**LIFE ORIENTATION
COMMON ASSESSMENT TASK
SECTION A: LEARNER BOOKLET**

SECTION A

Social Media: The Individual and Society

We live in an increasingly technological world. Individuals communicate via cellphone and computer.

The Internet is an unregulated and frequently unmediated environment – which is both a strength and a weakness. It is a strength because it promotes freedom of speech and expression and is a weakness as it can open the door to inappropriate content and behaviour.

The nature of the Internet has encouraged the development of online social networking. The existence of social networks challenges the individual to re-examine essential rights and freedoms, values and attitudes and how these could be affected within the fast-paced changing world of technology.

Terminology

Social Network Sites

Social network sites are web-based services that allow individuals to (1) create a public or semi-public profile within a bounded system such as Facebook or Myspace, (2) show a list of 'friends' with whom they share a connection, and (3) view and explore their list of friends and those made by others within the system.

Twitter

Twitter is a very popular instant messaging system that lets a person send brief text messages up to 140 characters in length to a list of followers. Launched in 2006, Twitter was designed as a social network to keep friends and colleagues informed throughout the day. However, it has become widely used for commercial and political purposes to keep customers, voters and fans up-to-date as well as to encourage feedback.

Facebook

Facebook is a popular free social networking website that allows registered users to create profiles, upload photos and videos, send messages and keep in touch with friends, family and colleagues. The site is available in 37 different languages.

Flaming

Flaming is the act of posting or sending offensive messages over the Internet. These messages, called *flames*, may be posted within online discussion forums or newsgroups, or sent via email or instant messaging programs. The most common area where flaming takes place is online discussion forums, which are also called *bulletin boards*.

This Life Orientation CAT will explore the following aspects of social media:

1.   **Social Media and Group Psychology**

    1.1   Cyberbullying
    1.2   Changing world, changing values

2.   **Social Media and the Public Domain**

    2.1   Safety
    2.2   Privacy

Work through the following sections in order to explore the impact of social networks on the individual and society.

1.   **Social Media and Group Psychology**

There is no doubt that while the Internet and social networking sites such as Twitter, Facebook, Myspace and YouTube provide many opportunities for positive interaction, they can also open the door for abuse.

    1.1   **Cyberbullying**

The terms below are used to describe behaviour used in cyberbullying:
•   Harassment: repeatedly sending offensive or rude messages
•   Denigration: distributing false information about a person that is derogatory and untrue in emails, texts or on social networks
•   Flaming: fighting online that includes vulgar language
•   Impersonation: hacking into someone's emails or social network accounts for the purpose of distributing embarrassing information about them or others
•   Outing: tricking someone into exposing personal secrets for the purpose of forwarding that information to others

Read the following incident and then discuss the questions that follow:

Recently a number of high school girls became the victims of cyberbullying via BBM. Their names were placed on a so-called 'Slut List' and then broadcast over the network. The broadcast encouraged others to add names to the list and then re-broadcast it. A number of individuals chose to add names to the list in order to hurt others or to be humorous. The list subsequently expanded into a 'Fat List'.

When girls read their names on the list, they were horrified by the implications. A number of the girls had not even started dating yet. Others had taken a moral stand on the issue of sex before marriage. Some girls on the list had just ended relationships.

This broadcast had several negative effects. It influenced the reputation of a number of the girls involved. It also resulted in the ending of friendships when girls found out that people in their own social groups had added their names to the list. Most suffered a blow to their self-esteem.

An extract from the South African Bill of Rights:

Article 16 of the South African Bill of Rights protects freedom of speech but it also states that there are limitations to those freedoms which are as follows:

Section 16(2) defines the boundaries beyond which the right to freedom of expression contained in subsection (1) does not extend. Freedom of expression does not extend to
(a)   propaganda for war;
(b)   incitement of imminent violence; or
(c)   advocacy of hatred that is based on race, ethnicity, gender or religion, and that constitutes incitement to cause harm.

Based on these provisions in the Constitution of our country the girls who were victims of this cyberbullying would have recourse to legal action against the people or persons who initiated the 'Slut List'.

1.   How does cyberbullying differ from other types of bullying?

2.   Why do you think these differences exist?

3.   What steps could friends, schools and parents take in order to empower teens against cyberbullying?

4.   Based on the provisions in the Bill of Rights, to what extent do you believe that these girls who were victims of the 'slut list' could have recourse to legal action against the people who initiated the list?

5.   What do you think motivates certain people to add others' names to a 'slut list' or a similar cyberbullying phenomenon?

