## How to design with trust, transparency and control for young people

Exploring privacy and safety through co-creation



This guide presents the key findings from a series of Design Jams hosted by **Trust, Transparency and Control Labs (TTC Labs)** and feedback from a series of seven global roundtables with external stakeholders.



This guide is one part of a bigger conversation across society and industry about how to approach privacy and safety when designing digital products for young people.

Designing for young people presents many complex challenges, including raising questions around **how to build autonomy and confidence for young people (and their adult guardians including older siblings or grandparents) in using digital products that are safe, privacy-protective, and appropriate.** These challenges demand solutions that reflect an understanding of young people's unique needs, preferences, and vulnerabilities.

The content of this guide is helpful for both policymakers, who are developing guidelines and requirements at the government level, and product makers, who are building and evolving apps and websites.

At TTC Labs, we believe in the value of **co-creation between experts across policy and product.** The key principles and design considerations we highlight in this guide are inspired by the outputs from co-creation workshops, called Design Jams, that brought together experts and young people between February 2018 and September 2019.

The Design Jam outputs that feature as case studies in this guide are prototype design ideas: hypothetical explorations that are intended to highlight the complex trade-offs and decision making that occurs when designing for young people and the real-life scenarios they experience online.

This is a living document and future versions of this guide will reflect input from global policy and product communities. TTC Labs will continue to develop these principles, considerations and case studies, building towards industry best practices. Learn more about our research at **ttclabs.net**.



## Who are TTC Labs?

## TTC Labs is a co-creation lab that advances the user experience around data.

Initiated and supported by Facebook, TTC Labs drives collaboration between policymakers, privacy experts and technologists through design thinking. We build trust, and we advocate for transparency and control–for Facebook platforms and for digital services around the globe.

To date, TTC Labs has brought together over 200 industry and design companies in addition to 150 policy, academic and civil society organizations globally to tackle shared challenges. These challenges include notification and consent, explaining data concepts to different audiences, algorithmic transparency, privacy and digital literacy, augmented reality and designing for young people.

TTC Labs creates materials that anyone can use, adapt and replicate. We're publishing tools, practical guides and frameworks by synthesizing the patterns and insights produced at co-creation workshops called Design Jams to enable the wider community to collaborate on shared challenges. We are fostering collaboration and innovation in order to speculate on potential solutions.

Our aim is to focus on what people across the globe need, want and require from technology. We need to keep working together for a scalable approach to building trust, transparency and control into data-driven products and services. Our vision is to create meaningful experiences between people and data that are sustainable and equitable for all.

## What is a Design Jam?

A Design Jam is an interactive one day co-creation workshop on the issues of trust, transparency and control in the digital space.

These output-oriented workshops bring experts together to experiment with creating different methods and interfaces that put people at the center of how we design for trust, transparency, and control.

During Design Jams, product makers work alongside policymakers, academics and members of civil society organizations to solve proxies of real-world design problems. Through hands-on prototyping, these multi-disciplinary teams come to understand the complexity of designing for transparency, trust and control by co-creating alternative solutions.

The Design Jam environment fosters collaboration between different stakeholders. No single group has all of the answers, so it's a real opportunity to experiment together in a judgement-free way through co-creation methods that put people at the heart of the conversation.

This process demonstrates the importance of foregrounding privacy and safety concerns when designing digital products and making product decisions.



#### An authentic full-day Design Jam fosters multi-disciplinary collaboration

Our full-day Design Jam kicks off with a "discovery stage" to understand privacy and safety considerations through the lens of multiple subject matter experts. Then, we move into the "prototyping stage" where teams co-create solutions for today's pressing real-world privacy and safety issues.

# How we created this design guide

During youth-focused Design Jams, policymakers, product makers, and privacy and safety experts from civil society worked together to co-create the prototypes in this guide. The Design Jams took place in London (February 2018, July 2019), Washington DC (September 2019), and Sydney (July 2019). In Sydney, young people joined policymakers for co-creation. Over 75 unique organizations were represented at these youth-focused Design Jams.

We recognize that this guide only represents considerations for western young people. Covid-19 has slowed in-person global research and Design Jams in additional locations with experts and youth ambassadors. As we find working models to co-create virtually or reintroduce in-person engagement in Latin America, Africa, Asia and more, we will amend the guide, personas, principles and case studies.

The prototypes in this guide were all co-created by multidisciplinary teams using fictional mobile apps to focus their solutions. These fictional services represent popular apps used by young people in the regions we held the Design Jams and can be found in the TTC Labs toolkit. After each Design Jam, the prototype solutions were published onto our platform, developed into case studies and further analyzed for recurring patterns across our workshop series.

This resulted in the generation of three key principles intended to guide broader industry discussions about how to design with trust, transparency and control for young people and keep them safe and protected online. The design considerations and case studies for each principle are not intended to be comprehensive. Equally, as the prototypes are the output of co-creation sessions, each case study is not in itself indicative of best practice and is likely to simultaneously reflect more than one principle or raise conflicting perspectives when designing for young people. This open exploration of trade-offs, priorities and children's rights is key to moving the whole industry conversation forward.

Finally, in the Appendix of this guide, you'll find an outline of the future direction of TTC Labs in the space of designing for youth, alongside further thematic areas to be explored. You'll also find a checklist of design considerations across the principles as well as further design ideas and tools for engagement.

These Design Jams were focused on the privacy and safety needs of young people across digital services. You can explore TTC Labs Design Jam methods in detail within our open source Toolkit at toolkit.ttclabs.net.

## What's new in Version 2.0

#### Roundtable feedback

The draft guide was published in June 2020, and was followed by a series of seven virtual global roundtables to gather feedback and further develop the guide. We convened experts and youth ambassadors from UK & Ireland, Continental Europe, North America, Africa, Latin America, Australia & New Zealand and Nordics receiving real-time and written feedback. We've incorporated these findings into the second version of this guide and will continue to gather feedback in future consultations. In addition to the 75 organizations that participated at youth-focused Design Jams, a further 50 unique organizations were represented at these global roundtables in 2020. We also received written feedback from 11 organizations, including from young people.

#### Wider range of Personas

In version two of the guide, we have now included the entire range of personas we developed for the Design Jams in the guide instead of focusing on a subset that mapped to the case studies. The entire persona set reflects a broader range of family life including absent or uninterested parents or guardians, lower digital literacy, identity, mental health and challenges to wellbeing.

#### **Updated** Principles

The principles reflect the consistent themes that emerged from the Design Jams we've held so far. We have, however, clarified and expanded the principles to incorporate feedback. In particular, we have reflected further on the principles of maturity and empowering transparency and control. We highlight the burden associated with control and the complexity of parental authority. We also emphasise the rights of the child to engage autonomously in the digital world.

Additional, merged, or supplementary principles will be considered as we hold further co-creation Jams and new themes emerge.

#### **Roses & Thorns**

The case studies demonstrate the power of co-creation for further inspiration and development. On reflection, the design ideas contain potential areas of promise as well as drawbacks. So, for each case study we've now included an area highlighting the "roses" (positives) and "thorns" (negatives) of each prototype. This will ensure that we continue to openly spotlight the complex trade-offs and decision making that occurs when designing for young people and the real-life scenarios they experience online.





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# Why focus on young people?

For today's young people, who are under the age of 18 for the purposes of this design guide, technology has always been a part of daily life.

