

Live Streaming: New Models and Pathways for Adolescent Social and Psychological Education

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Abstract

In the digital age, live streaming has become a transformative force in adolescent social and psychological education. This paper explores the application of live streaming in this field, analyzing its advantages and challenges. Based on the case study of "Youth Guardian Project" and the theory of Strengths and Social Support, this paper demonstrates how live streaming can transcend traditional educational boundaries to provide more accessible and effective psychological-educational services for teenagers. The research highlights how live streaming leverages real-time interaction and wide-reaching dissemination to attract adolescent participation and provide meaningful psychosocial support. However, it also critically examines pressing issues such as content design and privacy protection that must be addressed for effective implementation. Furthermore, this paper proposes actionable new models and pathways for integrating live streaming into adolescent social psychological education. It suggests enhancing adolescent awareness through targeted outreach, fostering collaboration among key stakeholders to create comprehensive support systems, and securing governmental policy and financial backing to ensure ethical and equitable access to these technological resources.

Keywords

Live Streaming; Adolescent Social Work; Psychological Education.

1. Introduction

In the digital age, live streaming has become a popular communication tool with the rapid development of internet technology. It not only changes people's entertainment and consumption methods but also provides new possibilities for various industries, including social work, especially in adolescent psychological education. Traditional psychological education methods, though valuable, have limitations in terms of time, space, and audience reach. They often rely on in-person interactions, which can be constrained by geographical locations and scheduling conflicts. In addition, some adolescents may find it difficult to seek personal help because of privacy concerns or social stigma related to psychological problems. Live streaming, with its unique features of real-time interaction, wide dissemination, and diverse content presentation, can break through these limitations and provide more extensive and in-depth psychological education services for adolescents. During live streaming sessions, adolescents can anonymously ask questions and share their experiences without revealing their identities, which may increase their willingness to participate. The interactivity of streaming also allows real-time feedback and participation, making the learning process more dynamic and participatory. Additionally, live streaming can reach a broader audience simultaneously, regardless of their physical locations, thus expanding the coverage of psychological education.

This article will discuss how to make use of live streaming in the innovation of adolescent social psychology education, and put forward a new mode and path. By examining the current situation and challenges of adolescent psychological education, analyzing the application of live streaming in social work, and providing theoretical frameworks, this study aims to offer valuable insights for social work practitioners, policymakers, and technology developers. The "Youth Guardian Project" will be used as a case study to demonstrate the practical application and effectiveness of live streaming in adolescent psychological education, followed by a comprehensive conclusion that summarizes the key findings and provides recommendations for future development in this field.

2. Literature Review

2.1. Current Situation and Challenges of Adolescent Psychological Education

Adolescents face a multitude of psychological challenges that have been exacerbated by the rapid changes in society and technology. Academic pressure remains one of the most significant stressors, with an increasing number of students experiencing anxiety and burnout due to high expectations and intense competition. Interpersonal problems affect many adolescents who face peer pressure, bullying, and social dynamics in both physical and online environments. Their development path is further complicated by emotional turmoil as they navigate the turbulent waters of self-identity, emotional control, and mental health [1].

Traditional psychological education methods, while foundational, fall short in several critical areas. Classroom teaching, though structured, often lacks the flexibility and engagement needed to address individual differences and evolving issues. Individual counseling is resource-intensive and limited by the availability of qualified professionals. Group activities, while beneficial for some, may not appeal to adolescents who are shy, stigmatized, or have scheduling conflicts. These methods also struggle to keep pace with the digital literacy and preferences of the current generation, making it difficult to maintain relevance and impact.

In addition, there are worrying differences between socio-economic and geographical areas in terms of availability and quality of mental education. Urban areas typically have more resources and specialized services, while rural and underserved communities face significant barriers. This disparity contributes to unequal mental health outcomes and limits the potential for comprehensive support systems. The COVID-19 pandemic has further highlighted these vulnerabilities, as in-person services were disrupted and digital alternatives became essential lifelines for many adolescents.

2.2. Application of Live Streaming in Social Work

Live streaming has emerged as a powerful tool in a variety of social work domains, and has revolutionized the delivery and engagement of services. Its ability to transcend physical boundaries has been particularly valuable in reaching marginalized and isolated populations who might otherwise remain underserved. Public health campaigns have used live streaming to raise awareness of key issues like protection of the environment, gender equality, and the rights of people with disabilities, mobilizing public engagement and driving social change [2].

