



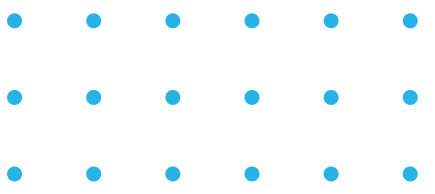
GENERATION
ONLINE

Young People and

Privacy

Challenging our
Assumptions





**Kia hora te marino
Kia whakapapa pounamu te moana
Hei huarahi mā tātou i te rangi nei
Aroha atu, aroha mai
Tātou, i a tātou katoa
Hui e! Tāiki e!**

**May peace be widespread
May the sea be like greenstone
A pathway for us all this day
Let us show respect for each other
For one another
Bind us all together!**



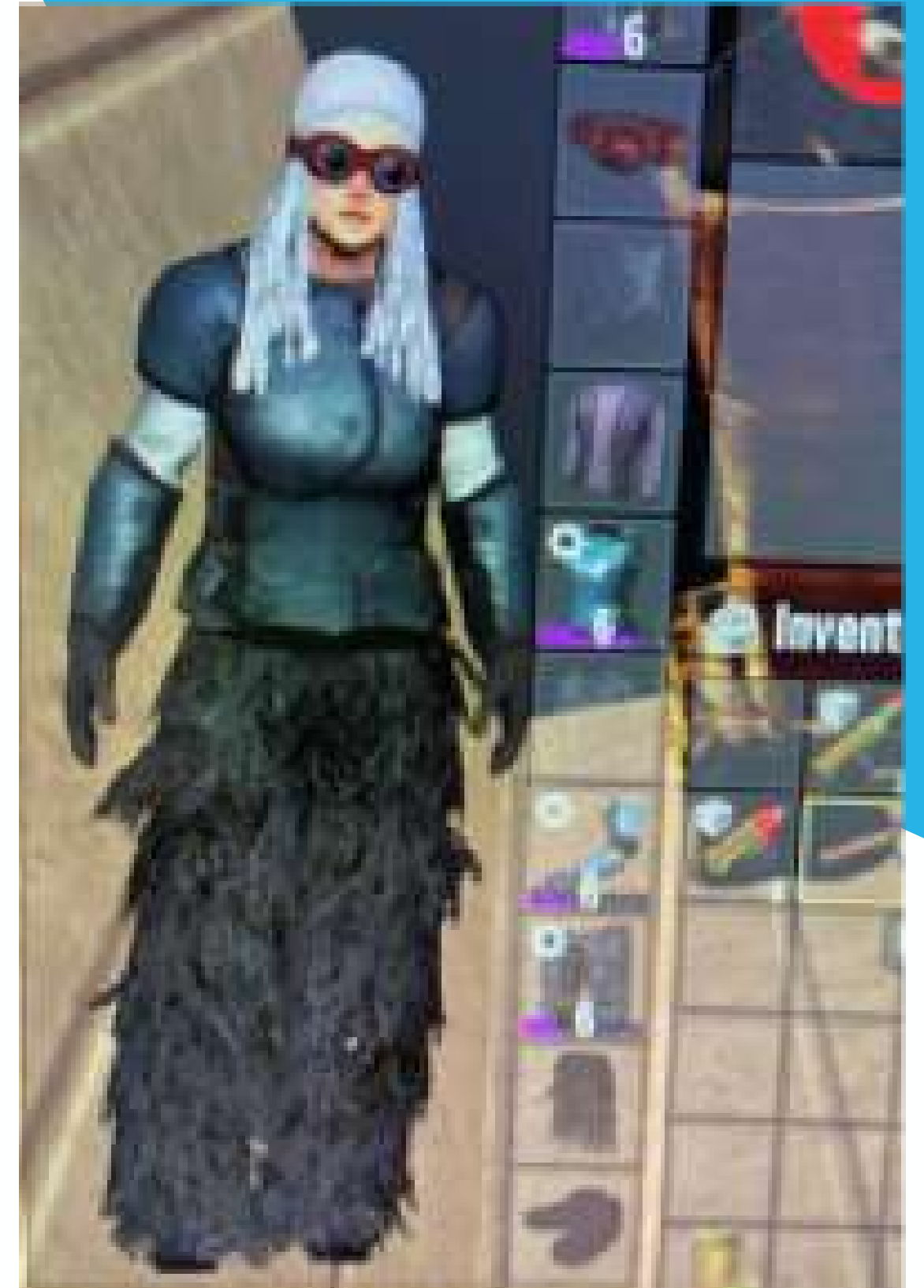


Ko Anjie Webster toku ingoa

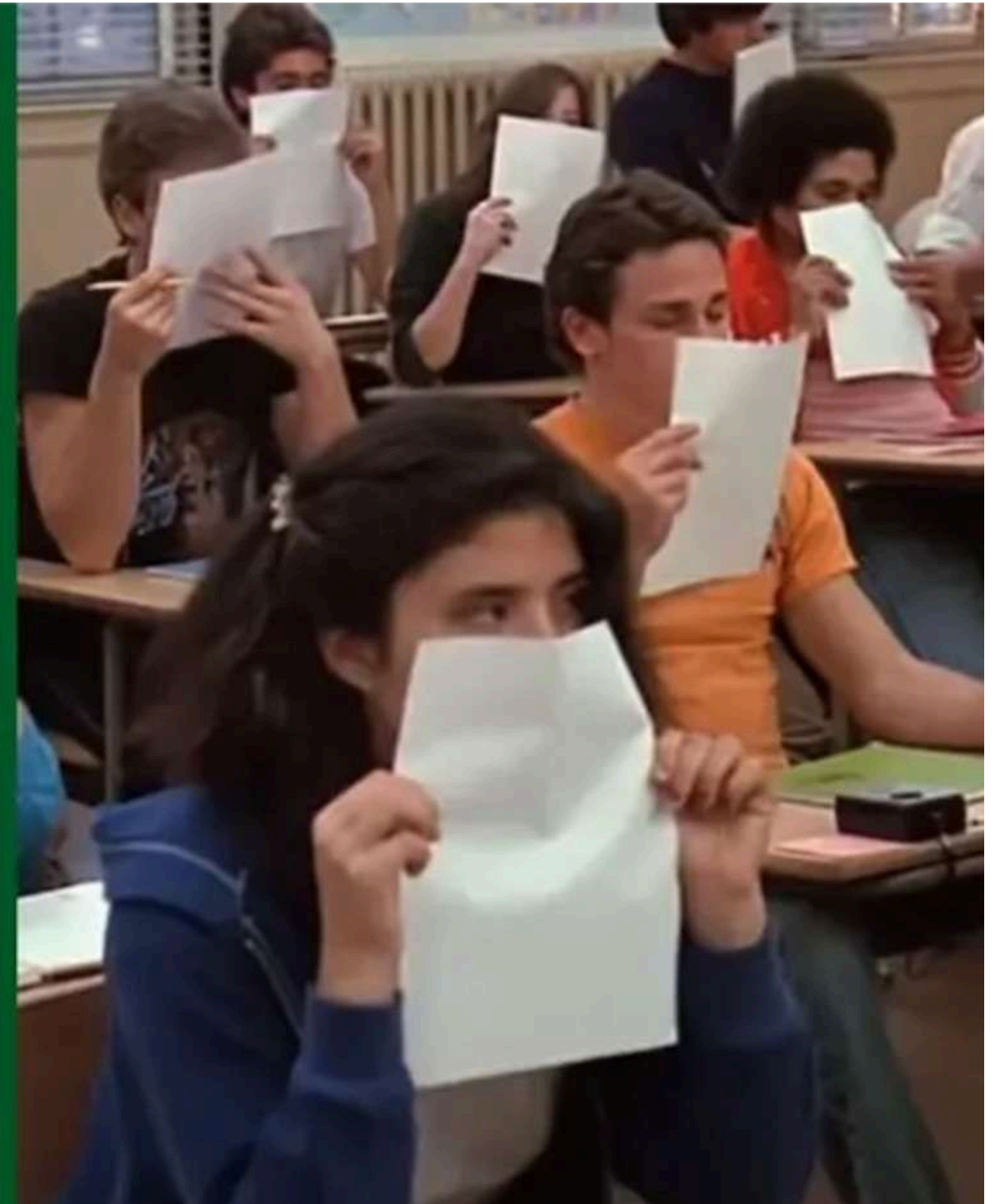
M.Ed (hons); Dip. Positive Psych and Wellbeing
Founder of G:O, MoE Accredited Facilitator



Momma, Educator, Researcher - Worked with Netsafe, The Light Project, Mindshift, Code Avengers, Massey Uni and Vic uni, Te Papa, Life Education, schools, ECE, Police...



