A.III.25

Business communication: writing

Technological future trends – Evaluating fictive developments in the series *Black Mirror*

Nach einer Idee von Manuela Olde Daalhuis, Düsseldorf
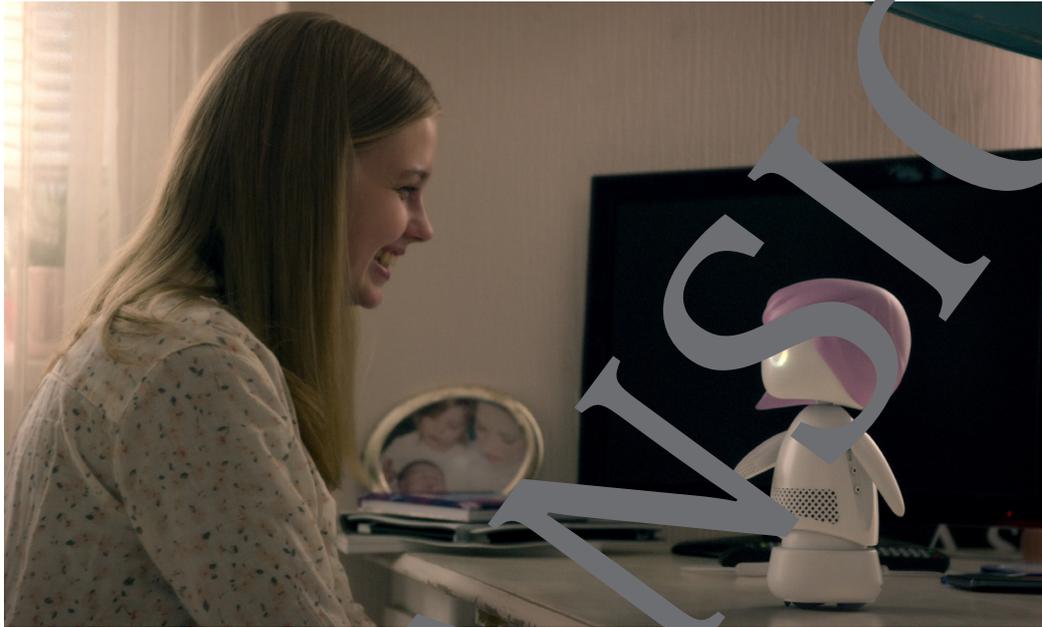
Intelligente Roboter? Unendlicher Zugr͟f au͟ ͟͟͟erungen? Ein digitales Bewertungssystem im Job? Die Lernenden tauchen in alternative Realitä͟en de͟ ͟ence-Fiction-Serie „*Black Mirror*" ein, die auf Basis aktueller technologischer Entwi͟ ͟lungen fasz͟nierende und gleichzeitig beunruhigende Zukunftsszenarien zeichnet. ͟͟bei extrahieren ͟ie die gezeigten Zukunftstrends, beziehen sie auf die Arbeitswelt und bew͟ ͟ten und ͟ ͟skutieren die ͟ ͟eiligen Chancen und Risiken.

KOMPETENZPROFIL

Niveau:	A2/B͟
Dauer:	10 Unte͟ichtsstunden (inkl. LEK)
Kompet͟ ͟zen:	͟. Hör-Seh-Verstehen: Äußerungen in authentischen Serienaus-͟gen verstehen und technologische Zukunftstrends identifizieren, ͟. Leseverstehen: Texte verstehen und relevante Informationen entnehmen, 3. Sprech- und Schreibkompetenz: technologische Zu-kunftstrends mündlich und schriftlich bewerten und diskutieren, 4. Medienkompetenz: den Kanal „Video" als Informationsquelle nutzen, digitale Tools verwenden
Thematische ͟ ͟ereiche:	*technological developments in the working world, visions of the future: technological progress*
Medien:	Ausschnitte aus „*Black Mirror*", Zeitungsartikel, Interview
Zusatzmaterialien:	LEK, Vokabelliste, ausführlicher Erwartungshorizont

