



Gender Perspective: A Comparison of Lockie Leonard and Mortified

Activity 2: Lessons in love

Year Level:	Years 6 - 9
Curriculum Study Areas:	English, The Arts (Media), SOSE, Health and Physical Education, Personal and Social Capability
Themes/Topics:	Self-awareness, relationships, adolescence, love, respect, honesty and trustworthiness, film language and techniques, fantasy sequence, growth and development, gender perspectives

Description

This sequence of learning experiences draws upon **Mortified, Episode 16: DJ Taylor** and **Lockie Leonard, Episode 8: The Details**, to explore self-awareness, relationships, respect and compassion for other people's feelings when dealing with crushes and feelings of love.

In **Mortified**, it is Valentine's Day and Taylor wrongly thinks that Leon has sent her a Valentine present. Consequently, she betrays a secret told to her by Hector in order to impress Leon.

In **Lockie Leonard**, it is Lockie's 13th birthday and he is scared and confused about the *details* of being the boyfriend of Vicki. Consequently, he behaves even more strangely when he meets Dot, the young surfer girl.

Aims:

- Identify narrative structures of episodes by completing worksheets.
- Compare and contrast different gender perspectives of issues and associated feelings in respect to love and relationships.
- Interpret feelings depicted in texts through discussion and description.
- Deconstruct and analyse a fantasy sequence using film language.
- Construct a storyboard using technical film language.

Teaching and Learning activities

The activities are 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.

This lesson plan comprises the following sections:

a) Before viewing

- b) **Mortified - Valentine's Day**
- c) **Lockie Leonard - Turning 13**
- d) **Mortified and Lockie Leonard - Learning About Love**

Resources

Episodes

- **Mortified**
 - Episode 16: DJ Taylor
- **Lockie Leonard**
 - Episode 8: The Details

Clips:

- **Mortified**
 - *Valentine's Day*
 - *Leon's Phone Call*
- **Lockie Leonard**
 - *Shakespeare Improvisation*
 - *Lockie in the Bath*

Worksheets:

- LL/M Worksheet 11: Love and feelings chart
- LL/M Worksheet 12: Valentine's Day
- LL/M Worksheet 13: DJ Taylor's story structure
- LL/M Worksheet 14: Valentine's Day scene analysis
- LL/M Worksheet 15: Storyboard
- LL/M Worksheet 16: Leon's phone call
- LL/M Worksheet 17: Hector's perspective
- LL/M Worksheet 18: The Details' story structure
- LL/M Worksheet 19: The course of true love
- LL/M Worksheet 20: Lockie in the bath scene analysis
- LL/M Worksheet 21: Lockie's relationships
- LL/M Worksheet 22: My 13th birthday
- LL/M Worksheet 23: Respecting others
- LL/M Worksheet 24: Character web

Need to know:

Fantasy sequence: series of shots and/or scenes that are exaggerated, unreal and may be a visual representation of abstract things/feelings/emotions, for example, a dream.

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

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

Informal writing: casual, conversational style writing and speaking that can include jargon, slang and abbreviations.

Journal entry: an informal written text using first person (I, me, my) which includes date and personal feelings and thoughts.

Storyboard: a series of drawings that show, shot-by-shot, what the camera is expected to cover. It looks like a comic strip and can include written notes.

Teaching Activities

a) Before viewing the episodes

1. Ask students to use **LL/M Worksheet 11: Love and feelings chart** to draft their ideas about love, feelings and relationships.

As a class, construct a giant **Love and feelings chart** on the board and brainstorm ideas to complete the second column, *Student examples*.

For example:

Love and feelings chart

Feelings connected to love	Student examples	Examples from Mortified, Episode 16	Examples from Lockie Leonard, Episode 8
Nervousness/ anxiety	When you have feelings for someone who may not have the same feelings for you – may sometimes say embarrassing things without thinking.		
Happiness			
Betrayal			
Hurt			
Jealousy			
Anger			
Honesty and trustworthiness			

2. Ask students to research the internet or library and record 10 facts or quotes related to Valentine's Day. They should then report their findings to the class. Refer to **LL/M Worksheet 12: Valentine's Day**

Individually or in small groups ask students to:

- i. discuss/notate their thoughts and opinions about Valentine's Day using the following Valentine's Day comments.

