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education

Department:
Education
PROVINCE OF KWAZULU-NATAL

CURRICULUM GRADE 10 -12
DIRECTORATE

NCS (CAPS)

LEARNER SUPPORT

DOCUMENT GRADE 12

LIFE ORIENTATION

STEP AHEAD PROGRAMME

2021

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PREFACE

This support document serves to assist Life Orientation learners on how to deal with curriculum gaps and learning losses as a result of the impact of COVID-19 in 2020. It also captures the challenging topics in the Grade 10 -12 work. Activities should serve as a guide on how various topics are assessed at different cognitive levels and also preparing learners for informal and formal tasks in Life Orientation. It will cover the following topics:

	TOPIC	PAGE NUMBER
1.	**Study Skills** • **Reflect on the process of assessment and examination writing skills and apply these skills: revise own study skills, strategies and styles** - Revise examination writing skills (read the question, plan the response, answer the questions, etc.)	
2.	**Study Skills** • **Importance of School Based Assessment** - Importance of obtaining the National Senior Certificate (NSC): - Develop a study plan for Grade 12	
3.	**Democracy and Human Rights** • **The role of the media in a democratic society: electronic and print media.** - Social media platforms: Social media footprint and dangers of use and abuse, cyber wellness, cyber safety, cyber bullying	
4.	**Democracy and Human Rights** • **Freedom of expression and limitations**	

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	- Extent to which media reporting reflects a democratic society: topics covered, positions taken by editors, space allocated to topics and geographical distribution (accessibility of information to different groups in society)	
5.	**Democracy and Human Rights** • **Critical analysis of media and campaigns** - Coverage of sport, sports personalities and recreation activities.	
6.	**Democracy and Human Rights** - Ideologies, beliefs and worldviews on recreation and physical activity across cultures and genders	

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LESSON 1

<table>
<tr><td colspan="3">Topic : Study Skills</td><td colspan="3">Grade 12</td></tr>
<tr><td>Term</td><td>One</td><td>Week</td><td>Six</td><td>Date</td><td></td></tr>
<tr><td>Duration</td><td>1 Hour</td><td>Weighting</td><td colspan="3">2 Hours</td></tr>
<tr><td>Sub-topics</td><td colspan="5">Importance of school based assessment.</td></tr>
<tr><td>Related Concepts / Terms / Vocabulary</td><td colspan="5">Concepts
➢ Assessment – is continuous planned process of gathering information on achievement.
➢ Baseline assessment – takes place at the beginning of the year when you start something new.
➢ Formative assessment – happens when you are working on something.
➢ Summative assessment- happens at the end of the project or a term.
➢ Learning process – is the process of gathering information.
➢ SBA – refers to the various formal assessment tasks that the learner does during the year.</td></tr>
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NOTES

The importance of school based assessments (SBA)

1. Assessment

What is an assessment?

- An assessment is a continuous planned process of gathering information on achievement.

Why do we assess?

- To indicate clearly what needs to be achieved and to inform the learner about the areas of study that need more attention. This will help improve the standard of their work.
- To identify how a learner cope with new knowledge, content and skills.
- To specify whether a learner needs to do extra work or not.
- An assessment is an important tool to identify the development of a learner's potential.

The process of Assessment

An assessment has both positive and negative impact on the learner.

- May increase anxiety due to the fear of failure (e.g. negative impact).
- Might be excited as a result of obtaining a high score in a particular task (e.g. positive impact).

Types of Assessments:

1. **Baseline assessment-** Usually takes place in the beginning of the year or when starting something new e.g. topic. It is useful for both a learner and a teacher.
2. **Formative assessment-** To check the progress of the learner on a certain topic.
3. **Summative assessment-** Usually happens at the end of the project, term or year.
4. **Self-assessment and peer-assessment-** This provides the learner an opportunity to assess himself or classmates.

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An Important Tool for Assessment Preparation

Study Methods

1. **Mind map-** Link information in a logical way that will help a learner to remember the information.
2. **Summary-** A learner can summarise information by writing only the important sentences of a paragraph.
3. **Mnemonic-** Song creation can be used with a rhythm will help a learner to remember more information.
4. **Table-** A learner might design a table will help him/her to organise information in a logical connected way.
5. **Flashcards**- Small cards or pieces of paper on which the learn writes key points and short bits of information.
6. **Talk and listen**- Read your notes out loud, discuss the study material out loud.
7. **Be colourful-** Use different colours to highlight important points in your notes or flashcards.
8. **Move about**- Walk around while reading or repeating your notes on your flashcards.
9. **Study to music and rhythm**- Tap your foot or fingers while you recite your notes.
10. **Role-play** -Role-play being the teacher and explain the work to others.

LEARNER ACTIVITY

INFORMAL ASSESSMENT

Activity 1

Assignment: Grade 11 APS Score

- Identify an HEI of your choice.
- Specify what career you would like to pursue.
- Research on the minimum entry requirements for your chosen career and institution
- Use your Grade 11 report to calculate your APS.
- Determine if you would be accepted in a tertiary institution for the career of your choice.

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(15marks)

Assessment Rubric

Task components	Limited information	Adequate	Proficiency	excellent	Marks
A grade 11 full report with marks and a passing score	Did not do required task	Did some aspects of the task	Did most of what was required	Task cover all aspects thoroughly	15
Marks rewarded	0-2	3-5	6-10	11-15	
Identification aspects	Improper report/report format	Incomplete report	Complete report without calculated passing score	Complete task with/ without errors	15

TOPIC: Importance of School Based Assessment

Let us begin by looking at some definitions.

1.1. Define the term assessment. (1)

1.2. What is School-based assessment (SBA)? (1)

1.3. What is school-based assessment in South Africa? (1)

1.4. In your view can SBA assist in reducing pressure of the examination? (1)

1.5. Again, in your view, does SBA help the learning process, say why? (3)

1.6. How many types of SBA are there, name them? (5)

1.7. Most importantly, who administers, scores and records SBA? (1)

[13 marks]

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LESSON 2

Topic: Study skills		Grade 12		
Term	1	**Week**	Seven	
Duration	1 Hour	**Weighting**	2 Hours	
Sub-topics	Importance of obtaining the NSC.			
Related Concepts / Terms / Vocabulary	Higher Education institution, National Senior Certificate, financial assistance, key to your future.			

