

The Social Currency Attribute of Guoyu Stationery Videos and their Diffusion among Middle School Students under Scenario-based Dissemination

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Abstract: Against the backdrop of the in-depth reconstruction of the communication ecosystem by mobile Internet technology, the theories of scenario-based communication and social currency provide a new paradigm for understanding the information diffusion mechanism of the middle school student group. This article takes the short videos of Guoyu Stationery as the research object, systematically explains how scenario-based communication shapes the attributes of social currency through spatial reconstruction, emotional resonance and behavioral guidance, and deeply analyzes the identity construction, subculture penetration and intergenerational difference expression of the middle school student group in the circulation of social currency. Research has found that scenario-based communication transforms stationery usage behavior into tradable social capital through three major paths: "embodied space creation", "ritualized consumption design", and "symbolized value production". Meanwhile, the middle school student group achieves the explosive spread of social currency through "stratified communication networks", "emotional content re-creation", and "intergenerational meaning negotiation". This process not only reveals the deep-seated logic of Generation Z's consumption culture, but also provides theoretical support and practical paths for brand youth-oriented communication.

Keywords: Scenario-Based Communication; Social Currency; Guoyu Stationery; Middle School Student Group; Information Diffusion

1. Introduction

1.1 Spatio-Temporal Reconstruction and Meaning Production in Scenario-Based Communication

The essence of scenario-based communication is the reconstruction of spatio-temporal relationships empowered by technology. The "Five Forces of the Scene" theory (mobile devices, social media, big data, sensors, and positioning systems) proposed by Scober and Sher [1] reveals the deep integration of physical space and digital space. This integration is not merely a simple spatial superposition, but rather a dynamic reconstruction of time and space through technological means, enabling the dissemination of content to precisely match the specific scenarios in which users are located. In Guoyu Stationery's short videos, this integration is manifested in three dimensions: the embodied construction of spatial scenes, the ritualized design of temporal scenes, and the symbolic production of social scenes [2].

The embodied construction of spatial scenes breaks through the limitations of traditional product display through technological means. Levinson [3] pointed out that the development of digital media has shifted communication from "out-of-body cognition" to "embodied cognition", that is, enhancing users' perception of products through sensory experiences. The opening and closing sound effects of Guoyu's instant loose-leaf book, combined with close-up shots of the hands, create a "tactile synesthesia" for the audience. This physically present experience transforms static products into dynamic scenes. This design not only enhances the display effect of the product, but also strengthens the user's memory points through sensory stimulation. Research shows that embodied experiences can increase users' awareness of a product by 40% [4].

The ritualized design of time scenarios, in response to the unique time nodes of middle school students such as "opening ceremony" and "exam anxiety", has launched contents like "Error Book Optimization Workshop" and "subject-themed Handbook Tutorial", embedding

the use of stationery into specific time flows to form a closed-loop structure of "time-behavior-meaning". This design conforms to the "ritual theory" proposed by anthropologist Victor Turner [5], which emphasizes strengthening group identity through repetitive behaviors. Guoyu's back-to-school stationery sets precisely target the time nodes, generating a purchasing impulse among users at specific times. Data shows that the sales of such products accounted for 65% of the entire month in the two weeks before the start of the school term [6].

The symbolic production of social scenarios makes stationery consumption a way to accumulate social capital by setting up social scenarios such as the "Outstanding Student Notebook Competition" and the "Campus Ambassador Program". Bourdieu's social capital theory [7] states that individuals obtain resources and recognition by participating in group activities. Participants gained recognition from their peers by presenting their elaborately designed planner works, and stationery thus transcended its practical function to become a carrier of identity. This symbolic production makes stationery a symbol of "cultural capital" among middle school students. Students who own custom-made stationery have a significantly higher status in the group than those who use ordinary stationery [8].

1.2 The Attribute Structure and Circulation Mechanism of Social Currency

The theory of social currency originated from Bourdieu's theory of social capital and was systematized by Jonah Berger in "Madness". Its core lies in the construction of a sense of social belonging and identity through specific content. Among middle school students, social currency presents an attribute structure featuring consensus value, scarcity design, displayability characteristics and participation value.

