

Justus-Liebig-Universität Gießen

Institut für Anglistik

HS: Surveillance Cultures: Research, Study and Materials Design

Prof. Dr. Wolfgang Clemens Hallet

WiSe 2015/2016

**Promoting a Writing Club in the EFL Classroom to react to
abusive and intrusive Surveillance at Schools**

Richard Damian Vargas Lopez

May 6, 2016

Content

1. Introduction.....	1
2. Surveillance in literature and in movies	2
3. Surveillance in society	2
4. Hidden and overt surveillance in our daily life	5
5. Surveillance at schools.....	5
5.1. Negative consequences of surveillance at schools.....	6
5.2. Reacting to abusive and intrusive surveillance at schools.....	7
6. The Teaching Unit.....	9
6.1. Teaching factors	9
6.1.1. The Learners	9
6.1.2. Didactic Implications.....	9
6.2. Task and Teaching Phases	10
6.2.1. Competence and learning objectives	10
6.2.2. Input	10
6.2.3. Task cycle	10
6.2.3.1 First session	11
6.2.3.2. Second session	13
6.2.3.3 Third session	14
7. Conclusions	16
8. Materials for the lesson (Input).....	17
9. Works cited	19

1. Introduction

Nowadays, surveillance at school is trespassing learners' rights and privacy. Unfortunately, such surveillance has failed to stop or control cases of violence that the news shows. However, there have been many cases of abuse and disrespect towards students by security guards. Moreover, pupils are not learning in a healthy atmosphere where creativity and critical thinking can be fostered. Hence, surveillance rather than help, it has made the situation worse. It is necessary that learners react against such surveillance. In this manner, the objective of this paper is to provide an alternative for learners to take a stand against abusive surveillance through a writing club. In this club, pupils have the possibility of expressing their experiences and feelings about surveillance at their school by means of poems, songs, short stories or anecdotes.

Five main sections compose this paper. In the first section, I provide some examples of literary fiction authors that recreate a dystopian society in their stories where strong surveillance creates settings of fear, vigilance, and persecution. I also show some examples of films that approach the topic of surveillance technologies and their possible consequences. This part is just a foretaste of the problems that heavy surveillance can cause on citizens and how surveillance technologies are used in society. The second and third sections are devoted to describe how hidden and overt surveillance are employed to carry out a systematized social control that may threaten human and private rights of citizens. All of this endorsed by mass media that is in charge of creating not only panic, but also selecting the groups of people under surveillance. In the fourth part, it is shown how schools are becoming a sort of prison-like learning places where students' rights and privacy are constantly abused. The negative consequences and how learners can react to abusive and intrusive surveillance at schools are also shown in this section.

The last part is the development of the teaching unit. First a brief justification about the types of learners and the didactic implications to carry out the lesson plan with the topic of surveillance at schools is provided. Then, the task and teaching phases are described. Here, the competences, the learning objectives, the input to be used, and the teaching phases for the development of the main task are explained.

2. Surveillance in literature and in movies

According to Krause there are different stories in novels and films that approach critically the topic of surveillance, their practices, impact, and potential harms (cf. Krause 2012: 61). In the case of novels, the term “literary fiction” has been used to describe literature that represents surveillance practices as an issue in society (cf. Nellis 2009: 178). The most common example of this kind of literature is George Orwell’s *Nineteen Eighty-Four* with its topic of surveillance and control through the intimidating “Big Brother” (cf. Kammerer 2014: 100). Apart from Orwell, there are other authors like Philip K. Dick, Margaret Atwood, Jonathan Raban or Kazuo Ishiguro that have proposed in their stories topics related to crime and spy fiction, surveillance and control technologies, and surveillance and population control among others (cf. Krause 2012: 64 - 65). On the other hand, there several films whose main argument may not directly revolve around monitoring and controlling people, but the use of surveillance technologies and their possible consequences make part of their story plots. Kammerer mentions a lot of movies and various topics about surveillance such as *Metropolis* by Fritz Lang and *Modern Times* by Charlie Chaplin with the topic of overseeing the working class, or *Thelma and Louise*, and *The Net* whose subject is about surveillance cameras and issues of data protection (cf. 2014: 102). Another example given by the author is *The Truman Show* with the topic of using surveillance technologies to keep track of an individual’s daily life (cf. 2014: 103). Although these stories are fictional, it is amazing to see the way in which their “dystopian sci-fi scenarios” (Müller-Wood 2012: 3) are being repeatedly replicated in our society.