- **NOTES**
- **Importance of Obtaining the National Senior Certificate (Nsc): Develop A Study Plan For Grade 12**
- **Importance of obtaining the NSC**
- The National Senior Certificate is the key to your future and success.
- The NSC is the key to opportunities to develop, grow and find employment. It is the basis on which you can build your future. IT is important to obtain your NSC because:
- It allows you to study at an HEI. The better your marks are, the more choices you have of HEIs and courses to study.
- It is a basic requirement if you want to apply for a bursary.
- Even if you are not going to study at an HEI, you will still need your NSC if you want to work.
- It is a basic requirement for many jobs.
- Once you have your NSC, you can go back to studying at any time.
- Having your NSC shows you can:
- Identify and solve problems and make decisions using critical and creative thinking.
- Work effectively as an individual and with others as a member of a team.
- Organise and manage yourself and your activities responsibly and effectively.

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- Collect, analyse, organise and critically evaluate information.

LEARNER ACTIVITIES:

- Learners will listen to the lesson introduction by the teacher and answer questions to determine their prior knowledge.
- Learners will refer to their textbooks as the teacher explains various concepts on the topic, they will also answer various questions based on the topics to gain more understanding.
- Learners will come up with their own real life examples of situations that could relate to the topic.
- Learners will write the activity given by the teacher

INFORMAL ASSESSMENT

LEARNER ACTIVITY

LESSON 1

TOPIC: THE ROLE OF THE MEDIA IN A DEMOCRATIC SOCIETY			**GRADE: 12**		
Term	2	**Week**		**Date**	
Duration	1hour	**Weighting**	4 hours		
Sub-topics	**Freedom of Expression and limitations** **Relationships that contribute or are detrimental to well-being: Rights and responsibilities in relationships**				
RELATED CONCEPTS/ TERMS/VOCABULARY	Paparazzi, Whistle-blower, Investigative journalist, Electronic media, print media				

PRIOR-KNOWLEDGE / BACKGROUND KNOWLEDGE

- Responsible citizenship.
- Discrimination and human rights violations.

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RESOURCES

Text book, Workbook, Dictionary, Previous examination question papers.

NOTES

THE ROLE OF THE MEDIA IN A DEMOCRATIC SOCIETY:

Electronic and print media:

Key Concepts

- **Electronic media** are any media that need electricity or batteries, such as the Internet and emails, websites, blogs, Facebook, Twitter, radio, TV, film and DVDs.
- **Print media:** includes books, newspapers, magazines, pamphlets, brochures, posters and billboards
- **Whistle blower -** a person who reports illegal or immoral activities.
- **Investigative journalists -** news reporters who try to find information that is of interest to the public, but that someone or an institution may try to hide.
- **Blasphemy**- something that is insulting

Role of The Media in a Democracy:

- The role of the media is to **inform society** about daily events that are newsworthy.
- In a democracy, the media's **communicated**, and **educate**.
- The media play an important role in informing citizens about their government, their rights. and freedom and their health and safety.
- Expose violations of human rights.
- Report on unlawful activities, the court and court cases.
- Expose corruption and mismanagement.
- Communicate, inform and educate and entertain.
- Shape the public's opinion.
- Give political information that can inform voters.

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- Identify problems in our country and communities.
- Promote debate and discussion.
- Promote nation-building, by giving access to diverse viewpoints and world views, as well as sports cover.

The role and responsibility of the media in a democratic society includes

- Being fair
- Honest and
- Reliable

Examples of when the media does not fulfil their roles responsibly include:

- Most media **make money from advertisements** and sponsors. The media therefore aim to **satisfy the interests of their advertisers**. These may not the same as the interests of the public. They may withhold information or give biased reports, to **satisfy their sponsors**.
- **News entertains** rather than informs. Some media are filled with gossip, scandals, sex and violence rather than facts.
- Political news **is often more about personalities**, than about politicians' work and contributions. Media publicize the scandalous private lives of politicians and their families, which have nothing to do with their work.
- The lives of famous stars are made difficult by the **paparazzi (photojournalists who follow or chase after celebrities and politicians in both their public and private lives, looking for scandal)** who invade their privacy. **The media are like vultures when celebrities are in trouble**; they persecute rather than protect them.
- The media sometimes **exaggerate dangers and make people afraid** for no reason.
- **News** and **interpretation of events** may be biased, incomplete or incorrect.

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- The information in the printed press, radio and TV has been selected from a large pool of information. Somebody, somewhere, made a decision on what was necessary to tell the public and what not. What is not told may be just as important as what is told.

FREEDOM OF EXPRESSION AND LIMITATIONS

Freedom of limitations means that you can express your ideas and opinions freely through speech, writing, and other forms of communication. Freedom of expression is a basic right in a democratic society, and it applies to everyone, including individuals and the media. **People may not express viewpoints that violate the rights of others.**

CONSTITUTIONAL LIMITATIONS TO FREDOM OF EXPRESSION

The right in the constitution does not include:

- Propaganda for war
- Incitement of imminent violence
- Advocacy hatred that is based on race, ethnicity, gender or religion
- Incitement to cause harm

This means you have freedom of speech, but cannot use hate speech. You cannot use racist language, or discriminate against anyone. You can nor encourage people to take part in violent acts, or hate others. The media may not publicize and distribute anything that can damage or harm people.

BILL OF RIGHTS

What is the Bill of Rights?

It is the right of all people who live in South Africa called the Bill of right

Human Rights that you should be aware of:

- E**quality**: All people are equal and must be treated equally
- **Personal privacy**: You cannot be searched or have your home or possessions searched without a warrant**. (Principal of the schools, by law, do have the**

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right possession of illegal substance and dangerous weapons) People cannot open your mail or listen to your phone calls.

- **Freedom of religion, belief and opinion**: Everyone can say or print or photograph whatever they want provided they do not break the law.
- **Freedom of association**: You can associate with whoever you want to.

Rights and responsibilities in sexual relationships

What is rape?

