Developmental Evaluation

Final Report

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Acknowledgement of Country

The Centre for Social Impact at Flinders University acknowledges the Traditional Owners of the lands on which its campuses are located, these are the Traditional Lands of the Arrernte, Dagoman, First Nations of the South East, First Peoples of the River Murray & Mallee region, Jawoyn, Kaurna, Larrakia, Ngadjuri, Ngarrindjeri, Ramindjeri, Warumungu, Wardaman and Yolngu people. We honour their Elders and Custodians past and present.

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Contents

List of Figures

EXECUTIVE SUMMARY

This report documents the development of Power UP, an e-safety program aimed at 15-17 year olds, which leverages popular AFL and AFLW players to deliver key messages about online safety. The program was co-designed through three developmental stages: foundational, adaptation for remote communities, and feedback for ongoing development. A total of 201 participants, including 168 students (aged 15-17) and 26 teachers from 13 schools across Adelaide, Darwin, and Alice Springs, and 7 practitioners contributed insights via 13 focus groups and four interviews conducted between August 2023 and May 2024. The central research question was:

> What constitutes effective and appropriate content for the Power UP program, including its relevance for remote communities?

This report compiles three sub-reports that present the developmental evaluation of Power UP, co-produced with the Centacare team and informed significantly by CatholicCare NT (CCNT) and Power Communities. The thematic analysis of data guided the real-time development of Power UP modules. Since this evaluation was iterative, many of the changes suggested in the recommendations have already been implemented as part of the ongoing development and are marked as 'adopted' throughout the report. Power UP aims to deliver eSafety learning outcomes that align with the South Australia and Northern Territory *Keeping Safe: Child Protection Curriculum* and national education curriculum standards.

Findings indicated that while all proposed topics (see Appendix A) were deemed important to 15-17 year olds, subjects like "online dating", "gamer culture" and "finding your tribe" were less relevant. Key platforms for this age group included TikTok, Instagram and Snapchat. Privacy, consent, and digital footprints emerged as critical issues, highlighting the necessity of e-safety programs like Power UP to mitigate the negative impacts of harmful online content. Young people want these e-safety programs to include strategies to prevent, manage, and stop harmful online interactions. They also want to know how to protect themselves from any resulting mental health issues.

Research Approach

To address the research question, qualitative data collection comprised three stages:

1. **Stage 1 - Foundational Stage**: Conducted in Adelaide and Darwin from August to November 2023, this stage involved 10 focus groups with 128 participants. Pre-research consultations were also held with Aboriginal Elders from the Aboriginal Advisory Group for Catholic Education Northern Territory and with a NT Police Liaison Officer to guide the research process.
2. **Stage 2 – Remote communities' Adaptation**: One student focus group, two teacher interviews and one consultation in Santa Teresa in May 2024 included 11 participants.
3. **Stage 3 – Feedback for Ongoing Development**: Nine focus groups and one interview with an academic learning design expert in May 2024 in Adelaide gathered feedback from 62 participants on three test modules. Additionally, Centacare received ongoing feedback from Headspace and eSafety regarding the development of the Power UP modules.

Transcripts and field notes were coded manually and using NVivo software to identify themes and generate findings.

Power UP Development Findings

The Power UP program's development process incorporated insights from stakeholders to address online safety concerns for 15-17 year olds. The foundational stage highlighted the importance of distinguishing online safety from online security and the necessity of age-appropriate language. Key findings emphasised the interconnection of privacy, safety, and digital footprints, highlighting the need for increased awareness of the eSafety Commission's role,

including the support and assistance it offers, as well as strategies to address harmful interactions when they occur.

In remote communities, the feedback revealed critical issues such as the escalation of online bullying into physical conflicts and the importance of accessible content in local languages. Stakeholders also emphasised the need for offline access to the Power UP program due to unreliable internet connectivity. It is also noteworthy that while the Power UP modules are primarily designed for 15-17 year olds, the remote community modules will specifically target younger age groups. This adjustment is based on findings related to composite class arrangements and school attendance patterns found in these communities. The tailored approach ensures that the program remains relevant and effective in addressing the unique needs of diverse age groups within remote settings.

The ongoing development stage indicated opportunities for enhancing Power UP modules through improved navigation, inclusivity for neurodivergent learners, and the integration of engaging, interactive elements.

Recommendations

In light of the findings presented in this report, which highlight key challenges and opportunities related to online safety for young people, several actionable recommendations were proposed for the different stages of Power UP development. These recommendations aim to enhance the effectiveness of the Power UP program and ensure its relevance and accessibility for diverse communities. By implementing these strategies, stakeholders can foster a safer and more supportive online environment for young people. It is important to note that many of the recommendations have already been considered and adopted by the Power UP program in real-time, as the developmental evaluation program was iterative and ran alongside and integrated with the process of program development. This report serves as the final documentation of the developmental evaluation process and results, co-developed with Centacare and the broader project team.

Stage 1 Foundational Stage Recommendations

Recommendation 1 (Adopted)

Note that:

- Frequently used online platforms for 15-17 year olds include TikTok, Instagram and Snapchat
- A distinction must be made between online safety and online security for young people
- All proposed topics in Appendix B were important to 15-17 year olds, except for online dating, gamer culture and finding your tribe
- Young people require age-appropriate definitions of key terms and concepts related to online safety education
- Young people require age appropriate language to be used in online safety education programs that is comprehensible to them.
- *In implementing these recommendations, we propose that Power UP:*
    - *Include an introductory module to clarify the meaning of online safety and online security*
    - *Provide age-appropriate definitions in comprehendible language of definitions of key terms and concepts related to online safety issues*
    - *Consider the use of frequently used online social media of TikTok, Instagram and Snapchat for the delivery of Power Up for this age group.*

Recommendation 2 (Adopted)

Note that privacy and safety are important to young people.

- *In implementing this recommendation, we propose that Power UP:*
    - *Address the issue of privacy and safety for young people online*

- *Educate young people on how to keep their information private and secure when interacting online.*

Recommendation 3 (Adopted)

Note that:

- Digital footprint education is essential for young people
- Young people want to know about the legalities surrounding digital footprint in their online interactions.
- *In implementing this recommendation, we propose that Power UP:*
  - *Include digital footprint education together with content on privacy and safety as it underlays all online interactions for young people*
  - *Consider the use of a police 'character' to relay messaging surrounding digital footprint, as they are perceived as representing the law and are received favourably by young people on such topics.*

Recommendation 4 (Adopted)

Note that young people are mostly unaware of the role of eSafety Commission in harmful online content/behaviour investigations.

- *In implementing this recommendation, we propose that Power UP:*
  - *Include information to educate young people about the role of eSafety Commission in investigating harmful online behaviours*
  - *Include information on the authority of eSafety Commission in removing harmful content.*

Recommendation 5 (Adopted)

Note that:

- Young people are exposed to cyberbullying education in schools
- Young people have some protective measures to safeguard themselves against cyberbullying
- Young people require education on strategies to stop cyberbullying in both private and public online interactions.
- *In implementing this recommendation, we propose that Power UP:*
  - *Illustrate the links between cyberbullying and bystanding, online gaming and digital footprint*
  - *Include further actions that young people can take to stop cyberbullying in private and public online interactions*
  - *Acknowledge the strengths of young people in keeping themselves safe*
  - *Provide additional strategies young people can utilise to keep themselves safe.*

Recommendation 6 (Adopted)

Note that bystanding is interrelated to cyberbullying and a definition and examples would be useful to clarify online bystanding.

- *In implementing this recommendation, we propose that Power UP:*
  - *Include definitions of online bystanding and upstanding*
  - *Illustrate that bystanding is linked to cyberbullying*
  - *Demonstrate how young people can engage in upstanding behaviours online*
  - *Educate young people on how they can support victims and stop perpetrators engaging in harmful online interactions.*

Recommendation 7 (Adopted)

Note that:

- Influencer culture has both positive and negative impacts on how young people perceive themselves
- Not all young people recognise that content posted by influencers can be altered through the use of filters and may also include product placement and sponsorship aimed at promoting certain products
- Not all young people are cognisant that influencers have particular lifestyles that they work to maintain
- Strong social groups and body positive movements are protective against negative influencer cultures.
- *In implementing this recommendation, we propose that Power UP:*
    - *Include ways that young people can recognise altered content and images posted by influencers*
    - *Educate young people that influencers maintain specific lifestyles that require significant resources, which may not be achievable for everyone*
    - *Educate young people that images posted by influencers are the result of deliberate efforts and preparation built over an extended period*
    - *Facilitate awareness of building strong social group and body positive movements to protect young people against negative social influencer culture*
    - *Educate young people on the risks of following harmful trends.*

Recommendation 8 (Adopted)

Note that:

- Young people often find it difficult to identify consent in online interactions
- Young people can be pressured online to share information and images.
- *In implementing this recommendation, we propose that Power UP:*
    - *Include clarity on how to give consent online including for online apps*
    - *Educate young people on how to identify coercion and regain power lost due to coercion*
    - *Educate young people on how to stop apps from sending unwanted content*
    - *Empower young people on how to address and access support for mental health issues arising from lack of consent.*

Recommendation 9 (Adopted)

Note that:

- Sharing images, unwanted contact, consent and digital footprint are interrelated
- These issues are of great concern for young people
- Young people do take some protective actions to keep themselves safe when sharing images or stopping unwanted contact
- Young people experience anguish when they fall prey to pressures to share images or when subjected to unwanted contact.
- *In implementing this recommendation, we propose that Power UP:*
    - *Illustrate the links between sharing images, unwanted contact, consent and digital footprint*
    - *Recognise the strengths of young people in implementing strategies that keep them safe online when sharing images or stopping unwanted contact*
    - *Include further strategies that young people can use to protect themselves when sharing images and stopping unwanted contact*

- *Empower young people to recover from negative consequences affecting mental health related to victimisation.*

Recommendation 10 (Adopted)

Note that:

- Explicit images, sharing images, consent and digital footprint are interrelated
- Young people express concerns about explicit images that they receive or send and the legalities around this
- Clarity is lacking around retracting consent after sharing explicit images that may subject young people to future extortion
- Girls and boys experience online interactions differently.
- *In implementing this recommendation, we propose that Power UP:*
  - *Illustrate the links between sharing explicit images, consent and digital footprint*
  - *Clarify rules and regulations on online pornography*
  - *Educate young people on the legalities and consequences of sharing and receiving explicit images*
  - *Reflect gender differences in online interactions related to pornography*
  - *Consider how police can be used and consider using police 'character' in addressing explicit images and related legalities*
  - *Consider the scope for Power UP to work in a complementary and mutually reinforcing way with the ThinkUKnow material.*

Recommendation 11 (Adopted)

Note that:

- Revenge pornography was sometimes described as and related to 'blackmailing' by young people
- Young people's knowledge on this issue is limited.
- *In implementing this recommendation, we propose that Power UP:*
  - *Use 'blackmailing' as part of the language that is appropriate to young people*
  - *Educate young people on blackmailing and revenge pornography and what that can look like*
  - *Educate young people on the dangers of being pressured to send images and content that can later be used for extortion*
  - *Empower young people with strategies to take action when victimised.*

Recommendation 12 (Adopted)

Note that:

- Online shopping, online gambling and addiction are significant concerns for young people, who are eager to learn strategies that empower them to make informed decisions in these areas
- Young people unconsciously share sensitive personal information that places them at risk.
- *In implementing this recommendation, we propose that Power UP:*
  - *Educate young people on the connections between online shopping, online gambling and addiction*
  - *Demonstrate visually that 15-17 year olds are still undergoing significant brain development*
  - *Show how brain development influences decision making and make young people vulnerable to being targeted by online scammers*
  - *Educate young people on how to keep sensitive information private in online interactions*

- *Empower young people on how they can protect themselves against being targeted.*

Recommendation 13 (Adopted)

Note that:

- Lesson plans that assist in delivery of e-safety program would be useful for teachers
- AFL and AFLW players that are young are more relatable to 15-17 year olds
- Not all young people are interested in sports and may not feel a connection to sports players
- E-safety programs can trigger experiences of victimisation that will need post-care.
- *In implementing this recommendation, we propose that Power UP:*
  - *Be accompanied with lesson plans to help teachers deliver Power UP content*
  - *Feature young AFL and AFLW players so they are relatable to 15-17 year olds*
  - *Include young players positive stories of their experiences of overcoming victimisation online*
  - *Consider how to engage young people who are not into sports in the messaging of online safety issues and practices.*
  - *Include strategies for pastoral care to support possible disclosures of online harm and victimisation that may emerge as a result of completing Power UP modules.*

Stage 2 Remote Communities Adaptation Recommendations:

Recommendation 14 (Adopted)

For the modules to be relevant to young people living in Santa Teresa, we suggest:

- Reducing density of wording in module slides
- Simplifying language and adding visuals to aid comprehension
- Considering how technical language will be translated into Arrernte language
- Providing an offline option to access Power UP modules due to unreliable internet connections in Santa Teresa
- Incorporating culturally and regionally appropriate reflection of lifestyles in the Power UP material
- Using Aboriginal characters in Power UP modules it is relatable for young people
- Including relevant lesson plans and worksheets to aid teachers in delivery of Power UP modules for classroom discussions
- Consider how outdoor activities can be utilised as a means for Power UP modules delivery and engagement

Recommendation 15 (Future)

We suggest the inclusion of additional modules on gaming and incorporating in the cyberbullying Power UP module ramifications of cyberbullying that extend to in-person fighting and its impacts on communities.

