

Body scanners – protection or violation?

LESSON FOCUS: Body scanners – protection or violation?

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| Key stage | KS3: Year 8 |
| Key concepts | 1.1b and 1.2c |
| Key processes | 2.1a |
| Range and content | 3a |
| Curriculum opportunities | 4a and 4i |

PLTS:

Independent enquirers: explore issues from different perspectives and consider influence of circumstances, beliefs and feelings on decisions and events.

FUNCTIONAL SKILLS:

Speaking and listening – make active contributions to discussions. Contribute opinions that may not be your own, and/or appreciate the circumstances from someone else's point of view.

RESOURCES:

- Images A, B and C
- Whiteboard or similar

OBJECTIVES:

- I will learn about the role of body scanners in fighting terrorism.
- I will consider my opinion, that of others, about body scanners.
- I will consider how I formed my opinion.

OUTCOMES:

- I will take part in class/small group discussions about airport security.
- I will take part in a vote on the issue.
- I will know what my opinion is on the issue, and I will have a better understanding of what my opinion is based upon.

Overview:

KS3 students explore their own opinion, and those of others, about 3D body scanners at airports. They consider what they have based their opinions upon and are given opportunities to re-evaluate these through information and discussion.

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Keywords

Need, privacy, right, security, terrorism.

Introduction (5 minutes)

- Share objectives and outcomes.

Starter (15 minutes)

Resources:

- Whiteboard or similar

Instructions:

- Have lesson title on whiteboard ready.
- Ask students for show of hands: 'Hands up if you think 3D airport body scanners are a good idea.' (*This establishes that students already have an opinion and allows them to consider what they have based their opinions upon*).
- Ask a student to make a note of how many hands are up (on whiteboard or paper).
- Ask some students why their hands were up. Note key ideas on board (use two sides – for and against).
- Ask some students why they did not put up their hands. Again note key ideas on board.

Main (30 minutes, split into two 15-minute activities)

Resources:

- A, B and C

Instructions:

Activity 1 (15 minutes)

- Split students into groups of three. Give each group a picture (A, B or C).
- Use the pictures as discussion prompts. Why are these security steps used at airports and why does a 3D scanner differ?
- Each group should note (a) questions that they have about their image, (b) how it makes them feel and (c) how accurate / realistic they feel the image to be.
- Invite verbal feedback, adding notes to the board where relevant. Allow students to address questions formulated by others. Answer those still needing a response.

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Activity 2 (15 minutes)

- Students come into a circle.
- Ask one student to come into centre. Remove his/her chair from the circle.
- Read out following statements:
 1. *Body scanners should be allowed in airports.*
 2. *Body scanners will help to catch terrorists.*
 3. *Body scanners are an invasion of privacy.*
 4. *Body scanners in airports would put me off flying.*
 5. *Body scanners should only be used for adults.*
 6. *Body scanners should be used in other public places such as schools.*
 7. *I would feel comfortable about using a body scanner.*
 8. *I trust airport workers to use body scanner images for the right reasons.*
 9. *I've come across information on body scanners before this lesson.*
 10. *I've changed my mind on body scanners since the beginning of the lesson.*
- Every time a student agrees with a statement (s)he should stand up and swap places with someone else who stands up. The chairless person in the middle should try to get a chair while the swapping takes place.
- After the chair swaps, ask volunteers to justify some of their answers.
- Ask volunteers to explain where their ideas on body scanners come from (e.g. family's views, TV documentary, discussion with friends).

Plenary (10 minutes)

Resources:

- Notes made on whiteboard during lesson

Instructions:

- Summarise key learning points from lesson: (a) types of security at airports and reasons for them, (b) why 3D scanners have been introduced and (c) objections/support for 3D scanners.
- Ask students to vote again: 'Hands up if you think 3D airport body scanners are a good idea.'
- Count these votes and compare with original votes. Share totals with students.
- Ask who changed their mind/whose opinions stayed the same. Ask why.

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Attainment

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| Level 1 | I can consider what my opinion is about 3D scanners and share this with others. I can list some questions about this issue. |
| Level 2 | I can discuss my listed questions about 3D scanners with others. |
| Level 3 | I can present my opinion about 3D scanners to others and respond to their opinions. I can start to find answers to my own questions about this issue. |
| Level 4 | I can explain my opinion about 3D scanners and, using information provided, I can see other opinions that might exist. |
| Level 5 | I can argue for my opinion about 3D scanners, giving reasons to support my opinion. In some cases I can refer to a source or given piece of information that supports my opinion. |
| Level 6 | I can assess the sources and information that helped to form my opinion and other opinions on the issue of 3D scanners. |
| Level 7 | I can assess the sources and information about 3D scanners that helped to form my opinion and I can therefore re-assess my opinion and evaluate those of others. I can present opinions that are not my own. |
| Level 8 | I can use my knowledge and understanding of sources to research the issue of 3D scanners. I can formulate my opinion, and question the issue and the varied opinions about it. |
| Exceptional performance | I can present an organised and informed argument for my opinion about 3D scanners and about a range of other opinions on 3D scanners. |

Recommended links

<http://news.bbc.co.uk/1/hi/world/europe/8506103.stm>

www.youtube.com/watch?v=pprFz4rcm_Q

www.direct.gov.uk/en/N11/Newsroom/DG_184728

www.equalityhumanrights.com

<http://news.sky.com> – and search for ‘body scanner’

Notes

This lesson can be used as a stand-alone lesson, or as part of a Human Rights unit.

Work on the role of the Equality and Human Rights Commission (EHRC) can be developed; what the EHRC does and the Human Rights it promotes can be investigated.

Subsequent to this lesson’s creation, a Muslim lady refused a scan on the grounds of religion. She was turned away from her flight as a result. This provides additional discussion material.

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RESOURCE A



RESOURCE B



Body scanners – protection or violation?

RESOURCE C

