

Online Safety

in South African High Schools

Curriculum Guideline for Grade 8 – 12



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Acknowledgements

This curriculum guideline was developed in partnership with **Google**, the **Western Cape Education Department** and **Karen Walstra Consulting** in 2019 for Grade 8–12 learners. Ensuring that learners, teachers and parents are educated and have the necessary information to keep themselves safe online is a priority and a responsibility that we all share.

To develop this curriculum guideline we had several workshops and a pilot in two districts in the province to ensure that the curriculum is relevant to South Africa and learning needs. The curriculum is meant to be included in the Life Orientation subject as part of existing lessons. This is the first online safety curriculum formally launched in schools in South Africa and the Western Cape is the first province in the country to adopt the curriculum. This curriculum guideline links to aspects of three South African Department of Education Curriculum and Assessment Policy Statements (CAPS) namely Grade 8–12 Life Orientation, Grade 10–12 Computer Aided Technology and Grade 10–12 Information Technology.

We would also like to thank the Web Rangers Community in South Africa who continue to put Online Safety top of mind for all. We hope this curriculum guideline will act as a catalyst for greater adoption of teaching and learning about online safety in schools across South Africa.



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Preamble

The Statistics Portal of South Africa presents the digital population in South Africa as of January 2019 as 31.18 million internet users, of which 28.99 million were mobile internet users¹. This rise in Internet usage directly corresponds to the high usage of social media by adults and children. Although children, across all socioeconomic strata, are not direct subscribers of Internet services, they have access to the Internet, either their own or through mobile phones that belong to their older siblings and parents. Statistics South Africa (2017) reports that 56,9% of households have access to the Internet via mobile, with mobile usage in rural areas being the most common access, rather than at home or access at work. Being online has tremendous advantages and benefits for learners. Some of the ways in which being online helps is that learners learn from sources other than their school, they gain awareness of the world around them and they are able to develop and showcase their talent in design, writing and music. Nevertheless, being online is also fraught with risk. Building a life and identity online is similar to going to a new and unknown country which has its own rules and codes for living. Without adequate knowledge of these rules and codes, learners can find themselves at risk for cyber-crimes, such as identity theft or harassment by others.

All learners need guidance from their parents, guardians and siblings to manage their online safety. Schools, too, can play a significant role in providing learners with a structured educational experience that can help them in being safe online. Older learners in high school, moving towards being adults and independent subscribers of Internet services, are the most important target audiences for such an educative experience. Online safety is not difficult to master and practice, as most technology and social media applications are user-friendly, requiring personal determination rather than extensive technological expertise. This curriculum links the topics from the Department of Basic Education (DBE) Curriculum Assessment Policy Statements (CAPS), in both the Senior Phase² and FET Phase Life Orientation³ curriculum, and the FET Phase Information Technology⁴ and Computer Applications Technologies (CAT)⁵ curriculum. The pedagogy offers a blend of directed and exploratory methods, relying on encouraging an active and critical learning approach to create an understanding and awareness of online safety among learners. The exploratory methods encourage problem-solving⁶ scenario-based discussions providing learners with the opportunity to discuss the issues and confront their reality. The curriculum for online safety has been put together in consultation with educators and experts in online safety issues at Google Inc. and with the representation of learners, teachers and heads of schools.

It is hoped that the curriculum will introduce and reinforce the idea and practices of online safety and digital wellbeing among learners.

1 Digital population in South Africa as of January 2019 (in millions). Available at: <https://www.statista.com/statistics/685134/south-africa-digital-population/>

2 Department of Education. (2011). National Curriculum Statements. Life Orientation. Senior Phase. [online] Department of Basic Education. Available at: <https://www.education.gov.za/Portals/0/CD/National%20Curriculum%20Statements%20and%20Vocational/CAPS%20SP%20%20LIFE%20ORIENTATION%20%20WEB.pdf?ver=2015-01-27-160145-607>

3 Department of Education. (2011). National Curriculum Statements. Life Orientation. Further Education and Training Phase. [online] Department of Basic Education. Available at: https://www.education.gov.za/Portals/0/CD/National%20Curriculum%20Statements%20and%20Vocational/CAPS%20FET%20_%20LIFE%20ORIENTATION%20_%20GR%2010-12%20_%20WEB_E6B3.pdf?ver=2015-01-27-154251-017

4 Department of Education. (2011). National Curriculum Statements. Information Technology. Further Education and Training Phase. [online] Department of Basic Education. Available at: https://www.education.gov.za/Portals/0/CD/National%20Curriculum%20Statements%20and%20Vocational/CAPS%20FET%20_%20INFORMATION%20TECHNOLOGY%20_%20GR%2010-12%20_%20Web_E677.pdf?ver=2015-01-27-154419-943

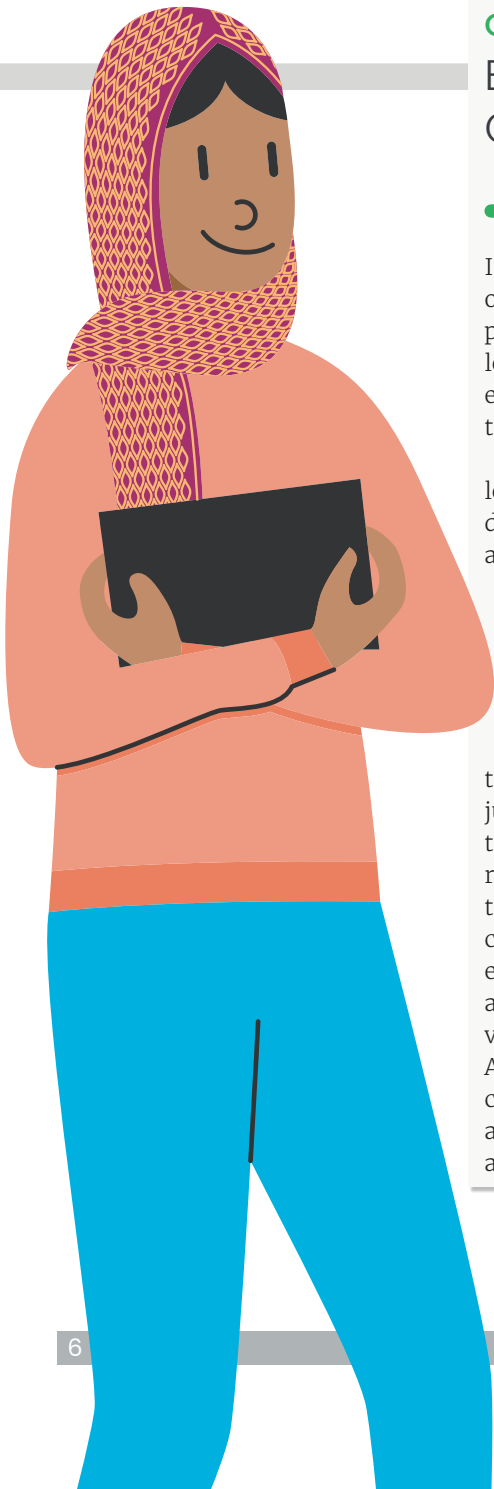
5 Department of Education. (2011). National Curriculum Statements. Computer Applications Technology. Further Education and Training Phase. [online]. Department of Basic Education. Available at: https://www.education.gov.za/Portals/0/CD/National%20Curriculum%20Statements%20and%20Vocational/CAPS%20FET%20_%20COMPUTER%20APPLICATIONS%20TECHNOLOGY%20_%20GR%2010-12%20_%20Web_6AC6.pdf?ver=2015-01-27-154348-193

6 Department of Education. (2018). National Curriculum Statements (NCS) Grades R - 12 [online]. Department of Basic Education 2018 Available at: <https://www.education.gov.za/Curriculum/NationalCurriculumStatementsGradesR-12.aspx>

7 Statistics in South Africa. 2017. General Household Survey. Available at: <http://www.statssa.gov.za/publications/P0318/P03182017.pdf>

Curriculum Themes

The themes for this curriculum about online safety is divided into the following five overarching themes:



GRADE 8

Being Safe Online

In the Grade 8 curriculum a set of online safety guidelines and principles will be shared with learners as they begin to fully explore the web, under the theme of 'Being Safe'.

Typically, Grade 8 is where learners will learn about developing self in society, and constitutional rights and responsibilities, including human rights and human rights violations. Their introduction to the Internet takes place through creating an awareness of the need for being safe online, just as parents may have taught the stranger danger rules when going out, when they were younger. Some of the content that will be covered is exploring how to communicate appropriately via messaging, video chatting and emailing. As well as deciphering the creation of effective passwords, and investigating how to address cyber bullying.

GRADE 9

Being a Respectful Digital Citizen

The use of social media has grown manifold, cutting across age groups and socio-economic clusters. The need to maintain safety whilst using social media has never been more crucial so is being self-aware of how one conducts themselves online. The main theme for the new academic year thus moves on from 'Being Safe' to 'Being Respectful'. Grade 9 is where learners will learn about the development of self in society, with regards to sexual behaviour. As well as their participation on social media applications and websites. The online safety curriculum presents a set of guidelines on the theme of being respectful towards themselves and others, with the information that is shared, and the consequences of their actions with regard to issues such as sexting and the implications that entails, including future consequences for the world of work. Investigating the validity and authenticity of websites, and recognising the markers to identify misinformation and inaccuracies.

GRADE 10

Being Smart Online

It is vital that learners make smart decisions while on the Internet and are not to be hoodwinked by misleading information. This theme emphasises that not everything on the Internet is true and correct, and it provides clear guidelines that help distinguish the genuine from the misinformation. Creating and awareness of online dangers, such as online fraud, scams, phishing and trolls; when engaging on the web. Developing an understanding of networks, the Internet and the web, linking this knowledge to the importance of being safe and respectful online. Encouraging individuals to be smart digital citizens, making wise choices.

GRADE 11

Being a Responsible Digital Citizen

A responsible citizen in the physical world is one who follows the rules of the land and is aware of both his/her rights and responsibilities. Just as is the case in the physical world, the virtual world also requires the same from its citizens – its digital citizens. Learners are introduced to the idea of others' right to privacy and how these rights are to be respected. This part of the curriculum highlights the characteristics of good digital citizenship.

GRADE 12

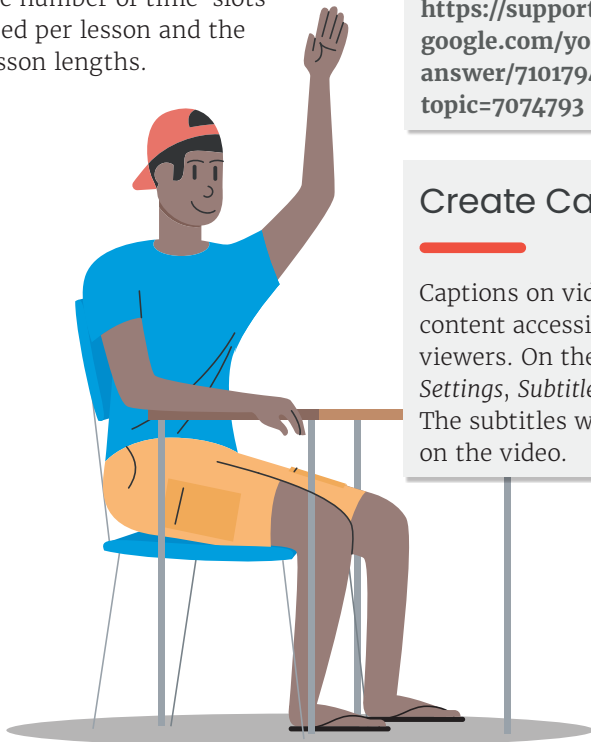
Being Future Ready

The learners in this grade are on the brink of adulthood and will most likely be the consumers of the largest application of the Internet today, which is eCommerce. The lesson entitled: 'eCommerce Applications and Service', learners will explore how to apply for higher education online, as well as developing job profiles on websites, such as LinkedIn. Whilst eCommerce offers tremendous convenience and opportunities, it also exposes its users to possible financial risks. Under the theme of 'Being Future Ready', learners investigate how to ride the wave without compromising their own personal and financial safety.

Suggested Teaching Strategies

The suggested teaching strategies presented here are a guide to assist in the achievement of the Online Safety Curriculum lessons learning outcomes. Create a safe space for honest and open discussion within these lessons. Remind learners to respect the views of others and to willingly listen to their views and thoughts in a civil manner.

The **lesson times** provided in this curriculum guideline are just suggestions, teachers would adapt the lessons to suit the school's needs, with regards to the number of time-slots used per lesson and the lesson lengths.



Using Videos Offline

Often at school, you may not have enough data to view videos online, use the YouTube Go application on Android <https://www.youtube.com/> to download videos to the SD card or the phone. See how to download them, on the *YouTube Go* support page https://support.google.com/youtubego/answer/7101794?hl=en&ref_topic=7074793



Create Captions [cc]

Captions on videos make the content accessible for more viewers. On the video, go to *Settings, Subtitles/cc*. Select *on*. The subtitles will now appear on the video.

Websites and Web Search

Empowering learners to conduct research on the Web, by accessing websites and interrupting information, and drawing conclusions, such as how eCommerce works.

Free and Open Discussions

Learners are encouraged to express their opinions and open their imagination to interrupt the ideas and information being presented, and participate in discussions freely to explore how it will affect their lives.

Analogies

Using analogies, learners can be made to understand abstract concepts, such as ‘network’ and ‘virtual world’.

Use analogies as follows:

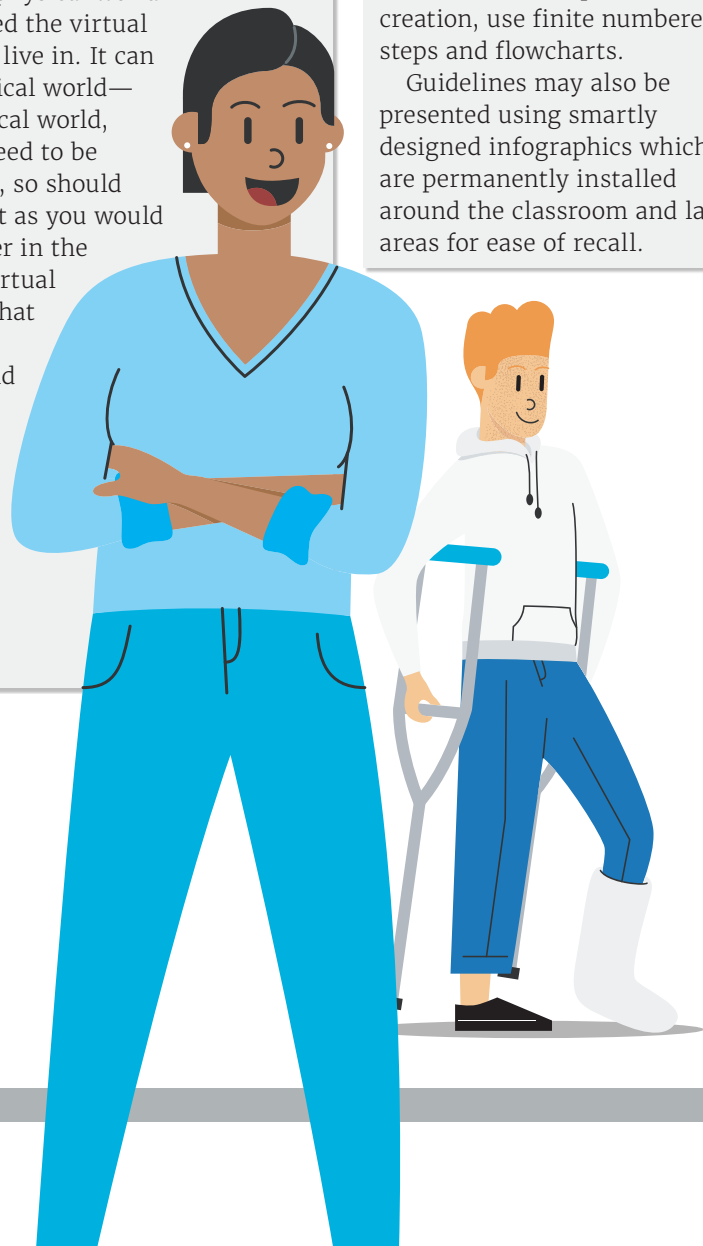
Comparing the World Wide Web to the physical world we live in. The World Wide Web, also called the virtual world, is similar to the physical world we live in. It can be experienced the same way as the physical world—with just a few clicks—and like the physical world, it has its share of problems. Just as you need to be smart to get around in the physical world, so should you in the virtual world. For example, just as you would not share information or talk to a stranger in the real world, the same rule applies in the virtual world. You should know who to talk to, what information to give, what not to give and how to tell the difference between real and ‘fake’. Explain how the network allows the sharing of a resource to those who are far away from this resource. Use the analogy of cable television or a water resource, such as a lake/river.

Explain the difference between the Internet and the World Wide Web by using the analogy of a television network and television programs.

Websites and Smart Infographics

For showing web access, types of URLs, logging in and out, and username or password creation, use finite numbered steps and flowcharts.

Guidelines may also be presented using smartly designed infographics which are permanently installed around the classroom and lab areas for ease of recall.



Stories and Scenarios

Stories about real or imagined people make learning interesting and are universally loved by learners of all age groups. Stories also have immense ‘sticking power’—they are easy to remember. Wrapping up a set of guidelines with a story can go a long way in ensuring that the guidelines are made easy to remember and thus easy to follow.

Use a story to talk about the dangers of information from a ‘fake’ website or the use of a weakly set password.

Scenario-based Discussions

Rather than ask questions, in this part of the curriculum, we encourage teachers to select scenarios of daily life around social media. Learners and teachers should discuss these scenarios and have learners arrive at their own answers (which, of course, fall within an acceptable framework) instead of supplanting them with preachy messages.

What-if-scenarios

What-if-scenarios are a powerful technique to help learners imagine a situation and think about how they would respond to it. A host of scenarios around social media, which revolve around harassment, violation of right to privacy, the do’s and don’ts of tagging, and personal information, can be created for teaching and checking understanding of these issues.

Senior to Junior Teaching

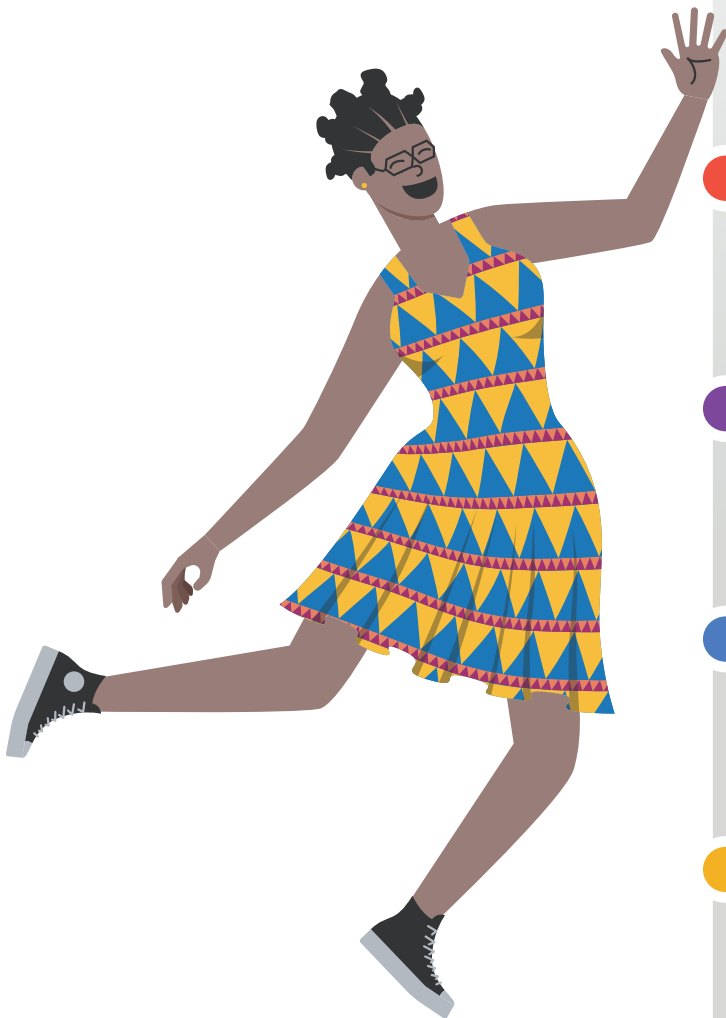
Learners of all ages look up to their peers and seniors and prefer taking advice from them rather than from teachers. This characteristic should be used by having senior learners occasionally come in and address younger learners about the guidelines of being a good digital citizen.

Demonstration and Hands-on Practice

The most effective teaching technique involves having learners participate in hands-on practice and engagement carried out in the computer lab.

Online Safety Curriculum Pathway

Overarching **themes** for **everyone** to thrive in the digital era.



GRADE 8
Being Safe Online

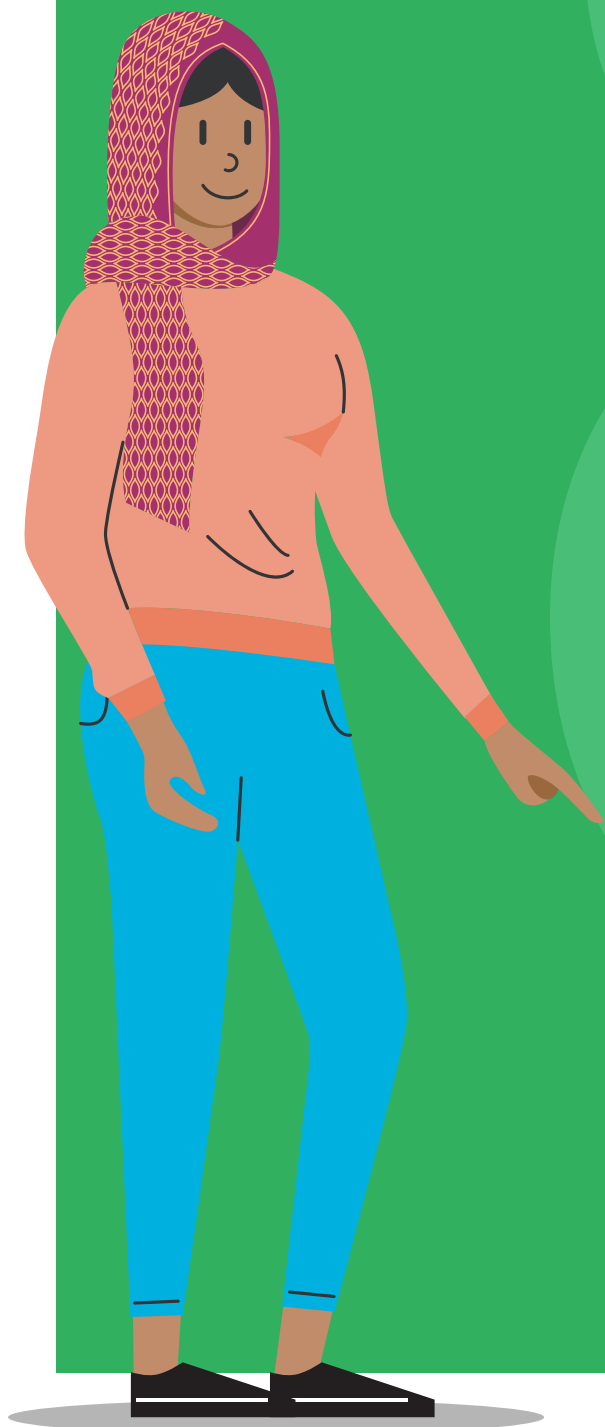
GRADE 9
Being a Respectful Digital Citizen

GRADE 10
Being Smart Online

GRADE 11
Being a Responsible Digital Citizen

GRADE 12
Being Future Ready





Curriculum Guideline
for Grade 8

Being Safe Online

Overview

This theme deals mainly with being safe when going on the web, and exploring the internet. Being safe online with regards to communicating with others, investigating cyberbullying and exploring the guidelines for Online Privacy and Online Safety. Learners are also provided with a working knowledge of creating effective passwords, the importance of logging off, as well as to communicate appropriately via messaging, video chatting and emailing. All the time the teacher is creating the awareness of the learners to be safe online, relating the discussions to the development of self, human rights violations and nation building.

Total Duration Guide

- Four lessons are presented for each Grade, with the suggested total time of 240 minutes.
- Consider the time as flexible and adaptable to suit the school's needs.
- Some may divide each lesson into two or three 30 minute lessons.
- As a guide we propose four 60 min lessons per grade.

Key Learning Outcomes for Grade 8

By the end of the academic year, learners will be able to:

- Understand ways to be safe online
- Importance of creating meaningful usernames and strong passwords.
- Explore appropriate ways of communicating online, whether it is messaging, video chatting or emailing
- Understand what cyberbullying is and ways to address cyberbullying

Links to the DBE Curriculum

- Development of the self in society:
 - Self-concept formation and self-motivation
 - Relationships and friendships
- Constitutional rights and responsibilities:
 - Nation building
 - **Concept:** human rights violations
 - **Concept:** gender equity

Concepts Covered

- Online safety
- Usernames
- Passwords
- Online communication
- Messaging
- Texting
- Video chatting
- Cyberbullying

Content Outline

LESSON 1:

Ways to be Safe Online
(60 minutes)

- Introduce online safety and the curriculum
- Overview of guidelines for personal safety online
- Difference between personal and non-personal information
- Explore scenarios about online safety

LESSON 2:

Guidelines for Creating a Secure Web-Account
(60 minutes)

- Difference between a username and password
- Guidelines for creating a strong password
- Logging in and out of a website
- Creating an account

LESSON 3:

Online Communication
Messaging, Video Chatting
and Emailing
(60 minutes)

- Guidelines for communicating online
- Reactions to online messages
- Messaging going wrong, what to do

LESSON 4:

Cyberbullying
(60 minutes)

- What is cyberbullying
- Where cyberbullying might take place
- Consequences of cyberbullying
- How to report cyberbullying
- How to react to a cyberbully

Ways to be Safe Online

LEARNING OUTCOMES

- ✓ Learners will be able to state the meaning of online safety in their own words
- ✓ Learners will be able to discuss personal safety guidelines when using the Internet
- ✓ Learners will be able to distinguish between personal and non-personal information
- ✓ Given a scenario of online risk, learners will be able to identify which safety guidelines are appropriate

Lesson Tasks and Activities

ACTIVITY 1.1 What is Online Safety

1. Present three different scenarios
2. Have the learners discuss what is wrong in each of these scenarios and correlate it to the idea of online safety

SCENARIO 1

A learner using Facebook (FB) on a smartphone, leaves the phone unlocked without logging out of FB and turns his/her attention to something else.

SCENARIO 2

A learner is talking to a friend in the presence of strangers and is explaining how she/he creates her/his password using her/his name and birthdate.

SCENARIO 3

A learner is talking to a friend about a miracle cure for dark skin which can be ordered via email.

