



**DEPARTMENT OF EDUCATION
SCHOOLS DIVISION OF NEGROS ORIENTAL
REGION VII**

Kagawasan Ave., Daro, Dumaguete City, Negros Oriental



**Trends, Networks, and Critical
Thinking in the 21st Century**
Quarter 4 – Module 4:
Social Relationships and Political Movements



Trends, Networks, and Critical Thinking in the 21st Century – Grade 11
Alternative Delivery Mode
Quarter 4 – Module 4: Social Relationships and Political Movements
First Edition, 2020

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What I Need to Know

This Learning Module is an alternative instructional design that uses developed instructional materials which are based on the needs of the students. They are encouraged to independently work the different activities that will develop them to be a productive people in our society.

This course presents some relevant information about democracy which can be applied in facing challenges in our world today. You shall be able to learn some skills and ideas that you may use for your daily living in this democratic society. By studying this module, you will learn not to abuse the independence you have and appreciate its value. You will also become a productive citizen by understanding your role in this democratic world. Thus, you could be an influence of “change for the better” in our challenging world.

Happy learning!

Content Standard

The learners understand the meaning and dimensions of democracy.

Performance Standard

Using any form of oral presentation, the learner explains creatively the ill effects of undemocratic practices related to factors such as gender biases, poverty, political marginalization, racial inequality, cultural domination, crisis of representation and politics of recognition.

Most Essential Learning Competencies

The learner is expected to:

1. Explain how information communication technology can facilitate social relationships and political movements (occupy movements)
(HUMSS_MCT12-IId-f-5)
2. Propose a creative intervention to improve human life using ICT
(HUMSS_MCT12-IId-f-6)

At the end of the module, you are expected to:

1. explain how ICT can facilitate social relationships and political movements;
 - a. understand the importance of ICT in facilitating social relationships and influencing political movements
 - b. distinguish the importance of ICT in forming social relationships and influencing political movements
 - c. recognize ICT as part of the driving force in forming social relationships and influencing political movements in the modern world
2. propose a creative intervention to improve human life using ICT



What I Know

Directions: Read each item carefully and use your notebook to write your answers.
Write only the letter of the correct answer.

1. What of the following refers to technology?
 - a. The application of scientific knowledge to create a device that helps complete a task or solve a problem
 - b. The completion of tasks or solving of problems using some ingenious method
 - c. Using personal experience to complete a task or solve a problem
 - d. Any physical object or device that changes society for the better
2. Which of the following is NOT considered as part of technology?
 - a. Computers
 - b. Door handles
 - c. The human hand
 - d. The wheel
3. Which of the following is NOT a major contribution brought by technology to the society?
 - a. Better hygiene and health
 - b. Greater human productivity
 - c. Free and available information helping to level up the playing field
 - d. Changing the nature of human relationships -- less emotional connection
4. What does ICT mean?
 - a. Internet Center Technology
 - b. Information Class Technology
 - c. Information and communications Technology
 - d. I do not know
5. How do businesses most often send documents?
 - a. Post
 - b. Email
 - c. Fax
 - d. Courier
6. Which of these technologies has made it possible for more employees to work from home?
 - a. Video games
 - b. Video conferencing
 - c. Mobile phones
 - d. Viruses
7. Which is **TRUE?** ICT influences the way we _____.
 - a. Do the jobs we do
 - b. Drive our vehicles
 - c. Digest our food
 - d. Sleep in the evening
8. Over-availability of communication leads to problems like _____.
 - a. Not eating enough
 - b. Overheating of systems
 - c. Too much electricity used
 - d. Never really switching off

