



Theme 2 Equality and Social Justice

Learning for Life and Work: Local and Global Citizenship

Key Concept - Democracy and Active Participation

Exploring Democracy and Active Participation provides opportunities for young people to understand how to participate in and to influence democratic processes and to be aware of some key democratic institutions and their role in promoting inclusion, justice and democracy.

Pupils should have opportunities to:

Investigate why rules and laws are needed, how they are enforced and how breaches of the law affect the community.

This text comes from the Statutory Order for the NI Curriculum detailing minimum requirements for Local and Global Citizenship, available in pdf form here:

http://ccea.org.uk/sites/default/files/docs/curriculum/area_of_learning/learning_life_work/local_global_citz/ks3_citizenship.pdf

Learning for Life and Work: Personal Development

Key Concept – Personal Health

Exploring Personal Health provides opportunities to understand the importance of recognising and managing factors that may influence physical and emotional/mental health throughout life.

Pupils should have opportunities to:

Develop strategies to promote personal safety, for example, responding appropriately to different forms of bullying, abuse, physical violence; developing safe practice in relation to the internet, getting home; understanding and managing risk, the place of rules and boundaries etc.

This text comes from the Statutory Order for the NI Curriculum detailing minimum requirements for Personal Development, available in pdf form here:

http://ccea.org.uk/sites/default/files/docs/curriculum/area_of_learning/learning_life_work/pers_dev/ks3_personaldev.pdf

Introduction

A major concern of any government must be the maintenance of law and order. This includes policing, prisons, the courts, legal aid and the probation service. Watch and listen to what Alastair Ross, Chair of the Justice Committee has to say about issues that are of concern to the committee at the moment.

- What is the role of the committee?
- What budgets is the committee concerned with?
- What institutions and bodies are responsible for the delivery of the activities associated with the work of the Justice Committee and the Department of Justice?
- What are the issues associated with social media and online activity that Alastair Ross draws attention to?
- Where does he suggest that online issues could come to affect young people in terms of their careers?
- What does he suggest could be done to improve the situation regarding young people's understanding of issues that arise as a result of online activity?
- What does he suggest could be done to improve the situation about the incidence of drug related convictions and small-scale disputes?

Aim: to extract from Alastair Ross's account a sense of the areas with which the committee is concerned, and in particular to take up the remarks on use of social media as a way of investigating issues such as cyberbullying and the persistence of an online record of personal history that could be detrimental to future career prospects.

Activity: Free Speech; Comparisons of Rights and Responsibilities

Before going on to investigate in more detail some of the issues about social media that Alastair Ross identifies as being of particular significance, let's get a sense of the scope of the concerns about what people say online and using social media.

Read the extracts, and visit the websites. Based on what you have found out list some online social media activities that users need to be careful about when posting or commenting.

The purpose of this activity is to challenge superficial assumptions about what the idea of 'freedom of speech' really means. For example, the Amnesty International website advises:

Amnesty International: What is free speech?

Free speech is the right to say whatever you like about whatever you like, whenever you like, right? Wrong.

'Free speech is the right to seek, receive and impart information and ideas of all kinds, by any means.'

Free speech and the right to freedom of expression applies to ideas of all kinds including those that may be deeply offensive. But it comes with responsibilities and we believe it can be legitimately restricted.

When free speech can be restricted

You might not expect us to say this, but in certain circumstances free speech and freedom of expression can be restricted.

Governments have an obligation to prohibit hate speech and incitement. And restrictions can also be justified if they protect specific public interest or the rights and reputations of others.

<https://www.amnesty.org.uk/free-speech-freedom-expression-human-right>



You might be tempted to feel that it's no one else's business if you criticise, insult, ridicule or miscall someone you don't like in a text message or Facebook post. But as the text on the Amnesty International website points out, a simplistic idea that anyone can say whatever they like is not true. Freedom of speech is a right, but it is a right that comes with responsibilities.

This is made clear in the International Covenant on Civil and Political Rights which follows the United Nations Universal Declaration of Human Rights proclaimed by the United Nations General Assembly in Paris on 10 December 1948. Article 19 which states:

International Covenant on Civil and Political Rights

1. Everyone shall have the right to hold opinions without interference.
2. Everyone shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of his choice.
3. The exercise of the rights provided for in paragraph 2 of this article carries with it special duties and responsibilities. It may therefore be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
(a) For respect of the rights or reputations of others; (b) For the protection of national security or of public order (ordre public), or of public health or morals.

