

**Bogan: An uncouth or unsophisticated person regarded as being of low social status. –
Oxford Dictionary**

Rationale: These resources have been developed to support teachers and students in Years 11 and 12 General English. They have been developed for students to guide themselves through the learning without needing face-to-face contact with a teacher. However, they can also be used by teachers to create online learning programs.

It is encouraged that students who get stuck guiding themselves through these resources use the internet to support their learning. These websites can be useful:

- <https://education.abc.net.au>
- <https://englishmindariesc.weebly.com/visual-language.html>
- <https://www.scsa.wa.edu.au/>

Students will need access to Netflix or a copy of season 1 of *Upper Middle Bogan*.

Curriculum Links:

Year 11 General – Unit 1	Year 12 General – Unit 3
<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> • Predicting meaning by interpreting text structures, language features and aural and visual cues • Relating texts to personal life and other texts. 	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> • Distinguishing different perspectives about the main ideas in texts • Understanding the ways attitudes and values are presented • Explaining shifts in tone and perspectives and identifying the effect of language choices on an audience.
<p>Consider the ways in which texts communicate ideas, attitudes and values, including:</p> <ul style="list-style-type: none"> • The ways text structures and written and visual language features are used to communicate information and influence audiences • How written and visual language features shape audience response • The use of narrative techniques, for example, characterisation and narrative point of view. 	<p>Consider how different perspectives and values are presented in texts, including:</p> <ul style="list-style-type: none"> • The relationship between context, purpose and audience in literary, everyday and workplace texts • The use of narrative techniques, for example, characterisation and narrative point of view.
<p>Create a range of texts by:</p> <ul style="list-style-type: none"> • Developing appropriate vocabulary and sentence structures and using accurate spelling, punctuation and grammar 	<p>Create a range of texts by:</p> <ul style="list-style-type: none"> • Using appropriate vocabulary, spelling and sentence structures • Selecting text structures, language features, and visual techniques to

<ul style="list-style-type: none"> Using text structures and language features to communicate ideas and information in a range of media and digital technologies Using strategies for planning, recording sources of information and proofreading. 	<p>communicate and present ideas and information for different contexts and purposes</p> <ul style="list-style-type: none"> Using strategies for planning, drafting, revising, editing and proofreading, and appropriate referencing.
<p>Year 11 General – Unit 2</p>	<p>Year 12 General – Unit 4</p>
<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> Making inferences from content, text structures and language features Summarising ideas and information presented in texts. 	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> Analysing issues and ideas in texts and explaining perspectives and implications Explaining how texts use language to appeal to the beliefs, attitudes and values of an audience
<p>Consider the ways in which context, purpose and audience influence meaning, including:</p> <ul style="list-style-type: none"> The ways in which main ideas, values and supporting details are presented in social, community and workplace texts The use of language features, such as tone, register and style to influence responses. 	<p>Consider how attitudes and assumptions are presented in texts, including:</p> <ul style="list-style-type: none"> Community, local or global issues in literary, everyday and workplace texts.
<p>Create a range of texts:</p> <ul style="list-style-type: none"> Using appropriate vocabulary, sentence structures, accurate spelling, punctuation and grammar Using persuasive, visual and literary techniques to engage audiences in a range of modes and media Selecting text structures, including introductions and conclusions, paragraphs, topic sentences, connectives, and logical sequencing of ideas and events to communicate ideas in written texts. 	<p>Create a range of texts:</p> <ul style="list-style-type: none"> Using appropriate vocabulary, spelling and sentence structures Integrating text structures, language features and visual techniques to engage and persuade audiences, for example, creating a multimedia advertising campaign, presenting a slideshow presentation, writing and illustrating a picture book and recording a radio talkback program Using editing processes and appropriate referencing.

Learning Sequence:

Create a brainstorm of what you consider 'bogan'.

Watch the trailer for the TV show and write what you think it's about.

You have two options here: Watch the first five episodes in one go and then answer the questions or watch one episode at a time and answer the questions.

You need to write a brief summary (2 – 3 sentences) of each episode.

Watch episode one and answer the following questions in your notebook:

1. Circle everything in your brainstorm that appeared in the episode.
2. Copy the table below in your notebook and fill in each box for the Wheeler and Denyar/Bright families. You should focus on at least two characters from each family.

