Palacky University in Olomouc – Pedagogical faculty
Centre for the Prevention of Risky Virtual Communication

RISKS OF
INTERNET COMMUNICATION IV

Olomouc 2014

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INVESTICE DO ROZVOJE VZDĚLÁVÁNÍ

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Content

Introduction to the topic

Research ***Risks of Internet communication IV*** is the fourth nationwide research.

It was implemented within the E-Bezpeci project, which has been guaranteed since 2010 by professional department –Centre for the Prevention of risky virtual communication, Palacky University Olomouc, and its interest was in the **occurrence of risky behaviours associated with information and communication technologies** (especially the Internet) **in a population of Czech children**.

Specifically these risky phenomenons were monitored:

A. Cyberbullying (various forms of cyberbullying, depending on the chosen communication environments).

B. Establishing virtual contacts (communication with unknown people and personal meetings with them; basis for the **cybergrooming**).

C. Sexting (in the form of public sharing of intimate materials the internet and in the form of providing intimate material on request).

D. Sharing of personal data on the Internet (focused on sharing face photos).

E. Other related phenomena.

Their definitions are given in the basic theoretical background of the monograph (chapter 1). Description of the research methodology including presentation of the descriptive part we present in the second and third chapter of the text. Relational part of the research has been published in professional periodicals; therefore, it is not mentioned here.

Possibilities of prevention of risky behaviour on the Internet are outlined in the fourth chapter. The bibliography and the sources, by which the readers of this monograph can increase awareness about issues examined, are to be found in the fifth chapter.

1 Theoretical basis of observed phenomena

1.1 Cyberbullying

In the monograph, our first focus will be on the issue of cyberbullying, based on existing definitions of so-called traditional bullying (in Czech environment particularly Michal Kolar is interested in bullying), in which bullying is perceived as aggressive, intentional, repeated acts or behaviour carried out against individuals or groups that cannot easily defend (Whitney & Smith 1993 Olweus 2006). Other authors understand cyberbullying as a form of harassment based on the imbalance of power and the systematic abuse of power (Smith & Sharp, 1994, hereinafter Rigby, 1997).

A more specific definition of cyberbullying is given by Hinduja and Patchin (2008) and Dehue, Bolman, Völlink, Pouwels (2008). Hinduja and Patchin (2008) defines cyberbullying as a deliberate, repeated and hurtful activity using computer, mobile phone and other electronic device. Dehue, Bolman, Völlink, Pouwels (2008) describe cyberbullying as torture, threats, humiliation, or other embarrassing attacks among adolescents using the Internet, interactive and digital technologies or mobile phones.

In our research, we defined cyberbullying as form of aggression that is carried out against the individual or group using information and communication technologies and which occurs repeatedly (Belsey 2004, Smith & Elephants 2007), whether by the initial aggressor or the secondary invaders. And how Kowalski, Limber and others add (2007-2008), itis a bullying that occurs through e-mail, ICQ, mobile phones (SMS, MMS, phone calls), chat, website, and other ICT. In the Czech environment mainly Michal Kolar, David Smahel, VeronikaKrejci, KamilKopecky, ReneSzotkowskideal with cyberbullying, while not deviate significantly from foreign approaches.

Within the research *Risks of Internet communication IV* cyberbullying is monitored due to its individual manifestations across the selected communication platforms.

In the following text, we will focus on the particular symptoms of cyberbullying and the tools and aspects that help its spread –we will point to the comprehensiveness and complexity of the phenomenon.

Next, we will discuss the victims and the attackers, who were the subject of interest in our research; we will describe the differences between traditional bullying and cyberbullying.

Then on individual cases from abroad and Czech Republic we will point out the dangerous effects that this phenomenon may have.

1.1.1 Manifestations of cyberbullying

Manifestations of cyberbullying, the combination of several components, see figure 1.

Použité formy psychické šikany	Formy šikanujícího obsahu	Nástroje šíření kyberšikany
• **Dehonestování** (ponižování, nadávání, urážení…) • **Pomlouvání** • **Provokování** • **Vyhrožování, zastrašování** • **Vydírání** • **Obtěžování, pronásledování** Atd.	• **Text** • **Videozáznam** • **Audiozáznam** • **Grafický záznam** (fotografie, obrázek, karikatura…) • **Volání, prozvánění** • **Krádež identity** Atd.	Diskuze, chaty, e-maily, SMS, MMS, Instant messengery, ankety, webové stránky, sociální sítě, virtuální vzdělávací prostředí, online hry, VoIP, mobilní telefony…

Figure 1: The emergence of cyberbullying signs (Source: E-Bezpeci)

A. Publishing of degrading recordings (audio, video) or photos

By posting we mean disclosure of the records or degrading photos on the Internet or sending via GSM services (MMS).

The attacker can get the humiliating materials in several ways:

- The victim provides the material to the attacker.
- The attacker steals it (e.g. from a mobile phone or a computer).
- The attacker creates it (records, falsifies etc.).

As for the degrading material created by the attacker, they are often formed by simple scenario - to provoke the victim to respond, subsequently capture it on the camera, mobile phone, and to publish – put it on the Internet via mobile phones and the record can be then edited. After publishing the degrading material the victims are exposed to public ridicule, not only people from their neighbourhood, but anybody who gets access to it (it can be seen on the Internet by millions of users around the world).

The victim is manoeuvred in an embarrassing situation by using one of the traditional bullying manifestations, whether physical or psychological.

Example of physical provocation:

A pair of young men chose the boy waiting for the bus stop. One of them ran to him and "slammed" him in the face. The other young man recorded the situation, including the boy´s surprised reaction, on his mobile phone. The attackers then put the recording on the YouTube website.

In this case, the behaviour is called **happy slapping**. It involves physical attack on an unsuspecting victim, whose reactions (surprise, fear, astonishment, horror...) is recorded and subsequently published.

This new form of cyberbullying first appeared in 2005 in the southern part of London with hip-hop "gangsta teenagers" (*Largest archive human aggression can be found on the Internet* 2010). Originally it was about creating entertaining videos on the way "hidden camera" – there is a random selection of victims, as well (e.g. passers-by in the park, people waiting at the bus stop, etc.). These „innocent" attacks soon grew into really serious violent offenses that in some cases even resulted in death of the victim.

In the UK the happy slapping attack was first punished in 2008, when a group of adolescents beat a homeless to death.

