



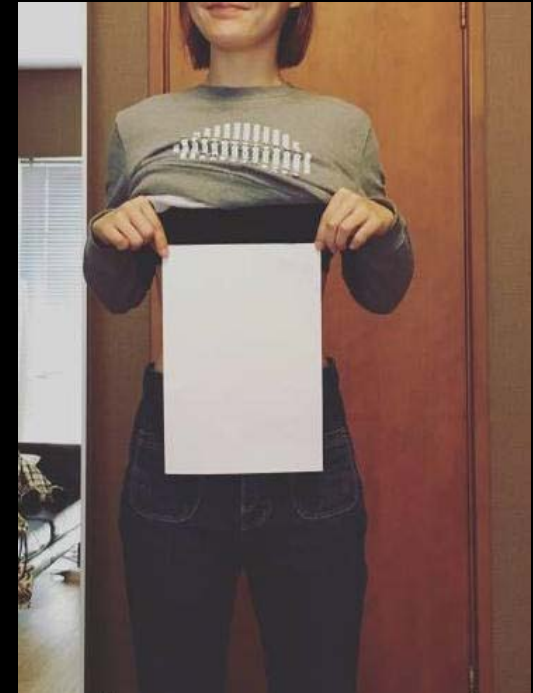
Adolescent Girls & Social Media

Ma Hanrui
Beijing Normal University

Chinese Girls & Social Media



Chinese Girls & Social Media



Chinese Girls & Social Media



Chinese Girls & Social Media



800 million

Adolescent Girls & Social Media—the physiological effect

Table 2. Mean (SD) Scores on Body Image Concerns for Facebook Users and Nonusers.

	Facebook		t value	Cohen's <i>d</i>
	Users (<i>n</i> = 80)	Nonusers (<i>n</i> = 109)		
Internalization of thin ideal	3.57 (3.69)	2.15 (2.69)	3.04*	.45
Body surveillance	15.88 (6.12)	12.29 (6.30)	3.74**	.58
Body esteem	23.59 (9.37)	27.79 (8.82)	3.11*	.47
Dieting behavior	5.13 (1.59)	4.39 (1.23)	3.51**	.53

p* < .01. *p* < .001.

Increased dieting

Tiggemann, M., & Slater, A. (2013). Net tweens: the internet and body image concerns in preteenage girls. *Journal of Early Adolescence*, 34(5), 606-620.

Adolescent Girls & Social Media—the physiological effect

Table 2. Prevalence of time spent using social networking sites (SNS) by unhealthy eating behaviours and body weight status† (Percentages; n 9858)

	Do not use (%)	Use, but not daily (%)	<1 h/d (%)	1 h/d (%)	2 h/d (%)	3–4 h/d (%)	≥5 h/d (%)	Total sample (%)
Total	7.8	10.7	14.8	19.8	19.5	16.8	10.6	–
Skipping breakfast***‡								
No	10.2	11.8	17.6	20.6	18.1	14.0	7.7	55.1
Yes	4.9	9.4	11.4	18.8	21.1	20.3	14.1	44.9
Consuming SSB***‡								
No	11.9	12.0	16.8	21.0	18.9	13.0	6.5	17.9
Yes	6.9	10.4	14.4	19.5	19.6	17.7	11.5	82.1
Consuming energy drinks***‡								
No	10.8	12.7	16.3	19.6	17.5	15.0	8.1	60.3
Yes	3.3	7.7	12.7	19.9	22.5	19.6	14.3	39.7
BMI**‡								
Normal	7.8	10.1	14.4	20.9	19.4	17.2	10.2	70.4
Overweight/obese	6.9	11.3	15.5	17.4	20.8	16.8	11.3	26.1
Not stated	16.1	17.8	19.0	14.7	10.9	9.6	12.0	3.5

SSB, sugar-sweetened beverages.

† Percentages in the 'total sample' column are separate from those in columns reflecting the use of SNS.

‡ Pearson's χ^2 adjusted for the survey design and transformed into an *F*-statistic.

