Get Media Smart – social media
Resources for 11–16 year olds

mediasmart.uk.com
An introduction to Media Smart

Advertising can be a creative and inspiring world, where ideas come alive with drama, excitement and humour to keep us entertained and engaged. Today, young people grow up in a world of commercial messaging that touches most areas of their lives – so it is more important than ever that they understand exactly what is being suggested, promised and sold to them.

Media Smart is a not-for-profit company that creates free educational materials for schools and youth clubs as well as teachers, parents and guardians. These help young people think critically about the advertising they come across in all aspects of their lives.

Our materials use real and current examples of advertising to help teach core media literacy skills. We are funded by the UK advertising industry.

These Get Media Smart resources are designed to provide a comprehensive and engaging introduction to media and advertising literacy in the context of social media. We hope that you find them stimulating and useful. For further information and our latest news please visit mediasmart.uk.com

We welcome your feedback via the website link: mediasmart.uk.com/contact

Best wishes

Mark Lund
Chairman – Media Smart
Introduction

For many young people today, social media is an intrinsic part of their lives. It enables them to communicate, discover and share with friends or join global networks with mutual interests and concerns. Understanding how and why commercial brands exist in this environment can help young people become informed consumers and make the most of the possibilities available.

While using social media should be a positive and creative experience, there can be areas for concern. Young people can be exposed to inappropriate material (including irresponsible advertising), online ‘friends’ might not be who they appear to be and personal data can fall into the wrong hands.

This resource has been developed to support the teaching of Business Studies, Computing and PSHE. It aims to encourage students to think more deeply about:

• The types of social media available to them.
• The advertising they are exposed to and how to manage it.
• Their relationship with social media sites, their sponsors and advertisers.
• The business models that allow them to access a whole range of sophisticated services free, or at very low cost.

And of course the more informed our young people are, the safer they will be as they enjoy the ever growing number of online opportunities available to them.

Using the lessons

These three lessons are designed to be as flexible as possible and are relevant to Business Studies, Computing and PSHE. We have provided activities designed to meet the objectives indicated below. There are also some alternatives which are suitable if students have access to computers, however, this will depend on your school’s policy on the use of social media in classrooms, which may affect access to some of the sites indicated.

Objectives:

• To understand what Social Media is and recognise the different types and categories.
• To be able to identify and describe the different types of advertising used by companies in social media environments.
• To understand why they see advertising on social media sites.
• To be able to distinguish advertising from editorial content.
• To understand how their personal data and personal profile is used.

Each lesson has a presentation that also functions as a lesson plan, guiding the teacher through the activities and providing instructions to ensure effective delivery. All relevant information is included as web links or displayed on the presentation slides.
Lesson 1
What is social media?

Introduction
Social media is an increasingly influential presence in many people’s lives, from services such as Facebook, Twitter and YouTube to more niche services supporting special interests and consumer reviews on retail sites. It is used extensively for sharing ideas and information, and also for entertainment, through games and other activities.

Social media is popular because so much of it is shaped by its users. But some people forget that these are managed environments, controlled by the companies that own them, rather than a space created entirely by the users. For example, social media platforms often reduce the amount of information they display to make browsing simpler and to create space for advertising.

Traditionally, advertising was separated from editorial content – the media that came from the creator/publisher rather than the advertiser. It appeared in the space between newspaper articles or in the gaps between TV or radio programmes. Today, the advertising and editorial look more similar and on social media platforms it can be difficult to identify which is which. For example, advertising can appear as games, while some vloggers and bloggers are paid to promote products. Suggestions for what to look at and who to follow can be based on the interests of users at the same time as being paid-for adverts. In this landscape, it is important that young people understand what social media is, how it works, and how to engage with it positively and safely to have fun and interact with their friends and contacts.