Example of psychological provocation:

Two pupils in 9[th]grade, Marek and Libor, tried to provoke a Czech language teacher Marie K. during a lesson (they shouted at her, interrupted the lesson, berated her, etc.).When the teacher could not stand the situation and got angry, the pupils secretly filmed her on a cell phone and placed the recording on YouTube. The recording was seen by over 7000 users. The teacher hadn´t known of its existence until angry parents came to ask her about it.

Teachers often become victims of these attacks. School law does not provide enough options for defence against this kind of behaviour.

B. Humiliation and slander

The attacker tries to damage the victim's reputation and undermine his/her relationships by publishing false information or insults and humiliates him/her.

Not only children can suffer from this manifestation of cyberbullying, but also adults, such as already mentioned teachers, which may be the victim of their avenging pupil or student, see figure 2.

STOP ODEUR

Osobní: Jméno: ▮
Věk: 34
Vzdělání: Nevedu
zaměstnání: Mučení studentů gymnázia
Postava : Výška:173 cm
Váha: 68kg
Postava: Plnoštíhla, Sportovní
Barva očí: Hnědé
Barva vlasů: Špinavá hněď
Brýle: ano
Vousy: Strniště
Závislosti: Kouření: ne
Alkohol: nepotřebuji (i bez toho sem mimo)
Závislosti na: Práce, Chatování, Sex
Sporty: aerobik, Fitness
Názory: Motto: Smát se at' se děje co se děje...

Oblíbené: Jídlo: Je mi to jedno když je to levné...
Pití: to same co u jídla
Televize: nemáme
Herec: Orlando Bloom
Kniha: Jehovistická bible
Barva: Hnědá
Květina: Tráva
Místo: kabinet
Kapela: Šimon,Radek a Pavel
Majetek: ...
Intimně: Orientace: Bisexuálka
Velikost poprsí: -1 až 0
Pohlaví: Strniště
Zkušenosti: Nemnoho
Naposledy: Nikdy (děcka mám ze zkumavky)
Erotogeni zóny: V podpaží:-Ð
Lehké úchylky: „Pro délku textu nezveřejněno"

Figure 2: Cyberbullying of teachers (Source: E-Bezpeci)

C. Identity theft, identity fraud for cyberbullying or further socio-pathological behaviour

This manifestation of cyberbullying is one of the most popular among attackers. The aim is to gain access to another electronic account (for example, to the e-mail account, IM, chat rooms or discussion, the account of the educational environment, etc.) and its subsequent misuse for cyberbullying of the account owner.

Different types of account attacks or its abuse:

- Manipulation with profiles (publishing false/defamatory information about the owner.

- Deleting contacts and messages.

- Sending out messages with inappropriate content on behalf of the owner account (e.g., insults, deliberately misspelled assignments, reports of xenophobic or racist content, child pornography, etc.).

- Misuse of personal data and contact information to the account (e.g. to log on to different services and applications (e.g. dating or porn dating sites, ordering goods via e-shops, abuse account for crime).

D. Embarrassing using fake profiles

The attacker creates a fake personal page or electronic account in the victim´s name(for example on social networks), where he/she publishes false information about the victim (e.g., sexual orientation, fictional interests and hobbies, etc.) that are intended to be harmful.

E. Provocation and assaults of users in online communication

It is a hostile and offensive interaction among users of online communication instruments (discussion, chat, e-mail, social networks), who comment on current problems of the real world (e.g. politics, sports, religion, philosophy or other topics that divide society).

The aim of these attacks is to annoy other people or draw them by provoking and insulting into a similar method of communication. In case other users ignore these tries, the attacker may try to block the communication (discussion or chat) by so-called "wallpapering", which is repeated pasting of text in the online communication.

Persons who encourage these disputes are called **"Internet trolls"**.

F. Revealing secrets of others to harm them

The attacker has intimate or embarrassing material about the victim (intimate photos, confidential information, etc.) at his/her disposal, which he/she may publish via the Internet or mobile phone.

The attacker can obtain such materials in several ways, for example:

- The victim provides it to the attacker.
- The attacker wheedle it out of the victim.

In the other case, the attacker pretends to be really interested in the victim (he/she wants to become a friend or partner of the victim), see cybergrooming, sexting.

In his/her manipulative conduct, the aggressor exploits the weaknesses of online communication, such as small feedback, lack of non-verbal characters of communication or other contextual clues that make it difficult/impossible for the victims to assess whether the attacker´s interested in him/her is real or feigned.

Intimate or embarrassing materials may be used to further socio-pathological behaviour, such as blackmail or other manipulation.

G. Exclusion from virtual communities

It is a deliberate and gross exclusion of a person from online groups, e.g. Spoluzaci.cz:

The pupils of 7.A established a page on the social network of former classmates. Almost all pupils in the class created a profile page. One girl in the class, which was not very popular among the others, did not get access to the site. It was very humiliating for her. Moreover, she found out that other classmates gossiped about her on this page.

H. Harassment

The attacker tries to throw the victim off balance by repeated phone calls, drop-calls or written messages (SMS messages, e-mails, chat messages, discussion, IM, etc.). The attacker's aim is primarily to "bother" the victim and thus making his/her life miserable.

Andrea and Silvia were best friends. When Silvie found another best friend, she did not want to be a friend with Andrea anymore. Andrea decided to take revenge on Silvia for that. She bought a new SIM card and every night from 22:00 to 23:00pmshe drop-called

Silvie on her mobile phone every 5 minutes... The night drop-calls aroused not only Silvia, but also her parents, who were very angry at her because of it.

They thought that Silvie calls someone secretly at night and lies about it. It caused Silvie large problems. When she explained the whole situation to her parent, they tried to stop it. As they could not find out the real identity of the attacker, Silvie finally had to ask the operator to block incoming calls from the phone number.

Attention! This behaviour could result in a dangerous pursuit of the victims, which is called stalking. Stalking has been labelled (since January 1st, 2010) as a criminal offense and given the fact that 2% of stalking cases end up in death, it is not advisable to underestimate it.

1.1.2 Aspects that help to spread cyberbullying

The pace of expansion and variability of cyberbullying can hardly be compared to other socially pathological kinds of behaviour. Thus, we will highlight the aspects that help to these facts.

The attack is easy for the attacker

Due to anonymity the attacker´s fearof being caught is suppressed and identification is difficult.

In a virtual environment, attackers often perform under the nickname and they use an unknown e-mail address or phone number that is unknown to the victim.

