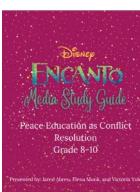
MEDIA STUDY GUIDES XII













2022

For Grades 4 - 12

A Collection of Media Study Guides for immediate classroom use.

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media study guides XII

FOR GRADES 4 - 12

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Preface & Acknowledgements

For the past eleven years, each section of EDCP 481 at the University of British Columbia has co-authored a collection of Media Study Guides. This year's text represents the work of a group of 11 teacher candidates and 2 Masters students enrolled in this Media Studies course in the summer of 2022. The course was taught by Dr. Stephen Petrina.

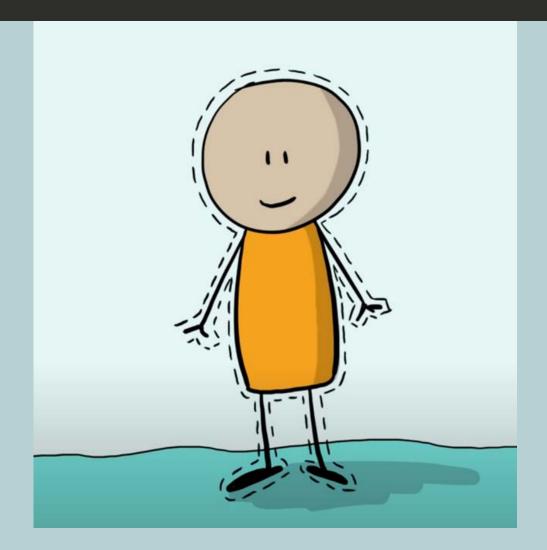
This year we focused on Black Lives Matter, Indigenous Media, Climate Change, Peace Education, and Sex-uality Education. Each group was challenged to create a Media Study Guide that responds to and challenges grades 4-12 students to think about and act on these global problems. The goal is to provide teachers with an engaging resource for use in the classroom. This and previous texts can readily be adopted and integrated into any number of subjects to address Black Lives Matter, Indigenous Media, Climate Change, Peace Education, and Sex-uality Education. The collection can be adopted as a textbook for Media Studies or Media Education courses in elementary, middle, or high school. This year's authors break new ground with a range of media and challenging 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.

July 2022

CONSENT FOR KIDS: A MEDIA STUDY GUIDE

Grade 4/5 A. Trainor





Introduction, Big Ideas & Key Concepts

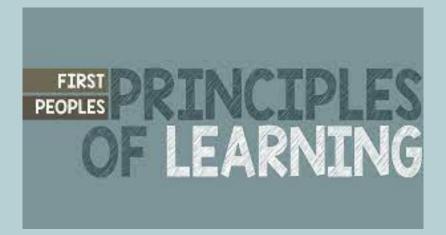
INTRODUCTION

Using the animated video production, Consent for Kids, created by Blue Steel Studios, this media study guide will explore the concepts and contexts of consent as it relates to healthy relationships with the self and others. Building on Constructivist and Universal Design for Learning theories, learners will be engaged in guided discussions, independent reflections, and collaborative learning activities. This guide will provide opportunities for learners to build on their creative and critical thinking skills, and further develop their personal and social awareness/responsibilities.

BIG IDEAS:

- Personal choices and social and environmental factors influence our health and well-being.
- Developing healthy relationships helps us feel connected, supported, and valued.
- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
- Creative expression is a means to explore and share one's identity within a community.

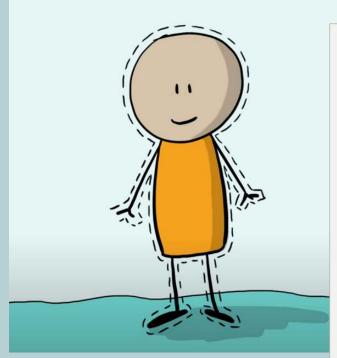




KEY CONCEPTS OF LEARNING:

- Social and Community Health
- Mental and Physical Well-Being
- · Comprehending and Connecting
- Creating, Collaborating, and Communicating

Learning Invitations

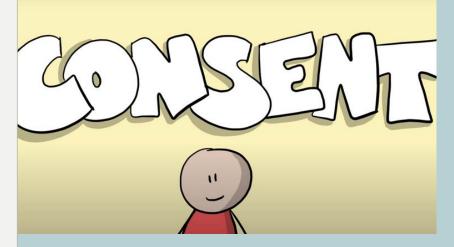


LEARNERS WILL BE SUPPORTED IN IDENTIFYING:

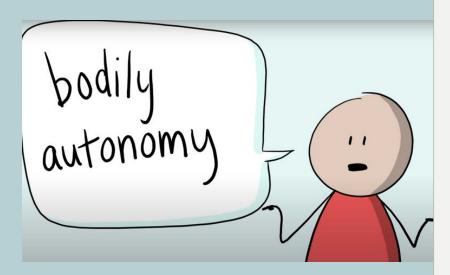
- What is consent.
- How they might listen to themselves and others when practicing consent.
- Situations that require consent.
- Potential exceptions to consent.
- How messages are conveyed in media.

FOCUS QUESTIONS:

- What is consent?
- How might I know whether or not to give consent?
- How might I know if I have received someone else's consent?
- How might I communicate my understanding of consent?



Building Knowledge



COMMUNITY DISCUSSION& VIEWING CONSENT MEDIA

<u>Prior</u> to watching the media clip, learners will be invited to *Think*, *Pair*, *Share* about their current understanding about the concept of consent.

After watching the video, learners will again *Think*, *Pair*, *Share* again about their developed understanding.

Record. Leaners will be invited to record their thinking using their selected method: mind map, list, drawings, etc.

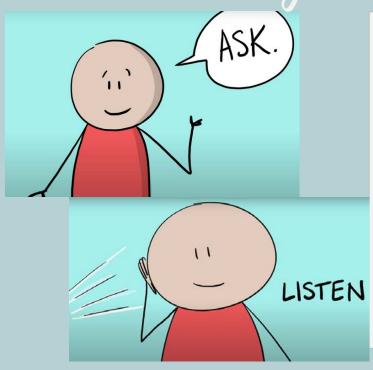
WHAT MIGHT BE MY CONSENT STORY?

As an initial **self-assessment/reflection**, the learners will be invited to share their experiences with both giving and recieving consent thus far.

Learners will have choice in selecting the mode that they communicate their thoughts (writing, graphic story, voice/video recording, etc.).



Learning Activities



PRACTICING CONSENT

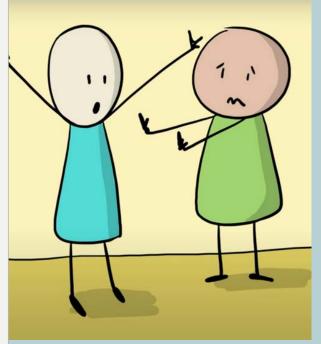
In small groups, learners will be invited to use **drama** to act out scenarios that require consent. They will **practice** and model giving/not giving consent, listening if consent has been given/not given, and responding accordingly.

HOW MIGHT I KNOW IF I SHOULD GIVE CONSENT OR NOT?

Exploring to our intuition.

