

PLATO'S EU

Philosophical Learning
Applied To Online
Surroundings
in EU

Draft and example
for PRP2 workshop:

**“Can I escape being
noticed?”**



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CONTENTS

0. EXAMPLE OF A WORKSHOP:	6
1. INTRODUCTION TO THE TOPIC	6
2. LESSON OVERVIEW	6
3. LESSON BREAKDOWN – WORKSHOP ACTIVITIES	7
4. DISCUSSION CHECK	12
5. ADDITIONAL RESOURCES	13
6. ANNEX	15



WORKSHOP:

““Can I escape being noticed?””



1. INTRODUCTION TO THE TOPIC

The problem of cameras monitoring individuals are nowadays becoming more prevalent when practically every smartphone has a camera and people can easily take thousands of pictures practically anytime and anywhere. The legal aspects are regulated eg. by GDPR, however cameras everywhere bring also many new aspects related to digital ethics. One set of issues is for instance related to social and political level on macrostructures like mass surveillance and face recognition systems as well as related social credit systems (piloted for instance in China). Another set of issues is related to more individual level and microstructures like taking pictures of individuals by other individuals.

2. LESSON OVERVIEW

The issue of cameras is dealt by with the method of discussion and group activities that promote critical thinking of students. The purpose is to deal with ethical aspects of cameras in our life. Teacher is mostly a moderator but it is also desirable to join the discussion however he/she should not present moralizing views but mostly support students in finding the solutions themselves.

The recommended duration of the workshop can be from 45 to 90 minutes. The full set of proposed activities would take probably longer time.

Materials that should be issued include: Computer, projector, and pen and papers for the students. If it's not possible to gain access to a computer and projector, teacher may use a paper template with information that are offered up to discussion during the workshop.



Learning outcomes that will be attained through workshop:

- understanding and analyzing of camera surveillance problem, cameras on macrolevel
- understanding and analyzing the problem of private cameras, cameras on microlevel
- creating rules of conduct regarding the camera use

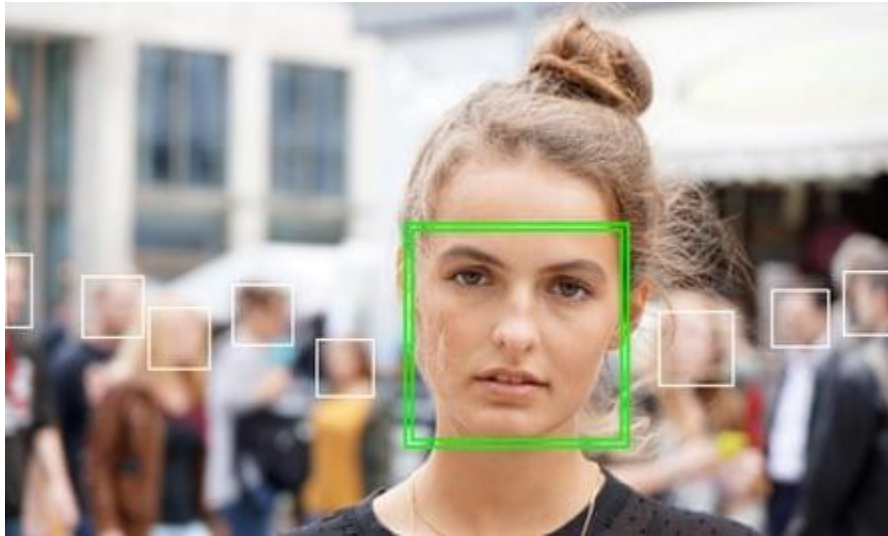
3. LESSON BREAKDOWN – WORKSHOP ACTIVITIES

Show to the class the following pictures and ask what they think it represents and what the theme of the workshop will be.

