YOUNGANDWELL
Cooperative Research Centre

‘Appreciate A Mate’

Helping others to feel good about themselves

Safe and Well Online: A report on the development and evaluation of a positive messaging social marketing campaign for young people

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University of South Australia

June 2015

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ISBN: 978-0-9925966-8-2

Suggested citation: Spears, B, Taddeo, CM, Barnes, A, Collin, P, Swist, T, Drennan, J, Scrimgeour, M. & Razzell, M. 2015, *‘Appreciate A Mate’: Helping others to feel good about themselves. Safe and Well Online: A report on the development and evaluation of a positive messaging social marketing campaign for young people.* Young and Well Cooperative Research Centre, Melbourne.

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Acknowledgements

The Safe and Well Online project is a partnership led by the University of South Australia with University of Western Sydney, Queensland University of Technology and Zuni.

The Safe and Well Online Research Team wishes to acknowledge the generous support and collaborative efforts of all supporting partners.

We would like to sincerely thank the participating schools, leaders, teachers, parents/carers and parenting associations who provided consent for their child's participation

We especially would like to acknowledge the important contributions from the young people who took the time to engage in all aspects of the study.

The Safe and Well Online Research Team wishes to acknowledge the contributions of Larisa Karklins, Alex Stretton, Rachel Sato, Greg Yates, Anthony Daly, Cindy Brock, Phil Kavanagh, Jane Webb-Williams, and the assistance and collaborative efforts of all supporting partners in this project.

Thanks also to the National Eating Disorders Consortium/Butterfly Foundation for their assistance with project design, the literature review and campaign development.

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 75 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.

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Executive Summary

THE CHALLENGES

Social marketing seeks to develop and integrate marketing concepts with other approaches to influence behaviours that benefit individuals and communities for the greater social good (International Social Marketing Association, 2013). Online social marketing campaigns are an increasingly popular strategy for engaging, informing, and influencing young people on issues relating to their safety and wellbeing. As a result, there is much interest in the role of online campaigns in promoting safety and wellbeing amongst young people.

Whilst industry-informed evidence exists in relation to any campaign's reach and impact, there is limited evidence in relation to the efficacy of these approaches for actual attitude and behaviour change. This is due in part to the complexity of working ethically online with minors, who require informed parental consent to participate, and the interdisciplinary and collaborative approaches required to measure and test change through online contexts. The theoretical and methodological challenges associated with mapping/tracking online engagement and determining subsequent attitudinal and behavioural change, along with innovative methodologies, required for youth-centered campaign design and development, also exacerbate that complexity. Significant advances in the science of impact evaluation are needed in order to bridge offline research standards with digital practices and data collection.

To address these challenges, and contribute to new knowledge in this area, the Safe and Well Online project brought together researchers, digital strategists, young people, creative agencies and industry partners to specifically examine how online social marketing-styled campaigns can effectively address attitudes and behaviours which could compromise young people's safety and cause harm.

This report describes the Year Two/Campaign Two processes, and articulates findings from the major project components designed to address the challenges noted above (see Figure 1). Three major components comprise the Safe and Well Online project: 1) A participatory design (PD) process involving young people and sector partners (UWS) for; 2) campaign development (Zuni & Digital Arts Network); and 3) a cohort study (University of South Australia) to evaluate campaign effectiveness and attitude and behaviour change. Each sub-study comprehensively considered the ethical requirements of conducting online research with minors. The theoretical and methodological framework for measuring campaign engagement and efficacy (Sub-studies 3, 4 and 5) drew on the Model of Goal Directed Behaviour (MGB) (Perugini & Bagozzi 2001) and Nudge Theory (Thaler & Sunstein, 2008). This report extends the findings and conclusions of the Year One Pilot Study "Keep it Tame" (Spears et.al, 2015), and details the development and evaluation of the second of four Safe and Well Online Campaigns—"Appreciate A Mate': Helping others feel good about themselves'.

Report Structure: Sub-studies

1. Synthesis of Literature: Body Image
2. Participatory Design for Campaign Research and Development: 'Appreciate A Mate'
3. Cohort Study: Quantitative Online Data Collection
4. Passive Data Collection: Digital Tracking and Campaign Efficacy
5. Qualitative Insights

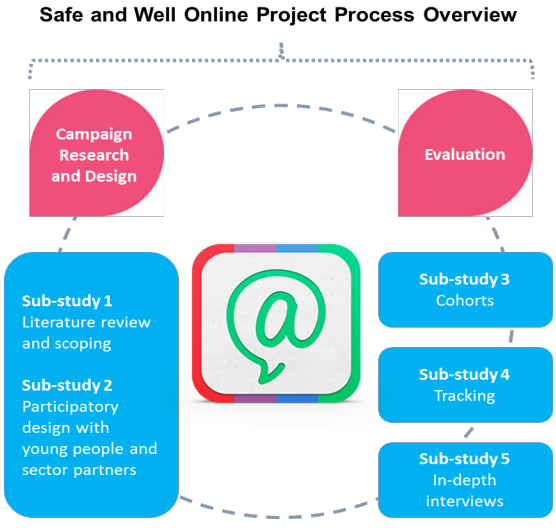


Figure 1 Campaign Two process overview

KEY FINDINGS

Sub-study 1: Synthesis of literature – Body image

The scoping literature review (Sub-study 1) highlighted that body image/satisfaction/dissatisfaction was related to self-perception and engagement with others, and that these social and cultural practices are increasingly mediated by new media technologies. Finding ways to support young people's positive views of themselves and others emerged as a key focus. This theme was positioned to counter negative views and aimed to build respect.

Sub-study 2: Participatory design for campaign research and development – 'Appreciate A Mate': Helping others feel good about themselves

Sub-study 2 developed a participatory approach to develop campaigns for young people, with young people, so that the views, experiences and creativity of young people in relation to body image/satisfaction/dissatisfaction were integrated with the insights and evidence-base from sector partners working within the field. One hundred and sixty three (163) young people aged 12 to 17 were engaged to participate in online and face-to-face research and design activities (see Table 1) to explore how they experienced and attributed meaning to the issue of 'body image', particularly in the context of their digital media practices. In collaboration with industry professionals and the recommendations of 15 sector partners, iterative cycles of research and co-design were aligned with youth visions of a campaign to promote positive body image.

Young people specifically articulated that *interactivity and playfulness;* some level of *customization;* or *personalisation* and *sharability*, were significant and relevant attributes of an online social marketing campaign aimed at them. Co-design activities (*exploring* the campaign theme; *defining* key issues and design outcomes; *developing* language and messaging; *reviewing* campaign creative and online tool usability) produced key insights that led to the development of the *'Appreciate A Mate'*: *Helping others feel good about themselves* campaign. This PD process determined that the campaign should:

- Build on existing youth cultural practices of seeking and offering affirmation and acceptance online.
- Present physical and character traits as positive attributes, to be liked and valued by others.
- Encourage young people to help others feel good about themselves.

'Appreciate A Mate' subsequently centred on an online tool (2013) and an app (2014), both of which allowed young people to create an artistic personalised positive message for themselves or a friend. The key aim was to bolster self-esteem, highlight physical and personality traits as positive attributes and provide reassurance; and help others feel good about themselves (see Figure 2).

Sub-study 3: Quantitative online data collection

The cohort study of 2,338 young people aged 12 to 18 years employed experimental design, with random allocation to exposure and control groups (to *'Appreciate A Mate'* or not) within an online survey. The theoretical and methodological framework for measuring campaign engagement and efficacy (Sub-studies 3, 4 and 5) drew on the MGB (Perugini & Bagozzi 2001) and Nudge Theory (Thaler & Sunstein, 2008). Data collected served two purposes to:

1. Ascertain young people's online practices, and their mental health and wellbeing; and
2. Determine the efficacy of the MGB (Perugini & Bagozzi 2001) in articulating how attitudes and behaviours might change in relation to online social marketing campaigns.

Analyses focused on within group/matched pairs pre and post data, and investigations into path modelling (see Sub-study 3, and contact the authors should further information concerning any analyses/findings be required).

Recruitment and Ethics

Given the complexity of the online environment, recruitment of minors with parental consent required careful consideration, resulting in close collaboration with stakeholders and multiple recruitment strategies.

Young people's online practices and wellbeing profiles

Overall, most young people's mental health and wellbeing was positive. Findings also highlighted the following as key areas of importance relative to this: internet use after 11.00pm; cyberbully-victim vulnerability; social connectedness; and potential avenues of help-seeking.

Consistent with Year One Pilot Study 'Keep it Tame', young people who reported they used the internet after 11.00pm were found to have poorer mental health than those who did not and were more likely to be in the cyberbully-victim category. Those who reported better mental health overall were more likely to have an appreciation of the social norms around helping others to feel good about themselves, and be positively oriented

towards helping others to feel good about themselves. They also were more likely to feel they had control, experience the desire and intent to help others to feel good about themselves, and were more likely to be affirming of others.

The majority of young people indicated they would seek help from parents and friends, which illustrates the alignment with central relationships in their lives. Conversely, when examining trends across the whole sample, most young people reported they would not seek help from more formal sources, such as doctors, psychologists, phone help line, web counselling, online help from a non-professional or self-help app.

Efficacy of the MGB to measure attitude and behaviour change
The model postulates that *action is directly determined by intention to act, and indirectly determined by desire to act, attitude towards the act, subjective norms, perceived behavioural control, and positive and negative anticipated emotions* (Leone, Perugini & Ercolani 2004).

Passive (Google Analytics) and pre and post survey data were used to apply the model to explore attitude and behaviour change with a view to determining the impact of the key messaging of the campaign (helping others to feel good about themselves). Analyses confirmed the validity of the model constructs, e.g. attitudes, intentions and desires, and model fit, as applied to an online setting. This is an important contribution to furthering understanding of ways to measure change in relation to online social marketing campaigns.

Whilst the campaign did not mediate the expected relationship between intentions and behaviours, the model has provided a sound theoretical premise for examining future campaigns. In contrast to previous applications of the Model (in offline settings), there may be additional unknown factors inherent from being online that could impact findings. Future campaigns will provide opportunities to explore issues such as the complexity of data collection in an online setting; the nature of the campaign platform (web-based versus app-based); and sensitivities of the model including where the campaign could best intersect.

Although the data suggests that the campaign did not mediate the relationship between young people's intentions to help others feel good, and their actual behaviours, it has identified important potential points of intervention, such as targeting attitudes. Further investigations are needed to determine optimal timeframes for measuring change when being filtered through an online setting so that online social marketing campaigns can be effectively employed for encouraging positive attitude and behavioural shifts which will benefit young people and their safety and wellbeing.

Sub-Study 4: Passive Data Collection: Digital Tracking and Campaign Efficacy

A methodology for passive data collection was developed in order to examine the reach and effectiveness of the 'Appreciate A Mate' campaign and to support social research processes by collecting data from the creative itself, at the individual engagement level. This was a significant research achievement.

The process involved the randomised allocation of a Unique ID to participants, within the survey instrument, which was then carried in the URL as they were redirected to the campaign site. The Unique ID was then recorded anonymously in customised reports on the Google Analytics platform. Researchers were able to map via identified data collection points, individual participants' survey responses with their engagement with 'Appreciate A Mate'.

Reach and Effectiveness: Engagement with 'Appreciate A Mate'
There were 86,488 separate 'engagements' with the 'Appreciate A Mate' web-based creative over the contained research period of several weeks. The reach of the creative peaked during July to September 2013, which captured the contained research period and the public launch, indicating the relative success of immediate engagement with the campaign. Whilst the drop off to 'the tail' (up until November 2014) is considerable, 'the tail' is long and use of the 'Appreciate A Mate' creative has continued over time, which is highly encouraging. The campaign period (post contained research period) contained 65% of the overall reach, the tail approximately 29% and the survey 6%. Should engagement continue through November 2015, the reach of the tail will approximate the reach of the actual campaign. This is affirming in terms of the longevity and potential impact and reach of social marketing campaigns.

Engagement with the creative correlated with a range of survey data, but most strongly with survey questions closely aligned to the campaign objectives about sending positive messages; the frequency of sending a positive image, liking a positive message, and liking a status update, were significantly higher for those who engaged longer with the creative.

The significant innovation of mapping individual survey responses along their engagement with 'Appreciate A Mate' has clearly demonstrated that:

- Existing marketing tools can be used for data collection about interaction with the creative.

- The reach and effectiveness of a creative can be calculated and viewed well beyond the campaign period.
- Marketing data can be merged with traditional social science data and provide new insights about young people's attitudes and behaviours.
- A solid evidence base can be developed through cross-disciplinary relationships between social researchers, young people and creative and technological experts

Sub-study 5: Qualitative insights

Telephone interviews and email responses to questions with 22 young people aged between 12 and 18 years were collected between 24 August and 30 October 2013. Participants were recruited from a pool of 69 individuals who had completed the Year Two 'Safe and Well Online Survey' and who had indicated a willingness to participate in a follow-up interview. The recruitment pool included representation from panels and other sources: Student Edge (5); My Opinions (54); UniSA and iCumulus (combined) (10). The final interviewees included: Student Edge (3); My Opinions (14); UniSA and ICUMULUS (combined) (5).

The semi structured interview schedule drew on key elements of the MGB (Perugini & Bagozzi 2001). Core elements of the MGB included in the interview schedule were: attitudes, perceived behavioural control, social norms, anticipated emotions and desires. In addition, respondents were asked open-ended questions about the concepts of respect and youth wellbeing in online contexts. Interviews demonstrated young people found the key intention of the 'Appreciate A Mate' campaign, was clear: helping others feel good about themselves was respectful. Respondents suggested that acknowledging others was a key element of demonstrating respect online and they suggested that there were no real differences between the actualisation of respect online and in real life situations. There was also a view that respect was earned, and that reciprocation of respect was a positive outcome of behaving respectfully.

CONCLUSIONS

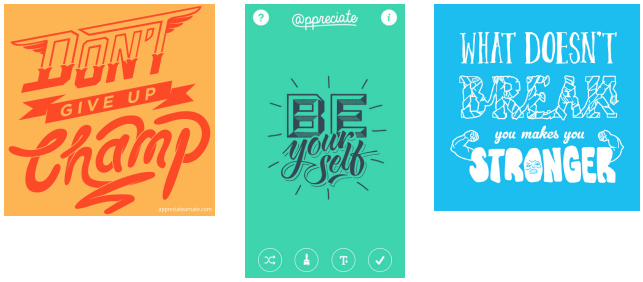


Figure 2 'Appreciate A Mate': Helping Others Feel Good About Themselves

Developing a campaign and determining the efficacy of that campaign to promote positive body image and respect for self and others presented many challenges and opportunities. In building on the pilot study findings from 'Keep it Tame' (Spears, et.al. 2015), and maintaining consistency with the research aims, a significant contribution of the Safe and Well Online project has been to extend and develop innovative ways to:

1. Co-design online social marketing campaigns *with* young people.
2. Gather reliable and valid data via both traditional avenues and passive data collection methods.
3. Map engagement with web-based creative campaigns at the individual participant level.
4. Test extant models related to attitude and behaviour change in online environments.
5. Determine effective, ethical sampling/recruitment strategies for minors with informed consent in online studies.

Findings confirm that there is great potential for both supporting safe behaviours and encouraging positive affirmations using an online social marketing approach, and for the theoretical underpinning employed thus far—the application of the Model of Goal Directed Behaviour (MGB) in online settings. From this model, there are clear indicators for determining where best to place interventions in order to achieve optimal behaviour change.

Campaign Two confirmed the importance of targeting young people's attitudes through reframing issues important – using a strength-based approach - as a key entry intervention point for campaigns aimed at changing behaviours in the longer term. This project has identified the need for continual refinement of the research design for measuring behaviour change within a short contained campaign/research period—a challenge that will be further examined in Year/Campaign Three.

A future approach is to explore the post campaign 'tail', which operates in and of its own accord, beyond the confined research period. This requires additional innovations in terms of mapping user engagements 'in the wild', something that this project will continue to examine through future campaigns.

This report highlights the need and value of addressing young people's online safety and wellbeing *through a multi-faceted and inter-disciplinary approach* in order to achieve the desired outcomes of improved mental health and wellbeing. It further identifies the need for any online campaign to incorporate a social research perspective beyond standard reach analytics.

KEY OVERARCHING RECOMMENDATIONS

The following overarching/key recommendations encapsulate what is needed to inform the use and evaluation of online social marketing campaigns. Recommendations specific to the main components of the study follow.

Key Recommendation 1
Interdisciplinary and cross-sector collaboration needs to underpin campaign research and development.

Key Recommendation 2
Participatory design approaches with young people should be widely adopted for the development of digital campaigns for young people

Key Recommendation 3
Digital campaigns concerning respect for self and others should form an underlying principle for behaviour change models, and be prioritised within holistic approaches to promoting safety and wellbeing. Moreover, targeting those attitudes should be an entry point for interventions.

Key Recommendation 4
Brief, targeted campaigns should form part of a broader, more sustained program of social marketing: underpinned by adequately resourced long-term evaluation models.

Key Recommendation 5
Promoting the positive impacts of mapping young people's engagement with health-promoting digital campaigns needs to be addressed, and multi-disciplinary projects have an important educative role in demystifying web analytic issues for parents. These projects trial new approaches that can reassure the public of the benefits of (de-identified) online research to support mental health and wellbeing.

Key Recommendation 6
In a period of parental uncertainty regarding online data collection, complex projects such as this must utilise a recruitment plan that involves multiple strategies.

SPECIFIC RECOMMENDATIONS

PARTICIPATORY DESIGN AND CAMPAIGN DEVELOPMENT

Participatory Design Recommendation 1
Campaigns to promote attitude and behaviour change are best designed in partnership *with* young people, and there must be a shared understanding and agreement on the purpose, process and roles of stakeholders.

Participatory Design Recommendation 2
To support learning and alignment of the PD approach across disciplinary and industry boundaries, design of the key questions, research activities and artefacts to be produced is most effective when a collaborative process involving members of the cohort research, digital strategy and creative teams is adopted.

Participatory Design Recommendation 3
To ensure that PD activities be inclusive of all stakeholders *and* engage a diverse range of young people, a centrally located, but demographically diverse location is required

Participatory Design Recommendation 4
The development of artefacts (personas, user goals, propositions, language maps, and researcher and stakeholder summaries) is critical to creating, capturing and sharing knowledge in a complex, interdisciplinary project with significant commercial constraints.

ETHICAL PROCESSES AND RECRUITMENT

Ethics Recommendation 1
As new knowledge emerges from this project in relation to online recruitment and ethical requirements, knowledge sharing must continue.

Ethics Recommendation 2
Protocols and processes concerning young people's ethical participation in online studies, recruitment strategies, innovative data collection methods, and technological advances, need to align at the national level.

Ethics Recommendation 3
Owing to an increasingly inherent reticence amongst parents and young people to engage with research (traditional or online), complex projects require a recruitment plan that involves multiple strategies and extends beyond traditional avenues (e.g. schools).

Ethics Recommendation 4
Consideration should be given to servicing the sample as part of the recruitment plan, so that a sustainable relationship with participants for future campaigns is developed.

Ethics Recommendation 5
As part of servicing the sample, participants are connected through immediate/'real time' feedback.

BEHAVIOUR CHANGE AND CAMPAIGNS

Behaviour Change Recommendation 1
According to the literature, self-respect predicates respectful behaviour towards others, thus campaigns promoting respect should be prioritised and used as an underlying principle for behaviour change models.

Behaviour Change Recommendation 2
To determine the most appropriate and effective intervention points to achieve attitudinal and behaviour change, interventions and online social marketing campaigns should consider the significant predictive relationships between the constructs within the MGB overall, but in particular: *attitudes, and perceived control.*

Behaviour Change Recommendation 3
Consideration must be given to identify what realistically can be expected in terms of actual attitude and behaviours change as a result of short, intensive, online campaigns, as distinct from a series of campaigns.

Behaviour Change Recommendation 4
Owing to the challenge to capture data from a contained sample before the campaign is released to the general community, and the need to allocate participants to research groups (control/exposure), the timing of the testing and release of the campaign has to be controlled. Once released 'into the wild', outside of the research setting, there can be no control of exposure.

Behaviour Change Recommendation 5
There is an imperative to extend the reach of the research into the post-campaign period and 'tail' to determine longevity of the campaign reach and impact.

TRACKING PROCESS AND GROUP ALLOCATION

Tracking Recommendation 1
Owing to a public perception that 'tracking' infers infringements of privacy, multi-disciplinary projects such as this must serve an educative role in demystifying web analytics and promoting the positive impacts of young people's engagement with social marketing campaigns to support mental health and wellbeing.

Tracking Recommendation 2
Prior to the launch of the campaign, extensive testing of any mapping process must be undertaken.

ONLINE DATA COLLECTION

Online Data Collection Recommendation 1
Online data collection processes need to:

1. Incorporate the collection and merging of traditional and passive data (GA).
2. Include additional touch points that may be both passive and active (e.g. requesting demographics of the target audience 'in real time' as they engage with the creative).
3. Occur at the individual participant level (de-identified) to enable mapping and analyses.

Online Data Collection Recommendation 2
Coordination between young people, social researchers, digital strategists and creative agencies is imperative for the above to occur.

Online Data Collection Recommendation 3
An investigation into the most salient questions from previously published instruments and measures is needed so as to streamline surveys for online and 'in the moment' data collection.

Online Data Collection Recommendation 4
Existing measures then need to be translated into shorter and more engaging formats for online delivery across divergent platforms and devices.

Online Data Collection Recommendation 5
All campaigns in the online space require a research component, so its overall impact can be estimated.

Introduction: Safe and Well Online

The Safe and Well Online project aims to establish and evaluate a program of four online social marketing campaigns to encourage attitude and behaviour change to promote safety and wellbeing. In doing so, it brings together researchers, digital strategists, youth participation, creative agencies and industry partners to address the complexities of realising a shared vision for young people's wellbeing

In the digital space, utilising social marketing is increasingly commonplace. However, there is limited evidence in relation to the efficacy of these approaches.