3. Surveillance in society

Like in *Nineteen Eighty-Four*, now we are living in a society of extreme control where different surveillance technologies are everywhere playing the role of “Big Brother”. “BIG BROTHER IS WATCHING YOU” (Orwell 1977: 5) is a phrase that appears to remind people that they are being observed by sophisticated surveillance devices. According to Lyons, these technologies are classified in four groups: biometrics, ID cards, Closed Circuit Television (CCTV) and face recognition, and communicational measures and Web-based surveillance (cf. 2008:

68). Everybody is the target of the vigilant eye of all these technologies and nobody can escape from it. This situation is so similar to the interpretation given by Foucault of the panopticon where the people under surveillance are the subject of a continuous scrutiny from a central tower at any time (cf. Greg 2014: 23). The main objective in this constant observation is to carry out an organized and meticulous social control of individuals (cf. Staples 1997: 4) independently if they are criminals or not.

Mathiesen makes the distinction between synopticism and panopticism. In the first case, surveillance focuses on specific groups among many, while in the second one, everybody is under surveillance (cf. McCahill 2012: 244). McCahill explains that the news reporting in the mass media creates the target of the groups under surveillance (2012: 245). Therefore, in the case of this synoptic surveillance the news “allow the “many” to watch the “few”” (2012: 244). Here, the main excuse for the employment of surveillance is to keep people safe. If this is the case, surveillance may be convenient and necessary. For instance, criminals could easily be tracked, the number of crimes reduced, and acts of violence kept under control. Therefore, there would be a feeling of security among citizens. Unfortunately, this is not happening and the impression given in the news is that the world is becoming more and more dangerous and chaotic. According to Mathiesen, the mass media has a lot to do with the feeling of panic and fear since the news persistently represent “stereotypes and panic-like, terrifying stories about individual cases” (as cited in McCahill 2012: 247). All of this extreme exaggeration and overgeneralization of stories in the mass media justify the implementation of a panoptic surveillance where “the “few” [observe] the “many”” (2012: 244). Although everybody faces an arbitrary surveillance, there are specific groups of people who are the target of a constant observation.

The continuous soft surveillance of citizens creates synoptic scenarios where people are labeled and watched depending on some characteristics such as their appearance, clothes, body movements or even their skin color or race among others. In the “surveillance society” (Lyons 1994: 3), the human body becomes “more accessible to official scrutiny and assessment” (Staples 1997: 4). Hence, “human and civil rights of individuals” (Krause 2012: 62) are permanently threatened. For example, groups of people such as homeless, street vendors, or political protesters (cf. Krause 2012: 63) are under strong vigilance just because they are different from

mainstream citizens or because they are against the precepts of elite groups. Teenagers are also the target of CCTV operators (cf. Krause 2012: 109 - 110) possibly due to the kinds of clothes they wear, how they look, or how they behave. The reason for this monitoring is not really clear as with other groups of people like young black men who are under constant surveillance “for no apparent reason in most locations” (2012: 70). Consequently, the wrong idea that “the body will reveal [the] “truth” about a subject despite the subject’s claims” (Brown 2012: 77) makes certain groups of people vulnerable and their treatment is that of a potential criminal due to a constant control and monitoring. Although the permanent use of surveillance is apparently necessary for the sake of security, its abuse and misuse menace human and civil rights.

The ‘few’ know many things about us, but we ignore a lot about this ‘panoptic’ surveillance. Many of us are unaware that we are being under constant monitoring and supervision due to electronic, computer, video and telecommunication devices that seamlessly penetrate our privacy, but are strategically hidden (cf. Staples 1997: 51). Hence, regular activities that we do in society such as paying bills, registering in the library, travelling, shopping, etc., our whereabouts and personal information stored in our documents make part of a huge database that are many times used without our consent. That is the reason why, “highly specialized agencies use increasingly sophisticated means of routinely collecting personal data, making us all targets of monitoring, and possibly objects of suspicion” (Lyon 1994: 4). Besides, we ignore the purposes of the constant surveillance and the collecting of our personal data and information. Naively we also facilitate this monitoring especially with the use of devices like our personal computers, laptops, tablets, GPS, and cell phones that we use in different social settings of our lives. Finally, we are not sure who is watching us. The observer “is rarely seen and is anonymous” (Staples 1997: 4). Lyons refers to it as an “electronic surveillance” (1994: 8) that monitors, registers and stores all our movements and personal information. Everybody is under surveillance and, therefore, it is becoming normal to be the target of surveillance technologies even in our own offices or at home.

