

02/05/2022 - Interview with Lorleen Farrugia, researcher and professor at Malta Univ.

Ana Luiza Savi [00:00:02] So Lorleen, thank you so much for being here today. And just so we can have this new recording, are you aware and also do you authorize the recording of your sound and also the transcript for your interview for UNICEF innovation?

Lorleen Farrugia [00:00:17] Yes, I do.

Ana Luiza Savi [00:00:19] Perfect. So just so we begin, I just wanted to remind you a bit of what we do, so we're on the same page. If you have any questions, please let me know. Lu is also here so she can absolutely assist us on this. But what we do is: basically we make stories and we make interventions related to these stories in order to promote impact in a certain scenario. So our main goal is to promote life skills. So we're trying to promote life skills related to each and every individual topic that we see fit and that are impactful for this population. But our main idea is that the topic would be a way of entering this life skill catalog, and then you're able to benefit from all of it, even if you're not entering through digital skills, or maybe you're not entering through healthy relationships. When you're in, our idea is that you can benefit from every kind of life skills that may be of benefit for you if you're a teenager and can also promote well-being. So here we're looking into making one chat story that's related to the topic, and our idea is to create a chat story based on storytelling. So maybe we can create a character and also this is not be our area, this would be the script area, the creative area. But what concerns us has to do with the interventions that come after it. So the interventions are going to be related to what are the main topics of impact for this population, but also what are the life skills that need to be addressed in order to either prevent, minimize the impact or even eliminate it whatsoever. Talking about this. Do you have any questions? Do you understand how it works? I know I gave you this access to your presentation as well I don't know if you had the chance to utilize any of our chat stories and interventions.

Lorleen Farrugia [00:02:24] I had a look at it briefly. I didn't go into much detail because I've had a very busy week with the new semester coming up. Sorry. Not new semester actually last part of the semester after Easter holidays. So it's been a bit of a busy week. But yes, I did have a look at them and they from what we discussed, I think I understand how it works. But I if I have questions, I will ask along the way.

Ana Luiza Savi [00:02:49] Okay, perfect. So thinking about this specifically in digital safety and teenagers and regarding your research, also your contact with the teenagers, if you had to choose one topic to be addressed, what would it be?

Lorleen Farrugia [00:03:07] I would say it would be media literacy in terms of helping them learn or identify those aspects online that are constructed, you know, understanding that when it comes to being safe online and digital safety, it is something that there is a certain amount of control they can exert up to a certain extent in terms of identifying or learning how to identify different aspects online that are constructed, so to speak, in the sense that it's not magic. With

my research, in my research with preadolescents, they there seems to be this kind of "magical", in inverted commas, thinking that is the Internet is some kind of place that things happen, you know, but for things to happen, someone has to make them happen. Know, like, obviously there is a reaction to something, okay? It could be because it is programed in this way. It would be because a comment kind of brings about another comment. And I think media literacy would definitely be one of the main things that will help children and adolescents throughout the whole sphere, in the sense that even if they are speaking to strangers online or what to do if someone harasses them or bullies them online. So kind of the research always finds this relationship between access to opportunities also gives exposure to risks, but also this access to opportunities. Exposure to risk does not necessarily mean that they are harmed by this risk. So kind of the I think what's most important is to help adolescents increase their resilience, increase their coping skills. And I think one of the ways would be to address the gaps in media literacy on several, several spheres in terms of even like sometimes, for example, I would see as as parents and guardians and teachers also need to, to increase their media literacy to be able to better support adolescents. So kind of it's not something that happens in a vacuum, but this increase in media literacy kind of is across the board, across all levels. And of course, when you have that, I mean that you would still have young people who will have, who will be exposed to specific risks online, but also knowing even if they use, of course, thinking, let's think about adolescence and their major developmental milestones, you know, their development of identity, their development of sexuality, sexual identity. So they will be using the online space to explore all of this. But there are ways and ways, you know, they can also do it safely. You know, and there still are some applications where anonymous communication is the key to the platform, so to speak. Certain young people respond in certain ways. That kind of put themselves a bit at risk in the sense that like, for example, if you reply to a harassing comment and it appears on your profile, then you have taken a step kind of to deal with the harassing comment but "in the wrong way", in inverted commas, we can say that. Because basically what you are doing is when you're replying, you're also posting it on your profile. So which means that kind of having that knowledge, you know, that you have this is what I meant. There are certain things that they could be in control of, for example. So if you are able to say or think, and this is part of media literacy, the thinking before the action online, sort of taking a step back, what will kind of in the possibility of envisaging the reaction, what will happen if I do this, you know, kind of and and sometimes and I understand it's because, it's because of these developmental milestones that they're dealing with, that they want to ensure that they are, you know, kind of they have this sense of: I want to look good with others, not look just physically, but the impression management on mine, so to speak. And of course, they end up in some sticky situations because of that, even when it comes to sexuality, for example, in sexting, I think that is another key, key issue, not just sexting, but one of them, which could one of the issues which would be quite compromising for young people when it comes to this development of their sexual identity online, that could be part of it as well.