Rape is a type of sexual assault usually involving sexual intercourse or other forms of sexual penetration carried out against a person without that person's consent. The act may be carried out by physical force, coercion, abuse of authority, or against a person who is incapable of giving valid consent, such as one who is unconscious, incapacitated, has an intellectual disability or is below the legal age of consent.[1] The term *rape* is sometimes used interchangeably with the term *sexual assault.*

Different kinds of rape:

- **Gang rape:** Where a person is raped by more than one person**.**
- **Date rape:** Rape by person you have a date with
- **Statutory rape:** When a person has, or tries to have unlawful sex with a person under the age of consent (16 years**)**
- **Sex with a child under the age of 12 years:** Sex with a child under the age of 12 years, whether or not the consent, is seen as rape.
- **Acquaintance rape:** Forced sex by someone the victim knows
- **Sexual abuse:** Refer to act of sexual assaults such as fondling, rape or sexual exploitation of minor by parents, caregiver or strangers.

Underage (16yrs and below) consentual sex?

When a person has or tries to have sex with a person under the age of 16 years with or without consent it is rape.

What are power relations?

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Having power means having control over something or someone. In the relationship one person may have power over another.

What is the traditional gender power relation?

In most societies men have more power than women.

The gender power roles are traditional in that they are followed by generation after generation.

Men have power for number of reasons, e.g.

- They are physically stronger than women
- They have different biological roles
- They have financial power if they earn all the money.

Sexual harassment the main way in which abuse of power takes place in the workplace. In most cases men are abusing their power over women.

Extent to which media reporting reflects a democratic society a democratic society.

You can analyse the following information to decide the extent or level to which the media the media reflect a democratic society:

Topics covered in the media

- Newspaper editors, radio station manager and TV bosses choose the topics to cover and the time or space allocated to each story. These people do not necessary have neutral opinion.
- Many of them are guided mainly by commercial interests. So the first question they would usually ask is: “Will this sell my newspaper or make people want to watch my TV station? If I get many readers or viewers, will be able to charge more for advertising? The people make decisions about which stories to report, will also decide whether it is relevant to their audience, If there is public interest in an issue, how newsworthy it is and what the entertainment value is.
- e.g. Topics that are popular because people find the interesting of useful include news, information about celebrities’, sports, religion, health, art, culture, politics, entertainment job searching and school homework.

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Position taken by editors

- Editors of newspapers and magazines have a lot of powers because, apart the allocation of topics, space and content. They may also express opinions in editorials.
- An editorial is usually a short opinion piece that summaries the main news item and give an opinion about it.
- It is mostly used for good, such as urge the government to give each school a library, or for people to stop participating in criminal activities or event
- It reflects the be seen from the type of content allowed space allocated and slant or focus of the news sports.
- Editors may hold positions on a specific news item

Space allocated

- Space is not only how big an item is, but is also about which page it appears on in a newspaper or magazine, how much time is given to it in a TV or Radio broadcast, whether it appears at the beginning or end of the news report, or whether it appears on the home page of a website or if you can get it only by following link.
- Space allocation must always be fair.

Geographical distribution

- The accessibility of information for different groups in SA is not equal.
- People in rural areas may not have access to newspapers, cell phone coverage readily available in some rural areas
- People in rural area limited to listening only to local radio stations, or have access to computers, the Internet or TVs.
- Poor people may not afford newspaper.
- This means that the media do not reach everybody.

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ACTIVITIES

LEARNER

- Read the notes provided above.
- Read the concepts together with their meanings.
- Complete Activity 1 and 2.

INFORMAL ASSESSMENT

ACTIVITY 1: FREEDOOM OF EXPRESSION AND LIMITATION

Study the extract below and answer the questions that follow:

What is 'Fake News'?

Fake news is the deliberate spread of misinformation, be it via the traditional news media or via social media, with the intent to mislead in order to gain financially or politically. It often employs eye- catching headlines or fabricated news-stories in order to increase readership and, in the case of internet-based stories, online sharing. Profit relies on advertising regardless of the truth of the published stories. Anonymously-hosted fake news websites lacking known publishers have also been implicated, because they make it difficult to prosecute sources of fake news.

Anon

Write paragraph on the media in South Africa in which you:

- Explain THREE ways in which truthful investigative journalism contributes to our democratic society. (3x2=6)
- "The limitation to freedom of expression is applied when it threatens national security, justice or the personal safety of an individual." Critically discuss THREE ways in which this limitation protects the citizens in a democratic South Africa. (3X3=9)

[15]

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ACTIVITY 2:

Evaluate freedom of expression and its limitation.

Read the following extract and answer the following questions.

The media reaches many people and has the power to influence. As members of a democracy we have the right to access information. As individuals we need to be able to critically analyze the information given to us in order to rally benefit from the media. We should an opinion on an issue only after questioning and analyzing it. We should not and cannot simply believe everything we tread and see in the media.

It is important to know the media functions in a democracy and why it matters that all citizens gain information and exposure to diverse opinions. In a democracy, as we have in South Africa, the role of the media is often hotly debated.

- In an essay analyze the role of the media in a democratic society. In your essay discuss the concepts 'freedom of expression and social responsibility' and evaluate THREE ways in which the South African media tries to achieve this (10)
- It is alleged that celebrities all over the world feel that media infringes their rights to dignity, freedom and privacy. If you were appointed as a South African Press Association (SAPA) president. Discus five correct measures you take to address such a situation (5)

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(Taken from: Solutions for all)

GRADE 12 LESSON

LIFE ORIENTATION **GRADE 12**

LESSON ONE

TOPIC	**DEMOCRACY AND HUMAN RIGHTS**			**GRADE: 12**
TERM	**2**	**WEEK**		**DATE:**
DURATION	1 Hour	**WEIGHTING**	4 Hours	
SUB-TOPICS	Social Media Platforms: • Social Media footprint • Dangers of use and abuse • Cyber wellness, Cyber safety, Cyber bullying			

RELATED CONCEPTS / TERMS / VOCABULARY

Cyber Bullying	Catfishing	Sexting	Slut-Shaming
Cyber Baiting	Cyber Security	Data Breach	Hacking
Data Protection	Digital Security	Ethical	Firewall
Firmware	Hacker	Password	Phishing
Piggyback Programs	Sandboxing	Spoofing	Trojan
Virus	White Hat Hacking	Cyber Security	Data Breach
Data Protection	Digital Security	Ethical Hacking	Firewall Hacker

RESOURCES

- Work sheets
- Work book
- Cell phone
- Laptop

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NOTES

SOCIAL MEDIA PLATFORMS:

- Social Media Footprints and Dangers of Use and Abuse
- Cyber Wellness
- Cyber Safety
- Cyber Bullying

"What you post online speaks VOLUME about who you really are. POST with intention. REPOST with caution."