Recommendation 16 (Future)

For In-language considerations of Power UP, we suggest:

- Power UP modules to be developed in Eastern Arrernte language
- Including voiceovers in language in the modules
- Collaborating with Bachelor Institute to utilise Certificate III language course as an avenue to translate Power UP modules into language
- Including Aboriginal people's cultural values in Power UP modules to facilitate inclusivity.

Stage 3 Feedback for Ongoing Development Recommendations:

Recommendation 17 (Adopted)

To enhance student engagement with the Online Security and Safety module, it is recommended that Power UP:

- Streamline content and focus on key concepts.
- Provide 'relatable' examples that illustrate the distinction between online security and safety.
- Integrate real life scenarios demonstrating the consequences of online security challenges.
- Offer a curated resource list of specific websites and resources for further exploration.
- Include clear navigation guides within the module.
- Ensure lesson plans are flexible for various teaching contexts.

Recommendation 18 (Adopted)

To maintain student engagement with the Under the Influence module, it is recommended that Power UP:

- Include detailed information on critical issues like suicide, vaping, and body image, along with relatable examples and resources.
- Incorporate additional interactive components and real life scenarios addressing comparison culture and influencer authenticity.
- Enhance character narratives to better reflect relevance and relatability.
- Ensure lesson plans are flexible for various teaching contexts.

Recommendation 19 (Adopted)

To enhance the Overdoing It Online module, it is recommended that Power UP:

- Enhance usability by exploring alternative control options and reducing distracting sound effects.
- Include diverse perspectives on the benefits of phone use, along with relatable examples and statistics, linking online activity to mental health outcomes.
- Ensure lesson plans are flexible for various teaching contexts.

Recommendation 20 (Adopted)

To ensure the design of the modules are appropriate for young people, it is recommended that Power UP:

- Clearly states in the introductory slides that the program is self-paced.
- Include a diverse range of actors and characters to promote inclusive representation and relatability.
- Minimise excessive card flipping and reduce text density, while incorporating white space for improved readability.
- Integrate voiceovers and positive relatable activities throughout to support students and encourage them to share their learnings, fostering engagement and reflection.

1. INTRODUCTION

This report presents the findings of the developmental research project of the Power UP e-safety program, designed to address the online safety needs of young people aged 15-17. Through extensive engagement with students, teachers, and practitioners, valuable insights were gathered through the co-produced developmental evaluation process reported on herein. These insights were iteratively used by Centacare to inform and shape both the content and structure of the program. This report compiles three sub-reports that present the developmental evaluation of Power UP, co-produced with the Centacare team and informed significantly by CatholicCare NT (CCNT) and Power Communities. Thematic analysis of data guided the real-time development of Power UP modules. Since this evaluation was iterative, many of the changes already suggested in the recommendations have already been implemented as part of the ongoing development and are marked as 'adopted' throughout the report.

Data collection occurred between August 2023 and May 2024 in three stages: foundational, remote communities adaptation, and feedback for ongoing development. This iterative process involved revisiting the foundational development phase, where young people and teachers reviewed and provided feedback on the modules.

The foundational stage offers insights into the priorities and values of young people regarding online safety, identifying the key topics for inclusion into the Power UP program. Within the foundational stage, pre-research consultations with Aboriginal Elders from the Aboriginal Advisory Group for Catholic Education NT provided significant insights that guided the research process. The second stage focused on adapting the modules for remote communities, gathering stakeholder insights on the relevance of the topics and the need for translation into community languages. The third stage sought user feedback on three Power UP modules, specifically regarding their design, ease of navigation, and the relevance of the content. Additionally, the suitability of the three Power UP modules for addressing the needs of neurodivergent students was explored.

This report outlines the key findings from the three stages and presents a series of related recommendations aimed at creating a more engaging, relevant, and supportive learning environment. These recommendations seek to assist with equipping young people with the knowledge and tools necessary to navigate the digital world safely and responsibly, ensuring that Power UP is both impactful and inclusive. It is important to note that many recommendations have already been considered and adopted in real-time by the program, as the developmental evaluation program ran alongside and integrated with the process of program development. This report is a final documentation of the developmental evaluation process and results, co-produced with Centacare.

1.1 Report Structure

Section 2 of this report reviews the literature on e-safety programs in the Australian context and draws on some international evidence on useful components of online safety. Section 3 explains the research approach taken in the study and includes details of the research question and methods. Section 4 discusses the findings, addressing the research question and the main themes emerging from the data collected during the three stages. The key findings of each stage are presented along with relevant recommendations.

2. LITERATURE REVIEW

2.1 The Project and Its Basis in the Literature

Online information and communication technologies are essential for addressing the emotional and communication needs of young people, enabling them to connect with parents, peers, and social groups (Savoia et al., 2021). These online interactions are integrated into daily routines related to schoolwork, maintaining connections with friends and family, entertainment, staying updated, commuting, planning social lives, and self-expression (eSafety, 2016; Gray, 2018; Humphry et al., 2023). Research highlights several benefits of these interactions, such as enhanced social networking that improves self-esteem and belongingness, perceived social support, and opportunities for identity exploration (Best et al., 2014; Savoia et al., 2021). Figure 1 demonstrates how young people use social media.

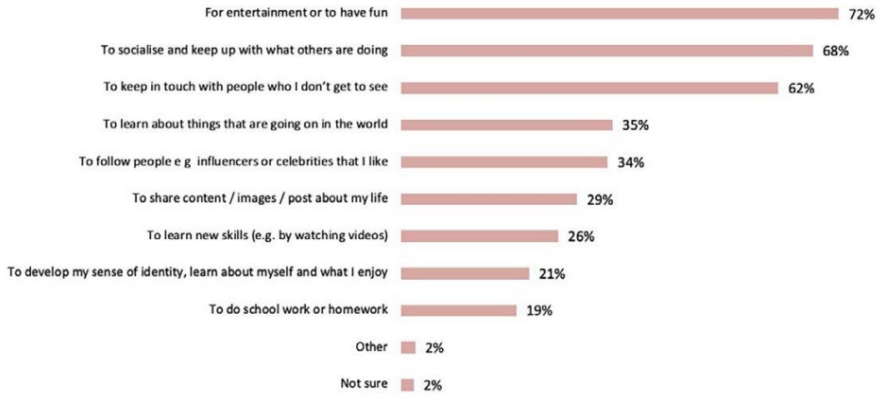

Figure 1 Young people's reasons for interacting online (Source: Humphry et al., 2023)

While online interactions can strengthen relationships, they also expose young people to various vulnerabilities. Humphry et al. (2023) emphasise that young people's lives are deeply interconnected to their digital activities. Current and emerging online safety issues are navigated within the context of the crucial role that digital engagement plays in all aspects of their lives (Humphry et al., 2023). Research (Best et al., 2014; Savoia et al., 2021) point out the negative aspects of online interactions, particularly the heightened risk of exposure to online harm. Savoia and colleagues (2021) categorise these risks into three types:

- content risk (exposure to harmful content),
- contact risk (potentially threatening communications with known or unknown individuals), and
- commercial risk (exploitation by commercial organisations).

Globally, there is a growing movement for regulators to prioritise the online safety of children and young people, largely due to the inadequate actions taken by technology platforms to enhance user experience and privacy on social media (Humphry et al., 2023). A key regulatory proposal is the implementation of age assurance and age verification systems, often referred to as age-gating. These measures aim to enforce age limits on platforms and ensure that content is appropriate and relevant for younger people (Humphry et al., 2023). In this context, the *Online Safety Act 2021* strengthened powers of the eSafety Commissioner and introduced new regulations to address issues like cyberbullying, image-based abuse, and illegal or restricted online content (Humphry et al., 2023).

Despite efforts to involve all stakeholder groups, policy reform often overlooks the perspectives of young people (Marsden et al., 2022). This exclusion neglects their experiences, responses, and interactions with social media and online platforms, which exist in a rapidly evolving cultural landscape that outpaces regulatory frameworks.

The 2017 Youth Participation survey conducted by eSafety revealed that 20% of young people reported negative behaviours toward others in online interactions and themselves and experienced similar negative encounters themselves in the preceding year (eSafety, 2018). The survey indicated that young people face various negative experiences online, including unwanted contact from strangers, exclusion by peers, hurtful comments, repeated unwanted messages, and the spread of lies or rumours. Figure 2 demonstrates some of the negative experiences young people encountered in online interactions.

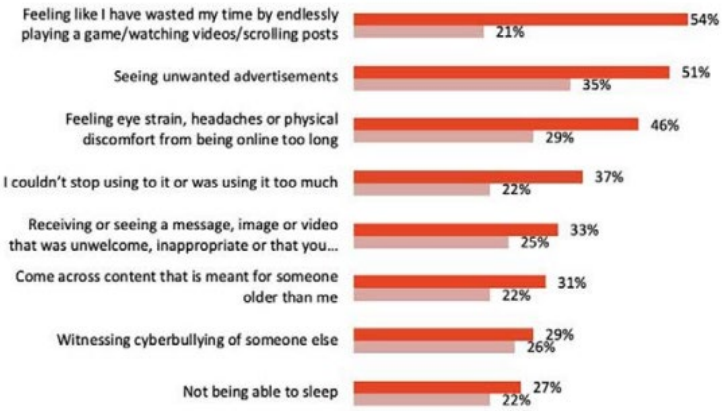

Figure 2 Common negative experiences of young people (Source: Humphry et al., 2023)

Young people, particularly those aged 15 to 17, are especially vulnerable to risks associated with social media interactions, which can heighten their propensity for risk-taking behaviours (Best et al., 2014; Savoia et al., 2021). Potential online harms include cyber victimisation, exposure to triggering or abusive content, pressure to share photos and personal information, unintended financial expenditures, and the promotion of negative coping strategies (Best et al., 2014; Savoia et al., 2021).

These negative consequences of online interactions are often exacerbated by a lack of age-appropriate language (Jones et al., 2019) that adequately explains key concepts such as consent, coercion, online harm, bullying, bystanding, upstanding, revenge pornography, and digital footprints.

Consultations conducted by the eSafety Commissioner with young people in Australia reveal a clear desire for more education, tools, and resources focused on their specific online safety concerns (Moody et al., 2022). Humphry et al. (2023) also identified that young people are particularly concerned with issues like removing unsolicited content from social media, knowing whom to approach when confronted with explicit or challenging material, managing their time, controlling their data and privacy, and asserting their agency in automated, algorithm-driven online experiences.

While negative online interactions can lead to outcomes such as fear, anxiety, depression, damaged reputation, and loss of social support, young people also report positive effects, including increased awareness of online risks, improved decision-making in online interactions, a greater understanding of their own behaviours, and enhanced capacity to navigate and overcome negative online experiences (eSafety, 2018). To address these negative encounters, many young people employ informal strategies such as confiding in a family member, blocking offending social media accounts, informing friends, and reporting issues to the social media company (eSafety, 2018). Additionally, Humphry et al. (2023) found that many young utilise self-regulation strategies to mitigate the negative aspects of social media (see Figure 3).

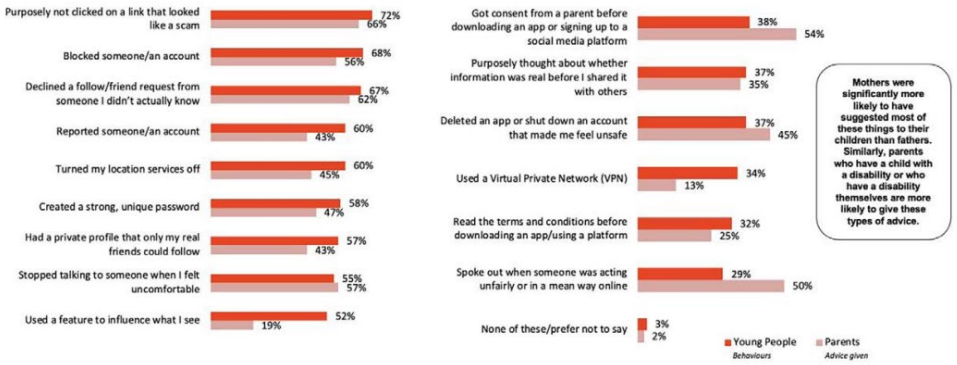

Figure 3 Steps taken to be safe online (Source: Humphry et al., 2023)

To address the risks associated with online interactions for young people, a growing number of educational programs focused on online safety have been developed, primarily framed around the concept of digital citizenship, which promotes responsible and safe use of digital technologies (Finkelhor et al., 2021). While various e-safety programs exist, such as Be Internet Awesome, Cybercivics, Cybersmart, Digital Citizenship Common Sense Media, eSafety Australia, FBI Safe Online Surfing, NetSmartz, ThinkUKnow, Webwisekids and Wiredsafety[1], few have undergone rigorous evaluation (Finkelhor et al., 2021). This lack of assessment makes it challenging to determine their effectiveness in safeguarding young people from online dangers.