ACTIVITY 1.2

Personal Safety Guidelines when Using the Internet

1. Discuss the eight things to consider for personal safety, see list.
2. Explain what each item on the list means, and how that would affect the learner's online behaviour.

ACTIVITY 1.3

Distinguish Between Personal and Non-personal Information

1. Watch the video: NetSafe Episode 6: What is Personal Information?
<https://youtu.be/ypGJTW3LRo4>
2. Display on the screen or provide in a worksheet different terms,
 - 2.1. such as name, age, main cities in South Africa, pin code of the place where one lives, name of father, name of school and area, names of seasons and favourite flower.
3. Learners identify which terms are described as personal or non-personal

EIGHT GUIDELINES FOR PERSONAL SAFETY ONLINE



1. Keep personal information limited
2. Keep your privacy settings on
3. Choose strong passwords
4. Be careful what you post
5. Be aware of the image you portray
6. Be careful who you meet online
7. Practice safe browsing
8. Be careful what you download



ACTIVITY 1.4

Identify Appropriate Safety Guidelines

- Present three different scenarios.

SCENARIO 1

Gr. 8 learner's ex-best friend shares inappropriate, untrue online information with many people at school about her/him

SCENARIO 2

Watch the video:
Broken Friendship
Netsmartz.org

<https://www.youtube.com/watch?v=u2aZIGUljyk&t=48s>



SCENARIO 3

A girl receives friendship requests from people she does not know. Assuming that everyone on Facebook is 'nice', she accepts the requests from unknown people. Later, she realizes that some of her new friends start sending her lewd private message

- Learners discuss the three scenarios.
- They address these questions:
 - What would have prevented this incident from happening?
 - What could have been done differently?
 - How do you suggest the person responds to the incident?



GRADE 8 | LESSON 2

Guidelines for Creating a Secure Web-based Account

LEARNING OUTCOMES

- ✓ Define a username and a password, as well as create a secure password
- ✓ Distinguish between passwords, discuss which are safe, not so safe or unsafe
- ✓ From a list of terms/items identify those which should never be used while setting a password
- ✓ State the meaning of log-in and log-out
- ✓ Demonstrate the steps to open an account with a unique username and password
- ✓ Demonstrate the steps to access/log in and log out of that account using one's own username and password



8.1



8.2

Lesson Tasks and Activities

ACTIVITY 2.1

Username, Password and Sharing

A class discussion, about usernames and passwords

1. Define username and password, create a password
2. Discuss why your name should not be your password
3. Discuss difference between a username and password
4. Learners describe the characteristics of a username or a password.
5. Discuss:
 - 5.1. Why should passwords not be shared?
 - 5.2. Why should passwords not be shared with friends?
 - 5.3. How to create a strong password?
6. Discuss the importance of keeping your password to yourself
7. Discuss why your password should be shared with a trusted adult (parent or guardian)?
 - 7.1. So at least one other person you trust knows it, you may quarrel with your friends
 - 7.2. Play check your password online
8. Get learners to check the strength of possible passwords (Remind learners not to use their real passwords). One of the following websites could be used.
 - 8.1. Password Kaspersky <https://password.kaspersky.com/>
 - 8.2. Passwordmeter <http://www.passwordmeter.com/>
 - 8.3. How secure is your password <https://howsecureismypassword.net/>
 - 8.4. Check the passwords the learners create and provide feedback on their strength



8.3

ACTIVITY 2.2

Username and Password Criteria

Username

1. The username is a way to identify yourself on a computer, on a network, and / or on the internet.
 - 1.1. Is sometimes generated by the system
 - 1.2. Contains a part of name/last name
 - 1.3. May contain an underscore

Password

1. The password is a string of characters (letters, symbols) to gain access into your login. It should be kept secret.
2. A password should:
 - Always be created by you
 - Contain upper and lower case letters
 - Contain special character/s
 - Contain at least one number
 - Not be a dictionary word or combination of dictionary words

TEACHER TIP

Google support: create a strong password

<https://support.google.com/accounts/answer/32040?hl=en>



ACTIVITY 2.3

Passwords, Safe or Unsafe

1. Explore the list of passwords below, and discuss why they are not strong

- 12345678
- password
- sunshine
- iloveyou
- abcd1234
- !@#\$%^&*

2. Discuss what should be used to constitute a strong password

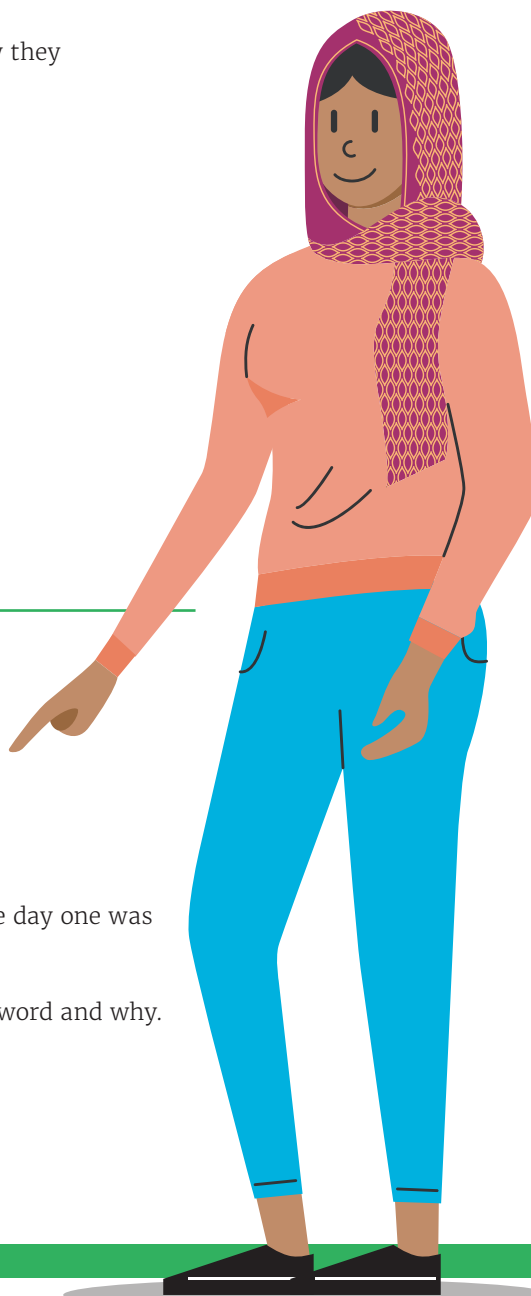
Examples:

- 2\$6*TPed3
- password
- !zYx4^8!;

ACTIVITY 2.4

Password Examples Not to be Used

1. Give or display a list of items, such as the following:
 - own name
 - name of brother/ sister
 - name of favourite tennis/cricket player
 - name of town
 - combination of name and birthday, and date of the day one was late to school or punished by the teacher.
2. Learners discuss which should not be used as a password and why.



TEACHER TIP

10 Advantages / Disadvantages Social Logins

<https://www.humix.be/blog/10-advantages-disadvantages-social-logins/>



TEACHER TIP

Logging-Out-Tips

<https://www.vinu.edu/web/securevu/logging-out-tips>



ACTIVITY 2.5

Importance to Log-in And Log-out

1. In the computer lab, have learners demonstrate:
 - Accessing a given website using their own username
 - password
 - Check that learners log out of the account
2. What are the benefits of being logged in to your own account?
3. Discuss the importance of logging out after being on a logged in website.
4. Discuss the following are examples:
 - 4.1. Log-out - is a secure way to exit a website
 - 4.2. Log-in - Needs the username and password
 - 4.3. Log-in - Cannot access information without it
 - 4.4. Log-in - Opens the website/applications
5. Remind learners to keep their passwords safe, and always to log-out - be safe online.

GRADE 8 | LESSON 3

Online Communication

Messaging, Texting and Video Calling

LEARNING OUTCOMES

- ✓ Investigate guidelines for communicating responsibly online
- ✓ Discuss the reactions and consequences to inappropriate online messages
- ✓ Discuss how to cope when inappropriate messaging is received

Lesson Tasks and Activities

ACTIVITY 3.1

Communicating Responsibly Online

In groups of 3 or 4 learners

1. Allow learners to discuss and explore the idea that messaging, texting and video calling allows one to chat in real time over the internet using text, voice and webcam communication.

Q Why is this a benefit?

A It is a great way to communicate with family and friends

Q When are there dangers of messaging, texting and video calling?

A Opens you up to people you don't know, if you accept invitations from people you don't know

2. Discuss the list of possible guidelines for messaging, texting and video calling, and why the items are important.

3. Discuss with learners about being smart about what they post and the digital image they are creating for themselves online.

4. Watch the video and discuss:

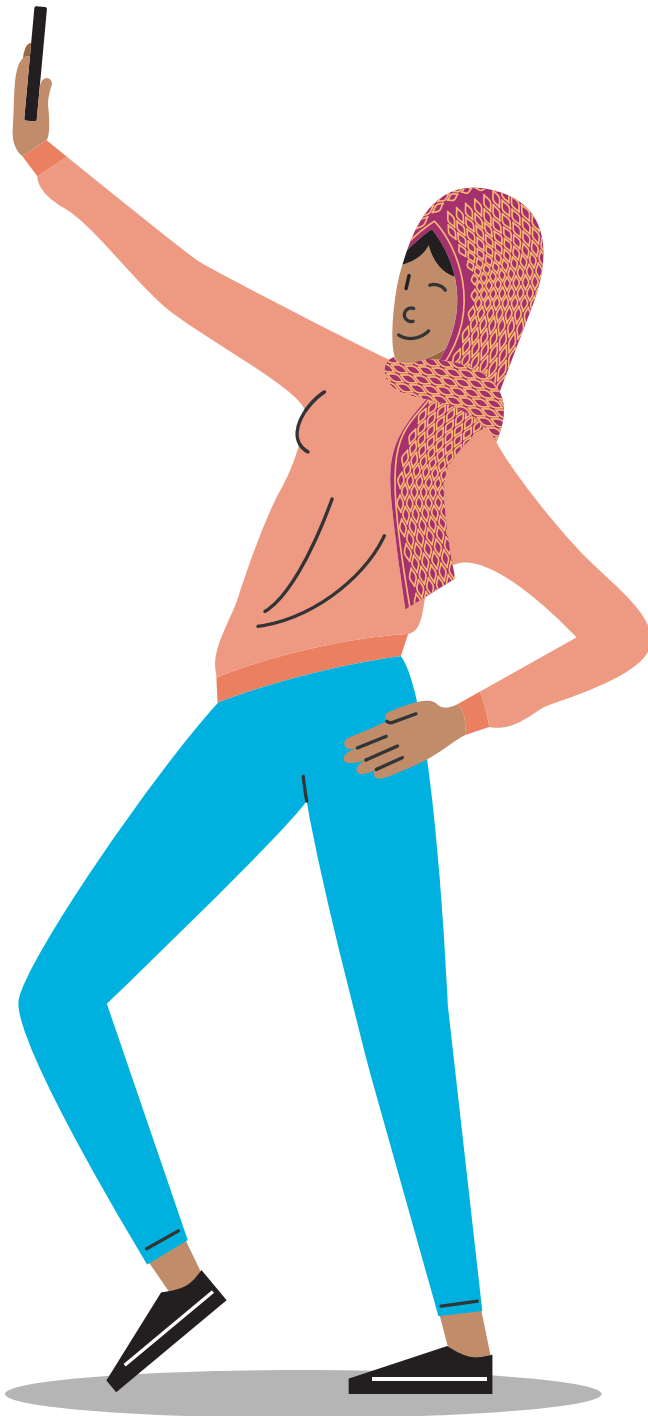
Teen Voices: Dealing with Digital Drama

<https://youtu.be/RydKEaiKorc> Common Sense Education

SUGGESTED GUIDELINES FOR MESSAGING, TEXTING AND VIDEO CALLING

- No matter where - be polite: with friends, on Social Media, while Gaming, in a Chat room or in an Online Store
- Be aware of strong language, all caps, and exclamation points – Writing in caps can be interrupted as shouting
- Yes, grammar and spelling matter
Tip: texting, textspeak in an educational or work setting may be seen as inappropriate (e.g. *gr8 4 ur friends*) Keep it formal
- Written communication should be professional and reflect a proper writing style
- Don't post or share (even privately) inappropriate material
Consider: once a post is sent, it always out there, any electronic message can be shared further





ACTIVITY 3.2

Reactions and Consequences to Inappropriate Online Messages

1. Select one of the following videos to show to your learners:

 **Think before you post**
https://www.youtube.com/watch?v=4w4_Hrwh2XI

 **What You Post Can Haunt You Forever**
<https://www.youtube.com/watch?v=Enph-DJ7wv0>

 **Mindful Messaging**
<https://youtu.be/GHnwpKVMeK8>

2. After watching the video
 - 2.1. Discuss the consequences to online information individuals share
 - 2.2. Discuss why we should be aware of what we text and post

ACTIVITY 3.3

How to Cope When Inappropriate Messaging is Received

1. Discuss the following points with your class:
If you feel uncomfortable about the messages you are receiving:
 - Stop chatting
 - Don't delete the messages, keep as evidence – save the message or email
 - Block the person
 - Report to an adult you trust (parent / teacher / guardian)
 - Report it to the messaging system you are on

2. Discuss these tips and why you think they are important:
 - Don't share your password with anyone
 - Be yourself, be authentic – don't pretend to be older
 - Only accept friend requests from people you know. Keep your network small.
 - Don't post anything you wouldn't want your parents, teachers or employers to see
 - Learn about the privacy settings and review and check them regularly.
 - Check location settings – does it need to be on?

TEACHER TIP



Safer Internet South Africa. Dangerous apps all parents should know about

<https://saferinternetsouthafrica.co.za/dangerous-apps-all-parents-should-be-aware-of/>



Parent Info. Setting safety and privacy settings on social media apps - explore messaging apps

<https://parentinfo.org/article/setting-safety-and-privacy-settings-for-social-media-apps>



Cyberbullying

Stop, Block, Tell

LEARNING OUTCOMES

- ✓ Describe what cyberbullying is
- ✓ Guidelines for communicating responsibly online
- ✓ Discuss the reactions and consequences to inappropriate online messages
- ✓ Discuss how to cope when inappropriate messaging is received

Lesson Tasks and Activities

ACTIVITY 4.1

What is Cyberbullying?

As a class, explore “What is cyberbullying?”, using some or all of the resources below.

1. Get learners to explain, in their own words: What is cyberbullying?
2. End the activity by completing a Kahoot quiz with your learners
 - 2.1. Play kahoot (see online quiz website, create a login) to get learner reaction
 - 2.2. Teacher view: Log into *Kahoot.com* before the lesson, search: cyberbullying, choose one of the quizzes to share with your learners. Set it up ready for your lesson.
 - 2.3. When ready, click play. Each learner will each need to be on a device.

RESOURCES



Cyber Bullying: Create No Hate

Luke Culhane

<https://www.youtube.com/watch?v=MV5v0m6pEMs>



Definitive Guide to Cyberbullying

Digital Next

<https://www.digitalnext.com.au/blog/definitive-guide-cyber-bullying-infographic/>



TEACHER TIP

The most common places where cyberbullying occurs are:

- Social Media platforms, such as Facebook, Instagram, Snapchat, and Twitter
- Interactive gaming platforms
- SMS (Short Message Service) also known as a Text Message sent through devices
- Instant Message (via devices, email provider services, apps, and social media messaging features)



DEFINITION

Cyberbullying

Websites and applications that enable users to create and share content or to participate in social networking.

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content.

Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

SOURCE: Stopbullying.gov



TEACHER TIP

Report the bully on the website

TEACHER INFORMATION

Childline South Africa. Bullying.
<http://www.childlinesa.org.za/children/for-children/issues-affecting-you/bullying/>



Stopbullying.gov. Cyberbullying.
<https://www.stopbullying.gov/cyberbullying/what-is-it/index.html>



Cyber security awareness book
https://www.fpb.org.za/wp-content/uploads/2017/05/Cyber-Security-workbook-Children_Edition_Final-Sipho-Edits.pdf



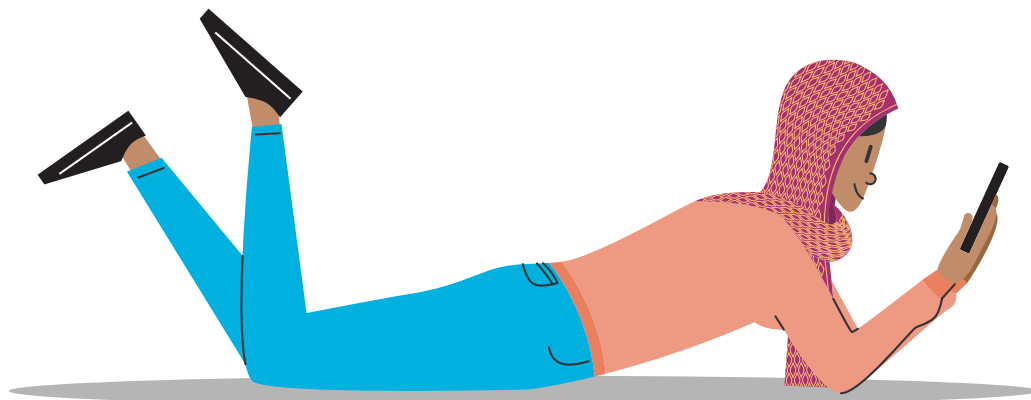
ACTIVITY 4.2

How to React to a Cyberbully?

1. Divide the class into groups of 3 or 4 learners
2. Go through all or some of the following scenarios, get the groups to discuss what could be done in each case
3. Allow the various groups to share their ideas with the class
4. Create posters about being smart online, addressing the issue of stopping cyberbullying. The three step idea of: Stop, Block, Tell, may be used.
5. Display the posters around the school

SCENARIO 1

Temba received a message to say that he was ugly, and that nobody wants to play with him at school. Temba didn't reply, he blocked the person and saved the message. That evening he discussed the incident with his father. The children were from Temba's school. Temba's father emailed the principal the details with screenshots and had a meeting at school with the principal. The principal called the child and his parents to a meeting to discuss the situation.



SCENARIO 2

Watch the following video:

NetSafe Episode 5:
Cyberbullies are No Fun!

<https://youtu.be/peDosNN7I3w>



1. What is the main message of the video?
2. How could this video assist in addressing cyberbullying and physical bullying at school?
3. Does the video give you any tips in coping with bullying? called the child and his parents to a meeting to discuss the situation.

SCENARIO 3

Watch the following video:

Cyberbullying Create No Hate:
<https://www.youtube.com/watch?v=MV5v0m6pEMs>



1. How does this video get the message of cyberbullying across?
2. How could this video assist in addressing cyberbullying and physical bullying at school?
3. How does the video tell you address cyberbullying?
4. Teacher Tip: Stop, Block and Tel

SCENARIO 4

Watch the following video:

Block bullying online! Keep the Internet fun! Keep control!
<https://youtu.be/juVibnfKCB8>



1. How is the bullying portrayed in the video?
2. How is bullying communicated?
How do you think the girl feels?
How is this portrayed in the video?
3. What is the main tip the video portrays

Beyond the Lesson Into the Classroom

Create and display two sets of posters using a graphic or icon-based theme of 'Being Safe Online' in the classrooms and in the computer lab/s showcasing the following:

Guidelines on creating a strong password

Allowing learners to share experiences (not passwords) if any around how and why passwords are important.

Print online internet safety posters to put up in computer labs and around the school. Select from:
<http://www.free-for-kids.com/internet-safety-posters.shtml>



Sources Grade 8

Childline South Africa. Bullying. <http://www.childlinesa.org.za/children/for-children/issues-affecting-you/bullying/>

Stopbullying.gov. Cyberbullying. <https://www.stopbullying.gov/cyberbullying/what-is-it/index.html>

Teen Voices: Dealing with Digital Drama <https://youtu.be/RydKEaiKolc> Common Sense Education Published on 11 Jan, 2019

Think before you post https://www.youtube.com/watch?v=4w4_Hrwh2XI (ICMEC Published on 11 Aug, 2007)

What You Post Can Haunt You Forever <https://www.youtube.com/watch?v=Enph-DJ7wv0> (ConnectSafely.org Published on 18 Mar, 2008)

Mindful Messaging <https://youtu.be/GHnwpKVMek8> (Common Sense Media Published on 29 Apr, 2012)

Netsmartz.org - Broken Friendship - <https://www.youtube.com/watch?v=jRByQHxmvD0>

<https://password.kaspersky.com/>

<http://www.passwordmeter.com/>

<https://howsecureismypassword.net/>

<https://support.google.com/accounts/answer/32040?hl=en>

<https://www.humix.be/blog/10-advantages-disadvantages-social-logins/>

<https://www.vinu.edu/web/securevu/logging-out-tips>

Teen Voices: Dealing with Digital Drama <https://youtu.be/RydKEaiKolc> Common Sense Education Published on Jan 11, 2019

<https://saferinternetsouthafrica.co.za/dangerous-apps-all-parents-should-be-aware-of/>

<https://parentinfo.org/article/setting-safety-and-privacy-settings-for-social-media-apps> - explore messaging app

Cyber Bullying: Create No Hate <https://www.youtube.com/watch?v=MV5v0m6pEMs> Luke Culhane Published on 8 Feb, 2016

Cyber Bullying: Create No Hate <https://www.youtube.com/watch?v=MV5v0m6pEMs> Luke Culhane Published on 8 Feb, 2016

Stopbullying.gov 9/30/2020

What is cyberbullying? <https://www.stopbullying.gov/cyberbullying/what-is-it/index.html> OMB# 0990-0379 Exp.

<https://saferinternetsouthafrica.co.za/dangerous-apps-all-parents-should-be-aware-of/>

<https://parentinfo.org/article/setting-safety-and-privacy-settings-for-social-media-apps> - explore messaging app

What is cyberbullying? <https://www.stopbullying.gov/cyberbullying/what-is-it/index.html>

Cyberbullying Create No Hate: <https://www.youtube.com/watch?v=MV5v0m6pEMs> (Luke Culhane Published on 8 Feb, 2016)

NetSafe Episode 5: Cyberbullies are No Fun! <https://youtu.be/peDosNN7I3w> (PlanetNutshell Published on 13 Jun, 2014)

Cyberbullying Create No Hate: <https://www.youtube.com/watch?v=MV5v0m6pEMs> (Luke Culhane Published on 8 Feb, 2016)

Block bullying online! Keep the Internet fun! Keep control! <https://youtu.be/juVibnfKCB8> (European Commission Published on 9 Feb, 2009)

Childline South Africa. Bullying. <http://www.childlinesa.org.za/children/for-children/issues-affecting-you/bullying/>

Stopbullying.gov. Cyberbullying. <https://www.stopbullying.gov/cyberbullying/what-is-it/index.html>

Cyber security awareness book https://www.fpb.org.za/wp-content/uploads/2017/05/Cyber-Security-workbook-_Children_Edition_Final-Sipho-Edits.pdf

Free for kids online internet safety posters: <http://www.free-for-kids.com/internet-safety-posters.shtml>

Curriculum Guideline
for Grade 9

Being a Respectful Digital Citizen



Overview

This theme is devoted to being respectful in the wake of exposure to social media and engaging with others online, as well as an awareness that not everything online is accurate and correct. Learners would explore personal privacy when using social media and being respectful when communicating with others. They explore solutions and implications to peer pressure to a selfies culture and exposure to sexting. Creating an awareness of their digital tattoo (digital footprint) and the relationship to the future world of work. Identifying markers to identify inaccurate, websites with misinformation or 'fake' websites.

Total Duration Guide

Four lessons are presented for each Grade, with the suggested total time of 240 minutes.

- Consider the time as flexible and adaptable to suit the school's needs.
- Some may divide each lesson into two or three 30 minute lessons.
- As a guide we propose four 60 min lessons per grade

Key Learning Outcomes for Grade 9

By the end of the academic year, learners will be able to:

- Understand the reach and impact of social media in their own life and that of others
- Use utmost discretion whilst using different forms of social media, and the creation of their own digital footprints, with a clear knowledge of what is safe and what is not
- Distinguish between selfies and sexting, with an awareness of the implications of sexting on their personal life and on the lives of others
- Recognise websites that are 'fake' and the dangers of using misinformation from incorrect or inaccurate websites

Links to the DBE Curriculum

Life Orientation:

- Development of the self in society: Goal-setting skills; personal lifestyle choices; Sexual behaviour and sexual health
- Constitutional rights and responsibilities: Issues relating to citizens' rights and responsibilities
- World of work: Knowledge of the world of work

Concepts Covered

- Social media
- Personal Privacy
- Digital Footprint
- Selfies
- Sexting
- 'fake' websites

Content Outline

LESSON 1:

My Digital Tattoo
(Introducing Social Media)

(60 minutes)

- ▶ Reminder About the Importance of Personal Online Safety
- ▶ Define Social Media in Their Own Words
- ▶ What is Social Media
- ▶ Popular Social Media Apps and Personal CV
- ▶ How Social Media Helps You
- ▶ Negative Effects of Social Media
- ▶ Violence and Social Media

LESSON 2:

How Does Social Media Work and How to be Responsible

(60 minutes)

- ▶ Social Media Path
- ▶ Personal Privacy on Social Media
- ▶ Using Social Media Responsibly
- ▶ My Digital Footprint

LESSON 3:

Selfies and Sexting

(60 minutes)

- ▶ Identify What is a Selfie
- ▶ Discuss Sexting
- ▶ Investigate the Consequences of Sexting in South Africa

LESSON 4:

Identify Websites with Misinformation

(60 minutes)

- ▶ Identify Websites with Misinformation
- ▶ Validate Websites
- ▶ Dangers Using Information from 'fake' Websites

My Digital Tattoo

Introducing Social Media

LEARNING OUTCOMES

- ✓ Importance of online safety in relation to social media
- ✓ Define social media in their own words
- ✓ Provide examples of social media apps and websites
- ✓ Identify ways in which social media is helpful
- ✓ Identify negative effects of social media they need to be aware of

Lesson Tasks and Activities

ACTIVITY 1.1

Reminder About the Importance of Personal Online Safety

1. In Gr. 8 personal safety was discussed and how you should keep yourself safe, especially with the information you share. We are focusing on Social Media and being a respectful digital citizen this year.
2. To begin the discussion let's have a quick recap on being aware of internet safety
3. Divide learners into pairs, to discuss the video 'Protect Yourself: Personal Safety on the Internet.'
4. Questions to ask:
 - 4.1 Describe the scenario
 - 4.2 Why do you think it escalated?
 - 4.3 How could it have been prevented?
 - 4.4 Where there consequences to the actions of the people in the video: ex-boyfriend, ex-boyfriend's friend, and ex-girl-friend?

