



Changing life stories

A National Literacy Trust Research report

# Family news literacy

How parents and children engage with the news:  
findings from a survey of 1,000 UK parents

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## Introduction

In recent years, calls to help the public better assess the reliability of news sources have come both nationally (e.g. from the House of Commons Digital, Culture, Media and Sport Committee) and internationally (e.g. from the OECD). Alongside arguments for better regulation of digital and social media news sources, commentators have also advocated the need for children and young people to be taught critical literacy skills for the 21<sup>st</sup> century.

In the UK, we are fortunate to have access to a considerable amount of information about children's, young people's and adults' media preferences and habits through organisations such as [Ofcom](#). In addition, there are a significant number of studies looking into adult attitudes to the news globally. However, until recently, information about UK children's feelings about news has been more difficult to find.

In response, the National Literacy Trust, in partnership with First News and The Day, conducted surveys of UK teachers and pupils in late 2017 to explore how children and young people navigate news in the digital age and to inform the All Party Parliamentary Group on Literacy's Commission into Fake News and the Teaching of Critical Literacy Skills in Schools<sup>1</sup>.

Findings indicated that not only did many children lack confidence in their ability to identify real or fake news, but only 2% were able to identify fake and real news stories presented as part of a quiz correctly. As a point of great interest, when asked who they talked to about news stories, most children and young people said family members (29%) or friends (23%), with only a small percentage discussing news with teachers (6%).

Consultations with experts and young people over the course of the Commission also indicated that, while schools and libraries were well placed to support children and young people's news literacy, families also had a vital role to play<sup>2</sup>.

However, studies to date provide relatively limited insight into family news activities and discussions within the home setting, or into how confident parents feel about helping their children to identify real and fake news.

This new research aims to inform our ongoing work in the area of strengthening children's critical literacy skills by exploring UK parents' and carers' attitudes, behaviour, confidence and needs around supporting children's news literacy<sup>3</sup>.

The following report outlines findings from a survey of 1,000 UK parents of children aged 5 to 18 conducted from 31 October to 6 November 2018 by One Poll, on behalf of the National Literacy Trust. This research was designed to support and inform the work of [NewsWise](#), a news literacy programme developed as a collaborative partnership between The Guardian Foundation, the National Literacy Trust and the PSHE Association, funded by Google, based on a shared mission to create a generation of news literate children.

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<sup>1</sup> <https://literacytrust.org.uk/research-services/research-reports/fake-news-and-critical-literacy-final-report/>

<sup>2</sup> <https://literacytrust.org.uk/policy-and-campaigns/all-party-parliamentary-group-literacy/fakenews/>

<sup>3</sup> "The ability to judge the credibility and reliability of news reports and why that matters," Center for News Literacy, Stony Brook University School of Journalism, USA

## Key findings

The survey of 1,000 UK parents of children aged 5 to 18 found:

- **2 in 5 parents (39.3%) said that they and their children never watch, listen to or read news together.** Parents from lower socio-economic status (SES) backgrounds were less likely to say that they watch, listen to, or read news as a family than those from higher SES backgrounds (45.4% vs. 36.8%).
- **1 in 5 parents (21.0%) never talk about news with their children.** Younger parents (those aged 18 to 34) were the least likely to say they talk about news as a family (28.7%) compared with their older counterparts.
- **Parents and children were most likely to talk about news together while watching it on TV (44.1%) or while eating dinner (40.6%).** Younger parents aged 18 to 34 were more likely to say they talked about news with their children while reading news on websites or apps than parents in older age groups.
- **After word of mouth, traditional news formats (TV, radio and print newspapers) were the most popular sources of news common to both parents and children.** However, four of the top ten shared sources of news were digital. Indeed, almost a quarter of parents (23.1%) said both they and their children used news websites, with YouTube (22.6%), Facebook (21.9%) and news apps (17.2%) close behind.
- **One third of parents (32.4%) shared news as a family using social media,** suggesting that this facilitates a digital form of discussion.
- Although **2 in 5 (40.1%) parents were aware of having believed a news story that later turned out to be fake,** three quarters felt confident about their ability to spot fake news.
- **More than half of parents (50.3%) said they were worried about the impact of fake news on their children, and 52.0% didn't feel confident about their children's ability to identify fake news.** Parents from lower SES backgrounds were less confident than those from higher SES backgrounds about both their own, and their child's, ability to identify fake news.
- **55.1% of parents wanted more support to help their children understand the news.** 53.9% of parents think digital and social media companies should do more in this area, while only one third (32.6%) felt this was "the school's job".
- Overall findings suggest that parents from the youngest age group (18- to 34-year-olds), those from lower SES backgrounds and those with a secondary level of education may have most to benefit from increased access to information, resources and support around family news literacy.

## The context

### How do parents and children find news stories?

Global research has shown that younger news consumers are more likely to get news from digital sources<sup>4</sup>, and our 2017 surveys found that a high percentage of young people in the UK found news through digital sources such as news and social media apps, with 49.5% of secondary pupils saying they got their news from Snapchat<sup>5</sup>.

In this survey, we were interested not only in where parents sourced their own news and where they believed their children found news, but also which news sources were common to both parents and children, as this may inform the development of family news literacy resources.

### News sources used by both parents and children

Of all suggested sources of news, word of mouth (e.g. playground/work chat) was the one that most parents felt both they and their child used (see Figure 1), with 4 in 10 (40.7%) citing it as a common source of news. Traditional news formats were the next most popular sources; with one third of parents saying both they and their children got news from the TV, a quarter from the radio and just under a third from print national newspapers (11.7% tabloid, 11.4% broadsheet).

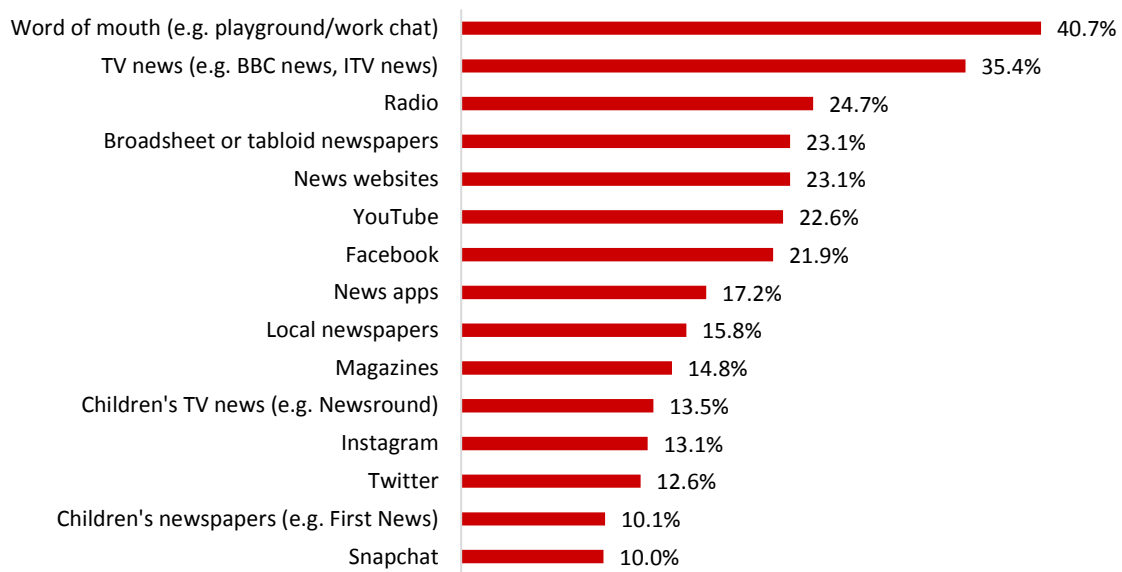
However, the next four most popular shared sources of news were all digital in format, with almost a quarter of parents saying that both they and their children used news websites, making this the most popular shared digital source of news for families. YouTube and Facebook, which more than a fifth of parents said they and their child both used to find news, followed this closely, with news apps close behind. Local newspapers and magazines were the next most popular news formats used by both parents and children, with 1 in 7 citing these as shared sources. Sources least likely to be shared were children's TV and print news, Instagram, Twitter and Snapchat.

