



# Year 9 Helping Parents Help their Sons

28 September 2023



# Programme

Introduction and Welcome: **Mr Baggs, Director of Lower School**

Good study habits and supporting your son at home: **Miss Ives, Year 9 Progress Leader**

- Using the timetable, packing bags and keeping on top of books and materials
- Organising the use of time and keeping on top of homework
- Positive environments for study
- How parents can help their sons every day and especially when things become difficult

Reporting, subject support and pastoral support: **Mr Baggs, Director of Lower School**

Subject Specific Information:

- Mathematics: **Miss James, Director of Mathematics**
- English: **Mr Lilley, Key Stage 4 English Co-ordinator**
- The Sciences: **Miss Negus, Key Stage 3 Science Co-ordinator**
- Modern Foreign Languages: **Mr Lilley, Teacher of French**

Keeping safe online: **Mr Bleakley, Assistant Head: Senior Master Lower School**

Closing Remarks: **Mr Bleakley**



# Welcome Back: A Note from your Pastoral Leader

As Year 9 Progress Leader, it is my pleasure to welcome back all of our pupils into what will be their final year of Key Stage Three. This year is focused primarily on ensuring they are in the best position possible for GCSE Options and transition, as well as celebrating the progress they have made since joining us in Year 7.

Considering the adversity this cohort has already overcome, I have no doubt they will rise to the occasion once again this year, demonstrating their fortitude as they prepare for the next stage of their academic career.

In the following slides, you and your son will be able to find some of the basic information from core departments concerning how best to structure the year and ensure that your son starts and finishes Key Stage 3 in a way that meets their potential.

Miss C Ives



# Good study habits and supporting your son at home

## Positive environments for study

- Quiet and ordered space
- Well lit
- Uninterrupted and free from distractions
- Free from technology
- NOT IN FRONT OF A TV
- Firm chair and desk for written work



# Good study habits and supporting your son at home

## Using the timetable

- 2 week timetable – keep on top of whether it is an A week or a B week
- Keep copies by the desk and in a place where parents can see
- Keep a copy of homework timetables

## Keeping on top of books and materials

- Exercise or textbooks issued should all be named in the appropriate place
- Keep plastic folders for all books and materials for each subject
- Keep all homework in the folder
- Protects work and decreases likelihood of forgetting
- Every day pupils should be equipped with
  - A pencil case containing at least 2 pens, at least 2 pencils, a ruler, a sharpener, a rubber
  - They should also have calculators for maths and the sciences, and a geometry set for Mathematics and Science

## Packing bags

- Bags should be packed as soon as Homework is finished – never leave it until morning
- A double check of the planner should be made to ensure that there is no outstanding homework due and all homework is properly kept in planners
- The contents of each folder should be quickly checked before they are packed into bags
- All materials should be named



# Good study habits and supporting your son at home

## Organising the use of time and keeping on top of homework

**Year 9** – each evening's homework on a particular subject should take 30min

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
English	Computer Science	Science	English	Science
MFL 1	MFL2	Mathematics	History	Technology
Mathematics	Geography	Religious Studies	MFL1	MFL2
	Art (A)			Music (B)

Homework should be recorded in the planner when it is set.

Note:

- MFL1 is Spanish if studied, else it is French.
- MFL2 is German if studied, else it is French.
- (A) means that this homework is only set in week A.



# Good study habits and supporting your son at home

## Organising the use of time and keeping on top of homework

- Homework should be set in a lesson BEFORE the night homework is detailed on the homework timetable (i.e. that day or the preceding lesson).
- Homework should not be expected back in until AFTER the night on which the subject is detailed on the homework timetable.
- The pupils should be reminded when a homework is set which night they are timetabled to complete it.
- Any issues should be addressed to the subject teacher, or to the Pastoral Office if necessary.



# Good study habits and supporting your son at home

## Organising the use of time and keeping on top of homework

- There is no harm in getting ‘ahead of the game’ and completing it earlier (but never later) especially if there is an evening commitment which may interfere with your son’s ability to complete work
- Complete homework early in the evening, preferably as soon as your son gets home, when it is still light and before the pupil becomes overly tired
- Split the homework into two chunks with a reasonable break, such as an evening meal, between (i.e. 2 pieces before dinner and one after)
- Try to get work complete with enough time for your son to properly relax afterwards
- Tick off work in the planner as it is completed and place completed work in the appropriate folder
- Before beginning each piece of work review with your son what needs to do, and after each piece of work is completed have him show you what he has done
- If no homework is set, or if it takes less than the time allocated, use the time instead to review the subject area concerned



# Good study habits and supporting your son at home

## How parents can help their sons every day

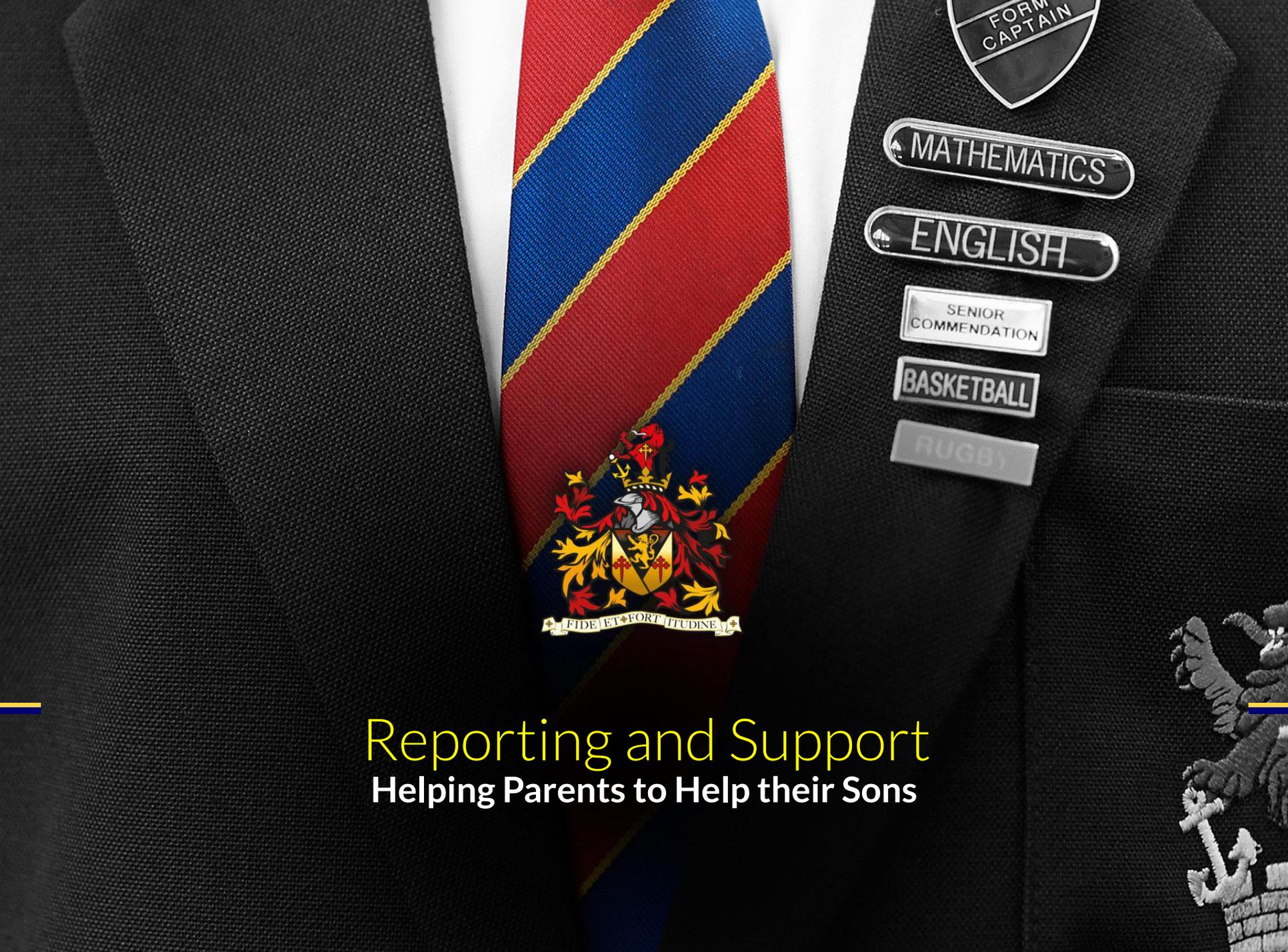
- Review homework work with your son before and after for a couple of minutes
- **SIGN PLANNERS WEEKLY** and make sure that homework is being recorded.
- Discuss what has been learned and ask your son to explain it – the process of explanation will help him to remember and consolidate his understanding
- Help your son initially to get into the habit of packing bags, checking timetables, cross checking planners etc.
- Show and encourage good presentation and organisation



# Good study habits and supporting your son at home

## How parents can help their sons when things become difficult

- Regular dialogue with your son so you can understand what is going on at School.
- Encouragement – lots of boys find it difficult to admit when they find something challenging.
- Failure is not an end – it's a learning opportunity. Teach your sons to deal with failure and disappointment by trying a different way.
- Model how you would answer a question or complete a piece of work and ask your son to try that.
- Review notes with your son.
- Review marked work.
- Help him complete questions from his book, including retrying questions he found difficult.
- Avoid his temptation to 'hope it will all go away' – it must be addressed head on as difficulties arise



Reporting and Support  
Helping Parents to Help their Sons



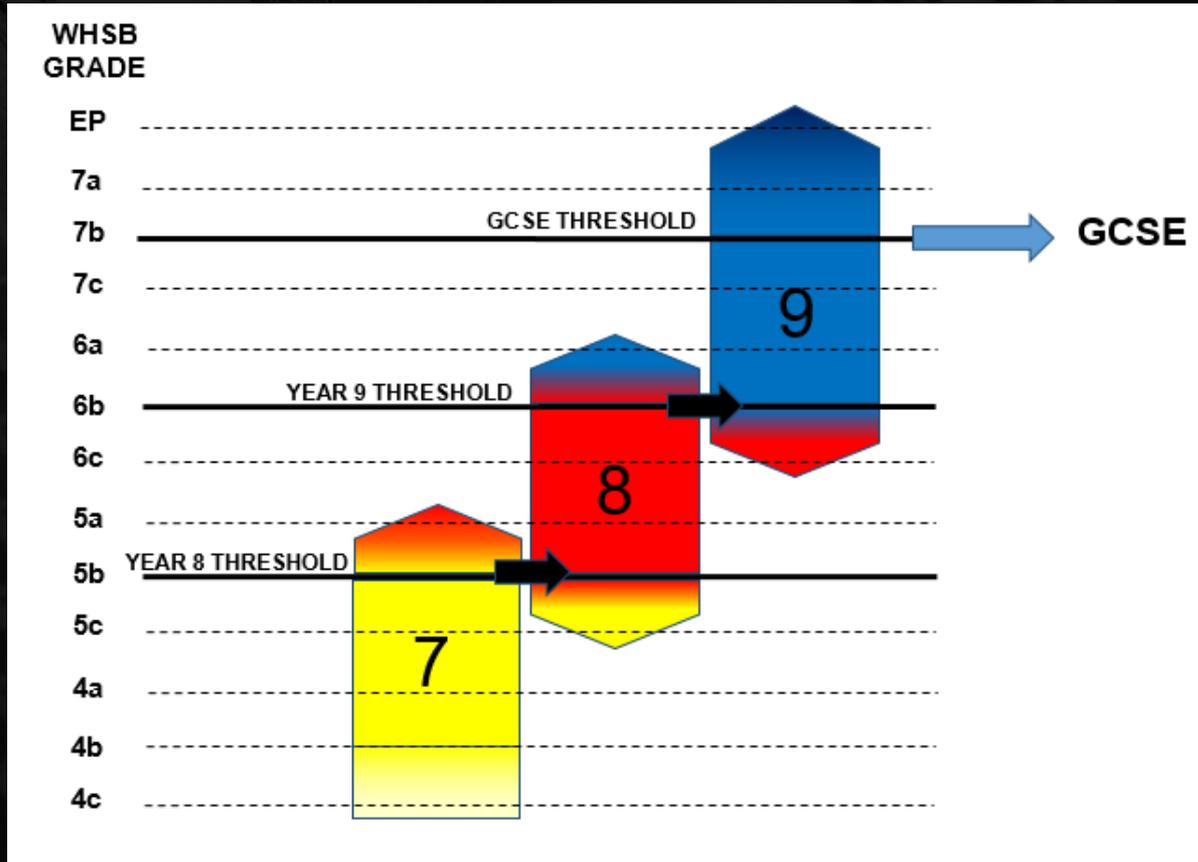
# Reporting and Support

## Reporting

- 3 reports a year
  - Phase 1 Data Report: 19 October 2023
  - Phase 2 Full Written Report: 4 March 2024
  - Phase 3 Data Report: 8 July 2024
- 1 parents' consultation evening with selected subject teachers
  - 18 March 2024
- GCSE Options Evening
  - 14 March 2024



# Grading system





## What the grades mean...

**Grade 6b** is the expectation of the knowledge, skills and attributes that pupils will require to confidently tackle Year 9 material at this selective school.

