



Social Media,  
Television And Children

# Social Media and Television in the Lives of Children

— A Guide for Teachers





## A Guide for Teachers



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This booklet was developed in order to share the main findings and some recommendations from the study 'Social Media and Television in the Lives of Children'. The study largely explored these two aspects of screen use, and so this booklet does not examine, for example, video games, computer games or films.

In the first section of the booklet, details about how we conducted the study and some of the key statistics from the data are shared in order to outline how embedded social media and television are in children's lives. It is important to note that a considerable driver for children's social media use is to access television, film and other forms of moving image. In the second section of the booklet, the rewards and benefits of the use of social media and television/ moving image media are considered, whilst the final section reflects on the risks and challenges. Throughout, educators are guided to useful websites that provide resources that could be of value for practice.

# How we carried out the study



Research Design

3154

## Families

We undertook an online survey with 3154 families in the UK who had children aged 0-16.



6

We undertook case studies with six families over a period of three months.

110

## Children aged 5-11

One hundred and ten children and young people aged 5-11 took part in telephone interviews.

33

## Children aged 12-16

Thirty children and young people aged 12-16 took part in telephone interviews.



# Research Questions



## Q1

How do children aged 0-16 use television and social media in their daily lives?

## Q2

What views and practices do parents have in relation to children's use of television and social media?

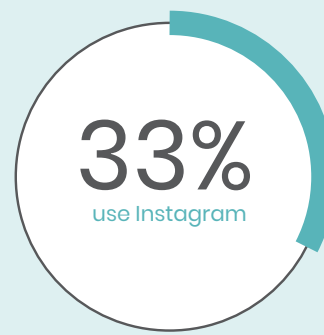
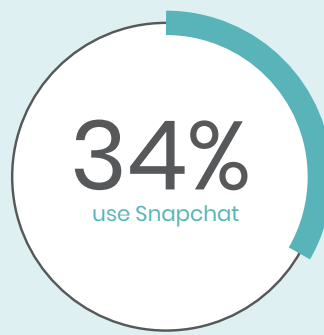
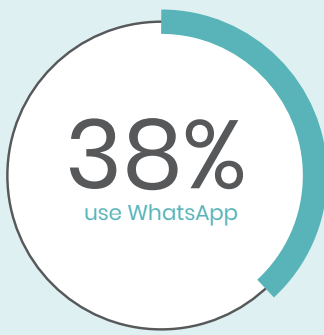
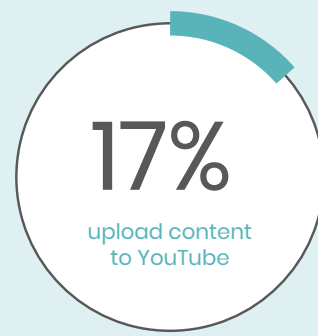
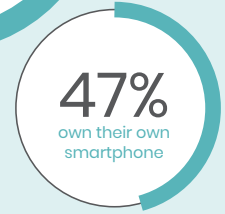
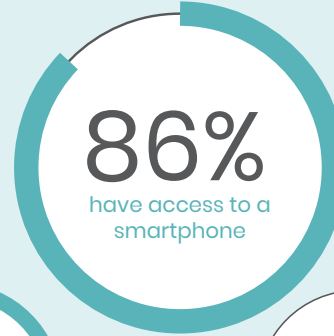
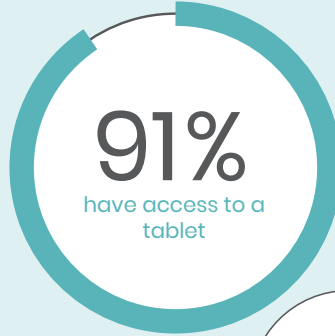
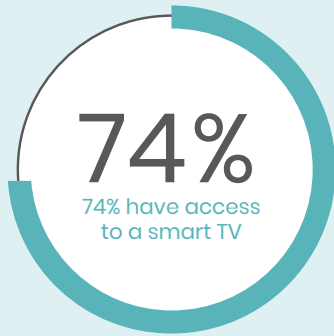


## Q3

What are the implications of this analysis for the children's media industry, schools and parents?