Anonymity gives them the impression of elusiveness, strengthens their courage to try harsher methods and forms of attacks. The aggressor can very easily create new and new identity, he/she may indicate a different age, different sex, occupation, and so deliberately manipulate those with which he/she communicates.

All this, of course, makes it more difficult to identify the attacker. Additionally, the attacker may try to "sweep his/her tracks" also in the real world -for example, the attack is carried out using publicly accessible Internet or unregistered SIM card.

The victim has a little chance to figure out the true identity of the attacker without specific knowledge.

Although for many users anonymity seems real, it is only apparent. The identity of the attackers is in most cases revealed by using suitable technologies (e.g. IP address tracking, proxy servers or packets). In cyberspace, we leave behind lots of "cyber traces" of data tracks that can be traced. Still it is generally very difficult to trace the attacker.

Not always the victim can rely on the assistance of the law enforcement management, such as the police. Given that many of the manifestations of cyberbullying are not solved by Czech law system, the police often have no effective tools to intervene.

In determining the identity of the attacker it sometimes helps that cyberbullying is often intertwined with traditional bullying - originators/victims of traditional bullying are often originators/victims of cyberbullying, as well. Thus, if a child is exposed to the attacks of both in the virtual environment and in the real world, it is likely that it will be the same offender.

This is confirmed by the research project Minimization of Bullying (MIS 2010), which found that 78 % of victims knew or determined the identity of the attacker, as51 % of the aggressors were in the same class as the victim

and another 27 % attackers attended a different class of the same school as the victim.

The behaviour of people in the virtual world is risky

Many cases of cyberbullying would not have happened if the victims of these cases at least minimally had protected themselves. While in real life we grow defence mechanisms from childhood in the form of barriers, shame, we are repeatedly warned against a variety of lures by parents, teachers, and sometimes the media (e.g. communication with strangers), etc., , information about virtual risks are minimal(often limited to protecting computers from viruses).

For many users, the virtual world becomes an escape from reality, space where to hide from problems. They perceive the virtual reality as a great place where they can have fun, fulfil their dreams, where they can be like what they want to be, where they can build a life according to their ideas. People enter the virtual communication and virtual environment with great confidence. They let themselves lullaby illusory anonymity of the environment - it tempts them to behave less carefully than in the real world – they are bolder in communication, discuss sensitive topics (problems, sexuality, etc.) they communicate without barriers.

This phenomenon accompanying virtual communication is called *disinhibition* (Willard, 2004) – it means the loss of barriers in the Internet environment.

While in real communication a person improves the ability to perceive the different nuances of speech that help him/her to assess the truth and lie, perception of hyperbole, verbal humour, etc., in virtual communication it is very difficult due to the absence of contextual clues(such as body language, tone of voice, speed of speech, etc.). For the attacker the virtual communication is an ideal tool for various manipulations as it uses a complex coding.

Sharing of personal data, photos and videos on the Internet can be definitely considered as a risky behaviour. First, it suggests that much people do not realize how this behaviour can be dangerous (for example, materials can be misused to blackmail, manipulation, humiliation, etc.), and also that people rarely read the contract for the services they use (i.e. sharing is done without their note, for example on Facebook).

In addition, there is a general perception that anything put on the Internet can be easily downloaded back. But it is the other way round.

A large number of people in the virtual world

We encounter the information and communication technologies practically everywhere. They bring us benefit (at work, at school, in private life) and they also represent some kind of fashion.

Manufacturers have been competing in new services or the design of mobile phones, advertisements that may force us the idea that our mobile represents our personality. And it is also essential in certain circles to be a part of online social groups.

Especially children and youth succumb to these fashion trends due to poorly developed critical thinking, less experience and more submissiveness. It is difficult for them to withstand the pressure of media and media stereotypes, especially when they often even do not perceive this pressure. In addition, they are exposed to the onslaught of peers - to be different, be aside from the group and go against the mainstream is very difficult, not only for children but also for adults...

In addition, virtual reality offers people the opportunity to fulfil their wishes, the ability to change themselves and their lives in their own image. Many of them also feel better in this environment than in the real world, they incarnate to their virtual self (alter ego, avatar) and are not interested in real bonds. The addictive behaviour is then just a step away; along with it the possibility to

encounter cyberbullying or other hazardous communication practices logically increases.

The rapid development of technology and lack of prevention

Acceleration of the development of technologies and services that offers ideal environment for spreading potentially hazardous communication practices has its share on the accelerating pace of spread of cyberbullying. However, this does not mean that development of technologies is something wrong. It's up to us how we handle the possibilities that it offers - whether we use them or misuses them. Information and communication technologies are not weapons, they are tools. There are neither good nor bad. It's up to the people for which activities they use the technologies.

Generally, the ability to adapt to new technologies is closer to children than adults, as discovering is an integral part of children´s lives. Children are acquainted faster with the news of the virtual world than adults whose time is tied to other activities, and they have no time or energy for discovering.

Parents usually do not have time to constantly examine what new services virtual environment provides, how they work or what rules they follow. They have less information about the issue than the children, so it makes their position difficult in the field of prevention. Parents usually learn about what could happen to their child in the virtual world or what the problem may cause only when the situation really happens and they are forced to look for solutions.

Low awareness of children, parents and teachers of hazardous communication phenomena results in high-risk behaviour of children in a virtual environment, consequently also in the number of victims. It can also be associated with a number of attackers who are not familiar enough with the consequences of their behaviour.

Pushing the boundaries in interaction

The fact that media negatively affect people's behaviour today is nothing new. They make us numb to violence, dispose intimacy, open sexuality and disturb people´s privacy. In order to increase viewer ratings or to obtain readers –in the interest of earnings – they often attack essence of human dignity.

In this atmosphere it is certainly very difficult to cultivate ethical standards in children. Especially when we realize that the television more or less raises children in certain families (parents are busy, spend little time with children, so children look for models for their behaviour somewhere else). While most adults probably at least subconsciously understand that, for example, the fight scenes in the movie or aggressive verbal attacks of politicians are not the common standards of behaviour, as well as pursuit of celebrities and public discussions about their private affairs, children often adopt models as their own. Then, of course, we cannot be surprised that they do not behave to one another and also to adults with proper respect. They behave just according to the models that are available to them.

1.1.3 Victim of cyberbullying

Victims of cyberbullying are mostly girls and victims of so-called traditional bullying. The victims are also the individuals more dependent on the Internet who don´t have many friends in the real world, so they try to look for them in the virtual world (they make contacts with unknown people via the Internet).

