

Note: The published version of this paper is available as follows:

Lee T, Shek DTL, Cheng C, et al. A Digital Positive Youth Development Game to Prevent Intrusion of Privacy. *Int J Disabil Hum Dev*. 2019;18(4):393-402.

Int J Disabil Hum Dev 2019;18(4):00-00.

Running title: Digital positive youth development game

A digital positive youth development game to prevent intrusion of privacy

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Abstract: This paper presents a brief literature review on the issue of intrusion of privacy among adolescents followed by a description of the project P.A.T.H.S. which sponsored the design and production of a digital positive youth development (DPYD) game to strength moral competence, social competence, and pro-social norms among early adolescents. It then describes how it can be used to promote respect of privacy in the use of information and communication technology (ICT) as an important component of media literacy. A detailed description on how to make the best use of the game together with the use of related teaching units of the project P.A.T.H.S. for primary prevention is given. To demonstrate the potential impact, a male and a female young users from China and the United States were invited to play and comment on the game design and give feedback in terms of perceived effectiveness. A discussion of how to use the game for secondary prevention is also presented.

Keywords: Prevention, positive youth development, digital game based-learning, privacy, media literacy, moral competence, social competence

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Submitted: January 01, 2020. *Revised:* January 15, 2020. *Accepted:* January 20, 2020.

Background and Introduction

Early adolescents have entered the digital age since early childhood. Their experiences of interaction and connection with others have been transformed by the frequent use of information and communication technology (ICT). The face-to-face physical contact meet one another has reduced drastically to texting or video calling due to the advancement and availability of ICT. This phenomenon is particularly evident in our youth population, not only locally but globally as well. The number of social media platforms and messaging applications is rising at an alarming rate considering the high number of young people using those platforms. Online social groups have become a part of their identity. The inadequate media literacy for children and early adolescents is one of the major concerns for both parents and educators. Teens are easily attracted by the new technology and the search for identity and belonging in their peer groups. It could put them at risk of disclosing their personal information to others and even strangers, who might have bad intentions. Information such as their names, age, gender, home address, school attended, as well as pictures of themselves and family and friends they posed could be obtained by others if they are not careful in the process of sharing information. The consequences can be severe -- misuse of personal data, stolen identity, financial loss, harassment, or victims of sexual crime.

This paper first outlines the change of mode of communication and interaction, and we can easily connect to someone thousands of miles away with a click on the phone. It is exceptionally true for our adolescents, who spend a great deal of their time on social media on a daily basis. The literature on the issues of privacy invasion are discussed, and it revealed insufficient awareness of privacy protection as well as media literacy. The research team has, therefore, designed the game, 'The digital age', to bridge the gap of this inadequacy. The pilot of the game was locally and elsewhere welcoming. Positive feedback and constructive recommendations were received to help improve the game features. It is hoped that more PYD games will be used to educate students on the importance of this matter and prevent the intrusion of privacy and misuse of personal data.

Literature review

The means of communication and maintaining friendship has changed drastically over the past fifteen years to devices with internet connectivity. We are now able to interact with millions of people with different backgrounds all over the world and receive instant information behind the screens. However, it also decreased the quality of interaction that led some of us completely incapable of carrying out a normal and meaningful conversation or interacting with other people in person. It is because of the growing inability to read social cues and body language, as well as the increased dependency of using more simplified written language. The increased use of social media and messaging service in recent years has also taken us to the hidden risk that can endanger our personal safety and well-being – privacy concerns. People are getting more used to meeting new friends and sharing their everyday activities through social media networks. They may also upload their sensitive information to their personal profile, which is often required for online service usage, with the massive data and messages stored online in the cloud of the social media network and messaging companies. Choi, Park and Jung (1) conceptualized a phenomenon called privacy fatigue, a sense of weariness toward privacy issue for users who believe that there is no effective means of managing their personal information on the internet. In

2014, 500 million Yahoo user accounts were compromised with an involvement of more than 1 billion users (2). The unguarded practice of diminishing the potential risk to information privacy can lead to the violation of privacy boundaries or privacy security breach by our friends and anyone on the internet.