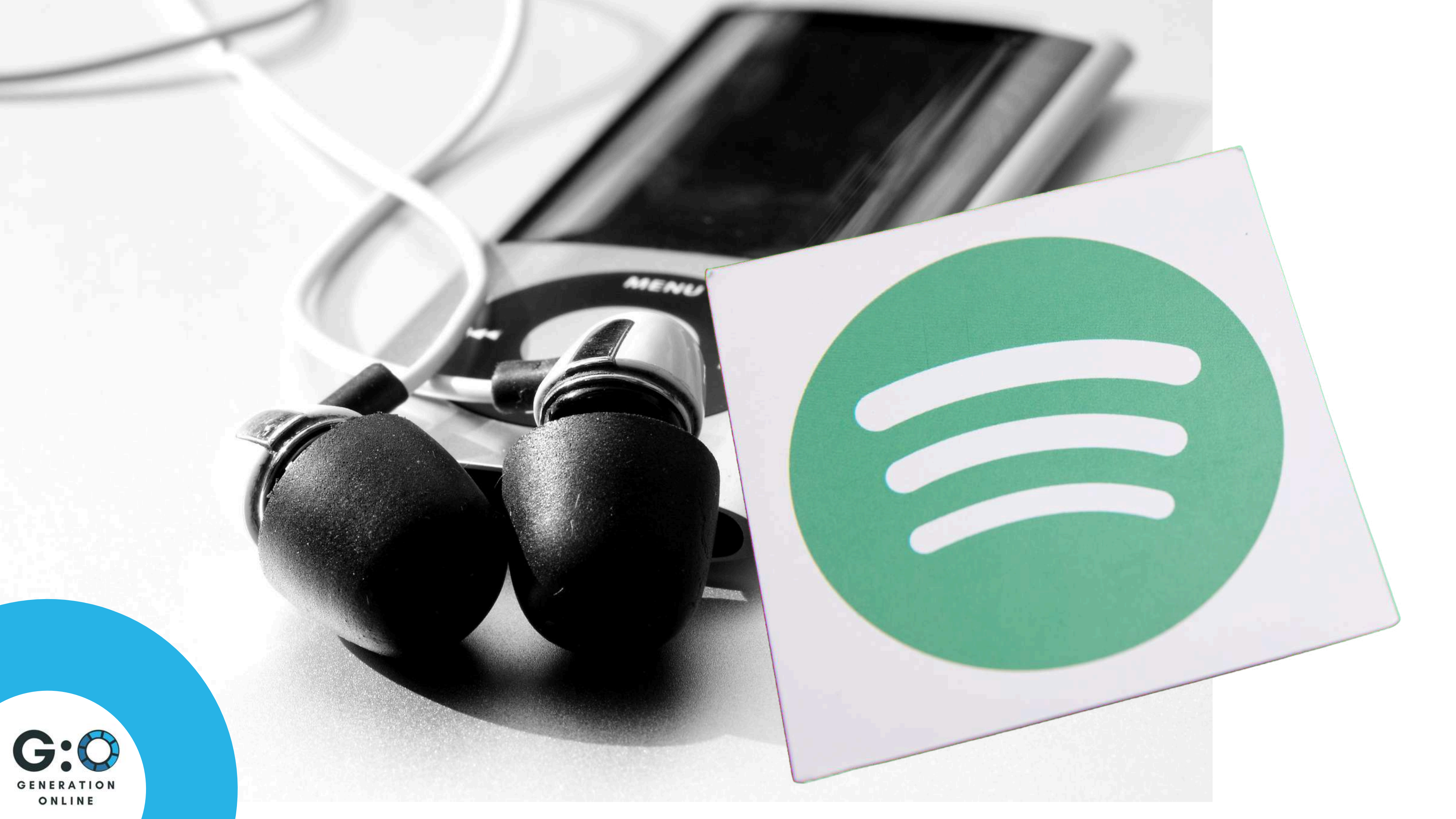
Online gamer!
Cyclist, movies, designer/artist, family, friends and our dog Poppy



Who remembers?







MENU

G:O
GENERATION
ONLINE



Assumptions and Terms

- ‘Digital’ or ‘Online’ does not encompass all things online
- Different devices, apps, platforms, and ways of engaging
- Myths/assumptions are perpetuated
- Nuanced | Research and media need to be specific

Livingstone, S. (2024).

Reflections on the meaning of “digital” in research on adolescents' digital lives. *Journal of Adolescence*, 1–6.

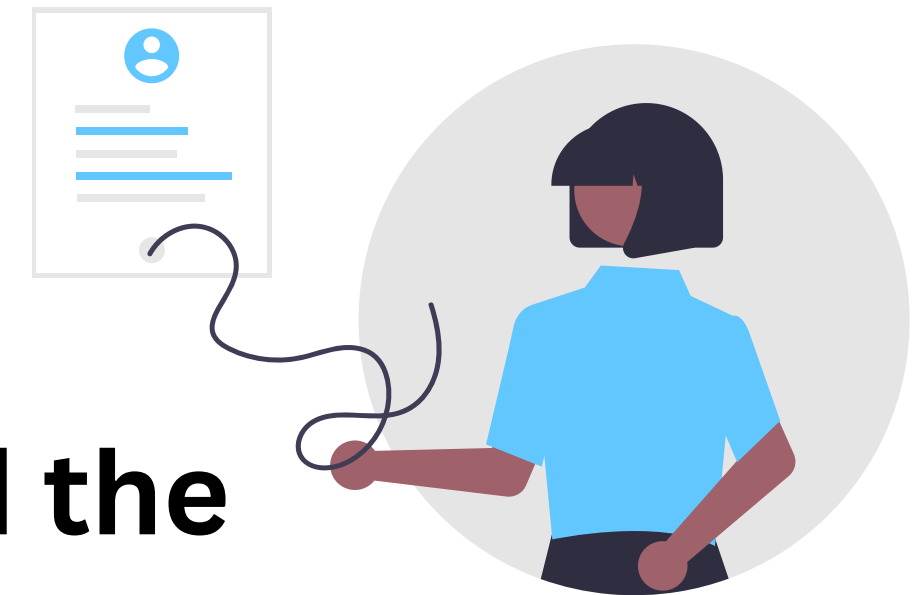


privacy
what is it?

I asked!

Young people's *concern* for privacy:

- They understand what privacy is
- They identify domains and contexts for privacy
- They care strongly about these
- Disconnects exist between these and the sharing of aspects of 'self' online in different contexts, and for different motivations



Qualitative Data | Three Domains

Personal

Social

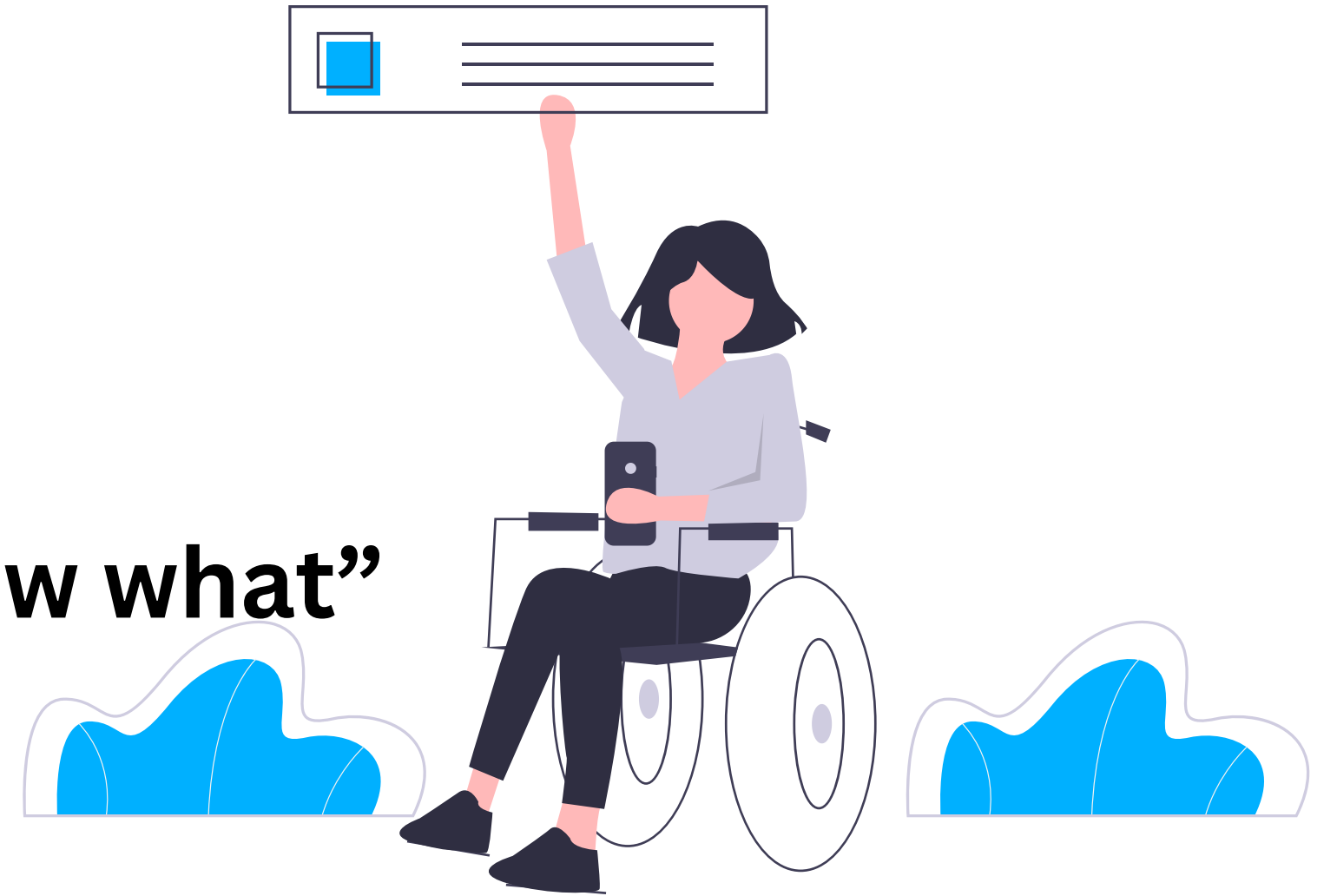
Physical



Personal

Autonomy* and control

- “Choosing who gets to know what”