Later read the text below and ask the students/participants what are their immediate thoughts about it:



[Caught on security camera | Vidéo surveillance, Mauvaises filles, Détecteur de fumée \(pinterest.com\)](#)



[Big Brother is watching: Chinese city with 2.6m cameras is world's most heavily surveilled | Cities | The Guardian](#)





“...police analyze human behaviors to ensure facial recognition cameras capture as much activity as possible.” [China's Expanding Surveillance State: Takeaways From a NYT Investigation - The New York Times \(nytimes.com\)](#)

The state “monitors its citizens through internet, camera as well as through other digital technologies.” [Mass surveillance in China - Wikipedia](#)

Opposing camps



[Pros and Cons of using CCTV | Green Long Beach \(lockandkey-longbeachlocksmiths.com\)](#)



Divide the class randomly (regardless on their own views) into two groups –

1. one would be representing a group for monitoring cameras everywhere in the state – Big Brothers
2. the second group would be radically against any cameras in the state – Little Sisters.

The groups should prepare arguments and supporting ideas for their position (they can use internet for finding additional information).

They should focus especially on question – Why is this approach better?

They can also consider question – What is the most important?

Each group prepares a poster and presents their position and briefly react to the opposing view. The teacher can serve as a moderator and takes care the discussion is polite. The goal is just simulation of opposing views.

The teams then think together - which main values, priorities, whose good was in conflict in these views?

Seeking the best solutions

After finishing the polarized discussion, the students can abandon their extreme positions and should consider and discuss what would the best solution regarding usage of cameras be.

They should discuss with the class the following aspects of mass surveillance cameras:

- what are the advantages and disadvantages regarding cameras everywhere?

- can you imagine living in a country that monitors all the behaviours of every citizen?
- what would be better in such country in terms of criminality, justice, etc?
- how the system can be abused?
- can someone be excluded from being monitored? If so, who?
- which places should be excluded from mass surveillance?
- when is it justifiable to use such cameras for public?
- what would be ideal solution to using public cameras?
- it is often said that morality is complementing law and that it takes into account eg. even actions that are done when nobody can see us – if there were cameras practically everywhere would it promote more ethical behavior? Would people behave better if there were cameras everywhere? If so, why? If not, why?
- how would people be motivated to act if there were cameras everywhere?
- would you propose the cameras for mass surveillance if you were head of a country? If so why? If not why?
- Imagine a so-called social credit system – citizens are getting good or bad points based on their good or bad behavior in regards to the state rules and it is using also public cameras for it, eg. when you exceed speed limit you get minus points, when you pay taxes or separate waste you get plus points and based on the total points you can use benefits of the system - what do you think about such system? What are benefits or risks of such system? Which things should be possibly rewarded and which not?



Cameras everywhere and a right to my image

Zoom meeting,
audio only

Zoom meeting
with video



[5f5081ae95fa44d5f53cbf3ee4e59ec1.jpg \(942×818\) \(pinimg.com\)](https://pinimg.com/5f5081ae95fa44d5f53cbf3ee4e59ec1.jpg)

The problem of cameras can be seen also on the level of individuals, which will be sketched in the activity below.

Read the following scenarios students should note their answers:

- Imagine a situation – you see a beautiful flower in someones garden. You have your smartphone and you can take a picture of it. Would you use such possibility? Is it good to use such option?
- Imagine a situation – you see a funny cute dog in someones garden. You have your smartphone and you can take a video of him/her. Would you use such possibility? Is it good to use such option?
- Imagine a situation - you see a beautiful person on the street but you are too shy to approach him/her. You have however your smartphone and you can take picture of him/her. Would you use such possibility? Is it good to use such option?



- Imagine a situation - you see a beautiful person on the street but you are too shy to approach him/her. You have however your smartphone and you can take picture of him/her and send it to your friends with a comment – “wow what a beauty”. Would you use such possibility? Is it good to use such option?
- Imagine a situation - you see a beautiful person on the street but you are too shy to approach him/her. You have however your smartphone and you can take picture of him/her and post on your social media with a comment – “wow what a beauty”. Would you use such possibility? Is it good to use such option?
- Imagine a situation - you are on the street on the way from a shop you are alone. You see a person taking a picture of you. You don't know that person. How would you feel? What would you do?
- Imagine a situation - you see a beautiful person on the street but you are too shy to approach him/her. You have however your smartphone and you can take picture and use a facial recognition feature to know the name of the person and also his/her social media account or other data. Would you use such possibility? Is it good to use such option?
- Imagine a situation - you are on the street on the way home from a shop, you are alone and when you arrive home you get a message on a social media from a stranger greeting you and saying he/she saw you on the street and you are beautiful. You don't know that person he/she has a fake profile. How would you feel? What would you do?
- Imagine a situation - you are on the street on the way home from a shop, you are alone and when you arrive home you get a message on a social media from a stranger greeting you and saying he/she saw you on the street and you are beautiful. You don't know that person he/she has a real profile. How would you feel? What would you do?