The learning community will be divided into two groups. Forming two lines, each learner will face another learner. With timed prompting, one partner will take a step towards the other partner and the other partner will provide a thumbs up or a stop hand to communicate whether or not they are okay with how close the partner is. If they are okay, repeat. After a few rounds, rotate partners and repeat, cycling through at 8-10 different partners.

Reflection questions: How did I know when it was okay vs. someone was too close? Did this differ per person? Why might that be?



Media Interpretation



https://www.youtube.com/watch?v=h3nhM9UlJjc

WHAT MIGHT I LEARN FROM THIS

- MEDIA? What might be the message(s) of this media? Why might this be important?
- What is the visual style of this media? What might be the reasons that this style was selected?
- What might be the reasons this media was shared on YouTube?
- What types of things were included in this media? What might be missing from this media or not said?

HOW MIGHT I CREATE A STORY OR LESSON THAT **RE-SHARES THE MESSAGE OF** CONSENT?

Building on their knowledge of consent, the learners will be invited to re-create their own media message. Using a digital media of their choice (video, infographic, podcast, etc.), learners will be able to communicate their understanding about the concepts of consent and intentionally design their creation to reach a target audience.



Sources for Further Study



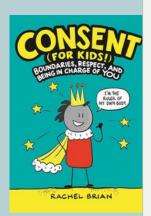
CONSENT FOR KIDS

A link to the main video text used in this case study. It introduces consent and bodily autonomy, how to communicate about and listen for consent, and seeking support from a trusted adult if needed.

UNDERSTANDING CONSENT

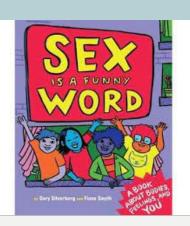
A video text discussing consent and how it connects to all forms of sexual activity. It reviews the importance of asking for permission and receiving a clear "yes" in order for consent to occur, and reminds us that we always have the right to change our minds.





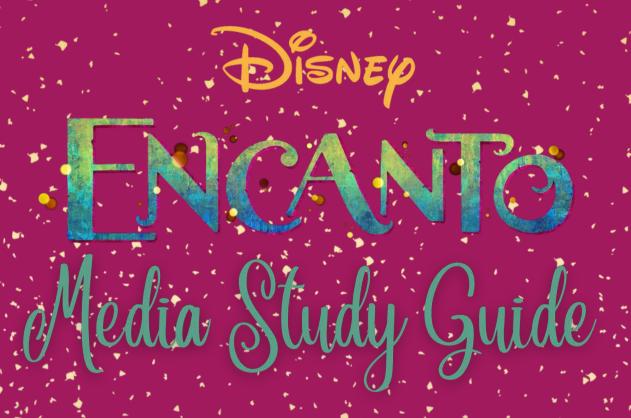
CONSENT (FOR KIDS): BOUNDARIES, RESPECT, AND BEING IN CHARGE OF YOU

This graphic novel by Rachel Brian that uses words, images, and examples to discuss consent and bodily autonomy. It focuses on boundaries and boundary setting, ways to show respect to ourselves and others, and what to do if someone makes us feel unsafe.



SEX IS A FUNNY WORD

A graphic novel information book by Cory Silverberg and Fiona Smyth that explores various topics, wonders, and facts about sexuality - including boundaries, bodies, gender, safety, and joy.



Peace Education as Conflict Resolution Grade 8-10

Presented by: Jared Abreu, Elena Munk, and Victoria Yule

Big ideas

- Conflict Resolution
- Intergenerational Trauma
- Reconciliation
- Storytelling as an effective method to help students understand real world problems

Learning Outcomes

- Students will be able to understand the difference between productive and un-productive forms of conflict resolution.
- Students will be able to connect main themes from the movie to other real world issues
- Students can apply strategies for resolving conflict to various scenarios

help teachers lead conversations and activities for their students regarding conflict resolution. The themes in Encanto highlight a process from conflict to peace that is non-violent and focuses on collaboration, listening, and patience. As well, these themes allow for many

connection to be made to larger, societal and structural conflicts, such as colonialism and its current form in Canada.

FPPL Connections

- Learning involves recognizing the consequence's of one's actions
- Learning is embedded in memory, history, and story
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestor

Using an Indigenous framework promotes peace, reflection, and collaboration. It helps students to understand how multiple people or groups need to be invovled in creating and maintaining peace. Furthermore, the methods of teaching conflict resolution through story make the concepts more digestible for students and help them see how conflict permeates through various layers of life (and society). The framework itself guides discussions and concepts in peace education well, but by looking at the FPPL itself, it can help teachers connect peace education to the current process of Reconciliation in Canada.







Movie Synopsis

The movie follows Mirabel, a member of the Madrigal family who has magical powers. She has felt othered by her family as she does not have powers. The family's miracle and magical house which has caused their powers is in danger and Mirabel tries to fix it. She uncovers that her family members each feel some kind of pressure and unhappiness under the strict "guidance" of Abuela. Mirabel thinks that her missing Uncle Bruno could be the solution to the Mircale's danger. He ran away from the family many years ago as he felt ostracized due to his power. After discovering all the internal conflict in her family, Mirabel confronts Abuela about her treatment (ignoring family members, picking favourites, having strict rules, planning family member's lives). After their fight the Madrigal's magical house falls down. However, through talking with one another again, Abuela realizes how her actions have caused pain in the family. The family then sets out to rebuild the house and re-structure their relationship with one another.

Key Questions for students

- How does Mirabel's perspective of her family change throughout the film?
- How does Abuela's change in perspective catalyze reconciliation among the family?
- To what extent is creating a safe space and allowing for open dialogue necessary to conflict resolution?
- What parallels can be drawn between Reconciliation and conflict resolution in the Madrigal family?

What is Peace Education?

Peace Education is the concept that one can prevent and resolve conflicts through a change of attitude and thinking. It usually goes hand and hand with nonviolence and social justice. Peace Education's historic roots are in pacifism, religion, and campaigning. Parallels can be drawn from the British Quakers or the Catholic Pax Christi. Additionally, Peace Education can also focus on skills training focusing on conflict resolution and peer mediation.



- How can you implement the peace education concepts in *Encanto* into your life?
- What historical conflicts or issues were mediated through peace education concepts?
- What issues in today's society do you think could be solved with peace education concepts?
 - i.e. racial injustice, Reconciliation with Indigenous peoples, political divides
- How do Peace education concepts and FPPL connect to one another?

Productive & Unproductive Conflict Resolution Strategies

Open Dialogue

Throughout the film, the theme of communication through an open dialogue as a tool for conflict resolution is promoted as the primary solution. Within the lens of Peace Education, this is done in *Encanto* through active forgiveness and understanding of one's point of view. Throughout the film, Mirabel's preconceived notions of her family members are changed as she took the time to hear their points of view and understand where they are coming from with their decisions. By having conversations with her siblings, she learns how the expectations placed on them by the community and their family is tearing them apart emotionally and psychologically. In addition, the central conflict of the film is solved by Mirabel beginning to understand the trauma experienced from being forced to flee their home.