Valentine's Day comments

- 'A load of commercial nonsense.'
- 'A chance to tell someone that you love them secretly.'
- 'Extremely romantic.'
- 'Only on Xmas day are more cards sent.'
- 'Females send more Valentine's Day cards than males.'
- 'Even some pets receive cards!'
- 'Receiving a Valentine's Day card makes me feel good.'
- 'Valentine's Day emails are just not the same as cards!'

- ii. Write a 100 word paragraph expressing their opinion on Valentine's Day, beginning with the words, '*I think that Valentine's Day ...*'

b) Mortified: Valentine's Day

3. As a class, view **Mortified, Episode 16: Valentine's Day**.

Ask students to complete **LL/M Worksheet 13: D J Taylor's story structure**.

Additionally, students should complete the third column of the **LL/M Worksheet 11: Love and feelings chart** using examples from **Episode 16: Valentine's Day**.

4. As a class, view the **Mortified** clip **Valentine's Day**.

This clip is a fantasy sequence. Ask students to complete **LL/M Worksheet 14: Valentine's Day scene analysis**.

- Define 'fantasy sequence' (see **Need to know** box) for students.
- Ask students to complete the **Valentine's Day scene analysis** worksheet by including examples from the scene and saying *how* it makes the scene a fantasy.

Have students storyboard their own fantasy sequence of a TV toothpaste advertisement designed to appeal to a teenage audience. Students will need to:

- Sketch 6–9 frames using **LL/M Worksheet 15: Storyboard**.
- Have students list all the film techniques they used and explain why they have chosen to use them.

5. As a class, view **Mortified** clip **Leon's Phone Call**.

6. This clip involves three characters; Taylor, Hector and Leon.

Individually or in small groups, students discuss and write responses for the following questions, using **LL/M Worksheet 16: Leon's phone call**:

- Why does Taylor reveal Leon's middle name on radio?
- Why does Taylor think that the Valentine's Day gifts were from Leon?
- How does Taylor react when Leon calls her 'loopy' and a 'show off'?
- Why does Leon become angry with Taylor?
- Why is Leon angry with Hector?
- Why is Hector anxious and rushes to the radio station?
- Why does Hector smile when Taylor gives him the bear?
- How would you represent the three characters and their feelings as a diagram?

Ask students to write a 100 word paragraph giving their opinion of Taylor's behaviour in this episode. They need to:

- Discuss their opinion in relation to the other characters, Hector and Leon;
- Include two examples of action and dialogue from the episode;
- Elaborate on their opinion with reference to the theme of respecting other people's feelings.

7. Invite students to imagine themselves in role, as the character Hector. Ask them to write a 250 word journal entry (see **Need to know** box) about Valentine's Day from Hector's perspective. Students should include details of what happened on the day and their feelings and opinions.

Refer to **LL/M Worksheet 17: Hector's perspective**.

c) Lockie Leonard - Turning 13

8. As a class, view **Lockie Leonard**, Episode 8.

Ask students to complete **LL/M Worksheet 18: The 'details' story structure** worksheet.

Additionally, ask students to complete the third column of the **LL/M Worksheet 12: Love and feelings chart** using examples from **Lockie Leonard**, Episode 8.

9. As a class, view the clip from **Lockie Leonard**, Clip: Shakespeare

In small groups discuss and write answers for the following questions using **LL/M Worksheet 19: The course of true love**

- Why does Vicki hold Lockie's hand?
- Why does Sasha punch Egg?
- Why does Lockie say that he 'needed to go to boyfriend school'?

