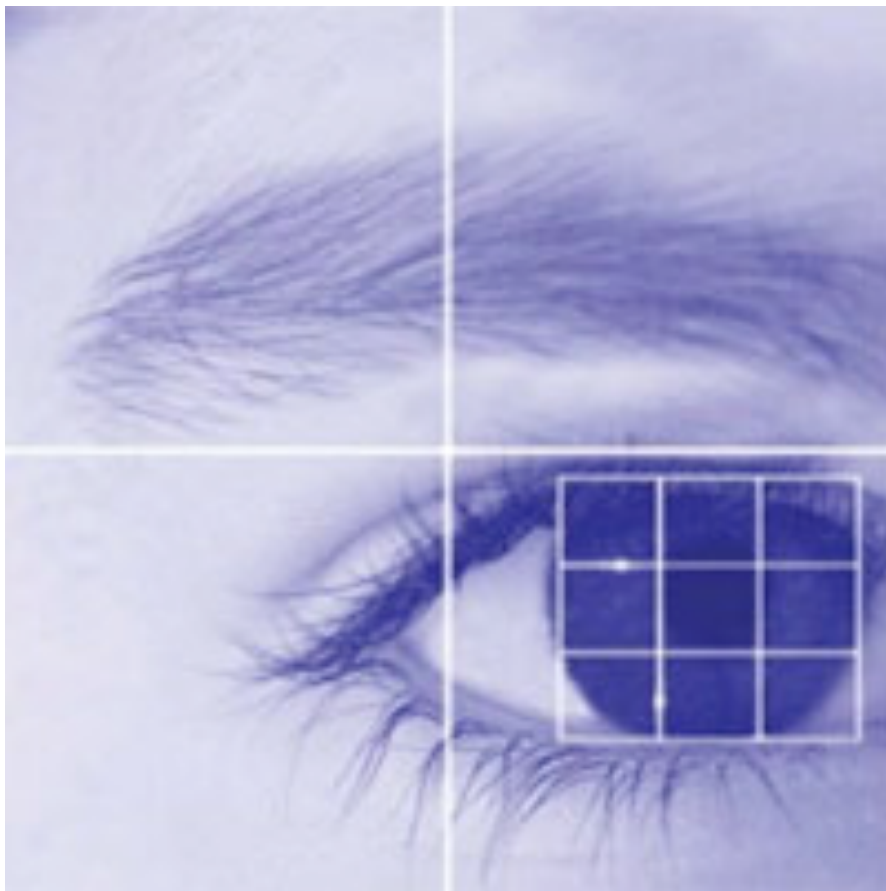


Y Touring Theatre Company
www.ytouring.org.uk

The Projectionist

Preparatory Lessons



An audio play by Y Touring Theatre Company exploring issues surrounding privacy and trust in a surveillance society.

PREPARATORY LESSONS

For 'The Projectionist' Podcast audio play

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Using 'The Projectionist' podcast in your school

We have provided these preparatory and follow up lessons to support the use of the podcast of 'The Projectionist' audio play in your school. The suggested lessons are designed to provide your students with an opportunity to clarify and deepen their understanding of the issues raised by the audio play.

Preparing Your Students

Evaluations of previous Theatre of Debate ® projects have highlighted the importance of preparing the students, to ensure they gain maximum benefit.

The aim of this document is to provide you with activities to ensure that your students can make the most of the learning opportunities offered by the podcast of 'The Projectionist' audio play

Included are:

- **Suggested Preparatory Lessons**
- **An article about storing DNA profiles of children and young people aged 10 to 18.**
- **A Glossary**

Any Questions

If you have any questions after reading through the information, please don't hesitate to contact Y Touring
Tel: +44 (0)207 520 3090
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Preparatory Lessons

If you are short on time, we suggest that you prioritise the 'What Does it Mean?' and the 'What Do We Think?' activities, as they offer the most direct way to prepare your students for the audio play.

Lesson 1

What does it mean?