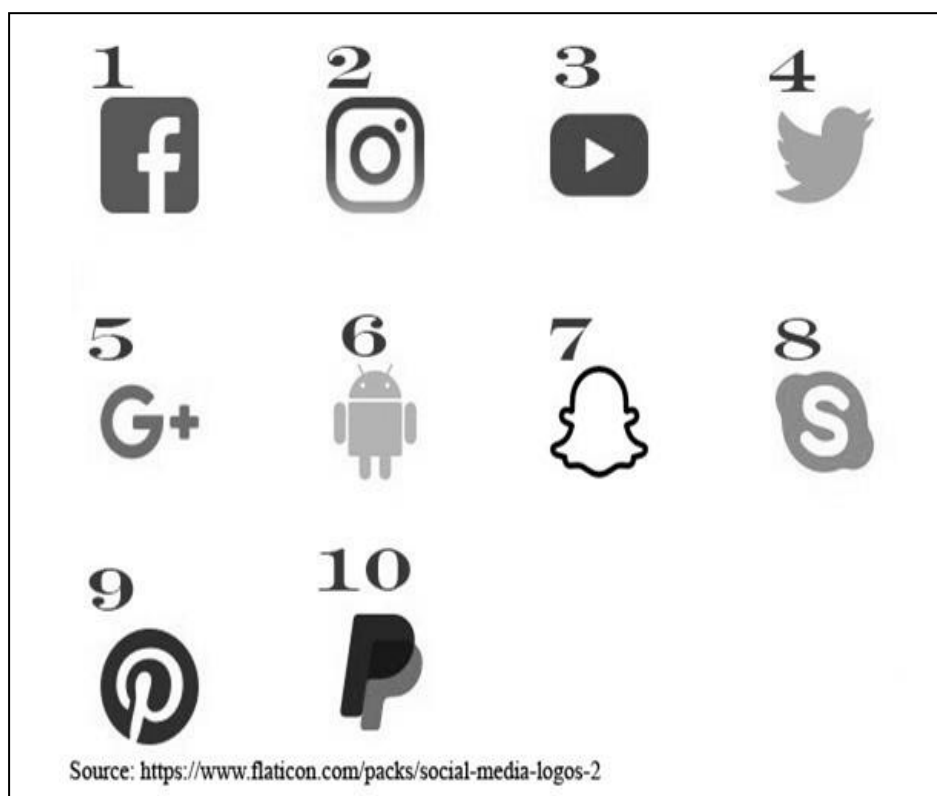
9. April gives her friend a website address. She recommends that her friend check it out and possibly sign up. April explains that the website is for a group of friends to use to connect with each other. Which of the following best describes the type of website April is recommending?
- a. Social network
 - b. Collaborative group
 - c. Online gaming
 - d. Wiki
10. When you are using social networking sites, which information should you never post publicly?
- a. Your favorite places to explore
 - b. Your high scores on popular games
 - c. Your address or phone number
 - d. Your favorite athletic teams



What's In

Task 1. Name It!

Identify the social networking sites or terms represented by each icon.





What's New

Task 2. My Relationship with Others and ICT

List the names of people whom you have relationship with and write the technology to communicate with them.

| NAME | RELATIONSHIP | MEANS OF COMMUNICATION |
|------|--------------|------------------------|
| | | |
| | | |
| | | |



What is It

Smartphones and Internet connection have significantly contributed to the transformation of collective action. Easy Internet access through smartphone has given people from all classes equal opportunities to mobilize and spread information and other services. People perceived as marginalized now find more courage in reaching out to those in the mainstream by connecting with sociopolitical movements with similar interests online.

Aside from the traditional sociopolitical movements or *Social Movement Organizations* (SMO), Internet-based movements which are highly dependent on online propagation and e-movements, arising entirely online have emerged. Their operations somewhat differ from the traditional SMO in the sense that the former possess a *Collaborative Innovation Network* (CoIN) which refers to a highly motivated group with a collective vision and is aided by the Web in attaining a common goal through fast information and work exchanges.

Impact of ICT in Various International Events

Arab Spring

This phenomenon in the Arab world was inadvertently sparked by *Mohammad Bouazazi*, a street vendor in Tunisia who set himself on fire in 2010 to protest after a council inspector confiscated his vegetable stall. News about this spread and others

saw this as an opportunity to protest against the larger socioeconomic ills of the country. Soon, the ensuing riots overthrew the dictatorship of the president.

The Arab Spring, as what it is now known, brought about destabilization and disturbed the *order* in some Arab authoritarian countries particularly Tunisia, Egypt, Libya, and Yemen. Several *awakenings*, protests, and uprisings erupted in many Arab countries in the years that followed. Syria, for one, is now in a bloody civil war with rebels trying to oust the regime of Bashar al-Assad.