** $P < 0.01$, *** $P < 0.001$.

Skipping
breakfast

Consuming
energy drink

Hugues Sampasa-Kanyinga, Jean-Philippe Chaput, Hayley A. Hamilton. Associations between the use of social networking sites and unhealthy eating behaviours and excess body weight in adolescents[J]. British Journal of Nutrition, 2015, 114(11).

Adolescent Girls & Social Media——the physiological effect



Disordered eating

Cohen, R., & Blaszczynski, A. (2015). Comparative effects of facebook and conventional media on body image dissatisfaction. *Journal of Eating Disorders*, 3(1), 23.

Adolescent Girls & Social Media——the physiological effect



Bulimic symptoms

Smith, A. R., Hames, J. L., & Jr, J. T. (2013). Status update: maladaptive facebook usage predicts increases in body dissatisfaction and bulimic symptoms. *Journal of Affective Disorders*, 149(1-3), 235-240.

Adolescent Girls & Social Media——the mental effect



Increased body image dissatisfaction

de Vries, D. A., Peter, J., De, G. H., & Nikken, P. (2016). Adolescents' social network site use, peer appearance-related feedback, and body dissatisfaction: testing a mediation model. *Journal of Youth & Adolescence*, 45(1), 211-224

Adolescent Girls & Social Media——the mental effect



Lower self-esteem

Cohen, R., & Blaszczynski, A. (2015). Comparative effects of facebook and conventional media on body image dissatisfaction. *Journal of Eating Disorders*, 3(1), 23.

Adolescent Girls & Social Media——the mental effect



Opting out of activities

Dove (2010, proprietary research) The Real truth about beauty: Revisited. Extending the conversation to the next generation.

Adolescent Girls & Social Media——the mental effect

Poor academic performance

- Mikkilä, V., Lahti-Koski, M., Pietinen, P., Virtanen, S. M., & Rimpelä, M. (2003). Associates of obesity and weight dissatisfaction among Finnish adolescents. *Public Health Nutrition*, 6(01), 49-56.
- Florin, Todd A., Justine Shults, and Nicolas Stettler. "Perception of overweight is associated with poor academic performance in US adolescents." *Journal of School Health* 81.11 (2011): 663-670.
- Xie, B., Chou, C. P., Spruijt-Metz, D., et al. (2006). Weight perception and weight-related sociocultural and behavioral factors in Chinese adolescents. *Preventive Medicine*, 42(3), 229-234.

Adolescent Girls & Social Media——mechanisms



Internalized rigid beauty standards

Tiggemann, M., & Miller, J. (2010). The internet and adolescent girls' weight satisfaction and drive for thinness. *Sex Roles*, 63(1-2), 79-90.

Adolescent Girls & Social Media—mechanisms



Social comparison—Peer comparison

Fardouly, J., & Vartanian, L. R. (2015). Negative comparisons about one's appearance mediate the relationship between facebook usage and body image concerns. *Body Image*, 12, 82-88.

Adolescent Girls & Social Media—mechanisms

Peer pressure

Sullivan, H. S. (1953). *The interpersonal theory of psychiatry*. The interpersonal theory of psychiatry. W. W. Norton & Company.

Adolescent Girls & Social Media— Enlisting MIL as a tool

Information Literacy						
Define and articulate information needs	Locate and access information	Assess information	Organize information	Make ethical use of information	Communicate information	Use ICT skills for information processing
Media Literacy ²						
Understand the role and functions of media in democratic societies	Understand the conditions under which media can fulfil their functions	Critically evaluate media content in the light of media functions	Engage with media for self-expression and democratic participation	Review skills (including ICTs) needed to produce user-generated content		

Express

Participate

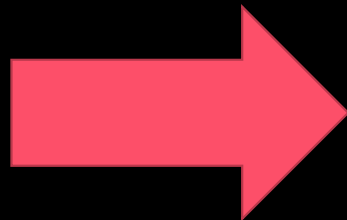
Produce

Carolyn Wilson, Alton Grizzle, Ramon Tuazon, Kwame Akyempong. Media and Information Literacy Curriculum for Teachers[EB/OL]. <https://en.unesco.org/>.