The influx of social media networks and messaging services have been fully embraced by adolescents for their own social purposes and the exploration of their identity. In a report published by Common Sense Media, the percentage of adolescents checking their social media networks for more than once a day has increased from 34% in 2012 to 70% in 2018 (3). With more than 81% of adolescents aged 13 to 17 reported that social media makes them feel more connected to what is going on in their friends' lives, they often associate their social media use with positive rather than negative emotions (4). This age group is particularly linked with a higher risk of exposing their personal and sensitive information due to the insufficient awareness of the management of privacy. For example, there was a television interview of a female student concerning about revealing personal information on Facebook reported by Barnes (5). When the student was asked to show her personal Facebook page, it contained all the information about her home address and phone numbers. It is clear that she already revealed too much personal information, whether or not she was attentive to her level of privacy protection of the social media networks. However, in a study that examines the tendency of adolescents sharing their personal information on social media networks in public or private profiles, females were 1.5 times more likely than males to have their profile set to private, while age did not indicate any significant difference. The decision in keeping their information public or private can bring negative impact to students as schools, college officers, and future employers are reportedly checking these social media networks to learn more about the potential background of future students and employees. Personal and sensitive information and pictures revealed online can negatively impact the perception of students.

The frequent use of online media platforms can also lead to other psychological issues that have been widely discussed lately. "Fear of missing out" (FoMO) originates from social psychological deficits in people's competence and relatedness needs. It is a pervasive apprehension that others might be having rewarding experiences from which one is absent, and characterized by one's desire to stay continually connected with what others are doing (6). It was found that adolescents with a high level of FoMO used Facebook more intensely and had the feeling of stress when not connected on Facebook (7). The frequent presence on Facebook and FoMO was related to problematic Facebook use severity (8).

Tension and conflicts among friends may happen on many occasions involving the misuse of ICT. When adolescents found that they were not being invited to activities or events by their close friends, they are likely to experience some hard times, and perhaps, believed that they are being left out on purpose. Sometimes fabricated information, picture, or even video on someone would be sent to different groups in social media networks without the awareness and consent of the person involved. Furthermore, they may get bullied for revealing their personal information online and being teased for an act that was supposed to be personal and private. The inconsistency with the common norms in school or social circles can lead to social bullying. It appears to be a matter of weighing of perceived benefits between committing to online social networking and risks of disclosing personal information (9). The common strategy of safeguarding personal and sensitive information in private is to decrease profile visibility by restricting limited access to friends only and block access to strangers (9, 10). Improving their awareness of the underlying risk of not managing their privacy protection is a good strategy to

warn students of the potential harmful consequences it can entail. It could bring harm, lead to the misuse of personal data and harassment by other parties.

The need for protection and respect of privacy is an important issue for all, especially for children and teens. It is an important part of media literacy which is considered as one of the 21 century skills. For this purpose, a digital positive youth development (DPYD) game was developed.

Game description

This is the first game of a series of three closely related games that share the same theme of on-and-off-line interpersonal relationships. They are designed to support the P.A.T.H.S. project as electronic teaching and learning resources.

The P.A.T.H.S. to adulthood

Sponsored by the Hong Kong Jockey Club Charities Trust and co-organized by the Social Welfare Department, the Education Bureau, and a research team comprising academics from five universities in Hong Kong, the “P.A.T.H.S. to Adulthood: A Jockey Club Youth Enhancement Scheme” project was initiated in 2004 to provide primary and secondary prevention through enhancing of positive youth development constructs. The project was a curricula-based intervention program focusing on fostering adolescents’ psychosocial competencies, developmental assets, healthy relationships, and their well-being. Throughout the program, holistic development is promoted among adolescents so they are better prepared to meet various challenges in their paths to adulthood. Up to 2018, more than 284,400 students in 320 secondary schools have joined in the project. More than 7,000 teachers and social workers have benefitted from the training.

Research showed that the program was efficacious in addressing peer and individual risk during adolescence (11). Supported by evidence, positive feedback has been received since the launching of the P.A.T.H.S. Participating schools appreciated that the program’s invaluable experience brought meaningful and positive changes to the development of youths (12). It is clear that the reference materials of the Project would continue to give precious contributions to the education and social welfare sectors incessantly. The project was recognized by the World Health Organization as an evidence-based program in one of the seven strategies for ending violence against children (13) and one of the three evidence-based programs for promoting life and social skills in adolescents (14).