— Germany Kent



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New Words

- Digital footprints
- Active Digital footprints
- Passive Digital footprints

Glossary

Must-know cyber security terms

As you've browsed the internet, you've probably run into a lot of terms like "phishing" and "malware" and have been unsure what they mean and how they pertain to you. Now, you don't have to search for a definition that makes sense, as (almost) everything you need to know is right here.

Are you ready to expand your cyber security vocabulary? Just keep reading.

- **Catfishing:** Creating a fake identity on a social network account, usually a dating website, to target a specific victim for deception.
- **Cyber security**: A technique for protecting computers, networks, programs, and data from unauthorized access or hackers for exploitation.
- **Data breach:** When sensitive, protected, or confidential information is intentionally released to an untrusted environment.
- **Data protection:** Also known as data privacy and information privacy, the process of safeguarding information so it doesn't fall into the wrong hands.
- **Digital security:** An all-encompassing term for the tools used to secure your identity, data, assets, and devices.

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- **Ethical hacking: T**he practice of locating vulnerabilities and weaknesses in information systems and computers by duplicating the actions and intent of malicious hackers who seek to bypass security and search for gaps in systems that can be exploited.
- **Firewall:** An internet traffic filter meant to stop unauthorized incoming and outgoing traffic.
- **Firmware**: Code that is embedded into the hardware of a computer.
- **Fileless** Malware: Malware operating in-memory.
- **Flame:** Also known as Flamer, sKyWIper, and Skywiper, a modular computer malware discovered in 2012. It attacks computers running on Microsoft Windows.
- **Hacker:** A cyber attacker who uses software and social engineering methods to steal data and information.
- **Password:** A secret word or phrase that is used to access a computer system or service.
- **Phishing:** The method of obtaining user information through fraudulent communications targeted directly at people. This is usually done through emails disguised as coming from a legitimate source but delivers the target's information back to the hacker's actual source.
- **Piggyback programs:** Programs that are bundled into another program that a user downloads in the hope that the user will select "next" by force of habit and install.
- **Plaintext:** Text that can be read by the human eye, like this article!
- **Plugins:** Customizable additions to software for extra functionality.
- **Private data:** Data that is used to identify you, like your name, address, phone number, or Social Security Number.
- **Sandboxing:** An effort to increase security by isolating processes and browser tabs from one another and the rest of the computer. .
- **Spoofing**: An attack in which a person, or program, disguises themselves as another by falsifying data to gain an advantage or the trust of someone else.
- **Trojan:** A form of malicious software that disguises itself as a harmless computer program but provides threat actors with the ability to execute any variety of attacks that steal
- **Virus:** Viruses are typically attached to files, applications or downloads that appear to be non-threatening elements. Once downloaded, opened or executed, the virus can piggyback onto programs to corrupt data or expand throughout a network and damage systems across a company.

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- **White hat hacking**: Hacking that is meant to do minimal damage and is usually done out of curiosity.
- **Sexting:** Sending mass emails or text messages that include nude or degrading photos of the victim.
- **Slut shaming**: This behaviour involves shaming someone, usually a girl, for the way she dresses, acts or the number of people she has dated.
- **Cyber-baiting:** Creating an incident that causes another person to become upset or emotional and then record the incident.
- **Catfishing:** Pretend to be someone else in order to lure an unsuspecting person into a fake relationship.

YOUR DIGITAL FOOTPRINT PAINTS A PICTURE OF WHO YOU ARE

Every day, whether we want to or not, most of us contribute to a growing portrait of who we are online; a portrait that is probably more public than we assume.

This portrait helps companies target content at specific markets and consumers, helps employers look into your background, and helps advertisers track your movements across multiple websites. Whatever you do online, you might be leaving digital footprints behind.

So no matter what you do online it's important that you know what kind of trail you're leaving, and what the possible effects can be.

While it's not possible to have ZERO footprints, the first steps toward reducing your digital footprint and managing your digital identity are not that hard.
Here are some things that can help!

Learn The Basics: What's A Digital Footprint?

Your digital footprint is all the stuff you leave behind as you use the Internet. Comments on social media, Skype calls, app use and email records- it's part of your online history and can potentially be seen by other people, or tracked in a database.

How Do We Leave Digital Footprints?

This happens in many ways. Here are some of them.

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Websites and Online Shopping

Retailers and product review sites often leave cookies on your system which can track your movement from site-to-site, allowing targeted advertisements that can show you products you've been recently reading about or looking at online.

Social Media

All those +1s, Retweets, and Facebook comments (even private ones) leave a record. Make sure you know what the default privacy settings are for your social media accounts, and keep an eye on them. Sites often introduce new policies and settings that increase the visibility of your data. They may rely on you just clicking "OK" to whatever terms they are introducing, without reading them.

Mobile Phones, Tablets, or Laptops

Some websites will build a list of different devices you have used to visit those sites. While this can often be used as a way to help secure your account, it is important to understand the information being collected about your habits.

Know Why Should You Manage Your Digital Footprint

Make no mistake about it – the web is listening every time you use it! It's important that you understand what you're leaving behind when you visit a website.

What is Cyber Wellness?

Cyber Wellness refers to the positive well-being of internet users. CYBER WELLBEING education aims to equip students with an understanding of online behaviour and enable them to be responsible for their own well-being in cyberspace.

Principles of Cyber Wellness

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These 3 main principles will guide your child's decision-making and anchor their well-being:

- Respect for self and others.
- Safe and responsible use.
- Positive peer influence.

To stay safe and have positive experiences online, you can:

- Model good digital habits.
- Set ground rules for yourself for internet use.

Safe Commenting

Comments are a really valuable communication tool present on most social networking sites and tools, however the feedback young people provide needs to be done positively, and it is important that everyone feels safe and happy with what is being said.

Here are a few top tips for your child to remember:

Be Nice - Anything that is offensive, threatening or nasty is not acceptable. Within safe social networking platforms, this includes insulting other people's work.

No Bad Language – It's important to use the same language you would if you were talking to someone face to face. If you can't say it in the classroom or at home, then don't say it online.

Personal Information = Private – To ensure you are safe online you should never give out or ask for mobile phone numbers, email or home addresses.