1.1.1   **Bullies beware!**

Owing to the rising number of cyberbullying incidents, parents, schools and concerned individuals felt it necessary to educate and protect teens who use cyberspace. Andre Snyman began a network called eBlockwatch. Read the article below and then answer the questions.

Andre Snyman of eBlockwatch, an online community project which uses its network of members to assist police in fighting crime, said that although electronic technology could be abused by some, the same technology could also be used to track and stop them.

Snyman suggests that it is important to remember that every time you send an email, an SMS or make a phone call you leave a digital footprint. Through this, culprits can be tracked as digital footprints do not disappear.

In most instances, the eBlockwatch team was able to track the culprit and put a stop to the abuse. Snyman stated that perpetrators must not think that they will not be caught. There is a network of people working online 24 hours a day.

[Adapted from <http://www.eblockwatch.co.za>]

1.   Why are teenagers often oblivious to the consequences of their behaviour and words online?

2.   If teenagers were more aware of the possible consequences of their action online, would their behaviour change? Explain your view.

3.   In what way could you make teenagers more aware of the consequences of cyberbullying?

1.2   **Changing world, changing values**

The Internet and cellphones have changed the way we interact with those around us. How often have your parents asked you not to text at the dinner table? Likewise, how many of you have taken a phone call while sitting with friends instead of moving away? Has your use of social media changed your understanding of what constitutes acceptable behaviour? Explain.

Read the following guidelines taken from *Netiquette*, a recent book on online behaviour, and then answer the questions that follow.

Netiquette Guidelines

Remember the human
Never forget that the person reading your mail or posting is, indeed, a person, with feelings that can be hurt.
Never mail or post anything you would not say to your reader's face.
Notify your readers when flaming.

Adhere to the same standards of behaviour online that you would follow in real life
Be ethical.

Make yourself look good online
Check grammar and spelling before you post.
Know what you are talking about and make sense.
Do not post comments that may invite an aggressively negative response.

Share expert knowledge
Offer answers and help to people who ask questions on discussion groups.
If you have received email answers to a posted question, summarise them and post the summary to the discussion group.

Help keep flame wars under control
Do not respond to flame-bait.
Do not criticise the poor spelling or grammar of others.
If you have posted flame-bait or perpetuated a flame war, apologise.

Respect other people's privacy
Do not read other people's private posts.

Don't abuse your power
The more power you have, the more important it is that you use it well.

Be forgiving of other people's mistakes
You were a network 'newbie' once too!

[Adapted from Virginia Shea, *Netiquette* © 1990 – 2011, Albion]

1.   Should the concept of 'netiquette' be considered seriously by social media participants? Explain.

2.   **Emotional quotient (EQ)** is a measure of a person's adequacy in such areas as self-awareness, empathy and dealing sensitively with others. To what extent do you think that social media has lowered the EQ of teenagers? Motivate your answer.

3.   In what ways do you think that social media has affected the way teenagers conduct their personal relationships?

4.   Brainstorm examples of what people feel comfortable to do via SMS or email but would not consider doing face to face. Explain your understanding of this phenomenon.

2.   **Social Media and the Public Domain**

While the Internet and social media provide us with an opportunity to make positive connections – like keeping up with friends and family – it also allows us to become victims of hackers, predators and con men. This idea also challenges us to think about where the line between what is private and what is public should be drawn.

2.1   **Social Media and safety**

2.1.1   Explain your reaction to this advertisement.

2.1.2   How can you remain cybersafe? Give five pointers for a person using a social network for the first time.

2.1.3   What role do you think
        •   parents,
        •   schools and
        •   social network sites
        should play in keeping teenagers safe online?

2.2   **Social Media and Privacy**

While we hate to think of anyone becoming a victim of a cyber-predator we can take steps to protect ourselves, our family and friends from being unnecessarily exposed online.

The article below causes us to think twice about what we might post on the Internet.

Five Ways You Endanger Your Friends Online

Saturday, September 17, 2011

By Betty Chan-Bauza, Identity Theft 911

For many of us who thought we had left cringe-worthy moments behind in middle school, social media has revived that old pit-of-the-stomach "What did I just do?" feeling.

That's because, while we would never intentionally expose a friend to embarrassment, identity fraud, or worse, it's shockingly easy to commit these five common online blunders:

Have a great vacation!
You would not hang a sign on your front door announcing that you are leaving town for a week. But are you equally cautious about writing on your friend's Facebook wall? Your well wishes for his trip to Europe could look like a welcome mat to a 'friend' who would love to get his hands on the vacationer's flat screen TV. Birthday greetings are not much better. In the wrong hands, date of birth can be a building block to identity theft. Even a pet's name can be fodder to an identity thief, since they are often used as passwords.

