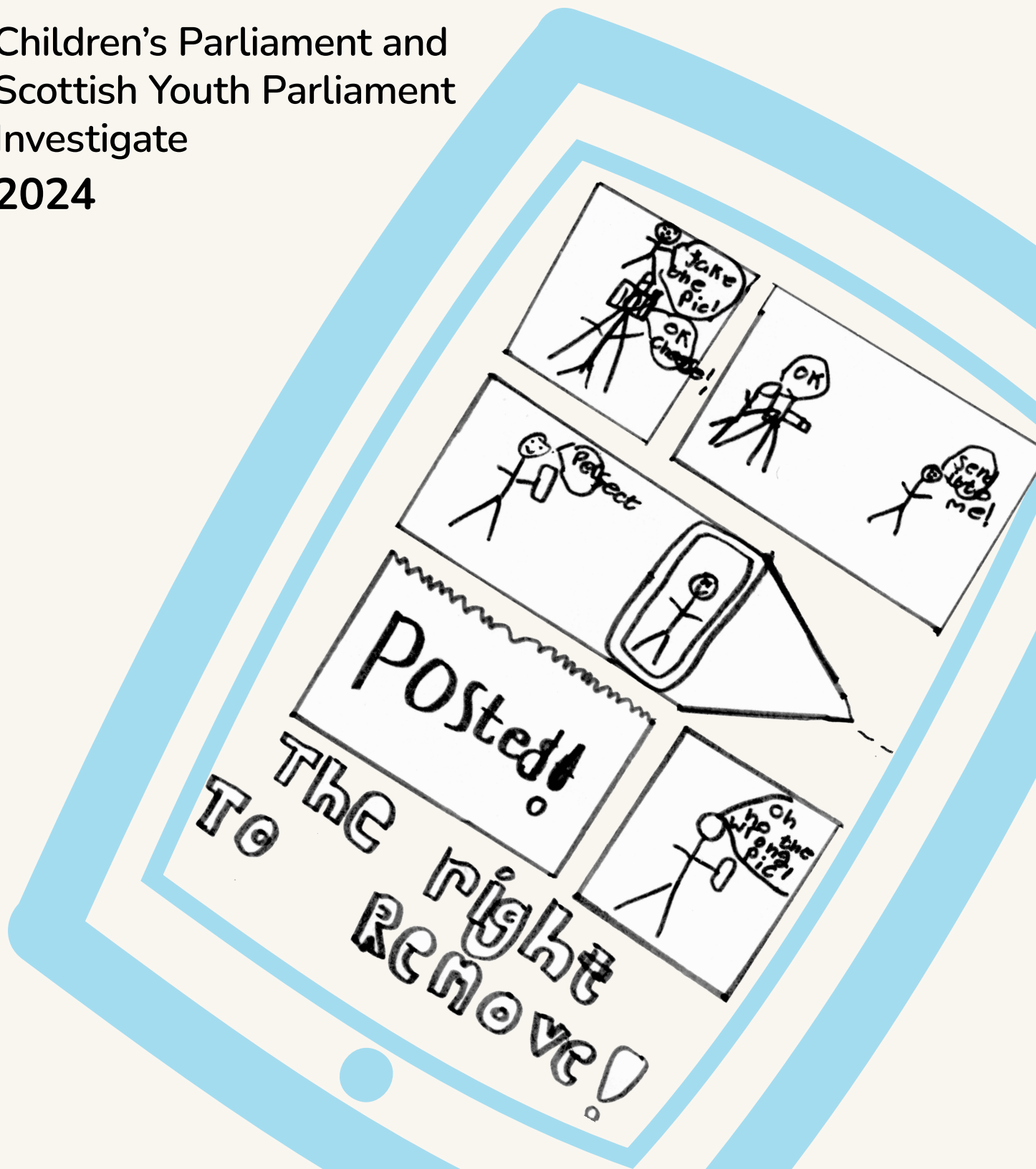




Screensavers: Mind Yer Time Consultation

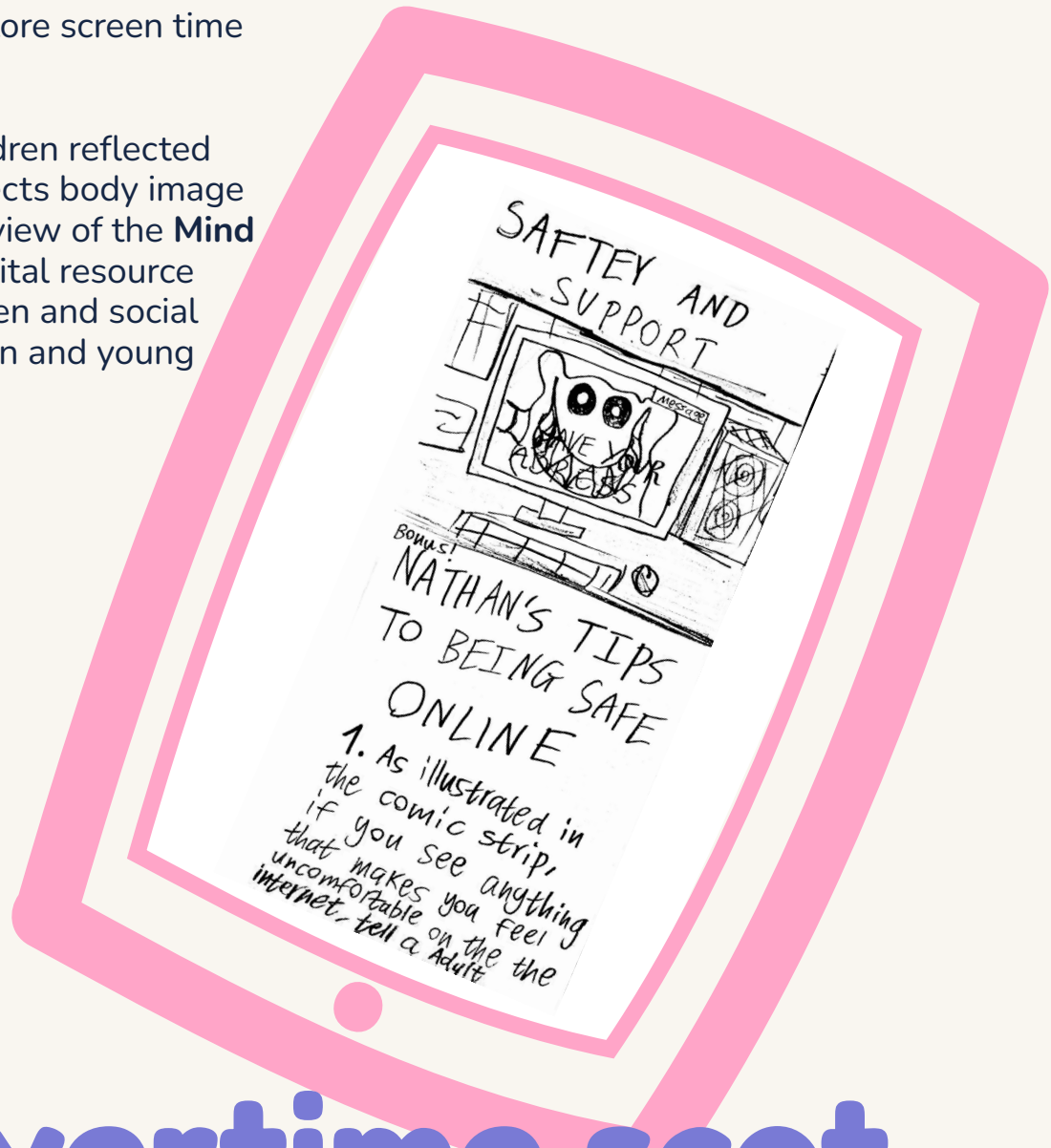
Children's Parliament and
Scottish Youth Parliament
Investigate
2024



Introduction

Between March and May 2024, Children's Parliament collaborated with 65 primary school children from two Dundee schools to explore screen time and social media use.

During the project, children reflected on how online time affects body image and contributed to a review of the **Mind Yer Time** website; a digital resource promoting healthy screen and social media habits for children and young people.