- Imagine a situation - you are browsing an internet and you see a video of you with a title “Wow what a beauty”. You don’t know the person who took it. How would you feel? What would you do?
- Imagine a situation - you see a very funny person and you have your smartphone and you can take a video of him/her. Would you use such possibility? Is it good to use such option?
- Imagine a situation - you see a very funny person on the street and you have your smartphone and you can take a video of him/her and post on your social media with a comment – “I have never seen such a weirdo”. Would you use such possibility? Is it good to use such option?
- Imagine a situation - you are browsing an internet and you see a video of you with a title “I have never seen such a weirdo”. You don’t know that person who took it. How would you feel? What would you do?
- Imagine a situation - you are browsing an internet and you see a video of you that you sent privately to your friends years ago. It has 100k views. How would you feel? What would you do?
- Imagine a situation - you are browsing an internet and you see your embarrassing childhood video and your childhood pictures online and it has 100k views. How would you feel? What would you do?
- Imagine a situation - you are browsing an internet and you see your best friends embarrassing childhood video and your childhood pictures online and it has 100k views. You are sure he/she didn’t post it. How would you feel? What would you do?
- Imagine a situation - you are browsing an internet and you see a picture of your house online that was taken by someone else and its used in many websites. How would you feel? What would you do?



[Kolchak: The Night Stalker \(wordpress.com\)](https://www.wordpress.com)

Think of possible similar scenarios and discuss whether you have experienced something similar. Discuss what the right thing to do is and why and how we can judge such cases. Discuss what the differences between such cases.

As a class try to create a list of rules for using cameras and use of pictures and videos.

You can compare them with existing official rules (eg. GDPR)

You can also find out how they are implemented eg. at your school.

4. DISCUSSION CHECK

As this workshop is built mostly on a set of discussions, next questions can be used to expand on the topics explored through the course of the workshop:

- How would look your life without cameras?



- How do you use camera on your smartphone mostly?
- Where do share the pictures or videos taken?
- Who do you share your pictures of videos with?
- What are the ethical questions related to mass surveillance and using of public cameras in the case of state?
- What are the ethical questions related to the use of cameras between individuals?
- What are the differences between public and private use of cameras in terms of ethical rules and values?
- The teacher can also ask students to try to find an example in their own place/city for positively and negatively used technology (for example if there is some similar example of using video surveillance that could be questioned or some other type of using technology that in a certain way invades privacy or violates human rights in some way, or is used for positive purposes, protecting rights).
- Ask students to create other similar questions to the topics presented.

5. ADDITIONAL RESOURCES

[Video-surveillance | European Data Protection Supervisor \(europa.eu\)](https://european-data-protection-supervisor.europa.eu/)

[Big Brother is watching: Chinese city with 2.6m cameras is world's most heavily surveilled | Cities | The Guardian](https://www.theguardian.com/cities/2021/jun/17/big-brother-is-watching-chinese-city-with-2-6m-cameras-is-worlds-most-heavily-surveilled)



[China's Expanding Surveillance State: Takeaways From a NYT Investigation - The New York Times \(nytimes.com\)](#) :

[Mass surveillance in China - Wikipedia](#)

[Videosurveillance_policy_juin2015 \(europa.eu\)](#)

[Photography and the law - Wikipedia](#)

[Smile! You're on my Cell Phone: Camera Phones and Privacy | LegalZoom](#)

[Black Mirror - Lacie Rates Coworker - Social Credit System \(Nosedive S3E1\) - YouTube](#)