

Media Studies 4 - 12

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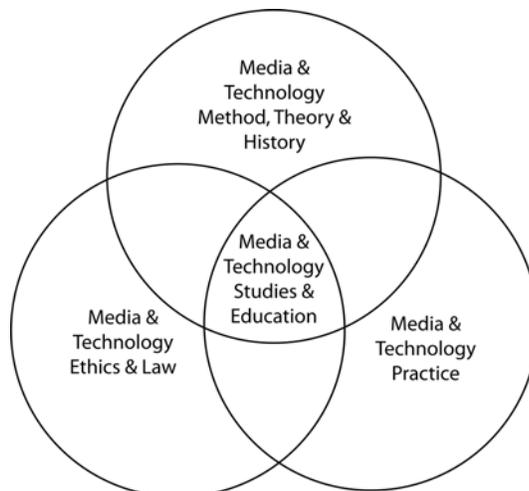
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Preface & Acknowledgements

For the past eight years, each section of EDCP 481 at the University of British Columbia has co-authored a collection of Media Studies Guides. This year's text represents the work of a group of 16 teacher candidates enrolled in this Media Studies course in the summer of 2018. The course was designed and taught by Dr. Stephen Petrina. The group is challenged to write a Media Studies Guide that appeals to grades 4-12 students and provides teachers with an interesting resource for use in the classroom. This and previous texts can readily be adopted and integrated into any number of subjects or adopted as textbooks for Media Studies or Media Education courses in elementary, middle, or high school. The teacher education candidates tend to create guides addressing current, recent, and popular movies or Netflix and TV series. This year's co-authors introduce a range of novel activities and lessons for the students and teachers.

We acknowledge the support of family and friends and the various cultural agents and artists whose images or texts were incorporated into the sections of the book.

We hope you are inspired by insights within each section and encourage you to continue learning about media and technology ethics, law, history, methods, practice, and theory.





Disney

BIG HERO 6

MEDIA STUDY GUIDE

Rated: PG

Run Time: 102 minutes

Director: Don Hall, Chris Williams

Production: Walt Disney Animation Studios, Walt Disney Pictures

Release date: October 23, 2014 (Tokyo), November 7, 2014 (USA)

Starring:

Hiro Hamada (Ryan Potter)

Scott Adsit (Baymax)

Jamie Chung (GoGo Tomago)

Genesis Rodriguez (Honey Lemon)

TJ Miller (Fred)

Winner of Academy Award for Best Animated Feature
Winner of Kids' Choice Award for Favourite Animated Movie
Nominated for Golden Globe Award for Best Animated Feature Film
Nominated for BAFTA Award for Best Animated Film



By: Anh, Kevin and Viki

INTRODUCTION

This media guide is intended to be used by teachers to introduce media and film literacies to their students. Through discussion based and interactive activities, students will be able to make meaningful connections with the media to their lives. This media guide could also be used by both teachers and students to explore the interconnectedness between media and film literacies and other subjects and disciplines within the school. Students will learn better when materials are incorporated into other subject matters meaningfully. The purpose of the media study guide is to also expose both teachers and students to various powerful themes that are prevalent in movies and society today. Students will be challenged to think critically as they answer discussion questions and participate in various activities related to the movie and media/film literacies.

SYNOPSIS

"The only limitation is your imagination." - Hiro

Hiro Hamada, the protagonist in the movie, is introduced into the world of scientific technologies and inventions by his robotics-prodigy brother, Tadashi - who created a personal care companion named Baymax. When Hiro loses Tadashi in a fire caused by an evil-masked man, he loses all sense of purpose in his life and Baymax becomes his closest companion. With the help from his companion, along with his late brother's good friends Fred, Wasabi, GoGo Tomago & Honey Lemon, Hiro turns the team into high-tech superheroes with different powers and sets out to revenge for his brother and save the city.



LEARNING OUTCOMES

Students will be able to:

- Explain how the themes in the movie relate to their daily lives
- Make meaningful connections to media via character analysis
- Recognize the positive and negative influences of popular media
- Critically analyze, and critique popular media

BIG IDEAS

This media study guide is designed for Secondary School students in grades 8-10. It includes group discussions and various interactive activities for subjects including Media Studies or Technology Education, English, Social Studies and Physical and Health Education.

Big Hero 6 uses media arts to tell a story about friendship, family, grief, reunion, and the power of resilience. This connects with the Big Idea from Arts, which states that "Traditions, perspectives, world views, and stories can be shared through media arts" (BC's New Curriculum, 2018). The film also resonates with the Physical and Health Education curriculum, which states that "Healthy relationships can help us lead rewarding and fulfilling lives" (BC's New Curriculum, 2018). This is evident throughout the film; without the help and unconditional support from Baymax and the four heroes, Hiro would not have been able to emotionally cope with his brother's death and build resilience.



"Look for a new angle." - Hiro

THEMES

GRIEF/LOSS

One of the film's underlying themes is the idea of grief or loss of a loved one, and how to cope with their death. The theme is apparent in Big Hero 6 when Hiro loses Tadashi in an unexpected fire - his last immediate family member; leaving him with his aunt, Cass. After the death of his brother, he succumbs to a state of depression, and does not leave his room. Despite Aunt Cass' continuous support, love, and urge for him to go to Nerd School and see his friends again, he refuses. This truly depicts the reality for many people who have lost their loved ones, and are struggling to cope with the aftermath of it all. Luckily, Hiro befriends Baymax, who helps him heal in the process. In the film, the message of "our loved ones are gone, but never forgotten" is clear.