One of the factors perceived to have contributed to such political upheaval was ICT. Through television, Internet, smartphones, Facebook, Twitter, blogs, and other social media outlets, the world became aware of the protests which eventually snowballed and gave people the courage to act against dictatorships. The causes of protests varied: economic failure, rampant corruption, act against security forces, and demand for more liberal and democratic way of governance. The unfolding events in Tunisia were watched by its neighboring countries and seemed to have inspired them. The use of Facebook, SMS (text messaging), and Twitter enabled users to sustain interest and eventually moved them to action. Facebook allowed people to express their political beliefs without fear of apprehension by state authorities. Like-minded Facebook users established citizen networks with political objectives.

In Libya, the reporting about the civil war and subsequent NATO and UN intervention was conducted using social media technology in the absence of professional journalists who were banned in Libya. In Bahrain, the situation was different. The government co-opted the media by asking for help in identifying some leading protesters. It took the opportunity of political divisions which weakened the protesters. Thus, no change of regime occurred in Bahrain.

A Pew Research Center article noted, “Social media indeed played a part in the Arab uprisings. Networks formed online were crucial in organizing a core group of activists, specifically in Egypt. Civil society leaders in Arab countries emphasized the role of ‘the *internet*, *mobile phones*, and *social media* in the protests. Additionally, digital media has been used by Arabs to exercise freedom of speech and as a space for civic engagement.”

Since 2011, the goals of many Arab Spring protesters have been denied as autocratic governments regain power and crack down on civil liberties. Nonetheless, the uprisings have shown the power of mass demonstrations and peaceful protest, as well as the ability of *social media* to both fuel protest and communicate its goals to the outside world. The tumult of the Arab Spring also showed autocratic governments—and the rest of the world—that millions of people living in Islamic nations believe in free expression and democratic governance.

Occupy Wall Street

Twitter played a significant role in facilitating communications among the participants of **Occupy Wall Street**, an anti-capitalism movement. Twitter became a forum where the participants shared information and interacted with one another. At the local level, Occupy protesters used Twitter to communicate sensitive information about the protests and police actions. They used Twitter to pave the way

for interstate communication exchanges. Through Twitter, a group capable of collective framing process which provided the social movement with shared languages, purpose, and identity was formed. Other people around the world copied the Occupy protest success and staged their own versions in what was later known as the *Occupy Movement*.

Terrorism

Extremists and terrorist groups have also used ICT, especially websites, Facebook, YouTube, and Twitter, to further illegal and destructive acts and recruit members and adherents. Jihadist groups such as Al-Qaeda and the so-called Islamic State (IS) are two notable terror groups that have used ICT.

The IS, in particular, seems to have members who are well-versed



Source: <https://indianexpress.com/article/world/world-others/a-70-page-islamic-state-terror-manual-found-online/>

in using ICT in their operations. They produce well-scripted and choreographed videos and recorded executions. They also have an online presence through Instagram, and they publish an online monthly magazine. In addition, they utilize online messaging services, even launching a hashtag campaign, among others. An article in *Popular Science* noted, “From its start, social media has been integral to ISIS’s rise. It enables ISIS militants to raise its prestige among terror groups and overtake older jihadist competitors like Al-Qaeda. It serves to coordinate troops and win battles. And it allows the group to administer the territory under its control.”

Cyberterrorism, a term coined by Barry Collin in 1997, means “unlawful threats of attack against computers, networks, and the information stored therein to intimidate or coerce a government and its people in furtherance of political or social objectives.” This premeditated and politically motivated violence is aimed at noncombatant targets by clandestine agents. There are at least four elements which characterize cyberterrorism:

1. Politically motivated attacks leading to death or physical injury;
2. Cyber-attacks causing fear and/or bodily harm from cyber-attack techniques;
3. Attacks against critical information infrastructures such as energy, transportation, and financial and government operations, and;
4. Attacks primarily aimed at monetary profit.

However, attacks that focus on nonessential service are not considered cyberterrorism. Terrorist groups use the Internet for hostile activities such as hacking, disseminating negative propaganda, and promoting high-risk activities. They likewise use the Internet for intergroup communication. Terrorist groups manipulate cyber media to release their propaganda statements. A study on hosting service providers such as *Blogspot* and *Wordpress* reveals that the virtual world is *damaged* due to the promotion of terrorist activities. Videos of hostage-taking, attacks, explosions, and bombing are even shown.