Game story

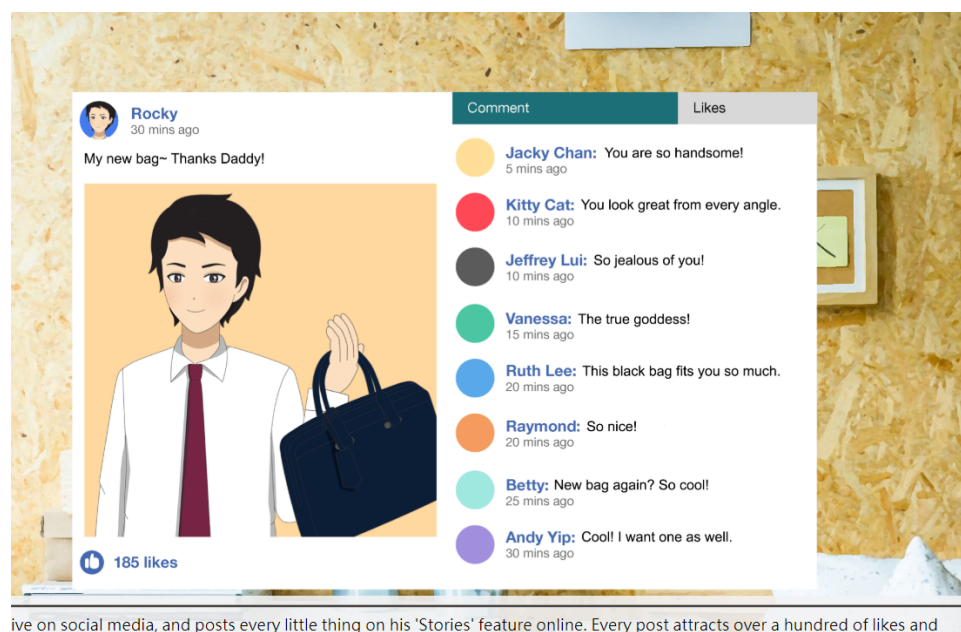
Players are given an incident of unrespect of personal privacy by a classmate on a social media platform. They have to choose a response out of six different options as the storyline goes on. Feedbacks on three levels are provided to the player at the end of the game for self-reflection and evaluation.

Targeted participants: S3 students

The related teaching units and constructs of the game (will be elaborated later in this section) especially the foundation and knowledge of the issues of the modern digital age can start at S1 (Grade 7). It is essential to instil the concepts and the content gradually so that students can further build their knowledge on previous learning when they advance through the junior high school years. Using selected teaching units on targeted participants serve the purpose of preventive education. For this game 'The digital age', a teaching unit of 'Lying or Not' is designed for S1 (Grade 7) students. Two other units, 'Unresolved' and 'A blog post a day' are designed for S3 (Grade 9) students. It not only consolidates the information they received previously but also introduces related subject matters under the same theme to help students see the bigger picture of the complexity of the digital age. The time needed for demonstrating the game is about 10 to 15 minutes.

Game contents

The game highlights the issues created through the misuse of technology and the invasion of privacy, which is a common phenomenon in today's world. It examines the importance of honesty in the context of cyberbullying. Advanced technology allows us to take and share photos or messages with others through social media instantly. However, as efficient and convenient as it is, misuse of information and communication technology (ICT) could easily lead to abuse, dishonest and criminal behaviours, such as infringement of rights, social media fraud, bullying, online dating traps and technology crimes related to online games. Therefore, honesty is a very important principle in this game. Instructor should point out the importance of honesty throughout the teaching materials. Students can pick either the male or female version in the game.



ive on social media, and posts every little thing on his 'Stories' feature online. Every post attracts over a hundred of likes and