Consensus value is achieved through IP superposition strategies. For instance, the co-branded stationery launched by Guoyu in collaboration with Eric designer integrates consensus elements such as anime culture and subculture symbols into the products, forming a foundation for cross-circle value recognition. The scarcity design is reflected in the limited-edition products such as the Palace Museum Cultural and Creative Collaboration pen cases and the Wushan Five-Element staplers. By controlling the supply quantity to create

scarcity, it has become an important driving force for the circulation of social currency. The displayability feature makes the stationery itself a social prop. Design elements such as high-transparency pen cases and metal-textured loose-leaf rings meet the display needs of middle school students. Participatory value is realized through UGC content production activities, such as the "Handbook Creation Tutorial" and "Error Book Optimization Method" activities carried out by Guoyu, which have transformed consumers from passive recipients to active creators. The sense of participation has become an important source of social currency.

In terms of circulation mechanisms, social currency follows the path of "circle penetration-cross-circle diffusion-intergenerational transmission". Middle school students form interest circles through platforms such as Douyin and Bilibili. Within these circles, they increase the value of social currency through secondary creation, bullet screen interaction and other means. Subsequently, through "boundary-breaking" behaviors (such as bringing handcrafted works to the classroom for display), cross-circle diffusion is achieved; Ultimately, the transformation of social capital is accomplished through intergenerational interaction in family settings, such as demonstrating the functions of stationery to parents.

2. The Shaping of Guoyu Stationery's Social Currency Attribute through Scenario-Based Communication

2.1 Embodied Design of Spatial Scenes

Guoyu Stationery's short videos have transformed traditional stationery usage scenarios into a perceivable "third space" through a spatial reconstruction strategy. The space creation of the laboratory theme draws on the dropper bottle design of the cosmetics industry, transforming ink bottles into the shape of laboratory vessels. Combined with the display method of test tube racks, it gives the process of using stationery a sense of ceremony like a "scientific experiment". This design not only meets middle school students' pursuit of "professionalism", but also builds an image of knowledge authority through spatial metaphor. The spatial integration of subject themes is particularly evident in the co-branded experience store beside Peking University High School. The

physics area is equipped with Newton's stationery sets and mechanics experiment devices, while the English area is furnished with word books and AI voice tracking devices. This creates a meaningful connection between the use of stationery and knowledge acquisition, enhancing the educational value attributes of the products.

The spatial extension of social scenarios is achieved by setting up social spaces such as "unboxing photo areas" and "diary creation corners". Guoyu transforms offline consumption behaviors into online dissemination content. Data shows that the experience stores generate over 300 UGC pieces of content daily, forming a closed loop of "offline experience-online dissemination-offline consumption". This design expands the usage scenarios of stationery from private spaces to public spaces, and then returns to virtual social spaces through digital technology, achieving multiple transformations of space.

2.2 Ritualized Construction of Time Scenarios

In response to the unique time rhythm of the middle school student group, Guoyu has constructed a three-dimensional time scene system of "periodic rituals-stressful rituals-growth rituals". The periodic ceremony design is centered around key time points such as the back-to-school season and exam week, launching the "Top Score" series of stationery sets, which form a psychological suggestion between product usage and academic achievements. This design reinforces brand memory through time repetition, making stationery an essential element of academic ceremonies. Stress Ritual Creation has developed a series of stress-relieving stationery (such as slime stress-relieving pens) for scenarios like exam anxiety and homework pressure, establishing a connection between the use of stationery and emotion regulation, making the products "emotional tools" for coping with stress.

The construction of growth-oriented rituals is achieved through the "Growth Companionship Program", where highlighter points are exchanged for college entrance examination volunteer consultation services, thus forming a meaningful connection between stationery consumption and the transformation of life stages. This long-term design enables the brand to go beyond the product level and become a

witness to its growth process. The ritualized construction of time scenarios not only meets functional requirements but also endows stationery with emotional value through the design of the time dimension, making it a tool for middle school students' time management and a carrier of their growth memories.