**Grade 7b** is the expectation of the knowledge, skills and attributes that pupils will require to confidently tackle GCSE material at this selective school.



## Subject Support

- HoD following recommendation by classroom teacher.
- Lasts for 4 weeks.
- Completed at the end of each lesson by subject teacher and pupils are required to share it with parents.
- Parent informed by letter when monitoring commences and when it finishes or if it is to continue for a further 4 week cycle.
- Operates independently of Pastoral Support/ Monitoring.



## Pastoral Support

### Interim Monitoring

1 week long snapshot.

- Teachers report on a card
- Parents informed if there are particular outcomes



# Pastoral Support

## Pastoral Support

4 week long in Lower School

Bespoke targets.

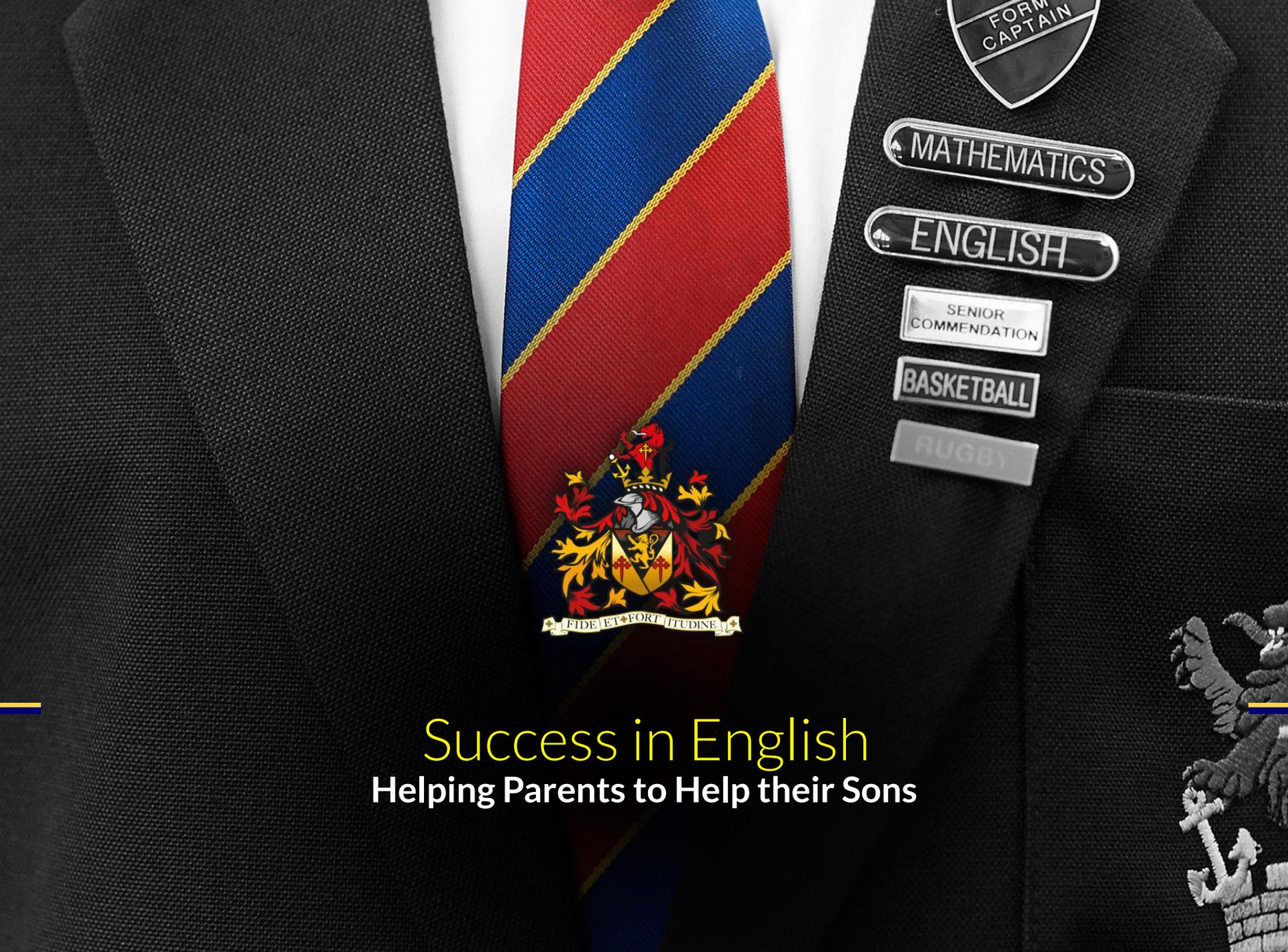
3 Grades ONLY

N -Target Not Met

M- Target Met

E - Target Exceeded

Parents informed of period of support by letter.



Success in English  
Helping Parents to Help their Sons



## Age and stage – where are our learners?

- They find justice and equality to be important issues
- They are developing skills in the use of logic
- They can solve problems that have more than one variable
- They are ready for in-depth, long-term experiences
- They want to explore the world beyond their own community
- Moving from concrete thinking to abstract

### Our English curriculum is therefore designed to:

- Offer meaningful, challenging experiences and learning opportunities
- Help pupils access the world they are in
- Identify overarching themes in the literary canon
- Appreciate human experience through literature



## English as a 'meaningful' curriculum

What do our pupils say about English at WHSB?



*“English is the key to knowledge, the world and the freedom of the mind”*

*‘English for me is to open up my mind to a lot of pieces of literature and to broaden my understanding of the language’*

*‘I enjoy reading books in English and I want to get a very good grade’*

Pupil voice 2021



# What do our new Year 10s say about their Key Stage 3 experiences in English?



- That the step from Year 9 to 10 was simple because of KS3 - they felt prepared.
- They were glad that they had been taught how to use mark schemes.
- Positive comments about reading and studying challenging texts.
- They liked going on trips and watching productions of plays of texts we were studying.
- They enjoyed the creativity associated with English lessons, competitions and clubs.



## The 'meaningful' English curriculum



- Highly organised, skills based, thematic approach.
- All three years lead into one another
- Opportunities to read a range of texts/source material in class and through library lessons.
- Challenging and varied texts, with a focus on developing understanding of the literary timeline.
- Opportunities to pursue the creative elements of the subject in and out of the classroom – competitions, clubs and trips.
- *Almost 750 pupils have been published in five years thanks to exposure to writing competitions – regional and national.*
- *Our recent trips to the Globe sold out in under two hours.*



# The Year 9 English Curriculum

## Theme: Power and Conflict

- TERM 1: *Macbeth*
  - Literature Paper 1 focus
  - Language skills embedded
- TERM 2: *The Victorian Novel*
  - Language Paper 1 focus
  - Literature skills (AO3 context) embedded
- TERM 3: Journey's End & AQA Power and Conflict Anthology (war cluster)
  - Literature Paper 2 focus
  - Some early teaching of GCSE content

Term one	Term two	Term four	Term five	Term six
15 September - 11 December Literature Paper 1 Macbeth (12 weeks)	12 February - 11 February (8 weeks) Literature Paper 1 Macbeth (12 weeks)	21 February - 1 April (8 weeks) Literature Paper 1 Macbeth The Tempest (Comedy) Henry V (History)	20 Apr - 27 May (5.5 weeks) Language Paper 1: Gothic Literature Crime Literature Serialisation and the Victorian Novel	6 June - 22 July (17 weeks) Literature Paper 1 Journey's End Reading Program: Theory: The Aesthetics of the Novel
	Reading Program: Serialisation and the Victorian Novel	Reading Program: Serialisation and the Victorian Novel	Reading Program: Crime Literature Serialisation and the Victorian Novel	



## Assessment Task Formats

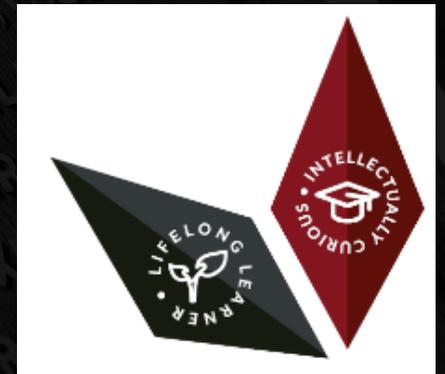
- GCSE style assessment tasks focused around AQA questions
- Mark scheme correlates to **Westcliff Levels**
- Some introduction of Assessment Objectives (AOs) in this year
- Year 9 will cover a shadow of AQA Paper 1 in English Language and English Literature Papers 1 and 2.
- End of year exam will be English Language Paper 1 and English Literature Section A Paper 2
- Emphasis on progress over time



# Homework

Set twice a week by classroom teacher

- Some based on revision
- Some based on knowledge/consolidation of teaching





## Supporting Reading

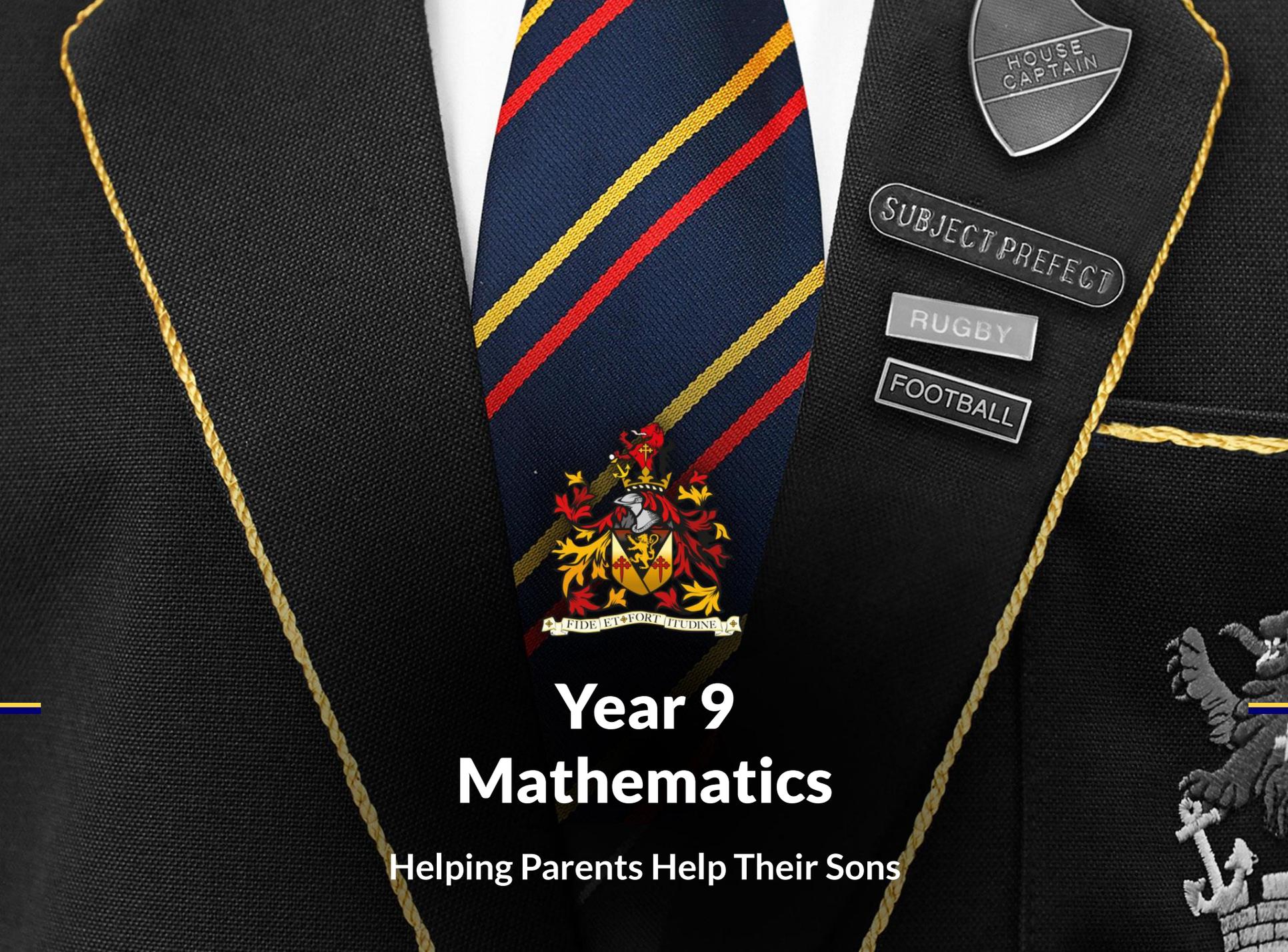
- The most valuable support parents can provide!
- Recommend 30 minutes of private reading per day, with an emphasis on enjoyment
- Challenging texts: classic and contemporary fiction; non-fiction including literary biography, travel writing and journalism (please see the KS3 English Reading List)
- Ten minutes of shared reading/discussion per day
- Model good reading habits within the family
- Listen to your son's thoughts on what he has read
- Encourage him to respond to what he has read