4. Hidden and overt surveillance in our daily life

Some surveillance technologies are invisible. This is the case of security and surveillance devices that Norris et al. called “algorithmic surveillance” (as cited in Ceyhan 2014: 43). For example, when we surf the Internet at home or at work to look up specific information, to enter into our profile in different social networking websites, or to perform a number of transactions in our on-line banking, advance software keeps an eye on all virtual movements that we make. This software systematically stores our information in databases. Then, this information is shared to different organizations or companies around the world without our consent. We completely ignore what happens with our personal information. This hidden “digital capture, processing, storage and transmission of data [...] with the assistance of networked computers has exponentially increased the power and scope of surveillance” (Gandy 2014: 129). Hence, ‘algorithmic surveillance’ has the capacity of observing each person and practically breaking into different daily-life settings to control and have access to information that intensifies “the transparency of data-subjects” (Lyon 1994: 92). Like in the panopticon we are being watched, but we do not know that we are being watched. Nevertheless, there is another type of surveillance employed so that people notice that they are being watched.

Other surveillance technologies like CCTV are installed everywhere and they are easily perceived by people. Supermarkets, drugstores, bookstores, malls, and other public places, including streets, are strongly watched. The main objective with the installment of CCTV and face recognition technologies in public places is to catch possible lawbreakers. An example is the cameras that are set up in some streets and avenues to take photos of the cars of those people who do not respect traffic lights. Hence, this open surveillance modifies and controls the behavior of certain people, especially those who do not respect the rules. Although this may be acceptable, the adoption of this kind of surveillance technologies in places where the majority of people do not represent a threat for the society is strange.

5. Surveillance at schools

Some cases of violence at schools have dramatically propagated the use of surveillance technologies at these places. The mass media is responsible for it because it extremely exaggerates isolated acts of violence and presents them as a

narrative on the news without any further research, and the causes of violent incidents at schools are not fully investigated. For instance, the assassination of the head teacher Phillip Lawrence outside a school in December 1995 and the massacre of 16 people in a Dunblane primary school 1996 caught the attention of the mass media in the United Kingdom (cf. Hope 2009: 892). Other events that have been well-know are the massacres in Columbine High School in Colorado in 1999 and Virginia Tech in 2007 (cf. Piro 2008: 32). Nevertheless, in these and other incidents, the reporting news has superficially focused on these violent schools events, but reporters have neglected to find out the real causes of such acts of violence and they have generalized the idea that schools are violent places and students potential criminals. As a result, a lot of money has been allocated for heavy surveillance technology such as CCTV cameras, biometric surveillance technologies, facial recognition (cf. Taylor 2014: 226), “metal detectors, security guards, and violence prevention programs” (Staples 1997: 66) not only in schools in the United Kingdom and the United States, but also in other countries around the world. Now children and teenagers are going to prison-like schools that are heavily guarded and where there is abusive behavior due to the misuse of this kind of surveillance.

5.1. Negative consequences of surveillance at schools

The strong monitoring of schools carries out some measures that affect the school community and how students behave in a negative manner. In these measures, surveillance technologies take over learners’ private lives and security guards are abusive and strong with everybody, especially with those who look suspicious. Hope states that the installation of CCTV cameras were initially planned to protect the perimeters of schools against trespassers and criminals, but little by little these cameras have invaded places such as corridors, computer rooms, libraries, classrooms, and even private places like student toilets (cf. 2009: 892). In addition to this rise of surveillance, rude security staff that manipulates metal detectors and CCTV cameras and guards that watch school facilities and their surroundings contribute to carry on with violence and stereotypes at entrances, halls, cafeterias and sport facilities, among others, where students spend most of their time. In his study, Weiss (2007) provides different examples of the constant harassment and observation that learners experience at schools in New York City. His study

concentrates especially on schools at Latino and Afro-American communities and shows different perceptions that learners have in relation to the monitoring that they experience on a daily bases. Learners affirmed that security guards refer to them using pejorative adjectives like the following ones, “*felonists, delinquents, loud trouble-makers, criminals, [...] or wanna-be future rappers wearing baggy jeans and hoodies, or short skirts if you're a girl*” (Weiss 2007: 53). Furthermore, learners told Weiss stories that have made people question school security measures. For example, learners tell anecdotes of security guards humiliating or gossiping about students in different areas at the school, or detaining them for being outside class without a bathroom pass while others who made the same infraction were not detained because they were the security guards’ “buddies” (cf. Weiss: 58). Such surveillance targets learners whose outward appearance does not match what school officials expect. In words of an Afro-American student, “if you look like a description, if you look suspicious, you'll be confronted most of the time” (cf. as cited in Weiss 2007: 53). As a result, learners “feel criminalized” (Taylor 2014: 229) and must expect a constant persecution and bullying practices in schools. This strong and abusive surveillance modifies negatively children and teenager’s behavior in society.

