Social media workshop

Emotional Wellbeing Conference

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Introductions

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Content of session

- Discussion around Social media use amongst young people.

- An introduction to Background research.

- A summary of thesis findings.

- Consideration around moving forward / ways to support young people with social media use.

- An Opportunity to engage in discussion and ask questions.

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Popularity of social media

Worldwide, it is estimated 1,882,711,000 people have a Facebook account.

Around 80 million photos are shared on Instagram each day (Internet Live Stats, 2017; Ratcliff, 2016).

Approximately 6,000 tweets are posted on Twitter every second, equating to over 500 million tweets per day.

Facebook was created in 2004, Twitter in 2006 and Instagram in 2010. Global use increases each day; within seconds, estimation figures are outdated (Carrigan, 2016).
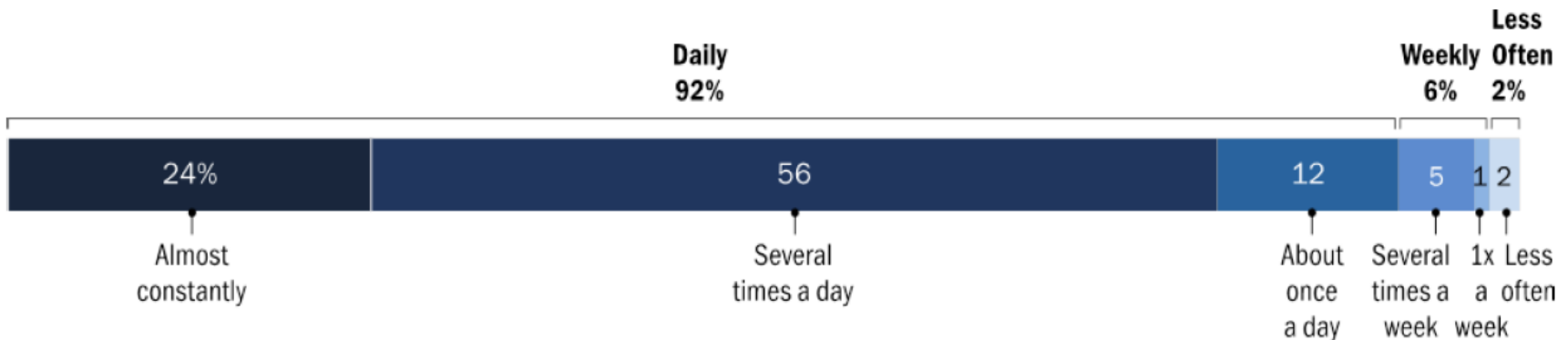
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Background research: Social media use amongst Children and young people

Lenhart (2015) – American study

- **92% of teens report going online daily.**
- **24% report going online 'almost constantly'.**

Frequency of Internet Use by Teens

% of teens ages 13 to 17 who use the internet with the following frequencies

Daily 92%		Weekly 6%	Less Often 2%

24%	56	12	5	1	2
Almost constantly	Several times a day	About once a day	Several times a week	1x a week	Less often

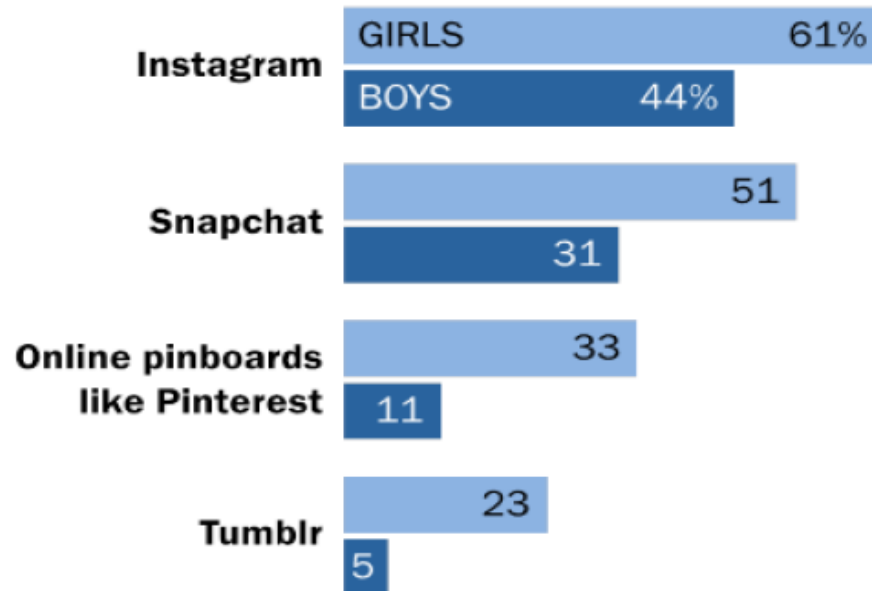HARTLEPOOL BOROUGH COUNCIL

Lenhart (2015)

Girls Dominate Visually-Oriented Social Media Platforms

Percent of girls and boys who use ...