Figure 1. An image captured from the screen of the game

Objectives of the game

There are various objectives of the game. First, on the cognitive aspect, it aims at helping students understand the boundary of privacy, the need to deal with privacy issues in an honest and careful manner, the need to respect the privacy of others, and that there are different ways to tackle bullying. Second, on the emotional aspect, students can change from understanding the victim's plight, to caring for the victim (sympathy), and to showing compassion (empathy) for the victim's pain and negative emotions. Third, on the behavioural aspect, students can consciously practice honest behaviours, take appropriate actions to deal with interpersonal conflicts, reduce the behaviours of escalating bullying incidents, and prevent the worsening of those incidents. Instructor should encourage students to use the teaching materials repeatedly and observe the results generated from different responses. In this way, it stimulates their thinking processes and makes them aware that they have choices, and it will lead to a different outcome accordingly. That is when learning a new way of response or changing a behaviour starts to emerge.

Game design

Based on a campus story, students play the role as the main character, who has to handle interpersonal conflicts when his/her privacy is invaded by classmates. The story consists of different scenarios and develops differently according to the responses of the player. Players have to choose from six responses for each situation.

The first level feedback is based on students' choices during the early stage of the story when a classmate sneaks a peek at another student's mobile phone and the ending (the tenth episode of facing the bullying). The second level feedback presents the player's pattern of handling interpersonal conflicts. The third level feedback presents the calculated scores on the twenty positive psychological constructs that reflect the choices of the students.

For detailed description on the game design, please refer to the paper titled "Applying Game Principles in designing three Digital Positive Youth Development Games on the theme of Online and Offline Interpersonal Relationship" in this special issue.

Game's storyline

Regarding the learning process, students are given a situation where he/she is bullied by a classmate on a social media platform at the beginning of the game. Rocky and Lilith (the male/female main characters) are very popular in class but often abuse the use of ICT and invade others' privacy. As a player, students are tempted to join them and have to make a difficult choice on whether to maintain their friendship with the bullies or stick with their integrity and honesty. Students are given six different responses to choose from in various scenarios as the story continues, such as peeking on other's phone and social media site, posting other's photo with no permission, and bullying and teasing friends on a group chat. Different scenarios and options are presented for students to choose, and the story develops according to the choices they make. In other words, their choices directly affect the outcome and the ending of the story. For feedback, the first level feedback will be given according to an early stage of the story when a classmate sneaks a peek at another student's mobile phone. The ending is around the tenth episode when students face the bullying incident directly. The second and third level feedback will be provided at the end of the game on the players' pattern of handling interpersonal conflicts and their personal traits.

Tips for instructors

Instructor needs to familiarize himself/herself with the storyline, the teaching points, and the plot of the game. They can remind students to pay special attention to the issues surrounding violating others' privacy and disrespecting others throughout the game. There are plenty of places in the game where instructors can pause the game/game demonstration to dig deeper about the issues with the students in the form of class or small group discussion if time allows. For example, the instructor may inspire discussion about making difficult choices between relationship and being honest in Scenario 2 (where the player observed Luke/Lucy took another classmate's phone and was browsing through the photos and asked you to join in). Questions that can be used to generate discussion throughout the game include: As a friend, would you dissuade your friend from the dishonest behaviour? If your friend tried to dissuade you from dishonest behaviour, would you stop the behaviour and admit to your faults? Did your final decision effectively protect your personal rights to privacy, as well as resolve conflicts with others? If not, how could you improve?

PYD constructs and related teaching units of the game

This game is suitable for use together with one or more of three units. The PYD constructs behind are moral competence (MC), resilience (RE), and social competence (SC), prosocial involvement (PI) and prosocial norm (PN). Table 1 below summarises the constructs and their related teaching units in various classes.

The curriculum of the P.A.T.H.S. Project has been revamped twice since 2009. The constructs and their illustrations in different teaching units are displayed in a set of concept maps. A total of 289 concept maps for all the teaching units and constructs can be found at <http://www.cityu.edu.hk/ss/pltr/ty/new/en/enter.html>. After the second revamping, five themes of adolescent issues were developed. They are Anti-bullying Education (AB), Anti-Drug Education (AD), Internet Use Education (IT), Money and Success Education (MS), and Sex Education (SX). All teaching materials in the revamped teaching units can be accessed on the P.A.T.H.S. website (<https://www.P.A.T.H.S..hk/en/>).