## Extracurricular

- Weekly Creative Writing Club on Wednesday lunchtime - E20
- Termly trips to theatre.
- Drama
- World Book Day/National Poetry Day
- Library meetings
- Competitions





# Year 9 Mathematics

Helping Parents Help Their Sons



## Structure of the Course

- 9 units of work taught primarily from the textbook
- Directed Revision Questions and Unit Tests per unit.
- Opportunity for developing problem solving skills throughout
- One common Dr Frost Maths Skills Homework set every 2 weeks to practise previous topics
- Blue book is their notes book with helpful hints and examples and their orange book is their main workbook.
- Mental Maths Maestros – quick mental maths test every 2 weeks in lessons to practise numeracy and key skills



## Equipment Required

- Students must have a Casio FX-83GT CW or Casio FX-85GT CW calculator (available from Amazon, stationery shops and most large supermarkets)
- Students will also need a pair of compasses, 180° protractor in addition to their normal school supplies.
- Flexible rulers are not recommended; 30cm ruler not required.
- A whiteboard pen and small cloth/sponge to erase it with are also helpful



## Setting

In Year 9, there are 3 accelerated sets (any class which ends with a '1') and 4 other sets (any class which ends with a '2'). **We would expect most (but not all) pupils from the accelerated sets to be considered for Level 2 Further Mathematics.** In Year 10, there are 4 Accelerated (studying Further Maths in addition to Maths) classes, each with 28 pupils.

**This leaves a total of 112 pupils from accelerated and non-accelerated sets to be considered for Further Mathematics.**

**Please note that being in an accelerated set for Year 9 does not guarantee you entry to an accelerated set in Year 10.**



## Setting

All pupils will be taught the same content. Accelerated sets will cover the content faster to allow opportunities to develop problem solving skills and extensions within our curriculum where appropriate.

All unit tests in Year 9 will be the same for all classes and all classes sit unit tests at the same time.

One of the worst habits arising from recent years is pupils actively choosing to not revise for their Mathematics End of Year Examinations or purposefully performing badly to avoid being considered for GCSE Further Mathematics. This does not befit a pupil from WHSB. With sets, we hope that this will motivate all students who wish to be considered for GCSE Further Mathematics as all are essentially competing for the places.



## Assessment

- Unit tests are the main way you can monitor progress:
  - Approximately three tests per term
  - Less than 15/30 would be cause for concern
- Directed Revision Questions (DRQs)
  - Completed either as homework or during lessons
  - Also marked out of 30 (mostly)
  - Students are encouraged to use all resources available to them.



# Homework

- Four pieces every fortnight (twice a week)
  - One Skills Homework on Dr Frost Maths (more details later)
  - One teacher-marked homework
  - Two pupil-marked homeworks
  
- Detentions will be given if homework is not completed; if your son has tried and struggled, he should find the teacher before the lesson to explain his difficulties.
  
- Monday and Thursday Lunchtime Help Clubs are available (M2, welcome to bring his lunch)



## Homework

- It is fine to help your son with his homework. He should use any and all resources to help him complete his work at home
- If your son has been told homework must be done without help, it will be because we are using it to assess his current level of understanding
- Dr Frost Maths has lesson functions which may help you son understand the technique.



# Dr Frost Maths

Dr Frost Maths ([www.drfrostmaths.com](http://www.drfrostmaths.com)) is a free website

- Supplements our teaching
- Enables pupils to practise the concepts and ideas from lessons
- Instant feedback and the ability to reattempt questions; teachers can also provide personalised feedback
- At least one homework every 2 weeks

## Skills Homework

- Around 10 questions on previously covered topics
- 1 week deadline to balance their practise alongside other work



## Helping with Maths

### Ask questions:

Your son may use a different method to one that you are familiar with or use terms that you do not know. You do not need to learn for yourself how to do it to help him, just prompt him by asking questions. If your son can explain a technique to you, this will really help to consolidate his understanding.

### Encourage the use of his notebook/textbook/Help Club

There will be similar examples from lessons in his blue notebook and/or in the textbook. If he is still stuck, he should attend Maths Help Club or speak to his teacher.



## Helping with Maths

Please don't tell your son that you can't do Maths (so that might be why he is struggling):

Even if he is struggling with a topic, it is in the context of a grammar school and he is certainly capable of succeeding . A 'struggling' pupil should still achieve at least a 6 (B) grade at GCSE.



# Helping with Maths

- Pupils who are very successful at Mathematics approach problems logically and systematically.
- Those who aren't tend to rush in and do *something* with the numbers, however illogical that may be.



## Good Mathematicians:

Understand the problem (by using diagrams/tables and playing around with some numbers)

Plan their approach (look at a simpler case and build up, for example)

Carry out their work

Evaluate their answer (i.e. check it is reasonable).



## Help In School

Ask the teacher in the lesson

Ask your teacher for a Year 12/13 Maths Mentor

Attend Help Clubs – Monday & Thursday lunchtime in M2

Use educational websites (e.g. BBC Bitesize, corbettmaths, hegartymaths, mathsgenie)

Use Dr Frost Maths videos/lessons or worksheets



## Extension Work in School

Ask your teacher for extension work in lessons

Look up GCSE past paper questions (although teachers often use these in their lessons!)

Take advantage of the Maths Challenge material (available on UKMT website)

Join one of the clubs starting in the next few weeks:

- Maths Society
- Countdown Club



# Key Stage 3 Year 9 Science

# IN WHSB KEY STAGE 3 SCIENCE, A STUDENT WILL STRIVE TO

	<p>... be Intellectually curious by being Inquisitive and asking questions about everyday life and the world to understand how and why things work the way they do.</p>
	<p>... display personal Integrity by understanding how scientists need to be objective when conducting experiments, collecting data and analysing it to draw conclusions, as well as, to reflect and learn from their mistakes.</p>
	<p>... be collaborative and support by working together to understand the scientific theory and conduct practical investigations in a safe manner.</p>
	<p>... be an effective communicator by understanding and using scientific key terms and phrases accurately in written answers and orally, as well as, interpreting data to draw conclusions via lab reports and research tasks.</p>
	<p>... be open to opportunity by participating in the Key Stage 3 Science Club to aid academic performance, as well as, explore Science further beyond the classroom.</p>
	<p>... be globally aware by understanding the impact of Science on the world and how it has enhanced the quality of human life. Understanding what scientists are researching globally to lead to a better future.</p>
	<p>... be a lifelong learner by engaging with lessons, appreciating and understanding how Science applies to their daily life so they can make informed decisions in the future.</p>



## WHSB Year 9 Science

Your son will now receive:

- 9 periods of Science per fortnight
- 3 periods of each Science per fortnight
- Specialised teachers with degrees/ postgraduate degrees in a specific science

**Year 9 Science builds the foundations of scientific knowledge and skills required at GCSE.**

This is the time for your son to develop good study habits and good organisation, if they have not already.



# What are they learning?

## BIOLOGY

The curriculum aims to develop pupils' understanding in key aspects of Biology including Cell Biology and Organisation, Transport Mechanisms and Immunity. In addition, pupils will develop their experimental skills and ability to analyse and evaluate data.

Term 1: Cell Biology, Microscopy and Transport in Cells

Term 2: Health, Infection and Response

Term 3: DNA and Plant Tissues and Organs



# What are they learning?

## CHEMISTRY

The curriculum aims to take a sequential look at both the foundations of Chemistry to current frontiers of research and debate looking at both nanomaterials and environmental science.

Pupils are encouraged to question the validity of conclusions and the source of data including the possibility of bias.

Term 1: History of the Atom, Atomic Structure, Formulae & Equations and The Development of the Periodic Table

Term 2: The Periodic Table and The Earth's Atmosphere

Term 3: The Earth's Resources and Bonding & Structure



# What are they learning?

## PHYSICS

The course aims to develop a strong conceptual foundation of the quantitative appreciation of nature including knowledge, necessary skills and other key mathematical skills. This enables advanced topics to be more accessible when taught at GCSE.

Term 1: Motion and Forces

Term 2: Waves and Space

Term 3: Isaac Physics Skills



# How can I help?

## Good attitude and work ethic

- Never say, I hated *Science* or I struggled with *Science*.
- After each lesson, your son should read the material of that lesson to see if he understands. Any questions, he should write down and ask next lesson.
- Encourage your son to attend Science Help Club (a teacher and pupil mentors are available)
- Ask each day what they did and can they explain it to you? If you can teach another, *usually...* you will be able to understand it better yourself.
- Engage with your son on their homework.
- Ensure your son reads about current affairs or discuss in the news situations and events with a link to science.



# How can I help?

## Good organisation and presentation

- Are they equipped correctly? Exercise book, lab book (Biology), textbook, pen, pencil, ruler, calculator.
- How well are they looking after their notes? Does the exercise book need a cover?
- Are they writing their working in full?
- Are they writing down homework in their planner?
- Is their handwriting neat and legible?



# How can I help?

## Assessment Performance & Revision

- Set up a revision timetable and regularly review previously taught material.
- The textbook has questions which your son should complete as part of classwork, homework and revision.
- When testing your son, sometimes their answer might be right, but not how it is written down. Maybe ask 'can you explain it differently'
- Use BBC Bitesize
- Revision apps are readily available. 'CGP' are standard useful publishers that also provide other resourceful revision aids.
- A simple query on a search engine can quickly produce resources that could be used, such as 'drawing graphs'  
<http://thescienceteacher.co.uk/graphs/>



# Modern Foreign Languages



## Skills based curriculum

All four skills in Languages need to be developed equally.

These are:

1. Writing
2. Reading
3. Listening
4. Speaking

**Ideas to support your son's progress**



# 1. Writing

## Ideas to support your son's progress

- 1) Test your son on his vocabulary
- 2) Ask him to teach you some French/Spanish/German words.
- 3) Encourage him to use the support in the **textbook**, his **exercise book** and **Active Learn and Quizlet**.
- 4) Ask him about opportunities to get involved in Extra-curricular MFL activities such as competitions and mentoring.



# 1. Writing

## Ideas to support your son's progress

- 1) Homework:** check the quality of his written work (both presentation and length).  
In Year 9, boys should include interesting vocabulary, write longer sequences with connectives, and they should be able to communicate their ideas confidently using three time frames.
- 2) Check that he is completing corrections**  
These should be done in a **green** pen, with grammar mistakes copied out in full sentences and spelling errors corrected three times.



## 2. Reading

### Ideas to support your son's progress

Revision of new and old vocabulary  
(on a daily basis, even if it's 5 to 10 minutes)

Encourage him to list **new spellings** and **practise** these using *look, cover, write, check*.

Allow him to use websites to extend his vocabulary and **online dictionaries such as [linguee.com](http://linguee.com) and [wordreference.com](http://wordreference.com)** (NOT Google)

The school library and the MFL Department have books which pupils can borrow and which can be recorded on the MFL Extra-curricular log sheet.



