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SAFE AND WELL ONLINE:

Learnings from four social
marketing campaigns for
youth wellbeing

// INTRODUCTION

Safe and Well Online – within Research Program 1: Safe and Supportive – developed and tested a program of four online, youth-centred social campaigns to promote young people's safety and wellbeing.

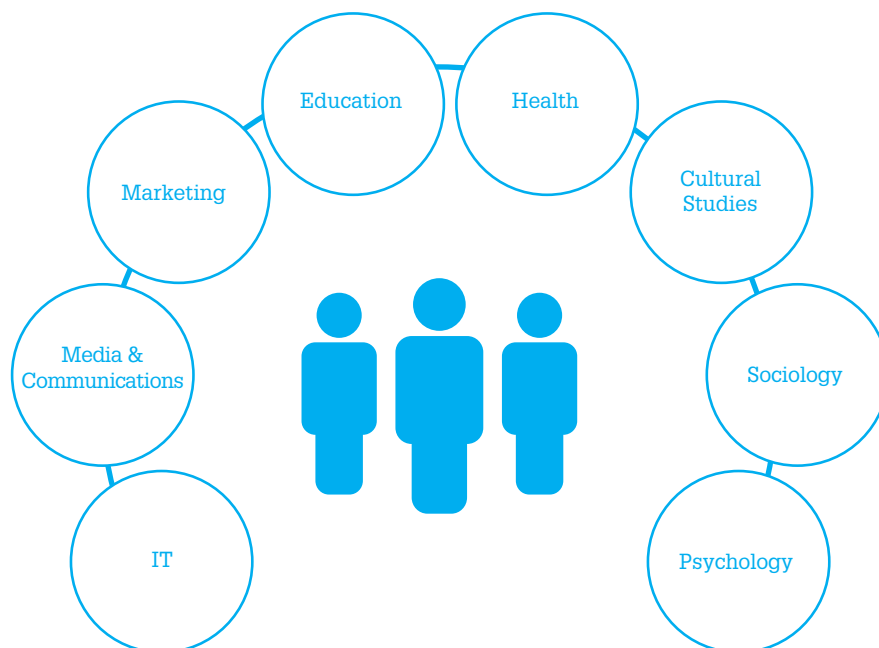
The Project Challenge

Australian young people possess capabilities, knowledge and creativity to live healthy and happy lives. While most are doing well, a significant proportion of young people, report high levels of psychological distress brought about through everyday life and stressful events such as: managing life transitions; peer pressures and influences; bullying and cyberbullying; and discrimination. **These experiences can, and do, negatively impact on the wellbeing, learning and life outcomes of young people. The project challenge was to explore the role of online campaigns to effect change to support young people's mental health and wellbeing.**

Response: A Social Marketing Approach

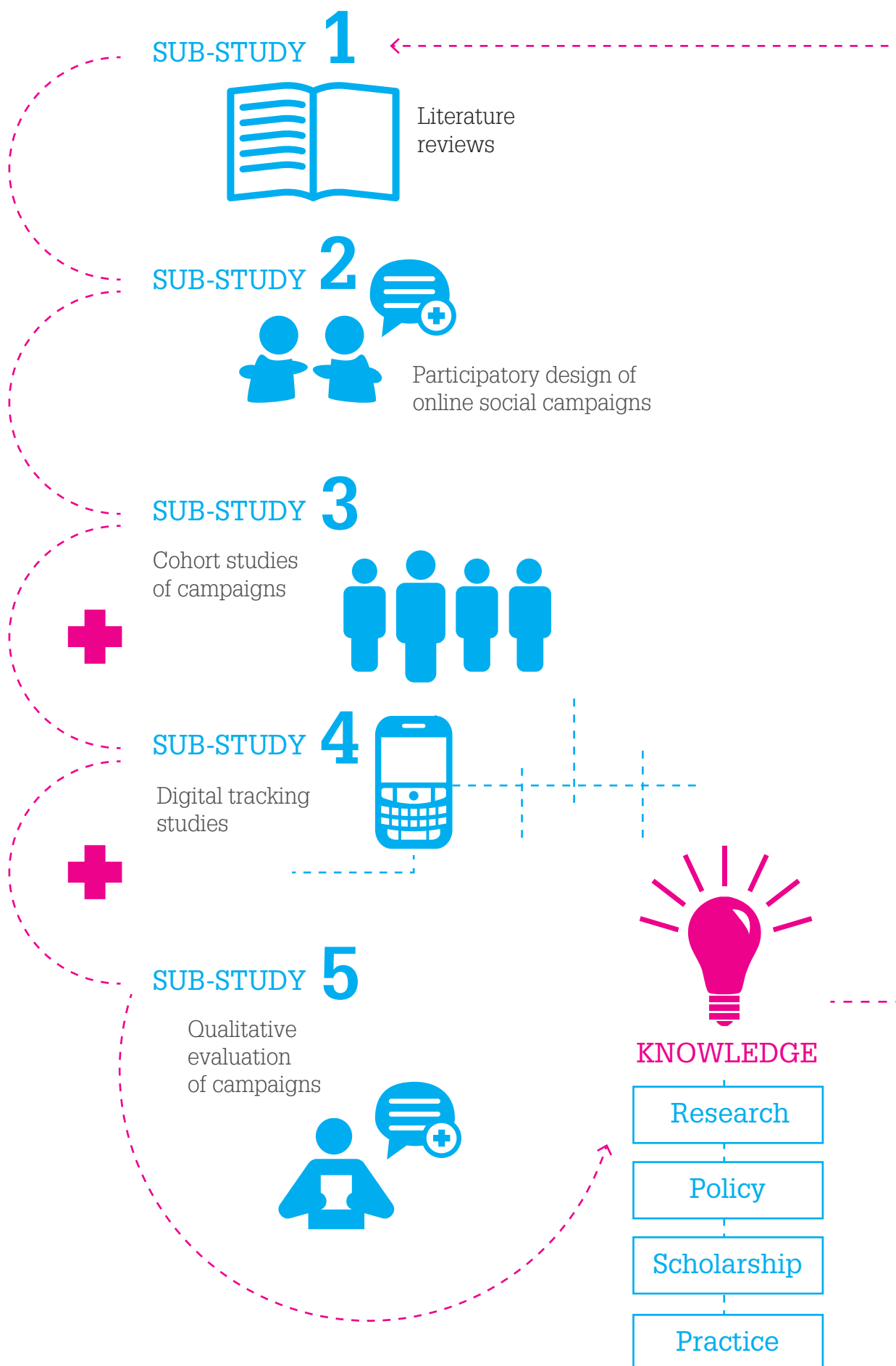
Social marketing aims to develop and integrate marketing concepts with other approaches to influence behaviours that benefit individuals and communities for the greater social good. There is much interest in the role of online campaigns for promoting the safety and wellbeing of young people. They can also potentially promote protective factors, such as respect, social connectedness and help-seeking. As digital becomes more cross-platform, mobile and social, the opportunities to leverage these 'affordances' to address risk factors, such as exposure to aggression, violence and social isolation increase.

Adopting an Interdisciplinary Approach



Young people at the centre of an interdisciplinary approach

Young people were positioned at the centre of the Safe and Well Online interdisciplinary study, as co-creators of four social marketing campaigns underpinned by concepts of respect for self and others. Conceptualised as a spiral curriculum model (Bruner, 1961), each campaign responded to the new opportunities brought by increasing digital diversity, and built on the strengths and learnings from the previous campaign, enabling young people to revisit and build upon prior knowledge.