# How do children aged 0-16 use social media and television?





WhatsApp used most often to communicate with family

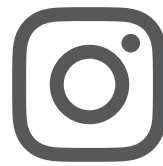
# NETFLIX



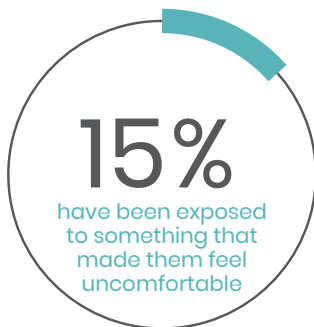
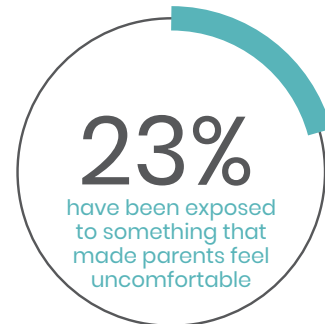
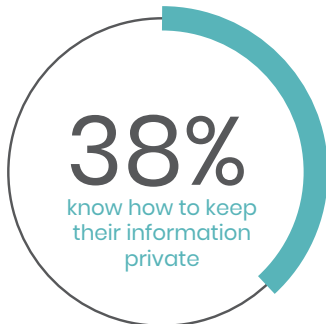
Most frequently viewed content: YouTube and Netflix



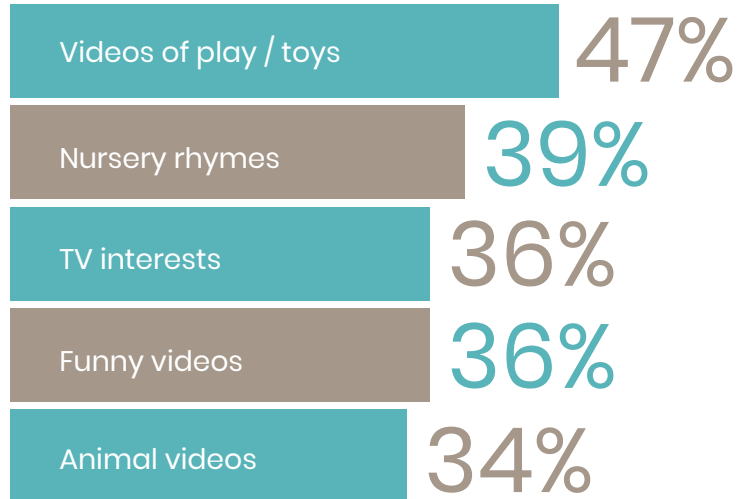
Snapchat used most often to communicate with family



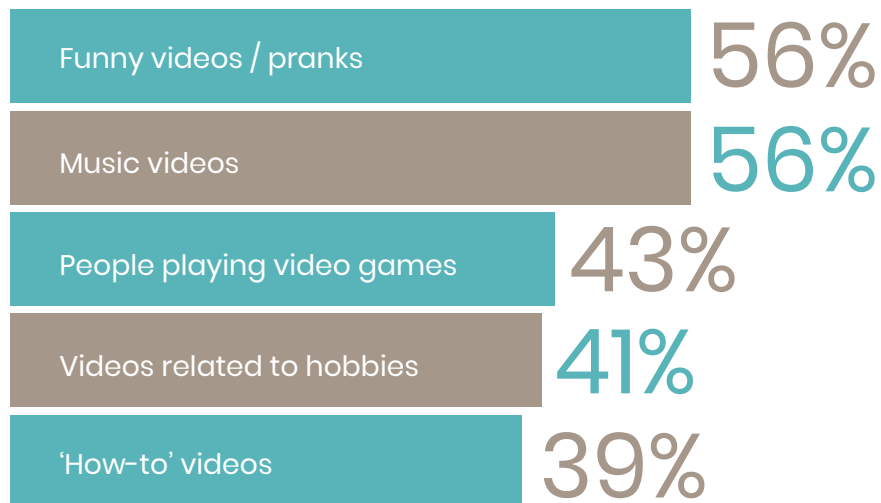
Instagram used most often to post photographs



## Favourite YouTube content of 0-7 year-olds



## Favourite YouTube content of 8-16 year-olds





# Television and Social Media: Rewards

One of the key messages from the research study is that television and social media play a positive role in children's lives, offering a range of 'rewards', that is, features that impact positively on children's lives. Some of the positive elements of the use of television and social media are outlined below. These are categorised as follows:

## **Communication, Community, Culture, Creativity, Criticality, Change**

### **Communication**

- Schools use their own Facebook, WhatsApp, Instagram and Twitter sites to build on the activities of their school community
- Schools use social media as a tool for improving:  
**Attendance - Punctuality - Achievements - Assessment**
- Students feel comfortable forming relationships with peers outside of the classroom using sites such as WhatsApp, Snapchat and Facebook. Social media is an extension of school life, providing positive impact on their friendship groups. It allows them to decline or avoid uncomfortable situations with peers. It also enables children to give comfort to friends outside of the classroom and build friendships more discreetly with those they have something in common with.
- WhatsApp is used for communicating with family and friends, often with multiple group chats within the same group, using different chat titles. Other apps such as Snapchat and Instagram are primarily used for communicating with friends and arranging social activities.
- Social media gives students the freedom to continue discussions outside of school. It enables them to connect globally to others, and create virtual communities.
- Social media is often used to access and share favourite television programmes and content that relates to current popular children's media. This provides an opportunity to compare notes and extend their understanding.

There are numerous resources for teachers to promote the use of social media and television in positive ways to communicate, outlined in Table 1.

Table 1: Using Social Media and Television in the Classroom

<a href="#">BBC Bitesize</a> <sup>1</sup>
<a href="#">Common Sense Education: Social Networks for Students and Teachers</a> <sup>2</sup>
<a href="#">Edutopia: Social Media in Education: A Resource Kit</a> <sup>3</sup>
<a href="#">Our ICT: 20 Amazing Ways for Teachers to Use Social Media in the Classroom</a> <sup>4</sup>

## Community

- 'A Virtual School Community' and a 'Virtual Community of Practice' can be created using social media
- Everyone with access to social media can feel engaged with school life and their children's progress, development and well-being. Efforts need to be made to ensure all parents know about the wide range of opportunities available to their children and how they can support these.
- Some schools have used social media to create a community about a particular issue, such as the environment, or for a particular purpose such as redesigning the school playground.

Figure 1: Example of a school using twitter to create a virtual community



<sup>1</sup> <https://www.bbc.com/bitesize>

<sup>2</sup> <https://www.common sense.org/education/top-picks/social-networks-for-students-and-teachers>

<sup>3</sup> <https://www.edutopia.org/social-media-education-resources>

<sup>4</sup> <http://www.ourict.co.uk/classroom-social-media-tips/>

There are a number of websites that offer guidance for schools on using social media to create vibrant online communities; see Table 2.

**Table 2: Using Social Media to Create a Virtual School Community**

<a href="#">Edutopia: Engaging Your School Community Through Social Media</a> <sup>5</sup>
<a href="#">School Webmasters: Using Social Media Effectively</a> <sup>6</sup>
<a href="#">The School Run: School Social Media Policies</a> <sup>7</sup>
<a href="#">UK Safer Internet Centre: Social Media Advice For Teachers</a> <sup>8</sup>

## Culture

- Family and children’s television programmes remain popular with primary aged children and through social media they have a wide variety of choice about what to watch, when and how.
- Children access film and television through social media and this sparks imaginative play for younger children, and toys related to favourite characters can promote play that fosters language and creativity.
- For older children, their viewing habits can contribute to social bonding with friends as they discuss shared interests.
- Many of the video clips children enjoy watching for entertainment purposes can also be educational, such as craft/ DIY videos, video clips sharing ‘life hacks’, or game replays where tactics are shared.
- Children’s use of television and social media can offer valuable stimulus for in-school work, such as writing stories.

Children’s digital and media culture can provide a rich source of material for work in the classroom. There is a range of guidance and resources for teachers, and so in Table 3 are listed some of the texts, websites and blogs that teachers have found useful and inspiring.

<sup>5</sup> <https://www.edutopia.org/blog/engaging-school-community-social-media-howard-stribbell>

<sup>6</sup> [https://www.schoolwebmasters.com/Blog\\_Articles?entityid=234157](https://www.schoolwebmasters.com/Blog_Articles?entityid=234157)

<sup>7</sup> <https://www.theschoolrun.com/school-social-media-policies>

<sup>8</sup> <https://www.saferinternet.org.uk/blog/back-school-social-media-advice-teachers-professionals-online-safety-helpline>