This project has adopted a spiral curriculum (Bruner, 1960) approach to research and campaign themes, which entails revisiting fundamental constructs regularly, subsequently deepening understanding over time and shifting to a new awareness.

This thematic approach provides an opportunity for some continuity of data across the campaigns to facilitate sequential comparative investigations. In doing so, it contributes to new ways of conceptualising online social marketing campaigns: not as 'one-off' events but rather as inter-related coherent and holistic strategies to achieve attitudinal and behavioural change over time.

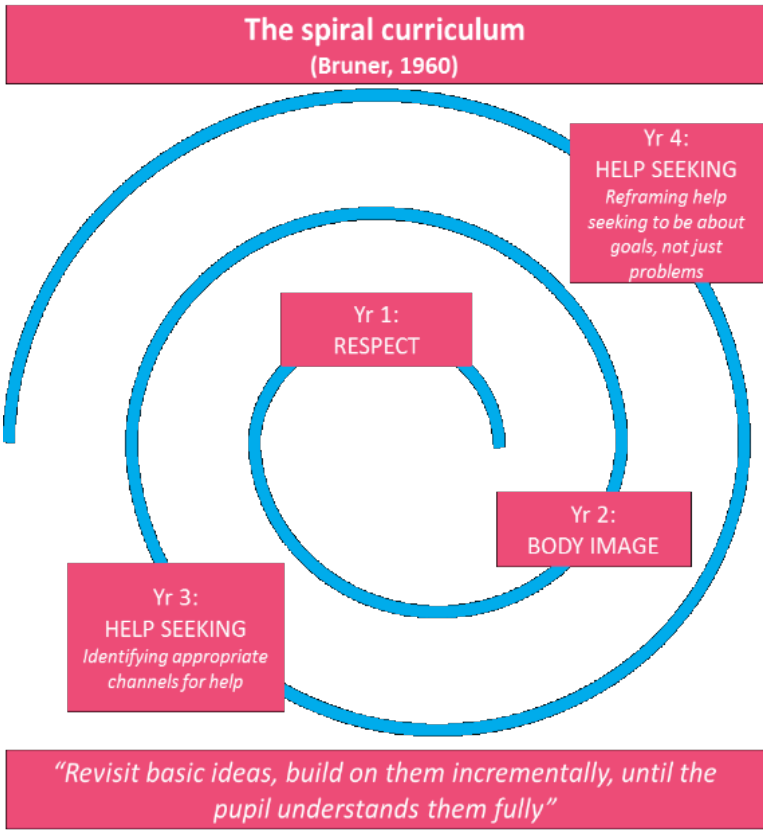


Figure 3 The Spiral Curriculum

In Year One of the project, a pilot study ('Keep it Tame') evaluated the effectiveness of the project methodology to:

- Develop and trial a participatory design approach.
- Explore methods of online qualitative and quantitative data collection with minors, while ensuring ethical integrity.
- Explore the application of behavioural change models as a part of creative execution.

- Evaluate the efficacy of an online campaign approach to inform the technology, education, psychology, and marketing research domains.
- Inform policy and practice in the use of online campaigns to promote young people's wellbeing and online safety.

Learnings from Year One of the study are considered throughout all stages of Year Two participatory design, campaign development and evaluation.

The focus for Year Two builds on the core underpinning of Year One/Pilot Study ('Keep it Tame') and the project overall (respect for self and others) and highlights the sequential and developmental approach for each subsequent campaign (Bruner, 1961).

Through the participatory design phase of the campaign development, young people identified that body image has become has become an inaccurate synonym for Body Dissatisfaction (Butterfly Foundation Literature Review 2013) laying the foundation for Campaign Two: 'Appreciate A Mate': Helping others feel good about themselves.

Young people noted that body image and dissatisfaction was often problematised in, and by, the media.

"…*It's talked about a lot in teen magazines but it can be very contradicting*…" highlighting the confusing messages young people encounter about this issue.

This second campaign aimed to disrupt this confusion and nudge young people towards acting positively online so as to support and validate positive views of self and others.

The campaign development phase capitalised on current key behavioural trends, as identified by young people, such as sharing inspirational memes, responding to each other with praise and 'likes', and relying on their peers for acceptance, validation and inspiration.

The creative interpretation of this ideology resulted in the positive messaging campaign: *'Appreciate A Mate': Helping others to feel good about themselves*.

This report presents the development and evaluation of the Year Two *'Appreciate A Mate'* campaign. It describes the overall project, activities undertaken in Year Two, the campaign delivered, and findings from the research undertaken by the Safe and Well Online research teams. Recommendations follow.

AIMS OF THE SAFE AND WELL ONLINE PROJECT

This project is concerned with understanding whether and how online campaigns that promote safety and wellbeing can contribute to positive behaviour change in young people. Specifically it aims to:

- Determine the efficacy of the Safe and Well Online campaigns to influence attitudes and behaviours that can promote cybersafety and wellbeing.
- Establish and evaluate a program of online message delivery capable of supporting safe behaviours and encouraging positive affirmation.
- Produce valuable evidence in the form of a dataset on young people's engagement with online campaigns to inform policy, practice and knowledge utilisation for improving mental health.

OBJECTIVES OF THE SAFE AND WELL ONLINE PROJECT

- To bring together young people, digital media and online safety experts, government, end-user and research partners to advance understanding of how online social marketing campaigns can be used to promote the safety and wellbeing of young people aged 12 to 18.
- To employ user-centred, generative design and test-retest methodologies to design, deliver and trial online social marketing campaigns.
- To trial established methodologies combined with innovative passive data collection (digital tracking) to explore engagement, attitude and behaviour change.
- To develop a program that extends the impact of this project to Young and Well CRC partners to reach new audiences of young people and address other issues affecting their wellbeing.
- To build on the findings and learnings from Campaign One Year One Pilot Study.

To examine behaviour and attitudes in relation to online campaigns, the project applies Perugini and Bagozzi's (2001) Model of Goal Directed Behaviour (MGB), an extension of the Theory of Planned Behaviour (Ajzen,

1991). The model postulates that the direct impetuses for intentions are *desires*, *which act to transform the motivational content of attitudes towards a given behaviour.* One particular aim of this project is to understand how online campaigns can make behaviours that promote safety and wellbeing *desirable,* by addressing:

- The positive and negative anticipated emotions associated with the behaviour.
- The subjective norms with regard to the behaviour.
- The perceived behavioural control one has in executing the attitudes and behaviour.

KEY SAFE AND WELL PROJECT THEMES

Literature across a wide range of issues relative to young people's safety and wellbeing consistently identifies *respect for self and others* (including feeling respected by others) as a key protective factor. Sense of respect and respectful behaviour is expected to be associated with key baseline measures (wellbeing, psychological distress) as well as social connectedness and help-seeking.

Aligned with the aims of the study and across the life of the project, four campaigns will seek to address the following, relative to safety and wellbeing:

- Respectful behaviour (generally, as well as online)
- Positive body image and positive affirmations
- Cyber aggression, cyber-bullying and cyber-victimisation
- Internet use
- Social connectedness
- Help-seeking

The above themes contribute to building young people's capacity to engage as positive citizens online. In the development of each campaign, additional key behaviours will be identified to target for change through examination of emergent literature, the perspectives of young people and sector partners, and changes indicated through the cohort study.

KEY AUDIENCES

The Safe and Well Online project campaigns target individuals aged 12 to 18 years. Priority groups also to be considered in relation to the specific campaigns, where relevant, are: young men, non-English speaking background (NESB), newly arrived refugees (NAR), and young people living with a disability.

Campaign Two Overview

LEARNING FROM YEAR ONE

The Safe and Well Online project employed mixed methods and utilised methodological, data, investigator and theory triangulation (Denzin, 1998), the process of corroborating evidence from different individuals and sources, types of data or methods of data collection.

The challenges and opportunities identified in Year One Pilot Study were considered for Year Two, enabling extension and progression across all sub-studies. As such, in Campaign Two/Year Two there was:

- A greater emphasis on PD to direct the development of the campaign creative.
- Both web and app based creative designed and delivered.
- Extensive and multiple recruitment strategies trialled both off and online.
- Progression with passive data collection techniques and analyses, including mapping at the individual participant level by employing Unique IDs and customised Google Analytics reports.
- Further testing of the application of the MGB (Perugini & Bagozzi, 2001) utilising pre survey, post survey and Google Analytics data.

METHODOLOGY

The following five approaches, as proposed in the original project design, were further developed in Year Two to determine their practicality, usefulness and effectiveness in achieving the aims of the Safe and Well Online study. They are labelled, for the purposes of this report, as sub-studies, though they were heavily intertwined and interdependent throughout the process from campaign research, design and development, to launch and feedback (see Figure 1).

Sub-study 1: Synthesis of literature – Body image

- Synthesis review of the literature in key areas.

Sub-study 2: Participatory design for campaign research and development

- Trialling different methods to engage with sector partners and young people in research to understand the problem, the development and delivery of the campaign.

Sub-study 3: Cohort Study – Quantitative data collection

- Trialling of innovative and multiple recruitment strategies for minors in an online setting.
- Online surveys were refined to align with primary objectives of the Year Two campaign.
- Allocation of participants to control and exposure groups and the generation of Unique ID within the survey instrument as part of the experimental design.
- Application of the MGB with pre survey, post survey and Google Analytics data to test if the data fits the model and to examine mediation.

Sub-study 4: Passive data collection – Digital tracking and efficacy

- Design and trial of a digital tracking methodology for capturing and matching engagement with online campaigns to cohort study participant survey responses.

Sub-study 5: Qualitative Data – Impact and response

- Qualitative data collected from deep access interviews with young people immediately following the survey.
- Young people's response to key themes of the campaign (e.g. respect and positive affirmations/messaging/making others feel good about themselves).
- Relationship to the MGB.

KEY RESEARCH QUESTIONS

Key research questions in Campaign Two: *'Appreciate A Mate' were:*

- To what extent can/do online campaigns—which promote safety and wellbeing—positively influence young people's attitudes and behaviours?
- Is the online experience, platform and mode of delivery trialed in Year Two effective in facilitating sustainable, positive attitudinal and behavioural change in young people's safety and wellbeing?

- What are young people's perceptions of the Year Two campaign and how did they engage with it?
- To what extent does the data collected from the cohort study support the MGB (Perugini & Bagozzi, 2001)?
- To what extent is the MGB promising as a useful theoretical framework for measuring young people's behaviours and attitudes in online settings?

THE ETHICS PROCESS

Designing and conducting research in rapidly evolving online environments in accordance with the National Health and Medical Research Council principles for research involving minors, and in conjunction with parental concerns about data being collected online over time, proved a complex process. Ethical processes involving active informed consent with minors in online settings present significant challenges in achieving the required research sample. This was particularly evident in relation to the consent processes employed, and in the approaches applied to address the privacy, security and ownership of content posted online for the purposes of the research.

The Safe and Well Online study proposed initially to test a longitudinal research design, employing a randomised control study, with minors, in an online environment. As a consequence of the recruitment difficulties experienced in Campaign One, it was decided that ensuing campaigns would embrace a variety of recruitment strategies, to ensure that the relevant sample could be achieved.

However, when employing multiple recruitment strategies that include external parties such as research panel providers, online communities and social media networks, establishing ethical research protocols for engaging with minors in this space becomes paramount. For example, decisions regarding the treatment of solicited versus unsolicited data, that is, data collected via 'uncontrolled' means, which can occur when recruiting via social media avenues, requires careful consideration, as there are implications for the validity and reliability of the data and duty of care responsibilities, especially when conducting research with minors.

Maintaining ethical integrity, whilst meeting these demands, was an ongoing challenge and the project proceeded to develop an age cohort design where similar age cohorts of young people were employed for each campaign. In keeping with the Belmont Principle, parental or caregiver consent was required before interacting with the participants, regardless of age. The participants in this research were aged between 12 and 18 years of age. The Belmont Principle states that "to be informed, consent must be given by persons who are competent to consent, have consented voluntarily, are fully informed about the research, and have comprehended what they have been told" (Chambliss & Schutt, 2010).

Whilst contemporary (social) marketing however does not face such challenges (which is ironic in a project exploiting marketing methods to influence young people online) engaging in cross-disciplinary conversations to collectively address these issues is essential if mutual understanding and rigorous online multidisciplinary research processes are to prevail.

Ultimately, in a climate where there is almost saturation of research of varying quality and ethical merit in the online environment, finding ways to communicate the veracity of the research, and recruit and engage participants for ethical research conducted online, is critical if credible evidence is to be generated from online research processes.

This project operated across three universities and several education jurisdictions. The Human Research Ethics Committee (HREC) at the University of Western Sydney and the QLD, NSW and SA Departments of Education granted ethical approvals 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 minors to study the engagement, outcomes and impacts associated with the campaigns themselves.

This project has highlighted: the layers of complexity which include the ethical management of solicited versus unsolicited data; what constitutes informed consent online with minors; and extended conversations related to mapping and personalisation regarding the important role they play in research that aims to improve young people's health and wellbeing

THEORETICAL GUIDING MODEL

The Model of Goal-Directed Behaviour (MGB; Perugini & Bagozzi 2001) is a theoretical framework 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.

An extension of Azjen's (1991) theory of planned behaviour, the MGB postulates that action is directly determined by intention to act and indirectly determined by attitude towards the act, subjective norms, and perceived behavioural control (e.g. Leone, Perugini & Ercolani 2004). The frequency of past behaviour also influences desire, intention and execution of the behaviour, while recency of past behaviour directly impacts the likely occurrence of the behaviour. In this model, anticipated emotions involve an appraisal of the achievement of personal goals and as such, function as important antecedents of the decision making process associated with behavioural intention, while desire provides the motivational impetus for behavioural intention. In previous studies, the MGB has been employed to examine child vegetable consumption (Hingle et al. 2012), software learning (Leone et al. 2004), smoking cessation (Thomson, Shaw & Shiu, 2007) and gambling behaviour (Song et al. 2012).

In the context of this study, the MGB (Perugini & Bagozzi, 2001, see Figure 1) was tested and applied to investigate its usefulness as a theoretical guiding model in online settings.

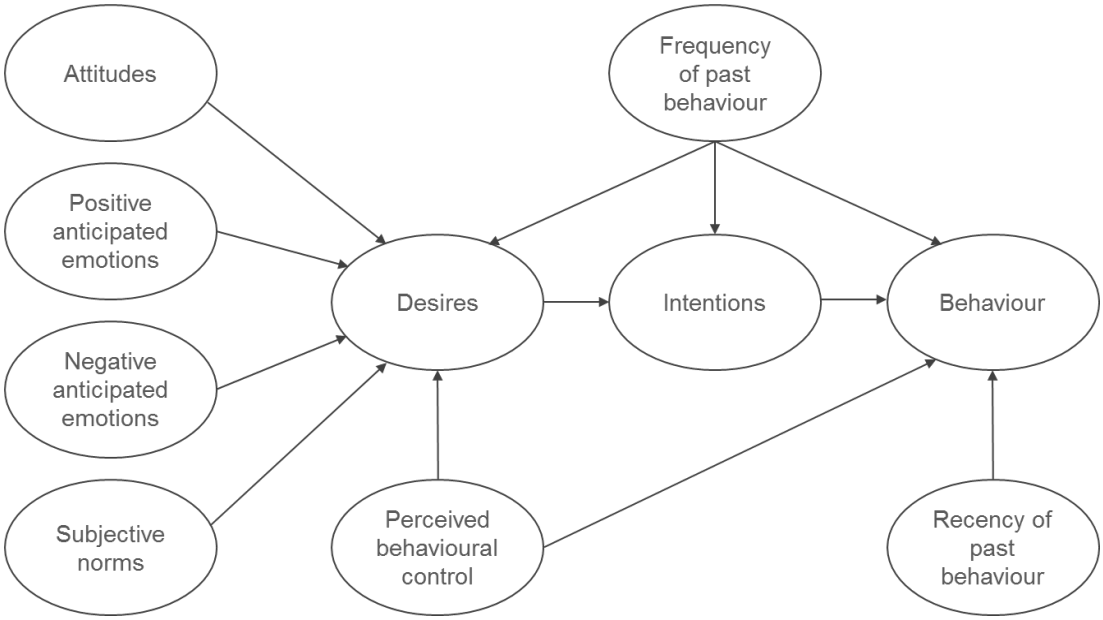


Figure 4 Model of Goal Directed Behaviour

Additionally, the MGB underpins the marketing strategy in that the campaign aims to 'nudge' (Thaler & Sunstein, 2008) young people to behave respectfully online by positively mediating the relationship between intentions and behaviours.

This model suggests a number of potential directions for changing attitudes and behaviours, including:

- Building subjective norms to support an anti-cyberbullying stance
- Developing a young person's capacity to feel in control to act respectfully online. This could impact positively on a young person's perceived behavioural control
- Promoting positive anticipated emotions by highlighting the potential emotional benefits of behaving respectfully
- Providing opportunities that could potentially alter the recency and frequency of a past behaviour by engaging young people in a campaign that encourages the very behaviour that constitutes the desired outcome.

NUDGE THEORY

Nudge Theory (Thaler and Sunstein, 2008) is informed by behavioural economics and relates specifically to behavioural choice. As such, nudging seeks to steer *"people's behavior [sic] in a predictable way without forbidding any options or significantly changing their economic incentives"* (2008, p6), towards goals that are considered to be in the best interests of society (Brown, 2012).

A key element is that it is a passive exchange where the decision is based on intuitive responses to environmental prompts, for example, or by accepting a default option. An example of a nudge is encouraging people to purchase more fruit and vegetables by having a designated space for them in the supermarket trolley.

This tactic harnesses the human tendency to go along with pre-set options: if there is a fixed space for fruit and vegetables, it will be filled (Hawkes, 2011). Generally, there is little cognitive engagement by the individual and nudging will involve "mindless choosing" influenced by tactics aimed at bringing about socially desirable behaviour (French, 2011).

Social marketers employ nudge tactics as one way to shape behaviour and navigate people towards making positive decisions about their behaviours, without telling them what they should or ought to do. This avoids forcing or hectoring people into change (French, 2011), and is particularly appropriate when targeting young people to shape behaviour in an indirect and less intrusive way. However, it is only one tool that is used in a mix of interventions, and it is important to employ the right mix.

In cases where active goal setting is necessary, it is more appropriate to employ an active exchange where people consider rationally the benefits and costs of the behavioural change for them. The MGB, for example, requires that people have the *desire* to change their behaviour, and this suggests that a mindful decision must be made first, which would entail a different social marketing approach. Once the decision has been made regarding the desire, however, nudging can be employed to assist people reach their goal(s).

Sub-study 1: Synthesis of Literature – Body Image

INTRODUCTION

Campaign One focused on '*respect for self and others'* as an attitudinal underpinning, with an expectation that this followed through as a fundamental construct in subsequent campaigns (see Figure 3). This innovative approach conceptualises online social marketing campaigns not as 'one-off' events, but rather as inter-related, coherent and holistic strategies capable of cumulatively achieving attitudinal and behavioural change over time.

To provide a contextual background and scope for Year Two/Campaign Two, the Butterfly Foundation in conjunction with University of South Australia conducted a brief narrative literature review. The review outlines a definition of body image to help clarify the theme and summarises young people's relationship with body image, specifically two views: body image dissatisfaction and positive body image. The review also highlights an emerging trend of body image dissatisfaction among males and outlines recommendations for future research.

A summary is included in this report and a full copy of the review can be provided upon request to the lead author. Readers are also directed to Evaluation Report from Year One Pilot Study Promoting Respect Online.

METHOD

An online search (PsycINFO & Google Scholar) was conducted for studies on body image published between January 2009 and July 2014. The following inclusion criteria were used:

a. Studies with body image and the influence of the media as the primary topics of interest.

b. Original articles published as full papers.

c. Studies published in English.

The following key words were used in combination with the subject heading 'body image': positive, negative, dissatisfaction, culture, sexualisation (and sexualisation), digital media, interactive media, social media, online social networks, Facebook, and Twitter. In addition to the online search, a manual search was performed from the reference sections of papers identified in the online search.

BACKGROUND

Since 2012, body image remains one of the top three most significant concerns for young people (Mission Australia, 2014). It was suggested in this report, that the "strategies being developed to address this issue are inadequate in the face of intense social and cultural pressures" (p. 7), making it an area of ongoing interest and concern to young people, their parents, and the community generally.

Body image, like most psychological constructs, is a complex phenomenon (Levine & Murnen, 2009; Striegel-Moore & Bulik, 2007). Whereas body image concerns have long been attributed to young women, young men are also becoming more concerned with their body image (Murray and Touyz 2012). Consequently, body image concerns for young Australian women and men represent a significant public health concern. Further, body image distress and dissatisfaction has been associated with psychological and physical health problems. For example, longitudinal research indicates that body dissatisfaction predicts higher levels of dieting, unhealthy weight control behaviours (e.g. binge eating, laxative use, and purging), lower levels of physical activity and drug and alcohol use (Kanayama, Barry, Hudson, & Pope, 2006; Neumark-Sztainer, Paxton, Hannan, Haines, & Story, 2006; Stice, 2002). Body dissatisfaction is also correlated with lowered self-esteem and high levels of depression and anxiety in females (French, Story, Remafedi, Resnick, & Blum, 1996; Johnson & Wardle, 2005; Stice, 2002). Young men are influenced by unrealistic body imagery in the media, and masculine body ideals are increasingly problematic for young men (Mulgrew et al. 2014; Yager and O'Dea 2014).