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<sup>4</sup> <http://www.digitalnewsreport.org/survey/2017/overview-key-findings-2017/>

<sup>5</sup> <https://literacytrust.org.uk/research-services/research-reports/fake-news-and-critical-literacy-final-report/>

**Figure 1: Sources of news used by both parents and children**

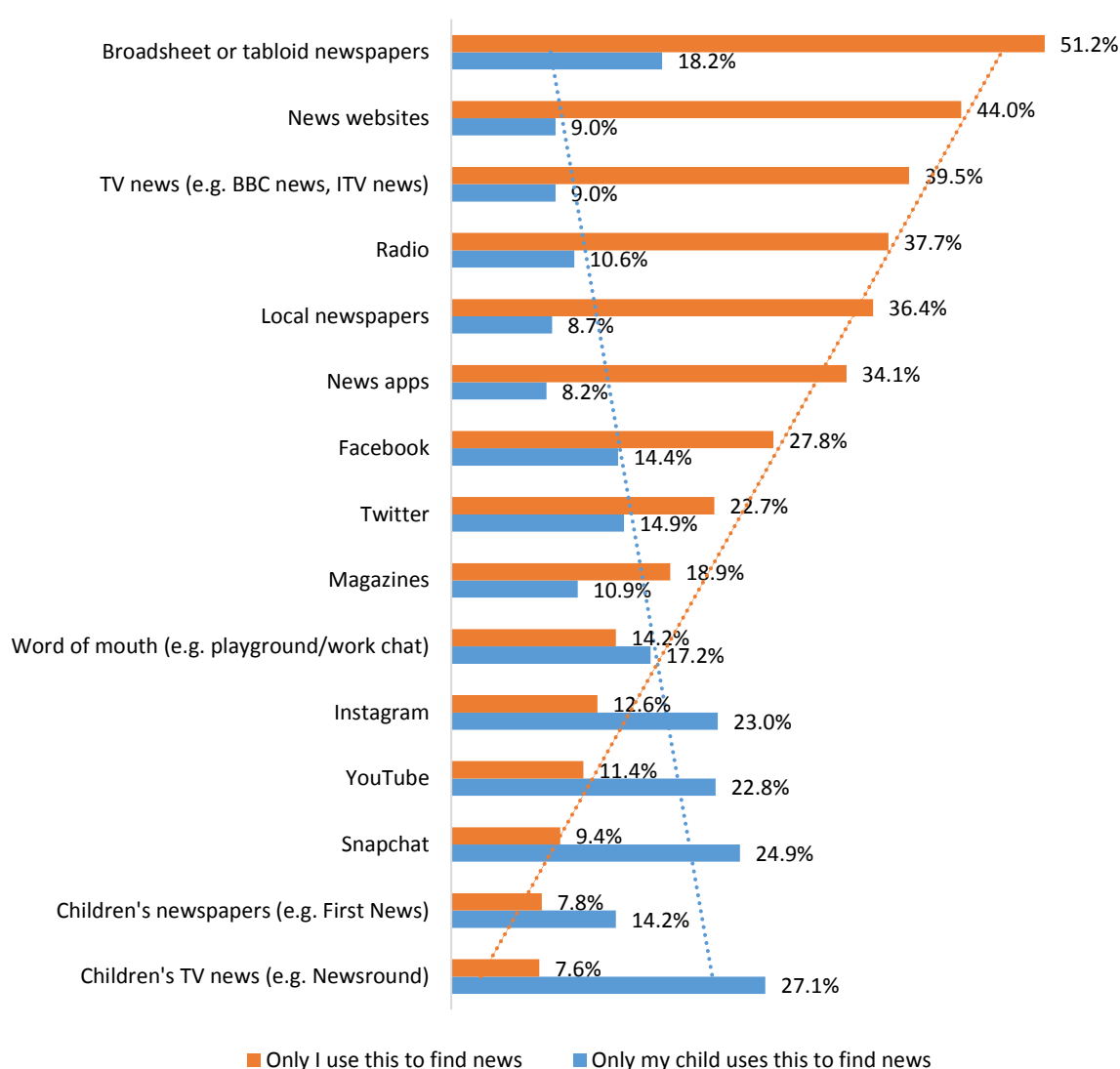


### **News sources used by parents or children alone**

Parents were most likely to say that only they sourced news from print newspapers or news websites, followed by broadcast news and local newspapers (see Figure 2). After news websites (which were almost as popular as print newspapers), the most popular digital sources used by parents alone were news apps, Facebook and Twitter. Parents were more likely to say that they alone used magazines and word of mouth as news sources than Instagram, YouTube and Snapchat. Interestingly, a small percentage of parents said that they, but not their children, found news in child-orientated printed newspapers and TV programmes.

Conversely, parents were most likely to say that only their children sourced news from children's TV news, followed by digital sources such as Snapchat, Instagram, YouTube, Twitter and Facebook. This indicates a trend in which parents are more likely to say they access news using traditional formats alone, but believe their children to be more likely to find news on social media platforms.

Figure 2: Sources of news used by parents or children alone, according to parents



Comparing common sources of news, it can be seen that while four of the top ten most popular shared sources of news were digital, a relatively high percentage of parents don't engage with social media sources such as Snapchat, Instagram and YouTube to source news; indeed, nearly 1 in 4 parents say that only their children find news this way. Furthermore, when news sources were grouped into 'traditional' (TV, radio, print), 'digital' (apps and websites) and 'social media' sources, traditional sources tended to be used more by parents in older age groups. Conversely, social media sources were more popular with parents in younger age groups (see Appendix, Figure 18).

When taken together, these findings suggest that some parents may be unfamiliar with social media sources of news in particular, and may potentially benefit from information and advice to help them understand the presentation and content of the news children find there. Indeed, stakeholder sessions held as part of the APPG Commission emphasised the importance of parents understanding and experiencing the sites their children were using.<sup>6</sup>

<sup>6</sup><https://literacytrust.org.uk/research-services/research-reports/fake-news-and-critical-literacy-final-report/>

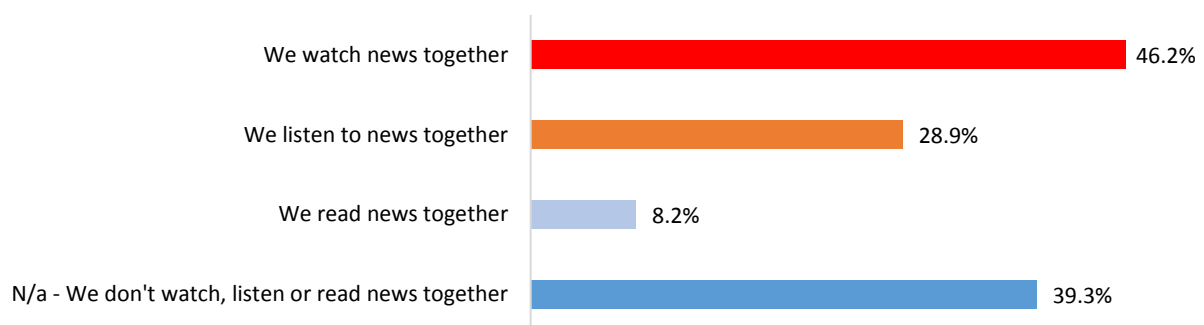
## Watching, listening to or reading news together as a family

While parents and children may have a number of news sources in common, this may not necessarily indicate that they access these news sources at the same time. As co-viewing, listening to or reading of news may most immediately facilitate family conversations about the news, we were interested to find out whether parents and children watched, listened to or read news together.