## 3. Listening

### Ideas to support your son's progress

- Revision of **new and old** vocabulary (on a daily basis, even if it's only 5 to 10 minutes)
- Encourage him to use **Active Learn**, even when no homework has been set. There are listening exercises that can be completed from Years 7, 8 and 9.
- Allow him to **watch a film or a TV series** in a foreign language or to listen to songs in French/German/Spanish on YouTube.
- Extra-curricular listening activities can be recorded on the MFL log sheet.



## 4. Speaking

### Ideas to support your son's progress

- Revision of new and old vocabulary (on a **daily basis** even if it's 5 or 10 minutes)
- Listen to him when **he reads out loud** and encourage him to teach you some phrases in French/Spanish/German.
- Allow him to watch a **film or TV series** in a foreign language or pronunciation videos on **YouTube**.
- Listening to songs and the radio in a foreign language is also excellent for pronunciation and expanding vocabulary.



## Homework 30mins

### Ideas to support your son's progress

- 1) **Homework:** check the quality of his written work (both presentation and length)
- 2) If a homework task **takes less than the allocated time, encourage your son** to check his work carefully and add detail.
- 3) Once he has done this, he can spend the remaining time **revising vocabulary.**
- 4) Useful websites: [www.languagesonline.org.uk](http://www.languagesonline.org.uk), [www.conjuguemos.com](http://www.conjuguemos.com) and [www.quizlet.com](http://www.quizlet.com)



## — Extra-curricular activities

### Ideas to support your son's progress

We have an Extra-curricular log sheet to encourage pupils to get involved in competitions, mentoring and to develop their interest in Languages outside the classroom.

A wide range of activities can be recorded on the log sheet, from extra reading to watching series on Netflix and taking part in competitions, attending mentoring if pupils need extra support. Year 9 pupils who are confident linguists can offer to mentor younger pupils.

Pupils who log at least three different activities over 15 hours for a minimum of a term, with at least one activity taking place in school (during a lunchtime) will be eligible to earn a bronze award.

The pupils should have this information but please do encourage them.



## Language choices for GCSE

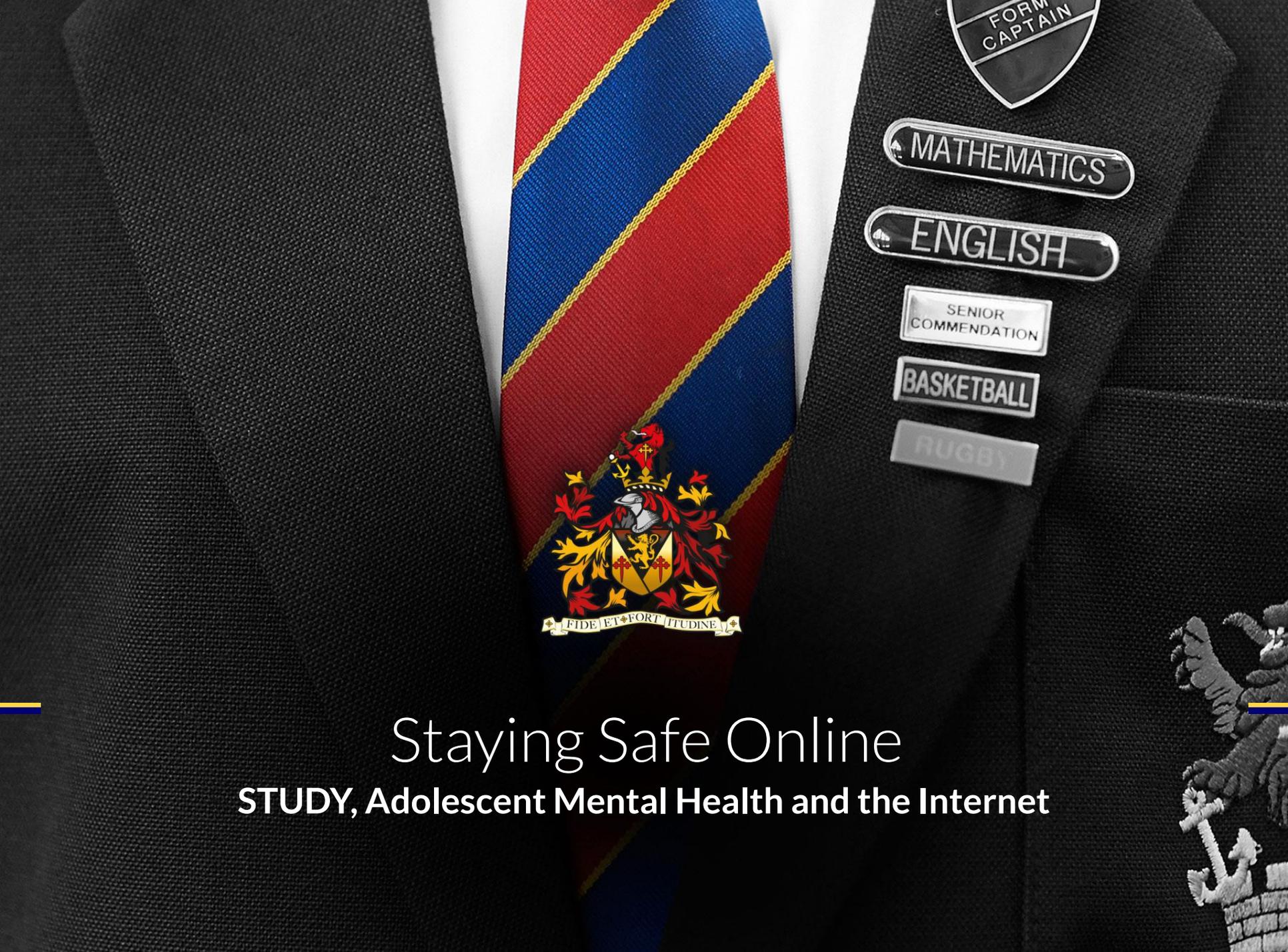
### Language Option Choices

Pupils may be starting to think about Language options at this stage. There will be more information in the Spring Term, but the MFL Department would like to emphasise the following:

Those pupils who are in top sets – 9Y1, 9X1 and 9Z1 - should strongly consider taking both languages studied at GCSE. They are very capable linguists and two languages at GCSE work very well together.

Those pupils who are in a middle set – 9Y2 - and those who enjoy languages and work hard in 9Z2 and 9X2 can also consider taking two languages, but they should talk to their teachers about this.

Pupils who find Languages more challenging should seek the advice of their Languages teachers for guidance on which language to choose.



# Staying Safe Online

**STUDY, Adolescent Mental Health and the Internet**

◆ Premium

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## Teenagers are twice as likely to self-harm if they use social media for three or more hours a day, says study



🔖 Save 13



Molly Russell

[https://www.telegraph.co.uk/politics/2019/08/01/teenagers-twice-likely-self-harm-use-social-media-three-hours/?WT.mc\\_id=tmgliveapp\\_iosshare\\_As20FdhD8qmx](https://www.telegraph.co.uk/politics/2019/08/01/teenagers-twice-likely-self-harm-use-social-media-three-hours/?WT.mc_id=tmgliveapp_iosshare_As20FdhD8qmx)

- **Teenagers who spend three or more hours a day on social media are twice as likely to self-harm**, according to one of the most comprehensive studies ever of tech's impact on children's mental health.
- The study of almost 12,000 14-year-olds found a quarter (23.3 per cent) of those who spent three or more hours on social media each day said they had self-harmed in the last year.
- That compared with under one in ten (9.1 per cent) teenagers who spent less than an hour a day on social media, and 11.4 per cent of those online for one to two hours.

# News

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## Sexting, suicide and addiction - the children whose lives have been ruined by the Internet



Felix Alexander who took his own life, age 17, after being relentlessly cyber bullied on social media

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## Mental health problems among the young have risen six-fold since the rise of social media platforms



The number of children and young people reporting "a long-standing mental health condition" has soared among a generation brought up with the internet CREDIT: LIONEL BONAVENTURE/AFP

# NEWS

## Technology

# Is social media causing childhood depression?

By Jane Wakefield  
Technology reporter

10 February 2018

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## Social media is making children regress to mentality of three-year-olds, says top brain scientist



Save 170



Children's use of social media is affecting their social skills, according to Baroness Susan Greenfield



### Gareth Southgate in running for Sporting Hero of the Month

England manager Gareth Southgate joins Serena Williams... [Read more](#)

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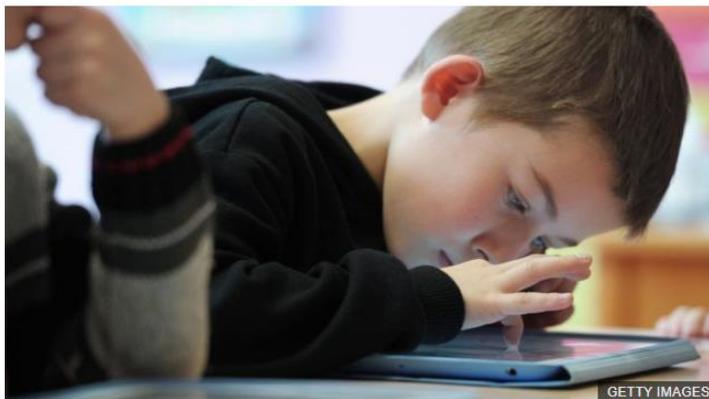
## The trouble knowing how much screen time is 'too much'

By Amy Orben  
University of Oxford

23 February 2018



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Concerns about the harm caused by "too much" screen time - particularly when it is spent on social media - are widespread. But working out what a "healthy" amount might be is far from easy.

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## Put your phone down! How a growing backlash is calling out our terrible tech manners



Save 50



The sudden loss of our manners where phones are concerned has not gone entirely unremarked  
CREDIT: LAUREN HURLEY/PA



### Does Serena Williams deserve to win the Sporting Hero award?

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By Rosa Silverman

2 AUGUST 2018 • 2:20PM

**H**ow many times have you watched with distaste as a parent ignores their young child beside them while mindlessly scanning their phone? Yes, we've all spotted them at it, and yes, how we've sighed and tut-tutted.

Next question: how many times have your eyes been glued to your own mobile screen while ignoring those in the room with you? Come on, be honest now. Few among us can claim we've consistently avoided such conduct.

# A decade of smartphones: We now spend an entire day every week online

By Charles Hymas in the Daily Telegraph

**The average person in the UK spends more than a day a week online**, according to a landmark report on the impact of the “decade of the smartphone”. People are on average online for 24 hours a week, twice as long as 10 years ago, with one in five of all adults spending as much as 40 hours a week on the web. This is partly due to the rise in use by **those aged 16 to 24, who average 34.3 hours a week on the internet**. And for the first time women are spending more time online than men, fuelled by a rise in internet use by those aged 18 to 34 and the explosion in social media. They spend half an hour a week longer online than men of the same age. Ofcom, which compiled the report, attributes a large part of the surge in time online to the rise of smartphones which are now used by 78 per cent of the population compared with just 17 per cent in 2008, the year after the first iPhone was launched. **Britons are now so addicted to them that they check them every 12 minutes.**

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## Children spend up to 10 hours a day 'mindlessly swiping' their mobiles, study finds



Researchers were shocked by the superficial way children 'wasted' hours scrolling through social media sites CREDIT: CHRIS RADBURN /PA

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PREMIUM

News

## Government should tell parents not to give smartphones to under-11s, says leading psychiatrist



Save 10



Dr Jon Goldin, vice chairman of the Royal College of Psychiatrists' child and adolescent faculty, said official advice would help parents resist their offspring's demands. credit: tvmtts



### Which business current account is best for you?

So-called "high street" banks are very visible in the business space and many offer free periods of current account banking [Read more](#)

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Follow **By Charles Hymas**  
2 AUGUST 2018 • 9:30PM

The government should issue guidance telling parents not to give smartphones to under 11s, a leading Royal College psychiatrist has said.

Dr Jon Goldin, vice chairman of the Royal College of Psychiatrists' child and adolescent faculty, said official advice not to give children a smartphone until the first year of secondary school at the earliest would help parents resist their offspring's demands.

Almost a fifth of young people aged 16 to 24 are so addicted to their smartphones that they spend more than seven hours a day online, new ofcom data reveals.

The exclusive analysis for the telegraph shows **young people in that age bracket are twice as likely as the rest of the population to be online for what is equivalent to over two full 24-hour days a week.**

The data also reveals a generational digital divide as just 1 per cent of over 65s and only 6 per cent of 55-64 year olds spend over 50 hours a week online, compared to the 18 percent of 16-24 year olds, equivalent to more than 1.1m young people.

