



alannah & madeline
foundation



Response to Australia's 2020 Cyber Security Strategy

To help all Australians position
ourselves for the future

Contents

1. Executive summary	3
2. About the Alannah & Madeline Foundation	5
3. Our approach.....	6
4. Our approach to promoting cyber-safety and media literacy by driving social change and shaping public policy.....	7
5. A cyber aware community - creating a digital & digital media literate Australia.....	8
6. A world class resource developed in Australia: Media Literacy Lab.....	10
7. Building on our experience – a program snapshot	15
8. Foundation contact details.....	22
Appendix A.....	23
Media Literacy Advisory Group membership	23
Appendix B.....	26
Media Literacy Lab Master Content Framework	26

1. Executive summary

The Alannah & Madeline Foundation (the Foundation) welcomes the opportunity to respond to Australia's 2020 Cyber Security Strategy Discussion Paper. We acknowledge the Australian Government's commitment to making the Internet a safer place for the millions of Australians who use it every day. The progress the Government has achieved since Australia's 2016 Cyber Security Strategy is clear and commendable.

The Foundation believes that Government, in collaboration with for business, education, non-profits and community groups need to invest in **digital inclusion to support a more cyber aware Australian community into the future.**

According to the [Australian Digital Inclusion Index](#) (ADII) from 2017 to 2018, Australia's score rose by 2.2 points, from 58.0 to 60.2. With the exception of the Northern Territory, the scores for every state and territory also increased over this period. Tasmania's score rose by 8.0 points to 58.1 points, leaving South Australia with the lowest digital inclusion score (57.9).

Despite digital connection being an increasingly essential component of daily life, some people are both more at risk and missing out on the benefits of connection. There is still a 'digital divide' between richer and poorer Australians. In general, Australians with lower levels of income, education, and employment are significantly less digitally included. Further, a lack of understanding and awareness of networked technology in these cohorts means they are at greater risk when it comes to entry points for manipulation, cyber attacks or hacking of systems that we are all connected too.

Of the three dimensions of digital inclusion (Access, Affordability, and Digital Ability), a person's digital ability plays a key role in helping or hindering their participation online and is made up of their skills, online activities, and attitudes to digital technology. Australians with low digital ability are more susceptible to negative online behaviours, cyber threats and criminals looking to exploit vulnerabilities, and - in networked systems - an individual's vulnerability can impact upon the whole system.

By applying a health promotion approach to digital ability and investing in building digital ability from an early age, Australia will develop future generations of smart, safe cyber citizens.

A recent review of the Australian Qualifications Framework (AQF) has backed up this approach by calling for digital literacy and ethical decision making skills to be treated as core general capability skills required for work, much like literacy and numeracy skills. The [Review of Australian Qualifications Framework 2019](#), led by Professor Peter Noonan, calls for a revision of national qualifications across higher education, vocational education and training (VET), and senior secondary schools.

"The ongoing effect of new technology - particularly artificial intelligence - is transforming the world of work through its power to analyse, aggregate and disseminate information, including new knowledge. Production of goods, transportation and services, including health and the media, are in a constant state of disruption and innovation," the report said.

The Foundation's focus on promoting the digital and media literacy skills of Australian children and young people is complementary to the recommendations of the review.

The Foundation's current focus is on promoting the digital and media literacy skills of Australian children and young people and, as such, our response is based on **building a cyber aware and media literate community**. The Foundation and our many programs are working collaboratively with leaders in this space including the Australian Federal Police, the Museum of Australian Democracy, University of Melbourne Youth Research Centre, the Walkley Foundation and Hate Speech and Counting Violent Extremism global experts the Institute for Strategic Dialogue in the United Kingdom amongst many others.

We hope by working to produce a cyber aware and media literate Australia we help position Australians for the future by:

- giving individuals the skills and confidence recognising and avoiding mis- and dis-information
- decreasing the risk of individuals falling prey to scams
- future proofing democracy
- decreasing the digital divide
- promoting healthy civic engagement and a trust in public institutions
- combatting hate speech, online extremist content and skewed world views.

It should be acknowledged that while the technology industry is increasingly facing new regulatory frameworks in line with changing community expectations, industry and government all have important roles to play in the prevention and education space for all consumers. We strongly advocate that change involves all key stakeholders, working together to build our cyber security environment. We argue however, that industry and government, are not always best placed to work at a grassroots level with schools, families and the broader community to deliver the most impactful education resources and prevention strategies.

It is critical to acknowledge the role of civil society and not for profit organisations with established track records in connecting, educating and supporting schools, families and building community understanding, and learning to ensure that citizens are reached and engaged.

The Foundation is Australia's leading provider of digital safety education, currently supporting over one third of Australian schools, ninety percent of public libraries and numerous sporting, community, workplace and tertiary groups to be ethical, smart and safe online through a range of accredited programs, consistent with the Australian Curriculum, Office of the eSafety Commissioner guidelines and Child Safe Standards.

We work collaboratively with government at all levels, law enforcement and child protection agencies including the Australian Federal Police, researchers and academics to develop and deliver evidence-based programs and services to build a population that is safe, smart and responsible online.

We are now focused on extending this work to include media literacy. With the support of an initial grant from Google, the Foundation has built a strong collaboration of high calibre partners to respond to the rise of mis- and dis-information and the pervasive erosion of democratic values, by designing and building a world-class suite of media literacy resources to equip our children to be confident, engaged, respectful citizens in the 20th century.