10. As a class, view the clip from **Lockie Leonard**, Lockie in the bath

This clip is a fantasy sequence. Lockie is trying to sort through his feelings for Vicki and *surfer girl* in his head. He does this by imagining that they are there and he is talking to them directly. Define 'fantasy sequence' (see **Need to know** box) for students.

- Ask students to complete **LL/M Worksheet 20: Lockie in the bath scene analysis** where they can identify five scenes, key dialogue and feelings being expressed.

For example:

Scene number	Dialogue	Feelings
Lockie in bath	Lockie's voiceover: doesn't know Dot's (surfer girl) name. 'crazy about Vicki since first day I saw her'	Confused by his feelings and behaviour
Lockie in bath and Vicki on couch in same room	Vicki says: 'you like kissing me but when it comes to surfing you'd have a much better time doing that stuff with her than me.' Vicki and Lockie argue: Vicki thinks that Lockie thinks she's boring. Lockie says: 'there's nothing wrong with you. You're perfect. You're totally awesome.'	Angry, jealous Vicki is hurt Lockie is frustrated trying to explain

Lockie in bath and Dot in the ocean	Dot says that Lockie called her 'awesome'. Lockie explains that that was to do with surfing. Dot thinks Lockie thinks she's a 'dumb surfer chick'.	Dot is hurt that Lockie doesn't want to talk to her. Lockie is confused – he likes Dot but he doesn't want to lose Vicki
Lockie in bath and Vicki on couch in same room	Lockie thinks that Dot will end up at their school. Vicki says that if that happens Lockie, 'won't know where to look.'	Vicki is angry. Lockie is concerned that things will get worse as Dot will come to their school.

- Storyboard one scene from the clip from **Lockie Leonard** titled **Lockie in the Bath** using **LL/M Worksheet 15: Storyboard**.

11. Individually or in small groups, students can respond to the following questions and then report their findings to the class.

- How would you describe Lockie's feelings about Vicki? Dot (surfer girl)?
- How does the fantasy sequence demonstrate Lockie's current problem?
- Do you think that both girls have a right to feel cross with Lockie?
- If Lockie is so crazy about Vicki why does he even think about Dot (surfer girl)?

Refer to **LL/M Worksheet 21: Lockie's relationships**.

12. Individually or in small groups, have students discuss some details about teenage relationships and then write down at least five rules for boys and five rules for girls. They should also explain any differences between the rules and why they have made them for each gender.

Invite students to imagine themselves in role, as the character Lockie Leonard. Ask them to write a 250 word journal entry about their 13th birthday. In the journal entry, they need to include:

- The beginning sentence, "*I was turning 13 years old and I already felt unlucky...*"
- What events/incidents happened?
- Their personal feelings about what happened to them.

Follow the journal entry guidelines in the **Need to know** box. Refer to **LL/M Worksheet 22: My 13th birthday**