They are accustomed to good user experience design, they assume services will be responsive, and they want to be communicated to in language they understand. Their familiarity with digital products also means that their mental models around personal data can differ significantly from previous generations' mental models. Young people are considered to be digital natives—but that doesn't mean they're born experts at protecting their own privacy and safety online.

Policymakers around the world are increasingly advocating for stronger requirements when it comes to digital services that are used by young people. Legislative developments often emphasize the "best interests of the child" as a primary consideration, based on the UN's Convention on the Rights of the Child. The European General Data Protection Regulation (GDPR) mandates that children merit specific protection when it comes to how their data is used and how they should be communicated to. In the United Kingdom, the Information Commissioner's Office's Age Appropriate Design Code establishes that product makers should always consider children's evolving capacities, their best interests and the promotion and protection of all their rights. Similarly in Ireland, the Data Protection Commission's draft guidance outlines a number of fundamental principles that organisations should use to guide their work in enhancing protections for children in the processing of their data. In India, the government is debating new privacy legislation, which includes provisions relating to teens. In the United States, the government is considering a variety of proposals on children's privacy at both the state and federal level. In Australia, the eSafety Commissioner published Safety by Design Principles.

Designing for young people presents many complex challenges. It raises questions around how to build confidence for young people and their guardians/those with parental responsibility in using digital products that are safe, privacy-protective, and age-appropriate. These challenges demand solutions that reflect an understanding of the unique needs, preferences, and vulnerabilities of this population. Young people are rarely consulted extensively on their preferences. As such, few products are genuinely designed to factor in young people's views or needs.

#### What we mean by...



Trust

Building sustainable relationships between digital services, the young people who use them, and their parents or guardians.



#### Transparency

Designing product experiences that are open and encourage young people to understand data collection.



#### Control

Designing product experiences that empower young people with tools to manage their information and identity.

# What's in this design guide



#### A Young Person's Digital Journey

The key stages of a young person's digital journey	p.9
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Our personas	p.10
TTC Labs developed proxies of young people for co-creation at Design Ja	ims



#### **Key Principles**

Based on digital prototypes that were co-created at TTC Labs Design Jams across the globe, three key principles emerged. Each principle is accompanied by privacy and design considerations that can guide decisions for both policymakers and product makers.

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# A Young Person's Digital Journey

These are the key stages of the digital journey for a young person.

These stages reflect experiences that we introduced and were discussed at Design Jams, one of which directly involved young people. We are illustrating these experiences in this guide with the prototypes co-created at Design Jams.

The focus is on real-world mobile experiences and not on other devices like gaming systems. These experiences are by no means the only interactions that a young person might have with a digital product. Neither are the stages necessarily linear. As this work evolves we expect more stages and touchpoints to be added.



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#### Pre-Sign up

As a young person I consume content and lead a rich digital life before I can officially sign up for things. This can be independent from, with or through others.

#### Sign up

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As a young person I am likely to provide my personal details to sign up to a digital product and not give much thought to the privacy and security implications of sharing personal data. I might sign up for things recommended by friends...if my friends are using it, then it might be good for me!

As product makers or policymakers, there is a responsibility to create and support digital services that, during sign up and beyond, provide information about data practices to young people, making them aware of why they are being asked for that data and what it's used for."



#### **Consume content**

As a young person I enjoy consuming content online including video, images and articles across a variety of digital products.

As product makers or policymakers, there is a need to ensure that young people are only exposed to content that is appropriate to their age, also guiding them to consume responsibly online.



#### **Create and share content**

As a young person, I am creating and sharing a range of content from my own life. This content, and who I wish to share it with, changes as I mature.

As product makers or policymakers, there is a responsibility to guide young people towards privacy and safety-conscious online behavior by helping them to consider what they are sharing, with whom, and the consequences.



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#### Interact with others

As a young person a lot of my social life is online.

As product makers or policymakers, there is a responsibility to make sure these interactions are safe and private by default. There is also a need to know whether the services used by young people have policies and tools to moderate their experiences, like reporting and blocking inappropriate interactions.



#### Remove or edit content online

As a young person my identity is likely to change and grow. It is important to me that I have control of my identity and preferences online.

As product makers or policymakers, we have a responsibility to allow people to have control of the data that is stored and makes up their online identity.



## Using Personas To Guide Design

TTC Labs develops personas for Design Jams, so that each team can keep the needs of real people in mind while working through their challenges. Using personas is a common tool in design to focus product makers on being people-centered instead of technical or implementation constrained.

The personas you'll meet in this guide were designed to specifically highlight situations that arise in young people's lives in the UK, US and Australia. For example, what does a 10-year-old want from their online creation tools? How does a 16-year-old ask for more independence? How does a young person feel in these moments? How do parents or guardians feel?

These personas are not comprehensive of all possible behaviors. They are fictionalized composites of behaviors observed in research, focusing on what behaviors and backgrounds are common among young people in the UK, the US and Australia. The scenarios and demographic diversity reflect a bias associated with those locations and the lives of children in those geographies, and by definition, they omit young people with significantly different childhoods in other geographies. Additionally, unlike the personas in this guide, parents/guardians aren't always engaged, and their interests aren't always aligned with those of their children.

TTC Labs is continuing to build a collection of personas that better reflect a broad range of diverse global viewpoints and experiences of young people.



#### **Developmental Groups**

While children tend to develop privacy awareness and literacy as they grow, their needs and readiness cannot be described by a single progression of ages and stages. Developmental experts, parents, and children themselves, recognize that maturity and needs vary between individuals. Conventional age groupings, and associated transitions, are governed by a range of cognitive, emotional, social, and cultural factors that vary between individuals, locations, and periods of time.

The developmental groups offered in this guide are an outline of transitions observed in research with children in the US, UK, and Australia. The overlap with the age-bands listed in the UK's AADC. We offer these groups as a way to highlight the range of needs and experiences that should shape a product's development.

Across markets, these general considerations should be supplemented by attention to local legal frameworks and the life experience of diverse groups. For example, children in households where no one else is proficient in locally dominant languages may take on the roles of older devices users when they act as translators for parents and siblings.



#### **Earliest Explorers/Young Kids** (Pre-literate and early literacy )

#### **Relevant tech:**

Connected smart toys, a first tablet, or a combination of devices borrowed from and used with others. Devices belonging to the household like voice assistants or video calling devices.

Because they tend to borrow or share accounts and devices, the privacy of infants and very young children is often shaped by the behavior of others. Even so, very young children can lead the household in discovery of new features, particularly on products, such as voice assistants, for which literacy is not required.

#### Evolving considerations:

Voice and graphic interfaces increasingly decouple app and device use from literacy, allowing kids as young as three to autonomously navigate digital worlds. Remote schooling has upended previous limits on device use in many households leading to potential shifts in the age and nature of product use.



#### Ages 6-9

#### First Solo Users/Kids (Core-primary school)

#### **Relevant tech:**

Connected smart toys, tablets, gaming consoles, smart watches, and devices borrowed from others. Devices belonging to the household like voice assistants, or video calling devices.

Members of this group may already be aware of the basics of safer internet use. Many receive education in online safety at school and may be able to follow short voice or video explanations of product functions and appropriate use. Members of this group are often willing to seek help from parents or other adult guardians in response to trouble.