RESOURCE

Protect Yourself: Personal Safety on the Internet

Sunburst Visual Media
Guidance Trailer
Cerebellum
Corporation
18 Feb, 2010
<https://youtu.be/6l9fl1QailM>



ACTIVITY 1.2

What is Social Media

1. Divide learners into pairs, to discuss what social media is

2. Use the resources for learners to view and discuss

3. Watch the video - What is Social Media?

<https://www.youtube.com/watch?v=jQ8J3IHhn8A>

3.1 Read the definitions

3.2 Each person to describe the term 'social media' in their own words to her / his partner



DEFINITION

Social Media

Websites and applications that enable users to create and share content or to participate in social networking.”

SOURCE: <https://www.dictionary.com/browse/social-media>

TEACHER TIP



Forms of electronic communication, such as websites for social networking and microblogging, through which users create online communities to share information, ideas, personal messages and other content (e.g. videos)

LEARNER TIP

Remember what you post is not easily removed. So everything you post should be seen as possibly having an influence on your jobs and career in the future.



ACTIVITY 1.3

Social Media Apps and Websites, my Digital CV (My Digital Tattoo)

A curriculum vitae or CV is used when you apply for a job and you may need to submit a CV with higher education submissions.

Potential employers and even higher education selectors may search your social media profiles.

How to use social media

1. Learners to work in groups of three.
2. Investigate and discuss social media applications and websites.
3. Each group should create a list of social media websites / apps, for example: YouTube, Instagram, Facebook, Snapchat, WhatsApp, Twitter
4. Individual learners to list three social media apps that they use in daily life.
5. Each person should describe how they use the app, for example: Only read information, forward and share information, post information

ACTIVITY 1.4

Social Media and Your CV


- Should you include Social Media apps and websites on your Resume?
- Read the article:




Should you include social media on your resume?
 Top Resume by Gabrielle Garon
<https://www.topresume.com/career-advice/what-social-media-on-your-resume>




- Read: 'How to Include Social Media on a Resume'




How to Include Social Media on a Resume
 KICKRESUME
<https://www.wordstream.com/blog/ws/2017/01/30/social-media-resume>



- What apps is the article saying you should refer to?
 - Which apps should you not include and explain why?
- Watch the video where *the What's Trending* panel discusses how Twitter might just be the key to getting you a job.



Looking for a job? Meet social media, your new resume
 The What's Trending
<https://youtu.be/AIT5LmBB-ew>




- What tips did you learn from the discussion?
 - How could you use similar benefits on other social media?
 - What are the possible consequences of posting negative content about yourself on social media?


ACTIVITY 1.5

The Ubuntu of Social Media (Helpfulness)

1. As a class, have the learners express their ideas after viewing / reading through the website below about social media affecting society positively.

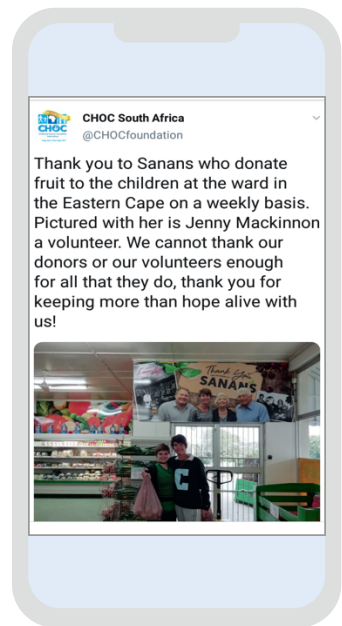
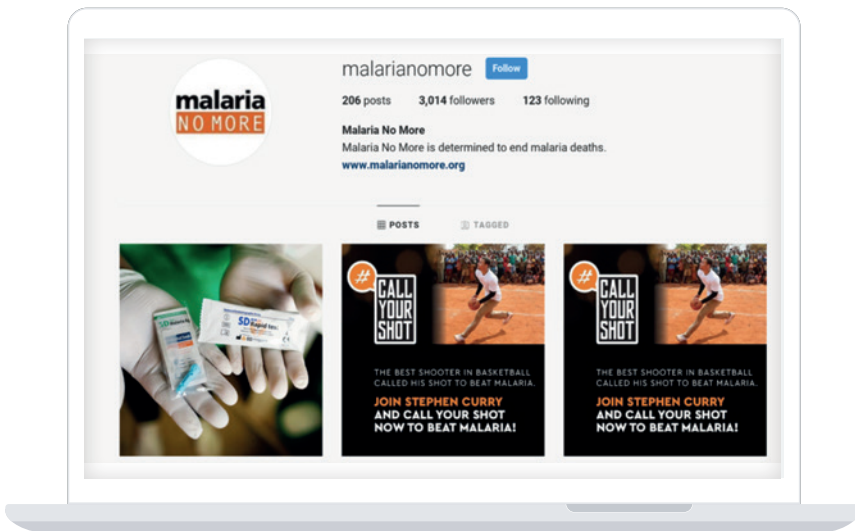
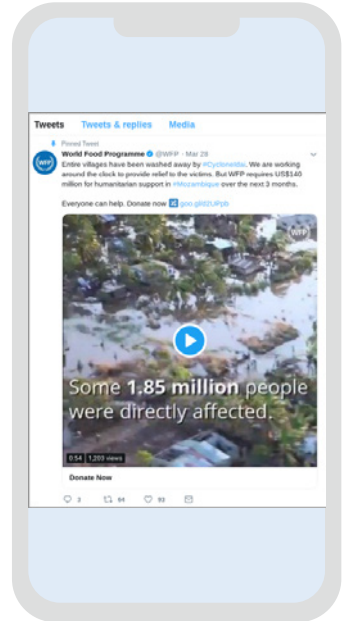
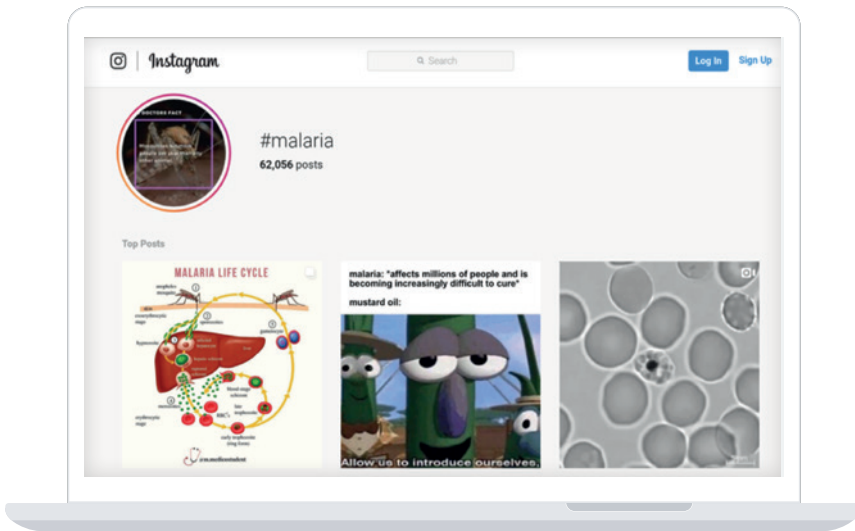


7 Ways That Social Media is Affecting Us Positively
Varun Sharma
14 Feb, 2018
<https://curatti.com/social-media-positive-effects/>



Ask the learners:

- 1.1 Do they agree with all the statements in the website?
 - 1.2 Can they think of other scenarios where social media might be used for a positive reason?
2. Use the resources on the next page to get pairs of learners to investigate one of the screenshots from Instagram and Twitter. They should find out:
 - 2.1 What was the helpful activity?
 - 2.2 Who or what was helped?
 - 2.3 Was there an organisation involved in the post?
 - 2.4 How did social media assist with the activity?



ACTIVITY 1.6

Negative Effects of Social Media

1. In pairs, discuss possible instances where social media has had negative effects on people they know
 - 1.1 Work through and record the ideas listed in the two websites about the negative effects of social media:



The Negative Effect of Social Media on Society and Individuals

Lainie Petersen
1 Mar, 2019

<https://smallbusiness.chron.com/negative-effect-social-media-society-individuals-27617.html>



Is social media bad for you? the evidence and the unknowns on society.

BBC. Social Media

<http://www.bbc.com/future/story/20180104-is-social-media-bad-for-you-the-evidence-and-the-unknowns>

- 1.1.1 Discuss the negative effects of social media on society and individuals
- 1.1.2 Is social media bad for you? the evidence and the unknowns on society
- 1.1.3 Discuss the list of the negative effects of social media on individuals and society you recorded
- 1.1.4 Decide whether there may be other issues that have not been raised



2. Watch the video: CBC News: the National: How social media is affecting teens <https://www.youtube.com/watch?v=7QWoP6jG3k>
 - 2.1 What are the main points the video is addressing?
 - 2.2 How are they saying teens are affected by social media?
 - 2.3 What does the research say about the effects on the brain?
 - 2.4 Do you think you should make changes to your social media behaviour? Justify your answer

ACTIVITY 1.7

Violence and Social Media

1. In pairs, watch the video 'Crime and violence on social media affects you more than you think, experts say'.



Crime and violence on social media affects you more than you think experts say
News 5 Cleveland
16 Sep, 2016
<https://youtu.be/L3glkzQ44xo>



After viewing the video discuss:

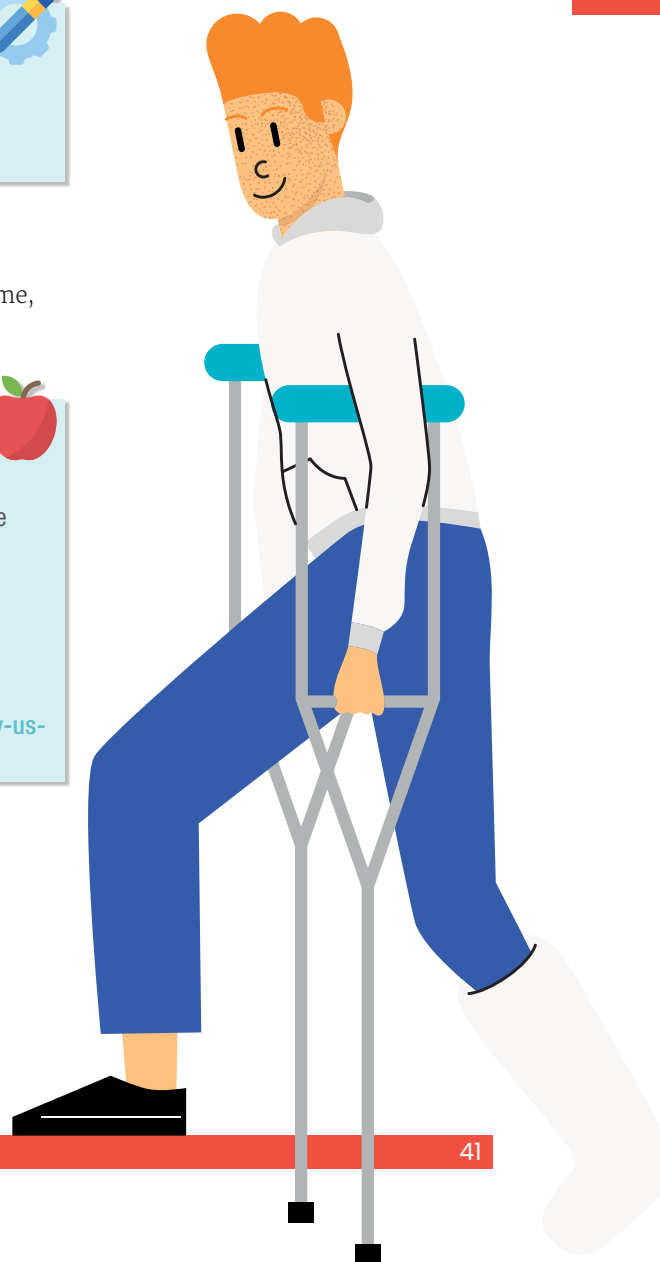
- 1.1 How we are exposed through social media to accidents, crime, fights and other violent incidents
- 1.2 How can we address this as individuals?

TEACHER TIP



The study shows a sharp correlation between social media and real-world violence, see graph in the article. Promarket - Blog Stigler Center at the University of Chicago Booth School of Business

Is Social Media Associated with Real-World Violence? A Study of the US President's Tweets
Karsten Müller and Carlo Schwarz
4 Jun, 2018
<https://promarket.org/social-media-associated-real-world-violence-study-us-presidents-tweets/>



How Does Social Media Work and How to be Responsible

LEARNING OUTCOMES

- ✓ Discuss the importance of online safety in relation to social media
- ✓ Describe the path or journey of information on social media,
- ✓ Provide examples of social media apps and website
- ✓ Explain why and how social media should/can be used responsibly
- ✓ Find out what the age restriction is of social media websites
- ✓ Discuss the importance of a positive digital tattoo (digital footprint)

Lesson Tasks and Activities

ACTIVITY 2.1

Social Media Spreads Like WildFire

1. As a class, discuss and investigate how information spreads on social media. Watch these two videos:



Respecting Others

BulliesOut

9 Jan, 2015

<https://youtu.be/GMgotpVn0Nw>



How Twitter tracks big events

30 Apr, 2014

CNBC's Carl Quintanilla and Simon Rogers, Twitter data scientist, display how hot news spreads so rapidly on Twitter.

<https://www.cnbc.com/video/2014/04/30/how-twitter-tracks-big-events.html>

- 1.1 Compare the two events
 - 1.1.1 Discuss how quickly the information spreads and the possible impact
 - 1.1.2 On social media, we regularly hear of news spreading really quickly.
- 1.2 Encourage learners to share thoughts about instances they learnt about information from a social media platform which they thought must be shared

TEACHER TIP

How to Predict the Spread of News on Twitter

MIT Technology Review

7 Feb, 2012

<https://www.technologyreview.com/s/426818/how-to-predict-the-spread-of-news-on-twitter/>



ACTIVITY 2.2

Personal Privacy on Social Media

In groups of 3 learners, encourage debate and discussion about:

- why we should be careful when posting
- why are the considerations below important?

CONSIDER THE FOLLOWING POINTS



- ▶ Check your audience. Before posting a status, see who your potential audience will be.
- ▶ Manage your privacy settings.
 - Know how to get into the privacy setting for the apps you use. Read them carefully and set them up to suit yourself
- ▶ Guard your personal information.
 - Be very aware of the information you put onto the various platforms about yourself.
- ▶ Control your own timeline.
 - Despite your best efforts to remain private, sometimes a friend's post will give away your location and personal information. Posts that friends tag you in appear in the News Feed, the search, and on your timeline. You can counter this by altering your "Timeline and Tagging" options under "Privacy Settings and Tools."
 - Watch a video about location tagging - HCPSVideoChannel. (Published on 13 Oct, 2015). 'HCPS Cyber Safety Geo-tagging'. <https://youtu.be/CTs47CvAmRo>

BE AWARE:

- ▶ Even with all the privacy settings in place, it is important to know and understand that nothing on the Internet is truly private.
- ▶ Be mindful of the information you share, and the audience with whom it is shared



ACTIVITY 2.3

Social Media and Grooming

In groups of 3 learners, explore the ThinkUKnow – Online–Grooming website <https://youtu.be/3sKSh4H2brY> and discuss the following questions:



- Describe what grooming is, in your own words
- List two examples of how grooming maybe done online
- Which of the considerations on the website are important to keeping yourself safe online?
- Explore the scenarios and decide how grooming can change your life forever

TEACHER TIP

Articles to read

Victims' Voices: the Impact of Online Grooming and Sexual Abuse

HC Whittle - 2013

Universal Journal of Psychology 1(2):
59-71, 2013

www.hrpub.org/download/201308/ujp.2013.010206.pdf

Independent: 'Internet Safety: a Mother's Story of How a Paedophile Groomed Her 11-year-old Daughter Online'

Hannah H

6 Feb, 2017

<https://www.independent.co.uk/life-style/health-and-families/internet-safety-day-hannah-h-mother-paedophile-online-grooming-11-year-old-daughter-facebook-webcam-a7560801.html>

Your Tango: Authorities Warn That Predators Are Targeting Children on Fortnite — Here's How Parents Can Keep Kids Safe

Sarah Gangraw

16 Aug, 2018

<https://www.yourtango.com/2018316210/fortnite-safe-kids-details-tips-parents-sex-predators-online-gaming>



SCENARIO 1

Watch the video with your group:

NetSmartz Workshop - 'Survivor Diaries'

<https://youtu.be/bUSHfoUh31U>



1. Discuss how the two guys got into the positions they did?
2. Discuss how they were groomed?
3. How did they get out of the difficult situations?
4. How has the scenario impacted their lives?

SCENARIO 2

Sometimes people communicating on social media pretend to be other people. A male might pretend to be a female, or an older person may pretend to be a younger person, or visa versa.

A technology people use to help them with their disguise is voice masking or voice changer. Voice masking is when the tone or pitch of a person's voice is altered or the person's voice is distorted.

Watch the video with your group:

NetSmartz Workshop: Real-Life Stories - Julie's Journey'

<https://youtu.be/CjGhaaL-xdk>



1. Discuss Julie's story, and how she got into the situation she did?
2. How was voice masking used to convince Julie to chat?
3. How was the internet used by the groomer to get to Julie?
4. What were the consequences to the situation for Julie and the groomer

SCENARIO 3

Watch the news report and read the article about online grooming via Avatars on a gaming platform:

Dad says predator was luring kids in popular online children's game

Billie Jean Shaw, WCNC First Coast News
17 Jul, 2017

<https://www.firstcoastnews.com/article/news/local/dad-says-predator-was-luring-kids-in-popular-online-childrens-game/457258362>



TEACHER TIP: Older people were impersonating and pretending to be younger children. Voice altering technology was used for the older people to sound younger.

Discuss the following:

1. What was the video and article about?
2. What kind of grooming did the father say was taking place?

TEACHER TIP: The 9 year old daughter was Skyping late at night with the groomer

3. What other communication between the groomer and his daughter was spoken about by the father?
4. How were the avatars engaging socially inappropriately?

TEACHER TIP: The avatars were engaging in various types of sexual acts in the rooms of the houses

5. What are the risks and dangers to be considered when playing the games and getting into situations like the one mentioned in the article and video?
6. How could they prevent themselves from getting into similar type situations?

SCENARIO 4

Read the article about avatars being used for sexual assault:

For Every Mom: 'Mom Warns Others: My 7-Year-Old's Avatar Was Sexually Assaulted on Roblox'

Jenny Rapson
6 Jul, 2018

<https://foreverymom.com/family-parenting/roblox-sexual-assault/>



Discuss the following:

1. What was the article about?
2. Why was the Mother so upset about the incident that happened to her daughter's avatar?
3. What type of abuse was the child's avatar subjected to?

TEACHER TIP: Sexual abuse (gang rape - male attackers) and physical abuse (jumped on after the attack by the third female avatar) the attackers were both male and female.

4. Name online games which learners play, which use avatars as participants.
5. Do the learners set their privacy settings of the games, so they know who they are playing with?

TEACHER TIP: Learners may say they like to play with people they don't know as it offers wider gaming opportunities. Speak about safety tips and refer to the previous scenarios of grooming, and cyberbullying. Make learners aware of being aware of personal safety

6. Can you confirm that you know the people you are playing with / against in the online games being played?

ACTIVITY 2.4

Using Social Media Respectfully

With the class as a whole discuss, the importance of using social media respectfully, being polite and considerate towards each other both as face-to-face and digitally

Consider and discuss the following points

1. Do not log in under false pretences – do not pretend to be older than you are, or pretend to be someone else. Use the social media platforms as yourself and wisely.
2. Be aware of what you say to others and how you react. Watch: *in Real Life #BeStrong* https://youtu.be/gXAkT_o2fzw. How do you react in difficult situations both face-to-face and online?
3. Check your audience.
 - 3.1 Before posting a status, see who your potential audience will be.
 - 3.2 Check that the content is appropriate – go through the questions of this poster entitled: ‘Should I share?’ before you post. Poster source: CommonSense: ‘Should I share?’ https://www.commonsense.org/education/middlehigh_poster
 - 3.3
4. Manage your privacy settings.
 - 4.1 Know how to get into the privacy setting for the apps you use.
 - 4.2 Read them carefully, make sure you understand the terms and conditions (T&C) before accepting them. Be aware of how your personal information and photos/content can be used and to whom it belongs once posted.
 - 4.3 Once you understand the T&C, set them up to suit yourself
5. Guard your personal information.
 - 5.1 Be very aware of the information you put onto the various platforms about yourself



I TOOK A PHOTO OF MY FRIEND THAT I WANT TO SHARE...NOW WHAT?

1. IS IT A GOOD PHOTO? **YES NO** → Be proud of the photos that you share with others! Only show people the best of the best.
2. WOULD MY FRIEND AGREE? **YES NO** → Play nice. You wouldn't want your friend to broadcast a bad photo of you, would you?
3. COULD IT GET MY FRIEND INTO TROUBLE? **YES NO**
4. IS IT GOING TO CAUSE DRAMA? **YES NO**
- Don't post any photos that might come back to haunt you or your friends. You never know who will see them.
- Then it's not worth posting. Really.

SO MY FRIEND IS OKAY WITH IT, BUT HOW MIGHT IT AFFECT ME?

5. AM I AWARE THAT ANYONE CAN SHARE IT? **YES NO** → Well, it's true. Anything you post online can be saved, copied, and shared with a large invisible audience.
6. WOULD I BE OKAY WITH MY GRANDMA SEEING IT? **YES NO** → If you think it will make your grandma blush, then there's a good chance somebody else will find it inappropriate, too.
7. A YEAR FROM NOW, WILL I FEEL GOOD ABOUT MAKING THIS PUBLIC? **YES NO** → Hold off if you're having doubts. Your future self will thank you.



CONGRATULATIONS! YOU CLEARLY SELF-REFLECT BEFORE YOU SELF-REVEAL ONLINE, SO...

GO AHEAD! SHARE & ENJOY!

For information and resources about digital citizenship, visit www.commonsense.org/educators.

© 2014 www.commonsense.org



TEACHER TIP



Legal Society of South Africa - Introduction to Social Media

https://www.lssa.org.za/wp-content/uploads/2019/12/LSSA-Introduction-to-Social-Media_



[Legal-Implications-for-SA-Law-Firms-and-draft-policy-December-2012.pdf](#)

Social media apps that hide information, explore:

<https://childdevelopmentinfo.com/children-media-safety/4-social-media-apps-that-all-parents-should-know-about-in-2018/#.XJjP7-wvOt0>



and

<https://www.learningliftoff.com/10-apps-kids-use-that-parents-should-know-about>



6. Control your own timeline.

- 6.1 Despite your best efforts to remain private, sometimes a friend's post will give away your location and personal information. Posts that friends tag you in appear in the News Feed, the search, and on your timeline. You can counter this by altering your "Timeline and Tagging" options under "Privacy Settings and Tools."
- 6.2 Individually have learners read the Times Live article: *'SA's teens are abusing social media - & the law is catching up to them'*
- 6.3 Learners record (digitally or on paper)
 - 6.3.1 What they found interesting about the article
 - 6.3.2 What did the article highlight
 - 6.3.3 What was useful information

SA's teens are abusing social media - & the law is catching up to them

Times Live
7 Oct, 2017

<https://www.timeslive.co.za/sunday-times/lifestyle/2017-10-07-secret-lives-of-teens-on-screens/>



ACTIVITY 2.5

Social Media Age Restrictions

Learners to work in groups of 3 or 4 learners

1. Social media age restrictions
 - 1.1 Be aware of the age restrictions of all the social media you are on.
 - 1.2 Check your audience. Before posting a status, see who your potential audience will be.
 - 1.3 Find out the age restrictions of the following social media platforms: Instagram, Facebook, Snapchat, Tinder
2. Explore finding age restrictions, on the website terms and conditions or in the settings.
 - 2.1 Each group to create a list of eight social media apps / websites, and their age restrictions.
 - 2.2 Discuss why do you think there are age restrictions on social media applications and websites?
 - 2.3 Discuss the dangers of pretending to be older on social media
3. Explore the idea that some learners download apps that hide the whole app or hide content, while looking like a normal app, such as a calculator. Discuss:
 - 3.1 What are the dangers of using apps that hide information may be?
 - 3.2 How could using apps like this be putting yourself at risk?



TEACHER TIP

These types of apps are used to hide apps where their age restriction is older than they child is saying or used to hide explicit photos or other inappropriate information from parents and other adults.

The apps hide the information of other apps, from parents and teachers.

Two examples include:
HIP and Calculator+

- ▶ Hide it Pro (HIP), an app disguised as a music manager, but really it's meant for hiding anything from photos and videos to text messages and other apps.
- ▶ Calculator+ has a calculator icon posing as something it isn't. The calculator actually acts as the password input (PASSCODE followed by %), which reveals hidden photos, contacts, browser history, and passwords.

ACTIVITY 2.6


My Digital Tattoo – My Digital Footprint – Respecting Myself

When we surf the web, post on social media, write emails, text or do anything on the internet, we leave a digital trail of where we have been.


A digital tattoo or digital footprint is the term which is used to refer to the permanent nature of a person's actions and communications online. It is the information trail of data created while you are using the Internet. It includes the websites you visit, emails you send, and information you post or provide to online services, it also includes the information unintentionally left online.

Today we are speaking about your personal digital tattoo or digital footprint you leave when engaging and communicating online.

1. As a class watch the video:



Oversharing: Think Before You Post
Common Sense Education
4 Sep, 2014
<https://youtu.be/wyjd73tUXig>



- 1.1 Record the tips given while watching the video
2. Individual task
 - 2.1 Let's Google it: search a famous person's name, that you admire: Nelson Mandela, Yvonne Chaka Chaka, Barack Obama, Winnie Madikizela-Mandela, Elon Musk, Judy Dlamini
 - 2.2 Now, get the learners to "Google" their own names. Discuss:
 - 2.2.1 What comes up as your digital tattoo or digital footprint?
 - 2.2.2 Are you proud of what your digital tattoo tells the world about you?
 - 2.2.3 Could you share it with your grandmother?

- 2.2.4 What do you want to see in the future, when you google your name? What will come up?
- 2.3 Discuss the blog, about the number of social media users in South Africa <https://www.gnuworld.co.za/blog/social-media-users-south-africa/>
- 2.4 What is the impact when sharing on social media and the numbers are so large?
- 2.5 What is the image you want to portray to the world?
3. End the discussion. In groups of 3 or 4 learners discuss the following:
- 3.1 Identify what is described as personal information
- 3.2 Discuss why it is important to protect personal information
- 3.3 Discuss the following statements and comment on whether they should or should not be shared:
- Username (do not share)
 - Password (do not share)
 - Information and whereabouts (do not share)



TEACHER TIP

Don't embarrass the children, you are making a point about what their digital tattoo is.



WHAT IS A DIGITAL TATTOO OR FOOTPRINT?