Avoidance

Another concept of conflict resolution portrayed in the film is avoidance or disengagement. This centered on the character Bruno and his decision to leave the Encanto in order to protect Mirabel and Casita from his visions of their destruction. While it was a valid immediate solution to diffuse the situation between Bruno and Abuela and the perceived notion that Bruno is responsible for his visions and the issues they cause. This isn't a permanent solution for conflict resolution because it allows Abuela and the rest of the family to control the narrative of him and Mirabel with regard to how they are valued. Which in the long run ended up causing more issues as only one perspective were being expressed and Bruno's absence furthered the narrative that he was the cause of the problems of the family. Even though Bruno still very much cared for his family as seen by his painted table setting in the walls of the kitchen.

As a muscial, Encanto uses songs to help along the plot and the lyrics both inform us of the struggles of various characters and what the family needs to work on. Students can use the songs to look into what types of conflicts are present (i.e. Luisa, Bruno, Mirabel) and also how family members oversome some of their conflict (i.e. Isabela, Bruno, Abuela, whole family). Incorporating music allows for multimodal learning as students can listen along to songs and analyze the lyrics. Furthermore, if you have a group of students who are very into music, they can even analyze the connection between the instrumental music with what is happening in the story.



"And I'm sorry I
held on too tight
Just so afraid I'd
lose you too"





This page incorporates various lyrics from one of the final songs titled "All of us". Educators can have students analyze quotes like those on this page. Quotes are numbered from top of the page to bottom.

- Quote 1: This quote refers to the house falling apart and the family having to rebuild it with a stronger foundation. The house metaphorically represents the state of the family's relationship. The house begins to break as Mirabel discovers how broken the family is. Then the house completely falls apart, but the point is that everything needs to fall apart and be pushed into the open, so that the problems can be addressed.
- Quote 2: This quote incorporates something extremely important to confluct resolution on a personal level. Apologizing and recognizing one's wrongs.
- Quote 3: This quote builds on the first quote. It refers to how the village and the family work together to rebuild the house, but also to re-structure the family's roles and relationships in a healthier way (less pressure, more equal, not ignore issues). Conflict resolution and Reconciliation on a personal and societal level, requires groups/people to work together.

"It's a dream when we work as a team (all of you, all of you)"

Encanto Learning Activitey

Find a soft ball. Have the class stand in a circle. Begin by completing the sentence, "I feel _____when ..." Ask for a volunteer who is willing to restate what you just said. Toss that student the ball. That student restates what you said, then completes the sentence for herself. She then tosses the ball to someone else, who repeats what she said, then completes the sentence for himself, and so on.



Looking at the movie Encanto sharing feelings with people who you are close with is crucial. In the movie we see how Mirabel feels undervalued in her family, yet she does not discuss these feelings at legth with anyone. An important aspect of the film is that the conflict in the family does not get resolved because there is no communication within this family.

Perspective Learning Activities

Option A * *

Imagine you are a family counselor and the Magridals have come to you to help them address their trauma. Choose two family members and write a mediated conversation as they talk through their conflict using a peace education framework.



Take on the perspective of one of the Magridal family members and rewrite the plot of the film from their perspective rather than Mirabel's. What feelings and opinions would they have and how would they change as the plot progresses?

Additional Resources

Intergenerational Trauma

Can the legacy of trauma be passed down the generations?

Henriques, Marta. "Can the Legacy of Trauma Be Passed down the Generations?" BBC Future. BBC. Accessed July 15, 2022. https://www.bbc.com/future/article/20190326-what-is-epigenetic

Intergenerational Trauma and Residential Schools

Menzies, Peter. "Intergenerational Trauma and Residential Schools." The Canadian Encyclopedia. Accessed July 15, 2022.

https://www.thecanadianencyclopedia.ca/en/article/intergenerational-trauma-and-residential-schools.

War

Smith, Deborah. "Children in the Heat of War." Monitor on Psychology. American Psychological Association. Accessed July 15, 2022. https://www.apa.org/monitor/sep01/childwar.

Reconciliation and Conflict Reconciliation

Monkman, Lenard. "Restorative Justice Programs Could Help Reduce Indigenous Incarceration Rates, Says Chief | CBC News." CBC news. CBC/Radio Canada, June 27, 2018.

https://www.cbc.ca/news/indigenous/restorative-justice-programs-could-help-reduce-indigenous-incarceration-rates-says-chief-1.4723775.



INTRODUCTION

The media landscape is a continuously changing domain with new perspectives and ideas continuing to be featured and recognized. In the new era of streaming services, new original series have become the ground for new ideas and perspectives to be presented to growing world wide audiences. One such series is one developed by FX titled **Reservation**

Dogs. Directed by Sterlin Herjo, a member of Seminole Nation, and who co-created the show alongside Taika Waititi, the series follows four Indiegnous teens growing up on a reserve in Oklahoma.

This form of medium is an excellent way for students to study and assess the efforts being put forward and illustrate the growing shift in new perspectives being featured within the media.

FAST FACTS

Network: FX (Distributed on Hulu, streaming on Disney+ in Canada).

Aired: August 2021- Present

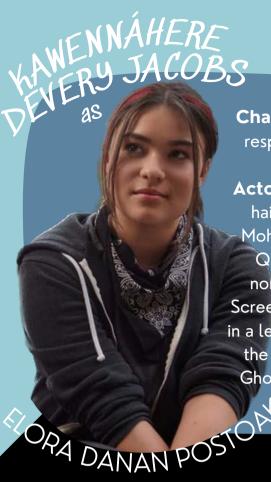
Created By: Sterlin Harjo & Taika Waititi

Cast:

- Devery Jacobs (Elora Danan)
- **D'Pharaoh Woon-A-Tai** (Bear Smallhill)
- Lane Factor (Cheese)
- Paulina Alexis (Willie Jack)

SYPNOSIS

Four Indigenous teens (the Rez Dogs) live on a reserve in rural Oklahoma. One year after the death of the fifth member of their group, Daniel, the series follows the group as they work towards leaving for California.



Character: Elora is the most responsible member of the group.

Actor: Jacobs is Mohawk and hails from the Kahnawake Mohawk Territory reserve in Quebec. In 2013 she wa nominated for a Canadian Screen Award for Best Actress in a leading role for her work in the film "Rhymes for Young Ghouls". Jacobs identifies as queer.

Reservation Dogs features entirely Indigenous writers and directors & a mostly Indigenous cast & production team.

THE MATIC CONCEPTS

Representation
Indigenous Perspectives
Systemic Oppression



LEARNING OBJECTIVES

Students will be able to assess the development of Indigenous driven stories and views in the media.

Students will be able to evaluate how themes of **systematic oppression** are represented through **Reservation Dogs**.

Students will be able to reflect on how Indigenous perspecitves and representation are developing in the media landscape and it signficance it has.

Students will be able to critically assess the role Indigenous media plays in moving towards reconciliation and decolonization.