<http://www.ohchr.org/en/professionalinterest/pages/ccpr.aspx>

You can see from the emphasis on special duties and responsibilities in point 3 of Article 19, that the advice often given by parents to children that if you can't say anything nice about someone, don't say anything at all perhaps ought to carry more weight than just a warning not to be nasty about other people.

The reasons to observe such a principle of adopting an easy disposition and avoiding being negative include the persistence of social media. Remember that even if you delete a tweet, a picture or a post, other people who see your material might have retweeted, or copied it before you deleted it. You might think it's just a bit of banter to give off about a celebrity you don't like or criticise someone who's annoyed you, but do you really want your prospective employer checking up on your Facebook posts? Consider the following from a 2009 report prepared for ACAS, the Advisory, Conciliation and Arbitration Service, by the Institute for Employment Studies:

Recruitment with reference to social media

Reference to social media is used as part of the recruitment process by a growing number of firms, particularly to vet potential candidates. According to a US survey of 2,667 HR professionals, 45 per cent check job applicants' social network profiles before hiring while a further 11 per cent intended to do so over the next year (*careerbuilder.com* 2009). A smaller UK survey found that only 27 per cent of employers did so, although it was a more common practice in media, professional services and finance industries and less common among charities and retailers (Peacock 2008). It should also be noted that sites such as LinkedIn are professional networking sites that can be used explicitly for recruitment purposes.

There is no legislation that prohibits employers from considering information from an individual's Facebook profile when making a recruitment decision.

It is notable that in the US survey noted above, the most common reasons for rejecting candidates were lifestyle rather than employment based, for example postings that included "provocative or inappropriate" photographs were cited by 53 per cent of HR managers as a reason to turn down an employee (*careerbuilder.com* 2009)
http://www.acas.org.uk/media/pdf/d/6/1111_Workplaces_and_Social_Networking.pdf



Look also at this Guardian newspaper article which covers some of the same issues:

<http://www.theguardian.com/money/2014/aug/18/social-media-monitoring-employers-rise-pwc>

Read this wikipedia article on hate speech:

https://en.wikipedia.org/wiki/Hate_speech_laws_in_the_United_Kingdom

Key Questions:

- What is freedom of speech?
- What is hate speech?
- What does the UN declaration of Human Rights have to say about free speech?
- How does the 1689 Bill of Rights introduce the idea of freedom of speech into the laws of the United Kingdom?
- What is freedom of the press, and why might it be an important component of democratic rights?
- If you make careless remarks online, how might this cause you difficulties later in life?

Activity: Investigating Social Media and Cyberbullying

In pairs, check out these links and make some notes about cyberbullying. Look out for some of the words below. Then in your group write out your answers to the questions that follow. Share your findings with the rest of the class and pool all the information pairs or groups have found. Use what you have collected to make a list of dos and don'ts for staying safe when using social media.

These websites contain information that will help you as you consider the impact of cyberbullying:

<http://www.nidirect.gov.uk/cyberbullying>

<http://www.bbc.co.uk/programmes/articles/344pq7cR0ydsDvP4kdqt51D/online-bullying>

<http://www.stopbullying.gov/cyberbullying/what-is-it>

<http://www.bullying.co.uk/cyberbullying>

<http://www.bbc.co.uk/newsbeat/article/34328417/cyberbullying-worse-than-face-to-face-abuse-suggests-global-research>

<http://www.bbc.co.uk/programmes/articles/462Hfwz7K6xlfSsnY4MgLZc/the-dos-and-don-ts-of-social-media>

<http://www.bbc.co.uk/programmes/articles/PVhDJHBC8t4XX3wglMw0T4/bullying-are-you-a-bully>



Hater

[https://en.wikipedia.org/wiki/Hater_\(Internet\)](https://en.wikipedia.org/wiki/Hater_(Internet))

Troll

https://en.wikipedia.org/wiki/Internet_troll

Sockpuppet

[https://en.wikipedia.org/wiki/Sockpuppet_\(Internet\)](https://en.wikipedia.org/wiki/Sockpuppet_(Internet))