2.2 Considerations for First Nations Young People

First Nations individuals face numerous disadvantages across various aspects of life, including in technology. Young people from First Nations communities are three times more likely than the national average to experience online harms such as hate speech, discrimination, and bullying (eSafety, 2022). Many First Nations families and communities lack the resources to address online safety concerns and may be unaware of the specific threats their young people encounter online (Imran et al., 2023).

Current safety practices and policies often overlook cross-cultural issues and demographic factors, particularly for Indigenous cultures, where children face heightened vulnerabilities (Imran et al., 2023). Radoll (2014) emphasises the importance of designing resources specifically for First Nations youth to help them navigate online behaviours and promote responsible use of digital platforms. Imran et al. (2023) further highlight that, while some strategies and tools exist to combat online harm, there is limited consideration of the cultural nuances and unique barriers faced by First Nations young people, including specific communication styles and factors related to social and emotional well-being in the development of e-safety programs.

2.3 Considerations for Neurodivergent Young People

Neurodiversity refers to the natural neurological variability among individuals, resulting in atypical brain function that can influence emotions, learning abilities, self-control, and memory (Jones et al., 2023). This includes conditions such as attention deficit hyperactivity disorder (ADHD),

[1] For further information please see Australian Federal Police (AFP), 2022; Common Sense Media, 2019; Cyber Civics, 2023; eSafety Commissioner, 2023; Federal Bureau of Investigation; Google, The Net Safety Collaborative, & The Internet Keep Safe Coalition, 2023; International Association of Chiefs of Police, n.d.; National Center for Missing & Exploited Children, 2023; Smart, 2000; Web Wise Kids, 2013.

autism spectrum disorder (ASD), specific learning disorders like dyslexia and dyscalculia, and traumatic brain injuries, among others.

While online interactions can help break down barriers and facilitate communication and socialisation for young people with neurodivergent needs, they also expose these individuals to unique vulnerabilities (eSafety, 2020; Jones et al., 2023). Although online safety concerns for neurodivergent young people overlap with those of their peers, their response strategies can differ significantly (eSafety, 2020). The eSafety (2020) report indicates that many young people with neurodivergent needs often choose to disconnect and avoid social media following negative experiences.

These vulnerabilities stresses the need for e-safety programs that accommodate the learning styles of neurodivergent young people and provide tools and strategies to protect them from online harm.

3. RESEARCH APPROACH

3.1 Research Aims

The over-arching aim of the Power UP research was to inform the development of content for learning modules tailored for young people aged 15 to 17, as well as for those in remote communities in the Northern Territory. A co-production process with Centacare and the broader Power Up project team was employed to identify key online safety concerns, relevant topics, and effective engagement strategies. This process ensures that the modules resonate meaningfully with young people and enhance their online safety.

Accordingly, the central research question was:

> What constitutes effective and appropriate content for the Power UP program, including its relevance for remote communities?

3.2 Research Design

3.2.1 Participant Recruitment and Ethics

Formal ethics approval for the research was obtained from Flinders University Human Research Ethics Committee (Project ID: 6266) and for the Santa Teresa data collection (Project ID: 6466).

To achieve the aims of the design of Power UP, qualitative engagement process was employed, with Centacare co-producing and involved in every stage of development. This included a series of focus groups, interviews, and consultations conducted from August 2023 to May 2024 across three stages: initial development, remote communities adaptations for Santa Teresa, and feedback to inform ongoing development. A total of 201 participants comprising 168 students, 26 teachers, and 7 practitioners from 13 schools across Adelaide, Darwin, and Santa Teresa contributed to the development of Power UP modules (see Appendix B). Additionally, pre-research consultations were held with Aboriginal Elders and a police liaison officer from the Northern Territory. An ongoing feedback loop between Centacare, Headspace and, eSafety also informed the development of Power UP.

A project governance group, comprising researchers, Centacare staff, and Power UP program stakeholders, provided guidance throughout the research, particularly in addressing challenges related to recruiting schools for participation. Written informed consent was obtained from all participants prior to the focus group discussions, including parental consent where applicable. The project received ethics approvals from the Flinders University Human Research Ethics Committee (Project ID: 6266). Before to the focus groups, participants were reminded of the voluntary nature of their participation and how the data would be managed.

Established relationships between Port Adelaide Football Club (PAFC), Centacare, and CatholicCare NT (CCNT) were crucial in recruiting students and teachers from schools in South Australia and the Northern Territory. The Centacare Power UP Project team forwarded all necessary recruitment material – such as email text, flyers, information sheets and consent forms – to contacts at participating schools to facilitate the recruitment process. The flyers provided researcher details to allow the students and teachers to elect whether to contact the researchers without coercion.

Focus groups at all stages lasted approximately 90 mins and utilised participatory methods, led by facilitators from Centacare, who are responsible for implementing Power UP design, along CSI Flinders researchers when applicable. Since none of the focus group participants were clients of Centacare, there were no power imbalances related to service provision during the sessions. Distress protocols were in place for focus group and interviews to protect participants and the facilitators/interviewer. It was made clear to participants that they did not need to discuss anything about their personal circumstances that they were not comfortable sharing, they could

choose not to answer any questions, and they could leave the focus group/interview at any time. No adverse events were experienced during the research activities. None of the participants had previously been involved in the design of other e-safety programs.

De-identified data (transcripts) and participant names (such as consent forms and participant lists) were stored in a separate folder on the Flinders University server, accessible only to the CSI Flinders researchers. Audio files were removed from recording devices and securely saved on the university server. All hard copies of participant documents (e.g. consent forms) were scanned and saved electronically on the secure server, to be destroyed 5 years after the project's completion. Audio recordings were primarily transcribed to verify field notes taken during the focus groups.

3.2.2 Stage 1: Foundational Power UP Development

In this stage, a series of focus groups were conducted between August and November 2023 to gather insights from 128 participants, including 110 young people aged 15 to 17 and 12 teachers from Catholic schools and one independent school in South Australia and the Northern Territory, as well as 6 mental health practitioners (see Appendix B), to gather foundational insights on online safety. The groups were co-facilitated by Centacare staff and CSI Flinders researchers. With the exception of one focus group, all sessions were held in school settings.

After an ice-breaking session and a collective discussion on online safety and security, young participants were split into smaller groups for more focused discussion. Centacare staff and CSI Flinders researchers facilitated these groups, posing specific questions (see Appendix C for a sample) related to the Power UP topics outlined in Appendix A. This approach encouraged young people to express their views on the content to be included (see Figure 4 for topic choice development), addressing concerns relevant to their age group. To enhance engagement, vignettes were utilised during the discussions (see Appendix C for a sample). At the end of the sessions, students received a $30 gift voucher as a token of appreciation for their time.

As part of the foundational stage of Power UP module development, pre-research consultations were held with Aboriginal Elders from the Aboriginal Advisory Group for Catholic Education NT and a NT Police Liaison Officer. The Aboriginal Advisory Group consists of Elders and educational representatives from five Catholic Schools, serving over 1,000 Indigenous students across remote Aboriginal communities in the Territory, including Daly River, Santa Teresa, Wadeye and Tiwi Islands. Contributions from the Aboriginal Advisory Group informed the ethical considerations and methodology required to support in-community consultations with Aboriginal students and teachers in Stage 2 of Power UP development. In addition, Headspace and eSafety provided Centacare with ongoing feedback on the modules and their content. The eSafety specialists also endorsed all materials prior to the digital build of the Power UP modules.

This foundational stage provided valuable insights on the specific online safety concerns, existing knowledge, and educational needs of this age group, resulting in a comprehensive list of topics for Power UP module development by Centacare (see Appendix D). This process also ensured that content was tailored in a developmentally appropriate and engaging manner.

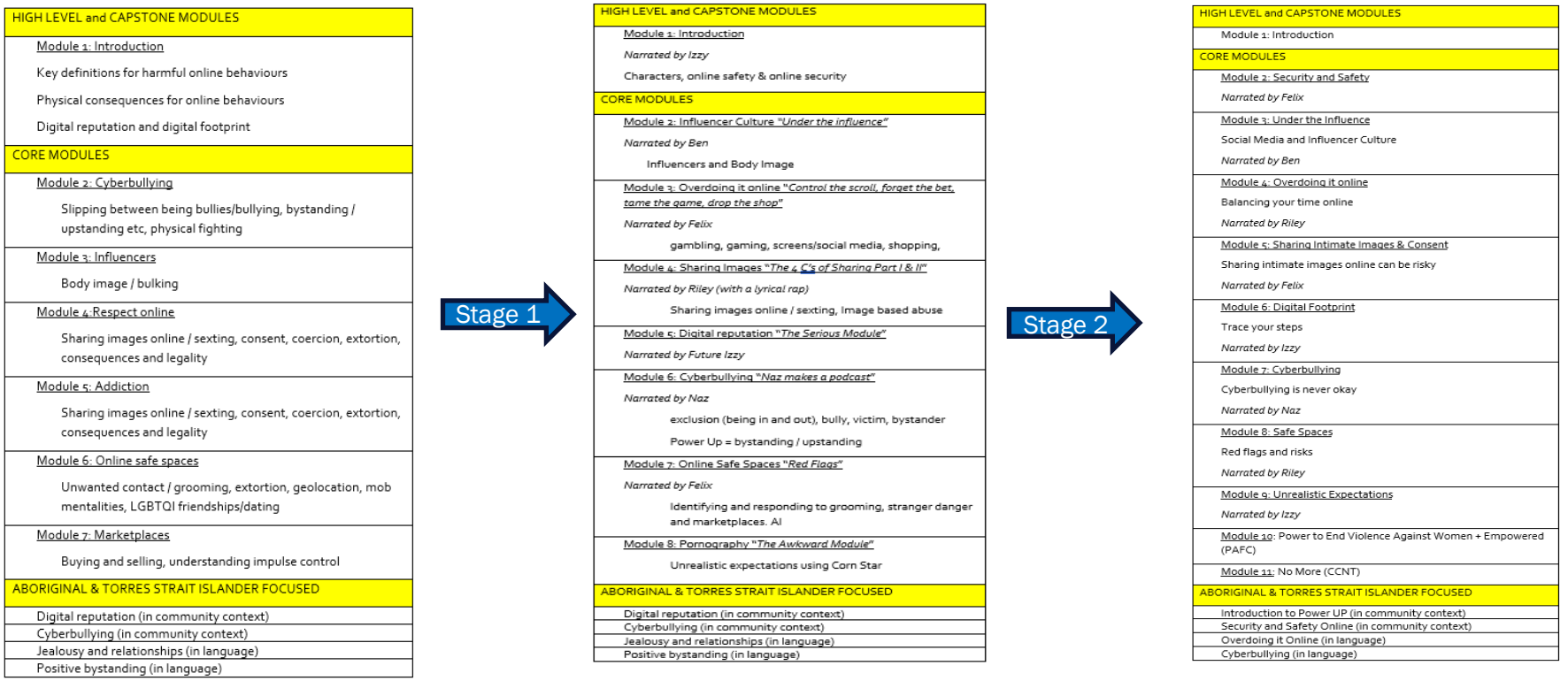

Figure 4 Developmental progress of Power UP module topics

3.2.3 Stage 2: Remote Communities Adaptation of Power UP

This stage focused on the adaptation of Power UP program for remote communities. In May 2024, Centacare staff and CSI Flinders researchers co-conducted a series of focus group, interviews, and consultations with key informants in the small remote First Nations community of Ltyentye Apurte (Santa Teresa), located 83km southeast of Alice Springs. The community features a church, Catholic school, community store, art gallery, hairdresser, women's working space, men's shed, media centre, and Catholic Care NT (CCNT) office, all within walking distance. A school bus makes at least five morning runs daily to transport students to the Ltyentye Apurte Catholic School.