	Wheeler	Denyar/Bright
Costumes (what do they wear?)		
Jobs/school (what do they do?)		
House (what does it look like?)		
Language (how do they speak?)		

3. What are the main differences between the Wheeler and Denyar/Bright families? Use the table above to find evidence of how they are different.
4. What connections are there between the two families? Think about the similar characters on each side.
5. What are your initial impressions of the following characters:
 - a. Bess Denyar
 - b. Danny Bright
 - c. Margaret Denyar
 - d. Edwina and Oscar Bright
 - e. Wayne Wheeler
 - f. Julie Wheeler
 - g. Amber Wheeler
 - h. Kayne Wheeler
 - i. Brianna Wheeler

Watch episode two and answer the following questions:

1. Why would Edwina think it's embarrassing to be related to the Wheelers but Oscar thinks it's cool? What does that say about the two characters? Who would you be more embarrassed to be related to: The Wheelers or the Denyar/Brights? Why?
2. Attitudes are "an outlook or specific feeling about something." Attitudes can be "expressed by what we say, do or wear." (SCSA, 2020). Words that can be used to describe an attitude

include: sceptic, pessimistic, optimistic, encouraging, critical, disappointed, superficial, scornful, passionate, judgemental, sincere etc. When writing about attitudes, try to avoid saying it's 'positive' or 'negative' as these aren't descriptive enough.

The characters in *Upper Middle Bogan* both care and don't care what people think of them. For the following characters, write what their attitude is towards other people's opinion of them:

Bess:

Amber:

Margaret:

Julie:

Edwina:

Danny:

Watch episode three and answer the following questions:

1. Why would Bess lie to her mother that she has to work? What is she avoiding?
2. Why is Margaret against Bess spending time with the Wheelers? What does that say about Margaret's attitude towards the Wheelers?
3. Bess is trying to fit in every way she can with the Wheelers. Why do you think it's so hard for her? What might that say about her upbringing and how it has been different to the Wheelers'? What is Bess' attitude towards 'bogans' and where do you think that comes from?
4. Bess makes a drunk speech about education and happiness during Oscar's parent-teacher-interview. What do you think the creators of the show are trying to say about education and happiness? Do you think they are linked? Why/why not? Is this the same as what they are saying in the show?

Watch episode four and answer the following questions:

1. The TV show uses juxtaposition ("a literary technique in which two or more ideas, places, characters, and their actions are placed side by side ... for the purpose of developing comparisons and contrasts" – literarydevices.net) between what the characters say and do, particularly the Denyar/Bright family. What effect does this have on the audience? Why would the Denyar/Bright characters say one thing but the camera show something else?
2. Why do you think Margaret was so protective of Bess? Is there a correlation between her protectiveness and Bess being adopted?
3. The photo Julie gives Bess represents more than just them wanting Bess to have gone on the holiday with them. What do you think it represents?

Watch episode five and answer the following questions:

1. Margaret is very judgemental and often compares her family to others. What does this say about her? Why do you think she does this?
2. What comparison do the girls at Edwina's school make between the Wheelers and bogans?
3. Danny is worried the Wheelers are influencing Edwina to have underage sex. What is the connection being made between bogans and having sex young?
4. Why does Edwina say Danny is "no better than them"? Who is she referring to and what does she mean?

- When Edwina conducts the choir to sing The Angels “Am I Ever Going to See Your Face Again”, what does this moment represent as the private school choir and a ‘bogan’ song come together?

Values Analysis

Values are defined in the Oxford Dictionary as “a person’s principles or standards or behaviour; one’s judgement of what is important in life.” Examples of principles we might value include:

- Friendship
- Family
- Education
- Independence
- Peace
- Freedom
- Compassion
- Fairness
- Knowledge
- Justice
- Status

Generally, we can identify values by interrogating the construction of a text, so in this instance, we would analyse the characters, setting, dialogue, visual language and plot. Think about the following questions as a guide to help you understand the values in *Upper Middle Bogan*.

1. What characters are being criticised and how are they being criticised? Are we positioned to agree with this criticism or reject it?
2. Do you feel sorry for any of the characters? Who and why?
3. How are the members of each group (bogans and snobs) represented? Is one group represented in a more positive light? Which one and why? Are any characters stereotyped? What purpose does this stereotyping serve?
4. What characters do we laugh at and what characters do we laugh with? What is the difference? What values to the characters represent and as a result, what values do we agree with?

