



| | |
|--------------------------|---|
| <u>FACULTY</u> | : Humanities |
| <u>DEPARTMENT</u> | : Strategic Communication |
| <u>CAMPUS</u> | : APB |
| <u>MODULE</u> | : Advanced Diploma – Digital Contexts (SCO7X02) |
| <u>SEMESTER</u> | : Second |
| <u>ASSESSMENT</u> | : Supplementary Assessment |

| | | | |
|--------------------|-----------------------------|-----------------------|----------|
| <u>DATE</u> | 29 NOVEMBER : AT 12 NOON | <u>SESSION</u> | : ONLINE |
|--------------------|-----------------------------|-----------------------|----------|

| | |
|---------------------------|---|
| <u>ASSESSOR(S)</u> | PROF M PRITCHARD & : DR NEIL LEVY |
|---------------------------|---|

| | |
|-------------------------|----------------------|
| <u>MODERATOR</u> | DR ANNÉ : LEONARD |
|-------------------------|----------------------|

| | | | |
|------------------------|---------------------------|---------------------|-------|
| <u>DURATION</u> | TAKE-HOME : ASSESSMENT | <u>MARKS</u> | : 100 |
|------------------------|---------------------------|---------------------|-------|

1. HONESTY PLEDGE

I agree to be honest when answering questions during this assessment. I agree not to receive any help from anyone else when answering questions and that the answers contain my own ideas and words. Therefore, I will not copy and paste content from the internet, or the lecturer's slides, or from handouts, or textbooks or anywhere else and present this as if it is my own work. To this end, I understand what plagiarism is. All the work I submit for assessment is my own work.

To ensure that you understand the importance of plagiarism, please [watch this helpful video](#).

I now pledge that I have read and will abide by UJ's rules and policies for all my assessments, whether submitted via Blackboard, e-mail or elsewhere. By using the Blackboard platform, any work submitted is subject to UJ's policy on Plagiarism and UJ's Online (Academic) rules and regulations, confirming that the work being submitted conforms and complies with these policies as well as any other policy that might be applicable. In the event that it is found that a student has contravened these policies, a student will be subject to disciplinary action in terms of UJ's policies in this regard.

Do you agree to uphold the honesty pledge? (Tick the correct box)

| | |
|-----|----|
| YES | NO |
|-----|----|

2. INDIVIDUAL ASSESSMENT INSTRUCTIONS

Read the following sections and  answer the questions

2.1. Social media strategy in the format of a narrated slide show presentation

Globally, Generation Z is described in a [study by Deloitte](#) (2020) as activists who want to bring about change and speak out about social injustices such as inequality and discrimination. A specific concern for the LGBTQI+ activists, both [globally](#) (Wisdom2Action, 2019) and in [South Africa](#) (Love Life, 2019), is the silence about Gender-Based Violence (GBV) against LGBTQI+ people.

In a [South African study](#), 18 – 24-year-old Generation Z city and township youths are active on a wide variety of social networks (Patricios and Goldstuck, 2020). Although Generation Z is outspoken about discrimination and is very active on social media, they are silent about Gender-Based Violence (GBV) against LGBTQI+ people. Therefore, it is not clear how the [#ITSNOTOK](#) movement can engage Generation Z about GBV against the LGBTQI+ youth by using social media to become activists for change.

You need to investigate why urban, 18 – 24 year old Generation Z social media users do not engage about GBV against the LGBTQI+ youth on social networks. Once you have established that, you need to compile a high-level [social media strategy](#) for the #ITSNOTOK movement to encourage Generation Z youth to engage in conversations about GBV against the LGBTQI+ youth. As indicated by the client, there is a need to create a unique and creative campaign that speaks in a language and tone that will resonate with Generation Z.

2.2. Social media strategy goals

As the social media strategist for the #ITSNOTOK movement, the overall goal is to build a community of Generation Z advocates for GBV against the LGBTQI+ youth. To achieve this, your secondary goal is to spark engaging conversations with urban, 18 – 24-year-old Generation Z about GBV against the LGBTQI+ youth on social media over four weeks.