A rapidly growing body of research addresses the question of whether media depiction of thin and muscular models is a core risk factor for negative body image for both young men and women (Bartlett, Vowels, & Saucier, 2008). Currently, research is focused on the media as a potential cause of body dissatisfaction in both females and males (Bartlett, Vowels, & Saucier, 2008; Grabe, Ward, & Hyde, 2008). This review contributes to the broader

conversation about body image by offering a critical assessment of research on the medias effects on body image. This is towards addressing/countering how:

"Media are often treated by both scholars and the general public in dualistic ways. On the one hand, we think of them as very positive. There are high hopes and great expectations for media to enrich children's lives, change unhealthy behaviours, stimulate imagination and creativity, widen education and knowledge, encourage inclusion and tolerance, narrow social gaps and stimulate development and civil society. On the other hand, there is also great anxiety associated with media's ability to numb the senses, inhibit imagination or free play, develop indifference to the pain of others, encourage destructive behaviours, perpetuate stereotypes, lead to a deterioration of moral values, suppress local cultures and contribute to social estrangement."

(Kolucki & Lemish, 2012)

BRIEF REVIEW OF LITERATURE

Definition of body image

Based on collaborative consensus within the National Eating Disorders Collaboration (NEDC) Steering Committee, body image in this paper is defined as 'the perception that a person has of her/his physical self, together with the thoughts and feelings the person experiences as a result of that perception'. This definition is consistent with past definitions of body image (see Muth & Cash, 1997; Thompson, Heinberg, Altabe, & Tantleff-Dunn, 1999) because it is multidimensional and it includes perceptual, affective, cognitive, and behavioural aspects of body image. Two additional issues merit attention with respect to the definition of body image that we draw on in this paper. First, one's subjective experience of one's appearance is more powerful than the social 'reality' of appearance (Cash, 2004). Second, social comparison is a central contributor to one's perception of one's body image (Jones, 2001). Social comparison refers to the manner in which a person compares her/himself to others through self-evaluation (Festinger, 1954).

Body image dissatisfaction

Scholars (e.g., Levine & Harrison, 2004; Stice, 1994; Thompson, Heinberg, Altabe, & Tantleff-Dunn, 1999) argue that unrealistic 'body perfect' ideals are transmitted and reinforced by various social influences. This impact might be particularly relevant today, with young people spending a considerable amount of time on the internet—an agent suggested to be one of the most powerful proponents for the appearance ideals (Tiggemann & Miller, 2010). Previous research, however, has shown that it is not the exposure of these images per se that triggers body dissatisfaction, but the individual's internalization of these images (i.e., the adoption of them as a personal standard) and the tendency to compare one's own body to that of the ideals (Dittmar, 2009).

Smolak (2004) argues that one's level of self-esteem relative to body image should be a criterion of body dissatisfaction. Furthermore, Thompson (2004) explains that it is essential to distinguish satisfaction or dissatisfaction with appearance from just an investment or concern with appearance. This work suggests that self-esteem may play a role in body dissatisfaction. Kostanski and Gullone (1998) found that perceived body image dissatisfaction arises from a mix of factors, including self-esteem, gender, and actual body weight. Further, Furnham, Badmin and Sneade (2002) found a significant correlation between body image dissatisfaction and self-esteem in girls but not among boys; moreover, girls with low self-esteem were more likely to exercise for weight control, mood and tone, whereas males where more likely to exercise for fitness.

The media can impact both men and women's body image dissatisfaction (Bartlett, Vowels, & Saucier, 2008; Grabe, Ward, & Hyde, 2008). Botta (1999) used social comparison theory and body image to investigate the influence of media images among young women, and found that media images can contribute to drive for thinness, bulimic behaviours, body dissatisfaction, and thin ideal endorsement. Furthermore, Grabe, Ward and Hyde (2002) found that exposure a thin-ideal body image in the media is related to body image concerns in women. This can also apply to men, who are portrayed as muscular males in the media, which represent idealised versions of physical attractiveness (Jones, 2002). Kolucki & Lemish (2012) highlight how "The key challenges are: How can we reach children and enrich their lives by using media wisely and responsibly for their well-being and healthy development?" (p. 6).

An emerging trend: Body image dissatisfaction in males

Body image dissatisfaction has been considered largely a female affliction, but a growing number of boys and men are dissatisfied with their bodies (Furnham & Calman, 1998; Neumark-Sztainer, Story, Falkner, Beuhring, & Resnick, 1999). Body dissatisfaction in males appears to focus on a perceived failure to emulate an athletic and muscular ideal. Endorsement of this body image has intensified (Pope, Olivardia, Gruber, & Borowiecki, 1999; Pope, Phillips, & Olivardia, 2000), and that heightened media promotion of the muscular ideal over recent decades

has contributed to the apparent increase in body dissatisfaction in males (Andersen & Di Domenico, 1992; Pope et al., 2000; Ricciardelli & McCabe, 2001; Spitzer, Henderson, & Zivian, 1999).

Gender role socialisation theory (Pleck, 1981) suggests that young men's social environments may contribute to their display of gender-typed attitudes and behaviours through the adoption of gender norms and stereotypes. These masculine stereotypes may lead to body image dissatisfaction among males if they believe that they are failing to live up to masculine ideals portrayed in the media (Vogel, Wester & Larson, 2007). For example, after exposure to media images portraying muscular male models, men have been shown to report greater dissatisfaction with their appearance (Barlett, Vowels, & Saucier, 2008).

Lavine, Sweeney, and Wagner (1999) found that adult men may negatively evaluate their bodies after exposure to idealised, thin female models in the media. Aubrey and Taylor (2009) also found that young men felt significantly more anxious about their own appearance and were more motivated to engage in exercise for appearance reasons after exposure to magazine layouts featuring thin women. In addition, Kolucki & Lemish (2012) highlight the impact of human stereotyping in media content; that is, the ways in which stereotypical images of boys and girls influence the way they "develop their gender identities, their expectations from themselves and the opposite sex, their self-confidence, their body image and their early sexual experiences" (p. 11).

Positive body image

Traditionally, the study of body image has been a pathology-focused field of research (Cash & Pruzinsky, 2002). Thus, a great deal of attention has been given to the negative component of body image—body dissatisfaction—and its well-established links to depression (Stice, Hayward, Cameron, Killen, & Taylor, 2000) and eating disorders (Stice, 2002). Aspects of positive body image and body satisfaction have generally been overlooked. Antonovsky (1987) suggests, however, that examining people's wellbeing is just as important as examining their "ill-being". In more recent times, this position has been advocated by the positive psychology movement (Seligman et al. 2005). Some researchers in the body image field have stressed that a 'paradigm shift' is needed that recognises and studies the development and experience of a 'positive body image' (Cash & Pruzinsky, 2002, p. 511). For example, two recent qualitative studies have shown that people with a positive body image exhibit specific ways of thinking about body image issues as well as interpreting appearance-related information (Frisén & Holmqvist, 2010; Wood-Barcalow, Tylka, & Augustus-Horvath, 2010).

Taking a holistic approach, positive body image is defined as an overarching love and respect for the body that allows individuals to a) appreciate the unique beauty of their body and the functions that it performs for them; b) accept and even admire their body, including those aspects that are inconsistent with idealised images; c) feel beautiful, comfortable, confident, and happy with their body, which is often reflected as an outer radiance, or a "glow"; d) emphasize their body's assets rather than dwell on their imperfections; e) have a mindful connection with their body's needs; and f) interpret incoming information in a body-protective manner whereby most positive information is internalized and most negative information is rejected or reframed.

Intervention programs targeting these holistic ideals of positive body image have shown beneficial results. For example, McVey et al. (2010) found that a positive body image intervention directed at university students resulted in 'reductions in the internalisation of media stereotypes' (p. 200). Similar outcomes were realized in another intervention study (Norwood et al. 2011) with younger primary schools students; girls in this study were 'less likely to compare themselves with society's image of the thin ideal' and boys were 'less likely to compare themselves with the idealised muscular male image that is portrayed in the media' (p. 12). Kolucki and Lemish (2011) importantly note: "media influences are not simply good or bad. They are complicated and interlinked with many grey areas open to multiple interpretations, depending upon different cultural value systems and world views." (p. 12)

FUTURE RESEARCH

Attempts to address media influence on body image have largely been targeted at the individual level. A common approach has been the inclusion of media literacy training within body image enhancement and eating disorder prevention programmes, with the aim of equipping consumers with skills to critique and deconstruct media images. These programmes have largely focused on teenage girls to the exclusion of men and adult women, and reviews of their effects are promising, but suggest modest, short-term change at best (Levine & Piran, 2004). This failure to maintain meaningful change may occur, in part, because these interventions do not attempt to change the sociocultural environment directly (Neumark-Sztainer et al. 2006).

In an effort to address this issue at the community level, the governments in Australia, France and the United Kingdom have recently emphasised the need for changes to current media imagery, including greater regulation, a reduction in, or notification of, the use of airbrushing, and an increase in models' body size and shape diversity (e.g. Australian Government, 2010; Boyer et al. 2009; Liberal Democrats, 2009). Underlying these recommendations is the assumption that the presentation of a diverse range of body sizes and shapes as desirable will lead to improvements in people's perceptions of body image. The studies that have been conducted with women to date, indicate that attractive, average-size models may provide a healthy and marketable alternative to current media images (Dittmar & Howard, 2004a, 2004b; Halliwell & Dittmar, 2004; Halliwell, Dittmar, & Howe, 2005). Despite this, few attempts have been made to enact change in the media; consequently, more research is needed in this area.

Additionally, research must move beyond defining and conceptualizing positive body image as simply low levels of negative body image or narrowly defining it as body satisfaction (Wood-Barcalow et al. 2010). Positive body image contains many characteristics that need to be explored in conjunction with gendered messages about the body as well as psychological and social identity variables for women and men of all ages. Examining the concept of positive body image and its underlying processes is necessary if we are to fully understand the construct of body image, its antecedents, and how to help people feel more confident about their bodies despite the abundant appearance norms present in Western society.

Finally, future research should continue exploring the reflections and experiences of a diversity of people with a positive body image. Particularly important will be the process of outlining why some individuals appear to be unbothered by aspects of body image that others may view negatively. In addition, the role of building media literacy is suggested as a vital step "within a social milieu characterised by pervasive and unrealistic images delivered in a multiplicity of forms" (Berman & White, 2013. p. 46). Overall, this brief review reports and builds on recent developments in media and body image research, and it presents suggestions for additional research pertaining to media and body image scholarship.

REFRAMING: FROM BODY IMAGE TO POSITIVE AFFIRMATION

Young people do 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). The important role of digital media such as Social Networking Services (SNS) for young people's identify formation, creativity and self-expression, as well as self-esteem, social connectedness and wellbeing is increasingly reflected in the research literature (e.g. Collin et al. 2011; Costabile & Spears, 2012; Spears et al. 2012; 2013).

As is evident from above, that body image remains one of the top three most significant concerns for young people (Mission Australia, 2014) and that the "strategies being developed to address this issue are inadequate in the face of intense social and cultural pressures" (p. 7), it stands to reason that young people themselves should be part of the solution.

Engaging young people directly in this conversation is thus imperative to examine how they perceive this issue, and to simultaneously draw upon their contemporary peer practices with social media, where they positively affirm ('like') each other and seek reassurance from their 'friends' in public networked forums.

Sub-study 2: Participatory design for campaign research design and development

INTRODUCTION

The need to adopt a research methodology that could effectively bring together the extant literature and young people's subjective experiences was necessary. The role participatory design (PD) can play in the design of online interventions for young people was recently outlined by Hagen et al. (2012) whereby PD "offers an evolving set of critical, conceptual and practical tools to support the active participation of users in the design of different systems, services and products" (Hagen et al. 2012, p. 5).

Maintaining a commitment to developing campaigns for young people *with* young people, the Safe and Well Online project adopted a refined PD methodology in Year Two (Figure 5), drawing primarily on the model proposed by Hagen et al. (2012, p.9). This approach enabled research teams to generate grounded evidence (for example, how digital media practices relate to youth perception of body image) that could be considered in relation to the literature and the expertise of industry and sector partners.

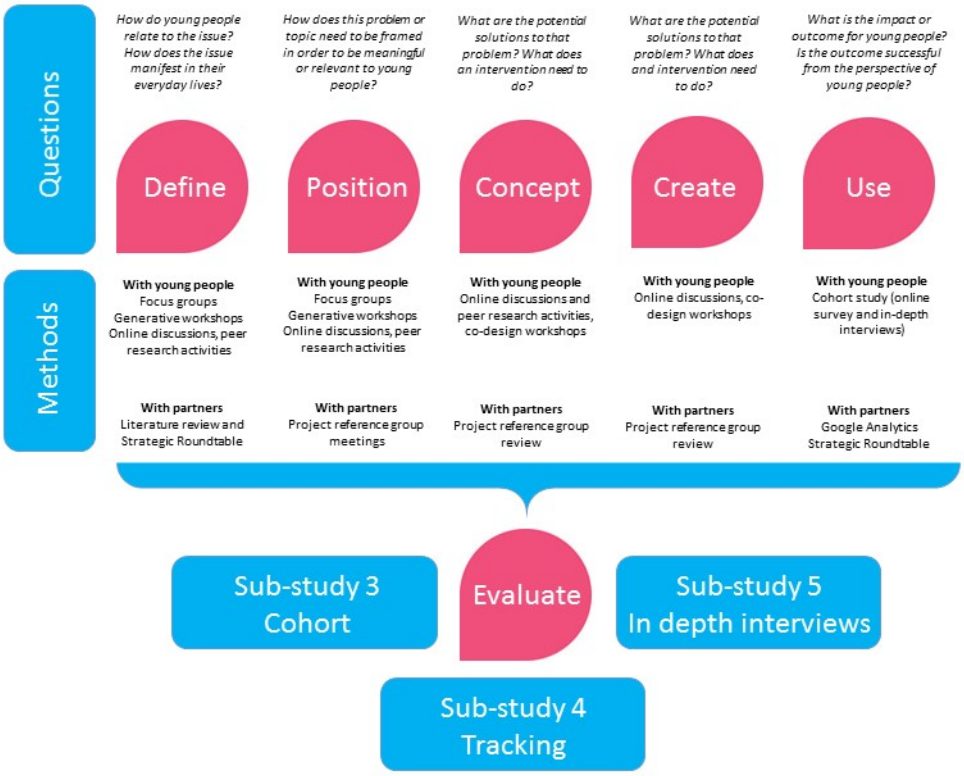


Figure 5 Overview of the participatory design process in relation to evaluation sub-studies

To this end, the design and production of the campaign was underpinned by an iterative and collaborative approach involving young people, researchers, digital strategists and creative agency professionals, as well as stakeholder partner organisation representatives.

This research had human ethics approval from the University of Sydney (H10228), University of South Australia (No.29639) and Queensland, New South Wales and South Australian Education departments in order to work with young people. This section presents the methods, analysis and discussion of the research and design process.

METHOD

Research aims, questions and approach

Building upon the experiences and learnings from Year One Pilot Study *'Keep it Tame',* Sub-study 2 aimed to investigate the following, from young people's point of view:

- How young people relate to issues of body image and how it manifests in their everyday mediated lives?
- How do the issues need to be framed to be relevant and engaging for them?
- What would successful campaign outcomes be from young people's point of view?
- What should a campaign do, and what benefits should it deliver?

The objectives were to use a participatory approach to:

- Synthesise insights from the extant literature, expert perspectives and young people's views for campaign definition and creation.
- Engage meaningfully with young people who might not already have an affinity with the topic (body image) or youth mental health in general.
- Better align PD activities with commercial and research timelines?

Participants and activities

Fifteen sector partners (including government departments and agencies, non-government and community organisations and technology providers) contributed their knowledge and expertise in relation to a variety of campaign aspects, such as audience and messaging, research, creative campaign and reporting.

163 young people aged 12 to 25 years from across Australia participated in online and face-to-face activities. Of these, 151 young people aged 12 to 25 years engaged in school-based, online and community workshops at specific times in throughout campaign development. Importantly, twelve young people aged 12 - 17 were recruited via the Young and Well CRC network as 'Project Collaborators' to work online with researchers to discuss key questions, undertake peer research activities and provide in depth, regular review of research and campaign materials such as the campaign brief, creative ideas and prototypes.

Table 1 Year two participatory design participants and activities

Date	Participants	Methods	Purpose
Feb	Sector Partners	Strategic Roundtable	Explore campaign theme
March – July 2013	Project Collaborators	Online discussion	Define key issues and desired outcomes from young people's perspectives
	Young People, Western Sydney	Generative Workshops x 2	
	Minister for Communications Youth Advisory Group	Online discussions	
	Young People, Inner-West and Western Sydney	Co-design workshops x 2	Develop language and messaging
	Project Collaborators	Online discussion	Review and develop campaign creative
	Young and Well Youth Brains Trust	Online discussion and teleconference	
	Young People, Inner-West Sydney	Usability testing workshop	Review online tool usability
	Sector Partners	Reference group established	Review campaign creative
August 2013	Young People, Western Sydney	Media skills workshop	Develop skills to promote the campaign
September 2013	Sector Partners	Strategic Roundtable	Review campaign development
		Share Communication Toolkit	Promotion of campaign via sector partners

These activities involved an iterative and non-linear process that reflected the PD cycles, overlapped and informed one another as advocated for by Hagen, et al 2012 (Figure 4).



Figure 6 Cycles within the design process (Hagen et al. 2012, p. 10)

The following artefacts were produced or emerged as a result of these activities and will be discussed in the following section: literature review, project minutes, language and digital media maps, personas, prototypes, campaign proposition, campaign content, app prototype.

ACTIVITIES AND ANALYSIS

The activities and analysis of the PD approach for 'Appreciate A Mate' are outlined below in relation to the key research questions by phase. Artefacts—tangible and sharable products and tools used to represent the intended design, communicate research findings, and progress the design process (Hagen et al, 2012, p. 2)—are presented throughout.

Define and position phases

The *Define* and *Position* phases of the process involved two face-to-face workshops conducted in Western Sydney, online discussion with participants in the Minister for Communications' Youth Advisory Group, and creative and peer research activities undertaken by Project Collaborators. These activities were designed to "understand particular issues in the context of young people's lives and where there is potential for the most impact" (Hagen et al, 2012, p. 4) and ensure that young people were active participants from the outset, contributing to defining the 'problem' the campaign intended to tackle.

Moreover, this phase explored how the campaign should be positioned so as to be meaningful and engaging. This raised questions of how the issues of the campaign should be framed as well as providing grounded insights on the relationship between youth digital media practices and their experiences of body image, relationships and self-esteem. Potential key concepts on which to base the campaign and strategies for engaging with young people were also identified (see Figure 3 for key questions). Discussions and activities explored young people's digital media practices, their view on the role of digital media for body image and self-esteem and identified key influencers of attitudes and behaviours related to body image. These youth-centred research activities provided insights into how resilience could be supported through online communication habits, the articulation of self and peer relationships online, and youth perceptions of healthy body image and self-respect in online communication.

Digital practices, self-perception, relationships and wellbeing

Youth participants used various social media applications, especially Kik, Instagram, Snapchat, minus.com (image sharing site), twitter, steam (instant messaging) and Facebook. Young people identified a wide range of ways in which social media are implicated in forms of self-expression and navigating inter-personal relationships. They identified positive and negative ways in which 'people like them' use technology, but highlighted how positive sharing practices underpin self-expression, relationships and exploring identity.

Popular practices and motivations of youth digital practices were a key theme. These motivators influence the patterns of how their self and peer relationships are experienced online. The main audiences for young people in their online communication are friends and family. The main motivations behind their social digital communications were positive sharing around "extraordinary things that happened to me", "birthday wishes", "complimenting friends". These insights identified the key role of inspirational messages, selfies and effusive praise (Image 1).

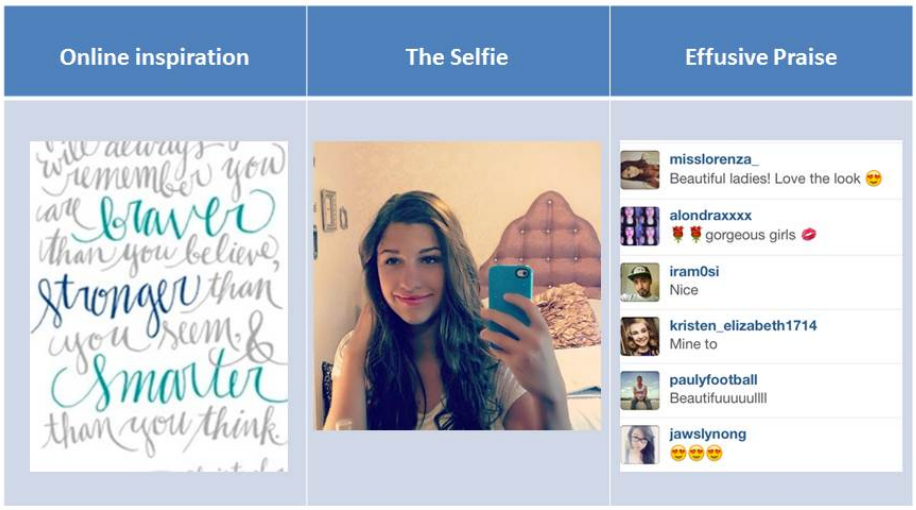


Figure 7 Overview of typical content interacted with and posted on social media

As one participant explained:

"Good job on your performance today...", "Great party...", "Your piano skills are amazing..." These complements not only project you as a caring person, but also someone who is easy going, someone who is light-hearted and willing to recognise others hard work. By doing this it can enhance you and that person's relationship."

A sense of connectedness to others also emerged as a strong theme. This derived from managing social logistics such as organising last minute details, contact with new ideas and communities, strengthening existing relationships and keeping in touch with family and friends. Humour and learning also were highlighted as positive aspects of being online. As one participant explained:

"Most of the things I post are supposed to be funny, give people a laugh and maybe even teach something."

Participants also raised negative sharing patterns. For example, online spaces being a place where people can turn on each other, engage in bullying, time-sink, posting unnecessary things, indecent picture, say insensitive things, and at times encourage superficial interactions.