2. About the Alannah & Madeline Foundation

The Alannah & Madeline Foundation is the leading independent not for profit organisation dedicated to helping all children thrive in our evolving world of media and technology. We work to empower parents, teachers and children by providing advice, support and innovative tools to help them realise the role they play in sharing a positive future for all of us.

The Foundation believes that no child should feel unsafe and that confident, secure, resilient and inspired children are our hope for the future. The Foundation works across the spectrum of prevention and care, identifying issues that adversely affect the wellbeing of children and work to recover and protect them from bullying and violence through state-of-the-art, evidence-based programs and products.

The Foundation works mostly with children aged 16 and under in their homes, schools and in the community to care for those who have experienced or witnessed serious violence, reduce the incidence of bullying, cyber bullying and other cyber risks.

The Foundation collaborates with the best minds to identify and reduce significant threats to young people's safety through innovation and partnerships. The Foundation speaks out on the need for systemic change to build a supportive and safe society. To date, the Foundation has helped over 2.1 million young people.

The Foundation's work is underpinned by a set of guiding principles:

- Child centered
- Innovation driven
- Evidence based
- Values led
- Ethical partners.

The Foundation commenced its work in the area of online harms more than ten years ago when it became increasingly apparent that the development of online networks created a new challenge. Since that time, we have become a leader in the space developing innovative programs and leading the way towards a society that understands and values eSafety.

We see this new challenge of creating a Media Literate Australia as critical to ensuring continued participation and civic engagement, trust in our public institutions and elected officials, a reduction in online hate speech and the creation or sharing of violent extremist content, a diverse and strong fourth estate and supporting individuals, both young and older, to have the confidence to be able to discern between real, mis- and dis-information.

3. Our approach

In this submission our focus will be on building a cyber aware community and a media literate Australia. The perspectives and advice in this submission are based upon the Foundation's:

- expertise and experience working with young people and the broader community (in settings including schools, sporting clubs, faith-based organisations, libraries and senior centres) including supporting those in the most vulnerable communities for whom the digital divide has a significant impact on the ability to fully participate in everyday life.
- deep knowledge and success in developing and delivering community behaviour change programs that support the resilience and wellbeing of the broader Australian community.
- evolution over a decade from the identification and development of cyber safety programs to a deeper understanding of the role of technology in the lives of children, young people and adults that has seen programs shift through health and well-being frameworks towards ethical frameworks to guide program development.
- insight and reach achieved through the development of education support tools and initiatives for the existing eSmart framework including:
 - the Digital Licence (adapted to audience, literacy levels, age and culture)
 - engaging in research and developing initiatives that explore ethics and promote values in the use of technology both for and about children and young people
 - program innovation and design in the ethical development of children and young people, shared values and standards related to technology use and image-based abuse.
- ability to work in a collaborative manner across government, law enforcement, the technology industry, corporate, academic and not-for-profit sectors.

Our submission perspective and advice also includes the Foundation's more recent program research design and development of the Digital Compass, Digital Licence, Play IT Safe and Self(ie) – Share This. Each program has introduced and explored key concepts around digital and media literacy. They share themes and content that include:

- understanding the impact of industry intention and business imperatives on the design and impact of media and technology on our behaviours
- understanding the role of design on our use of technology and engagement with content
- the importance of developing an ethical framework and understanding our personal and shared community values.

The further investment and exploration of a digital media literacy resource, **Media Literacy Lab**, which is based on these programs, was a natural extension of this work. Much of the content we have tested and used with thousands of students is being incorporated and adapted into this resource that will support teachers and engage students in incorporating media literacy across subject areas. There is then an opportunity to tailor this resource for an adult audience.

Digital media literacy is a key educational responsibility and the Foundation recognises this. As a result, we have developed strong partnerships and key relationships to guide and ensure the quality of a product built on evidence and best practice content.

4. Our approach to promoting cyber-safety and media literacy by driving social change and shaping public policy

To honour the life of Alannah and Madeline, their father Walter Mikac AM, and a small group of volunteers worked hard to set up the Foundation with the belief that all children should have a safe and happy childhood without being subjected to any form of violence.

The Alannah & Madeline Foundation was launched on 30th April 1997 by the Prime Minister of Australia, the Hon John Howard OM AC. As a result, the Foundation played a key role in the cultural and legislative shift towards new behaviours and approaches to child protection and gun safety in Australia.

The Foundation developed skills, knowledge, processes and networks that put it in a position to help drive and impact on the broader issue of the health, well-being and safety of children and young people.

In the mid-2000 the Foundation identified emerging threats and began to focus on the growing issues of bullying and online harms including cyber safety well before this was on the political or policy agenda. Through commissioning research, program innovation and leading advocacy in this space, the Foundation demonstrated for a second time its ability to identify a key social issue and effect cultural and legislative change.

In 2019, we helped Dolly's Dream reach regional Australian families and schools after the loss of 14 year old Dolly Everett from bullying and cyber bullying.