Talk to friends – Although commenting is a great way to keep in touch online, and to find out more about someone's work – you must remember that comments are usually public, and so might be visible to more than just the friends you are sending them to.

Feedback – Feedback should be constructive, meaning your comments should pass on your knowledge and ideas in a positive way.

Look out for each other – If you see unsuitable comments, or those that you don't feel are acceptable, a reliable and safe social networking platform or tool will allow you to report them.

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Cyber bullying



Definition of Cyber bullying

Cyber bullying is the use of technology to harass, threaten, embarrass, or target another person. Online threats and mean, aggressive, or rude texts, tweets, posts, or messages all count. Posting personal information, pictures, or videos designed to hurt or embarrass someone else is also included.

Types of Cyber Bullying

Harassment

Harassing someone is a common method of online bullying. This may occur when someone uses one of these strategies.

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- Engaging in “warning wars.” (Many internet service providers and social media sites offer a way to report a user who is saying something inappropriate. Kids use these report buttons as a way to get the victim in trouble or kicked offline.)
- Participating in text wars or text attacks, which occur when bullies gang up on the victim and send thousands of texts. These attacks not only cause emotional distress but create a large cell phone bill.
- Posting rumours, threats or embarrassing information on social networking sites such as Facebook, Twitter, and Instagram.
- Using text messaging, instant messaging and email to harass, threaten or embarrass the target.

Impersonation

A cyber bully may also impersonate another, causing problems in that person's life.

The bully may:

- Change the target’s online profile to include sexual, racist or other inappropriate things.
- Develop a screen name that is similar to the victim’s screen name and then posting rude or hurtful remarks while pretending to be the victim.
- Pretend to be someone else in order to lure an unsuspecting person into a fake relationship. This type of activity is often called **catfishing.**
- Set up an account on a social networking site and posting as the victim while saying mean, hurtful or offensive things online. Actual photos of the victim may be used to make the account look authentic.
- Steal the victim’s password and chatting with other people while pretending to be the victim. The bully will say mean things that offend and anger the victim’s friends or acquaintances.

Inappropriate Photographs

Bullying may include the use of embarrassing or inappropriate images. This may include:

- Posting nude pictures on photo sharing sites for anyone on the Internet to view and download.

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- Sending mass emails or text messages that include nude or degrading photos of the victim. This behaviour is often called **"sexting,"** and once the photos are sent, there is no way to control it. The photos can be distributed to hundreds of people within just a few hours.
- Taking nude or degrading pictures of the victim in a locker room, a bathroom or dressing room without his or her permission.
- Threatening to share embarrassing photos as a way of controlling or blackmailing the victim.
- Using photographs to shame someone online. One common tactic teens use is to engage in **slut-shaming**. This behaviour involves shaming someone, usually a girl, for the way she dresses, acts or the number of people she has dated.

Website Creation

A bully may create a website, blogs, or poll to harass another person. The bully may:

- Conduct an Internet poll about the victim. Questions in the poll may vary including everything from who is ugly and who smells to who is dumb and who is fat.
- Create a blog about the victim that is embarrassing, insulting or humiliating.
- Develop a website with information that is humiliating, embarrassing or insulting for the victim.
- Post rude, mean or insulting comments about the victim via the chat option of online gaming sites.
- Post the victim's personal information and pictures on a website, which puts the victim in danger of being contacted by predators. Spread rumours, lies or gossip about the victim online through websites or blogs.

Video Shaming

The use of videos may be used for online bullying. It may involve:

- Creating an incident that causes another person to become upset or emotional and then record the incident. This type of activity is often referred to as **cyber-baiting**. Teachers are a common target for cyber-baiting incidents.

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- Posting these videos to YouTube in order to allow a larger audience to view the incident.
- Sharing a video via mass e-mail or text messaging to humiliate and embarrass the victim.
- Using a camera phone to video and later share a bullying incident, which may include one or more kids slapping, hitting, kicking or punching the victim.

Effects of cyber bullying on children / teenagers

Overwhelmed

- Being targeted by cyberbullies is crushing especially if a lot of kids are participating in the bullying.
- It can feel at times like the entire world knows what it is going on.
- Sometimes the stress of dealing with cyber bullying can cause kids to feel like the situation is more than they can handle.

Powerless

- Victims of cyber bullying often find it difficult to feel safe.[1] They feel vulnerable and powerless.
- Bullying can invade their home through a computer or cell phone at any time of day or night. They no longer have a place where they can escape. To a victim, it feels like bullying is everywhere.

Humiliated

- When cyber bullying occurs, the nasty posts, messages or texts can be shared with multitudes of people.
- Because people know about the bullying, this can lead to intense feelings of humiliation.

Worthless

- Cyber bullying often attacks victims where they are most vulnerable.
- Targets of bullying may feel intense dissatisfaction with who they are.

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- As a result, targets of cyber bullying often begin to doubt their worth and value. They may respond to these feelings by harming themselves in some way.

Disinterested

- When cyber bullying is ongoing, victims often relate to the world around them differently than others.
- For many, life can feel hopeless and meaningless. They lose interest in things they once enjoyed and spend less time interacting with family and friends. And, in some cases, depression and thoughts of suicide can set in.
- They may also feel disinterested in school and their performance at school suffers as they find it difficult to concentrate or study because of the anxiety and stress the bullying causes. Cyber bullying victims often have much higher rates of absenteeism at school than non-bullied kids. They skip school to avoid facing the kids bullying them or because they are embarrassed and humiliated by the messages that were shared.

Depressed

Victims of Cyber bullying often succumb to anxiety, depression and other stress-related conditions. This occurs primarily because Cyber bullying erodes their self-confidence and self-esteem. Additionally, the added stress of coping with Cyber bullying on a regular basis erodes their feelings of happiness and contentment.

Suicidal

- Cyber bullying increases the risk of suicide.
- Kids that are constantly tormented by peers through text messages, instant messaging, social media, and other outlets, often begin to feel hopeless.
- They may even begin to feel like the only way to escape the pain is through suicide.
- As a result, they may fantasise about ending their life in order to escape their tormentors.

What can be done about Cyber bullying?

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Sometimes, people are afraid or not sure if they're being bullied or not. So, they don't do anything about it. If you're being bullied, harassed, or teased in a hurtful way — or know someone who is — you don't have to suffer in silence. In fact, you absolutely should report any upsetting texts, messages, posts, or emails.