#### **Evolving considerations:**

As children move through this age band, parents and guardians often wrestle with the work of digital supervision and questions about how to offer age-appropriate autonomy. Location tracking by parents/guardians, oversight of screen time and control over age-appropriate content are often in play.

#### Ages 10-12

#### **Transitional Users/Tweens**

#### **Relevant tech:**

Some have a first phone, first laptop, in-room voice activated devices, gaming consoles, smart watches, web search, and online gaming.

This age band is often introduced to more complex concepts of safer internet use through formal education at school. They may also learn about digital identity management from older siblings and friends. Even so, members of this group may struggle to identify risks or access the trustworthiness of content. Many may still view guardian support positively even as they begin to seek greater autonomy in their digital lives.

#### **Evolving considerations:**

As children move through this group, parents & guardians continue to wrestle with enabling autonomy and 'life' outside the family with friends, hobbies, and sports groups. Location tracking by parents/guardians, oversight of screen time and control over age appropriate content are still in play.



#### Newly Autonomous Users/Early Teens

#### **Relevant tech:**

Diversity in culture, socioeconomic status, and family location add significant complexity to the developmental readiness and needs of teens. Members of this group are likely to explore interests through content, develop moral reasoning through conversation, and seek shared experiences with peers. Early teens are likely to learn about products and seek support from peers and older siblings.

#### **Evolving considerations:**

Communicating with peers is an important part of adolescent development and one teens may rely on for advice, guidance, and development. Teen interactions aren't limited to words, emojis, photos, memes, GIFs, videos, likes, and music can play a prominent role in teen interactions. Early teens may struggle with impulse control, peer pressure, and assessment of potentially harmful or risky behavior.



#### Nearly Adult Users/Older Teens

#### **Relevant tech:**

While older teens share many of the same developmental considerations as younger adolescents, they often have greater autonomy: increased opportunities for work, freedom (to learn) to drive, and greater diversity in roles and relationships. Developing autonomous digital lives may play a role in preparing them for the responsibilities and privileges of adulthood.



#### Meet the Personas used in Design Jams



#### Kai (9) & Tola (37) - Texas, USA

"Games are a safe place for kids to be kids, aren't they?" - Tola

Kai and Tola are mother and son. Kai is in elementary school, loves playing sports and riding his bike. He plays basketball and really loves when his mom and dad come to watch. Tola is a sports-mad mom fan, who loves watching her kids play basketball and her beloved Texas Longhorns. Kai is her oldest kid, and it's hard to keep up with everything he does! She wants to keep him safe online, and in the everyday world. Kai loves gaming in the console and seems to get a bit more freedom to play by himself, versus using the Mac or iPad. Mom isn't paying as much attention to the console as she's not a gamer herself.



#### Elsa (11) - Dublin, Ireland | Sacramento, CA

"I mean, it's me, in the video. Don't I get a say who sees it?"

Elsa is an accomplished gymnast who trains 25hrs per week and competes in regional and national competitions. She's been a gymnast since she was 2yrs old and her mom has captured (and shared) every medal, celebration and failure along the way. Elsa is about to go into Secondary school and she's already nervous as she's much smaller than many girls her age. She's also concerned that if her classmates find her online gymnastics photos it might encourage envy, or even bullying. She just wants to make new friends.

A variation of this persona was created for the US Jam in Washington DC with a different location and photo, but essentially all the same perspectives and privacy concerns.



#### CeCe (12) - Nebraska, USA

"I'm figuring out the kind of person I want to be."

Since she was about 5yrs old, CeCe has adamantly shunned anything that conforms to gender stereotypes. She's happiest playing her guitar, training her dog to do tricks and wearing her Converse chucks and a hoodie - they are comfortable! So far, she's not had too many problems at school - she's pretty resilient and comfortable in her own skin. CeCe is a huge fan of the TV show Andi Mack, which follows 13yr old Andi as she attends middle school. It's the first TV series CeCe's seen that features a gay main character. CeCe regularly writes songs and stories, but under a different name as she thinks that's cool. She watches videos online of other kids who play their own music.



#### Jay (13) - London, UK | Baltimore, USA

"I don't know why free Wi-Fi needs my mobile number."

Jay is a typical 13yr old boy who loves football and playing on his friend's game console. Due to recent family turmoil, he doesn't have a stable living situation so spends lots of time with friends. His friend's dad lets them use the computer and the games console with little supervision. He has an old phone, but there's no extra money to have a data plan. He uses free Wi-Fi whenever he can and often has to give out his personal information, but he doesn't really think about it - he just needs Wi-Fi.

Variations of this persona were created with a different location and photo but essentially all the same perspectives and privacy concerns.





#### Connor (14) - Donegal, Ireland | Florida, USA

#### "I have my own ideas about me and the right to define myself"

Connor has had mental health challenges since he was 8 yrs old. He goes through periods where he can't sleep, worries and feels just a little hopeless about life. Right now, though, he feels ok. Connor regularly blogs about gaming and mental health but under a different name as he experienced people trolling him last year.

As an only child, he's built up many friendships while playing online games but also has a large group of friends at school. He's considered outgoing and quirky (he's the biggest fan of retro TV shows) but sometimes that makes him a target of bullies.

His parents have always put pictures and stories of him on the internet, which didn't bother him. Now he doesn't like it.

Variations of this persona were created with different locations but essentially all the same perspectives and privacy concerns.



#### Bella (16) - Sterling, UK

"I'm still 'officially' too young for most things, but it doesn't really stop me."

Bella is an active member of her school and local community and is especially civically engaged around climate change. Much of the conversation or organising of climate events takes place on social media.

Even though she feels like a young woman with purpose, she still sometimes suffers from anxiety about fitting in with her peers. She knows she's not always invited to parties and seeing photos of her friends doing things without her affects her confidence. Her friends, who are a little older than her, have been playing with dating apps and one recently met a guy.

Bella is hyper aware about her privacy and security. She never shares her location on any app and is usually the one changing the settings on her friends' phones to be a bit more safe.



#### Farhan (17) - Preston, UK

"I don't think a college admissions person would appreciate what my friends post online."

Farhan is completing his A-Levels exams and living with lots of stress at home. He is a practicing Muslim and does a weekly visit to the local mosque. He will be eligible to vote for the first time in the next election. Day to day, he feels people are viewing him differently because of his ethnicity, and the political rhetoric in the news makes things more difficult.

Farhan is interested in photography and follows other photographers on social media. He also uploads his photos to a stock image site, despite knowing he's supposed to be at least 18 yrs old to join. Still, it's easy money - every time a customer buys an image he gets paid.

Farhan cares a lot about his image online and wants to be in control. A potential employer might search his name, and then find pictures and info that Farhan would not be happy to be associated with anymore.

# **Design Principles**

Each prototype inside this guide was co-created by a real multidisciplinary team at Design Jams around the world. Later, the TTC Labs team synthesized those designs into more robust case studies, further analyzing the patterns that kept emerging.

TTC Labs ultimately generated the three principles, outlined below, which are the subject of the three sections of the guide. The design considerations for each principle (see Appendix) are also the result of analysis from the TTC Labs team.

The intention is to structure further dialogue in this space and ask critical questions based on learnings to date-rather than create a comprehensive framework for how to do things "correctly," for example.



#### Design for different levels of maturity and evolving identity

Accommodate different age ranges and levels of maturity within the same age group. Design for young people to evolve and explore their own distinctive identities.



