiences of Lockie and Taylor from different gender perspectives.

Teaching and Learning Activities

The activities are organised into 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.

This lesson plan comprises the following sections that integrate discussing and doing activities:



- a) Before viewing the episodes
b) After viewing the episodes:
- **Mortified**
 - **Lockie Leonard**
 - Compare the gender perspectives in **Mortified** and **Lockie Leonard**

Each lesson strategy involves episodes and clips from each of the TV series, **Mortified** and **Lockie Leonard**, and compares how the main character in each series deals with issues in their lives.

Resources

Episodes

- **Mortified**
 - Episode 14: Little Fish
- **Lockie Leonard**
 - Episode 2: Stormy Monday

Clips:

- **Mortified**
 - *Day 1 at Driftwood High School*
- **Lockie Leonard**
 - *Day 1 at Angelus High School*
 - *Lockie Reflects*

Worksheets:

- LL/M Worksheet 1: Anecdotes
- LL/M Worksheet 2: Unwritten rules
- LL/M Worksheet 3: Little Fish story structure
- LL/M Worksheet 4: Taylor feeling small scene analysis worksheet
- LL/M Worksheet 5: Layla's unwritten rules
- LL/M Worksheet 6: Stormy Mondays story structure
- LL/M Worksheet 7: Lockie being bullied
- LL/M Worksheet 8: Stereotypes and bullies
- LL/M Worksheet 9: First Day comparison
- LL/M Worksheet 10: First Day Feelings

Need to know

Anecdote: a brief spoken recount of an event (usually humorous).

Film language: terms related to film and the study of film texts.

Film techniques: camera shots, music, special effects, costume and make-up, dialogue.

Mortified: to be humiliated.

Radio news report: start with time, place, key incident and characters' names and give voting details at end. Use past tense, short sentences that are double-spaced.

Stereotype: A type of generalisation in which a single person or thing is taken to represent a class of people or things, for example, a stereotypical Australian life-saver is assumed to be tanned, muscular, have blonde hair and blue eyes even though many lifesavers are not like this.

Themes: underlying messages of texts, for example, the negative effects of bullying.



Unwritten rules: rules that are not official or written down but you are required to know them if you want to fit in.

Zine: DIY small, independent magazine or website (E-zine) that features information on any topic the author(s) choose and can be written using different styles and forms.

Teaching Activities

a) Before viewing the episodes

1. Each student should tell the class a brief anecdote (see **Need to know** box) about an embarrassing incident that occurred on their first day at a new school, for example, something, someplace, some person they didn't know or something they forgot to do or wear. They need to include how they felt and the reactions of other students. Students should draft their 100 word anecdote before they read it out loud to the class.

As a class, students to brainstorm and list as many mistakes students might make when starting at a new school.

Refer to **LL/M Worksheet 1: Anecdotes**

2. The teacher should define and explain to the class why unwritten rules are important.

In pairs or small groups, students should:

- Devise a set of unwritten rules for Day 1 at a new school.
- Advise how conditions for new students can be improved.

Refer to **LL/M Worksheet 2: Unwritten rules**

3. As a class, students can combine their anecdotes and rules to produce a Zine (see **Need to know** box), titled *Day 1 at school*.

b) After viewing episodes

MORTIFIED

4. As a class, view **Mortified Episode 14: Little Fish**.

After viewing this episode, students should complete **LL/M Worksheet 3: Little Fish story structure**. *Tip:* The students may like to read the worksheet before viewing the episode.

At the start **Episode 14: Little Fish**, Taylor says that she is “so ready for this” but later she tells Hector, “High school is really bad”. Discuss and list five different reasons why Taylor feels this way.



Ask students to imagine that they are the writer of the episode and write a 100 word explanation about why they have called it, **Little Fish**. They need to include in their explanation an identification of:

- Target audience
- Intended themes (messages)
- Purpose of the episode

5. As a class, view the clip **Day 1 at Driftwood High School**.

Students are to complete **LL/M Worksheet 4: Taylor feeling small scene analysis** and discuss their findings.

Ask students to complete **LL/M Worksheet 5: Layla's unwritten rules** and to compare them to their own list from *Activity 3*.

6. Ask each student to:

- Sketch and label an incident where they have felt like a *little fish*.
- Present their A4 poster to class and explain the incident and why they felt that way.

LOCKIE LEONARD

7. As a class, view **Lockie Leonard, Episode 2: Stormy Monday**.

After viewing the episode, ask students to complete **LL/M Worksheet 6: Stormy Monday's story structure**. *Tip:* The students may like to read worksheet before viewing episode.

At the start of this episode Lockie says that he had a “*growing sense of dread*” about going to secondary school and later he says, “*I just wished we could have stayed in the city. I hardly knew myself anymore.*” Ask students to discuss and list five different reasons why he might feel this way.

Ask students to imagine that they are the writer of the episode and they are to write a 100 word explanation about why they titled the episode, **Stormy Mondays**. Students need to include in their explanation:

- Target audience.
- Intended themes (messages).
- Purpose of the episode.

8. View the clip **Day 1 at Angelus High School**.

Ask students to complete **LL/M Worksheet 7: Lockie being bullied** scene analysis worksheet and discuss their findings.

9. View the clip **Lockie Reflects**.

As a class define ‘bullying’.

Provide students with the definition of ‘stereotype’ from **Need to Know** box then discuss whether the character, Boof, is a stereotypical bully.

In small groups, students are to discuss and complete.



As a class, brainstorm for 15 minutes and list the other themes besides 'bullying' explored in this episode.

Refer to **LL/M Worksheet 8: 'Stereotypes and bullies'**.

COMPARE THE GENDER PERSPECTIVES IN MORTIFIED and LOCKIE LEONARD

10. Students are to complete **LL/M Worksheet 9: First day comparison** and then in small groups discuss and write answers to the following questions.

Ask students to give reasons for their answers and to refer to examples from both episodes where possible.

- How do the characters, Taylor and Lockie, deal differently with the problems of Day 1 at a new school?
- Would girls physically bully another student the way Lockie is bullied by Boof and his mates?
- Would boys treat a new student in the same way as Layla and her friends treat Taylor?
- Do you think that girls and boys have different attitudes to bullying?
- How can the 'bullying' and 'feeling small' incidents associated with school be avoided?

11. Ask students to write a 200 word radio news report entitled, *First day feelings* (see **Did you know** box for guidelines). It needs to:

- Compare and contrast the first days at high school of Lockie and Taylor.
- Ask listeners to vote on whose day they think was the worst.

Refer to **LL/M Worksheet 10: First Day feelings**