Almost 2 in 5 parents (39.3%) said they never watched, listened or read news together as a family (see Figure 3). The biggest significant differences between groups of parents who did not consume news together related to parental levels of education, with almost half (47.9%) of parents with a secondary education saying they didn't watch, listen or read news with their children, compared with fewer than two in five parents with a tertiary (36.9%) or university (37.7%) level of education<sup>7</sup>. Parents from lower SES backgrounds were also more likely than those from higher SES backgrounds to say that they don't watch, listen to or read news with their children (45.4% vs. 36.8%)<sup>8</sup>.

Parents that did consume news together with their children were most likely to watch news together, with almost half of parents doing this. Almost 3 in 10 listened to news with their children, with only 1 in 12 reading news together. This suggests TV or video sources of news currently offer most opportunity for families to consume news together.

Figure 3: Watching, listening to or reading news as a family



While there were no significant differences between parents of different ages, genders, socio-economic groups or educational levels with regard to watching news together, there were several differences in relation to families listening to news together.

For example, younger parents were more likely to say they did this, with more than 4 in 10 parents aged 18 to 34 listening to news with their children, compared to fewer than 3 in 10 of 35 to 44 year-olds and just over 1 in 5 parents aged 45 or older(see Figure 4)<sup>9</sup>.

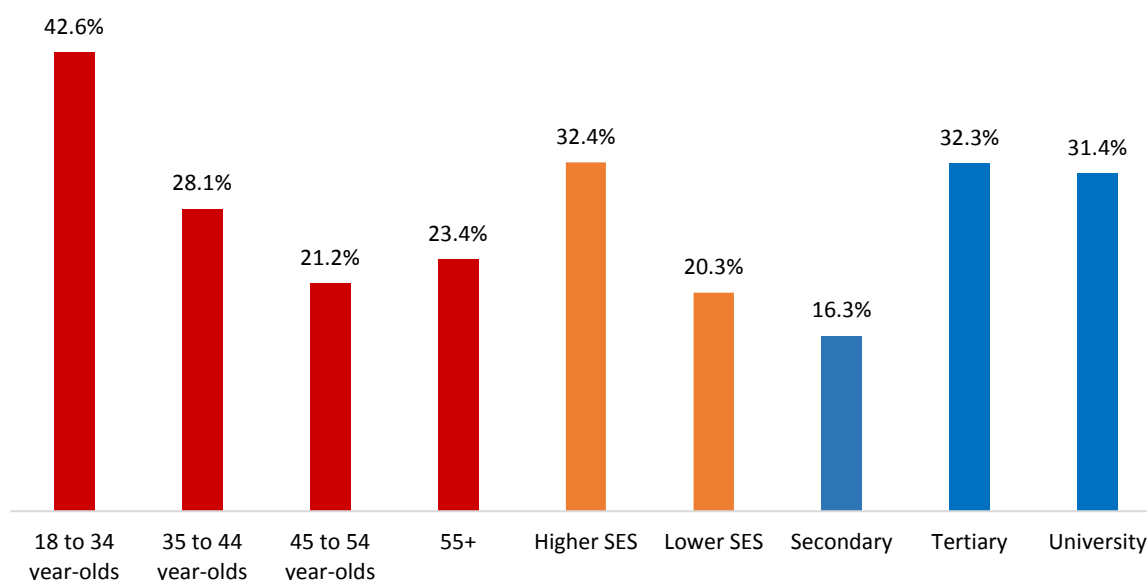
<sup>7</sup> Secondary education n=190; tertiary n=396, university n=414

<sup>8</sup> Lower SES backgrounds (respondents selected occupations: Skilled manual worker; Semi-skilled or unskilled manual worker or Casual labourer, pensioner, unemployed or student, corresponding to NRS social grade C2DE) n=291, higher SES backgrounds (respondents selected occupations: higher managerial, administrative, professional; intermediate managerial, administrative, professional; Supervisory, clerical, junior managerial, corresponding to social grade ABC1) n=709

<sup>9</sup> 18 to 34 year-olds n=230, 35 to 44 year-olds n=367, 45 to 54 year-olds n=292, 55 and older = 111

Parents from higher SES backgrounds were also more likely to say they listened to news together than those from lower SES backgrounds, with one third of the former doing so compared to one fifth of the latter. Parents with a tertiary or above education level were also twice as likely to listen to news with their children than those with a secondary education level.

Figure 4: Parents who listen to news together with their children



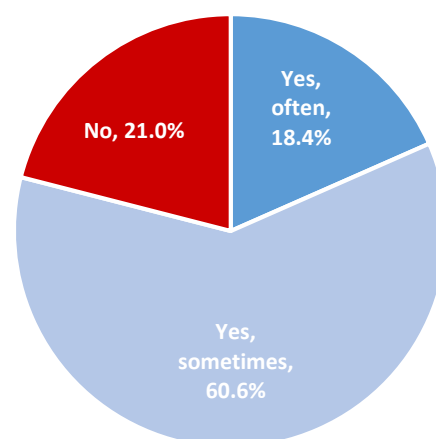
Reading news together was a less popular activity, but among families who did this, parents with a university-level education were three times more likely to do so compared to those with a secondary level of education (12.8% vs. 4.2%). Parents from higher SES backgrounds were slightly more likely to read news as a family, with 9.3% of parents from this group saying they did so compared to 5.5% of parents from lower SES backgrounds.

### Talking about news as a family

As mentioned, surveys carried out as part of the Commission on Fake News and Critical Literacy<sup>10</sup> indicated that a high percentage of children reported talking about news with family members. However, focus groups with children and young people indicated that not all children discussed news at home.

This survey found that while the majority of parents said they talked about news as a family either “sometimes” (3 in 5) or “often” (1 in 5), more than a fifth of parents said that they never talked about the news as a family (see Figure 5).

Figure 5: Do you talk about the news as a family?



<sup>10</sup> <https://literacytrust.org.uk/policy-and-campaigns/all-party-parliament>.



Younger parents (those in the 18 to 34-year-old age group) were twice as likely to say that they never talked about news as a family compared to those in the 45 to 54 year-old age group (28.7% vs. 14.0%). However, there were no significant differences between other age groups (35 to 44 year-olds and 55+).