According to the statistics (Lenhartin Perez 2010), 39% of victims are users of online social networks like Facebook, Libimseti etc. A common thing for them is that they are not aware of the possibilities of information and communication technologies misuse, which results in more risky behaviour on the Internet, for example, publishing personal information and photographs.

1.1.4 Attacker of cyberbullying

The attackers are usually boys who spend a lot of time on the Internet, and thus they have a better knowledge about Internet applications. Their parents do not care what the children use the Internet for.

The attackers tend to have a lot of friends in the real world – they feel popular – and they are often also the originator of traditional bullying. In the Czech Republic, about 78% attackers are from the same school as the victim and 51% attackers are even in the same class (MIS 2010)!

1.1.5 Differences between traditional bullying and cyberbullying

The aim of bullying and cyberbullying is to hurt or harm someone, either physically or mentally. Cyberbullying in many cases starts as accompanying phenomenon of traditional bullying and the manifestations mingle and complement mutually –as an example we can name recording of physical abuse of a classmate. According to some studies (Dehue et al. 2008), between traditional bullying and cyberbullying there is a significant relationship both in the role of a victim and attacker.

What are the main differences between traditional bullying and cyberbullying?

Place and time of the attack

While the place and time of the attack in traditional bullying can be expected (e.g. at school, on the playground), cyberbullying can appear anytime and anywhere. We can become the victims of the attack whenever we are connected to the Internet or mobile network (GSM). In this case, we have nowhere to hide from cyber-attack. The attacker is able to find us even at midnight at "home safety".

Attacker

The attacker can be anonymous, hidden behind the nickname or other undefined identifier. For anonymity of the virtual environment it is significant that it blurs the differences among people – age (e.g. a child can cyberbully an adult), gender, social status, physical proportion, quantity dominance or courage for attack.

Originator of cyberbullying could therefore be anyone who has the necessary knowledge of information and communication technologies.

Secondary invaders (viewers and disseminators)

The number of viewers of cyberbullying may be far greater than the number of onlookers at traditional bullying. In the case of cyberbullying, an onlooker can be basically anyone who has access to the Internet –that means millions of people around the world.

Except for viewers also the disseminators of cyberbullying are involved in cyberbullying. These are people who distribute information about cyberbullying (e.g. send a link to sites where cyberbullying appeared to other people), and thus they are consciously or unconsciously involved in cyberbullying.

Both of these groups of people are an indispensable part of cyber-attacks, because they can multiply the impact of the attack on the victim. This actually harms the victim more than the primary attacker – from this point of view, they become secondary invaders.

Victim

As is the case with the originators of cyberbullying, victim´s age, gender, physical strength, position in a social group or success in society don´t matter. In electronic communication the aspects mentioned above are suppressed and not as significant as in face to face communication.

Attack and its impact on the victim

During cyber-attack there is no personal contact of the attacker with the victims (the attacker may not even know the victim, he/she can identify the victim e.g. by nicknames or by age).

The attacker then cannot see how the victim responds to the attack, and is therefore less aware of the harm that it causes. This lack of feedback of the victim reaction enables the attacker to develop aggressive and impulsive uninhibited behaviour (Dehue et al. 2008). The anonymity of electronic communication develops not only playfulness and loss of inhibitions, but also reduces social responsibility, and thus facilitates the participation of users in hostile and aggressive behaviour (Herring, 2001).

Lack of feedback, combined with the reduction of fear of being caught, an attacker may be tempted to ongoing aggression, which may eventually intensify - the moment when he/she is caught and convicted, he/she may have had a very serious offenses bordering with the penal code.

Another difference between traditional bullying and cyberbullying is the duration of action of attack.

The impact of the information published on the Internet lasts much longer than a slur or slander in the real world that "will be talked about", but will be quickly forgotten. In the virtual environment, the discriminatory materials remains stored, so that they can be used for cyberbullying again and again. What´s more, the humiliating information is available to anyone, anytime, anywhere.

The impact of the attack or attacks on the victim significantly deepens the sense of hopelessness, which is caused by minimal possibilities of defence against the anonymous attacker. An important part of the process of coping with the problems is to understand them. The victim asks a series of questions: *Who's the attacker? Why does he/she do it? Can I prevent this somehow? ...*

In a situation when the victim does not know the identity of the attacker it is very difficult to look for answers and the way to solve the problem. Researchers showed that about 35% (Dehue et al. 2008) to 47% (Li 2007) victims of cyberbullying does not know the true identity of the attacker.

1.1.6 Cases of cyberbullying from abroad and from the Czech Republic

Ghyslaine Raza (Canada, 2003)

Ghyslaine Raza alias Star Wars Kid became the first media famous victim of cyberbullying, after the publication of the video showing a fight scene, which represented the character of Darth Maul in the film saga Star Wars.

The boy made the recording for his own use, but unfortunately, it fell into the hands of his classmates, who published it on the Internet Kazaa website.

The video was seen by many people and among them there was the game developer of the company Raven Software Bryan Dube, who provided the light and sound effects, which contributed to its mass extension.

Figure 3, 4: Example of original and modified recordings
(Source: YouTube.com)

The video was then adjusted several times, for example, there were remixes from various movies, series created - Matrix, Star Wars, Star Trek, Kill Bill, Mortal Kombat, Lord of the Rings, Indiana Jones, etc.

In 2006, the video became the most popular video on the Internet around the world with more than 900 million views (*Star Wars Kid is top viral video 2006*). And in 2007 the video was declared the most popular Internet video in the world (Vinson 2010).

The popularity of Star Wars Kid was evidenced by the fact that Internet petition was created, in which the authors claimed to be Ghyslaine Raza cast in some of the smaller rolls in just upcoming 3rd part of Star Wars. A petition was signed by 148 624 people (*Put The Star Wars Kid in Episode III* 2010).

Although George Lucas did not refuse to cast Ghyslain, it has never happened.