66% of adults\(^1\) and 99% of 12–15 year olds\(^2\) have an active social media profile. Even though many sites have an age requirement of 13 years or more, 8% of 8–11 year olds and even 1% of 5–7 year olds have a social media presence.\(^3\)

Age requirements for some of the most popular social media sites

<table>
<thead>
<tr>
<th>Social Media Site</th>
<th>Age Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>SnapKidz</td>
<td>-13</td>
</tr>
<tr>
<td>Facebook</td>
<td>13+</td>
</tr>
<tr>
<td>Twitter</td>
<td>13+</td>
</tr>
<tr>
<td>Instagram</td>
<td>13+</td>
</tr>
<tr>
<td>Pinterest</td>
<td>13+</td>
</tr>
<tr>
<td>YouTube</td>
<td>13+</td>
</tr>
<tr>
<td>Snapchat</td>
<td>13+</td>
</tr>
<tr>
<td>Tumblr</td>
<td>13+</td>
</tr>
<tr>
<td>WhatsApp</td>
<td>16+</td>
</tr>
</tbody>
</table>

\(^1\) Ofcom Adults’ Media Use and Attitudes Report 2014
\(^2\) ICO infographic: What are children getting up to online?
\(^3\) As above

Resources:
Presentation 1: What is social media? Social media card sort exercise, see page 6/7, one set per pair/team, large sheets of paper, marker pens.
Advanced preparation: photocopy social media card sort exercise (cut up if time allows).
Starter

Show the first slide of the presentation, which displays the logos of some of the most popular social media sites for this age group. Split the class into groups of four and provide each group with marker pens. Students discuss and write down the different forms of social media they use or know about (the latter if they do not use social media), and what each enables them to do.

• First encourage the students to write down all sites they use, not just the ones on the slide.
• Next they move to another group’s piece of paper and add any ideas the other group hasn’t thought of. Then they write down how and where they access social media and when they use it.
• Moving on to the next group’s paper, they add to their ideas and then answer the questions ‘What to you like about social media?’ and ‘What don’t you like?’.
• Finally, returning to their original piece of paper, the students read what is on it and then try to come up with a definition of social media.

Main learning activities

Go to slide 8 of Presentation 1: What is social media?, which has logos from other services and websites like Amazon and Pinterest. Ask what people use these sites for, and why they can also be classed as social media.

Draw out the functions of social media:

• For users – to inform, share, communicate, create and curate sites that interest us.
• For providers – to provide a service, collect user data, sell advertising and make a profit.

‘Board blast’ the different ways we use social media – Facebook accounts, pages, groups, blogs, vlogs, sign-in accounts, etc. Show screenshots of relevant examples.

Distribute the card sort exercise of the different types of social media and their definitions. As an extension, just use the words so the students have to come up with their own definitions.
Networking

Allows users to connect and share with people who have similar interests and backgrounds.

Blogging/microblogging

Allows the user to submit short written or video entries, which can include links to products and service sites, as well as links to other social media sites.

Media sharing

Allows users to share different types of media, such as pictures and video. Most of these sites also offer social features, including the ability to create profiles and the option of commenting on and liking the uploaded media.
Messaging

Allows users to send short text, picture or video messages to other individuals or groups. Messaging usually takes place in real time, so it feels more like a conversation.

Gaming

Action and adventure games played online via computer, smartphone or games console. Can be played individually or in competition with other players over the internet.
Main types of social media services

- **Networking** – allows users to connect and share with people who have similar interests and backgrounds. Facebook is one of the most popular examples of a social network.

- **Blogging/microblogging** – allows the user to submit short written or video entries, which can include links to product and service sites, as well as links to other social media sites. One of the most commonly used microblogging sites is Twitter.

- **Media sharing** – allows users to share different types of media, such as pictures and video. Most of these sites also offer social features, including the ability to create profiles and the option of commenting on and liking the uploaded media. YouTube is one of the best known media-sharing sites, along with Snapchat and Instagram.