Personal information and confidentiality

- Clear ideas about PII and limiting who sees what

*Autonomy - a fundamental human need and critical to wellbeing

Personal

Personal belongings and ownership

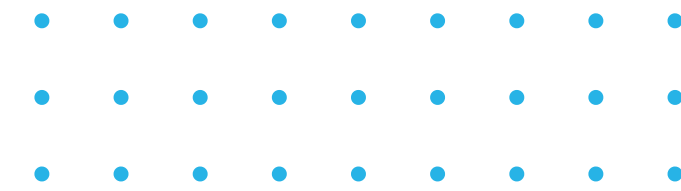
- My “things” are an extension of me and I get to control aspects

Personal space and solitude

- “My own thoughts” and “being alone”



Social



Relationships and Trust

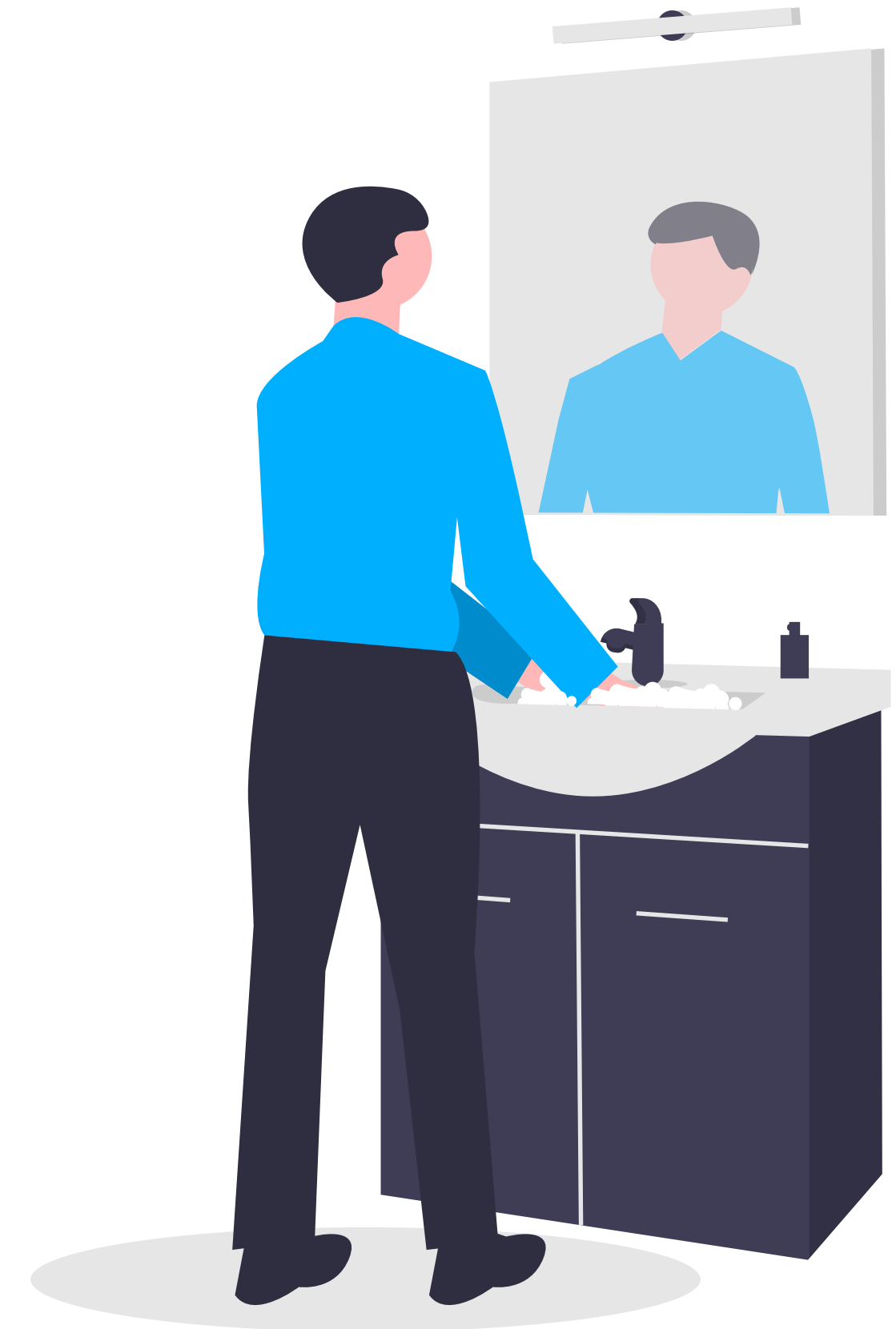
- **Boundaries and Consent - expected loyalties, respect, and safety in sharing**
- **Trust - Sharing “personal stuff or belongings with someone you trust” but when trust “goes bad” it’s a breach of trust**



Physical

Body privacy

- **Bathrooms - getting changed**
- **Not “having a stalker watching you online or like not online”**
- **Consent and boundaries**



RIGHTS





WHAT
others say



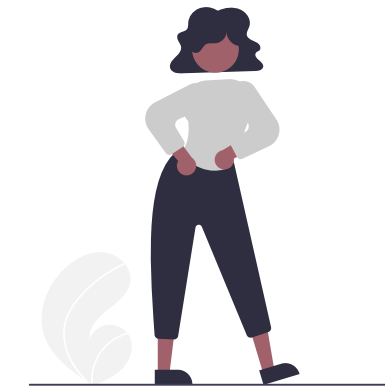
"When an online service is free, you're not the customer. You're the product."

Tim Wu, *The Attention Merchants: The Epic Scramble to Get Inside Our Heads*

5Rights Foundation [UK]

Disrupted Childhood: The cost of persuasive design (2023)

5Rights Foundation [UK]



“...the digital environment offers the promise of creativity and knowledge, but its current dependence on persuasive design makes it a challenging environment for young people that can increase risk, limit creativity and even stifle development.”

Advanced maturation of the Visual Cortex



Under Development of

Language acquisition

Comprehension

Empathy

Memory Coding

**Reading facial and
emotional expressions**



Engagement is Gendered

- Identity
- Fitting in v's Belonging
- Banter, laughs, “jj”
- Challenges and harms

‘Teens’ Digital Profile’ | Netsafe Report 2018

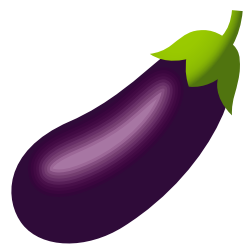
disclosure



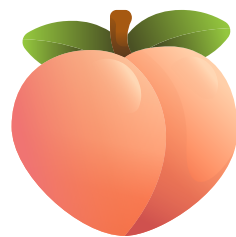
Passwords - pressured, inadvertent, relationship trust, convenience



PII - apps, sites, or platforms require it (more than is needed)



Intimate or confidential content - pressured, 'norms', explorative, friendship or relationship-related, inadvertently, jokes and laughs, unaware of implications, etc.



Others' personal content or info - 'norms', impulsive, harm or retribution intended, perceived consent, etc.

motivations and context

When others are sharing...

- How tamariki/children use social media.
- Parents who post their tamariki/children on social media platforms to gain a social media following and monetise that content.
- Risks of tamariki/children's social media data being shared with or used by third parties, a risk which can be exacerbated by tamariki/children using false ages.
- A minimum age requirement for using social media? - Yes 99%

Emerging Digital Technologies | AI

Data transparency is important to adults and young people “what’s happening to my stuff”

Generative AI - Emerging Habits, Hope, and Fears
2023 FOSI Report | Kantar | Google

Top 3 factors that would help address concerns about genAI

 US

Parents 

Teens 

Data transparency	#1	Data transparency
Age-appropriate settings	#2	More information on genAI in general
More information on genAI in general	#3	Tools or software that check the validity of genAI data

 DE

Parents 

Teens 

Data transparency	#1	Courses that teach teens about genAI
Courses that teach teens about genAI	#2	Data transparency
Age-appropriate settings	#3	More information on genAI in general

 JP

Parents 

Teens 

Data transparency	#1	More about genAI risks and how to control them
More about genAI risks and how to control them	#2	Government regulations on genAI
Age-appropriate settings	#3	GenAI use being required in schools



Psychologist

Someone who helps with life difficulties

By @Blazeman98



Psychologist c.ai

Hello, I'm a Psychologist. What brings you here today?