The online space was also described in relation to being a popularity contest and contributing to peer pressure and popular practices such as posting 'selfies'. However, participants also identified the complex relationship between their online practices, stereotypes pushed in the mainstream media, self-confidence and peer expectations, even noting that this mix sometimes stopped people from posting images of themselves. As one YAG participant described:

"I dislike social media for the basic fact of the photos. Girls get so insecure due to the media and the expectation of beauty amongst society. I think if girls Australia wide felt more confident within their selves you wouldn't see as many "selfies". In terms of myself, I [don't] upload "selfies" and it's due to the fact of not liking my body. I don't add photos which show my body as I'm concerned of the thoughts people may have and won't actually comment. I'm not over weight or anything like that I'm quite fit and I have a toned body. But due to the expectation of society I don't feel confident within myself to upload many photos."

Despite these views, most participants indicated a strong desire for a campaign that would implicitly promote respectful online communication.

Youth views and every day (digital) experiences of body image

Research in this phase highlighted the *interconnectedness* of issues relating to body image and digital media. Questions of body image and self-esteem are experienced in everyday media practices such as using SNS and producing, sharing and commenting on 'selfies'. Similarly, body image is social and relational, deeply associated with peer relationships, both positive (supporting or complimenting a friend) and negative (bullying). Finally, body image was associated with various ways of being in – or excluded from - community (young people identified how their involvement in fan or sports/interest communities shaped the way the saw themselves).

Exercises explored the feelings and language that express positive and negative views of body image as expressed in word clouds (Figure 8).



Figure 8 Word clouds produced in co-design workshops exploring feelings associated with perceptions of body image as either negative (left) or positive (right).

These exercises provided insight into the language young people use as it relates to thinking and feeling positive about body image. The social dynamics of body image were explored in relation to key influencers and the role of gender. Key influencers included best friends, boy/girlfriend, the person they had a crush on, siblings and/or parents. Secondary influencers were friends from interest groups, comments online and media and celebrities.

Participants from Co-Design Workshop 2 identified how young people experienced gender differences in relation to body image issues and influences.

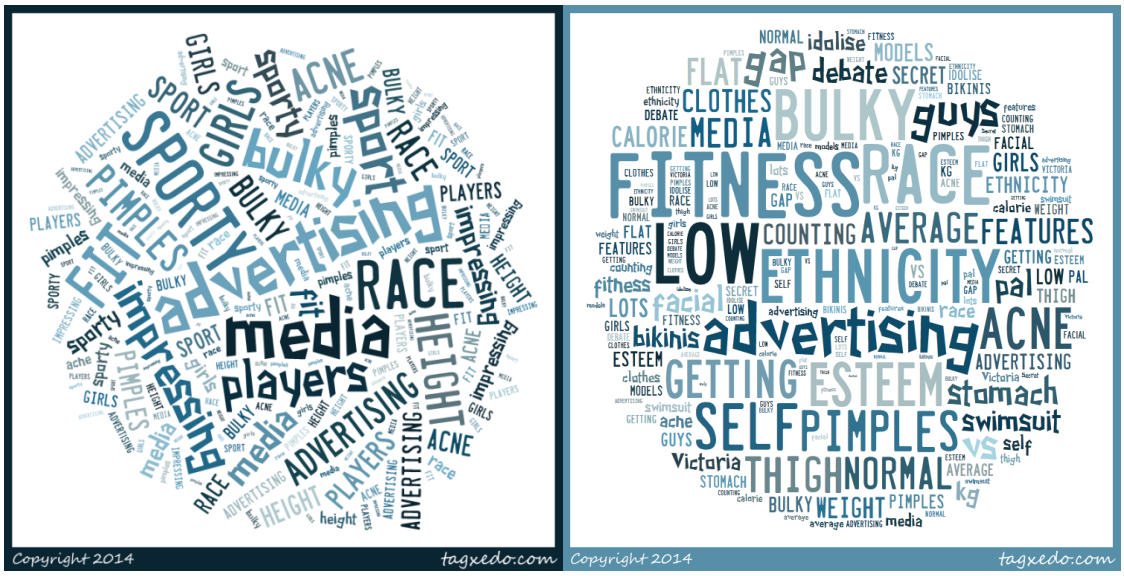


Figure 9 Word clouds demonstrating body image issues and influencers for males (left) and females (right)

Activities in this phase provide grounded evidence of the diverse social, affective and cultural dynamics of youthful experiences of body image. It cannot be thought of in singular, categorical terms, much less where the dominant influence is the media. While young people pointed to the media and advertising, they also described other dimensions and relations in social life: home life, peer dynamics, school, broader hobbies and interests, online communities (e.g. fan sites for musicians and football teams), life in the present and hopes for the future.

Across all forums, activities highlighted how teens rely on their peers for acceptance, validation and inspiration. In the context of digital media, young people go online to seek this reinforcement, but also use personal messaging, 'sharing', liking and posting to friends' social media feeds to show support for others or 'to give back'. This corresponds to research which highlights how "peer-led initiatives can increase young people's self-esteem and their sense of effectiveness and control in their lives" (Turner, 1999, p. 567). Moreover, these insights support extant literature on the benefits of online practice broadly and particular platforms specifically: "SNS functionality has a key role to play in strengthening social connectedness, self-efficacy, general knowledge and/or life skills and is critical for the promotion of young people's overall mental health and wellbeing" (Collin et al. 2011, p. 20).

In addition to generating personas that provided rich and diverse accounts of youth experiences of body image, the Define and Position phases responded to two key questions:

- How can the issue of body image be reframed in order to support young people's safety and wellbeing?
    - **Reframing physical and character traits as positive attributes reflects and builds on youthful hopes and cultural practices that seek and offer acceptance and affirmation**
- What is a successful campaign outcome from the point of view of young people?
    - **The campaign will prompt young people to act to make others feel good about themselves**

Concept and create phases

In the Concept and Create phase, focus groups, online discussions and co-design workshops sought to examine what the campaign would need to do to be both engaging and motivate young people act according to the desired outcome. Once established, these insights contributed to the generation of campaign ideas and prototypes by a creative agency, which were then tested, reviewed and improved by young people.

In the first instance, building on key insights from the Position and Define stages, research activities with young people explored what the value of the campaign should be, what it should aim to achieve and what the campaign would need to 'do' to be engaging from young people's point of view. The 'value' young people felt the campaign should offer was to help them feel better about themselves. It should aim to enable build on and foster the acceptance, validation and inspiration that take place between peers and enable them to reciprocate. Young people identified that to be engaging it should be fun, mobile, interactive and shareable. Importantly, it would need to tackle the idea of positive body image in a way that was culturally acceptable for young people and encouraged them to share with others.

These insights contributed to three campaign ideas generated by a creative agency. A review process with young people identified a campaign idea to 'Appreciate A Mate' by creating and sharing youthful messages of affirmation as the favourite. Co-design workshops in this phase focused on why young people would—or would not—engage with the campaign. Table 2 provides an overview of responses young people provided in support of the 'Appreciate A Mate' concept.

Table 2 Overview of supporting quotes for 'Appreciate A Mate'

Reason	Supporting quotes
Peer support	"If I want to, and there is someone who could use a compliment"
	"Yes: would use this app to make my friends feel better"
	"Yes, because it's a cool way to compliment people"
	"Yeah, if someone I know needed a pick-me-up"
	"Yes I would because I like it very much and I'd want to send these pictures to my friends"
	"Yes I would use this app at times of need and to help others out"
	"YES! I would use this app. I think body image is not promoted enough – so this app is going to change a lot"
	"I would definitely us e this app because it's a creative way of getting important messages out to people who think they've heard it all before"
Fun	"Yes I would - its sounds interesting and fun"
	"Yep, because I enjoyed it"
Involvement	"Yes, because I contributed to make it"
Self-reflection	"Yes, it will brighten my day"
	"Yes I would use this app cause if I feel upset this will help me out"
	"Yes, so I can express my feelings
	"Yes, because it would help me if I'm sad"
	"Yes because we are awesome"

Workshops explored what type of messaging would be engaging with young people translating adult phrasings of positive messaging into vocabulary which young people would engage with. For example, "Don't change anything about you!" was translated into "Omg don't eva change, plz". Also, "Thank you for being there" was translated into "Thanks bro". Participants also generated their own messages to promote positive communication and self-image.

A major outcome from the workshops was a range of messages created by young people highlighting how they valued and appreciated their peers, and identified the fonts and colours they found engaging. Participants preferred a mixture of fonts and detail, and particularly liked those that were distinctive, playful (e.g. a 'image-word puzzle' to work out), comical, witty or had 3D effects as well as textured backgrounds (e.g. creases, bricks, tiles) which conveyed a sense of 'place', 'authenticity' and 'personality'.

The broad variety of preferences indicated the need for the creative to have variety, to be able to provide a level of customisation so users could explore and express their feelings and individuality. In online discussions, Young and Well CRC Youth Brains Trust members identified that this level of personalisation could create a sense of intimacy when sharing a message with a friend:

"I have very few apps that I use that aren't for social purposes (Instagram, snapchat, kik) and so considering that @ppreciateamate is something I can share with others, I would recommend it to my friends. It would be great to have this kind of thing to send out to friends when they're having a down day so I can remind them they're valued. :)"

Throughout this phase, young people's insights highlighted the importance and inter-relatedness of usability, accessibility ('it needs to be fast', 'keep it simple') and customisation. Most significantly, young people consistently reiterated that the campaign should be fun, creative and hopeful but not patronise or 'underestimate' them.

Use

In usability testing young people reinforced particularly qualities that the campaign needed to embody: cool enough to share; genuine enough to make others actually feel good; be fun and creative and easy to use:

"I think @ppreciateamate is a fantastic way to improve the mental health of young people, and change the way we think about the effect our words have, in both a broad and personal context."

The Use phase did identify some potential limitations of the campaign with participants indicating that it may be more appealing to young women, might not resonate with people who were mentally unwell and that the language in the quotes didn't resonate universally. For some, the use of slang was appealing, while for others it could be alienating or seem unauthentic to some young people.

CAMPAIGN 2: 'APPRECIATE A MATE'

The result was the *'Appreciate A Mate'* campaign that 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 (Figure 8).



Figure 10 Images produced in the web and mobile app for the 'Appreciate A Mate' campaign

The campaign enjoyed success in terms of media effectiveness. Typical of these sorts of campaigns, paid media via targeted advertising via readership and Google AdWords were utilised strongly. Overall, 15,824,064 impressions were delivered across all paid media for the campaign; 23,136 images were created during the campaign period; 21.5% were returning visitors and an average visit duration of 1 minute 40 seconds

Typically during the campaign period, users arrive on site via desktop computer (68%). However, following growing internet trends, a not insignificant number of people also visited from mobile devices (32%). This was before the creation of the mobile application.

Although it is not possible to track images as they're shared across the web, we can measure clicks on buttons integrating with various social channels from within 'Appreciate A Mate'. Approximately 10% of those who created an image (a total of 2,333) clicked one of the available options. The options do vary across platforms (for example, SMS is not available to someone who creates an image on the desktop site).

Table 3 Key points of sharing for 'Appreciate A Mate'

Social channel	% of total clicks	Clicks
Facebook	41%	952
Instagram	21%	482
Twitter	18%	429
SMS	13%	304
Tumblr	7%	166

DISCUSSION

A significant number and broadly diverse range of young people were involved in the PD for Campaign Two. The insights and ideas generated in research with young people were reflected at various points against the evidence and expert reviews of sector partners. While not explored in this report, the views of sector partners provided guidance and touch points for consideration. In general they acknowledged that research on the experience of positive body image and the role of digital media was novel and well suited to participatory research with young people. They widely supported the positive approach and youth-centred methodology.

The PD approach produced clear insights into how young people experience and think about the challenges of body image, particularly as they relate to digital life. Young people consistently identified the interconnectedness of online and offline practices relating to body image. This largely related to the ways in which their social relations and many of their activities (study, entertainment and family life) are mediated and were, unsurprisingly, enthusiastic about online strategies to promote improvement in body image and self-esteem. Regardless of their access and specific digital practices, specific characteristics of digital life were articulated as significant and relevant to an online social marketing campaign: interactivity and playfulness, some level of 'customisation' or personalisation and sharability.

The PD processes also highlighted the relational and affective dimensions of body image. How young people see themselves was most often described in terms of the things that they do, the people that they relate to and are influenced by, as well as what they think they 'are' and 'are not'. This was certainly inflected with exposure to media and advertising, but it was the people they spent time with and saw on a regular basis (friends, team-mates, siblings, parents) who played the most significant role shaping how they felt about their body and personality traits.

The PD 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. It was common for young people to voice a desire for an antidote to the negativity that could be found online.

Young people were also realistic about the 'limitations' of such an online tool to 'change' how someone feels. They did, however, regularly reflect on how such a campaign could help cheer someone up in the moment, and be a useful reminder of positive qualities, of individual worth and to know that someone is thinking of them. Overall, they did not see this as some kind of 'solution' but, rather, a welcome addition to the suite of digital tools they might have to cheer themselves, or someone else up while subtly emphasising physical and character traits as positive.

In the last few decades, youth participation has gained traction across the youth and mental health sectors, especially as a way of engaging with young people's perspectives in the creation of appropriate, relevant and engaging tools and services. However, the extent to which youth participation directly contributes to the design and development of mental health interventions is often difficult to track and evaluate. How this approach was employed in the development of the second social marketing campaign of the Safe and Well Online project highlights a number of associated opportunities and challenges. Opportunities included ways of listening across sites of 'expertise', fostering inter-generational dialogue and working with diverse interdisciplinary and cross-sectoral perspectives. Challenges faced included negotiating shared understandings, commitment to the process and reflexivity in terms of rapidly changing project deadlines and negotiations which naturally emerge from the PD process. These tensions were negotiated through use of the PD methods (focus groups, workshops, online discussions, user testing) and the artefacts produced by various team members, including young people themselves (proposition, campaign brief, personas, mock ups, prototype). Artefacts were an important site for negotiation and knowledge translation.

Key to translating young people's responses and ideas was the direct participation of digital and creative agency staff. Their involvement in many of the activities, particularly co-design workshops was a particularly valuable for engaging directly with young people's ideas and responses first-hand. Young people were similarly stimulated by the opportunity to collaborate with professionals and who could respond to any questions and queries they had. These 'knowledge sharing' and 'knowledge brokering' affordances are a distinct aspect of the participatory design approach and were central to centralising young people's visions and views in campaign development.

Overall, participatory design "offers clear, accessible and adaptable methods and techniques to support the active participation of young people and other stakeholders, in the design process, regardless of their design expertise" (Hagen et al. 2012, p.6). For example, key drivers of the second campaign were the focus groups, co-design

workshops and online discussion forums that provided ongoing opportunities to engage with young people's conceptualisations of the issue of body-image. As such a participatory design process offers:

- A heuristic by which complex youth issues—such as body image, respect and digital media—can be more fully explored and analysed by and with young people.
- A lens which foregrounds and values young people's expertise and experiences across the intersections of online and offline settings (e.g. understanding how issues are understood in relation to young people's everyday lived experiences, technologies and social arrangements).
- Methods that access and leverage young people's experiences and ideas.
- Opportunities for intergenerational knowledge sharing and brokering.

There are inevitable limitations to working within complex, multi-layered projects that PD cannot resolve. PD is not an 'instant recipe' for successful youth participation. Rather, PD within a complex, multi-stakeholder project requires:

- Capacity of stakeholders to learn and understand the techniques and common language of PD.
- Openness to diverse forms of knowledge and expertise (especially young people's).
- Openness to working across sector and disciplines, and especially flexibility to negotiate research/industry timelines and expectations.
- Being open to promoting pathways for intergenerational dialogue and expertise.

Nevertheless, from a young person's perspective such openness is essential. Participants in this process reported feeling they had made a genuine contribution to the campaign:

"I think I have contributed to this app because I have given a different opinion on what I think as well as what older people might think". (Co-design workshop two participant)

Indeed, the extent to which campaigns can be approached, not only to produce an engaging campaign, but one designed to encourage further 'design through use' (Hagen and Robertson 2010) may be the real measure of success. While campaign engagement and impact is reported below, it is noteworthy that the campaign itself continues to be remixed and shared by young people beyond the campaign period via other social media and network platforms. Exploring how social marketing campaigns travel, are remixed and engaged with, beyond their campaign period is an area to explore in Year Three of this project

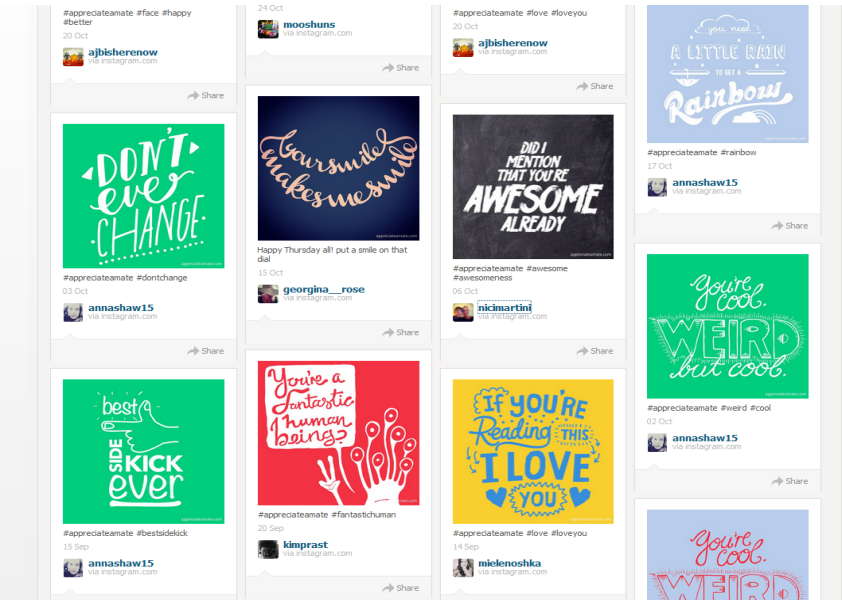


Figure 11 Extract from Hashatit search of #appreciateamate

Sub-Study 3: Quantitative online data collection

INTRODUCTION

Consistent with the experimental design methodology employed in the Year One Pilot Study, an online cohort survey was conducted in Year Two with young people aged 12 to 18 who were invited to complete a pre and post survey linked with engagement with the online campaign. Although the remit of the Safe and Well Online project is to explore 12 to 17 year olds, the study extends to 18 year olds owing to many Year 12 students reaching this milestone while at school.

The Year Two Cohort Study was granted ethics approval by the University of South Australia Human Research Ethics Committee, and ratified by the University of Western Sydney. All participants had parental consent and provided their own informed consent.

Findings from Year One Pilot Study *Promoting Respect Online* have informed the development of the research measures and analyses in Year Two and comparisons are noted where relevant.

METHOD

Research questions

- To what extent can/do online campaigns promoting safety and wellbeing positively influence young people's attitudes and behaviours?
- Is the online experience, platform and mode of delivery trialled in Year Two effective in facilitating sustainable, positive attitudinal and behavioural change in young people's safety and wellbeing?
- What are young people's perceptions of the Year Two campaign and how did they engage with it?
- To what extent does the data collected from the cohort study support the MGB (Perugini & Bagozzi, 2001)?
- To what extent is the MGB promising as a useful theoretical framework for measuring young people's behaviours and attitudes in online settings?
- Can the MGB be applied by using pre, post and Google Analytics data to measure changes in young people's behaviours and attitudes towards 'helping others to feel good about themselves' after engagement with the appreciate app?

Surveys and measures

Surveys (employed in the Year One Pilot Study which was designed to measure internet use and practices), including notions of respect, experiences of cyberbullying (Cross et al. 2009), constructs related to the MGB (Perugini & Bagozzi, 2001) and the health and wellbeing of young people, were revised and, where required, realigned with the Campaign Two creative. The survey was hosted by an online survey platform (Qualtrics, Provo, UT), and involved a pre-post data collection process during the 'contained research period' of the creative (throughout July 2013). This was prior to the public launch, which occurred in August 2013.

The survey data collection process was rigorous and was trialled extensively owing to the multiple and innovative recruitment strategies employed in Year Two to achieve the required sample (see below). Soft (preliminary testing with a small sample) and full launches of the survey were undertaken, particularly critical given that mapping at the individual level by Unique ID was incorporated as part of the survey design.

To obtain a comprehensive wellbeing profile of young people, previously published measures were used in this study (alphas for the study's sample are provided in parenthesis): Mental Health Continuum Short Form (Keyes 2002; 2007) measures general wellbeing (14 items (α = .96); DASS 21 (Lovibond and Lovibond 1995), examines the constructs of: Depression, (7 items) (α = .94); Anxiety (7 items) (α = .92); Stress (7 items) (α = .91); Social Connectedness Scale (Lee et al. 2008; Lee et al. 2001) examines notions of belonging and inter-personal associations and connections with others: (15 items) (α = .93); Help-seeking (Rickwood et al. 2005), examines future help-seeking intentions (15 items) (α = .85). Additional survey items and indices were examined and findings are detailed below.

Survey data analysis

Data were cleaned and matched to registration data, and data files of pre and post participants were assembled and merged. The key findings listed here are supported by statistical analyses conducted with IBM SPSS Statistics for Windows, Version 21.0 (IBM Corp. 2010) and AMOS Graphics Version 21.0 (IBM Corp. 2010).

Recruitment

Owing to the challenges associated with recruitment through school settings in Campaign One Pilot Study/Year One, a number of alternative strategies were employed in Campaign Two/Year Two. As such, this study continues to test and evaluate a range of alternatives to the more traditional methods of school-based approaches to recruitment of young people with informed parental consent.

National and state-based parent councils

Support offered included promoting and distributing information about the study via e-newsletters, association websites, and email distribution lists. In addition to facilitating direct engagement, communication and relationship building with parents/carers, this approach enabled the sample to be contained to only those who had informed parental consent as a way of collecting solicited data (processes for which we had ethical approval). The process involved:

- Contacting CEOs and presidents of parent associations across Australia and liaising with the established contact person.
- Sending invitations to parents via the various means noted above.
- Parents registering for the survey—clicking on the study registration link in an invitation which took them to the cohort study website.