**Table 3: Useful Resources on Using on Children’s Culture in the Classroom**

<a href="#"><u>Look Again! A Teaching Guide to Using Film and Television in the Classroom</u></a> <sup>9</sup>
<a href="#"><u>Mr P’s ICT Blog</u></a> <sup>10</sup>
<a href="#"><u>Top 20 Ways to Use YouTube in the Classroom</u></a> <sup>11</sup>
<a href="#"><u>United Kingdom Literacy Association Mini-books</u></a> <sup>12</sup> (Contain a range of titles that outline how to draw effectively on children’s cultural interests in the classroom)

## Creativity

- Social media and television can both offer valuable means of developing creative skills, either by inspiring and stimulating creative activity away from the screen, or by enabling children to create content of their own.
- Social media and television can foster creative thinking.
- Social media and television can teach children creative skills
- Social media and television both offer a platform for children sharing their creative work, although this is much easier to achieve using social media.
- Social media allows children to follow other creative individuals/ accounts and become part of a particular creative community, such as those who like to draw comics, or undertake crafts, and so on.

There are numerous websites that outline how the use of social media, television and various other media resources can foster creativity in the classroom. Table 4 identifies a number of useful sites.

<sup>9</sup> <https://www.bfi.org.uk/sites/bfi.org.uk/files/downloads/bfi-education-look-again-teaching-guide-to-film-and-tv-2013-03.pdf>

<sup>10</sup> <http://mrparkinsonict.blogspot.com>

<sup>11</sup> <https://www.educationalappstore.com/blog/top-20-ways-to-use-youtube-in-classroom/>

<sup>12</sup> <https://ukla.org/shop/search?category=7>

<sup>13</sup> <https://www.apple.com/education/everyone-can-create/>

<sup>14</sup> [https://www.bfi.org.uk/education-research/5-19-film-education-scheme-2013-2017/bfi-film-academy-scheme?gclid=CjwKCAiAyrXIBRAjEiwATI95mTzvqghSachmVCtmMNzB0OU3YY3P89dlb2jR17absTGTnMb-1x8x0BoC14kQAvD\\_BwE](https://www.bfi.org.uk/education-research/5-19-film-education-scheme-2013-2017/bfi-film-academy-scheme?gclid=CjwKCAiAyrXIBRAjEiwATI95mTzvqghSachmVCtmMNzB0OU3YY3P89dlb2jR17absTGTnMb-1x8x0BoC14kQAvD_BwE)

<sup>15</sup> <https://www.edutopia.org/technology-integration>

<sup>16</sup> <https://www.englishandmedia.co.uk>

**Table 4: Fostering Creativity in the Classroom**

<a href="#">Apple Education – Everyone Can Create</a> <sup>13</sup>
<a href="#">BFI Film Academy</a> <sup>14</sup>
<a href="#">Edutopia: Technology Integration</a> <sup>15</sup>
<a href="#">English and Media Centre</a> <sup>16</sup>
<a href="#">European Children’s Film Association</a> <sup>17</sup>
<a href="#">Google for Education</a> <sup>18</sup>
<a href="#">Into Film</a> <sup>19</sup>
<a href="#">Makerspaces in the Early Years: Enhancing Digital Literacy and Creativity (MakeY)</a> <sup>20</sup>
<a href="#">OER Commons</a> <sup>21</sup>
<a href="#">Technology and Play Report for Teachers</a> <sup>22</sup>
<a href="#">The Literacy Shed</a> <sup>23</sup>
<a href="#">The Periodic Table of iOS Apps for AR and VR</a> <sup>24</sup>

## Criticality

- Television and social media enable children to access opportunities for developing critical skills. Many television and YouTube presenters pose questions that foster reflection.
- Social media provides opportunities to review a subject from many different perspectives, thus enabling children to understand the complexity of issues.
- Social media can provide opportunities for children to raise awareness of issues they care about.

<sup>17</sup> <http://www.ecfaweb.org>

<sup>18</sup> <https://www.youtube.com/user/eduatgoogle>

<sup>19</sup> <https://www.intofilm.org/>

<sup>20</sup> <http://makeyproject.eu/resources/>

<sup>21</sup> <https://www.oercommons.org>

<sup>22</sup> [http://www.techandplay.org/reports/TAP\\_Early\\_Years\\_Report.pdf](http://www.techandplay.org/reports/TAP_Early_Years_Report.pdf)

<sup>23</sup> <https://www.literacyshed.com>

<sup>24</sup> <https://ictevangelist.com/wp/wp-content/uploads/2018/01/Periodic-table-of-iOS-apps-for-AR-and-VR-Hi-Res-FINAL.png>

There are many resources to support media literacy in the classroom, which develops further children's critical skills. A recent report ([Teaching Media Literacy](#))<sup>25</sup> offers a summary of the most effective approaches.