2.3. Technical requirements

Marks (-4) will be deducted every time a technical problem is experienced, so double-check and test that everything is working perfectly before you submit. Ask a friend to double test all your links and your media before you submit.

- a) Audible, narrated multi-media slides (PowerPoint or Google Slides). Watch [this video](#) if you are unsure how to add your voice over or audio to your slides.
- b) Upload the slides in the cloud (One Drive, Google Drive or DropBox) with a sharable link that we can access.
- c) Keep to a maximum limit of 20 slides, with audible, narrated sound clips no longer than 1 minute per slide.
- d) All the videos or sounds are clear and audible.

- e) Professional layout. Do not clutter your slides with too much writing. Keep the font legible for a presentation. As a general rule, five to six short bullet points per slide are sufficient. Make use of diagrams, charts, images and illustrations to summarise information.
- f) Use the [official UJ slide template](#) since you represent the university when presenting the #ITSNOTOK movement for the client.
- g) All the full names, module codes, student numbers, e-mail addresses and WhatsApp numbers of the group are on the first slide.
- h) Clickable URL's are used to indicate sources in-text (eg. [#ITSNOTOK](#)). Slides can also include clickable URLs to sources like videos, your infographic or any other document that you want to cite. If you make your own content or Google Drive, for example, make sure it is set with permissions to share it, before you embed the link in your slide, otherwise, it will not play. Please use the correct document sharing settings so that *anyone with the link can view or edit* your content.
- i) You are not using notes at the bottom of your slides.
- j) Create a professionally designed infographic for your content strategy. You can use any free software templates, such as [Canva](#), [Piktochart](#), or in [Google Drawings](#). Each of these has how-to videos. [Watch these helpful guidelines](#) on how to plan and design infographics. Sometimes, free software does not store your work for long on their websites. Therefore make a backup that you upload in the cloud and submit the back-up to be marked.
- k) There are no spelling and grammar mistakes.
- l) Submit a PDF version of your final presentation without audio through Turnitin. Include a screengrab of your Turnitin report as an appendix (not a receipt) when all is done. The report shows your name and similarity percentage in the single digits.
- m) **By 29 November at 12 noon**, submit the assignment on Blackboard on an MS Word Document with:
 - ✓ Your full names, module code, student number, e-mail address and WhatsApp number.
 - ✓ A Clickable URL / hyperlink to your slide show. Test this link. It must be accessible and work correctly.
 - ✓ Ask a friend to double test all your links and your media before you submit.

REQUIREMENTS

1. Executive summary (5)

- ✓ What is the biggest challenge that this strategy will solve?
- ✓ How will this strategy solve a specific problem/challenge to amplify the brand's engagement?
- ✓ What will the duration of this campaign be?
- ✓ Who is the primary target market segment (small group, clearly described)?
- ✓ What social media platform(s) will mainly be used to reach the target market segments?
- ✓ How is this strategy innovative? How will this campaign be unique, creative, and visible when addressing a unique need, opportunity, or problem?
- ✓ How will this be a creative and unique campaign that speaks in a language and tone that will resonate with Generation Z?

2. Situation analysis (20)

- ✓ Here it is clear that you have done lots of research about the [#ITSNOTOK](#) movement and their existing social media strategy, channels, content and messages as it is relevant to the urban, 18 – 24-year-old Generation Z. Is any paid content being used? What may be working and what may need some tweaking? Are there any opportunities that you can spot? You have also researched the urban, 18 – 24-year-old Generation Z and why they don't easily engage about GBV against the LGBTQI+ youth on social media? You also thoroughly researched their social media habits and preferences and influencers. What do they like? Do they use a specific lingo, vernacular, hashtags, memes, slang or anything that is unique to the youth? What sort of tone of voice or content or messaging may appeal to them? What similar campaigns are addressing GBV against the LGBTQI+ youth on social media, and how are they engaging with Generation Z?
- ✓ All these, and more, must be reflected in your SWOT analysis. Don't just make assumptions or thumb suck ideas, but add a hyperlink in your text so that we can see what source you used when gathering your research. Proof of credible research sources must be provided for every statement you make.
- ✓ You are also welcome to use primary research, in addition to secondary research, but then we also need evidence of that. For example: gathering insights by talking to young people or social media (social media posts) or doing recorded interviews with suitable experts. If you do this, show us the evidence.