Instagram
GIRLS 61%
BOYS 44%

Snapchat
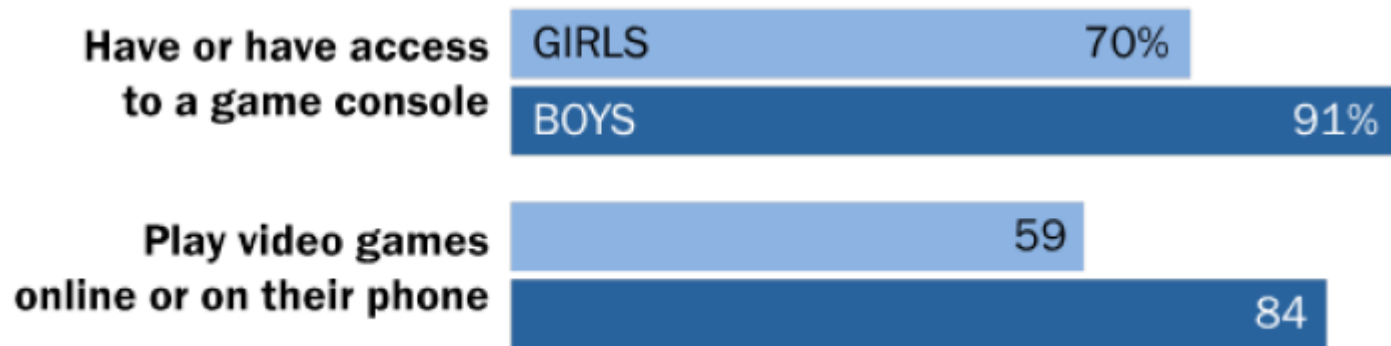51
31

Online pinboards like Pinterest
33
11

Tumblr
23
5

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Lenhart (2015)

Boys Are More Likely to Play Video Games

Percent of girls and boys who ...

Have or have access to a game console
- GIRLS 70%
- BOYS 91%

Play video games online or on their phone
- 59
- 84

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CYPs' use of social media

- **Recent research has found receiving likes on social media activates brains in a similar way to seeing loved ones or winning money – linked to the reward centre in the brain (particularly sensitive during adolescence) (UCLA brain mapping center).**

- **Some researchers in this field have described social media use as more addictive than cigarettes and alcohol.**

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Social media and emotional wellbeing

- *"Social media has become a space in which we form and build relationships, shape self-identity, express ourselves, and learn about the world around us; it is intrinsically linked to mental health."*

"Platforms that are supposed to help young people connect with each other may actually be fuelling a mental health crisis,"

Shirley Cramer CBE, RSPH

Video clip: https://www.rsph.org.uk/our-work/policy/social-media-and-young-people-s-mental-health-and-wellbeing.html

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Social media

News Today
SOCIAL MEDIA: TAKING OVER THE WORLD

How Social Media Is a Toxic Mirror

Social media is harming the mental health of teenagers. The state has to act

Social media-obsessed teenagers are so frightened of real life some won't even answer the door

HOME » NEWS » HEALTH » CHILDREN'S HEALTH

Excessive social media use harms children's mental health

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Background research linked to emotional wellbeing

Increased **low self-esteem** and **unhappiness** among CYP have been linked to pressures encountered on social media, particularly in response to negative feedback (Valkenburg & Schouten, 2006).

Teenagers are particularly **vulnerable** to **feelings of anxiety** and judgement; meaning they are more likely to seek approval from others (Knorr, 2016; Packard, 2007).

20% of 11-12 year olds report becoming **upset daily** by content and interactions on social media (NSPCC, 2013)

Social media use led some CYP to feel **ugly, inferior, unpopular** and **worse about their own lives** (Lenhart, 2015b; Milani, Osualdella, & Blasio, 2009; NSPCC, 2016).

