



How many  
can you  
name?





Instagram



Facebook



Twitter



Snapchat



Facebook messenger



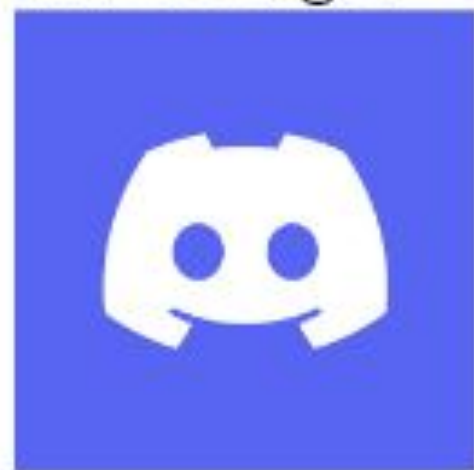
YouTube



Telegram



Wink



Discord



TikTok



Kik



WhatsApp



Yubo

**Inspiring  
change?**

**Making a difference**

**managing influence**

**and navigating  
change online**



<https://www.youtube.com/watch?v=SD5KW6dqnv0>



# Social Media

“I am so glad we didn't have social media in my day”

New technology has the potential to change many parts of our lives

Education and learning

Communication

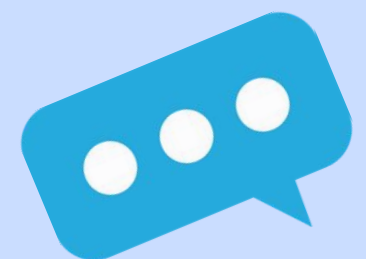
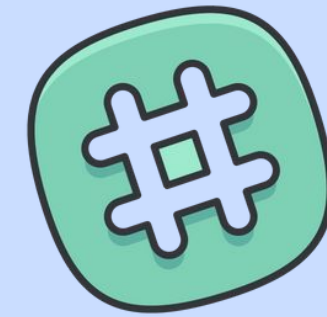
Socialisation and relationships