Table 1. PYD constructs and the names of the related teaching units

Game	Adolescent Issue	PYD Construct	Curriculum Unit Code and Name	Grade
Digital Age	Disrespect of privacy; Inappropriate use of ICT	Moral Competence (MC)	MC1.2 / IT1.1 'Lying or Not'	7
		Resilience (RE)	RE3.3 / IT3.1 'Unresolved'	9
		Social Competence (SC)	SC3.4 'A Blog Post a Day'	9

In this section, the construct of moral competence, resilience, and social competence are displayed with different sets of concept maps to further explain how the concept works in relation to the theme and scenarios in the games.

Construct: Moral Competence

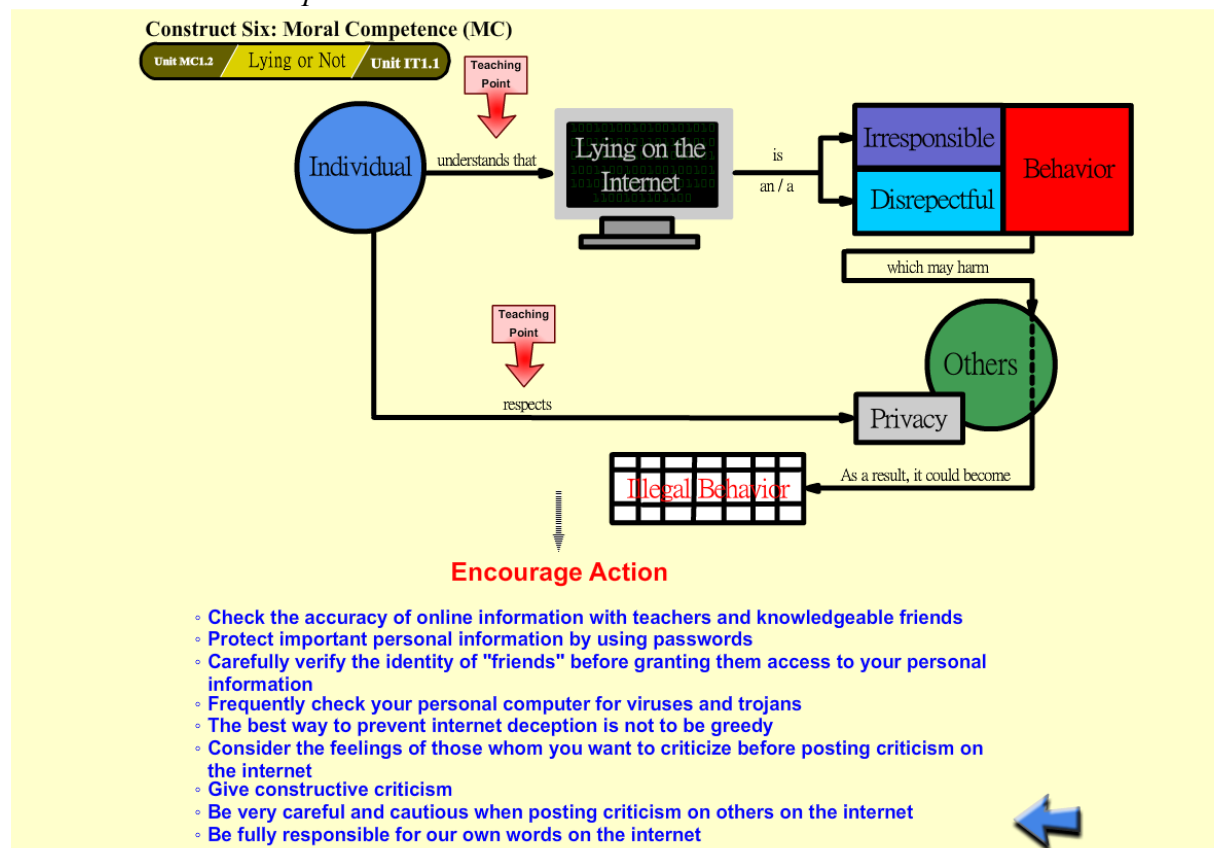


Figure 2. The concept map of Unit MC 1.2 (IT 1.1) 'Lying or not'

Teaching points

Living in the era of technology, individuals can easily use the internet in a reciprocal manner. At the same time, issues of honesty when surfing the net arises. It is of dire importance for individuals to understand that lying on the internet is an irresponsible and disrespectful behavior. If it is not handled carefully, it may even harm the privacy of others and lead to the commitment of illegal behaviors. Knowing such adverse consequences, preventive measures should be taken as well so that individuals will learn to respect privacy.