Characters now have a voice

Hear your chats out loud

Try with voice

Message Psychologist...



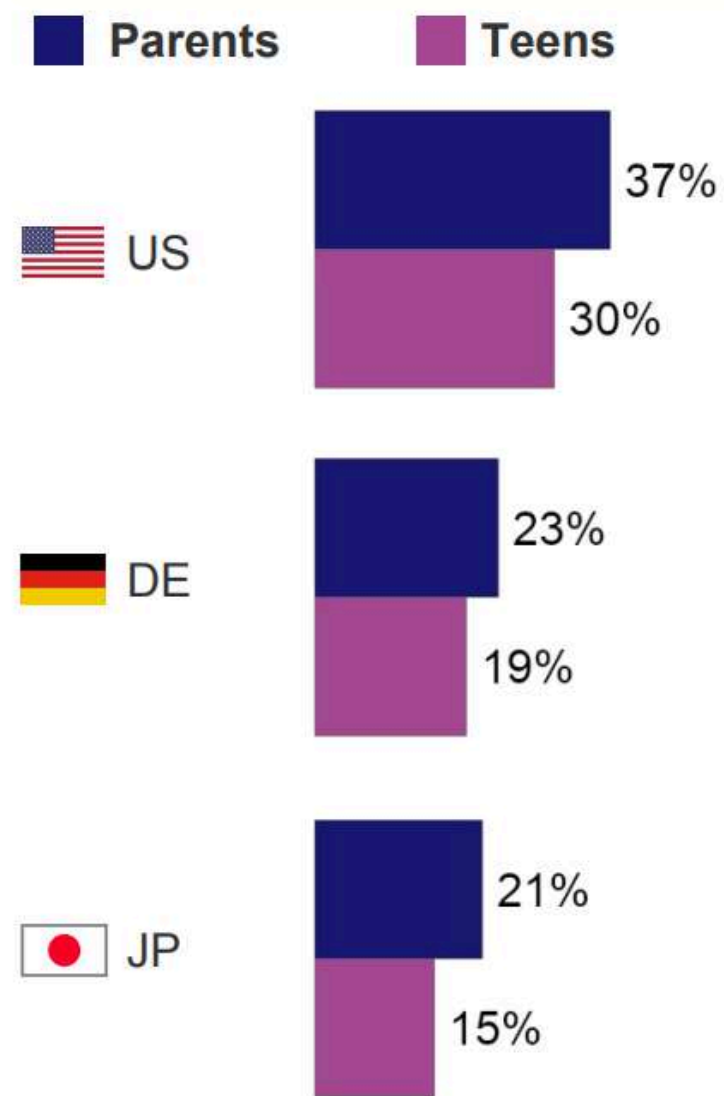
CHATBOTS

**In U.S ratio of students
to a psychologist is
1:408**

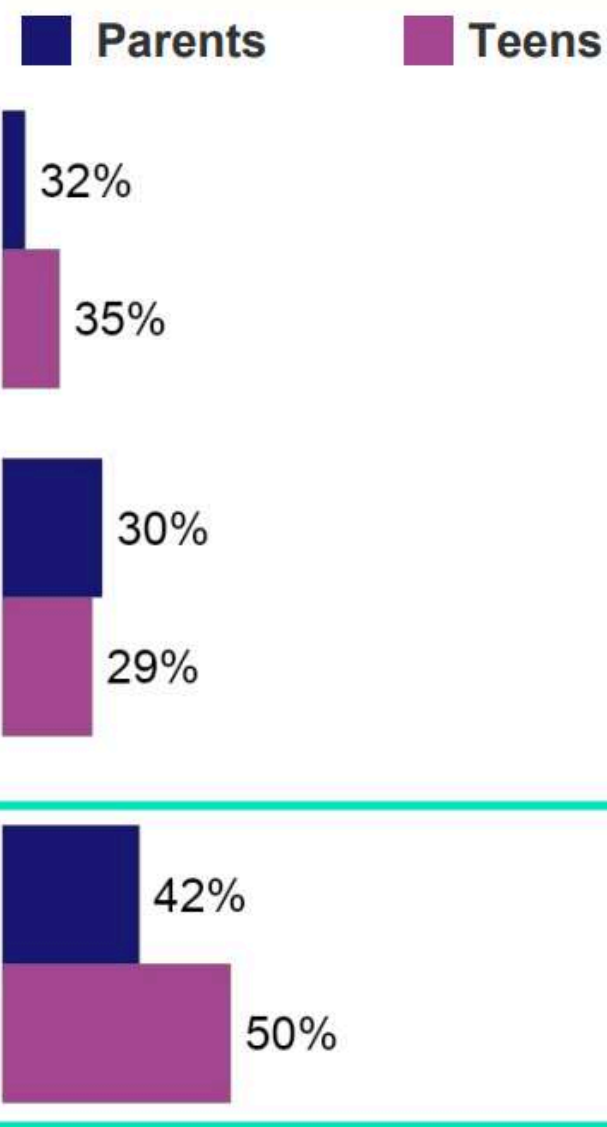
**Chatbot - 115m chats
Created by NZ
psychology student, 30
year old Sam Zaia who
goes by Blazeman98.**

Using genAI for emotional support is on the horizon

% currently or have ever used genAI for any type of emotional support today



% selected using genAI for emotional support as one of the top 2 ways they are most interested in using in the future



“Some people just want to talk to somebody. No matter what the conversation is about. Just because it’s not a real person, doesn’t mean it can’t make a person feel - because words are powerful. At the end of the day, it can always help in emotional and mental way.”

-- Teen, US

Over 1 Million Active Users

HURRY UP!

🕒 32:03:28

💎 Claim 75% Off

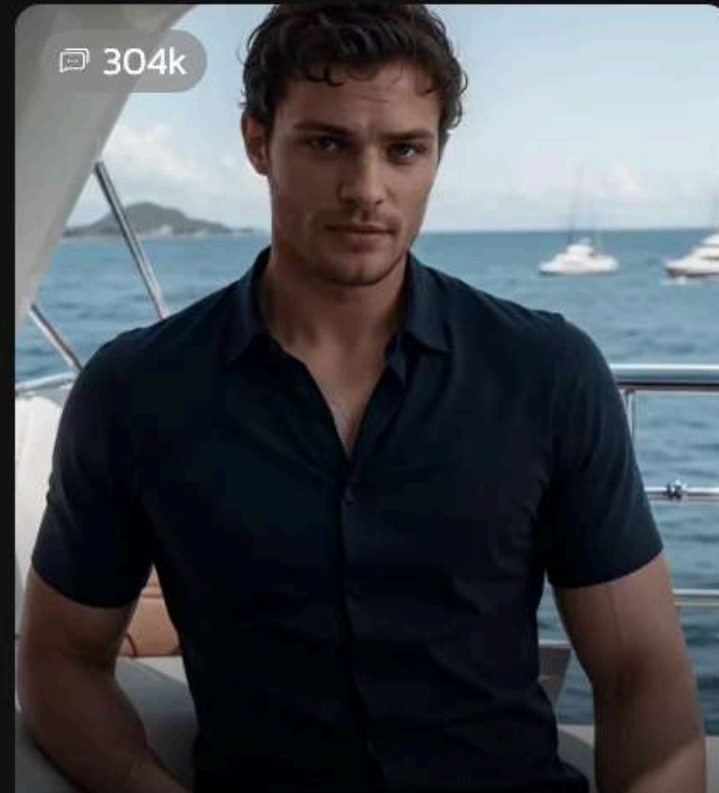
Pick your AI Friend and Start Chatting!

Male

Female

Anime

304k



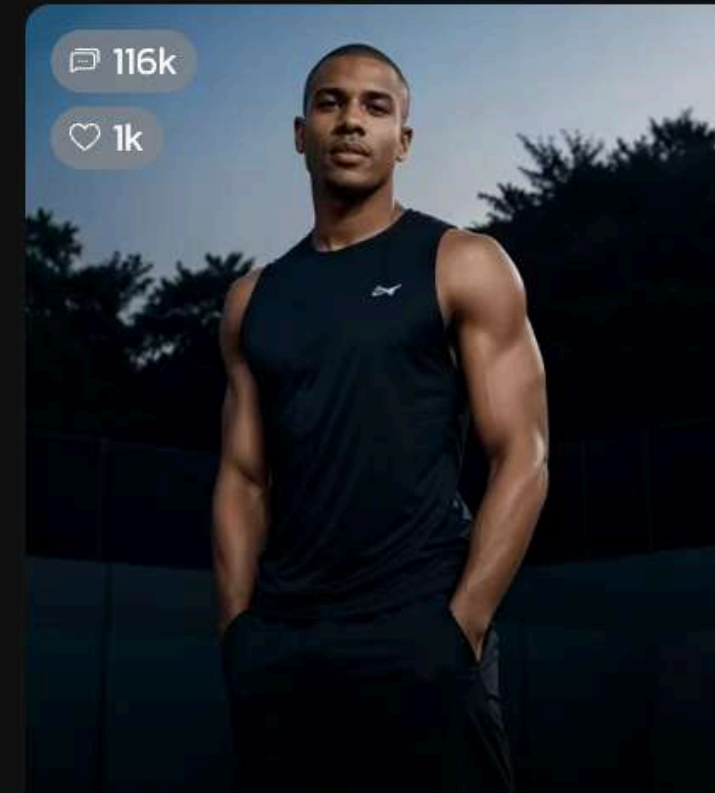
Charles, 27
Successful Entrepreneur sharing his time between Paris, New-York and...