Before Watching

QUESTIONS

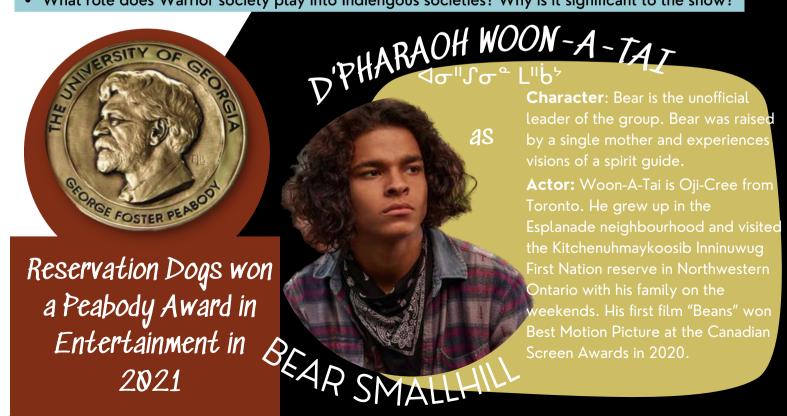
- Have you ever felt like your views or ideas were not represented in news, shows, music, or gaming? How did this make you feel?
- Who do you think plays a role in choosing creators and directors to make shows? How does this impact representation?
- What role could the media play in reconciliation and decolonization? How do different perspectives play into reconciliation and decolonization?
- Do you think there is equal representation and perspectives in media development? Why or why not?

While Watching

- How is the reservation represented in the show? What images are used and how does it look?
- What challenges does the group face? How do they deal with these challenges?
- What is a spirit guide? How is it used in the show to represent themes of warrior society?

After Watching

- Based on our viewing of Reservation Dogs, how do you feel the show represents Indigenous identity?
- How does the show illustrate Indigenous representation and perspectives within the episodes?
- How does the show contradict past stereotypical portrayals of Indigenous peoples in film & television?
- What role does Warrior society play into Indiengous societies? Why is it significant to the show?



ACTIVITY I: MAIN CHARACTER STUDY:

USING THE FOLLOWING CHART, ANALYZE EACH OF THE CHARACTERS AND HOW THEY REPRESENT THE MAIN THEMES WITHIN THE SHOW.

Elora Danan	
Bear Smallhill	
Willie Jack	
Cheese	

PALLAS GOLDTOOTH AS WILLIAM "SPIRIT" KNIFFMAN

The Symbolism of Vision

Bear Smallhill experiences visions of a spirit guide throughout the show named William Knifeman. He is dressed in stereotypical Native American garb and encourages Bear to embrace his "warrior" side. The spirit guide's appearance is a contrast to the reality of Indigenous lifeas depicted in the show, where the characters are fighting to leave instead of fighting to protect their land. Knifeman's appearance also acknowledges the stereotypical portrayal of

Indigenous people in mainstream media

This trope of the protagonist envisioning a fictionalized figure is repeated from cocreator Taika Waititi's earlier film "Jojo Rabbit", in which Waititi played a blue-eyed, New Zealand-accented Adolf Hitler who existed only in the mind of the main character.

TAIKA WAITITI IN JOJO RABBIT

episode guide

F*ckin Rez Dogs

August 9 2021

NDN Clinic

August 9 2021

Uncle Brownie

August 16 2021

What About Your Dad August 23

Come and Get Your Love August 30 2021

Hunting

Sept 6 2021

California Dreamin'

Sept 13 2021

Satvrday

Sept 20 2021

PAULINA ALEXIS



Character: Willie is a tomboy and is close with her family. She lost her cousin Daniel a year before the beginning of the series and is dealing with the resulting trauma.

Actor: Alexis is a Stoney tribe member of the Alexis Nakota Sioux Nation in central Alberta. Her family emphasizes the importance of creativity and culture. All 3 of her siblings are also in the film industry.

CREATORS





(Co-Creator, Co-Writer & Executive Producer) is of mixed European and Te Whānau-ā-Apanui (Māori) descent.

Activity II: Reflecting on the Creation and Production of Indigenous content.

For this activity students will focus on the these questions to the right and reflect on what they have learned from watching **Reservation Dogs** and after additional research. The goal of this is for students to think about what they have watched and how this impacts their notions on Indigenous perspectives, and of Indigenous representation in the media landscape.

How do you think these creations play into efforts of reconciliation and decolonization?

What is the significance of Indigenous driven media production and representation?

ANE FACTOR

Reservation Dogs

won "Best Ensemble
Cast" and "Best
Ensemble Series" at the
37th Annual
Independent Spirit
Awards in 2022.

Character: Cheese is the youngest of the group. He has a way of seeing the good in people and in the world.

Actor: Factor is Creek-Seminole and Caddo and hails from Midwest City,
Oklahoma. This is his first television role.

This prize is so much bigger than ourselves, just ourselves. Each of us come from different nations across
Turtle Island who survived 500 years of colonization. And in the 100 years of film and TV, Reservation Dogs now marks the first project with all indigenous creatives at the helm.

Devery Jacobs, March 2022



Asenap, Jesse. "Reservation Dogs' Marks a Breakthrough for Indigenous Representation Onscreen." Smithsonian.com. Smithsonian Institution, August 9, 2021. https://www.smithsonianmag.com/arts-culture/its-creator-its-actors-new-series-reservation-dogs-breakthrough-indigenous-representation-onscreen-180978401/.

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"A POTENT, POWERFUL WORK, FULL OF TOUGH QUESTIONS, TOUGHER ANSWERS,
AND OUTSTANDING PERFORMANCES" - MIKE MASSIE, ROTTEN TOMATOES.

CURRICULUM BOX

This is a study guide to accompany *The Hate U Give* Film. It has been written for senior secondary students (Grade 10 -12). It provides information and suggestions for learning activities in English, Physical and health Education, Careers, & Textile courses.

INTRODUCTION

Starr Carter is a 16-year-old black girl who lives in the fictional, mostly poor black neighborhood of Garden Heights, but attends an affluent, predominantly white private school, Williamson Prep. After a gun goes off at a party Starr is attending one weekend, Starr is driven home by her childhood best friend, Khalil. On the way home, they are stopped by a white police officer. The officer has Khalil, who is black, exit the car; while outside the car, Khalil reaches inside his car via the open driver-side window to check in on Starr, and picks up a brush. The officer, thinking Khalil picked up a gun, fires three shots into Khalil, killing him. Khalil's death becomes a major national news story. Starr's identity as the witness is initially kept secret from just about everyone outside Starr's family leaving Starr's two best friends, Hailey Grant and Maya Yang, and Starr's white boyfriend, Chris, who all attend Williamson Prep together, all unaware of Starr's connection to the news story. Having to keep this secret weighs on Starr, as does her need to keep her Williamson and Garden Heights personas separate..



BIG IDEAS

IDENTITY AND BLACKNESS.

Black athletes in the media

Code-Switching, Dueling Identities, and Double-Consciousness. Family, Community, Belonging, and Loyalty.

THE SIGNIFICANCE OF CLOTHING

Hip Hop and Black Culture

KEY QUESTIONS

Textiles Big Idea Questions:

- How does the clothing Starr chooses to wear reflect how she tries to perceived depending on the setting that she is in?
- Based on how Starr dresses in school what do you think of her? How does she dress when she is at home? How does it change? When you dress yourself what is your goal? Do you have one? Why or why not?