Auf einen Blick

1. Stunde

Thema:	Expectations for *Black Mirror* – activating previous knowledge
M 1	**Trends of the future – reflecting on the worlds on display in the series** *Black Mirror I* Vorwissen zu technologischen Entwicklungen aktivieren
Benötigt:	☐ M 1 als Folie, Worddokument oder Ausdruck
	☐ OH-Projektor, Smartboard oder Dokumentenkamera

2./3. Stunde

Thema:	New technological developments – an opinion
M 2	**Charlie Brooker on his series** *Black Mirror* **– comments on new technology I** zentrale Themen der Serie „*Black Mirror*" erarbeiten und bewerten
M 3	*'The more horrible an idea, the funnier I find it' I* Zeitungsartikel zum Erarbeiten der Themen der Serie „*Black Mirror*" in Partnerarbeit
Benötigt:	☐ M 3 als Folie, Worddokument oder Ausdruck
	☐ OH-Projektor bzw. Beamer/Whiteboard
	☐ ggf. Smartphones, Laptops oder Tablets für den digitalen Austausch in M 2

4. Stunde

Thema:	Futuristic technological devices – implications for the working world
M 4	**Assessing work performance – innovative approaches in** *Black Mirror I* mögliche technologische Entwicklungen erschließen und bewerten
Benötigt:	☐ Smartphones, Laptops oder Tablets oder Smartboard/Beamer als Abspielmöglichkeit des Videos
	☐ Vorbereitete (ggf. heruntergeladene) Episoden von „*Black Mirror*":
	„*The Entire History of You*": Staffel 1, Folge 1 (00:00–03:30 min)
	„*Nosedive*": Staffel 3, Folge 1 (03:05–08:23 min)
	☐ Smartboard oder Dokumentenkamera zur Ergebnissicherung

5.–7. Stunde

Thema:	Intelligent robots – an everyday companion?
M 5	*Rachel, Jack and Ashley Too* **– living with a robot I** die Möglichkeit von intelligenten Robotern erarbeiten und bewerten
Benötigt:	☐ Smartphones, Laptops oder Tablets oder Smartboard/Beamer als Abspielmöglichkeit des Videos
	☐ Vorbereitete (ggf. heruntergeladene) Episode von „*Black Mirror*":
	„*Rachel, Jack and Ashley Too*": Staffel 5, Folge 3 (05:10–05:33 min / 09:55–14:55 min / 37:22–43:25 min)

☐ M 5 als Folie, Worddokument oder Ausdruck
☐ OH-Projektor bzw. Beamer/Whiteboard
☐ ggf. Laptops/Tablets für die digitale Alternativen in M 5

8./9. Stunde

Thema: Artificial Intelligence – human job quotas

M 6 **Artificial Intelligence and Robots – competitors on the job market? /** schrittweise einen Zeitungsartikel erarbeiten und den Inhalt bewerten

M 7 *Rise of robotics will […] lead to human job quotas /* mithilfe des Arbeitsblatts einen Zeitungsartikel erschließen

Benötigt: ☐ M 6 und M 7 als Folie, Worddokument oder Ausdruck
☐ OH-Projektor bzw. Beamer/Whiteboard
☐ ggf. Laptops oder Tablets für die digitale Alternative der Schreibkonferenz

10. Stunde

ZM 3 **LEK /** zu finden auf der beiliegenden CD bzw. in der ZIP-Datei

Minimalplan

Sie haben nur zwei bis drei Stunden zur Verfügung? Dann erarbeiten Sie die wichtigsten Inhalte:
5.–7. Stunde: Intelligent robots – an everyday companion?   M 5
oder
8./9. Stunde: Artificial Intelligence – human job quotas   M 6/M 7