# Empower with meaningful transparency, control & autonomy

Give young people transparency & control over their own data and its impact on their lives. Design for complex family relationships and increasing autonomy.



#### Provide data education over time

Speak to the distinct needs of young people to illustrate the fundamentals of online safety and privacy. Design continuous, proactive teaching moments to demonstrate how data works.

# Design for different levels of maturity and evolving identity



Accommodate different age ranges and levels of maturity within the same age group. Design for increasing agency as young people evolve and explore their own distinctive identities.



# The Challenge

Designing digital products for young people is challenging as there are significant biological, maturation and identity changes happening simultaneously as they grow up. Designing for young people is designing for change.

Age is currently the single universally recognized attribute that separates children from adults. There are millions of people online, however, who don't have the means to prove their age and official "verification" is a complex topic. Young people rarely possess a widely-accepted legal method, e.g. a driver's license, and services need to limit the gathering of sensitive data from minors. Maturity models may also increase data collection & processing. There is no simple digital answer, and industry has yet to achieve common best practices.

Most importantly, purely using age doesn't take into account important maturity signals including emotional maturity, digital literacy, and cognitive ability as markers of privacy and safety knowledge. Parents or guardians are often in the best position to evaluate if their child is mature enough for certain online experiences. However, care needs to be taken to balance the best interests of the child as they mature and become more autonomous from parents or guardians. Additionally, we need to consider situations where there is neglect or undue control being placed on a young person by a parent or guardian.

In order to provide appropriate experiences for young people, services must provide tools that account for maturity differences and evolve with young people so they can apply special measures accordingly.

How might we leverage product design to offer young people appropriate protections while continuing to measure progress on that continuum of age, emotional maturity, digital literacy, cognitive ability and evolving identity?

#### Design considerations

LEVERAGE CONTEXT	Does the age assurance process continue over time, beyond a single check at sign up, based on the young person's age?
DESIGN THOUGHTFUL GUARDRAILS	<ul> <li>Are you preventing underage users from accessing your product? How?</li> <li>If you have any age-specific guardrails in your product, have you considered explaining to young people why their product experience might be different from someone else's experience?</li> </ul>
SUPPORT AGENCY & CHANGE	<ul> <li>Does your data privacy and safety education evolve easily as a young person matures?</li> <li>Is there a way for young people to adjust their experiences and settings as they mature and evolve their identities over time?</li> <li>Do you provide guidance for any user-generated content created by young people? Does that guidance change over time?</li> </ul>



#### How might we explore the adaptiveness of interfaces based on a young person's level of maturity, evolving identity and their safety and data literacy?

In February 2018 a London Design Jam team co-created a solution for Jay using Friendlee – a fictional social app used to share photos, videos, messages and channels based on interests – to explore these ideas.



**Jay (13)** Jay is a typical 13yr old boy. Due to family turmoil, he doesn't have a stable living situation and spends lots of time with friends. He's playing less football than before and is getting more into video games on his friend's console.

#### In Context Data Prompt

Instead of relying on Jay to seek out data controls to adjust his online presence and identity, the Friendlee team attempted to bring these controls into a context that was familiar to Jay.









The team co-creating for Friendlee proposed an 'ephemeral story format', an experience already embedded in the app, to educate Jay to understand and make choices about his content as his identity changes without having to actively look for data settings or deletion. Jay has used Friendlee for nearly a year, so it prompts him with a 'data story' in the ephemeral format. This story is about an interest that Friendlee identified - football - with the story showing content and actions that have made Friendlee believe he likes football.

#### DESIGN FOR DIFFERENT LEVELS OF MATURITY AND EVOLVING IDENTITY



As a young person matures, their identity can evolve significantly. As their self-image changes, their online identity might sometimes lag behind. It's important to give them the opportunity to review their online presence and make informed decisions about whether or not it still represents how they want to be perceived.

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At the end of the story, Jay is asked about his interests using simple, conversational language. The language around the actions is purposely kept human and is based on self-reflection, not on a technical process like 'delete this data'. <text><text><text><text><text><text>

Jay is able to take control of his data without having any knowledge of activity logs or data settings. Instead, he can reflect on it in the context of his own self-identity in a familiar way.

#### Prototype Critique

#### Roses 🎡

- Jay can make choices about his content without having the knowledge to to actively look for data settings or deletion.
- Proactively gives Jay the opportunity to adjust his online presence and identity as he moves through ages and stages.
- Using language and format familiar to the app makes the data conversation feel natural rather than forced.

#### Thorns $\mathcal{V}$

- This format could unwittingly surface content or memories that are sensitive or harmful to a young person.
- This feature doesn't necessarily inform Jay about how Friendlee identifies his interests and the way in which data from other parties may be used to drive the service.





#### How might we explore the adaptiveness of interfaces based on a young person's level of maturity, evolving identity and their safety and data literacy?



Level 0 Sheltered Level 1 Assisted Level 2 Open



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#### Interact with others

Instead of attempting a one-size-fits-all approach, the Friendlee team attempted to shape the content and functionality available to people like Bella through a scale of maturity and tech literacy rather than just age, thereby protecting individuals that might not be ready for a broader range of content.





The team co-creating for the Friendlee app proposed a maturity scale that allows the product to categorize people at different levels that range from sheltered interactions — where the use and sharing of personal data is limited to basics — to a more open and flexible set of tools as young people gain maturity and understand the implications of their online actions. The team also explored using behavioral data rather than claimed age to help discern when a young person might have matured.

With any account restrictions it's important for services to be open about functional limitations. The design includes an inline notification to explain to the young person the reason for limiting access to, or creation of, certain content. This example limits Bella's ability to see a shared location from someone who isn't in her immediate family network.

#### Roses 🍄

- Friendlee uses different data sources to establish age bands that are appropriate to the risks posed and service needs
- With any account restrictions it's important for services to be open about functional limitations
- Not excluding children from services they find interesting is preferred to a blanket ban unless the content is restricted to under 18. Age appropriate safeguards need to be in place for all ages within an app

#### Thorns $\forall$

- It is unclear how the system categorizes people at different levels of maturity and how Bella can rectify or adjust any mistakes
- The design includes an inline notification to explain the reason for limiting Bella's access but doesn't add a control or link to explain the restriction further
- Maturity models may increase data collection & processing of sensitive data for low value exchange



#### Here's another idea

Bella sometimes experiments with digital services that she's too young for, like dating apps. A Design Jam team co-created a solution for Bella using Bae, a fictional dating app for over-18s that matches people based on their shared interests and finds people who have mutual friends.

The team used facial recognition as part of their solution. Uploading photos is a normalized behavior for a dating app, so Bae builds on and complements this experience to prevent access to underage people, providing options for Bella to verify her age.

#### Roses 🗇

- The solution respects data minimization principles by using information already provided instead of requiring additional documentation to verify age.
- Bae does a nice job of using conversational language that highlights safety considerations and gives Bella several different options to confirm her age before full access is granted.

#### Thorns $\forall$

 Using facial recognition to kick start the age assurance process may not always be the right solution for all services based on the practice of data minimization, and should be considered as part of a suite of different options.



#### How might we encourage young people to be honest when self-reporting their age in a way that feels fun and non-judgemental?