A sequential two-phased approach

- *Stage 1:* Parents were invited to register for the study. This facilitated the process of informed parental consent and enabled young people with informed parental consent to be contacted at the optimal time for engaging in the research and to provide their own active assent. To service our sample, an 'in-house' Safe and Well Online website was created. This provided an avenue to collect parent registrations and for the researchers to engage the cohort. At registration, parent/guardian consent and email addresses were collected and parents/guardians also had the opportunity to provide the email address of their child/young person if they consented for them to be involved in the study.
- *Stage 2*: Prior to campaign delivery, young people for whom parents had provided contact details to participate were emailed and invited personally to register for the study.

Additional supplementary strategies

- Young and Well CRC affiliated groups: the Teachers and Parents Advisory Group on Cyber Safety (TAP)
- Community and sporting associations
- Parents/carers of young people between the ages of 12 to 18 from the following Universities, which are project partners in the Safe and Well Online Study (SWOS):
    - University of South Australia
    - Queensland University of Technology
    - University of Western Sydney

Response rates, however, were low and additional multiple approaches to recruitment were required to guarantee the necessary sample. The following paid recruitment services/strategies were employed:

- An online research panel provider which was ISO compliant (My Opinions) to ensure equivalence with research standards, to invite parents/carers of 12 to 18 year olds to consent and forward the survey link to their child.
- A lead generation agency: iCumulus
    - Lead generation via transactional pathway (see Appendix for details): visitor information was collected by the agency from those who had completed a transaction on an iCumulus publisher site e.g., ninemsn, MacDonald's, movie cinema sites.
        - An advantage of this process is that the lead contact details are available to the researchers until such point as the person opts out or unsubscribes from the study.
        - This strategy allowed direct correspondence with participants who were parents and supports a sustainable recruitment strategy and sample over the project life.
- Electronic direct marketing by engaging an online community of students, where students under the age of 18 were required to obtain parental consent before joining the community.

Recruitment through the online research panel provider, the lead generation agency and the online community of students had budget implications for this project which were addressed via the project team with approval from the Young and Well CRC. These strategies achieved the required sample.

FULL CAMPAIGN PROCESS

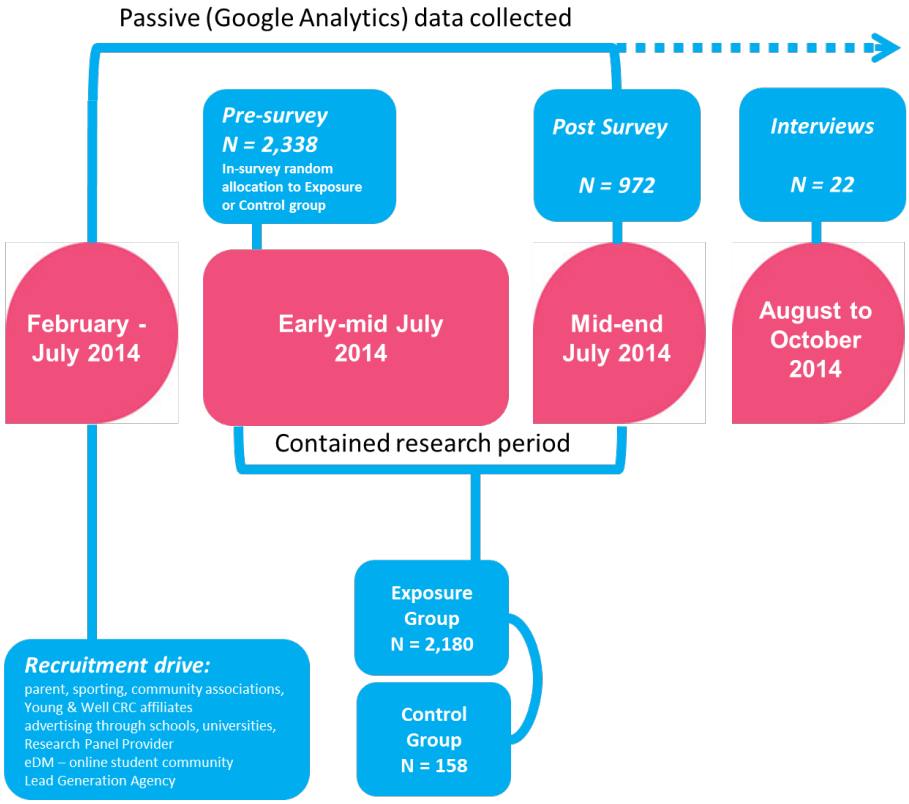


Figure 12 The campaign period from beginning to end, including the research process

RESULTS: YOUNG PEOPLE, ONLINE EXPERIENCES AND WELLBEING

Following on from the Year One Cohort Pilot Study, investigations for Year Two (N=2,338) continued to explore internet use, respect, pro and anti-social behaviours, mental health and wellbeing, and help-seeking behaviours.

In addition, young people were asked about their attitudes and behaviours towards helping others to feel good about themselves and their thoughts about the 'Appreciate A Mate' creative.

Results for this section are organised under the following headings:

- Young people's online experiences, and mental health and wellbeing
- Effectiveness of the online experience, platform and mode of delivery
- What are young people's perceptions of the Year Two campaign and how did they engage with it?

Following from Year One Pilot Study learnings about the MGB, investigations for Campaign Two/Year Two continued to explore the viability of this model to predict attitude and behaviour change as related to online social marketing campaigns.

Results for this section are organised as follows:

- Application, Psychometrics, Constructs and Model Assessment
- Mediation analyses: impact/influence on changing behaviours and attitudes
- Frequency of helping to others to feel good in the last week at time 2

Sub-sample sizes stated below vary as a function of non-response to respective items, and information regarding the analyses conducted is available from the authors on request.

Sample Demographics (N=2,338)

Recruitment as identified above achieved the following response rates.

Table 4 Approximate response rates of the six recruitment strategies (pre-survey)

Strategy	Invitations sent	Survey consents	Within strategy %	Total %
1. Online panel	14,960	1,614	10.8	69.0
2. eDM: Year Two parent registration*[1]	36*[3]	11	30.6	0.5
3. Lead generation	1,222	40	3.3	1.7
4. eDM: Year Two young person - registered by parent*[2]	43*[3]	12	27.9	0.5
5. eDM: student community	15,000	629	4.2	26.9
6. eDM: Year One participants	168	32	19.0	1.4
Total	31,429	2,338	7.4	100

*1 Parents' email contact details were collected as part of the registration process

*2 Consent and email contact details of young person was provided by parents on the registration page of the study website

*3 Represents the number of invitations sent to participants who had registered on the Study website.

A relatively even age (M =15.02; SD = 1.90; n=2,338) and gender (males 44 %; females 56 %) distribution was achieved with all Australian states and territories represented. Demographic characteristics reflected national figures: 2.3 % of the sample identified as Aboriginal and Torres Strait Islanders (2.5 % nationally) and 14.7 % spoke a language other than English (19 % nationally). However, only 5.9 % reported having a disability (17.4 % nationally) (Australian Bureau of Statistics 2011; 2012; 2013).

Table 5 Distribution of sample by Australian states and territories

Australian State/Territory	Safe and Well Online study (N=2,212)	Parent population (ABS, 2014)
New South Wales	24.4%	32.01%
Victoria	34.1%	24.85%
Queensland	19.0%	20.09%
South Australia	11.4%	7.18%
Western Australia	5.5%	10.95%
Tasmania	3.1%	2.19%
Northern Territory	0.5%	1.04%
Australian Capital Territory	2%	1.64%

Table 6 Distribution of sample by age

Age	(n=)	% (N=2,338)
12	289	12.4
13	316	13.5
14	328	14.0
15	408	17.5
16	377	16.1
17	352	15.1
18	268	11.5

Young people's online experiences and mental health and wellbeing

The following presents a predominately narrative summary of the online practices and general health and wellbeing findings from the Year 2 Cohort. All findings reported here are statistically significant and construct validity has been confirmed.

Internet Practices

Key Highlights

- Young people spent considerable amount of time online: 44% (n= 975) spent time online after 11.00pm, most of these young people were in the older age group and almost half were online after 11.00pm at least four times a week
- 12 year olds were less likely to use a mobile phone to go online, but more likely to use a tablet or iPad
- Online gaming is one of the top three uses of the internet: with four in five young people playing games online
- A small number of young people gambled online, however their associated mental health and cyberbullying issues were vastly above the norm

In relation to key findings from Year Two, young people spent considerable amount of time online with 93.5% (n = 2,060) reporting that they used the internet at least every day or almost every day. Investigations further revealed that 44% (n= 975) were online after 11.00pm, with 461 young people reporting that this occurs at least four times a week. Findings do suggest, however, that it is young people in the older age brackets who are most likely to be online after 11.00pm.

Twelve year olds were significantly less likely to use a mobile phone to access the Internet, but more likely to have accessed the internet via a tablet or iPad compared with all other ages, χ^2 (24) =60.24, I < .001.

With regard to young people's internet practices, online gaming is one of the top three uses of the Internet: four in five young people play games online (Barnes et al, 2015). Findings do challenge the old paradigm that seemingly violent games lead to mental health and cyberbullying issues, with 'first person shooters' and those who play 'collaborative games' reporting higher levels of wellbeing in comparison to game players in the remaining categories.

Whilst only a small number of young people gamble, their associated mental health and cyberbullying issues are vastly above the norm. Many young people may not even know that that they are gambling (Children, Technology and Gambling Expert Forum: Report to the Premier, 2013). With online gaming systems increasingly associating the purchasing of points with the game play, there is a danger that gambling in young people may escalate. More research is clearly needed, especially around young people's consciousness about gambling versus gaming.

Respect

Key Highlights

- Most young people generally feel they are respectful towards others in various settings
- Females were more likely demonstrate respectful behaviours towards others than males

The Social Respect Scale (11 items, α = .90), which aims to tap into the intricacies of respectful behaviours through items such as 'I treat others as equals' and 'I think a person has a right to express themselves anyway they want', and a macro level respect construct (4 items, α = .89), which asked young people to indicate how true it was for them that they behaved respectfully online, at school, at home and all the time. Both scales have demonstrated strong psychometric properties with data from Year One and Two of this study.

Findings showed most young people generally felt they were respectful towards others in various settings. Scores for the Social Respect Scale ranged from 11 to 33 (*M*=28.09, *SD*=4.39, n=2,082), and scores for the Macro Level Respect scale (see above) ranged from 4 to 20, (*M*=15.60, *SD*=3.05, n=2,086). Significant gender differences were apparent in both scales with females more likely to report that demonstrated respectful behaviours towards others than males.

Health and wellbeing

Key Highlights

Generally, young people experienced positive mental health and wellbeing.
Young people with better mental health were more likely to:

- Have an appreciation of the social norms around helping others to feel good about themselves.
- Be positively oriented towards helping others to feel good about themselves.
- Feel they had control, desire, and intent to help others to feel good about themselves and were more likely to be affirming of others.

Young people who reported they used the internet after 11.00pm had poorer mental health than those who did not.

Young people with poorer mental health were:

- Less likely to be socially connected.
- More likely to have negative attitudes and perceptions regarding the social norms about helping others to feel good about themselves.
- Less likely to feel they had the control, desire or intent to help others to feel good about themselves.
- Less likely to be helping others to feel good about themselves.

Females were found to be significantly more depressed, anxious and stressed than males.

Young people who were more socially connected were more likely to feel positive, empowered and likely to *help others to feel good about themselves.*

Generally, young people experienced positive mental health and wellbeing as measured on the MHCSF (*M* =60.73, *SD*=15.22, N=1,888) scores ranged from 14 to 84; Social Connectedness scale (possible range 15 to 90) (*M*=67.44, *SD*=15.15, n=1,901) and DASS21.

Table 7 Year Two DASS21 by total sample by Year One & Two

	Depression		Anxiety		Stress	
	Year 1 (n=112)	Year 2 (n=1,875)	Year 1 (n=112)	Year 2 (n=1882)	Year 1 (n=112)	Year 2 (n=1885)
Normal	72 (64%)	1301 (69%)	65 (58%)	1354 (72%)	83 (73%)	1456 (77%)
Mild	9 (8%)	116 (6%)	16 (14%)	139 (7%)	10 (9%)	128 (7%)
Moderate	18 (16%)	235 (12.5%)	13 (12%)	112 (6%)	12 (11%)	155 (8%)
Severe	9 (8%)	105 (4.5%)	9 (8%)	80 (5%)	4 (3.5%)	99 (5%)
Extremely Severe	4 (3.5%)	118 (6%)	9 (8%)	197 (10.5%)	4 (3.5%)	47 (2%)

Examination of the data across Year One and Two reveal consistent trends with regard to young people's depression, anxiety and stress scores. Encouragingly, the majority of the sample scored within the normal ranges for depression, anxiety and stress; however there is a consistent percentage of young people whose responses indicated their wellbeing may be compromised.

Examination of correlations revealed young people who reported better mental health overall were significantly ($p <$ .05) more likely to have an appreciation of the social norms around helping others to feel good about themselves, and be positively oriented towards helping others to feel good about themselves. They also were more likely to feel they had control, the desire and intent to help others to feel good about themselves and were more likely to be affirming of others.

Young people who reported they used the internet after 11.00pm MHCSF: (*M*=57.50, *SD*=16.21, *n*=816) were found to have poorer mental health than those who did not MHCSF: (*M*=63.19, *SD*=13.93, *n*= 1,070). These findings are consistent with those reported in Year One Pilot Study.

In contrast, those with poorer mental health were less likely ($p < .05$) to be socially connected and more likely to have negative attitudes and perceptions regarding the social norms about helping others to feel good about themselves. They also felt they did not have the control, desire or intent to help others to feel good about themselves or be enacting behaviours that help others to feel good about themselves ($p < .05$).

Females were found to be significantly more *depressed*, $t(1,821) = 2.64$, $p < .08$, (*M*=3.97, *SD*= 4.95, N=1,026), *anxious* $t(1,856) = 3.12$, $p < .02$, (*M*= 3.21, *SD*= 4.48, N=1,032), and *stressed* $t(1,835) = 2.91$, $p < .04$, (*M*=4.79, *SD*=4.85, N=1033), than males (*M*= 3.38, *SD*= 4.75, N=842), (*M*= 2.60, *SD*=4.02, N=843), (*M*=3.38, *SD*= 4.60, N=845) respectively.

Participants who do use the internet after 11.00pm were significantly more *depressed* $t(1,438) = 10.16$, $p < .001$, (*M*= 5.02, *SD*= 5.48, n=811), *anxious* $t(1,503) = 6.98$, $p < .001$, (*M*= 3.74, *SD*= 4.78, n=813), and *stressed* $t(1,551) = 8.60$, $p < .001$, (*M*= 5.58, *SD*= 5.16, n=816), than those who do not (*M*= 2.69, *SD*= 4.06, n=1,062), (*M*= 2.32, *SD*= 3.76, n=1,067), (*M*= 3.67, *SD*= 4.22, n=1,067) respectively.

Young people who were more socially connected were more likely to feel positive, empowered and likely to *help others to feel good about themselves* ($p < .05$).

Cyberbullying Status And Mental Health And Wellbeing

Key Highlights

Young people non-involved in cyberbullying were generally:

- More likely to experience better mental health than those in the remaining categories
- Less likely to spend time on the Internet after 11.00pm

Young people in the cyber bully-victim category were more likely to be online after 11.00pm.

Cyber bully-victims present as a particularly vulnerable group.

Using criteria which determines that once or more often is enough in online settings due to the spreading or viewing by others (repetition), categories of cyberbullying status were constructed (see Table 8) and examined (Spears et al. 2015).

Table 8 Year Two cyberbullying status by total sample

	(n=)	%
Non-involved	1000	51.7%
Cybervictim	535	27.7%
Cyberbully	34	1.8%
Cyberbully-victim	365	18.9%
Total	1934	100.0

Young people who were not involved in cyberbullying in any way were less likely to spend time on the internet after 11.00pm, yet those in the cyberbully-victim category were more likely to be online after 11.00pm.

Mean analyses of the mental health and wellbeing of these groups revealed that young people who are non-involved in cyberbullying are generally more likely to experience better mental health than young people in the remaining categories. Cyberbully-victims appear to be a particularly vulnerable group: cyberbully-victims (n=357, *M*=60.92, *SD* = 15.14) had significantly poorer mental health than young people in the non-involved category (n=982, *M*=70.81, *SD*=13.89, $p < .001$, *d*= .68) and those in the cybervictim category (n=527, *M*=65.71, *SD*=15.68, $p < .001$, *d*= .31).

Analysis of the DASS21 showed that cyberbully-victims (n=353, *M*=6.41, *SD*=5.73) were significantly more depressed than those non-involved (n=972, *M*=2.43, *SD*=3.81, $p < .001$, $d = .82$) and cybervictims (n=516, *M*=4.19, *SD*=5.19, $p < .001$, $d = .41$). In addition, those non-involved had significantly lower depression scores than cyberbullies (*n*=32, *M*=5.13, *SD*=5.01, $p < .001$, *d*= .61).

Examination of the anxiety construct revealed cyberbully-victims (n=351, *M*=5.15, *SD*=5.39) were significantly more anxious than those non-involved (*n*=976, *M*=1.87, *SD*=3.20, $p < .001$, $d = .74$) and cybervictims (*n*=521, *M*=3.45, *SD*=4.71, $p < .001$, *d*= .34). In addition, those non-involved had significantly lower anxiety scores than cybervictims ($p < .001$, $d = .39$).

Additionally, results showed cyberbully-victims (n=353, *M*=7.15, *SD*=5.31), were significantly more stressed than those non-involved (n= 978, $M = 3.23$, $SD = 3.88$, $p = 0.000$, $d = .84$) and more stressed than cybervictims (n = 520, $M = 5.08$, $SD = 5.04$, $p = 0.000$, $d = .40$). In addition those non-involved had significantly lower stress scores than both cyberbullies (n=520, *M*=5.34, *SD*=4.22, $p = 0.046$, *d*= .52) and cybervictims ($p < .001$, $d = .41$).

In terms of social connectedness, young people who were non-involved were significantly ($F(3, 1895) = 43.46$, $p < .001$, $\eta p2 = 0.064$) more socially connected than cybervictims ($p < .001$, $d = .30$). Additionally cyberbully-victims (n=354, *M*=54.99, *SD*=15.57) were significantly less socially connected than those non-involved (n=978, *M*=63.68, *SD*=14.45, $p < .001$, $d = .57$) and cybervictims (n=527, *M*=59.25, *SD*=15.15, $p < .001$, *d*= .28) reinforcing the vulnerability of this group in terms of their wellbeing.

Help-Seeking

Key Highlights

- Parents and friends provide key help-seeking support for young people.
- Young people are not likely to seek help from more formal sources of help, inclusive of both off and online help services.
- Young people in the older age bracket were more likely to seek help from a boyfriend/girlfriend, or go online for help.
- Young people in the oldest age group were more likely to not seek help from anyone, but this could be an artefact of their growing independence.

The majority of young people (68%) indicated that it would be likely or highly likely that they would seek help from parents and just over half (51%) indicated that it would be likely or highly likely that they would seek help from friends. This illustrates an alignment with central relationships. Conversely, most young people (65%) indicated that it would be unlikely or highly unlikely that they would seek help from more formal sources such as: family doctor; professional outside school (e.g. psychologist, psychiatrist); phone help line (e.g. Kids Help Line, Lifeline); online help from a professional (e.g. web counselling); online help form a non-professional (e.g. from chat or social

network site), or self-help app. However, it is apparent that young people in the older age bracket are more likely to seek help from a boyfriend/girlfriend, phone help line, online help from a professional or non-professional, or self-help app, than the youngest people in the cohort. It is of concern though, that young people in the oldest age group were also more likely to not seek help from anyone, which could be an artefact of their burgeoning independence.

Overall, the picture of young people's mental health and wellbeing is positive for most, but these findings do highlight key aspects, such as: the importance of internet use after 11.00pm; cyberbully-victim vulnerability; social connectedness; and potential avenues of help-seeking, which need to be considered in line with young people's developmental, social and emotional needs.

Effectiveness of the online experience, platform and mode of delivery: What are young people's perceptions of the Year Two campaign and how did they engage with it?

Key Highlights

- The majority of young people responded positively to the 'Appreciate A Mate' campaign.
- In some instances the full functionality of the creative was not available to users due to incompatibility with browsers and devices.
- There is an imperative to consider how best to marry the goals of creative agencies/designers who aim to produce campaigns for the most current operating systems with the reality that many young people own devices with more dated platforms/operating systems.

Findings from the cohort study showed that the *'Appreciate A Mate'* campaign resonated well with young people, with three quarters of those who saw the creative (n=909) reporting that they liked it.

The majority of young people responded positively to the features, design and functionality of the creative and felt it provided a channel for facilitating positive communication.

"It's a smart and different way of looking at life"

"It is just nice to read something positive, unlike what we normally read, all the depressing status' that our fellow Facebook friends post"

"Because I could show my mate that we enjoy each other's company and that we are like bros"

It is important to note that there were some young people who reported they did not like the creative, noting that they felt it had an unintuitive design, ambiguous purpose, was unsuitable for the target audience as a whole, and had the potential for it to be counterproductive.

"I don't think I had the correct device to fully appreciate the app"

"I think it sets people up for disappointment. Having a computer telling a person that they love them shows that they need professional help. It could however, be handy for youth from a broken or unstable family"

This finding leads to the recognition of the importance of young people's continuous involvement through the Participatory Design process. It is also important to note that in some instances the full functionality of the creative was not available to the users due to browser and device limitations. In terms of young people's access to devices, there is an inherent tension between the goals of creative agencies/designers to produce high end/cutting edge campaigns on the most current operating systems (e.g. iOS 8) and the actualities of young people's device ownership which may run on more dated versions.

RESULTS: THE MODEL OF GOAL DIRECTED BEHAVIOUR

Model investigations have progressed from Year One Pilot Study and have been particularly innovative in that the model in Year Two has:

- Utilised both pre and post survey data;
- Used individual participant level data from customised reports generated within Google Analytics; and
- Drawn on merged and matched Google Analytics and survey data at the individual participant level via a Unique IDentifier.