Community services have also benefited from live streaming's interactive capabilities. Virtual town halls, community forums, and skill-sharing workshops have fostered greater civic engagement and empowered residents to take ownership of local development. Volunteer activities have seen increased participation through live streaming recruitment drives and training sessions, enabling organizations to expand their reach and impact [3].

The application of live streaming in adolescent psychological education represents a promising frontier with substantial untapped potential. Initial efforts have shown that adolescents are more likely to engage with mental health content when it is presented in familiar, tech-savvy

formats. Live streaming provides a platform for real-time Q&A, peer support, and expert guidance, creating a dynamic learning environment that resonates with digital natives. However, this application requires careful tailoring to address the unique needs and sensitivities of adolescent audiences, ensuring that content is both informative and age-appropriate.

3. Theoretical Framework

3.1. Strengths Perspective Theory

The Strengths Perspective Theory, a key framework in social work, fundamentally shifts the emphasis from a deficit approach towards one that emphasizes the strengths of individual and community. In the context of live streaming for adolescent psychological education, this theory guides social workers to identify and leverage the inherent resilience, skills, and positive qualities of adolescents [4]. By recognizing these strengths, social workers can design live streaming content that resonates with adolescents' self-efficacy, encouraging them to take an active role in their psychological well-being.

For instance, live streaming sessions can be structured to include interactive segments where adolescents share their coping strategies and personal achievements. This not only reinforces their self-confidence but also creates a community of support where peers can learn from each other. The strengths perspective also encourages social workers to view adolescents as active participants in the educational process rather than passive recipients. This can be facilitated through live streaming by incorporating polls, Q&A segments, and collaborative problem-solving activities that allow adolescents to contribute their ideas and experiences.

Moreover, the theory emphasizes the importance of cultural competence and sensitivity to individual differences. In live streaming, this translates to creating content that respects and incorporates the diverse backgrounds and experiences of adolescents. Social workers can achieve this by inviting guest speakers from various cultural backgrounds or by addressing topics that are relevant to different socioeconomic and cultural groups.

3.2. Care Social Support Theory

The social support theory, which stresses the key role of social networks and support systems in maintaining mental health, finds meaningful use in the psychology of adolescents through live streaming [5]. The theory posits that individuals' mental well-being is profoundly influenced by the quality and availability of social connections. Live streaming creates a unique opportunity to build and strengthen these connections in a virtual environment.

Through live streaming, social workers can facilitate the formation of virtual support networks that extend beyond traditional face-to-face interactions. These networks can include peer support groups, mentorship programs, and community-based resources. For example, social workers can organize regular live streaming sessions where adolescents discuss common challenges and solutions, fostering a sense of belonging and reducing feelings of isolation.

The theory also underscores the importance of different types of social support, including emotional, informational, and instrumental support. In a live streaming context, emotional support can be provided through real-time encouragement and validation from both peers and professionals. Informational support is enhanced by the ability to share resources, articles, and expert advice instantly. Instrumental support can take the form of connecting adolescents with relevant services or opportunities through the live streaming platform.

Furthermore, social support theory informs the design of live streaming interventions by emphasizing the need for reciprocity and mutual benefit. Social workers can design sessions to make sure that support flows in multiple directions, and adolescents not only receive help but

also contribute to the well-being of others. This can be achieved through collaborative projects, community outreach initiatives, and peer - led discussions that are facilitated via live streaming.

4. Case Analysis of Existing Problems and Solutions

4.1. Case Background Introduction

The "Youth Guardian Project" is a psychological education program conducted by a social work organization through live streaming. It aims to help adolescents deal with psychological pressures and promote their healthy growth. The program invites professional psychological counselors and educators to share knowledge and skills on psychological adjustment, emotional management, and interpersonal communication through live streaming, and interact with adolescents in real time to answer their questions.

4.2. Analysis of Adolescent Psychological Education Problems

4.2.1. Privacy and Identity Concerns

Privacy and identity concerns are significant barriers to adolescent participation in live streaming psychological education. Many adolescents fear that their personal information might be exposed or misused during live sessions. This anxiety is understandable given the numerous instances of data breaches and privacy violations reported in the media. Adolescents may fear that their questions or comments could be traced back to them, resulting in social stigma or judgement from their peers. As a result, they might avoid participating in live streaming sessions altogether, depriving themselves of valuable psychological support. Fear of being exposed may be especially acute for those dealing with sensitive issues like mental health, family issues, or personal trauma.