3. Insights (10)

- ✓ Based on the situation analysis, what is the main insight or takeaway?
- ✓ How will this insight provide a strategic opportunity for this campaign?
- ✓ How is this an opportunity to create a unique, engaging and creative campaign that speaks in a language and tone that will resonate with Generation Z?

4. Target market segment analysis (20)

- ✓ Delve deeply into the target market and analyse this small group in detail. Which section of the urban, 18 – 24-year-old South African Generation Z youth are you focusing on? Do they live in the inner city, the suburbs or the townships? What languages do they mainly speak? What are their demographics, lifestyle preferences, social media preferences, and anything else you did not mention in your SWOT before? What are their attitudes towards GBV against the LGBTQI+ youth and why? Are they child-headed households or students or working or unemployed? What gender are you targeting and why?
- ✓ Base your analysis and description on credible, hyperlinked research sources; don't guess.

5. The campaign message and slogan (10)

| |
|---|
| <ul style="list-style-type: none"> ✓ In four to five sentences, write the overall message for the campaign that will appeal to your target market segment. Appeal to your specific segment of the urban, 18 – 24-year-old Generation Z youth. Your message must truly connect and resonate with the market segment you described before. If you use slang, make sure that you also researched it thoroughly in your situation analysis. ✓ Write the actual sample message in a suitable tone of voice that will appeal to your target market. If your overall message uses the vernacular, please also give a translation. Be creative! ✓ Also, add a slogan (one sentence or a few words). |
| <p>6. Content strategy infographic for the #ITSNOTOK movement (25)</p> <ul style="list-style-type: none"> ✓ Based on your overall goal to build a community of Generation Z advocates for GBV against the LGBTQI+ youth, compile an infographic that illustrates your content strategy. Here you indicate the planned tactics, platforms and content that the #ITSNOTOK movement will use to engage GBV against the LGBTQI+ youth on social media with the target market segment you described earlier. Also, keep in mind the concerns raised in your SWOT analysis, which form the basis of your decisions. ✓ Your content strategy is a higher-level plan that is not as detailed and operational as a content calendar. Yet, a content strategy gives the client enough detail to understand what platforms are going to be used, what content (images, text, video, stories, live streaming, audio, memes, etc) will be used and when. A content strategy also indicates how content will be creative and appeal to the target market. ✓ The layout of the infographic must be professional, appealing and creative. ✓ Insert a clickable, accessible link to navigate to your infographic. ✓ Ensure that all the tactics described in this section have been already thoroughly researched, analysed and described in the first few sections of your strategy. You cannot decide, for example, to use Instagram if you have not previously convinced us that your target market segment uses Instagram and that Instagram is a relevant platform for your brand. Likewise, you cannot use a particular influencer if you have not analysed its relevance earlier. |
| <p>7. Sample content (20)</p> <ul style="list-style-type: none"> ✓ Create at least three different pieces of sample social media content. This will give the client a sense of how the campaign will speak in a language and tone of voice that will resonate with Generation Z. This can be a creative TikTok video, a meme, an Instagram story, a short podcast, or anything else relevant for the respective social media networks you have chosen. ✓ You can add it to your slide or provide a hyperlink to content you saved elsewhere in the cloud. |
| <p>8. Measurement and evaluation (10)</p> <ul style="list-style-type: none"> ✓ What will count as meaningful engagement for your campaign? Describe the social media metrics that you will use to measure the effectiveness of your content strategy. |
| <p>9. Technical requirements (20)</p> <ul style="list-style-type: none"> ✓ As already described in Section 2.3. above. |