"Hiro, I will always be with you." - Baymax

FAMILY/FRIENDSHIPS

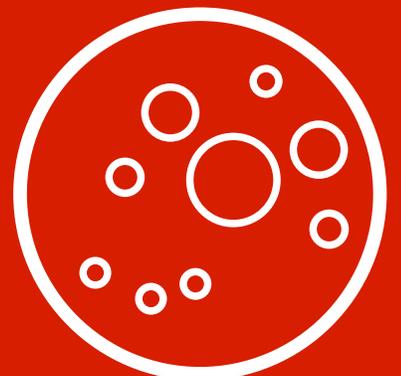
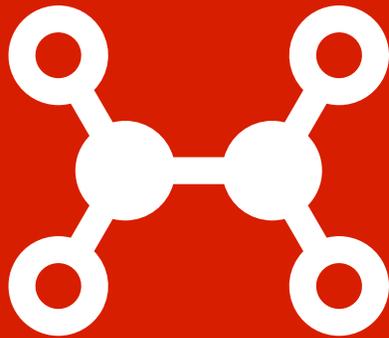
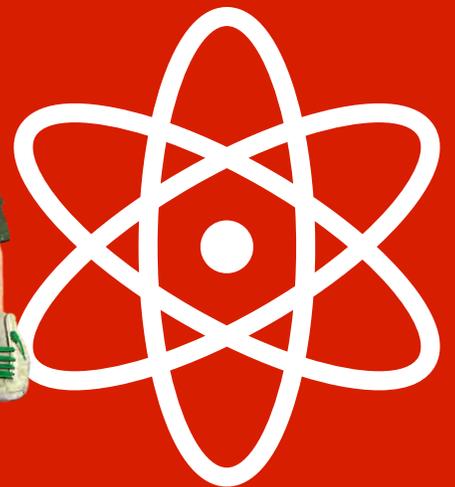


The film boldly symbolizes the themes of friendship and family. Following the tragic loss of his brother, Hiro is emotionally and mentally devastated. Fortunately, with the help of his personal care companion, and his 4 other friends Fred, Wasabi, GoGo Tomago & Honey Lemon, Hiro's emotional health and well-being increases and he is able to recover from the loss. When there is a loss of a loved one, it is recommended that people who suffer from it seek help and support from those around them. The idea is that everything could be overcome when there is a great support system of people going through the same situations. The message of "friendships and family heal the soul" resonates strongly in the film.

THEMES

DIVERSITY

Hero 6 highlights diversity. All 6 heroes come from different backgrounds, identities, and ethnicities, as well as possessing different powers and capabilities. Each character in the film has a special power that is seen as equal and just as unique as one another. What makes diversity more powerful is the fact that they are different but share something in common - their love for science. For example, one is an adrenaline junkie, and the other likes chemistry. When all their talents come together, the group has all their bases covered, and work very well together.



SUBTLE MESSAGES & IMAGERY

Controversy in Korea - Rising Sun Japanese Flag

Big Hero 6 has caused some controversy for featuring the Japanese Rising Sun Flag in many of the scenes. South Korea finds this just as offensive as the Swastika because they view the flag as a symbol of Japanese imperialism during the 20th century. Disney has since responded and said it was not their intention, and has taken out all Japanese references in the movie (specifically for the movie's release in South Korea) - including changing the names of characters and drawings.



Low Battery Baymax

In the scene where Hiro and Baymax sneak back into Hiro's house, Baymax's 'low battery' mode resembles that of an intoxicated person. He exhibits similar acts and characteristics as someone who may have had too much to drink and is stumbling home from a long night out.

This is an implicit message that could be easily picked up by teenagers and adults. Disney is known to subtly sneak in messages that are often caught on by those that could relate to the characters and/or situations.



QUESTIONS



BEFORE FILM

- Have you watched previous Disney Animated movies? What do you like or dislike about them?
- Looking just at the release poster, what do you think the movie will be about?
- Watch the Official Trailer: <https://www.youtube.com/watch?v=z3biFxZIJOO>
 - What are some of your impressions after watching the trailer?
 - What do you like or dislike about it?
 - Does the trailer make you want to watch the movie?
 - What about the trailer makes you want to watch it, or not watch it?

AFTER FILM

- Was the movie what you expected [based on the trailer]?
- Overall, did you like/dislike the movie? Explain.
- Did any characters stand out to you? Why?
- Were there any messages you took away from the movie?
 - Did anyone notice any controversial or subtle messages in the film?
- What themes were apparent in the movie? What theme stood out for you?
- Given the information on the controversy of the Japanese Rising Sun Flag that upset South Korea, did you notice the flag in the film? Do you think South Korea's reaction to the film's display of the flag is justifiable? Explain.
- This movie is said to be precisely the kind of family film that will charm little kids and teens; what about the film do you think attracts adults as well? How can adults relate to this movie?
- How would you describe Baymax and Hiro's relationship?
- Can you think of other themes that we have not put on the study guide?
- One of the themes in the movie is about coping with grief and loss; this scene may be sensitive to people (especially kids) who have lost a loved one. How would you deal with this sensitive subject if you were a teacher?

QUESTIONS



AFTER FILM +

- Why do you think Disney included characters of different backgrounds, abilities, and race?
- Why was Hiro so upset with Baymax when Baymax asked him "is this what Tadashi would have wanted?"
- We see two instances of 'revenge' in the movie, do you think revenge is an important underpinning in the film? Why or why not?
- How important is it for you to have a personal care companion in your life? (Similar to that of Baymax and Hiro)
- Professor Callaghan turns out to be the culprit of the film despite being originally portrayed as a good character, what do you think is the meaning behind this?
- The enemy is referred to as the evil man in the mask, do you think the mask symbolizes anything? What does the mask look like to you?
- In one of the scenes, Baymax says "I'm a robot, I can't be offended", but goes on to show that he understands empathy, sympathy and emotions, what do you think is the message underlining this?
- In the scene where Hiro watches his brother's many attempts to get Baymax to work (and it finally works), what do you think is the meaning behind this?
- What does "look for a new angle" mean?
- Imagine that Baymax never comes back after his sacrifice for Abigail and Hiro, how do you think Hiro will react? Will he be able to take another loss?



ACTIVITIES

INTERACTIVE



- Name a famous “team” or group of individuals. How were they successful? How did they fail? Overcome difficulties? Create a profile card for each member of the group. Include a description of their strengths, weaknesses, personalities, and their role in the group. You may also include other facts or descriptions.
- Compare and contrast the Big Hero 6 movie posters with the older Marvel comic book covers. What similarities and differences do you see? Create your own movie poster for Big Hero 6!