- ▶ All the information you do on the web creates a digital footprint.
- ▶ The "passive footprint" includes the web searches you do and they are linked to your computer's IP address.
- ▶ The "active footprint" includes all your digital communication, emails, messages, etc. As well as information you share and like on social media, if you have a blog or webpage. All that information creates your digital footprint.
- ▶ You need not be worried about it, but you should be aware of it.
- ▶ Be aware of the information you create, share, post and comment about.

Selfies and Sexting

LEARNING OUTCOMES

- ✓ Identify and describe what a selfie is
- ✓ Identify and describe what sexting is
- ✓ Investigate the consequences of sexting in South Africa

DEFINITION

Selfie

A selfie is a self-portrait type image, typically taken with a smartphone which may be held in the hand or supported by a selfie stick.

Lesson Tasks and Activities

ACTIVITY 3.1

What is a Selfie

1. Learners to describe five appropriate places or scenes to take selfie pictures. E.g. having a meal with a friend, standing in front of a historical building
 - 1.1 Learners discuss selfies, and why they take them, and what they do with the pictures.
 - 1.2 Discuss possible negative implications of taking selfies?
 - 1.3 Discuss apps which are used to enhance or change your image, to get rid of facial features not liked by the individual?
 - 1.4 Discuss the importance of self love, and respecting yourself

ACTIVITY 3.2

What is Sexting

Explain to learners that under South African law, a person under the age of 18 years old is considered a child or a minor.

- Read and discuss the Wikipedia definition of what is sexting?
- Read and discuss the *Kids Help Phone* definition of what is sexting?
- Learners explain what sexting is in their own words
- Speak about the types of communication that is known as a sext

DEFINITION

Sexting

WIKIPEDIA:

“Sending sexually explicit messages or photographs, primarily between mobile phones. Including taking inappropriate photos and / or trading of inappropriate photos”

SOURCE: [wikipedia.org/wiki/Sexting](https://www.wikipedia.org/wiki/Sexting)



KIDS HELP PHONE:

“Sexting is sending and receiving sexual messages through technology such as a phone, app, email or webcam. for some people, sexting is a way to explore sexuality, trust, boundaries and intimacy. However, in some cases, sexting is used to bully, blackmail and exploit.

Sexts can involve words, photos or videos such as:

- a message or post written with sexual language
- nude or semi-nude photos/videos
- photos/videos of sexual acts
- live chats with someone on webcam involving sexual acts
- screen-captured photos/videos recorded from webcam”

SOURCE: [kidshelpphone.ca/get-info/what-sexting](https://www.kidshelpphone.ca/get-info/what-sexting)

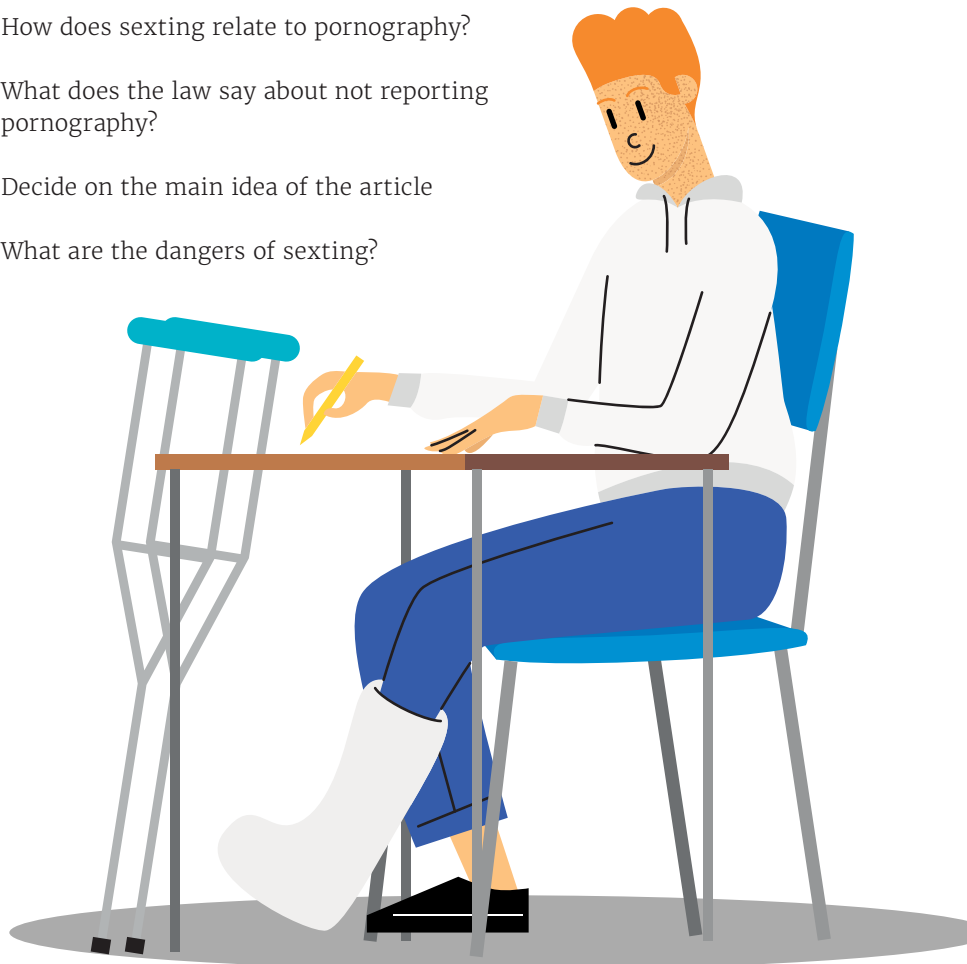


ACTIVITY 3.3

Sexting and Legal implications in South Africa

In groups of 3 read the information scenarios and discuss the various questions:

1. If you are younger than 18 years old, is sexting child pornography?
2. What does the law in South Africa say about pornography and children?
3. How does sexting relate to pornography?
4. What does the law say about not reporting pornography?
5. Decide on the main idea of the article
6. What are the dangers of sexting?



SCENARIO 1**Younger than 18, child pornography**

- ▶ In South Africa it is illegal to watch or participate in any form of pornography ('porn') if you are under the age of 18. Pornography is visual material containing the explicit display of sexual organs or activity, Sharing of nude photos and video are classified as pornography.
- ▶ It is illegal to watch pornography where the participant is under the age of 18.

SOURCES: WikiGender: Ages of consent to sex in South Africa. <https://www.wikigender.org/wiki/ages-of-consent-to-sex-in-south-africa/>

**SCENARIO 3****South African Law and Child Porn**

- ▶ Under South African Law, the failure to report knowledge or suspicion of the commission of any child pornography is a criminal offence.

Films and Publications Act, 1996 (Act no 65 of 1996)**Amendments: Child Pornography Offences**

https://www.saps.gov.za/resource_centre/acts/downloads/films_publications_act_child_pornography.pdf

- ▶ It is also an offence to expose children to pornography, as well as to fail to take reasonable steps to ensure that children do not have access to potentially harmful material.

Online crackdown on child porn

04 Aug 2008

<https://www.brandsouthafrica.com/south-africa-fast-facts/media-facts/antichildpornsite04082008>

**SCENARIO 2****Warning about sending or receiving sexts**

Childline SA, said children over the age of 10 could potentially be charged under either the Criminal Law (Sexual Offences and Related Matters) Amendment Act or the Films and Publications Act as amended, for sending and receiving sexts.

SA teen sexting warning

IOL News

18 Aug 2014

<https://www.iol.co.za/news/sa-teen-sexting-warning-1737205>

**SCENARIO 4****Sharing porn and sexts**

The Film and Publication Board (FPB) Act states:

The creation, production, distribution, possession, advocacy, advertising or promotion of child pornography is a criminal offence.

The maximum prison sentence for any person convicted of any child pornography offence is 10 years.

<http://www.fpb.gov.za/>



ACTIVITY 3.4

Consequences of Sexting

In groups of three, discuss what sexting is, in relation to the scenarios provided

1. Discuss the implications for the person charged in the situation
 - 1.1 What advice would you give the person involved?
 - 1.2 Why do you think the girls got into more trouble? Why, do you think, they were charged and not the boys? (Scenario 1 & 2)
 - 1.3 Debate why sexting is not a good idea, even if you love the person.
2. Consider the following short and long term consequences:
 - 2.1 Senders would be embarrassed if shared and others view the pictures.
 - 2.2 Seen as pronograpgy, and is illegal to take and share nude photos or photos of sexual organs
 - 2.3 Possible hindering of career growth / employment in future.

SCENARIO 1

She was Charged for Sexting

Police investigated an incident at a High School in Ohio, USA a 17 year old girl allegedly sent nude pictures of herself to her boyfriend.

The pictures started circulating after they had a fight.

The girl was charged with being an 'unruly' child based on her juvenile status.

SOURCE: The News-Messenger.
<http://abuse.wikia.com/wiki/Sexting>
3 Apr, 2009



SCENARIO 2

Teen Sexting Warning

Joan van Niekerk from Childline SA, said “I know of a young girl who reported an ex (boyfriend) for sexting a picture she took of herself to all his friends when they broke up,” she said.

He was charged for child pornography but the case had “diverted” back to the girl who had taken the picture of herself and sent it to her boyfriend.

SOURCE: <https://www.iol.co.za/news/sa-teen-sexting-warning-1737205>
IOL 2014 SA teen sexting warning NEWS / 18 AUGUST 2014, 8:54PM



SCENARIO 3

Consequences Sending inappropriate Photo

In Fort Wayne, Indiana, USA, a teenage boy was indicted (charged) on felony obscenity charges for allegedly sending a photo of his genitals to several female classmates. Once convicted of a felony in a court of law, a person is known as a convicted felon or a convict. (<https://en.wikipedia.org/wiki/Felony>)

SOURCE: Associated Press (Feb. 4, 2009)



SCENARIO 4

Sexting is no joke

When a teenage boy’s 16-year-old girlfriend broke off their relationship, he decided to get back at her by “sexting” nude photos that she had previously “sexted” him.

He sent the pictures to her parents, grandparents, teachers and other teenagers via e-mails. He was charged with distributing child pornography.

He was convicted, sentenced to 5 years probation and was registered as a sex-offender, a label he has to “wear” until he turns 43 years.

He described that lost his friends because “they just don’t want to be friends with a sex-offender kid”. He was also kicked out of school because he is a registered sex-offender.

SOURCE: Childline SA: *Sexting is no joke* <http://www.childlinesa.org.za/teens/for-teens/issues-affecting-you/sexting-is-no-joke>



Identify Misleading Websites

LEARNING OUTCOMES

- ✓ Identify quick tips when going on the web to identify misinformation on website
- ✓ Identify information to validate a website
- ✓ State the dangers that may arise when not verifying information on a website.

Lesson Tasks and Activities

ACTIVITY 4.1

Quick tips and Observations when Going on the Web

1. In groups discuss the following statements, and why they should be considered when going online:
 - 1.1 Keep personal information professional and limited
 - 1.2 Keep your privacy settings on
 - 1.3 Practice safe browsing
 - 1.4 Make sure your internet connection is secure
 - 1.5 Be careful what you download
 - 1.6 Choose strong passwords
 - 1.7 Make online purchases from secure sites
 - 1.8 Be careful what you post
 - 1.9 Be careful who you meet online
 - 1.10 Keep your antivirus program up to date

SOURCE: Kaspersky. [Top 10 Internet Safety Rules & What Not to Do Online](https://usa.kaspersky.com/resource-center/preemptive-safety/top-10-internet-safety-rules-and-what-not-to-do-online)
<https://usa.kaspersky.com/resource-center/preemptive-safety/top-10-internet-safety-rules-and-what-not-to-do-online>



2. In groups complete the following:

- 2.1 What type of web-site is safer to use: HTTP or HTTPS, and explain why?
- 2.2 Discuss why you need to take note of the web-address
- 2.3 Explore the various trust seals
- 2.4 Investigate the difference between 'http' and 'https'

CHECK CONNECTION SECURITY



▶ Web addresses begin either HTTP or HTTPS.

- HTTP is a Hypertext Transfer Protocol
- HTTPS is a HyperText Transfer Protocol Secure.
 - » Websites using HTTPS, have a “code” agreement between the computers, and they scramble the messages using that “code” so that no one in between can read them.
 - » This keeps your information safe from hackers.
 - » So trust websites with HTTPS



▶ The lock on Google Chrome, means the website is secure

▶ Look for trust seals (examples of trust seals in the images below)



ACTIVITY 4.2

Identify Information to Validate a Website

In groups of 4, using the North Michigan University, library guide and information for 'Evaluating Internet sources' investigate and complete the questions:

1. Do you agree with "Real or Satire", and why?



SCENARIO 1

Read the following and debate whether you agree with the "Real or Satire" (<https://realorsatire.com/bizstandardnews-com/>) website, who state that 'The Business Standard News' describes itself as "a satirical site designed to parody the 24-hour news cycle. The stories are outlandish, but reality is so strange nowadays they could be true"

Others also classify 'The Business Standard News' website as a 'fake' news: <http://bizstandardnews.com/>

Explore https://en.wikipedia.org/wiki/List_of_fake_news_websites_ and decide whether you agree with "Real or Satire"



2. Looking for a hairdressing job. Which advert would you trust the most and why?

3. Investigate the links below about the artist, Monet and:

- 3.1 Identify the least trustworthy website/s and explain why

SCENARIO 2

Hairstylist Jobs in South Africa:

<https://www.gumtree.co.za/s-health-beauty-jobs/hair+stylist/v1c9543q0p1>

Investigate sites advertising the jobs, look at the Gumtree advert page, how can you verify which advert is genuine?



SCENARIO 3

Explore and investigate the websites and decide which are the most accurate and relevant.

- ▶ Claude Monet Gallery <https://www.claudemonetgallery.org/>
- ▶ Giverny Monet Welcome <http://giverny.org/monet/welcome.htm>
- ▶ MET Museum Claude Monet https://www.metmuseum.org/toah/hd/cmon/hd_cmon.htm



- 3.2 Which website is the most likely to provide the best information and why?
4. Investigate the links below about the GrandPrix:
- 4.1 Identify the least trustworthy website/s and explain why
- 4.2 Which website is the most likely to provide the best information and why?



SCENARIO 4

Explore and investigate the websites and decide which are the most accurate and relevant.

- ▶ Grand Prix <https://www.grandprix.com/>
- ▶ F1 Tickets <http://f1tickets.org/>
- ▶ List of Formula One Prix https://en.wikipedia.org/wiki/List_of_Formula_One_Grands_Prix



EVALUATING INTERNET SOURCES



<https://library.nmu.edu/guides/userguides/webeval.htm>

Below is a table listing key questions for each of the six criteria.

| | |
|---|---|
| <p>AUTHORITY</p> <p>https://library.nmu.edu/guides/userguides/webeval.htm#AUTHORITY</p>  | <ul style="list-style-type: none"> ▶ Is it clear who is responsible for the contents of the page? ▶ Is there a way of verifying the legitimacy of the organization, group, company or individual? ▶ Is there any indication of the author's qualifications for writing on a particular topic? ▶ Is the information from sources known to be reliable? |
| <p>ACCURACY</p> <p>https://library.nmu.edu/guides/userguides/webeval.htm#ACCURACY</p>  | <ul style="list-style-type: none"> ▶ Are the sources for factual information clearly listed so they can be verified in another source? ▶ Is the information free of grammatical, spelling, and other typographical errors? |
| <p>OBJECTIVITY</p> <p>brary.nmu.edu/guides/userguides/webeval.htm#OBJECTIVITY</p>  | <ul style="list-style-type: none"> ▶ Does the content appear to contain any evidence of bias? ▶ If there is any advertising on the page, is it clearly differentiated from the informational content? |
| <p>CURRENCY</p> <p>https://library.nmu.edu/guides/userguides/webeval.htm#CURRENCY</p>  | <ul style="list-style-type: none"> ▶ Are there dates on the page to indicate when the page was written, when the page was first placed on the Web, or when the page was last revised? |
| <p>COVERAGE</p> <p>https://library.nmu.edu/guides/userguides/webeval.htm#COVERAGE</p>  | <ul style="list-style-type: none"> ▶ Are the topics successfully addressed, with clearly presented arguments and adequate support to substantiate them? ▶ Does the work update other sources, substantiate other materials you have read, or add new information? ▶ Is the target audience identified and appropriate for your needs? |
| <p>APPEARANCE</p> <p>https://library.nmu.edu/guides/userguides/webeval.htm#APPEARANCE</p>  | <ul style="list-style-type: none"> ▶ Does the site look well organized? ▶ Do the links work? ▶ Does the site appear well maintained? |

TEACHER TIP

Australian Government Learn about cybercrime. Online scams or fraud

<https://www.acorn.gov.au/learn-about-cybercrime/online-scams-or-fraud>



Google Security tips
<https://safety.google/security/security-tips/>



North Michigan University, library guide
<https://library.nmu.edu/guides/userguides/webeval.htm>



ACTIVITY 4.3

Dangers That May Arise When Relying on Information from Websites with Misinformation

Today we hear a lot about ‘fake’ news and misinformation. As a respectful digital citizen, learners need to be respectful in all they do online. We should not share inaccurate or misinformation.

1. Work in pairs to describe in their own words, at least three things that may go wrong when one relies on information from websites which contain misinformation
2. Describe why people should validate websites, and website information should be checked against other websites?
3. Allow learners to express their own experiences and interpretations



Beyond the Lesson into the Classroom

Create and display two sets of posters using a graphic or icon-based theme of 'Being a Respectful Digital Citizen' in the classrooms and in the lab showcasing the following:

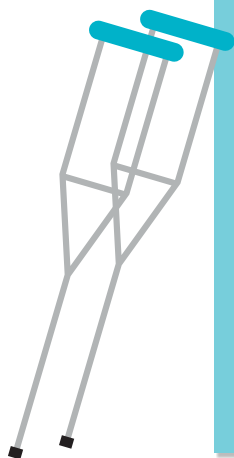
- ▶ Guidelines to differentiate between genuine websites and those with misinformation

Consider including the following posters to put up in the classroom or computer lab, or even around the school:

- ▶ Online Safety - Poster No.2 Keep your personal information Top Secret <http://www.free-for-kids.com/Online%20Safety%20Posters/Online%20Safety%20-%20Poster%20No.2.pdf>
- ▶ Online Safety - Poster No.3 Never meet an on-line friend alone <http://www.free-for-kids.com/Online%20Safety%20Posters/Online%20Safety%20-%20Poster%20No.3.pdf>
- ▶ Online Safety - Poster No.4 Photographs and webcams <http://www.free-for-kids.com/Online%20Safety%20Posters/Online%20Safety%20-%20Poster%20No.4.pdf>
- ▶ Thinking about Sexting posters: <http://doodleeducation.com/product/thinking-sexting-poster/>



Senior to junior mentoring learners of Grade 11 may also serve as mentors for Grade 9 learners. This puts responsibility both ways.



Sources Grade 9

- What is Social Media? in Simple English <https://www.youtube.com/watch?v=jQ8J3IHhn8A>
- MIT Technology Review (7 Feb, 2012) How to Predict the Spread of News on Twitter
<https://www.technologyreview.com/s/426818/how-to-predict-the-spread-of-news-on-twitter/>
- <https://www.dictionary.com/browse/social-media>
- Varun Sharma (14 Feb, 2018) 7 Ways That Social Media is Affecting Us Positively
<https://curatti.com/social-media-positive-effects/>
- Positive Effects of Social Media (June 28, 2016) KellyAustin <http://www.teenshield.com/blog/2016/06/28/positive-effects-of-social-media/>
- The Negative Effect of Social Media on Society and Individuals. Lainie Petersen; Updated March 01, 2019 <https://smallbusiness.chron.com/negative-effect-social-media-society-individuals-27617.html>
- Is social media bad for you? the evidence and the unknowns on society. BBC. Social Media(2019)
<http://www.bbc.com/future/story/20180104-is-social-media-bad-for-you-the-evidence-and-the-unknowns>
- Times Live article: SA's teens are abusing social media - & the law is catching up to them <https://www.timeslive.co.za/sunday-times/lifestyle/2017-10-07-secret-lives-of-teens-on-screens/>
- Legal Society of South Africa - Introduction to Social Media
https://www.lssa.org.za/upload/documents/LSSA%20Introduction%20to%20Social%20Media_Legal%20Implications%20for%20SA%20Law%20Firms%20and%20draft%20policy%20December%202012.pdf
- Social media apps that hide information <https://childdevelopmentinfo.com/children-media-safety/4-social-media-apps-that-all-parents-should-know-about-in-2018/#.XJJP7-wvOt0>
- Social media apps that hide information <https://www.learningliftoff.com/10-apps-kids-use-that-parents-should-know-about/>
- Sexting <https://en.wikipedia.org/wiki/Sexting>
- What is sexting <https://kidshelpphone.ca/get-info/what-sexting/>
- WikiGender: Ages of consent to sex in South Africa. <https://www.wikigender.org/wiki/ages-of-consent-to-sex-in-south-africa/>
- Criminal Law (Sexual Offences And Related Matters) Amendment Act 32 of 2007 <http://www.justice.gov.za/legislation/acts/2007-032.pdf>
- WikiGender: Ages of consent to sex in South Africa. <https://www.wikigender.org/wiki/ages-of-consent-to-sex-in-south-africa/>
- IOL 2014 SA teen sexting warning NEWS / 18 AUGUST 2014, 8:54PM <https://www.iol.co.za/news/sa-teen-sexting-warning-1737205>
- Online crackdown on child porn 4 Aug, 2008 <https://www.brandsouthafrica.com/south-africa-fast-facts/media-facts/antichildpornsite04082008>
- Film and Publication Board <http://www.fpb.gov.za/>
- Media Club http://www.mediaclubsouthafrica.com/index.php?option=com_content&view=article&id=599:antichildpornsite04082008&catid=49:medianews&Itemid=113
- Safer Internet South Africa - sexting the fact <https://saferinternetsouthafrica.co.za/sexting-the-facts/>
- <https://www.verywellfamily.com/things-teens-do-not-know-about-sexting-but-should-460654>
- <http://www.childlinesa.org.za/wp-content/uploads/sexting-child-pornography.pdf>
- http://www.mediaclubsouthafrica.com/index.php?option=com_content&view=article&id=599:antichildpornsite04082008&catid=49:medianews&Itemid=113
- In Real Life #BeStrong 2017 https://youtu.be/gXAKT_02fzw

Curriculum Guideline
for Grade 10
**Being Smart
Online**



Overview

Learners need to realise how the Internet works, and that there is a range of information and different content providers. This theme creates shared knowledge between the Gr. 10 Information Technology learners, are being exposed to networks, and the other class learners will also have an understanding of networks, and linking that to the importance of being safe and respectful online. The theme reinforces the idea that not everything on the Internet is true and correct, and it provides clear guidelines that help distinguish the genuine from the misinformation, as well as evaluating websites when using them for studies or research. Creating an awareness of online fraud, online scams, and trolls, when engaging on the web.

Total Duration Guide

Four lessons are presented for each Grade, with the suggested total time of 240 minutes.

- Consider the time as flexible and adaptable to suit the school's needs.
- Some may divide each lesson into two or three 30 minute lessons.
- As a guide we propose four 60 min lessons per grade.

Key Learning Outcomes for Grade 10

By the end of the academic year, learners will be able to:

- Understand what the Internet is, how it works (briefly) and its rules for online safety
- Surf the web and access the information they need from reliable websites
- Access and use information only from genuine and credible websites
- Preventing Online Fraud
- Express views about social media and the impact on lives, positively and negatively, as well as an understanding of digital trolls

Links to the DBE Curriculum

Life Orientation:

- Development of the self in society,
 - Plan and achieve life goals, problem solving skills
 - Relationships and their influence on well-being
- Democracy and Human Rights,
 - Democratic participation and democratic structures

Information Technology:

- Communications Technologies: Overview of physical aspects of networks – communication and data transmission; mobile technology, forms of e-communication
- Systems Technologies: Basic concepts of computing – Data and Information, Advantages and Disadvantage
- Internet technologies: overview of Internet services technologies, logging on to networks
- Data and Information management: Data, information and knowledge
- Social implications: Social, ethical and legal issues, Safe internet usage and netiquette

Computer Applications Technology:

- Systems Technologies: ICTs in everyday life – overview and introduction
- Internet technologies: Introduction to networks and network concepts, Internet access

Concepts Covered

- Social media
- Apps
- Privacy settings
- Online fraud
- Click baiting
- Phishing
- Identity theft
- Advance fees scam
- Intellectual property theft
- Pagejacking
- Spamming
- Trolling

Content Outline

LESSON 1:

Network and Internet Basics
(60 minutes)

- Why we should be responsible online
- What is a network
- The difference between the Internet and the World Wide Web
- Differences between browsers and search engines
- Uses of the Internet

LESSON 2:

Accessing the World Wide Web
(60 minutes)

- How to access the web
- What is a browser?
- Decoding the website address
- Working on a web-page

LESSON 3:

Preventing Online Fraud and Protecting Yourself
(60 minutes)

- Personal online safety and online fraud
- Awareness of online personal identity fraud
- Keep your location private - dangers of 'checking in'.
- Dangers of human trafficking
- Types of online fraud
- Guidelines to prevent online fraud
- Guidelines to detect online fraud

LESSON 4:

Social Media impacting our lives and societies
(60 minutes)

- Social media and the impact on lives, positively and negatively
 - Scams and other attacks, e.g. phishing
 - Social media trolls and possible impacts
 - Digital citizen considerations
-

Network and Internet Basics

LEARNING OUTCOMES

- ✓ State the meaning of online safety in their own words
- ✓ State the meaning of the term 'network' in their own words
- ✓ State at least two differences between the Internet and the World Wide Web
- ✓ List at least three names of common browsers used to surf the web

Lesson Tasks and Activities

ACTIVITY 1.1 Online Safety Recap

In groups of 3 or 4, have the learners discuss:

1. What is wrong and not advisable in each of the scenarios?
2. Why is doing the things suggested in the scenarios not being smart online?
3. Why is learning about the difference between a network, the Internet and the World Wide Web assisting you being smart online?
4. Why it is important to be self-aware of one's own identity characteristics, perceptions and biases, especially when on a network or on the internet?

TEACHER TIP



Correlate it to the information they learnt in Grade 8 about online safety

SCENARIO 1

Learner using his / her smartphone. He / She has no password on their phone. He / She leaves the phone unlocked on the desk and walks away. Someone takes the phone, and sends a rude message to another person at school.

SCENARIO 2

A male learner is convincing a female learner to send a sext to him. He explains that he really loves her and wants to see pictures of her naked body.

SCENARIO 3

A learner is talking to a friend about how it makes sense to hide apps his friend's parents have said should not be used, under one of the apps that hides information and other apps. So if the parents look at the phone, they won't see them.

SCENARIO 4

Self-awareness is knowledge about yourself that nobody know but you. Self-awareness is being aware of one's personality, body, lifestyle and environment and objectively reflecting on it. When on the internet, or a connected network, discuss how your personality could be expressed?

