

MAPPING MY SPACES FROM SECURITY AND SURVEILLANCE

EXPERIENCE GUIDE

Our daily lives are spent in public, private and digital spaces. In each of these spaces there are different threats and risks that define contexts and situations where we feel and are more or less safe. In general state theory, the social contract is the agreement we make with the authorities - the king, at the time, or the government now - for them to impose order and provide security. In return, citizens obey and are limited in certain rights and freedoms. For example, they must obey orders, follow rules, not impose order by their own hand, not go for a walk during a pandemic, or allow certain levels of surveillance (e.g., being recorded by cameras on the streets, in subway stations, etc.). Part of this contract implies that, in a democracy, citizens can vote, monitor power, and demand that guarantee in order to feel safe.

Faced with this reality of societies, we propose citizen conversations in which, based on their own experiences and perspectives, citizens can identify areas and situations of security and insecurity, and think about the potential role (or not) of technologies to improve their security.

SESSION 1: SAFETY AND SECURITY ARRANGEMENTS IN MY DAILY LIFE.

Objective: To identify how security and surveillance agreements are experienced in the daily lives of young people.

Key concepts: physical spaces, the Internet/digital spaces, security, surveillance.

STAGES OF THE WORKSHOP

Stage	Description	Weather	Materials
Welcome	Icebreaker activity in which the group introduce themselves.	15 min	
What agreements are you familiar with?	Present with images different spaces in which there are implicit and explicit agreements. Define what an agreement is	60 min	<ul style="list-style-type: none"> - 100 Post-it notes - Printed images in letter size - 5 sheets of newsprint - Markers of different colors
What is security and surveillance?	Identify the relationship between the concepts of security, surveillance and coexistence.	20 min	
How is security and surveillance experienced in my territory?	Map of digital and physical places where young people feel safe and unsafe.	40 min	<ul style="list-style-type: none"> - Kraft paper sheet - Magazines - Markers of different colors

WORKSHOP DESCRIPTION

1. WELCOME AND ICEBREAKER

The workshop leader welcomes the participants and asks them to introduce themselves by saying their name, what part of town they are from, and something they like.

2. WHAT AGREEMENTS DO YOU KNOW?

Objective: To present with images different spaces in which implicit and explicit agreements exist. To define what is “an agreement”.

Steps:

1. Arrange the room with images of spaces in which agreements are made. These should be spaces that are familiar to the young people in the workshop, spaces that they inhabit on a daily basis. For example, the neighborhood, public transportation in the city, educational institutions, different social networks and/or instant messaging. (See Annex 1)
2. The workshop leader can ask the group for an example of an agreement, trying to differentiate between implicit and explicit agreements.
 - a. Implicit agreements are those that people are aware of and respect, even if they are not written down anywhere (e.g. during the workshop participants will respect each other's opinions).
 - b. Explicit agreements are those that are usually written down so that people can see them and know about them (e.g., workshop participants commit to participate in the 2-hour workshop).
3. After getting an idea of what the agreements are, ask the participants to answer the question located on each image with post-its, or by writing directly around the image. Give them about 20 minutes for this.
4. After the time has elapsed, divide the participants into groups (or pairs). Each group should read the answers to one of the images, and identify which of these agreements are explicit and which are implicit.
5. After 15 minutes, return to the circle. Each group will present the explicit and implicit agreements they have identified.
6. Conclude by collectively defining what is an agreement.

Talking points:

- Agreements that exist in certain physical and digital spaces around security in that space, and of its elements
- Differences between formal and informal agreements
- Agreements as the source of a rule
- Exemplify what an agreement is

Questions to guide the discussion: Why do we enter into such agreements? What are the benefits? What are the sacrifices? Are they necessary agreements, or are they optional? What are the agreements that allow us to live together?

It is recommended to review Annex 2, where another activity is presented to approach the topic of agreements.

3. WHAT IS SECURITY AND SURVEILLANCE?

Objective: To identify the relationship between the concepts of security, surveillance and coexistence.

1. The workshop leader will guide the conversation on the following topics:

- Bridging the gap between agreements and security & surveillance.
 - It is important to emphasize the what and why of surveillance and security.

Questions to guide the discussion: Can there be security without surveillance? What surveillance leads to more security (e.g. citizen surveillance in places where there is more commerce, well-lit sites, police surveillance)? What is the relationship between surveillance and security? What is the relationship between security, coexistence and surveillance? Is surveillance an instrument for security?

- Differences and similarities that exist when surveillance is done by the state, informal actors, and citizens.

