



Change

Program:	Mortified
Year Level:	Year 4 to Year 8
Curriculum Study Areas:	English; The Arts; Humanities and Social Sciences; Health and Physical Education (Personal Development)
Themes/Topics:	Adolescence; Families; Self and Relationships; Genre; Change; Growth and Development; Narrative Structure; Film Language; Humour and Satire; Stereotypes
Description:	This sequence of learning experiences draws upon <i>Mortified</i> , Episodes 6, 12 and 13 to explore aspects of change, including coping with the transition from being a child to a pre-teen, the transition to secondary school, and with changes in friendships.
Resources:	Episode 6: The Talk Episode 12: Being Me Episode 13: Leaving Primary Worksheet 3: Growing Up Worksheet 4 : Mortified Storyboard Worksheet 5 : Leaving Primary School

Lesson plan:

4.1 Tween-agers

Discuss with the class what the title of *Mortified*, **Episode 6, The Talk**, might be about and then view the episode.

In small groups, have students reflect on this episode and identify the main issues that Taylor has to cope with. For example, embarrassing parents, a sneering, treacherous sister, a crush.

Much of this episode is about Taylor being on the brink of adolescence. Discuss the meaning of the term adolescence and have students consult several print and online resources to develop a list of definitions. Focus attention on the process of growth and highlight that it involves physical, emotional and intellectual change.

As a class, brainstorm some of the significant physical, emotional and intellectual growth stages in their lives from birth to now, for example, sitting up, crawling, walking, first words, first friend, starting kinder, starting school, learning to read, riding a bike, swimming, leaving primary school.

Have students create a memory book or life map highlighting 5 -10 of their main achievements to date in celebration of their growth.

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Discuss the positive and negative aspects of growing up. Have students work in small groups to complete the Worksheet 3: Growing Up to chart the positives and negatives. Share and discuss similarities and differences in what groups have identified. Discuss why adolescence seems to be a more challenging growth stage than any other stage the students have encountered so far.

View the scene again where Taylor's mother tells her: 'Must be the hormones, it's all part of growing up.'

Clip 8: Episode 6: Hormones

As a class, discuss:

1. What do people mean when they talk about hormones and adolescence?
2. What types of behaviours do adults generally attribute to pre-teens and to teenagers?
3. What are the positives of adolescence?
4. What are the negatives?
5. What are the concerns of pre-teens and teenagers?
6. When does adolescence begin and end?
7. What sorts of things do parents start worrying about at this time?

Assist students working in small groups to create a video, print or web advertisement promoting the positive features of being a 'tween-ager' or young adolescent. The target market can be parents, other 'tween-agers', or younger children looking forward to growing up.

As a class, discuss the ways in which Taylor uses her amazing imagination to deal with situations when she feels embarrassed or is under pressure, for example animals begin talking, Egyptian mummies come to life and she takes advice from St. Joan of Arc. Note that every time this happens to Taylor, the fantasy is directly related to her current problem. For example, view the scene in this episode where the babies start talking and discuss this as a class.

Clip 9: Episode 6, *Baby Fantasy*

As a class, discuss:

1. Why does Taylor have these fantasies? What is their purpose?
2. Why does Taylor suddenly see talking babies everywhere?
3. What are the babies asking? Why does this worry her so much?
4. What it is that makes this baby scene so funny?



Individually, have students write a short fictional story about an imagined, most embarrassing moment. (Ensure that everyone understands that this is a fictional exercise so they can be as creative as they like.) Their task now is to create a fantasy escape moment, like Taylor has, to help them 'deal' with this situation. Use the six-frame Worksheet 4: Mortified Storyboard to plan out this scene.

Clip 9: Episode 6, *Baby Fantasy*

Screen the scene where Taylor overhears her parents discussing whether she is old enough for the 'talk'.

4.2 The 'Talk'

Clip 10: Episode 6, *The Talk*

As a class, discuss:

1. What does Taylor think they are talking about? What is the 'talk'?
2. Why do you think her parents are arguing over who gets to do it?
3. Why does Taylor's dad say that it should be a woman to girl thing? What is it that has made her parents think there is a need for the 'talk'?