SCENARIO 5

You would like a particular holiday job. Discuss the wording of the email you would send. Discuss how you would word it, to demonstrate a positive self-esteem

ACTIVITY 1.2

The Term 'Network'

As a class discuss:

1. What do you understand about the term network?
2. Each learner to record and explain the meaning of the term 'network' in his/her own words
3. Possible benefits of computers being linked on a network, rather than stand-alone
4. An intranet or network allows us to communicate with others easily. Folders that are shared are seen by others.
 - 4.1 Discuss the importance of what you call folders and how the names of the folders may be influenced by your self-awareness.
 - 4.2 Discuss the use of language, whether to use abbreviations or slang.
5. Investigate the following terms:
 - Interconnected
 - sharing resources
 - the Internet as a network



TEACHER TIP

Put simply a network is a number of things that are connected together in some way. You frequently use networks in everyday life. Two examples of networks you are probably familiar with are the following: railway network and road network)



WHAT IS A NETWORK?



<http://www.safekidsonline.co.uk/learn/what-is-a-computer-network/>

A computer network is a set of computers connected together for the purpose of sharing resources. The most common resource shared today is connection to the Internet. Other shared resources can include a printer or a file server. The Internet itself can be considered a computer network.

ACTIVITY 1.3

Differences Between the Internet and the World Wide Web

In groups of 3 or 4 learners

1. Explore the weblinks:
2. Describe the difference between the Internet and the web.
3. As a group draw a picture to depict the difference between the Internet and the web
4. Provide an example of the Internet and the web

Internet vs WWW - How Stuff works

<https://computer.howstuffworks.com/internet/basics/internet-versus-world-wide-web.htm>



Internet vs WWW - Webopedia

https://www.webopedia.com/DidYouKnow/Internet/Web_vs_Internet.asp



TEACHER TIP

Explain how the network allows the sharing of a resource to those who are far away from this resource. Use the analogy of cable television or a water resource, such as a lake/river.

TEACHER TIP

Explain the difference between the Internet and the World Wide Web by using the analogy of a television network and television programs

DEFINITION

The Internet

A global, very large network of networks. There are networks of computers that may be in an office or home, sometimes these networks are not online.

The Internet is a networking infrastructure. It connects millions of computers together globally, forming a network in which any computer can communicate with any other computer as long as they are both connected to the internet.

Information that travels over the internet does so via a variety of languages known as internet protocol (IP).

The Internet can be described as:

- ▶ Global network connecting millions of computers
- ▶ Decentralized
- ▶ Each computer on the Internet is independent
- ▶ Variety of ways to access the internet
- ▶ 3.5 billion plus internet users globally

DEFINITION

The World Wide Web

The World Wide Web (www.), or the Web, is one way of accessing and disseminating the information on the Internet. The Internet, not the Web, is also used for email, which relies on SMTP, Usenet newsgroups, instant messaging and FTP. So the Web is just a portion of the Internet, although a large portion. The Web is a service that works on top of internet infrastructure.

The Web uses the HTTP protocol, only one of the languages spoken over the internet, to transmit data.

Web services, which use HTTP to allow applications to communicate in order to exchange business logic, use the web to share information.

The Web also uses browsers, such as Internet Explorer or Firefox, to access Web documents called web pages that are linked to each other via hyperlinks. Web documents also contain graphics, sounds, text and video.

The Web can be explained as:

- ▶ A part of the Internet
- ▶ Applications called web browsers make it easy to access the World Wide Web (www)
- ▶ Many websites (more than 1,275,000,000 websites exist)
- ▶ A system of internet servers that support specially formatted documents.
- ▶ Documents are formatted in a language that supports links to other documents
- ▶ You can jump from one document to another simply by clicking on the hyperlinks

SOURCE: https://www.webopedia.com/DidYouKnow/Internet/Web_vs_Internet.asp

ACTIVITY 1.4

Browsers and Search Engines

Learners should discuss and complete the following activities

1. From the list given, select the names of browsers:
 - Google
 - Chrome
 - Bing
 - Safari
 - Internet Explorer
 - Windows
 - Firefox
2. Describe the role of an Internet browser
3. Carry out the following on a computer or a mobile device
 - 3.1 Locate the browser either from the task bar or the desktop
 - 3.2 Open the browser
 - 3.3 Type a URL in the search bar

DEFINITION

Web Browser

“A web browser (commonly referred to as a browser) is a software application for accessing information on the World Wide Web. Each individual web page, image, and video is identified by a distinct Uniform Resource Locator (URL), enabling browsers to retrieve these resources from a web server and display them on the user’s device”.

EXAMPLES:

Browsers:

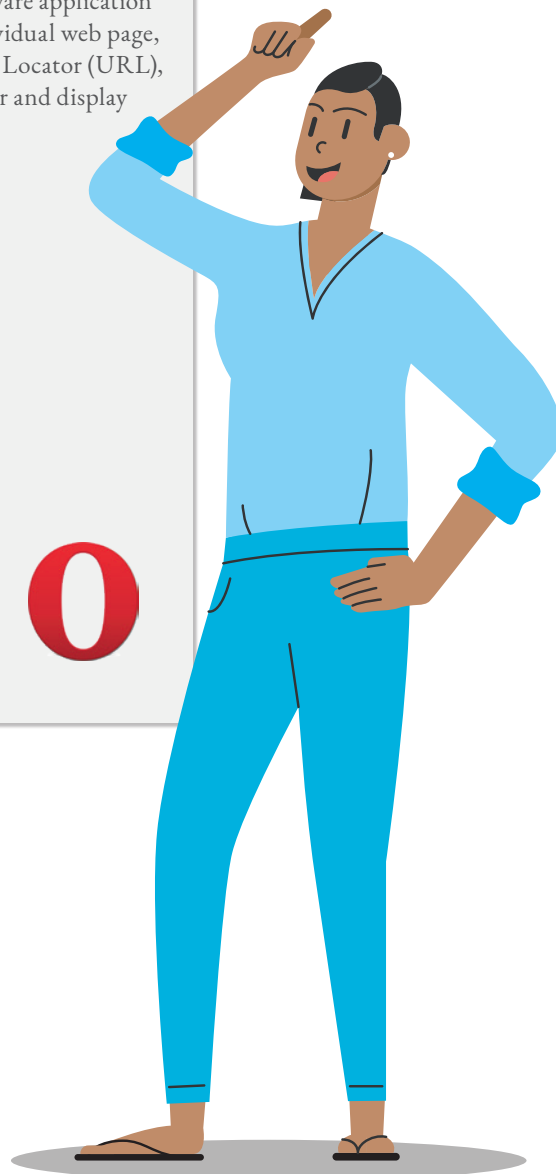
- ▶ Safari
- ▶ Google Chrome
- ▶ Mozilla Firefox
- ▶ Internet Explorer
- ▶ Opera

Search Engines:

- ▶ Google
- ▶ Bing
- ▶ Yahoo
- ▶ AOL
- ▶ DuckDuckGo
- ▶ AltaVista
- ▶ MSN Search



SOURCE: https://en.wikipedia.org/wiki/List_of_web_browsers



TEACHER TIP



Encourage learners to share the uses of the Internet. Some suggested answers might be getting information about the weather, railways, airlines, prices of things and study-related topics; purchasing items; accessing music and songs and viewing videos and movies; and checking email. Going onto social media websites, such as Facebook and Twitter. Allow learners to go beyond this list.)

TEACHER TIP



Safe online. What is a computer network?

<http://www.safekidsonline.co.uk/learn/what-is-a-computer-network/>



What is a computer network

<http://study.com/academy/lesson/what-is-a-computer-network-types-definition-quiz.html>



ACTIVITY 1.5

Information Found on the Internet

1. As individuals, learners should
 - 1.1 List at least 5 types or applications of information found on the Internet
 - 1.2 Share with the class, his / her favourite type of information to access off the Internet
 - 1.3 Evaluate the resources you use.
2. Read the article from Georgetown University: Evaluating Internet Resources.
 - 2.1 Discuss and record the information the article provides.
<https://www.library.georgetown.edu/tutorials/research-guides/evaluating-internet-content>,



Accessing the World Wide Web

LEARNING OUTCOMES

- ✓ Identify various parts of a webpage
- ✓ Decode a URL for the name of the website, the country and the type of business
- ✓ Using a computer or mobile device, work in pairs and access information on a web-page

Lesson Tasks and Activities

ACTIVITY 2.1 On a Web Page

1. As a class, learners call out where each of the given items are on the screen.
2. Do the following when shown an open web page:
 - 2.1 State whether the information is free or paid
 - 2.2 Name the source (by reading the URL)
 - 2.3 State the purpose of the online content
 - 2.4 Locate the date when the website was updated
 - 2.5 Point out to hyperlinks by just looking at the screen
 - 2.6 Point out to hyperlinks by doing a mouse over

DEFINITION

Webpage or website

A single, usually hypertext document on the World Wide Web that can incorporate text, graphics, sounds, etc.

SOURCE: dictionary.com



DEFINITION

URL: Uniform Resource Locator

Uniform Resource Locator: a protocol for specifying addresses on the Internet. An address that identifies a particular file on the Internet, usually consisting of the protocol, as http, followed by the domain name.

SOURCE: dictionary.com



DEFINITION

Hyperlink

Link/s in or to a Web page or electronic document, and to have links to a Web page or electronic document

SOURCE: dictionary.com



ACTIVITY 2.2

A URL – the Web-address

In pairs, learners should complete the tasks

1. Decode a URL for the name of the website, the country and the type of business
2. Show samples of website addresses/URLs.
3. Have learners identify the following:
 - 3.1 Type of business
 - 3.2 Name of the business, company or establishment
 - 3.3 A country (official website)
4. Investigate if a domain name is available.
 - 4.1 Think of a fun name for a business or a personal website
 - 4.2 Go to a company website that hosts domain names, for example:
 - Xneelo.co.za <https://xneelo.co.za/web-hosting/>
 - GoDaddy.com <https://za.godaddy.com/offers/domains>
 - 4.3 Explore different root domains, on the IANA (Internet Assigned Numbers Authority) website <https://www.iana.org/domains/root/db>
 - 4.3.1 Look at the range of root domain names. Why do you think these types of domain names are becoming more popular?
 - 4.4 Type in your website name, press enter. See what comes up.
 - 4.4.1 Is it available?
 - 4.4.2 Choose the type of sub-domain you want
 - 4.4.3 See how much the different sub-domains will cost (the free is normally quoted as an annual amount. Check that it is in Rands, and not another currency.)
 - 4.4.4 How do you know a website is safe? Explore Google safety centre – Encryption keeps data private and secure while in transit https://safety.google/intl/en_za/security/built-in-protection/
 - 4.5 Compare the availability of domain names and prices with your partner and other class members





HOW TO IDENTIFY A SAFE URL

A URL (uniform resource locator) is a unique identifier used to locate a resource on the internet. It is also referred to as a web address. To guarantee uniformity, all URLs follow a predefined set of syntax rules.

Pay close attention to the URL. The web-address is divided into various components. We will look at the first three parts of the URL.

Components of the URL



Protocol / Scheme

▶ HTTP / HTTPS

- HTTP is a Hypertext Transfer Protocol
- HTTPS is a HyperText Transfer Protocol Secure. Websites using HTTPS, have a “code” agreement between the computers, and they scramble the messages using that “code” so that no one in between can read them. This keeps your information safe from hackers.

Domain name

- ▶ The domain name is the most prominent part of a web address. A domain name is bought from a web-hosting company, such as *Hetzner.co.za* or *GoDaddy.com*
- ▶ The domain name is normally the name of the organisation, for example:
 - Google is *www.google.com*
 - Department of Basic Education, South Africa *www.education.gov.za*
 - South African Film and Publication Board *www.fpb.org.za*
- ▶ Typically, different pages on the same site, and will continue to use the same domain name.
 - The Department of Education policies, the URL is: <https://www.education.gov.za/Resources/Policies.aspx>
 - South African Film and Publication Board’s outreach and public education programmes URL is: <https://www.fpb.org.za/what-we-do/outreach-public-education/>

Top level domain (TLD)

- ▶ A top-level domain (TLD) is the extension or suffix tied to a website. Many domains use the top-level domain com, commonly called “dot” com.
- ▶ Other common TLDs include net, org, and edu.
- ▶ There are also country domain codes, explore the list to find out other countries codes: <https://www.sitepoint.com/complete-list-country-code-top-level-domains/>
- ▶ The top level domain extension tells you what kind of organization it is and also which country it is from
 - .com (commercial)
 - .org (organisation, normally nonprofit organisations)
 - .co.za (South Africa company)
 - .ac.za (South African University)
 - .edu (education, not in South Africa)
 - .gov (government departments)
 - .gov.za (South African government department)



Unusual TLD or root domain

- ▶ Other root domain names, instead of the original ones described above.
- ▶ List of root domain names on the IANA (Internet Assigned Numbers Authority) website <https://www.iana.org/domains/root/db>



ACTIVITY 2.3

Working on the Web

In pairs, learners should use a computer or mobile device, complete the following steps:

1. Start a browser
2. Identify the parts of the web-browser you use
3. Type in the URL to take you to a website. Name the webpage.
4. **Hyperlink:** find a hyperlink on the webpage click on it. What webpage does it take you to?
5. **Navigating:** hop onto the internet and navigate to Google's Safety Centre. Record information you found helpful
6. **Download speeds:** find out the download speed in the classroom at the time of the lesson. Record the download speed

DEFINITION

Hyperlinks

A hyperlink is an electronic link which provides direct access from a marked place in a hypertext document or another website or another hypermedia to another location. The location may be in the same document or to a completely different web-document or website. Hyperlinks are activated by clicking on a highlighted word or image.

DEFINITION

Navigating

Web navigation is the process of navigating a network of information resources on the World Wide Web. The Web is linked and organized via hypertext or hypermedia. The user-interface used is called a web browser.

SOURCE: https://en.wikipedia.org/wiki/Web_navigation



LEARNER TIP



Starting a Browser

Click on the browser icons, and launch the browser

DEFINITION

Download speeds

- ▶ Text downloads vs. graphic image downloads, etc.
- ▶ Check your internet speed on the web.
- ▶ Check and test your internet connection, bandwidth or your internet speed to your location with an interactive broadband speed test.

Try it on one of these speed tests:



My Broadband SpeedTest:
<http://speedtest.mybroadband.co.za/>



Ookla:
<https://www.speedtest.net/>



Fast.com:
<https://fast.com/>



PARTS OF A WEB BROWSER

Here are two screenshots of different browsers:



The first image shows Internet Explorer as the browser. The browser has the following components:

- ▶ Title Bar
- ▶ Menu Bar
- ▶ Button Bar
- ▶ Address Bar
- ▶ Browser Window
- ▶ Status Bar

The parts of the browser are labelled in the image.

The default search engine on this computer seems to be Google. Note the old Google logo and search bar.

The second image shows Google Chrome as the browser, and has set the background colour as black.

The browser has the following components:

- ▶ **Tab:** the tab is on the top of your Google browser. A new tab button is next to the last tab on the right.
- ▶ **Navigation buttons:** back, forward, refresh on top left.
- ▶ **Search Box, Scratch box or address (URL) bar.** This is not just an address bar, it is very versatile. Use it as a calculator, ask a "How" question or any question.
- ▶ **Bookmark bar:** you can sync your most important bookmarks. The folder next to the last bookmark icon contains more bookmarks that cannot fit on the bar. Your bookmarks will display when you go online anywhere in the world and irrespective of the medium you are using.
- ▶ **Three dots:** use to customise and control setting of Google Chrome
- ▶ **Extensions:** add functionality to your Chrome browser. To disable or delete an extension, click on the three dots > More Tools > Extension then turn off the last extension installed before experiencing issues with Chrome.
- ▶ Frequently used icons
- ▶ The default search engine is Google.

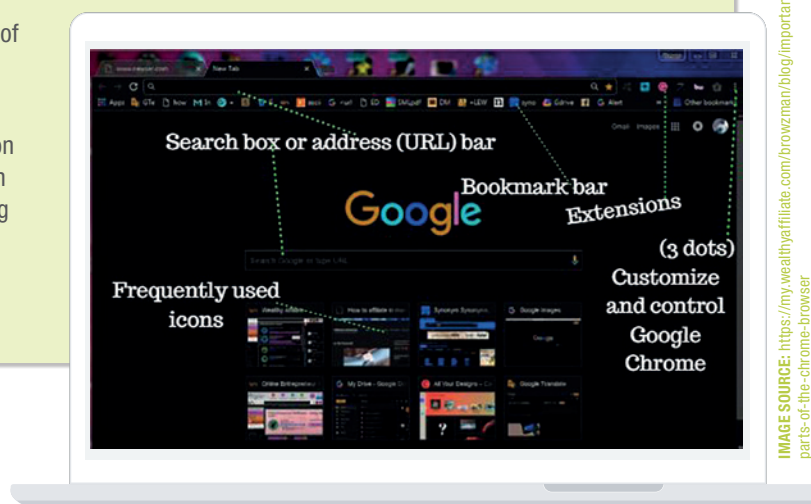


IMAGE SOURCE: <https://mywealthyaffiliate.com/browserman/blog/important-parts-of-the-chrome-browser>

Preventing Online Fraud and Protecting Yourself

LEARNING OUTCOMES

- ✓ Explain what is online safety and online fraud
- ✓ Discuss and Identify types of online fraud, including online personal identity fraud
- ✓ Discuss the dangers of human trafficking
- ✓ Discuss guidelines to detect online fraud

Lesson Tasks and Activities

ACTIVITY 3.1

Personal Online Safety and Online Fraud

1. Watch the video: 'Think Twice Before You Act' as a class, discuss the analogy of the fish and the online fraud.
2. Describe the scenario in the video and how that relates to real-life
 - 2.1 Ask learners, if anyone has heard of someone who has been affected by online fraud?
 - 2.2 What measures does the video suggest could be taken to prevent online fraud?
 - 2.3 Do you think being self-aware could assist you in "thinking before you act"?

VIDEO

Think Twice Before You Act

#SaveGelly

Get Safe Online

13 Jan, 2016

https://youtu.be/8x_59av2sCU



ACTIVITY 3.2

Awareness of Online Personal Identity Fraud

1. Work in pairs. Explore the websites below, and answer the questions below:



| | |
|---|---|
|  | <p>The Financial Intelligence Centre (FIC) Scams Awareness https://www.fic.gov.za/Resources/Pages/ScamsAwareness.aspx</p> |
|  | <p>South African Police Service Safety awareness against fraud and scams https://www.saps.gov.za/alert/safety_awareness_fraud_scams.php</p> |
|  | <p>The Banking Association South Africa Identity/Personal Information Fraud https://www.banking.org.za/consumer-information/bank-crime/identity-personal-information-fraud</p> |

- 1.1 What are the common learnings?
 - 1.2 Use the information to complete the various tasks.
2. Using the websites below, learners to create a series of four ‘True or False’ statements expressing where online fraud takes place.
 - 2.1 The following statements are examples:
 - 2.1.1 Online fraud takes place only through SMS and emails.
 - 2.1.2 Online fraud may take place through FaceBook, email, WhatsApp and Twitter.
 - 2.1.3 Identify theft is a type of online fraud.
 - 2.1.4 In groups, learners explain the statement to other group members. Group members need to say whether statements are true or false. Answers should be debated.

ACTIVITY 3.3

Keep Your Location Private – the Danger of ‘checking in’.

1. Learners to read the website ‘The Risks of ‘Checking In’ and ‘Why sharing vacation photos on social media could be dangerous’.
2. Discuss the dangers of the following statements.
 - 2.1 Revealing your address of where you are via social media location sharing or photo locations on.
 - 2.2 Not at home because you have checked in, robbers know you are away.

The Risks of ‘Checking In’

Kaspersky Lab Daily
19 Apr, 2013

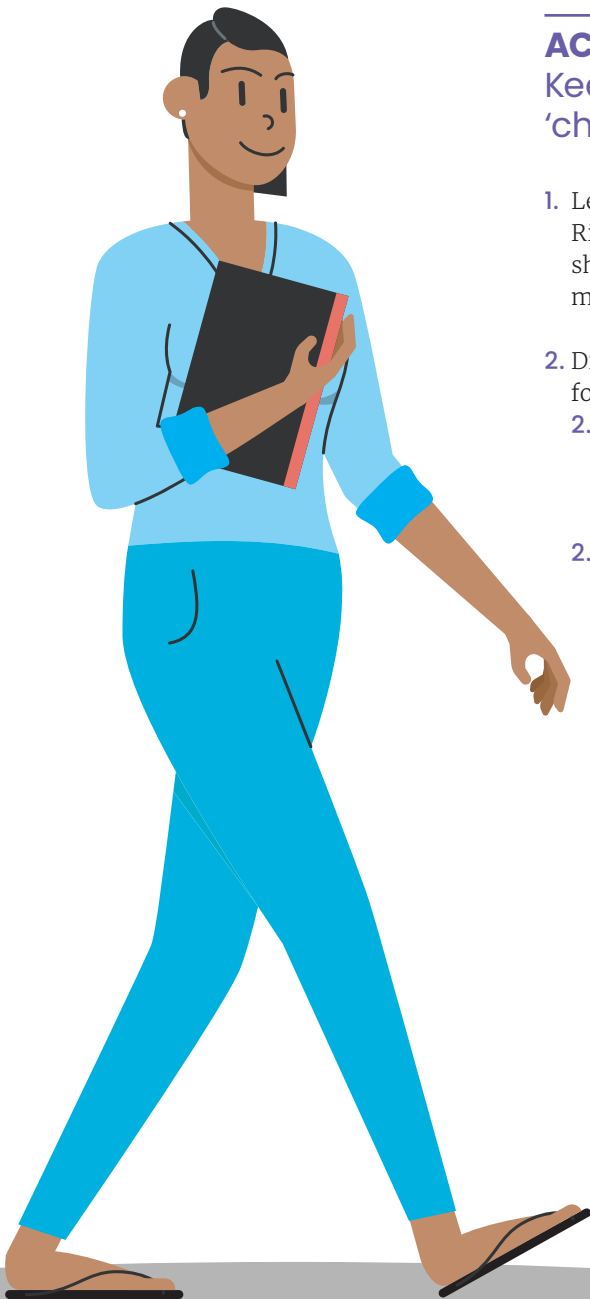
<https://www.kaspersky.com/blog/risks-checking-in/1682/>



Why sharing vacation photos on social media could be dangerous.

IT News Africa
31 Jul, 2018

<https://www.itnewsafrica.com/2018/07/why-sharing-vacation-photos-on-social-media-could-be-dangerous/>



ACTIVITY 3.4

Dangers of Human Trafficking

Human trafficking is a reality. Read the articles and watch the videos about human trafficking.

ZOE International (<https://gozoe.org/>) works to prevent, rescue and restore individuals who have been involved in child trafficking.



Human Trafficking Awareness - Learn the Signs!
8 Aug, 2016
<https://youtu.be/TQFQqU309GM>



Child Trafficking Rescue Story
18 Feb, 2015
<https://youtu.be/LM4ZiLLMJgU>



Human Trafficking in South Africa, Times Live article and video:
How a 'shop assistant' helped bust human trafficking ring
Kgaugelo Masweneng and Graeme Hosken
15 Jan, 2018
<https://www.timeslive.co.za/news/south-africa/2018-01-15-how-a-shop-assistant-helped-bust-human-trafficking-ring/>



Human trafficking still on the rise in South Africa, eNCA Cause of increase in human trafficking in South Africa
21 Aug, 2018
<https://www.enca.com/news/human-trafficking-still-rise-south-africa>

Discuss the following questions about the articles and videos

1. What did you think about human trafficking after watching the videos and reading the articles?
2. Did you know that human trafficking is so 'real' and a threat in our modern society?
3. What steps would you take in the future to be more self-aware when going out?

ACTIVITY 3.5

Types of Online Fraud

In pairs research one of the topics on the next page.

1. Create a three slide, 1 minute presentation about the type of fraud.
2. The last slide describes an online fraud scenario related to the specific scam you are investigating.
3. You will present your presentation to the class.

IDENTITY THEFT



Watch: Why Care About Identity Theft?
<https://www.consumer.ftc.gov/media/video-0057-why-care-about-identity-theft>



Explore 'The Banking Association South Africa Identity/Personal Information Fraud' website
<https://www.banking.org.za/consumer-information/bank-crime/identity-personal-information-fraud>

ADVANCE FEES SCAM



Watch the Easy Come Easy Go video, called: 'Advance Fee Scam'
<https://youtu.be/Vnvj3RJK0GQ>



Read the South African Reserve Bank website information, entitled: Advance Fee Fraud
<https://www.resbank.co.za/AboutUs/PublicAwareness/Pages/Nigerian-letter-scam.asp>

PAGEJACKING

Technopedia:
Pagejacking
<https://www.techopedia.com/definition/15476/pagejackin>



PLAGIARISM AND COPYRIGHT

REFERENCE YOUR WORK



Watch Jane Lofton's video about Copyright and Plagiarism. Published on 25 Mar, 2013
<https://www.youtube.com/watch?v=CWCUTn5C8al>

THEFT OF INTELLECTUAL PROPERTY

Watch McGruff the Crime Dog/NCPC video entitled: The Dangers of Intellectual Property Theft.
<https://www.youtube.com/watch?v=Ht7pf-0rI9s>



PHISHING

Read the Standard Bank: Types of Online fraud:
<https://www.standardbank.co.za/southafrica/personal/about-us/financial-education/cybercrime-and-fraud/types-of-online-fraud>



RESOURCES



Why Care About Identity Theft?
 Federal Trade Commission Consumer Information
<https://www.consumer.ftc.gov/media/video-0057-why-care-about-identity-theft>



Identity/Personal Information Fraud
 The Banking Association South Africa
<https://www.banking.org.za/consumer-information/bank-crime/identity-personal-information-fraud>



The Dangers of Intellectual Property Theft
 McGruff the Crime Dog/NCPC
 26 Nov, 2013
<https://www.youtube.com/watch?v=Ht7pf-0rI9s>



Easy Come Easy Go Advance Fee Scam
 3 May, 2017
<https://youtu.be/Vnvj3RJk0GQ>



South African Reserve Bank: Advance Fee Fraud
<https://www.resbank.co.za/AboutUs/PublicAwareness/Pages/Nigerian-letter-scam.aspx>



Copyright and Plagiarism
 Jane Lofton
 25 Mar, 2013
<https://www.youtube.com/watch?v=CWCUTn5C8al>



Technopedia: Pagejacking
<https://www.techopedia.com/definition/15476/pagejacking>



Standard Bank: Types of Online fraud:
<https://www.standardbank.co.za/southafrica/personal/about-us/financial-education/cybercrime-and-fraud/types-of-online-fraud>

TEACHER TIP



Whilst there is no one correct answer for this, the learner should know that when he/she is a victim of fraud, an elder, such as an older sibling, a family member or a teacher, must be informed immediately.