DISCUSSION-BASED

- Can you recall a movie or TV show that contained controversial messages that were perhaps masked by a much larger theme? Why do you think movies do this?
- Within small groups (3-4 people), discuss the different themes that came up in the movie. Now come to a consensus and choose **ONE** theme that is the most significant to you. Be prepared to share why you think it is the most important/outstanding theme with supporting evidence/examples.

SOURCES FOR FURTHER STUDY

RELATED ARTICLES

- <https://movies.disney.com/big-hero-6/>
- <https://www.telegraph.co.uk/film/big-hero-6/review/>
- <https://www.nytimes.com/2014/11/07/movies/big-hero-6-an-animated-film-based-on-a-marvel-comic-book.html>
- http://thecriticalcritics.com/reviews/movie_review_big_hero_6/
- <https://www.imdb.com/title/tt2245084/criticreviews>
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GAMES

- <http://www.gameshero.com/tag/bighero6>
- <https://movies.disney.com/big-hero-6/games-activities>
- <http://www.cartoongames.org/big-hero-6-games.html>



IMAGE CREDITS

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- Figure 2: <https://geektyrant.com/news/the-big-hero-6-animated-series-will-premiere-with-a-movie>
- Figure 3: [http://disney.wikia.com/wiki/Big_Hero_6_\(team\)](http://disney.wikia.com/wiki/Big_Hero_6_(team))
- Figure 4: <https://www.justwatch.com/us/movie/big-hero-6>
- Figure 5: http://www.youloveit.ru/gallery/big_hero_6_kartinki/110515-multifilm-gorod-geroev-big-hero-6-17.html
- Figure 6: <http://www.planocritico.com/critica-operacao-big-hero/>
- Figure 7: <http://kore.am/big-hero-6-stirs-controversy-in-south-korea/>
- Figure 8: <http://disney14.blogspot.com/2015/05/big-hero-6-2014.html>
- Figure 9: <http://wallvie.com/big-hero-6-image-free-download/awesome-big-hero-6-image-free-download-high-resolution-desktop-afari-for-laptop/>
- Figure 10: <https://www.amazon.com/Big-Hero-Baymax-decal-sticker/dp/B00PCS3C00>
- Figure 11: <http://es.grandes-heroes.wikia.com/wiki/Archivo:Tadashi.png>
- Figure 12: <http://games.disney.id/big-hero-6-baymax-sky-patrol>

NETFLIX
BLACK MIRROR

Nosedive



Lacie
4.2₄₃

Media Study Guide 2018

Created by Kirsten Ko, Breanna Lang & Joe Mannion

STARRING



Bryce Dallas Howard

...

Lacie Pound

Alice Eve

...

Naomi Jayne Blestow

Cherry Jones

...

Susan

Curriculum:

Target grade: 11–12

Subjects: Arts, world studies, social sciences and humanities, technological education, media studies, social justice.

Basic:

Duration: 63 minutes

Premiered on: Netflix

Show: Black Mirror, Season 3, Episode 1

Air Date: October 21, 2016

Rating -- TV-MA (17+)

Directed by: Joe Wright

Written by: Charlie Brooker



THEMES

Social Media POPULARITY

humanity Materialism

SUPERFICIALITY

social conformity

LOVE Punitive measures

Personalized Target Marketing

need for belonging

Failure

AUTHENTICITY fake

Exclusivity Muted Tones

Learning outcomes: Students will learn how to...

- Appreciate the impact of social media on mental health
- Critically reflect on society's use of social media
- Compare societal norms and ways of living
- Deconstruct set standards and question ways of knowing/being
- Question the status quo and think critically of one's reality

“It's easy to forget what matters”

NOSEDIVE SYNOPSIS

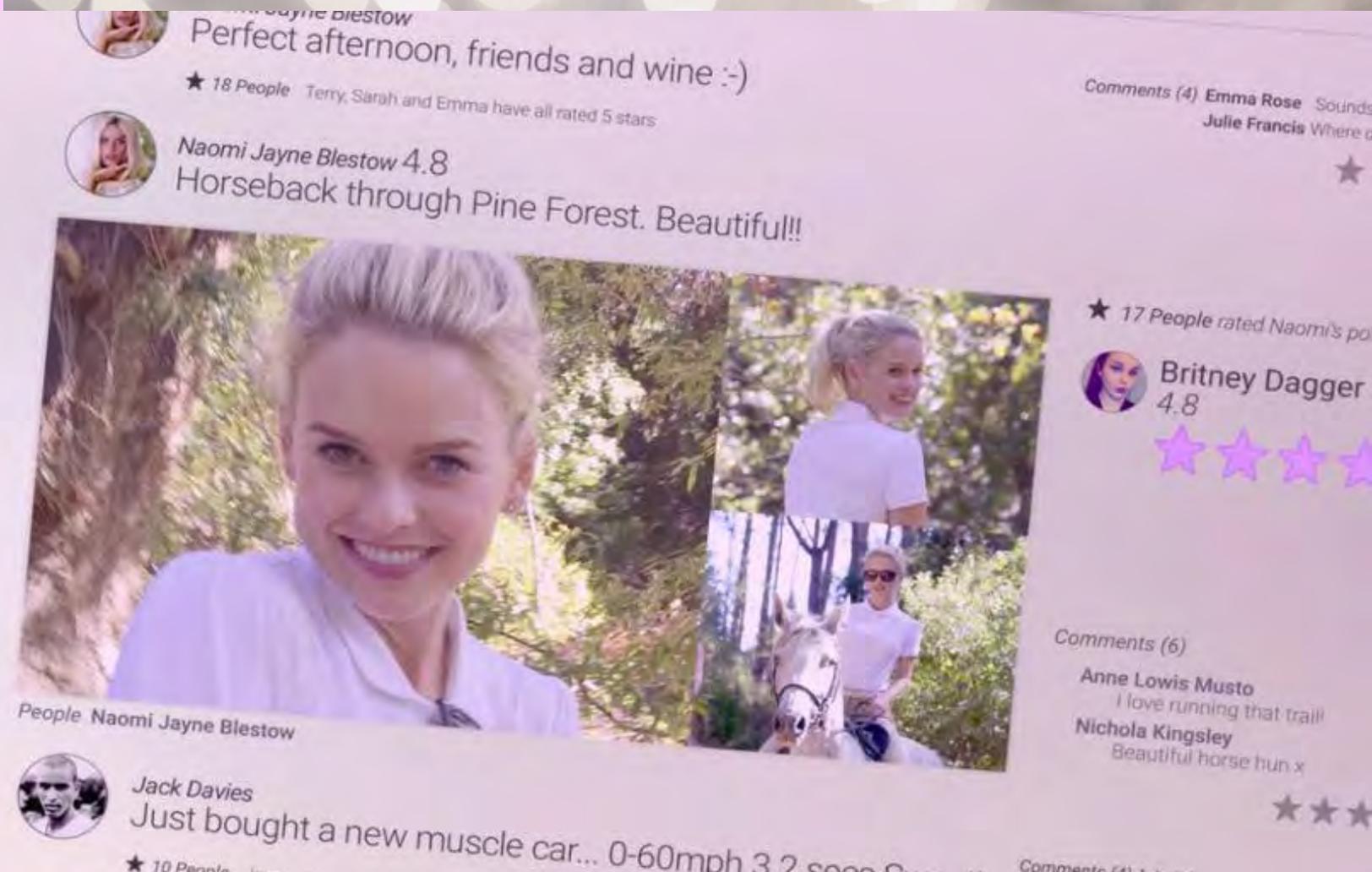
The episode is set in a dystopian society, where technology has developed so that everyone, through their mobile phones and specialized contact lens, are able to share and see daily activities of each other, much like social media. Each shared moment is given a rating out of 5, and based on the average rating of all their posts, a person gets an overall score out of 5. A person's average is can influence their socioeconomic status, restrict access to certain places, and provide benefits such as employment, better housing prices, and opportunities.