Your password: Me12345
Not only do you risk your own security with an easy-to-crack password, you put your friends at risk. Hackers, pretending to be you, can send friends urgent pleas for cash – "Help! Mugged at the Sandton Gautrain station. Need money to get home." It's a social media twist on an old email scam.

Tagged photos
It is not just those girls'-night-out photos that can get people in trouble. Innocent photos of a child's birthday party could bring grief if they are seen by an estranged parent or relative obsessed with re-establishing contact. Adjust your site settings so tagged photos are visible to that person only. And do not post any photo unfit for the church choir.

Geotagged photos
Many GPS-enabled smartphones automatically add geolocation (latitude and longitude) metadata to photos. That means anyone can find out EXACTLY where that photo you posted on Twitter was taken. Post a photo of your friend standing in front of her prized new painting, and it is like letting a thief observe her home from his couch. For tips on disabling the geotagging feature on your phone, visit I Can Stalk U.

Your friends list is visible to others
While it might fun to show off your who's-who list of Facebook friends, some want to remain anonymous. Visit Facebook's Profile Privacy page to turn off your friends' visibility to others.

And, if you suspect your identity has been compromised through social media or any other means, inform the appropriate authority, teacher, parent, insurer or bank.

[Adapted from: <http://www.idt911blog.com/2011/09/five-ways-you-endanger-your-friends-online/>]

2.2.1   Brainstorm other ways in which we can be tricked into giving out our personal details.

2.2.2   Some of the possible consequences of giving out details on social network sites are
- cyber stalking
- financial exploitation
- identity theft

Find a case study to discuss in class.

SECTION A   TASK AND ASSESSMENT RUBRIC

Marks: 30

Learning Outcomes and Assessment Standards

GRADE 10
LEARNING OUTCOME 1:
Achieve and maintain personal well-being
AS 10.1.1
Apply various strategies to enhance self-awareness and self-esteem, while acknowledging and respecting the uniqueness of self and others.

GRADE 11
LEARNING OUTCOME 1:
Achieve and maintain personal well-being
AS 11.1.2
Explain that relationships can influence and are influenced by own well-being.

GRADE 12
LEARNING OUTCOME 1:
Achieve and maintain personal well-being
AS 12.1.2
Discuss the importance of initiating, building and sustaining positive relationships with family and peers, as well as in the workplace and the broader social context.

LEARNING OUTCOME 2:
Demonstrate an understanding and appreciation of the values and rights that underpin the Constitution in order to practise responsible citizenship, and to enhance social justice and sustainable living.
AS 12.2.2
Evaluate own positions taken when dealing with discrimination and human rights violations, taking into account the Bill of Rights.
AS 12.2.3
Analyse and debate the role of the media in a democratic society.

Social media is about sociology and psychology more than technology.

Brian Solis

To what extent do you agree with Solis' statement? Your response should be an essay of 500 – 600 words.

ASSESSMENT RUBRIC

Descriptors				
Candidate adopts/ articulates a clear viewpoint in response to Solis' statement.	Candidate adopts a clear and definite stance/articulates a convincing and thoroughly considered viewpoint.	Candidate articulates a viewpoint but tends to present both sides of the statement to the extent that a definite and conclusive view is not articulated/does not follow thinking through.	Candidate suggests a possible viewpoint – vague and loosely constructed/tends to explain the statement – as opposed to developing a clear stance in response to the statement.	Candidate fails to adopt and articulate a clear viewpoint/ tends to talk around issues = 0.
$5 \times 2 = 10$	$4 - 5$	3	$1 - 2$	0
Candidate substantiates his/her viewpoint through a thorough articulation of sociology and psychology as opposed to technology as the fundamental driving force behind social media.	Candidate substantiates viewpoint through rigorous evaluation and discussion/ perceptive reference to sociology and psychology in relation to technology. An insightful argument/ probing and thought-provoking.	Candidate substantiates stance through relevant analysis with reference to sociology and psychology in relation to technology. A reasoned and relevant argument. A solid response but candidate's intention blurred through verbosity – tends to lack focus and be unclear at times. Lacks the insight of an 80%.	Candidate tends to discuss terminology and examples of terminology as opposed to debate the merits or demerits of Solis' statement. Fails to draw discussion to the heart of the statement. Tends to state pieces of information as opposed to substantiating their point of view.	Candidate fails to substantiate his/her viewpoint through exploration of sociology and psychology in relation to technology = 0. Has possibly presented a viewpoint without reference to Solis' specific suggestions/tends to offer basic recall of acquired information. = 1 – 3.
$10 \times 2 = 20$	$8 - 9$	$6 - 7$	$4 - 5$	$0 - 3$

Total: / 30