// METHODOLOGY

Over the course of the project we co-designed, delivered and evaluated four social marketing campaigns. For each campaign a Thematic Literature Review and Participatory Design process helped to reframe themes from the perspective of young people, design each campaign and position them in relation to their social and technological contexts and practices. An age cohort research design and innovative digital data collection methods were then used to evaluate the campaign.

Stakeholder Consultations and Thematic Literature Reviews

The initial campaign themes - issues of concern - were identified through consultations with stakeholders. Thematic literature reviews informed the Participatory Design of the campaigns.

Participatory Design of Campaigns

A Participatory Design (PD) approach was used to conceptualise, design and develop the campaigns. Participatory Design explores ways of working "with young people in defining the problems and issues that affect them and can lead to new understandings about the source of such problems as well as potential responses" (Hagen et al., 2012, p. 6). It is a theoretical and practical tool which "offers clear, accessible and adaptable methods and techniques to support the active participation of young people and other stakeholders" (Hagen et al., 2012, p. 6). Participatory Design offers language and techniques to support a range of intergenerational knowledge and diverse expertise. Key to the approach was an iterative and collaborative process involving young people, researchers, digital strategists and creative agency professionals, as well as stakeholder partner organisation representatives. This enabled research teams to generate grounded evidence. For example, how young men frame help-seeking was compared and contrasted with the literature, industry and sector expertise to inform new ways of communicating with young men about help-seeking via an online campaign.

Campaign Evaluations

- Pre-post survey design: Items were aligned with the main theme of each campaign.
- Randomly allocated participants were assigned to control and exposure groups.
- As part of the experimental design, Javascript was employed to generate and assign a Unique ID to each participant within the survey instrument.
- Designed, trialled and successfully employed an innovative digital tracking methodology, for capturing and matching young people's 'real time' engagement with online campaigns to survey responses at the individual participant level: by a Unique Identifier with Google Analytics and Bespoke backend database with timestamped data touch points.
- Extended the passive analytic data collection beyond the contained (Pre-public release) period to 'in the wild' (Post-public release) in order to capture organic campaign engagement in naturalistic settings.
- Conducted qualitative deep access semi-structured interviews.
- Applied the MGB with pre survey, post survey and analytics.

Cohort Survey Measures

Measures related to youth health and wellbeing and online experiences were employed and aligned with each campaign to provide a context and to measure attitudinal and behavioural change.



- | | |
|---|--|
| <input checked="" type="checkbox"/> About Me | <input checked="" type="checkbox"/> Cyberbullying (Cross et al. 2009) |
| <input checked="" type="checkbox"/> Depression Anxiety Stress Scale-Dass21 (Lovibond & Lovibond 1995) | <input checked="" type="checkbox"/> Childhood narcissism scale (Thomaes, 2008) |
| <input checked="" type="checkbox"/> Mental Health Continuum Short Form (Keyes 2002; 2007) | <input checked="" type="checkbox"/> Online engagement |
| <input checked="" type="checkbox"/> Social Connectedness Scale (Lee et al., 1995, 2001, 2008) | <input checked="" type="checkbox"/> Respect Scale |
| <input checked="" type="checkbox"/> Help-seeking (Rickwood et al. 2005) | <input checked="" type="checkbox"/> Internet Use |

// PROJECT PROCESSES

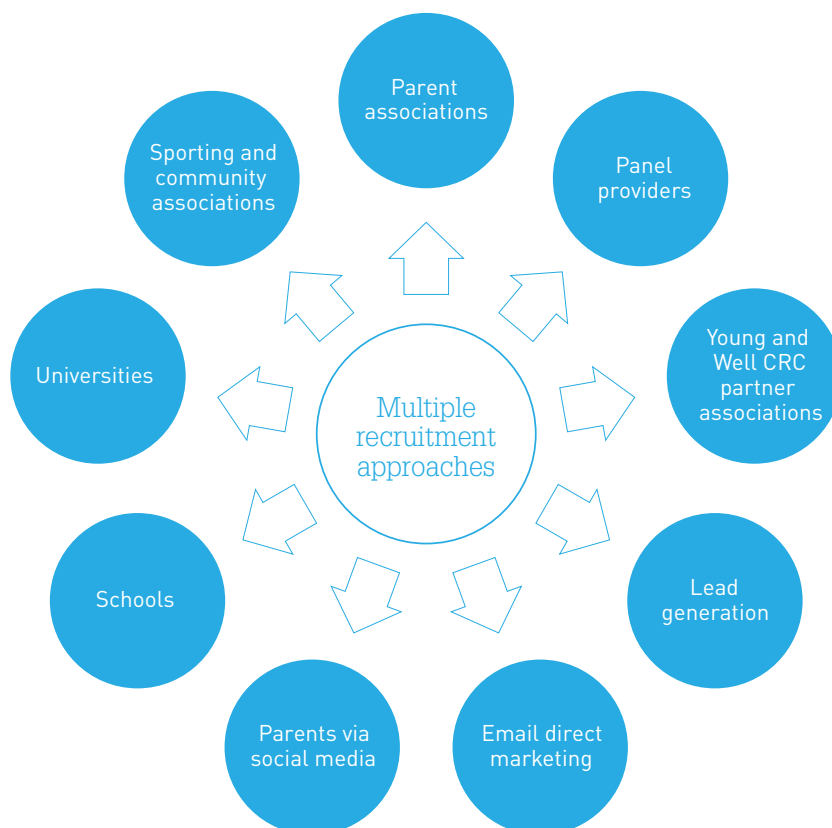
This project operated across three universities and several education jurisdictions.

Ethics

The Human Research Ethics Committee (HREC) at the Western Sydney University and the Queensland, New South Wales and South Australia Departments of Education granted ethical approval for the participatory design research component. Reciprocal approval was made to researchers at the University of South Australia and Queensland University of Technology.

The University of South Australia (UniSA) Human Research Ethics Committee (HREC) granted approval to conduct research involving informed young people under the age of 18: to study the engagement, outcomes and impacts associated with the campaigns themselves. In keeping with the Belmont principle, parental or caregiver consent was required before engaging participants. However, ethical processes involving active parental/carer informed consent and assent with young people under the age of 18 in online settings presented significant challenges in achieving the required research sample, in particular across schools.

Year 1 Cohort Recruitment Strategies



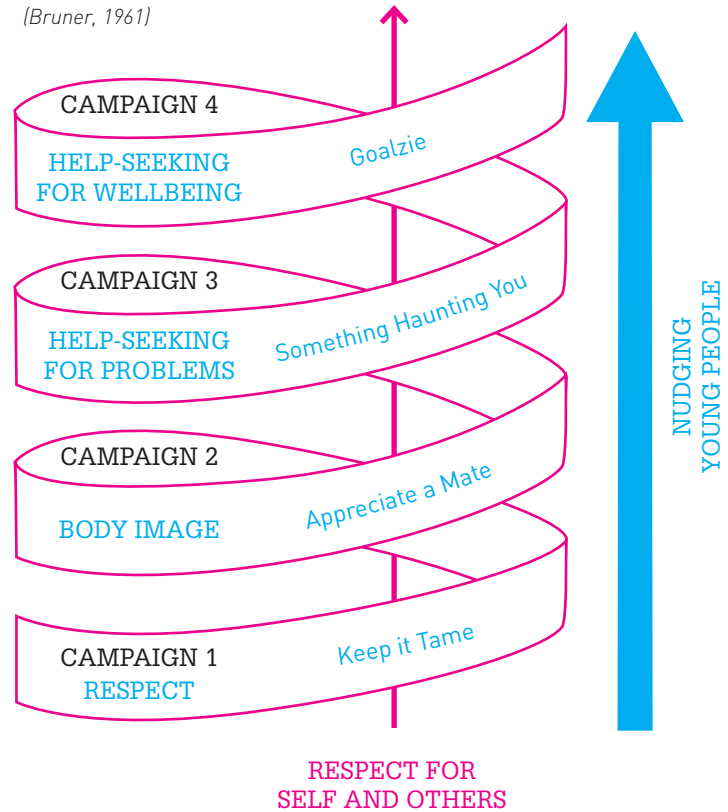
Theory of change

The Model of Goal Directed Behaviour (Perugini & Bagozzi 2001) underpinned the marketing strategy in that each campaign aimed to 'nudge' (Thaler & Sunstein, 2008) young people to behave respectfully online by positively mediating the relationship between intentions and behaviours. It is applied in this study to measure young people's behavioural and attitudinal change after engagement with social marketing campaigns that promote positive and respectful online behaviours.