ACTIVITY 3.6

Guidelines to Prevent Online Fraud

1. As a class watch the video CNBC video: CNBC: Here's why you fall for those online scams?

Here's why you fall for those online scams?

<https://www.cnbc.com/2014/03/05/why-some-of-us-are-more-vulnerable-to-online-fraud.html>

Published in the article CNBC article:

Why some of us are more vulnerable to online fraud

Herb Weisbaum @THECONSUMERMAN

5 Mar, 2014



2. Go through the SA Police – Safety awareness against fraud and scams website. https://www.saps.gov.za/alert/safety_awareness_fraud_scams.php
3. Discuss the ways in which people are tricked into being scammed?
4. Discuss how to keep yourself safe
5. Brainstorm and create three guidelines to prevent online fraud
6. Recall a measure you need to take immediately after you realise that online fraud has taken place. Refer to the Banking Association South Africa Identity/Personal Information Fraud's website. Find the section called: *What to Do if You Are a Victim of Personal Information Theft*. <https://www.banking.org.za/consumer-information/bank-crime/identity-personal-information-fraud>
7. Scenario to discuss: Suppose a friend confides in you that he/ she is the victim of online fraud. What will be your advice to this friend?

Social Media Impacting Our Lives and Societies

LEARNING OUTCOMES

- ✓ Identify any three ways in which social media affects society
- ✓ Explore scams and possible attacks
- ✓ Discuss what a social media troll is and how they impact society
- ✓ Be a good digital citizen

TEACHER TIP

Debate open-ended exploratory questions in discussion format. Look out for learners' active participation in this discussion.



Lesson Tasks and Activities

ACTIVITY 4.1

Social Media Affects on Society

1. Learners to debate and identify ways in which social media affects society
2. Discuss the positive and negative effects of social media on society, that the learners have experienced or seen
3. Read the views on: the Smart Social website, and decide if you agree, whether the comments would have a positive effect on society

RESOURCE



Smart Social: 10 Examples of the Positive Impact of Social Media

1 Aug, 2018

<https://smartsocial.com/positive-impact-of-social-media/>



4. How can social media help us to communicate with other people?
 - 4.1 What warnings would you give to your peers about who they should communicate with?
 - 4.2 What suggestions would you give about using language that create a good impression of you?

TEACHER TIP

Interesting article about new social media apps:
4 Emerging Social Media Platforms to Watch in 2019
Lauren Moreno
7 Nov, 2018

<https://blog.socialmediastrategiessummit.com/4-emerging-social-media-platforms-to-watch-in-2019/>



ACTIVITY 4.2

Scams and Other Attacks

Work in pairs.



1. Read the website – Norton. Online Scams: Top 5 social media scams to get an overview of the scams mentioned.

<https://us.norton.com/internetsecurity-online-scams-top-5-social-media-scams.html>

- 1.1 Each pair to investigate one of the following terms. Report back to the class the findings about what the term means.



2. Scam

- 2.1 Watch the video from EPSVideoOnline, called Fraud Happened to Me: Buy/Sell Scam <https://youtu.be/ibUw8p24DyA>



3. Click baiting

- 3.1 Watch the video by B2Bwhiteboard called ‘What is Clickbait?’ <https://youtu.be/6x39yKWWP10>

- 3.2 Watch the video by Digital Remedy, called ‘What is Click Bait?’ <https://www.youtube.com/watch?v=HMdyiSfdRIY>



4. Chain Letter

- 4.1 Read the web page by Matthew Hughes, from the Next Web: TECH ‘WhatsApp now warns users against annoying chain hoax messages’

<https://thenextweb.com/tech/2018/01/16/whatsapp-now-warns-users-against-annoying-chain-hoax-messages>

- 4.2 Watch the video by Ed Troxell Creative entitled ‘Facebook chain post and hacking’

<https://youtu.be/pKxZXQgSGeU>



5. Cash Grabs

- 5.1 Watch the following two videos about cash grabs.

- 5.1.1 CBS This Morning. ‘How social media influencers use their followers to cash in’.

<https://youtu.be/BBPliYY2XN8>

- 5.1.2 JOHKERR. ‘These Anime Are Cash Grabs!’

<https://youtu.be/iUHGx8lhWzI>

6. Hidden Charges

- 6.1 Open the website and read the DW. Made for minds. Hidden costs of free-to-play games.

<https://www.dw.com/en/hidden-costs-of-free-to-play-games/av-40783619> Watch the embedded videos.



6.1

7. Phishing Requests

- 7.1 Read the Cyber Radio, webpage How to Protect Yourself from Social Media Phishing

<https://www.cyberradio.com/2018/10/how-to-protect-yourself-from-social-media-phishing/>



7.1

8. Hidden URLs

- 8.1 Read the following two web pages about hidden URLs, discuss how they can be useful and how we need to be aware of them as a possible danger.

8.1.1 PrettyLinks.com . Link Shortening: 'The Secret Weapon in Social Media Marketing'

<https://prettylinks.com/2016/11/link-shortening-the-secret-weapon-in-social-media-marketing/>

8.1.2 Andy O'Donnell. LifeWire. 'The Hazards of Following Short Links'

<https://www.lifewire.com/dangers-of-short-links-2487975>



8.1.1



8.1.2

ACTIVITY 4.3

Social Media Trolls and Their Impact



1. Learners to read the following three web-articles:
 - 1.1 Wikipedia. Internet troll
https://en.wikipedia.org/wiki/Internet_troll
 - 1.2 James Hanson, Trolls and Their Impact on Social Media (University of Nebraska)
<https://unlcms.unl.edu/engineering/james-hanson/trolls-and-their-impact-social-media>
 - 1.3 Todd Clarke, (28 Feb, 2019) Hootsuite, How to deal with trolls on social media.
<https://blog.hootsuite.com/how-to-deal-with-trolls-on-social-media/>
2. Discuss, what is a troll?
 - 2.1 How could they impact you personally?
 - 2.2 How could they negatively impact society?
 - 2.3 Additional resource, explore: *Top Ten Reasons Why Online Trolls Are Dangerous* <https://www.thetoptens.com/reasons-why-online-trolls-are-dangerous/>
 - 2.4 Identify ideas of how to react to trolls.
3. Watch the embedded video, *How to Deal with Trolls on Social Media*, on the *Volusion* website, by Matt Winn
<https://www.volusion.com/blog/how-to-deal-with-trolls-on-social-media-two-minute-tuesdays/>
4. Compare it to the video by *Life Crunch* entitled: *Internet Troll* https://youtu.be/_YMt5k-2TrM
 - 4.1 Discuss the tips and ideas shared about how to deal with trolls on social media
 - 4.2 Has anyone been affected by a troll, would you like to share your story and what you did about it?

ACTIVITY 4.4

Digital Citizen Considerations

1. In pairs, learners to revise and explore the following topics listed below. Each pair should create a poster about the allocated topic. The posters is to be used around the school to reinforce Online Safety ideas.

Topic List – Good digital citizen guidelines:

- Protect your online privacy.
- Respect the online privacy of others.
- Protect your online property.
- Respect the online property of others.
- Respect the rules, values, and policies of your family, religion, community and school.
- Understand the values of other cultures, religions and communities.
- Build a positive online reputation and portfolio of work.
- Use online communications in constructive ways, doing nothing you would not do in a F2F setting.



TEACHER TIP

- ▶ Social media brings us multiple sources of information in one place, thus empowering individuals. On the flip side, however, people with vested interests may take advantage and inundate us with more or false information.
- ▶ Social media has changed the way we entertain ourselves but the flip side is that we suffer a huge loss of productivity.
- ▶ Social media has brought us the convenience of shopping and other services but it has also made us vulnerable to threats of loss of personal information.

2. How does being a good digital citizen impact the way you communicate with others online?
3. Evaluate the accuracy of any information you find, receive or share online.
4. Maintain a healthy balance between your online activities and your physical world activities and relationships.
5. What suggestions and tips would you give others about making friends online?



6. As a grade, create a school Internet Safety Pledge, to share with other learners Use the *Netsmartz* website as a guide:
<https://www.netsmartz.org/Pledges>



7. End the lesson by playing the video: *Internet Matters*. (Published on 25 Jan, 2016). *Being a good digital citizen - Internet Matters*.
https://youtu.be/s_wVmEOysEU

Beyond the Lesson into the Classroom

Begin a positive social media campaign at school which could benefit the school or the surrounding community.

Sources Grade 10

<http://www.safekidsonline.co.uk/learn/what-is-a-computer-network/>

<http://study.com/academy/lesson/what-is-a-computer-network-types-definition-quiz.html>

<http://www.teachthought.com/the-future-of-learning/digital-citizenship-the-future-of-learning/20-basic-rules-for-digital-citizenship/>

The Negative Effect of Social Media on Society and Individuals

Lainie Petersen; Updated March 01, 2019 <https://smallbusiness.chron.com/negative-effect-social-media-society-individuals-27617.html>

Is social media bad for you? the evidence and the unknowns on society. BBC. Social Media(2019)

<http://www.bbc.com/future/story/20180104-is-social-media-bad-for-you-the-evidence-and-the-unknowns>

How Twitter tracks big events (Wed, 30 April 2014) CNBC's Carl Quintanilla and Simon Rogers, Twitter data scientist, display how hot news spreads so rapidly on Twitter.

<https://www.cnn.com/video/2014/04/30/how-twitter-tracks-big-events.html>

Standard Bank information about online fraud: <https://www.standardbank.co.za/southafrica/personal/about-us/financial-education/cybercrime-and-fraud/types-of-online-fraud>

The Financial Intelligence Centre (FIC) - Scams Awareness <https://www.fic.gov.za/Resources/Pages/ScamsAwareness.aspx>

South African Police Service - Safety awareness against fraud and scams https://www.saps.gov.za/alert/safety_awareness_fraud_scams.php

The Banking Association South Africa Identity/Personal Information Fraud <https://www.banking.org.za/consumer-information/bank-crime/identity-personal-information-fraud>

Hetzner.co.za <https://hetzner.co.za/web-hosting/>

GoDaddy.com <https://za.godaddy.com/offers/domains>

<http://www2.gvsu.edu/pikedn/BrowserParts.htm>

What is a network? <http://www.safekidsonline.co.uk/learn/what-is-a-computer-network/>

<https://my.wealthyaffiliate.com/browzman/blog/important-parts-of-the-chrome-browser>

Fast.com - <https://fast.com>

Ookla - <https://www.speedtest.net/>

My Broadband SpeedTest - <http://speedtest.mybroadband.co.za/>

James Hanson, Trolls and Their Impact on Social Media (University of Nebraska) <https://unlcms.unl.edu/engineering/james-hanson/trolls-and-their-impact-social-media>

Todd Clarke, (28 Feb, 2019) Hootsuite, How to deal with trolls on social media. <https://blog.hootsuite.com/how-to-deal-with-trolls-on-social-media/>

Netsmartz website as a guide: <https://www.netsmartz.org/Pledges>

Lauren Moreno- (November 7, 2018)

4 Emerging Social Media Platforms To Watch in 2019

<https://blog.socialmediastrategiessummit.com/4-emerging-social-media-platforms-to-watch-in-2019/>

Smart Social (1 Aug, 2018) 10 Examples of the Positive Impact of Social Media <https://smartsocial.com/positive-impact-of-social-media/>





Curriculum Guideline
for Grade 11

Being a Responsible Digital Citizen

Overview

A responsible citizen in the physical world is one who follows the rules of the land and is aware of both his/her rights and responsibilities. Just as is the case in the physical world, the virtual world also requires the same from its citizens— its digital citizens. Creating an awareness among the learners of the South African Bill of Rights and Responsibilities, the POPI Act, and their right to privacy. Considering how one's behaviour impacts others, for example when sharing information or tagging others. The role of being a good, responsible digital citizen. The greater impact of social media on the Internet, influencing global scenarios and situations.

Total Duration Guide

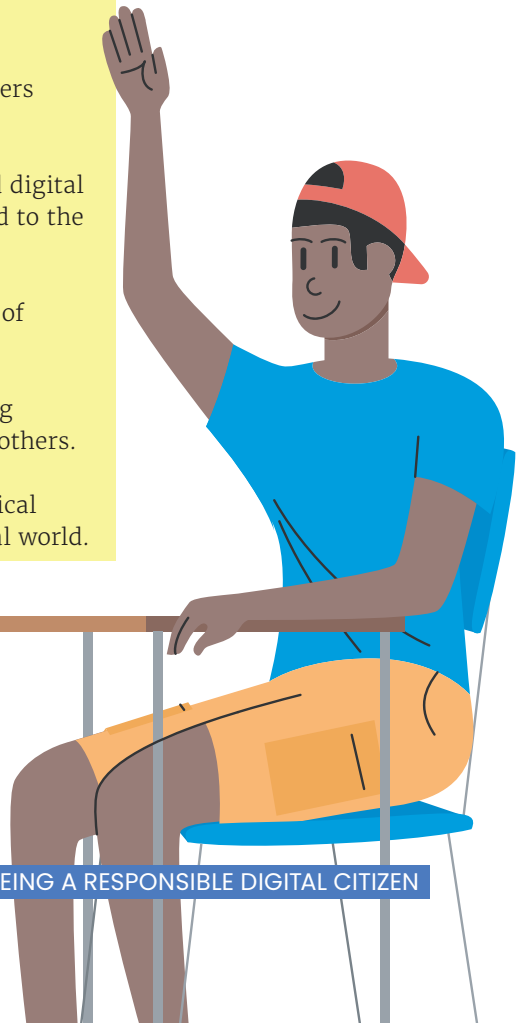
Four lessons are presented for each Grade, with the suggested total time of 240 minutes.

- Consider the time as flexible and adaptable to suit the school's needs.
- Some may divide each lesson into two or three 30 minute lessons.
- As a guide we propose four 60 min lessons per grade.

Key Learning Outcomes for Grade 11

By the end of the academic year, learners will be able to:

- Understand the idea of being a good digital citizen and resolve to be one, related to the South African Bill of Rights.
- Respect one's own privacy and that of others in the digital space.
- Use utmost discretion whilst sharing information about oneself or about others.
- Be sensitised to the social and political impacts of information in the digital world.



Links to the DBE Curriculum

Life Orientation:

- Development of the self in society:
 - Plan and achieve life goals, problem solving skills
 - Relationships and their influence on well-being
- Democracy and Human Rights:
 - Democratic participation and democratic structures

Information Technology:

- Communications Technologies:
 - Overview of physical aspects of networks – communication and data transmission; mobile technology, forms of e-communication
- Systems Technologies:
 - Safety and security
- Internet technologies:
 - Internet services
- Data and Information management:
 - Relationship between data, information, knowledge and decision making
- Social implications:
 - Network use policies and practices, advances of ICT and effects on human race

Computer Applications Technology:

- Systems Technologies:
 - Appropriate use of devices, buying decisions
- Internet technologies:
 - Web pages and websites, website usability issues

Concepts Covered

- Cookies
- Blogs
- Abuse
- Bullying
- Privacy
- Right to privacy
- Digital citizen
- Digital footprint
- Tagging
- Re-tweeting
- Online stalking
- Trolling

Content Outline

LESSON 1:

Being a Responsible Digital Citizen
(60 minutes)

- Personal Online Safety and Responsibilities
- South African Bill of Rights and Responsibility
- Right to Privacy
- Think Before You Post
- Impact of a Post

LESSON 2:

Be Mindful Protect What is Yours
(60 minutes)

- Protecting Personal Information
- Protecting Personal Information of Others, Awareness of POPI Act
- Tagging, Re-tweeting and Sharing
- Be Responsible Report

LESSON 3:

Be Respectful on Social Media – Don't Harass
(60 minutes)

- Harassing is Dangerous
- Consider your Digital Wellbeing
- Being Respectful on Social Media
- Good Digital Citizen Guidelines
- Be Responsible Report Inappropriate Behaviour

LESSON 4:

Social and Political Impact of Social Media
(60 minutes)

- Social Media Has Positive and Negative Effects on Society
 - Explore the Influence of Social Media on Politics
-

Being a Responsible Digital Citizen

LEARNING OUTCOMES

- ✓ Define the rights and responsibilities of the South African Bill, in relation to the Internet and Online Privacy
- ✓ Discuss the implications of posting online
- ✓ Draw conclusions whether content should be posted.

Lesson Tasks and Activities

ACTIVITY 1.1

Personal Online Safety and Responsibilities

This year we are focusing on being a responsible digital citizen. Over the years we have addressed being a safe digital citizen, to be respectful when engaging on the internet, understanding and knowing the internet by being smart, by doing all of these aspects you become a responsible digital citizen.

It is very important that you protect your personal information and report inappropriate information, as well as guide others responsibly on how to use the internet, if you are a responsible digital citizen.

1. Explore the video:



Characteristics of a Responsible Digital Citizen

Jennifer Starkey

29 Oct, 2013

https://youtu.be/5V56hPW_mwU



- 1.1 Do you agree with the points in the video, about what a responsible digital citizen is?

ACTIVITY 1.2

Bill of Rights and Responsibilities

1. Watch the video:



Celebrating 25 years of the Constitution
JusticeGOVZA
25 Mar, 2019
<https://youtu.be/34VMlpoGWhM>



- 1.1 Discuss what is the overarching idea the video is depicting.
- 1.2 How does this relate to the Bill of Rights?

2. Define the rights and responsibilities of the South African bill, in relation to the Internet and Online Privacy

3. Investigate the bill of rights and responsibilities as a South African citizen <https://www.gov.za/about-government/government-programmes/bill-responsibilities>



3.1 Discuss how the Bill of Rights relates to the Internet and Online Privacy

4. What do you understand by the term 'privacy' in the context of the Bill of Responsibilities in South Africa?

5. Discuss the difference between information and privacy

- 5.1 How does the Bill of Rights relate to one's own personal values and the values of an organisation, such as the school?

TEACHER RESOURCE



The South African Constitution: Resources

<http://www.justice.gov.za/legislation/constitution/resources.html>



Bill of Rights poster, from 2014: 'Bill of Rights, Celebrating 20 years of Freedom'

Dept. of Justice and Constitutional Rights, Republic of South Africa

<http://www.justice.gov.za/legislation/constitution/bill-of-rights-poster-2014.pdf>



Bill of Rights poster, from 2018: 'Bill of Rights, Celebrating 20 years of Freedom'

Dept. of Justice and Constitutional Rights, Republic of South Africa

<http://www.justice.gov.za/legislation/constitution/bill-of-rights-poster-201812.pdf>



TEACHER TIP



Privacy means to keep to yourself information about you and your closest friends and family. These pieces of information are one's full name, age, address, phone number, name of school, password information (even to friends) and images. Learners are probably on social media networks and will be sharing images via cell phones and digital camera.

TEACHER TIP




Refer to the Grade 9 activity about values.


ACTIVITY 1.3

Right to Privacy

1. Watch the video below about what South African Law says:



Chapter 2 - the Right to Privacy and Dignity'
eLEADER Studio
3 Jul, 2015
https://youtu.be/ma4sZ7k_GCI



2. Discuss the points about the right to privacy:
 - 2.1 What are four points spoken about in the video about the right to privacy?
 - 2.2 What does this mean to us as citizens?
 - 2.3 How does it relate to being a responsible digital citizen?
3. Learners discuss the scenarios below and must identify whether or not the right to privacy is being misused.
4. They should also debate as to why it is appropriate or inappropriate. The following are examples:


SCENARIO 1

Katlego has a Facebook friend named Siphoh. Siphoh wants Katlego's friend's History notes and asks Katlego to share her friend's phone number. Katlego shares the friend's phone number with Siphoh immediately.

SCENARIO 2


Phillips's uncle comes home to visit them. His uncle wants the link of the site from where he can purchase cheap spare parts for his motorbike. Phillip emails the link to his uncle.

5. Learners should identify situations in which the right to privacy is being violated or is likely to be violated, related to the questions below.



FIVE QUESTIONS TO CONSIDER BEFORE POSTING ANYTHING

1. Is it violating my or someone else's right to privacy
2. Is it absolutely necessary to post this?
3. How will it help me and/or others?
4. Is this saying something bad about others?
5. Is this hurting another individual?



TEACHER RESOURCE

POPI and Data Protection/Data privacy or data protection in South Africa (Michalsons)
<https://www.michalsons.com/blog/data-privacy-in-south-africa/150>



ACTIVITY 1.4

Think Before You Post

1. Remind learners about the concept of 'Raise your Voice, Not your phone'
2. As a class watch the video 'Raise your Voice, Not your Phone'.
3. Get the learners to debate and discuss the following questions:
 - 3.1 Discuss the thinking around the idea of 'Raise your Voice, Not your phone' and why it is beneficial?
 - 3.2 Ask learners to think of a possible incident which had taken place at school or in the community, and was posted online, but would have been better if the raise your voice concept was followed?
 - 3.3 Ask learners to think of a possible incident which had taken place at school or in the community, and was posted online, but the opposite is true, the post assisted the people/situation?
4. Watch the video 'Tip 1: Think Before You Share'
 - 4.1 Learners to discuss the following questions
 - 4.2 What is the key idea the video is portraying?
 - 4.3 What are the ideas beneficial to all individuals?



Raise your Voice, Not your Phone
<https://youtu.be/TB0r46mWHQs>



EXAMPLES OF QUESTIONS

1. Should I be having this discussion online?
2. How does this information affect my image?
3. Is this TMI (too much information)?
4. What is the worst thing that could happen if I share this information?
5. Does this information hurt someone else?
6. Would I be upset if this information is shared by others?
7. Do I have permission to post this information / picture?
8. Why am I posting this information?
9. Would my parents be proud of this post?



'Tip 1: Think Before You Share'
Google, 23 Mar, 2016
<https://youtu.be/BcdZm3WAF4A>



TEACHER TIP

Posters to use in the classroom, a selection can be found at "Technology Rocks Seriously".
<http://www.technologyrockseriously.com/search?q=before+you+post+think&x=0&y=0#.XJk1Duvv0t0>



ACTIVITY 1.5

Impact of a Post

Since Grade 9 the awareness has been made about ‘think before you post’

1. Consider the ‘should I share?’ questions before posting something
2. Remind the learners of the questions on the poster: ‘Should I share?’
 - 2.1 Is it a good photo? Yes/No
 - 2.2 Would my friend agree? Yes/No
 - 2.3 Could I get my friend into trouble? Yes/No
 - 2.4 Is it going to cause drama? Yes/No
 - 2.5 Am I aware that anyone can share it? Yes/No
 - 2.6 Would I be okay with my Grandma seeing it? Yes/No
 - 2.7 A year from now, will I feel good about making this public? Yes/No
3. Learners are to discuss simple scenarios and identify which responsibility question about posting online is being disregarded by a certain post. The following are examples:

SCENARIO 1

Neeta posts a picture of herself and her best friend whilst on a picnic.

SCENARIO 2

Sally tweets about how Andile got scolded by their Math teacher.

4. Get learners to discuss in groups what the poster is saying and the positive implications it would have if followed?
5. End the lesson, after all the discussions and debates, get your learners to express ideas about:
 - 5.1 What would a responsible digital citizen?



IMAGE SOURCE: Poster source: CommonSense: "Should I share?" https://www.common sense.org/education/middlehigh_poster



TEACHER TIP

- ▶ Print and display the CommonSense: “Should I share?” poster in your class
- ▶ Refer to the Gr. 9 and 10 using Social Media respectfully.

Be Mindful – Protect What is Yours

LEARNING OUTCOMES

- ✓ Discuss possible implications of sharing personal information
- ✓ Express why the personal information of others should be protected
- ✓ Draw conclusions with regard to the implications of sharing, re-tweeting or tagging others in a post.

Lesson Tasks and Activities

ACTIVITY 2.1

Protect Personal Information

1. As you communicate on the Internet, your information is being shared and collected about you. Be aware of how you have set your personal settings. Be aware of what you share.
2. Watch the following two videos. While watching the videos record the items suggested to keep safe



NetSafe Episode 11: Protect Your Personal Information (Grades 7-12).

<https://youtu.be/RQqX5b5HWmY>



Expert tips on how to protect your personal information online

WLFITV
4 May, 2016

<https://youtu.be/JJ5V5Rpt3w8>

Gary Kovacs: Tracking the trackers.

TED

https://youtu.be/f_f5wNw-2c0



- 2.1 What are the items of personal information the videos suggest you protect?
- 2.2 How do they suggest you protect your information online?
3. From another point of view, when you surf the Web, information is being collected about you. Web tracking is not 100% evil – personal data can make your browsing more efficient; cookies can help your favourite websites stay in business. Gary Kovacs from Firefox, says it's your right to know what data is being collected about you and how it affects your online life. He unveils a Firefox add-on to do just that.
 - 3.1 Would you consider using an add-on like this Firefox one? Explain your answer.

ACTIVITY 2.2

Protecting Others' Personal Information

1. Make learners aware that in South Africa we have the POPI Act, Protection of Personal Information Act using the resources below:



Read the article on WorkPool, about POPI
Oct 5, 2016
<https://www.workpool.co/featured/popi>

Watch the video by RSM South Africa, 'The POPI Act'
16 Jan, 2019
<https://youtu.be/n1ubQ5uTCVc>

In groups learners to discuss the following questions:

- 1.1 This POPI Act refers to companies, but why should we have individuals also see this as important?
 - 1.2 What does the POPI act determine as personal information that should not be shared?
 - 1.3 How will they protect this type of information from others they know / meet online?
2. Challenge their assumptions by asking counter questions, such as the following:
 - 2.1 Your best friend pleads that you share your username with him/her for a paid study website.
 - 2.2 Would you share it, and if not, how would you say so?

DEFINITION

Tagging

A means of monitoring the whereabouts of (an offender, an animal, etc) by means of an electronic tag

SOURCE: <https://www.collinsdictionary.com/dictionary/english/tagging>

DEFINITION

Digital tagging

A tag is a keyword or term assigned to a piece of information (such as an Internet bookmark, digital image, database record, or computer file). This kind of metadata helps describe an item and allows it to be found again by browsing or searching.

Tags are generally chosen informally and personally by the item's creator or by its viewer, depending on the system, although they may also be chosen from a controlled vocabulary.

SOURCE: [https://en.wikipedia.org/wiki/Tag_\(metadata\)](https://en.wikipedia.org/wiki/Tag_(metadata))

DEFINITION

Retweet

If you retweet something, you copy another user's comment on the Twitter website for your own followers to read.

SOURCE: <https://www.collinsdictionary.com/dictionary/english/retweet>

ACTIVITY 2.3

Tagging, Re-tweeting and Sharing

In pairs learners to complete the following tasks:

1. Read the definitions below
2. Have the learners discuss the following terms:
 - Tagging (what to tag and what not to)
 - Sharing
 - Forwarding
 - Reply/Reply All/ Bcc
 - Re-tweeting
 - Instagramming
3. Discuss possible positive implications of tagging and sharing information
4. How does tagging, liking or re-tweeting impact on your personal safety?
5. Watch the video *My Family Got Robbed Because I Posted Too Much!* and discuss why sharing, tagging, re-tweeting and liking caused harm?