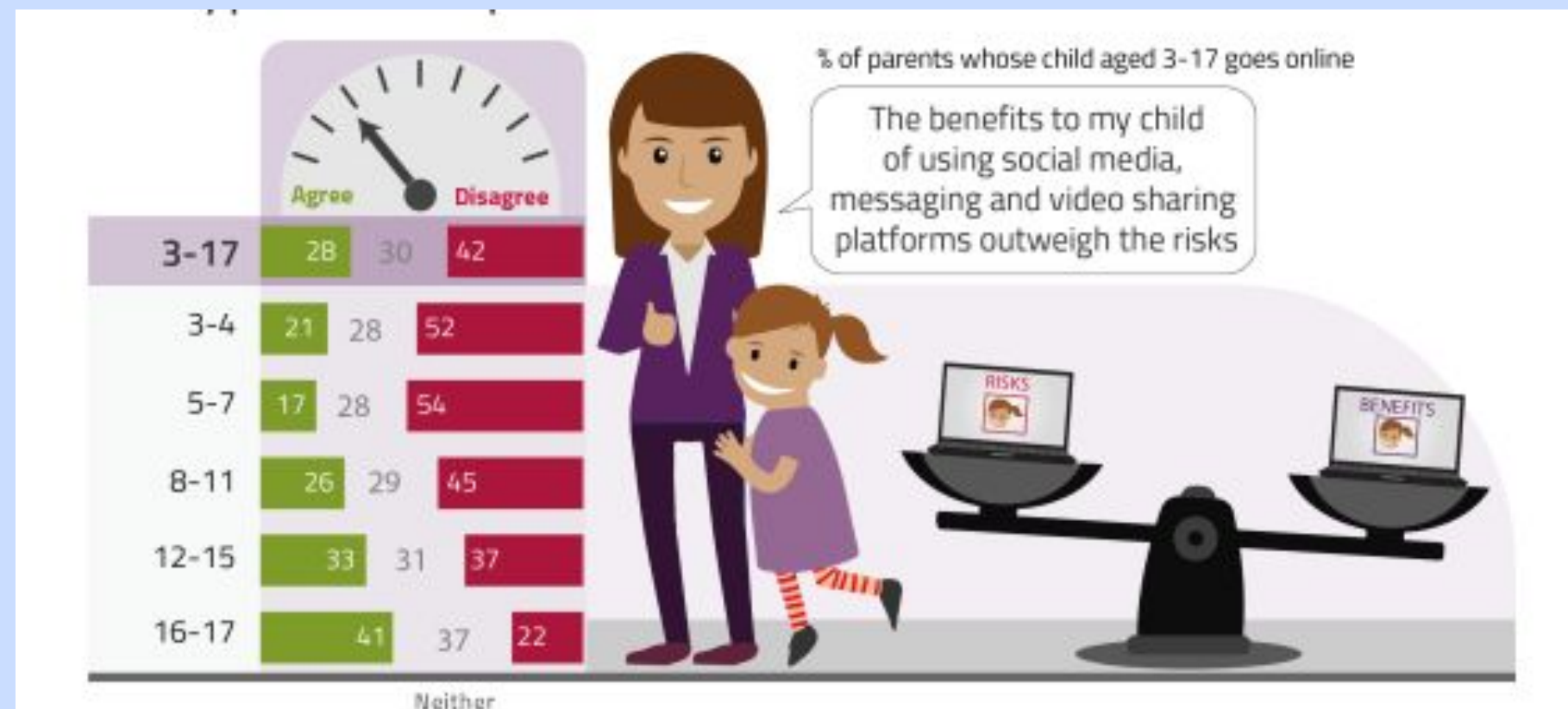
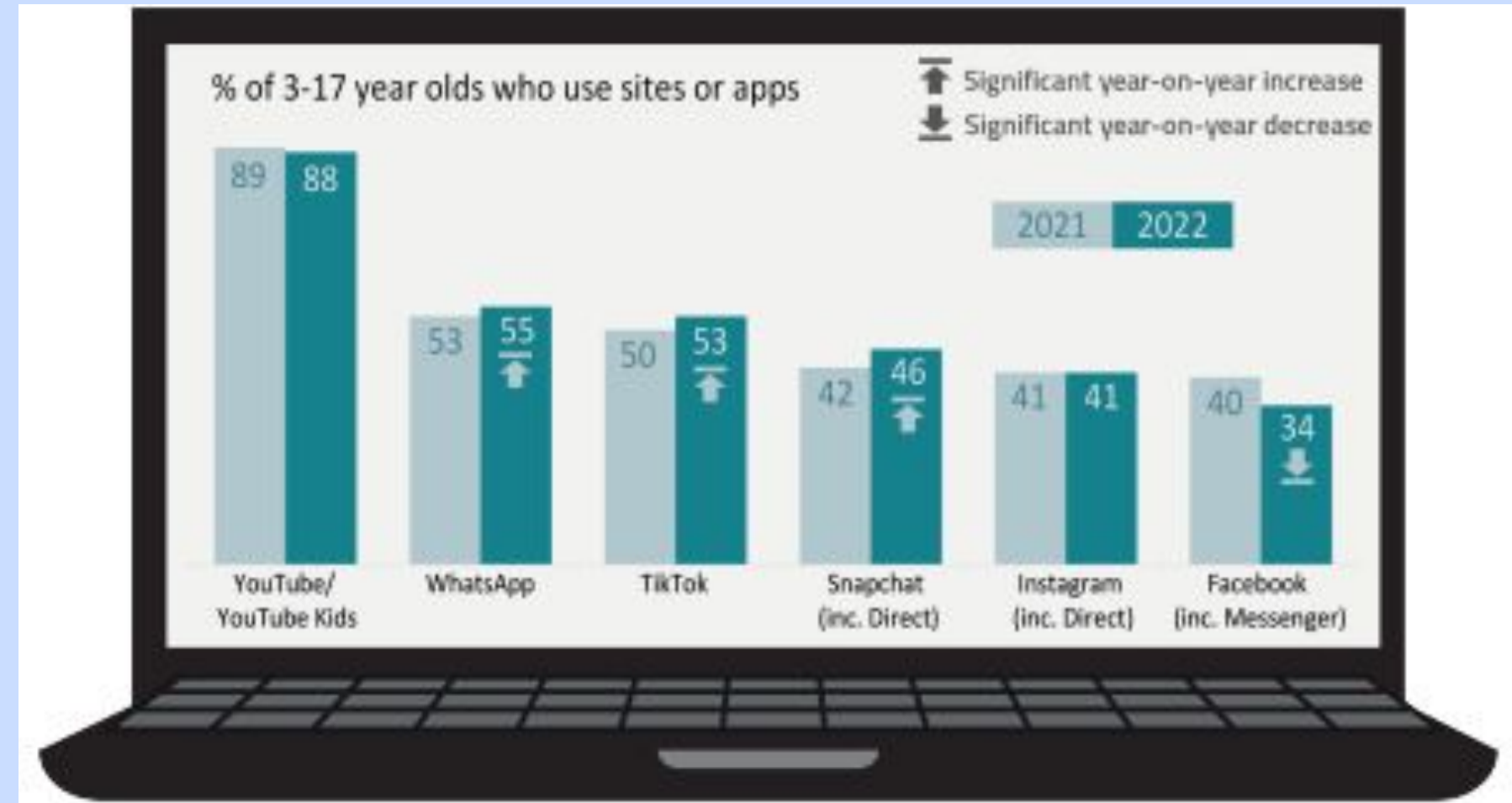
Career and skills development