Careers Big Idea Questions:

- Does systemic racism and ideas limit Starr and her chances to succeed and excel in her career or life?
- Are there consequences that Starr faces after she participates in the protest? Are these consequences you could potentially face, or do you feel as if you would be exempt? Why?
- Does the choice of school limit your opportunities post-secondary? or would you say that you have equal opportunities to your peers at other schools? How does this effect you?

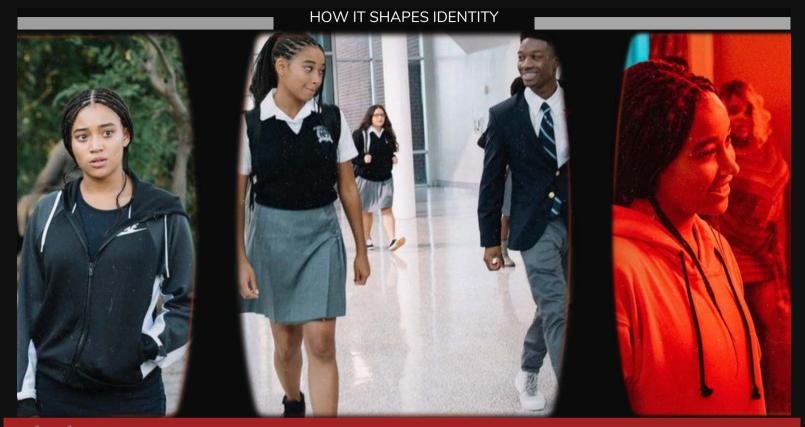
English Big Idea Questions:

- What individual parts of the self make up a persons identity?
- Comparing Starr at the beginning and end of the movie, what does the blending of her 2 selves indicate about the importance of one's social, cultural, and personal identity? Are they intertwined to make one major identity?

PHE Big Idea Questions:

- How do the different identities of the characters in the film influence their motivations and actions?
- How does the film depict drug use?
- What are the differences in how athletes of different ethnicities are depicted and perceived by others in the film?
- How does one's identity factor in to how they can keep themselves safe in different situations?

THE SIGNIFICANCE OF CLOTHING



I sling my backpack over my shoulder. As usual it matches my J's, the blue-and-black Elevens like Jordan wore in Space Jam. I worked at the store a month to buy them. I hate dressing like everybody else, but The Fresh Prince taught me something. See, Will always wore his school uniform jacket inside out so he could be different. I can't wear my uniform inside out, but I can make sure my sneakers are always dope and my backpack always matches them. (71)

REVOLUTIONARY STYLE: THE IMPORTANCE OF CLOTHING TO PROTESTS

"protestors consciously dressed to be as anonymous as possible. While some sported Black Lives Matters T-shirts, a modern policing system which frequently uses images captured during demonstrations to identify and arrest protestors after the fact meant many sought to make themselves as unremarkable as possible. recommended wearing layers of block coloured, nondescript clothing and bringing a change of outfits. All highlighted the importance of comfort, protection and, ominously, the necessity of being able to run.

What is striking about this advice is its stark contrast to the uniforms of past protests. Clothing has always been a key component of demonstrations but, traditionally, was used to mark oneself out from the crowd as a member of a certain group with certain beliefs - rather than an attempt to blend into the crowd for self-preservation"

WHY IS THIS IMPORTANT?

Clothing is a major piece of a persons identity and how they act and are perceived in a society. When studying textiles it is important when making choices on the clothing and it relates to types of clothing that are optimal for movement, protests and political statements. When choosing fabrics, brands and styles it is good to recognize that there are impacts of what you wear and how it can be perceived and choosing brands that support your beliefs as a person and your vision.



TEXTILES ACTIVITY:

Students will design an outfit in which they plan to wear to school/ work or a more 'professional' setting. Then they will choose and design an outfit they would wear out with their friends. Finally, they will design an outfit that they would wear to be physically active.

- Why did you choose these pieces?
- What material did you choose and why?
- What colours did you choose, did you consider this?

"BLACK DOESN'T ALWAYS
MEAN MYSTERIOUS, BUT
BLACK IS ELEGANT"

After designing their outfit, they will then choose **1 article** of clothing that they will re-create. They will need to include:

- A plan (how they will make this)
- What material they will use
- Why they chose this article of clothing
- What type of stitching they would use to make this.

TEXTILES BIG QUESTIONS

- HOW DOES THE CLOTHING STARR CHOOSES TO WEAR REFLECT HOW SHE TRIES TO
 PERCEIVED DEPENDING ON THE SETTING THAT SHE IS IN?
- BASED ON HOW STARR DRESSES IN SCHOOL WHAT DO YOU THINK OF HER? HOW
 DOES SHE DRESS WHEN SHE IS AT HOME? HOW DOES IT CHANGE? WHEN YOU
 DRESS YOURSELF WHAT IS YOUR GOAL? DO YOU HAVE ONE? WHY OR WHY NOT?

CAREERS

INFO

Many people of colour living in low-income areas experience low or no upward economic mobility due to limited access to quality schools, safe neighbourhoods, reliable transportation, or higher-paying jobs. Just based off of the colour of someones skin their opportunities could be limited. These are things that you may be privileged enough to never experience. Have the students think about and reflect on this.

BIG QUESTIONS

- Does systemic racism and ideas limit Starr and her chances to succeed and excel in her career or life?
- Are there consequences that Starr faces after she participates in the protest? Are these consequences you could potentially face, or do you feel as if you would be exempt? Why?
- Does the choice of school limit your opportunities postsecondary? or would you say that you have equal opportunities to your peers at other schools? How does this effect you?



ACTIVITY

4 corners Debate:

Label the four corners of the room with signs reading Strongly Agree, Agree, Disagree, and Strongly Disagree. Generate a list of debatable statements related to the material being studied. Statements that are most likely to encourage discussion typically elicit nuanced arguments (e.g. "This might be a good idea sometimes, but not all of the time"), represent respected values on both sides of the debate, and do not have one correct or obvious answer. Examples of effective Four Corners statements include the following:

I The needs of society are more important than the needs of the individual.

I The purpose of education is to prepare young people to be good citizens.

I Individuals can make their own choices; they should not be dictated to or limited by the constraints of society.

I One should always resist unfair laws, regardless of the consequences. I am only responsible for myself.

Physical and Health Education

THE IMPORTANCE OF MENTAL WELL-BEING



WHAT MAKES YOU, **YOU**?

The Hate U Give is an excellent story about different identities and the perceptions of others based upon those identities. Students in a PHE classroom should be aware of what these are. Whether it's race, ethnicity, religious affiliation, socioeconomic status, or anything else, these are all aspects of who we are!

PHE BIG IDEAS

- How do the different identities of the characters in the film influence their motivations and actions?
- How does the film depict drug use?
- What are the differences in how athletes of different ethnicities are depicted and perceived by others in the film?
- How does one's identity factor in to how they can keep themselves safe in different situations?

PHE ACTIVITY

Students will watch the following video:

https://www.youtube.com/wa tch?v=sx6XggsyRNQ&t=187s

- After a brief discussion as a class after watching the video, students will be given time to find an article written about an athlete or team. This can be a news article or sports journalism.
- Students will analyze the language used in the article of their choosing, taking note of any language that can be deemed racialized.