My Family Got Robbed Because I Posted Too Much!

Actually Happened

<https://www.facebook.com/watch/?v=125232051705072>



ACTIVITY 2.4

Be Responsible Report

In groups of 3 and 4 learners to complete the following tasks:

1. Watch the video:
Common Sense Education – Rings of Responsibility
<https://youtu.be/fQSnzrB5bso>

Discuss the importance of being responsible and how you post?

2. Explore the Film and Publication Board website
<http://www.fpb.org.za/> :
 - 2.1 Watch the FPB video about what the FPB is
 - 2.2 How to report child pornography website to report

3. Discuss why it is important to report inappropriate information.

RESOURCES



The Film and Publication Board (FPB) initiative

<http://www.fpb.org.za/>

- ▶ Once a report is submitted via the website the FPB team is alerted to it.
- ▶ The case is assessed by an internet content analyst who then forwards it to law enforcement agencies for further investigation.



Tease and Seize Apply. Always. Website

MMA (Media Monitoring Africa)
<http://teaseandseizeapply.co.za>

TEACHER TIP

Norton Team Social Media Safety: the Ultimate Guide

5 Sept, 2016

https://uk.norton.com/norton-blog/2016/09/social_media_safety.html



ADDITIONAL INFORMATION

Tagged, is an 18min video, by the Safety Office eSafety Commissioner, Australian government.

12 Sep, 2011

<https://youtu.be/TtEGAcLBTTA>



Described as “When a group of high-school friends posts an online rumour about a rival, it sparks a chain reaction that leaves no one untouched. Cyberbullying, sexting, filmed fights and police action ensue—will these friends be Tagged forever?”

Developed by the Australian Communications and Media Authority’s Cybersmart program, *Tagged* is a short film for teenagers that encourages learners to discuss the core ethical obligations of going online. It explores issues like the widespread impact of cyberbullying, how internet users can manage their digital reputation and how online interactions may have real-life consequences.”

Decide if you would like to use this short film at your school. It may be a good end of term activity for a whole grade.

Be Responsible on Social Media – Don't Harass

LEARNING OUTCOMES

- ✓ Identify what is digital harassment and why it is seen as dangerous
- ✓ Discuss the importance of being respectful on social media
- ✓ Discuss and recall good digital citizenship guidelines

Lesson Tasks and Activities

ACTIVITY 3.1 Harassing is Dangerous

1. In groups of 3 or 4 encourage learners to explore the following information:
2. Discuss the signs of online harassment listed
3. Learners discuss why harassing could be seen as dangerous?
4. Discuss possible implications of harassment being done to you
 - 4.1 Emotional impact
 - 4.2 Social impact
 - 4.3 Impact on your work
5. Discuss possible implications of you doing this to someone
 - 5.1 Social implication
 - 5.2 Legal implication
6. Discuss whether the following are examples would be considered as harassment, and why
 - 6.1 Liking every post or forwarding every tweet made by a friend
 - 6.2 Bad-mouthing someone on social media by criticising his/her work or personality

SIGNS OF ONLINE HARASSMENT

- ▶ name calling
- ▶ using offensive language
- ▶ embarrassing someone
- ▶ making physical threats
- ▶ using inappropriate and explicit languages
- ▶ stalking someone

SOURCE: <http://www.pewinternet.org/2014/10/22/online-harassment/>

ACTIVITY 3.2

Consider your Digital Wellbeing

Individual task

1. Explore Google's website: Digital Wellbeing: <https://wellbeing.google/>. This information is a self investigation, and you don't need to share what you record here
2. Write down the following about your own digital usage:
 - 2.1 How many hours were you on a device yesterday?
 - 2.2 What devices did you use? (Eg: Your Cellphone, a home computer or laptop, a school computer)
 - 2.3 What did you use the devices to do?
 - 2.4 Total your time spent online yesterday
 - 2.5 Write down how much time you spent speaking face-to-face to people yesterday
 - 2.6 How long did you speak to your friends, not on a device, not texting. Talking and sharing?
 - 2.7 Write down the names of friends you spoke to and what you spoke about
 - 2.8 How long did you speak to family members, not on a device, not texting. Talking and sharing?
 - 2.9 Write down the names of family members, you spoke to and what you spoke about
 - 2.10 Total your time spent offline yesterday
 - 2.11 Write down what you did offline and how much time you spent doing the offline activities? (Eg. going to gym, art activities, sport)
 - 2.12 List the items and how much time you spent on her item (Activities with no devices)
 - 2.13 Total your activity offline time last week



3. Complete this table

| | My Total Time Spent | Total average time spent of all class members |
|--|---------------------|---|
| Digital usage yesterday (screen time) | | |
| Speaking face-to-face to people yesterday (Offline activities) | | |

4. Discuss the following:

- 4.1 Watch the TeamYouTube video, entitled: 'Check how much time you spend watching YouTube' <https://youtu.be/jqBuXibX9CM>
- 4.2 What is your opinion of this idea?
- 4.3 Do you think it is important to consider the time we spend on devices?



5. Explore the Future Learn, Digital Wellbeing (University Of York) website. <https://www.futurelearn.com/courses/digital-wellbeing/0/steps/47772>



6. Discuss, ways in which to consider your own digital wellbeing, in relation to the times you recorded and Seligman's (2011) recognised five measurable elements of wellbeing.

FIVE MEASURABLE ELEMENTS OF WELLBEING



1. Positive emotion
2. Engagement
3. Relationships
4. Meaning
5. Achievement

7. Discuss this tip of setting reminders to take a break on your phone.

- 7.1 Watch the TeamYouTube [Help]: 'Set reminders to take a break on YouTube mobile' <https://youtu.be/o-szhNGou-g>



8. Discuss: Do you think digital time impacts our inter-personal lifestyle from the aspects of positive emotion, engagement, relationships, meaning and achievement?

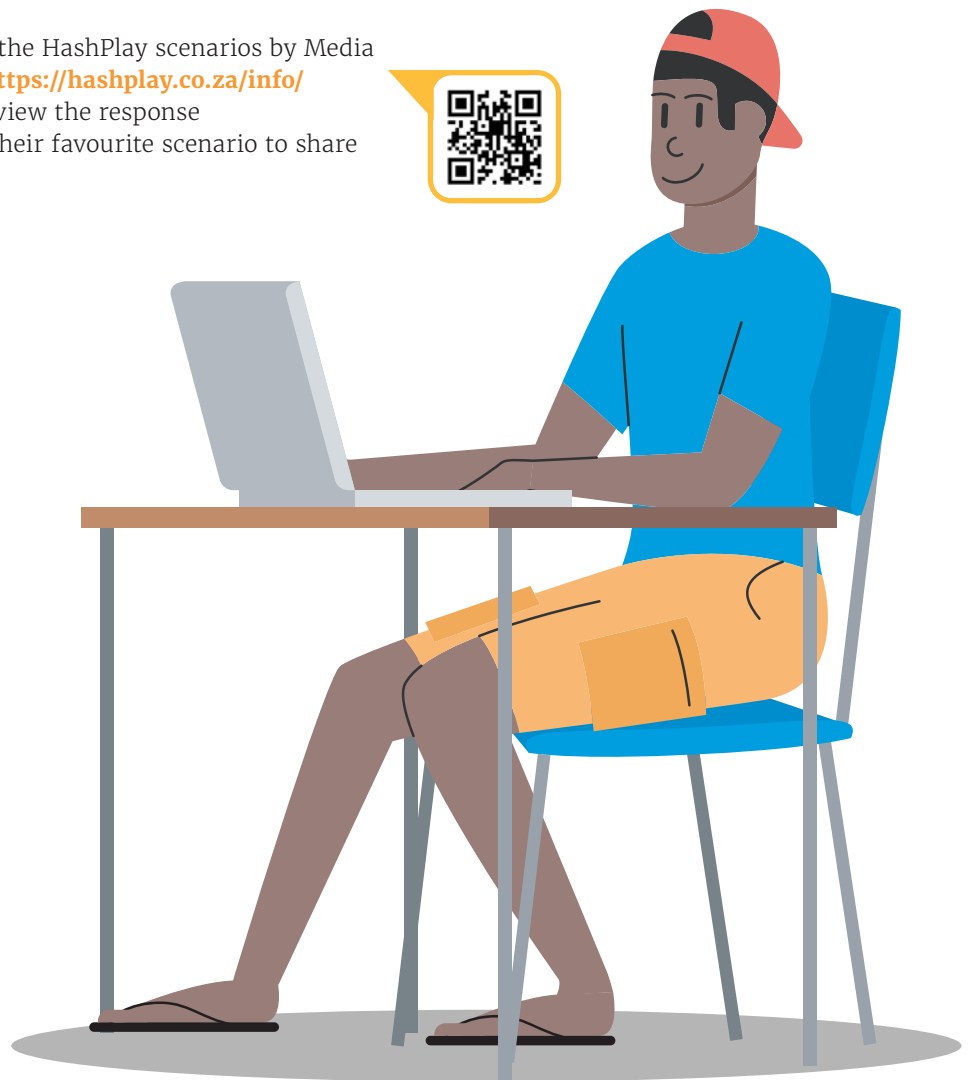
- 8.1 Do you think spending less time on your devices is being a responsible digital citizen?
- 8.2 Justify your answer

ACTIVITY 3.3

Being Respectful on Social Media

Individual tasks

1. Ask learners if anyone is prepared to share a situation where they were harassed?
2. Discuss:
 - 2.1 What does it mean to be respectful?
 - 2.2 Why we should be respectful of others, even online?
3. Each learner is to identify two acts that show you are being respectful on social media.
4. Learners to go through the the HashPlay scenarios by Media Monitoring Africa (MMA) <https://hashplay.co.za/info/>
 - 4.1 Read the scenario and view the response
 - 4.2 Each learner to select their favourite scenario to share with the class.



ACTIVITY 3.4

Digital Citizenship Guidelines

GOOD DIGITAL CITIZEN GUIDELINES

1. Protect your online privacy.
2. Respect the online privacy of others.
3. Protect your property.
4. Respect the property of others.
5. Respect the rules, values, and policies of your family, religion, community and school.
6. Understand the values of other cultures, religions and communities.
7. Build a positive online reputation and portfolio of work.
8. Use online communications in constructive ways, doing nothing you would not do in an F2F setting.
9. Evaluate the accuracy of any information you find, receive or share online.
10. Maintain a healthy balance between your online activities and your physical world activities and relationships.

SOURCE: Doug Johnson Blue Skunk Blog:
Top 10 Guidelines for Digital Citizenship
<http://doug-johnson.squarespace.com/blue-skunk-blog/2012/11/27/top-10-guidelines-for-digital-citizenship.html>



1. As a class watch the video: *Being a Good Digital Citizen* by GCFLearnFree.org
<https://youtu.be/ju9aOc2MLyo>
2. Working in pairs, learners select a guideline from the list to the left.
3. Create a storyboard, of at least 5 panels or pictures, to tell a story to explain what the guideline is.
4. Each partnership is to present their storyboard and describe their story.
5. Other class members to identify which digital guideline is being portrayed by the storyboard description.



ACTIVITY 3.5

Be Responsible Report Inappropriate Behaviour

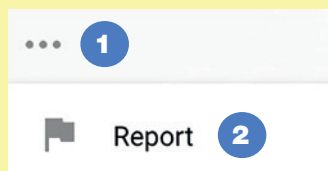
Work in pairs

1. Discuss the idea that each and every one of us should be a responsible digital citizen.
 - 1.1 Why content must be reported?
 - 1.2 When is it inappropriate or misinformation?
 - 1.3 What does it mean to be a responsible digital citizen?
2. Remind learners about how reporting was discussed in Grade 9, get learners to use MMA (Media Monitoring Africa) – Tease and Seize Apply. Always. Website <http://teaseandseizeapply.co.za/>
3. Learners discuss when would you report something to a platform?
4. Find out what can be reported on YouTube.
 - 4.1 See the list on the screenshot below
 - 4.2 Discuss examples for each of the items listed
5. Find out how to report a YouTube video
 - 5.1 Click on the three dots, then on report
 - 5.2 Select the item to be reported

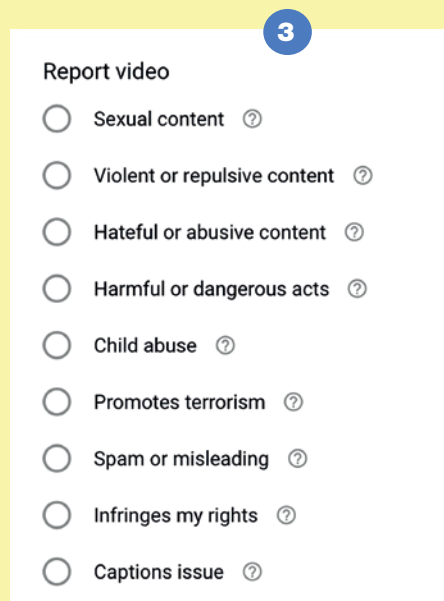


HOW TO REPORT A YOUTUBE VIDEO

1. Click on the three dots on a YouTube video
2. Click on report
3. Report the video



Become a responsible digital citizen in all you do online.



Social and Political Impact of Social Media

LEARNING OUTCOMES

- ✓ Identify ways in which social media affects society
- ✓ Explore how politics is influenced by social media

Lesson Tasks and Activities

ACTIVITY 4.1

Social Media Has Positive Effects on Society

1. In pairs learners should discuss how social media has positively benefited society.
2. Read the information about #ALSicebucketchallenge. Discuss how this project was positive

#ALSICEBUCKETCHALLENGE IN 2014



Social media was used to raise money for the ALS Charity (Amyotrophic Lateral Sclerosis), in the “Ice Bucket Challenge”.

People took a video of themselves having a bucket of ice water thrown on them, and they donated money to ALS.

By August 2014:

- ▶ 1.2 million related Facebook videos were shared
- ▶ 2.2 million Twitter mentions.
- ▶ \$115 million was raised

Read the article:

How Has Social Media Changed the World?
19 May, 2017

<https://techcrunch.com/2014/09/03/the-ice-bucket-challenge-by-the-numbers/>



ACTIVITY 4.2

Social Media Has Negative Effects on Society

Read the two articles below about the effects of social media on society. In groups of four, discuss the following questions

1. Identify ways in which social media affects society
2. Do you agree with the points made in the articles?
3. Are there positive impacts social media has had on society?

RESOURCES

Articles about the effects of social media on society



What Impact has Social Media Truly had on Society

Jenny Q. Ta.

13 Aug, 2014

<https://www.business2community.com/social-media/impact-social-media-truly-society-0974685>



The Negative Effect of Social Media on Society and Individuals

Lainie Petersen

Updated 1 Mar, 2019

<https://smallbusiness.chron.com/negative-effect-social-media-society-individuals-27617.htm>

POINTS TO CONSIDER

- ▶ Social media brings us multiple sources of information in one place, empowering individuals. On the flip side, however, people with vested interests may take advantage and inundate us with more or false information.
- ▶ Social media has changed the way we entertain ourselves but the flip side is that we suffer a huge loss of productivity.
- ▶ Social media has brought the convenience of shopping and other services but it has also made us vulnerable to threats of loss of personal information.

ACTIVITY 4.3

Politics influenced by Social Media

1. Learners to explore the three articles; two from 2019 and one from 2014; and participate in the discussion This is an open-ended exploratory discussion for groups of four learners to participate in.
2. Identify any three ways in which social media becomes a tool for political influence.
3. Discuss with learners recent political events in the country and how social media plays both a supportive and sometimes a disruptive role.
4. The ease of sharing information in the form of text and media can lead to flare-ups of a political nature.
5. Link this discussion to the role of a responsible digital citizen.

RESOURCES



How Social Media Has Changed Politics

Tom Murse

Updated 14 Jan, 2019

<https://www.thoughtco.com/how-social-media-has-changed-politics-3367534>



The Use of Social Media by Politicians and Political Parties

27 Dec, 2018

<https://www.news24.com/Columnists/MaxduPreez/the-use-of-social-media-by-politicians-and-political-parties-20181227>



South Africa's 2019 National Elections and the Role of Social Media

Neo Webb

17 Jan, 2019

<https://www.thoughtco.com/how-social-media-has-changed-politics-3367534>

Beyond the Lesson into the Classroom



- Begin a campaign, encouraging learners to report inappropriate YouTube videos, demonstrating being responsible digital citizens
- Design posters about being friendly online. Trying to discourage unacceptable and inappropriate behaviour

Sources Grade 11

The Film and Publication Board (FPB) initiative <http://www.fpb.org.za/>

Posters to use in the classroom <http://www.technologyrocksseriously.com/search?q=before+you+post+think&x=0&y=0#.XJk1DuwvOt0>

Bill of rights and responsible as a South African citizen <https://www.gov.za/about-government/government-programmes/bill-responsibilities>

<http://www.technologyrocksseriously.com>

“Should I share?” poster https://www.common sense.org/education/middlehigh_poster

<http://doug-johnson.squarespace.com/blue-skunk-blog/2012/11/27/top-10-guide-lines-for-digital-citizenship.html>

tag (<https://www.collinsdictionary.com/dictionary/english/tagging>

[https://en.wikipedia.org/wiki/Tag_\(metadata\)](https://en.wikipedia.org/wiki/Tag_(metadata))

<https://www.collinsdictionary.com/dictionary/english/retweet>

Norton Team (5 Sept. 2016) Social Media Safety: the Ultimate Guide https://uk.norton.com/norton-blog/2016/09/social-media_safety.htm

NetSmartz.org – Tracking Teresa <https://www.youtube.com/watch?v=aMJ4u3zfmoo>

POPI Act, Protection of Personal Information Act. Read the article on WorkPool, about POPL, published in October 5, 2016, on their webpage at <https://www.workpool.co/featured/popi>

What Impact Has Social Media Truly Had on Society <https://www.business2community.com/social-media/impact-social-media-truly-society-0974685> (Jenny Q. Ta. August 13, 2014)

The Negative Effect of Social Media on Society and Individuals <https://smallbusiness.chron.com/negative-effect-social-media-society-individuals-27617.html> (Lainie Petersen; Updated March 01, 2019)

How Social Media Has Changed Politics <https://www.thoughtco.com/how-social-media-has-changed-politics-3367534> (Tom Murse Updated January 14, 2019)

The use of social media by politicians and political parties <https://www.news24.com/Columnists/MaxduPreez/the-use-of-social-media-by-politicians-and-political-parties-20181227> 2018-12-27 09:14

South Africa’s 2019 National Elections and the role of social media <http://website.ornico.co.za/2019/01/south-africas-2019-national-elections-and-the-role-of-social-media/> Neo Webb • January 17, 2019



Curriculum Guideline
for Grade 12

Being Future Ready



Overview

Having explored online safety issues related to web-access, privacy and social media, we now turn our attention to the crucial need for online safety in the area of eCommerce—an Internet application that is fast gaining ground. In urban centres, as well as in rural clusters, buying online is no longer a scene from distant science fiction. The need to maintain safety whilst using eCommerce has never been more crucial. After traversing the themes of ‘Being Smart’, ‘Being Safe’, ‘Being a Respectful Digital Citizen’, and ‘Being a Responsible Digital Citizen’ this curriculum now aims to make learners ‘Future Ready’.

Total Duration Guide

Four lessons are presented for each Grade, with the suggested total time of 240 minutes.

- Consider the time as flexible and adaptable to suit the school’s needs.
- Some may divide each lesson into two or three 30 minute lessons.
- As a guide we propose four 60 min lessons per grade.

Key Learning Outcomes for Grade 12

By the end of the academic year, learners will be able to:

- Understand that the rules of commerce in the physical world applies to the world of eCommerce too
- Use rules of privacy and good digital citizenship in eCommerce applications
- Be sensitised to the importance of technical skills and good judgment whilst using eCommerce applications

Links to the DBE Curriculum

Life Orientation:

- Development of the self in society:
 - Life skills required to adapt to change as part of ongoing healthy lifestyle choices
- Social and environmental responsibility:
 - Environments and services which promote safe and healthy living. Responsibilities of various levels of government
- Democracy and human rights:
 - Responsible citizenship
- Careers and career choices:
 - Commitment to a decision taken: locate appropriate work or study opportunities in various sources
- Democracy and Human Rights,
 - Democratic participation and democratic structures

Information Technology:

- Systems Technologies
 - Recommend management tasks and maintain data integrity and emerging technologies
- Internet technologies
 - Online applications and emerging technologies
- Data and Information management
 - Data collection
- Social Implications
 - Evolution of social networks, cyber crime, privacy and information sharing, internet ethics

Computer Applications Technology:

- Systems Technologies
 - Appropriate use of devices, buying decisions,
- Internet technologies
 - Evaluation of Websites, good practices

Concepts Covered

- eCommerce
- Online transaction
- Modes of payment
- Types of eCommerce transactions
- Cyber-crime
- Cyber-laws
- Anti-virus
- Hacking
- Credit cards
- Debit cards

SOURCE: <http://eCommerce.wsu.edu/Glossary.html>

Content Outline

LESSON 1:

The Emergence of eCommerce
(60 minutes)

- Define and Explain Ecommerce
- Identify the Steps of an Ecommerce Transaction
- Explain and Compare the Ecommerce Path, and the Security Consumers Should Be Aware of

LESSON 2:

eCommerce Applications and Services
(60 minutes)

- Explore eCommerce Retail Applications Found in South Africa
- Identify eCommerce Applications beyond retail in Banking, Financial Services, Convenience Services, Leisure and Entertainment
- Apply to Study Online in South Africa
- Discuss the eCommerce Applications Learners Use

LESSON 3:

Safety in eCommerce Transactions
(60 minutes)

- Investigate Various Ecommerce Modes of Payment
- Describe Cyberlaw in South Africa and the Acts Related to Cyber-crime
- Explore and Decide on the Key Safety Guidelines When Using Online Transactions

LESSON 4:

Being Future Ready
(60 minutes)

- Effect of eCommerce on Work and Study
 - Online Job Seeking
 - Using LinkedIn and Finding a Job
 - Where do you Begin Looking for a Job Online?
 - Self Growth - Online Courses
 - eCommerce and Safety - How To Be Ready
-

The Emergence of eCommerce

LEARNING OUTCOMES

- ✓ Define and explain eCommerce
- ✓ Identify the steps of an eCommerce transaction
- ✓ Explain and compare the eCommerce path, and the security consumers should be aware of

Lesson Tasks and Activities

ACTIVITY 1.1

What is eCommerce?

1. Learners discuss the definition of eCommerce and describe it in their own words.
2. Learners to read the articles about eCommerce, and discuss the following:
 - 2.1 What type of transactions or businesses use eCommerce? Provide at least 3 examples.
 - 2.2 Name one benefit eCommerce may be to consumers.

DEFINITION

eCommerce

Commercial transactions conducted electronically on the Internet.

or

Business that is transacted by transferring data electronically, especially over the Internet.

SOURCE: <https://www.dictionary.com/browse/eCommerce>

RESOURCES



Shopify, eCommerce

<https://www.shopify.com/encyclopedia/what-is-eCommerce>



Network Solutions, what is eCommerce?

<http://www.networksolutions.com/education/what-is-eCommerce/>



ACTIVITY 1.2

Identify Steps of an eCommerce Transaction

In pairs, learners to identify and discuss the steps of a typical eCommerce transaction, by exploring the two eCommerce screenshots and websites, namely: *Takealot* and *PayU*

1. List the steps identified on the two examples provided:

LEARNER TIP



Explore the Takealot FAQ explanation of “how an eCommerce transaction takes place”

► Go to:
<https://www.takealot.com/help/faq>



► Read the question: *How do I buy something from Takealot?*

How do I buy something from Takealot?

1. Find the product you wish to buy

Keyword search boxes are located on nearly every page of the website. You will also find links to browse lists and more detailed product-specific searches in the top and left navigation bar of each department. When you find a product that interests you, click the title or name of the product to see its details, including availability and dispatch estimate times.

2. Add to cart

Found the products you want to buy? Click on **Add to cart**. Your shopping cart contains all the products that you have selected to buy. Once you've added a product to your shopping cart, you can go back and keep searching and adding to your cart. You can access the contents of your shopping cart at any time by clicking on the green cart button at the top right of any page on the Takealot website.

You can also add products to your **Wish List**, which is a handy list of all the products that you do not want to check out with immediately, or which are out of stock but that you want to remember for later. You can move products between your shopping cart and your Wish List. Products have to be in your shopping cart for you to check out.

3. Checkout

3.1. Click Proceed to Checkout after you've reviewed the items in your Shopping Cart.

3.2. If prompted, sign in to your account or create a new account if this is your first order.

3.3. Choose your delivery method:

3.3.1. Courier delivery to your door

3.3.2. Collect from a Takealot pickup Point

3.4. Choose your payment method. Be sure you've applied any Gift Vouchers or coupon codes you want to use on your order.

3.5. Review your order details and complete payment.

LEARNER TIP



Explore the South African website: PayU
<https://www.payu.co.za/how-it-works>



About Us Products Credit **How It Works** PayU Hub Blog Contact Us



Here is an overview of how online payments work with us.

When customers make their payments, they:



Choose the products or services to buy.



Pay through the PayU payment system, using their preferred payment option: credit card, cash or bank transfer. PayU validates the transaction information through its Fraud Detection System.



Receive an email confirmation of the payment.



Return to your website so they can continue browsing.

ACTIVITY 1.3

Explain the Path, and What Security Should an E-Consumer be Aware of

Learners to explore the resources, and answer the below questions:

RESOURCES



How Does eCommerce Work

Nathan Woodbury

Updated 1 Jan, 2020

<https://youtu.be/OvqonVoK-nE>

Watch the first 3 mins to get a good overview



Explain that Stuff: eCommerce

Chris Woodford

Sept 20, 2018

<https://www.explainthatstuff.com/eCommerce.html>

1. Identify and discuss the six steps he describes and compare them to the steps found on the websites above.
2. Discuss the safety features customers should look out for on an eCommerce sight, especially an SSL certificate.
3. Explore and discuss the website information on “Explain that Stuff: eCommerce”.

The 6 Steps of E-Commerce

1. Website
2. Shopping Cart
3. SSL Certificate
4. Payment Gateway
5. Merchant Account
6. Bank Account

How Does eCommerce Work - Nathan Woodbury

eCommerce Applications and Services

LEARNING OUTCOMES

- ✓ Explore eCommerce retail applications found in South Africa
- ✓ Identify eCommerce applications in banking, financial services, convenience services, study, leisure and entertainment
- ✓ Discuss the eCommerce applications learners use and how they keep their information safe

Lesson Tasks and Activities

ACTIVITY 2.1

eCommerce Applications in South Africa

In groups of four, learners to compile a list of South African eCommerce retail stores using the table below.