Visit

mindyertime.scot

Key Messages

Part 1:

Recommendations for Mind Yer Time website

- Children spoke about the need for the website to be more **accessible** for all, discussing options for larger fonts, less text, more images, as well as options for audio readers and translation tools.
- Children discussed how the website could be **more interactive** with more quizzes and games to aid visitors in understanding the information.
- Children talked about the benefit of having **clear information about children's digital rights** and how this linked with ideas around body image.
- Children reflected their difficulty in using the **website's search bar** when trying to locate areas of interest on the website.
- Children felt it was important that adults use the **Mind Yer Time** website with them, explaining that there is no replacement for talking about the issues with an adult who they trust.

pp You can add on audio or a translator for those who don't understand or speak the same language. 99

pp ...there's a lot more words than there are pictures, which for some people can be off-putting. 99

- Member of Children's Parliament

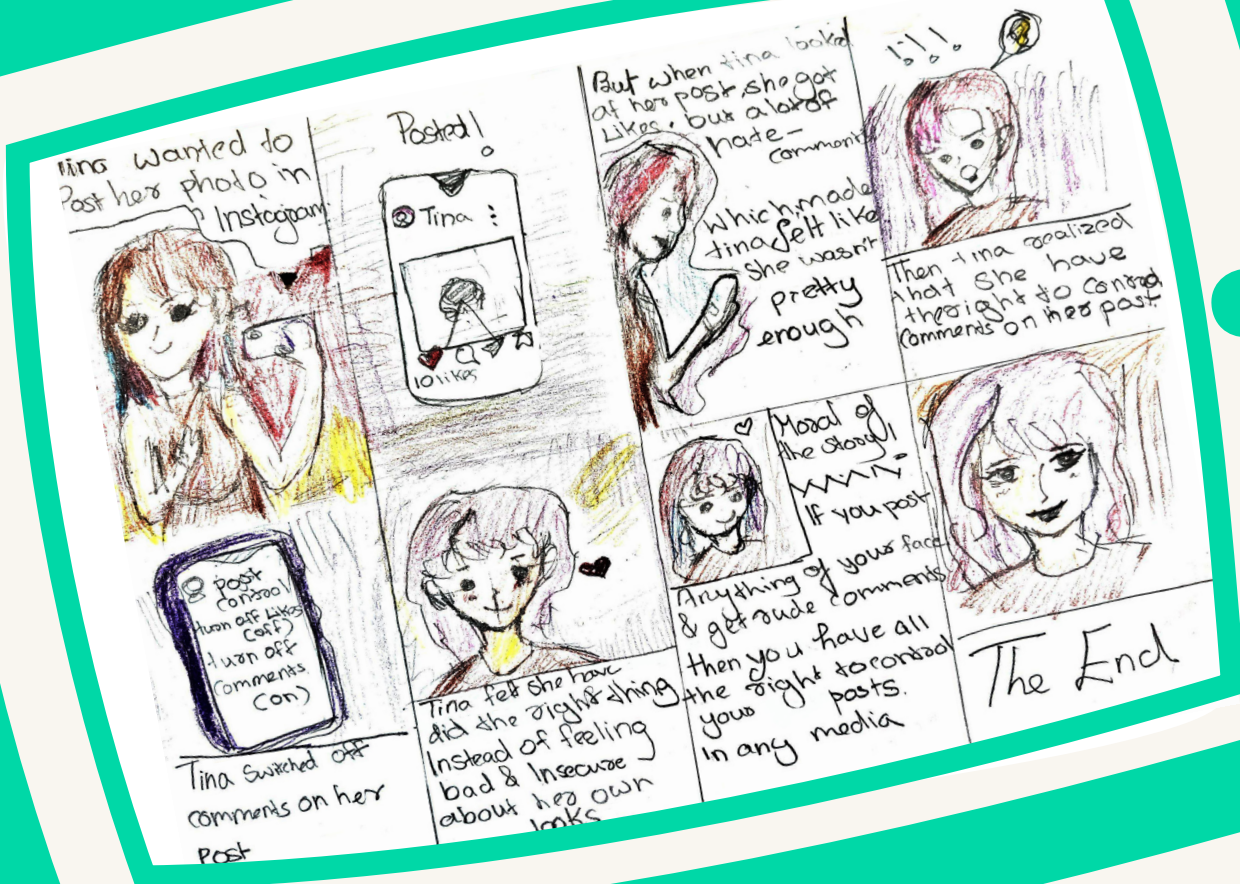
- Member of Children's Parliament

pp There should be more quiz topics to help classes learn more. 99

- Member of Children's Parliament

pp The website should have more about rights that are about being online. 99

- Member of Children's Parliament



- Social Media Story by Member of Children's Parliament

Part 2:

Body Image and the Online Space

- Many of the children told us they were aware of how having a **positive body image** would allow them to have improved social lives outside of the online world. The children discussed increased confidence, the ability to make more friends, and better wellbeing.
- Almost all children reported to have had a **negative experience online** that impacted on their body image, with many saying that “ignoring it” was the easiest way to deal with the experience.
- The children expressed ways in which experiences online could negatively and positively change how they felt about their own body image.
- A number of children discussed the source of online comments, all preferring comments from peers or people they know. Detailing that even positive comments from strangers would make them feel “weird”.
- Many of the children spoke about how it was difficult to tell what videos and photographs of people were real and which had been edited.
- It was observed that **girls** were able to more strongly articulate their **experiences** of having had their body image negatively impacted by social media.

“If you have positive body image it would make you feel more confident about yourself.”

- Member of Children's Parliament

“Boys care less about body image I think as there's less pressure on them than girls.”

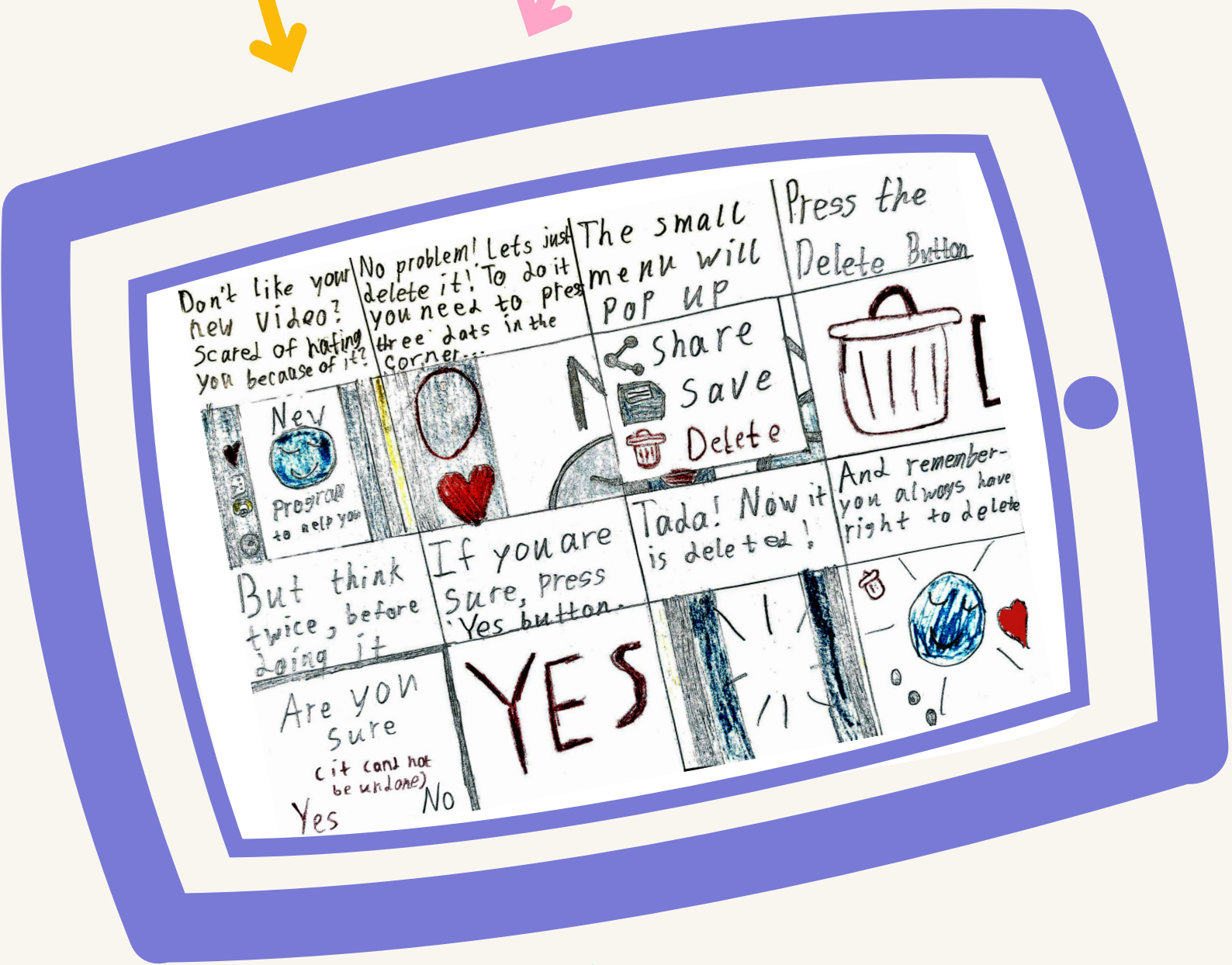
- Member of Children's Parliament

“There's nothing you can really do if someone's horrible online, you just ignore it.”

- Member of Children's Parliament

“I sometimes don't post things as I'm worried if people are going to be horrible about how I look.”

- Member of Children's Parliament



- Social Media Story by Member of Children's Parliament

Part 3:

Adults

- Children spoke about the **influence their parents and carers** had on their access to the internet and how much time they spent on screens. Children expressed strong opinions about how they used and thought about the internet differently to their adults.
- Children explained that they feel many adults in their lives **lack knowledge** about technology and expressed their concerns that adults fear online space.
- **Lack of shared spaces** online with their adults was discussed, throughout the investigation the children described the use of technology as an individual experience in the home.