The Spiral Curriculum model (Bruner, 1961) revisits and builds on prior knowledge and key concepts to reinforce and maximise learning outcomes.

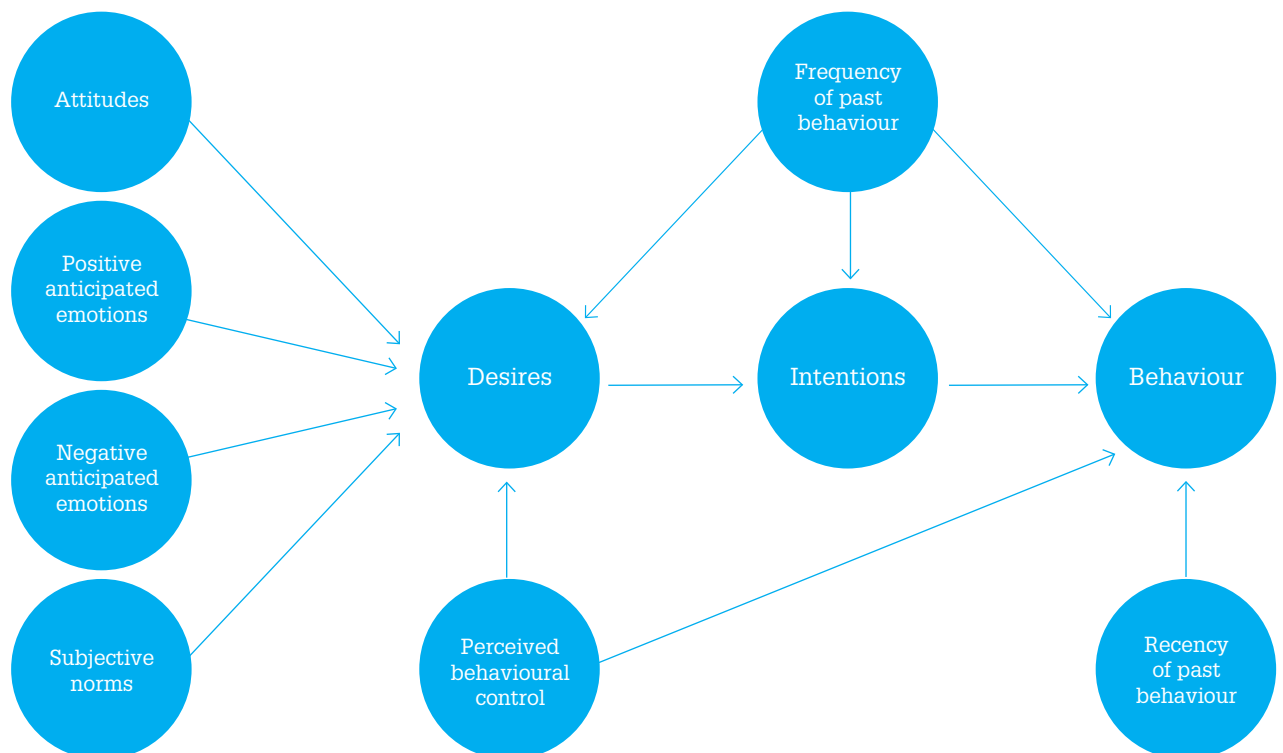
Spiral Curriculum

(Bruner, 1961)



Model of Goal Directed Behaviour

(Perugini & Bagozzi, 2001)



The Campaign Contexts: Technology use, Mental Health and Wellbeing

2012

Snapshot of young people aged 12 - 25



- Most are mentally well
- Most are online 2 - 4 hrs per day everyday
- About 20% are online 5+ hrs

Most access internet via:

- Smart phone (74.8%)
- Own Laptop (69.9%)
- Other handheld portable device (34.3%)
- A shared desktop computer (30.8)



- 21% have high to very high psychological distress
- 43% of young men report high to very high psychological distress
- Fewer than 1 in 4 young men recommend professional support - either on or offline

2015

Snapshot of young people aged 13 - 18



Most young people (approximately 70%) were in the normal or mild range for depression, anxiety and stress



The majority of young people feel socially connected in both on and off- and online settings and are respectful of others

39.6%

conducted a Google search to help them achieve a goal & 37.7% used an online resource.



Consistent with findings from the previous campaigns, parents/carers continue to provide a primary source of support for young people on a daily basis (38.9%).



For personal or emotional problems young people are likely or highly likely to seek help from professionals (32.1%) and non-professionals (53.0%) offline



70%



of young people play online games at least once a week, whilst 20% play many times a day

One quarter (n = 430) of all young people use the internet "pretty much all the time" and half of all young people (n = 841) many times during the day

11% (n = 120) of participants were actively online during weekdays between 11pm and 2am. This compares to 20% (n = 221) on weekends.

But...



Approximately one in five (17.5%) have severe to extremely severe depression and anxiety (22.5%); and approximately one in ten (12.8%) experience severe or extremely severe stress

Source: Burns et al 2013 *Game On: Exploring the Impact of Technologies on Young Men's Mental Health and Wellbeing*. Young and Well CRC, Melbourne.





Source: Spears et al., 2016a. *Something Haunting You? Reframing and promoting help-seeking for young men: The co-creation and evaluation of a social marketing campaign*. Young and Well Cooperative Research Centre, Melbourne

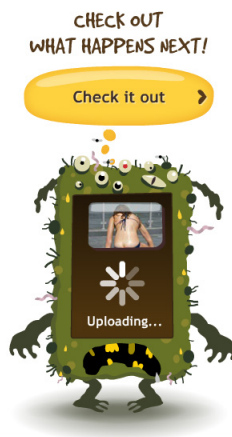
Spears et al., 2016b. *Connect. Challenge. Do. Design and evaluation of Goalzie: a goal-setting campaign to promote positive attitudes towards help-seeking for wellbeing*. Young and Well Cooperative Research Centre, Melbourne.

// SAFE AND WELL ONLINE CAMPAIGNS

Through a Participatory Design approach, the project produced four campaigns.

Campaign themes reframed through Participatory Design

Theme identified by stakeholder groups	Theme reframed through Participatory Design with young people
 Cyberbullying	Respect for self and others
 Body Image	Feeling good about yourself
 Help-seeking for Problems	Achievement by tackling everyday problems
 Help-seeking for Wellbeing	Goal Setting through fun peer interactions

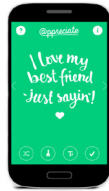


"I did like the campaign because I felt I could relate to it. The people in the video felt how I felt ... and it was all very realistic."
(Female, Sub-study 5 Interview)

Approximately three quarters of the sample reported that the ad made them more aware of their behaviour.