Data collection involved 11 participants (see Appendix B), including a consultation with the school principal, interviews with two teachers from Secondary 2 (a composite class of Grades 8-9), and a focus group with eight Secondary 2 students (ages 12-14), consisting of three females and five males, from the Catholic School. Attendance was lower than usual due to a school excursion the day before the focus group, with an average of 12 out of 15 students typically present in Secondary 2. At the end of the focus group, students received a $30 gift voucher and Port Adelaide jerseys (some signed) as a token of appreciation for their time.

While Power UP modules is targeted at 15-17 years olds, consultations with the school principal, CCNT staff, and teachers revealed that enrolments in Grades 10-12 was very low (1-2 students), with high levels of absenteeism. After undergoing their initiation ceremony into adulthood, many young people aged 15-17 often choose not to attend school. This trend is consistent across communities and is exacerbated by limited job opportunities for young people after high school. Those who continue their education typically move to boarding schools in Adelaide, Melbourne, and Queensland. Therefore, targeting 12-14 year olds for the Power UP e-safety program in Santa Teresa is more appropriate.

This focus group was primarily facilitated by two Centacare Power UP team members and supported by two CSI Flinders researchers. Following an ice-breaking session, students viewed a test Power UP module titled "Overdoing it", and then participated in a collective discussion to share their perspectives on the content relevant to their age group.

This adaptive stage contributed to refining the Power UP test module, pinpointing relevant content for developing additional Aboriginal-specific modules, and determining the most effective delivery methods for Power UP in remote communities to maximise impact and engagement.

3.2.4 Stage 3: Feedback for Ongoing Power UP Development

This stage focused on gathering feedback for three Power UP test modules: Online Security and Safety, Under the Influence, and Overdoing It Online, as well as accommodating neurodivergent needs. In May 2024, focus groups were conducted with 61 participants, including 50 young people aged 15 to 17 (Year 10) and 11 teachers from six public schools in South Australia (see Appendix B). The sessions were co-facilitated by Centacare staff, members of the Power UP governance group, and a researcher from CSI Flinders. These focus groups took place at the Adelaide Oval during the Power to End Violence Against Women and Empowered Leadership Day.

Additionally, an interview was conducted by Power UP Centacare staff with an academic from Flinders University who specialises in disability workforce development and has expertise in learning design for children with neurodivergent needs, to help adapt Power UP for 15-17 year olds with such needs.

After a brief introduction outlining the purpose of the focus groups, young participants were divided into smaller groups to discuss one to two modules at each table, while teachers formed a separate group. The discussions included specific questions (see Appendix E) aimed at gathering insights on design, navigation, and content relevance. This structured approach

ensured comprehensive feedback for all three test modules. The insights collected are crucial for making the Power UP modules engaging and meaningful for students.

3.2.5 Limitations

A notable limitation of the research was the restricted data from public schools in South Australia and the Northern Territory during the foundational stage. Approval to gather data from public schools in South Australia was granted by the Department of Education only for data collection from January 2024, while approval from the Northern Territory's Department of Education was unsuccessful. Insights from these schools would have been invaluable for informing the initial phase of the project. Nevertheless, Stage 3 of development successfully captured feedback from six public school students in South Australia regarding the Power UP test modules.

Another possible limitation is that the testing of the Power UP modules was conducted with only one remote community. It is important to recognise that this consultation may not fully capture the diverse experiences and issues faced by all young people in remote communities.

Despite these limitations, the findings offer a range of valuable insights relevant to the development of Power UP. A detailed discussion of the findings can be found in Section 4.

3.3 Data Analysis

The researchers used the Framework Method of analysis (Ritchie et al.,2003). Framework entails a process of familiarisation, developing a thematic framework, indexing, charting, mapping and interpretation. It offers a useful way to systematically manage and interpret qualitative data, particularly for applied research.

Data from the transcripts, along with field notes from Centacare and CSI Flinders researchers, were manually coded by a CSI Flinders researcher to identify themes that form the basis of the findings and recommendations in this report. A combination of a free inductive approach and an inductive approach within an *a priori* frame (based on Appendix A) was used in developing codes. Appendix A topics were generated by Centacare from feedback collected in the foundational stage, which identified priority issues most relevant to 15-17 year olds. Accordingly, the findings are organised under each stage category to reflect the feedback specific to that stage of Power UP development. The resulting co-produced recommendations are presented in textboxes. Due to the iterative nature of the Power UP development and the collaborative processes between CSI Flinders and Centacare, most of these recommendations have already been implemented in real-time. Where applicable, these implementations are indicated as "adopted".

4. FINDINGS & RECOMMENDATIONS

The findings, co-produced with Centacare, highlighted the relevance of privacy, consent, and digital footprints in young people's online interactions. While they often benefit from positive online experiences, they also face negative consequences stemming from harmful content and interactions. To safeguard them from these risks, e-safety programs such as Power UP are vital. Young people expressed a desire for these programs to include strategies for preventing, managing, and addressing harmful online interactions, as well as guidance on protecting their mental health. For Power UP modules to be effective in classroom environments, they should be clear, digestible and feature adaptable lesson plans. The findings are organised into three sections: foundational stage, adaptation for remote communities, and feedback for ongoing development of Power UP modules.

4.1 Findings from Foundational Power UP Development

The foundational stage of Power UP development aimed to gather insights from students, teachers, and practitioners on online safety issues relevant to 15-17 year olds. This input informed both the topics included and the design of the Power UP program submitted in the first report to Centacare. Overall, the findings from the three stakeholder groups highlighted the need for programs that educate young people about online safety. While students showed a commendable awareness of online safety, there is an opportunity to deepen their understanding further, particularly regarding strategies to effectively manage and address harmful online interactions. Figure 4 shows the revision of topics relevant to young people after Stage 1 of consultations.

4.1.1 Online Safety and Online Security

Data from the focus group discussions revealed that young people found it easier to explain online safety by describing what they considered as unsafe online. Their concerns included issues such as scammers, compromised personal information, loss of confidentiality, unauthorised sharing of private information (for example, passwords, location), spam messages, account hacking, and identity theft. These findings align with existing research (Ali et al., 2022: Redmiles et al., 2019).

Participants also highlighted that societal expectations, unrealistic portrayals of body image and beauty standards, harmful stereotypes, an emphasis on appearance, photoshopping, and unrealistic comparisons to others contributed to their feelings of unsafety online. In the context of social media, these issues were often perceived by young people as personal attacks, manifesting as mean comments, bullying, and harassment. Furthermore, social media exposed young people to vulnerabilities, such as the risk of being stalked and groomed by strangers, as supported by previous research. This aligns with Whittle et al. (2013)'s observations on the dangers of grooming by strangers on social media.

The findings also indicated that online safety and online security are two distinct concepts that require clarification within Power UP. Participants suggested including an introduction to differentiate between these two ideas. An introductory module could feature a section on key terms and concepts, such as online harm, hate speech, bullying, bystanding, revenge porn, and gamer culture, which are addressed in Power UP. Importantly, participants emphasised that language is crucial for effectively conveying online safety messaging to young people. They noted that the language used in the modules should be age-appropriate for 15-17 year olds.

Focus groups with students in Adelaide and Darwin revealed that all topics suggested by Centacare (see Appendix A) were deemed important, except for *online dating*, *gamer culture* and *finding your tribe*. When asked about online dating, including dating apps, students expressed a preference for meeting partners in person at schools, school clubs, and within their social

circles. Similarly, the concept of "finding your tribe" was not relevant to this group, as they preferred interacting with friends who shared their interests.

Practitioner participants from a mental health service provider noted that "finding your tribe" was more relevant for non-binary young people. They also observed that "gamer culture" was not a significant issue for those aged 15-17, but rather for younger children, such as Year 8 students. The student participants indicated that, at age 15-17, they were more interested in playing physical sports and attending social events in-person once permitted by their parents.

The discussions revealed that three social media platforms were predominantly used by 15-17 year olds for online connections: TikTok, Instagram and Snapchat. Young people reported using TikTok to follow trends and stories, Instagram for sharing photos, buying things online, and updates about their lives within their social circles, and Snapchat primarily for communication with friends or close acquaintances, rather than strangers. These findings align with Humphrey et al. (2023)'s findings on the most used social media for young people. The insights regarding commonly used social media platforms suggest the potential of utilising these channels to deliver Power UP content effectively for this age group.

Recommendation 1 (Adopted)

Note that:

- Frequently used online platforms for 15-17 year olds include TikTok, Instagram and Snapchat
- A distinction must be made between online safety and online security for young people
- All proposed topics in Appendix A were important to 15-17 year olds, except for online dating, gamer culture, and finding your tribe
- Young people require age-appropriate definitions of key terms and concepts related to online safety education
- Young people require age-appropriate language to be used in online safety education programs that is comprehensible to them.
- In implementing this recommendation, we propose that Power UP:
  - Include an introductory module to clarify the meanings of online safety and online security
  - Provide age-appropriate definitions in comprehendible language of definitions of key terms and concepts related to online safety issues
  - Consider the use of frequently used online social media of TikTok, Instagram and Snapchat for the delivery of Power UP for this age group.

4.1.2 Privacy (a core component of the capstone modules)

In line with online security concerns, privacy was a paramount consideration for young people in the focus groups. The discussions revealed mixed level of awareness regarding the importance of keeping personal information (such as their bank details, and location) confidential. While some participants were vigilant about not sharing this information, others did so without recognising the potential consequences.

Young people suggested that the introductory modules should include guidance on how to verify safe and authentic websites to protect themselves online. Many participants noted that school do not typically educate students about disabling location information on their social media apps, as expressed by a participant:

> *I don't think the school ever said anything about that [turning off location] and some kids would just get Snapchat, like, set it up on their phone while they're young and they*

wouldn't even know to put their Snapchat on the mode that you can't have your location. So they could have anyone on their Snapchat viewing their location at all times.

This gap in knowledge underscores the need for school-based e-safety programs to educate young people on these critical issues.

Recommendation 2 (Adopted)

Note that privacy and safety are important to young people.

- In implementing this recommendation, we propose that Power UP:
  - Address the issue of privacy and safety for young people online
  - Educate young people on how to keep their information private and secure when interacting online.

4.1.3 Digital Footprint (a core component of the capstone modules)

The issue of *digital footprint* emerged as a critical concern closely linked to privacy and safety online. While some schools provided information about digital footprint, others lacked sufficient education on the topic. Focus group discussions flagged a strong desire among young people to understand the long-term consequences of unsafe online behaviours and their digital footprints.

Participants expressed particular interest in the legal aspects of digital footprints, especially regarding consent and the sharing of images. They noted that sessions delivered by police on this subject were more impactful, as law enforcement can effectively convey the legal repercussions of certain online behaviours. This suggests that incorporating police perspectives into Power UP program could enhance understanding and awareness of digital footprints.

Recommendation 3 (Adopted)

Note that:

- Digital footprint education is essential for young people
- Young people want to know about the legalities surrounding digital footprint in their online interactions
- Young people require age-appropriate language to be used in online safety education programs that is comprehensible to them.
- In implementing this recommendation, we propose that Power UP:
  - Include digital footprint education together with content on privacy and safety as it underlays all online interactions for young people
  - Consider the use of a police 'character' to relay messaging surrounding digital footprint, as they are perceived as representing the law and are received favourably by young people on such topics.

4.1.4 Harm Minimisation and Redress (a core component of the capstone modules)

Knowledge of digital footprints is closely linked to harm minimisation and redress, as young people expressed a desire to understand *how to* reclaim their power if they encounter negative experiences online. Discussions with teachers and students revealed that young people often put themselves at greater risk by refraining from sharing their online concerns with parents and teachers, fearing that their devices might be confiscated.

Moreover, many young people had limited knowledge about where to seek redress or how to resolve online issues. This is in line with Humphry et al. (2023)'s findings that young people are particularly concerned with issues of removing unsolicited content from social media. To enhance their safety, Power UP modules should include information on the role of eSafety Commission in investigating online content that is humiliating, threatening, intimidating, or harassing, as well as the process for having such material removed.

Recommendation 4 (Adopted)

Note that young people are mostly unaware of the role of eSafety Commission in harmful online content/behaviour investigations.

- In implementing this recommendation, we propose that Power UP:
  - Include information to educate young people about the role of eSafety Commission in investigating harmful online behaviours
  - Include information on the authority of eSafety Commission in removing harmful content.

4.1.5 Cyberbullying

Cyberbullying emerged as a prominent concern among young people, with participants in focus groups identifying it as the most common unsafe online behaviour. Many students were familiar with the topic due to discussions in school electives, such as health classes. Participants defined cyberbullying as behaviours that involve sending hurtful texts, posting mean comments, or sharing edited images that negatively impact individuals' self-esteem. They noted that cyberbullying can start as a joke but often escalates, highlighting the fluid dynamics between in-person interactions at school and online behaviours. These findings are consistent with cyberbullying definitions and behaviours in the literature (Campbell & Bauman, 2018; Menesini & Nocentini, 2009).