Ofcom provided the inter-generational breakdown of heavy users after revealing earlier this month that Britons are on average spending a day a week online and check their smartphones every 12 minutes.

Online experts expressed concern that such heavy use of phones, tablets and pcs could be having a negative impact on relationships, productivity and even mental health.

One in seven (15 per cent) of younger users admitted they were more productive when they lost access to the internet, and one in five (19 per cent) said they were less distracted. More than half admitted their devices interrupted face-to-face conversations with families and friends.

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## A fifth of 16-24 year olds spend more than seven hours a day online every day of the week, exclusive Ofcom figures reveal



CREDIT: LAUREN HURLEY/PA WIRE

“I feel that age group are aware of their digital dependence and are making efforts and attempts to cut down,” said Tanya Goodin, founder of digital health consultancy time to log off.

“It is not just about it affecting relationships and productivity but also mental health. **An oxford university study last year showed self-reported mental wellbeing peaked for 15-year olds at four hours a day on screens. After that further screen time had a negative effect on their wellbeing.**”

For a generation born around the turn of the millennium when the first camera phone was launched and Sony PlayStation 2 was taking the world by storm, smartphones are the main mode of accessing the internet.

Even the oldest of the 16-24 year-olds were just 13 when the iphone was launched. Now 95 per cent of that age group use their smartphone to go online, compared to 70 per cent of all adults and just 22 per cent of 65 to 74-year-olds.

Young women appear to be more addicted to their smartphones than young men, with texting (53 per cent), logging on to social media sites (44 per cent) and browsing the web (34 per cent) the most popular activity while commuting.

Home > News

## A fifth of 16-24 year olds spend more than seven hours a day online every day of the week, exclusive Ofcom figures reveal



CREDIT: LAUREN HURLEY/PA WIRE

The rewards such as drinks, food or travel are provided by sponsors of the company, which has been backed with £250,000 by Brent Hoberman, who works with Princes William and Harry to counter cyber-bullying, and Henry Lane Fox, who was his co-founder at LastMinute.Com.

Keita Eriawan, 20, a student at Hult international business school in London, said he downloaded the app because of his frustration that his habit of constantly checking his phone was distracting him from his studies.

He said it helped him become aware of how much time he wasted: "I used to check my phone every five minutes for social media and football updates. That would be over eight to nine hours a day. Now I would say it's about half that time."

By contrast, Martin Lock, chief executive of Silversurfers, said he expected a sharp increase in older people's time on the internet in coming years as the government took more services online and more tech-savvy middle-aged users got older.

Margie Savory, 69, a former TV producer from Bridport, admits she is addicted to her phone, using it to keep in contact with family and friends, and up to date with community news. "I use it to keep in touch, through Facebook, WhatsApp, Instagram and Twitter," she said.

"We have a WhatsApp group with neighbours who are older than me where we can send each other pictures if we do something fun or are on holiday. We keep an eye on each other's gardens when we are away."

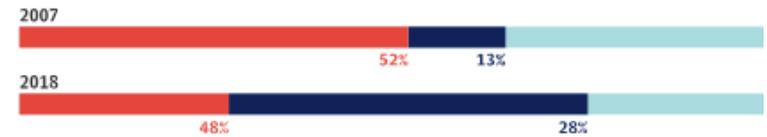
The only downside, she admitted, was that her husband Chris, 56, "didn't like it" when she used her phone when watching TV.

## Decade of the smartphone

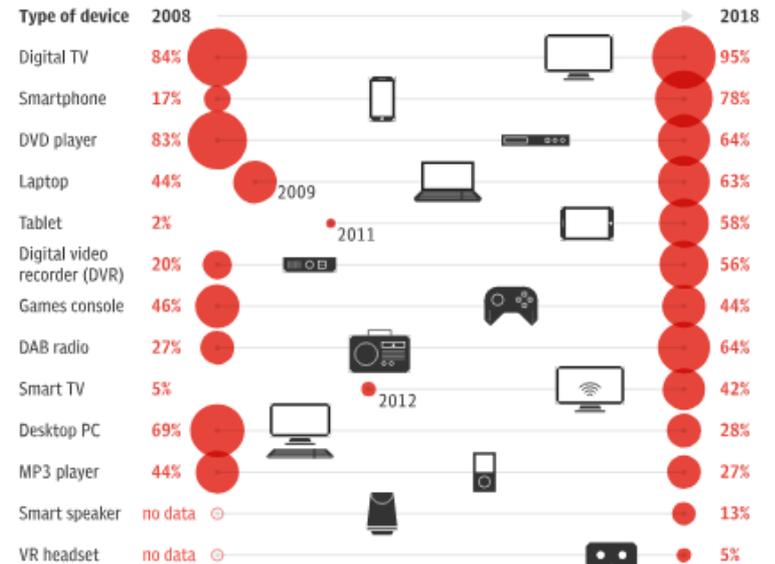
### A new favourite

Which device do we most miss

◆ TV ◆ Mobile phone ◆ Other devices



### Increased take-up of new technologies





**3-4s**

**1%** have their own smartphone, **21%** have their own tablet.

**96%** watch TV on a TV set, for around **15h a week**

**41%** watch TV on other devices, mostly on a tablet

**40%** play games, for nearly **6h a week**.

**53%** go online, for nearly **8h a week**.

**71%** of these mostly use a tablet to go online.

**48%** use YouTube, of which 52% of these say cartoons are their favourite thing to watch, 15% say unboxing videos.

**0%** have a social media profile.



**5-7s**

**5%** have their own smartphone, **35%** have their own tablet.

**95%** watch TV on a TV set, for around **13½h a week**

**49%** watch TV on other devices, mostly on a tablet

**66%** play games, for nearly **7½h a week**.

**79%** go online, for around **9h a week**.

**63%** of these mostly use a tablet to go online.

**71%** use YouTube, of which 30% say cartoons are their favourite thing to watch, 18% say funny videos or pranks.

**3%** have a social media profile.

The **TV set** is the device they say they would miss the most.

**8-11s**



**39%** have their own smartphone, **52%** have their own tablet.

**95%** watch TV on a TV set, for nearly **14h a week**.

**55%** watch TV on other devices, mostly on a tablet

**81%** play games, for around **10h a week**.

**94%** go online, for nearly **13½h a week**.

**46%** of these mostly use a tablet to go online, **22%** a mobile.

**81%** use YouTube, of which 23% say funny videos or pranks are their favourite thing to watch, 18% say music videos.

**23%** have a social media profile.

The **TV set** or **tablet** are the devices they would miss the most.

**12-15s**



**83%** have their own smartphone, **55%** have their own tablet.

**91%** watch TV on a TV set, for nearly **14½h a week**.

**68%** watch TV on other devices, mostly a tablet or mobile.

**77%** play games, for around **12h a week**.

**99%** go online, for nearly **21h a week**.

**49%** of these mostly use a tablet to go online, **26%** mostly use a mobile.

**90%** use YouTube, of which 26% say music videos are their favourite thing to watch, 23% say funny videos or pranks.

**74%** have a social media profile.

Their **mobile phone** is the device they would miss the most.

# BRAIN REMODELLING DURING ADOLESCENCE

- Brain Changes from Childhood to Adulthood

# BRAIN REMODELLING DURING ADOLESCENCE

- [Adolescent Brain Development](#)

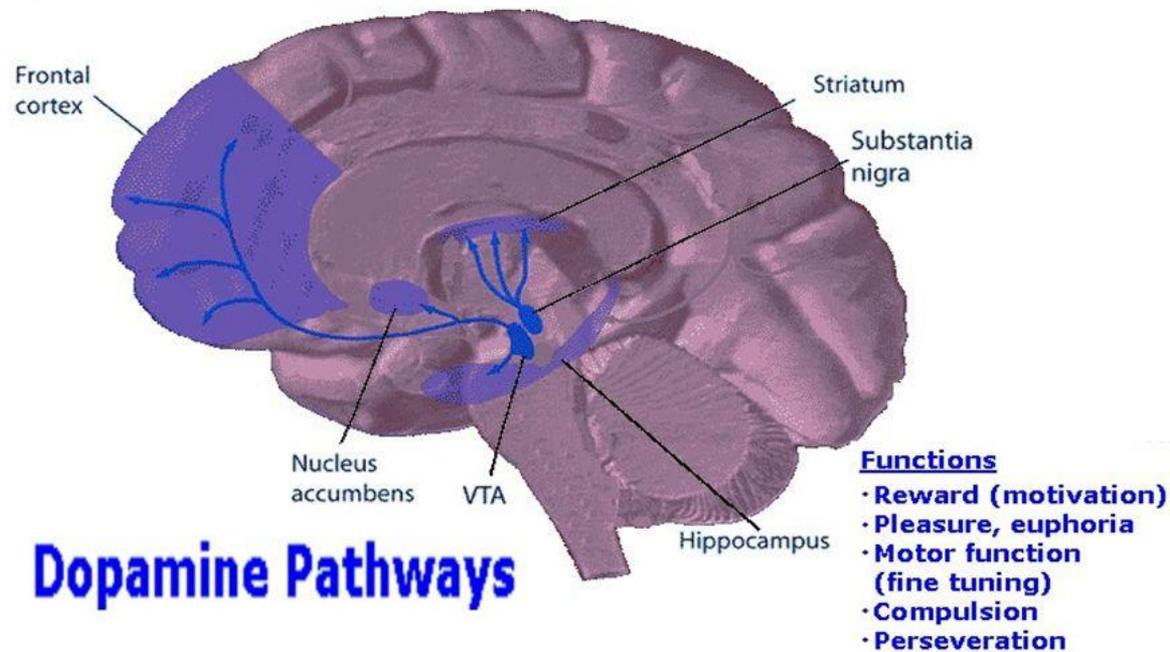
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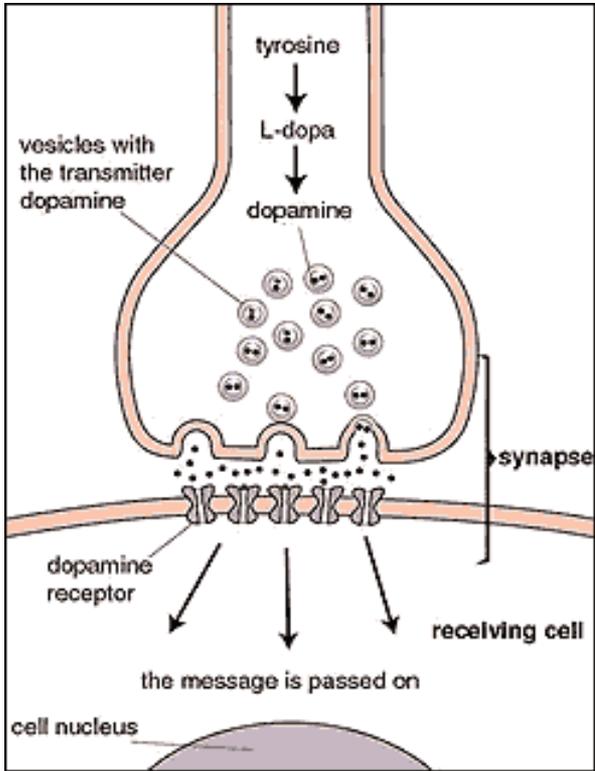
- Brain matter increases during childhood until about 12 years old
- Neural connections strengthen while unused brain matter is 'pruned' between the ages of about 12 to 18
- The whole process of brain remodelling is complete by around 25
- The habits laid down during adolescence therefore affect brain structure forever
- Technology use is permanently remodelling adolescent brains