Furthermore, ridiculing collages appeared; Ghyslaine was parodied by popular personalities in various shows and his face began to appear on postage stamps and souvenirs (T-shirts, etc.).
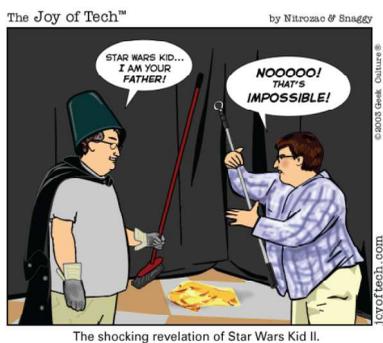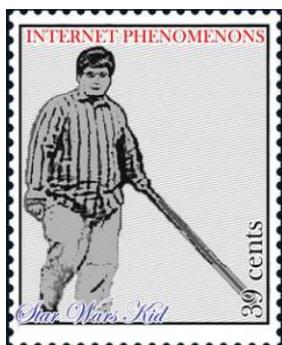

Figure 5, 6: Postage stamp with Ghyslaine a sample of comics
(Source: Internet phenomenons 2010 StarWarsKid 2010)

When the boy learned of his unexpected popularity, he suffered from heavy psychological shock and had to undergo long-term treatment.

The recording was not very good and it pointed out his overweight and clumsiness, which a number of spectators did not hesitate to comment on the sites and blogs on the Internet.

The release of the video also had a judicial sequel, because the boy's family sued families of four of his classmates for sum of two hundred and fifty thousand Canadian dollars. The reason for the conflict was that the boy *"had to endure and continues to endure harassment and ridicule of his classmates and the general public and thus he must be in the care of a psychiatrist an indefinite period of time. This stigma also affects the completion of his education, and may also affect his ability to find employment. It is probable that he will have to change his identity because of this case."* (Kocicka2008).

The trial finally concerned only three of the families. The court should have been launched on April 10th, 2006, but the case ended up on April 7th, 2006 by extrajudicial equalization; the conditions have not been published.

Megan Meier (USA, 2006)

Megan Meier committed suicide after she became the victim of cyberbullying on the Internet.

Figure 7, 8, 9: Megan Meier (Source: Megan Meier Foundation:
In Loving Memory of Megan Taylor Meier 2007)

Megan was a 13 year old girl from Dardenne Prairie, Missouri, who suffered from attention deficit disorder and had problems with being overweight, which caused her depression.

In the 3rd grade she began to talk about suicide, so her parents visited a therapist. When she started attending the 8thgrade at a new school she was feeling happy. The pupils had to wear school uniforms and were not allowed to make up, which was good for Megan. She joined the volleyball team, she managed to lose weight and very soon the doctor removed her braces.

In this revolutionary period she broke up with her long-term best friend Sarah Drew (13 years); she did not sympathize with her anymore... (Pokin 2007)

A few weeks before her 14thbirthday Megan begged her mother to allow her access to the social networking site MySpace. Her mother was not very pleased, but was eventually persuaded. Megan was allowed using the site only under the strict supervision of her mother and with many constraints.

Approximately six weeks before her death, a 16 year old boy Josh Evans contacted Megan through her account at MySpace. Megan really liked his

photo, so she added him among her friends with permission of her mother. A relationship was established between them soon.

"Megan struggled all her life with weight and self-esteem," said her mother Christina. *"And now she finally found a boy who really thought she was pretty."* (Pokin 2007)

On 15th October their mutual communication suddenly changed.

"I do not know if I want to be your friend anymore because I heard that you are not very nice to your friends," Josh wrote in e-mail. According to her mother, the following day he sent several other disturbing messages. Christina Meier ordered her daughter to check out from the social network. But she had to go to the doctor with the younger daughter, so she did not check Megan personally. Then when she called back from the doctor, she found out that Megan continued in an interview with Josh and that other children joined the communication.

"They are so rude to me," Megan cried into the phone. *"They are sending messages about me. They wrote on my wall: Megan Meier is a whore. Megan Meier is fat cow."*

When her mother returned home, she was very upset that her daughter did not respect the order. *"You're my mom! You have to be on my side!"* Megan said to her. And about 12 minutes later Megan´s parents found her hanged in the closet. She died the next day at the hospital (Pokin 2007).

A few weeks later the Megan's parents learned that there is no Josh Evans. The profile with this name was created by mother of Megan's former friend Sarah, Lori Drew. The impetus for this behaviour was that Megan called Sarah a lesbian (Zetter 2008).

Lori engaged in cyberbullying not only her work colleague AshleyGrills, but also her daughter and other children.

Figure 10, 11: Lori Drew with his daughter in court, Lori Drew
(Source: Wired.com 2010)

The case was publicized and Lori Drew, a popular and successful woman, subsequently became the victim of a series of attacks, she was pilloried both on the Internet and in real life. On the Internet, people put her contact information (address of her home and office, home telephone number and mobile phone number), photos and aerial photos of the house! People

persecuted her and she had to face threats and destruction of her property (Pokin 2007).

In addition, she was accused of four counts.

The case of Megan Meier caused some changes in the laws. On August 28th, 2008 in the State of Missouri; Act 818prohibiting harassment through computers and mobile phones was passed.

The bill was a reaction to the Missouri Police that was not able to comprehensively prosecute Lori Drew for cyberbullying and harassment through a computer. The definition of harassment in the law was due to this cause supplemented by the formulation: *"This is a conscious behaviour in order to intimidate or cause emotional distress", "harassment may be anonymous, conducted either by telephone or electronically", "harassment can cause anxiety to a child."*

Harassment was reclassified from an offence to a crime with the possibility of imprisonment for up to four years if it was performed by adults against persons younger than 18 years or if the offender was convicted for the same conduct previously (Pokin 2007).Christina Meier (Megan´s mother) participated in the enforcement of this act (In Loving Memory of Megan Taylor Meier 2007).

Figure 12: Christina Meier (Source: *Encyclopedia Dramatica* 2011)

Ryan Patrick Halligan (USA, 2003)

Ryan Patrick Halligan, an American teenager from Essex, Vermont, committed suicide at the age of 13 after being bullied by his classmates both in real life and cyberbullied in online space.
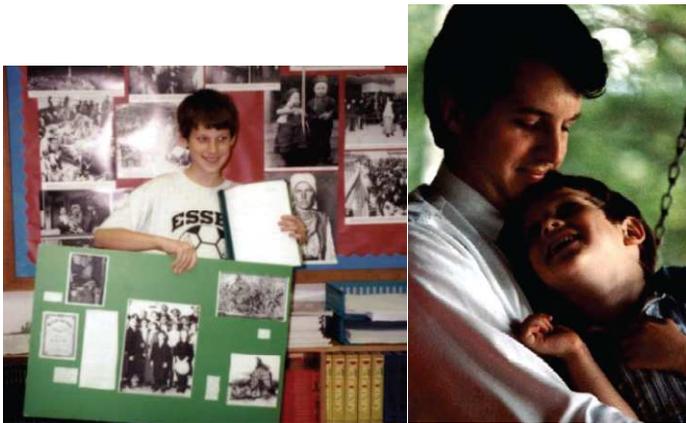
Figure 13, 14, 15: Ryan Patrick Halligan, Ryan in schooland with his father
(Source: *In memory of Ryan Patrick Halligan 1989 to 2003,*
Suicide.org: Ryan Patrick Halligan Memorial)

According to his parents, Ryan was a very kind and nice guy. He suffered, however, from certain developmental difficulties (speech, motor activity) which reflected in his school results after he started attending school. Ryan realized it and was worried that he was not like other children.