Instructors should encourage individuals to check the accuracy of online information with teachers and knowledgeable friends. To further protect personal information, individuals should protect important personal information by using passwords, carefully verify the identity of 'friends' before granting them access to personal information and frequently check their personal computers for viruses and Trojans. Finally, we ought to develop a positive mindset for individuals when using the internet. This includes having a non-greedy attitude and an empathetic mindset when posting criticisms. Individuals must carefully and cautiously consider the feelings of those being criticized before posting the criticism online, which is preferred to be constructive. Lastly, instructors should remind individuals that they are fully responsible for their own words on the internet.

Construct: Resilience

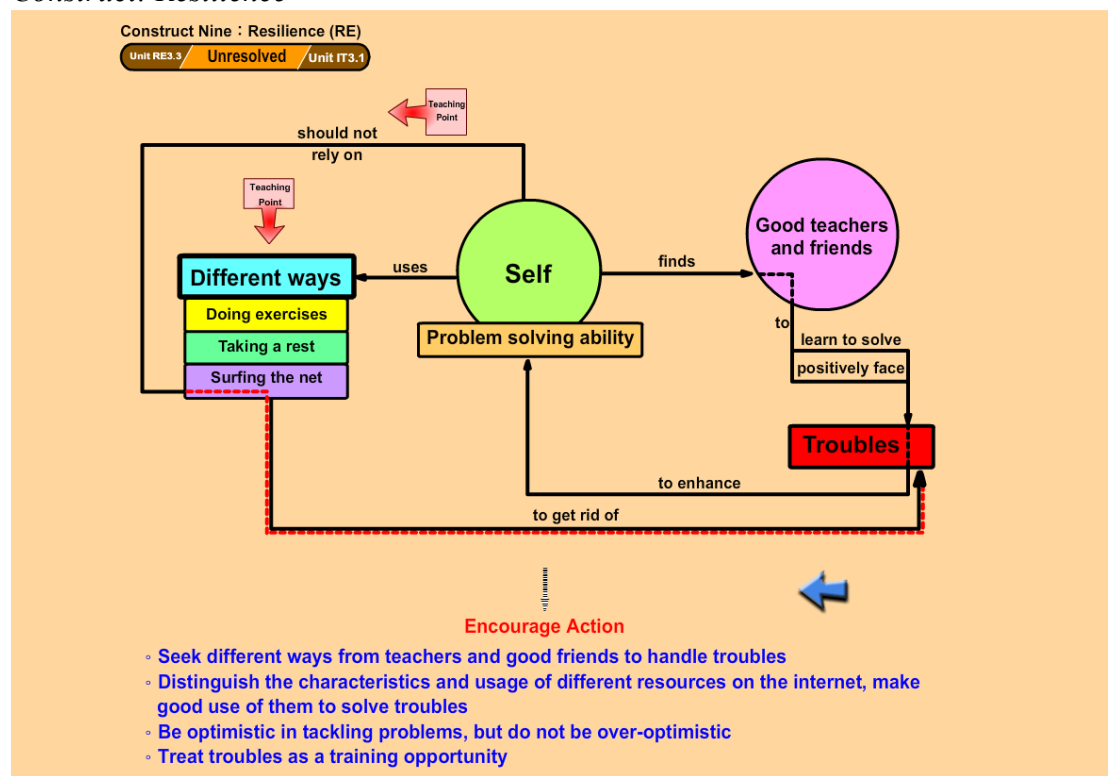


Figure 3. The concept map of teaching Unit RE3.3 (IT3.1) 'Unresolved'

Teaching points

The appropriate use of self is an important element when tackling issues of ICT. Individuals should not purely rely on surfing the net to get rid of all troubles. Instead, they are advised to use adaptive ways to solve problems, such as doing exercises and taking a rest. The problem solving ability could be enhanced by making use of individuals' social circles. In face of a problem, they are encouraged to find good teachers and friends. Through interacting with them, individuals will gain insights, thus gradually learning to solve and positively face their troubles. Instructors should motivate students to distinguish the characteristics and usage of different resources on the internet and make good use of them to solve problems. They should build students to have an adequate level of optimism in tackling problems and treat them as a learning opportunity.