- **Tell someone.** The first thing to do is tell an adult you trust such as the school counsellor, a trusted teacher or a close family member. This is often easier said than done. People who are cyberbullied may feel embarrassed or reluctant to report a bully. Some may hesitate because they're not 100% sure who is doing the bullying. **But bullying can get worse, so speak up until you find someone to help.** Sometimes the police can track down an anonymous online bully, so it's often worthwhile to report it.

- **Walk away.** What you've heard about walking away from a real-life bully works in the virtual world too. Ignoring bullies is the best way to take away their power, but it isn't always easy to do — in the real world or online. Don't respond, and never forward the message to someone else. Find something to distract yourself from what's going on. Taking a break like this allows you to keep things in perspective and focus on the good things in your life. It also gives you time to figure out how you want to handle things.

- **Resist the urge to retaliate or respond.** Walking away or taking a break when you're faced with online bullying gives you some space so you won't be tempted to fire back a response or engage with the bully or bullies. Responding when we're upset can make things worse. (Standing up to a bully can be effective sometimes, but it's more likely to provoke the person and escalate the situation.) Taking a break gives the power back to you!

- Although it's not a good idea to respond to a bully, **it is a good idea to save evidence of the bullying if you can. It can help you prove your case, if needed.** You don't have to keep mean emails, texts, or other communications where you see them all the time — you can ask a parent to make a copy or save them to a flash drive.

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- **Report bullying.** Social media sites take it seriously when people post cruel or mean stuff or set up fake accounts. If users report abuse, the site administrator may block the bully from using the site in the future. If someone sends you mean texts or emails, report it to phone service or email providers (such as Comcast, Google, and Verizon).

- **Block the bully.** Most devices have settings that let you electronically block the bully or bullies from sending notes. If you don't know how to do this, ask a friend or adult who does.

- **Be safe online.** Password protect your smartphone and your online sites, and change your passwords often. Be sure to share your passwords only with your parent or guardian. It's also wise to think twice before sharing personal information or photos/videos that you don't want the world to see. Once you've posted a photo or message, it can be difficult or impossible to delete. Therefore, remind yourself to be cautious when posting photos or responding to someone's upsetting message.

Ways to avoid Cyber bullying

- **Educate yourself:** To prevent Cyber bullying from occurring you must understand exactly what it is. Research what constitutes Cyber bullying, how and where it occurs, and talk with your friends about what they are seeing and experiencing.
- **Protect your password:** Safeguard your password and all private information from inquisitive peers. You don't want to give bullies the opportunity to post false/private/embarrassing information or pictures on your social media pages or send them to the whole school through email.
- **Keep photos PG:** Before sending a racy photo of yourself to a peer or posting it online, consider if this is something you would want others to see, especially your family. Bullies can use this picture as ammunition to make your life miserable.
- **Pause before you post:** Don't post anything that can compromise your reputation. People will judge you based on how you appear to them, bullies can use it as fuel.
- **Raise awareness:** Bring awareness to Cyber bullying whether it be through a movement, a club an event or campaign. Knowledge is power.

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- **Set up privacy controls**: Restrict who can see your online profiles to only trusted friends.
- **"Google" yourself:** Every once in a while, search our name on all major search engines and see if any personal information or photos come up. If you find something that can be used by cyberbullies to target you, take action and have it removed.
- **Never open messages from people you don't know:** Delete all messages without reading them from people you don't know, as they could contain viruses and infect your computer. The same goes for messages from known bullies. It is best to not engage and ignore them.
- **Don't be a cyberbully:** remember the phrase your parents instilled in you as a kid "treat other as you want to be treated". If you are mean to others online, it reinforces the idea that that kind of behaviour is acceptable.
- **Log out of your accounts on public computers:** Similar to not sharing your passwords, don't give anyone the slightest chance to pose as you or to share false information. Also, by staying logged in, you run the risk of the bully changing your password and locking you out for a period of time.

If a Friend Is a Bully…

If you know of a friend who is acting as a cyberbully, take him or her aside and talk about it. Without putting your friend down, stand up for your own principles: Let the bully know it's not OK.

Explain to your friend that bullying can have serious consequences: for the bully, for those being bullied, and even for bystanders like you and your friends.

ACTIVITIES

Learner Activities

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Learners to take down footnotes as educator elucidates salient concepts.
In groups learners to follow the educators' Instructions during demonstration and to Practice the forms of security checks online.
In groups learners to research on given concepts and discuss as peers

These concept include:

- Sense – Identify possible online risks and protect themselves.
- Think – Analyze, evaluate and reflect on a situation based on the CYBER WELLBEING principles.
- Act – Take actions to keep safe and be a positive influence online

As part of the Feedback session the learners to be involved in a question and answer session where the concepts are explained and discussed.

INFORMAL ASSESSMENT

Activity 1



(adapted from www.tesresources.com /cyber footprints)

1.1. Study each of the above tweets and describe the point that the celebrity is trying to make and why they have would have regretted it? (2 x 2) (4)

1.2. Discuss how the tweeters could prevent mass audiences from viewing these embarrassing tweets. Would this be effective? (1 + 2) (3)

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Activity 2

Case Study

Read the following article and answer the questions that follow

Paris Brown: Kent youth PCC resigns after Twitter row

The UK's first youth police and crime commissioner, Paris Brown, has resigned from her post following criticism of messages she posted on Twitter.

The 17-year-old, who was appointed last week, said she was "quitting in the interests of the young people of Kent".

Police are investigating her over tweets she posted between the ages of 14 and 16 which could be considered racist and homophobic.

(adapted from www.the guardian.co.uk)

2.1. Why did Ms Brown retire as crime commissioner? (1 x 2) (2)

2.2. Discuss the Impact that Ms Brown's actions has on her career. (1 x 2) (2)

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Activity 2

Case study

How to take a stand against cyber bullying



By Yasmine Jacobs

The 20th of November marks International Stand Up to Bullying Day. This semi-annual event encourages people to take a visible stance against bullying and serves as an opportunity to tackle a type of bullying that has plagued children for years.

It's not physical but the mental scars remain.

Now is the time for parents to be proactive in speaking to their children about online safety and cyber bullying.

Cyber safety expert, founder of SaveTNet Cyber Safety and author of "Raising a SCREEN SAVVY child", Rianette Leibowitz, lists tips on what parents need to consider.