**In September 2019, a Washington DC Design Jam team** co-created a solution for Jay using Loco, a fictional social app where people share images, videos and Augmented Reality (AR) masks directly to friends or into a feed.

Young people will sometimes lie about their age in order to join online communities. Many apps, including Loco, require people to be at least 13 years old, but there is currently no simple solution to verify age. To effectively do so, digital products need to utilize a combination of methods to gather information for the purposes of maintaining the integrity of their service. At the same time, there is a need to balance the amount of data collected through age verification methods because it presents a privacy risk.

The co-created solution for Loco incentivizes young people to complete multiple levels of age verification at sign up while utilizing aspects of gamification. The information gathered through different methods increases the service's ability to verify the reported age, and it also helps to create a custom AR mask for the young person. <text>



**Jay (13)** enjoys gaming and social media, but given his insecure housing situation, he uses free WiFi a lot and only gets to use gaming consoles at his friends' homes. He has no idea what data is being collected about him and why companies would want his data.



#### Sign up

The Design Jam team used the moment of Sign Up to consider how Loco might onboard Jay and verify his age.





#### DESIGN FOR DIFFERENT LEVELS OF MATURITY AND EVOLVING IDENTITY



The first step of an age verification process involves age estimation powered by facial recognition technology.

LOCO		
ool Grade		
So we ca accurate are you i	n guess mo ly, what gr n?	ore ade
Select a grad	de level	•
~		Done
(	6th Grade	
7	th Grade	
ξ	8th Grade	
	9th Grade 10th grade	

If Jay is identified as clearly over the age of 18, he will never see the next step. If he is estimated to be under 18, he must verify his school year.



The age guessing flow is a fun step-and it also secures a data point that Loco can test against in the upcoming step about date-of-birth.



The app is able to test the most obvious data point against all previously gathered data. If the data does not match up, it will not allow the person to create an account.



Once Jay has successfully verified his age, Loco will unlock access to a custom AR mask Jay built previously, giving him a quick but entertaining gamified experience in return for accurate information.

#### Prototype Critique

#### Roses 🇇

- Making the age guessing flow a fun step can also secure a data point that Loco can test against during date-of-birth confirmation
- The use of gamification to incentivise childrer to be honest about their age online is a valuable consideration

#### Thorns $\checkmark$

- Products and services should limit the collection of sensitive data - biometrics and geolocalization - from the outset
- Although the use of facial recognition is tempting it may be excessive to the purpose for which it is being processed to participate in a lightweight game. Consider alternative age assurance options for minors.





How might we strike the balance between a parent or guardian's desire to restrict certain content and the reality of a rapidly changing parent-child relationship as a young person matures?

In February 2018, a London Design Jam team co-created a solution for Jackie and Kate using Tivi, a fictional subscription service for watching TV, movies and video content. Tivi produces original content and provides access to content from the world's leading producers.



Jackie (44) & Kate (14) are mother and daughter. Jackie is unsure how to help manage her daughter's life online. She feels it is her duty as a parent to keep her safe and that she should do more, but sometimes doesn't know where to start. Jackie uses the "stop and search" method on Kate's phone, but later feels guilty about it.

Kate is on social media and video streaming apps a lot. She uses different services with friends than she does with family, to keep them separate. Kate is perfectly capable of making decisions for herself online and in the real world but it's hard to tell her much to "back off" without hurting her feelings.



•

#### **Consume content**

Designing for young people may also mean designing for their parents or guardians, depending on the context and the age. Parents may want to restrict access to certain kinds of content, especially video content, and expect fast guardrails-and make exceptions from time to time, too.

There's a balance to strike, however, as young people have the right to access information, and need the space to develop autonomy within clear and appropriate boundaries. The challenge is to keep young people safe while allowing them the freedom to learn and grow.

#### DESIGN FOR DIFFERENT LEVELS OF MATURITY AND EVOLVING IDENTITY



Tivi allows Kate to ask for permission directly through the app whenever she wants to watch restricted content. This gives Jackie the flexibility to make decisions on a case-by-case basis and opens up a space for in-person discussion.

Highlighting content restrictions, and allowing Kate to push back against them, leads to increased awareness about online safety and age-appropriate themes. In this case, Kate is able to review the limitations set by her mom, thereby encouraging more transparency both offline and online.



Kate is blocked from viewing the content and is prompted to ask for a parent or guardian's approval for this specific piece of content.



After asking for permission, Kate has full visibility and can see exactly what kinds of content are currently off limits.



Kate can learn why this piece of content is restricted and in this example, it's restricted because of movie rating.

There are issues to consider around whether permissions can be grouped to make life easier for parents/guardians, as well as questions around whether they are ever quick enough to respond in the eyes of young people.

#### Roses 🇇

- The solution considers the changing relationship between parent & child as Kate matures. It grants
- Kate a greater level of autonomy while still providing clear and appropriate guardrails
   In-person conversations about data & privacy are facilitated through the app

#### Thorns $\forall$

 The ability to skip when confronted with a parental control fails to address the conflic about content restriction



## Checklist of Design Considerations

When designing for young people, privacy and safety must take priority over all else. To support product creators, we've put together a checklist of helpful questions. We've additionally grouped the design considerations into useful clusters that emerged, reflecting that there is productive interplay between all three principles.

This isn't a comprehensive list-rather, it's a tool designed to promote critical thinking and inspire good practices. The questions have been inspired by patterns that continue to emerge during co-creation sessions with experts on the specific topic of safety and privacy for young people.

You may not find every question relevant, but hopefully a few of them will inspire crucial conversations. Those conversations, in turn, will help you build an evolving list of human-centric best practices for your product.



# 2 Empower with meaningful transparency, control & autonomy



Give young people visibility over their own data and its impact on their lives. Design for complex parent or guardian relationships - providing transparency and control for safety and privacy while enabling a child's right to autonomy.



# The Challenge

#### EMPOWER WITH MEANINGFUL TRANSPARENCY, CONTROL & AUTONOMY

Young people can be sophisticated online, often managing several apps at once. They adapt the way they present themselves, communicate with others, and share depending on the context and audience as they mature.

However, handling complex controls can be overwhelming and a burden as data processing practices are complex, opaque and don't explain the effect on their content, general experience or long term consequences. Bad experiences on services can have a big impact on young people and their wellbeing, and poor controls make that more likely. During a co-creation session in Sydney, for example, youth participants sketched ideas to manage their online lives in a way that mirrors how they manage their offline lives. Whether adding and blocking friends or posting and sharing content: there is a need for intuitive, fine-grained control.

As digital interactions become more complex, product makers must find new ways to make sure that managing their online lives doesn't become a burden or source of anxiety or threat to their privacy and safety. Digital products can support young people in making safe choices within healthy guardrails. While young people deserve the tools to sufficiently look out for themselves and for their peers online, digital products must consider that children have complex relationships with friends and teachers as well as siblings and other family members including parents or guardians. Products and services need to accommodate this wide variety of relationships. In what circumstances can a young person give consent? When are they cognitively ready to be both informed and empowered given the impact of data privacy and safety considerations? When and how do you involve an adult in the process over time? What kind of interactions might arise between adults and teens as a result?

Additionally, parents/guardians may not be able to play the role of 'data guardian', may not want to play the role or may take unwanted advantage of the role, so we need to empower young people with guardrails and support to facilitate their best interests towards safe and increasingly independent interactions online.