Zusatzmaterialien auf der CD 38 bzw. in der ZIP-Datei

ZM1_useful_phrases_technology *useful phrases* für leistungsschwächere Lernende
ZM2_M5_example_mindmap Lösung zu der Mindmap in M 5
ZM3_LEK Thematisch anschließende Lernerfolgskontrolle

Hinweise zu den Differenzierungssymbolen

	Finden Sie dieses Symbol in den Lehrerhinweisen, so findet eine Differenzierung statt. Es gibt drei Niveaustufen, wobei nicht jede Niveaustufe immer extra ausgewiesen wird.
einfaches Niveau	mittleres Niveau	schwieriges Niveau

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M 2
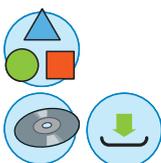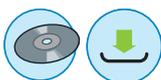
Charlie Brooker on his series *Black Mirror* – comments on new technology

Read Charlie Brooker's comments on new technologies in his interview with *The Guardian*. As the interview is quite long, you are going to share the reading task with a partner.
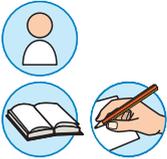
Partner Puzzle I

1. Read your part of the text, then take notes for each topic. Reduce its content to three keywords for every tech issue[1].

2. Talk to your partner. Inform him/her about your findings.
3. Now listen to your partner in turn and inform you about other tech issues that were discussed in her/his part of the text.

4. In his interview, Charlie Brooker is criticising and warning of effects some technological developments can have on people and society. Choose 3 topics and evaluate and comment on Brooker's statements.
5. With your partner, imagine an exciting plot[2] of the series *Black Mirror* exploring ideas about future of transportation (e.g. drones, self-driving cars). Make sure you consider the advantages[3] of these new technological devices and also their possible disadvantages[4]. Sum up your idea in 4–5 sentences.

Vocabulary
1 **tech issue:** das technologische Thema – 2 **plot:** die Handlung – 3 **advantage:** der Vorteil – 4 **disadvantage:** der Nachteil

Assessing work performance – alternative approaches in *Black Mirror*

M 4

The episodes *The Entire History of You* and *Nosedive* deal with technological devices that could revolutionise the job market and how we are seen and assessed by our employer.

Partner Puzzle II – Partner A

1. **Pre-watching:** The title of the episode is "*Nosedive*"[1]. Collect ideas on the topics/themes of the episode.

2. **While-watching:** Watch minutes 03:05–08:23 from *Black Mirror's* episode *Nosedive* (season 3, episode 1) at least twice. Answer the following questions.

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a)   Lacie lives in a world in which …
☐   … everyone posts on social media and likes posts of others (1).
☐   … everyone is rated for their social media activity and real life actions (2).
☐   … people are collecting stars and use it as payment method (3).
b)   Talking to her acquaintance[2], Bethany, in the elevator …
☐   … Lacie makes use of an in-eye projector gathering information about her (1).
☐   … they are making honest and respectful conversation (2).
☐   … Lacie is asking her about her dog (3).
c)   Your score is important …
☐   … for your health since dropping[4] below 2.5 means that you have to go to a doctor (1).
☐   … for your public perception[5] and your employment since dropping below 2.5 means that your job is terminated[6] (2).
☐   … since it determines[7] which people you can meet with and which restaurants you can go to (3).
d)   Getting one or two stars …
☐   … does not bother Lacie (1).
☐   … is a good sign for Lacie (2).
☐   … shocks Lacie and makes her get panicked (3).

3. **Post-watching:** In the episode the relationships seem superficial. People are only talking to each other to get a good score. Compare this to today's situation with social media.

4. **Post-watching:** In the episode your score influences your employment.
   a) Reflect what this would mean for the job market and the assessment of performance.
   b) Give your opinion on such a development.

   Get together with partner B. Summarise the content of your video for him/her. Explain the implications[9] for the job market and give your opinion. Shortly discuss the matter.