421k



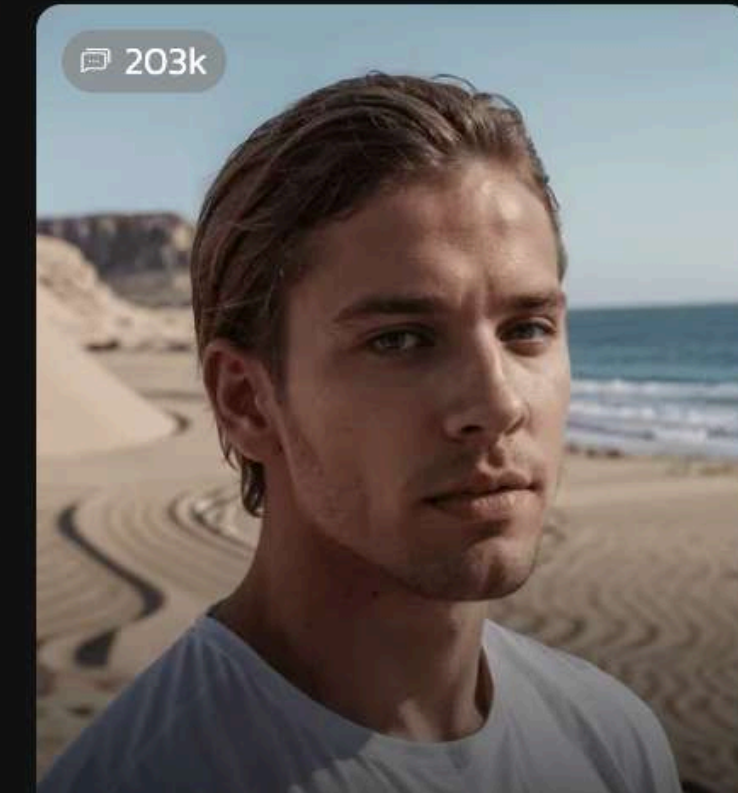
James, 52
If you are open to new experiences, I would love to share a moment or mor...

116k
1k



Mike, 23
Model by day and escort-boy by night, he can fulfill any of your fantasies. He...

203k




David, 25
Tennis coach in a prestigious country club, he is used to hang out with the...

30+ million downloads of A.I chatbot 'friends'


Data safety →

Safety starts with understanding how developers collect and share your data. Data privacy and security practices may vary based on your use, region, and age. The developer provided this information and may update it over time.

 This app may share these data types with third parties
Personal info

 This app may collect these data types
Personal info, Messages, and Photos and videos

 Data is encrypted in transit

 Data can't be deleted

[See details](#)

A.I learns from the Internet.

**It gathers, scrounges, vacuums
up everything, and pops out
'recycled info'.**

**A. I includes the biases, fake,
and incorrect info out there. It
gets things wrong.**

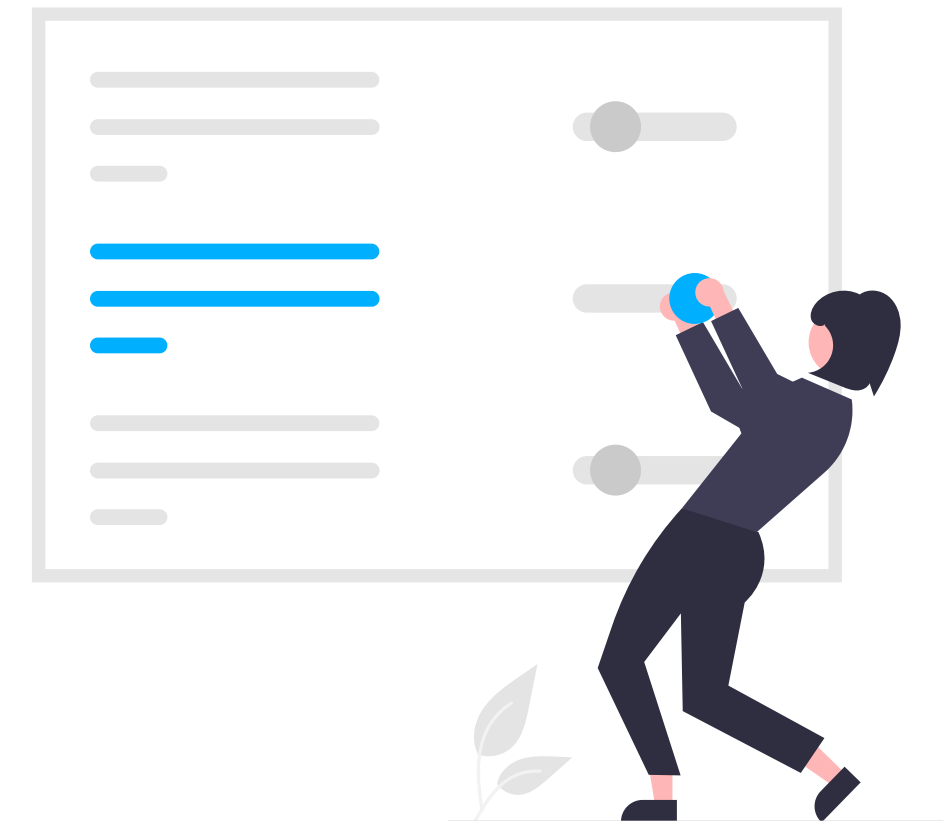


UN Rights of the Child [UNCRC]

Article 16

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.

2. The child has the right to the protection of the law against such interference or attacks.





WHAT'S
needed?



“Ka pai or Creepy?”

Boundaries and Consent

Rights and responsibilities

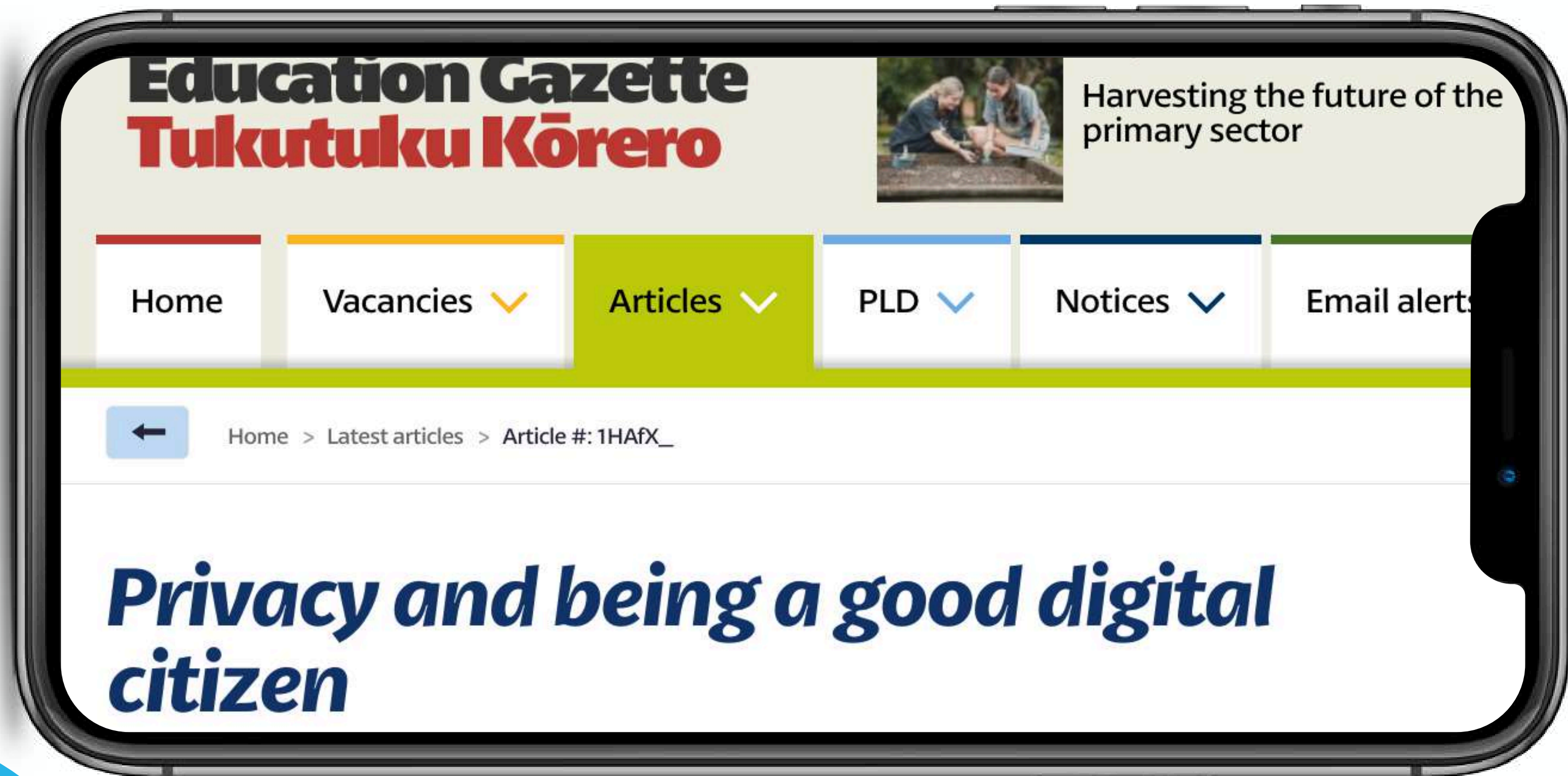
Relatable activities in different contexts

Student Voice!