Key themes and vocabulary referred to in the play

Objective

A discussion exercise to ensure that your students are familiar with the key terms and phrases referred to in the audio play.

Process

1. Explain that you are going to say a word or phrase and that when you call out their name, you want each of your students to say the first word that comes into their head.
2. Explain that if they can't think of a word or if their mind goes blank, they can say 'Pass'.
3. After each round clarify the actual meaning of the word or phrase if appropriate and discuss as a class some of the associations that have been shared.

Words and phrases

Surveillance

Genetic fingerprint

DNA database

ID Cards

Social networking website

Satellite navigation

Panic attacks

Engineer

CCTV

Technology

Ask the class to think of all the inventions they can think of that make their life easier.

The first CCTV system was installed by Siemens AG at Test Stand VII in Peenemünde, Germany, in 1942, for observing the launch of V2-rockets. The noted German engineer, Walter Bruch, was responsible for the design and installation of the system. CCTV recording systems are still often used at modern launch sites to record the flight of the rockets, in order to find the possible causes of malfunctions, while larger rockets are often fitted with CCTV allowing pictures of stage separation to be transmitted back to earth by radio link.

Sources

http://www.alarmbroker.com/CCTV_systems.htm

http://en.wikipedia.org/wiki/Closed-circuit_television

What do we feel?

Objective

To explore the emotions associated with some of the key phrases associated with the use of surveillance and associated technologies.

Process

1. Explain that you are going to say a word or phrase and that when you call out their name, you want each of your students to say the emotion that they associate with that word.
2. Explain that if they can't think of a word or if their mind goes blank, they can say Pass.
3. Discuss as a class some of the associations that have been shared

Words and phrases

CCTV cameras

Identity fraud

Criminal record check

Pin number

Technology

Mobile phone

Internet chat-room

Privacy

Internet

Sculpture

Objective

To enable a non-verbal student exploration of pre-conceptions about privacy, surveillance and associated information technologies.

Materials

Ideally a large space i.e. drama studio, a cleared classroom

Process

Split the class into groups of three - A, B and C (the odd group of four is fine).

A's, are the sculptor, B and C (+ D's if required) are the sculptor's 'clay'. Ask the sculptor to guide the clay into a picture that you will describe. After each one, invite the whole group to look at each other's sculptures and comment on what they see.

Sculpture One

Sculpt an image of somebody knowing they're being watched by a CCTV camera.

Sculpture Two

Sculpt an image of somebody who has found out something amazing on the Internet.

Sculpture Three

Sculpt an image of somebody who is using their satellite navigation system and is completely lost.

Sculpture Four

Sculpt an image of somebody who has just seen something horrible written about themselves on an internet chat room.

Sculpture Five

Sculpt an image of somebody who has just received a nice message from a friend through a social networking website.

Sculpture Six

Sculpt an image of somebody who has just lost reception on their mobile phone whilst having a really important phone call.

Sculpture seven

Sculpt an image of somebody who has just invented something amazing.

What do we think?

Objective

Materials

A large space e.g. drama studio, a cleared classroom.

Process

1. Ask your students to stand in the centre of the space.
2. Explain that there is an imaginary line running down the centre of the space, one end of the line represents 'Agree' and the opposite end of the line represents 'Disagree'. The middle of the line is 'Don't Know'.
3. Explain that you are going to read out a series of statements.
If they agree with the statement they should go and stand at the end of the line that is 'Agree'.
If they disagree they should go and stand at the end of the line that is 'Disagree'.
If they are not sure or don't know what they think they should stay in the middle.
4. After they have taken up their positions, ask your students to explain why they have chosen their position.
After hearing from several students give your group the opportunity of changing their position.
5. Repeat the process for each statement.

Statements

1. CCTV is an invasion of our privacy.
2. I.D cards are a good idea.
3. Social networking sites like Myspace and Facebook are dangerous because stalkers and identity thieves can go on the sites and misuse them.
4. If you haven't done anything wrong you have nothing to fear from a D.N.A database.
5. If you have been convicted of a crime people should be able to find that out about you.
6. If you take a photo of somebody you should be able to use that photo however you like, e.g. put it online, alter it etc.
7. Social networking websites are a great way to keep in touch with friends and make new ones.