5.2. Reacting to abusive and intrusive surveillance at schools

Although it is difficult to get rid of surveillance at schools because it has been institutionalized and established by governmental policies, local communities should find a way to protect learners from abusive surveillance and guarantee the construction of schools that not only protect learners’ rights, but also that integrate surveillance and learning in a nice and friendly atmosphere. Two good examples to follow are Philadelphia School of the Future and the Denver School of Science and Technology that have built facilities with abundant free areas for students and airier classrooms that foster collaborative learning groups and more interaction among learners and teachers (cf. Piro 2008: 43). In other words, communities should stand up against the proliferation of prison-like schools where pupils’ privacy and rights are constantly undermined and favor the creation of learning, sportive and cultural zones where students develop intellectual, intercultural and social competences. Nevertheless, due to some political and economic interests, these free learning and cultural areas in schools can be difficult to achieve in the short-term. Meanwhile, the

school community, particularly learners, should learn how to cope with the abuse of surveillance in their schools.

According to Weiss, there are three ways in which the school community, including students, teachers, and parents can react against abusive and intrusive surveillance. The first way is the walkout in which student pacifically protest against school surveillance policies. Ginwright affirms that with this kind of protest young people “are [...] capable of responding to coercive policies” (as cited in Weiss 2009: 54). One example of a walkout that made policy makers and school officials uncomfortable was the one carried out in the Bronx high school in Fall 2005. Due to violent incidents around the school, metal detectors would be installed at the entrance of the school, learners would be strongly searched and some of their belongings such as cell phones and MP3 players would be confiscated. To resist the installation of these devices, students took action and a walkout took place. Although the detectors were not removed, it made the learners conscious of their rights (cf. 2009: 54 - 55). Another technique used by students to deal with surveillance at schools is what Weiss called “tactical avoidance” (2009: 57). Due to the harassment that learners experience with surveillance at schools and keeping in mind that they cannot escape from it, they develop different ways to avoid such constant monitoring. One of them is to evade contact or interaction with harassing security guards in a friendly way (2009: 58). This is a technique that learners develop to exercise their freedom by showing that they deserve a better treatment. The last way to cope with surveillance is a kind of a tactical avoidance, but in groups. Weiss calls it: “emergent participation” (2009: 50). Teachers can do a lot by helping their pupils how to participate in their learning while reacting and challenging surveillance (cf. 2009 62). This means to make learners aware and critical about abusive and intrusive surveillance at their schools and take actions towards it in a cultural or intellectual manner such as singing contests, talent shows, reading or sport clubs where they can express their dissatisfaction with this kind of surveillance while learning.

6. The Teaching Unit

6.1. Teaching factors

This section explains some important elements that are necessary to think of before the creation of the teaching unit. Therefore, I provide a brief justification about the types of learners and the didactic implications to carry out a lesson plan.

6.1.1. The Learners

Although many students are the target of surveillance technologies, teenagers are the regular suspicious of security guards and metal detectors and CCTV operators at schools. In fact, both in the United Kingdom and in the United States, secondary schools are highly under strong surveillance (Taylor 2014: 225). Therefore, adolescents between 14 and 16 years old compose the hypothetical group for this class. They are independent users of English with an upper-intermediate level. It is advisable that these learners have a B2 (Council of Europe: n.d.) level or above in this language.

6.1.2. Didactic Implications

I mentioned that prison-like surveillance at schools brings negative consequences such as the regular invasion of learners' private lives, and the mistreatment by security guards and school officials. Besides these problems, Taylor mentions other negative effects of school surveillance in learners like lack of social interaction and "distanciation", and habituation and normalization of surveillance (cf. 2014: 229). The impact of surveillance at schools affects negatively not only learners' behavior and learning, but also their development and performance in society. Therefore, dealing with this type of topics in the EFL classroom is important. Teachers should be acquainted with surveillance at schools because right now, this is a real topic concerns and may affect learners' daily life. Pupils should understand that in many occasions their privacy and human rights are not respected or violated. Hence, teachers should guide their learners how to take a stand against this kind of procedures and carry out different activities in class that help them to react proactively and at the same time to develop their target language competences (speaking, listening, writing and reading) and intercultural competences.

6.2. Task and Teaching Phases

Main task (written): The main task is to create a writing club where students create different written artifacts about the topic of surveillance. Here, learners have the opportunity to use the English language in an aesthetic fashion since they can write different writing products such as poems, short stories, lyrics for songs, and the like. These products will be collected and share with others at their school.

6.2.1. Competence and learning objectives

Students use the English language to take a stand against surveillance at their school. They will discuss they type of surveillance that they see in different areas such as the entrance, halls, the library, sport facilities, etc. They also use the language aesthetically by creating a writing club where they can express what they think about surveillance at school. Here, learners can write lyrics for a song, poems, short stories, etc. Furthermore, learners analyze what surveillance is, the type of surveillance use at their school, and the negative consequences it brings. They share their outcome (the different products learners wrote) with others at their schools and suggest ways to react towards abusive and intrusive surveillance.