Questions to guide the discussion: Who has the legitimacy to police another person? Where does this legitimacy come from? Is the "citizen vigilante" an effective and/or legitimate way to improve the security of a neighborhood or city?

- Agreements in digital spaces.

Questions to guide the discussion: Who defines these agreements? What are the explicit agreements that already exist (e.g. where did you take a photo and with whom)? Who legitimizes on social networks that the contents affect the security of an individual? Is the police account the same as a private person's account when they are posting security or surveillance information? When is sharing location on WhatsApp a surveillance mechanism?

Remember to take note of some of the ideas mentioned by the participants.

4. HOW ARE SECURITY AND SURVEILLANCE EXPERIENCED IN MY TERRITORY?

Objective: To identify places where young people feel safe and unsafe.

Steps:

1. Divide the group into two teams.
2. Give each team a large piece of paper and markers.
3. Ask the teams to draw a representative map of the physical and virtual territory they visit, and to indicate the places on this map where they feel safe and unsafe.

It is important to explain that the maps do not have to be exact, but should be a visualization of how they imagine that territory and/or how they would like to visualize the spaces in which they feel safe and unsafe.

Team 1: will make a map of their territory in which they will locate strategic places in the neighborhood or city.

Team 2: will make a map of the virtual spaces visited in their daily life.

4. After 40 minutes the teams change maps. In the new map, they must complement the information added by the other team. They should only add places where they feel safe and unsafe, they should not modify or delete the information already on the map.
5. Each group discusses adding information on post-its about the reasons they find for feeling safe and unsafe in the identified places.

Talking points

- Physical and digital places where young people feel safe and unsafe, and the factors for that feeling.
- Factors such as architecture, physical conditions (light, noise), the people who inhabit the place, the activities for which the space is used, and the presence or absence of certain technologies.

Questions to guide discussion: Are there spaces/places that you cannot visit? Why? What signs do you see that indicate to you that it is not a safe place? Could technology make us feel safer? What technologies?

- Circumstances where young people feel safe and unsafe, and the factors for that feeling.

Questions to guide the discussion: At what times do you feel more secure? At what times do you feel less secure? Why? Are there any social norms or formal rules that influence this feeling? Does the presence of certain people change this feeling? Does the presence of certain technologies change this feeling?

- Emphasize the digital platforms that young people use the most.

SESSION 2: DIFFERENT ACTORS, SAME SURVEILLANCE?

Objective: To identify the purpose and usefulness of surveillance and security.

Key concepts: Surveillance and security

STAGES OF THE WORKSHOP

Stage	Description	Weather	Materials
Icebreaker	Word cloud. Throw words in the air and make associations with them.	10 min	
Safety and security stakeholder network	Develop a network of actors taking into account the map of the territory elaborated in the previous session in which it is possible to identify types of relationships, places they inhabit, actions, type of legitimacy, security and surveillance tools they use.	90 min	Maps from previous session Green and blue strings Actors sheets Pencils
Conversation	Based on the identification of stakeholders, discuss the implications of each one of them.	20 min	
Security, Surveillance and Coexistence Totem	Totems on which participants write what Safety, Security, Surveillance and Coexistence mean to them.	30 min	Kraft Paper Markers

WORKSHOP DESCRIPTION

1. WELCOME AND ICEBREAKER

Play a word game in a circle, the workshop leader says a word and the group must say words that they associate with those.

Some words may be: Saturday, neighborhood, house, surveillance, security.

2. SECURITY AND SURVEILLANCE STAKEHOLDERS NETWORK

Purpose: To develop a stakeholder network taking into account the territory map developed in the previous session.

Steps:

1. Participants are divided in groups, a map of the physical and virtual territory created in the previous session is handed out.
2. Each group will make a list of actors that affect the security and surveillance of the physical and virtual territory. They are written on post-its and placed on the territory in which they have an impact.
3. For each map, 10 actors will be selected and profiled (Annex 3). Each team will have 40 minutes to establish the actors' profiles.
4. After developing the profiles, these are socialized and the relationships of the identified actors are defined with the group using colored strings.

With a green string, those who have a safety and security relationship;

With a blue string, those who have a monitoring relationship.

3. CONVERSATION

Objective: To identify the actors' implications in security and surveillance.

Steps:

1. The workshop leader will guide the conversation on the following topics:
 - Looking at the network of actors, what do you think is the purpose and usefulness of surveillance and security?

- Differences and similarities that exist when surveillance is done by the state, informal actors, and citizens.

Questions to guide the discussion: Who has the legitimacy to police another person? Where does this legitimacy come from? Is the "citizen vigilante" an effective and/or legitimate way to improve the security of a neighborhood or city?