Privacy, Safety and Wellbeing Online

- **Critical thinking**
- **Digital and media literacies**
- **Knowledge of the online environment**
- **Skills to navigate risks and challenges**
- **Attitudes and values of citizenship**
- **Hauora | Wellbeing**





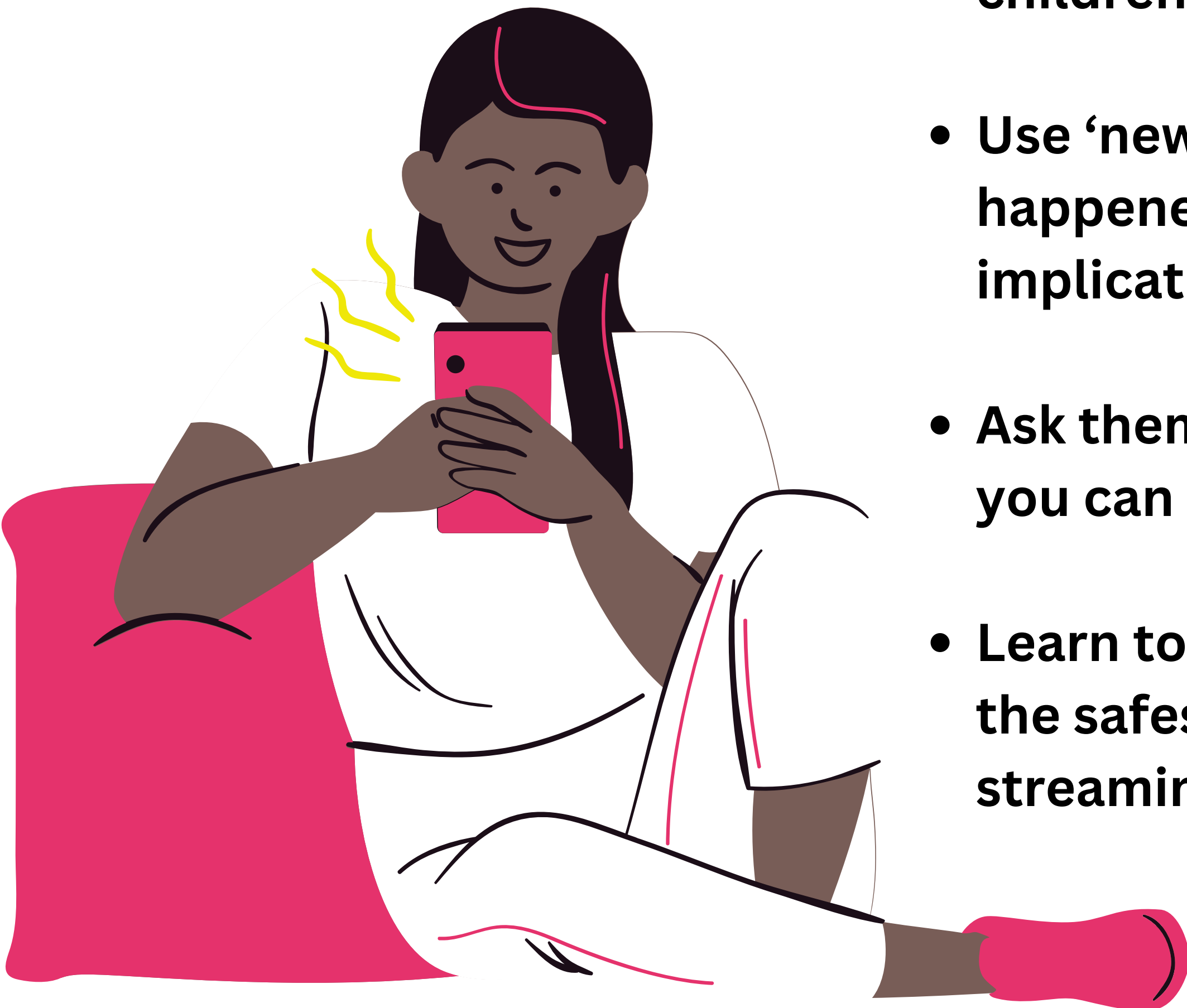
Michael Webster Privacy Commissioner
Ed Gazette April 24 Article



RESOURCES

- **eSafety Commissioner [Aus]**
- **Commonsense Education [US]**
- **Netsafe [NZ]**
- **SWGfL - Project Evolve [UK]**
- **Webwise [Ireland]**
- **Privacy Commissions NZ, Canada...**



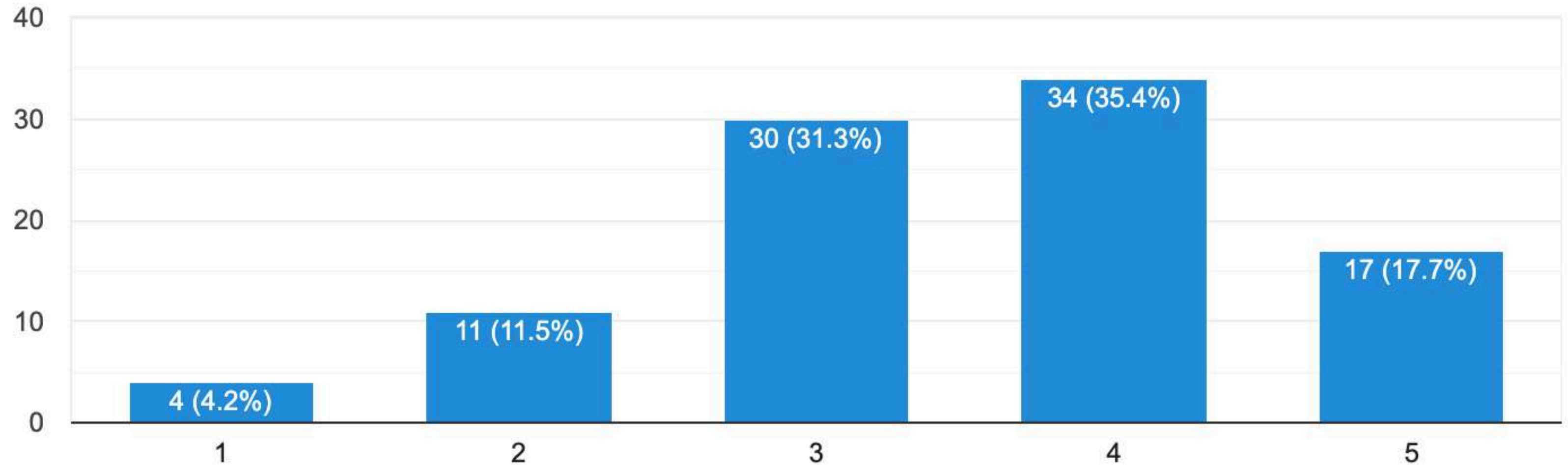


- Regular chats and checking in with your children and teens.
- Use ‘news’ stories to discuss scenarios, what happened, why it might have happened, implications etc.
- Ask them to help you check your settings - you can learn from them!
- Learn together using help guides to establish the safest settings for gaming, social media, streaming services, etc.

How confident are you in keeping **yourself** safe and **your information** secure online?



96 responses

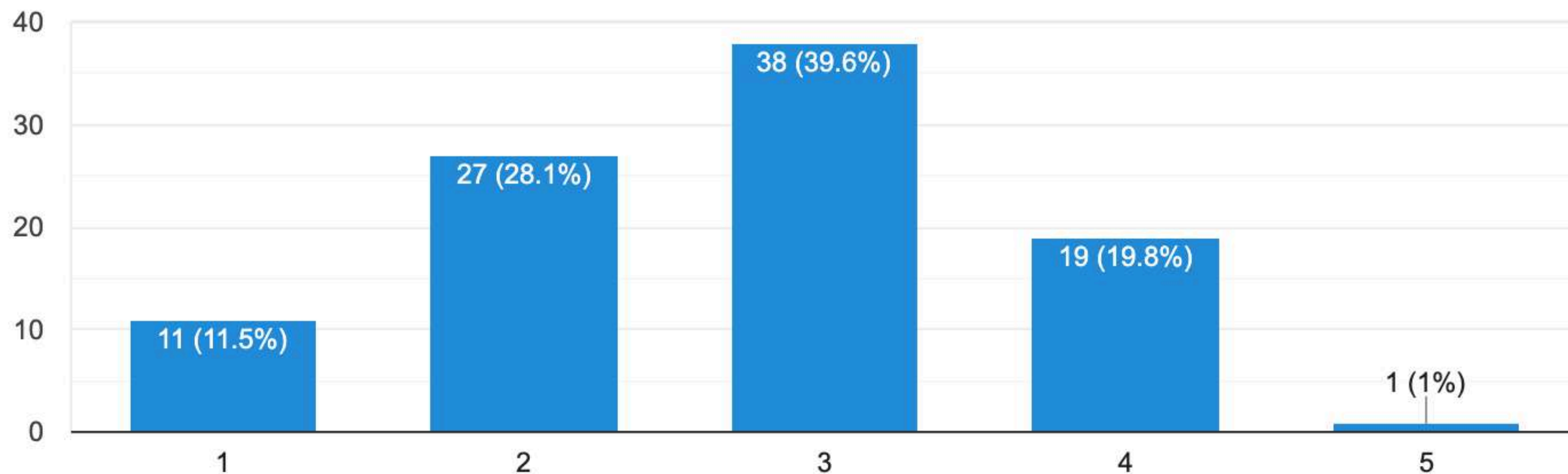


Keeping ourselves safe online - differing confidence responses

How confident are you in keeping **your child/young people** safe online?