McDool, Powell, Roberts and Taylor (2016) found spending more time on social networks reduces **satisfaction** that children feel with all aspects of their lives, except for their friendships.

70-72% of young people have been victims of **cyber bullying** (Juvonen & Gross, 2008).

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My doctorate research

- Original focus: Exploring teenagers' perceptions around how social media use impacts:
- **Sleep**
- Academic success
- **Relationships**
- **Emotional wellbeing**

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Method

- **Questionnaires – Y8-11. 199 responses on survey monkey.**

- **Focus groups - 2 Y8-9 (4) and Y10-11 (5) – flip chart paper approach.**

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Findings - Quantitative

100% of teenagers reported they used some form of social media.

5.8% of teenagers reported to use social media for over 15 hours.

46% of teenagers reported to use social media for over 6 hours.

49% of teenagers reported that social media use affected friendships.

63% reported challenges linked to using social media.

90.6% reported positive reasons for using social media.

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Findings: Benefits

- For some, social media provided **confidence** when interacting with others.

- Some found using social media to be **therapeutic.**

  'It can help you relax by mindlessly scrolling through something, it can be therapeutic' (FG2).

- Social media developed **feelings of relatedness** - strengthening relationships and broadening communicative methods. It opens up opportunities to communicate and connect in new ways with family, friends and people they met online.

  'You can make friends and stay in contact with old ones' (Y8Q).

- Teenagers can become part of 'imagined communities' online, developed through shared interests. This helps to **gain acceptance** in wider online communities (Boyd, 2014).

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Findings: Challenges: Anxieties and worries linked to social media use

- **Anxieties and worries:** students reported a range of anxieties and worries experienced when using social media. Including:

- Involvement in **arguments** on social media and rumours were also highlighted as a source of **anxiety and stress**. Confidence was suggested as a cause of arguments i.e. people appear more confident when using social media because they are '*hiding behind their phones'.* Cyberbullying was also commonly highlighted by CYP.

  'Things can be said on social media that affects people' (Y9Q).

  'I hear it vibrate, I'm anxious to get out of lesson and check' (FG2).

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Findings: Challenges

- Fears about being **left out** if they did not use social media, or becoming **isolated** and **losing friends.**

    'I'd be worried in case I was left out of things' (FG2).

    'You end up with no friends if you don't use it' (Y11Q).

- Fears around **bullying**

    'If you are being cyber bullied you could think about it all day' (FG2).

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Findings: Challenges: Anxieties and worries linked to Relationships

- Students experienced various anxieties and worries around using social media. Including worries about accessing social media e.g. what they have been tagged in and what others were saying, but also worries when they did not check it for some time.

'I feel anxious without my phone for an hour' (FG2).

'If I get tagged in something, I worry in case it's rude' (FG2).

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Findings: Challenges: Anxieties, worries and wider emotions

- Students in the focus group discussed in depth worries regarding others and their social media use. It was suggested that some younger children were *'losing their childhood'* due to frequent use.

- Worries were highlighted about others being antisocial when using social media and becoming disconnected.

- Feelings of Jealousy - feeling left out when seeing things on social media.

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Challenges - Sleep

- **Many students perceived social media use impacted their sleep, particularly through reducing sleep duration and disturbing their sleep**

Year group	Percentage of 'yes' responses
Year 8	40%
Year 9	29%
Year 10	47%
Year 11	70%
Average	47%

Some highlighted they often avoided going to sleep because they wanted to use social media.

Losing track of time when using social media was highlighted as a factor affecting the amount of sleep teenagers gained. Young people identified the availability of various social media applications as a key explanation for this.

Several teenagers reported that they often found it difficult to initiate sleep after social media use at night.

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Impact of poor sleep on emotional wellbeing

- **Teenagers are staying up later to interact with peers, developing poor sleep hygiene practices; leading to insufficient sleep.**

- **Sleep plays an important role in supporting emotional wellbeing.**

- **Almost four in five long term poor sleepers suffer from low mood and are seven times more likely to feel helpless.**

- **This can be a vicious cycle with stress, anxiety, depression and poor mental health contributing to difficulties sleeping.**

- **Sleep quality has been linked to poorer relationship satisfaction and interpersonal relationships.**

- **Persistent insomnia increases the risk of developing severe depression and suicidal behaviour.**

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Possible consequences of poor sleep