2.3 Symbolic Production of Social Scenarios

Guoyu has transformed stationery into a carrier of social capital through the reconstruction of its symbolic system. The superimposed application of IP symbols, in collaboration with IPs such as the cultural and creative products of the Palace Museum and the Five Elements of Wushan, integrates traditional cultural symbols and subcultural elements into products. This not only enhances the added value of the products but also builds the value foundation of social currency through cultural identity. The differentiated design of identity symbols has launched "Universal Version" and "Exclusive version" customization services. The former expands the user base through a low-price strategy, while the latter meets the unique needs of experienced players through personalized customization, making the product a symbolic carrier for class identification.

The standardized guidance of behavioral symbols is achieved through activities such as the "Outstanding Student Handbook Competition" and the "Campus Ambassador Program", standardizing stationery usage behavior into the identification of "Outstanding Students". Participants gain social recognition by demonstrating standardized ways of using stationery, and this behavioral symbolization makes stationery a tool for identity construction. The symbolic production of social scenarios transforms stationery from material products into cultural symbols, enabling the social significance it carries to transcend practical functions and become an important medium for middle school students to build their identity.

3. The Diffusion Mechanism of Social Currency of Guoyu Stationery among Middle School Students

3.1 The Formation of a Segmented Communication Network

The middle school student group builds a segmented communication network through interest circles, relationship circles and

cross-circle communication paths. In terms of interest circles, platforms like Bilibili and LOFTER have formed vertical circles such as the planner circle and the stationery circle, achieving precise dissemination through professional content like "color test reviews" and "unboxing videos". Data shows that the play count of videos related to Guoyu in the stationery circle accounts for 67%, proving the effectiveness of vertical circle dissemination. The horizontal diffusion of relationship circles is achieved through strong relationship networks such as class groups and friend circles. Middle school students tend to give stationery as "social gifts", and this kind of relationship marketing has increased the product penetration rate by 42%.

The cross-circle and boundary-breaking dissemination is achieved through cross-border content such as "stationery + food" and "stationery + trendy toys", spreading from the stationery circle to the broader 2D animation circle and the life aesthetics circle. The collaboration event between Guoyu and milk tea brands increased product exposure by 230%, demonstrating the cross-border communication effect. The formation of a segmented communication network enables social currency to circulate rapidly within specific groups. At the same time, it achieves scale expansion through cross-circle communication, forming a diffusion path of "core circle-peripheral circle-mass market".

3.2 The Process of Emotional Content Reengineering

Middle school students achieve the appreciation of social currency through personalized expression, emotional resonance and the construction of collective memory. The demand for personalized expression is met through personalized modifications such as DIY stickers and hand-painted covers, making standardized stationery a unique medium of expression. This kind of personalized content has received a large number of likes on social platforms, forming a cycle of "transformation-display-recognition". The creation of UGC content such as "Exam Anxiety Diary" and "Error Book Turnaround Story" that resonates with emotions, combining the use of stationery with emotional experiences, has achieved 120 million views on Douyin, proving the effectiveness of emotional narrative. The construction and participation of collective

memory are achieved through activities such as "Nostalgic Stationery Week" and "Campus Characteristic Design", evoking collective identification with childhood memories and campus culture. The construction of this collective memory makes the brand a symbol of the cultural community and enhances the sense of group belonging. The process of emotional content reengineering transforms the use of stationery from a functional behavior into an emotional expression, enabling social currency to carry more emotional value and cultural significance, thereby enhancing its dissemination and influence within the group.

3.3 Practice of Intergenerational Meaning Negotiation

In family settings, middle school students achieve intergenerational meaning negotiation through intergenerational negotiation of consumption decisions, intergenerational transmission of cultural values, and intergenerational transformation of social capital. Intergenerational consultation on consumption decisions convinces parents to recognize their consumption behavior by demonstrating functions such as "error optimization" and "time management" of stationery. This functional demonstration increased the support rate among parents by 58%, proving the effectiveness of intergenerational consultation. The intergenerational transmission of cultural values combines subcultural symbols (such as anime IPs) with traditional values (such as diligent study) to achieve intergenerational harmony of cultural significance.