With a 4.2 rating, Lacie Pound seeks to buy a luxury home in an exclusive neighborhood, and she learns that if she can achieve a 4.5 rating, she would qualify for "social influencer" discounts on her home. In an attempt to boost her ratings, she agrees to be the maid of honor for her estranged socialite friend, Naomi, to get high ratings from other socialites for her heartfelt maid of honour speech.

Through a series of unfortunate events on Lacie's way to the wedding, her ranking takes a plunge to a 2.6 and leaves her devastated and desperate. Determined to get to the wedding she gets a ride with Susan, a truck driver with a 1.6 rating, who tells Lacie about the freedoms of not caring about ratings at all.

Upon arrival to the prestigious wedding, Lacie discovers she is barred from entering the premises because of her 2.6 rating. Unwavering and crazed, she breaks in and delivers her maid of honor speech. The guests rate Lacie poorly, due to her appalling demeanor and crazed attitude, and she is detained by security.

In prison, Lacie is stripped of her phone and contact lens, and placed into a cell. Without the rating technology, she discovers the freedom of free expression through arguing with a man in a neighboring cell.



BEFORE VIEWING THE EPISODE

What social media platforms do you use? What do you share on social media? Have you ever left a rating of a restaurant or hotel on Trip Advisor or Yelp? Have you ever been influenced to support a business based on its online rating? What do you think your online reputation is based on? Is it fair that some people benefit from being 'social influencers' by receiving free promotional items, or getting free trips/hotel stays etc? Vanity - what is it and is it good or bad?

It is recommended that students and teacher engage in debate or conversation around question topics mentioned above. Post discussion, ask the students what they think Nosedive is about based on the cover image and discussion topics. Why is it titled Nosedive? What does taking a nosedive mean?

AFTER VIEWING THE EPISODE

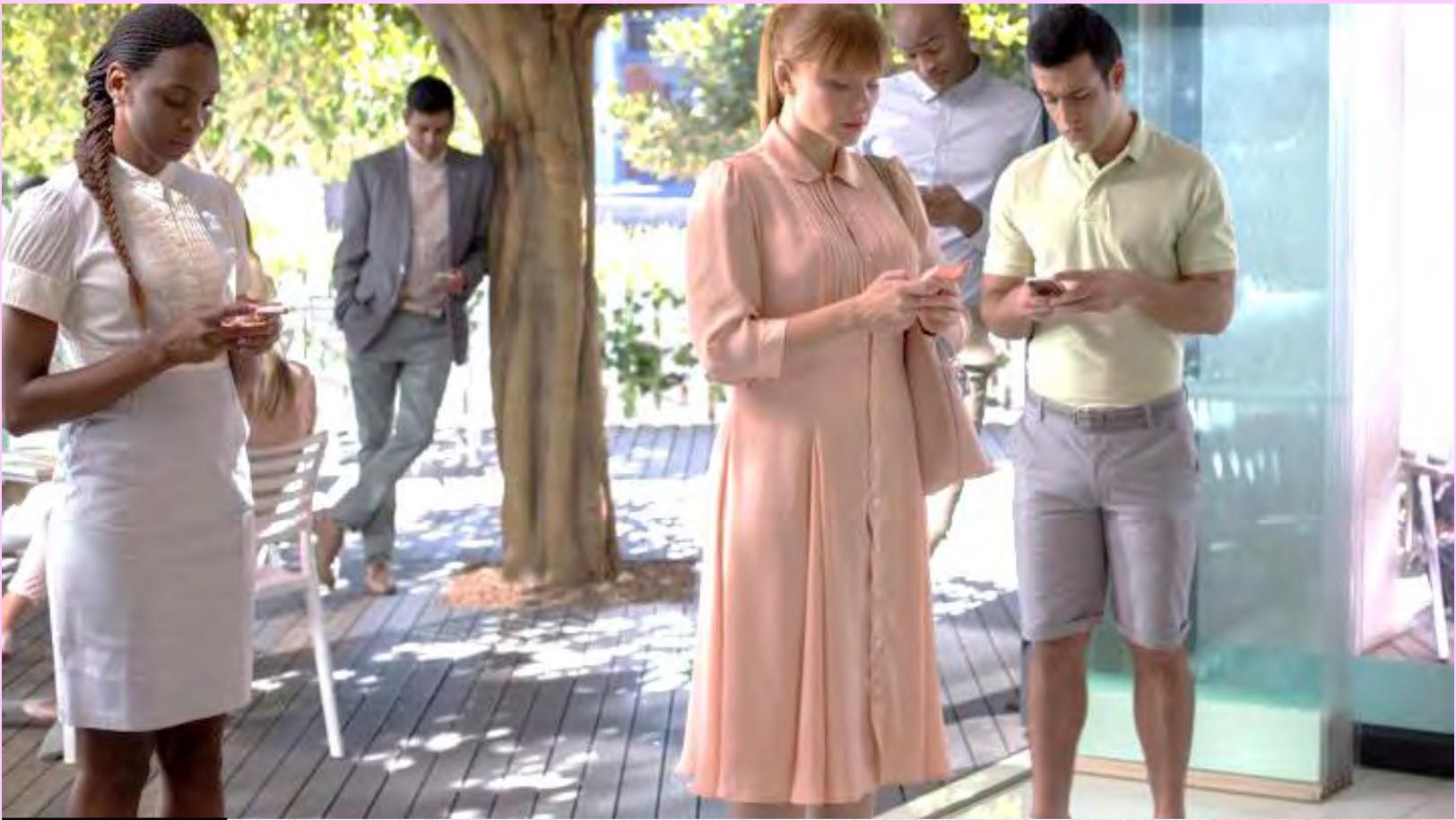
- At what age do you think it would be appropriate to be incorporated into the 5-star rating system?
- What do you think are the implications on mental health when life events are made to conform to society and are staged in a way that is not true to who you are?
- Reflecting on the scene where Lacie converses with her ex-coworker in the elevator, what do you think of their conversation?
- Do you think meaningful relationships can form when conversations are solely based on what is presented in a social media persona?
- Would it have been better for Lacie's rating if she didn't converse with her ex-coworker at all?
- Think about the personalized house tour hologram and billboard with Lacie on it. Can you think of examples where personalized advertising is used today?
- At the end, Lacie is stripped of her technology and talks freely to her cell mate. How do you think she feels when she's openly swearing?
- Think back to the truck driver. Do you think she's experiencing freedom?
- Would you rather have a high rating and enjoy many privileges of society, or a low rating and have the freedom to say or do whatever you feel like doing?