As product makers we need to ensure that a bias towards the real or perceived needs of parents or guardians to give parental consent, for example, does not inadvertently make young people more vulnerable or restrict their experiences. We need to strongly consider the best interests of the child as the guiding principle even if young people are providing self-consent.

#### **Design considerations**

Is it easy for young people to make LEVERAGE choices about what data they share and CONTEXT with whom? Do you surface data controls in the context of where the young person's data is being used, and are the controls easy to understand and use? If you provide adults with the ability to DESIGN monitor online activity, do you provide THOUGHTFUL transparent, age-appropriate information to **GUARDRAILS** the young person about what's happening? Do your safety and privacy controls reflect complex relationships and preferences, including family dynamics, and edge-case

situations?

SUPPORT AGENCY & CHANGE Can young people revisit their privacy and safety decisions over time?

Can young people become more "private" or "public" at their own discretion? Do you guide them to make decisions in line with their own personal goals and risks?

How do your parental controls evolve as the young person matures?



#### Vidi case study

### How might we provide content controls as a young person's online behavior, identity and personality evolve?

In July 2019, a London Design Jam team co-created a solution for Farhan using Vidi, a fictional free service for videos that creates automatic, curated feeds based on trending and popular content.

The solution outlines how personalized services might build flexibility into contextual controls to modify experiences.

When turning on or off Vidi's access to some inferences, Farhan can instantly observe how this affects his feed. This granular control mechanism allows Farhan to experiment with different feed experiences, potentially increasing his understanding of the use of data on the service. He can assess trade-offs by toggling these controls, undoing his actions if unsatisfied with how it impacts his feed.

> **Farhan (17)** is a digital native who grew up online, and is now on the cusp of adulthood. He wants control over his own online identity, especially when it comes to things he liked and shared when he was younger.

> > Prototype Critique



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#### Remove/edit content

The Design Jam team explored how Farhan could customize his experience by controlling the information Vidi used to drive his content.

By proactively explaining why he sees current content and providing him easy controls in context, it encourages Farhan to make choices as his identity evolves without having to actively look for content settings or deletion.

#### Roses 🅸

- Turning on or off Vidi's access to data can be instantly observed on the content feed. Assessing the trade-offs in place makes it easy for Eachern to weigh the benefite and consequences of his actions.
- This control mechanism may allow young people to enjoy mor
- relevant experiences and increase their understanding of data.

#### Thorns $\forall$

- There could be significantly more elements and inferences that make up the AI decision that recommends content to Farhan, which would complicate transparency and control efforts.
- Turning personalization on and off isn't simple as there are many factors at play. Farhan's choices may affect Vidi's ability to provide a unique, relevant and tailored service. Reducing or removing personalization would impact user experiences and data-driven services generally.

#### Acclaim case study

How might we provide content controls as a young person's online behavior and preferences change?

A Design team co-created a solution for Farhan using Acclaim, a fictional company that acts as a third party data provider for companies who use customer data in online advertising.

There's a new function on Acclaim's website that enables people to review and edit their data. Interests can fluctuate over time, especially for young people. This feature is based on the understanding that interests are very rarely something you turn on and off, but rather shift and change gradually.

In this example, someone can review a data visualization overview that explains the complexity and nuance of someone's interests in a single glance. The team used simple primary coloured blocks and suggested that they can be re-sized by young people to change their preferences, which would accoordingly alter their experiences of ads on other services.

#### $\diamondsuit$ Behind the Data <sub>by Acclain</sub>

Religion

Education

Load mo

Football

Here is what we think you're interested in based on your online activity





Finance



# How might we enable frictionless consent and decision-making experiences for both parents and young people?

In Feb 2018, a London Design Jam team co-created a solution for Jackie and Kate using Garms, a fictional online fashion retailer that hosts a marketplace for peer-to-peer resale transactions. In order to provide this marketplace service, Garms needs to store sensitive personal data from young people (like a copy of a passport or driving license) and occasionally share sensitive personal data (like a mailing address) with other people who use the platform.

When and how do you involve an adult in the consent process? This question is particularly relevant when designing an online marketplace where real money and real strangers are involved. The most crucial interactions on Garms revolve around the parent or guardian giving consent for a sale or purchase. The challenge is to keep the young person empowered throughout the process.

Garms imagines a peer-to-peer marketplace that is designed to enable trust between the young person and the parent. The flows strike a balance between creating a fun experience while giving the parent confidence that their child is safe on the platform.





Jackie (44) & Kate (14) are mother and daughter. Jackie is unsure how to help manage her daughter's life online: she's not always consistent and feels guilty when she's too controlling. While still relatively naive, Kate has started to push for more autonomy and wants to access the same goods and services that her friends can.







Garms sends an alert to Kate about their potential buyer and she is prompted to approach a parent or guardian for approval.



By using the fingerprint functionality that already exists on most phones, Garms facilitates a real-world conversation between Kate & Jackie and encourages transparency in their relationship.

As with the TiVi prototype, there are issues to consider for this Garms solution around whether permissions can be grouped to make life easier for parents/guardians, as well as questions around whether they are ever quick enough to respond in the eyes of young people.



After the sale is approved, Garms reminds Kate about her personal data and who has access to it.

#### Roses 🍄

The solution invites real-life conversations between mother and daughter about data privacy and safetyMarketplaces are often age-gated due to the nature of the buying/selling and the physical contact needed. The teen solution expertly protects them within the product by ensuring it is designed with young people in mind.

#### Thorns $\forall$

- Collecting and storing sensitive data from minors, such as a copy of a passport or driving license, should be considered carefully.
- Not all parents may be available, or in a healthy, positive relationship with their child.

Prototype Critique



#### How might we enable frictionless decision-making experiences for both parents and children?

A Design Jam team co-created a solution for Connor using WayToGo, a fictional journey planner which uses live data on various transport methods-walking, cycling, bus, tube, rail, tram, ferry and taxi-to plan the best route to a destination. In order to provide the service, WayToGo is powered by location tracking and keeps a record of your trip data.

Young people have a good understanding of the safety concerns around location data. They are willing to share their location data when they understand how it will be used and how it can benefit them. Way2go created a Safe Mode feature that lets parents watch their children arrive home safely, especially after dark.

Way2go optimizes the location sharing experience for empowerment by offering complete transparency to the young person, who is also in charge of customization options.



(he's the biggest fan of retro TV shows) but sometimes that makes him a target of bullies.

His parents are a little overprotective of him as he's an only child. He's conscious of his safety from bullies especially if he's out at night





#### EMPOWER WITH MEANINGFUL TRANSPARENCY, CONTROL & AUTONOMY





Connor is prompted about Safe Mode based on the time of day. He can choose to decline or explicitly turn it on.



At the end of the journey, WayToGo gives Connor a journey summary and lets him know who they've shared it with while on 'Safe Mode'. Storage of data is not presumed, so there's an option to delete or keep the data to review again later.



#### Roses 🍄

- The solution enables Connor to have freedom and autonomy with age-appropriate guardrails
- Full control is in Connor's hands and it is not presumed that parents or guardians are always a young person's first choice for safety

#### Thorns $\forall$

 Sharing young people's geolocation may be sensitive and allowing this feature needs to be handled with care



## **Checklist of Design** Considerations



#### **Empower with** meaningful transparency, control & autonomy

Give young people visibility over their own data and its impact on their lives. Design for complex parent or guardian relationships providing transparency and control for safety and privacy while enabling a child's right to autonomy.

