

## VIEWPOINTS ON DEALING WITH EVERYDAY SITUATIONS THROUGH CONSUMER AND MEDIA EDUCATION

This material is intended for media education, using the film *Crash* as the starting point. The material deals with learning objectives involving critical thinking and customer-oriented activities using film education methods. The tasks in the material are designed to activate students and stimulate critical thinking. The material is not intended to give ready-made operating models or opinions but to motivate students to observe and evaluate social phenomena critically.

Schools can also divide the material between different subjects. The material is designed especially for use in social studies, particularly in dealing with customer relationships or customer service.

The material helps answer the following occupational skill requirements for teachers/educators. Students learn to

- evaluate their own activities in relation to Finnish society's values and practices
- evaluate the significance of their own activities and the customer's activities and the work community's operating culture in customer situations

- evaluate professionals' responsibility for the safety of services
- act consciously according to ethically and professionally sustainable operating principles
- help create a good atmosphere in cooperation between adults and children
- understand the significance of respecting the experiences and opinions of children, parents and one another and work according to the principles of education partnership
- consider safety in physical, mental and social environments as well as different materials and equipment from the viewpoint of safety
- understand the significance of consumer information and skills both as a customer and in dealing with everyday situations
- discuss texts and evaluate strong social and ideological messages in them
- describe and comment on different levels of realism and explain the relation between ethical style and social/political significance.

Learning tasks for adult students in the education field.

### CRASH, 2005

**Oscar winner 2006**

**Best film**

**Best original script/** Paul Haggis & Bobby Moresco

**Best editing**

**Age limit:** 11

**Length:** 114 min.

**Director:** Paul Haggis

**Cast:** Sandra Bullock, Don Cheadle, Matt Dillon, Jennifer Esposito, William Fichtner, Brendan Fraser, Thandie Newton, Ryan Phillippe, Terrence Howard, Chris "Ludacris" Bridges, Larenz Tate, Michael Pena.

Beneath all the glitter, the people of Los Angeles are slaves to fears and prejudices. The more they try to lock up their houses and emotions, the more fatefully they collide with one another. Poor, rich, cops, criminals, white, coloured... The list is endless.

During a period of two days complete strangers leave their marks on one another's lives as love turns to shame, justice to injustice and protection to violence. *Crash* is nevertheless a film about hope, since it shows that even bad people are capable of extreme virtue.

**Themes:** racism, insecurity, exclusion, crime, inequality, customer relationship, social differences, fear

## TASKS ARE DESIGNED FOR GROUPS OF 5-6 PERSONS.

### 1. Before watching the film

Learn more about the film at <http://www.crashfilm.com/>.

### 2. After watching the film

1. Think about the families/characters in the film.
  - Classify them and consider what stereotypes they fall under.
  - Discuss whether the characters act according to preconceived notions regarding stereotypes.
2. What situations in the film particularly stick in your mind and why?
  - What is the turning point in the film?
  - What emotions did the film stimulate in you?
3. What customer situations are shown in the film?
  - How many customer situations are key for the plot?
  - What experiences or emotions do you think guided the characters' behaviour in customer situations?
  - What significance do customer situations, such as the locksmith's visits to different places, have for the development of the plot?
  - Compare the film to the modern Finnish service society. Consider the significance of expertise in customer situations.
4. How can previous experiences and attitudes influence activities as a customer or service producer?

### 3. Dramatic methods

Choose a scene from the film.

a) Change characters' race, language skill, wealth, social position, attitude, sex etc. The whole story changes. Make up different versions of the same situation and act them out.

#### Think

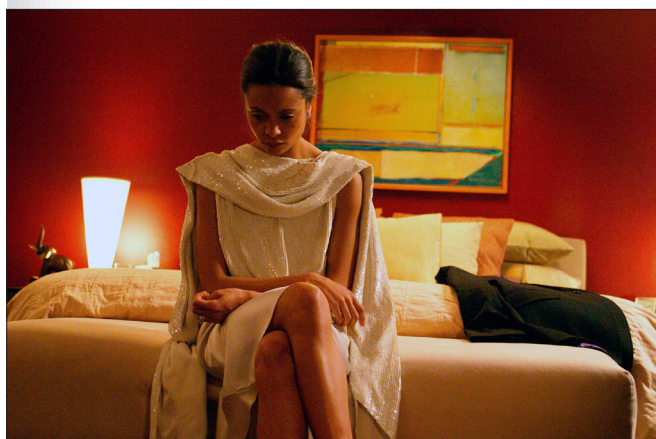
- How did the changes affect the course of events?
- Why did this happen?

b) Change the society: events take place in Finland. How would this change the story? Compare Finnish society and American society from the viewpoint of race, language skill, wealth, social equality and in the light of regulations concerning guns and attitudes.

c) Change characters' skills, expertise and attitude in customer situations.

#### Examples:

- What if suspicion, indifference and bitterness had not guided Ryan, the cop portrayed by Matt Dillon, as a service producer on the one hand and as a customer in private life on the other?
- What if Farhad, the shopkeeper portrayed by Shaun Toub, had not been unskilled, had spoken English and had known his own rights and obligations in entering contracts?
- Think of other examples and consider what emotions, experiences and skills you want to connect with different characters. How could attitudes and experiences affect situations?



#### 4. Consider your role as a service producer

Find examples or describe your experiences of Finnish society in which

- you are afraid of a customer or do not trust a customer
- a customer is afraid of you or does not trust you

#### 5. Insecurity market - can security be bought

Look at the art work at <http://typo.kiasma.fi/index.php?id=493&L=0&FL=1> and listen to the text. Then read the Consumer Agency's press release 2.6.2003 at <http://www.kuluttajavirasto.fi> > Press.

Discuss security from different perspectives. Compare the way people protect themselves in the film with the way things are in Finland. Consider how an individual or service producer can influence physical and mental security

- through his or her own actions, expertise and responsibility
- using security equipment, security services and insurance
- by influencing decision-making as a service producer, professional and consumer

#### Additional information:

[www.kuluttajavirasto.fi](http://www.kuluttajavirasto.fi) > Consumers > Safety  
[www.poliisi.fi](http://www.poliisi.fi)

#### 6. An Oscar-winning film - for and against

A film can be analysed in terms of different components. How do the following components influence the end result in Crash? Do you think Crash deserved to win an Oscar?

1. Technical implementation
  - photography, editing, sound, music, lighting, costumes, make-up, special effects
2. Production stage
  - script, producer, director, cast, marketing
3. Intertextuality
  - original work, references to other works, genre
4. Interpretation
  - what themes does the film deal with, what is the film about, what does the film tell about the world and life?
5. Content
  - subject, plot, primary conflicts, secondary conflicts, characters, time, place, duration of events
6. Characterization
  - main character, supporting characters, hero, villain
7. Film structure
  - start-up sequence, presentation, amplifying, culmination of conflicts, resolution, fade out, anticipation, flashbacks, framework story, gaps or open points

#### More about film analysis:

[http://www.kotiposti.net/noema/elokuva\\_analyysi.html](http://www.kotiposti.net/noema/elokuva_analyysi.html)  
<http://elokuvantaju.uiah.fi/2001/index.html>

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