The Foundation's work in the area of bullying and cyber safety have resulted in or supported:

- the development of the national eSmart Framework and tools
- an entire sector working in the area of cyber safety with strong partnerships with recreational, sporting and community groups
- the establishment of an Office of the eSafety Commissioner
- the formation of the National Centre Against Bullying and a strong commitment to evidence based prevention
- an improved societal understanding of the significance of these important issues.

In recent times, the Foundation's work in has evolved to explore the importance of not just keeping children safe from online harms but creating a new space where safeguarding our children's future can be achieved. We have been engaging in research and developing initiatives that explore ethics and promote values in the use of technology both for and about children, young people and the broader community.

We have undertaken work in areas such as ethical development of children and young people, shared values and standards related to technology use and image-based abuse. We believe digital media literacy to be a continuum of this work.

The Foundation continues to develop its legacy of facilitating social change through influencing research agendas and policy platforms ensuring that as our children grow up into a world where digital blends with all aspects of their lives, they are equipped with the ethical frameworks, values, skills and knowledge to best manage and shape this world for the benefit of everyone.

5. A cyber aware community - creating a digital & digital media literate Australia

The challenge and opportunity

Australians with low digital ability are at a greater risk of cyber scams, crimes and fake news. The ability to identify online scams and discerning fact from fiction or recognising news from opinion has very little to do with intelligence and more to do with how digital information is represented and how we engage with it.

This inability to identify activity online that exposes individual users' vulnerability also has the potential to allow parties interested in exploiting larger systems to use vulnerable users as a key entry point.

We know seven in 10 Australians are worried about the spread of mis-information and of fake news being used as a weapon to mislead and influence public opinion, but even with this level of awareness, studies increasingly tell us smart people are easily fooled.

If, as adults, we sometimes have trouble sniffing out a digital fake and may wilfully share it, how do our children have the skills and confidence to navigate their increasingly online world and the memes, articles and videos that swamp their Snap-Chats, You Tube, Facebook, Instagram and other social feeds?

Research tells us if a friend or family member shares something with you, you are more likely to believe it. This presents both a challenge and an opportunity.

According to recent Australian research, *How Young People Access, Perceive and are Affected by the News*, young people's most trusted source for news is in fact their family. However, as people increase in age, they are more likely to be susceptible to mis- and dis-information and share this content with their networks - and therein lies the problem.

Recommendation: Digital literacy in schools in communities with low Digital Inclusions ranking

Investment in Digital Literacy education programs for primary school students range to develop technical, cognitive and social skills associated with the principles of e-safety including how to communicate and find information safely and effectively.

Recommendation: Improving digital media literacy in the community

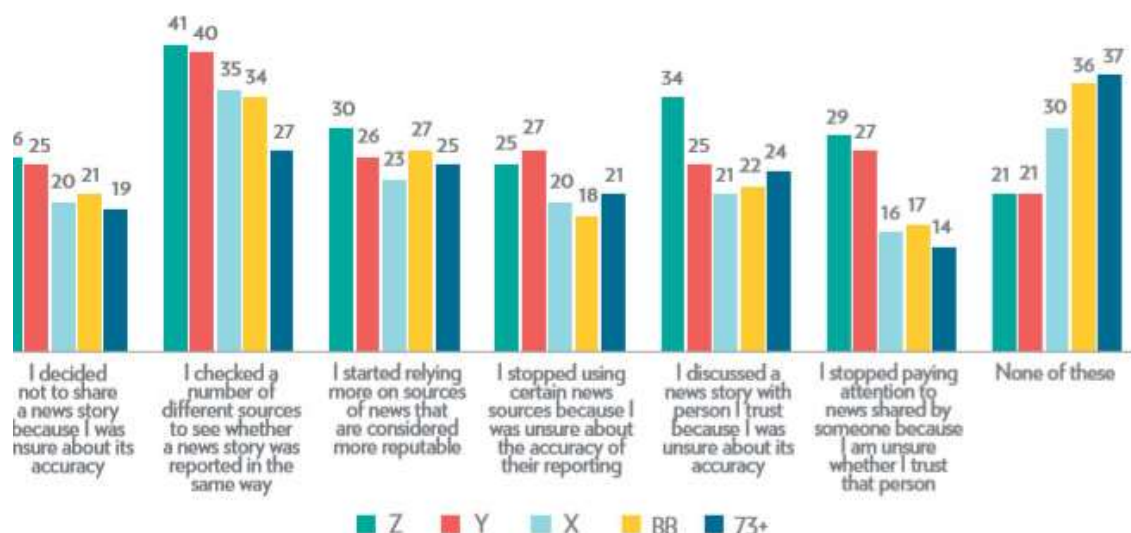
A Government program be established to fund and certify non-government organisations for the delivery of digital media literacy resources and training based on frameworks currently used by the Online Safety Grants Program and Be Connected program administered by the Office of the eSafety Commissioner.

The resources and training should be broadly delivered through community centres, libraries, schools and seniors centres for the benefit of all Australians.

Recommendation: Digital media literacy in schools

The Terms of Reference for the review of the Australian Curriculum scheduled for 2020 should include consideration of the approach to digital media literacy education in Australian schools.

Verification activities by generation (%)



Just one in five young Australians aged 8 to 16 have received lessons at school in the past year to help them work out if news stories are true and can be trusted,^[2] despite media literacy being a part of the Australian curriculum. Schools are demanding curated resources and often struggle to keep pace with the changing nature of online content and technology. A University of Tasmania study also indicated teachers desperately wanted curated, safe, resources to use in the classroom that included teacher support materials to build understanding and confidence quickly.