Adolescent Girls & Social Media–
Enlisting MIL as a tool

Express

Participate



Expand the beauty standards

Produce

Enlisting MIL as a tool– Expand the beauty standards



Noroc Mihaela. The Atlas of Beauty: Women of the World in 500 Portraits[EB/OL].
<https://www.logobook.kz>.

Enlisting MIL as a tool– Expand the beauty standards



Noroc Mihaela. The Atlas of Beauty: Women of the World in 500 Portraits[EB/OL].
<https://www.logobook.kz>.

Enlisting MIL as a tool– Expand the beauty standards



Noroc Mihaela. The Atlas of Beauty: Women of the World in 500 Portraits[EB/OL].
<https://www.logobook.kz>.

Enlisting MIL as a tool– Expand the beauty standards



Noroc Mihaela. The Atlas of Beauty: Women of the World in 500 Portraits[EB/OL].
<https://www.logobook.kz>.

Adolescent Girls & Social Media— Enlisting MIL as a tool

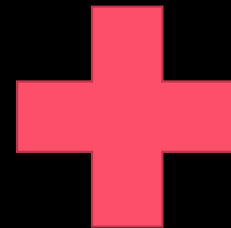
MIL

Information Literacy

Define and articulate information needs	Locate and access information	Assess information	Organize information	Make ethical use of information	Communicate information	Use ICT skills for information processing
---	-------------------------------	--------------------	----------------------	---------------------------------	-------------------------	---

Media Literacy²

Understand the role and functions of media in democratic societies	Understand the conditions under which media can fulfil their functions	Critically evaluate media content in the light of media functions	Engage with media for self-expression and democratic participation	Review skills (including ICTs) needed to produce user-generated content
--	--	---	--	---