CAMPAIGN 1: KEEP IT TAME

The key proposition for Campaign One was 'to promote respect of self and others in online as well as offline interactions'. 'Keep It Tame' was brought to life through an online educational campaign, designed to foster an understanding of the importance of being respectful online. The creative ideation process, driven by the literature review and insights from young people's views on what being respectful online means, led to an online journey where users were asked to consider the feelings of others before they act. An animated character (representing a mobile device) then guided users through an interactive journey. Simultaneous audio and visual cues complemented the emotional responses of the individual being targeted, highlighting the impact of the disrespect she had been shown. The journey itself first invited users to make a series of choices related to online behaviour that could be either respectful or not. Specifically they were invited to share, or ignore, an embarrassing photo of a peer (Jenny Citizen) they received on their mobile phone. A positive choice—not to post the photo online—delivered messages reinforcing the choice and transformed the animated mobile phone into a 'funky dude'. Reposting the photo prompted a scenario in which Jenny Citizen's social network profile was bombarded with comments, many of which were hurtful, vulgar and humiliating. The viewer could see how quickly things could get out of hand and the impact this kind of decision could have on others: emotional distress, embarrassment; and compromised reputation. Jenny Citizen emphatically displayed the impact on her as she became visibly more and more distressed as a result of escalating, increasingly negative online responses. As the journey progresses, the user is presented with a number of practical options for dealing with this situation, both as someone who shared or commented on the photo and as Jenny Citizen. For example: apologise; ignore; un-tag; flag; block; de-friend; or get help. Finally, the viewer is directed to existing resources for help, and information about what happens when you post online. The initial animation was embedded in media space on websites with high traffic by the target audience. Users then clicked through to the micro-site and video execution.



"I would definitely use this app because it's a creative way of getting important messages out to people who think they've heard it all before" (Sub-study 2 workshop)

CAMPAIGN 2: APPRECIATE A MATE

Young people rely on their peers for mutual acceptance, validation and inspiration underpinned by a desire to belong and be valued in their social context (Slee et al. 2012) and yet body image remains one of the most significant concerns for young people (Mission Australia, 2014). 'Appreciate A Mate' campaign sought to promote positive peer-to-peer communication and body-image by mobilising existing popular digital practices to facilitate desired attitudes—in this case, positive body image, self-esteem and building respect for self and others. The campaign successfully promoted respectful behaviour by encouraging young people to create and share crafted and customisable messages that emphasised physical and character traits as strengths, and which aimed to help make others feel good about themselves.



"This campaign is great, and really important. When young men are stressed they usually hide it and say that everything is ok, so something targeted to them has been needed for a long time." (19 year old male)

CAMPAIGN 3: SOMETHING HAUNTING YOU

Through a series of zombie-inspired interactive videos and comics, this campaign explores common challenges such as exam stress, driving test pressure and drinking, using humour to engage with young people and encouraging them to think through alternative endings to each scenario. A 'survival guide' highlights the various tools available to young people to tackle common 'problem zombies'. This campaign sought to engage young men by synthesising engagement tactics (humour), a cultural trope (the zombie), graphics (comics), existing popular digital practices (Youtube videos) plus online resources (links to formal and informal support) to reframe help-seeking from being a reactive response to a proactive strategy; thereby signposting pathways and practical ways to overcome common challenges from a strengths-based perspective. Humour was a key feature that young men viewed as important to this campaign. Humour can be deployed in a variety of ways among young males – from increasing affiliation and cohesion, to excluding others (Huuki et al 2010); this campaign draws upon the positive, sharing aspects of humour. The zombie as a cultural trope has had a comeback in popular culture attributed to a new blend of "digital technologies and online cultural practices, plus a fascination with the zombie's ambiguous, transitional state (Hubner et al 2014). The video relating to the challenge of exam stress asks viewers "What would you do? Deal with it, or ignore it?" – then leading into the option of "What will you do next? Do something, or give into the problem zombie?". This choice of alternate endings offers a playful way to explore distinct outcomes associated with different courses of action. Embedded video also accessed on a branded Youtube channel locates the campaign within a relevant online platform for young people where: "the barriers for them to participate are low, their creation is easily circulated and shared, informal mentorship and instructions facilitate their developing identity, their level of contributions matter, and they feel socially connected to peers within their community" (Chau, 2010: p.73).



CAMPAIGN 4: GOALZIE

"I like how you basically challenge people and some of them are really funny. I remember yeah the selfie one was really good because, I mean some of my friends are just, they're so obsessed with taking selfies ... (Laughing). We just do stuff like that and I think it's really good because people kind of connect to that." (17 year old male)

Unlike help-seeking models that are predicated on a 'problem', help-seeking for wellbeing requires identifying an opportunity. Goalzie is an app-based campaign designed to encourage peer-to-peer interactions and goal-setting by giving players the opportunity to challenge friends and be challenged by them. The campaign invited young people to download the Goalzie app to a mobile device. Users login with Facebook and identify a mate to 'challenge'. They then choose from a catalogue of goals and set a fun consequence for their mate, if they fail to meet the goal. The app encourages their Facebook friends to download the app so they can accept the challenge and also set goals for their friends. Challenges might be physical, such as doing a dance work out; may target self-regulation, such as giving up chocolate for a week; or encourage creativity, such as making a Vine video. Players can also set fun consequences for unachieved goals – doing chores, washing the family car or cooking dinner for the challenger. It is a reinvention of the old-school 'Truth or Dare' game – taking it online and directing the competition towards practices that can improve understanding, foster values and beliefs that promote wellbeing. Goalzie allows users to track their own challenges as well as the progress of their mates. In a fun and engaging way Goalzie aims to encourage young people to set challenges and identify actions and sources of help to achieve their goals as a part of being healthy and well.

CAMPAIGN VITAL STATS



Videos watched: Keep
It Tame; Something
Haunting You?



Challenges created
via Goalzie



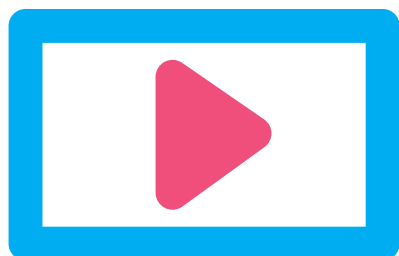
Messages of
appreciation created
via Appreciate a Mate

CAMPAIGN MEDIA STRATEGIES



Videos

eDM integration via popular
youth sites and networks

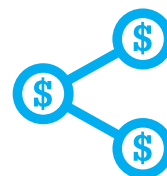


Digital
Display
Media



Connect

Influencer-seeding



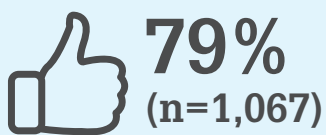
Sponsored social
media



RESPONSE TO CAMPAIGNS FROM COHORT PARTICIPANTS



of young people liked
APPRECIATE A MATE



of young people
liked SOMETHING
HAUNTING YOU?



of young people liked
GOALZIE & 54% would
potentially use
GOALZIE in the future

// KEY CHALLENGES AND INNOVATIONS

This five year project has considered the increasingly important role of social media and communication strategies in health promotion to promote the safety and wellbeing of young people. In the context of: increasingly complex systems of socio-cultural mediated communication; the application of psychological principles and understandings to individual and group behaviours and motivations online; policy imperatives; and a plethora of programs and interventions; there is a need to consider what an effective youth-centred approach would look like and how this can be delivered in the evolving media ecology.