- **Messaging** – allows users to send short text, picture or video messages to other individuals or groups. Messaging usually takes place in real time, so it feels more like a conversation than email. WhatsApp and Facebook Messenger are popular messaging services.

- **Gaming** – action and adventure games played online via computer, smartphone or games console such as Minecraft. Can be played individually or in competition with other players over the internet.

Using the five types of social media services, ask students to create a diagram (see overleaf) showing which category some of the most popular sites fit – do any match more than one type?

ICT alternative – using an appropriate graphics package students could create a diagram using logos captured from websites.
Lesson 1 continued

Networking
- Facebook
- Google+
- LinkedIn

Blogging/microblogging
- Twitter
- Meerkat
- Periscope
- Tumblr
- Instagram
- Pinterest
- Vine

Media sharing
- YouTube
- Vine

Gaming
- Minecraft

Messaging
- Facebook Messenger
- Kik
- Oovoo
- Snapchat
- WhatsApp
Lesson 1 continued

Plenary

Show the Wordles made from definitions of social media and advertising. Explain that this shows the frequency with which key words appear in different definitions of social media and advertising. Try to come up with one class definition of each.

Social media Wordle

Show students examples of dictionary definitions to compare with their definition.

ICT alternative – use Google Docs to add/share ideas between groups, type all comments into a Wordle and share these. Encourage students to find their own examples of the different types of social media.

Advertising Wordle
Lesson 2
Why is there advertising on social media sites?

Introduction
Many people are used to the idea of social media platforms being free to use but not everyone realises that there is a ‘value exchange’ occurring. Whether social media platforms are free or charge subscription fees, advertising usually finances them and helps the creators make a profit. Adverts may not always be popular with users but they are economically important for the creators of new platforms. This is why they often launch without any advertising but introduce it later, while others charge for an advert-free premium version.

Why do companies advertise?
Whether online or offline, successful advertising increases product sales and overall category consumption. But equally, advertising can convince people to change brands or product categories and it can also build brand loyalty and sustains premium price.

Not all advertising sells products and services – it can also be used to share information (e.g.: about our health), influence opinion (e.g.: about building new things in our communities) or influence actions (e.g.: promoting political parties and campaigns).

Advertising in action
Consider the example of advertising for a company called Box that makes sports shoes. It is designed to encourage more people to buy Box shoes but could lead to more people buying sports shoes generally, even from their rivals.

Their adverts may be targeted at people who currently buy their sports shoes elsewhere – encouraging them to try Box instead, or they may try to persuade people who prefer smart shoes to switch to sports shoes.

But once they’ve persuaded a customer to become interested in them, they need to use adverts to make sure they keep coming back to Box and not try one of their rivals. And if Box wants to be seen as a premium brand, it needs to use adverts to persuade customers that their products are worth the higher price.
Why do companies advertise on social media?

Companies spend a large amount of money making sure their adverts reach their target audience and have the right sort of message to appeal to them. Because social media platforms can learn a lot of information about their users, it makes it easy for companies to target their adverts more precisely and match their message to the type of consumer. Advertising on social media can be a useful way for people to find out more about the products, services and issues that interest them. It is also a great way for companies to engage with their target markets and promote their products. But we must be able to recognise the adverts and understand who has put them there and why.

Starter

Either using existing logo games (available online) or a series of images or jingles from adverts, ask the students to identify products from these clues. Discuss the purpose and techniques of advertising. There may be an opportunity to discuss adverts chosen by students that are for age-restricted products and services, such as alcohol or online gambling. Explain that, while there are strict regulations around when and where these products can be promoted, advertising on TV and online is regulated differently.

Learning about advertising regulation

Advertising is self-regulated through organisations called the Committee of Advertising Practice (CAP) and the Broadcast Committee of Advertising Practice (BCAP) which make the rules; and the Advertising Standards Authority (ASA) which enforces them.