Entertainment

Accessing information

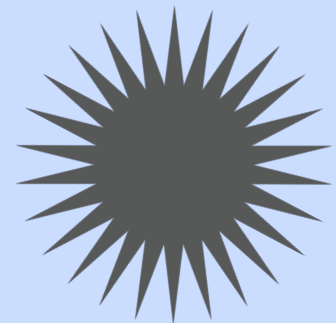
Self-expression



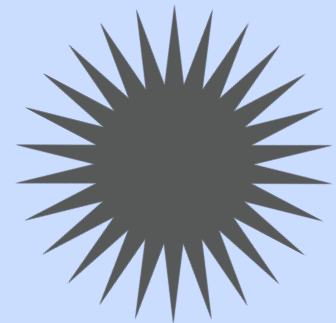


[Children and Parents: Media Use and Attitudes 2023](#): Ofcom

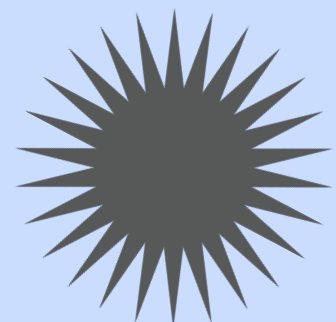
# What is social media?



Social media are online platforms that enable users to create and share content, as well as connect with others.



Popular social media platforms such as Facebook, Instagram, Twitter, Snapchat, TikTok, and LinkedIn.



A huge diverse nature of these platforms, catering to different types of content, communication styles, and user demographics.





# Importance of talking

- Social media is not going anywhere
- What are the positives to take from social media
  - Digital literacy
  - Awareness of cyberbullying
  - Cyber security
  - Educational benefits
    - Critical thinking
    - Media literacy
  - Online relationships
  - Digital citizenship
  - Parental involvement



# 18 Social Media Apps and Sites Kids Are Using Right Now

## FIFTEEN APPS PARENTS SHOULD KNOW ABOUT



ASK.FM is known for cyber bullying. The app encourages users to allow anonymous people to ask them questions.



CALCULATOR% is only one of several secret apps used to hide photos, videos, files and browser history.



HOT OR NOT encourages people to rate your profile, check out people in their area, and chat with strangers. The goal of this app is to hook up.



BUMBLE is similar to the popular dating app 'Tinder', however it requires women to make the first contact. Kids have been known to use Bumble to create fake accounts and falsify their age.



SKOUT is a location-based dating app and website. While users under 17 years old are unable to share private photos, kids can easily create an account using a different age.



KIK allows anyone to contact and direct message your child. Kids can bypass traditional text messaging features. Kik gives users unlimited access to anyone, anywhere, anytime.