6.2.2. Input

M1: Poster of “Big Brother”

M2: Brainstorm diagram about surveillance at schools.

M3: Video - Widespread use of surveillance cameras in UK schools.

M4: Poem of student in a school in Ney York about surveillance.

M5: Rubric for assessment: Development of the task, writing product and Presentation of the task

6.2.3. Task cycle

This task is divided in three sections. In the first session, learners activate background knowledge and discuss the topic of surveillance in society and surveillance at schools. The materials use in this session is a poster of “Big Brother” from Orwell’s novel Nineteen-eighty (M1) and a brainstorming diagram of the topic

of surveillance at schools (M2). This diagram has different subtopics like types of surveillance used at schools, places where learners are generally watched, consequences of this type of surveillance, etc.

The second session focused on the consequences of surveillance at schools and learners' reaction of to the abuse and intrusion of this kind of surveillance. In this session learners watch a youtube video (M3) called: Widespread use of surveillance cameras in UK schools (PressTV 2012) in order to analyze the abuse and possible consequences of surveillance at schools. They also discuss the ways in which learners can react towards the abuse of surveillance. To do this, they read and analyze a poem written by a student in a school in New York (M4). The creation of the writing club is proposed. In this club different groups get together according to their likes and make proposals about the kind of texts (poems, short stories, lyrics for songs, etc.) to use in the writing club final product that is a collection of the works created by learners.

The last session is devoted to the presentation of the collection of the works at the school and the assessment to learners. Here, learners go around the school, they go to different classrooms, to the library, sport facilities and show their work with others. They also take notes of the impressions given by other students about surveillance at school. In this section, there is also a final reflection about the topic and learners speak about their experiences. The assessment rubric (M5) is given to learners and they are assessed individually, in groups, and an assessment provided by the teacher.

6.2.3.1 First session

Learners see the poster of Big Brother (M1), but they are not told who the character is or where was it taken from. The teacher only shows the face of the character and asks some questions such as: what is it shown? What are the characteristics of the face? What do you think it shows? Where is the viewer's eye drawn to the image? Why? What can you say about the colors used in the image? What do they express? Who were the original audience(s) for this image? Where and how would the poster

have been displayed originally? How is it circulated? How is it stored? Where is the spectator positioned in relation to the poster?¹

Then, the caption of the image is shown and learners discuss the following questions: Who is big brother? What is the relationship between the caption and the image? What are your impressions when you read a text and an image like the ones shown on the poster? How do you feel? After that, the teacher asks pupils if they have seen this image before. If yes, learners provide some information about it. If not, the teacher contextualizes the image by saying that the image is based on the novel 1984 whose author is Orwell. As a homework assignment, learners should investigate something about the story: its main argument, the time when it was written, and other information they consider important.

The teacher writes the word surveillance on the board and asks learners to provide some words connected to this topic. In small groups of three or four students, learners discuss the following questions: what do you understand by surveillance? Do you think it is necessary? Why? / Why not? What kind of technologies is used to monitor people? Where can a person be watched by surveillance technologies? Have you ever experience being watched? Tell your partners about this experience. Students also discuss the relationship between the poster (M1) they analyze at the beginning of the class and the topic of surveillance. Learners discuss the questions, while the teacher goes around providing help. Learners share their opinions with others in class and the teacher writes information that they give on the board.

The teacher asks pupils if they have experienced surveillance at the school. Learners explain. Next, they receive a brainstorming diagram (M2) and have three minutes to write down individually ideas about the topic of surveillance at schools. Each subtopic of the diagram has a number. Learners receive a number, and they concentrate on the topic with the number. After three minutes, learners get together with others who have the same number and they share their ideas and complete their diagrams with the topic that they receive. Then, they make groups composed of three people. Each group is made up with numbers 1, 2, and 3. They provide information and complete their diagrams. They also complete the subtopic “other”. In this

¹ These questions were based on the guiding questions to read images offered by Seidl (2007: 9).

subtopic, learners provide extra information they consider important. This is done for learners to activate background knowledge and get them ready for the topic in the main task. Then, they share their diagrams with the class and a discussion is carried in class.