CAP and BCAP are made up of representatives of advertisers, agencies, media owners and other industry groups. CAP created and updates the UK Code of Non-broadcast Advertising, Sales Promotion and Direct Marketing and helps enforce ASA rulings while BCAP works with Ofcom to set and maintain the highest advertising standards in broadcast media.

Find out more at cap.org.uk and asa.org.uk

The ASA provides information about Hot topics asa.org.uk/News-resources/Hot-Topics.aspx including advertising on alcohol and gambling. They have lesson plans which can be downloaded from their Education resources page asa.org.uk/News-resources/School-parent-resources.aspx

You can also explore their decisions on the Rulings page asa.org.uk/Rulings

Resources:

Presentation 2: Why is there advertising on social media? Presentation 2a: Social media effectiveness. Online advertising card sort, see page 16/17, one set per pair/team.

Advanced preparation: photocopy sort exercise (cut up if time allows).
Main learning activities

Ask the students, in groups, to identify as many different places as possible where they see advertising. Discuss their findings.

Ask them to discuss what adverts are for – to promote products, provide information (e.g. health information, road safety) or to share an opinion (e.g. party political broadcasts). Show examples of each type.

You could also ask how people know what is and isn’t an advert, whether the difference is always clear and what advertisers can do to help.

Go through Presentation 2: Why is there advertising on social media?, which demonstrates different types of advertising on social media:

1. **Display advertising**, e.g. banners above web pages and pre-roll video, such as the videos that play before watching something on sites like YouTube.

2. **Paid-for promotion**, e.g. promoting a product or service in a vlog, blog, tweet or within a social media ‘feed’ (known as ‘in-feed’). This includes payment in kind – students should be aware that a vlogger may be given free products or other inducements in the hope that they will promote them to their followers.

3. **Brand-owned content**, which is when a brand has a social media account and uses it to engage with consumers through messaging and networking.

4. **Advergames** (mini computer games) and **in-game advertising**. Advergames are usually produced specifically for a brand. They are designed to get customers coming back to a brand site regularly to play the game, win prizes, share information about themselves and invite friends to visit a site.

**In-game advertising** harnesses virtual advertising opportunities in commercial video games, e.g. sports brands advertise on pitch-side hoardings or place products within the game, requiring gamers or characters to interact with the product in some way.

**Spot the Ad** – run through the part of Presentation 2 which shows examples of sponsored tweets, paid-for promotions and sponsored links. Explain that these are paid-for to be linked with relevant content.
Why are there adverts on social media? – show Presentation 2a: Social media effectiveness.

The presentation shows the findings of a market research study exploring the effectiveness of advertising on social media across three food brands and also demonstrates the return on investment.

If possible give the students access to the presentation electronically, if not a hard copy can be printed out for them to work from individually or in pairs. Allow them time to read through and then pose the following questions. Answers can be captured individually or through class discussion.

1. What are the six steps along the ‘purchase funnel’?
   Answer: awareness, consideration, buy now, buy more often in the future, trial products, recommend.

2. Which of these steps show the largest ‘uplift’ among customers who have seen the brand on social media?
   Answer: buy now, buy more often in the future – both 38% uplift.

3. What level of engagement do the brands most want customers to achieve?
   Answer: view and like.

4. In case study one what happened in weeks four and eight? Why?
   Answer: consumers’ likelihood to try the product declined because there was no social media activity in weeks three and seven.

5. In case study two which social media activity had the biggest impact on customers’ willingness to recommend the brand to others?
   Answer: launch of Harry’s Hobbies on the brand’s Facebook page.

6. In case study three which social media activity had the biggest impact: the Earl Grey Mother’s Day promotion or the mint tea promotion?
   Answer: the Earl Grey promotion, 8% uplift.

7. What is your answer to the question ‘Are people on social media because they’re loyal or are people loyal because they are on social media?’ Can you explain your answer?

8. How much profit did the brands make from their social media activity?
   Answer: £26,214 (additional sales £37,401 minus cost of activity £11,187).