The focus groups revealed a significant link between cyberbullying and bystanding behaviours. Participants emphasized that bystanders play a crucial role in these situations, stating, 'Bystanders have a bigger role than they think … they could watch or they could help. Or they could do nothing and just sit there while it [cyberbullying] happens'. Cyberbullying was often perpetrated by peers from the same school or nearby schools, with some participants noting that older children sometimes targeted younger ones, consistent with literature (Camerini et al., 2020; Rice et al., 2015).

Participants described cyberbullies as exhibiting different behaviours online compared to in-person interactions, stating that some individuals could be 'mean online and then nice, very nice at school'. They also recognized that some bullies might be acting out due to their own struggles, with one participant remarking that "bullies are pretty upset about their own lives," which aligns with existing research (Akpunne et al., 2020; Le et al., 2015; Trajtenberg et al., 2021) on the underlying issues (e.g. domestic violence and child neglect) that can drive bullying behaviour.

Young people expressed concerns about the anonymity of cyberbullies, mentioning that many use fake accounts to protect their identities. One participant shared, "Fake accounts can be created by someone else who is impersonating me and posting mean images and comments about my friends or peers." Such impersonation can have serious implications for the victim's reputation, leading to significant stress and anxiety, particularly when harmful content is drawn from their public profiles as one participant comments, "content [such as pictures] from my public accounts were taken to create fake accounts and abusive messages [slurs against race and ethnicity]".

While interest in "online gaming" was less pronounced among the 15-17 age group, discussions with practitioner group revealed that it remains a relevant topic, particularly for neurodivergent and non-binary youth who use "gaming as a social outlet". Participants highlighted concerns about safety while gaming, especially regarding interactions with strangers and managing

potentially abusive behaviours in online gaming groups. They also expressed a desire for strategies to prevent jokes from escalating into cyberbullying and to address exclusionary behaviours in group chats, which lead to mental health consequences.

Participants shared various strategies for handling cyberbullying, such as leaving group chats, blocking offenders, collecting evidence through screenshots, and confronting bullies. This aligns with eSafety (2018)'s and Humphry et al. (2023)'s findings that many young people utilise self-regulation strategies to mitigate the negative aspects of social media. However, participants were uncertain about the implications of taking screenshots, particularly regarding whether the individuals involved would be notified. This uncertainty raised concerns about potential repercussions for the perpetrators, with one participant noting, 'You never know what they could do with that screenshot' and another shared,

> *It changes the way you want to talk about the person now, knowing that there is a screen shot out there of you bullying them. They could send it to people or teachers and possibly ruin your life. If it's really offensive, could get you suspended or expelled.*

Teachers were seen as the most effective in addressing incidents of cyberbullying, but students were unclear about the procedures for reporting cyberbullying that occurs in private group chats. The participants expressed a need for education around the permanence of their digital footprint, emphasising that online actions are lasting and can have long-term consequences, as one participant shared, 'that everything that you do (online) is permanent, and it's always going to be traced back'. They suggested that the Power UP modules should incorporate lessons on the implications of digital footprints and the legal aspects of cyberbullying, advocating for the inclusion of police perspectives to reinforce the seriousness of these issues.

Recommendation 5 (Adopted)

Note that:

- Young people are exposed to cyberbullying education in schools
- Young people have some protective measures to safeguard themselves against cyberbullying
- Young people require education on strategies to stop cyberbullying in both private and public online interactions.
- In implementing this recommendation, we propose that Power UP:
  - Illustrate the links between cyberbullying and bystanding, online gaming and digital footprint
  - Include further actions that young people can take to stop cyberbullying in private and public online interactions
  - Acknowledge the strengths of young people in keeping themselves safe
  - Provide additional strategies young people can utilise to keep themselves safe.

4.1.6 Bystanding

Bystanding was largely unfamiliar to most student participants, highlighting the need for a clear explanation in age-appropriate language within the introductory Power UP module. Bystanders who fail to intervene in bullying situations can inadvertently reinforce harmful behaviours (Thornberg et al., 2012). Some participants even equated bystanding behaviour with a form of cyberbullying.

Focus group discussions revealed that examples of positive online bystanding were difficult for participants to identify, as noted in the literature (Byers & Cerulli, 2021; Taylor et al., 2019).

Many expressed that it was easier to engage in upstanding behaviours in real life than online, citing fears of potential backlash, 'You don't want to say the wrong thing, or get attacked yourself'.

Participants also indicated that the 'lack of perceived rewards for upstanding' acted as a barrier to engagement in such behaviours, echoing Thornberg et al.'s findings (2012). When young people feel trust toward school counsellors, teachers, and parents, they are more inclined to report online abuse and engage in upstanding behaviours.

For the Power UP content on bystanding, participants expressed a desire for clear examples of bystanding behaviours and guidance on how to address harmful actions. They wanted to know *how* to promote upstanding as well. Given that upstanding often involves 'snitching' to protect others, participants requested resources that support and destigmatise this action, with one participant suggesting the catchphrase 'See something, Say something'. They sought information on how to support victims and effectively intervene to stop bullies.

Recommendation 6 (Adopted)

Note that bystanding is interrelated to cyberbullying and a definition and examples would be useful to clarify online bystanding.

- In implementing this recommendation, we propose that Power UP:
  - Include definitions of online bystanding and upstanding
  - Illustrate that bystanding is linked to cyberbullying
  - Demonstrate how young people can engage in upstanding behaviours online
  - Educate young people on how they can support victims and stop perpetrators engaging in harmful online interactions.

4.1.7 Body Image and Influencer Culture

Influencer culture and body image representations are critical topics for young people. Focus group discussions with students, teachers, and practitioners highlighted that social media platforms like TikTok and Instagram are heavily populated with content from influencers promoting specific body ideals. Participants observed that these ideals often depict girls as thin and boys as muscular, largely through posts about eating and workout plans. Many young people engage in trends like GymTok in an attempt to achieve these standards, which can lead to dissatisfaction with their own bodies and negatively impact their mental health, as noted in the literature (Sulistyo et al., 2022).

Several protective factors emerged that help mitigate the negative effects of harmful content and imagery. Participants noted that understanding the use of filters and photoshopping by influencers helped them distance themselves from unrealistic portrayals. Additionally, recognizing that influencers often lead lifestyles that are unattainable for most people acted as a buffer against harmful comparisons. Awareness that the images shared are typically the result of extensive effort over time also contributed to this protective mindset. Having a supportive social circle that promotes positive body image and self-acceptance further immunised young people from the pressures of influencer culture. Moreover, the body positive movements led by influencers like Lizzo were cited as beneficial, as they encouraged acceptance of body imperfections (e.g. stretch marks and cellulite) and challenged the notion that one must be skinny.

For the Power UP module addressing influencer culture and body image, participants expressed a desire to learn *how* to discern between real and altered images. Practitioner participants emphasised the importance of educating young people about the harmful effects of diet culture and harmful trends.

Recommendation 7 (Adopted)

Note that:

- Influencer culture has both positive and negative impacts on how young people perceive themselves
- Not all young people recognise that content posted by influencers can be altered through the use of filters and may also include product placement and sponsorship aimed at promoting certain products
- Not all young people are cognisant that influencers have particular lifestyles that they work to maintain
- Strong social groups and body positive movements are protective against negative influencer cultures.
- In implementing this recommendation, we propose that Power UP:
  - Include ways that young people can recognise altered content and images posted by influencers
  - Educate young people that influencers maintain specific lifestyles that require significant resources, which may not be achievable for everyone
  - Educate young people that images posted by influencers are the result of deliberate efforts and preparation built over an extended period
  - Facilitate awareness of building strong social group and body positive movements to protect young people against negative social influencer culture
  - Educate young people on the risks of following harmful trends.

4.1.8 Respect Online

Consent and coercion

Consent emerged as a crucial aspect of online safety in student focus groups, underscoring the need for early education on this topic. Discussions about consent encompassed the sharing and receiving of images and content. All focus group participants (students, teachers, and practitioners) highlighted a significant lack of clarity regarding the age of consent for online apps and the sending or receiving of sexual content, indicating a pressing need for further education.

Participants expressed concerns about the absence of consent in how apps surveil users and how algorithms deliver targeted content, images, and advertisements. Students particularly noted their anxiety about feeling 'constantly watched' when ads appeared related to recent conversations or Google searches.

In addressing consent in Power UP modules, participants requested clarity on several issues, including:

- How to give consent online
- How to identify coercion
- How to regain power lost due to coercion
- How to prevent apps from sending unwanted content, including ads
- What measures are in place to hold apps like TikTok, Instagram, and Snapchat accountable for delivering inappropriate content without user consent

Additionally, participants expressed a desire for strategies to recover from the mental distress caused by situations involving a lack of consent in online interactions.

Recommendation 8 (Adopted)

Note that:

- Young people often find it difficult to identify consent in online interactions
- Young people can be pressured online to share information and images
- In implementing this recommendation, we propose that Power UP:
  - Include clarity on how to give consent online including for online apps
  - Educate young people on how to identify coercion and regain power lost due to coercion
  - Educate young people on how to stop apps from sending unwanted contact
  - Educate young people on how to identify coercion and regain power lost due Empower young people on how to address and access support for mental health issues arising from lack of consent.

Sharing Images and Unwanted Contact

Young people face significant challenges related to sharing images and unwanted contact online. They reported issues such as:

- Receiving unsolicited images, including inappropriate content from both known and unknown individuals.
- Pressure to share images that may be circulated without consent.
- Exposure to distressing content, such as videos related to fights, suicide, and self-harm.

These findings were consistent with research (Best et al., 2014; eSafety, 2018; Savoia et al., 2018) that demonstrated the vulnerability of young people in being pressured to engage in risk-taking behaviours. Findings from student participants highlighted a significant gap in the school curriculum regarding education on sharing images. While some students who took elective classes, such as health, demonstrated a better understanding of the topic, many others lacked sufficient knowledge. Many participants expressed concern about the implications of having potentially illegal images on their devices, including those that might constitute child pornography. There was also confusion regarding AI-generated images and their legal status.

Unwanted contact, characterised by harassment and spam messages, was discussed extensively. Girls were noted to experience unsolicited images more frequently than boys, with participants commenting on the differing perceptions between genders regarding such content. As one participant articulated, 'Girls are way more conscious of their bodies, whereas guys like to show it off... [Boys] think we'll like the picture, but in reality, it's kinda gross to see those things [images of genitalia] online'.

To address their knowledge gaps, participants sought clarity on the boundaries of consent concerning image sharing, strategies for managing unwanted images and contact, and the legal ramifications of these issues. Current coping strategies included blocking senders, ignoring unwanted contact, deleting apps, and altering settings to limit image visibility. Some participants also noted taking screenshots to report abusive content, 'taking a screen shot of the image and sending it to Adelaide Leaked [or Darwin Flop] where people leak other people's nudes with the name and school of the sender'.

Nonetheless, student participants expressed a desire for further guidance on how to communicate with senders of unwanted images, how to discuss these experiences with trusted adults, and ways to recover from the negative impacts of such encounters.

The concept of digital footprint was consistently linked to discussions about sharing images. Participants highlighted a general lack of awareness regarding the permanency of online content, even after deletion. As one participant pointed out, 'Though Snapchat posts disappear

after 24 hours, people can screenshot the images and circulate them'. Participants pointed out a significant flaw in the design of some social media platforms, like Snapchat, which creates a false sense of security regarding the temporary nature of posted images and content. In reality, there is a lasting digital footprint associated with content that appears to have disappeared. This misunderstanding stresses the need for urgent education about digital footprints to help young people navigate online spaces safely.

Overall, the interconnectedness of sharing images, unwanted contact, consent, and digital footprint emphasizes the importance of integrating these topics within educational modules to provide a comprehensive understanding of online safety.

Recommendation 9 (Adopted)

Note that:

- Sharing images, unwanted contact, consent and digital footprint are interrelated
- These issues are of great concern for young people
- Young people do take some protective actions to keep themselves safe when sharing images or stopping unwanted contact
- Young people experience anguish when they fall prey to pressures to share images or when subjected to unwanted contact.
- In implementing this recommendation, we propose that Power UP:
  - Illustrate the links between sharing images, unwanted contact, consent and digital footprint
  - Recognise the strengths of young people in implementing strategies that keep them safe online when sharing images or stopping unwanted contact
  - Include further strategies that young people can use to protect themselves when sharing images and stopping unwanted contact
  - Empower young people to recover from negative consequences affecting mental health related to victimisation.

Explicit Content

In focus group discussions, young people highlighted the connection between adult explicit images and the topics of sharing images and consent. Accessing explicit material was found to be relatively easy, as participants often bypassed age restrictions by lying about their age, especially since there is no effective way to verify a user's age online. Girls expressed more shame than boys regarding accessing pornography, yet both genders used such material differently. Notably, girls tended to use sites like OnlyFans to post images of themselves for financial gain rather than for viewing pornography, often implying early exposure to such platforms.