A study by **Yulei Zhang et al. (2010)** has come across 10,000 extremist websites which developed technology to interpret the conversation and content of forums. The cyberspace is said to have allowed asymmetric or unbalanced warfare between, on the one hand, the perpetrators such as extremists, terrorist groups, and cyber criminals having the capability to inflict damage; and, on the other hand, the unsuspecting, naïve public. Terrorist groups can inflict damage or create difficult conditions to nations. Several countries have established cybersecurity agencies to protect their and other countries from cyberterrorism.

Keep In Mind

ICT has also been used to facilitate and inquire action against a regime, as what happened in the *Arab Spring* and *Occupy movements*. It is also employed by terrorist groups to create fear and destruction to lives and countries.

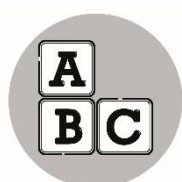
While some Internet-based movements and e-movements failed for reasons such as lack of face-to-face interaction and inability to establish and sustain interpersonal networks, others attained success. **Jamie Friedland and Kenneth Rogerson (2009)** analyzed some of the successful Internet-based social movements and the Internet's role in their success. They see the Internet as having a passive nature which means that "users discover only what they seek" and "normally find information that merely reinforces their interests or beliefs." Nevertheless, the Internet "streamlines the process of political mobilization" as it allows easier interconnections among like-minded individuals. It facilitates faster and wider spread of messages through online sites.

The leadership structure of the traditional sociopolitical movements vary from that of e-movements. While traditional movements possess a *centralized, vertically hierarchical command structure*, e-movements have a horizontal and decentralized structure. Leaders have more liberty to act and may not necessarily be politically engaged. Many leaders of e-movements are computer experts responsible for starting a *full blown e-movement*. They are computer-savvy individuals who are empowered by ICT rather than political activists. These leaders are likewise unconstrained by the limitations of traditional social movement organizations such as experiencing pressure from members due to their unconventional leadership styles. On the contrary, e-movements allow the leaders to practice their preferred styles, thus providing various ways and methods if achieving the goals of the movement. The leader may also be the member who made the best proposal as the course of action to take. No central leadership exists in an e-movement due to its horizontal structure. Without a traditionally rigid chain of command, members and leaders alike of online groups of protesters connect, coordinate, and plan their actions together in a hazy

structure like that of *modern terrorists cells* (Weimann, 2006a in Friedland and Rogerson, 2009). What binds them is a common political agenda rather than a central leadership; hence, their flexibility and ability for evasive physical movement and shifting strategies.

The Internet also enables SMOs to either access or bypass mainstream media. Through low-cost, efficient, and direct communication from the SMO, the general public and the media get to monitor its movements, which actually seek wider media coverage. Most SMOs believe that media coverage is necessary in amplifying their concerns to the public whose strong and sustained support can lead to the SMO's strength and success. They also seek to establish a well-designed and well-maintained website where they post their messages, counter negative media coverage, correct misconceptions, and refute criticisms. The site lends a sort of legitimacy to the SMOs.

Information and communications technology enables groups and movements, big and small alike, to prosper and attain success in promoting their causes even without a centralized and hierarchical structure. The horizontal, decentralized, and flat structure facilitates the development of sociopolitical movements whose interconnections are based on common sociopolitical concerns, interests, and goals.



What's More

Task 3. Memes to Movements.

Create a meme that characterizes an Internet-based movement on the current situation of Philippine politics/society. The meme should reflect a call to action where the audience will act to improve the situation.

| MEME RUBRIC | | | | |
|--|---|--|--|---|
| CRITERION | Limited (1) | Emerging (2) | Skilled (3) | Accomplished (4) |
| Execution (Student created the memes imaginatively) | The meme is unfinished or unpublished. | The meme is messy, contains errors, or is difficult to read. | The meme is neat and colorful and easy to read. | The meme is easy to read. The graphics and text chosen to enhance the message. |
| Cohesion Between Ideas (Words, font size, and font type all create a cohesive message) | The idea that you are trying to represent and the image that you have chosen are unclear. The picture you have chosen | The idea that you are trying to represent and the image that you have chosen are not completely clear. The picture you | The idea that you are trying to represent and the image that you have chosen work well together. | The idea that you are trying to represent and the image that you have chosen work very well together. You have chosen a solid visual representation for |