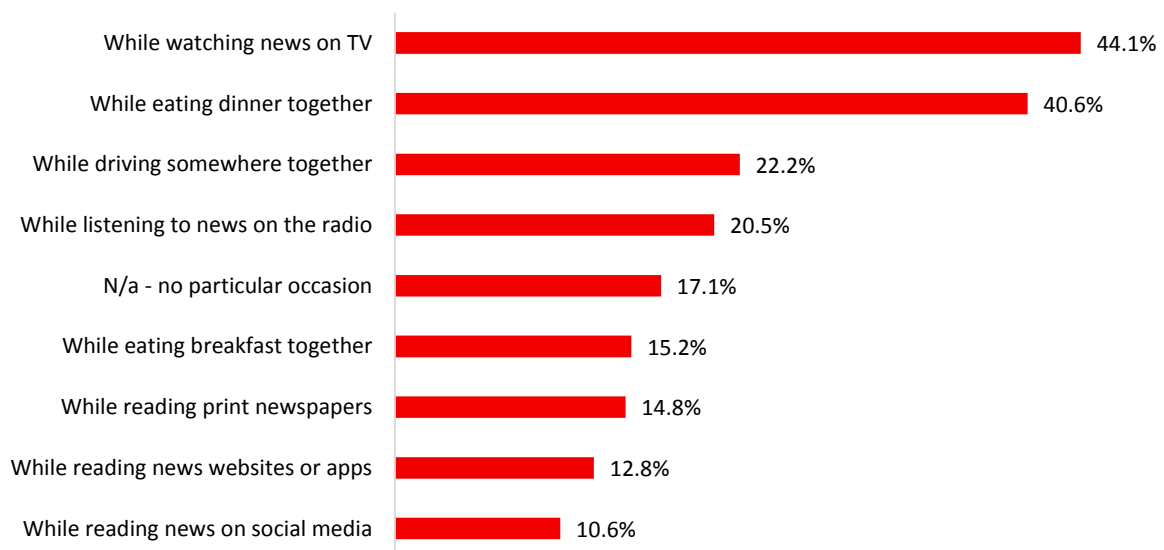
Only one other significant difference was found between different demographic groups, with university-educated parents less likely than those with a secondary-level education to say they never talked about news (19.3% vs. 25.8%).

### When do families talk about news together?

When families did talk about news together, this appeared to be facilitated by particular times and situations. For example, as may have been predicted by the high percentage of parents reporting watching news together with their children (Figure 3), this was the most popular time for families to talk about news, with more than 2 in 5 parents (44.1%) reporting doing so. Dinner time was almost as popular, with 2 in 5 parents (40.6%) saying they tended to talk about news with their children while eating together.

Parents were half as likely to say their family talked about news while driving somewhere together, or while listening to news on the radio, although more than a fifth discussed news at these times. Just under 1 in 7 parents (15.2%) said they talked to their children about news at breakfast time or while reading print newspapers. Fewest reported talking about news while reading news on digital formats (see Figure 6). This suggests that traditional news formats such as TV and radio, and occasions such as mealtimes and being in the car, currently facilitate most family discussions about news.

Figure 6: When do you tend to talk about news as a family?



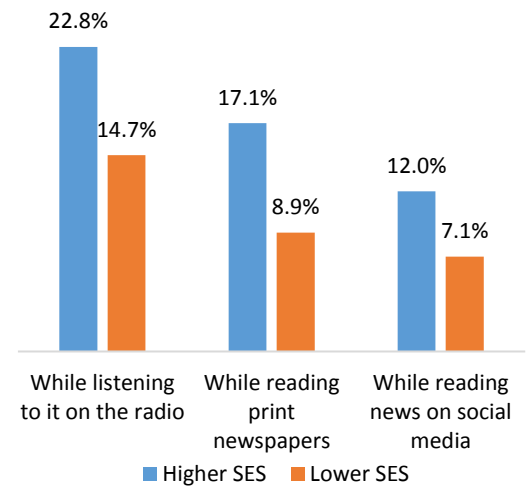
There were some significant differences in times and situations during which parents from different groups said they talked about news with their children. For example, fathers were more likely than mothers to say they talked about news while watching it on TV (48.9% vs

41.0%), and twice as many said they talked about news while reading news websites or apps (18.2% vs 9.3%)<sup>11</sup>.

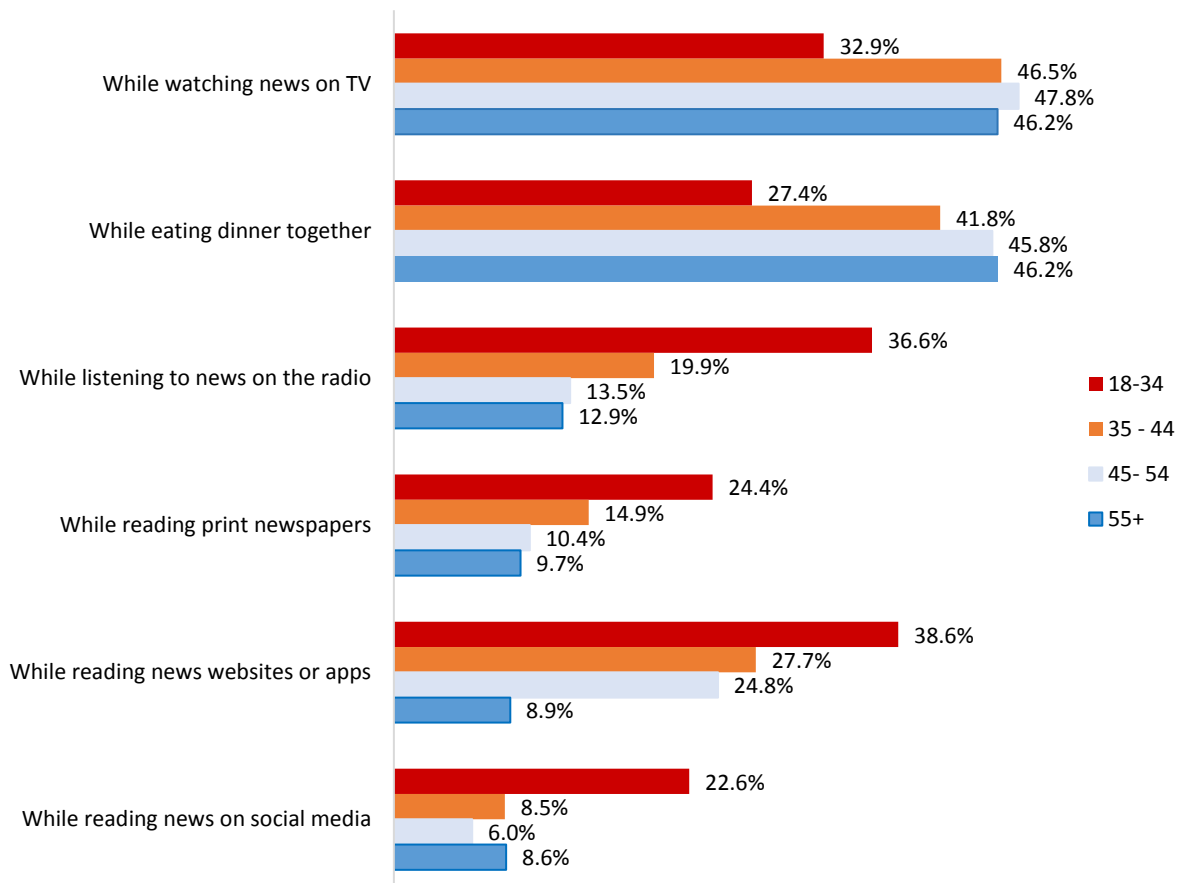
In addition, parents from higher SES backgrounds were more likely to talk about news while listening to it on the radio or while reading print newspapers, which may reflect their increased likelihood of doing these activities together with their children (see Figure 7). In addition, a slightly higher percentage of parents from higher SES backgrounds said they talked about news while reading it on social media. Similarly, parents with tertiary or university level education were twice as likely to talk about news while it was on the radio (23.5% and 21.6%, vs. 11.3%) or while reading print newspapers (14.0% and 18.6% vs. 7.8%).

However, most differences in times for talking about news were found in relation to parental age (see Figure 8).

**Figure 7: Talking about news by SES background**



**Figure 8: When families talk about news by parental age group**



<sup>11</sup> Mothers n=597; fathers n=403

In addition, nearly one third of all parents (32.4%) said that they and other family members shared news articles with each other on social media, implying that social media potentially facilitated news discussions of a different type (i.e. digital rather than face-to-face). Parents aged between 18 and 44 were more likely to share news articles this way, with 37.2% doing so compared to 24.8% of parents aged 45 and over<sup>12</sup>.