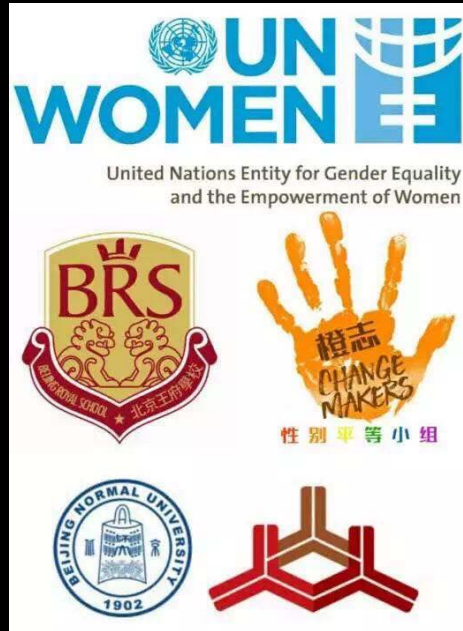


Peer Education

Enlisting MIL as a tool— Peer Education

2015——2017

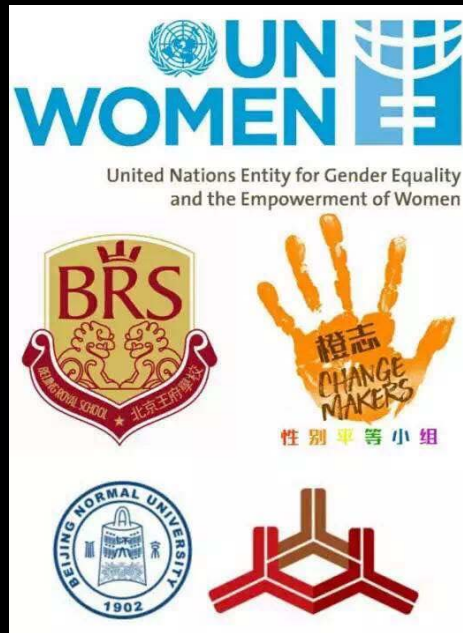
Peer Education Program Age:13-18



Enlisting MIL as a tool— Peer Education

2015——2017

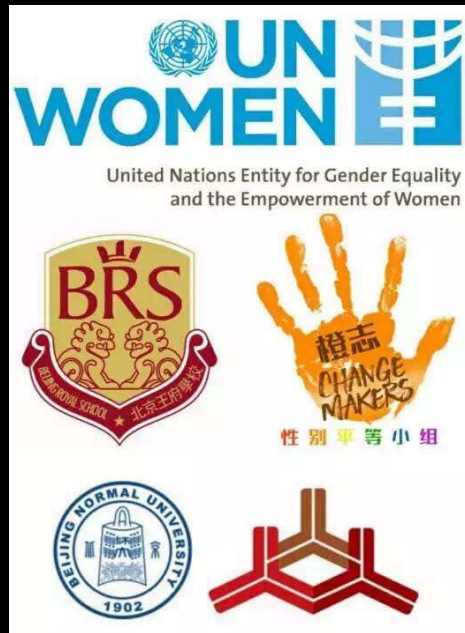
Peer Education Program
Age:13-18



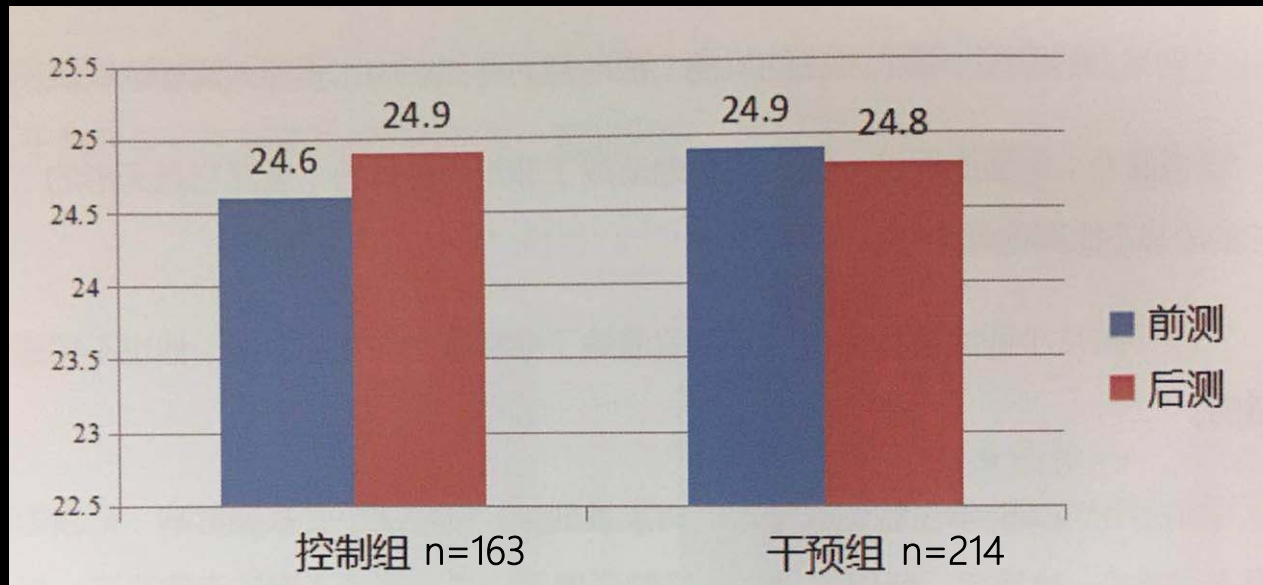
Enlisting MIL as a tool— Peer Education

2015——2017

Peer Education Program



Enlisting MIL as a tool– Peer Education



Attitude toward gender based violence (online & offline)

Wang Xi ying, Yang Li, Peer Educators, School-based Social Workers, and Youth Leadership An Action Research of School-based Gender Violence Prevention in Beijing(2018).Social Construction, 2018,5(03):16-31.

Enlisting MIL as a tool for gender equality and women's empowerment

Acceptance

Confidence

Dream