LEVERAGE CONTEXT

DESIGN

- Is it easy for young people to make choices about what data they share and with whom?
- Do you surface data controls in the context of where the young person's data is being used, and are the controls easy to understand and use?
- If you provide adults with the ability to monitor or control online activity, do you provide transparent, age-appropriate THOUGHTFUL **GUARDRAILS** information to the young person about what's happening?
  - Do your safety and privacy controls reflect complex relationships and preferences, including family dynamics, and edge-case situations?
  - How do your parental controls evolve as the young person matures?

**SUPPORT AGENCY &** CHANGE

- Can young people revisit their privacy and safety decisions over time?
- Can young people become more "private" or "public" at their own discretion? Do you guide them to make decisions in line with their own personal goals and risks?



# 3 Provide data education over time



Speak to the distinct needs of young people across developmental stages (see pages 10-11) to illustrate the fundamentals of online safety and privacy. Design continuous, proactive teaching moments to demonstrate how data works.





# The Challenge

Education is not a one-time experience in real life, which means it can't be a one-time experience online either. Learning is an ongoing, evolving process.

Learning is also a fast-changing process for young people. Life changes dramatically in the course of a week, a month, a year. In order to provide robust education about personal safety and privacy online, we must build experiences that meet young people where they are and support their journey with educational experiences that change over time.

Some young people might be resistant to engaging with safety and privacy information, rushing through onboarding screens in order to access services more quickly-but what if we viewed these moments as challenges to tackle rather than problems to avoid? We can provide clear signposting and progressive disclosure to educate and improve young people's knowledge of digital privacy and safety over time. We can surface data controls early and in context of where the young person's data is being used and for what purpose.

This calls for a dual focus on general education about safety and privacy while disclosing how digital products work. By recognizing that data education is a lifelong journey, we can build robust educational experiences that stick with a young person as they mature, helping them to navigate risks and opportunities across digital products.

#### Design considerations

LEVERAGE CONTEXT	Does education happen across multiple moments in your product or service? Does it happen upfront when initially engaging with a product or service, in-context when a feature requires data decision making and on-demand when education is being sought?
	Does education happen in the moments when people need it most? Do you prevent information overload by utilizing frameworks like progressive disclosure?
DESIGN THOUGHTFUL GUARDRAILS	Do you provide education and transparency about how personal data will be used, stored and shared with any third parties and how it can be altered or deleted?
	Do you provide specific education about how someone can keep themselves safe online?
	Should a younger person be blocked from your product or service? Have you considered other ways it can be made age appropriate or suitable for more ages?
SUPPORT AGENCY & CHANGE	Do you use informative, engaging communication that a young person can relate to, leveraging visuals, sounds, and interactive elements instead of simply using words? Are these in different languages and accessible to people with disabilities?
	Do you continuously educate to keep young people from being surprised about changes to data privacy and safety over time?



#### Oink case study

#### How might we communicate information to young people in an engaging way that helps them understand complex data concepts?

A Design Jam team in London co-created a solution for Bella using Oink, a fictional challenger bank aimed at young people who want to work towards short- and long-term savings goals. To help them do this effectively, Oink relies on data gathered by monitoring purchases in order to display suggestions that guide them towards meeting their savings targets.

The Oink API is available to third parties who want to offer discounts based on spending patterns. This API requires people to give explicit permission and understand the consequences of sharing data. Third-party consent is especially important given Oink's focus on a young audience.

Oink introduces the concept of third-party data sharing at sign up by using a series of clear visuals to express the data relationship between the Bella, Oink, and third party companies.





**Bella (16)** She's very digitally active and has a clear understanding of the environmentally conscious brands she cares about. She hates being "followed' around the internet by products, even by ones she loves.



#### Sign up

The Design Jam team used the moment of Sign Up to consider how Oink might onboard Bella and provide data education.





After opening the app for the first time, Oink explains that it will analyze the transactions to provide Bella with customized recommendations.



Oink reassures her that there's a boundary in place between third-parties and personal transaction data.



Oink visualises the relationship between the third party and Bella with Oink in the middle, to help explain the flow of data to their customers.

Prototype Critique

#### Roses 🍄

 Bella can opt out of 3rd party offers by touching the equally weighted control - 'No, Thanks' - or learn more link

#### Thorns $\forall$

- Whether and how young people under the age of 18 should be targeted for ads and offers should be handled with care
- Bella should be able to use Oink and receive money saving tips without having to agree to third party offers. Decoupling the educational flow and the action to opt-in to third party offers could solve the issue

## Lemon case study

How might we build a proactive data education experience that evolves and changes as a young person moves through ages and stages?

A Design Jam team in London co-created a solution for Connor using Lemon, a fictional Operating System (OS) that is preinstalled on mobile devices to explore this idea. Lemon allows people to configure their phone experience and proposes different options based on the individual's age. When the OS knows a person's age it can flag that information to other apps to provide appropriate content and features.

The team aimed to help young people better understand the choices they were making during onboarding and to interact with data controls in the moment in addition to being able to find and adjust them in the future.

Conr the Ir He's

**Connor (14)** Connor is already well versed in the Internet Safety curriculum at school. He's careful with his personal data and is aware of how it can be connected across the internet based on what he likes, what he watches and where he goes with his friends.







#### OS Onboarding



After receiving the phone, Lemon walks Connor through a first time setup of the phone and during this process discerns if he is under 18. Lemon provides Connor with the option, upon first installation, to prove his age which would then age-gate some features on the OS (locking apps, etc.).

The character assistant 'Lenny' educates youth via an informal chat and with an accessible tone of voice. This is intentionally designed to lessen the tediousness of standard legal language that individuals are often confronted with and tempted to skip. For that reason, it's important not to explain every possible privacy consideration in a single instance.



After setting up the OS, asking for consent for specific permissions in context is an engaging and educational way to explore data sharing.

For example, asking for permission to use Connor's camera to take photos makes visible the choice they are making to share their data and the potential benefits and consequences.

This solution goes one step further and includes a risk assessment rating, which highlights to the young person that they are sharing something of value and that there is a potential risk.

It makes Connor more aware of the choices he is making with his data. The prototype with its access request and risk rating can be extended to safety as well as privacy decisions. It's possible that the risk assessment could include a link out for further info about assessment criteria



The Design Jam team recognized that it was important for the system to evolve with Connor. As young people grow, their identity, behaviour and understanding of data usage can change significantly (see pages 10-11).

This contextual check-in proactively ties an opportunity to review privacy and safety settings to a reward. Connor is given the option to upgrade his privacy assistant to fit his new needs and change Lemon's tone of voice and knowledge sophistication.

Overall, the co-created prototype demonstrates the opportunity of considering how to educate and guide from the OS level to drive awareness of data sharing behavior, as well as incentivising voung people to re-evaluate their needs so that the service remains relevant to them.

# Prototype Critique

#### Roses 🍲

- Connor in a conversation about privacy and controls.
- Proactively engaging Connor periodically on his privacy

#### Thorns $\forall$

• When confronted with age-gating, young people may lie about their age especially if they know from peers safe, privacy preserving experience designed with



# Checklist of Design Considerations



Provide data education over time

Speak to the distinct needs of young people across developmental stages (see pages 10-11) to illustrate the fundamentals of online safety and privacy. Design continuous, proactive teaching moments to demonstrate how data works. LEVERAGE CONTEXT Does education happen across multiple moments in your product or service? Does it happen upfront when initially engaging with a product or service, in-context when a feature requires data decision making and on-demand when education is being sought?