Ana Luiza Savi [00:08:33] Definitely. One thing that I was thinking and I was also reading lots of your research, including on anonymity, anonymous questionnaire platforms such as Ask.fm or even helplines. And one thing that I was wondering

if I got it right is: you're telling us that if we increase media literacy in general, we're able to prevent or even minimize the effects of some risks that they suffer online. And this can include maybe sexual harassment or even sexting online, finding their identities and sexuality in a more a safe way. Is that it?

Lorleen Farrugia [00:09:18] It's a bit of a tricky situation because it seems that, when young people perceive benefits, sometimes they can also perceive risk. But the benefits are kind of take on a bigger role, you know, sort of. So like, what's the benefit? Like, think about even the younger children. They say, I will add anyone to my Minecraft account because if my friends are not online, I have someone else to play with. When they get a bit older, I will add anyone to my account because I want to get feedback about my posts, what I look like, what you know. So they understand that there is a risk in befriending strangers. But then when the benefits are bigger, you know, kind of they forget that concern or that they should be concerned. So with the increase in media literacy, definitely I believe that they would be able to approach this in a bit of a different way. So even if they add strangers or they communicate with strangers, I mean, most of the people they would communicate with would be generally okay, like we started this conversation from, from a, I mean, if we had to think about it in this way, we met during a seminar and this was starting off from a conversation with a "stranger", so to speak, in inverted commas again. So this, this, the Internet has this possibility and space for opportunities. But how do they learn what to look for it, to identify whether this is someone I can trust or someone I shouldn't trust, or what are the warning signs? So I'm not saying because I don't believe we can ever eliminate online risks. So this is why I say within an increase in media literacy, there is a greater possibility that the risks they encounter will need less to harm more or the harm will be controlled, so to speak.

Lucila Battan [00:11:38] I think that is very interesting because we do have right now a project that works on self-esteem and body image. And one of the pillars that we're taking on with interventions is media literacy, just to make them identify a little bit better about: who is giving like what type of comments are you doing in social media? What types of comments are you receiving in your own posts? Like is it associated only on looks? Is that associated on other things? So I think that the approach to developing the skills, it's a it should be media literacy for sure. What we are trying to understand is to expand a little bit more on maybe you just mentioned just gave a glimpse of a few of them, just like sexting. But what would be, our projects are always related to a topic, so we could give an example of a situation that person might have gone through and how that person interacted with the problem with the stock or with the I don't know with with the threat, just as you mentioned, with a risk and how they resolve the situation. So we have one chatstory that's based specifically on sexting, where the protagonist just broke up with her boyfriend and her boyfriend posted some naked pictures of her. And then we go through the whole experience of how she felt, what happened, and then how she finally ended up reacting. But we have like this critical space is where she didn't know what to do, she was feeling very depressed and anguished and stuff. But then we provide some coping skills. So how she solved that question, that's sort of the idea. So we need to understand right now what could be a current topic that we can address just to make it relatable. Sexting could be one, but we are trying to focus on something maybe that is new, so we can address a bigger scope of the

problematic that can happen within the online sphere. So we are evaluating a couple of them. Maybe we're talking about, Ana has been talking with our experts on cyber hate, maybe on canceling, this is like a trend that we are starting to see. So maybe you have a little bit more information on those, like what could be challenges that they are facing besides the specific skill that they need to develop on media literacy. So that would be the two, I wanted to do clarify on that, because I think that what you said, I extracted lots of information about the skills like increasing resilience, coping skills, thinking before acting. So impression management, evaluating relationships with all your interacting with that comes from media literacy and that is spot on with the second phase. But the previous phase we are trying to explore...

Lorleen Farrugia [00:14:26] So what issues are we addressing?

Lucila Battan [00:14:28] Exactly, what issues can we address that makes more sense to this target audience? Yeah.

