

Lockie Leonard and Mortified comparison

Activity 3: Parent problems

Level:	Years 6 - 9
KLA outcomes:	English, The Arts, SOSE, Health and Physical Education, Personal Development
Themes:	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 and **Lockie Leonard**, Episode 20 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:

- Mortified** - On camp
- Lockie Leonard** - Find yourself camp
- 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, Clip 00: 48 – 2:18

Mortified, Taylor's worst fear, Clip 18:55 – 19:24

Lockie Leonard, Egg's parents, 2:34 – 4:40

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.

A. Mortified - On camp

View **Mortified** Episode 22

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	
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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, Loud discussion, Clip 00: 48 – 2:18](#)

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, Clip 18:55 – 19:24](#)

'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

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**

8. View clip from **Lockie Leonard**, Egg's parents, 2:34 – 4:40

There are two parts to this clip:

- a) 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.
- b) 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.

9. 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

10. 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**

a) 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?

b) 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?*'

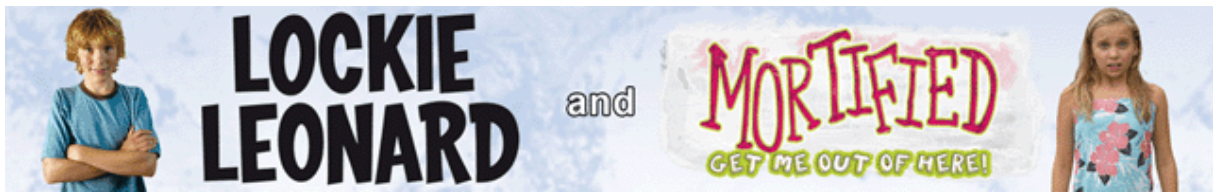
Questions

- 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?

11. 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.

LL/M Worksheet 25: Divorce camp story structure



Student name: _____

Teacher: _____ **Class:** _____

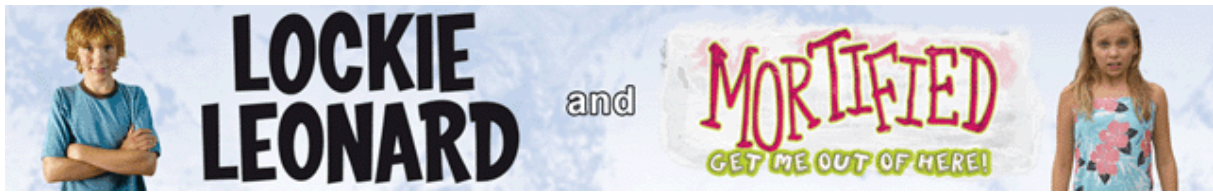
Individually or as a class, view *Mortified*, Episode 22, *Divorce camp*

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

List the story events in order by writing the numbers 1 – 10 in the boxes.

- Taylor and her mum go on camp.
- Brittany's family is not as perfect as she makes out.
- Taylor, Hector, Leon and Brittany talk about their fears.
- Taylor tries to sabotage Mr Frankel's camp activities.
- Charades are played at camp.
- Taylor gets lost.
- Taylor's mum chats and laughs with Mr Frankel.
- Hector, Leon and Brittany become lost.
- Lost students are found.
- Taylor's mum and dad have a 'loud discussion'.

LL/M Worksheet 26: Dialogue re relationships



Student name: _____

Teacher: _____ **Class:** _____

Individually and/or in small groups discuss Hector's comments that Taylor, *jumps to conclusions* and has an *active imagination*.

View **Mortified**, Episode 22, *Divorce camp* to find two examples that support his comments.

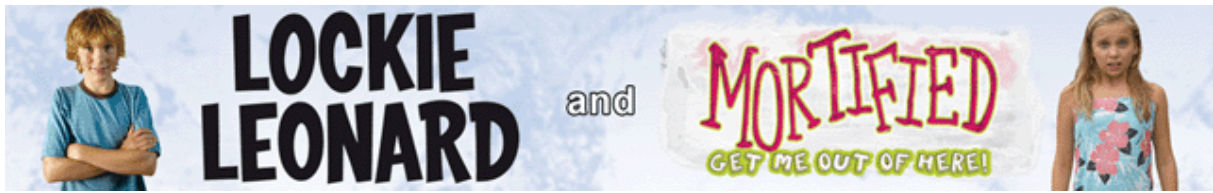
(1) _____

(2) _____

Find quotes from the dialogue in the TV series that reflect Hector's, Brittany's and Taylor's thoughts about their parents' relationships. Students should complete the following table by adding dialogue quotes from the episode. Students should refer to the episode scripts and/or the novels by Tim Winton.