6.2.3.2. Second session

In pairs, learners share their homework assignment. Then, the teacher asks learners if the surveillance in society is also replicated at schools and why. Pupils provide their ideas. Next, learners watch the video: Widespread use of surveillance cameras in UK schools (M3). First, the teacher writes the title of the video on the board. Learners predict possible topics in the video. The teacher writes students' ideas on the board. Then, they watch 1 minute of the video without sound and take some notes. Pupils discuss their ideas with the whole class and decide if the information they predicted was correct. After it, learners watch the whole video and concentrate on the following questions: what is the concern about the widespread of surveillance cameras at the schools in UK? What does the civil liberty organization "Big Brother watch" do to control the use of CCTV cameras at schools? According to Nick Pickles, is the use of CCTV cameras effective at schools? Why? Why not? What is the best way to tackle security and violence problems at schools according to the director of "Big Brother watch"? Complete the following chart with the information provided in the video:

Schools that participated in the surveillance study	
Number of CCTV cameras in these schools	
Number of surveillance cameras installed in toilets and changing areas	

Students compare the answers with their partners in groups. Then, they speak about the possible consequences of abusive surveillance at schools and the way in which the school community can react towards it. The teacher tells the class about the club known as *Spoken ink*. It is a writing club created in a public school in New York City whose surveillance is abusive and intrusive. Security guards treat learners as delinquents and CCTV cameras are installed everywhere. Two hours each week the members of *Spoken ink* get together to transform spaces of continuously

surveillance, in areas to write creatively (cf. Weiss 2007: 62 - 63). Learners receive one poem (M4) written by a learner who is a member of *Spoken ink*. Keeping in mind that the poem does not have a title, learners read it and suggest a title for it. They support their ideas. They also underline words or expressions related to surveillance and explain how the student who wrote the poem feels. The teacher explains that precisely this is the kind of work that they need to do: they should write something that expresses their dissatisfaction about surveillance at their school.

Students speak for a while about the surveillance at their school. For example, they discuss the types of surveillance technology and where it is installed, if there are security guards, etc. They also decide if they will write a poem, a short story, a song, an anecdote, and the like. The first thing they should do is to brainstorm ideas for their writings. Then, they write a draft. After that, pupils give these drafts to other partners in order to receive feedback to improve their writings. Learners will bring the correction of their works for the next session.

In this session, learners also speak about the name of the writing club, how they will publicize it, and the places: some classrooms, in the library, at hallways, in sport facilities where they will be located at the school. They may also create some posters to decorate the places at the school where the writing club will take place, but this is not obligatory. The most important is to create awareness about the possible abuses of surveillance at schools and the way in which learners can do to resist such surveillance in a learning and non-violent fashion.

6.2.3.3.Third session

Learners bring the correction of their writings and get ready to go around the school to make the presentation of their writing club. They should speak about the main reason for the creation of the club and the importance to create awareness about the topic of surveillance since it may threaten their own rights and privacy. When others read their writings, they can have a discussion to speak about the topics that the writers wanted to express in their short stories, poems, anecdotes, etc. The audience can also relate their own experiences with the topics approached in the writings. Here, it is essential that learners pay close attention to what the audience, other students and teachers, says about the subject of surveillance. They are expected to

take some notes of these ideas because later on they should socialize all this information with the class.

In this section, there is also a final reflection about the topic and the development of the task at the school. Pupils provide their ideas about school surveillance and the way in which it affects the normal academic and social life of students. The discussion should also include the responsibility of mass media in the approach of news related to surveillance at schools and the importance of being critical regarding such news. Learners should propose a way in which surveillance can be used without affecting or threatening students' rights and privacy. On the other hand, learners speak about their views while carrying out the task. They are welcome to speak about positive and negative aspects of the project and what can be done to improve future tasks in relation to topics that may have an impact of learners in society.

The assessment is provided by keeping in mind learners' engagement in the development of the task, the writing products, and the presentation of the topic to other students and teachers. To do this, the teacher gives learners an assessment rubric (M5). The rubric is thoroughly explained in order to avoid misunderstandings. The assessment will be individually, in groups, and teacher to student. Firstly, learners will have a copy of the assessment rubric and they will analyze each component of it. They will carry out a self-assessment, analyze, and propose ways to improve aspects that were not satisfactory. Secondly, learners assess the others in groups and provide feedback on their task performance. Lastly, the teacher provides feedback to each student focusing on positive aspects and on those that need to be improved.

7. Conclusions

This paper shows how surveillance is constantly threatening people's rights and privacy. Students are not the exception and although there have been some violent event at schools, these places do not represent a danger either for society or for learners. Therefore, it is unfair the treatment that learners at schools receive when it comes to surveillance. Students should learn how to be critical about the information given by the mass media and also about how surveillance menace their own rights. It is important that they take a stand against possible abuses of surveillance technologies and security guards in different facilities at schools.