GRINDR is a dating app geared towards Gay, Bi and Transgender people. The app gives users options to chat, share photos and meet up based on a smart phone's GPS location.



SNAPCHAT is one of the most popular apps in recent years. While the app promises users can take a photo/video and it will disappear. New features including 'stories' allow users to view content for up to 24 hours.



LIVE.ME is a live video streaming app that uses geolocation to share videos so users can find out a broadcaster's exact location. Users can earn 'coins' as a way to 'pay' minors for photos.



MEET.ME is a dating social media app that allows users to connect with people based on geographic proximity. As the app's name suggests, users are encouraged to meet each other in person.



HOLLA is a self-proclaimed 'addicting' video chat app that allows users to meet people all over the world in just seconds. Reviewers say they have been confronted with racial slurs, explicit content and more.



BADOO is a dating and social networking app where users can chat, share photos and videos and connect based on location. While the app is intended for adults only, teens are known to create profiles.



TIKTOK is a new mobile device app popular with kids used for creating and sharing short videos. With very limited privacy controls, users are vulnerable to bullying and explicit content.



WHATSAPP is a popular messaging app that allows users to send texts, photos, make calls and video chats worldwide. Whatsapp uses an internet connection on smart phones and computers.



WHISPER is an anonymous social network that promotes sharing secrets with strangers. It also reveals a user's location so people can meet up.

## BUMBLE



BUMBLE IS SIMILAR TO THE POPULAR DATING APP 'TINDER' HOWEVER, IT REQUIRES WOMEN TO MAKE THE FIRST CONTACT. KIDS HAVE BEEN KNOWN TO USE BUMBLE TO CREATE FAKE ACCOUNTS AND FALSIFY THEIR AGE.

## SNAPCHAT



SNAPCHAT IS ONE OF THE MOST POPULAR APPS IN RECENT YEARS. WHILE THE APP PROMISES USERS CAN TAKE A PHOTO/VIDEO AND IT WILL DISAPPEAR, NEW FEATURES INCLUDING 'STORIES' ALLOW USERS TO VIEW CONTENT FOR UP TO 24

## KIK



KIK ALLOWS ANYONE TO CONTACT AND DIRECT MESSAGE YOUR CHILD. KIDS CAN BYPASS TRADITIONAL TEXT MESSAGING FEATURES. KIK GIVES USERS UNLIMITED ACCESS TO ANYONE, ANYWHERE, ANYTIME.

## LIVE.ME



LIVE.ME IS A LIVE-STREAMING VIDEO APP THAT USES GEOLOCATION TO SHARE VIDEOS SO USERS CAN FIND OUT A BROADCASTER'S EXACT LOCATION. USERS CAN EARN 'COINS' AS A WAY TO 'PAY' MINORS FOR PHOTOS.

## HOLLA



HOLLA IS A SELF-PROCLAIMED 'ADDICTING' VIDEO CHAT APP THAT ALLOWS USERS TO MEET PEOPLE ALL OVER THE WORLD IN JUST SECONDS. REVIEWERS SAY THEY HAVE BEEN CONFRONTED WITH RACIAL SLURS, EXPLICIT CONTENT AND MORE.

## WHISPER



WHISPER IS AN ANONYMOUS SOCIAL NETWORK THAT PROMOTES SHARING SECRETS WITH STRANGERS. IT ALSO REVEALS A USER'S LOCATION SO PEOPLE CAN MEET UP.

## ASK.FM



ASK.FM IS KNOWN FOR CYBER BULLYING. THE APP ENCOURAGES USERS TO ALLOW ANONYMOUS PEOPLE TO ASK THEM QUESTIONS.

## CALCULATOR%



CALCULATOR% IS ONLY ONE OF SEVERAL SECRET APPS USED TO HIDE PHOTOS, VIDEOS, FILES AND BROWSER HISTORY.

## HOT OR NOT



HOT OR NOT ENCOURAGES USERS TO RATE YOUR PROFILE, CHECK OUT PEOPLE IN THEIR AREA, AND CHAT WITH STRANGERS. THE GOAL OF THIS APP IS TO HOOK UP.