Character	Dialogue re relationships
Taylor	
Hector	
Brittany	

LL/M Worksheet 27: Relationships with parents



Student name: _____

Teacher: _____ **Class:** _____

In a scene from *Mortified*, Episode 22, *Divorce camp*, Brittany lies about her parents' relationship.

Respond to the following questions:

1	What are the reasons that Brittany lied to her friends about her parents' relationship?	
2	<ul style="list-style-type: none">• What is Taylor's relationship with her parents?• What is Brittany's relationship with her parents?• Compare the two relationships.	
3	Select which set of parents you would prefer and give reasons for this decision.	

LL/M Worksheet 28: Loud discussion scene analysis



Student name: _____ **Teacher:** _____ **Class:** _____

View the clip from **Mortified**, 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. The loud discussion is not about Taylor's parents divorcing but about their anger at Layla, their elder daughter.

Complete the following scene analysis by listing points in the second column. Quote lines of dialogue and voiceover where relevant.

Film techniques	How is the argument is created by these elements	Quotes of dialogue and voiceover
Music		
Dad's dialogue		
Dad's action		
Mum's dialogue		
Mum's action		
Taylor's voice over		

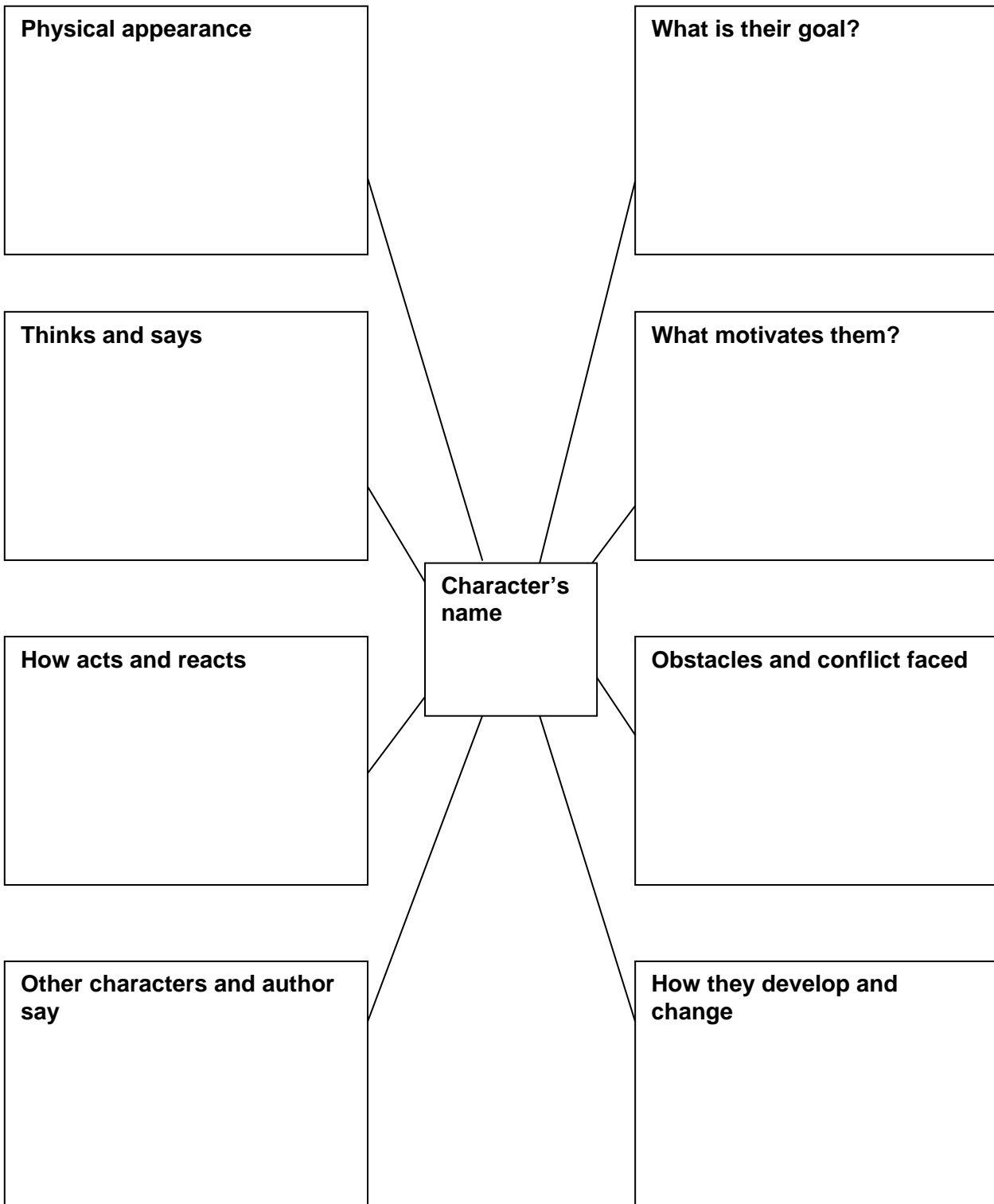
LL/M Worksheet 29: Character profile



Student name: _____

Teacher: _____ **Class:** _____

- Complete a character profile for the character Taylor, in terms of motivation, goal, obstacles and conflict.
- Each student is to also complete a character profile about you and compare this with Taylor's.



LL/M Worksheet 30: Decision making



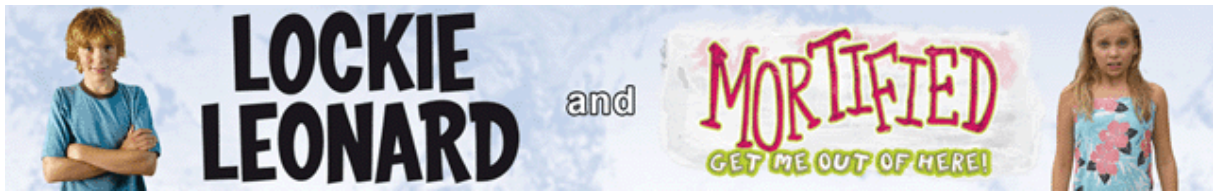
Student name: _____ **Teacher:** _____ **Class:** _____

Individually or in small groups brainstorm ideas about decision making.

- List five (5) important decisions, ranging from small to large, you have made about your social life, earning money, completing school work, among other issues.