Online Reputation (star rating, likes, endorsements)

https://en.wikipedia.org/wiki/Reputation#Online_reputation

Intimidation

<https://en.wikipedia.org/wiki/Intimidation>

Rumours and Gossip

https://en.wikipedia.org/wiki/Chinese_whispers

Harassment

<https://en.wikipedia.org/wiki/Harassment>

Victimise

https://en.wikipedia.org/wiki/Symptoms_of_victimization

Exclusion

https://en.wikipedia.org/wiki/Social_exclusion

Aggression

<https://en.wikipedia.org/wiki/Aggression>

Threats

<https://en.wikipedia.org/wiki/Threat>

Cyberstalking

<https://en.wikipedia.org/wiki/Cyberstalking>

Hate Speech

https://en.wikipedia.org/wiki/Hate_speech

Identity Theft

https://en.wikipedia.org/wiki/Identity_theft

Social media

https://en.wikipedia.org/wiki/Social_media

There is also the now well-known remark about the Internet being written in ink, not in pencil, made in the dialogue of the film *The Social Network* about the origins of Facebook and Mark Zuckerberg's early career:

Dialogue from *The Social Network*

<i>Erica Albright:</i>	You called me a bitch on the Internet, Mark.
<i>Mark Zuckerberg:</i>	That's why I wanted to talk to you.
<i>Erica Albright:</i>	On the Internet.
<i>Mark Zuckerberg:</i>	That's why I came over.
<i>Erica Albright:</i>	Comparing women to farm animals.
<i>Mark Zuckerberg:</i>	I didn't end up doing that.
<i>Erica Albright:</i>	It didn't stop you from writing it. As if every thought that tumbles through your head was so clever it would be a crime for it not to be shared. The Internet's not written in pencil, Mark, it's written in ink. And you published that Erica Albright was a bitch, right before you made some ignorant crack about my family's name, my bra size, and then rated women based on their hotness.

- Is Erica Albright right to be offended?
- What is offensive about Mark Zuckerberg's remarks?
- What should Mark Zuckerberg do next?
- Why does Erica Albright say the Internet is written in ink?

Key Questions

- What is cyberbullying?
- Who is most at risk of cyberbullying?
- What issues can come back to haunt people who have posted offensive material online?
- What can you do if you are the victim of cyberbullying?
- Do you know anyone who has had experience of being bullied online or through social media?
- How would you feel if someone were repeatedly leaving hurtful comments about you online?
- How do you tell the difference between pulling your mate's leg and belittling someone in a way that is cruel and hurtful?

Based on your investigations into freedom of speech and cyberbullying, draw up a list of points to guide users of social media. Your advice should give some dos and don'ts for commenting on posts, making posts, uploading photos and similar common social media activities. You might also offer some advice on how to make effective use of privacy settings.

Extension Activity: Does the Internet help or hinder democracy?

There are many ways in which you could look at both the Internet, mobile technologies and associated uses of social media as forces for good. For example, the ready availability of information and the means to share information with a wide audience means that it's possible for individuals to draw attention to situations of injustice, criminal activity and wrongdoing. Investigate the ways in which things like mobile phone camera footage has been used to capture a situation that has later been of use to the authorities in identifying wrongdoers. For example:

- Murder of Lee Rigby
- Record of car accidents
- Bystanders filming a robbery or assault
- Racial abuse by football fans

Look also at some of the high profile instances of information coming to light that the authorities have been unhappy about and have tried to suppress. For example:

- Wikileaks
- Julian Assange
- Bradley Manning
- Edward Snowden

Refer to the following websites to gather information:

<https://www.amnesty.org.uk/free-speech-freedom-expression-human-right>

<https://agenda.weforum.org/2013/10/is-the-internet-really-good-for-democracy>

<http://www.ifla.org/publications/what-is-the-effect-of-wikileaks-for-freedom-of-information>

You might also be able to find examples of these and other controversies that have been reported in the media by searching the BBC news. For example the phone-hacking scandal.

There have been some suggestions in the media that events such as the Arab Spring were (at least in part) powered by activists' use of social media to plan protests and share information. Other commentators have questioned just how significant social media really was to the various uprisings, but it is a matter of interest to governments around the world. For example the repressive regime in North Korea tries to prevent citizens from accessing the Internet. There are also severe restrictions on citizen's access to the Internet in China and other countries. Why do you think the administrations in these nations want to restrict their citizens' access to the Internet?

Investigate:

- the Arab Spring
- Digital Democracy (or e-democracy)
- Use of social media in Obama's election campaigns
- Free Speech
- The Digital Divide and unequal access to Internet technologies

What about terrorist organisations and their use of internet for recruitment and propaganda?

Links for further study

https://en.wikipedia.org/wiki/Right_to_Internet_access

<http://www.prisonreformtrust.org.uk>

<http://www.howardleague.org/key-issues>

<http://www.amnesty.org.uk/issues/Northern-Ireland>

<http://www.nihrc.org>

<http://www.citizensadvice.co.uk>