8. CCTV helps police find out who is innocent and who is guilty of committing crimes.

9. All information about you should be kept private.

10. Engineers and inventors should be held responsible for how people use their inventions and discoveries.

I'd like to ask

Objective

To prepare students for the debate work that will follow on in the post audio play 'discussion triggers' educational resources.

Materials

Pen and paper

Process

1. In pairs, ask the students to come up with two questions for people who have strong opinions on the use of CCTV.

The first question is one that you would like to ask a police officer who thinks that we need CCTV to help catch criminals and to protect the public.

Second question is one that you would like to ask someone that believes the use of CCTV is an invasion of our privacy.

2. Ask the students to make a note of the questions and then share them with the class.

Juveniles' DNA recording defended

The government has defended storing the DNA profiles of about 24,000 children and young people aged 10 to 18.

The youngsters' details are held on the UK database, despite them never having been cautioned, charged or convicted of an offence, a Conservative MP found.

Grant Shapps obtained the figures in his campaign to have the DNA profile of a wrongly arrested teenager erased. He fears a juvenile database is being created by "stealth". The Home Office said no-one lost out by being on it.

Suspects who are arrested over any imprisonable offence can have their DNA held even if they are acquitted. But Mr Shapps fears a huge juvenile database - though not illegal - is being created by "stealth" and the "back door".

Mr Shapps said: "If the government wants to build a DNA database of the entire population, starting with kids - bring forward proposals, pass it through parliament and have a debate."

He is to launch a campaign to get the youngsters' details erased from records.

The Home Office figures came to light when he was campaigning to have the details of 14-year-old Jack Saywood, who was the victim of mistaken identity, deleted.

'Proper safeguards'

After protests, the local chief constable agreed to remove his details.

Jack's mother, Frances, said she was delighted, adding: "I think my son would have had this record for the rest of his life."

But Home Office minister Andy Burnham said no-one lost out through being on the database.

"It is not a criminal record to which public authorities and others have access.

"It is an investigative tool that the police can use according to their discretion."

He added there were "proper safeguards in place" as to how DNA information could be used.

The Home Office announced earlier this month that 7% of the UK population would be on the database in two years' time. It is already the biggest in the

world and has so far cost £300m.

Just over 5% of UK residents currently have their DNA profile held, compared with an EU average of 1.13% and 0.5% in the US.

Crime-fighting success

Of the three million samples held at present, 139,463 are from people never charged or cautioned.

The Home Office says the number of samples stored will rise to 4.25 million by 2008.

There are also samples from more than 15,000 volunteers, including victims of crime, who responded to police appeals.

However, the number of crimes solved through DNA technology has quadrupled over the past five years.

Police can now track down offenders by matching samples with other family members who may be on the database.

Article discussion

After reading the article as a class, invite the class to think about the issues raised.

Process

Ask the class to think about the reasons why the government would want to store children and young people's D.N.A profiles.

Ask them to think of:

- **A good reason**
- **A bad reason**
- **Something interesting about storing young people's D.N.A profiles**

Source BBC website Saturday, 21 January 2006
<http://news.bbc.co.uk/1/hi/uk/4633918.stm>

Glossary

Surveillance

Although the word surveillance in French literally means "watching over", the term is often used for all forms of observation or monitoring, not just visual observation. Nevertheless, the all-seeing "eye in the sky" is still a general icon of surveillance. Surveillance in many modern cities and buildings often uses closed-circuit television cameras. Although surveillance can be a useful tool for law enforcement and security companies.