- Estimate how much of your decision making you are permitted to do without parent intervention.
 - List the factors that influence people about making decisions.
 - Suggest possible consequences of these decisions.

Decision	% of independent decision making	Factors that influence decision making	Possible consequences

LL/M Worksheet 31: Clock's tickin' story structure



Student name: _____

Teacher: _____ **Class:** _____

Individually or as a class, view Lockie Leonard TV series, Episode 20.

1. List the story events in order by writing the numbers 1 – 10 in the boxes.

Board Riders' Association meeting.

Lockie quits Board Riders' Association.

Egg's parents ask Egg to decide where he'll live.

Egg tells Lockie that his mum is leaving.

Students sign up for *Find yourself* camp.

Lockie, Egg and Vicki make dinner on camp.

Vicki tells Lockie that she loves him.

Egg decides to stay with the Rev.

Vicki dumps Lockie.

Lockie is comforted by his mum.

LL/M Worksheet 31: Clock's tickin' story structure: Page 2

2. Complete the following table by adding the reasons why decisions were made:

Characters	Decisions made by characters	Reasons why
Lockie	<ul style="list-style-type: none"> Quit Board Riders' Association. That he is too young to know about love. 	
Boof	To be the old Boof instead of a new Boof.	
Vicki	To dump Lockie as a boyfriend.	
Egg	To stay with the Rev (his dad).	

3. You are to write a mini story using Lockie's line, '*....decisions are hard. How do you know if you are gonna make the right one or not?*'

Choose to write the mini story based on one of the following ideas about decision making:

Either

- One of your own decisions, or
- a famous historical decision, or
- a decision you have imagined.

Mini story: (guidelines) 200-300 words.

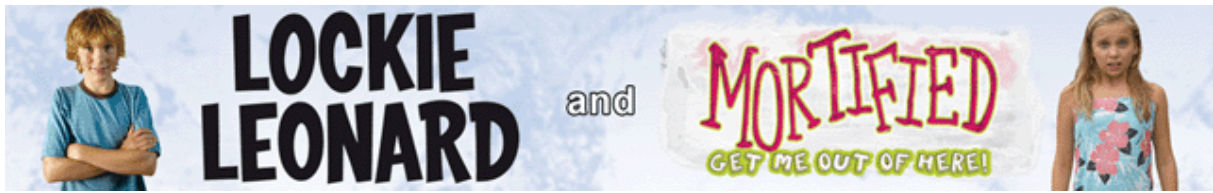
Start with a zinger first line. Try to avoid the predictable ending if you can.