4.3¹⁵

@gugahb





WHAT ARE WE LOOKING AT???

Symbols and motifs

What do the pastels and muted tones symbolize? How do you feel when you look at these Colors? Why isn't there much contrast used? What do you think the director was trying to get at by using this colour scheme?

“Prime Influencers Programme” “Prime Flight Programme”

What do you think about the choice of Words such as “double damage” and “punitive measures”? Where have you heard these phrases before? Would you agree that the intentional choice of words is to denote a sense that this rating society is a game?

———— The ETHICS behind discounts and benefits for social influencers... ————

“No one is this happy.
A two-year old with a f***ing
balloon isn’ t this happy.”

ACTIVITIES

Create a character profile for a 5-star person.

Draw a photo with a caption that a 5-star person would post and one that a 1-star person may post. Briefly describe the process you went through to design the different profiles (personality, what they like, what they dislike, how they dress, things they may say).

A day in the life of...

Choose a character other than Lacie and create a new scene focusing on them as the main character. What are their goals and aspirations? How will they obtain them? Do they have an ‘angle’ they are trying to play? Briefly describe the symbols you chose and why you chose this particular scene of their life.

China’s Social Credit System

Watch YouTube video about China’s Social Credit System and afterward use 4 Corners activity for students to express and defend feelings and opinions on this social monitoring system.

Innovative App or Gone-too-far App?

Real world app “people” allows people to leave recommendations for other people about personal and professional relationships. It’s Yelp! But for people. Do you think social ratings apps are innovative and a direction that should be explored? Or if you think rating people like business is a step too far and that restrictions are imminent? Write in a persuasive essay format.

Plan an UPRISING!

You are living in ‘Nosedive’ society and you want to rebel against the social climbing system. How will you do it? Compare your plans to overthrow the system to the French Revolution. Things to think about ... Will social black-markets evolve to serve a new social underclass? How would people opposed to such a system speak freely without fear of social censure?

Food for thought...

- **Kim Kardashian as a social influencer**
- **Online personas and mental health**
- **The relationship between humans and technology**
- **Robots and a declining human workforce**
- **GATTACA (1997 movie) – people’s jobs are based on their genes**
- **TV show *Community*, season 5, episode 8 - human ranking app**
- **Short Story: A Perfect Match by Ken Lui**

“I don't know what's
up with you but
I cannot have a
2.6
at my wedding!”



References
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BLACK PANTHER

MEDIA STUDY GUIDE

CHEYENNE, PATRICK, JEREMY

INTRODUCTION



Taking place immediately after the events of *Captain America: Civil War* and the death of King T'Chaka, T'Challa (Chadwick Boseman) returns to his homeland of Wakanda, a hidden African nation that has secretly thrived for centuries with its technology. However, T'Challa's place as the new king and Black Panther of Wakanda is challenged by Eric Killmonger (Michael B. Jordan), who plunges Wakanda into a conflict that threatens not only the stability of Wakanda, but that of the whole world.

TITLE: THE BLACK PANTHER

RATING: PG-13

RUNNING TIME: 2H 14MIN

DIRECTED BY: RYAN COOGLER

PRODUCTION COMPANY: MARVEL STUDIOS

DISTRIBUTED BY: WALT DISNEY STUDIOS MOTION PICTURES

RELEASE DATE: JANUARY 29, 2018

Learning Outcomes

- Students will be able to recognize the bigger picture that women play and are represented as in the film
- Insight to several African cultures
- Appreciation to have your freedoms protected
- Inclusivity of other cultures



THEMES

- Black and African Culture
- Loyalty
- Imperialism
- Technology
- Women in positions of power
- https://www.youtube.com/watch?v=VL_-Ytw3_J4



BEFORE WATCHING

Discussion Questions

- **1.** Did/do you have a preconceived idea of what was/is about? What are they?
- **2.** After watching the trailer what were two things that stood out to you?
- **3.** What does the Black Panther represent?
- **4.** What is isolationism?

Wakanda will no longer watch from the shadows. We can not. We must not. We will work to be an example of how we, as brothers and sisters on this earth, should treat each other.