## Family news literacy: are parents confident about theirs, and their children's, ability to identify real and fake news?

Developments in technology have vastly increased the ease and speed with which news can be created, distributed and accessed. While misinformation and propaganda are far from new phenomenon, in recent times, concern has grown about the spread of fake news and misinformation, particularly around the time of events such as elections and referenda.

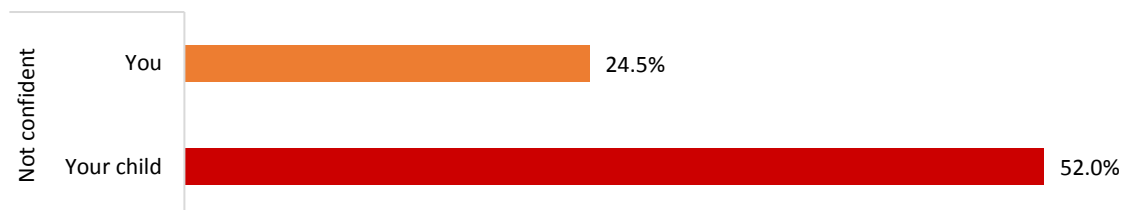
Children and young people have the opportunity to find information from a considerably wider range of sources than their parents, growing up with the online world providing a constant and convenient source of news. However, developing the skills and confidence to judge the reliability of information found online presents a challenge to children and parents alike.

We were therefore interested to learn about parents' perception of their own skills in relation to identifying real and fake news. Perhaps encouragingly, a considerable percentage (36.8%) of parents didn't think they'd ever been fooled by a fake news story. However, 3 in 10 (30.1%) were aware of having believed a news story that later turned out to be false "at least once", with 1 in 10 (10.0%) admitting they'd fallen for fake news "a few times" (the remaining 23.1% were unsure). Furthermore, more than one third (34.7%) of parents said they'd shared a news article they'd thought to be true before learning it was false (47.1% hadn't, 18.2% weren't sure).

Interestingly, despite 2 in 5 parents having believed a fake news story, most (three quarters) felt confident about their own ability to spot fake news.

Parents were considerably less confident about their children's skills in this area. More than a third (35.6%) said their child had told them a fake news story that they believed to be true (48.0% said that this hadn't happened; 16.9% weren't sure), and more than half (52.0%) of parents weren't confident about their children's ability to identify fake news (see Figure 9).

Figure 9: How confident are you about you and your child's ability to identify fake news?



<sup>12</sup> p=.001

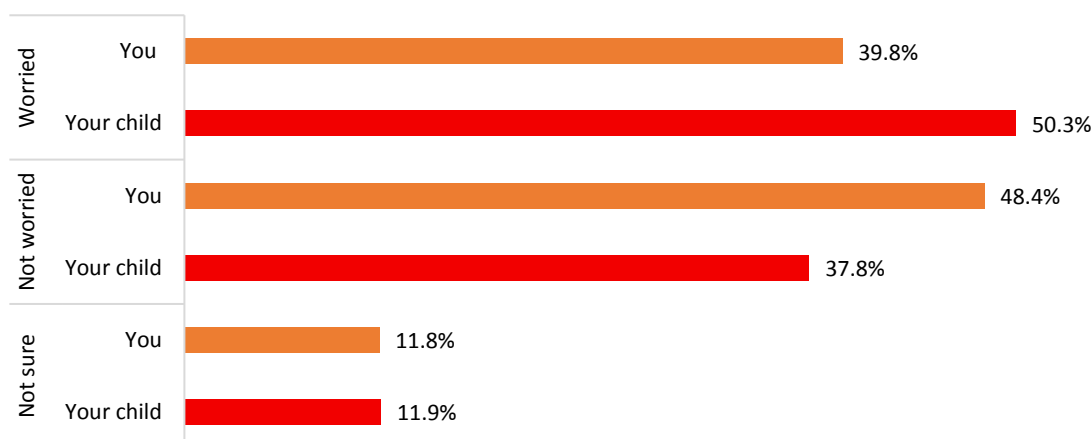
Parents' confidence in their ability to spot fake news themselves increased with their level of education, with 66.3% of those with secondary level education feeling confident, compared with 76.8% and 78.5% of those with tertiary and university education respectively.

However, parents from lower SES backgrounds were not only less likely to say they were confident in their own ability to spot fake news than those from higher SES backgrounds (66.7% vs. 79.1% respectively), but were also less likely to say they were confident about their child's ability to spot fake news (38.8% vs. 51.7%).

### Concerns about the impact of fake news

National Literacy Trust surveys in 2017 revealed that more than half of children were worried about their ability to identify fake news, and found that almost two-thirds of teachers thought it had a negative impact on pupils' wellbeing<sup>13</sup>. Similarly, this survey found that while only 2 in 5 parents (39.8%) were worried about the impact of fake news on themselves, more than half (50.3%) were worried about its impact on their children (see Figure 10).

Figure 10: How worried are you about the impact of fake news on you and your child?



Younger (18 to 34-year-old) parents were most likely to be worried about the impact of fake news on themselves, with more than half (53.5%) saying this, compared with around one third aged 35 to 44 (38.1%), 45 to 54 (33.6%) and 55+ (33.3%). However, there were no significant differences in levels of worry about the impact of fake news on children in relation to parental age group.

Parents from higher SES backgrounds were more likely to say they were worried about the impact of fake news on themselves (42.6% compared to 33.0% from lower SES backgrounds) but were also more likely to be worried about the impact on their children (52.6% vs. 44.7%). In addition, higher percentages of parents with tertiary or university levels of education said they were worried about the impact of fake news on themselves (40.2% and 45.2% vs. 27.4% of parents with secondary education) and their children (52.5% and 55.1% vs. 35.3%).

<sup>13</sup> <https://literacytrust.org.uk/research-services/research-reports/fake-news-and-critical-literacy-final-report/>

## Who should support children’s news literacy?

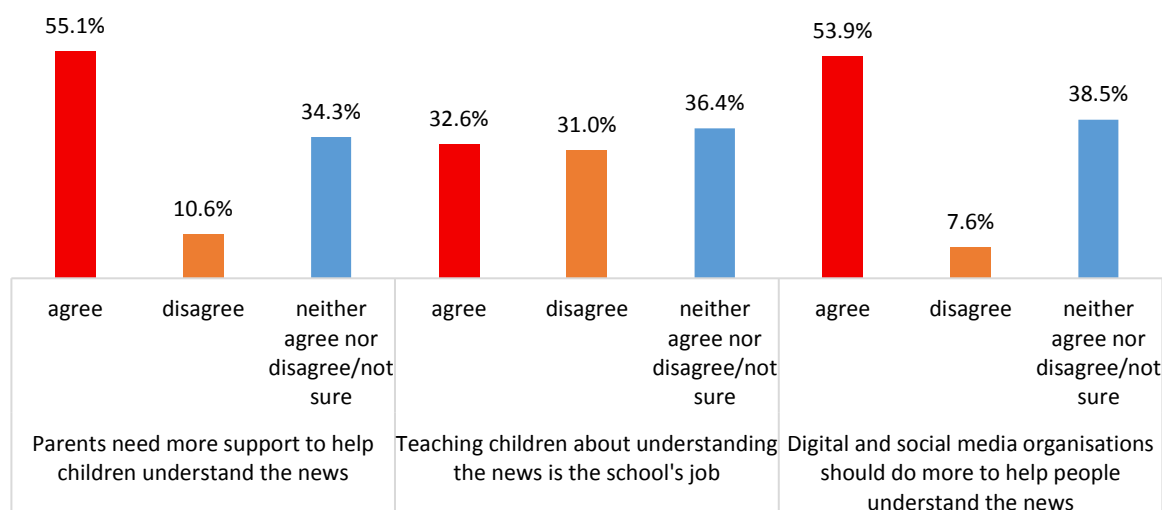
There has been considerable debate around who should be responsible for supporting children to navigate the modern news environment. Some commentators have advocated for better regulation of social media organisations while others have called for schools and libraries to improve children’s critical literacy skills (an overview of debates may be found in the evidence review<sup>14</sup> supporting the APPG on Literacy’s Commission into Fake News and Critical Literacy).