# Technology that young people use to share personal information

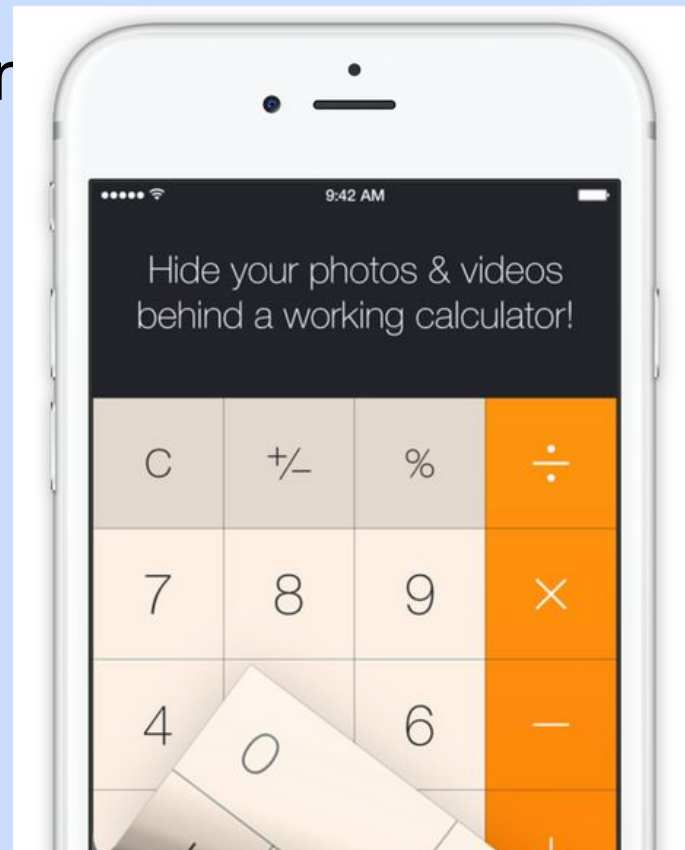
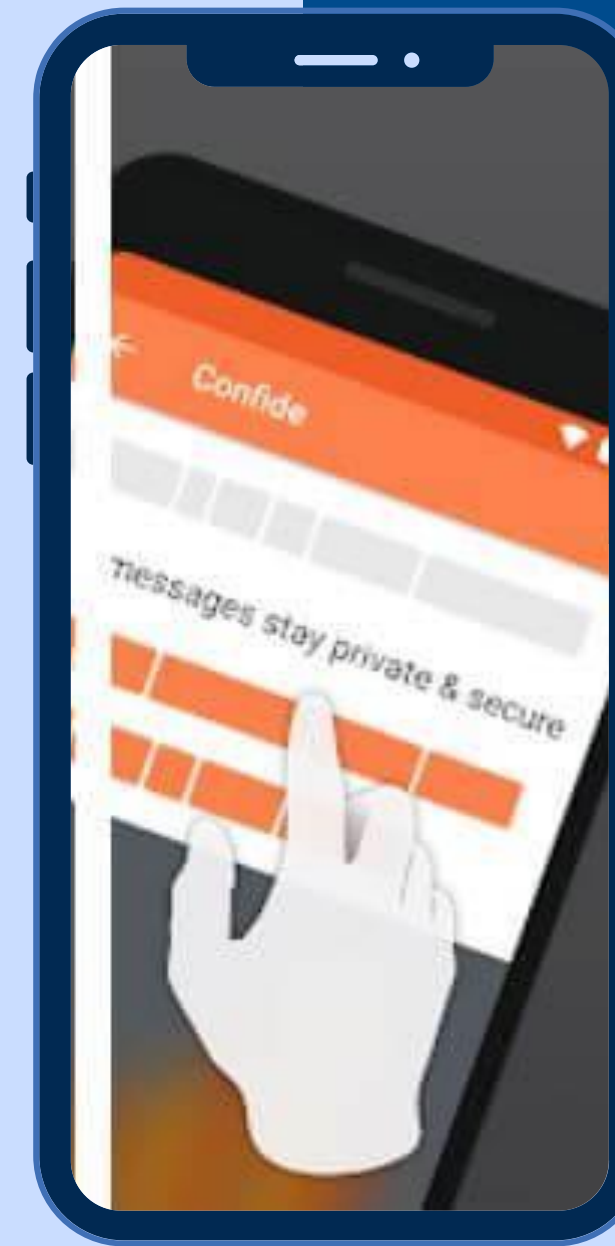
Instagram, Snapchat, and Twitter have proven their staying power, but teenagers often try out new apps they hear about from friends, ads, or even what's trending in app stores.