It is critical for young people, and adults, to be media literate to make sense of the world around them and fully participate in life and learning.

1. Young Australians consume a lot of news regularly, from many different sources.
2. Young Australians value the news. Engaging with news stories makes them feel happy, motivated and smart. But most think news organisations don't understand young people's lives and don't cover issues that matter to them.
3. Trust in media organisations is low. Perceptions of bias are high.
4. News upsets and scares young Australians. While most can talk this through with a trusted adult, a significant number cannot.

The **Media Literacy Lab** provides schools with this opportunity. The resource is graduated by presenting age-appropriate concepts and opportunities to anchor them in a broad range of curriculum areas to give schools the flexibility to program the learning where it best fits and caters to their teaching preferences.

We want schools and, importantly, educators who know and understand their students the best, the ability to bring their own expertise to the equation. **Media Literacy Lab** makes it much easier to achieve this best practice approach.

^[2] Notley, Tanya M., Dezuanni, Michael L., Zhong, Hua Flora, & Howden, Saffron (2017) *News and Australia's children: How young people access, perceive and are affected by the news*. Western Sydney University, Queensland University of Technology and Crinkling News 2017, Sydney Australia.

6. A world class resource developed in Australia: Media Literacy Lab



Vision

To equip children with critical thinking strategies to help them navigate fake news and media manipulation so they are discerning and informed media consumers to maintain their well-being and self-esteem.



HOW MIGHT WE

actively support secondary school teachers in educating children about media literacy, its benefits and risks, **so that** secondary school children can recognise how they are being positioned, by whom and for what purposes when consuming online media.

We want young people to be able to question what they see, read and hear to determine if the information is trustworthy. Research suggests that while Australian teachers feel confident teaching media literacy skills, they want more curriculum-aligned digital resources to make it easier to teach media literacy.

In response, the Foundation is working to develop a cutting-edge suite of interactive media literacy resources, complementing the Australian curriculum, and all state curriculums aimed at supporting teachers to develop enhanced critical thinking skills for students aged 12 to 16.

We are developing:

- eight digital modules which includes two modules per year level from years 7 to 10 inclusive that incorporates engaging content including real news, lessons and activities to anchor learning and extension tasks for the individual learner, group work or all of class activities
- pre and post testing to ensure efficacy and the ability to demonstrate impact
- modules that are mapped to the Australian Curriculum and State jurisdictions to provide a national approach and increased fidelity
- modules that incorporate English as Second Language of Dialect (EALD) and literacy levelling support to ensure the most vulnerable communities have access.

This **Media Literacy Lab** will be an extension to the Foundation's eSmart Digital Licence suite of online tools that currently teach mostly primary aged children to become smart, safe and responsible online. **Media Literacy Lab** will give learners the opportunity to continue their digital learning journey in an age appropriate manner into secondary schools where the content is both richer and deeper, and allows for both individual, small group or all of class learning.

Prime Minister Scott Morrison, Federal Treasurer Josh Frydenberg and Communications, Media and the Arts Minister Paul Fletcher have all publicly endorsed eSmart and the Digital Licence tool. An independent review of the Digital Licence in schools in 2018 indicated measurable improvements in children's knowledge and online safety practices. (Lala, Dr G, 2018 *eSmart Digital Licence Targeted Evaluation Report*). The Federal Government's Department of Communication Media and the Arts is currently commissioning an independent review of the Digital Licence.

"Digital safety is one of the most important child protection issues of our time. Our children are digital learners and explorers before they can even read. It's vital for our school communities and parents to work together with students to learn how to protect our youngest citizens."

Federal Minister for Communications, Media and the Arts
The Hon Paul Fletcher MP

"Helping young people safely navigate the online world is increasingly important. This eSmart initiative is more than an education tool; it is a pathway to a safer future for our children and should be supported by all."

Federal Treasurer
The Hon Josh Frydenberg MP

The **Media Literacy Lab** resource will:

- support the development of students' critical thinking skills in an age appropriate manner
- teach students the knowledge and skills to confidently distinguish fake news from mis-information and real news
- support students in determining media validity and credibility (e.g. provenance of news, conflict of interest, hidden agendas)
- support students in recognising opinion versus reporting
- expose students to the concept that technology bias exists and get them to analyse their media diet
- support students to understand media and its key characteristics (e.g. it is constructed, disseminated and consumed)
- assist students to understand the role of ethical and moral frameworks in civic engagement
- develop independent thought; understanding the role of media and its links to democracy.

While the Foundation is responsible for, and leading the creation of, these resources, we have carefully and deliberately taken a collaborative approach to produce the best product possible. The organisations we have partnered with include **The Walkley Foundation**, the **Museum of Australian Democracy** (MOAD), the **Australian Broadcasting Corporation** (ABC), **Melbourne University Youth Research Centre**, leading global experts in combatting hate speech and violent extremism the **Institute for Strategic Dialogue**, and the **University of Technology Sydney** and their newest media literacy partner **First Draft**.