We provide further guidance on media literacy resources in the second section of the report.

## Change

Learning leads to change as individuals develop knowledge and/ or skills. Social media and the media content it makes available can enhance knowledge and skills in the following ways:

- Television programmes and children's film offer a rich source of information, which can enhance learning across all subjects.
- Social media can enable children to research topics independently, broadening their knowledge and understanding not just through content, but also the ability to share and respond to the content.
- Children can access information on the move and in multiple locations, which enables students to continue their own learning beyond the classroom.
- Access to exemplary information and models can help children to develop their presentation and quality of school work.

There are numerous websites which offer examples of how social media, television and other media can lead to transformations in knowledge and skills. Table 5 outlines useful starting points for an exploration of this area.

**Table 5: Transforming Knowledge and Skills**

[Connected learning Alliance resources](#)<sup>26</sup>

[Digital Futures in Teacher Education](#)<sup>27</sup>

[New Learning: Transformational Designs for Pedagogy and Assessment](#)<sup>28</sup>

These resources demonstrate the value of using social media, television and other media in the classroom. In this way, teachers can build on the experiences that children have with these media outside of school. In the next section, the challenges that the use of social media can bring are outlined, and useful resources to help teachers address these with children are listed.

<sup>25</sup> [http://nesetweb.eu/wp-content/uploads/AR2\\_Full\\_Report\\_With\\_identifiers\\_Teaching-Media-Literacy.pdf](http://nesetweb.eu/wp-content/uploads/AR2_Full_Report_With_identifiers_Teaching-Media-Literacy.pdf)

<sup>26</sup> <https://clalliance.org/resources/>

<sup>27</sup> <http://digitalfutures.realsmart.co.uk>

<sup>28</sup> <http://newlearningonline.com/home>

# Social Media: Risks

The study identified few risks in relation to the television or children's film content accessed via social media. In the main, television played a positive role in children's lives, and the key risks the children and parents identified were in relation to the use of social media. For viewing television content, then, the best risk-management strategies appear to relate to time management and choice. It is beneficial for children to be given opportunities to reflect on television use overall in a critical manner, and to consider in greater depth the strategies they can undertake to access content made for them and on topics that interest them.

In relation to social media, the next section provides information and guidance on how to approach teaching children about some of the risks. We would suggest that this work needs to begin in primary school, as our study identified that some children were using social media sites that are intended to be only used by older children. The risks identified in the study are discussed in relation to the following themes:

## **Foundations, Fakeness, Feelings and Friendships, Fairness**

### **Foundations**

Before considering the kinds of content children might access online, there are some foundational aspects of online use that need to be considered. These include self-regulation of use, management of online safety and privacy and the ability to utilise features of sites to improve use.

For some children in the study, reported screen time use was high, in comparison with peers. There has been some consideration in recent years about the need to focus on quality of screen use rather than quantity. If we just focus on quantity, then this over-simplifies some of the issues. Some content, for example, may be of high quality, and demand viewing over a long period. Children may be spending short periods of time on social media, but they may be accessing harmful content, such as pornography. Nevertheless, it is helpful to provide children with the tools to enhance their self-management of social media, including time spent on it. Encouraging children to discuss the time they spend on social media with their peers can increase their understanding of their own patterns of use and regulate if necessary.

Self-management relates not only to time spent with screen media, but also how to use it effectively. A large number of respondents to the survey (66%) reported that they were unable to filter unwanted content on YouTube, for example, when the site provides several options for filtering. It is helpful, therefore, if schools can point children to such tools, and offer them time to practice such skills in class.

Management of online safety appeared to be mixed across the sample, with older children more likely to say that they knew how to keep safe (not revealing names, addresses, passwords, for example, and blocking unwanted content/messages) than younger children. Many schools offer a lot of guidance in this area, so the key take-away from our study was that this guidance needs to be given from the early years, and repeated as necessary, so that children build up understanding over time.

In addition, teachers should be aware that the development and practice of online data privacy and safety management skills in the study was dependent on a number of factors, including whether or not parents offered support and guidance in this area. Further, some children are more vulnerable than others online due to learning difficulties, or social and emotional issues. Therefore, blanket approaches to developing self-management skills will not work, but careful attention needs to be paid to how to identify and support individual needs.