Confide is a confidential Messenger app.

While it's essentially safe for teens to use with known contacts, the lack of transparency into what users are doing makes it better for sharing

<https://www.commonssensemedia.org/app-reviews/confide>

ser



## Vault apps

Secret vault apps allow hidden storage of photos, videos, browsers and galleries away from the 'front screen' of a device (or smart phone). The apps can be used to hide online activity.

Watch: [Calculator% Photo App - Social Media Safety Guide](#)

# A survey of almost 4,000 children by SavvyCyberKids.org found that:

- 43 percent of those aged between 8 and 13-years old are talking to people they have never met in real life on social media and gaming platforms”.

Of that percent, the study found that:

- more than half revealed their phone number to a stranger,
- one-fifth spoke with a stranger over the phone and
- 11 percent went as far as to meet a stranger in their own home, the stranger’s home, a park, or a shopping centre.

Another survey commissioned by mobile phone network O2 found that:

- within 2,000 children’s social media profiles, almost 25% display their email address;
- 8% show their phone number; and
- some even reveal their home address and other personal information.





# Navigating a digital world

# In schools - Digital Competency Framework (DCF)

Citizenship		Through these elements learners will engage with what it means around them and who critically evaluates their place within the aspects of being a digital citizen and will develop strategies		Health and well-being	I can identify and use a range of media and digital devices from familiar experiences.	I can acknowledge age restrictions and suitability of digital media and devices, e.g. understand PEGI ratings, playing/watching inappropriate content/games, in-app purchases.
Element	Progression step 1	Progression step 2				
Identity, image and reputation	I can distinguish between someone I know and someone I have never met.	I can identify the differences between private and personal information and know when to disclose it.				
	I can recognise data online with adult support, e.g. find images of myself and others on the school website/school social media page.	I can understand that providing information leaves a digital footprint.				
	I can recognise that actions have consequences and I can identify simple rules and strategies to keep myself safe online.	I am aware of simple rules for sharing images and data.				I can identify and explain the advantages and disadvantages of digital media and devices, e.g. well-being effects of screen time.
		I can identify and use strategies for protecting personal data and hardware, e.g. using secure passwords.				

# In schools - Digital Competency Framework (DCF)

Citizenship	Through these elements learners will engage with what it means around them and who critically evaluates their place within the digital world.		
Element	Element	Progression step 3	Health and well-being
Identity, image and reputation	<b>Identity, image and reputation</b>	<p>I can understand how to protect myself from online identity theft, e.g. identifying secure sites, phishing, scam websites.</p> <p>I can identify the benefits and risks of mobile devices broadcasting the location of the user/device.</p> <p>I can think critically about information shared online, e.g. the impact of sharing images and videos, metadata of images and videos.</p> <p>I can identify the benefits and risks of giving personal information and device access to different software.</p>	<b>Health and well-being</b> <p>I can understand the importance of balancing game and screen time with other parts of my life, e.g. explore the reasons why I might be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on my well-being.</p> <p>I can identify the wider positive and negative influences of technology, e.g. on my life, on society, on the environment.</p> <p>I can identify marketing elements designed to draw my attention.</p>