9. How many new loyal customers did the brands need to attract to break even?
   Answer: 4,547 (cost of activity £11,187 divided by uplift value per loyal customer £2.46).
Ask the students to create a promotional campaign for an event at their school, such as an open day, concert, theatre production or sports day. Working in groups, they design a social media campaign, thinking carefully about their different target audiences (pupils, parents and teachers). The students must decide key messages, format and where they want their adverts to appear. Encourage them to think about which social media platforms they could use (reminding them of the age limits on some of these).

**Extension Task 1** - this could be set as a longer project, with the students designing survey sheets and conducting market research about which social media platforms are used by the target audiences. They can then present their findings to the rest of the class.

**Extension Task 2** - allow students time to create their adverts, perhaps using an appropriate graphic design program.

**Plenary**
Sorting exercise with key terms about advertising:

- **Display advertising** - banners on web pages and pre-roll video.
- **Paid-for promotion** - promoting a product or service in a vlog, blog, tweet or within a social media ‘feed’ (known as ‘in-feed’). This includes payment in kind.
- **Brand-owned content** - when a brand has a social media account and uses it to engage with consumers through messaging and networking.
- **Advergames** - usually produced specifically for a brand, they are designed to get customers to revisit a brand site regularly to win prizes, share information about themselves and invite friends to visit a site.
- **In-game advertising** - harnesses virtual advertising opportunities in commercial video games, e.g. sports brands advertise on pitch-side hoardings or place products within a game.

ICT alternative - students find and show screen-shot examples of the different types of adverts. They produce a presentation to explain the differences.
Display advertising

Banners above web pages and pre-roll video, such as the videos that play before watching something on sites like YouTube.

Paid-for promotion

Promoting a product or service in a vlog, blog, tweet or within a social media ‘feed’ (known as ‘in-feed’). This includes payment in kind – e.g. a vlogger may be given free products or other inducements in the hope that they will promote them to their followers.

Brand-owned content

When a brand has a social media account and uses it to engage with consumers through messaging and networking.
Advergames

Usually produced specifically for a brand, designed to get customers coming back to a brand site regularly to win prizes, share information about themselves and invite friends to visit a site.

In-game advertising

Harnesses virtual advertising opportunities in commercial video games, e.g. sports brands advertise on pitch-side hoardings or place products within the game.
Introduction

Unlike other advertising, social media platforms offer advertisers a chance to engage directly with individual consumers as well as adapting their adverts according to people’s online behaviour and interests.

It is important that we are mindful of the information we reveal online. We must be aware of who the organisation is giving our details to, how it may be used in the future and how to control our privacy settings.

Privacy and social media

When we sign up to a social media platform, the information we provide will be used to generate adverts – matched to our interests and appropriate to us (e.g.: based on our age, gender and location).

Once we’ve signed up, our actions and those of our friends on the platform will influence the adverts we see – factors include what we choose to read, like, comment on and share.

Our actions outside of the social media platform may also influence what adverts we see within it. For example, we might see an advert in the platform for something we searched for and read about on a different website.

Some online services may also use the topics and words in our conversations to guess our interests.

All of this information is fed into an automated process called an algorithm which then decides which adverts we will see.

We are able to control some of the information fed into the algorithm and aspects of the process itself – the most popular social media platforms all have privacy settings, so we can point out when the system has made a mistake and shown a type of advert we don’t wish to see.

This is why, when we sign up for a service, we should read the terms and conditions to ensure that we are happy with what data they use and how it is collected.

As online behaviour has evolved, products and services have been created to hide user information from online algorithms and stop consumers seeing adverts. These are often called “adblockers”. However, using adblockers may deny revenue to the sites and platforms who provide content and services at little or no cost.

The data that companies collect, combined with our online activity, enables adverts to be tailored to users’ interests and profiles.