The discussions revealed a significant gap in rules and regulations surrounding online safety related to pornography, particularly regarding consent. Young people expressed confusion about the legalities surrounding explicit images or nudes sent to them, as well as the consequences of sharing these images with friends or in group chats. They also reported being subjected to unsolicited pop-up ads featuring explicit content. Additionally, participants voiced uncertainty about how to retract consent if an explicit image was shared with an ex-partner, particularly concerning potential extortion.

Another critical concern raised was the lack of regulations around the streaming of explicit films, which are easily accessible to any age group. Young people noted the inadequacy of age ratings for these online movies, emphasising that explicit content sharing is closely linked to digital footprints that could have future consequences.

In developing the Power UP module on explicit images and content, young people expressed a desire to learn *how* to regain control if compromising images or content about them were posted online. They sought guidance on how to have such content removed and on existing regulations to limit its spread by ex-partners and friends. The role of police in educating young people about the legal implications of sharing explicit content was highlighted as particularly effective, and evidenced in literature (Adorjan & Ricciardelli, 2019). This aligns with the success of the Australian Federal Police (AFP) ThinkUKnow program, as shared during consultations with an AFP liaison officer. This evidence-based program educates young people in schools about online safety and respectful online interactions.

The ThinkUKnow program (AFP, 2022) for 15-17-year-olds covers essential topics such as protecting personal information, sharing content, understanding the law, meeting people online, offender tactics, and how to seek help. The officer noted that participants found it beneficial when police stayed after the ThinkUKnow sessions, as this encouraged young people to approach them for advice or to report victimisation. There is potential for Power UP to collaborate with the ThinkUKnow program to create a complementary and mutually reinforcing educational experience.

Recommendation 10 (Adopted)

Note that:

- Explicit images, sharing images, consent and digital footprint are interested
- Young people express concerns about explicit images that they receive or send and the legalities around this
- Clarity is lacking around retracting consent after sharing explicit images that may subject young people to future extortion
- Girls and boys experience online interactions differently.
- In implementing this recommendation, we propose that Power UP:
  - Illustrate the links between sharing explicit images, consent and digital footprint
  - Clarify rules and regulations on online pornography
  - Educate young people on the legalities and consequences of sharing and receiving explicit images
  - Reflect gender differences in online interactions related to pornography
  - Consider how police can be used and consider using police 'character' in addressing explicit images and related legalities
  - Consider the scope for Power Up to work in a complementary and mutually reinforcing way with the ThinkUKnow material.

Revenge Pornography

Though the definition of revenge pornography was not immediately clear to young people in focus group discussions, it was closely related to issues of unwanted contact, explicit content, consent, and digital footprints. Participants emphasized that "blackmailing" was more familiar and appropriate language than "revenge pornography" although the latter term may not always fit the situation. Many expressed a lack of prior knowledge on the topic, highlighting a significant gap that needs to be addressed.

Young people showed a strong interest in understanding the legal ramifications of revenge pornography, particularly since some had experienced it themselves or knew peers who had. They wanted to learn about the *actions* they could take if subjected to blackmail or revenge pornography. Additionally, participants requested that the educational modules include information about the risks of sending intimate images to partners or strangers, which could

potentially be used for extortion if relationships or online interactions ended. It was crucial for them to know what steps to take and whom to approach (e.g. trusted adults) for help in order to contain the spread of any damaging images or content online.

Recommendation 11 (Adopted)

Note that:

- Revenge pornography was sometimes described as and related to 'blackmailing' by young people
- Young people's knowledge on this issue is limited.
- Girls and boys experience online interactions differently.
- In implementing this recommendation, we propose that Power UP:
  - Use 'blackmailing' as part of the language that is appropriate to young people
  - Educate young people on blackmailing and revenge pornography and what that can look like
  - Educate young people on the dangers of being pressured to send images and content that can later be used for extortion
  - Empower young people with strategies to take action when victimised.

4.1.9 Online Shopping, Gambling and Addiction

Focus groups with teachers and practitioners highlighted online shopping, gambling, and addiction as significant issues among young people. Practitioners noted that online shopping is closely tied to impulsive behaviors, particularly in young people aged 15-17, who are still undergoing brain development (Dumontheil, 2016; Firth et al., 2019). This developmental stage limits their ability to make informed decisions, making them vulnerable targets for online shopping scams.

All student focus groups revealed that young people are frequently preyed upon by scammers, with Instagram and Snapchat identified as the primary platforms for targeting them with illegal substances. Participants noted that these substances are often cheaper and more potent than legally available options, with illegal vapes being described as 'cheaper to access' and containing a 'higher level of nicotine'. This illegal access contributes to a growing public health concern surrounding underage vaping (Chan et al., 2021; Levy et al., 2023).

Teacher focus groups also indicated that young people engage in online gambling by lying about their age, using fake accounts, or utilising a sibling's account for sports betting. One teacher remarked, 'big companies don't care if younger people are using them, so the young people don't care either'. This issue is compounded by a lack of understanding about money and spending; teachers reported that young people often use their parents' credit cards without realising the implications of overspending, as they do not grasp that this money represents real earnings.

All focus groups stressed the importance of the Power UP modules in educating young people about the dangers of sharing their location with strangers during online transactions, including product drop-oofs and deliveries. They highlighted the need to address the long-term ramifications of gambling and addiction, as well as strategies for protecting themselves from online shopping scams that target them through algorithms.

Recommendation 12 (Adopted)

Note that:

- Online shopping, online gambling and addiction are significant concerns for young people, who are eager to learn strategies that empower them to make informed decisions in these areas
- Young people unconsciously share sensitive personal information that places them at risk.
- In implementing this recommendation, we propose that Power UP:
  - Educate young people on the connections between online shopping, online gambling and addiction
  - Demonstrate visually that 15-17 year olds are still undergoing significant brain development
  - Show how brain development influences decision making and make young people vulnerable to being targeted by online scammers
  - Educate young people on how to keep sensitive information private in online interactions
  - Empower young people on how they can protect themselves against being targeted.

4.1.10 Additional Design Issue Considerations

The teachers' focus group discussions aimed to identify additional issues to enhance the delivery of the Power UP program in schools. Beyond requesting lesson plans, teachers emphasised the critical need for collaboration between schools and parents to help young people stay safe online. They suggested organising information sessions to educate parents about safe and harmful online behaviours, enabling them to better support their children.

Both students and teachers agreed that incorporating younger AFL and AFLW players relatable to 15-17-year-olds would strengthen the connection with the Power UP content. Students expressed a desire for these players to share positive stories about their own experiences with online victimisation, such as cyberbullying, body image issues, and relationship pressures, along with how they sought help and overcame these challenges. As well, students wanted to see more of the players' personal identities rather than just their sports personas. Recognizing that many young people are not interested in sports, there should be consideration for engaging these individuals with the Power UP modules.

Post-care support was also discussed in the focus groups. Teachers considered allowing students to complete the Power UP modules at their own pace and suggested incorporating pastoral care to assist students after they finish the modules, particularly in cases where sensitive disclosures may arise.

Recommendation 13 (Adopted)

Note that:

- Lesson plans that assist in delivery of e-safety program would be useful for teachers
- AFL and AFLW players that are young are more relatable to 15-17 year olds
- Not all young people are interested in sports and may not feel a connection to sports players
- E-safety programs can trigger experiences of victimisation that will need post-care.

- In implementing this recommendation, we propose that Power UP:
  - Be accompanied with lesson plans to help teachers deliver Power UP content
  - Feature young AFL and AFLW players so they are relatable to 15-17 year olds
  - Include young players positive stories of their experiences of overcoming victimisation online
  - Consider how to engage young people who are not into sports in the messaging of online safety issues and practices
  - Include strategies for pastoral care to support possible disclosures of online harm and victimisation that may emerge as a result of completing Power UP modules.

4.1.11 Learning Outcomes for the Proposed Power UP Modules

Proposed learning outcomes for Power UP modules based on student feedback on the revised list of modules (see Appendix A).

Topic	Learning Outcomes
Online safety vs Online security	- Clarify the distinction between online safety and online security - Define online safety in within the context of Power UP
Key definitions, harmful online behaviours	- Define key concepts related to online behaviour - Know key terms that that describe humiliating, intimidating, threatening and harassing behaviours that make young people feel unsafe
Physical consequences from online behaviours	1. Identify risky online behaviours that can compromise privacy and safety for young people, their families, friends and schools 2. Employ techniques to keep sensitive information (e.g., bank details, location) private during online engagement
Digital reputation and digital footprint	1. Define digital footprint and its relation to the permanency of posted information 2. Identify the relationship between digital footprint and digital reputation 3. Explain the legalities associated with digital footprints in online interactions, including sharing images 4. Outline positive behaviours young people can adopt to protect their digital footprint
Cyberbullying	1. Identify the blurring of lines between being bullied and bullying behaviour 2. Recognise cyberbullying behaviours and tools (e.g., fake accounts, fake profiles) used to perpetuate it 3. Distinguish the role of bystanders and upstanders in cyberbullying prevention 4. Know the influence of online shaming and its mental health consequences, including distress, anxiety, depression, and self-harm
Respect online	1. Recognise unhealthy, coercive, and extortionary behaviours related to sharing images and sexting 2. Identify the importance of consent in sharing images online 3. Grasp the legal implications of sharing images that may constitute child pornography and its consequences 4. Develop and apply strategies to proactively respond to unwanted images or contact
Under the Influence	1. Define positive and negative aspects of social media 2. Appreciate the impact of influencers in promoting body positivity and diversity 3. Analyse the influence of unrealistic and unhealthy behaviours propagated through social media 4. Effectively promote and model respectful and supportive online behaviour
Addiction	1. Recognise online behaviours that can become addictive and harmful over time 2. Identify the role of influencers in normalising harmful addictive behaviours that may lead to extortion 3. Identify and implement strategies to address and recover from harmful addictive behaviours
Online safe spaces	1. Learn to identify safe online spaces when engaging in online dating and mutual interest groups 2. Distinguish grooming and extortionary behaviours that can be harmful in online interactions 3. Apply strategies to maintain safety while keeping personal sensitive information private
Marketplaces	1. Learn about brain development during adolescence and its influences on decision-making 2. Identify the relationship between online shopping and impulse control 3. Recognise predatory online behaviours that target young people for illegal substances transactions 4. Develop cyber safety practices for engaging with strangers online to prevent scams and social harm.

4.2 Findings from Remote Communities Adaptation

The second stage of Power UP development aimed to enhance the modules created in the initial stage by gathering stakeholder insights on the relevance of Power UP topics (see Appendix C) for remote communities, as detailed in the second report submitted to Centacare. Overall, the findings from the consultations, student focus group, and teacher interviews reinforced the significant need for educational programs focused on online safety for young people. As one teacher noted, 'online problems are universal where all kids face same issues' (Teacher 2). While students showed a commendable awareness of online safety, there is an opportunity to deepen their understanding further.

The consultations also highlighted that the three social media platforms—TikTok, Instagram, and Snapchat—are commonly used by 12-14-year-olds for online communication, serving as primary tools for young people to connect with one another.

4.2.1 Power UP Test Module Feedback

After reviewing the test Power UP modules, feedback from both teachers and students provided valuable insights for enhancement. Participants noted that the modules were considered too wordy, with technical language that could be challenging to translate into community language. Students expressed that the content was overwhelming, stating it made them "get lost." Accessing internet for delivery may present challenges, especially in communities where connectivity is less reliable that in schools.

Teachers provided the following suggestions for enhancement:

- **Simplicity in Language**: Use clearer, more accessible language.
- **Visual Aids**: Incorporate visuals to enhance understanding.
- **Cultural Relevance**: Include Aboriginal characters to increase relatability.
- **Engaging Figures**: Feature sports personalities, as students are enthusiastic about sports.
- **Offline Access**: Provide an option to access the modules offline, facilitating easier use in communities with unreliable internet.
- **Uplifting Approach**: Maintain a tone that uplifts students, rather than simplifying content to a lower level, as one teacher noted, 'Don't get down to their level, but rather take them up'.

These observations reflect literature (Imran et al., 2023; Radoll, 2014) that emphasises the importance of designing resources specifically for First Nations youth as well as considerations of cultural nuances and unique barriers faced by them when navigating online digital platforms.

In terms of delivery, teachers suggested including lesson plans and worksheets to support effective teaching, particularly in remote regional communities where resources are limited and teacher turnover is high. They also expressed concerns about student absenteeism, which could complicate tracking progress in completing the Power UP modules.

To address these challenges, teachers proposed allowing students to complete modules at their own pace or utilising a large screen for collective work. However, they acknowledged that group work might hinder participation from shy students. Consequently, they recommended integrating outdoor and sports activities as a more effective way to engage students, highlighting the need to align the Power UP modules with students' interests in sports and active participation.