-T'Challa

Activity

- **1.** By show of hands, ask students who has seen Captain America: Civil War, the other MCU movie in which T'Challa appeared. How has T'Challa changed from the beginning of that film to the beginning of Black Panther?
- Have students do a preliminary/prior knowledge character analysis/sketch of T'Challa?
- Have students summarize the character's journey so far, with major events (would have to split students into groups that have at least a few that have seen this previous movie)
- **2.** Have students analyze one of the Black Panther movie posters in groups (assign groups a poster? Let them search one up on their own?) What words come to mind when you look at your group's poster? Based on the poster, what themes do you think the film will focus on?

After Watching

- T'challa came away victorious from the battle of Wakanda and as King. Ties in w reality based concepts
- The film portrays gives you insight into the aftermath of colonization .
- Killmonger is a product of his environment, anger is driven by his inequality.
- Women playing the central roles in the film.
- Its hard for a good man to be king → why its so hard.
- How they show growing up in Oakland California and how thats the reality of a lot of black communities in America.



DISCUSSION QUESTIONS

- 1. Examine the role women played in the movie and analyze the gender equality and how it compares to other westernized movies.*
- 2. How do you feel the culture of Wakanda and Africa were portrayed?*
- 3. Were the Wakandan's wrong for isolating themselves from the rest of Africa, who are clearly much more impoverished compared to them?*
- 4. What do the markings along several characters bodies, Michael B. Jordans in particular?*
- 5. In what way are gender norms presented in the movie? How are they broken?*
- 6. Could Wakanda be compared to N. Korea? Explain your answer.*

ACTIVITIES

In groups of 3 write a script for an alternative ending to the film for what would happen after the movie if the antagonists in the movie (Michael B. Jordan) had taken control of Wakanda and carried out his plan.

Wakanda is known for its advanced technology. Based on what you know of the country for the movie, create a model/illustration of either a) An improved piece of tech from the movie, or b) a new piece of technology. Make sure to explain why you chose to improve/create the tech that you did, and how it would help Wakanda flourish.

Group class debate: T'Challa vs Killmonger



Sources

<https://www.vox.com/culture/2018/2/23/17028826/black-panther-wakanda-culture-marvel>

<https://www.imdb.com/title/tt1825683/>





GRADE 11-12

MEDIA STUDY GUIDE

By Amie, Liman, Susanne, & Tasha

BLACK MIRROR

Nosedive



Introduction

This media study guide is based on an episode of Black Mirror called “Nosedive”. The episode is a critical look at a social media centred society that explores one woman’s unexpected “nosedive” in her social media rating and the emotional fallout that ensues. The episode deals with several topical themes such as big data, AI-human augmentation (cyborgs), social media, emotional breakdowns, social ostracization, bullying, economic status and jealousy.

Film Facts

Title: Nosedive

Episode no: Series 3, Episode 1

TV rating: TV-MA (age 17+)

Original air date: 21 October 2016

Running time: 63 minutes

Music: Max Richter

Director: Joe Wright

Story: Charlie Brooker

Teleplay: Michael Schur & Rashida Jones

Production companies: House of Tomorrow, Deutsche Grammophon

Distributors: Netflix



Learning Outcomes: Grade 11-12

- By watching “Nosedive” and working through this study guide in whole or in part, students will be able to develop an understanding of the critical themes in “Nosedive” and develop their own thoughts and opinions about those topics by practising critical literacy and aesthetic analysis.
- Elements of this guide connect to the BC Ministry of Education’s “big ideas” and curricular competencies for several Grade 11-12 courses, including (but not limited to):



- **Business Education**
- **Drama**
- **E-Commerce**
- **Entrepreneurship**
- **English**
- **Information and Communications Technology**
- **Marketing**
- **Media Arts**
- **Social Studies**
- **Visual Arts**

Episode Synopsis

Lacie Pound lives in a world where anyone can rate your popularity out of five stars, from your friends to strangers you meet on the street. To afford to live in an exclusive estate, she must have a rating of 4.5 or above and is informed the best way to improve her rating is to socialize with people in the higher circles of society. Her friend Naomi contacts her and asks her to be her maid of honour. Naomi, who has a rating of 4.8, has many upper-class friends. Lacie believes she will be flooded with enough 5-star ratings to pull her approval up to the 4.5 she needs.



On her way to Naomi's wedding, Lacie is informed her original flight has been cancelled and she causes a scene and security drops her rating a whole star for 24 hours, to 3.1, and informs her that all downvotes will incur a double multiplier. Passersby on the highway downvote her for this behaviour. Eventually, she is offered a ride from an older woman who opens Lacie's eyes to the absurdity of ranking people. Still, in denial about the superficiality of her world, Lacie receives a phone call from Naomi who tells her not to bother coming to her wedding due to her now embarrassingly low rating.



Lacie gets drunk and decides to go to the wedding anyway, gatecrashing the reception. She arrives dishevelled, and drunkenly performs her speech, embarrassing herself. All the guests subsequently rank her down. She is arrested, has her bio-embedded ranking technology removed, and is placed in prison. However, she finds herself happily exchanging insults with the prisoner opposite without fear of falling further in society. She is finally free.



Learning Objectives

Students will:

Discuss and hypothesize about the technology presented in the film and consider the implications in their own lives

Use critical skills to draw conclusions about the ethical implications of social media and augmented reality technology

Explain how the filmmaker uses visuals/sound to support and enhance the thematic content

Predict how data collection might reshape society and business.

Key Concepts

Social & Critical

How social media affects our emotions

Ethical repercussions of social media

The value of living authentically and at the moment

The idea of the “hedonic treadmill” (see Sources for Further Study) and social media

The idea of sameness and hyperreality

Technology & Future

Importance of technology in society (ex., sustainability: electric car)

Hypothetical consequences of augmented reality and human/AI combining

Is this a dystopian future?

Technique & Film

Enhancing theme with techniques (ex., colour, lighting, perspective, angle, movement, music, costume)

Pre-Viewing Focus Questions

- Imagine a world where your social standing is based on a number that is assigned to you by other people, where they score you based on how you behave. What could be problematic about this? Brainstorm. Think-pair-share.
- Give yourself a rating out of 5 for your popularity and social success. How does this feel? What is the problem with this? Discuss in groups and then as a class.
- How far away are we from becoming combined with machines? Do you think this is something you would do? Would you want to get an implant that enhances your performance or social life?
- Imagine social media 50 years into the future, how might the technology change? Imagine what it would be like.