# BRAIN REMODELLING DURING ADOLESCENCE

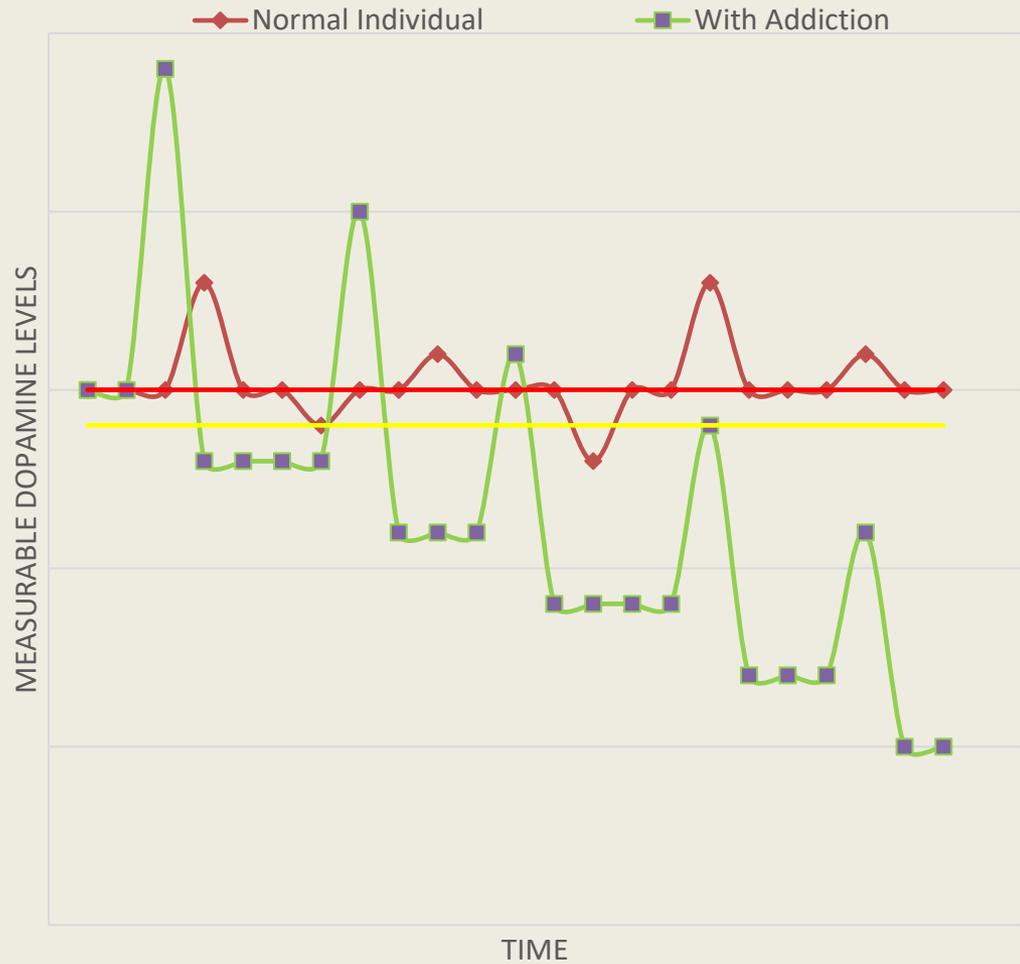
- Brain Development and Addiction During Adolescence

# The brain's reward pathway





## MEASURABLE DOPAMINE LEVELS VS TIME



<http://www.bbc.co.uk/news/av/uk-43758910/the-design-tricks-that-get-you-hooked-on-your-phone>

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## The design tricks that get you hooked on your phone

Feel like you have to always use your phone?

You're not the only one - technology companies use psychological tricks to get you hooked to your phone.

James Reevell explains.

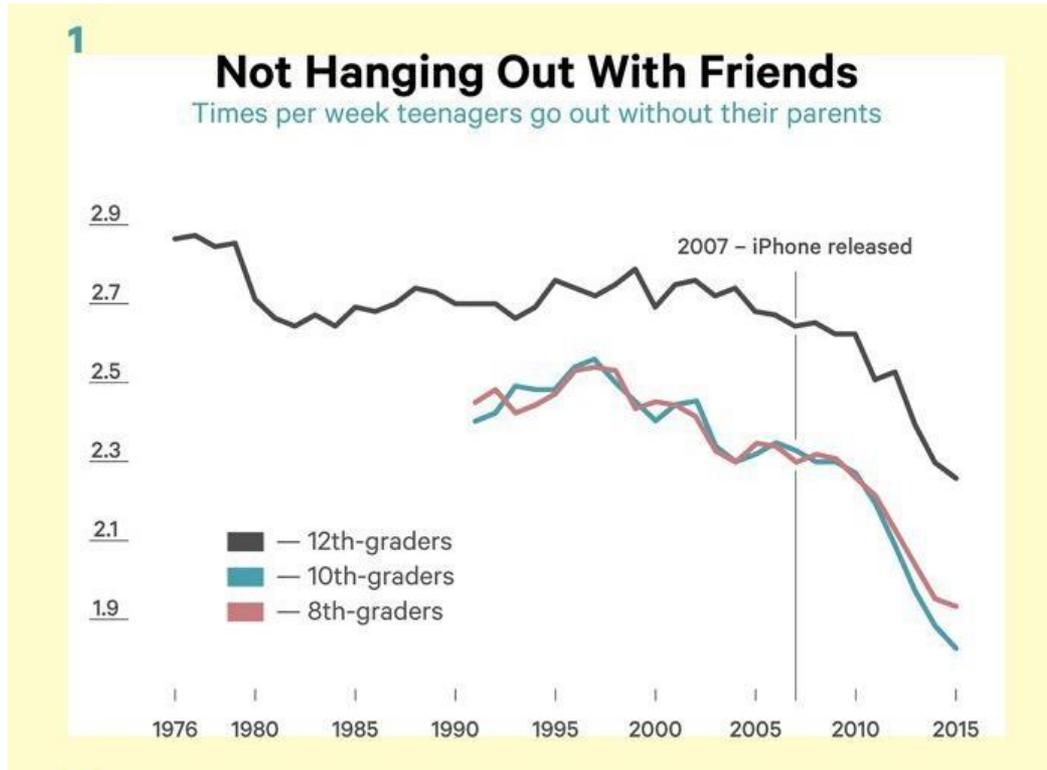
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# iGen Teens BBC News Report

RESEARCH BY PROFESSOR  
JENNA TWENGE ON 'iGEN  
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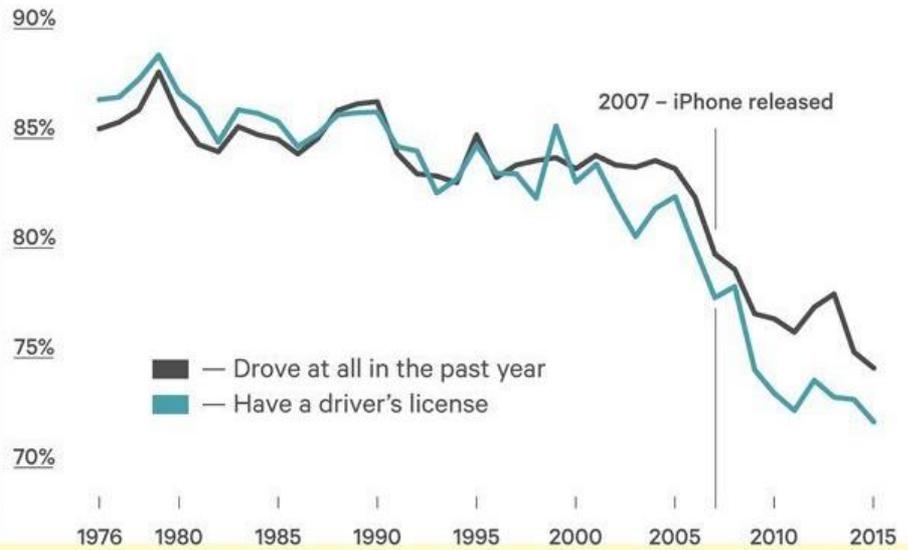
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– Year 13
- 10<sup>th</sup> Grade  
– Year 11
- 8<sup>th</sup> Grade  
– Year 9



2

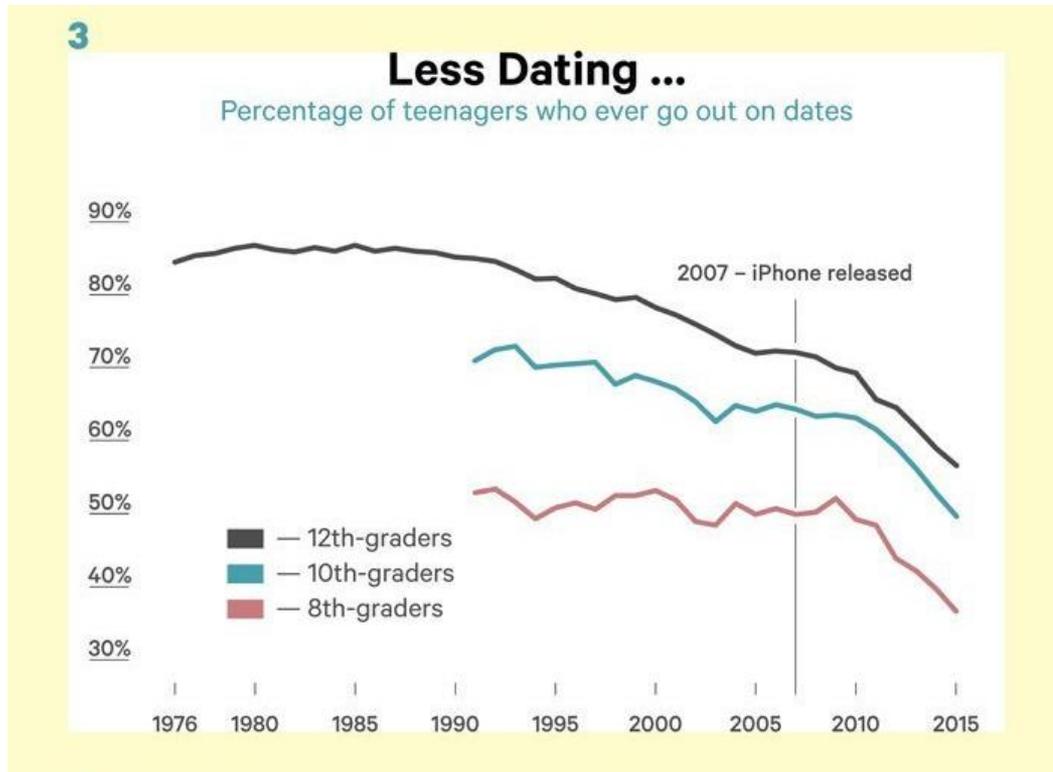
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Percentage of 12th-graders who drive

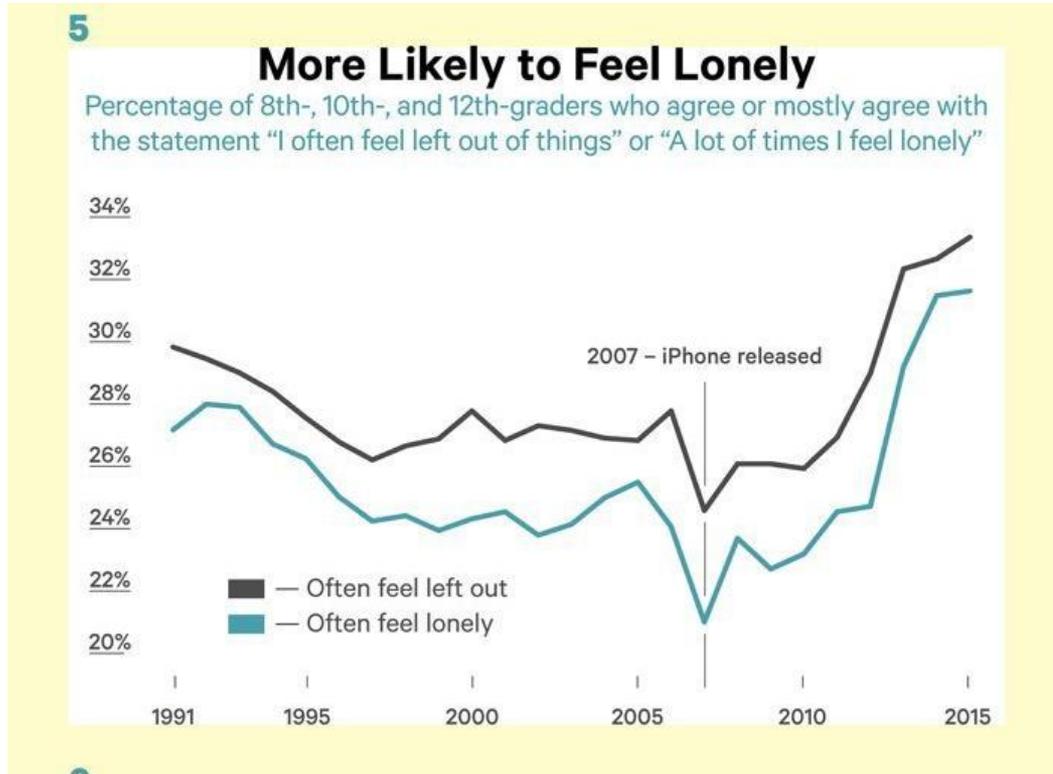


- 12<sup>TH</sup> GRADE – YEAR 13
- 10<sup>TH</sup> GRADE – YEAR 11
- 8<sup>TH</sup> GRADE – YEAR 9