In the 5th grade, Ryan became a victim of psychological bullying from classmates because of his handicap. Parents began attending therapy sessions with him; after the situation improved, they stopped attending the sessions on the advice of the therapist at the end of the fifth (Halligan 2010).

Bullying, however, broke out again in the 6th grade and during the 7th grade, the situation rapidly got worse. The same boy who together with his older friends had already focused on Ryan in the 5th grade was responsible for that.

"*Ryan told us he did not want to go to school. He never wanted to return there. He asked if we could move, or if he could learn at home.*" (Halligan 2010) However, this was not possible. Parents wanted to inform the school management about the situation. However, Ryan did not want his parents to do that because he thought it would only worsen the situation.

"Instead, he wanted us to help him learn to fight in order to beat the guy." (Halligan 2010)

He was inspired by the main character of the movie Karate Kid. And it happened as he resolved; he opposed his tormentor successfully (Halligan 2010).

Everything then seemed to be fine until the defeated boy, with whom Ryan even temporarily befriended called Ryan a gay.

This information then rapidly spread among the other pupils of the school, who then constantly bullied Ryan, mocked him and insulted him.

To get rid of his reputation, during holidays Ryan established online communication with a very pretty and popular school girl. After the online communication, he decided to meet the girl personally. She, however, told him in front of his friends that he was a wretch, that she did not want to have nothing to do with him and that the communications with him was just for fun. Ryan then found out that she agreed with her friends on making fun of

Ryan this way–her task was to pretend interest, find out Ryan´s sensitive information and make fun of him in front of others (Halligan 2010).

Ryan did not put up with the pressure from his classmates and in the morning on October 7th, 2003 he hanged himself in the bathroom. He did not leave a farewell letter. He was found by his sister, who was the first to get up that day.

Ryan's father, John P. Halligan, decided to use his personal painful experience in helping others. He tries to raise awareness of the risks of cyberbullying and juvenile suicides – he tells students in schools all over the country about the Ryan´s story and he also created memorial websites on which he describes Ryan's story and the issue of cyberbullying.

Furthermore, he participated in the enactment of the bullying prevention (*Bullying Prevention Policy Law*), which was approved in the State of Vermont close after it has been submitted (*Teen Suicide: Greater IBMer John Halligan says there IS something we can do Connections eMagazine* 2009).

Figure 16: John P. Halligan (Source: NewsWorks.org 2011)

Anna Halman (Poland, 2006)

One of the most tragic cases of cyberbullying in continental Europe took place in Poland. The victim was 14 years old student of grammar school in Gdansk - Anna Halman, who committed suicide after being exposed in front of all her classmates to sexual bullying and cyberbullying on 20th October 2006.

Figure 17: Blog dedicated to the memory of tragically deceased Anna Halman (Source: *Blog Pamięći tragicznie zmarłej Ani* 2006)

During a class, a teacher had to leave on command of the director for 20minutes; Anna was assaulted and sexually harassed by four classmates (Łukasz P., Arkadiusz P., Mateusz W., Dawid M.). They tore off her clothes; groped her and pretended to rape her. One of them grabbed her for head and pretended to performed oral sex. Another student, MichałSz., filmed everything on his mobile phone.

Anna tried to defend herself, tried to hide under the desk, screamed and begged the boys to stop. Several of her classmates tried to stand up for her, but they were weaker than the attackers. Other students only watched the situation, because they found it funny (*Chłopcy przyznali: Dręczyliśmy Anie 2006 horror Przeżyła* 2006).

The attackers threatened Anna to put the video on the Internet, so that everyone could see it, which they later did (*Przeżyła horror* 2006).

Anna finally managed to get free and ran home. At home she did not tell anyone about what happened. The teacher received some information about what happened after she returned to the class. After the class, she called to the Halmans to inform them, but she reached only 18 years old brother of Anna. Anna begged her brother not to tell their parents, she wanted to tell them about it herself, but it did not happened (*Przeżyła horror* 2006). *"Darling, what evil happened to you at school?"* her mother asked. "*I'll manage, Mom,"* said Anna. That same evening, she told her friend Iwona who came to visit her that she could not stand the school humiliation and she wanted to kill herself. When leaving, Iwona told Anna's mother to be careful about Anna. The next day, Anna committed suicide (*Dam sobie rade mamo* 2006). She hanged herself.

The police investigation at the school revealed that it was not the first attack Anna was exposed to. The same attackers were attacking her repeatedly several weeks from the time she had refused to go out with Michael Sz. (*Matka Ani: niewinię chłopców* 2006).

Anna's friends stated that she was terribly scared of boys, and it was also the reason why she did not announced the previous attacks. According to her parents she was quiet, private and very shy (*Łaszyn, Gruszczyński, Pawlik*2006). Even the school management did not solve the previous incidents, although they knew about it from other students.

The court for families and teenagers sent all the participants of the incident in young offenders institution for three months, which caused a big backlash

and protests from the public (Tysiąc osób żegnało gimnazjalistkę z Gdańska 2006).

At the beginning of the investigation, the video recording that the attackers made during the incident was not available. The boys removed it from the Internet and deleted it from mobile phones after Anna's suicide. Police, however, managed to reconstruct the deleted record and it suddenly changed the view on Anna and her tormentor.

Psychologists have said that from the perspective of Anna, this experience does not differed from actual rape, they further referred to the fact that it happened in front of the whole class, almost all incident was filmed and that the girl had a real reason to fear of the upload, as well as the continuation of attacks in the coming days, which had to escalate her trauma to unbelievable proportions.

The whole experience, backed up by the threat of publication of the record, threat of repetition and terrible frustration over what the people she knew did to her, which she even probably considered as friends (one of the attackers was Ann's cousin and all lived in the same village as Anna), was undoubtedly sufficient to commit a suicide(*Blog Pamięći tragicznie zmarłej Ani* 2007).

The trial results have not yet been publicized so far.