Pre-Viewing Vocabulary

There are many themes found in this episode. To help discuss those themes later, give your definition of the following terms before we watch it. After watching, we will review and discuss.

Term	Definition
Aggressive cheeriness	
Augmented reality	
Blacklisted	
Downvote	
Dystopia	
Humiliate	
Influencer	
Multiplier	
Ostracize	
Profanity	
Satire	
Second-class citizen	

Watch Nosedive

Suggested scenes to watch with students:

Introduction to the world of ranking 0:00 - 5:00

The impact of social scores 37:25 - 44:30 (content warning: coarse language)

Wedding 49:00 - 57:00 (content warning: coarse language and violence)

Prison 57:00 - 1:01:00 (content warning: coarse language)



After watching

Student Activity #1

Read this quote:

“All of Lacie's pursuits fall into line perfectly with the hedonic treadmill principle, which some psychologists have used to explain why so many of us feel unsatisfied with our lives. If we get a job promotion, for example, we'll celebrate and feel good for a moment, but those joyful emotions are fleeting. Soon enough, we'll be back to where we started — on the hunt for the next feel-good thing and, therefore, unhappy.” - Business Insider

Discuss the idea of the “hedonic treadmill” as described in this quote. What does it mean to be chasing happiness? Think - Pair - Share

In small groups of 3-4 create a storyboard of key points in the film that show Lacie chasing perfection and happiness, pinpoint pivotal moments that show her behaviour in this regard.

Reflect on your own daily activities and create a similar storyboard or comic, illustrating key moments in your daily life that relate to the hedonic treadmill. Create at least 3 panels and caption them with descriptions of the activity.

A storyboard template similar to the one on the following page can be found at bit.ly/nosedivestoryboard

Scene start time:
Scene end time:

Screenshot

What happens in the scene:

Scene start time:
Scene end time:

Screenshot

What happens in the scene:

Scene start time:
Scene end time:

Screenshot

What happens in the scene:

Scene start time:
Scene end time:

Screenshot

What happens in the scene:

Student Activity #2

What does the episode say about the following?

Hypocrisy

Contentment

Bullying

Boundaries

Humanity

What are some stereotypes present in the episode?

How does the episode relate to your reality?

What does social media mean to you?

What makes someone popular in social media/life?

What makes someone unpopular in social media/life?

Do you think bullying looks different from boys or girls? How?

Student Activity #3

If social scoring were to be used by businesses as it was in this episode, different people would be eligible for different levels of products, service, pricing, even availability, depending on how the scoring system was structured.

Discuss: Would this help businesses be more profitable? Why or why not? Consider the impact of competition on your answer.

Draw: In a group, create a mindmap of different types of businesses that might benefit from prioritizing their customers based on some type of score. For each business, write down the criteria you think they should use in prioritizing their customers, whether it's their social score or their performance in some other aspect of life, including how they relate with the business.

Design: With your group, develop a new product or service innovation that could capitalize on the increasing availability of customer data.

Sources for Further Study

Articles:

- 1.Black Mirror Wiki for Nosedive
- 2.Here is How Easy It Is to Become a Phony Instagram Influencer
- 3.The future is now: Digital Trends 8 Coolest Biohacking Implants
- 4.China's social credit system Wikipedia article
- 5.Black Mirror's chilling social credit score is a reality in China: National Post
- 6.Digital Trends: We're closer to China's disturbing 'Social Credit System' than you realize
- 7.The Art of Now: Six Steps to Living in the Moment
- 8.The Hedonic Treadmill – Are We Forever Chasing Rainbows?

Podcast:

- 1.CBC podcast on the evolution of profanity and its use in current
- 2.Canadian society: Expletive Repeated: Why swearing matters

Video:

- 1.China's Social Credit System seeks to assign citizens scores, engineer social behaviour

References

Brodwin, E. (2018). What psychology actually says about the tragically social-media obsessed society in 'Black Mirror'. [online] Business Insider. Available at: <https://www.businessinsider.com/psychology-black-mirror-nosedive-social-media-2016-10> [Accessed 27 Jul. 2018].

Gilbert, S. (2018). 'Black Mirror' Is Back: 'Nosedive' Is a Sharp Satire About Social Media. [online] The Atlantic. Available at: <https://www.theatlantic.com/entertainment/archive/2016/10/black-mirror-nosedive-review-season-three-netflix/504668/> [Accessed 27 Jul. 2018].

IMDb Parents Guide: Black Mirror - Nosedive. (n.d.). Retrieved July 27, 2018, from https://www.imdb.com/title/tt5497778/parentalguide?ref_=tt_stry_pg

Lin, L. y., Sidani, J. E., Shensa, A., Radovic, A., Miller, E., Colditz, J. B., Hoffman, B. L., Giles, L. M. and Primack, B. A. (2016), ASSOCIATION BETWEEN SOCIAL MEDIA USE AND DEPRESSION AMONG U.S. YOUNG ADULTS. *Depress Anxiety*, 33: 323-331.

Maxime Taquet, Jordi Quoidbach, Yves-Alexandre de Montjoye, Martin Desseilles, James J. Gross, Hedonism and the choice of everyday activities, *Proceedings of the National Academy of Sciences* Aug 2016, 113 (35) 9769-9773.

Parents Guide. (n.d.). Retrieved July 27, 2018, from https://www.imdb.com/title/tt5497778/parentalguide?ref_=tt_stry_pg

Yames. (2017, Jan. 2). Black Mirror Season 3: Nosedive [Video File]. Retrieved from https://www.youtube.com/watch?v=F_C-s9QXiTU

Images

<http://www.gemmagrace.co.uk/NOSEDIVE-2016>

<https://variety.com/2017/tv/awards/joe-wright-relished-polyester-fabric-black-mirror-after-period-films-1202460842/> it of body text

<http://www.upcpodcast.com/blackmirrorblog/2017/11/14/nosedive-social-mirroring-the-phony-instagram-lifestyle>

GET OUT



Now that Chris (Daniel Kaluuya) and his girlfriend, Rose (Allison Williams), have reached the meet-the-parents milestone of dating, she invites him for a weekend getaway upstate with Missy and Dean. At first, Chris reads the family's overly accommodating behaviour as nervous attempts to deal with their daughter's interracial relationship, but as the weekend progresses, a series of increasingly disturbing discoveries lead him to a truth that he never could have imagined.