As noted above, however, children are most likely to access news outside school, and are more likely to talk to family members and friends about fake news than teachers. It is therefore important not only to explore family news literacy practice and confidence, but also parents’ beliefs about who should help children understand the news.

Perhaps reflecting the lack of confidence parents had in their children’s ability to identify real and fake news, more than half agreed that they needed more support to help children understand the news. However, opinions about whether this was a job for schools were very mixed; while one third of parents felt teaching children about the news was the schools’ job, but a very similar percentage disagreed, and most parents were unsure.

Almost 2 in 5 parents were unsure about the role of digital and social media companies should play in helping people understand the news, however, more than half felt they should do more (see Figure 11).

Figure 11: Who should support better news literacy?

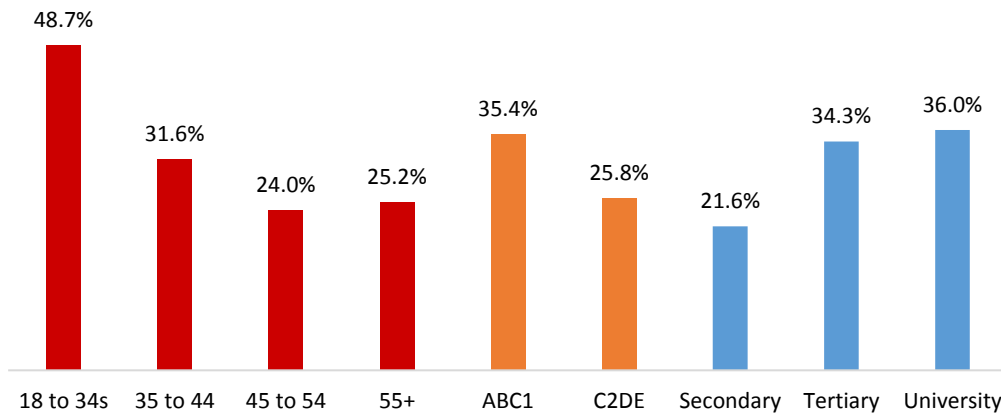


There were no demographic differences among parents saying they needed more support to help children understand the news. Among parents who felt helping children to understand the news was a school’s job, younger parents (those aged 18 to 34) were most likely to think this, with almost half agreeing compared with far lower percentages across older age groups (see Figure 12). Parents from higher SES backgrounds were also more likely to consider teaching children about news to be up to schools, with more than one third believing this compared to a quarter of parents from lower SES backgrounds. Those with

<sup>14</sup> <https://literacytrust.org.uk/policy-and-campaigns/all-party-parliamentary-group-literacy/fakenews/>

tertiary or university education were also more likely to believe schools should help children understand the news, with more than one third of those with post-secondary education thinking this compared to one in five parents with secondary education. In addition, parents with higher levels of education were more likely to agree that digital and social media organisations should do more to help people understand the news (56.1% and 56.8% vs. 43.2%).

Figure 12: Parent who agree that helping children to understand the news is the school’s job

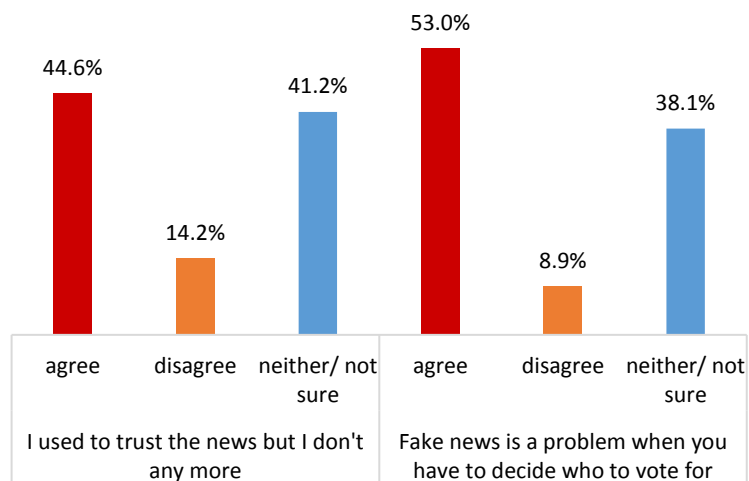


We also took the opportunity to ask parents if their own trust in the news had changed, and whether they felt fake news had the potential to affect the democratic process.

Almost half of parents agreed with the statement “I used to trust the news but I don’t any more” (although notably, a similar percentage neither agreed nor disagreed with this statement).

More than half of parents agreed that fake news was a problem when deciding who to vote for (although again, almost 2 in 5 neither agreed nor disagreed; see Figure 13).

Figure 13: Parents' trust in news



The only significant differences in parents’ answers to these questions were between those with different levels of education. Parents with tertiary or university education were somewhat more likely to agree that “they used to trust the news but don’t anymore” than those with secondary education (41.7% and 51.2% vs 36.3%), and slightly more likely to agree that fake news is a problem when you have to decide who to vote for (53.5% and 56.5% vs 44.2%).

## Discussion

Opportunities for children and young people to watch, listen to or read news are essential if the next generation is to be informed about local, national and international events. Moreover, it is important for children to be able to discuss the news they find with a supportive adult, such as a teacher or family member.

However, while survey findings show that an encouraging percentage of parents say they watch, listen to or read news together with their children, and 4 in 5 “sometimes” or “often” talk about news as a family, 2 in 5 parents say they never watch, listen to or read news together and 1 in 5 never talk about news with their children. For children in these homes, the chance to learn about the news, and to talk about the issues raised in more depth with a family member, is being missed.

It may be noted that while traditional sources of news, particularly TV and radio, appear to facilitate joint media consumption and discussion, digital news sources are also popular with both adults and children. It is also interesting to note that situations such as dinner time and driving provide opportunities for families to talk about news. It is perhaps worth making a distinction between digital news sources such as news websites and apps, which often carry content very similar to print newspaper, and social media-based news, which may feature stories from more or less established, familiar or reliable news brands.

It would also appear that within social media-based news sources, some are less likely to be used and discussed by parents and children together, suggesting they may be considered more ‘separate’ than ‘shared’. As noted earlier, it is important for parents to understand their children’s media use, so it may be useful to provide parents with information and advice about such news sources. At the same time, social media is used by almost one third of parents to share news articles with other family members, so it may also be seen to be supporting family news discussion in a different way.

This survey was intended to give an initial insight into the attitudes, behaviours and concerns of parents of children aged 5 to 18. It is hoped that future surveys will allow a more detailed examination of this subject, for example, an exploration of differences in relation to younger and older children.

### **What can parents do to support their children’s news literacy?**

It is concerning that more than half of parents worry about the impact of fake news on their children, are not confident about their children’s ability to tell the difference between real and fake news, and ask for need more support to help their children understand the news.

The National Literacy Trust and NewsWise have developed free resources to help parents and children discuss news together<sup>15</sup>. These include information about child-friendly and positive news sites, links to child-orientated news quizzes and games and the ‘NewsWise Navigator’, which helps parents and children to question news they may not be sure about.