Tyler Clementi (USA, 2010)

Tyler Clementi, an eighteen year old violinist and student of Rutgers University in New Jersey (USA), committed suicide by jumping off a bridge after his roommate Dharun Ravi and his girlfriend Molly Wei used a webcam to record Tyler´s homosexual intercourse without his knowledge.

Figure 18: Tyler Clementi (Source: The Guardian 2010)

On September 19th and 21st, 2010, Tyler asked Ravi to lend him a room for the evening. Ravi met Tyler´s friend and Tyler told Ravi they wanted to be alone together in the evening. However, Ravi feared that Tyler's friend might steal something, so he placed his computer and a webcam to monitor what happened in the room. Ravi and Wai then watched through iChat what was happening in the room and saw Clementi and his guest kissing. On September 20th, Ravi placed a message on his Twitter:

"My roommate asked me to lend him our room until midnight. I wentto a Molly´s room, turned on the camera. I saw him having sex with a boy. Yeah." (Kopecky 2013)

On September 21st, Ravi published a report that he would organize a live stream from Clementi´s room, and invited Twitter users to video chat, which should have been held from 9:30 p.m. to 0:00 (the video streaming, however, took place only through a hallway to the next room).

In the afternoon, Ravi pointed the camera at Clementi bed and switched computer into the sleep mode. In the court, Ravi said that he had changed his

mind and pointed the webcam at his own bed, but the police confirmed that the webcam was still directed at Clementi bed. When Tyler returned to the room, he saw that the computer and camera were off, and wrote to his friend that he had taken the computer from the socket just to be sure.

On that day, Tyler announced to housemaster (both personally and by e-mail) that Ravi stalked him and filmed him while having sex with another man. He asked for punishing Ravi. And he also wanted a different room.

In the night of September 22nd, 2010, Clementi left the college; he went to the George Washington Bridge at 20:42 and wrote the following message on Facebook:

"*I´m going to jump from the George Washington Bridge, I'm sorry.*"

Figure 19: Clementi´s latest Facebook message
(Source: Facebook.com)

He left a suicide note, which has never been published.

Mooly Wei was not prosecuted in exchange for testimony against Ravi; she was given only three hundred hours in general community activities. In 2012, Dharun Ravi was sentenced to 30 days in jail, three-year probation and was fined 10 000 $. After 20 days he was released from prison.

Figure 20: Dharun Ravi (Source: ABCNEWS 2012)

Jiri Pacholik (Czech Republic, 2009)

The case of Jiri Pacholik (56), a head teacher of elementary school in Zelezny Brod in Pelechovska street, has no parallel in the Czech Republic yet - it represents the first case of cyberbullying that cost human life.

It all happened in 2008, when Jiri Pacholik resigned from his function and quit after the recording of his conflict with the pupil in 9th grade appeared on the Internet.

In the video taken by pupils it was evident that the head teacher rebuked the student and called him to clean up the stuff that the student had scattered around the table.

"Why would I do it, you bastard?" the student replied. The head teacher got angry and slapped the boy. Then the student run away from the class and the head teacher followed him.

But what is missing in the recording is that the head teacher brought the student back to the class and apologized to him for the slap.

Figure 21: Example of video recorded by pupils
(Source: Prachar 2009)

Then the head teacher invited the parents of the pupil to school to discuss the whole situation with them.

"It was about eleven o'clock; the head teacher was closed in the toilet and smoked. When he came out, he smelled of alcohol and he was not able to articulate very clearly, he had also problems with balance," said Mr. Kilousek, a student´s father.

The head teacher told them that their son would get a bad mark for his inappropriate behaviour. His father suggested calling the city police to carry out a breath test on the head teacher. Then the head teacher stepped back. Mr. Kilousek provided this comment to Blesk newspaper eight months after the incident.

*"We agreed with him that we and he would forget about the whole situation. He would not cause problems to our son in the last year at school and we would not mention his drinking, "*said Kilousek in an interview for the daily newspaper Blesk (Prachar 2009).

The recording of the incident, however, was published on May 22nd, 2008 on YouTube channel (*Headteacher slapping pupils* 2008). The whole case was subsequently publicized and aroused strong emotions in society.
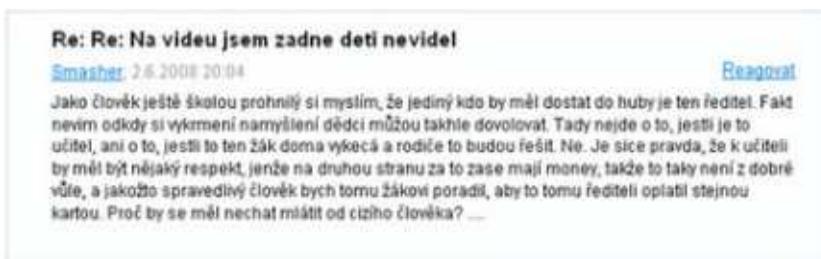

Figure 22: Example of disagreeing response in the online discussion
(Sedlak 2008)

Figure 23: Example of an affirmative response in the online discussion
(*Head teacher slapping pupils* 2008)

On June 5th, 2008, the head teacher announced the resignation and asked on termination of employment. The reason for it was the mentioned incident with a 9th grade student. After the publication of the case, both Jiri Pacholik and the school were under pressure, as the media created negative image of the school as a whole (see excerpt from Jablonec journal).

Figure 24: Excerpt from Jablonec journal (*Head teacher slapping pupils* 2008)

"I am sorry for the slap. I acted in a short circuit," commented former head teacher Pacholik (Sedlak 2008).

"I was sick at the time, but I went to work. Moreover, we expected inspection. Just a short circuit occurred in my behaviour. I apologized immediately to the victim, I apologized and his parents accepted that. I have been still reeling from that." (*Head teacher slapping pupils*2008)

Eight months after the incident Jiri Pacholik hanged himself in his house. He did not leave any suicide note, so we can only speculate about the motives that brought him to this desperate act.

1.2 Cybergrooming

Cybergrooming or **child grooming**, **grooming** is one of the currently most dangerous phenomena, and therefore we consider it necessary paying attention to it.

Cybergrooming indicates the behaviour of Internet users, so called **predators**, **cybergroomers**, whose aim is to cause false trust in a victim and force him/her to a personal meeting. In other words, we could also say that it is a psychological manipulation implemented through the Internet, mobile phones and other related technology, which aim is always a personal meeting with the victim.

