



## Gender Perspective: A Comparison of Lockie Leonard and Mortified

### Activity 3: Parent Problems

<b>Year Level:</b>	Years 6 - 9
<b>Curriculum Study Areas:</b>	English, The Arts (Media), SOSE, Health and Physical Education, Personal and social capability
<b>Themes/Topics:</b>	Family relationships, peer relationships, self-awareness, decision-making, film language and techniques, comedy genre, growth and development.

#### Description

This sequence of learning experiences draws upon **Mortified, Episode 22: Divorce Camp** and **Lockie Leonard, Episode 20: The Clock's Tickin'** and focuses on how teenagers react when their parents have problems and how their friends support them in times of crisis.

In **Mortified**, just before she goes on school camp, Taylor's parents have an argument and Taylor wrongly thinks that they intend getting a divorce. Taylor gets lost on camp and Hector, Brittany and Leon join her before they are all found and Taylor realises that her parents are very happy together.

In **Lockie Leonard**, Egg's parents decide to separate and tell Egg that he can decide with which parent he will live. Egg tells Lockie on school camp which forces Lockie to choose between spending time with his girlfriend, Vicki, or with his best friend, Egg.

#### Aims:

- Define and examine key values, especially, compassion and respect in relation to family.
- Use role play to deconstruct decisions made by the series director about message, audience, purpose and film techniques.
- Interpret opinions, feelings and behaviour depicted in the written and screen texts.
- Analyse, interpret and construct a character profile.
- Examine and use film language and techniques to analyse a decision-making scene.
- Identify narrative structures of episodes.
- Create/Rewrite a scene in order to change the emphasis of meaning and action.

#### 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) **Mortified - On Camp**
- b) **Lockie Leonard - Find Yourself Camp**
- c) **Mortified and Lockie Leonard - Parent Problems**

**Resources:**

**Episodes:**

- **Mortified**
  - Episode 22: Divorce Camp
- **Lockie Leonard**
  - Episode 20: The Clock's Tickin'

**Clips:**

- **Mortified**
  - *Loud Discussion*
  - *Taylor's Worst Fear*
- **Lockie Leonard**
  - *A Meeting with Egg's Parents*

**Worksheets:**

LL/M Worksheet 25: Divorce camp story structure  
LL/M Worksheet 26: Dialogue re relationships  
LL/M Worksheet 27: Relationships with parents  
LL/M Worksheet 28: Loud discussion scene analysis  
LL/M Worksheet 29: Character profile  
LL/M Worksheet 30: Decision making  
LL/M Worksheet 31: Clock's Tickin' story structure  
LL/M Worksheet 32: A meeting with Egg's parents  
LL/M Worksheet 33: Separating parents  
LL/M Worksheet 34: Comparing parents  
LL/M Worksheet 35: Ideal parents wish list

### **Need to know**

**Character Storytelling Terms:**

**Comedy genre:** style of film or TV involving humorous storylines, characters, etc.

**Conflict:** opposition a character faces. Can be a situation, person, force of nature or themselves, for example, inner conscience, enemy and cyclone.

**Consequences:** an effect or result of an action or non-action.

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

**Goal:** what the character wants, for example, money.

**Mini story:** (guidelines) 100-200 words.

Start with a zinger first line. Try to avoid the predictable ending if you can.

- Introduce main character
- Decision
- Three effects of decision

**Motivation:** why the character does and says what they do in order to achieve their goal, for example, because they want money to pay for a costly operation for a sick child.

**Obstacles:** problems that character encounters along their journey towards their goal, for example, death of a loved one.

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

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

**Script format:** (guidelines)

- Indicate whether scene is INT (interior) or EXT (exterior).
- Title of scene in capitals.
- Number scene.
- Characters' names in capitals, centred and above dialogue.
- Short stage directions in brackets within dialogue - longer on separate lines.
- Courier New font 11 point.

## Teaching Activities

### a) Mortified - On Camp

View **Mortified, Episode 22: Divorce Camp**.

1. Explain to students that this episode is about family relationships and Taylor's reaction when she thinks that her parents are intending to divorce. Advise students that Taylor has an active imagination and frequently jumps to the wrong conclusions.

Ask students to complete a **LL/M Worksheet 25: Divorce camp story structure**.

2. Individually and/or in small groups ask students to discuss Hector's comments that Taylor, 'jumps to conclusions' and has an 'active imagination'. From viewing the episode, they are to find two examples that support his comments.

Students are to quote dialogue for the TV series that reflects Hector's, Brittany's and Taylor's thoughts about their parents' relationships. Students can construct the following table and complete it by adding dialogue quotes from the episode. Teachers can refer to the episode scripts.

Character	Dialogue re relationships
Taylor	
Hector	
Brittany	

Refer to **LL/M Worksheet 26: Dialogue re relationships**.

3. A later scene contradicts what Brittany says about her parents' relationship earlier. Ask students to:
  - discuss and give reasons why Brittany might have lied about her parents' relationship to her friends.
  - compare the relationship between Taylor's parents and Brittany's parents.
  - choose which set of parents the students would prefer and give reasons for their decision.

Refer to **LL/M Worksheet 27: Relationships with parents**

4. View clip from **Mortified** the **Loud Discussion**.

In this clip Taylor overhears her parents arguing and she mistakenly thinks that they are arguing about money. When her father storms out of the house, Taylor thinks that they will be getting a divorce.