Construct: Social Competence

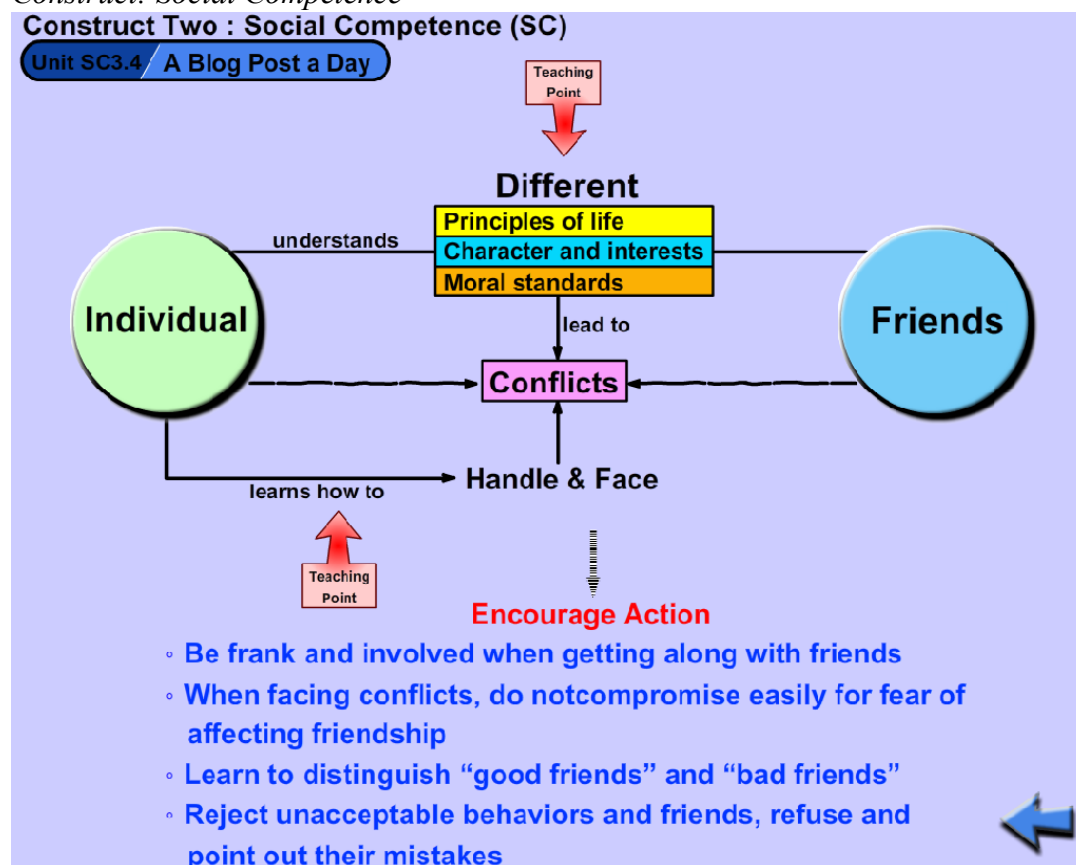


Figure 4. The concept map of teaching Unit SC3.4 ‘A Blog Post a Day’

Teaching points

Because of individual differences in principles of life, characters, traits and interests, and moral standards, there are conflicts in our inter-personal relationships with others. In the above teaching unit, students are guided by the instructor in class to discuss how to face and handle those conflicts and more importantly, to prevent intrusion of privacy. Students are reminded to maintain an honest relationship with their friends. When conflicts occur, students should never compromise their integrity and personal private information for fear of affecting the relationship. Through practising with the guidance of an instructor, it is hoped that students can learn to distinguish good friends from bad friends, and choose the appropriate action to protect one’s privacy as well as others.