We hope by working to produce media literate Australians we are:

- giving individuals the skills and confidence recognising and avoiding mis and disinformation
- future proofing democracy
- decreasing the digital divide
- promoting healthy civic engagement and a trust in public institutions combatting hate speech, online extremist content and skewed world views

“The program has been underpinned in the area of digital learning ethics of care and social emotional learning. As a result, it's founded on the understanding of the agency and exteriorise of young people in the digital and virtual identities and practices. The **Media Literacy Lab** resource allows them to develop critical thinking that includes explicit consideration of different ethical frameworks and perspectives.

Students and teachers have the opportunity to co-produce collaborative learning experiences that explore current digital media across all curriculum domains. Learning outcomes will therefore be practically incorporated into their interaction with current and future technology and digital spaces.”

Catherine Smith
Melbourne University Youth Research Centre

Media Literacy Lab: module design

Each module is constructed based on education design principles that place the student at the heart of the learning. The components of each modules include:

Entice

This component aims to engage and introduce. It is positioned at the start of each module and offers a high-level introduction that is told as a story using a range of media and is relevant and age appropriate to the audience.

Engage

A media literacy content library. This component is where students come to consume, interact with and experience media content. The content will be a collection of curated and created content that is developed and sourced in collaboration with strategic partners. It is a library where any articles, video, examples, essays or content will teach students foundation learnings needed to engage in the activities offered in the Critique component.

Critique

A collection of activities to facilitate learning. This component is where students will take the first two sections and use that content to demonstrate their learning. These activities will be completed on a device or screen, but students can also jump off their device and complete activities that may involve doing further work in the real world. This work can then be brought back and uploaded or fed into the platform for reuse.

Extend

This component allows students to build and extend upon their learning. It is designed for teachers or students who are keen to build upon what they have learnt through the core activities. This section may represent opportunities for a research project, an event within school or the establishment of extra-curricular activities.

Wrap around teacher support

Each module will include professional development and support materials for teachers to ensure they feel confident to harness and utilise the offering in the best way possible.

Media Literacy Lab: Module Snapshot**The Making of Modern
Media
Year 7**

This module will provide an overview of media in the 21st century. It will introduce students to a brief history of the development of media, explore the structure of the media system today, and look to the ways in which people have gathered and reported and accessed news to provide a perspective on what media is and its role in our lives.

**Spotting a Fake /
Three Sides to a Coin
Year 7**

This module will explore the way modern news and media / information is constructed and consumed, especially in relation to the diversification and shift in news dissemination. It will allow students to consider the impact of this at a personal, local, national and global scale. It will address fake news, misinformation and fact v opinion.

**Burst my Bubble
Year 8**

This module will explore the way people relate to and use the media and how they often self-select their news sources to curate and manage their media experience and the impact this has on their own world view.

**AI, Algorithms, BOTS and
Big Data
Year 8**

This module will explore how technology impacts on our media production and consumption and its impact on our understanding of ourselves and the world specifically as it relates to the tools and technology used to create and disseminate news and information. It will investigate how the Internet is not always a level playing field.

**Information Overload
Year 9**

This module will explore who controls the media landscape and how the flow of news and information is managed outside of consumer controls.

Haters Gonna' Hate
Year 9

This module will explore the way media is used in a negative way to propagate skewed world views and how we, as media consumers and citizens, engage and respond to that... and the flip side – digital advocacy and becoming a changemaker.

Democratic Rights
Year 10

This module will explore the role of contemporary media in modern democracies and what our role as citizens is within that landscape (local, national, global). Democracy doesn't start or end on election day.

The Future of Media
Year 10

This module will provoke students to consider the evolution of media and technology and how maintaining ethical and legal frameworks can help us to manage and support quality media production and consumption now and in the future.

All modules will sit within a framework that considers principles of trust and digital ethics. This will guide the development of content and activities and support students to not just develop critical thinking and digital media skills, but also an understanding of the role of personal and shared values in the decision making connected to the creation, consumption and dissemination of media.

7. Building on our experience – a program snapshot

Playing IT Safe

Working with Professor Susan Edwards and in partnership with the Australian Federal Police we have developed **Playing IT Safe** a resource for early childhood educators and parents to support children aged 0-5 years to better understand networked technologies, the role they play in their lives and support safe and appropriate use.

The resource involves a range of activities and experiences that educators and parents can undertake with children that helps them to:

- teach cyber safety concepts and skills appropriate to ages and stages of development
- support learning to move from every day technology concepts to mature technology concepts for young children and their families.

The resource recognises the importance of the educator-parent-child triad in supporting children to learn. Parents are equipped with resources that align with the activity's teachers are delivering in formal early learning environments to teach children:

- that technology and the internet is networked (What is the internet?)
- that people connect and share information on the internet
- to ask questions about things you see, hear or do with technology
- to be respectful online and offline
- who is a trusted adult and how do we identify a trusted adult?
- to keep their information private & not share personal details online
- to use technology with parents and carers
- who else can help (police, Kids Helpline).

These literacies are increasingly fundamental to the development of literacy in young children. Young children need to develop an understanding of information more broadly and how to make sense of all content they are exposed to.

eSmart Digital Licence

The eSmart Digital Licence is an online safety education tool created by cyber safety experts, teachers and psychologists. The Digital Licence embraces the benefits of technology and at the same time educates and protects students from online risks. Whether used in a school setting or at home it creates important conversation about online safety and responsibility.