d) Mortified and Lockie Leonard: Learning about Love

13. Ask students to write two (2) x 100 word paragraphs about each of the following:

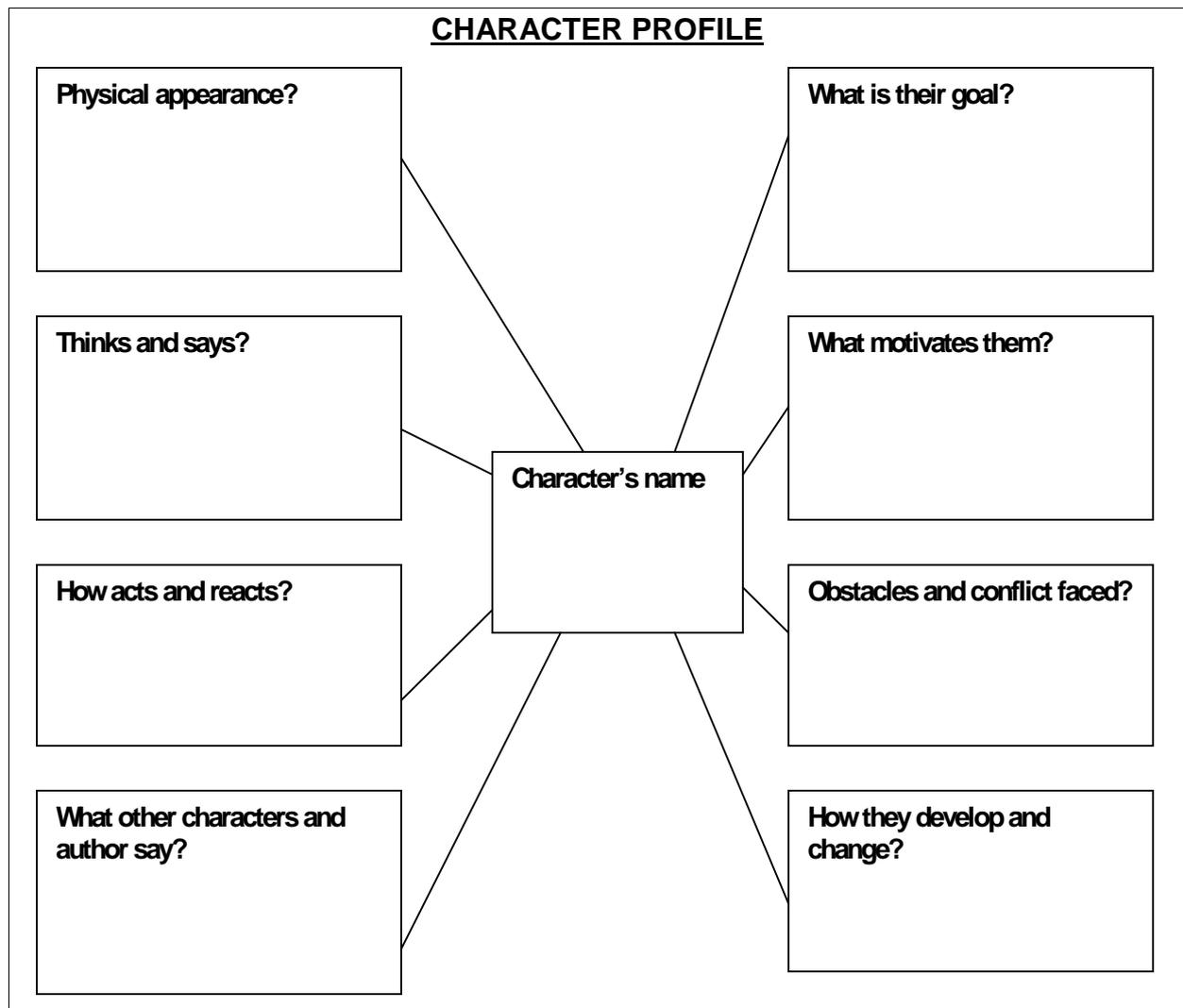
- Taylor's behaviour in **Mortified, Episode 16: DJ Taylor**. The students should discuss this behaviour in relation to Hector and Leon, respecting other people's feelings and to include two examples of action or dialogue from the episode.
- Lockie's behaviour in **Lockie Leonard, Episode 8: The Details**. The students should discuss this behaviour in relation to Vicki and Dot, respecting other people's feelings and to include at least two examples of action or dialogue from the episode.

Refer to **LL/M Worksheet 23: Respecting others**

14. In small groups, students are asked to view the two clips from **Mortified** and **Lockie Leonard** again, and then complete **LL/M Worksheet 24: Character web**. They should

list information on both Taylor and Lockie, including names, descriptions and how each character is linked with other characters.

For example:



Additionally, students should write two journal entries;

- one from a male perspective
- one from a female perspective

They should:

- Imagine that they are either Taylor or Vicki and write a 100 word journal entry using the guidelines written in the **Need to know** box.
- Imagine that they are either Lockie or Hector and write a 100 word journal entry using the guidelines written in the **Need to know** box.
- Compare the journal entries and discuss the different points of view and different language used.