Recommendation 14 (Adopted)

To ensure the Power UP modules are relevant for young people living in Santa Teresa, the following recommendations are proposed:

- Reduce amount of text and length of modules to enhance clarity and engagement
- Simplify language and incorporate visuals to aid comprehension
- Consider how technical language will be translated into Arrernte language and include voiceovers in Arrernte.
- Provide an offline option for accessing Power UP modules, accommodating unreliable internet connections in Santa Teresa
- Incorporating culturally and regionally appropriate reflection of lifestyles in the modules
- Include Aboriginal characters in the modules to foster relatability among young people
- Integrate relevant lesson plans and worksheets to assist teachers in delivering the Power UP modules during classroom discussions
- Explore outdoor activities and AFL player content throughout as a means to deliver and engage with Power UP content effectively.

4.2.2 Topics of Relevance

Online safety was recognised as a crucial concern by school staff in Santa Teresa, given its broader implications beyond the digital realm. Bullying behaviours, often occurring on platforms like Facebook and Instagram, frequently escalated into in-person conflicts within the community. Consultations, teacher interviews, and student focus groups highlighted that online teasing or arguments often led to physical fights between parents, sometimes resulting in serious incidents requiring police intervention. Students reported that when they experienced online bullying, they typically informed their parents, who would either "sort it out" or become involved in altercations with other parents. Notably, some of these fights were recorded and shared on social media.

Additionally, online *gaming* emerged as a significant issue, with all data collection points indicating that students in Santa Teresa often engaged in late-night gaming sessions. Due to limited recreational activities in the remote community, many students turned to online gaming, impacting their sleep patterns. Focus group participants confirmed that this led to fatigue during school hours, with teachers noting instances of students dozing off in class or missing school altogether.

Scamming was another prevalent issue in the community, especially during tax season. Students reported receiving scam text messages, which resulted in them losing money online. This vulnerability was linked to a broader context of misinformation affecting the community. Other online activities among students included gambling and online shopping, often using their parents' credit cards to purchase clothing and various items.

Recommendation 15 (Future)

It is recommended that Power UP include additional modules focused on gaming and incorporate discussions within the cyberbullying module about the ramifications of cyberbullying, particularly how it can lead to physical conflicts and its broader impacts on communities.

4.2.3 In-Language

Consultations and teacher interviews highlighted the nuanced nature of language in Santa Teresa. As a result, the Power UP modules should be translated into Eastern Arrernte, as it differs from Western Arrernte. Additionally, while most young people speak the language, many are not able to read it. Therefore, it is essential to provide spoken Eastern Arrernte voiceovers for the modules, enabling effective engagement with the content. Students expressed enthusiasm

for having the Power UP modules available in their familiar language, indicating that it would enhance their connection to the material. These findings are consistent with Imran et al. (2023)'s findings on the importance of incorporating specific communication styles and factors relevant to First Nations youth that reflects their social and emotional wellbeing in the design of e-safety programs.

When discussing the best delivery methods for the Power UP modules, teachers identified two potential options:

- Delivering the modules through Arrernte language classes for Secondary 2 students
- Integrating the modules within the Literacy class curriculum

The research team also discovered that the Ltyentye Apurte Catholic School offers premises for the Certificate III in language course delivered by the Bachelor Institute, which is part of a workforce development initiative. Collaborating with this group could expedite the translation process, especially since they are involved in the digitisation of historic stories from the school's collection.

One notable behaviour observed among the students was their strong sense of community values. For instance, during an ice-breaking session where Port Adelaide merchandise was distributed, students encouraged that autographed jerseys be given to peers who were dedicated Port Adelaide fans, demonstrating a spirit of selflessness. It would be beneficial to incorporate such community values into the messaging of the Power UP topics.

Recommendation 16 (Future)

It is recommended that Power UP modules:

- Be developed in Eastern Arrernte language
- Include voiceovers in Eastern Arrernte within the modules
- Collaborate with the Bachelor Institute to utilise Certificate III language course as a means to translate Power UP modules
- Incorporate Aboriginal cultural values into the modules to promote inclusivity.

4.3 Findings from Feedback for Ongoing Development

As mentioned in Section 3.2.4, the third stage of Power UP development focused on gathering feedback from students and teachers from six public schools across Adelaide on three test modules: Online Security and Safety, Under the Influence, and Overdoing It Online. Additionally, insights from learning design expert was sought regarding the suitability of the modules for neurodivergent students. Specifically, feedback was requested (see Appendix E for questions) on the module design, ease of navigation, and relevance of the content.

4.3.1 Feedback from Focus Groups on Power UP Test Modules

4.3.1.1 Online Security and Safety

Topic relevance

Feedback from students and teachers indicated that the Online Security and Safety module presents an opportunity for improvement, particularly regarding its length and the foundational understanding of key concepts like multi-factor authentication (MFA) and passphrases. Although the topic was relevant, students struggled to distinguish between security and safety. Many were unaware of the increasing sophistication of scams and the risks associated with using public Wi-Fi, despite discussing these issues in school. Personal experiences shared by some students revealed a realisation of unsafe online situations only after they had occurred, highlighting the importance of security measures like passphrases and the need for clearer guidance on

navigating public Wi-Fi safely. Overall, while the module provided useful information, there is a strong opportunity to enhance engagement and tailor content to better meet student needs.

Presentation of Content

Feedback on the Online Security and Safety module provided valuable insights for enhancement. While some participants noted that the voiceover could be more dynamic and felt that FaceTime calls were slow, they appreciated the appropriate slide length. Students expressed enthusiasm for the engaging drag-and-drop activity and both students and teachers suggested implementing clearer navigation guides, such as a more visible "start here" button, to improve navigation. Overall, the module successfully captured initial interest, and with adjustments to design elements, it has the potential to become even more captivating for learners.

Engagement and Interactivity

Participants enjoyed the interactive elements of the Online Security and Safety module, finding them engaging and effective. Many appreciated the relevant content and found it useful to revisit, though they did not seek additional information as they were already familiar with the topics. The combination of interactive questions, helpful tips, and appealing animations positively contributed to their experience. However, some suggested improvements, such as shortening Zoom calls and incorporating more animations in drag-and-drop activities to maintain engagement. They also recommended providing explanations for incorrect responses to enhance the overall realism of the experience.

Areas for Additional Information

Feedback identified several areas that the Online Security and Safety module could benefit from additional information. Student participants expressed a need for specific websites, relevant resources and statistics, which teachers also recognised as valuable. Some students noted that the character setup at the beginning could benefit from clearer context to enhance understanding. While one participant found the content thorough, another suggested that clearer examples illustrating the "overdoing it online" concept would be helpful, particularly displaying a young person's navigation of online security and safety challenges.

Power UP Tips

Participants found the Power UP tips in the Online Security and Safety module generally useful, with a preference for the detailed explanations that accompanied the audio. While some students felt the last two tips were too general, others emphasised the importance of secure passwords and appreciated the use of safe words or passphrases as their favourite tip. Overall, the tips were considered valuable and well-presented.

Recommendation 17 (Adopted)

To enhance student engagement with the Online security and safety module, it is recommended that Power UP:

- Streamline content and focus on key concepts
- Provide "relatable" examples that illustrate the distinction between online security and safety
- Integrate real life scenarios demonstrating the consequences of online security challenges
- Offer a curated resource list of specific websites and resources for further exploration
- Include clear navigation guides within the module
- Ensure lesson plans are flexible for various teaching contexts.

4.3.1.2 Under the Influence

Topic Relevance

Participants found the topics of the influence of social media in the Under the Influence module highly relevant. They valued insights on distinguishing between good and bad influencers, recognising that not everything seen online can be trusted. While some did not learn new information, they acknowledged the significance of addressing issues like comparison culture and authenticity of social media. Personal connections to trustworthy figures, such as athletes, enhanced the topic's relevance. Discussions around trends like vaping and the challenges of recognising product placement resonated strongly, highlighting the pervasive nature of these issues among peers.

Presentation of Content

The presentation of the Under the Influence module was generally well-received. Student participants found the design clear and intuitive, praising the colour scheme and overall aesthetics. Both students and teachers enjoyed the interactive elements, including animations and voiceovers, which were well-suited for the targeted age group. Feedback indicated a desire for even more interactivity and concise content, especially in slide presentations. Overall, the balance of information and engaging formats contributed positively to the learning experience, with many students noting improved navigation cues compared to first module.

Engagement and Interactivity

Student participants expressed enjoyment of the Under the Influence module's informative style, particularly regarding age-appropriate issues. They appreciated the relatability of different influencers and the relevant talking points that encouraged reflection on their own behaviours. Suggestions for improvement included providing more detailed information on serious topics like suicide and offering links to additional resources on issues like vaping and body image. Some students felt that certain narratives, such as those featuring the character "Cal," could benefit from clearer conclusions on relevance.

Areas for Additional Information

While most participants felt the content of Under the Influence module was adequate, several identified areas for enhancement. They expressed interest in more tangible suggestions for implementing the Power UP tips and a deeper exploration of harmful online trends. Specific topics like body image issues and comparison culture, especially in relation to influencers, were emphasised as needing clearer context and relatable examples.

Power UP Tips

The Power UP tips were positively received, with participants finding them helpful and engaging. They particularly liked the delivery method, noting that the incorporation of real-world examples made the tips more relatable. The use of interactive elements to reinforce key points was well-received, although some sought clarification on certain references, such as "personal boundaries". Overall, the tips were considered valuable and effectively connected to the topics discussed in the module.

Recommendation 18 (Adopted)

To maintain student engagement with the Under the Influence module, it is recommended that Power UP:

- Include detailed information on critical issues like suicide, vaping, and body image, along with relatable examples and resources
- Incorporate additional interactive components and real life scenarios addressing comparison culture and influencer authenticity
- Enhance character narratives to better reflect relevance and relatability
- Ensure lesson plans are flexible for various teaching contexts.

4.3.1.3 Overdoing It Online

Topic Relevance

Both students and teachers found the topic of Overdoing It Online highly relevant, especially given the increase in phone usage. Many emphasised that this module was the most important, noting that effective management of online activity can reduce the necessity for other modules. Although some student participants mentioned having encountered similar messages before, the relevance of the topic resonated strongly across all groups.

Presentation of Content

The presentation of the Overdoing It Online module generated valuable feedback. Students and teachers appreciated the engaging voiceover and interactive elements, especially the game, which added an enjoyable dimension to the learning experience. While some students found the game mechanics a bit clunky and expressed a preference for alternative controls, this feedback presents an opportunity for refinement. Teachers noted that adjusting sound effects could enhance focus in a classroom setting. Many students enjoyed the animations and self-paced format, though some felt that the character design and overall aesthetic could be more mature o strengthen their connection to content. The brain video was particularly praised as an effective tool for illustrating key concepts, showcasing its potential to enhance understanding.

Engagement and Interactivity

Student participants enjoyed the game and animation in the Overdoing It Online module, citing them as the most engaging aspects of the module. Many preferred the animation story format over traditional slides and found the brain cycle animation particularly captivating. Suggestions for improvement from both students and teachers included incorporating more interactive elements, enhancing the realism of character portrayals, and reducing the amount of text on slides to create a more streamlined experience.

Areas for Additional Information

Most students found the content of the Overdoing It Online module adequate, with several suggesting the inclusion of more statistics and diverse perspectives, such as the benefits of phone use and its relationship to anxiety and depression. This feedback emphasises a desire for deeper engagement. Some participants mentioned that certain slides felt repetitive, and they expressed a preference for content that resonates more with teens rather than being geared towards adults. This presents an opportunity to tailor the material to better meet their needs and interests.

Power UP Tips

Feedback on the Power UP tips for the Overdoing It Online module was generally positive, though some participants felt slightly less engaged compared to the Online Security and Safety and Under the Influence modules. They appreciated the practicality of the tips, especially those related to mental well-being, while noting that the delivery could be enhanced for better clarity. Additionally, some expressed a desire for characters to be more relatable by incorporating real life examples, which could further strengthen their connection to content.

Recommendation 19 (Adopted)

To enhance the Overdoing It Online module, it is recommended that Power UP:

- Enhance usability by exploring alternative control options and reducing distracting sound effects.
- Include diverse perspectives on the benefits of phone use, along with relatable examples and statistics, linking online activity to mental health outcomes
- Ensure lesson plans are flexible for various teaching contexts.

