

EDUCATIONAL SCENARIO

1. Identification of the educational scenario

1.1 Title of the scenario

“The life of Others”, a right to respect other’s privacy

The limits between Private and Public

1.2 Creator

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1.3 Topics or courses involved

Citizenship Education

According to **Article 8** provides the right to respect for one's "private and family life, his home and his correspondence

1.4 Educational level

Primary

Secondary 12-15 years old

Second chance school

Reception class

Other

1.5 Learning outcomes of the scenario

At the end of the scenario, students should be able to describe and support:

- The relationship between the public and the private space
- The Human right to have a personal life and privacy
- The non-right of the State to invade a citizen’s privacy and the people’s right to secure their privacy.

1.6 Time-duration

Class time: 6 hours (including watching the film)

Outdoor preparation: 1 hour

How many hours to be used in total: 6 hours

2. Development of the educational scenario

2.1 General description

The Lives of Others (2006) is a German drama film.

It is about the monitoring of East Berlin residents by agents of the Stasi, the GDR's secret police. *The Lives of Others* won the 2006 Oscar for Best Foreign Language Film. Released 17 years after the fall of the Berlin Wall, marking the end of the East German socialist state, it was the first notable drama film about the subject after a series of comedies such as *Good Bye, Lenin!* and *Sonnenallee*. This approach was widely applauded in Germany even as some criticized the humanization of the main character. Many former East Germans were stunned by the factual accuracy of the film's set and atmosphere, accurately portraying a state which merged with West Germany and ceased to exist 16 years prior to the release. The film's authenticity was considered notable, given that the director grew up outside of East Germany and was only 16 when the Berlin Wall fell.

1. Warm up: encourage students to think of a simple example private and public in their everyday life, Even a “public bus” versus a “private car” example is helpful to get started.

1a. Challenge students to think and discuss about “privacy”, based on the following questions:

- What is the meaning of privacy?
- Explain, in your own words, what does private/personal mean. Is Privacy a citizen's own/personal right?
- Present us with an example of “privacy” from everyday life (yours or in general)

2. Discussion to explore

2a. The class watches the film “The life of Others” During the film it is advised for the students to take notes. After the end of the film the teacher gives 10 minutes to the class to organize their notes (**Worksheet 2**)

2b. General discussion about: The film and its content : privacy and citizens rights (**workpackage 1**)

BINARY OPPOSITIONS to be explored

1. Has anyone the right to intrude in the personal life of another citizen?
2. Has the Official State the right to brake and violate the privacy of the citizens?
3. Is it considered privacy, when somebody constructs in his/her private space products which will be used in order to harm, hurt and injure the others (i.e. Molotov bombs, fireworks etc)?

- **Binary opposition 1:**

Has anyone the right to intrude in the personal life of another citizen? Even if times and circumstances are supposedly excused.

3a. Discussion after watching the film : “The Life of Others”

1. Why and how is the main characters life and privacy invaded and by who?
2. Does the time and place of the film provide with substantial reasons to do so?
3. Can you relate the circumstances of the film to contemporary situations in your present life?
 - a. Do you think that nowadays social media allow other people to intrude your personal life in a more subtle way?
 - b. Do you think that intrusion in personal life is more intense now or in the time that narrates the film?

3b. using theatre techniques

Separate the class into 2 debating groups. One group needs to be with the character and the other opposed to him and to find facts that justify the States position. *Now, the students need to choose their own characters and improvise upon a scene of the film. By doing so they can analyse their favourite character and why do they think he/she is important.*

4. Dialectical Discussion to reveal meaning

4a. dialectical discussion to explore

- The Educator guides a discussion based on questions fostering the development of the opinion on Privacy and Citizen’s rights on privacy. Has anyone the authority to invade any level of someones else privacy under any circumstances? What if it is a Life and Death situation? During War?

4b. Personalization

The educator makes the entire discussion more specific to further stimulate students. Each student may come up with a private situation where they would not want others

to intrude

4. **Binary opposition 2:**

Has the Official State the right to brake and violate the privacy of the citizens? **(If our private life is violated, should we take some measures or find ways to deal with it and therefore accept it)**

3. Using Theatre techniques : experiential Learning during Role playing

Divide the class in small groups of 3 or 4 students. Half groups are Number 1 and the others Number 2.

Group 1, covers themselves up with whatever handy, (a coat a jacket, a piece of cloth) and discuss a theme that they do not reveal (4th theme ? possibly).
Tell us an example of privacy from everyday life (yours or in general)

Group 2, tries to listen in secret of what they are talking about and make true or false assumptions about it.

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3a. discussion

Each group will first of all discuss how it feels and why it is wrong when someone is over-listening a secret conversation.

Both will discuss about the binary opposition, based on key-questions previously prepared (**Worksheet 1**). However teachers can adapt, add or change it. (15 minutes)
Each group will share the results from the discussion in small groups and the Educator will write the main conclusions on the board. (15 minutes)

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The Educator will outline the findings of the discussion on the board for sharing (10 minutes)

3b. using theatre techniques, the students will try to recreate the last scene of the film. How large is the amount of registered information the State recorded?

Ethics : The film ends with a very strong scene where the main character goes to ask and see the files that are kept while they were watching his entire life. The moment they bring them to him, the feelings overflow silently.

Use role the Frozen image technique with the students while they work in pairs. They should decide together each couple how to possibly represent this fact and what emotions to choose to express.

4. Dialectical Discussion to reveal meaning

4a. dialectical discussion to explore

The educator directs a discussion based on questions encouraging/fostering the development of critical thinking skills (workpackage 4)

4b. Personalization

It is important for the Educator to encourage students for their personal, everyday examples and experience. (**Worksheet 3**).