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"There are different types of cyber bullying and it is a process of using the internet and digital platforms to intentionally embarrass or hurt someone. To help them deal with this, children need cyber savvy parents.

*Tell your child what cyber bullying is, what the signs are as well as how to recognise it. It is and will be important for them to identify and vocalise this.

*Check their privacy settings, terms and conditions and usage rights of the platforms your children are on.

*Make sure to adhere to age restrictions specified by the platforms. Also make use of parental control apps and set up a social media or internet usage agreement with your children so that you are both on the same page of what is acceptable or unacceptable online behaviour.

*Be interested and involved in your child's online world and have regular conversations about the friends they meet, the games they play and the risks involved.

"While we cannot always control the internet and social media usage of our children, we have to be realistic that they are susceptible to being bullied. It is important then that we, as parents, equip both them and ourselves as best as possible to deal with this issue." said Rousseau.

Source adapted from The Mercury, 20 November 2020

Questions

1. What do you understand by the term Cyber bullying?
   (1)
2. List and describe THREE types of Cyber bullying? (3x2)
   (6)
3. Recommend THREE ways how Cyber bullying can be avoided.
   (3x2) (6)
4. From the article above, suggest TWO ways in which parents can be proactive in ensuring that their child is not a victim of Cyber bullying.
   (2x1) (2)

[TOTAL: ACTIVITY 1 = 15]

Activity 3:

Cyber wellness Quiz

Instructions

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Teacher will divide class into two groups. Each learner in the group will do the quiz. 5 minutes will be allocated to complete the quiz. Once the learners have completed the quiz, the learners will swap their answer page with learners in the other group. Teacher will call out the answer and the learner ticks on the answer page he/she has. Answer page is then handed back to learner. Group with the highest points wins.

Questions and Answers

- **1.** In chat rooms, nobody can identify you unless you want them to.
  (1)
  - A. True
  - B. False

- **2.** If you have an online friend that you have known online for a long time, and one day wants to meet you. What should you do?
  (1)
  - A. Say, some other time, and be wary of him in the future.
  - B. Agree straight away and arrange the time and place for the meet-up

- **3.** Your online friend asks you for your personal details or even your parent's credit card number. How do you respond?
  (1)
  - A. Disagree, telling him that there is no need to know such valuable information.
  - B. Tell him every detail that he asks for.

- **4.** Your online friend sends you an unknown file, claiming that it is a cool game that appeals to you. Should you download it?
  (1)
  - A. Download it excitedly.
  - B. Cancel the download request.

- **5.** You go to a website and spot an advertisement that says that you have won a sum of money. Should you click on it?
  (1)
  - A. Click on it and claim the prize!
  - B. Cancel the browser, or ignore the advertisement.

6. Your school mate recommends you to a pornographic site, claiming that it has no harm whatsoever. Do you think its right to access it?
(1)

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- A. Yes, what my friend says is always right.
- B. No, pornography is harmful and should not be viewed by youths.

- **7.** When you received e-mail messages that frightened or bother you, how do you deal with them?
  (1)

- A. Try to block further e-mails from the sender
- B. Tell a friend.
- C. Reply to the sender yourself.
- D. Tell an adult.

8. You can say anything you want online – as long as it's in your personal webpage.

(1)

- A. True
- B. False

9. Which of the following make the best password?
(1)

- A. Your pet's name
- B. Your mother's maiden name
- C. A combination of numbers, symbols and letters
- D. Your favourite colour

10. What type of information are teens most likely to give over the Internet to win a prize in a contest?
(1)

- A. Their names
- B. Their home address
- C. Their e-mail address
- D. Their age and gender

11. Which of the following can't spread computer viruses?
(1)

- A. Emails
- B. Downloadable files from websites
- C. Disks or CDs
- D. Text documents

- **12.** When you're surfing the Net, websites can find out information about you through:

  (1)

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- A. Your Internet Provider (which connects you to the Internet)
- B. Your computer name
- C. Cookies lodged on your hard drive
- D. The last website you visited
- E. All of the above

(12x1)(12)

[TOTAL ACTIVITY 2 = 12]

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LESSON 2

TOPIC: The role of the media in a democratic society			**GRADE: 12**		
Term	2	**Week**		**Date**	
Duration	1 HOUR	**Weighting**	4 hours		
Sub-topics	**Analysis of media and campaigns** **Coverage of sports, sports personalities and recreation activities**				
Related Concepts / Terms / Vocabulary	Target market, media channels, legislation, reporting of news, gathering of news, privacy, dignity, reputation, advocacy, headlines, posters, pictures and captions				

PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE

Importance of critically analyzing the media

Evaluate the media's tolerance and fairness in reporting

Comment on the selection of content, sources used, types of stories, level of commercial content, such as space used for advertisement.

RESOURCES

Textbook, newspaper articles and magazines, workbook

NOTES

Critical analysis of media and campaigns

Media

The term media, which is the plural of medium, refers to the communication channels through which we disseminate news, music, movies, education, promotional messages and other data. It includes physical and online newspapers and magazines, television, radio, billboards, telephone, the internet and fax

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The media can be evaluated according to the SA Press code, which includes:

- reporting of news
- gathering of news
- independence and conflict of interest
- privacy
- dignity and reputation
- discrimination and hate speech
- advocacy
- comment
- children
- violence
- headlines, posters, pictures and captions
- Confidential and anonymous sources

Campaigns

Campaigns are movements, drives or crusades that push, fight or advocate for an issue. For example, there have been campaigns to get rid of corrupt officials, deal with road accidents and educate the country about HIV.

Media campaigns

A media campaign may be defined as a planned series of newspaper articles or television interviews, for example, that are intended to achieve a particular aim.

Media campaigns are created to influence the behaviour of a target audience in some desired way. For example, the goal of a product advertisement on television is to inform viewers about the existence and the uses of the product and to persuade them to buy it.

We should not believe everything in the media without question. Media freedom comes with the responsibility to be ethical and objective, but we need to critically analyse what the media present and how they present it.