After students have analyzed their article, they will share their findings with a partner. Finally, groups of 4-5 will form and share what they have found.

Instructor will record notes on a whiteboard, categorizing language the students have found based on the athlete or team's identity







Character Analysis & Development in Film

THE IMPORTANCE OF UNDERSTANDING IDENTITY

S.T.E.A.L.

When discussing character development in the ELA (English Language Arts) classroom, the best place to start is with characterization and analysis. A tried and true method of character analysis is S.T.E.A.L.. What is S.T.E.A.L? It is a way to gather and look at information for a specific character.

S What the character **SAYS**

T What the character THINKS

The characters **EFFECT** on others

A The characters **ACTIONS**

How the characters LOOKS

With S.T.E.A.L. students look at what characters say and how they say it, revelations that happen through thoughts or feelings, the reactions of others when interacting with the character or vise versa, what they do and why, and how they look. All these aspects influence a characters identity and breaks it down.

CHARACTER DEVELOPMENT

Unlike novels or written works, films rely heavy on early character development. Character development refers to the creation of personality, depth, and motivation of a character that forwards the story or plot. If viewers don't like a character in the first 30 minutes of a hour long film then why would they continue watching? With written works, development can happen over a longer period of time. A chapter or 2 is more than enough time for a reader to continue or drop a book but those 2 chapters can be filled with descriptive writing. Film relies on what characters say, act, and look like constantly, There is little time to process multiple pieces of a character's identity or personality at once when more information comes in seconds. As such, when looking at character development in classroom, understanding the S.T.E.A.L method allows students to focus on specific parts of a character before, during, and after watching a film. Characters become much easier to understand, empathize with, like or hate, and analyzing and meaning making becomes easier with concrete ideas or examples to lean on.

STARR 2.0

BELONGING, CODE-SWITCHING, AND DUELING IDENTITIES
IN AN ELA CLASSROOM





Character Development Activities

BEFORE WATCHING:

- Pair or group students and have them answer the following guiding questions. I recommend you have students write down answers to use for after the movie.
 - Do you or others you know act differently when with different people or situations? How so or why?
 - If students have trouble prompt them by asking if they act different in the classroom then at lunch/afterschool. Prompt them by asking why they may speak different to a teacher or principal than a friend or family member.
 - o If people act or speak different that they "normally" do, does that make them not themselves? A different version of themselves? Why or why not?
 - Prompt students by getting them to think of a superhero and asking them to think if a superhero is the same person when they are being a superhero or when they are being a normal person (think Superman and Clark Kent or Ironman and Tony Stark)
- Introduce students to the S.T.E.A.L method.
 - Practice the method using clip from other films like the lunch scene from The Breakfast Club or "meeting the plastics" scene from Mean Girls.
 - Another great way is to have students watch the first 13-15 minutes of the movie and have students use the S.T.E.A.L. method for Starr AND Starr 2.0.

WHILST WATCHING:

- Continue having students use the S.T.E.A.L method to look at Starr's development.
- Prompt students to look for what changes she has had in different parts of the movie and what may have caused her to change or start blending her 2 identities.
- For added creativity and brainstorming, have student fill out a gingerbread person!

AFTER WATCHING:

- Have students re-answer the guiding questions from before the movie.
- Ask them to discuss:
 - o if their views have changed and why/why not.
 - If they need extra prompting, have them discuss if they saw it in the movie and where.
- A creative activity students can do is create a body biology poster for Starr.

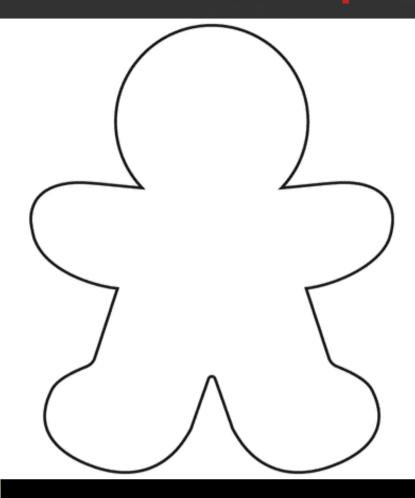
ENGLISH BIG QUESTIONS:

- What individual parts of the self make up a persons identity?
- Comparing Starr at the beginning and end of the movie, what does the blending of her 2 selves indicate about the importance of one's social, cultural, and personal identity? Are they intertwined to make one major identity?

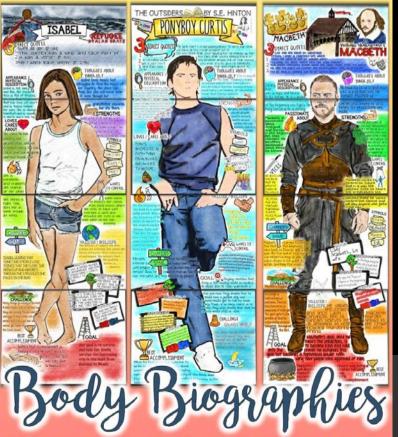
Activities In-Depth

Gingerbread Person Activity

This activity is great for any character analysis activity in classrooms. Generally, the inside is used to write down the internal aspects of a character like thoughts, looks, emotions, identity, goals, and motivations. The outside is used for external aspects like other people's opinions, social positions, and the characters actions. This activity can be adapted for any character and it's a great visual aid for students!



CHARACTER ANALYSIS USING



Body Biography

This activity is a great summative assignment for students. It allows you, the educator, to see what they understood and work on many different collaboration skills. It allows students the creativity to analyze a character in an artistic way. The referenced site below has a indepth explanation of the activity or assignment and connections to different learning outcomes.

Body Biography Reference Site and Photo Origin

Kelley, et al. "How to Teach Character Analysis Using Body Biographies." Study All Knight, 30 July 2019,

https://www.studyallknight.com/how-to-teach-character-analysis-using-body-biographies/.

SOURCES FOR FURTHER STUDY

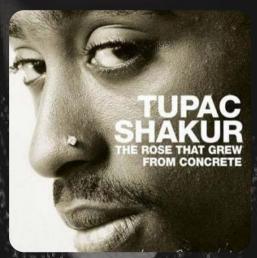
WEB SOURCES:

- Black Lives Matter Movement (BLM)
 https://blacklivesmatter.com
- Angie Thomas (author) Website
 https://angiethomas.com
- New York Times: Protest Fashion https://www.teenvogue.com/story/abrief-history-of-protest-fashion
- PBS: The History of Protest Fashion
 https://www.pbs.org/wgbh/americanex
 perience/features/conversations history-protest-fashion/
- Parents For Diversity: Periodic Table of Canadian Black History

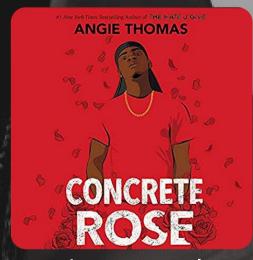
https://cbhtable.com/



The Novel



The Poem that inspired the Novel



The Prequel



Introduction

This media study guide is meant to lead students through understanding the relationships that are created and maintained between humans and the environment. The intention is to help students understand the impact of not maintaining sustainability practices and the reprucussion of overproduction. *The Bee Movie* is intended to show the audience the impacts of overproduction of honey and the impact on the bee population. It also demonstrates if bees were to go extinct and stop pollinating, which would lead to the crumbling of ecosystems worldwide.