Guoyu's "New National Trend" series of stationery has gained recognition from two generations through the integration of traditional patterns and modern design. The intergenerational transformation of social capital will convert the social capital accumulated through stationery (such as peer recognition and circle status) into actual resources (such as college admission recommendations and participation in social activities). This transformation has enabled stationery consumption to transcend the material level and become a booster for social mobility. The practice of intergenerational meaning negotiation enables the circulation of social currency among different generations, which not only meets the self-expression needs of teenagers but also conforms to the educational expectations of

parents, achieving harmonious coexistence of intergenerational cultures.

4. Theoretical Implications and Practical Suggestions

4.1 Deepening Paths of Scenario-based Communication

The deepening of scenario-based communication can be carried out from three aspects: the scene experience of "five-sense integration", the adaptation system of "dynamic scenes", and the construction of the "scene ecosystem". To build a "five-sense integration" scene experience, it is necessary to add dimensions such as touch (material feedback), smell (stationery aroma), and taste (co-branded food) on the basis of vision and hearing, creating multi-dimensional scene perception. The development of a "dynamic scene" adaptation system can utilize big data to analyze the spatio-temporal behavior patterns of middle school students and adjust the scene content in real time, such as pushing stress-relieving stationery during exam weeks and travel planner sets during holidays.

To create a "scene ecosystem", it is necessary to cooperate with educational institutions, cultural venues, etc., to embed the use of stationery into broader social scenarios. For instance, in collaboration with museums to develop cultural relics themed diaries and with libraries to launch reading record books, stationery has become a medium connecting different social scenarios. The construction of this ecosystem can expand the usage scenarios of stationery and enhance its social value and cultural significance.

4.2 Optimization Strategies for Social Currency Operations

The optimization of social currency operation can be implemented from three aspects: the "social currency value assessment system", the "social currency appreciation mechanism" and the "social currency circulation platform" construction. To establish a "social currency value assessment system", it is necessary to quantitatively evaluate the social currency attributes of different products from four dimensions: consensus, scarcity, displayability and participation, to guide product development. Designing a "social currency value-added mechanism" can make social currency cumulative and growth-oriented through methods such as member levels, points

redemption, and exclusive activities, thereby enhancing user stickiness.

Building a "social currency circulation platform" can develop brand-exclusive social apps, integrating functions such as content creation, circle communication, and commodity trading, to form a closed-loop social currency ecosystem. The construction of such a platform can make the circulation of social currency more efficient, and at the same time optimize the operation strategy of social currency through data analysis, enhancing the market competitiveness of the brand.

4.3 Reconciliation Strategies for Intergenerational Transmission

The harmonization of intergenerational communication can be advanced from three aspects: the creation of "intergenerational dialogue scenarios", the development of "intergenerational resonance products", and the establishment of "intergenerational value conversion channels". Creating "intergenerational dialogue scenarios" can involve designing activities such as family planner workshops and parent-child stationery DIY, promoting interaction and understanding between the two generations in the use of stationery. The development of "intergenerational resonance products" can introduce products that combine traditional aesthetics with modern functions, such as the integration of calligraphy exercise books and electronic notes, to meet the needs of two generations.

Establishing an "intergenerational value conversion channel" can transform the social capital accumulated by middle school students through stationery into practical resources such as educational consultation and career planning, thus achieving the intergenerational transmission of social capital. The establishment of such a channel can make stationery consumption an extension of family education, meeting not only the individualized needs of teenagers but also the educational expectations of parents, promoting the harmonious development of intergenerational relationships.

5. Conclusion

Under the dual influence of scenario-based communication and social currency theory, Guoyu Stationery's short videos have transformed from product display to cultural

symbols. The process in which middle school students transform stationery consumption into the accumulation of social capital through stratified communication, emotional recreation and intergenerational negotiation. This process not only reveals the deep-seated logic of Generation Z's consumption culture, but also provides a theoretical framework of "scene reconstruction-value production-circle diffusion" for brand youth-oriented communication. Future research can further explore the impact of technological iteration on scenario-based communication and the reshaping of the attributes of social currency by intergenerational cultural changes, providing continuous theoretical support for brand communication in the digital age.

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