CCTV

Closed Circuit Television (CCTV) is the use of video cameras to transmit signal to a specific, limited set of monitors. It differs from broadcast television in that the signal is not openly transmitted, though it may employ point to point wireless links. CCTV is often used for surveillance in areas that need monitoring such as banks, casinos, airports, military installations and convenience stores. Increasing use of CCTV in public places has caused debate over public surveillance versus privacy. In industrial plants, CCTV equipment may be used to observe parts of a process that are remote from a control room, or where the environment is not comfortable for humans. CCTV systems may operate continuously or only as required to monitor a particular event.

Genetic Fingerprinting

Genetic Fingerprinting (also called DNA testing, DNA typing, or DNA profiling) is a technique used to distinguish between individuals of the same species using only samples of their DNA. Although two individuals will have the vast majority of their DNA sequence in common, DNA profiling exploits highly variable repeat sequences called VNTRs. These loci are variable enough that two unrelated humans are unlikely to have the same alleles. The technique was first reported in 1984 by Dr. Alec Jeffreys at the University of Leicester, and is now the basis of several national DNA identification databases.

DNA database

The United Kingdom National DNA Database (NDNAD; officially the UK National Criminal Intelligence DNA Database) was set up in 1995. As of the end of 2005 it carried the profiles of around 3.4 million people, over 585,000 of them taken from children aged under 16. At the end of 2006, this figure had risen to more than four million records, making it the world's biggest DNA database at the time. The database, which grows by 30,000 samples each month, is populated by samples recovered from crime scenes and taken from police suspects.

Only patterns of short tandem repeats are stored in the NDNAD – not a person's full genomic sequence. However, individuals' DNA samples are also kept permanently linked to the database and contain complete genetic

informations. Because DNA is inherited, the database can also be used to indirectly identify many others in the population related to a database subject. The NDNAD is run by the Home Office. The government retained control of the database from the Forensic Science Service in December 2005, when the Forensic Science Service was reconstituted as a company. Between April 1995 and March 2004, the database cost £182 million.

Identity Cards

Enabling legislation for the British national identity card was passed under the Identity Cards Act 2006.

The multi-billion pound scheme has yet to enter procurement. The cards will have a lesser role than the database they are linked to, which is known as the National Identity Register (NIR). The Act specifies fifty categories of information that the NIR can hold on each citizen, including up to 10 fingerprints, digitised facial scan and iris scan, current and past UK and overseas places of residence of all residents of the UK throughout their lives and indices to other Government databases - which would allow them to be connected. The legislation also says that any further information can be added.

The legislation further says that those renewing or applying for passports must be entered on to the NIR. It is expected that this will happen soon after the UK Passport Service, which has now been renamed the Identity and Passport Service (IPS), start interviewing passport applicants to verify their identity.

Social networking website

A social network service uses software to build online social networks for communities of people who share interests and activities or who are interested in exploring the interests and activities of others.

Most services are primarily web based and provide a collection of various ways for users to interact, such as chat, messaging, email, video, voice chat, file sharing, blogging, discussion groups, and so on. Social networking has revolutionized the way we communicate and share information with one another in today's society. MySpace and Facebook being the most widely used in North America and Europe.

There have been some attempts to standardize these services to avoid the need to duplicate entries of friends and interests (see the FOAF standard and the Open Source Initiative), but this has led to some concerns about privacy.

Panic attacks

Panic Attacks are sudden, discrete periods of intense anxiety, fear and discomfort. The onset of these episodes is typically abrupt, and may have no obvious triggers. Although these episodes may appear random, they are a subset of an evolutionary response commonly referred to as fight or flight that occur out of context. This response floods the body with hormones, particularly epinephrine (adrenaline), that aid in defending itself from harm. Experiencing a panic attack is said to be one of the most intensely frightening, upsetting and uncomfortable experiences of a person's life.

Engineer

An **engineer** is a person who is professionally engaged in a field of engineering. Engineers are concerned with developing economical and safe solutions to practical problems, by applying mathematics and scientific knowledge while considering technical constraints. As such, the work of engineers is the link between perceived needs of society and commercial applications. Some consider this trade to be the link between art and science.

Sources

<http://www.encyclopedia.com>

<http://encarta.msn.com/>

<http://en.wikipedia.org>