This is a considerable contribution in terms of both process and understanding and application of the model in this online context. To our knowledge this has not been done before.

Applying the Model

Key Highlights

Constructs within the MGB as tested with data collected online demonstrated strong reliability.

Most young people have positive attitudes towards helping others feel good about themselves and are positively predisposed to enact helpful behaviours.

Females are however more likely to help others feel good about themselves than males.

The MGB was assessed and a mediocre model fit was achieved, accounting for 21% of the variance.

Mediational analyses were only possible owing to the successful collection of passive Google Analytics data which enabled the mapping of a participant's engagement with the 'Appreciate A Mate' campaign, and their pre and post survey responses (data was de-identified and aggregated).

The 'Appreciate A Mate' creative—as measured by the time spent engaging with the campaign and the number of quotes generated—did not mediate the direct effect between intentions to help someone feel better about themselves and enacting behaviours to help someone feel good about themselves.

Continued consideration of:

- What constitutes efficacy of social marketing interventions when measured over a relatively short timeframe, this also highlights the potential merit of investigations into the 'tail' of online campaigns
- What type, and the number, of data touch points should be incorporated to effectively measure the efficacy of campaigns
- Targeting attitudes as part of as an early intersection point for interventions

In order to evaluate the fit of the MGB (Perugini & Bagozzi, 2001) to data collected in an online setting within a social marketing context, the following hypotheses were tested: Social Norms, Positive Anticipated Emotions, Negative Anticipated Emotions, Perceived Control are all significant positive predictors of Desires. Similarly, Perceived Control predicts Intentions, and Intentions predicts Behaviour.

Additionally, the following hypotheses specifically address what impact, if any, exposure to online social marketing campaigns that deliver positive messaging have on young people's online behaviours.

- Exposure (time spent on 'Appreciate A Mate') to online social marketing campaigns that deliver positive messaging will mediate the relationship between intentions and behaviour.
- Active engagement with the online social marketing campaign (as measured by the number of customised quotes young people created) will mediate the relationship between intentions and behaviour.
- Paths specified in the causal structure are invariant across populations, specifically with relation age and gender.

Model Psychometrics

Findings from Year One suggested that the MGB provided a sound basis for examining which constructs might be useful in determining predictors of behavioural and attitudinal change. The majority of items demonstrated excellent reliability (George & Mallery, 2003):

- Attitudes: (8 items, α = .97, n=249)
- Control: (3 items, α = .83, n=249)
- Positive Anticipated Emotions: (4 items, α = .94, n=249)
- Negative Anticipated Emotions: (4 items, α = .94, n=249)
- Social Norms: (12 items, α = .89). This index measures the young people's perceptions of social norms (from parents, friends and teachers) in relation to h*elping others to feel good about themselves* online
- Desires: (3 items, α =.95, n=249)
- Intentions: (4 items, α = .96, n=249)
- Frequency Recency Time 1: (7 items, α = .97, n=249)
- Recency: (1 item, n=249)
- *Help others to feel good* outcome (4 items, α =.91, n=249)
- Frequency Recency Time 2 As an outcome variable closely aligned with campaign objectives: (7 items, α = .97, n=249)

Note: Time 1 refers to pre-exposure survey, and time 2 refers to post-exposure survey

Investigations into constructs by selected sub-groups

For further details, please contact the research team. However, the topline findings are reported below.

Results showed that female responses reflected what is known about reported gender differences in relation to positive social engagement, adhering to social norms and willingness to creatively support others. Further:

- The majority of young people had *positive attitudes* towards *helping others to feel good about themselves* (*M*=616.86, *SD*=148.41, n=249). Females (*M*=652.62, *SD*=134.46, n=113) were significantly more likely to have positive attitudes towards helping someone to feel good about themselves than males (M=587.15, SD=153.31, n=136).
- In terms of young people's anticipated emotions (future oriented), most indicated they would respond positively (*M* =15.63; *SD*=2.80, n=249) about *helping others to feel good about themselves*. Gender differences for both positive ($t(247) = 2.78$, $p < .006$, d=.35, and negative $t(247) = 2.80$, $p < .006$, d=.35) anticipated emotions were evident, with females (*M*=16.16, *SD*=2.99, n= 113) significantly more likely to feel positive about *helping others to feel good about themselves* in the future, than males (M=15.18, SD=2.55, n=136). Females (*M*=14.04, *SD*=4.13, n=113) were also less likely to experience negative emotions about helping others to feel good about themselves than males (M=12.68, SD=3.53, n=136). No age differences were apparent.
- The *social norms* around *helping others to feel good about themselves* were evident to the majority of this sample of young people (*M*=50.69, *SD*=6.30, n=249). Significant gender differences ($t(247) = 2.14$, $p < .03$, d=.27) indicated that females (*M*=51.62, *SD*=6.28, n=113) had a greater awareness of the social norms around *helping others to feel good about themselves* than males (M=49.91, SD=6.24, n=136). Investigations into social norms by age revealed no significant differences.
- Most of these young people felt that they did have *control* to *help others to feel good about themselves* (*M* = 204.05, *SD* = 69.46, n = 249). There were no significant gender or age differences.
- Young people generally had the *desire* to *help others to feel good about themselves* (*M*=190.47, *SD*=78.07, n=249). No significant age differences were found, however gender differences ($t(247) = 2.91$, $p < .004$, d=.37) indicated females (*M*=206.02, *SD*=75.38, n=113) were significantly more likely to have a *desire* to *help others feel good about themselves*, than males (*M*=177.55, *SD*=78.17, n=136).
- The majority of young people *intended* to *help others to feel good about themselves* in the future (*M* = 245.27; *SD*=113.67, n=249). No significant age differences were apparent, however findings showed gender differences ($t(247)=3.55$, $p < .000$, d=.45) with females (*M*=272.66, *SD*=107.83, n =113) more likely to report intentions to help others to feel good about themselves, than males (*M*=222.51, *SD*=113.75, n=136).
- In terms of the behavioural outcome measure *helping others to feel good* (*M*=14.11, *SD*=3.61, n=249), the majority of young people indicated that they demonstrated behaviours to *help others to feel good about themselves*, at home, at school, online and all the time. Whilst there were no significant age differences, gender differences were evident ($t(247) = 2.16$, $p < .032$, d=.28), with females (*M*=14.65, *SD*=3.60, n=113) more likely to report that they *help others to feel good about themselves* than males (*M* =13.66, *SD*=3.58, n=136)

Model Assessment

A reiterative process of model refinement was conducted and the final model presented (Figure 9) is the model of best fit and provides a basis for continued investigations with data from Year Three and Four. Consistent with model investigations in Year One, attitude remains a significant predictor of desire (to *help others to feel good about themselves*). Young people's perceived control with regard to their behaviour (helping others) also features as a strong predictor of their desire to enact positive helpful behaviours. Intentions also featured as a primary predictor of helpful behaviours.

Inspection of the initial model revealed that the constructs of:

- Social Norms and Negative Anticipated Emotions did not significantly predict Desire
- Recency and Frequency did not significantly predict Helping Others to Feel Good Outcome variable
- Recency did not significantly predict intentions

These four constructs subsequently were removed from the model.

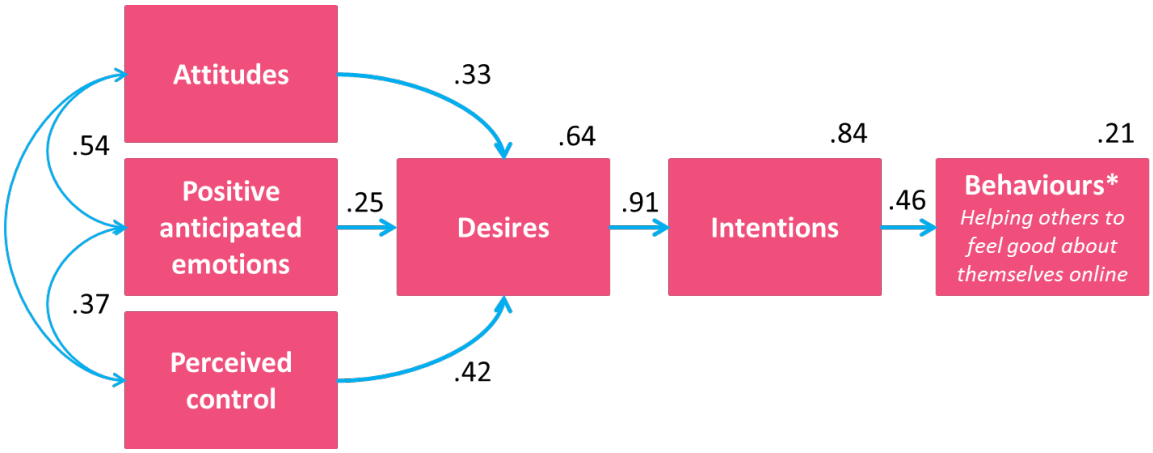
Seven items that examined the behaviours that were closely aligned with the purpose of the 'Appreciate A Mate' creative were aggregated from Time 2 (post-survey) and examined as an outcome variable:

- Posting something positive about their looks
- Posting something positive about their achievements
- Liking a status update/posting that is positive
- Tagging a positive image
- Liking a positive image
- Sending a positive message
- Sharing a positive image

Review of Model (see Figure 13) revealed that despite the removal of previously identified insignificant paths, the chi- square value for the overall model fit was significant (χ^2 (7) = 19.63, p <.006; CMIN/DF 2.80) and whilst the χ^2 significant, suggesting a possible poor fit between the hypothesized model and the data, the CMIN/DF was acceptable.

In line with published descriptors of model fit (0.08 to 0.10 = mediocre fit; below .08 = good fit; MacCallum et al, 1996), indices were assessed CFI = .99, RMSEA = .085 and suggested a mediocre model fit, accounting for 21% of the variance.

The paths which demonstrated particularly strong relationships included: *Attitudes* towards *helping someone to feel good about themselves* and the *desire* to *help someone feel good about themselves*; and young people's *perceived control* to *help someone feel good about themselves* and their *desire* to do so. Additionally, intentions were found to mediate the relationship between the *desire* to *help someone feel good about themselves* and *enacting* behaviours.



*Behaviours measured at Time 2. All others taken at Time 1.

Figure 13 Model of Goal Directed Behaviour (Perugini & Bagozzi 2001)

From the path model investigation analyses, it can be concluded that the fit indices for Model A are promising and provide a basis for continued investigations with data from Year Three and Four. For full statistical output, please contact the researchers.

Mediation analyses: impact/influence on changing behaviours and attitudes

Mediational analyses were conducted to establish if engagement with the 'Appreciate A Mate' campaign, as measured by the number of quotes created, the time spent on the campaign, mediated relationships between the key constructs of the MGB. These investigations were only possible due to the collection of passive Google Analytics data which enabled the mapping of a participant's engagement with the 'Appreciate A Mate' campaign, and their pre and post survey responses (data was de-identified and aggregated).

Findings and expectations regarding attitudes and behaviour change need to be realistically considered given this short period of time, with analyses demonstrating the complexities of measuring attitudinal and behaviour change in relation to engagement with a creative campaign/app which occurs in a matter of weeks, as distinct from more long-life campaigns.

To test the meditational path predictions a bootstrap mediation analysis was conducted using procedures outlined by Hayes (2013). Key findings are reported below:

Helping someone feel good online at Time 2

A series of four mediational analyses were conducted to determine if the associations from *helping someone to feel good online* at Time 1, and intentions *to help someone feel good* at Time 1 *towards helping someone feel good* online at Time 2, were mediated by either time or numbers of quotes generated. The results from these analyses revealed that neither time spent on the app nor numbers of quotes generated were significant mediators.

A further, fifth mediational analysis was conducted to determine if intentions *to help someone feel good* at Time 1, mediated the effects of desire *to help someone* at Time 1, on *helping someone* at Time 2. The results from this analysis confirmed a mediation model with young people who reported a greater *desire to help someone* at Time 1, reporting greater intentions to help someone ($a = 1.331$, $p < .001$), and in turn more instances of *helping someone to feel good online* at Time 2 ($b = 0.004$, $p = .005$). A bias-corrected bootstrap confidence interval for the indirect effect ($ab = 0.005$) did not contain zero (0.001 to 0.009). There was no evidence that desires to *help someone feel good* at Time 1 influenced *helping someone to feel good* at Time 2, independent of its effect on intentions to help someone to feel good ($c = 0.002$, $p = .249$).

Helping others to feel good

Two mediational analyses were conducted to determine if the effects of intentions *to help someone feel good* at Time 1 on *helping someone to feel good* at Time 2 were mediated by either time spent on the app or the number of quotes generated. The results from these analyses revealed that neither the amount of time spent on the app nor the number of quotes generated mediated the direct effect of intentions to help some at Time 1 on *helping someone to feel good* at Time 2.

Frequency of helping to others to feel good in the last week at Time 2

A series of 12 mediational analyses were conducted to determine if the associations between the frequency of *helping someone to feel good* in the last week (Time 1), *helping some to feel good* (Time 1), intentions to help someone feel good (Time 1), desires *to help someone feel good* (Time 1), positive anticipated emotions (Time 1), and negative anticipated emotions (Time 1), on the frequency of *helping others to feel good* in the last week (Time 2) were mediated by either the amount of time spent on the app or numbers of quotes generated. None of these analyses produced a significant mediational model.

To what extent is the MGB promising as a useful theoretical framework for measuring young people's behaviours and attitudes in online settings; and, further

Can the MGB be applied by using pre, post and Google Analytics data to measure changes in young people's behaviours and attitudes?

Drawing on analyses conducted both in Year One and Two, the MGB continues to show promise in its application as a theoretical model for measuring young people's attitudinal and behavioural changes in an online context.

The success of applying this model, however, depends in large part on substantial core preliminary work that is undertaken before specific model investigations and analyses can occur. In addition to establishing construct validity, merging of data across multiple platforms, the applicability of the process hinges on successfully collecting passive data in relation to engagement with an intervention at the individual participant level and mapping it to pre and post survey data. This is a critical component of the process, if the use of the model is to progress beyond establishing model fit, towards employing the model as a theoretical framework that can be applied effectively to measure the impact of online interventions on attitudinal and behavioural change.

To what extent can/do online campaigns, which promote safety and wellbeing, positively influence young people's attitudes and behaviours?

Analyses revealed that the 'Appreciate A Mate' creative, as measured by the primary indicators of time spent engaging with the campaign and by the number of quotes generated, did not mediate the direct effect between intentions to help someone feel better about themselves and enacting behaviours to help someone feel good about themselves. Whilst this finding suggests that positive or significant changes in young people's behaviours and attitudes did not occur after interacting with the 'Appreciate A Mate' creative, there are a number of important considerations and learnings.

Firstly, expectations regarding the potential efficacy of such interventions as measured over a relatively short period of time need to remain realistic, with acknowledgement that any changes in behaviours and attitudes are likely to be very subtle over a period of one or two weeks. This must inform future research design and timelines if any positive changes are expected to be achieved, especially if the interaction post campaign is to be usefully investigated, as it could be that the 'tail' of a campaign might be having ongoing impact that needs to be considered. Investigations also highlighted the importance of being able to measure a range of engagement indicators to be applied in investigations into the Model and the need to further explore the merits of targeting attitudes as part of as an early intersection point for interventions.

DISCUSSION

'Appreciate A Mate', attitude and behavioural change and the model of goal directed behaviour

Young peoples' response to the 'Appreciate A Mate' campaign—designed with young people, through a participatory design process (See Sub Study 2) to draw attention to helping others to feel good about themselves, and provide shareable, customisable messages of positive affirmation—was encouraging. These responses were underpinned by an extensive exploration into the wellbeing profiles, attitudes and behaviours of the cohort recruited to participate.

A theoretical framework was applied—the MGB (Perugini & Bagozzi 2001)—to measure young people's behavioural and attitudinal change after engagement with 'Appreciate A Mate', a social marketing campaign that promotes positive and respectful online behaviours. An extension of Azjen's (1991) theory of planned behaviour, the MGB postulates that action is directly determined by intention to act and indirectly determined by attitude towards the act, subjective norms, and perceived behavioural control (e.g. Leone, Perugini & Ercolani 2004). The frequency of past behaviour also influences intention, while recency of past behaviour directly impacts the likely occurrence of the behaviour.

In the context of this study, the MGB (Perugini & Bagozzi, 2001, see Figure 1) was tested and applied to investigate its usefulness as a theoretical guiding model in online settings. Constructs within the MGB as tested with data collected online, demonstrated strong reliability. Passive (Google Analytics) and pre and post survey data were used to apply the model to explore attitude and behaviour change with a view to determining the impact of the key messaging of the campaign (helping others to feel good about themselves).

Analyses confirmed validity of the model constructs, e.g. attitudes, intentions and desires, achieving acceptable model fit, as applied to an online setting. This is an important contribution to furthering understanding of ways to measure change in relation to online social marketing campaigns.

Whilst the campaign did not mediate the expected relationship between intentions and behaviours, the model has provided a sound theoretical premise for examining future campaigns. In contrast to previous applications of the Model (in offline settings), there may be additional unknown factors inherent in an online context, which require consideration. Future campaigns will provide opportunities to explore issues such as the complexity of data collection in an online setting; the nature of the campaign platform (web-based versus app-based); and sensitivities of the model, including where the campaign could best intersect with the model.

In addition, whilst the data suggests that the campaign did not mediate the relationship between young people's intentions to help others feel good, and their actual behaviours, it has identified important potential points of intervention: such as targeting attitudes and perceived control. Further investigations are needed to determine optimal timeframes for measuring change when being filtered through an online setting: so that online social marketing campaigns can be effectively employed for encouraging positive attitude and behavioural shifts which will benefit young people and their safety and wellbeing.

Young people's online experiences

Young people in this cohort study indicated that, for the most part, they experienced positive mental health and wellbeing, and they had a respectful disposition towards others in various settings: with females more likely to be respectful of others, than males. This highlights that encouraging young males to think about respect online is a clear strategy for improving their and others' experience. Overall, the wellbeing profile of young people in this study augurs well for this generation of technologically savvy young people, who are using technology at ever increasing rates (Burns et al). Those with better mental health were also more likely to be more aware, and appreciative, of the social norms surrounding helping others to feel good about themselves, and be positively oriented towards helping others feel good about themselves.

An altruistic, helpful society, which cares for others' wellbeing, and is respectful of others, is one which is to be aspired to. The importance of positive mental health is clear: those who were well, felt in control, and were willing and desirous of helping others, were more likely to be affirming of others. This is a powerful learning. At a time when society seems more isolated; where the notion of social connectedness is being redefined in different spaces; where young people are represented as often being confident, assertive, entitled, selfish and miserable in orientation, (the so-called "Me" Generation) (Twenge, 2014), this study has demonstrated that they are generally well, and willing to help others.

Most importantly, young people were turning to their parents and friends for help and support, rather than more formal sources, either on- or offline. Developmentally, older adolescents would seek help from their boyfriend/girlfriend, which is part of the normal group development process for young people, as they move from large groups of friends in younger years, towards the more dyadic pairings of romantic relationships of older teens (Dunphy, 1963). In addition, this group would be more likely to go online for help, yet they were also inclined to not seek help from anyone. Together these almost contradictory findings suggest increasing shifts in autonomy for young people, who simultaneously need to work things out for themselves, yet still require help and seek support somehow. The online setting may be a positive opportunity as a point of transition from adolescent to independent adult: where they can reach out for help, without losing face amongst their peers.

Those who were using the internet after 11.00pm, demonstrated being online late at night was associated with poorer mental health: young people were less likely to be socially connected; more likely to be negatively oriented towards helping others and the social norms surrounding those attitudes; felt less in control and had less intent or desire to help others feel good about themselves. Females who were online after 11.00pm, were also more depressed and stressed than males. This finding suggests that setting negotiated boundaries around late night use of devices may be of benefit. However, a recognised shift in sleep patterns occurs during adolescence, entailing later sleep times and catch-up sleep on the weekends (Gradisr, Gradisr & Dohnt, 2011), which for most adolescents, is a normal developmental pattern. Thus, being online late at night could be an expected norm. For some, however, functional impairment can occur with lack of sleep and studies have linked delayed sleep phase (DSP) with poor academic performance (Pallesen et al., 2011; Saxvig et al., 2012), higher rates of school absence (Gradisar et al., 2011; Sivertsen et al., 2013); elevated symptoms of anxiety and depression (Crowley et al., 2007; Saxvig et al., 2012), and is prevalent in help-seeking adolescents with depression (Glozier et al., 2014). This notion of when young people are online, as distinct from how long they might be online, is an area of investigation requiring follow-up, particularly in terms of what is known about the sleep/mental health relationship. This study has also demonstrated that those involved as cyber bully-victims, were more likely to be online after 11.00pm as well, and presented as a particularly vulnerable sub-group.

In terms of access to devices across age groups, the youngest participants, were more likely to use a tablet or iPad to go online, rather than a mobile phone. This could be due to the fact that younger children and adolescents, are commonly given 'hand down' phones, when their parents upgrade, so consequently, may have limited access to the internet via their mobile device. Through their school digital learning programs, however, they do have access to other more current mobile devices, such as tablets and iPads. Future campaigns will need to ensure that campaigns are compatible across devices and platforms to achieve maximum reach and uptake across all targeted age groups. For older participants however, who have greater access and use of more recent mobile phones, there could be merit in employing targeted 'in the moment' mobile phone interventions, rather than an omnibus approach across all devices. Relating these findings to the execution of the 'Appreciate A Mate' campaign, the full functionality of the creative, was not available to all users, due to incompatibilities with browsers and devices. There is an imperative therefore, to consider best how to marry the goals of creative agencies/designers, who aim to produce cutting edge campaigns for the most current operating system, with the reality that many young people own devices with more dated platforms/operating systems.

