

## II.C.8.10

Landeskunde – Science, Technology and Environment

# Visions of the future: Den dystopischen Film „Blade Runner 2049“ analysieren – Exploring the ethics of artificial intelligence

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Die Unterrichtseinheit eröffnet einen Blick in eine düstere Zukunftsvision – die Welt von „Blade Runner 2049“. Im Zentrum stehen Fragen unserer Zeit: Was unterscheidet Mensch von Maschine? Können künstliche Intelligenzen ein „Ich“ entwickeln? Und welche Verantwortung trägt die Menschheit für die Technologien? Neben der Analyse filmischer Mittel bietet die Reihe Anlässe für Diskussionen, philosophische Impulse und kreative Auseinandersetzungen mit „Dystopie“ und „künstliche Intelligenz“.

### KOMPETENZPROFIL

<b>Klassenstufe/Lernjahr:</b>	11/12 (G8) bzw. 11–13 (G9) / 7.–9. Lernjahr
<b>Dauer:</b>	4–12 Unterrichtsstunden + LEK
<b>Kompetenzen:</b>	1. Text- und Medienkompetenz: einen Film interpretieren; 2. Kommunikative Kompetenz: ethische Fragestellungen und gesellschaftliche Entwicklungen diskutieren; 3. Interkulturelle Kompetenz
<b>Thematische Bereiche:</b>	<i>Science and technology; ethical issues; visions of the future (utopia and dystopia); the individual and society</i>
<b>Materialien:</b>	Filmposter, Film-Standbilder, <i>LearningApps</i> , Audio(link)
<b>Zusätzlich benötigt:</b>	Filme „Blade Runner 2049“ (2017) und „Blade Runner“ (1982)

## Auf einen Blick

### 1. Stunde

**Thema:** Utopia vs. dystopia: An introduction

**M 1** **What makes an ideal world? – Utopia and dystopia /** ein Zitat zum Thema „Perfect societies“ analysieren; ideale vs. problematische Gesellschaftsentwürfe diskutieren; die Begriffe „*utopia*“ und „*dystopia*“ kennenlernen

**Benötigt:**

- Beamer/Whiteboard
- M 1 digital oder analog

### 2. Stunde

**Thema:** Artificial intelligence: Foundations and ethics

**M 2** **Using artificial intelligence – What are the chances and risks? /** sich über den persönlichen Gebrauch von KI austauschen; ein Erklärvideo zum Thema KI ansehen und Hörsehverstehensaufgaben dazu bearbeiten; Asimovs „Three Laws of Robotics“ kennenlernen und sich über die Chancen und Risiken von KI austauschen

**Hausaufgabe:** Informationen über eine KI recherchieren und auf einem Poster darstellen (M 2, task 5)

**Benötigt:**

- Beamer/Whiteboard
- M 2 digital oder analog
- Internetzugang und Abspielmöglichkeit des Videos: „Artificial Intelligence“: <https://raabe.click/artificial-intelligence> (4:45 min.)



### 3. Stunde

**Thema:** What it means to be human

**M 3** **What does it mean to be human? – Humans vs. robots /** die Frage „*What makes us human?*“ diskutieren; ein Video über einen Roboter ansehen und sich darüber austauschen; den Turing-Test kennenlernen; über menschliche Eigenschaften von Maschinen diskutieren

**Hausaufgabe:** über die Bedeutung von Menschlichkeit reflektieren (M 3, task 5)

# M 4

## “Blade Runner 2049” – Working with a trailer



### Tasks

1. Pre-viewing: Think – Pair – Share: Considering the title and the official film poster, what do you expect from a film called “Blade Runner 2049”?
  - What genre might it be?
  - Where and when do you think the story is set?
  - What does “Blade Runner” make you think of?



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2. Watch the trailer on mute: <https://raabe.click/trailer-bladerunner> (2:22 min.)
  - a) Write down at least five details that stand out to you (objects, settings, atmosphere, technology, people). After watching, compare them with a partner and discuss:

- Which two details create the strongest dystopian atmosphere? Why?
- Which one detail do you find most realistic or most futuristic? Explain.

- b) Watch the trailer a second time with sound. Listen carefully for the quotations in the trailer. In small groups, discuss what they reveal about this world.

	<p><i>“The world is built on a wall that separates kind. Tell either side there is no wall, you bought yourself a war.”</i>                  → What “kind” does she refer to?</p>
	<p><i>“I covered my tracks. Scrambled the records.”</i>                  → Why would someone need to hide from the system? What does this suggest about surveillance and control?</p>
	<p><i>“You newer models are happy scraping the shit ... because you’ve never seen a miracle.”</i>                  → What does this hint at? How does the word “miracle” clash with a technological world?</p>
	<p><i>“Every civilization was built off the back of a disposable workforce.”</i>                  → What kind of society does this describe? Do you see connections to history or today?</p>

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## Analysing K and Joi – True love or an illusion?

M 9

### Tasks

- Warm-up: Think – Pair – Share: Imagine you have an AI on your phone that knows everything about you. It remembers all your preferences, supports you emotionally and reminds you every day that you are unique and special. The AI is always there for you and adapts to your needs. Do you think this could be considered a real relationship? Why or why not?
- While-watching: When K comes home from work, his girlfriend Joi is already waiting for him. Watch the scene (0:16:13–0:18:53 min.) and take notes:
  - Briefly describe what happens in the scene.
  - How does Joi appear to show affection?
  - How does this influence K’s emotions?
  - Why could the viewer initially assume that Joi is a real woman, and what could be the function of this introduction within the context of the scene?
  - Why does Joi frequently change her clothes? How do the outfits reinforce or challenge stereotypes?



Still				
Gender role				

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- Analysing K and Joi’s relationship: Get together in three groups and watch scenes A–C you were assigned. Answer the questions with short notes and examples from the film (use quotations or describe what you see). When the time is up, form new groups with members of each group and present your findings. Summarise in three to four sentences how Joi develops from scene A to scene C. Which role does Joi assume in the film and in the society created by Wallace?

# M 11



## Interview: “How can our memories be manipulated?” – Listening comprehension tasks

Listen to an extract from a TED talk by Elizabeth Loftus, a professor of psychology and law at the University of California, Irvine about false memories:

<https://raabe.click/manipulated-memories>

### Tasks

1. You will hear five short sections from the talk. Match each statement 1)–5) with the correct idea A)–G). Two ideas are extra.

Statements		Ideas
1) Jurors sent innocent people to prison because they thought memory was like a video recorder.		A) False memories can be created through suggestion.
2) By asking about a yield sign instead of a stop sign, researchers changed what people “remembered.”		B) Memory works like a recording device.
3) After being told they once got sick from eating certain foods, people avoided those foods later.		C) Memory can influence later behaviour.
4) Some scientists imagine a time when humans can actively choose or design their own memories.		D) DNA testing revealed wrongful convictions.
5) If someone tells us wrong details or we see misleading news, our memory of an event can change.		E) Designer memories may be possible in the future
		F) Witnesses and media can distort memory.
		G) Drugs may weaken traumatic memories.

1)	2)	3)	4)	5)