Fill in the below table to identify the values of the show. Fill in the characterisation (speech, costume, action towards themselves/others). The first one has been completed for you as an example:

Character	Speech (words, tone, pitch etc.), Action (what do they do?), Appearance (how do they look?)	Values
Bess Denyar	Bess has a high-pitched voice and speaks very fast to represent she is nervous and anxious a lot of the time. It also represents her strained relationship with her birth parents (Julie and Wayne) and her mother Margaret, as Bess comes to terms with her past. Bess wears nice,	Family – Bess values family because she spends all her spare time with them and works hard get Margaret, Julie and Wayne to get along. She also values Danny’s (her

	<p>expensive clothes to represent she has a high paying job (she's a doctor) and that she comes from a high socio-economic background (she has money).</p> <p>Bess is constantly thinking that she has a disease ("I have Lupus", "My Cushing's disease is flaring up"). This represents that she is anxious about her health and it suggests she struggles with her own mental health as she wants a physical problem to be wrong with her so she can focus on that instead of her mental health. Bess tries hard to make Julie and Margaret like each other because it's important for her to connect her two families.</p>	<p>husband) input and listens to him.</p> <p>Education - Bess values education which is obvious when she is drunk at her son's parent-teacher-interview and says he can't leave after Year 10 because he should go to university.</p>
Danny Bright		
Julie Wheeler		
Wayne Wheeler		
Margaret Daynar		
Edwina Bright		
Amber Wheeler		

Assessments:

Year 11 General English:

1. Create an advertisement selling the appeal of being a bogan. Your advertisement should show consideration of:
 - a. Context (are you selling to Australians or international customers?), audience (what age, demographic, class, gender etc. are you targeting?), purpose (why would it be great to be a bogan?)
 - b. Visual language you will use (will you create a physical poster, or will it be digital? What images will you use? What fonts, colours and headlines will you use? How will you arrange the words/phrases and images on the advertisement?)
 - c. Words and phrases (what catch phrase or slogan can you come up with? How will your words encourage your audience to see the benefits of being a bogan? How will you target the values of your audience to get them to agree with you?)
 - d. Focus on the images you are using to represent bogans and how these can be manipulated to encourage people to become a bogan.
2. Write at least two paragraphs answering each of the following questions. You should use evidence from the TV show to support your answer:

- a. **Question 1:** Choose one of the characters in the show. How do you respond to this character?

Your answer should demonstrate consideration for the following:

- i. What is the name of your character and what are his/her traits? (what do they look like/sound like/who do they interact most with?)
- ii. Do you like/dislike the character? Why?
- iii. What does this character value? Does that align with your personal values? Why/why not?

- b. **Question 2:** What family would you like to be part of and why?

Your answer should demonstrate consideration of the following:

- i. What does the family value? Does that align with your personal values?
- ii. What characters are in the family that you like?
- iii. Why do you think you would fit in best with that family?

Year 12 General English:

1. Create an advertisement selling the appeal of being a bogan by focusing on presenting bogans from a positive perspective. Your advertisement should show consideration of:
 - a. Context (are you selling to Australians or international customers?), audience (what age, demographic, class, gender etc. are you targeting?), purpose (why would it be great to be a bogan?)
 - b. Visual language you will use (will you create a physical poster, or will it be digital? What images will you use? What fonts, colours and headlines will you use?)
 - c. Words and phrases (what catch phrase or slogan can you come up with? How will your words encourage your audience of the benefits of being a bogan? How will you target the values of your audience to get them to agree with you?)
 - d. Focus on how to present the bogan perspective from a positive light. What words/images/colours will you use to represent this perspective?
2. Write two paragraphs answering the following questions. Use evidence from the TV show to support your answers:
 - a. **Question 1:** What assumptions are made in *Upper Middle Bogan* about Australian culture?

Your response should show consideration of these questions:

 - i. Could someone who hasn't been to Australia or knows much about Australian culture understand the TV show? Why/why not?
 - ii. What does it mean to be Australian? How do Australians identify themselves in their culture?
 - b. **Question 2:** What type of humour do Australians have and are they good at laughing at themselves?

Your response should show consideration of these questions:

 - i. Do Australians have a particular type of humour compared to the rest of the world? If so, what is it?
 - ii. How does the show use this humour to poke fun at Australian culture, particularly bogans?