5. **Binary Oposition 3 (to be discussed or acted accordingly to the previous ones). This theme may work much better if prepared some days before by th students themselves. :**

Is it considered privacy, when somebody constructs in his/her private space products which will be used in order to harm, hurt and injure the others (i.e. Molotov bombs, fireworks etc)?

a. Connect this theme to nowadays facts .

b. Are such actions illegal?

c. Does a citizen have the right to act against the in their own house if they are not affecting others?

Active Learning Theater Technique : consists of learning strategies that involve a mixture of individual and collaborative tasks, giving students the chance to reflect or predict outcomes, and then to share and discuss their ideas with peers. Activities can last as long as the Educator decides, giving beforehand a time limit to the students. The point is simply to activate learners' cognitive processes while they are in class. If it is possible to give tasks and time before the actual time in class to prepare then Active learning will help students reflect on their understanding (a week before maybe) by encouraging them to make connections between their prior knowledge and new concepts.

Conclusions

- For the topic to have a successful closure, is important to:
 - a) summarize the main topics that were discussed in order to point out the conclusions for the entire activity;
 - b) To promote critical thinking upon the matter (this applies on all subjects) Connect the theme with anything they might now as similar.
 - c) Discuss of the possibilities a student may have if something similar would occur to him/her or to someone around them . Who to go to: parents, organisations etc or in case they want anonymity (?) Were to call, possible help-lines etc

2.2 Worksheets & Resources

Worksheet 1: Initial Questions to be explored:

- What is the meaning of privacy? A. in your family b. in your neighborhood/school c. in your city.
- To what extend are the limits of the privacy? What do we show the world.
- Is Privacy a citizen's own/personal right? Can you give examples?

How can one's private life affect one's social/public life (of a citizen) and vice versa.

- Are there any circumstances where the official state or someone else should be allowed to over-list secret conversations?
- Do the cameras on the street constitute a violation of privacy? Yes and no. But as society is structured probably yes? Discuss with students the possibility of being able for the police to locate a criminal or law violator that have committed a felony or an accident via these cameras.

[Worksheet 2: Film: The Life of Others](#)

A most interested analysis of the Film where excerpts can be seen

[https://www.academia.edu/keypass/c0E5dC9MQWxlL2V0UzFjei9ZNC9YTIBDMmViOGZaTzhKUklTazBMcFNicz0tLTZEVE6cFA5a0VRZjJFUndnTXRBeFE9PQ===-d71993843da3e7fee9d97cb4d45a1f0440392f31/t/jZ9LJ-NcXBF7Q-v1t9/resource/work/38261200/The Lives of Others The Others of Our Lives](https://www.academia.edu/keypass/c0E5dC9MQWxlL2V0UzFjei9ZNC9YTIBDMmViOGZaTzhKUklTazBMcFNicz0tLTZEVE6cFA5a0VRZjJFUndnTXRBeFE9PQ===-d71993843da3e7fee9d97cb4d45a1f0440392f31/t/jZ9LJ-NcXBF7Q-v1t9/resource/work/38261200/The_Lives_of_Others_The_Others_of_Our_Lives)

[Worksheet 3:](#) Examples of personal/ private and Social/ Public Situations.

Here we can explore themes according to different environments and ages of citizens :

More Personal :

- The privacy of our home in the neighborhood.
- Privacy in our school.
- Privacy in our work space between co workers.

More General :

- To what extent can the state invade our privacy and information.
- Can the commercial companies monitor our profile.

[Worksheet 4: Questions for Dialectical Discussion](#)

- Which are the duties of a citizen towards the Social environment, the Government and its laws and in his/her personal Life (including other people, family, wife/husband, children, friends, relatives and neighbors).
- Information about the Life of others can become weapons against a person's life as "complying to the Rules (suggestions/orders)".
- Censorship: Writings (studies, literature, artistic) of others that are censored according to the Orders of an Authority/ Government.

[Worksheet 5:](#) Reading , George Orwells "1984" . What is the borderline between private and public ? How did someone in the past envision so much what we would come to witness in our lives after Technology and the Social Media would take a good grip of.

Worksheet 6: Questions for Personalisation:

a. Can you give an example? (work in pairs) b. tell us an incident that happened to someone close to you c. Tell us something you heard in the news/media and you strongly agree/disagree about it

2.3 Infrastructure & Materials needed

- Computer with access to internet (could be prepared beforehand)
- Slide projector
- Board
- Paper and pen
- Smart-phones or cameras.

2.4 Challenges

The challenge lays for the educator to connect the meanings expressed by a film of the past into today's life and experience. But there also lies the answer too as students react better to meanings that are portrayed in past or future times of their own.

Unfortunately many such themes today are connected with crime and terrorism also with politics and are a delicate matter to discuss in class.

2.5. Further reading

Articles about how our privacy is being invaded via our social media profiles.

- Who has the authority?
- Do we know that we give full freedom to the Internet (and all behind it) just by using them.
- Do we know our profile is sold and bought and bargained for ...So while you think you are playing a photo game such Face APP, in reality companies can retarget you for their products.

<https://www.wired.com/brandlab/2015/07/top-10-ways-privacy-invaded-sold-traded-auctioned-analyzed-repackaged-retargeted/>

3. Evaluation of the educational scenario

- **Evaluation:** If students understand just a bit more of what is going on in the Modern World regarding Privacy, it should be a success. Teacher will ask students to write down about:
 - a) Privacy as they explain it in the real and the electronic world.
 - b) To give specific examples of personal possible situations and furthermore of books or films that refer to this theme.
 - c) About the limits and the borders between the public and private
- **Lessons learned** – conclusions can be written on the board or on a paper and be shared with all.