1 **Nosedive:** Titel auf Deutsch: Abgestürzt – 2 **acquaintance:** die/der Bekannte – 3 **to gather:** sammeln – 4 **to drop:** fallen/sinken – 5 **public perception:** die öffentliche Wahrnehmung – 6 **to terminate:** beenden/kündigen – 7 **to determine:** bestimmen – 8 **to bother sb.:** jmd. stören – 9 **implication:** die Auswirkung/Folge

M 5   *Rachel, Jack and Ashley too* – living with a robot

The episode *Rachel, Jack and Ashley Too* deals with the possibility of robots in everyday life.

© ddp/Everett Collection

Pre-viewing

1. Look at the picture above.
   a) Describe it.
   b) What could the episode be about.

Viewing: Part I

2. Watch minute 05:10–05:33 of the episode *Rachel, Jack and Ashley Too* twice.
   a) State whether the sentences are true or false. Correct false statements.

| Statement	true	false
A video by famous popstar Ashley O is shown.	☐	☐
The robot-doll makes it possible to have your favourite star as a friend.	☐	☐
The robot-doll is based on the star's personality.	☐	☐
The robot can only play the music of the star.	☐	☐
The blonde girl, Ashley, does not care about the robot.	☐	☐

   b) Make assumptions on what is going to happen in the episode.

Artificial Intelligence and robots – competitors on the job market?

It is not far-fetched to use Artificial Intelligence (AI) and robots in the working sphere to make processes faster and easier. What could be the consequences?
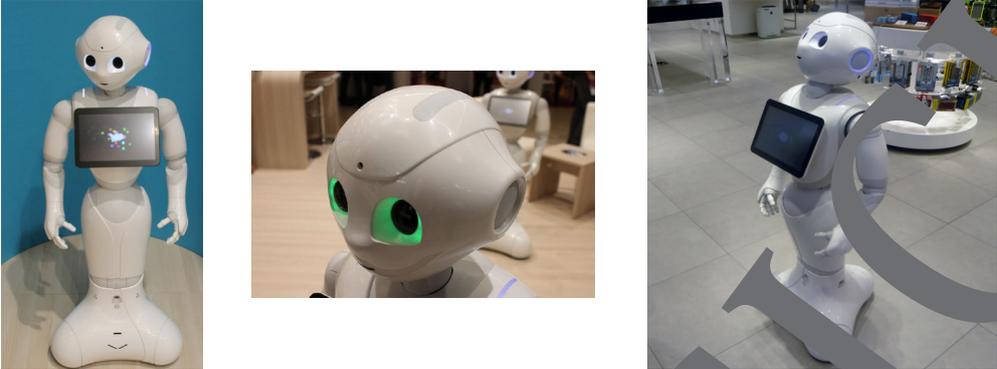
This is Pepper, a robot able to read human emotions and designed to be a company and personal robot in the future. It is currently being tested as a receptionist at different offices in the UK. Pepper can identify visitors using facial recognition, arranges for drinks and chats with clients.

Tasks

1. **Pre-reading:** Read the information on the robot Pepper.
   a) Name further sectors in which Pepper could possibly be established.
   b) Think about possible consequences for the working world.
2. **While-reading:** Read the article.
   a) Divide the article up into different, thematically connected paragraphs. Write down the key statement of that paragraph next to the text. Exchange your statements with your partner and, if necessary, correct them.
   b) State whether the following statements are true or false. Correct false statements.

statement	true	false
A. New advances in robotics will change working place routines to a great degree.		
B. Countries in China will continue to profit from the advantage that they can offer services with cheap labour costs. Only the industrialised countries will suffer from the replacement of workers by robots.		
C. The report describes the development of the working world in terms of industrialisation, electrification, digitalisation and industrial revolution 4.0. Industrial revolution 4.0 means the arrival of software and machines in the production and service sector.		
D. There needs to be a job quota ensuring that certain jobs will be performed by human beings instead of robots.		