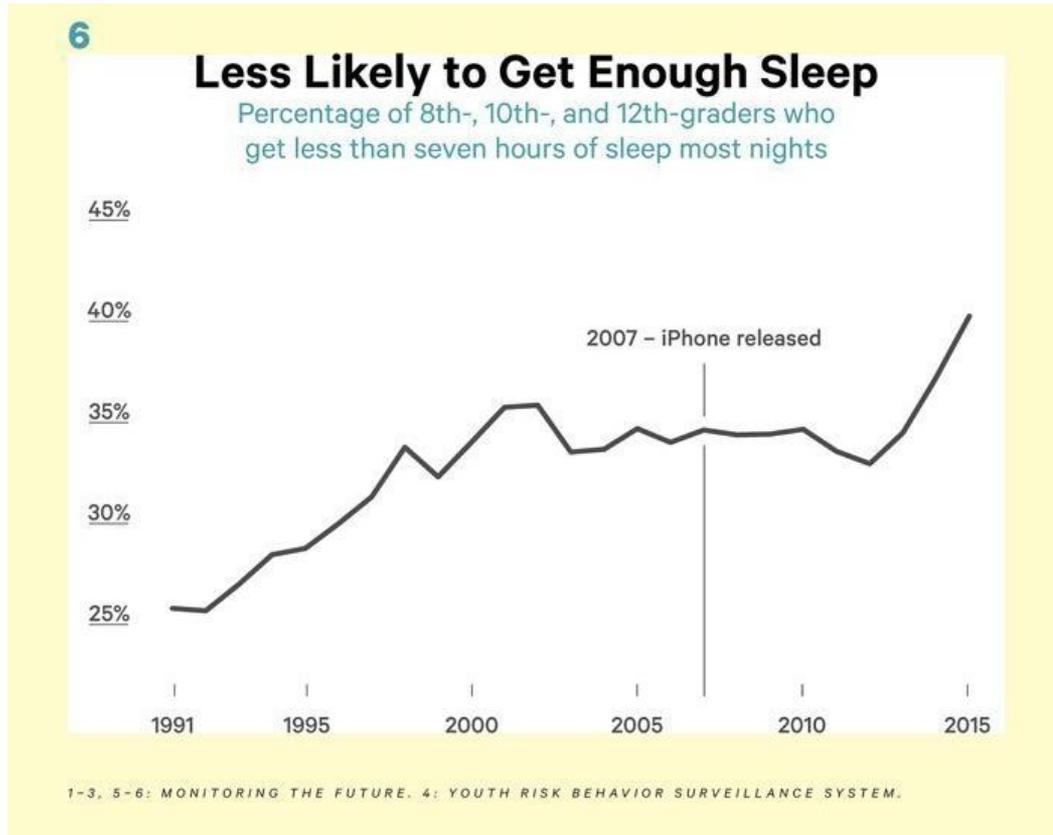
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– Year 11
- 8<sup>th</sup> Grade  
– Year 9



- 12<sup>th</sup> Grade  
– Year 13
- 10<sup>th</sup> Grade  
– Year 11
- 8<sup>th</sup> Grade  
– Year 9



- 12<sup>th</sup> Grade  
– Year 13
- 10<sup>th</sup> Grade  
– Year 11
- 8<sup>th</sup> Grade  
– Year 9



# Victoria Prooday Research

Since advent of the 'smart-phone'

- 1 in 5 children has mental health problems
- 43% increase in ADHD
- 37% increase in teen depression
- 200% increase in suicide rate in children 10-14 years old

# ADDICTION to technology

- [Screen Time Addiction](#)
- [How Screen Time is Affecting the Brain](#)

## Excessive internet use linked to depression, research shows

Leeds University study finds people classified as internet addicts are more likely to be depressed than non-addicted users



Excessive internet use is linked to depression, a study has shown. Photograph: Guardian

British psychologists have found evidence of a link between excessive internet use and depression, research published today has shown.

[Leeds University](#) researchers, writing in the *Psychopathology* journal ([abstract](#)

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# 'Internet addiction' linked to depression, says study

**There is a strong link between heavy internet use and depression, UK psychologists have said.**

The study, reported in the journal Psychopathology, found 1.2% of people surveyed were "internet addicts", and many of these were depressed.

The Leeds University team stressed they could not say one necessarily caused the other, and that most internet users did not suffer mental health problems.

The conclusions were based on 1,319 responses to an on-line questionnaire.

Recruitment was via links on social networking sites. People were asked how much they used the internet and for what purposes.

They were also asked a series of questions to assess whether they suffered from depression.

The respondents were aged 16 to 51, with an average age of 21.

The authors found that a small number of users had developed a compulsive internet habit, replacing real life social interaction with online chat rooms and social networking sites.

They classed 18 respondents - 1.2% of the total - as "internet addicts"



Any direct causal link between internet use and depression remains unclear

**“ If a web addict is substituting meaningful friendships and socialising with virtual contact on the internet, this might have an adverse affect on their mental wellbeing ”**  
Sophie Corlett of the charity Mind

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INDY/PULSE

**THE INTERNET CAN BE BAD FOR**

**CHILDREN'S MENTAL HEALTH**

# ADDICTION TO TECHNOLOGY

- Dopamine response is the same for technology
- Instant response changes the brain's response so it becomes desensitised to less instantaneous responses
- Instant response makes it harder to gain satisfaction from non-instantaneous stimuli

# MENTAL HEALTH

- Internet addiction lacks many of the physical symptoms linked to drug or alcohol addiction, adolescents can still develop a psychological dependence on online activities.
- When their access to the internet is cut off for any reason, they can experience a form of withdrawal as well as being unable to function normally without regular online contact.
- Researchers have also linked compulsive internet use to a range of mental health concerns including low self-esteem, loneliness, depression, social phobia, and even suicidal thoughts.

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## Technology

# Gaming addiction classified as disorder by WHO

By Jane Wakefield  
Technology reporter

🕒 2 January 2018 | 📧



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According to an Oxford University study, boys are more likely to spend time gaming than girls

**Gaming addiction is to be listed as a mental health condition for the first time by the World Health Organisation.**

Its 11th International Classification of Diseases (ICD) will include the condition

# NEWS



**Should you limit kids' time on Fortnite?**  
12 Mar

**'I did drugs to play games all night'**  
02 Feb



## Should you limit your children's time on Fortnite

Some parents have contacted BBC 5 live to say they are concerned about the amount of time their children are spending playing the video game Fortnite.

Speaking to **Anna Foster**, gaming journalist Keith Stuart discussed whether they should intervene.

12 Mar 2018

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## 5 things we've learnt about Fortnite

BBC Radio 5 live's Anna Foster has been exploring the latest video game craze 'Fortnite'.

Launched as a video game last summer, it's in the couple of months its popularity has sky-rocketed: it's now being played by hundreds of millions of people all over the world, and seems to be dominating classroom conversations in the UK.

Guardian journalist Keith Stuart describes it as 'Call of Duty with the plot of The Hunger Games' - a cartoon shooting game where the aim is to be the last character standing.



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## How the design of video games like Fortnite makes them more addictive



Fortnite has become a huge hit with young children and teenagers since it was released last year  
CREDIT: FORTNITE

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By **Mike Wright** and **Luke Mintz**

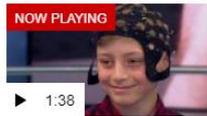
13 JUNE 2018 • 6:31PM

**D**uring the FA Cup semi final between Manchester United and Spurs in April Dele Alli scored the first goal in the game his side would eventually lose 2-1.

As the England international jubilantly jogged over to the Tottenham fans he broke into a somewhat goofy dance swinging his hips left and right while thrusting his arms in front and behind his torso.

For many adults watching the moment seemed to be nothing more than a highlight from a game of football in the world of Premier League

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## How does gaming affect your brain?

Hamish loves playing the video game Fortnite, but does his brain show signs of addiction?

He and his brother Noah had their brains scanned while playing.

Gaming addiction has been listed as a mental health condition for the first time by the World Health Organisation. Here are some tips for staying healthy and enjoying gaming.

Watch the BBC's **Victoria Derbyshire programme** on weekdays between 09:00 and 11:00 on BBC Two and the BBC News Channel in the UK.

🕒 18 Jun 2018

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11 May



More teens 'addicted' to computer games  
12 Sep 15



Space Invaders hit Tokyo  
18 Jan



Computer and gaming museum opens  
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## Gaming addiction 'a mental health condition'

For millions, it is a harmless hobby but for some it can become more than that.

17 June 2018

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▶ 2:47 More teens 'addicted' to computer games

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▶ 3:10 Turning computer into money

🕒 28 May 12



**ANS MEHMOOD**  
Young gamer

## More teens 'addicted' to computer games

A British rehabilitation centre says it has seen a dramatic rise in the number of parents seeking help for teenagers with so-called gaming addiction.

🕒 12 September 2015

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# Addictive GAMING

- Dopamine response to:
  - Gaming outcomes
  - Social interaction online
- Dopamine response is heightened and leads to the same effect as drugs
- Instant response issues here too
- Peer pressure
- Structure of games etc.
- Linked to depression, ADHD symptoms, social phobias

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## FOMO: How the Fear of Missing Out drives social media 'addiction'

1 March 2017



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**Social media can help bring people closer together and share information.**

But the endless stream of updates, invites and opportunities to gain the explicit approval and feedback of friends and family, can create a pressure of its own.

# NEWS

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**Social media 'exacerbates' young mental health problems**

25 Sep 17

UP NEXT



0:55

**'Pressure coming from all angles'**

25 Sep 17



## Social media 'exacerbates' young mental health problems

Social media is distorting children's grasp of reality and impacting on their mental health, a support teacher has said.

It is one of the issues schools face as they try to spot early signs of problems among pupils.

A £1.4m trial has been launched where NHS staff will offer specialist help in schools to those showing early signs of anxiety, depression or self harm.

The two-year Welsh Government trial will take place across north east, south east Wales and Ceredigion.

Carol Phillips, student support officer at Crickhowell High School in Powys highlighted the role social media has played.

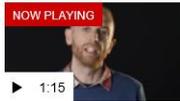
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**Taking photos of strangers to beat anxiety**  
🕒 01 Jun 18



## 'It's a presentation of people's lives - not reality'

Instead of quitting facebook, he made a film showing that people aren't what they seem to be online.

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🕒 07 Jun 18



▶ 8:21

Dating? Don't let it get in the way

🕒 30 Nov 17



## Instagram: Will quitting make me happy?

Nicole and Tali are Instagram besties. But the pressure to get more likes and followers is taking its toll.

Both friends are thinking of quitting the Insta-game but is leaving it the quick fix everyone says it is?

UK users can watch more films from the BBC Like Minds series on iPlayer .

Produced by Alvaro Alvarez, Naomi Pallas and Camila Ruz

🕒 17 Feb 2019

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# SOCIAL MEDIA

- Dopamine response to:
  - ‘Likes’
  - Comments
  - Social interaction online
- Dopamine response is heightened and leads to the same effect as drugs
- Images present a particular picture which implies that what is shown via social media reflects the truth
  - Images are carefully chosen to look good
  - Images don’t show the mundane
  - Individuals’ self worth becomes associated with active responses – no ability to see smiles etc.

# Screen time 'harms teenagers' sleep'

🕒 3 February 2015 | Health



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The longer a teenager spends using electronic devices such as tablets and smartphones, the worse their sleep will be, a study of nearly 10,000 16- to 19-year-olds suggests.

## **The longer a teenager spends using electronic devices such as tablets and smartphones, the worse their sleep will be, a study of nearly 10,000 16- to 19-year-olds suggests.**

More than two hours of screen time after school was strongly linked to both delayed and shorter sleep.

Many said they often got less than five hours sleep a night, BMJ Open reports.