4.2.2. Content Design and Accessibility

The design and accessibility of live streaming content play a crucial role in determining its effectiveness for adolescent psychological education. Some live streaming sessions are structured in a way that does not align with how adolescents learn best. The content might be overly theoretical, using complex terminology that is difficult for younger audiences to grasp. This can lead to disengagement and a lack of comprehension, undermining the educational goals of the program. Additionally, the presentation style might not be engaging enough to hold the attention of adolescents who are accustomed to fast-paced, visually stimulating digital content. Regardless of the adolescent's cognitive and developmental stages, even well-intended live streaming may not be able to offer meaningful mental education.

4.2.3. Lack of Follow-up Support

A lack of follow-up support after live streaming sessions is a critical issue that limits the long-term impact of psychological education programs. Adolescents often need ongoing guidance and resources to reinforce what they've learned and to address emerging concerns. However, many live streaming initiatives end after the session concludes, leaving adolescents without a clear path for further assistance. This lack of continuity can cause adolescents to forget the information provided or feel unsupported when they meet new challenge. Without mechanisms for follow-up, such as additional resources, counseling options, or support groups, the initial benefits of the live streaming session may quickly diminish, leading to an overall reduction in the effectiveness of the psychological education effort.

4.3. Advantages and Effects of Social Work Involvement

4.3.1. Publicity and Mobilization

Social workers are instrumental in raising awareness about live streaming psychological education programs through strategic outreach efforts. They collaborate with schools to integrate program information into school communications, such as newsletters and parent-

teacher conferences, to ensure that young people and their families are aware of available resources. In communities, social workers organize informational sessions and workshops to explain the benefits and address concerns related to providing mental health support. They also leverage social media platforms and online forums to create a digital presence, making the programs more accessible to tech-savvy adolescents. By establishing trust with local leaders and influencers, social workers can amplify their message and reduce the stigma associated with seeking psychological help, ultimately increasing participation rates and broadening the demographic reach of these essential services.

4.3.2. Interaction and Guidance During Live Streaming.

During live streaming sessions, social workers employ various techniques to facilitate meaningful interaction and guidance. They create a safe and supportive virtual environment by establishing clear guidelines for respectful communication and anonymity. Social workers play an active role in mediating debates, posing thought-provoking questions, and encouraging young people to share their personal experiences, thus promoting community and peer learning. They also provide real-time feedback and clarification on complex topics, ensuring that adolescents grasp key concepts and feel heard. By observing participants' responses and engagement levels, social workers can adapt the content and pace of the session to better meet the audience's needs, making the learning process more dynamic and personalized. Additionally, they can identify adolescents who may require additional support and discreetly follow up with them after the session, creating a seamless transition between live interaction and ongoing assistance.

4.3.3. Follow-up and Support

Post-live streaming follow-up and support are vital components of a comprehensive psychological education program. The social worker has developed a structured follow-up protocol that includes sending out a post-session summary with key findings, additional resources, and practice exercises for teenagers to strengthen what they have learned. They establish dedicated online platforms or mobile applications where adolescents can continue discussions, access supplementary materials, and connect with community support groups. Regular visits or reports enable social workers to monitor the progress of adolescents, deal with new problems and provide support. For those with more serious psychological needs, social workers facilitate referral to specialized services to ensure a smooth transition to higher levels of care. By maintaining consistent communication and offering varied support options, social workers help adolescents internalize the educational content and develop sustainable coping strategies, ultimately enhancing the long-term effectiveness of live streaming psychological education initiatives.

5. Conclusion

Live streaming has transformed adolescent social psychological education by overcoming traditional limitations and offering interactive, accessible learning experiences. While it enhances engagement and reach, challenges like content quality, privacy protection, and sustaining long-term impact must be addressed. To maximise live streaming's benefits, a collaborative approach is essential. Firstly, targeted outreach in schools and communities, combined with relatable content, can boost adolescents' participation. Secondly, effective cooperation among schools, families, communities, and social work organizations can create robust support networks, while tech partnerships enhance platform security and functionality. Lastly, government backing through policies and funding is crucial for ethical guidelines, professional training, and program development. Continuous research and evaluation are also vital for improvement. Long-term impact studies can inform program adjustments and expansion, while feedback from adolescents, parents, and educators helps tailor content to

diverse needs. Monitoring technological trends ensures platforms remain user-friendly and secure. Moreover, public awareness campaigns can reduce mental health stigma, encouraging adolescents to seek help. Training for educators and parents can better equip them to support adolescents' mental health through live streaming resources. By tackling these challenges collectively, stakeholders can harness live streaming to significantly support the psychological well-being of adolescents. The future of adolescent psychological education lies in blending digital innovation with human-centered social work values, ensuring accessible, effective, and ethical support for young people's mental health.

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