| | | | | |
|--|---|--|---|---|
| | lacks any clear connection to your ideas. | have chosen and the idea do not fully connect. | You have chosen a solid visual representation for your idea. | your idea. The meme is funny and creative. |
| <i>Creativity</i> Student used their own ideas to share their voice | Student was not able to show their voice, but relied on pre-existing ideas | Student was able to get their voice into the images but relied heavily on others for ideas | Student was able to get their voice into their work but may have needed a prompt from others to begin | Student's voice is easily seen in the combination of photo image and word selection |
| <i>Grammar & Spelling</i> Student has utilized spell and grammar check to ensure accuracy in writing | Student had more than 2 errors | Student had at least 2 errors | Student had only 1 error | Student had no errors |
| <i>Required Elements</i> Student successfully created finished pieces that included all requirements | Student did not use the correct source for 2 or more of their required images | Student has used one or more images from an incorrect source | Student has all required images but may have used an incorrect source | Student has all required images from the correct sources |

Source: <https://www.rcampus.com/rubricshowc.cfm?code=HX37B6C&sp=yes&>



What I Have Learned

Why is physical proximity becoming irrelevant in today's movements for social reforms in all fronts? Do you believe these movements can sustain their interest and enthusiasm in pursuing their goals despite the physical distance? Explain your answer. Write your answer in your notebook.



What I Can Do

Task 4. Apply It In Real Life!

You are a social worker in a coastal municipality where the main source of livelihood is fishing. You learned that many fisherfolk practice dynamite fishing. To stop this illegal practice, you coordinated with the mayor to hold an assembly of fisherfolk and townsfolk.

You need to ask for support in terms of venue, public information, printing of materials, and snacks for the attendees. The mayor instructs you to write a proposal indicating the following details:

- a. purpose of the assembly
- b. benefits that the activity can give to the municipality and its people
- c. target participants
- d. date and time of the assembly
- e. names and profiles of resource persons
- f. budget
- g. materials and services needed
- h. draft of the handout

The mayor will evaluate the proposal and approve it based on content (complete details, clear data presentation), reasonability of budget, and relevance to the municipality. Use clean bondpaper.

| PROJECT PROPOSAL RUBRIC | | | | | |
|--------------------------------|--|--|--|--|---------------------------------------|
| CRITERION | EXCEPTIONAL (10 PTS) | VERY GOOD (8 PTS) | AVERAGE (6 PTS) | NEEDS IMPROVEMENT (4 PTS) | POOR (2 PTS) |
| Project Description | Description is clear, concise, and easy to understand. | Description is clear and generally easy to understand with a few exceptions (i.e., uses some jargons). | The description is adequate though the need for greater clarity is apparent. Description may not explain project concisely or with a clear general picture of proposed activities. | Description is not clear. It may be verbose or utilize a lot of field-specific jargon. | It is unclear what is being proposed. |

| | | | | | |
|--|--|--|--|--|--|
| Adequacy & feasibility of design | Processes and procedures are well-stated, manageable, appropriate, and comprehensive . | There is a logical and thoughtful plan for manageable execution of the project. | Processes and procedures for executing the project appear manageable, but there is some uncertainty. | Processes and procedures outlined are unclear, do not follow from project objectives, and/or do not seem entirely manageable. | Processes and procedures are either omitted, only vaguely stated, unmanageable, or are inappropriate for the project proposed. |
| Likelihood for success | Project has every reasonable expectation of being completed. | High likelihood of success. | Moderate likelihood of success. | Likelihood of success is questionable. | The project as designed as little chance of being successful. |
| Goals & products | The goals of the project are clearly stated. Significant impact of the project are properly described with very reasonable community impact. | The goals of the project are clearly stated. Moderate impact of the project are described with high community impact. | The goals of the project are not clearly stated. The proposed products are of moderate impact. | The goals of the project are not clearly stated. The proposed products are of minimal impact. | The goals of the project are not clearly stated or are inconsistent. |
| Budget (appropriateness & justification) | Budget is comprehensive , clearly explained, and appropriate for the activities proposed. All costs are justified, relevant, and essential. | Budget is comprehensive, clearly explained, and reasonable. Vast majority of costs are justified, relevant, and essential to this project. | Budget is comprehensive and reasonable but not clearly explained. Most costs are justified, relevant, and essential to this project. | Budget is not clearly explained and it is not appropriate for the activities proposed. Budget is not comprehensive and reasonable. Some costs are not justified, relevant, or essential. | Budget is unreasonable in all areas. Costs are not justified in the budget narrative. Many costs are not relevant and essential to this project. |
| Timeline | Timeline is clearly presented and is clearly suitable for and meets all the activities described. | Timeline may not be clearly presented but appears to be suitable for all the activities described. | Timeline meets most of the activities proposed. Timeline may not be clearly presented. | Timeline appears to meet less than half of the activities proposed. Not clearly presented. | Timeline is not suitable for the activities described. |