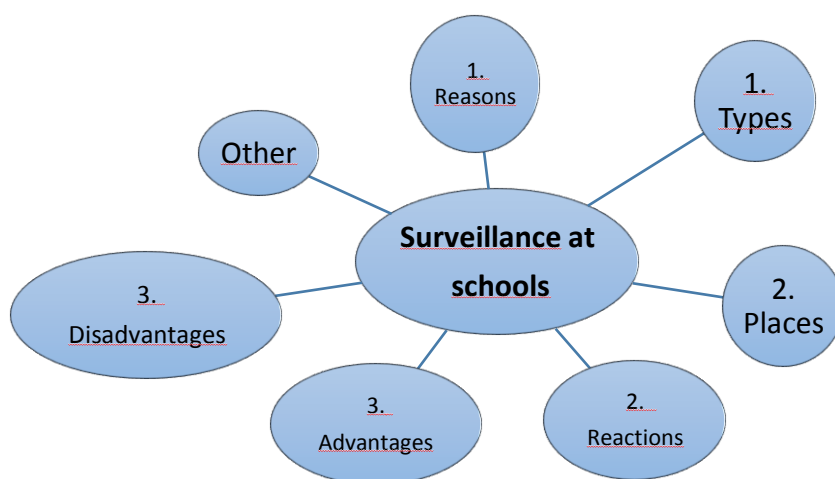
Thanks to the presented teaching unit, pupils learn how to react positively against surveillance at their school. By means of the writing club, learners develop different social and linguistic competences that help them to be active social actors in a surveillance society.

8. Materials for the lesson (Input)

M1: Poster of “Big Brother”



M2: Brainstorm diagram about surveillance at schools.



M3: Video - Widespread use of surveillance cameras in UK schools (Press TV 2012: 00:00 – 2:47)

M4: Poem written by a member of *Space ink* about surveillance at schools:

*We don't need no metal detectors to keep out the knives
Take out you stapler and all of your pens
I'll stab and staple a trick and get ten day detention
Juicy juice in the school
Great no soda
Keep the sugar level low and keep students from rising up
Against staff they didn't like and stuff they be hating
I got a walkie-talkie at home
Am I in for a good stabbing?*

*That's all the school aids are; students with big ass phones
They dress and act like us and start trouble wherever they go
There's no way to know who our oppressors are
They 're like undercover agents with ghetto ass accents*

M5²: Rubric for assessment: Development of the task, writing product and Presentation of the task

Name: _____ Date: _____

Assessment done by: _____

Criteria		Rating			
		EXCELLENT	GOOD	SATISFACTORY	NEEDS WORK
Development of the task	Team Work	Worked extremely well with others; highly productive.	Worked well with others.	Attempted to work well; at times you were “off task”.	There was little or no teamwork involved.
	Communication	Went above and beyond in communicating.	Communicated well with others.	Communicated well but did not listen to constructive criticism.	Did not communicate with others.
Writing product	Ideas and topic	The writing makes complete sense and is related to the topic of surveillance at school.	Although the topic is about surveillance at school, some ideas may be out of place	The writing is hard to follow and somewhat confusing. It is not about the topic for the project.	The writing is not understandable and the topic is not about surveillance at school.
	Word choice	The writing has a lot of powerful and exciting words.	The writing has some new and exciting words	The writing has a few exciting words.	The writing has no exciting words. It is boring to read
	Fluency	The writer used complete sentences that are varied in style and length.	The writing is good, but some ideas are not expressed by means of complete sentences.	The writer used only short complete sentences.	The writer used incomplete sentences and the writing is not understandable.
Presentation of the task	Content	Showed a full understanding of the topic.	Showed a good understanding of the topic.	Showed good understanding of some aspects of the topic. Other aspects were confusing.	Did not seem to understand the topic.
	Enthusiasm	Generated a strong interest and enthusiasm about the topic in others.	Sometimes generated enthusiasm about the topic in others.	Tried to generate enthusiasm.	Did not generate much interest in the presentation of the topic.
	Language	Speech and pronunciation were clear with appropriate volume, intonation, inflection, and fluency.	There were minor problems with volume, intonation, inflection, and fluency.	Some difficulties with the use of language interfere in the meaning of the ideas expressed.	It was really difficult to understand what the speaker wanted to express.

Additional comments:

² This rubric is a variation of the rubrics found in the following WebPages:

- http://engres.ied.edu.hk/lang_arts/tasks/sampleAsseRubrics/Story_Writing_Rubric.pdf
<http://www.d.umn.edu/~moor0145/storyrubric.htm>
http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=1417749&
<http://asfms.net/SocialStudiesDepartment/Rubrics/CooperativeLearningRubric1.htm>