Cohort Challenge

The Safe and Well Online study initially proposed to test a longitudinal research design, employing a randomised control study, with young people under the age of 18, in an online environment. Schools provided the main recruitment avenue for this research in Year 1, with participants in Years 8-12, aged between 12 and 18 years. However, as a consequence of the recruitment difficulties experienced in this initial campaign, the project proceeded to develop an age cohort design, where similar age cohorts of young people were recruited for each campaign via, alternative recruitment strategies such as email direct marketing via an online student community, transactional leads, parent associations and community groups and a research panel provider.



Challenge 1: Required approval from all Education Department jurisdictions: which operate different approval processes, procedures and timelines; requiring different clearances which impeded the progress and long term viability of the project.

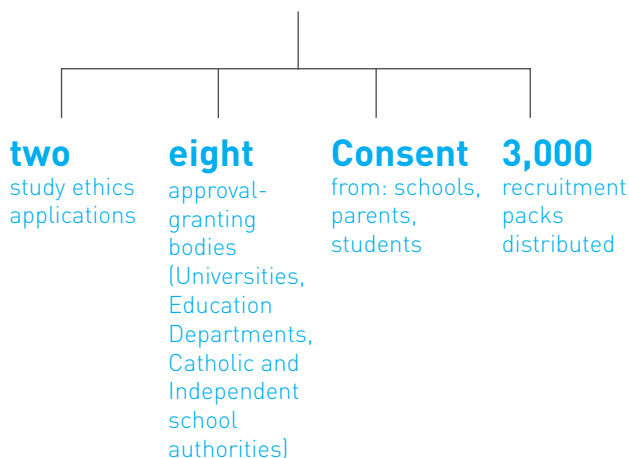
Challenge 2: Navigating perceived risk aversion/management vs ethics - required active opt in informed parental consent.



Innovation: Implement 6 supplementary recruitment strategies in a staged process that extended beyond the school sector and utilised innovative recruitment methods e.g transactional leads.

Response: Employed an age cohort design as opposed to a longitudinal study.

Campaign 1 Challenges: Ethics & Cohort establishment



... but only 165 participants recruited



Challenge: To measure impact through actual 'real time' participant engagement with the campaigns

Challenge: Determine the timeframe in which attitudinal and behavioural change realistically can be expected



Response and Innovation: Tracking methodology whereby participants' 'real time' engagement with online campaigns was collected and matched to cohort study participant survey responses: at the individual participant level by a Unique Identifier via Google Analytics in Campaigns 2 & 3, and via a Bespoke backend database in Campaign 4.

Passive analytic data collection was extended beyond the contained (Pre-public release period) to 'in the wild' (Post-public release) to examine engagement in a naturalistic setting.

// FINDINGS FROM PARTICIPATORY DESIGN

Key findings from the Participatory Design process included the way in which young people reframed mental health and wellbeing issues from their own perspective. Participatory Design methods facilitated a space in which young people could share their thoughts and feelings from their own 'lived experience'.

Campaign 1: Reframing Online safety as Respect

Young people identified messages they wanted their friends to hear via social media to encourage positive uses of technology. Key themes were: responsibility for online behaviours; prompting action of bystanders; respectful relationships and cybersafety. These insights provide an understanding about what these young people view as successful outcomes and how a problem can be framed by focusing on the desired behaviour, rather than the problem. These include; being thoughtful, being respectful, being active and taking action when things happen online that you are upset by or don't like.

Campaign 2: Reframing body Image as feeling good about yourself

The Participatory Design approach highlighted how young people consistently identified the interconnectedness of online and offline practices relating to body image. They clearly expressed the ways in which their social relations and many of their activities (study, entertainment and family life) are mediated. Online strategies to promote improvement in body image and self-esteem was viewed as a successful strategy which was grounded in their everyday digital practices.

The Participatory Design process revealed the significance young people place on reciprocity of support in fostering positive body image and self-esteem. While young people look to their peers and trusted adults for acceptance, validation and inspiration, they also want to give back. The process engaged a significant number of young people who wanted a tool that could, put simply, help them feel good. They also really liked the idea that this tool could help them do that for someone else. Young people want an antidote to the negativity that could be found online.

Campaign 3: Reframing help-seeking from a weakness to a strength


The Participatory Design process identified the diversity of help-seeking pathways experienced by young people; that is, help-seeking manifests and unfolds in diverse ways in young people's everyday lives. In addition, help-seeking is not viewed as something distinct to online or offline spaces. Young people expressed an interrelationship between the social and technical: that help-seeking is a practice which stems from the interrelationship between people, places and online tools.

Help-seeking obstacles and opportunities were also key to understanding help-seeking from young people's perspectives: that is, identifying the range of barriers, bridges and strengths-based strategies which can constrain, or enable, young people locating help.

The role of gender was also significant. For example, it was viewed that young men often feel stigma around help-seeking, plus expectations they need to maintain male stereotypes - such as being 'macho'. Young people also expressed that they were keen to reframe help-seeking as being strengths-based, or goal-oriented.

Campaign 4: Reframing help-seeking from something you do for a problem to something you can do to achieve wellbeing

The insights from the Participatory Design approach for this campaign, alongside learning from Campaign 3, highlighted how the campaign needed to promote help-seeking among young people in ways which was goal-oriented, meaningful, holistic, achievable, engaging and social.



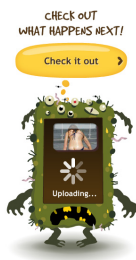
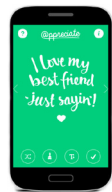


"Think about how the things you say may affect other people"

"Treat others how you want to be treated"

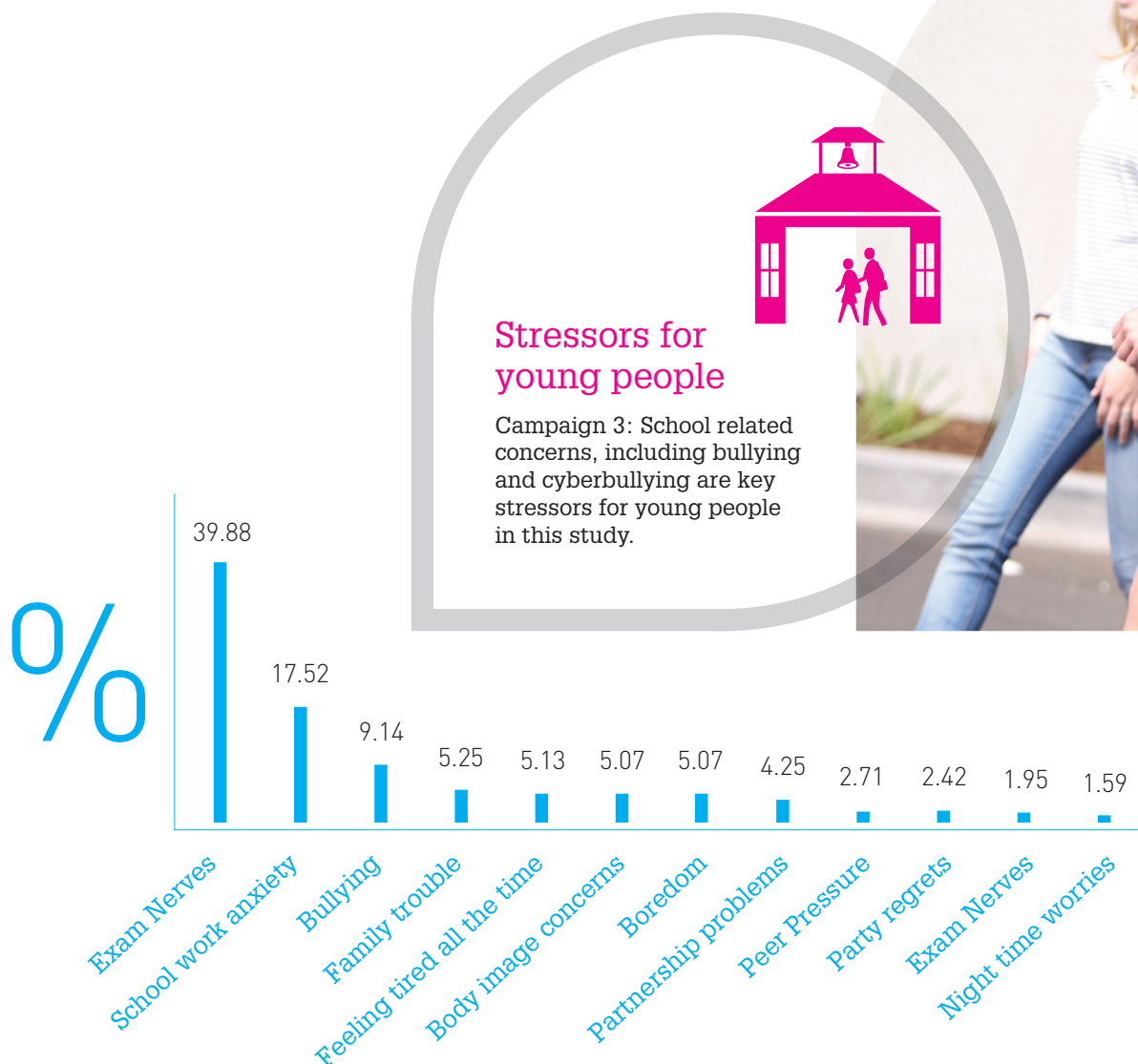
"Refresh your mind before you refresh your page"