# In schools - Digital Competency Framework (DCF)

Citizenship		Health and well-being	
Through these elements learners will engage with what it means to be a digital citizen and who critically evaluates their place within the digital world.		I can identify and use a range of digital devices and services to enhance my learning and well-being.	
<b>Element</b>	<b>Progression step 3</b>	<b>Progression step 4</b>	<b>Progression step 5</b>
<b>Identity, image and reputation</b>	I can understand how to protect myself from online identity theft, e.g. identifying secure sites, phishing, scam websites.	I can understand that I have a digital footprint and that this information can be searched, copied and passed on.	I can reflect on the role of digital media in my life and habits.
	I can discuss the benefits and risks of presenting myself in different ways online.	I can build a positive reputation in the context of employment prospects, e.g. use social media responsibly.	I can demonstrate healthy online behaviours and identify unacceptable behaviour.
	I can use strategies for guarding myself against identity theft and online scams that try to access my personal information.	I can explain the ethical issues of corporate encryption, e.g. building in a bypass system.	I can identify ways of reporting unacceptable online behaviour.
		I can identify and describe the data protection policies of a variety of organisations located in different countries, and how this affects the way that they work.	I can identify stereotypes and their impact in a range of media.
		I can recognise the risks and the uses of data/services on personal devices, within the terms and conditions of a range of software and web services, and identify how organisations become data compliant when using multi-national products.	I can make informed choices while making online choices, including making in-app purchases and clicking on adverts.

# At home

- Show curiosity
- Build trust
- Educate
- Set boundaries
- Create tech free zones







# Primary SHRN: Student Health and Wellbeing Survey 2022/23 – National Findings

Over 32,000 primary pupil participants. Findings are show digital behaviours and online attitudes are affecting all areas of lifestyle and digital concerns grow along the age gradient.

## Summary of Findings:

### Bullying

- 15% participated in bullying.
- 9% of Year 6 pupils participated in cyberbullying.
- 46% have been bullied.
- 28% had been cyberbullied.

### School Connectedness

- The older pupils get, school connectedness decreases.
- Pupils can become more detached from school, disengaged and susceptible to peer pressures and influences – particularly online influences and influencers.

### School Transition

- Anxieties grow about transition.
- Familiarisation – school digital platforms in primary and secondary, for example, Hwb and Seesaw can help

with continuity of learning.

## Screen Use

- Screen time linked to home-parental monitoring, learned habits, sleeping with or near devices.
- No difference between affluence markers and smart phone ownership.
- Social connection through devices increases with age – this may be a contributing factor for increased peer pressure, negative behaviour, influencers.
- Social media – rapid increase in use with age. Year 3 = one third of pupils use social media. Year 6 = two thirds of pupils use social media.

## Sleep

- Two thirds of all pupils suffer sleep problems.
- Links can be drawn between screen time, bedtime and health/eating factors.
- Research shows the over half of children sleep next to their device.

## Gender

- Boys suffer more negative behaviours, bullying and bedtime outcomes.
- Girls suffer more negative emotions and anxiety about transition, health and exercise.
- Pupils who identified as neither boy nor girl had poorer outcomes in all questions.

## Socioeconomics

- Pupils from less affluent families report less positive outcomes for measures = mental health, bullying, healthy

# Useful links

Resources for parents, carers and families

[Children and Parents: Media Use and Attitudes - Ofcom 2023](#)

[Thinkuknow - Parent and carers guide to sharing images \(Primary\)](#)

[Thinkuknow - Parent and carers guide to sharing images \(Secondary\)](#)

[Sharing images \(Primary\)](#)

[Sharing images \(Secondary\)](#)

[Talking to young children about technology\(Childnet\)](#)

[Top Tips for parents and carers - UK Safer Internet Centre](#)

See parental guides below – enabling restrictions on iOS and Android operating systems.

[Apple help](#)

[Android help](#)

Tracking/Screen time apps - [article comparing on PCMag](#)

Apple Screen time

Google Family Link

# Reporting and Removal



Nude image of you online?  
We can help take it down.



- (Childline) Report Remove is safe, easy, and free.  
<https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/report-remove/>
- (South West Grid for Learning) We're here to help everyone report harmful content online.  
<https://reportharmfulcontent.com/report/>
- (National Crime Agency) Make a report to one of CEOP's Child Protection Advisors.  
<https://www.ceop.police.uk/ceop-reporting/>