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Types of media

- Print media (viewed through printed resources)
- Electronic media (virtual media viewed through electronic devices)

Coverage of sports, sports personalities and recreation activities

South African is a sporting nation and our love for sports is reflected in all types of media reports, television and radio broadcasting, newspapers and sports magazines. However, the media tend to focus on the so-called big five sports in south Africa, namely men's soccer, rugby, cricket, golf and motor racing. These sports get a great deal of coverage. Sports such as netball, women's soccer, hockey, canoeing, table tennis, indigenous games and orienteering are often under reported. Sportsmen dominate the sports media over sportswomen.

Media coverage of sports personalities

- Media coverage of sports personalities tend to favour high achievers, they receive a lot of attention, people who cause scandals, people who achieve against all odds.
- Women are often referred to in sexiest terms as girls, whereas men are referred to as men.

Some people criticise the media for a number of issues:

1. Problem with content
    - Content is dominated by business and or government.
    - Content is often influenced by advertisers.
    - Alarming the public by blowing up minor issues.
    - Concentrate more on entertainment

2. Problems with presentation of the story
    - Inaccurate reporting where facts haven't not been properly researched.
    - Sensationalism is used to make a story more interesting.
    - Base and subjective reporting especially during election times.
    - Sometimes perpetuates stereotypes.

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ACTIVITIES

Learners

- Refer to the notes given above.
- Explain the importance of campaigns
- Complete Activity 1, 2 and 3.

INFORMAL ASSESSMENT

ACTIVITY 1: Critically analyse the campaign against crime

Study the extract below and answer the questions that follow:

Campaign Against Crime

The local police, together with members of the community policing forum (CPF) recently conducted a door-to-door campaign aimed at sensitising the community (making them aware), especially the youth, about the effects of using nyaope (heroine) and other drugs. This Blitz Awareness campaign was held on Thursday and Friday in Soshanguve. "We chose to start with Mabopane Station, then went to other sections like Block T, W and Batho Plaza, where we distributed pamphlets and spoke to people, because these areas are associated with drug use." explained CPF chairman Paul Makgoba.

It is alleged that most crimes in the community are committed by young boys who smoke nyaope and other drugs. The community also pleaded with the police to increase their visibility in the community, especially at night.

Homes of victims were also visited, "We will refer them for professional help, and next time we will invite other stakeholders to come with us," said Makgoba.
During the visits, members of the public complained about the growing rate of house robberies as well as cable theft, which often left the community without electricity.

Author: David Matsena Adapted: REKORD: 13 MARCH 2015, PAGE 15

[Taken from focus life orientation]

1.1. Mention THREE aims of this campaign (3)

1.2. Provide TWO reasons why think boys are more likely to use drugs. (2)

1.3. Suggest THREE ways in which the community can support the campaign so that it would be more effective. (3x2=6)

1.4. Critically discuss TWO ways in which one could evaluate the impact of this campaign. (2x2=4)

[15]

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Activity 2: Analyze sports personality coverage

Read the scenario and the newspaper extracts 1, 2 and 3 shown above before you give written answers to these questions.

Scenario

It is just after an important soccer game that Bafana lost. There were live TV and radio broadcasts. The TV presenter pushed his microphone closer to the coach's mouth, and said: 'I think the opposition wanted this win more than we did ... What do you think, coach?'

The coach responded: 'I do not think it is fair to say they wanted it more than we did ... They were just better than us on the day ... The boys tried their best but if you do not take your chances to score, you cannot win a game.'

The next day, the local newspapers carry reports of the coach's comments on the soccer match.

1.

Daily Noise

Coach says opposition wanted it more!

Bafana Bafana lost their important game against Ghana 2–0. Bafana's coach said it was clear that the opposition wanted this win more than our team, who looked uninterested on the field. The coach was seen in the presence of a model; they walked arm in arm along the red carpet of the gala dinner event.

2.

Weekly Wail

We did not want to win!

It was clear, according to their coach, that Bafana did not want to win. The coach said the boys did not play well. They did not even try.

3.

The Galaxy

Exciting game ends in loss

Although Bafana tried their best, they could not beat the opposition, who were excellent at taking their chances. Bafana's coach said that the boys tried their best, but the opposition were better on the day.

[Taken from Focus on Life Orientation]

2.1. Decide which newspaper has the most accurate report. Give a reason for your answer. (2)

2.2. Indicate which newspaper(s) give inaccurate reports. Give reasons for your answer. (4)

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2.3. Explain why you think the newspaper reports are different. (3)

2.4. Do you agree that sports personalities such as coaches should have their private lives publicised by the media? Give reasons for your answer. (3)

2.5. Suggest what the result of inaccurate or biased sports coverage could be. (3)

[15]

Activity 3: Investigate sports and recreation coverage

Look at the newspaper extracts below than answer the questions that follow

SPORTS PAGE



Bafana practise for the big game

Bafana Bafana held a practice session to prepare for their qualifier yesterday. No sports injuries were reported. They went though their usual paces.

Springboks enjoy night out in Australia

The Springboks enjoyed a night out to have a meal and see the sights while on their tour of Australia. The manager indicated that this was to give the boys a bit of a break and was good for team-building.



Proteas lay bats to rest

The Proteas were given a week off to rest so they could recharge their batteries for the next round of matches.

Tiger tees in wrong direction

Tiger Woods, still struggling to recover from his personal troubles, did not manage to make the cut in the golf tournament.

Banyana qualify for the Olympics
South Africa's women's soccer team qualified for the Olympics and won all their matches.

Paralympians win gold medals
Our paralympians at the Paralympics returned home with 17 gold medals.

Women's hockey team in finals
Last week the women's hockey team beat their opponents 3–0 and qualified for the Cup finals.

Women's netball team beat champions
Our netball team were crowned champions at the tournament.

Long distance runners break records

South African long distance runners broke many records at the weekend's championship race.

Swimmers dive in

Local top swimmers organised a gala event to raise funds for an orphanage.

Pretty tennis player loses but wins hearts

This beautiful girl had all of us glued to our TV screens. Sadly she lost. Better luck next time.

[Taken from focus life orientation]

3.1. Which sport got the most coverage? Give reasons why you think it received more coverage than other sports (4)

3.2. Compare the newsworthiness or interest value of the sports that got more coverage, to the newsworthiness or value of the sports that got less coverage. (4)

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3.3.	Critically evaluate the coverage of both genders and disabled sportspeople on the sports page.	(2)
3.4.	Suggest how the media can change their sports reporting to be fairer to women, people living with disabilities and to marginalized or smaller sports codes	(5)
		[15]