Lorleen Farrugia [00:14:33] Okay. All right. I think what you mentioned with with cyber hate and cyber bullying, that definitely there's lots of where to expand on that, because I feel that there are kind of... Young people seem to always be finding new ways to bully each other online, which is very unfortunate. But in in terms of, I don't know if you recall, I was trying to remember the name. But anyway, it will come to me, it was a particular experience that I was looking into a couple of, some time ago. So in terms of, yeah, I think having to do a lot with the online disinhibition effect and cyberbullying and cyber hate. Thinking also in terms of the current issues that the world is going through like with the pandemic and the with the war, you know, kind of these very easily, I feel become like they start off so young people also they have this very fine distinction between drama, you know, the online drama, and then it becomes something more complex, a situation of cyber bullying. So sometimes they joke among themselves and it's a joke that passes, you know, kind of unnoticed or they laugh about it. And but for some people, the joke either at a point stops being a joke or they are a bit more sensitive to it. So kind of, even when it comes to comments about... I'm thinking of the local context as well, in terms of for example, race and what I see is that unfortunately, even in the adult world, the examples that young people are getting. So I don't know if you have a similar experience, but we have sometimes newspaper articles that are published about a particular story and even adults themselves comment on the type of comments that they add to that story. Or just posting comments beneath the story are very spiteful and very aggressive in this sense. So I'm thinking even the example that young people are getting from the adults around them in this sense, of course, the modeling issue, but also the online disinhibition that you don't see how the other person is reacting when you write something that you feel you're just interacting as if speaking to, not the other person, but just communicating in this virtual space, kind of. And this is how then I link media literacy because very often the result or the just suggestion would be to try and help the young people develop empathy. But I think even when it comes to this, the think before you type kind of thing, especially when it comes to cyber bullying, cyber hate and in relation to things that are very current, like race, like health issues, even when it comes to the war, I think probably what's going to happen is there's also going to be repercussions related to online hate in relation

to this. I don't know how it is the experience of this in the local can your local context but I think worldwide this will be an issue that will, will also be something that will be very salient in the coming months probably.

Ana Luiza Savi [00:18:57] Definitely. I have a very specific question, which is regarding cyber hate, I'm sorry, cyber bullying. We've been seeing some statistics, maybe some segment analysis made in the U.S. that this phenomenon peaks at 13 to 15 years old, I don't know if it's the same you observe in Europe, just so we can have a clearer view of what are the specific needs of an older population of adolescents.

Lorleen Farrugia [00:19:28] Okay. I don't recall exactly the statistics, but I can look them up. Of course, the experience in any kinds I think, of online risks, is something that during adolescence is key, you know, kind of or, as you said, peaks. I don't know if in Europe it's exactly the same, but of course, it is the time when the young people, when during adolescence, they are doing the most exploration kind of it's I mean, I know that identity formation is not a linear progression, but we know that during adolescence, a lot of things happen there. So I think the life skills approach is also very important in the sense that kind of how to negotiate these, a lot of internal conflicts as well. Who am I? Okay. Who am I going to be? And sometimes it is this, the online space is a way to test out this question, like: who am I? And this is probably why cyber bullying also peaks during this this time because they also kind of negotiating this personal and self-development and this is a bit of a psychodynamic approach, perhaps. There might be some anger or defenses that they are dealing with within themselves that then are projected onto others in the online space. And this could be why there is this peak also in and cyber bullying or during the ages of 13 to 15, I might think even perhaps a bit older. But yeah, keep in mind as well that with the Children's Online Privacy Protection Act. Technically, it is from 13 that young children can go on social media platforms. So there might be a bit of a peak as well because of this factor in itself, because technically young, younger than 13, children younger than 13, shouldn't be online. Of course, they still are. But there is a majority of younger people who go online or rather not go online, start using social media applications when they are 13. So kind of with this newfound freedom and this possibility to explore and experiment, I think this is also one of the reasons why this kind of behavior peaks at that stage. So kind of we also have to think of 13 as not being this magical age. And this is something that I think even parents, and guardians, and educators don't fully understand. This 13 is not because of their developmental stage, you know, so to speak, or just that, it's an arbitrary age that is set up by this specific legislation in the US, which most media and social media platforms abide by because they have their servers which are built, or the companies based in the US and then they are bound by US legislation. So this is not something that is very, very clear to the minds of those who are working with young people, that 13 is no magical age which gives you access to social media. So we have to keep, I think we still have to contextualize this finding even in that sense as well, probably.