TOTAL: 140

2.4. Important housekeeping rules

- a) Make sure you meet the deadline and build in enough extra time to complete the assessment on time. Online submissions are programmed to close on the deadline, after which it may no longer be possible to complete your assessment online.
- b) Always keep a back-up copy of all exams submitted, even uncompleted answers that you are busy working on. Use sites like Google Drive or One Drive to back up your completed assessment in the cloud. This protects you from losing your work due to your computer getting stolen, breaking down or getting hacked. Losing documents for one or another reason is not a legitimate excuse for not completing assessments on time.
- c) Please note that this is an assessment. Thus copying and pasting of class notes, lecturer's slides or prescribed reading will result in poor performance (as it is plagiarism). We examine your understanding of the content learned, not the regurgitation or repeating of prescribed readings, lecturer's slides or class notes.
- d) You may not e-mail lecturers about the assessment questions to solicit assistance, nor may you collaborate with other students on your assessment.
- e) Be aware that similarity reports (Turnitin) will be used to check the originality of your answers and your answers against those of other students. This means that you cannot copy and paste your answers from the internet or other students. Make sure you familiarise yourself with the university's plagiarism policies. We expect Turnitin similarity reports to not exceed 10%. Remember, when we all use the same headings, for example, these will show up in your similarity report. However, we are aware of these similarities and will disregard those.
- f) Ensure that you have adequate data and a reliable Internet connection to make sure that you can successfully submit your assessment on Blackboard. Apologies such as 'my internet dropped the connection' are not be accepted.
- g) When uploading or completing assessments online, ensure that everything is completed and uploaded before closing your computer. Apologies such as 'my document did not upload properly' will not be valid. Your responsibility is to make sure that the assessment is completed and that everything is uploaded for your assessment to be marked.

2.5. Background information about the #ITSNOTOK movement

- a) A [recording](#) of the brief presented by the client on Blackboard.
- b) [Webinars](#) against GBV.
- c) The #ITSNOTOK movement [website](#) There are examples of artwork and past campaigns. Remember, we cannot change the hashtag and brand identity colours, but you can add additional ones if you like.

If you need counselling because you feel triggered by this assignment, please do not hesitate to reach out to your lecturers. We can arrange professional counselling for you. Alternatively, you can also contact the professionals at PsyCad.



**PsyCad Online
Counselling Services** The Future Reimagined

The Centre for Psychological Services and Career Development (PsyCad) has an array of online and telephonic counselling services available for UJ students and the broader community. Counselling sessions are available through telephone calls or via video calling platforms i.e. Zoom, Skype or MS Teams.

For bookings and other queries, call PsyCad offices on the following numbers*:

APK: 011 559 3324/2394 | **DFC:** 011 559 6042 | **APB:** 011 559 1318
SWC: 011 559 5752 | **B5 Office/ External clients:** 011 559 3106
(*Phone lines and counselling services are available from Monday to Friday from 08:00-16:00)

For online group sessions, please complete the form on the link:
<http://ow.ly/UaV650zTrdK>

Crisis line 082 054 1137: for emergencies, available 24 hours.

Download the PsyCad App on Google Play Store

Ulink: Log into the PsyCad module on ulink (under Organizations)

Email: psychservices@uj.ac.za

Follow PsyCad on:
f PsyCad @UJ t @PsyCad i @psycad_uj



Contact PsyCad

psycadinfo@uj.ac.za

- **Auckland Park Bunting Road**
011 559 1318
- **Auckland Park Kingsway**
011 559 3324
- **Doornfontein**
011 559 6042
- **Soweto**
011 559 5752

24 Hour Crisis Line
*For UJ students and staff only



Good luck with your assignment!

Reference list

Deloitte (2020) *The Deloitte Global Millennial Survey 2020*. Available at: <https://www2.deloitte.com/global/en/pages/about-deloitte/articles/millennialsurvey.html> (Accessed: 25 May 2021).

Love Life (2019) *Gender-based violence and LGBTI people*. Available at: https://lovelife.org.za/en/otherpublications/Gender_based_Violence_and_LGBTI_People_Z_card.pdf (Accessed: 5 October 2021).

Patricios, O. and Goldstuck, A. (2020) *The South African Social Media Landscape*. Available at: http://website.ornico.co.za/report/SA_Social_Media_Landscape_2020.pdf (Accessed: 30 September 2021).

Wisdom2Action (2019) *LGBTQ2+ Youth Priorities for Addressing Gender-Based Violence*. Available at: <https://www.actioncanadashr.org/sites/default/files/2019-06/Wisdom2action-LGBTQ2-GBV-Final-Report.pdf> (Accessed: 5 October 2021).