PARTICIPATORY DESIGN
CAMPAIGN 1

Summary of Participatory Design insights

	Purpose/ behaviour	Digital content and affordances	Reflection/ learning	Action
Campaign 1 	Promoting respect	Artefact: Keep it Tame (interactive online video) Brand and design guidelines: <ul style="list-style-type: none"> • Interactivity and a self-directed narrative • Humorous and educative (in order to be sharable) • Relatable – the stories should resonate and feel that they could be ‘about them’ • Authentic – needs to actually reflect what young people do, how they express themselves and be action oriented 	Nudging respect for self and others	Engaging with ways to ‘help’, ‘know’ and ‘act’
Campaign 2 	Promoting positive body-image, self-esteem and social connectedness	Artefact: Appreciate a Mate (app) Brand and design guidelines: <ul style="list-style-type: none"> • Interactivity and playfulness • Some level of ‘customisation’ or personalisation and sharability • Reciprocity of support in fostering positive body-image and self-esteem. • Adding to a ‘suite’ of online tools 	Nudging positive self-esteem and social connectedness	Sharing inspirational messages to engage with ways to feel good about self, as well as make others feel good
Campaign 3 	Promoting informal help-seeking (with a focus on young men, aged 15-17)	Artefact: Something Haunting You (website) Brand and design guidelines: <ul style="list-style-type: none"> • Provide multilayered content • Signpost help-seeking pathways • Positive tone • Support way-finding • Promote individual and peer-to-peer benefits • Humorous and relatable 	Nudging informal help-seeking and navigating online resources to tackle everyday challenges	Using humour to engage with young people and encouraging them to think through alternative endings to each scenario. A ‘survival guide’ highlights the various tools available to young people to tackle common ‘problem zombies’.
Campaign 4 	Promoting peer-to-peer interactions and goal-setting to encourage informal help-seeking	Artefact: Goalzie (app) Brand and design guidelines: <ul style="list-style-type: none"> • Power of games, play and goal-setting • Leverage peer-to-peer interactions and social connectedness • Utilise the social and material resources of networked ecosystems to support youth wayfinding 	Encouraging peer-to-peer goal-setting and informal help-seeking	Sharing challenges with peers to encourage informal help-seeking to achieve everyday goals

// FINDINGS FROM THE COHORT



A snapshot of cyberbullying prevalence

Cyberbully-victim status	Campaign 2 Data		Campaign 3 Data	
	(N = 1,934)	%	(N = 1,695)	%
Non-involved	1000	51.7%	774	45.7%
Cybervictim	535	27.7%	480	28.3%
Cyberbully	34	1.8%	37	2.2%
Cyberbully-victim	365	18.9%	404	23.8%
Total	1,934	100%	1,695	100%

// KEY INSIGHTS



Young people who had not been involved in cyberbullying in any way were significantly less likely to spend time on the Internet after 11pm (38%) than the total average (43.4%).



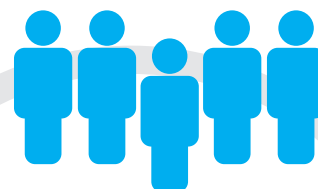
Consistently across all campaigns, cyberbully-victims were a particularly vulnerable group. Campaign 2 data showed cyberbully-victims were significantly more likely to go online after 11pm (54.8%) than the total average. They were also significantly less socially connected and more anxious, stressed and depressed than those with no experience of cyberbullying and demonstrate significantly lower levels of respect for others.



Measuring attitudinal and behavioural change

The Model of Goal Directed Behaviour

The MGB provided a sound theoretical premise for examining future campaigns and demonstrated where best to target initiatives and interventions.



Key entry points for initiatives

Whilst the campaigns did not mediate the expected relationships between young people's intentions and behaviours, possibly due to the short time frame of the Pre-public release research period, investigations into the relationships between key model constructs indicated that social norms, attitudes and perceived control could provide key entry points for nudging attitudinal and behavioural change for young people's wellbeing.

Digital Tracking:

Measuring Engagement with Campaign 4

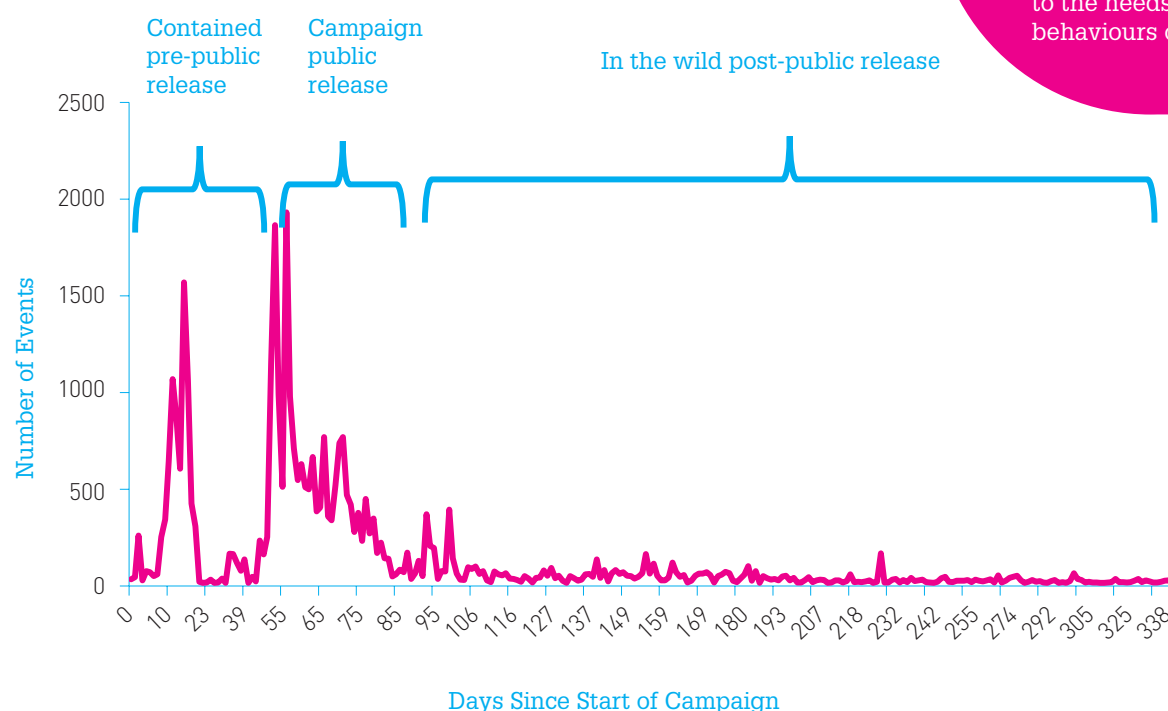
The cohort evaluation drew on survey and bespoke data which were matched by a unique identifier to provide a comprehensive picture of how young people engaged with the campaigns.