Lucila Battan [00:23:30] You know, it makes a lot of sense. Let me jump in with one question specifically, because you've talked, it kept bouncing on my mind. The empathy thing that you said that most approaches has to do with developing empathy. But do you think that is a post or I interpreted as a post action. So the

first step, what will be a first step just to start working on the behaviors or maybe on the perspective of the participants, of the users, of the young people. How do we connect first with them just to start making this change in their mindset, or at least giving them the tools that they need to be able to make better decisions further down the road? Because for what I get from what you're saying, maybe has to do first with self-awareness and working on themselves and then working on their relationship with others. But I just wanted to hear your thoughts on how it would be that approach towards teaching them or learning.

Lorleen Farrugia [00:24:32] I think it has to start from when they're still young, which is something that I would believe. Something that can also be cross curricular in the sense that sometimes there are children and young people who or are they an education system that focuses children on young people to study languages, to study sciences? You know, but these life skills are the first to be, kind of even like in the local context, for example, during the pandemic. These lessons in school were the ones that were given the least priority because obviously, so the education system and sometimes I think there are certain instances that might also be culture specific, but there are certain instances that might require one to be or might require some reform in the education system and also in the training of educators. So that is on a general level. But then on working with with the children and young people on a more personal level, how to help them develop. I think sometimes we still see technology a bit of, as a bit of a monster in the sense that something that we need to be afraid of, rather than using it as a tool to enhance the rest of our of our being, so to speak. Unfortunately, technology itself has its hooks, you know, kind of things like the endless scrolling and the sort of these kinds of techniques and mechanisms that technology itself uses to keep us hooked, because obviously we are the products that they that they basically need access to. And also, I think the role of industry as well in terms of when you sign up for an app or install an app, the terms and conditions are, I don't know who reads those lengthy terms and conditions. I can't point at something specific that we need to do. But there are things that can be done on various levels in terms of what you said is kind of when I believe even empathy could also be a good starting point to prevent. So, and I think I go back to... I know I keep hammering on media literacy, but I think it is the tool towards prevention as well, because media literacy can encompass multiple things. Including the development of self vis a vis technology in terms of: I am not who technology says I am, but I am me and I use technology. So kind of I believe that that there might be a point where young people feel one with technology in the sense that their existence is based on what I portray online. Instead of understanding that I am a person who is also online, kind of the online self kind of takes over, if you know what I mean. So there's this aspect that perhaps we need to work on more in terms of how can technology help me instead of how, how does technology... How do I put it? How does technology sort of define me? You know, kind of I am defining myself or I'm allowing something or someone else to. I mean, we know that young people are influenced by peer pressure. And very often this this kind of pressure to be online, to show who they are, to show what they're doing, to show who they are meeting up with, etc.. So kind of there's also this pressure to be online. And I think we need to shift that narrative a bit into the who learning, helping them identify who they are, what they are, even not offline because online is an

essential part of their development and spaces they encounter, but also who they are as themselves, you know.

Lucila Battan [00:00:07] I was thinking about where we ended up. And you were mentioning a couple of things associated to preventing, because we work a lot. Our role, our focus is based on preventive science. So we want to work on how to prevent some things from happening because we are not going to dive into we understand that sometimes cyber hate or cyber bullying, even still, they might have effects on young people such as anxiety and depression and maybe even suicidal thoughts. So we're not diving into that because we are not the experts on that. And we don't want to really engage on such complex situations based on our know-how. So focusing a little bit more on preventative science, and I think that it was really great to hear you out on the like, how the break down of how media literacy can work out as a skill development what would be other skill development, skills that you think that are key in order to prevent situations maybe focused on cyber hate, which is one of the topics, the issues that we are trying to address maybe in, in a following project.