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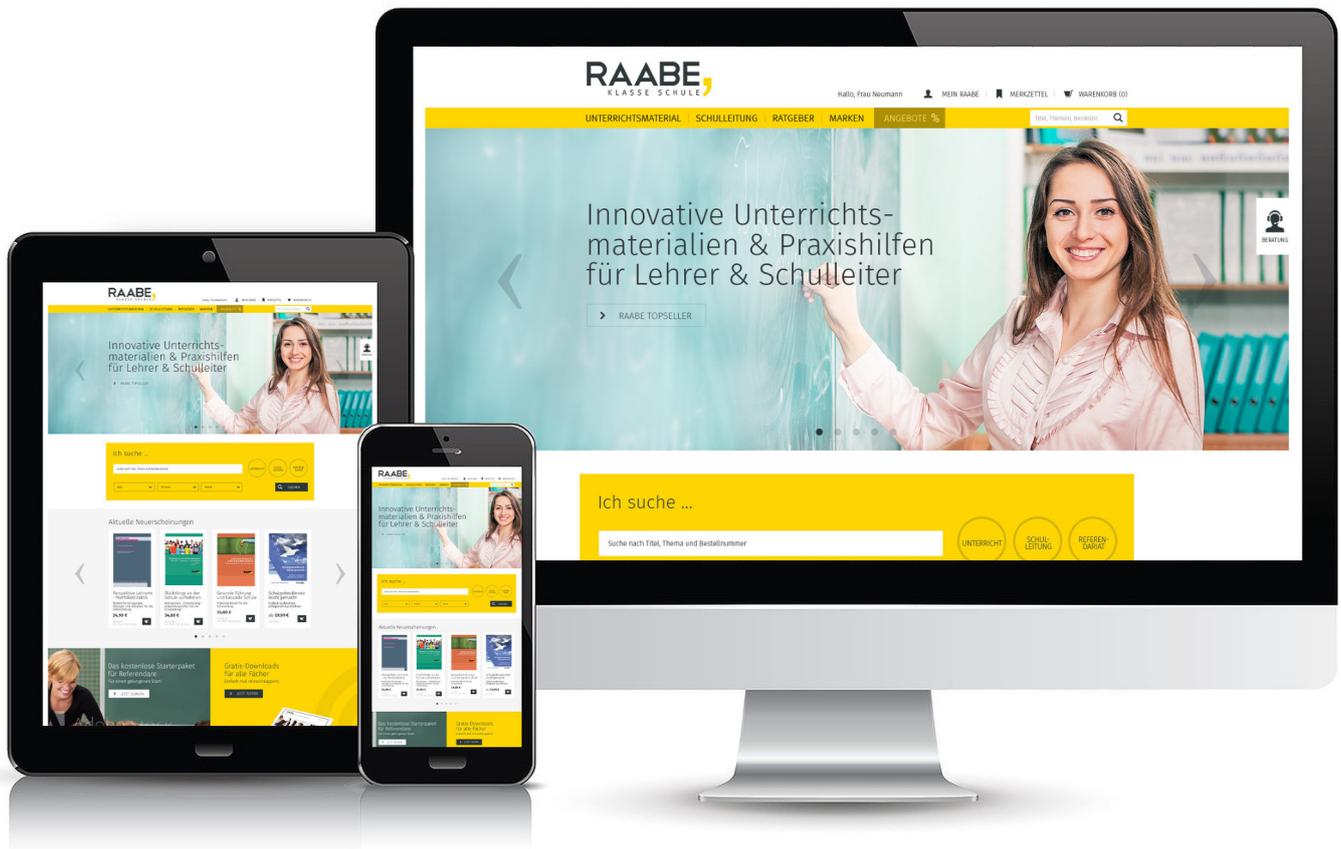
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