There are many sources of information for teachers in this area. [Education for a Connected World](#)<sup>29</sup> is a useful document developed by the UK Council for Child Internet Safety. It offers guidance on eight aspects of online education, detailing the kinds of knowledge and skills children should have in each area, and it includes a focus on the early years. The eight aspects that are considered are as follows:

Self-image and Identity	Online relationships	Online reputation	Online bullying
Managing online information	Health, wellbeing and lifestyle	Privacy and security	Copyright and ownership

Similar models have been developed in response to a rising interest in the concept of ‘digital citizenship’. The Council of Europe, for example, developed a [Digital Citizenship Education Project](#)<sup>30</sup>, which offers some useful resources about how to guide children into developing themselves as responsible and responsive digital citizens.

Finally, there are also [resources for school governors](#)<sup>31</sup> that enable them to take an active role in the area.

Further resources to support the development of foundational skills for children’s management of their online lives can be found in Table 6.

**Table 6: Resources for Teachers on Online Safety/ Privacy Issues**

<a href="#">Childnet International</a> <sup>32</sup>
<a href="#">NSPCC Online Safety</a> <sup>33</sup>
<a href="#">UK Safer Internet Centre</a> <sup>34</sup>

<sup>29</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683895/Education\\_for\\_a\\_connected\\_world\\_PDF.PDF](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF)

<sup>30</sup> <https://www.coe.int/en/web/digital-citizenship-education/digital-citizenship-education-project>

<sup>31</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/562876/Guidance\\_for\\_School\\_Governors\\_-\\_Question\\_list.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/562876/Guidance_for_School_Governors_-_Question_list.pdf)

<sup>32</sup> <https://www.childnet.com>

<sup>33</sup> <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/>

<sup>34</sup> <https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff>



## Fakeness

Many children in the focus groups indicated that they accessed misleading and ambiguous clickbait that disappointed and frustrated them. Others were aware of the presence of 'fake news', but this was patchy in nature. There was also a sense from some of the manipulation of media users by advertisers. This was not the case for all children. There is, therefore, a need to develop children's digital media literacy skills in these areas to ensure all children are able to navigate such content effectively. In this section, we first outline some of the inappropriate content children might encounter, before offering some strategies on how to address them.

### *What kinds of inappropriate content might children access?*

#### *Clickbait*

Clickbait takes many forms, but some examples include:

- Stories/ photograph slideshows that have sensational headlines, such as "Can you believe what happened next?"
- Stories/ photograph slideshows that have headlines that try to make the reader feel a certain way, such as "You will feel sorry for this boy. His mum banned him from Fortnite!"
- GIF and videos that feature unusual content, so the viewer wants to explore further.
- Messages that say the viewer has won something, sometimes appearing as flashing gifs.

#### *Fake news*

There are two main types of fake news. The first type is when someone writes something that is completely untrue, and publishes it online. The second is when someone publishes something that mixes together fact with fiction, so readers find it difficult to distinguish between them.

#### *Digital advertising*

Children can encounter a range of types of digital advertising, some of which may be misleading in nature. For example, they may not realise that a game is actually an advert, a phenomenon known as an 'advergame'. Many products and services are posted within social media feeds with paid-for-promotion campaigns. Vloggers and Instagram stars may promote products, sometimes without acknowledgement that they are being paid to do so. Some apps contain in-game adverts. Promotional videos appear before, during and after video content on some sites.

#### *In-app and in-game purchases*

Many apps offer free downloads, but then offer in-app purchases to unlock more content. Similarly, online games can embed purchasing opportunities to move to the next level or buy artefacts that enhance gameplay. For young children in particular, these can be confusing and they may not be aware that they are being asked to spend real money. In addition, engaging in games that are monetised can lead some children into gambling.

### *Misleading videos*

Some children in the study reported accessing videos that upset them in some way, presenting content that was not expected. This occurs due to the rise of video producers who create content in order to deliberately manipulate algorithms. For example, some producers create films with adult content, but when they upload them they use titles and tags that signal child content.

### *How might we explore some of these issues in the classroom?*

Lessons can be planned in which children have chance to talk about their experience of some of these practices and reflect critically on their nature. Producing clickbait/ fake news/ advergames and so on themselves is also a good way to understand their nature. A few ideas are outlined below.