Resources:

Presentation 3: Getting personal, game cards, one set per pair or team, see pages 20/21, one set per pair/team.

Advanced preparation: photocopy sort exercise (cut up if time allows).
Lesson 3 continued

Starter
Ask students to suggest examples of adverts with very specific target audiences. Examples might be stair lifts for the elderly or infirm, baby products for new parents. How do we know who these adverts are aimed at? When and where would we see these adverts? Who decides when and where they are shown?

Main learning activities
Using the game cards on pages 20 and 21, the students work in pairs or small groups. Their task is to buy a birthday present for a person, up to the value of £20. They should come up with a few ideas between them. The shuffled cards should be in four piles. One student turns over the top card from each pile (one at a time), which will give them some information about the recipient. The students then amend their present suggestions according to the new information. After turning over all cards, they decide on their final birthday present selection.

Discuss their findings. Using Presentation 3: Getting personal, show screenshots of social media advertising and ask the students to try to describe the account holder who viewed the adverts. How do companies know what we like? Discuss the strategies used – personal information (age, geographical location), interests listed on social media site, clicking ‘Like’, visiting a site, registering on a site, buying goods online, cookies.

Either using computers in pairs, or as a class, ask the students to research a person (for example a minor celebrity or local politician) to find out as much as they can about them – age, address, where they work, whether they are on social media, whether they are married. It might be better to choose an unusual name. Discuss key words to put in a search engine.

Ask the students what information other people may be able to find out about them if they made a similar search. How could they find it?

Show the students the website Your Online Choices: youronlinechoices.com/uk/

Discuss privacy settings internet safety and choosing what to share. Discuss why there are age limitations on some websites. Link this to tailored advertising – What if they say they’re older than they are? What difference might this make to the adverts they will see?
Likes:
- Baking
- Gardening
- Computing

Dislikes:
- Computer games
- Classical music
- Chocolate

Likes:
- Sports
- Reading
- Music

Dislikes:
- Camping
- TV
- Water sports
Plenary

How to choose what to share

Read through and discuss the article 'What every parent should know about social media' on page 23 or another article covering the same issues, with the students. Emphasise the following advice from online security specialist Tom Ilube: “Whenever you’re about to post something online, pause and just imagine someone in authority, someone you respect, reading that post or looking at that photo. If that feels uncomfortable, don’t do it.”

ICT alternative – students produce a guide to explain to their peers the impact of sharing information on social media.

Useful links and background information

The NSPCC provides a range of useful information including:

Share Aware, a campaign for parents, offering information and advice on how to keep young people safe online.
nspc.org.uk/preventing-abuse/keeping-children-safe/share-aware

Net Aware, a research tool with detailed information about each social media platform, including the pros and cons of use.
net-aware.org.uk

ParentPort has been set up by the UK’s media regulators. They have joined together because they share a common purpose: to set and enforce standards across the media to protect children from inappropriate material.
parentport.org.uk/top-tips-for-parents/online-safety

Insafe is a European network, comprised of 31 national awareness centres. Every centre implements awareness and educational campaigns, runs a helpline, and works closely with youth to ensure an evidence-based, multi-stakeholder approach to creating a better internet.
saferinternet.org/home

Your Online Choices is a guide to behavioural advertising, the practice based on internet browsing activity that allows brands to deliver ads to web users which reflect their interests. It includes tips for managing the ads you see and how to use the privacy settings on your computer.
youronlinechoices.com/uk
A mother's picture of her partner in his underpants was among the items carelessly made public over social media in a BBC investigation of parents and teenagers online for Safer Internet Day.

I consider myself quite canny about using social media without invading my own privacy. But there have been occasions when friends have posted photos of evenings out that I'd really rather had been kept private.

And I've seen them share more information about themselves and their children than is probably wise, when you think that information can be seen by millions of people worldwide.