Do you prevent information overload by utilizing frameworks like progressive disclosure and layered content for education? Do you provide information regarding the use of data in a simple, clear and accessible manner, suitable for the understanding of different children and families?

#### DESIGN THOUGHTFUL GUARDRAILS

- Do you provide education and transparency about how personal data will be used, stored, and shared with any third parties and how it can be altered or deleted?
- Do you provide specific education about how someone can keep themselves safe online?
- Should a younger person be blocked from your product or service? Have you considered other ways it can be made age appropriate or suitable for more ages?

SUPPORT AGENCY & CHANGE

- Do you use informative, engaging communication that a young person can relate to, leveraging visuals, sounds, and interactive elements instead of simply using words? Are these in different languages and accessible to people with disabilities?
- Do you continuously educate to keep young people from being surprised about changes to data privacy and safety over time?



# Appendix





#### Persona Attributes

The range of youth personas attempts to cover a wide area of attributes that are significant for children in the UK, US and Australia. Download our youth persona set via the <u>TTC Labs tool "design for people"</u>.



# The future direction of this series of work

We see this series of work as an ongoing conversation that involves the wider community and we hope to expand our locations to better include the perspective of young people and parents or guardians outside of the US, UK and Australia.

We're seeking continued input from product makers and policymakers as well as members of academia, civil society and young people themselves. This expert input will help us iterate and develop the principles, considerations and experiences presented in this guide. That way, we can respond together to the many questions surrounding what good design for young people looks like.

One of the key takeaways from global roundtables, where we ask for feedback on our work including this report, is that the lack of diverse regional perspectives, such as the global south, might deepen inequalities and the reality and/or perception of digital exclusion. We hope to expand our locations to better include the perspective of young people and parents or guardians outside of the US, UK and Australia.

Additional content, feedback and learnings from the wider community will be incorporated clearly into future versions of this design guide, which will help this research to grow across domains and sectors.

Please share your feedback on the design guide to info@ttclabs.net

# Areas yet to be explored

## Further co-creation with experts and young people

By sharing this design guide with experts and young people, we want to inspire the extended community to continue conversations, to collaborate and refine tools, and to iterate principles and considerations in designing digital products.

Further co-creation sessions with experts and young people will enhance these principles and designs by focusing across the variety of moments in young people's digital journeys. TTC Labs are developing and adapting our methods so that this project continues to evolve through virtual as well as in-person sessions.

There is a need to develop personas, services and design patterns that are more representative, reflecting global cultural and regional diversity. There is also a need to further reflect cognitive diversity and additional needs in personas, exploring how product makers can ensure content, functionality and accessibility are considered when designing for young people.

In addition, while the principles and considerations in this design guide are based on prototypes from Design Jams, they are yet to be validated in the field in real-world products. The inclusion of the "roses" and "thorns" helps to unpack the expected positive and negative aspects of each example.We may need to develop both co-creation and co-validation practices that help to shift the conversation from possible design trajectories into actual industry standards at scale.

#### New tech: AI, connected devices & AR/VR

This guide highlights some algorithmically-driven digital products across sectors, and more research is needed at the intersection of designing for young people, algorithmic transparency and control, and developing technologies.

A broader range of tech areas to explore includes connected devices, like wearables, smart speakers, toys and voice controlled appliances, in terms of their limitations and opportunities.

On the other hand, with the novel interfaces and device experiences afforded by Augmented and Virtual Reality (AR/VR), there are also new benefits and risks to be addressed by building meaningful transparency and control experiences.

# Areas yet to be explored

#### Encouraging honesty when verifying age

Some of the co-created solutions in this guide point towards ideas for age assurance and verification methods on age-gated digital services. These ideas point towards using a combination of technological methods while gamifying the experience to engage young people and provide something in return for honesty when reporting age.

Safe service design with special protections may mitigate the need for verification but there is a continued need to balance verification methods without placing an onerous burden on young people to provide proof such as through government IDs, which may hinder accessibility of digital services for marginalised groups in addition to minimizing the collection of sensitive data. There also remain privacy challenges as well as technical challenges around accuracy.

#### Some questions that require further exploration include:

- How might we avoid creating new privacy or security risks for young people when verifying age?
- How might we assess what risks are presented when different services use different age verification mechanisms, and how does this impact young people?
- How might we take a more holistic approach to designing for youth, that evaluates age verification in the context of the service itself and the special protections in place for minors?





It can be daunting to design a digital experience to build in stronger privacy and safety–even more so when that experience is aimed at young people. Here are some overall design considerations in order to make sure your product engages and educates young people through privacy and safety interactions.

#### Visual language

While visual design polish was not always the priority of Design Jams due to the compressed one day event, the prototypes that were developed by the teams did experiment with visual metaphors and details as in the Oink example. Consider how you might use a visual design language to engage young people and build data literacy.





#### Data visualization

The Vidi team used colorful visualizations in order to reduce cognitive load. Consider how you might use both text and visual elements to explain data concepts to aid understanding and enable people to spot patterns.

"We wanted to explore what if, by adjusting the language we used, we could present their choices in such a way that they could intuitively make sense of them?", explained team member Marei Wollersberger, from the design agency Normally.

#### **Adaptive capabilities**

The Loco team co-created a solution for Conor (14), who is exploring his identity and managing mental health issues. The team applied the concept of "alternate personas" to visually differentiate profiles.

How might you consider ways that young people can manage a range of identities within a single service, based on how they like to communicate with different groups of people?









#### Using accessible language

Content strategy is the practice of planning and creating content that helps people understand, use and, crucially, trust a digital experience. It's an integral discipline in digital product design.

When the words in an interface are an afterthought to the design, it can often result in a poor user experience because the interface hasn't been designed with arguably the most important element of communication in mind - namely, the comprehension of the content.

It's not just the words themselves that are important; it's also the tone those words are delivered. By adopting a voice for your product, you're helping to build people's trust. Content strategists focus on developing a tone of voice that suits the product and audience.

We found that in Design Jams, teams chose to give very different voices to an app depending on its subject matter. Getting the voice of your product right is a crucial part of building a relationship with people.



#### The Friendlee team co-designed a solution for Jay exploring how conversational language could better present and engage him in making

These choices are given as part of a proactive checkin about relevant interests, reflecting that they may well change over time.







#### **Complex interactions**

Consider designing ways to help young people experiment and test the consequences of sharing or taking control of their data.

Here, you see a team experimenting with draggable components in order to assess "how much" a young person enjoys specific topics.

#### Personification, gamification and metaphor

Young people entered conversations about key stages of digital journeys by talking about their lived experience.

How might we create engaging interactions in order to make dry or restrictive moments more engaging?

As an example, this sketch of a design pattern was created by young people at the Sydney Design Jam, exploring limits on screen time.

"Time spent online" appears in the world of space travel, where you must go back inside the spaceship (get kicked offline) once your astronaut oxygen tank runs too low.

#### r croommouton, gummouton and metaph

# OH NO! ALERT! LOW LEVELS

EXPLORE

## References

#### Some resources that you might find useful

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