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<sup>15</sup> See: <https://literacytrust.org.uk/resources/fake-news-and-critical-literacy-resources/> and <https://www.theguardian.com/newswise/2018/sep/17/tips-for-parents>

As an extension of NewsWise, the project will also deliver new family workshops across the UK throughout the 2019/20 academic year to give children and parents new and exciting opportunities to explore news together. The workshops will enable children and parents to learn how to spot fake news, how photos are faked, how clickbait is generated and how to find trustworthy sources through a series of activities, games and a Q&A with a local journalist.

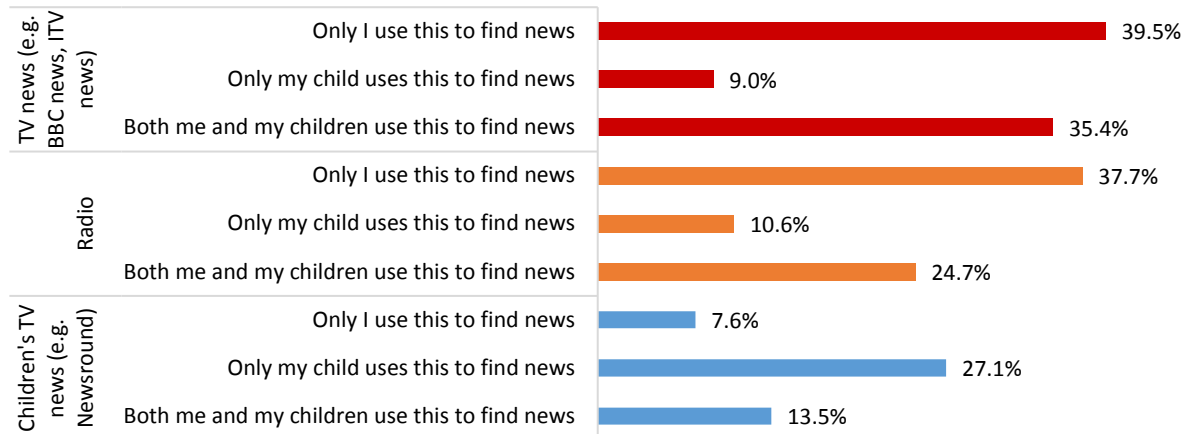
Improving children's news literacy not only improves their ability to understand the news, but also has the potential to reduce anxiety, improve wellbeing and ultimately strengthen our democracy. It is important that families are supported to work alongside schools, libraries, news organisations and the government to help support children's news literacy in a digital age.



## Appendix 1: How do parents and children find news stories?

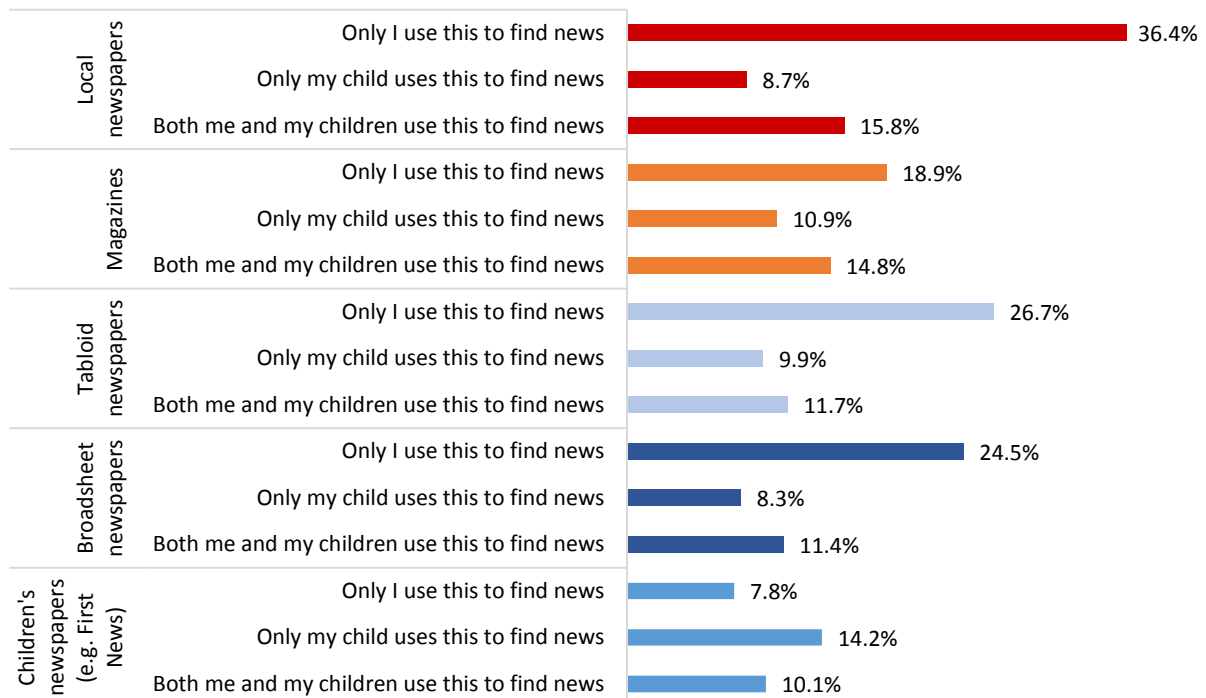
In terms of broadcast news, TV and radio news were most commonly cited as a source only parents used, or was used by both them and their children. While almost 3 in 10 parents said only their child watched child-orientated TV news, 1 in 7 said both they and their child accessed news this way (see Figure 14).

Figure 14: Broadcast news



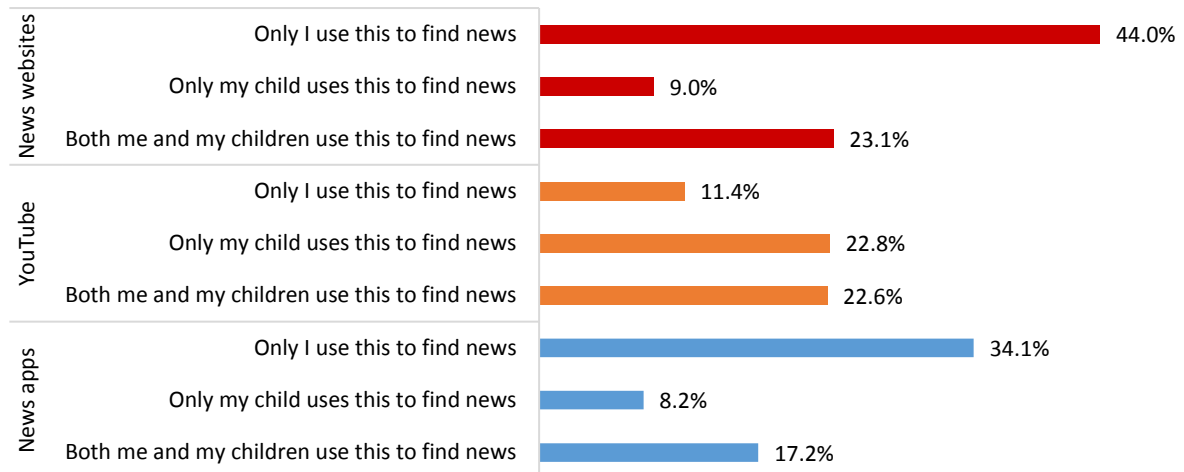
With regard to printed news sources, parents reported that local newspapers were the news format most likely to be accessed by both them and their children. This was followed by magazines, national newspapers and child-orientated newspapers, with 1 in 10 parents saying that both they and their child used these to find news (see Figure 15).