4.3.2 Neurodivergent Needs Feedback

In line with the literature (eSafety, 2020; Jones et al., 2023) that identifies unique vulnerabilities for young people with neurodivergent needs, the consultation with the learning design expert from Flinders University highlighted important considerations for making Power UP test modules inclusive for neurodivergent young people. These suggestions can enhance the program's effectiveness:

- Accommodate diverse learning styles and paces to help reduce performance anxiety
- Include a range of actors and characters, representing various backgrounds and abilities, including those with disabilities
- Minimise excessive card flipping, as this can be disruptive for young people with dyslexia
- Use design and animation that resonates with the target audience
- Reduce excessive text and incorporate white space after every fourth line for better readability
- Provide voiceovers for all content, which is particularly beneficial for young people with ADHD, as noted in student feedback focus groups
- Maintain consistency in character use when comparing positive and negative attributes to avoid assumptions about gender and other traits (e.g., informed vs uninformed content in the "Under the Influence" module)
- Incorporate a positive impact activity in the "Under the influence" module lesson plan, allowing students to share their learnings after engaging with the module
- Offer downloadable content for the entire module, enhancing accessibility and convenience.

These considerations can significantly enhance the learning experience and ensure the program meets the diverse needs of all participants.

Recommendation 20 (Adopted)

To ensure the design of the modules are appropriate for young people, it is recommended that Power UP:

- Clearly states in the introductory slides that the program is self-paced.
- Include a diverse range of actors and characters to promote inclusive representation and relatability.
- Minimise excessive card flipping and reduce text density, while incorporating white space for improved readability
- Integrate voiceovers and positive relatable activities throughout to support students and encourage them to share their learnings, fostering engagement and reflection.

5. IMPACT EVALUATION

The Power UP program aims to empower young people by enhancing their online safety awareness, equipping them with skills to identify and avoid risks, and promoting respectful interactions in digital spaces. The anticipated outcomes include increased awareness of online safety issues, improved skills for reporting unsafe behaviours, and positive behavioural changes in online interactions.

To evaluate whether the program achieves these aims and outcomes, and to understand the program's impact amongst relevant cohorts, an evaluation following broader deployment of the Power Up program should be guided by the following key questions:

- How has Power UP affected young people's knowledge of online safety?
- Has there been an increase in the reporting of harmful online behaviours?
- Has Power UP contributed to reduction in incidents of cyberbullying?
- How have young people's online behaviours evolved post-participation?
- How have different schools in metropolitan and regional areas benefitted from the Power UP program?

The evaluation should employ a mixed-methods approach. Quantitative data could be collected through surveys administered before and after participation to measure changes in knowledge, attitudes, and behaviours, as well as tracking incidents of cyberbullying among young people. Additionally, the evaluation should monitor which Power UP modules are accessed and which schools are utilising them. Qualitative insights should be gathered through interviews, focus groups, and open-ended survey questions to capture the experiences of young participants and educators.

Data collection to evaluate short-term, medium-term, and long-term impacts could occur at three key points: prior to program implementation, immediately after engagement with the Power UP modules, and a follow-up at six months to evaluate long-term effects. Ultimately, the findings would provide critical evidence of the program's impact on knowledge, behaviour and online experiences

6. CONCLUSION

To conclude, Power UP is a rigorously designed and research-informed program addressing a pressing need for young people. It continues to develop and improve in response to co-produced research findings from CSI Flinders and Centacare, with significant insights from CatholicCare NT and Power Communities. The foundational stage of the Power UP development provided valuable insights into the online safety challenges faced by 15-17 year olds, emphasising the need for targeted e-safety programs. By incorporating the voices and perspectives of young people, the co-produced findings and recommendations in this report aim to ensure that Power UP modules are relevant and impactful in schools.

While students possess a basic understanding of online safety, this knowledge is often superficial, highlighting the necessity for deeper, more comprehensive educational approaches. Key findings stress the importance of distinguishing between online safety and security, focusing on commonly used platforms like TikTok, Instagram, and Snapchat, for e-safety program delivery. It is crucial to use age-appropriate language and relatable content to fully engage young people. The interconnected issues of privacy, consent, and digital footprint also require thorough exploration in educational contexts.

Input from teachers and community members during the adaptation stage of Power UP reinforced the universal nature of online safety issues and the necessity for culturally relevant content, especially in remote communities. The demand for translations and accessible formats, such as spoken voiceovers, is important to note in ensuring that all students benefit from the

program, particularly those who may struggle with literacy. Additionally, including AFL and AFLW players in the content could resonate with sports-oriented youth, serving as an effective hook.

As the Power UP program continues to evolve, maintaining an iterative process of engaging with and integrating the co-produced findings will be essential for developing, launching, and implementing an impactful, inclusive, and relevant resource that equips young people with the skills and knowledge they need to thrive in a digital landscape. By addressing these needs, Power UP can play a vital role in enhancing the online safety of young people, helping them engage responsibly and confidently in their digital lives.

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APPENDIX A List of Initial Power UP Program Modules

HIGH LEVEL and CAPSTONE MODULES
Module 1: Introduction Key definitions for harmful online behaviours Physical consequences for online behaviours Digital reputation and digital footprint
CORE MODULES
Module 2: Cyberbullying Slipping between being bullies/bullying, bystanding / upstanding etc, physical fighting
Module 3: Influencers Body image / bulking
Module 4:Respect online Sharing images online / sexting, consent, coercion, extortion, consequences and legality
Module 5: Addiction Sharing images online / sexting, consent, coercion, extortion, consequences and legality
Module 6: Online safe spaces Unwanted contact / grooming, extortion, geolocation, mob mentalities, LGBTQI friendships/dating
Module 7: Marketplaces Buying and selling, understanding impulse control
ABORIGINAL & TORRES STRAIT ISLANDER FOCUSED
Digital reputation (in community context)
Cyberbullying (in community context)
Jealousy and relationships (in language)
Positive bystanding (in language)

APPENDIX B Participants for Power UP Development (*N* = 201)

Group	City	Focus Group	Grade	No. of participants
Stage 1: Foundational Stage				*n=128*
Students				
	Adelaide	School 1	11	18
	Adelaide	School 2	11	8
	Adelaide	School 3	10	20
	Darwin	School 4	10	10
	Darwin	School 5	10	38
	Darwin	School 6	10	16
Teachers				
	Adelaide	School 3		5
	Darwin	School 4		2
	Darwin	School 5		5
Practitioners				
	Adelaide	Mental health service		6
Stage 2: Remote Adaptation Stage				*n=11*
Students				
	Santa Teresa	School 7	Secondary 2	8
Teachers				
	Santa Teresa	School 7		2
Principal				
	Santa Teresa	School 7		1
Stage 3: Module Feedback Stage				*n=62*
Students				
	Adelaide	Schools 8-13	10	50
Teachers				
	Adelaide	Schools 8-13	10	11
Practitioners				
	Adelaide	Disability sector expert		1

APPENDIX C Sample of Vignette and Associated Questions used in Focus Group Discussions

Influencer Culture

- Ben, he is 15, plays football for his school and has a part time job at the supermarket near his house
- Ben's got 'the riz' and is very active on social media, he has heaps of followers on Tiktok and spends lots of his spare time thinking of reels and posts to make
- Ben loves social media, he thinks it's good for connecting with friends, getting ideas and keeping him entertained.
- He also knows there is a bit of a dark side too - it's easy to compare yourself to others' highlight reels, waste too much time online and believe in fake claims and false information from influencers pretending to be 'experts.'
- Ben follows one influencer called Cal who is really into the gym, and he learns a lot about diet and strength training from him.
- Ben goes to the gym most days and tries to eat his calories daily and train to 'bulk' up. He has bought loads of supplements recommended by Cal even though he can't really afford them.
- Whatever he tries, he just can't seem to look like Cal though. It makes Ben feel bad and he ends up in this crazy spiral of feeling good and bad constantly. He hates taking his shirt off and prefers to wear baggy hoodies even on hot days so no one can see he doesn't have as much muscle as he would like.

Guiding questions

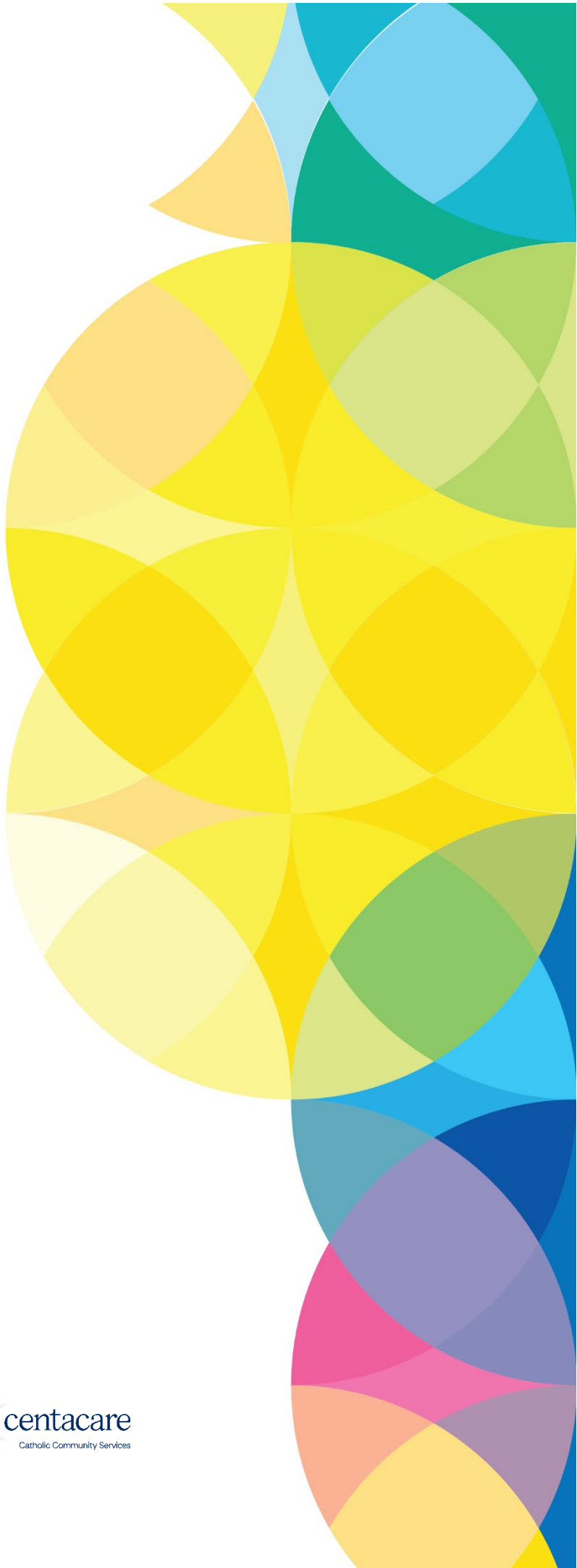
- How important is this topic for you? (if not, what would be more relevant?)
- How do you think Ben has been affected by Influencer culture?
- What do you think he can do about the way he feels?
- Do you know boys like Ben? How do you experience influencer culture?
- What comes up for you and your mates around this topic?
  (positives and negatives)
- What messages have you already received about this topic – what did you learn?
- What might you like to learn about in this space?

APPENDIX D Updated List of Power UP Modules after Stage 1

HIGH LEVEL and CAPSTONE MODULES
Module 1: Introduction *Narrated by Izzy* Characters, online safety & online security
CORE MODULES
Module 2: Influencer Culture "*Under the influence"* *Narrated by Ben* Influencers and Body Image
Module 3: Overdoing it online "*Control the scroll, forget the bet, tame the game, drop the shop*" *Narrated by Felix* gambling, gaming, screens/social media, shopping,
Module 4: Sharing Images "*The 4 C's of Sharing Part I & II*" *Narrated by Riley (with a lyrical rap)* Sharing images online / sexting, Image based abuse
Module 5: Digital reputation "*The Serious Module*" *Narrated by Future Izzy*
Module 6: Cyberbullying "*Naz makes a podcast*" *Narrated by Naz* exclusion (being in and out), bully, victim, bystander Power Up = bystanding / upstanding
Module 7: Online Safe Spaces "*Red Flags*" *Narrated by Felix* Identifying and responding to grooming, stranger danger and marketplaces. AI
Module 8: Pornography "*The Awkward Module*" Unrealistic expectations using Corn Star
ABORIGINAL & TORRES STRAIT ISLANDER FOCUSED
Digital reputation (in community context)
Cyberbullying (in community context)
Jealousy and relationships (in language)
Positive bystanding (in language)

APPENDIX E Power UP Module Feedback Questions

Power UP
How relevant was the topic? (Online security and safety, Under the influence Overdoing it online)
What did you think about the way information was presented? (animation, video, voiceover, text, interactions)
Were there any areas that needed more information? (please specify which elements you think need additional information)
What did you enjoy about the module, what would you like to see more of?
Was there anything you didn't like about the module, how could it be improved?
Do you have any thoughts about the Power UP tips, did you have a favourite?



CENTRE for SOCIAL IMPACT

Flinders University

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Catholic Community Services