Surveys	Participants		
Pre-Survey	1106 participants		
Post Survey	618 participants		
Research Period	Bespoke Data Collection	User Experiences Reconstructed	User Experiences Matched to Surveys
Goalzie Survey Period 09.11.15 – 06.12.15	3719 events, 136 participants	136 reconstructed user experiences with passcodes	126 matched to pre-survey 59 matched to post-survey
Goalzie In the Wild including Media Campaign and Tail Period 14.1.16 – 12.04.16	45,797 events, 862 participants	862 reconstructed user experiences with User IDs	N/A

Campaign 3: Analytics engagement data

Passive analytics data collection across the life of Campaign 3, demonstrating the peaks and ongoing engagement with Something Haunting You? campaign

It is not only what participants tell us, but also what young people are actually doing that can provide exciting opportunities to accurately tailor social marketing campaigns to the needs and behaviours of users.



Campaign 4 Case Studies from 'real time' engagement analytics

It was possible to construct typical user engagement from the data and to present these as case studies.

(A) Top Goalzie users in the contained survey period (Pre-public release): Jenny, Joan and Joy.

Jenny, Joan and Joy are the top Goalzie users in the survey period and the only ones with more than 5 sessions, averaging around 8 sessions. They come from three states: Queensland, New South Wales and Western Australia respectively and are all in year 8. They are well above the mean in social connectedness in both offline and online contexts. They are also well below the mean for cyberbullying, stress and depression. However Joy has been a victim of cyberbullying. All three are close to the mean level of anxiousness. The three girls are issuing three to four challenges each.

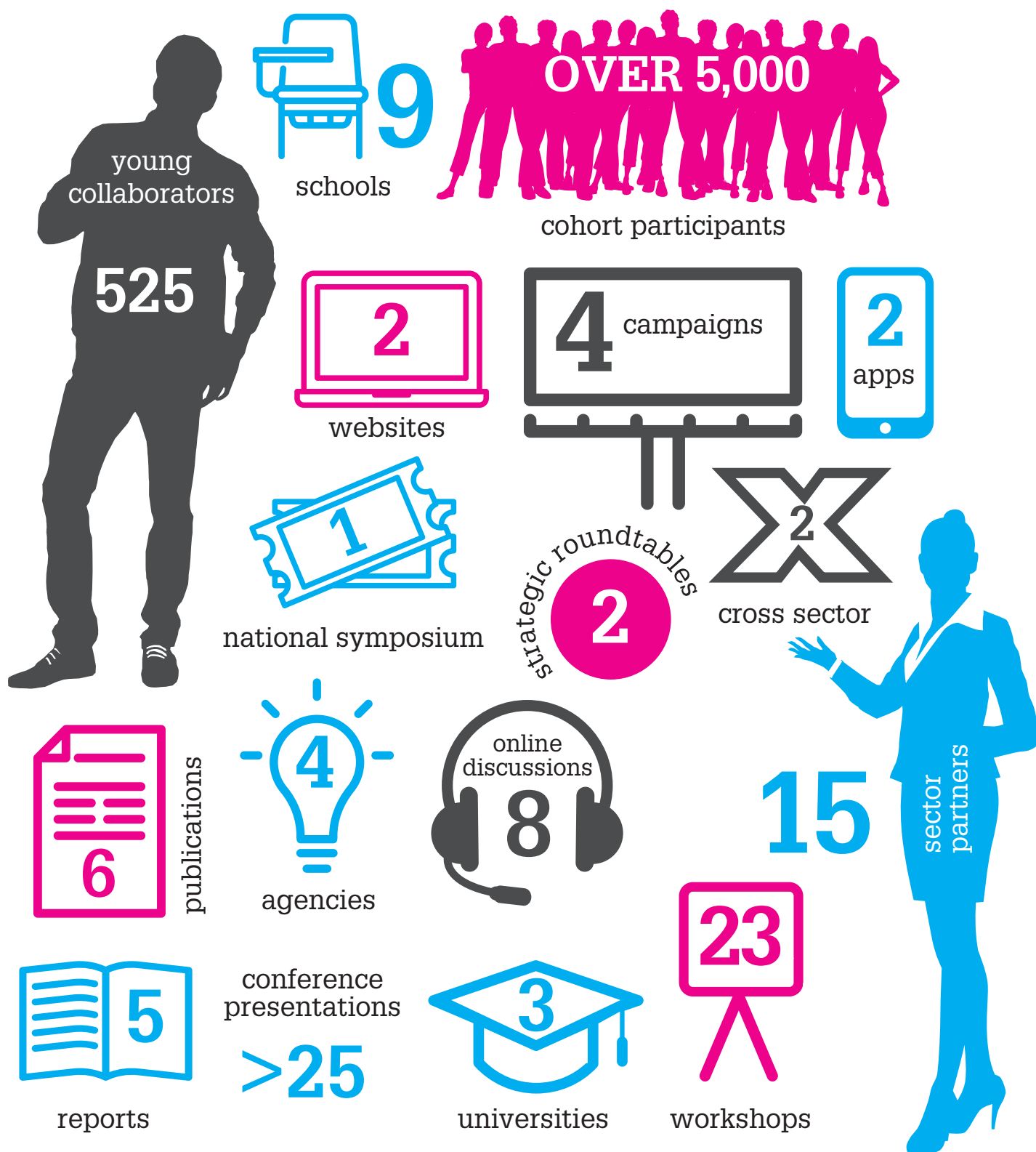
Joy's challenges are all in the "Fun" category whereas the other girls vary across categories. Joy continues to use Goalzie for a month, the other girls use it for less than two weeks. Joan and Joy spend around 2 hours engaging with Goalzie while Jenny engaged for just under 1 hour.

(B) Prolific Goalzie user in the 'wild' (Post-public release): Karen.

Karen starts using Goalzie after he/she receives a challenge on the morning of the 10th of February 2016, some 104 days after the pre-survey date. In the next month Karen visits Goalzie on 38 separate occasions, issuing some 10 challenges and setting 11 consequences.

Six of the challenges are in the "Get Social" category, with two of the challenges being "...respond to text messages... with emojis". Two challenges are in the "Work It" category, one is "Fun" namely "Give someone a random compliment" and one is in the "Mental Health Category" namely "Make your phone background a positive quote". Karen receives some 8 challenges from two different Goalzie users. Three of the challenges Karen receives are in the Self-Regulation category, three are in the Get Social category and two in the Fun category including a challenge to "Give someone a random compliment". This last challenge is received from a participant after being issued to that same participant the day before. Over a period of one month Karen spent some 3 hours and 10 minutes in Goalzie initiating some 801 events. Karen stops using Goalzie on March 12.