- Children expressed ways in which experiences online could negatively and positively change how they felt about their own **body image**.
- Many of the children spoke about how it was difficult to tell what videos and photographs of people were **real and which had been edited**.
- Children told us that their **time online was often spent with other people**, friends and social networks. They recognised that this is not without danger.

“**Adults worry because phones and laptops are kind of your own spaces, private- they can't see what you are doing.**”

- Member of Children's Parliament

“**You can see videos that make you feel annoyed at yourself... being better at something than you.**”

- Member of Children's Parliament

“**Hating yourself when you don't have a filter on, so you use filters on every post.**”

- Member of Children's Parliament

“**Adults and children don't spend time online together.**”

- Member of Children's Parliament

Recommendations for going forward

- Promotion of the **Mind Yer Time** website within education and youth work settings across Scotland. Developing a detailed “how to guide” connecting the website’s content to broader curriculum areas and supporting teacher engagement.
- Development of a **Mind Yer Time** project with a joint investigation of social media/screen time with children/parents/teachers. Identifying the position and impact of screen and social media use within school, home and other social environments.
- A longer project period allowing more in-depth investigations on the broad range of themes and subject areas raised through the website (including A.I, Gender, and Digital literacy).
- Capacity for sessions with the **Mind Yer Time** website designer, as well as utilising technology and an online space to develop the consultation process and its reach.
- Collaborative sessions with Scottish Youth Parliament Members providing points of sharing to develop thoughts and idea’s around the **Mind Yer Time** website and emerging themes.

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An hour or so on websites about time and atomic clocks... mum thought I was playing games.

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- Member of Children’s Parliament

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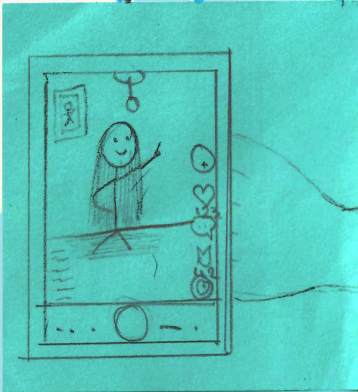
Quizzes make you learn things and you can have competitions with a prize.