Release date: February 24, 2017
(Canada)

Director: Jordan Peele

Screenplay: Jordan Peele

Box office: 255.2 million USD

Awards: Academy Award for Best
Original Screenplay

BIG IDEAS

- The causes of social injustice are complex and have lasting impacts on society.
- Individual world views shape and inform our understanding of social justice issues.



Themes

- Oppression in America
- Symbolism
- Ignorance

Learning Outcomes

Students will be able to:

- Interpret how the movie "Get Out" relates to social issues such as race, identity, and social class
- Relate symbolism in the movie to real-life, real-world issues
- Draw conclusions about the directors depiction of racial issues in America
- Use inquiry processes and skills to gather, interpret, and analyze ideas presented in the film



Symbolism in the movie:

- The deer
- Silver spoon
- Sunken place
- Bingo
- White car
- Black vehicles
- Cotton in the ears
- Police station scene



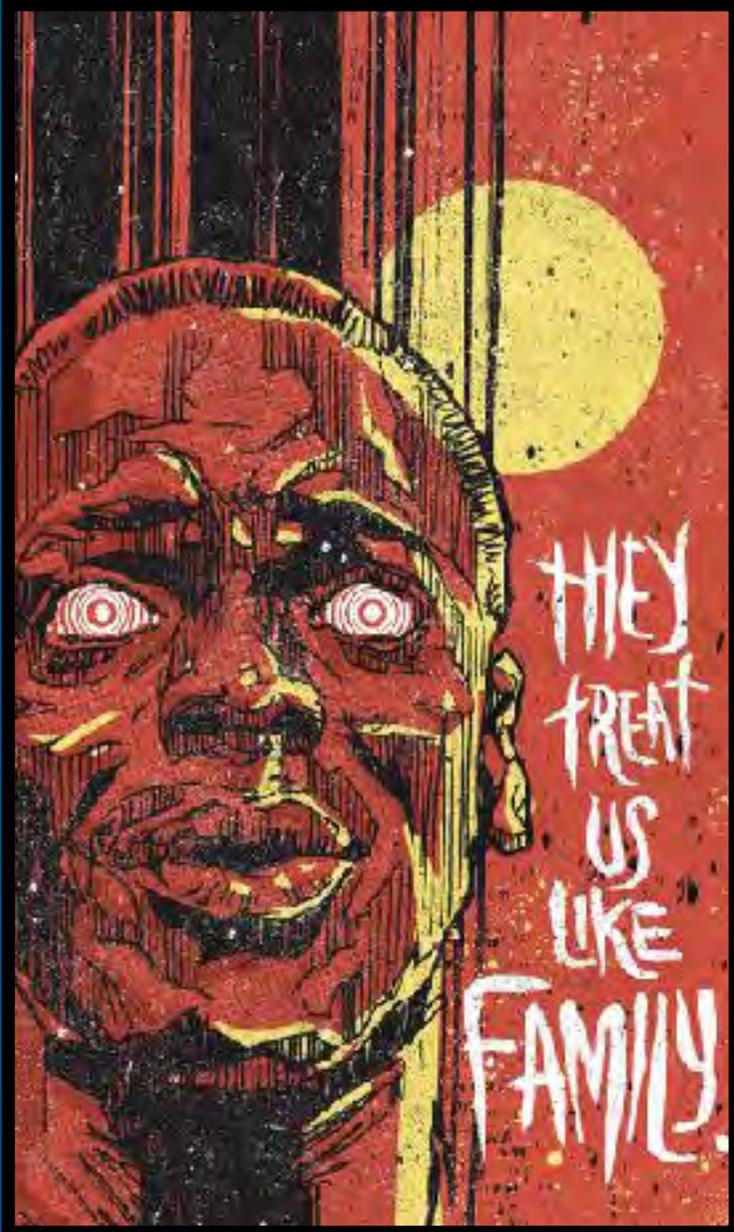
Before Viewing Discussion Questions

- What is the definition of oppression and how does this relate to minorities in America?
- Can you think of any social justice movements happening right now in America?
- What is symbolism? (there is a lot in this movie try to identify as many as you can while viewing the movie)
- Can anyone think of other horror/thriller movies that have a deeper meaning? Why was this genre chosen?



After Viewing Discussion Questions

- At the end of the movie, what would happen if two white cops came to the main character's rescue instead of his friend? Rewrite how you think the movie would end..
- What symbolism were you able to identify in the movie and what do they mean?
- Why do you think Chris' profession is a photographer?
- Is this movie a form of resistance? How? Can you think of any forms of resistance in media towards social justice movements?



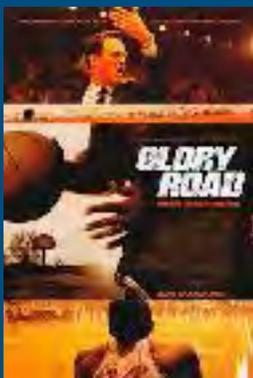


Activities

- Make a new resistance movement group for a social justice movement: Imagine Get Out is the start of a social justice movement in the United States. Create a name of your organization, your mission statement, and what platforms your movement will use to spread its word.
- Identify 3 symbols in the movie and describe their meaning and purpose. Then, create a new symbol you would add to the Get Out



Similar Movies



Resources

Blumhouse Productions (2017). 'Get Out' Movie Poster 2. [image] Available at: http://www.impawards.com/2017/get_out_ver2.html [Accessed 4 Dec. 2017].

VanityFairMagazine. "Jordan Peele Breaks Down 'Get Out' Fan Theories from Reddit | Vanity Fair." *YouTube*, YouTube, 1 Dec. 2017, www.youtube.com/watch?v=hBvcngHRTFg.