#### *For primary-aged children:*

- In a whole class session, look together at some sites that contain clickbait headlines. Ask groups of children to then review websites and make a poster containing some examples they found.
- Ask children to create a PowerPoint slideshow that provides information on clickbait for other children, with advice about how to avoid it.
- Ask children to create a clickbait headline or a fake news article based on a topical subject of interest to them, or a story that is familiar to them, such as a fairy tale.
- Display a screen shot of an app that contains in-app purchases, or links to click-per-view videos, and discuss their features with the class.
- Have a discussion with children about the strategies they can use if they come across content that they find disturbing in any way (e.g. videos, images).

#### *For secondary-aged children:*

- Pupils can undertake research on clickbait/ fake news/ digital advertising and stealth purchasing, identifying their aims, means of operating and their consequences.
- Ask pupils to create a slideshow for primary-aged children which outlines what clickbait and/ or fake news are, and how they can avoid them.
- Ask children to review historical events and create a fake news piece that has the intention of changing the nature of the event.
- Pupils can be asked to review a series of television adverts and advergames and identify the similarities and differences between them.
- Ask pupils to prepare a poster for peers about online gambling.

We also recommend that teachers guide pupils to [BBC Own It](https://www.bbc.com/ownit).<sup>35</sup> This is a BBC resource, launched just over a year ago by the Duke of Cambridge, which is aimed at children and young people to help guide them through the online world

<sup>35</sup> <https://www.bbc.com/ownit>

<sup>36</sup> <https://www.bbc.co.uk/mediacentre/latestnews/2018/childrens-app-own-it>

Full of fun and empowering tips, insight, stories and advice to help 9-12 year olds get the most out of their time online, it aims to help children develop the confidence and resilience to tackle the everyday challenges they face. An [Own it app](#)<sup>36</sup> will be launched shortly.

Further ideas can found in the resources outlined in Table 7.

**Table 7: Critical Media Literacy Resources for Teachers**

<a href="#">BBC Academy: Real Versus Fake News</a> <sup>37</sup>
<a href="#">BBC Teach: Help Your Students Spot Fake News</a> <sup>38</sup>
<a href="#">British Council Teaching English: Activities for Digital Literacies</a> <sup>39</sup>
<a href="#">Media Education Association</a> <sup>40</sup>
<a href="#">Media Smart</a> <sup>41</sup>
<a href="#">Media Smart, Canada: Gambling</a> <sup>42</sup>
<a href="#">National Literacy Trust: Fake News and Critical Literacy Resources</a> <sup>43</sup>
<a href="#">Sky Academy</a> <sup>44</sup>
<a href="#">The Guardian Education Centre</a> <sup>45</sup>
<a href="#">Trust Me</a> <sup>46</sup>
<a href="#">Twinkl: Fake News Resources</a> <sup>47</sup>

<sup>37</sup> <https://www.bbc.co.uk/academy/en/articles/art20180307163518942>

<sup>38</sup> <https://www.bbc.co.uk/programmes/articles/4fRwvHcfr5hYMMItFqvP6qF/help-your-students-spot-false-news>

<sup>39</sup> <https://www.teachingenglish.org.uk/blogs/david-petrie/david-petrie-clickbait-memes-sharing-truth---activities-digital-literacies>

<sup>40</sup> <http://www.themea.org.uk/links/>

<sup>41</sup> <http://mediasmart.uk.com>

<sup>42</sup> <http://mediasmarts.ca/digital-media-literacy/digital-issues/gambling>

<sup>43</sup> <https://literacytrust.org.uk/resources/fake-news-and-critical-literacy-resources/>

<sup>44</sup> <https://www.skyacademy.com/>

<sup>45</sup> <https://www.theguardian.com/gnmeducationcentre>

<sup>46</sup> <https://www.childnet.com/resources/trust-me>

<sup>47</sup> <https://www.twinkl.co.uk/blog/fake-news-how-can-we-help-our-children-recognise-this>

## Feelings and Friendships

As outlined in the previous section, social media and television can foster friendships in that they can help children to bond, to thicken social ties, and so on. However, there are also aspects of social media use that pose challenges in relationship to children's sense of self, and their social friendships. Some of the key challenges are summarised below.

### Cyberbullying

As with offline bullying, cyberbullying is a feature of children's lives. Whilst few reported being the victims of bullying in this study, other studies report that a sizeable minority of children feel they have been harassed or bullied online.

### Harassment

Social media can give rise to a range of forms of harassment, such as trolling, 'flaming', hate speech, and so on.