99

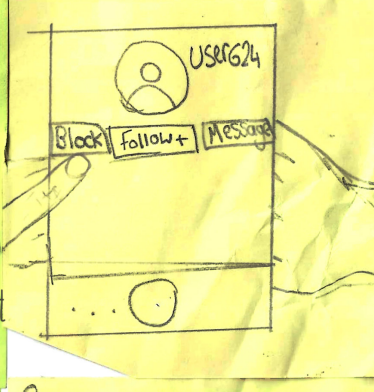
- Member of Children’s Parliament

Who Can See you?

Right to know!



For example, Sophie posted a video on TikTok and felt so good about the video that all her friends liked and favourited it! Sophie noticed an account that she didn't recognise and didn't know what to do!

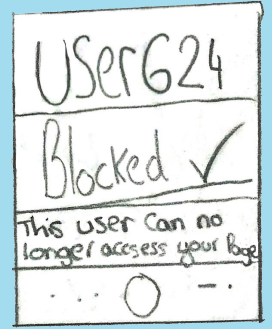


Always Remember to check if you know people on social media before you speak to everyone! You never know who!

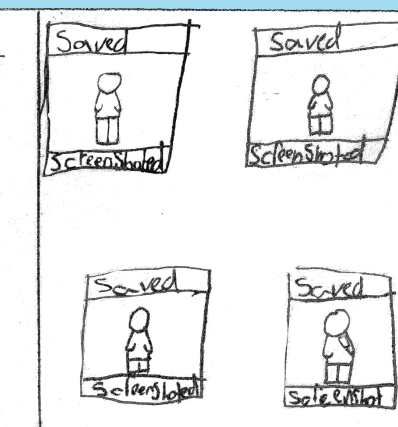
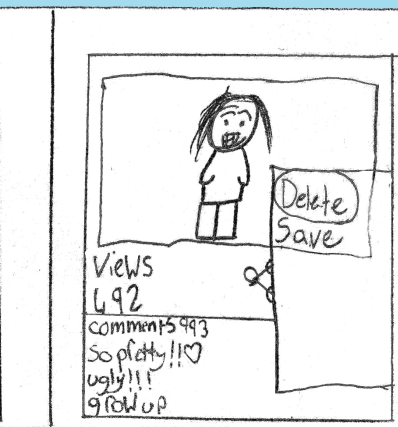
Although social media can be great fun it can also be very risky. By posting on social media you might get that anyone can view your videos and



Sophie then looked into it more and soon realised that there was multiple strangers on her account. Sophie didn't tell anyone but soon the number increased! Sophie spent the whole day chatting to them all!



It's always there...



Message ①
No matter how much you delete something it will always be there. Also friends might delete stuff and they might not. As for as you no that's breaking these rights!!

Feedback for Current Website

Accessibility

- Language only English, images, amount of writing to be considered.
- Search bar, used with questions as opposed to key words.
- Children did limited clicks, and instead navigated the site by scrolling - could this be developed?

Content

- More clips and videos.
- Shorter paragraphs - easier to read.
- There are not enough activities and quizzes. The games are interactive. Gamified/points. Straight to the quiz.
- More specific references to UNCRC, limited specific connection to rights.

Personalised connections

- Gatekeeping concept - aim at adults and teachers, as we want to look at this with the people in our lives.
- Importance of personalisation in quiz, want it to be more individualised, choice of who you are.
- Children want to be able to customize the website's colours, change the font, layout, etc.

99

Video is easier access to info because you will hear it from people who went through the same thing.

99

- Member of
Children's Parliament

99

I would rather get help from an adult.

99

- Member of
Children's Parliament

Gendered Experience

Understanding of body image and experience in the online space; throughout the sessions children contrasted the differing experiences of children from different genders.



Girls take more photos of themselves; they just do it.
- Member of Children's Parliament

Adults – connections offline

- Experience and expectations that impact upon children's safety online.
- Adults' support is important in responding to Mind Yer Time.

Rights

Digital rights vs “real life” rights. The children encouraged further exploration of rights as a key theme for the website in the future.

Digital Literacy

Differing experiences online and confidence in relation to digital literacy
- AI images more challenging than responding to the written work. to be investigated further.