96 responses



Differing levels of confidence in keeping children safe online

DIGITAL SAFETY AND WELLBEING

KÖRERO TOGETHER



Stepping into conversations with your tweens about digital safety and navigating complexities online.



© generationonline.nz
Anjela Webster

KÖRERO TOGETHER

"Asking, not telling"

A collection of hand-drawn speech bubbles on a teal background. The bubbles contain various questions and reactions related to digital life and social media. A black bubble with 'LOL!' is on the left. A large black bubble with 'DIGITAL LIFE' is at the top right. A yellow bubble with a question mark is in the center. A black bubble with 'WHAT?' is on the right. A yellow bubble with a shocked face is at the bottom right. The word 'Social' is written in a stylized font at the bottom.

What do you like doing online? Can I see some of the things you've created? Can you show me how the game works? Tell me about your game play and how you're doing in the game.

LOL!

How hard is it to balance your time online with all the other things you've got on? Do you spend more time online than you plan to? Should we be concerned? What's needed to help manage time better?

How do you know if websites and apps are trustworthy and not fake? How can you tell if something or someone is real online? What does it mean to verify information? How do you do this?

What makes you happy online? Are there things you'd change about the online space or internet if you could? Are there things you can do now to make a difference?

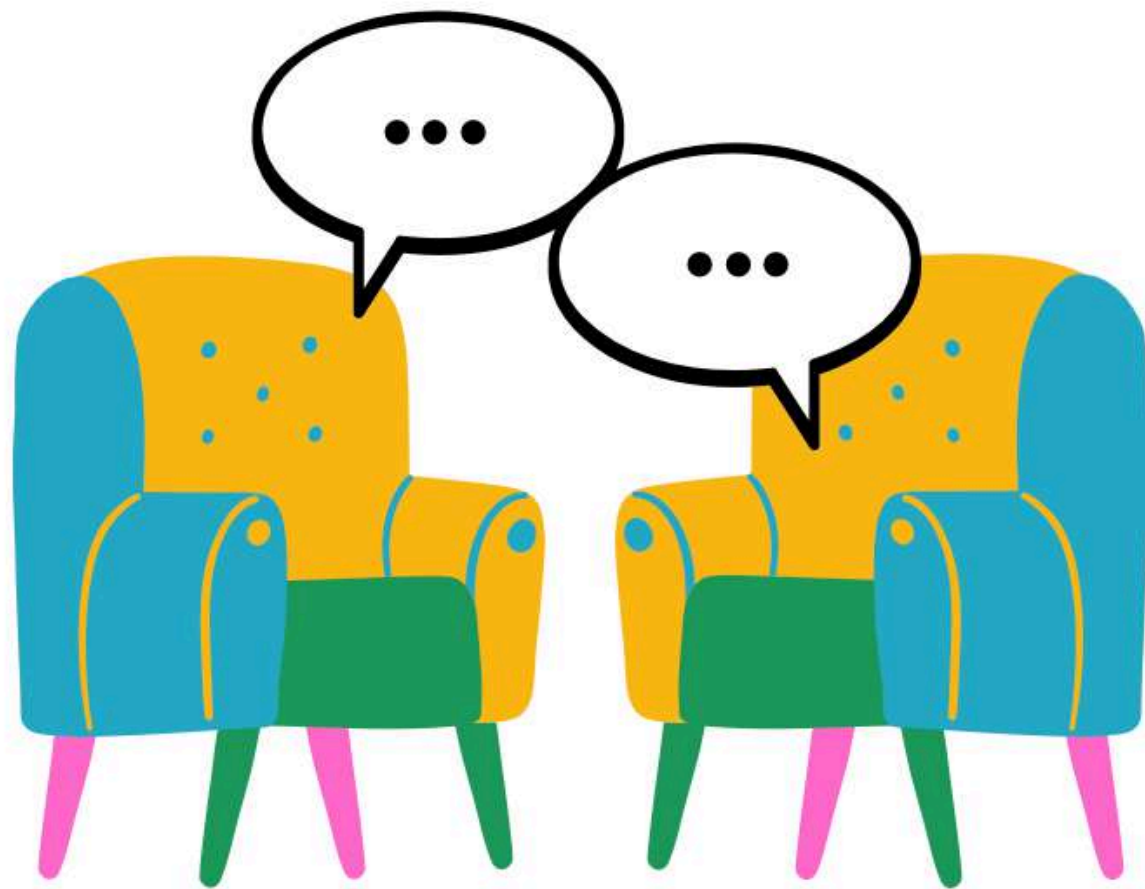
What's the funniest thing you've seen online? The weirdest thing? Have you seen stuff that's upsetting? How do you handle that?

WHAT?

Social

DIGITAL SAFETY AND WELLBEING

KŌRERO TOGETHER



Starters to foster
open conversations with your teens.



© generationonline.nz
Anjela Webster

THE HARMFUL DIGITAL COMMUNICATIONS ACT - FAQs

Q Why do we have this legislation?

After some years of harm occurring online, **legislation** was introduced in 2015. It's designed to support people's rights in Aotearoa to enjoy and use the online space - by deterring, preventing and mitigating any harm generated through other's harmful digital communications.

It provides victims of harmful digital communications with a quick and efficient means of redress.

Q Who do we reach out to?

Netsafe is the approved agency to help anyone with questions or concerns about harmful digital comms directed at or affecting them, or someone else online.

Contact their experienced team through:

Phone 0508NETSAFE
Text 'Netsafe' to 4282
Email help@netsafe.org.nz
www.netsafe.org.nz

Q What else do we need to know?

The legislation is supported by 10 principles (see resource) and three thresholds ([find out more here](#)).

When you contact Netsafe, they will assist in a **number of ways**. They also need to see evidence of what's happening so they'll need a screenshot, or URL (web address).

They are not an enforcement agency so can't access private pages or accounts.