Physical	Mental	Behavioural	Performance
Risk of…	Risk of…	Risk of…	
Cancer	Depression	Sleepiness	Impaired attention and concentration
Cardiovascular disease and stroke	Psychiatric relapse	Road traffic accidents	Decreased memory
Disorders of the Hypothalamic-Pituitary-Adrenal (HPA)	Mood fluctuation	Falls and fractures	Reduced multi-tasking
Metabolic abnormalities	Delirium	Repeat prescribing	Impaired decision-making
Weight gain & obesity	Impulsivity	Alcohol and drug dependency	Reduced creativity
Reduced immunity	Anger and frustration	Increased sedative and stimulant use	Reduced communication
Bodily sensations of pain	Higher risk of suicide	Less likely to attend appointments	Reduced socialisation
Thermoregulatory problems	Anxiety and hyperarousal	Longer stay in hospital	Less likely to be employed
Vulnerable seizure threshold	Chronic fatigue	Earlier admission to long-term care	More likely to be on benefits

Source: Waking up to the health benefits of sleep, RSPH, Oxford University.

Findings: Managing social media use

- **Drawing on wider support:** Students highlighted a number of helpful sources of support they felt would be helpful to guide themselves and other teenagers when using social media.

- Direct support from social media providers (e.g. guidance on how to protect yourself online/ implement safety precautions).

- Wider support from school staff (e.g. a designated person to speak to, student led assemblies, PSHCE days, posters and leaflets outlining basic steps and raising awareness of dangers).

- Educating children within Primary settings to ensure they understand the dangers of social media use.

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Group Activity

Research suggests that most children start secondary school with their own a mobile phone and access to social media.

- To what extent do you agree with the statement that younger children are 'losing their childhood'?

- What might influence the way in which younger learners access social media via a mobile phone?

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- Using Bronfenbrenner's Ecological Systems thinking (spheres of influence on the child), what strategies could be put in place?

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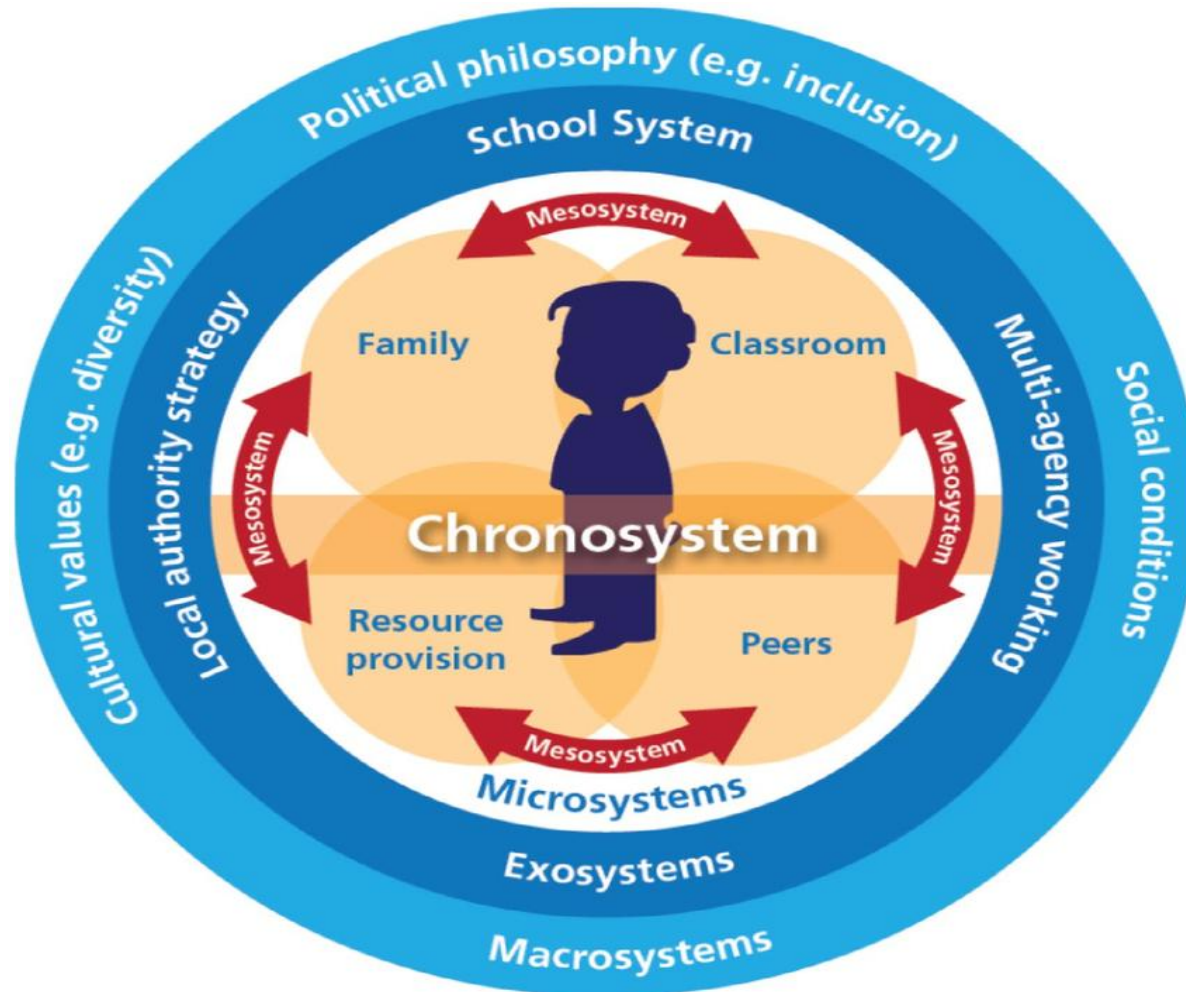
Further tips to support social media use