Movie Fast Facts

Where To Watch: Netflix, Amazon Prime, and Hulu Release Date: November

2, 2007

Run Time: 90 minutes

Directed: SImon J. Smith

and Steve Hickner

Rated: PG-rated

Buzz buzz



How To Use This Guide

- 1. Prior to watching the film, have students discuss why they think this movie is part of their Social Studies 10 or Geography 12 class.
- 2. Using the questions on page 6, continue the class discussion.
- 3. Have students write down the four key concepts covered in this guide on a blank piece of paper.
 - As they view the movie have them take notes of times when they notice the key concepts come up.
- 4. After viewing, use the questions on page 6 to facilitate a class discussion. Ensure students also discuss where they saw the key concepts as well.
- 5. After students have had a discussion about the movie, choose which activity you will have them complete.
 - You can either assign an activity or give students a choice on which activity to complete.

Synopsis

Barry B. Benson graduates from college and proceeds to enter bee life, making honey until the end of his life.

Horrified with the realization that that is all his life is worth, Barry searches for something more which leads him to develop a friendship with Vanessa, a human flourist, who shows Barry more than just hive life. While spending time together, Barry discovers that humans have been taking advantage of bees and mistreating them for the benefit of honey production. Equipped with this knowledge, Barry sets off to take back the honey and restore power to the bees. However, little does Barry know that his actions and success may do more harm than good not just for the bees, but for all of humankind.

"And you'll be happy to know that bees as a species haven't had a day off in **27 billion years**.

Whew!"

"So you'll just work us to death?"

"We'll sure try."
The Bee Movie (2007)



Key Concepts

Sustainability

Sustainable practices must be used to ensure overproduction does not lead to depletion of resources in the environment.

Activism

Activism involves efforts to promote, impede, directly or indirectly intervene in social, political, economic, or environmental reform with the goal to create change in society.

Human-Environment Relationship

How humans interact and use the environment has great impacts both on the environment and human life (depletion of resources, urbanization, climate change). Human environment means the natural, physical, and the relationship of people with that environment, as well as economic and social effects.

Responsibility

Environmental responsibility means it is our duty to improve and protect our environment to ensure that the living environment can continue to thrive.

Learning Outcomes

Geography 12 Learning Outcomes

- Identify and assess how human and environmental factors and events influence each other (interactions and associations)
- Evaluate how particular geographic actions or events affect human practices or outcomes (geographical value judgments)



Social Studies 10 Learning Outcomes

 Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence)



While Viewing

- Does Barry take on the role of an environmentalist for the better of the hive?
- Does Barry's feelings of being unheard and powerless reflect your own when discussing environmental issues?
- When bees stop pollinating, what is the consequence?
- How does the movie illustrate for us to reflect on the consequences of our actions?



Questions

Focus

Before Viewing

- What does environmental activist mean to you? What is an image that first comes to mind?
- Reflect on your everyday actions, how do you interact/impact the environment in your day-to-day life?

After Viewing

- What role do bees play in the environment?
 - What happens if bees are no longer able to pollinate plants?
- Explain how one's actions can have impactful affects on the environment , no matters ones intentions.
- Is there a particular movement/cause that you feel passion for? Would you be willing to fight like Barry for your cause?
- Is there an environmental movement in 2022 that we can compare with the Bee Movie? Think of the resulting impacts from Barry's trial win and the idea of sustainability.



Activity 1: Reimagining the Bee Movie

What would it be like if *The Bee Movie* was about another species?

- Start by having a class discussion.
 - What are some species that are endagered because human impact on the environment?
 - What would the impact be on the world if the previously discussed species were to become extinct?
- Have your students form groups of 2-3 to create a plot synopsis for a children's movie about an endangered animal of their choice



 The plot synopsis can take any form the students like. For example, a video, a piece of written work, a comic, etc. The possibilities are endless!

Activity 2: TikTok Production



- The goal of this activity is to create a 60 second educational video.
- Using the platform, TikTok, students should plan a video discussing some of the main themes within *The Bee Movie.*
 - Students can choose to focus on two of the four key concepts to inform their TikTok video.
 - The four key concepts are Sustainability, Activism,
 Human-Environment Relationship and Responsibility.
- The main goal of the TikTok is to have a broader audience learn about the educational messages located

within The Bee Movie.



Resources For Further Study

Films and Documentaries to Watch

- 1. Vanishing Of The Bees (2009) [Prime Video]
- 2. More Than Honey (2012) [Apple TV]
- 3. The Lorax (20120 [Disney+, Netflix]
- 4. *I Am Greta* (2020) [Apple TV]

Other Sources

- 1. Why Bees Are Disappearing [TedTalk]
- 2. "Food For Thought: Social Versus Environmental Sustainability Practices and Performance Outcomes" [Article]
- 3. "Environmental and Social Supply Chain Management Sustainability Practices: Construct Development and Measurement" [Article]





EDCP 481, University of British Columbia Ryan Guevara Paul Towler



This study guide to accompany *Jurassic Park* was written with secondary students in mind. It provides suggestions for how to use the film in the English, Social Studies, or Media classroom.

Outcomes:

- Understand and define Ecomedia
- Understand the core tenets of what makes something a form of ecomedia
- Criticise media properties from an ecomedia lens
- Understand Remediation/Adaptation

Key Concept(s)/Big Idea(s):

https://curriculum.gov.bc.ca/curriculum/english-language-arts/10/new-media

- The exploration of <u>text</u> and <u>story</u> deepens our understanding of diverse, complex ideas about identity, others, and the world.
- Texts are socially, culturally, geographically, and historically constructed.
- Humans believe that they have total dominion over the Earth and what lives on the planet.
- The ecosystems of the planet are resilient and will develop with or without human intervention.

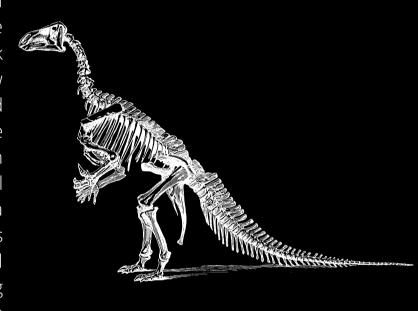


INTRODUCTION

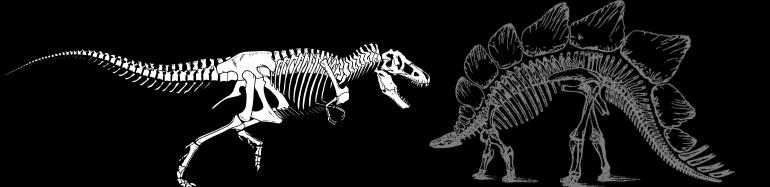


Jurassic Park is a 1993 film distributed by Universal Pictures and is based on the novel by the same name written by Michael Crichton. Crichton and David Koepp wrote the screenplay and acclaimed director Steven Spielberg was responsible for directing the film. The film was wildly popular on release, grossing \$914 million and reigning as the highest grossing film of all time until the release of the film Titanic in 1997. The film won three Oscars (Best Sound Editing, Best Sound Mixing, Best Visual Effects) in 1993.