Figure 15: Print news



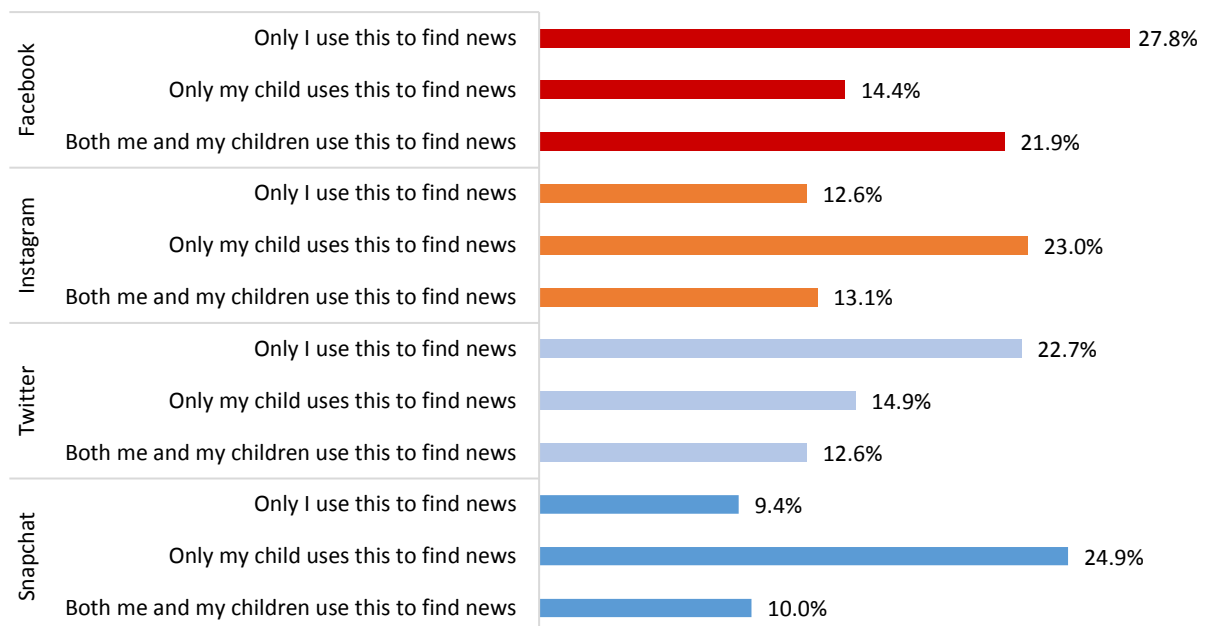
Of digital sources, parents were most likely to report only using news websites to find news, although more than 1 in 5 said both they and their child used this format. News apps were also popular with parents, with parents twice as likely to say they alone sourced news this way than they were to say that both they and their children used them. While more than one fifth of parents said only their child got news from YouTube, a similar proportion said that both they and their child found news this way (see Figure 16).

Figure 16: Digital sources of news



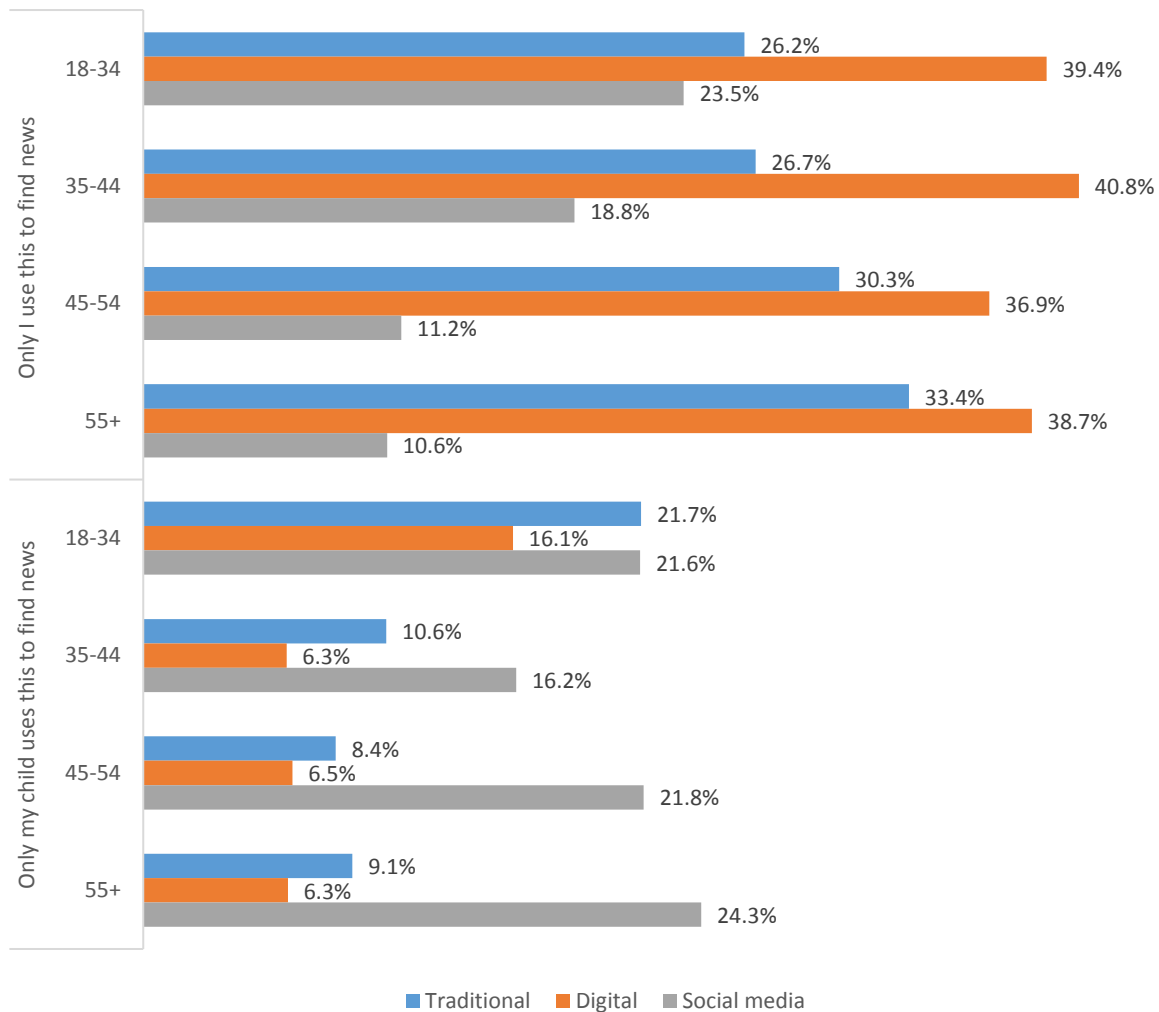
Finally, turning to social media-based news sources, parents felt that Facebook was the most popular social platform for news used by both them and their children. Instagram, Twitter and Snapchat were decreasingly popular as shared sources, with just 1 in 10 parents saying both they and their children used Snapchat to find news, whereas a quarter of parents said only their child found news through Snapchat or Instagram (see Figure 17).

Figure 17: Social media-based sources of news



When news sources were grouped into ‘traditional’ (TV, radio, print), ‘digital’ (apps and websites) and ‘social media’ sources, traditional sources could be seen to be used more by parents in older age groups. Conversely, social media sources were more popular with parents in younger age groups. There was little difference in the use of digital sources by parent alone between parents of different ages, however (see Figure 18).

Figure 18: Traditional, digital and social media sources used by parents and children age group of parent



### Additional notes on sample

Regions (for reference, no significant differences found): East Anglia (n=43) East Midlands (n=41), London (n=175), North East (n=71), North West (n=127), Northern Ireland (n=36), Scotland (n=84), South East (n=94), South West (n=75) and Wales (n=46).