- Differences and similarities that exist when we talk about security in physical and digital spaces.

Touching on topics such as: Using the Internet and networks is "free" but our information has worth, do you know why and what you use it for?

- Ways in which an unsafe place can be transformed into a place of coexistence, thinking about different forms of security from the communities (of the city, and digital?).

Remember to take note of some of the ideas mentioned by the participants.

4. SECURITY, SURVEILLANCE AND COEXISTENCE TOTEM

Purpose: To define security, surveillance and coexistence

Steps:

1. In one part of the room there are three posters with the words security, surveillance and coexistence.
2. Ask participants to intervene on the posters according to the way they define: security, surveillance and coexistence.
3. Close the meeting by collecting impressions or reflections from the participants.

ANNEX 1. EXAMPLES FOR THE ACTIVITY “WHAT AGREEMENTS DO YOU KNOW?”

Some examples of locations, questions, and photos are:



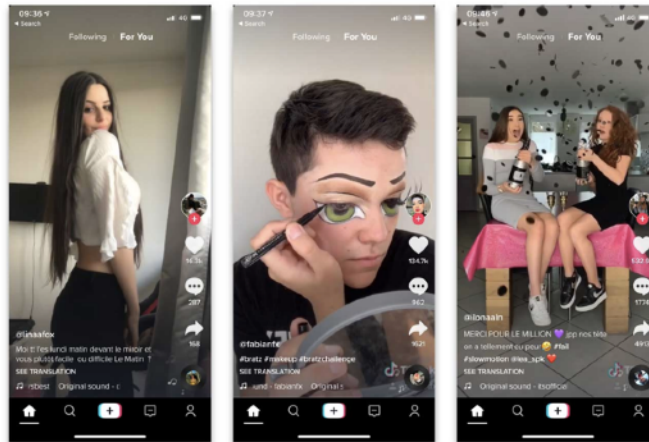
Location: Neighborhood | What agreements exist in your neighborhood?



Location: Metro | What are the arrangements for the use of public transportation?



Location: School | What are the arrangements in an educational setting such as a school, college, or university?



Social networks- What are the agreements for the use of Tik Tok / Instagram ?



Whatsapp- What are the agreements for using Whatsapp or messaging applications?

ANNEX 2. ALTERNATIVE FOR THE ACTIVITY "WHAT IS SAFETY AND SECURITY?"

Purpose: To identify actors that perform security and surveillance actions in everyday situations through a role-playing game.

Steps:

1. Divide the group into two teams
2. Give one of the teams information about the situation and their roles.
3. Once the scene has been recreated, team 2 will have some time to define what the situation was and the roles of each one.
4. Contrast the observations of team 2 with the situation given to team 1.
5. Ask which characters in the situation play a surveillance role and which play a security role.
6. Broaden the conversation about security and surveillance in physical and digital spaces.

SITUATION

There has been a robbery at Ana's store located in El Hueco. At the time of the robbery there were several people in the area and one of them managed to record the moment when the thieves fled.

Recreate the scene with your team taking into account the following roles.

Role	Representation
1.. Ana, store owner	She was attending her premises at the time of the robbery. Two people who looked like customers arrived and in a moment of carelessness one of the people took money from the cash register. Subsequently, they fled and Ana alerted the neighboring stores. Creating a commotion
2. Security guard of the building in which the premises are located.	The guard hears that something is going on and goes to the site. He talks to Ana about what happened, asks the other people if anyone saw anything.

Role	Representation
3. Recording Citizen	In the midst of the commotion, a citizen who was in the next door store made a recording of the moment in which two people ran out and Ana alerted of the robbery. The citizen uploaded the video to his social networks warning of the robbery he had just witnessed.
4. Police	They arrive after being called by the guard. They listen to what happened and ask to see the videos that have been recorded, alert the units in the area about the physical description of the subjects.
5. Area Security Officer (informal)	He learns what happened and alerts his workers in the area to find the people identified by the video.
6. Mayor's Office Security and Surveillance Data Analyst	The video confirms the theft alert in el Hueco. They search with cameras and other videos uploaded by users if they can find more data on the theft and the whereabouts of the thieves.
7. Citizens watching the video	Citizens who see the video and share it on their social media alerting about the theft occurred

ANNEX 3. STAKEHOLDERS FORMAT FOR THE ACTIVITY "SAFETY AND SECURITY STAKEHOLDERS NETWORK".

Name

Level of legitimacy



Activities carried out :

Characteristics

Places where they carry out their security and/or surveillance activities

Security and/or surveillance tools used

Don't forget to share your results
on social media using
#EdgelandsMaps.