1. Discuss:
 - 1.1 The types of retail stores on your list
 - 1.2 What goods do the retail stores sell?
2. Select one of the store names, Google it.
 - 2.1 Name the business and provide the business' web-address
 - 2.2 Describe the selected eCommerce business, what is sold from this selected store

ECOMMERCE COMPANIES IN SOUTH AFRICA

| Fashion | Wine Sellers | Market Places | Electronics | Others |
|--------------|-------------------|---------------------|-------------|--------|
| ▶ e.g. Zando | ▶ e.g. wine.co.za | ▶ e.g. takealot.com | ▶ e.g. orms | ▶ |
| ▶ | ▶ | ▶ | ▶ | ▶ |
| ▶ | ▶ | ▶ | ▶ | ▶ |
| ▶ | ▶ | ▶ | ▶ | ▶ |
| ▶ | ▶ | ▶ | ▶ | ▶ |
| ▶ | ▶ | ▶ | ▶ | ▶ |

ACTIVITY 2.2

eCommerce beyond retail in South Africa

Learners explored shopping online, by exploring retail eCommerce options. Now they will explore other eCommerce services that are on offer in South Africa.

Work in pairs to explore and discuss:

1. What other eCommerce services are on offer in South Africa?
2. Discuss which eCommerce apps learners use already.
 - 2.1 Allow learners to share why they use those sites and how they keep their information safe.
3. Discuss safety settings and if they had gone into them, and have set them up to suit their needs



RESOURCE



Identify one South African product for each of the five categories

1. Financial services

TEACHER TIP: Zapper, Snapscan

2. Banking

TEACHER TIP: Standard Bank, ABSA, etc.

3. Convenience services (e.g. bill payment/ticket booking)

TEACHER TIP:

Ticket booking: computicket, ticketpro, quicket, webticket

Bill payment: EasyPay, PayFast

4. Study

TEACHER TIP: Search - online studies, online course. Generally or by topic

5. Leisure and entertainment

ACTIVITY 2.3

Apply to Study Online in South Africa

Learners need to apply online for higher education applications.

1. Think about the following before think about where you would like to study:
 - What do you want to be one day?
 - What would you like to study?
 - What type of institute would you like to study at?
 - How will your studies be funded?
 - Will you study full-time or part-time?
2. In South Africa we have a range of types of higher learning institutions. Explore the list and information below of Universities, TVET Colleges and Private Colleges:



- 2.1 30 Universities – Overview of Universities

<http://www.dhet.gov.za/SitePages/UniversityEducation.aspx>

- In a browser / search engine type in the name of the University you would like to apply at and work through the application information, eg: Go to Google, type in Wits application, select the search you want.



- 2.2 The Job Line has a range of links to Universities and Colleges' application pages <http://thejobline.co.za/online-applications-for-universities-in-south-africa-2018-2019/>



- 2.3 50 Public TVET Colleges (Technical Vocational Education and Training) with more than 260 campuses. These are public, government subsidised colleges. Explore the links below for details:

- Public TVET College; Scroll down and you can find the web-address for each of these colleges, by province
http://www.tvetcolleges.co.za/Site_Public.aspx/default.asp
- Technical Vocational Education and Training (TVET)
http://www.dhet.gov.za/SitePages/Inst_TVET1.aspx



2.4 Private Colleges, there are many in South Africa. There are also numerous websites with lists of these institutions:

- List of some of the private colleges
<http://www.studentroom.co.za/south-african-private-colleges-list-of-each-colleges-in-the-rsa/>
- A comprehensive list of a range of institutional options
<https://www.parent24.com/Learn/Tertiary-education/south-africas-universities-and-colleges-contact-details-20160316>
- EduConnect – looking at the different institutions in the different provinces: <https://educonnect.co.za/institutions/>

2.5 Before applying you would need to accumulate documentation to submit. Investigate the following links to see what documentation would be required. Be aware the information is different for every University, read carefully.

2.5.1 University of the Witwatersrand, scroll down to documentation checklist <https://www.wits.ac.za/undergraduate/apply-to-wits/>

2.5.2 University of the Western Cape UWC Online Application
https://onlineapplicationstatus.co.za/details-university-western-cape-online-application/?gclid=CjwKCAjwzPXLBRajEiwAj_XTEdlM0iasNYRI3S7Sf9v6B3NKKYyLGZzHk8Ybsarzz6Bow8eNnsUcnx0C3rwQAvD_BwE

2.5.3 University of the Free State, explore the prospective link, read the information required <https://www.ufs.ac.za/prospective/prospective-home/general/ufs-admission-requirements>

3. Discuss:

- 3.1 What are the suggested documents you should get ready before applying?
- 3.2 What are the application costs at the different universities?



TEACHER TIP



Encourage learners to get a certified copy of their IDs and their Gr. 11 results.

Assist learners to get a signed and stamped letter on school letterhead about accomplishments, attitude and behaviour. Signed by the Principal.

Safety in eCommerce Transactions

LEARNING OUTCOMES

- ✓ Investigate various eCommerce modes of payment
- ✓ Describe cyberlaw in South Africa and the Acts related to cyber-crime
- ✓ Explore and decide on the key safety guidelines when using online transactions

Lesson Tasks and Activities

ACTIVITY 3.1 eCommerce Modes of Payment

Learners to work individually

1. Read the web-article

RESOURCE



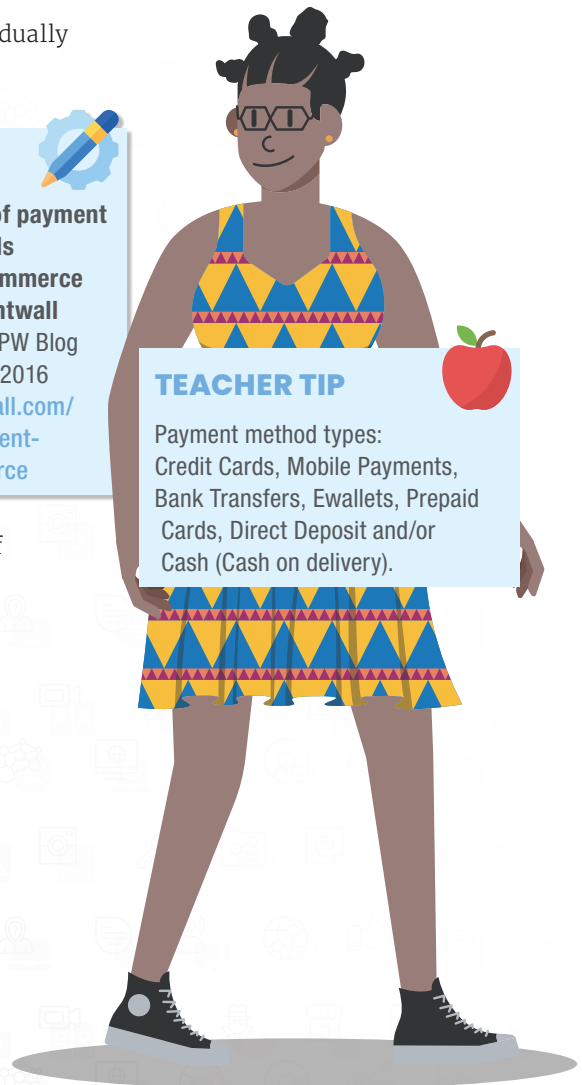
Types of payment methods for eCommerce
Paymentwall
Team - PW Blog
27 Apr, 2016

<http://blog.paymentwall.com/guides/types-of-payment-methods-for-eCommerce>

2. Identify the modes of payment that are mentioned in the eCommerce

TEACHER TIP

Payment method types:
Credit Cards, Mobile Payments, Bank Transfers, Ewallets, Prepaid Cards, Direct Deposit and/or Cash (Cash on delivery).



ACTIVITY 3.2

Cyber Law in South Africa

South Africa has various laws in place relating to cybercrime. So what is cybercrime?

1. Divide the class into 3 groups, give each group one cyber law website to explore:

RESOURCES



South African Cybercrime website
<http://cybercrime.org.za/definition>



Cybercrime
<https://www.techopedia.com/definition/2387/cybercrime>



SA Policy – National Cybersecurity Policy Framework for South Africa, 2012
7 Mar, 2012
http://cybercrime.org.za/docs/National_Cybersecurity_Policy_Framework_2012.pdf



SA draft law - Cybercrimes and Cybersecurity Bill 2015 [PDF 839KB] – Draft Published for Comment, August 2015
http://cybercrime.org.za/docs/Cybercrimes_and_Cybersecurity_Bill_2015.pdf



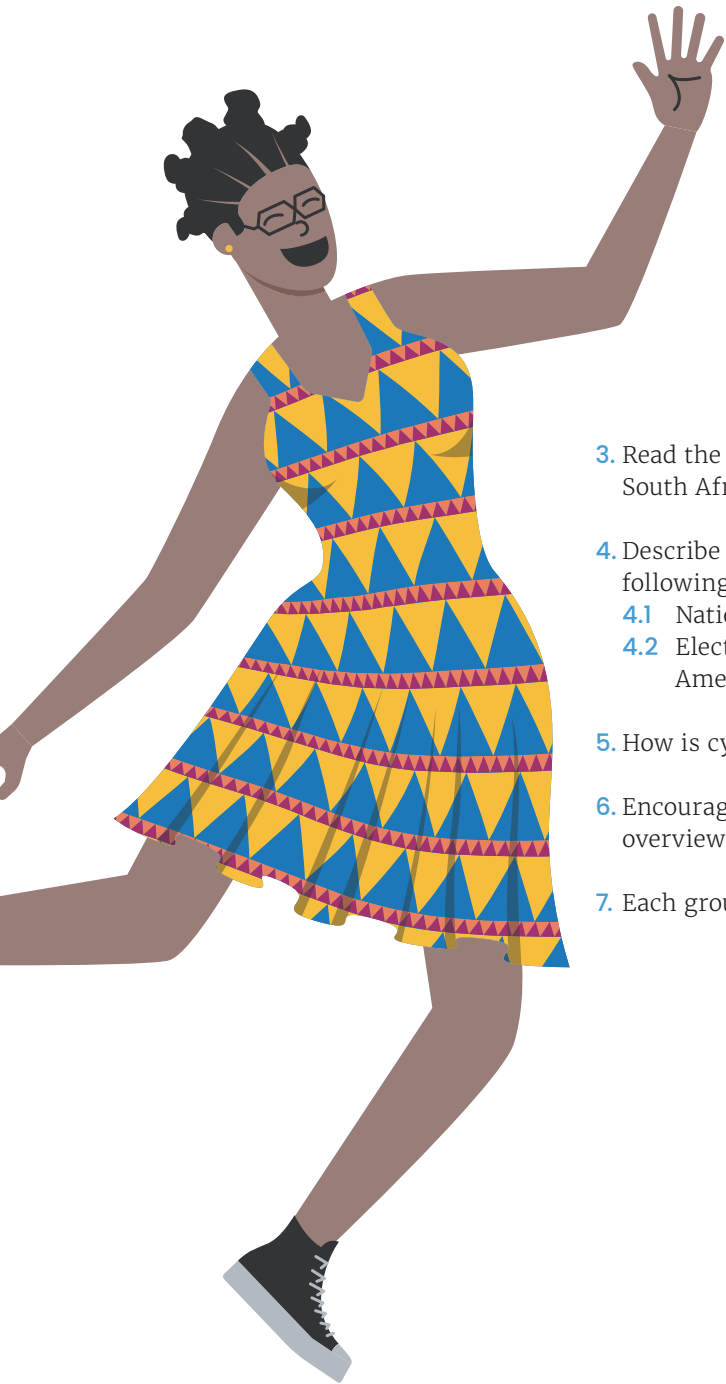
SA law – Electronic Communications and Transactions Amendment Bill, 2012
26 Oct, 2012
http://cybercrime.org.za/docs/ECT_Amendment_Bill_2012.pdf



Cyber-law is an area of law that deals with the Internet's relationship to technological and electronic elements, including computers, software, hardware and information systems (IS) Source:
<https://www.techopedia.com/definition/25600/cyberlaw>

2. As a group, they should decide on the key aspect of South African cyberlaw and cyber crime





3. Read the web-link information about cybercrime, refer to the South African Cybercrime website
4. Describe in your own words what is cybercrime, refer to the following websites:
 - 4.1 National Cybersecurity Policy Framework for South Africa, 2012
 - 4.2 Electronic Communications and Transactions Amendment Bill, 2012.
5. How is cybercrime described from a South African law point of view?
6. Encourage the large group to explore other websites, to get an overview of the resource document they are investigating.
7. Each group to describe their findings to the rest of the class.

ACTIVITY 3.3

Safety Guidelines When Using Online Transactions

In groups of 5, learners to explore the selected websites about transaction safety.

1. Each group to create a list of safety tips provided the article.
2. Each group will write out their list onto a large sheet of paper.
3. The lists are to be placed around the room.
4. Individuals will read the various lists, and draw up a common list of key safety considerations when conducting online transactions.
5. Discuss the findings as a class:
 - 5.1 What is the key take-away for the lesson?
 - 5.2 Include the following in the discussion: anti-virus, hacking, credit cards, and debit cards

RESOURCE



Online Transaction Safety Tips, Institute for Advanced Study

Sunbelt Security News (2019)

<https://www.itg.ias.edu/content/online-transaction-safety-tips>



10 Tips for Secure Online Transactions, SmartAsset

Thomas Hill

18 May, 2018

<https://smartasset.com/personal-finance/10-tips-for-secure-online-transactions>



Eight Safety Tips for Online Transactions

Punch

21 Mar, 2018

<https://punchng.com/eight-safety-tips-for-online-transactions/>



Security: Online transaction security: Tips for staying safe, CNet

Alex Kidman

8 Jun, 2009

<https://www.cnet.com/news/online-transaction-security-tips-for-staying-safe/>

Being Future Ready

LEARNING OUTCOMES

- ✓ Describe ways in which eCommerce will affect the way we will study and work in the near future
- ✓ Describe safety precautions to take into consideration when using eCommerce and how to keep information safe.

Lesson Tasks and Activities

ACTIVITY 4.1

Effect of eCommerce on Work and Study

1. As a class, open the article on the projector in the classroom or encourage learners to read the article on their devices.
2. Open the exploratory question encouraging the learners to express ideas, of how eCommerce will shape their future, from a study, home life and even work aspect.
3. Encourage learners to express their opinions and views.
4. Allow learners to express ways in which eCommerce will affect the way they will study and work in the near future

RESOURCE

The article on the MIT Technology Review website, written by Rama Sridhar, Executive Vice President, Digital and Emerging Partnerships and New Payment Flows at Mastercard (26 Mar, 2019) in the *Evolving eCommerce in Asia: Preparing for the next wave of digitalization*

<https://www.technologyreview.com/s/613150/evolving-eCommerce-in-asia-preparing-for-the-next-wave-of-digitalization/>




ACTIVITY 4.2


Online Job Seeking

Using the internet as a way to find a job can be very helpful. Your social media tattoo could influence whether your application is successful or not.


1. Read the article and explore the infographic on the website:




Job Seekers: Social Media is Even More Important Than You Thought!
Brooke Torres. (Online) the Muse
<https://www.themuse.com/advice/job-seekers-social-media-is-even-more-important-than-you-thought>



- 1.1 List three key aspects you observed with regard to job applications and social media
 - 1.2 What tips would you suggest to someone about their social media, after reading the article?
2. Watch the video about online applications:
 - 2.1 In groups of three, discuss:



Top Tips for Online Job Applications
Pertemps.
23 Dec, 2015
<https://youtu.be/rRz8Fs55t3k>



- 2.1.1 What were the main tips given by the video?
- 2.1.2 Would you do an online application?

ACTIVITY 4.3

Using LinkedIn and Finding a Job

1. Read the following two articles to get tips about your LinkedIn profile:





LifeHack: 16 Useful LinkedIn Tips to promote yourself
<https://www.lifehack.org/articles/productivity/16-useful-linkedin-tips-promote-yourself.html>



Lewis Howes: Marketing yourself on LinkedIn
<https://lewishowes.com/linkedin/marketing-yourself-on-linkedin/>

2. Discuss the articles:

- 2.1 What were the common tips for being successful at marketing yourself?

TEACHER NOTE: Both speak about completing your LinkedIn profile completely

- 2.2 Which tips was there a disagreement? What are your views about the disagreed item?

TEACHER NOTE: LifeHack, says don't link with everyone, while Lewis Howes says Link with everyone

- 2.3 What safety tips are suggested?

TEACHER NOTE: Closing personal information, so not everyone can see it.

- 2.4 What marketing tips are suggested?

TEACHER NOTE: For example - adding your thoughts and ideas to other people's posts, and / or posting your own content.

2.5 Read the article from *Top Resume - How to use LinkedIn to get a job?* <https://www.topresume.com/career-advice/14-ways-to-leverage-your-linkedin-profile-during-your-job-search>. Discuss the article:

- 2.5.1 How does the article state that you could use LinkedIn to get a job?
- 2.5.2 What was the most important point for yourself?
- 2.5.3 Would you create a LinkedIn profile for yourself?
Explain your answer.
- 2.5.4 If your answer is yes, create a LinkedIn profile. Use this link to assist you in creating your profile
<https://www.linkedin.com/help/linkedin>

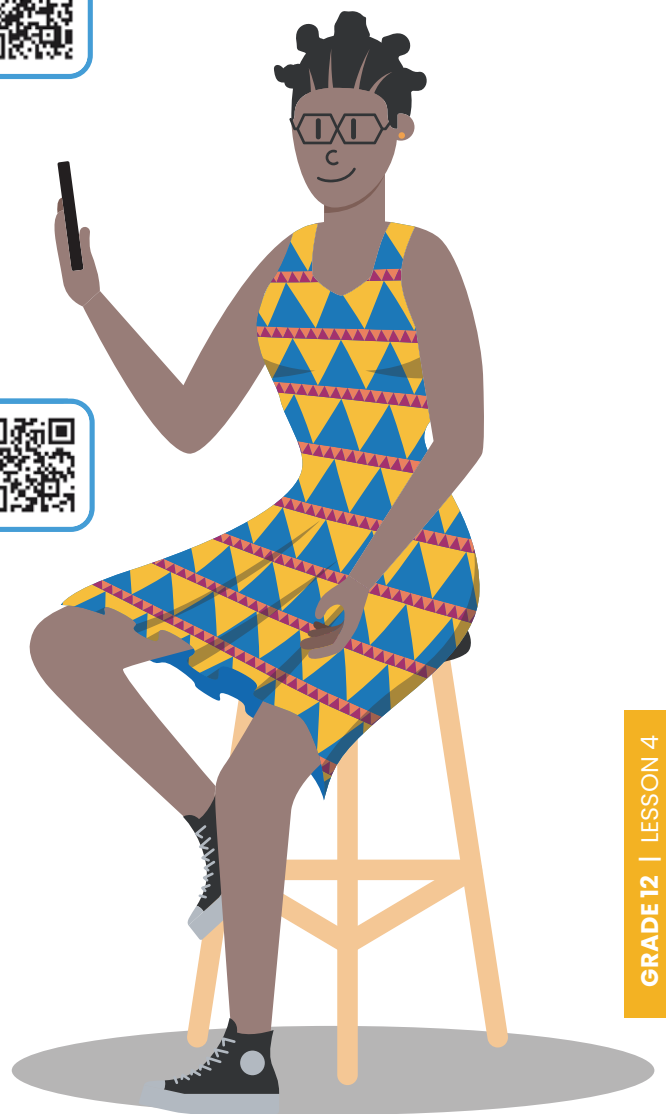


LEARNER TIP



The photo you use in LinkedIn should look professional.

2.6 Add your information, such as your CV, achievements at school, special interests.



ACTIVITY 4.4

Where do you Begin Looking for a Job Online?

1. Learners should be at computers or on devices.
2. The learners should think of a job they would like to do.
3. Then open a search engine, and type in the type of job. For example:
hair-dressing, agriculture, web-design, nursing
4. The search would be the occupation and the word job, for example
web-design job
 - 4.1 Explore the options
 - 4.2 A range of jobs would come up, which can be explored.
 - 4.3 Where there job opportunities?
 - 4.4 How effective was the search?



5. Some of the job may be on websites such as:
 - 5.1 Indeed <https://www.indeed.co.za>
 - 5.2 PNet <https://www.pnet.co.za>
 - 5.3 Careers24 <https://www.careers24.com>
6. Select on the websites and do a similar job search
 - 6.1 What did you find?
 - 6.2 How effective was the search?
 - 6.3 Would you trust the applications that came up?

ACTIVITY 4.5

Self Growth – Online Courses

There are many free online courses to consider. Many of the courses are free. Some are certified, and you may have to pay for the certification. You could use these types of courses career growth or self growth.

Let's investigate:

1. Google Digital Skills for Africa – Learn with Google <https://learndigital.withgoogle.com/digitalskills>
Encourages growth areas by
 - Discovering tools to make your business succeed
 - Improving your interviewing skills
 - Preparing for the career you want
2. Google Digital Skills <https://learndigital.withgoogle.com>
3. There are three aspects:
 - Tech and Date
 - Digital Marketing
 - Career Development.



Many of these skills are certified, see the certification link.

4. Other courses:
 - 4.1 GetSmarter Courses: <https://www.getsmarter.com/courses>
Range of online courses, linked to Universities
 - 4.2 Google Cloud Tutorials <https://cloud.google.com/community/tutorials/> Learn about Google cloud through short courses
 - 4.3 IT Academy <http://www.it-academy.co.za/courses.asp>
Explore the range of courses
 - 4.4 Udemy <https://www.udemy.com> Wide range of categories of online courses.



This is just a small sample of online courses

5. Discuss:
 - 5.1 What did you find interesting about exploring these courses?
 - 5.2 Would you do an online course?
 - 5.3 Why should we continue learning, even if we have been to university?

TEACHER TIP



- ▶ Safety tips - privacy setting, always be on guard, don't just enter your details
- ▶ Strong password
- ▶ Don't share your password
- ▶ Add a password / encryption to mobile devices
- ▶ Logout when you are not using a device
- ▶ Check credibility of organisation before making an online payment, look for safety features
- ▶ Refer to resources from previous lessons within Grade 12 and the other grades

ACTIVITY 4.6

eCommerce and Safety – How to be Ready

As a class, do this activity as an open-ended exploratory question which needs to be in discussion format.

- Allow learners to discuss how they will need to be ready for a changing way of growing themselves and their careers, as well as purchasing items and services online.
- Encourage learners to the various guidelines – beginning with username password all the way to the guidelines of being a good digital citizen and cyber-laws.
- What are the main safety tips they should consider?

Beyond the Lesson into the Classroom



POSTER DESIGN

Posters can be designed by learners of this grade to raise awareness among the learners of junior grades.

Future of Learning Digital Citizenship: 20 basic rules for digital citizenship
<http://www.teachthought.com/the-future-of-learning/digital-citizenship-the-future-of-learning/20-basic-rules-for-digital-citizenship/>

SENIOR TO JUNIOR MENTORING

Learners of Grade 12 should be encouraged to serve as mentors to younger grade learners.

This puts responsibility both ways, and builds school community.

Future of Learning Digital Citizenship: 20 basic rules for digital citizenship
<http://www.teachthought.com/the-future-of-learning/digital-citizenship-the-future-of-learning/20-basic-rules-for-digital-citizenship/>

Sources Grade 12

<http://eCommerce.wsu.edu/Glossary.html>

Nathan Woodbury, (24 Dec, 2013). How Does eCommerce Work - Nathan Woodbury <https://youtu.be/OvqonVoK-nE>

Chris Woodford (Sept 20, 2018) Explain that Stuff: eCommerce <https://www.explainthatstuff.com/eCommerce.html>

Shopify, Ecommerce

<https://www.shopify.com/encyclopedia/what-is-eCommerce>

Network Solutions, what is eCommerce?

<http://www.networksolutions.com/education/what-is-eCommerce/>

Takealot FAQ explanation of “how an eCommerce transaction takes place”

<https://www.takealot.com/help/faq>

Read the question: How do I buy something from Takealot?

(A screenshot is also provided of the Takealot FAQ).

Paymentwall Team - PW Blog (27 Apr, 2016) Types of payment methods for eCommerce

<http://blog.paymentwall.com/guides/types-of-payment-methods-for-eCommerce>

<https://www.techopedia.com/definition/2387/cybercrime>

<https://www.techopedia.com/definition/25600/cyberlaw>

SA Policy – National Cybersecurity Policy Framework for South Africa, 2012 (7 March 2012) [http://cybercrime.org.za/docs/](http://cybercrime.org.za/docs/National_Cybersecurity_Policy_Framework_2012.pdf)

[National_Cybersecurity_Policy_Framework_2012.pdf](http://cybercrime.org.za/docs/National_Cybersecurity_Policy_Framework_2012.pdf)

SA law – Electronic Communications and Transactions Amendment Bill, 2012 (26 October 2012) [http://cybercrime.org.za/](http://cybercrime.org.za/docs/ECT_Amendment_Bill_2012.pdf)

[docs/ECT_Amendment_Bill_2012.pdf](http://cybercrime.org.za/docs/ECT_Amendment_Bill_2012.pdf)

SA draft law - Cybercrimes and Cybersecurity Bill 2015 [PDF 839KB] – Draft Published for Comment, August 2015

Sunbelt Security News (2019) Online Transaction Safety Tips, Institute for Advanced Study [https://www.itg.ias.edu/content/](https://www.itg.ias.edu/content/online-transaction-safety-tips)

[online-transaction-safety-tips](https://www.itg.ias.edu/content/online-transaction-safety-tips)

Thomas Hill (18 May, 2018) 10 Tips for Secure Online Transactions, SmartAsset: [https://smartasset.com/personal-](https://smartasset.com/personal-finance/10-tips-for-secure-online-transactions)

[finance/10-tips-for-secure-online-transactions](https://smartasset.com/personal-finance/10-tips-for-secure-online-transactions)

Punch (21 March, 2018) Eight safety tips for online transactions <https://punchng.com/eight-safety-tips-for-online-transaction>

Alex Kidman (June 8, 2009) Security: Online transaction security: Tips for staying safe, CNet [https://www.cnet.com/news/](https://www.cnet.com/news/online-transaction-security-tips-for-staying-safe/)

[online-transaction-security-tips-for-staying-safe/](https://www.cnet.com/news/online-transaction-security-tips-for-staying-safe/)

Rama Sridhar, (March 26, 2019) Evolving eCommerce in Asia: Preparing for the next wave of digitalization. [https://www.](https://www.technologyreview.com/s/613150/evolving-eCommerce-in-asia-preparing-for-the-next-wave-of-digitalization/)

[technologyreview.com/s/613150/evolving-eCommerce-in-asia-preparing-for-the-next-wave-of-digitalization/](https://www.technologyreview.com/s/613150/evolving-eCommerce-in-asia-preparing-for-the-next-wave-of-digitalization/)