Whilst gaming was popular—with four in five young people in this study playing games online—relatively few were engaged in online gambling. However, for these young people, mental health issues were vastly above the norm,

highlighting that these are the young people who might need targeted prevention and intervention strategies to support their decision making to ensure healthy online practices and positive mental health. Coupled with being online late at night, this group requires continued investigation.

In closing, this study has extended findings from Year One Pilot Study (Spears et al. 2015) and has determined that there is merit in pursuing online social marketing campaigns to effect attitude and behaviour change, and in using a theoretical model such as the MGB to try and measure such change. The online setting is complex, and this study has overcome many complexities in order to contribute new knowledge concerning young people and whether online social marketing campaigns, co-generated with young people are an effective strategy in realising positive attitude and behaviour change.

Limitations and strengths

Although there are numerous strengths of this study there are some noted limitations.

In acknowledging that verifying the 'real' identity of participants can be difficult in online studies, the current study employed strict screening processes, engaged reputable panel providers who were internationally accredited, and further employed carefully selected supplementary recruitment strategies that required stringent consent processes.

As can be the case with traditional research methods, there also is the potential for self-selection bias, particularly where incentives are used. Whilst the use of incentives in research panels may raise questions regarding participant motivation to complete online surveys, with the current challenges faced by researchers when trying to recruit over-researched samples, the provision of appropriate incentives can provide an effective strategy for engaging participants in research and decreasing attrition, particularly in pre and post survey design, where participants' commitment is for an extended period of time.

Sub-study 4: Passive data collection – Digital tracking and efficacy

INTRODUCTION

The role of passive data collection is twofold: to examine the reach and effectiveness of the *'Appreciate A Mate'* campaign; and to support social research processes by collecting data from the creative itself at the individual engagement level.

Webservers log basic user data that can be expanded by various contemporary market tools to collect data on specific user interactions with the creative. One of the challenges is that such passive data collection serves the goal of marketing research but not necessarily social research. Another challenge is quite practical: how best to marry the evolutionary process of the creative in the context of participatory design together with the artistic and technological aspects of actually building the creative. A final challenge is to successfully link the user of the creative to the participant in the surveys, so that various interactions with the creative can be analysed along with various psychological and social measures.

Passive data collection should also support the analysis of the campaign itself during the contained research period (pre and post) and also in the extended life or 'tail' of the creative 'in the wild', beyond the contained research timeframe. An outstanding research question subsequently emerges: how much effectiveness is in the 'tail' i.e. after the campaign?

A review of various tools such as Google Analytics and Adobe Analytics was conducted. Google Analytics was chosen because it produces useful reports, it is widely used by web designers and it is free (in one version). Various tests were done to ensure that user level data could be pulled from Google Analytics and assembled into SPSS data sets.

METHODOLOGY

Once young people had consented to participate in the study, the following process was critical to enable the matching of pre, post survey and Google Analytics data. This approach was used to map an individual's engagement with the web-based creative, where the individual was only identifiable by a Unique IDentifier: an identifying number called hereafter a 'Unique ID'. The Unique ID generated in the pre-survey was then incorporated in the link to the campaign within the pre-survey. This enabled Google Analytics data on the creative to be collected by the Unique ID. The Unique ID generated in the pre-survey also was incorporated in the concatenated post survey URL, which contained a link to the post survey. Each unique post survey URL was then sent via the Qualtric's mailer to the respective participants. This enabled the matching of Unique IDs with Google Analytics data and pre and post survey data.

In the first page of the pre survey, participants were randomly allocated to exposure or the control group according to a 19:1 ratio by employing a JavaScript process where a random number generator is employed to assign participants to the categories. Survey logic is then used to enable the survey items to be tailored to the various groups. For example, participants in the control group did not see the link to the 'Appreciate A Mate' site, nor were they asked evaluative questions about it. Young people who took the pre survey and were allocated to the exposure group were sent to the 'Appreciate A Mate' website via a link that carried their Unique ID (see above). This Unique ID and various interactions within the creative were then recorded at the individual level in Google Analytics and customised reports were generated. Data on page access, timing, and clicks on various affordances (operating system events) and custom 'events' were collected. Useful data collection touch points included the icon which, when clicked, provided an indication that young people had completed their customisation ('done button') and the icon which provided a link to the Young and Well CRC websites. Such important events align with the goals of the creative and are known as 'touch points'. Capturing whether the message had actually been sent was not viable at this point and is flagged for future investigations.

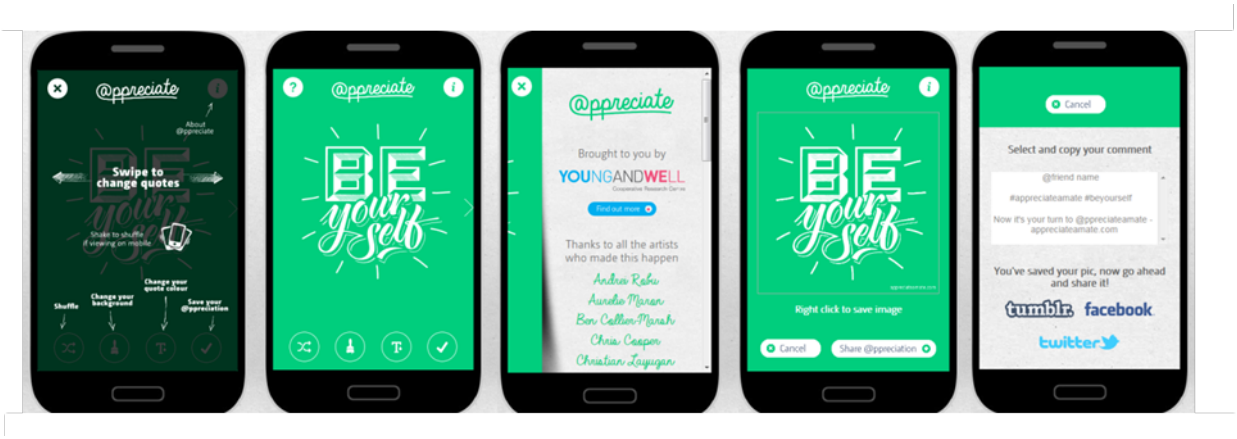


Figure 14 'Appreciate A Mate' in action

Rigorous testing of the data collection was successfully conducted across platforms and browsers in the tight timeframe immediately after the creative was completed and prior to the pre and post survey. Google Analytics provided data on each of the touch points and reported them separately linked with the associated Unique ID for each participant. Filemaker 10 was used to merge this data by Unique ID as a reference variable creating a master file. The outcome was a single Google Analytics data file for the contained data collection period. The result is a dataset covering the survey and a user's interaction with the *'Appreciate A Mate'* creative.

RESULTS

The passive data collection process employed has contributed results from two key perspectives. Firstly, in terms of the data collected at the individual participant level via the Unique ID, which has enabled close scrutiny of the user's journey and engagement with the *'Appreciate A Mate'* creative via the generation of customised Google Analytics reports. Secondly, it contributes findings related to the applicability of this multi-dimensional research data collection process, namely the allocation of Unique IDs in the pre survey which are then embedded in the URL link to the creative to enable the mapping of Google Analytics data with pre and post survey data at the individual participant level.

Google Analytics provided useful information on the reach and the effectiveness of the *'Appreciate A Mate'* web-based creative. The figure below shows the number of sessions from the contained research period (July 2013), through to its release 'in the wild' (post research period: August 2013 to November 2014: 'the tail').

A session is essentially a series of interactions with the creative from the visitor's first to last click. There were 86,488 such separate 'engagements' with the *'Appreciate A Mate'* web-based creative over the period. The reach of the creative peaked during July to September 2013, which captured the contained research period and the public launch, indicating the relative success of immediate engagement with the campaign. The drop off to 'the tail' is considerable but 'the tail' is long and use of the *'Appreciate A Mate'* creative has continued over time. The campaign period (post contained research period) contained 65% of the overall reach, the tail some 29% and the survey some 6%. Should the tail persist through November 2015 the reach of the tail will approximate the reach of the campaign.

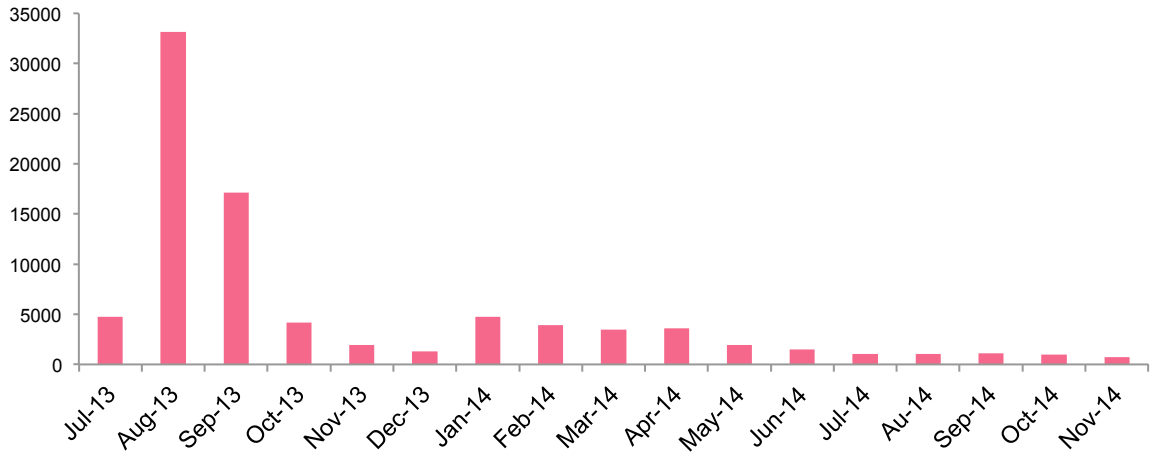


Figure 15 The number of sessions per month from the survey in July 2013 through to late November 2014

Drawing on some of the qualitative survey responses, it was noted that 'the creative had lovely quotes and was light hearted'. By mapping Unique IDs, there is evidence that this individual returned to the creative, five times and pressed the 'done' button three times. Another participant reported the creative raised their self-esteem and had a range of motivational phrases, and again through mapping, researchers were able to identify that they had returned to use the creative six times. The merged pre survey, post survey and Google Analytics data also was used in subsequent model analysis to measure attitudinal and behavioural change after engagement with the creative. These examples illustrate how the mapping of engagement at the individual level is able to provide rich insights into individuals' behaviours in relation to the creative (de-identified, Unique ID only) and the sample collectively, and further enabled differentiation in the levels of engagement to be examined by variables identified to be relevant, such as gender, age, and internet use.

Effectiveness of the functionality of the *'Appreciate A Mate'* web page can be indicated by a range of measures. During July 2013, 1,021 individuals for whom we had Unique IDs viewed the creative. At least 918 individuals participated in events (e.g. clicks, swipes, clicked links) with an overall mean number of interactions of 9.7 within a session. Some 424 individuals have gone through to click the 'done' button and some 60 have clicked the Young and Well link. Mean duration of engagement is approximately 71 seconds.

The creative was used in the survey period as it was designed (i.e. selection and customisation of quotes and indicating completion by clicking the 'done' button, which the researchers considered the best efficacy measure of comprehensive engagement) by approximately 40% of young people. Extrapolating this to the life of the creative until late November 2014, the *'Appreciate A Mate'* creative has been comprehensively engaged with at least 35,000 times.

Of the 2,180 young people whom we can identify via the Unique ID and who were provided with the link to the creative, 1,021 (47%) could be identified through Google Analytics data and subsequently merged with the survey data.

Engagement with the creative correlated with a range of other survey data, but most strongly with survey questions about sending positive messages. The frequency of sending a positive image, liking a positive message and liking a status update were significantly higher for those who engaged longer with the creative.

DISCUSSION

In terms of collecting relevant data, participatory design (PD), marketing technologies and social research approaches have been successfully united for the wellness of young people in the online space. Whilst existing reporting functionality in Google Analytics, generate reports that generally provide insights into users' engagement from a more collective perspective, such as by country, by city, by social referral, this project has shown that by mapping Unique IDentifiers on the Google Analytics platform and then generating customised reports by Unique ID, the data collected can be used to provide a comprehensive narrative/profile of users, by bringing together their survey de-identified responses and data on their behaviour patterns when engaging with the creative. In this way,

passive data collection has demonstrated its value to social science research and evidenced-based online interventions can be enhanced by this approach.

Assigning and mapping de-identified Unique IDs throughout the various stages of data collection, that is, pre-survey, post-survey and Google Analytics has been a very important development and achievement.

It has facilitated: examination of individual participant's engagement with the *'Appreciate A Mate'* creative by customised dimensions and metrics in GA; the allocation of each participant to a group dependent on their level of engagement, such as high engagers versus low engagers with the creative, which has been particularly useful when conducting mean analyses of key variables in both the pre and post-surveys; and comprehensive analysis of the MGB, where Google Analytics generated variables were examined as potential mediators of the relationship between the key constructs of the model including intentions and outcomes.

A model deploying contemporary technologies is emerging that benchmarks the effectiveness of an online creative through social science research and allows that effectiveness to be continuously measured for the life of the creative.

Ultimately this successful mapping process at the Unique de-identified ID level provided data which enabled a narrative of the users' engagement with the creative to be formulated and conclusions to be drawn about the effectiveness of the creative in changing behaviours and attitudes towards helping others to feel good about themselves. Further it has considerable implications for unpacking the appeal and the effectiveness of online campaigns at the Unique de-identified participant level, so that insight can be obtained to ascertain what, if any, aspects of the creative appealed to particular individuals/groups as identified through variables in the survey data. For example a particular quote may have resonated more with females than males. These insights could be used to inform new creative or future refinements of the existing creative.

The task of uniting these approaches has not been trivial and will not remain trivial as our society and the online space develops but the following highlight some key aspects that have emerged:

- Existing marketing tools can be used for data collection about interaction with the creative.
- The reach and effectiveness of a creative can be calculated and goes well beyond the campaign.
- Marketing data can be merged with traditional social science data and provide new insights.
- A solid evidence base can be developed through effective relationships between social researchers, young people and creative and technological experts.

Looking to the future:

- The *'Appreciate A Mate'* creative could not record data about actually sending the message but only about having finished composing the message. Future approaches need to capture the key outcomes of the campaign by deliberately designing relevant touch points.
- Data ID linkages to a web page or in future to an app do not always work; data loss is about 50% and this is a huge cost for social researchers, needing further research.
- While reach and effectiveness can be measured in part, the targeting of a campaign cannot unless we move beyond passive to active data collection in the creative.
- Relevant demographic data like age, gender, postcode could be obtained in the creative and would be crucial to researchers.
- Creative ideas should be built/modelled with the theoretical model in mind (MGB), so as to create data points in the data that are relevant/relatable to the cohort study as well as indicative of behavioural intent.

Sub-study 5: Qualitative Insights

INTRODUCTION AND METHODOLOGY

The qualitative data collection phase involved the conduct of telephone interviews with young people aged between 12 and 18 years. Participants were recruited from a pool of 69 individuals who had previously completed the Year Two *Safe and Well Online Survey* and who had indicated a willingness to participate in a follow-up interview.

Year Two survey participants were recruited through panels (iCumulus, Student Edge, My Opinions) and through a pre-existing register of participants from the Year One *Safe and Well Online Survey*. Individuals from five Australian states and territories were represented in the original pool of 69 potential interview participants. During the interview recruitment phase participants were given the option of a) participating in a telephone interview or b) responding (via email) to a series of qualitative questions drawn from the one-on-one interview schedule.

The recruitment pool included representation from panels and other sources as follows: Student Edge – 5; My Opinions – 54; UniSA and iCumulus (combined) 10. A total of 69 recruitment emails were sent and these converted into 14 telephone interviews and eight sets of email responses. The interviewees included representation from panels and other sources as follows: Student Edge – 3; My Opinions – 14; UniSA and ICUMULUS (combined) – 5. Telephone interview data and email response data were collected between 24 August and 30 October 2013.

Year Two qualitative data was generated from telephone interviews with individuals and from written responses to email questions. This marks a departure from the Year One study methodology, which involved a mix of face-to-face interviews and the conduct of focus groups. The initial Year Two research plan was to conduct telephone interviews across Australia and focus group sessions at select sites where clusters of potential respondents were identified. A cluster was defined as more than two participants located within a radius of 50km. Interrogation of the 69 potential Year Two participant postcodes however, revealed that there were no apparent clusters. A decision was therefore taken to abandon the focus group option in the Year Two iteration of the study and to replace this with providing potential participants with an option of responding to email questions based on a similar framework to the semi-structured telephone interview schedule.

The semi structured interview schedule drew on key elements of the MGB (Perugini & Bagozzi 2001). This model was also adopted as an organising framework for data collection and analysis in the Year One and Year Two Online Survey and related interview schedules. Core elements of the MGB included in the Year Two interview schedule included attitudes, perceived behavioural control, social norms, and anticipated emotions and desires. In addition, respondents were asked open-ended questions about the concepts of respect and youth wellbeing in online contexts.

The telephone interviews averaged 25 minutes and were audio-recorded. Relevant sections were transcribed and transcriptions were coded using a constant-comparative method of emerging themes (Goetz and LeCompte 1984). This approach provided opportunity for incorporating emergent themes from Year Two data as well as for including key elements of the MGB adopted in the framing of the qualitative component of the Year One study. Theme identification relied on two processes: an inductive approach where issues of interest or relevance were identified from the interview data; and the adoption of apriori themes. The latter were based on the MGB model and core elements of the Year One and Year Two campaign themes of respect and wellbeing. The coding of interview transcripts involved an initial organisation of relevant data under the MGB categories of attitudes, perceived behavioural control, social norms, anticipated emotions and desires and the main Year One and Year Two campaign themes of respect and wellbeing. Emergent themes linked to (but not always the same as) the MGB categories and campaign themes were then identified from the data and adopted as a reporting framework. According to Lincoln and Guber (1985), the goal of identifying emergent themes from the data "is to reconstruct the categories used by subjects to conceptualise their own experiences and world view" (1985, pp 334) and the goal of adopting pre-existing themes or categories is to assist in developing insights into the social processes operative in the site under study. In the context of the Year Two study, an aim is to increase our understanding of online social processes that impact on youth wellbeing.

General themes of the questions asked related to the following:

- Attitudes and motivation
- Respect online
- Online context
- Help hierarchies
- Friendship hierarchies
- Online and offline hybridity
- Youth wellbeing and self-image
- Anti-bullying
- Unintentional harm
- Appreciate app evaluative commentary

RESULTS

What do you think was the key intention of the 'Appreciate A Mate' application?

"I thought it was cute and I sent it off to some of my friends. They reckoned it was great and asked me where I got it."

"Um.. just to like spread happiness and stuff and send other people motivating pictures to make them feel cared about and that's hard to do online since most messages don't get to people like that. It was easy to use and pretty quick to send to people."

"…making people appreciate each other. Helping to make people feel good about themselves."

A range of motivations for online interaction were identified by interview respondents. These motivations included: to get information; to fulfil a desire to escape; to socialise with others; and to have fun. In addition, the interview data reflects a commonly held expectation that engagement in virtual spaces or online communities is underpinned by an assumed right to feel safe, and to be free to express personal views without criticism. Coupled with this, reference is also made by some respondents to the responsibilities of online citizens to protect others and uphold the value of respect in online contexts. Some respondents report that they adopt a pro-active role when it comes to intervening to protect the rights of others. These self-reported pro-social behaviours and motivations align with the suggestion by Yong, Sachau and Lassiter (2011) that for a virtual community to be sustained over time "members must be willing to share knowledge and exchange information and that members are often joined by a need for affiliation, social support and affirmation" (2011: 683).

"If you are genuine – REALLY want to make someone feel happy or want to make a positive comment then good – you feel good. It depends if complementing someone is the norm for you. If you aren't someone who complements a lot then it means more when you do."

The expression of so-called 'good intentions' and empathetic views about others in online environments does not substantiate a link between the expression of these attitudes and their enactment in practice. In other words, there is a problem of establishing motivational authenticity in the interview data. Some respondents were openly sceptical about the intentions of their peers who, they argue, sometimes claim a range of pro-social and selfless motivations for their behaviours toward others in online contexts and yet it is suggested that some actors may be motivated by the desire to: cultivate a positive public image; boost their ego; make fun of people; or gain favour with others.

What do you think it means to behave respectfully online?

"I think it means NOT to be mean. Really… treat people on the net as you would in real life. OR not say anything at all. Leave it out." (Male, 17 years old)

"I believe that acting respectfully to a person, face to face, is the same as having to be respectful online and if I have fights with people I try to keep them off the internet." (Female, 12 years old)

Respondents suggested a broad range of ways that respect is enacted online and it is common for respondents to suggest that there are no real differences between the actualisation of respect online and in real life situations. There is also a view that respect is earned; reciprocation of respect is a positive outcome of behaving respectfully, and that acknowledging others is a key element of demonstrating respect online.

What are some online behaviours that indicate respect or aim to help others to feel good about themselves?

"*Liking something on Facebook. 'That's' cool', 'I like what you are saying' sort of thing.*

Writing a positive comment on someone's Facebook page is a good thing. Like if they say I just got my Ps you would say 'I like that' good on you when are you taking me for a drive that sort of thing."

Q: So just by acknowledging that post it is a positive affirmation?

"Yep by saying good work mate."

Q: Yes and if someone said I just failed my license…

"Yeah in that situation you would still 'like it' but I feel bad for you. You still like the status."

Q: So you can 'like it' but show sympathy?

"Yeah by liking it you are not saying that's a good thing but you are saying I feel sorry for you and stuff like that."

The role of friends and peers in providing support to each other in online contexts is of interest. Interview responses indicate that some individuals identify with 'fixing' or 'helping' roles within close and more distant friendship groups and that there is a fluid or seamless enactment of friendship between online and offline contexts. This provides an indication of the way some young people develop and maintain friendships in hybrid online and offline contexts. The reported existence of clearly delineated helping roles within friendship groups is apparently dependent on how 'close' friends are and to which friendship group an individual belongs.