Source: <https://www.slideshare.net/felixtbunagan/project-proposal-rubrics>



Assessment

Directions: Read each item carefully and use your notebook to write your answers. Write only the letter of the *correct* answer.

1. Highly dependent on online propagation and e-movements arising entirely online.
 - a. Social movement organization
 - b. Classroom organization
 - c. Collaborative Innovation Network
 - d. None of the above
2. Refers to a highly motivated group with a collective vision and is aided by the Web in attaining a common goal through fast information and work exchanges.
 - a. Social movement organization
 - b. Classroom organization
 - c. Collaborative Innovation Network
 - d. None of the above
3. The Arab Spring was sparked by a street vendor named _____.
 - a. Osama bin Laden
 - b. Mohammad Bouazazi
 - c. Mohammad Ali
 - d. Unknown
4. The Arab Spring protest started in _____.
 - a. Libya
 - b. Egypt
 - c. Yemen
 - d. Tunisia
5. This social media platform played a significant role in facilitating communications among the participants of Occupy Wall Street.
 - a. Facebook
 - b. Pinterest
 - c. Twitter
 - d. Instagram
6. Unlawful threats of attack against computers, networks, and the information stored therein... to intimidate or coerce a government and its people in furtherance of political or social objectives.¹
 - a. Cyberterrorism
 - b. Cyberspace
 - c. Outer space
 - d. Cyberattack
7. Allowed asymmetric or unbalanced warfare.
 - a. Cyberterrorism
 - b. Cyberspace
 - c. Outer space
 - d. Cyberattack
8. Possess a centralized, vertically hierarchical command structure.
 - a. Traditional movements
 - b. E-movements
 - c. Full blown e-movement
 - d. Modern terrorist cells
9. Possess a horizontal and decentralized structure.
 - a. Traditional movements
 - b. Full blown e-movement
 - c. E-movements
 - d. Modern terrorist cells
10. The leaders of a movement are computer experts.
 - a. Traditional movements
 - b. Full blown e-movement
 - c. E-movements
 - d. Modern terrorist cells



Additional Activities

POSTER MAKING: Create your own poster showing the significance of ICT towards attaining a better quality of life.

RUBRICS

| | |
|--------------------|----|
| Creativity | 15 |
| Content/ Message | 25 |
| Total Presentation | 10 |
| Total | 50 |

Glossary

The following terms used in this module are defined as follows:

- ✓ *ICT* Information and Communications Technology
- ✓ *SMO* Social movement organization
- ✓ *CoIN* Collaborative innovation network
- ✓ *IS* Islamic State



Answer Key

What I Know

1. D
2. C
3. A
4. C
5. B
6. B
7. A
8. D
9. A
10. C

What's In

Task 1: Name It

1. Facebook
2. Instagram
3. YouTube
4. Twitter
5. Google Plus
6. Android
7. Snapchat
8. Skype
9. Pinterest
10. PayPal

What's New

Task 2. My Relationship with Others and ICT ➤ Answers may vary

What's More

Task 3. Memes to Movements ➤ Answers may vary

What I Can Do

Task 4. Apply It in Real Life ➤ Answers may vary

Assessment

1. A
2. C
3. B
4. D
5. C
6. A
7. B
8. A
9. C
10. B

References

1. Urgel, Elizabeth T. (2017) Diwa Senior High School Series: Trends, Networks, and Critical Thinking in the 21st Century Culture. Makati: Diwa Learning Systems. P 169–174
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