But I've got a fair bit to learn – for myself, and as a mum. My eldest daughter Mia is just 11, and she has her own phone which she uses for messaging her friends, but she is not on Facebook or other social media. Yet once she hits the teenage years that’s bound to change.

And I'm glad my daughter will have all those online tools available to her too. I just want her to be safe, selective, and think about how she uses them. There's a lot for all of us and particularly for young people to deal with in the online world.

My friend's daughter was only 11 when her school 'friends' posted really nasty personal comments about her on a public site. They were hauled into the head teacher's office, and it ended in tears with long-standing friendships broken for ever because they typed before they'd thought through the consequences.

And I know from friends with teenage children that the stakes get higher as they get older. Their kids accept “friends” they don’t know, on Facebook, who turn out to be less than desirable. Vulnerable classmates have been drawn into ‘sexting’ – sharing intimate messages and pictures. Rows between rival groups at school get out of hand and insults are traded online, and reputations are trashed.

Source bbc.co.uk © BBC 2015
bbc.co.uk/news/education-21293438
If your students have enjoyed these lessons they might like to enter the **Get Media Smart – Future Media competition**. Working individually, in pairs or in teams of up to four students they are invited to submit a business plan for a social media platform for the future, designed to attract advertisers.

There will be a number of ‘money can’t buy’ educational prizes for the best entries to help students learn more about advertising, social media and successful businesses.

**The business plan should contain:**

- An outline of the platform explaining the information, service or activity it will offer users.
- Page designs to show what the platform will look like.
- A clearly defined target audience with an explanation of why they will want to use the platform supported by evidence of market research.
- Details of potential advertisers and why they will want to advertise on the platform.
- An explanation of how the platform will label adverts clearly and allow users to control which ads they see.
- A launch/marketing proposal to attract users to the platform – where to advertise?

Entries will be judged in two categories, 11–14 years of age and 14–16 years of age. Shortlisted teams will be invited to present their entries to the judges at the grand final, date to be announced.

**Entry requirements**

- Entrants should be aged between 11 and 16 on 31 August 2015.
- Each entry should be prepared by no more than four people.
- A school, college or youth group can enter multiple entries from different individuals/teams.
- Each entry should be supported by an entry form naming a teacher, youth leader or other appropriate adult who agrees to act as a point of contact for any correspondence.
Criteria for judging

The entries will be judged by a panel including experts on education, advertising and social media.

The judges will be looking for:

• Originality of ideas.
• Clarity of presentation.
• Evidence of an understanding of advertising on social media.
• Evidence that participants have learnt from Media Smart’s social media resources.

There will also be the chance to win the ‘Crowd Choice’ category which will be voted for online by the general public.

How do you enter?

• Please register at mediasmart.uk.com/future-media-competition to receive competition news and updates.
• Next download and complete the form and return along with the competition entry to: info@mediasmart.com
• Entries must be received by midnight on Friday 27 May 2016.
• All entries should be no more than 2,000 words submitted in a word or PDF format.
• Shortlisted teams will be invited to submit a video pitch to support the final judging process and an opportunity to win the ‘Crowd Choice’ category which will be voted for online by the general public.
Acknowledgements

Media Smart wishes to thank everyone who helped us create these resources including:

The Expert Panel

Prof. Sonia Livingstone OBE, Department of Media and Communications, LSE
Prof. Agnes Nairn, Dean of Hult International Business School, London
Reg Bailey CBE, Chief Executive of the Mothers’ Union
Alison Preston, Head of Media Literacy Research at Ofcom
Gwyn Owens, Head of the Creative Economy at DCMS

Authors:
Hilary Tunnicliffe and Bruce Rothberg

Project Management:
Magenta Project Management Ltd and Rachel Barber-Mack

---

Media Smart UK Limited
7th Floor North
Artillery House
11-19 Artillery Row
London SW1P 1RT
+44(0) 20 7340 1100
mediasmart.uk.com
© Media Smart 2015

Get Media Smart - social media Resources for 11-16 year olds