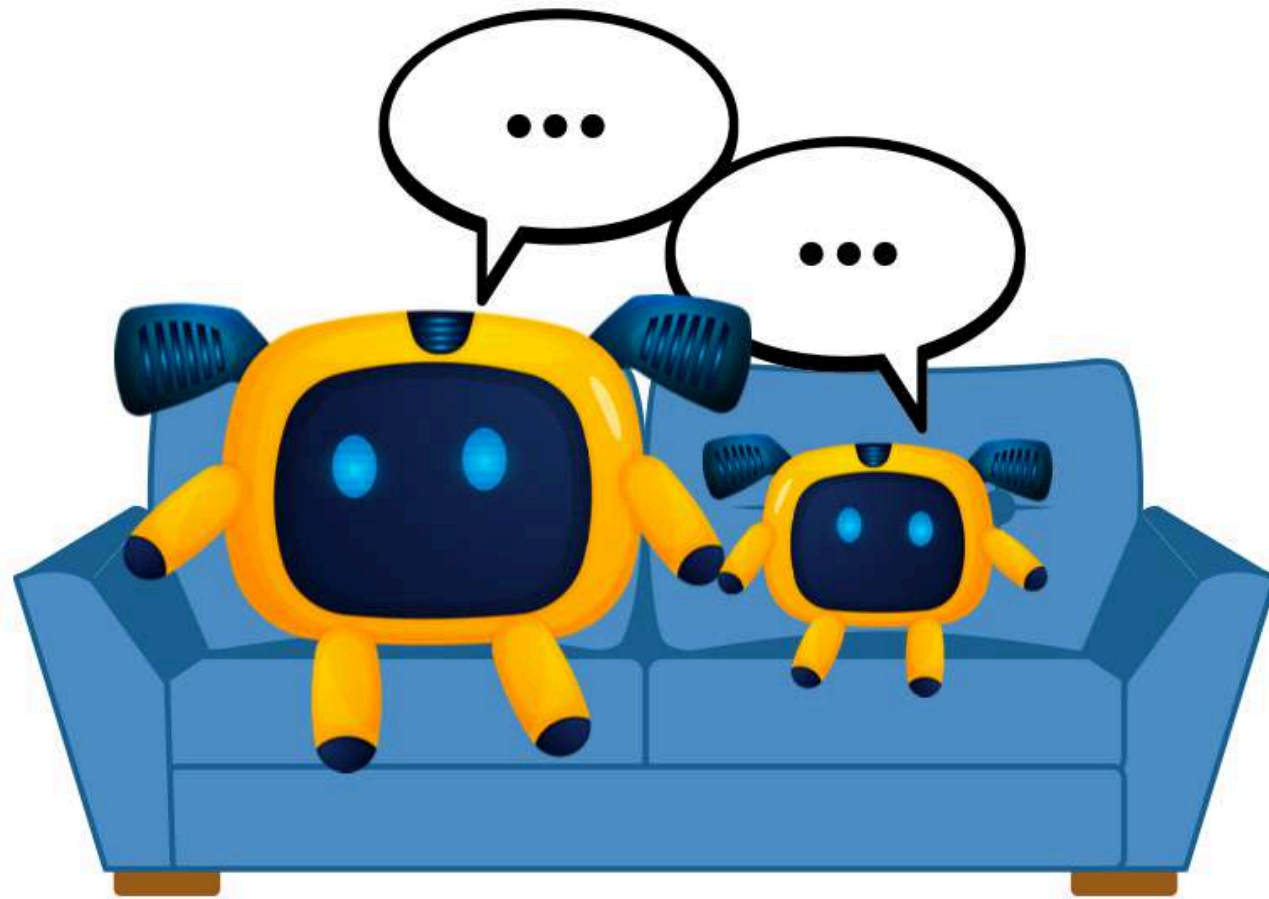
Q Digital Communications

Digital communications are all forms of communications that are digitally sent, received, and stored in online spaces or on digital devices. These include:

- Voice messages, photos, videos, comments, documents, text messages, comments or content in private pages or groups online.

DIGITAL SAFETY AND WELLBEING

KŌRERO TOGETHER



Fostering conversations with younger children about digital safety and the online world



© generationonline.nz
Anjela Webster

Digital Smarts

What children need to know



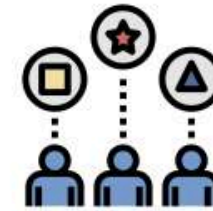
How I can use digital devices in safe and effective ways.



Understand ways I can take care of the digital devices I use.



The things I can do to look after myself and my body (e.g eye breaks, posture etc) when I use digital devices.



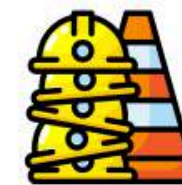
Understand that people make the tech. People break, remake, hack, and create the spaces I use online



How digital tech has/is positively impacting the world around me.



Understand that people are not always kind or safe online, and, I am responsible for my own behaviour online



The ways to keep myself safe when I'm online, including when I go on games or talk with friends online.



That it's important that I speak up if something online doesn't look right, feel right or someone does something that's not okay.



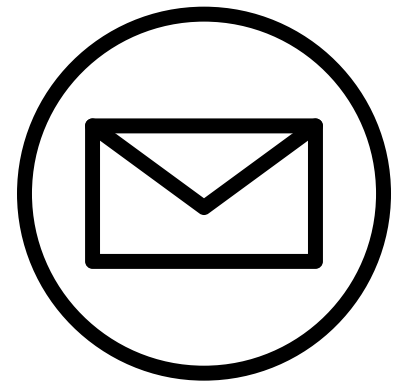
The steps I can take at school, home or wherever I might be, if something happens that's not okay online

Growing knowledge, skills, attitudes and values, resilience and wellbeing.

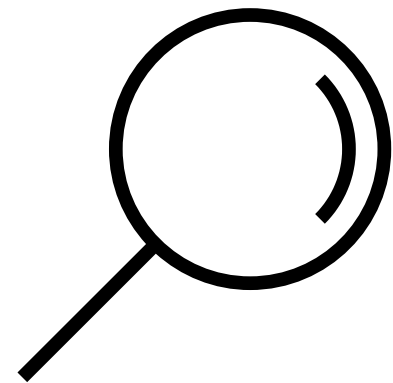
© Generation Online

YOUNG PEOPLE
CARE ABOUT
PRIVACY

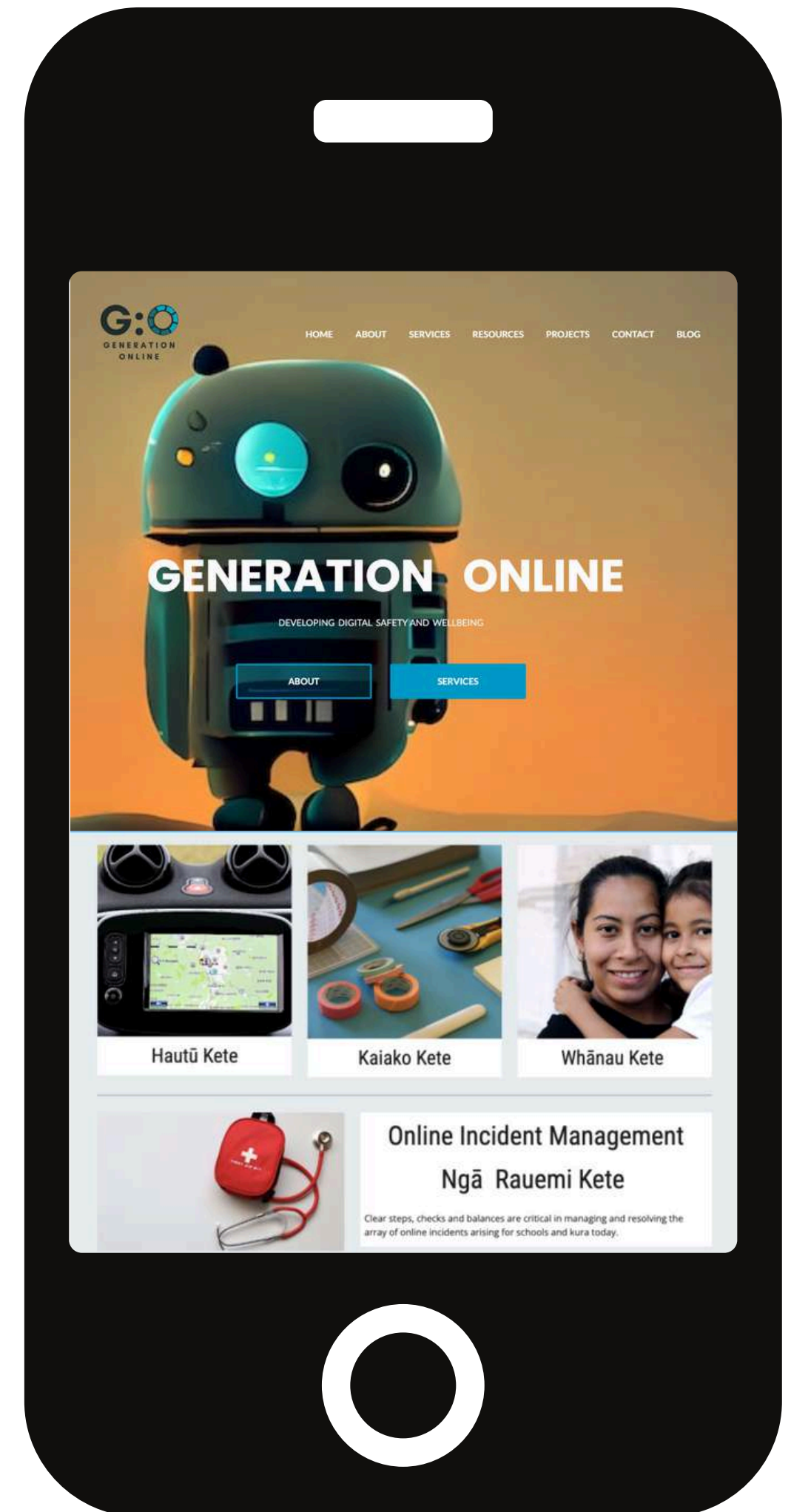
*but it's
complicated*

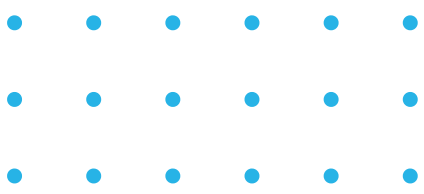


anjela@generationonline.nz



www.generationonline.nz





**Kia ora
rawa atu**



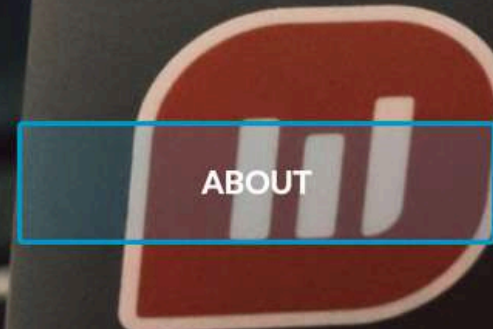


HOME ABOUT SERVICES RESOURCES PROJECTS CONTACT BLOG



GENERATION ONLINE

DEVELOPING DIGITAL SAFETY, FLUENCY, AND WELLBEING



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