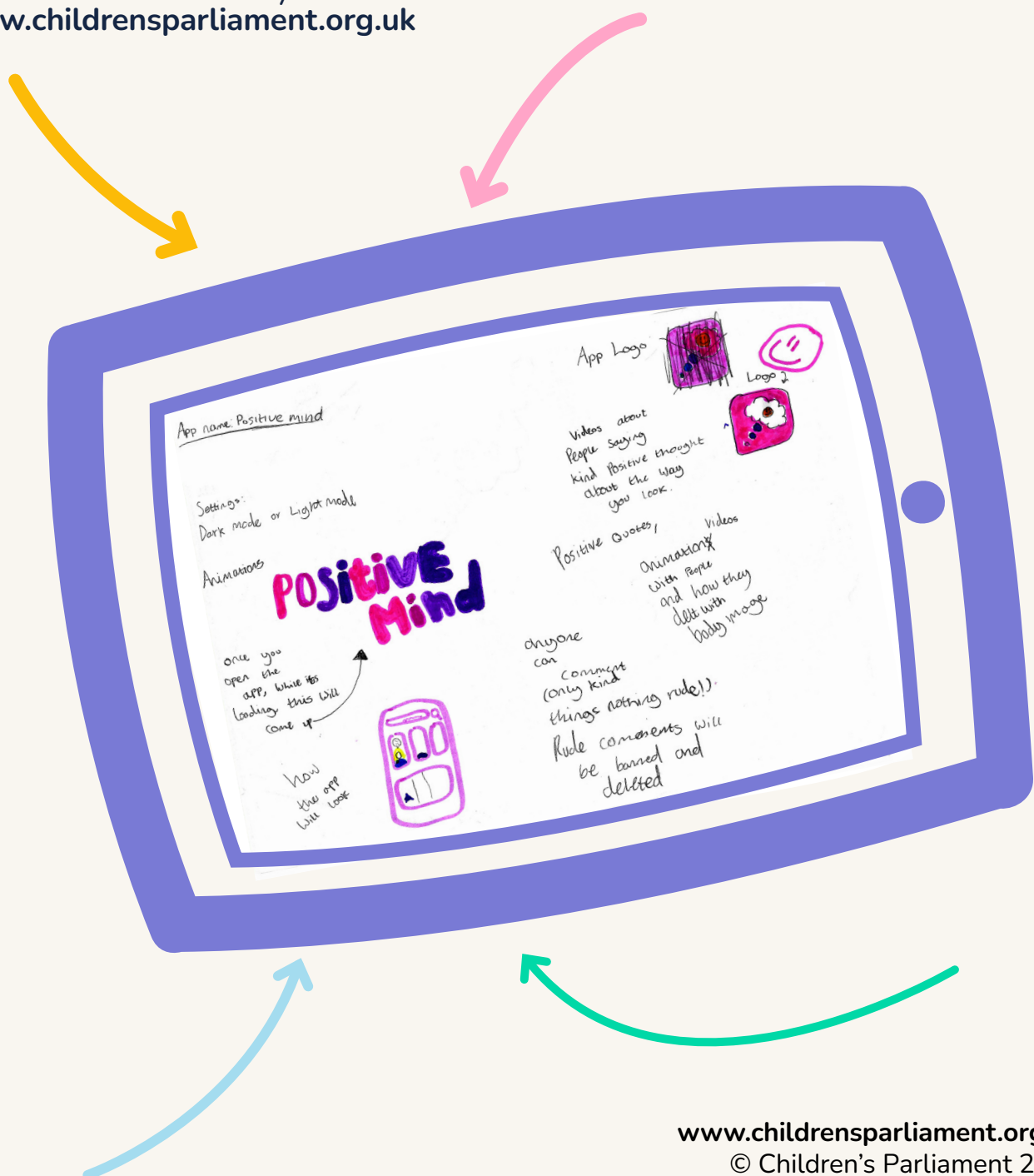
Children might not know the photo is edited and might compare themselves to it.
- Member of Children's Parliament

More about Children's Parliament



Our dream is that children grow up in a world of love, happiness and understanding. Our mission is to inspire greater awareness and understanding of the power of children's human rights and to support implementation of the United Nations Convention on the Rights of the Child (UNCRC) across Scotland.

For more about our story and the work we do:
www.childrensparliament.org.uk



www.childrensparliament.org.uk

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