- **Create an open and honest environment where CYP feel they are comfortable to talk about their use and experiences.**

- **Regularly engage in discussions about social media use.** E.g focus group approach – allow teenagers to construct their own ideas about social media and engage in the problem solving process.

'It helped to reflect, put things into perspective and reconsider priorities' (FG2).

- **Emphasise the concept of credibility – not everything on the internet is true.**

- **Watch for changes in behaviour (e.g. Excessive tiredness, avoiding a computer, withdrawal).**

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Tips when working with CYP – online safety / privacy

Engage in discussions with young people about dangers linked to....

- Talking to strangers online.
- Sharing personal information online e.g. Name, age, phone number, address, birthday and email address.
- Fraud messages attempting to obtain personal information.
- Sharing their location (e.g. on snap chat).
- Not being able to delete content put online.

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Tips when working with CYP

Encourage young people to:

- Speak out if they see anything inappropriate or another person being bullied online (does your school have a designated person and are CYP aware of this)?

- Be careful who they friend or follow online.

- Use privacy settings on social networking sites.

- Control comments.

- Regulate their social media use and swap ideas with others around how they achieve this.

- Avoid posting or saying things online that you wouldn't say to a person face to face & consider how what they say may affect other people or future prospects.

- Consider using relaxation and Mindfulness based approaches to support emotional wellbeing .

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Tips to support positive sleep hygiene practices

- Ensuring young people to have a cut off time when they stop using social media e.g. 9/10pm.

- Ensuring young people do not use electronic devices in bed.

- When sleeping, put phones onto 'do not disturb' or 'aeroplane mode' or leave phones or i-pads in another room to avoid being woken up.

- Parents may turn off wifi after a particular time.

- Engage in physical exercise throughout the day.

- Limiting caffeine close to bedtime.

- Avoiding day time naps longer than 30 minutes.

Recommended number of hours sleep per day

Slumber Number

Age group (yrs)	Hours sleep per day
1 – 2	11 – 14
3 – 5	10 – 13
6 – 13	9 – 11
14 – 17	8 – 10
18 – 25	7 – 9
26 – 64	7 – 9
65+	7 – 8

*Adapted from National Sleep Foundation recommendations 2015

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Parental support

Encourage parents to:

- Be pro-active in monitoring social media use. Know who their children are interacting with online.

- Engage in regular conversations with CYP about social media use.

- Check CYPs privacy settings.

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Any questions, thoughts or reflections?

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Key references

- **National Cyber security alliance. Homeland security – Stop, think and connect resource guide** http://www.stcguide.com/

- **Lenhart (2015) Pew Research Center's Teens Relationships Survey.** http://www.pewinternet.org/2015/04/09/teens-social-media-technology-2015/

- **UCLA brain mapping center:** http://www.bmap.ucla.edu/portfolio/publications

- **RSPH, status of mind,** https://www.rsph.org.uk/our-work/policy/social-media-and-young-people-s-mental-health-and-wellbeing.html

- **Waking up to the health benefits of sleep, RSPH, Oxford University.**

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