- Ask students to complete **LL/M Worksheet 28: Loud discussion scene analysis** and discuss their findings with the class.

The loud discussion is not about Taylor's parents divorcing but about their anger at Layla, their elder daughter.

Ask students to:

- list the three items Layla requested.
- read over their completed *Loud discussion scene analysis* and explain how Taylor could have mistakenly thought that her parents were fighting.

Individually or in small groups, ask students to rewrite the *Loud discussion scene* so that an audience knows that it is about Layla.

Ask students to:

- Include the three items Layla requested.
- Use a script format (see **Need to know** box).
- Make sure that the characters sound convincing.
- Conduct a read through with some actions for the class.

5. View clip from **Mortified**, **Taylor's Worst Fear**.

'My worst fear is coming true', says Taylor.

Individually or in small groups, students are asked to identify:

- Taylor's worst fear.
- What scares Hector.
- What scares Leon.
- What scares Brittany.
- How Hector, Brittany and Leon comfort Taylor.

Define and discuss with students the character storytelling terms: motivation, goal, obstacles and conflict (see **Need to know** box) then ask students to:

- Complete a **LL/M Worksheet 29: Character profile** on Taylor.
- Complete a character profile worksheet on themselves and compare it with Taylor's.

**b) Lockie Leonard – 'Find Yourself' Camp**

6. As a class, brainstorm ideas about **Lockie Leonard** and ask students to:

- List important decisions, ranging from small to large, they have made about their social life, earning money, completing school work, among other issues.
- Estimate how much of their decision making they are permitted to do without parent intervention.
- List the factors that influence people about making decisions.

Individually or in a small group students should:

- complete **LL/M Worksheet 30: Decision making**
- suggest possible consequences (see **Need to know** box for definition) of these decisions,

- discuss their reasons for these possible consequences with the class.

7. As a class, view **Lockie Leonard, Episode 20: The Clock's Tickin'**

8. Ask students to write a mini story (see **Need to know** box for guidelines) using Lockie's line, '....*decisions are hard. How do you know if you are gonna make the right one or not?*'

Students may choose to write a story based on:

- One of their own decisions.
- A famous historical decision.
- A decision they have imagined.

Students should complete **LL/M Worksheet 31: Clock's tickin' story structure**

9. View clip from **Lockie Leonard**, Egg's parents

There are two parts to this clip:

- Egg and his parents have a meeting where they tell him that his mother is leaving and that Egg can decide for himself with which parent he will live.
- Egg's feelings about making this decision are reflected in a game show fantasy sequence.

Individually or as a class, discuss and define the terms:

- *fantasy sequence* and *comedy genre* (see **Need to Know** box)
- compassion
- respect

As a class, discuss how Egg's parents handle their separation. Ask students to complete the **LL/M Worksheet 32: A meeting with Egg's parents.**

Organise students into pairs to role play an interview situation between an interviewer and the TV series director. The pairs should discuss how and why the director made decisions about the meeting with Egg's parents.

In the role play, students should address the following questions:

- What message were you trying to convey to the audience in the scene?
- How does Lockie's voiceover link this scene to the previous scene?
- Why is there no music in the first part of the scene?
- Why did you include the quick close-up shots of the faces of Egg, his mum and the Rev?
- Why did you include a fantasy sequence of a game show here? What message were you trying to deliver to the audience?
- How does it add to the humour of the episode?
- What do you say to people who comment that this scene makes fun of really personal decisions?
- Why did you call the game show, *The Clock's Tickin'*?
- Why did you adopt Joy and Sarge as the game show host and hostess?

When Lockie tells Vicki about Egg's parents separating, Vicki responds, '*Maybe they should. Do you think its fun watching your parents fight all the time?*'

As a class, invite students to discuss and list:

- Reasons why Vicki might say this about her own parents' relationship.
- Evidence from the episode to support the students' reasons.

Ask students to write a 100 word paragraph giving their opinion of Egg's decision and whether they think it was the right one to make. They will need to include reasons why they think that way.

10. At the end of the episode Lockie says, *'I hate decisions, they tear your brain in half. If you get them right they can really make you happy'*.

Students to revisit **LL/M Worksheet 30: Decision making** and complete the final column with their comments on whether each decision made in the episode was the right decision and provide reasons.

### c) Mortified and Lockie Leonard - Parent Problems

11. View and discuss with the class the following instances from the two shows then answer the questions. Refer to **LL/M Worksheet 33: Separating parents**

#### i) Mortified

Brittany lies about her parents' relationship.

##### **Questions**

- Why did Brittany lie about her parents' relationship?
- Why do you think the writer has included this dialogue in the episode?

#### ii) Lockie Leonard

When Lockie tells Vicki about Egg's parents separating, she says, *'Maybe they should. Do you think it's fun watching your parents fight all the time?'*

##### **Questions**

- How does Lockie react to Vicki's words?
- Why do you think Vicki says this?
- Why do you think the writer has included this dialogue in the episode?

12. Ask students to compare and contrast the five sets of parents in both **Mortified** and **Lockie Leonard**. They should individually complete **LL/M Worksheet 34: Comparing parents**, then as a class, discuss what they wrote.

- Ask students to complete **LL/M Worksheet 35: Ideal parents wish list** of 5 – 10 points that describe their ideal parents and present it orally to the class.