Lorleen Farrugia [00:01:28] I'm thinking that very often. I'm just thinking out loud, okay? Because sometimes what happens online also happens in the offline context as well. So, maybe this is going to be extending a bit far, kind of, but even hate and in the offline context, so to speak. And so if it's okay in one context, especially online, when you have no one who is kind of monitoring or perhaps guiding you, let's say that, it can be a bit more difficult then in the offline context. In the online context, sorry. So kind of even dealing with specific... I keep saying offline, online, I don't want to be misunderstood that I feel a very big distinction because I believe that the online is an extension of the offline environment. Of course there are certain differences, but in terms of the modeling of the offline environment will have an impact on the online one as well. So sort of identifying how, or rather cultivating more openness, acceptance of diversity, of differences. Kind of this development of a sense of everyone is human rather than everyone is a label, you know, it's not about your skin color or where you're coming from or what kind of gender you assign yourself and what kind of sexual preferences you have, you know. I think this combating the prejudice and discrimination that happens in real life is another way in which we can prevent a lot of cyber hate kind of this cultivating a sense that we are all humans first and foremost. So it's not because you are Portuguese and I'm Maltese or Brazilian and I'm Maltese or, you know, kind of... And because you are a refugee, you are not. You know, it's focusing on the basic human rights that we all have as well. I recently also carried out a research with minors who are asylum seekers. It has nothing to do with this, the online environment and my other research. But something that struck me from this and I think it's applicable even in these situations of cyber bullying and cyber hate is that very often, and sometimes even within the system, you have to take whether you are male or female, you have to take whether you are what, what ethnic background you have. So kind of even systems place us in boxes. And of course it is very psychological that we it helps us categorize when there are these heuristics, but kind of even looking at children and their protection, young people and their protection, that comes first and foremost before any other label. But very often it's the labels that we look at and it's the labels that we assign that they come natural, so to speak. I mean, they're not, but they become something very much

ingrained within us. And I think that will be, could be one of the ways in which we can combat or prevent cyber bullying and hate speech online. It's it's something that's unfortunately, as I said, the online disinhibition effect when they're online kind of amplifies this. You know, it's if you do it once, in the sense that if you if you pass on a racist comment in an environment where there are other people who react to that racist comment and and sort of a child, a young person feels that they shouldn't be doing this in the offline environment, that immediate feedback is not always present. So there's always that bit of an amplification of the issue. So so I think he is definitely focusing on what makes us similar to each other rather than what makes us different first, I would say that like that, what do we have in common, that we are all human beings, that we all have our struggles, our insecurities. So kind of it's sort of minimizing this power differential. So it's a we're all equal in a sense. Um, and what I find myself saying is that often the solution to dealing with problems online is not a solution that can, I mean, the online environment can also be used to create solutions. But the solutions are these life skills, and these skills and attitudes perhaps and appreciating basic values related to human beings, human rights and equality and so on. Maybe I took this discussion in a bit of a different line. What I think.

Ana Luiza Savi [00:07:50] No, it's amazing to hear you. One thing that really struck me was the idea of finding their own identity. Because when I hear you speak, it sounds and and you can correct me, absolutely, but it sounds to me that maybe when we were talking about this disinhibition or maybe this anonymous platforms, that the phenomena don't come alone. So it's not only cyber hate that's happening or it's not only harmful comments or it's not only hate speech. It's this sort of environment of disinhibition and maybe lack of sometimes literacy, other times this sort of vigilance. I don't know if it's the best word, but at the same time, it's guided by this context of finding your own identity. So if you have all of these sorts of different pressures and harmful content happening at the same time that you're finding yourself, you might find yourself connecting to these and even identifying yourself as it or even trying to differentiate yourself from these comments and even promoting more engagement or promoting, like feeding the algorithm. So engaging in a way that you might find harmful along the way. So it's so interesting because I feel like this approach of humanizing the relationships is something that we've been hearing repeatedly, and it's amazing to hear it as well. But at the same time, one thing that really struck me was the idea that still being in this process of defining only identity at the same time that you're being called names, or even if you're in this environment that doesn't have the same privacy or doesn't have the same boundaries as the offline environment, can make this discussion move much further and take other kinds of forms.

Lorleen Farrugia [00:10:02] Yeah, there is a author that calls these kinds of risks as new bottle, old risk. So these are risks that have existed before, but they have been given a different dimension because they're online. And when it comes to cyberbullying and this identity formation process, of course, it is also difficult for bystanders because very often we teach young people to stand up to bullying. But in the online context, there's also the issue that if I stand up to to bullying, I can be a target of bullying myself. So the, sort of, the not reacting to it, even though I know it is not right for the other person, not reacting can be also a preventive strategy to avoid being bullied myself as a young person. So it's also a