The delivery of the program has two components, teacher directed lessons and an online student led quiz. Eight modules are explored using real life scenarios allowing the students to explore the consequences in the safety confines of their classrooms with their teacher and peers.

Digital Licence module topics:

- Digital Devices
- Protecting Privacy
- Communicating Safely Online
- Searching & Researching
- Creating & Sharing
- Social Networking & Gaming
- Credit, Coins & Tokens
- Friends & Strangers (Primary)
- Relationships & Reputations (Secondary)

The eSmart Digital Licence education tool offers three different versions – Junior Primary (Foundation) Primary and Secondary – that are regularly updated and teach children about current and changing online risks, as well as how to best manage them. It embraces the best of technology, while reducing its associated risks.

Aligned with the Australian Curriculum, the eSmart Digital Licence is endorsed by the Office of the eSafety Commissioner and was Highly Commended in the 2015 Australia and New Zealand Internet Awards (ANZIA) for Security and Safety.

"Our school has implemented the eSmart Digital Licence with 500 of our Year 7 students, the program is helping them understand Digital Safety and is really worthwhile and I highly recommend schools implementing the program "

Year 7 ICT teacher – Notre Dame College

As of September 2019, the Digital Licence tool has 2,311 registered schools and over 262,000 Digital Licence subscriptions have been sold.

The Digital Licence is currently part of a government review and assessment of products and services that can support the development of digital literacy and skills in primary aged children. As a result, the Foundation's product will be part of a government evaluation that will take place in November 2019.

Digital Compass

Digital Compass is a program designed to support the ethical development of teenagers in a world of technological change. It has involved engagement and co-design with over 150 teenagers, interviewed teachers and parents, worked with academics and reviewed the latest evidence. Digital Compass has been developed in partnership with the Behavioural Insights Team and Vincent Fairfax Family Foundation.

What is the problem Digital Compass seeking to solve?

Online is a place where young people can communicate, test out and develop their identities, create and join spaces to reflect their interests and passions, and feel a sense of community with others. Despite these many great possibilities, there is a need for young people to be better equipped to navigate their connected, constantly changing, digital world.

How do we propose to address this problem?

For young people there is no meaningful distinction between offline and online. Our approach recognises this and applies an ethics framework to give young people the necessary skills to make ethical choices in a modern context, along with practical ways to change their behaviour.

What is the solution?

Digital Compass consists of a series of workshops in schools, delivered by the Foundation. The program has three components:

- Workshop activities
- Personal data reports
- Behaviour Plans.

The combination of these three components provides young people with a new understanding of how acceptable certain online behaviours are according to them and their peers, their own values and how to correct their behaviour online when they do not act in line with these values, new ways of intervening in difficult online situations, and how their ability to be 'in control' is influenced by their environment.

It supports the identification of behaviour through data analysis and reflecting on how they may wish to change some behaviours. Once young people identify the behaviours they want to change, they are supported to work up behaviour plans. They then enact these plans between workshops and report back on how they went.

What makes Digital Compass different?

Ethics focus:

Digital Compass recognises that young people need to be able to adapt to their constantly changing world which is and will always be digital, and therefore seeks to give young people the necessary skills to make ethical choices.

Evidence base:

Digital Compass is based on evidence from social, developmental and moral psychology, plus the latest evidence of the impact of technology on children's wellbeing and the behaviour change literature.

Behavior focus:

Over the course of the program young people work on changing specific online behaviours. These behaviors are practiced in a safe space in the workshop and then implemented to be discussed in subsequent workshops.

"I liked using the cards and making goals to better use technology and receiving data on myself"

"(What works is) ...the whole approach of the program and not to just put it down but actually have an active game plan"

"(I enjoyed) where the facilitator gave us data so we could recognise what we do and how we use technology."

Self(ie) – Share This

In 2017 the Supré Foundation and the Alannah & Madeline Foundation partnered on the Self(ie) Image project that to educate and empower young people to reduce the prevalence and impact of sharing images online (image-based abuse) and transform public perceptions of young people's online relationships.

What is the problem The Self(ie) Image project hopes to solve?

Connection and sharing with peers is a daily part of life for young people, and that occurs as frequently online and through mobile devices as it does in non-digital ways. Technology amplifies both the positive and negative impact of this sharing and as a result some young people find that their shared images are used to manipulate and abuse.

Young people have a role in reshaping the culture around how we share and distribute images with each other online.

How do we propose to address this problem?

The Self(ie) Image project designed a suite of participatory workshops for young people where:

- participants develop media literacy skills that enable them to promote respect and highlight social inequalities relating to gender through healthy online relationships and interactions
- participants establish respectful behaviour protocols that lead to a reduction in victim blaming, create supportive peer relationships and minimise the harm experienced as a result of sharing online images
- participants develop a range of strategies on what to do if an online incident occurs.

A workshop for adults was also developed and delivered where:

- participants have increased awareness and positive perceptions related to youth online relationships and image-based abuse to ensure a reduction in victim blaming
- participants feel confident to engage in positive conversations around online interactions across generations and genders.

Participants develop media literacy skills that enable them to promote respect and highlight social inequalities relating to gender through healthy online relationships and interactions.

"It was codesigned by young people with educators and marketers and therefore recognised where young people are at. It is not saying "just say no" which does not acknowledge their reality."