Point out to students that this scene is significant because of the way it helps set up the funny resolution of the episode. Discuss the way the filmmakers have created the ending. (Part of the joke of it is that 'The talk' turns out to be not what Taylor was expecting, but when she is relaxed and doing the dishes suddenly her mother asks Taylor the dreaded question she has been avoiding.)

Screen the clip above again if necessary and have students work in pairs to identify any clues in this clip that make sense in the final scene when Taylor finally discovers that 'The Talk' is supposedly about her doing chores around the house.

Screen the final scene again and compare observations.

Clip 11: Episode 6, *Washing Up*

4.3 Relationships – How Can You Tell if Someone Likes You?

Ask students to identify the two strong relationship story threads in this episode, namely, Taylor's crush on Joel and Hector's loyal unrequited love for Taylor which is a strong thread throughout the series.

Discuss how this episode begins with Taylor developing a crush on Joel, and when her mother notices this, her parents deciding to have the 'talk' with her. What is a 'crush'? When do you think people begin having 'crushes'? Is it part of growing up? How does *Mortified* use humour to develop the topic of 'boys' and 'crushes'? What examples can you remember from the episode? For example, in the opening scene, Taylor asks 'What is the big deal about boys?' She really doesn't understand why girls get gooey over a boy until... she spots Joel and goes instantly gooey!



Screen the following clip and have students work independently or in pairs to make notes about how the romantic feel for the scene has been created using music, camera shots, editing and special effects. Share observations and discuss the film techniques used. Re-screen the clip if required.

Clip 12: Episode 6, *Crushes*

Have students view again the following scene with Hector on the beach. In small groups, students discuss how there are two levels of meaning operating in this scene.

Clip 13: Episode 6, *Being Friends*

1. What is Hector saying? (List all the things Hector says that should tell someone that a person 'likes' them, such as - hang around, be nice to her, walk her to school, see her on weekends, after school, on the beach).
2. What does Hector really mean?
3. What does Taylor think is happening?
4. Why doesn't Taylor understand what Hector means?

4.4 Marking Change

If available, view *Mortified Episode 13, Leaving Primary* (A DVD of the 26 episode series is available for purchase from the [ACTF online shop](#).)

This episode focuses on reminiscing about time at primary school and that the friends will all soon be going their separate ways to new secondary schools. It is a time for change and change is not always easy to cope with.

Discuss the story, focusing on the aspects of change. Encourage students to revisit their [Worksheet 5: Leaving Primary School](#) and add more information or make changes, as required. Share and discuss these charts with the class. For future reference, create a class chart of all the main ideas.

Assist students to create a guide giving advice to others about one of the following topics. (This could be done as a poster, a webpage, a documentary or a pamphlet.)

1. Dealing with change.
2. Making new friends.
3. Coping with peer group pressure.
4. Moving on to secondary school.
5. Making the transition from child to a teenager.
6. Handling relationships with friends.
7. Dealing with embarrassing situations.
8. Developing and feeling comfortable with your own identity

Clip 14: Episode 13, *Memories*

As a class, discuss what are some events and memories that the students will remember/ do remember from primary school. Ask students to consider this question: What would you want to remember about your primary school years? What things assist us to remember these times? (School magazines/bulletins, reunions etc.)



Students, independently, complete the [Worksheet 5: Leaving Primary School](#) where they record, list and sort the things that they think will change for them when they leave primary school and go on to secondary school. List the positives and negatives of these changes and if they are unsure that these will occur.

Clip 15: Episode 13, *Final Day*

Discuss the ways in which Taylor's class celebrates their final day at school and how they recall their primary school days.

Plan a whole class project that will culminate in a personal memento of primary school days for everyone in the class. Assist the students to make an individual digital story, PowerPoint story or *Kahootz* Xpression using photographs, music and an oral or written narration about their life at primary school. Remind them of Taylor's teacher's advice to Taylor about her speech – 'Speak from the heart!'

4.5 The Best Thing we have Gained Here is Friends

Clip 16: Episode 13, *Things That We Value*

This episode concludes with Taylor realising the importance of friendship. Have students work in small groups to write a recipe for friendship, listing the ingredients required and the method for making friends. Publish these friendship recipes in a class recipe book as a final memento.