bit tricky how to react when you see online bullying because you feel that this is not right. It's not what should be happening. But there's also the bystander effect and the diffusion of responsibility it's not just me who is seeing so why should I be the one to react to this? You know, but at the same time, it's not just diffusion of responsibility. It's also a defensive strategy for myself not to be in in that situation. And what you mentioned about the context of this identity development, we have to keep in mind that it's not the only context so the young people themselves are functioning when the rest of us, in reality, everyone is. But even for young people, they're they're functioning in a in a media context, in the sense that they also look at what media is posting and and publishing about young people online. So one of the things is, for example, that when you speak of cyberbullying with young people, the first thing that comes to mind is suicide. Why is that? It is because very often we use stories like the stories of Amanda Todd to teach children and young people about cyberbullying. So imagine someone, I like to think of it in this way, imagine a young person who is being cyber bullied, if they associate cyberbullying to suicide imagine what's going through their mind when they think of this connection. I mean, there there are situations of cyberbullying that can be harmful, but not as harmful as one committing suicide. But unfortunately, we try to scare young people about cyber bullying by mentioning the stories of other young people who have committed suicide as a result of being bullied. When it's not something that we should be doing, we should be showing them how to, first of all, prevention, as we're saying, but also how to seek help if they are in that kind of situation and not: don't do it, because this is the consequence. Because I think that can be quite, it can backfire as a strategy.

Lucila Battan [00:13:15] Yeah. It even just as you said, it backfires because they won't be seeking help because they did something that was supposed not to happen. So in a way, yeah. It's sort of this snowball effect, right? Growing and growing and growing. Just know what to say, what to do. But I do think that the shift in perspective is really interesting because again, in this project Topity we do the same thing with the body instead of working on body image, we're working on body on functionality. So it's also another like another shift on how we can use technology to be in favor instead of being a risk or being something like a threat, as you mentioned before. So it makes a lot of sense just to understand that sometimes the logical approach would be just to say: this is bad for you, don't do it, try to avoid it. When in reality it won't happen because everybody is online so they will want to do it even more. Especially in adolescence phase where you know that you want to just challenge authority. So it makes, it makes a lot of sense. It aligns a lot with how we are working on our projects. So I think that it's very interesting to take it from there. But as you mentioned, the bystander, I think that that was another thing that Ana has been researching, and she has presented a statistic that says that in cases of cyber bullying, when our bystanders were... I don't remember it was cyber bullying or bullying Ana, you can correct me on this, but whenever a bystander interacted or said something, that situation was deactivated within seconds. So we were struggling just to understand if it made sense, because every situation has different stakeholders. We're thinking about a 360 overview of maybe cyber bullying. Maybe we can do the same exercise for cyber hate. We have the perpetrator, we have the victim, and there are also other people around that them.

Lorleen Farrugia [00:15:19] And sometimes I forgot, but I can find you, the researchers that say that in cyber bullying situations, very often bullied, bully and bystanders have interchangeable roles, you know, so sometimes the person who is bullying is being bullied another time, you know? So there's this kind of interchangeable roles there when it's not just like playground bullying, where you will always know who the bully is. And very often you have a specific number of individuals who are bullied by this by this individual.

Lucila Battan [00:15:55] Yeah, that makes a lot of sense. Well, that could be also related to cyber hate in a way, because if you're a part of one group, you can be just projecting, just as you mentioned a few minutes ago, like projecting your hate or whatever happened to you in this context in politics or based on race. So it would depend on that as well. So in a way, what for what I get from what you're saying, if we're working on the bullied, like developing skills on the person that has been bullied or has been receiving hate speech, we are also working on them as potential perpetrators for the future if they can shift their mind on that. So it wouldn't be just standing in one, one perspective or the other. In this case, given the context of technology and how technology can make this interchangeable, we could be working on all of them at the same time.

Lorleen Farrugia [00:16:49] Yeah, yeah, definitely. Yes.

Lucila Battan [00:16:51] Yeah, that makes a lot of sense. Yeah, it it's really cool because at least it gives us a possibility of just focusing on developing the skills of that person based on media literacy, self-awareness. This, what you mentioned about self development has to do a lot with self awareness and who we want to be and also related to other projects. This has to do with this context based on the environment of your family or maybe on school we were working on healthy relationships on first love in a project but we worked a lot on and heritage like what comes from within your family? How was the way you were loved or how was the way that you received love within your family? How did you model what? How did your parents model relationships to you in order to be able to shift that in case that was a model that you didn't want to pursue in the future. So it is really aligned on that.

Lorleen Farrugia [00:17:47] Yeah, this is also what I meant with context or even the family context, the upbringing, and the values in this sense, even the values that are transmitted to them. Once again, adolescence is a time where they are negotiating: what do I like from my family or origin and the context that I've grown up in? You know, what makes sense to me? What I will hold and what I will renounce us as kind of values and perhaps then this search to identify what do I value as well?

Ana Luiza Savi [00:18:30] I just wanted to say that we're just in time. So I think it's, it's good that we stopped recording here. So thank you so much Lorleen.

Lorleen Farrugia [00:18:38] You're welcome.