User feedback -- Personal reflection

After playing the game, a Chinese girl aged 15 studying in an international school in Shanghai wrote the following reflection. Parental consent to play the game and publish her views were obtained.

“I think that what I learned from this game is that there are multiple ways to deal with social problems regarding cyberbullying or in-person bullying, and most of them are not always 100% good or bad. Before playing this game, I thought that I would be able to make a clear distinction between what would be the most ‘perfect’ solution, but

throughout the game, I had to really consider the pros and cons of all the answer choices because many of them seemed to be good solutions initially. Another thing I learned was that even if you pick what seems like the better solution in your eyes, it may not work immediately. In this case, you can reevaluate whether or not the solution is effective, then change it or use it again. In my case, I clicked on several solutions that had the same kind of ‘attitude’ in the answer, and that eventually led to the conflict being resolved.” (Case No: 25.)

The following is written by a male young adult aged 19 studying at college in the United States.

“I think the takeaway that I got from this game is that bullying can happen both in real life interactions and in digital environments. However, my first impression was that the game was on just bullying. However, I realize this might be a result of the environment that I have grown up in and technology is an integral part of my life. The intended audience probably has even more exposure to tech than me. Therefore, an improvement would be to emphasize that knowing how to interact online and in person are very different skills. The game should explicitly state the direct consequences and responses of the characters as a result of the player’s individual choices. Maybe state at the end that there are different social norms in these environments.” (Case No.: 27).

Discussion

Adopting PYD games in the school curriculum has been proven effective and constructive according to our findings. Issues such as invasion of privacy and cyberbullying have been the subject of research interests for a long time. Literature has documented those issues and interventions in different parts of the world. As internet usage is on the rise in our youth population, so does the chances of potential risks they expose to daily. The consequences can be grave if they are not educated on those risks. The attributes of the PYD approach and the characteristics of the prevention science approach are compatible and could supplement each other (15).

DPYD games could be included in primary prevention programs to tackle issues that students, parents, and educators have been facing such as respect of privacy and proper use of ICT. DPYD games in the Asian context have been limited as Shek and Yu (16) found only 14 programs out of 63 targeted the Asian youth population. Project P.A.T.H.S. has been leading the progress in continuing to develop games that serve as primary prevention to cater to both the local and international needs. Users have commented positively about the game, ‘The Digital Age’ and its benefits to them. Scenarios in the game provide a safe place for students to try out different responses to a potential situation they could face in real life circumstances. They receive different feedback according to their choices of response, and instructors and students are encouraged to discuss the outcomes of various choices such as the pros and cons of them.

The pairing up of positive youth development constructs and their related teaching units give instructors further support in terms of resources and materials to consolidate the lessons learned in the game according to the students’ levels (S1, S2 or S3). For example, different constructs of the game such as resilience, social competence, and moral competence can be grouped under the subject of anti-bullying and internet use at a different level. The illustration of concept maps makes those relationship visual and easy to comprehend, and thus facilitates the teaching of those inter-related constructs at the cognitive level. The call for actions in each

teaching unit serves as a conclusion for students to ponder on ways that they can practice what they have learned in the unit and the game to prevent intrusion of privacy.

Conclusions

The paper demonstrates how school instructors can utilize the materials to promote respect of privacy and introduce media literacy in secondary school classrooms (Grade 7 – Grade 9). User feedback was received and analyzed for evaluating the outcomes of the game. A brief introduction of the topic, a description of the game, and its relationship to the P.A.T.H.S. project (Hong Kong) were laid out in the paper. Users' qualitative comments were included, followed by a discussion on how to best adopt the game for secondary prevention. This paper shares the process of designing and adopting a game, derived from theories, with the academic world to denote the effectiveness of gamification in the curriculum.

Acknowledgements

The design and production of the 7 digital games introduced in this special issue, the preparation of this work, and the Project P.A.T.H.S. were financially supported by The Hong Kong Jockey Club Charities Trust. Readers may request free copies for non-commercial purposes of these games by contacting Dr. T Y Lee at ty.lee@cityu.edu.hk or ty.lee@friends.cityu.edu.hk after July 1, 2020.

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