// SAFE AND WELL ONLINE: FIVE YEARS



// FUTURE DIRECTIONS AND RECOMMENDATIONS

This project has generated a significant number of insights. While there are many directions in which research on the role of online social marketing campaigns in promoting young people's safety and wellbeing might proceed, we propose five areas of most significance and urgency:

1. Apply innovation and learnings from this project to vulnerable and at-risk young people. The evaluation data indicates that these campaigns can reinforce positive attitudes and behaviours as well as influence underlying social norms and desires and nudge young people to engage in practices that promote their safety and wellbeing. It also indicates, importantly, that they do no harm: there is not an iatrogenic effect. However, data across the four years clearly and consistently identifies a group of young people who have low levels of social connectedness, high levels of depression and anxiety and experience bullying and victimisation. Health promotion campaigns may not be effective for these young people - but more importantly, targeted campaigns, interventions and strategies could be.

2. Work with ethics committees and stakeholders when involving minors in online research so that 'low risk' research processes can align with current youth online practises to enable accurate measurement of young people's engagement with campaigns in naturalistic and often dynamic settings.

Everyone's actions online are already being mapped and tracked through analytics, and there are challenges in changing popular perceptions and understandings concerning young people's online activities, including the need for conversations that challenge a risk-averse position on young people, digital media and participation, to one that aligns more closely with current digital practices and technological innovations that pose a low risk.


3. Replicate and scale campaigns that adopt an issue or person/young person centred response. These social marketing campaigns move beyond the promotion of products: to the promotion of publics - in which young people are valued and enabled to engage with a networked eco-system of support.

4. Replicate and scale the engagement tracking methodology across contained (pre-public release) and 'in the wild' (post-public release) periods, in relation to measuring impact of online campaigns for the wellbeing of young people. Further development of this methodology will enable more accurate and comprehensive mapping of young people's engagement to establish 'realistic' impact, and an evidence-base which will inform policy and practice.

5. Enable user-generated content and community building strategies in campaigns.

To promote engagement and sustainability, campaigns must enable young people to take ownership of campaigns and their content. For example, young people wanted to create, in-App, their own messages for Appreciate-a-Mate and challenges for Goalzie. Sponsors of campaigns must find ways to address concerns regarding acceptable use and duty of care, while still allowing young people to express their creativity and design the future content and use of campaigns. By democratising the content and future design of campaigns, fostering community and social connections, campaigns may achieve better engagement, impact and sustainability.

The project has generated an open and dynamic community of practice - and from within which many more innovations and advances will be made in the use of online social marketing campaigns to promote young people's safety and wellbeing. Understanding how communities of practice can be fostered and grow to promote can innovate initiatives will be critical to future innovation in the promotion of youth safety and wellbeing.



"Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly" - these are characterised by a 'shared domain of interest', 'joint activities and discussions' - plus developing 'a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems'

(WENGER 2006, PP1-2)

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Partners

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Young and Well Cooperative Research Centre

The Young and Well Cooperative Research Centre is an Australian-based, international research centre that unites young people with researchers, practitioners, innovators and policy-makers from over 70 partner organisations. Together, we explore the role of technology in young people's lives, and how it can be used to improve the mental health and wellbeing of young people aged 12 to 25. The Young and Well CRC is established under the Australian Government's Cooperative Research Centres Program.

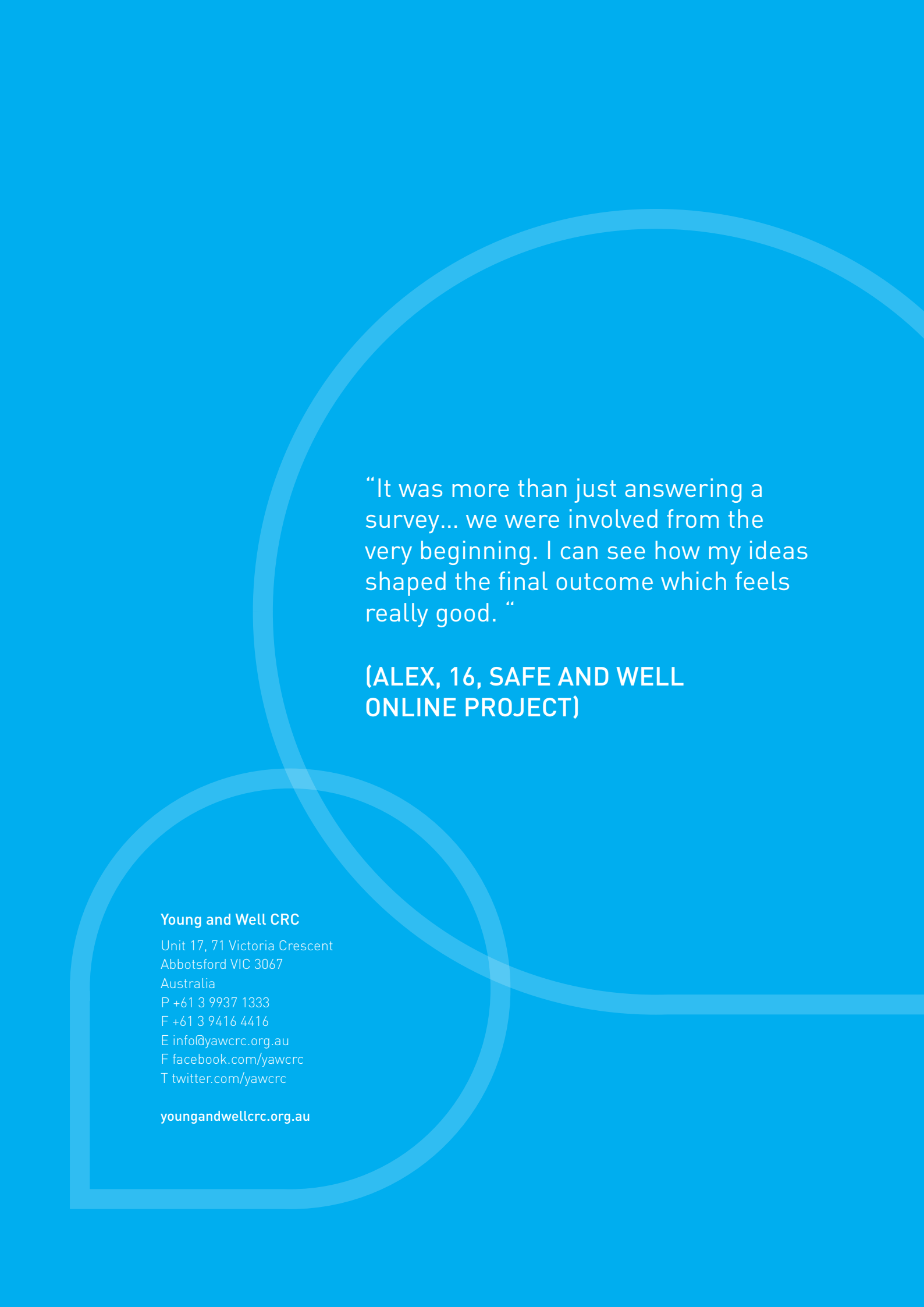
youngandwellcrc.org.au

University of South Australia

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“It was more than just answering a survey... we were involved from the very beginning. I can see how my ideas shaped the final outcome which feels really good. “

**(ALEX, 16, SAFE AND WELL
ONLINE PROJECT)**

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