### Mental health and well-being

A recent [summary](#)<sup>48</sup> by Professor Sonia Livingstone of the issues raised in relation to this issue suggests that there are no clear-cut research findings to indicate a cause-and-effect relation between use of social media and poor mental health and well-being. However, for some children who may already have existing problems, social media can impact negatively on their mental health and well-being.

### Overload

Sometimes, children can feel overwhelmed with the amount of information and messages they receive on social media, particularly when they can be added to groups in some apps without having to consent to that. Some children feel pressurised to keep up with the messages, or feel they may miss out if they do not read and respond to them all.

### Self-image/ identity issues

Children can become overly-concerned about their online identities, feeling that they have to demonstrate a particular façade on Instagram, for example. Body image concerns can be exacerbated through social media.

### Sexting

Sexting is the sharing of content that contains inappropriate and sexualised images and text. It is a concern for those who work with tweens and teenagers.

These factors all point to the importance of children developing online resilience, and enhancing their social and emotional learning. There are many resources for teachers that enable them to engage pupils in discussions and reflections on these issues, as outlined in Table 8.

<sup>48</sup> <https://www.thechildrensmediafoundation.org/archives/7165/from-policing-screen-time-to-weighing-screen-use>

**Table 8 Resources for Teachers That Address Social and Emotional Issues**

<a href="#"><u>BeinCtrl: Information and Resources for Schools Addressing Online Sexual Coercion and Exploitation</u></a> <sup>49</sup>
<a href="#"><u>Beyond Blue: Building Resilience</u></a> <sup>50</sup>
<a href="#"><u>Childnet International: Social Media and Mental Health – Advice for Teachers and Parents</u></a> <sup>51</sup>
<a href="#"><u>Digital Literacy and Citizenship from the SWFFL</u></a> <sup>52</sup>
<a href="#"><u>Enable: Empower Children, Eliminate Bullying</u></a> <sup>53</sup>
<a href="#"><u>Media Smarts: Cyberbullying</u></a> <sup>54</sup>
<a href="#"><u>Media Smarts: Sexting</u></a> <sup>55</sup>
<a href="#"><u>Media Smart UK: Body Image and Advertising</u></a> <sup>56</sup>
<a href="#"><u>UK Safer Internet Centre</u></a> <sup>57</sup>

## Fairness

Finally, one of the potential risky areas of the use of social media is that it can lead to a lack of equity in terms of the resources and networks that children can have access to. Children whose parents guide them in the use of social media, for example, have an advantage over those who families do not help them to develop a healthy online life. This reinforces the need for schools to address the areas outlined in this booklet, in order to provide all children with opportunities to maximise the rewards and minimise the risks of the use of social media.

<sup>49</sup> <https://www.webwise.ie/beinctrl/>

<sup>50</sup> <https://www.beyondblue.org.au/who-does-it-affect/children/building-resilience-in-children-aged-0-12>

<sup>51</sup> <https://www.childnet.com/blog/social-media-and-mental-health-advice-for-teachers-and-parents>

<sup>52</sup> <https://digital-literacy.org.uk>

<sup>53</sup> <http://enable.eun.org/news>

<sup>54</sup> <http://mediasmarts.ca/digital-media-literacy/digital-issues/cyberbullying>

<sup>55</sup> <http://mediasmarts.ca/digital-media-literacy/digital-issues/sexting>

<sup>56</sup> [http://mediasmart.uk.com/resources/teaching-resources/body-image%20?utm\\_medium=website&utm\\_source=edcoms&utm\\_campaign=Sept2016\\_PSHEdcoms&utm\\_content=resources](http://mediasmart.uk.com/resources/teaching-resources/body-image%20?utm_medium=website&utm_source=edcoms&utm_campaign=Sept2016_PSHEdcoms&utm_content=resources)

<sup>57</sup> <https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/teaching-resources/cyberbullying>



## Conclusion

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In this booklet, we have drawn out some of the key themes from our research on children and young people's use of social media and television in order to offer teachers guidance on how to develop their practice.

It is clear that the years ahead will bring further changes with regard to the technological landscape, and so this process is never fixed; teachers will need to constantly review and reflect on their practice, and seek up-to-date resources. For now, however, the resources we have drawn together in this booklet will enable teachers to seek out the opportunities and address some of the more challenging issues with regard to contemporary children's use of social media.





Social Media,  
Television And Children



[www.stac-study.org](http://www.stac-study.org)