Responses to questions about anticipated emotions arising from interacting with others in online contexts shed some light on youth Wellbeing and self-image. Responses fall into two broad frames: (a) Internalised responses about feelings of self-worth (how I feel about myself); and (b) Linking of self-worth and well-being to reputation (how others view me). Online interactions reportedly impact on personal sense of worth as a friend, a peer or member of an online community. Some respondents express a view that their reputation as a 'caring person' as a 'helper', a 'fixer' or a 'mediator' is an important aspect of their self-image. Frequent references to being viewed positively by others suggest that helping behaviours are an important aspect of developing a positive self-image or in some cases a positive public identity. There are also indications that when positive engagement with others is repeated and sustained over time, this positive behaviour becomes normalised and leads to a feeling of well-being and ultimately to a sustained change in one's disposition or 'personality' or 'character'.

What impact do you think making someone else feel good about themselves online will have on your self-image?

"I think it would be positive and you should attempt it even if you don't succeed. I think it is worth it to keep trying. If I don't succeed at making people feel good at least I know I tried." (Female 16YO)

Persistence is identified as important to achieving the ultimate goal of making other people feel good about themselves. A feeling of positive self-worth is reportedly earned by having a clear conscience gained through 'having a go' at making others feel good about themselves. These positive feelings are in turn linked by some respondents to an improved or positive sense of self-worth. Respondents also expressed the view that there are negative consequences for personal wellbeing if one engages in disrespectful online behaviour.

A number of respondents refer to the existence of bullying and harassment online and some make special mention of vulnerable individuals in online contexts. Identification of potential victims of bullying, harassment or exclusion is indicated by references those individuals classified by others as being 'unpopular' or who are 'being picked on'. The intention to provide targeted help and support to this sub-group is mentioned in some responses within the context of 'easing someone's pain' and the intention to assist someone who is getting a 'hard time'. There is insufficient detail within the data to ascribe pro-active anti-bullying intentions on the part of the actors (such as defending someone who is being harassed or excluded) but the responses indicate that this may be the case. Within this context, the responses indicate that there may be a 'hierarchy of helping' operating in online spaces. Although the data is limited, some youth responses indicate that particular individuals perceive that some members of online communities have higher levels of need for support than others. The identification of potentially 'needy' others and the related enactment of help and support points to the existence of actors who 'help' others based on a hierarchy of perceived need. Providing affirmation to others is an identified way of ensuring that online relationships are sustained. The interview data suggests that the impact of affirmative actions may in fact be more pronounced or effective for those who are identified as being particularly vulnerable.

The potential for causing unintentional hurt or harm in online contexts is also hi-lighted in the data. When describing what it would take for her to be more respectful when online a respondent explained that it is important to learn from negative personal experiences such as being bullied online or harassed in face-to-face contexts. Another respondent identified imagining how other people might feel as a key way of engendering empathy.

"Yeah – I think you do have a fair amount of control in this space. You can defend people directly – say something positive. Obviously you can't control other people's behaviour". (Male, 16 years old)

DISCUSSION

Emerging throughout the conversations are some clear pointers towards extending our understanding of young people's willingness to help others, provide affirmation and demonstrate empathetic awareness. In terms of young people's identity online they are overtly controlling and managing their image, which aligns with how they perceive their online 'brand'. This cultural context of the sharing of images, selfies, showing peer support through 'liking' achievements and 'liking' to show empathy, creates a whirlpool of adolescence as they struggle with defining who they are and aspire to be in relation to their peers.

This reflects some of the key constructs explored in the MGB such as attitudes, social norms, control, desires and intent and further confirms the relevancy of these as important predictors in determining the motivations to change behaviour.

Young people have clearly articulated their assumed right to feel safe and to be free to express personal views without criticism in the online environment; however, there is tension to create a positive public image that is, 'their brand', boost their ego, make fun of people, or gain favour with others. As such, the connections between their expression of so-called 'good intentions' and empathetic views about others in online environments cannot be assumed to readily translate from an expression of positive attitudes to enactment in practice.

It appears, however, that there is clear evidence of moral engagement and citizenry, where young people acknowledge their role and responsibilities as online citizens, to protect others and uphold the value of respect in online contexts. These self-reported pro-social behaviours and motivations sit adjacent to the 'brand management' noted above, demonstrating the view of Yong et al. (2011) that members of online communities must be willing to share knowledge and are often connected by a need for affiliation, social support and affirmation exchange information.

One really notable finding concerned the notion of a 'hierarchy of helping' operating in online spaces, whereby young people exercised power and control over who is helped, when and how. On the one hand, a feeling of positive self-worth is reportedly earned by having a clear conscience gained through 'having a go' at making others feel good about themselves. Linked with this, is the intention to provide targeted help and support to ease someone's 'pain' and the intention to assist someone who is having a 'hard time'. Clearly these sentiments resonate closely with the objectives of the 'Appreciate A Mate' creative and align with the MGB. However, the actual enactment of help and support points to the existence of young people who 'help' others based on a hierarchy of perceived need—that is, the identification of potentially 'needy' others—which can conflict with their need to ensure their online relationships are sustained and protected, and that there are mutually reciprocal benefits. Reaching out to positively affirm or help others is incredibly complex and dependent upon how they see their brand, how others view them and how they intersect with their ongoing peer relationships.

Findings

In order to draw conclusions and propose recommendations across the sub-studies, the key research questions are revisited with a view to informing the evidence base in this research area.

This is a complex area with a need for youth-centered, collaborative and interdisciplinary approaches. Negotiating shared and common understandings and language is imperative.

In order for young people to be beneficiaries of this work, close cross-sector involvement of stakeholders and coordinated efforts between researchers, policy makers and practitioners are required.

This project brought together researchers, digital strategists, youth participation, creative agencies and industry partners to address the complexities of realising a shared vision for youth wellbeing.

In the digital space, utilising social marketing is increasingly commonplace; however, further evidence in relation to the research process and efficacy of these approaches is required. The Safe and Well Online project is well positioned to continue to do this.

In undertaking any social marketing campaign with young people, *their* definition of the problem, *their* identification of possible ways forward, *their* conceptualisation of potential interventions combined with *their* ongoing feedback in shaping the direction of the campaign to maximise reach and impact on young people's attitudes and behaviours is paramount.

Without meaningful engagement at this level, social marketing campaigns risk being adult imposed initiatives with limited authenticity.

RESEARCH QUESTION 1

To what extent can/do online social marketing campaigns, which promote safety and wellbeing, positively influence young people's attitudes and behaviours?

Mapping behaviour change against social marketing campaigns is incredibly complex and requires a sophisticated combination of social research skills and technical expertise to enable the process to be undertaken and the impact to be measured.

A larger sample size than was available in the Year One Pilot Study, has enabled more confirmatory conclusions to be drawn with regard to measuring change in behaviours and attitudes from pre to post campaign intervention. The MGB, has continued to demonstrate its potential as a framework to be applied in this online setting. Attitudes were again found to be a significant predictor of the desire to behave respectfully, suggesting there is merit in targeting attitudes as a key intervention point in order to maximise the likelihood of impact on behaviours. The timeframe for pre and post testing during the contained research period, however, can potentially impact findings regarding the mediational effects of the intervention—this needs to be a cautionary note when interpreting and extrapolating the findings to other contexts. It could well be that the 'tail' is more interesting than the actual campaign; mapping how long it remains active in the online setting and who is engaging with it provides an ongoing challenge.

Through passive data collection, key findings indicate that existing marketing tools can be used for reliable data collection—at the de-identified individual level—on some level of interaction with the creative. The reach and effectiveness can be calculated and goes well beyond the campaign, and marketing data can be merged with traditional social science data, providing new insights. A solid evidence-base can be developed through effective relationships between social researchers, young people and creative and technology experts.

That being said, there are challenges which will continue to be examined in future campaigns. It must be ensured that key outcomes of the campaign can actually be captured and measured through the deliberate design of relevant touch points. Data loss is considerable due to data ID linkages not always working, and young people are not always able to access the creative due to incompatibility with browsers/devices.

There now needs to be continued progress to develop data collection techniques within the creative, moving beyond traditional and passive data (Google Analytics) to include additional touch points that may be both active (e.g. requesting demographics of the target audience 'in real time' as they engage with the creative) and passive. This has the potential to enable comprehensive mapping of engagement and importantly impact in both the contained research period and in the post campaign period (in the wild/tail).

RESEARCH QUESTION 2

To what extent is the online experience, platform and mode of delivery trialled in Campaign Two effective in facilitating sustainable, positive attitudinal and behavioural change in young people's safety and wellbeing?

Any campaign developed must be able to be accessed and viewed by young people regardless of the browser, device and platform they are using. This is a fundamental consideration in campaign design and development that must operate in conjunction with research agendas. Given that young people are likely to have access to older browsers and devices, this represents a tension between the developers' objectives to ensure currency in delivering high-end innovative campaigns, whilst achieving accessibility across potentially more dated technologies. There are also budget implications for providing multiple sustainable campaign delivery options that need to be considered.

One of the challenges in Campaign Two was that it existed in two forms: a web-based and an app-based creative. In the contained research period, passive data could only be collected from the web-based platform. With the development of the app-based creative, the opportunity to continue to collect data post contained research period is challenging.

Whilst acknowledging the imperative to align the campaign creative with mobile or app-based platforms, there are tensions arising as survey measures and designs are currently best suited to web-based platforms. This is in part due to the way standardised measures have traditionally been constructed and validated, and they may not necessarily be suited to translation to a mobile or innovative device. This will be a serious consideration for Campaigns Three and Four and may require trailing and rationalisation of key components of surveys to identify the absolute essential constructs and measures.

These challenges highlight that in order to facilitate and measure positive attitudinal and behavioural change in young people's safety and wellbeing through the online experience, platform and mode of delivery associated with online social marketing campaigns, ongoing considerations of the intersection between the sciences of measurements, social research and technological developments are needed.

RESEARCH QUESTION 3

What are young people's perceptions of the Year Two ''Appreciate A Mate'' social marketing campaign, and what is the nature of their engagement with the campaign?

A strength of this project is that the data collection processes were able to draw on self-reporting measures of engagement with the creative, within the surveys and also on passive data from Google Analytics, in order to build a narrative and profile of users' journey of engagement with *'Appreciate A Mate'*.

The majority of young people (N=909) who were exposed to, and engaged with, the *'Appreciate A Mate'* campaign reported that they liked it; in particular they responded positively to the features, design and functionality of the creative and commented that it provided an avenue that facilitated positive communication with others.

The extent to which the creative resonated well with young people could be testament to the level of involvement of young people had as part of the participatory design phase, whereby a reiterative process of campaign development and refinement with young people was employed, ensuring a level of authenticity in the campaign design and messaging.

There were however, some young people who did not engage with it as well. They reported they did not like the creative, indicating that the design could have been more intuitive and the purpose needed to be more clearly communicated.

Additionally, some felt it was not well aligned with the target audience as a whole and therefore had the potential to be counterproductive. This highlights the dilemma faced when co-generating initiatives with, and for, a broad age group, where there are likely to be different cultural and development attitudes, social norms, wants and desires.

Finally, in some instances, the full functionality of the creative was compromised owing to browser or device incompatibility, preventing any engagement at all. This highlights the need to work with creative agencies to consider ways to address this issue, which often arises when designers, in efforts to maximise the longevity of a creative, develop campaigns for compatibility with the most current operating systems and browsers; yet young people often own devices with older browsers and operating systems.

RESEARCH QUESTIONS 4 & 5

To what extent does the data collected from the cohort study support the MGB (Perugini & Bagozzi, 2001)? To what extent is the MGB promising as a useful theoretical framework for measuring young people's behaviours and attitudes in online settings?

Drawing on analyses conducted both in Year One and Two, the MGB continues to show promise in its application as a theoretical model for measuring young people's attitudinal and behavioural changes in an online context. The MGB continues to emerge as a promising framework for research in online contexts. Building on the potential of the MGB as established with Year One Pilot Study data, pre, post and Google Analytics data were merged with analyses confirming strong construct validity and reliability. Whilst findings from the reiterative process of model refinement suggested a mediocre model fit, accounting for 21% of the variance, there were paths that demonstrated particularly strong relationships. These included attitudes and desires towards helping someone to feel good about themselves, and young people's perceived control and intention to help someone feel good about themselves. Additionally, intentions were found to mediate the relationship between the desire to help someone feel good about themselves and enacting behaviours.

The success of applying this model, however, depends largely on substantial core preliminary work undertaken before specific model investigations and analyses can occur. This incorporates establishing construct validity and merging of data across multiple platforms.

Additionally, the applicability of the process hinges on two further aspects: 1) successfully collecting and merging traditional and passive data (Google Analytics); and 2) including additional touch points that may be both active (e.g. requesting demographics of the target audience 'in real time' as they engage with the creative). Both these aspects need to occur at the individual participant level (de-identified) to enable mapping and analyses.

This is a critical component of the process—if the use of the model is to progress beyond establishing model fit, to employing the model as a theoretical framework that can be applied effectively to measure the impact of online interventions on attitudinal and behavioural change.

Conclusions and Recommendations

Consistent with the project design, development and evaluation, the second campaign in the Safe and Well Online project brought together young people, digital media and online safety experts, government, sector and research partners to advance our understanding of how online social marketing campaigns can be used to promote the safety and wellbeing of young people aged 12 to 18. Developing a campaign to promote positive body image and respect for self and others, while determining the efficacy of the Safe and Well Online Year Two campaign, presented both challenges and opportunities.

Building on the pilot study findings, Year Two research has extended and developed innovative methods to co-design campaigns with young people, and gather reliable and valid data via traditional methods and new passive data collection strategies. User-centred, participatory and test-retest methodologies were further developed to design, deliver and trial 'Appreciate A Mate'—progressing our understanding and knowledge of engagement, and how to design campaigns for potential attitude and behaviour change in the young people who are exposed to them.

The adaptation of participatory design, and design of key questions, activities and artefacts with multiple team members across disciplines and sectors, strengthened common understanding and enhanced co-design efforts. This improved the inquiry and efforts to reframe issues in line with young people's perspectives, base digital-media strategies on young people's digital practices, and create a campaign that reflected young people's visions of positive outcomes. It invited intergenerational cross-sector and interdisciplinary dialogue on safety and wellbeing. The key conclusions from the participatory design research are that a strength-based approach is best achieved by mobilising youth knowledge and practices, and socialising desired behaviours through campaign strategy.

The resulting campaign—'Appreciate A Mate'—promoted positive peer-to-peer communication and body-image by mobilising existing popular digital practices to encourage attitudes towards positive body image and building respect for self and others. The campaign successfully encouraged young people to create, share, and highlight crafted and customisable messages that emphasised physical and character traits as strengths.

Of particular importance were the significant changes adopted in Campaign Two, especially with regard to recruitment, where new and extensive multiple sampling/recruitment strategies for minors with informed consent were adopted and trialled. Further, passive data collection innovations were developed at the individual level (de-identified/Unique ID), which included merging of passive (Google Analytics) and pre and post survey data, in order to address project and research aims.

Findings confirm that there is great potential for supporting safe behaviours, encouraging help-seeking using an online social marketing approach, and for the theoretical underpinning employed thus far (MGB). From this model, there are clear indicators for determining where best to place interventions in order to encourage behaviour change. Campaign Two confirmed there is merit in targeting young people's attitudes, specifically as a key entry intervention point for campaigns aimed at changing behaviours in the longer term. The Model also highlighted the difficulty in determining behaviour change, in the context of relatively brief, yet targeted online campaigns. Participatory design demonstrated how reframing issues in line with youth perspectives and taking a strengths-based approach to digital practices can usefully guide the understanding and representation of attitudes, as well as offer opportunities to meaningfully model behaviour.

One issue raised for further consideration relates to the difference between offline interventions and marketing campaigns aimed at changing behaviours, which operate over a much longer timeframe than the contained research periods in which this project operates. There is value then, in exploring the post campaign 'tail', which operates in and of its own accord, beyond the confined research period. This then requires additional innovations in terms of mapping user engagements 'in the wild'—something that this project will continue to examine through future campaigns.

Year Two has refined the mapping of engagement with web-based campaigns at the individual level to enable conclusions to be drawn and to inform best ways to tailor responses to support the wellbeing of young people. There remain opportunities to improve understanding and knowledge of the ways in which online social marketing campaigns can positively intersect with young people's online behaviours, mental health, and wellbeing, and these learnings from Campaign Two will inform the research for the final two campaigns in the project.

This report continues to highlight the need and value of addressing young people's online safety and wellbeing through a multi-faceted and inter-disciplinary approach in order to achieve the desired outcomes of improved mental health and wellbeing.

KEY OVERARCHING RECOMMENDATIONS

The following overarching/key recommendations encapsulate what is needed to inform the use and evaluation of online social marketing campaigns. Recommendations specific to the main components of the study follow:

Key Recommendation 1
Interdisciplinary and cross-sector collaboration needs to underpin campaign research and development.

Key Recommendation 2
Participatory design approaches with young people should be widely adopted for the development of digital campaigns for young people.

Key Recommendation 3
Digital campaigns concerning respect for self and others should form an underlying principle for behaviour change models, and be prioritised within holistic approaches to promoting safety and wellbeing. Moreover, targeting those attitudes should be an entry point for interventions.

Key Recommendation 4
Brief, targeted campaigns should form part of a broader, more sustained program of social marketing—underpinned by adequately resourced long-term evaluation models.

Key Recommendation 5
Promoting the positive impacts of mapping young people's engagement with health-promoting digital campaigns needs to be addressed, and multi-disciplinary projects have an important educative role in demystifying web analytic issues for parents. These projects trial new approaches that can reassure the public of the benefits of (de-identified) online research to support mental health and wellbeing.

Key Recommendation 6
In a period of parental uncertainty regarding online data collection, complex projects such as this must utilise a recruitment plan that involves multiple strategies.

SPECIFIC RECOMMENDATIONS

PARTICIPATORY DESIGN AND CAMPAIGN DEVELOPMENT

Participatory Design Recommendation 1
Campaigns to promote attitude and behaviour change are best designed in partnership *with* young people and there must be a shared understanding and agreement on the purpose, process and roles of stakeholders.

Participatory Design Recommendation 2
To support learning and alignment of the participatory design approach across disciplinary and industry boundaries, design of the key questions, research activities and artefacts to be produced is most effective when a collaborative process involving members of the cohort research, digital strategy and creative teams is adopted.

Participatory Design Recommendation 3
To ensure that participatory design activities be inclusive of all stakeholders *and* engage a diverse range of young people, a centrally located, but demographically diverse location is required.

Participatory Design Recommendation 4
The development of artefacts (personas, user goals, propositions, language maps, and researcher and stakeholder summaries) is critical to creating, capturing and sharing knowledge in a complex, interdisciplinary project with significant commercial constraints.

ETHICAL PROCESSES AND RECRUITMENT

Ethics Recommendation 1
As new knowledge emerges from this project in relation to online recruitment and ethical requirements, knowledge sharing must continue.

Ethics Recommendation 2
Protocols and processes concerning young people's ethical participation in online studies, recruitment strategies, innovative data collection methods, and technological advances, need to align at the national level.

Ethics Recommendation 3
Owing to an increasingly inherent reticence amongst parents and young people to engage with research (traditional or online), complex projects require a recruitment plan that involves multiple strategies and extends beyond traditional avenues (e.g. schools).

Ethics Recommendation 4
So that a sustainable relationship with participants for future campaigns is developed, consideration must be given to servicing the sample, as part of the recruitment plan.

Ethics Recommendation 5
As part of servicing the sample, participants are connected through immediate, 'real time' feedback.

BEHAVIOUR CHANGE AND CAMPAIGNS

Behaviour Change Recommendation 1
According to the literature, self-respect predicates respectful behaviour towards others, thus campaigns promoting *respect* should be prioritised and used as an underlying principle for behaviour change models.

Behaviour Change Recommendation 2
To determine the most appropriate and effective intervention points to achieve attitudinal and behaviour change, interventions and online social marketing campaigns should consider the significant predictive relationships between the constructs within the MGB overall, but attitudes and perceived control in particular.

Behaviour Change Recommendation 3
Consideration must be given to identify what realistically can be expected in terms of actual attitude and behaviours change as a result of short, intensive, online campaigns, as distinct from a series of campaigns.

Behaviour Change Recommendation 4
Owing to the challenge of capturing data from a contained sample before the campaign is released to the general community, and the need to allocate participants to research groups (control/exposure), the timing of the testing and release of the campaign has to be controlled. Once released 'into the wild', outside of the research setting, there can be no control of exposure.

Behaviour Change Recommendation 5
There is an imperative to extend the reach of the research into the post-campaign period and 'tail' to determine longevity of the campaign reach and impact.

TRACKING PROCESS AND GROUP ALLOCATION

Tracking Recommendation 1
Owing to a public perception that 'tracking' infers infringements of privacy, multi-disciplinary projects such as this must serve an educative role in demystifying web analytics and promoting the positive impacts of young people's engagement with social marketing campaigns to support mental health and wellbeing.

Tracking Recommendation 2
Prior to the launch of the campaign, extensive testing of any mapping process must be undertaken.

ONLINE DATA COLLECTION

Online Data Collection Recommendation 1

Online data collection processes need to:

1. Incorporate the collection and merging of traditional and passive data (Google Analytics).
2. Include additional touch points that may be both passive and active (e.g. requesting demographics of the target audience 'in real time' as they engage with the creative).
3. Occur at the individual participant level (de-identified) to enable mapping and analyses.

Online Data Collection Recommendation 2

Coordination between young people, social researchers, digital strategists and creative agencies is imperative for the above to occur.

Online Data Collection Recommendation 3

An investigation into the most salient questions from previously published instruments and measures is needed so as to streamline surveys for online and 'in the moment' data collection.

Online Data Collection Recommendation 4

Existing measures then need to be translated into shorter and more engaging formats for online delivery across divergent platforms and devices.

Online Data Collection Recommendation 5

All campaigns in the online space require a research component, so its overall impact can be estimated.

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