The teens were asked questions about their sleep routine on weekdays and at weekends, as well as how much screen time they clocked up outside school hours.

On average, girls said they spent around five and a half hours a day watching TV or using computers, smartphones or other electronic devices.

And boys spent slightly more time in front of a screen - around six and a half hours a day, on average.

Playing computer games was more popular among the boys, whereas girls were more likely to spend their time chatting online.

Any type of screen use during the day and in the hour before bedtime appeared to disrupt sleep - making it more difficult for teenagers to nod off.

And the more hours they spent on gadgets, the more disturbed their sleep became.

When daytime screen use totalled four or more hours, teens had a 49% greater risk of taking longer than an hour to fall asleep.

These teens also tended to get less than five hours of sleep per night.

Sleep duration went steadily down as gadget use increased.

It may be that playing on electronic devices leaves teens with less time to do other things, including sleep, say the researchers - Dr Mari Hysing and colleagues at Uni Research Health, Bergen.

But it could be that screen time interferes with sleepiness.

Staring at an illuminated screen at bedtime could send the wrong signals to our brain, disrupting our natural body clock making us more alert, they suggest.

Dr Hysing said her findings had implications for the wider population as so many people use these devices.

"We know that sufficient sleep is essential for good physical and mental health. Logging off may be one important step toward securing a good night's sleep."

Prof Russell Foster, an expert in sleep and neuroscience at the University of Oxford, said: "This is an important study as it provides empirical evidence that the use of electronic devices before bed does indeed reduce sleep duration."

He said teenagers should be warned of this.

# Half of teenagers sleep deprived, say experts

By Eleanor Bradford  
BBC Scotland Health Correspondent

🕒 26 August 2013 | Scotland



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The increasing use of screen-based technology is in part blamed for disrupting sleep

### **More than half of all teenagers may be sleep deprived, according to experts.**

A combination of natural hormone changes and greater use of screen-based technology means many are not getting enough sleep.

Research has suggested teenagers need nine hours' sleep to function properly.

"Sleep is fundamentally important but despite this it's been largely ignored as part of our biology," said Russell Foster, Professor of Circadian Neuroscience at Oxford University.

"Within the context of teenagers, here we have a classic example where sleep could enhance enormously the quality of life and, indeed, the educational performance of our young people.

"Yet they're given no instruction about the importance of sleep and sleep is a victim to the many other demands that are being made of them."

### **'All-nighters'**

At One Level Up, an internet cafe and gaming centre in Glasgow, I found a group of young people who are used to very late nights.

"There's things called 'grinds' which we have on Saturdays which are an all-nighter until 10 in the morning," said 17-year-old Jack Barclay.

"We go home, sleep till 8pm at night and then do the exact same thing again. I like staying up."

Fourteen-year-old Rachel admitted occasionally falling asleep in class because she stayed up late at night playing computer games.

"If it's a game that will save easily I'll go to bed when my mum says, 'OK you should probably get some rest', but if it's a game where you have to go to a certain point to save I'll be like, 'five more minutes!' and then an hour later 'five more minutes!', and it does mess up your sleeping pattern.

"For me it takes me about an hour to get to sleep and I'm lying there staring into nothing thinking 'I'm going to play THAT part of the game tomorrow and I'm going to play THAT part of the game the next day."

### **Hormonal changes**

Research has shown that teenagers naturally veer towards later bedtimes and are later to rise in the morning, possibly because of the hormonal changes that occur during puberty.

However Prof Foster said electronic equipment accentuated this natural night-owl behaviour.

The data that's emerging suggests that these computer screens and gaming devices may well have a big effect in increasing levels of alertness Prof Russell Foster, Oxford University

He explained: "The data that's emerging suggests that these computer screens and gaming devices may well have a big effect in increasing levels of alertness.

"That will make it harder to get to sleep after you've stopped playing.

"The great problem with teenagers is that you're not only biologically programmed to go to bed late and get up late, but there's also many attractions like gaming and Facebook and texting and many teenagers are doing this into the early hours of the morning and delaying sleep even further."

Psychologist Jane Ansell set up the charity Sleep Scotland to help children with special needs establish good sleeping patterns.

However an increasing amount of the charity's workload is now spent working in mainstream schools with teenagers.

"People were being sent to me and were generally being diagnosed with Aspergers, and a lot were being diagnosed as ADHD," she said.

"I felt the first thing we had to do was to work out a sleep programme for them so that they weren't sleep deprived. Once they weren't sleep deprived, some no longer had ADHD symptoms because the symptoms of hyperactivity and sleep deprivation are pretty similar.

"I'm not saying they were all free of ADHD but it is a common mistake."

### **Pilot studies**

Her pilot studies in three Scottish schools suggested 52% of teenagers were sleep deprived, and about 20% reported falling asleep in class at least once in the last two weeks. While many teenagers have received exam grades over the summer, Ms Ansell said most of them did not realise that a healthy sleeping pattern could have improved their performance.

She added: "We have probably not understood how important sleep is.

"It affects your growth, and especially things like memory consolidation.

"If you don't have enough sleep your short term memory doesn't consolidate into your long term memory which is going to affect your school grades."

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## Cyan colour hidden ingredient in sleep

By Sean Coughlan  
BBC News education and family correspondent

🕒 22 June 2018



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The researchers say cyan could be added or taken away to prevent or encourage sleep

**The colour cyan - between green and blue - is a hidden factor in encouraging or preventing sleep, according to biologists.**

University of Manchester researchers say higher levels of cyan keep people awake, while reducing cyan is associated with helping sleep.

The impact was felt even if colour changes were not visible to the eye.

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# Social-media use 'disrupting teen sleep and exercise'

🕒 14 August 2019 | 📄



GETTY IMAGES

Using social media isn't directly harming teenagers - but it can reduce the time they spend on healthy activities, such as sleeping and exercising, a

## Top Stories

**Palace 'displeasure' at Cameron's comments**

The ex-PM says he asked the Queen to "raise an eyebrow" over the Scottish independence vote in 2014.

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**Parliament suspended 'to stop MPs interfering'**

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**New video of Trudeau wearing blackface emerges**

🕒 12 minutes ago

## Features



Is Nutella made with nuts picked by children?

# TECHNOLOGY USE AND SLEEP

- The body has a natural 'day-night' cycle called a 'circadian rhythm'.
- Circadian rhythms happen because of a natural cycle and flow of gene expression (reading dna and creation of appropriate proteins etc.)
- It is regulated by:
  - Timing to go through the whole cycle (approximately 24 hours)
  - Physical or mental tiredness
  - Light patterns which can act as a 'reset' point.
- Circadian rhythm regulates:
  - Sleep wake cycles
  - Hunger and metabolism
  - Hormone production (and therefore mood etc.)
- When the three elements which regulate this are out of sync it can lead to:
  - Depression
  - Tiredness
  - Obesity
  - Poor cognitive function

# TECHNOLOGY USE AND SLEEP

- Blood levels of the hormone melatonin are high at night and low during the day.
- Its secretion is regulated by a rhythm-generating system located in the hypothalamus.
- This system is regulated by light.
- Light at the red end of the spectrum (found at night with sunset) stimulates melatonin secretion and encourages sleep.
- Light at the blue end of the spectrum (found more in the mornings with dawn) suppresses melatonin secretion and discourages sleep.
- Lcd screens produce light at the blue end of the spectrum, mimicking day time light and disrupting sleep patterns.

# TECHNOLOGY USE AND SLEEP

- According to the NHS lack of sleep is associated with:
  - Fatigue
  - Short temper
  - Lack of focus
  - Difficult to concentrate and make decisions
  - Depression and anxiety
  - Obesity - sleep-deprived people have reduced levels of leptin (the chemical that makes you feel full) and increased levels of ghrelin (the hunger-stimulating hormone).
  - Heart disease
  - High blood pressure
  - Type 2 diabetes - changes the way the body processes glucose – the high-energy carbohydrate that cells use for fuel.
  - Damages immunity
  - Decreases libido
  - Decreased fertility – reduces the secretion of reproductive hormones.

# ATTENTION AND LEARNING

- Learning is harder when information is easily accessible. The association and the consequent synapse formation is weak and often transitory. Therefore, overreliance on instantaneous responses means that knowledge doesn't get it stored in long term memory.
- [What is the internet doing to our brains?](#)

# ATTENTION AND LEARNING

- Instant response means that the brain doesn't learn to focus and retain information.
- Learning is harder when information is easily accessible. The association and the consequent synapse formation is weak and often transitory. Therefore, overreliance on instantaneous responses means that knowledge doesn't get it stored in long term memory.

Health

## Limiting children's screen time linked to better cognition

By Alex Therrien  
Health reporter, BBC News

🕒 27 September 2018



🔗 Share



**Limiting children's recreational screen use has been linked with improved cognition.**

Children aged eight to 11 who used screens for fun for less than two hours a day performed better in tests of mental ability, a study found.

Combining this with nine to 11 hours of sleep a night was found to be best for

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## Bought your child a new device? Here's how to protect their mental health



Save 21



Games consoles, iPads and smartphones can end up encroaching on so many other elements of children's lives – schoolwork, family time and sleep included CREDIT: JOSIE PORTILLO

<https://www.telegraph.co.uk/family/life/bought-child-new-device-protect-mental-health/>

### Stick to this one rule

"It should be switched off in the evening and charged downstairs, not in bedrooms" Turn off 30-60 minutes before lights out.

### Have these conversations

From sexting to FOMO, it's good to talk. [Be] honest about our own feelings... [be] non-judgemental and supportive... Be proactive rather than reactive: bust the myths of Instagram perfection before they sign up, talk about sexting before they have a serious boyfriend or girlfriend and discuss FOMO before they hit the peak socialising years. 'Research has found that teens who have a more satisfactory relationship with their parents are less susceptible to FOMO.'

### Focus on their offline lives

'Encourage balance in their lives,' ...any activities that boost self-esteem offline, will be mirrored online. 'Higher self-esteem makes them less likely to be adversely affected by any negatives in their online lives.'

### Don't go 007 on social media

Should you follow your kids on social media and check their phones? 'Lots of kids feel comforted by that...' But going undercover, is a big no. 'The whole principle of the parent-child relationship is trust, so snooping can do much more damage than good. They could end up creating secret accounts, change passwords or get a second phone.' If you have serious concerns, ask for access.

### Find the screen-time sweet spot

We know too much can increase irritability, hyperactivity, aggression and even depression, but how much is too much? 'A certain amount of screen time may be positive for well-being – enabling communication, creativity and engagement, But too much becomes negative. It's called the goldilocks effect.' According to Prof Jean Twenge, author of a landmark study on this topic, the sweet spot is one hour per day for children aged two to five and similar limits – perhaps up to two hours – for school-aged children and adolescents.

### Lower their dependency

'Part of the way to handle screen time with less dependency is for children to earn it'. That can be through chores, homework or music practice, but should also be linked to behaviour. 'You get a lot of dopamine from electronics, which is why it's so easy to become dependent on them. But when you get a dopamine hit without having to earn it, your brain processes the activity in the reptilian part of the brain, and it's more addictive.'

### Sign on the dotted line

Decide boundaries together, then write a contract, sign it and hang it on the fridge so it doesn't get forgotten ... 'Managing your and your child's expectations will reduce conflict and help them to form healthy habits. Consider time limits and switch-off times at night, designated screen-free times in the week and zones in the house, guidelines around who they accept as "friends" on social media, what pictures they post and websites that may be out of bounds. Deciding these guidelines together will help them have a more positive digital experience.' She adds, 'it's important for parents to commit to good habits, too. If you decide that dinner times should be phone-free, set the right example.'

# Take Home Messages

## LIMIT RECREATIONAL SCREEN TIME:

- 1 hour a day has not been found to have any links to harmful effects
- Online gaming and social media in particular can be especially deleterious to mental health

## LIMIT SCREEN TIME IN GENERAL:

- More than 4 hours a day has been strongly linked to mental health difficulties
- Instantaneous responses, even if used with studying, actually undermines the ability to focus, concentrate and retain information if there is over-exposure

## SWITCH OFF WHEN TRYING TO CONCENTRATE, STUDY, REVISE etc.

- Screens distract and make it difficult to retain information
- Memories forming are transitory.

## SWITCH OFF 1-2 HOURS BEFORE BED

- Light disrupts sleep patterns and makes getting to sleep harder and the quality of sleep worse