- Introduce main character.
- Decision.
- Effects of decision.

Draft your ideas here:

'....decisions are hard. How do you know if you are gonna make the right one or not?'

LL/M Worksheet 32: A meeting with Egg's parents.



Student name: _____

Teacher: _____ **Class:** _____

View the Lockie Leonard clip: Egg's parents [2:34 – 4:40](#)

There are two parts to this clip:

- 1) 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.
- 2) Egg's feelings about making this decision are reflected in a game show fantasy sequence.

1. Complete the scene analysis by adding as many points as you can to the second and third columns. Quote lines of dialogue if relevant.

Scene/shot (vision)	Dialogue and sound	How it represents Egg's feelings
The show's title, <i>The Clock's Tickin'</i> .		
Joy and Sarge act as exaggerated host and hostess of the game show.		
Egg as the contestant.		
Rev and Egg's mum together.		
Close up (CU) of clock.		
Quick shots of Egg, Rev and Egg's mum.		

LL/M Worksheet 32: A meeting with Egg's parents: Page 2

2. Define these terms:

Fantasy sequence (in film making)	
Comedy genre (in film making)	
Compassion	
Respect	

3. Organise this activity with a partner. You are to role play an interview situation between an interviewer and the **Lockie Leonard** TV series director. As a pair you should discuss how and why the director has made staging decisions about the meeting between Egg and his parents.

In the role play, you 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?

LL/M Worksheet 33: Separating parents



Student name: _____

Teacher: _____ **Class:** _____

View and discuss **Mortified**, Episode 22 and **Lockie Leonard**, Episode 20.

1. In **Mortified**, Brittany lies about her parents' relationship.

Respond to the following questions:

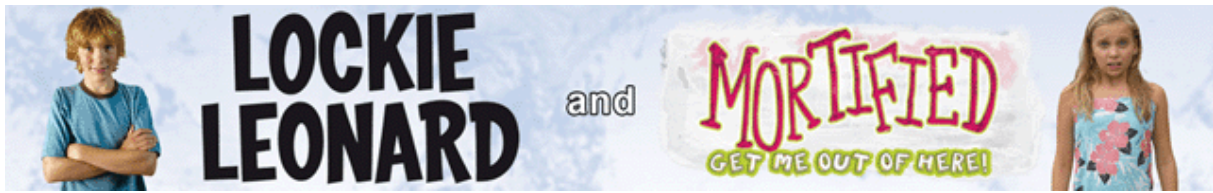
1	Why did Brittany lie about her parents' relationship?	
2	Why you think the writer has included this dialogue in the episode?	

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

Respond to the following questions:

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

LL/M Worksheet 34: Comparing parents



Student name: _____

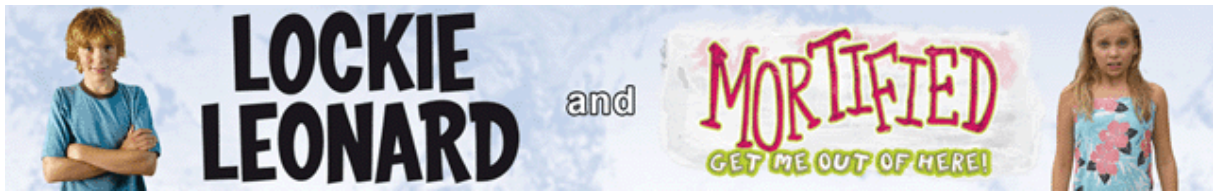
Teacher: _____ **Class:** _____

Compare and contrast the five sets of parents in both *Mortified* and *Lockie Leonard*. You should individually complete the table below.

Complete this worksheet by listing as many good and bad points about each set of parents that you can.

Parents	Good points	Bad points
Brittany's parents		
Taylor's parents		
Lockie's parents		
Egg's parents		
Vicki's parents		

LL/M Worksheet 35: Ideal parents wish list



Student name: _____

Teacher: _____ **Class:** _____

List 5 – 10 points that describe your ideal parents and present it to the class.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	