"It was run by an outside facilitator who was not a teacher (or parent). Teachers reported they tended to focus on the legal aspects because other issues were too sensitive. They were happy to leave it that someone who knows how to do that."

"It was a classroom discussion rather than auditorium lecture. There was power in a face-to-face deliberation that explored the issue from different angles. It forced young people into having discussions about the other people's perspectives, which generated empathy."

"They returned to deliver follow up workshops that reinforced the conversation."

The Self(ie) Image project was a great success being described as "*an innovative intervention into a challenging area of contemporary digital culture*". Professor Kath Albury from Swinburne University of Technology will publish her findings this year on Self(ie).

A formal paper has been accepted to be presented at the International Bullying Prevention Conference in Chicago at the end of the year.

Self(ie) Reach

- 2,096 young people across 160 workshops
- 95% would recommend workshops to others
- 91% said it changed or strengthened their view of how they would respond
- 90% more confident in handling image-based abuse (an additional 4% already felt confident)

Safe Sistas – supporting young women in remote communities to be safer and resilient

Safe Sistas is a program designed to support the Foundation's work addressing image based abuse with a specific focus on remote communities where victimisation of those who identify as Aboriginal or Torres Strait Islander descent are twice as likely to be impacted (50%) than non Indigenous participants (22%).

The Final Report *Cyber Safety in Remote Aboriginal Communities* (Rennie Ellis, Tyson Yunkaporta; Indigo Holcombe-James RMIT University, June 2018) identifies the particular challenges facing communities, in particular the extensive use of mobile-only technology across the population, the risks arising from shared handsets, identity violations, privacy conflicts and amplification of physical and online violence through unauthorised sharing.

Addressing conflict and harm requires deeper engagement and trust, indigenous governance, trust and development of resources that are appropriate and culturally relevant. Safe Sisters builds on a number of recommendations arising from this research, in particular, building digital skills training to enable students to feel empowered to manage problems and taking steps towards building a growing network of 'trusted flaggers' within communities and schools to work with social media companies to produce better moderation outcomes.

Safe Sistas is a suite of workshops developed for young women in Aboriginal and Torres Strait Islander communities. The workshops were originally developed to support the cyber safety and digital awareness of the Aboriginal and Torres Strait Islander young women within the STARS Foundation network, however they have since been extended to other schools and communities.

The project has involved collaborative development with community representatives including students, teachers and parents, and organisations supporting young Indigenous women with their learning, development and education. We have focused on remote communities as we recognised the significant issue affecting young women, the level of resources available and the impact on school and families.

An initial suite of products was produced, and the Foundation conducted face to face training with the mentors - providing tools and strategies and external 'help' resources. In the past year, the program has developed into a new product called Safe Sistas. This has been developed to address young women's general cyber safety practices to reduce and respond to the issue of image-based abuse in their family, school and community. It is currently delivered to:

- 850 young Indigenous Women
- 39 mentors
- 5 schools in Darwin, 1 school in Jabiru, 1 school in Katherine, 2 schools in Gove, 1 school in Tennant Creek, 3 schools in Townsville, 2 schools in Mildura

The suite of Safe Sisters workshops was also delivered over the four days of the Youth Forum of Garma.

"I just want to say thanks so much for your cyber safety and cyber bullying session during our STARS PD. It was very informative, and super relatable to our young girls. I know I took away many great strategies and tools I can use for my girls."

"Last week when you visited our Dripstone Year 9 class, you also addressed cyber safety and image-based bullying. Mark and I were very impressed with how you addressed a sometimes-taboo subject with young people; and particularly found your harm-minimisation tactics to be very effective. In fact, a few of our girls even commented on how relaxed and comfortable you made them feel."

8. Foundation contact details

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Appendix A

Media Literacy Advisory Group membership

Member	Role	Organisation
Professor Peter Fray	Director Media Transition Centre UTS	University of Technology Sydney
George Megalogenis	Author, Political Commentator and Journalist	Alannah & Madeline Foundation Ambassador
Melissa Doyle AM	Journalist, Author, TV presenter and radio host	Alannah & Madeline Foundation Ambassador
Associate Professor Anthony McCosker	Senior Lecturer	Swinburne University of Technology
Associate Professor Michael Dezuanni	Associate Director Digital Media Research Centre	Queensland University of Technology
Saffron Howard	Co-founder Crinkling News, Journalist and Google Fellow	Crinkling News
Ben Darcy	National Editor, Executive Producer – Behind the News	ABC
Mathew Jorgenson	Director of eLearning	Saint Stephens College, Brisbane
Anna Aristotle	Executive Officer	New Daily
Samantha Yorke	Director Public Policy and Government Relations	Google

Tony Maguire	Ed-Tech Executive, sector SME and Media Producer	
Solli	Spoken word poet who has published a book with Penguin and has previously contributed to works at the Museum of Australian Democracy.	Young Person
Diya	Junior political report for Crinkling News. She has also interned at the SMH, attended Oxford on a Summer scholarship, participated as a Senate inquiry whiteness into public interest Journalism and has also worked with the Museum of Australian Democracy recording a podcast.	Young Person



