

## Belonging

<b>Program:</b>	Mortified
<b>Year Level:</b>	Year 4 to Year 8
<b>Curriculum Study Areas:</b>	English; The Arts; Humanities and Social Sciences; Health and Physical Education (Personal Development)
<b>Themes/Topics:</b>	Adolescence; Families; Self and Relationships; Genre; Change; Growth and Development; Narrative Structure; Film Language; Humour and Satire; Stereotypes; Bullying
<b>Description:</b>	This sequence of learning experiences draws upon <i>Mortified</i> , Episode 5 to explore what it means to feel mortified, self-acceptance, belonging and relationships.
<b>Resources:</b>	Episode 5: The Chosen One Worksheet 2: Story Ladder

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### Lesson plan:

#### 2.1 Mortified and Other Feelings

Discuss the title of this episode *The Chosen One*. Encourage students to make predictions based on the title about events that might occur in **Episode 5**. Add more ideas after listening to the description of the episode (from above). Record students' ideas on butcher paper.

View *Mortified* Episode 5.

As a class, discuss the key events that occur during Episode 5. Discuss the meaning of the word 'karma'. Consult several print and online resources to develop a list of definitions and similes.

Have pairs of students use the Worksheet 2: Story Ladder to record key events that occur during this episode and then share their outcomes with the class.

View the opening sequence of Episode 5 again.

#### Clip 4: Episode 5, *Expressing Feelings*

As a class, identify and list all the feelings you think Taylor experiences during this sequence.

Have each student draw cartoon faces for each of the listed feelings.

As a class, examine all the different ways in which students have visually represented these feelings. Discuss the ways in which we understand how these images communicate meaning, identifying similarities and themes. Are they mostly similar responses? Discuss why or why not.

Discuss the use of symbols and colour to communicate feelings. Can shapes make you feel happy or sad? Have students work in pairs to create a shape to represent each of the feelings they have listed above.

Have students share their choices. Compare results and discuss with the class.

As a class, look now at how colour communicates feelings and meaning. Repeat the task above, this time ask students to choose a colour to represent each of the feelings. Pairs present their work to the class. Compare and discuss the similarities and differences in the choices made.

Discuss the scene in **Episode 5** where Taylor, Layla and Glenda are screaming in the car-wash and are seen and heard by her teacher and school friends. How is Taylor 'mortified' by this? Have students work in pairs to create a symbol combining colour and shape to represent Taylor's feeling of being 'mortified'.

Encourage students to write one or more journal entries describing occasions when they have felt 'mortified'. Suggest that students include the symbol developed with their partner that captures Taylor's feeling of being mortified or have them create their own unique symbol for feeling mortified.

Have some willing students share journal entries and symbols with the class.

## **2.2 My Place in the World**

In one of the scenes at school Brittany reads aloud her account of what she thinks she will be doing in 20 years' time. Given what students know about Brittany's personality, have students explain which of her ideas are predictable and which are surprising.

When Leon is asked what he will be doing in 20 years' time, he says he will be crash testing Formula 1 cars. His back-up plan is concreting with Uncle Nick. Hector thinks he will be saving endangered species and will be married to a local girl. No one seems surprised by the responses of these two students. Ask students to retell Taylor's response and then ask the class to discuss why people seem surprised by her response.

Have each student use their journals to write an account describing ways in which the world may be the same or different in 20 years' time and predicting what they might be doing in 20 years. Ask each student to create a slide show or other digital presentation to present a look at themselves in the future.

Share and discuss presentations, encouraging students to listen and look carefully and to be supportive of the ideas of other students.

As a class, list the key messages suggested by the monk's visit to Taylor's classroom.

Ask students to work in pairs and to write a poem about the monk's messages. You might use this opportunity to teach students about cin'quain (a stanza of poetry that consists of five lines ) or haiku (a form of Japanese poetry with 17 syllables in three unrhymed lines of five, seven, and five syllables, often describing nature or a season) poetry.

As a class, discuss the significance of the visit by the monk to Taylor's classroom. Taylor is particularly interested in the monk's messages. Discuss:

- What messages does Taylor seem most interested in?
- In what ways does Taylor think she might be special?
- What are some of the things that happen after the monk's visit that reinforce Taylor's idea that she might be special?
- What sort of person does Taylor think she wants to be? What plans does she make to meet these goals? In what ways are her goals realistic or unrealistic?

Have students, individually, consider how they would respond to this question of how they view their own place in the world and write a journal entry describing their ideas.

Assist them to create a collage using magazine pictures to represent their ideas visually.

## 2.3 Big Sister - Big Problem!

### Clip 5: Episode 5, *Pay Back*

Discuss the role of Taylor's sister, Layla in this series and in this episode in particular. Place students in pairs to work together to write a paragraph describing Taylor's relationship with her sister.

Look at the way Taylor's imagination represents Layla in the opening credits.



Have students individually create a new credit sequence still representing their view of Layla, using images, symbols and words. Encourage them to consider a broad range of character traits including physical appearance, personality, behaviour, and not just the bad aspects.

Ask students to explain why Layla takes down the signs about Taylor's garage sale. Encourage students to describe the feelings they might have if a sister or other family member did this to them.

Ask each student to write a journal entry describing ways their relationships with family members are similar to and different from Taylor's relationships with family members.

## **2.4 Karma**

As a class, discuss the meaning of the word 'karma' and its origins. Consult several print and online resources to develop a list of definitions and similes. Have students research the origins of 'karma' in Eastern religions, and Buddha, and present their findings in their journals.

Have students view the final scene where Layla wakes Taylor and Hector and tells Taylor it is 'payback time' as she has lost the bet about being able to be a hermit. Have them take particular note of the ways in which the camera shots, music and the editing work together to bring this story to a close, including Layla's comeuppance.

### **Clip 5: Episode 5, *Pay Back***

For example:

- The camera shot of the Buddha when Taylor comes out of the tent
- The music during Hector's pep talk to Taylor
- The editing in the set up for Layla's accident
- The last camera shot of the Buddha.

As a class, discuss:

- What does Taylor learn about herself as she sits chatting with Hector?
- Do you agree that life is like a pizza? Why/why not?
- What does Taylor learn about her sister and about life in this story?
- Is it 'karma' that Layla ends up with a broken arm and Taylor gets to be the bridesmaid at the wedding?
- Do you think Layla got what she deserved? Why or why not?
- Do you believe in 'karma'? Why or why not?

Make a class list of sayings that relate to the idea of 'karma', such as:

- What goes around comes around!
- Just desserts!
- What's good for the goose is good for the gander
- It all comes out in the wash
- A taste of your own medicine.

Have students work in small groups to view Episode 5 again. Have each group provide specific examples of characters who are 'mortified' in this episode. Ask them to also pay particular attention to Taylor's feelings and to compare them with feelings evident during



Episode 1. Some students may find it helpful to view Episode 1 again before beginning these tasks.

As a class, discuss the ways Taylor has changed since Episode 1.

Encourage students to write a journal entry giving themselves a pep talk about life. 'Life is like a .... because...'