The plot of the film revolves around several palaeontologists who have been invited to the island of 'Isla Nubar' to see a new theme park opening where scientists have discovered how to clone dinosaurs from preserved blood and have brought the creatures back to life. At the same time, an employee of the company in charge of the park is offered money to steal some of the cloned dinosaur embryos and as a result of his actions the resurrected dinosaurs are released into the park causing several crises. By the end of the film the surviving heroes of the story have fled and the dinosaurs have claimed Isla Nubar for their own.



The film touches on various themes, but this study guide will focus on the film's relationship to ecomedia. Ecomedia is a term that encompasses both the portrayal of the environment in media and the environmental impact of media forms. This guide focuses on the former, which is a broad interpretation that deals with any form of environmental issues in media.



BEFORE WATCHING

Research Michael Crichton and the plots of his other novels. What plot and theme similarities do you notice across his body of work?

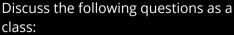
Most of the dinosaurs featured in the film are from the Cretaceous era, rather than the Jurassic. Why do you think the book/film/park use the name of the Jurassic era?

Look at the theatrical poster for the film.

Does it communicate excitement, story, or attract you to the film in any way? Would you have chosen a different poster for the film's publicity? Compare it to posters made for the recent Jurassic World series of films.

What are the ways in which they are different?

Watch the original trailer for the film. How does it differ from the trailers you would see for a modern film? How much do you feel you know the plot of the film based solely on what the trailer shows?

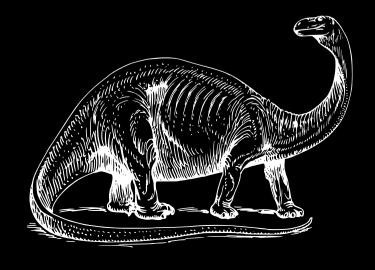


- What is the degree you think ecosystems require human intervention to survive/thrive?
- Is it ethical to bring species back from extinction?
- What is the role of humans in the global ecosystem?
- Is it right that humans should be able to own a species through copyright of genetic material?



An Adventure 65 Million Years In The Making.





AFTER WATCHING

Discuss the following questions as a class:

- To what degree does human greed lead to the various crises of the film? List specific examples that show how the people in the film chose greed over safety & security.
- What effect will the resurrected & released dinosaurs have on the already existing ecosystem of the island?
- Do you think the newly created ecosystem, with the inclusion of dinosaurs, will be able to sustain itself on Isla Nubar? Why, or why not?
- What impacts do you think the gene therapy technology used in the film would have on society at large? Do you think people would stop at dinosaurs or would they bring other extinct species back to life?
- Did you enjoy the film? Explain why or why not using plot, theme, acting, and cinematography to support your opinion.
- Research the plot to the sequel novel/film. What are the themes and questions that are continued from the first film?
- The film Jurassic Park is an example of an adapted property, as it was originally written as a novel and then remediated as a film. Drawing on any experience you have with a film adaptation of a novel, what do you think needed to change in order for the story to make sense as a film?
- The film places a great deal of focus on the dinosaurs of the park, with wide sweeping shots, zooms in and out, close ups on the animatronics, and other cinematography tools. What effect do these camera shots have on the audience, and how does it support the film's ecomedia theme?
- A famous line from the film is when Dr. Ian Malcolm says to Richard Hammond that his "[s]cientists were so preoccupied with whether or not they could, they didn't stop to think if they should." when referring to the resurrection of the dinosaurs. How does this quote apply to ecological science today?
- The story centres around the idea that human systems will fail when confronted with the overwhelming power of the environment or through human greed (The power, the vehicles, the security systems, etc). What are other ecological issues that you see happening now that do not have adequate human systems to stop them from collapsing?







Theme	Examples from the film that demonstrate the theme
Example	
Human Greed	- Making an amusement park - Trying to steal dinosaur DNA for personal profit
Gene Therapy & Selective Breeding	
Ethics of Zoos	
Bringing species back from extinction	
Are there any other themes you can think of?	



Sick triceratops https://youtu.be/JylK4HuKMvQ

In the scene where Dr. Grant and Dr. Sattler help the ill triceratops notice who is eager to help and who isn't. Pay attention to their motivations, specifically with regards to their connection to the dinosaurs as living creatures vs as InGen 'property'.

- How does this relate to the film's themes?
- How does this advance the idea of the film as a piece of ecomedia?

Discovering the eggs https://youtu.be/dy-6l8f89K4

Dr. Grant, along with Tim and Lex, end up finding a sizable clutch of dinosaur eggs out in the wild areas of the park during their escape from the Tyrannosaurus Rex.

 Look at how the scene is framed, what music is playing, and the cinematography all emphasise this discovery as a positive thing despite the ability for dinosaurs to breed outside of human control being a dangerous fact. Why do you think this is?

DNA movie & scientists https://youtu.be/h58lRIVHhGc

Dr. John Hammond shows the other scientists how they were able to get dinosaur blood from mosquitoes fossilized in amber. Take note of how the scientists react to this knowledge and of how simple the science seems.

- Would the simplicity of the science a good or bad thing in our reality?
 Why?
- Is it dangerous to simplify complex knowledge like this for the general public? Why or why not?

Chaos Theory scene https://youtu.be/n-mpifTiPV4

Dr. Ian Malcom explains Chaos Theory to Dr. Ellie Sattler. Listen carefully to Dr. Ian Malcom's explanation of Chaos Theory. Consider it's overall meaning to the movie.

- Do you think Dr. Malcom has reservations about bringing dinosaurs back to life in regards to Chaos Theory? Why or why not?
- Do you think bringing back extinct animals would cause more harm than good?



1. Create a sequel idea or concept for something in the future

- The film of course has sequels, Jurassic Park: The Lost World and Jurassic Park III as well as the Jurassic World series, but what is your vision for what happens after the end of the original film? Choose what form your sequel will take: comic, short story, short film, etc. and work to create it. Focus on what theme from the original story you are continuing in your adaptation.
- Create a sequel focusing on how you would react to the events of Jurassic Park. Would you try to recreate the park or do everything in your power to prevent it from happening again?
- Use this to explore your creativity but also how you think the current world would react to these events.
- Draw from/reference 1-2 scenes from the movie to tie things together.
- 2. PSA about the dangers of having a dinosaur as a pet, like the ones that exist for other exotic pets or other similar style PSAs about things that might be important in the world of Jurassic Park.
 - This can be in the form of a short video, audio recording, poster, or short write-up.
 - Create a PSA either advocating for or denouncing Jurassic Park.
 Take a stance and firmly declare it to convince your audience.
 - Draw from/reference 1-2 scenes from the movie to provide context.



Jurassic Park Sequels

The Lost World: Jurassic Park, Jurassic Park 3, Jurassic World, Jurassic

World: Fallen Kingdom, Jurassic World Dominion

More about Ecomedia

Ecomedia: Key Issues - https://cupola.gettysburg.edu/cgi/viewcontent.cgi?

referer=&httpsredir=1&article=1084&context=books

Ecomedia Literacy: Integrating Ecology into Media Education -

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