Appendix B

Media Literacy Lab Master Content Framework

Module	The Making of Modern Media (Year 7)	Spotting a Fake / Three Sides of a Coin (Year 7)	Burst Your Bubble (Year 8)	AI, Algorithms, BOTS and Big Data (Year 8)	Information Overload (Year 9)	Haters Gonna Hate (Year 9)	Democratic Rights (Year 10)	The Future of Media (Year 10)
Aim	This module will provide an overview of media in the 21st century. It will introduce a brief history of the development of media, explore the structure of the media system today, and look to the ways in which people have gathered and reported and accessed news to provide a perspective on what media is and its role in our lives.	This module will explore the way modern news and media is constructed and consumed, especially in relation to the diversification and shift in news dissemination. It will allow students to consider the impact of this at a personal, local, national and global scale.	This module will explore the way people relate to and use the media related to how they select and find their news sources, how they curate and manage their media experience and the impact this has on their own world view.	This module will explore how technology impacts on our media production and consumption and its impact on our understanding of ourselves and the world specifically as it relates to the tools and technology used to create and disseminate news.	This module will explore who controls the media landscape and how the flow of news and information is managed outside of consumer controls.	This module will explore the way media is used in a negative way and how we as media consumers and citizens engage and respond to that (and the flip side - digital advocacy...divide).	This module will explore the role of contemporary media in modern democracy - and what is our role as citizens within that landscape (local, national, global).	This module will provoke students to consider the evolution of media and technology and how maintaining ethical and legal frameworks can help us to manage media production and consumption now and in the future.
Learning Objective	(1) To understand the recent history and evolution of media (2) To understand media and its key characteristics (e.g. constructed, disseminated and consumed) (3) To understand the different roles and processes that are undertaken by organisations within the digital media cycle (4) To understand the connections and links between different media, news media and digital media companies.	(1) To understand the methods in which content is created and shared on digital media (2) To understand and identify the validity, credibility and worthiness of news and identify misinformation (3) To understand the implications of misinformation on individuals and society	(1) To understand the way people find, manage and curate their media and understand the impact that has on their perspectives (2) To understand the way news and media organisations make decisions that drive editorial, content and advertising (3) To develop skills in managing and curating a diverse news media experience.	(1) To understand that the way technology is designed and structured plays a significant role in how we consume and produce media (2) To understand that platforms are built to manipulate how individuals view content, how they provide content and where people place their attention (3) To understand the breadth of data collection and the ways it is applied to deliver media and bear influence on public opinion.	(1) To recognise the key organisations and individuals impacting on current and future media industry developments (2) To understand the playing field of media consumption is not level and individuals can't just change their behaviour (3) To identify how the connections between data and organisations impact on media production and consumption.	(1) To understand methods and ways in which media is manipulated to present hateful, abusive or inappropriate content (2) To be able to identify yourself as a digital citizen with a role to use the internet in positive ways that reduces negative use of technology /media.	(1) To identify ways that media is used to both foster and inhibit the democratic process (2) To identify they have a role as a digital citizen from a local to global level (3) To understand the importance of democracy and ways to support and improve it using contemporary technology and media.	(1) To have a basic understanding of ethics and how it applies to modern media (2) To consider the evolution and changing nature of media in a globally connected world (3) To understand how media will continue to evolve and the need to continue to understand this change.



Learning Outcome	(1) Students will understand the impact of a shift to 24-hour news cycle.	(2) Students will know the key roles people have in constructing, disseminating and sharing news across all media platforms	(3) Students will be able to identify how the choice of media platform impacts on the message	(4) Students will be able to define and describe what different roles do within media and digital media organisations.	(1) Students will be able to test the validity, credibility and value of a piece of news media	(2) Students will be able to explain the purpose and difference between public relations, spin and misinformation and describe how it impacts on society	(3) Students will be able to distinguish fact from opinion in online media content	(4) Students will be able to describe different ways technologies can be used to misrepresent, alter and change images and other media.	(1) Students will be able to describe how information and news are filtered and explain what echo chambers and filter bubbles are in a media context	(2) Students will be able to explain why it is important to consume diverse media content and have a diverse and free news media environment	(3) Students will understand and implement ways to manage technology to control and improve diversity in media streams.	(1) Students will be able to describe three ways technology can manipulate media production and consumption	(2) Students will be able to identify and demonstrate ways to change settings or behaviours mitigate manipulative media techniques	(3) Students will be able to critically analyse media presented in online environments (i.e. YouTube videos, webpage).	(1) Students will be able to list key players in the media industry and describe their roles	(2) Students will be able to describe how algorithms and other techniques shape the way media is produced and consumed	(3) Students will be able to describe how the structure of media platforms and the relationship between media organisations and technology platforms can impact on the way news is shared and consumed	Consider how this has impacted on large social and political processes.	(1) Students will be able to identify a series of ways and provide examples of content that is trying to skew their world view	(2) Students will be able to identify ways that can be active and implement change through their use and engagement with digital media.	(1) Students will be able to create examples of media that demonstrates they understand how media can foster the democratic process	(2) Students will be able to present arguments for their role as citizens of a global world	(3) Students will be able to identify an issue they are passionate about and describe how it is represented in the media and translated into community change.	(1) Students will be able to describe and chart the changing nature of modern media and its impact on our world	(2) Students will be able to imagine future realities and how changes to media could impact on our society	(3) Students will be able to discuss and explore ways that the concept of the fourth estate can exist in modern media landscapes.
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