8. Works cited

- Brown, Simone (2014). Race and surveillance. In Ball, Kirstie, Haggerty, Kevin and Lyon, David (eds.) Routledge Handbook of Surveillance Studies. London and New York: Routledge. P. 72 – 79.
- Ceyhan, Ayse (2014). Surveillance as biopower. In Ball, Kirstie, Haggerty, Kevin and Lyon, David (eds.) Routledge Handbook of Surveillance Studies. London and New York: Routledge. P. 38 – 45.
- Cooperative Learning Rubric. (n.d.). Retrieved May 03, 2016, from <http://asfms.net/SocialStudiesDepartment/Rubrics/CooperativeLearningRubric1.htm>
- Council of Europe (n.d.). Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Retrieved from http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf.
- Gandy Jr., Oscar (2014). Statistical surveillance. In Ball, Kirstie, Haggerty, Kevin and Lyon, David (eds.) Routledge Handbook of Surveillance Studies. London and New York: Routledge. P. 125 – 132.
- Greg, Elmer (2014). Panopticon – discipline – control. In Ball, Kirstie, Haggerty, Kevin and Lyon, David (eds.) Routledge Handbook of Surveillance Studies. London and New York: Routledge. P. 21 – 29.
- Hope, Andrew (2009). CCTV, school surveillance and social control. *British Educational Research Journal* Vol. 35, No. 6, December 2009, pp. 891–907.
- Krämer, Lucia (2012). Faultlines of Cinematic Voyeurism: CCTV in Andrea Arnold's *Red Road* (2006). In *Big Brother is Watching You (Again): Britain under Surveillance*. *Journal for the Study of British Cultures*. Volume 19. No. 1 / 2012. Edited by Anja Müller-Wood. Königshausen & Neumann. P. 77 - 86
- Krause, Michael (2012). Beyond Nineteen Eighty-Four: Contemporary Surveillance Narratives in England. In *Big Brother is Watching You (Again): Britain under Surveillance*. *Journal for the Study of British Cultures*. Volume 19. No.

- 1 / 2012. Edited by Anja Müller-Wood. Königshausen & Neumann. P. 61 – 75.
- Lyon, David (1994). *The Electronic Eye: The Rise of Surveillance Society*. Minneapolis: University of Minnesota Press.
- Lyon, David (2008). *Surveillance after September 11*. Cambridge [u.a.]: Polity Press.
- McCahill, Michael (2014). Crime, surveillance and media. In *Routledge Handbook of Surveillance Studies*, Edited by K. Ball, K.D. Haggerty and D. Lyon, 225–231. London: Routledge.
- Müller-Wood, Anja (2012). Introduction: How Powerful is Big Brother? In *Big Brother is Watching You (Again): Britain under Surveillance*. *Journal for the Study of British Cultures*. Volume 19. No. 1 / 2012. Edited by Anja Müller-Wood. Königshausen & Neumann. P. 3 – 10.
- Nellis, Mike (2009). *Since Nineteen Eighty Four: representations of surveillance in literary fiction*. In Goold, B. and Neyland, D. (eds.), *New Directions in Surveillance and Privacy*, Cullompton: Willan Publishing.
- Orwell, George (1977). *Nineteen eighty-four*. London: Heinemann Educational Books.
- Piro, Joseph (2008). Foucault and the Architecture of Surveillance: Creating Regimes of Power in Schools, Shrines, and Society. *Educational Studies: Journal of the American Educational Studies Association*, v44 n1 p. 30-46 Jul 2008.
- PressTV. (2012, September 13). Widespread use of surveillance cameras in UK schools raises concerns [Video file]. Retrieved from <https://www.youtube.com/watch?v=YolBO-DUc7c>
- Prism Business media. 2008. School Security Survey: Strategies and Tools for keeping Students safe. *American School & University*. Jul 2008, Vol. 80 Issue 12, special section, 1-5.

- Seidl, Monika (2007). "Visual Culture: Bilder lesen lernen, Medienkompetenz erwerben." DFUE 87/2007. P. 2 – 9.
- Staples, William (1997). *The Culture of Surveillance: Discipline and Social Control in the United States*. New York: St. Martin's Press.
- Story Writing Rubric. (n.d.). Retrieved May 02, 2016, from http://engres.ied.edu.hk/lang_arts/tasks/sampleAssesRubrics/Story_Writing_Rubric.pdf
- Taylor, Emeline (2014). "The Rise of the Surveillance School." In *Routledge Handbook of Surveillance Studies*, Edited by K. Ball, K.D. Haggerty and D. Lyon, 225–231. London: Routledge. P. 225 – 231.
- Weighted Rubric for Short Story Using Research 100 pts. (n.d.). Retrieved May 02, 2016, from <http://www.d.umn.edu/~moor0145/storyrubric.htm>
- Weiss, Jen (2007). "Eyes on Me Regardless": Youth Responses to High School Surveillance. *Educational Foundations*, v21 n1-2 p47-69 Win-Spr 2007. Retrieved from <http://files.eric.ed.gov/fulltext/EJ821604.pdf>
- Your Rubric. (n.d.). Retrieved May 02, 2016, from <http://rubistar.4teachers.org/index.php?screen=ShowRubric>