The result of the meeting with the attacker is most often sexual abuse of the victim or his/her repeated abuse;the victim may also be physically attacked and tortured, forced into child prostitution or also into production of child pornography (Berson 2002; Kopecky 2010, etc.).

In a broader sense cybergrooming may represent a manipulation leading to terrorism, but for now it is not the subject to our interest, as in the Czech Republic we meet especially with sexual abuse of victim by the groomer.

And just as in the case of cyberbullying, we will try to analyze the issues of cybergrooming.

First, we will focus on its characteristic features such as place of cybergroomer occurrence, the length of manipulation with the chosen victim, profile of the attacker and the victim. Then we will continue with different stages of manipulation- preparation for contact with the victim, contact with the victim, establishing and deepening the relationship with the victim, preparing for a personal meeting and implementation of personal meeting with the victim –to explain the principle of cybergroomer´s behaviour and to be able to detect him in communicating on the Internet.

In conclusion, we will then refer to other characteristics of cybergrooming, while mentioning a few cases that actually happened, both in the Czech Republic and abroad.

Only these real cases can demonstrate how dangerous phenomenon cybergrooming is.

1.2.1 Characteristics of cybergrooming

A. Places ofoccurrence

Cybergrooming is bound to both synchronous and asynchronous communication platforms and mostly it occurs in connection with the services that are most popular among children and youth. Currently these are primarily social networks (Facebook, Lidé.cz, Libimseti.cz, Milisek.cz, Twitter, MySpace, Bebo and others), which, thanks to sophisticated system of virtual social ties, provide ideal conditions for its implementation, instant messenger and VoIP (ICQ, Skype). Predators also abuse the public chat and Internet dating, because the victims in these platforms often looking for new friends and potential partners. Furthermore they place various advertisements promising career as a model or even the ability to easily earn some money and they attend portals for teenage Internet users, such as gaming portals, which allow establishing online chat conversation with teammate/opponent.

B. Length of manipulation with the chosen victim

Length of manipulation with a victim is always based on several factors, and therefore victims may differ. Real cases show, however, that psychological manipulation usually takes longer time - from about three months to several years.

Cases, when the attacker waited because of the fear of penalties for personal meeting with the victim two or three years until the victim was of full age, are not exceptional.

A reason for long lasting manipulation can be the attacker´s effort to establish a close relationship with the victim and get his/her full confidence. Then, when the victim is offered the opportunity to personal meeting, he/she mostly attends it, because he/she expects a meeting with the "best friend" or potential "partner". And if not, the victim is forced to a personal meeting through blackmail by a cybergroomer, who accumulated enough information about the individual for a period of several months (e.g. name and surname, place of residence, friends, naked photos, etc.).

C. Characteristics of the attacker

To characterize a cybergroomer is not a simple task. Cybergroomers are heterogeneous group of people, which can include an individual with both high and low social statuses. Education is not important here, so the attacker can be a teacher, doctor, policeman, postman or porter.

In many cases, the victim knows the attacker and is dependent on him/her (in the 85 -95 % of cases, Kopecky 2010); the attacker is often a member of the victim´s family.

According to researches, the people who have never been punished dominate among the attackers. This fact makes it difficult to search the attacker in a father of the family, in a good friend or nice uncle.

Sometimes those who had been already sentenced for sex assaults against children and adolescents and have had a relapse become cybergroomers.

In terms of age and appearance, children and adolescents often imagine the attacker as an unsightly elderly gentleman who does not know anything about their life and world. In fact, the predator may be a handsome eighteen year old boy.

If you do a small test and try to identify sexual attacker on the following photos according to his appearance, we will find out that it can be basically anyone.
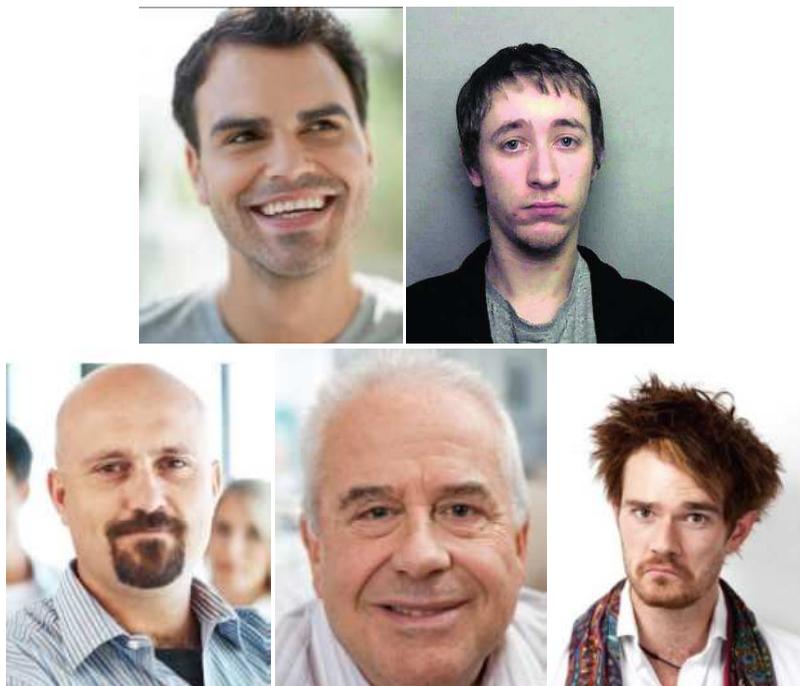
Figure 25: Uncover the sexual attacker (Source: E-Bezpeci)

Just for interest, the cybergroomer is the man on the second photo.

Most of the attackers were diagnosed to have pathological interest in children, i.e. individuals younger than 18 years (see Convention on the Rights of the Child). And only about 10% of them belong to the paedophile-oriented users who are interested in children, aged especially from 5 to 12 years.

A much larger group of attackers is represented by hebephiles/ephebophils focusing on adolescent girls and boys with fully developed secondary sexual characters (biologically adult victims). These attackers are interested both in adults and children.

An interesting view of behaviour of cybergroomers is offered by social model skills (Emmers-Sommer, Allen 1999 in Olson 2007), according to which they establish contacts with children because they are afraid of making contacts with adults. They perceive relationships with children less threatening and feel safer in it than in relationships with adults.

D. Characteristics of victims

The victims of cybergroomers are mostly children and young people aged from 11 to 17 years. As for the gender, we could say that are no differences, it means that the boys are attacked as often as girls.

It can be assumed that large amount of time spent on the Internet and mobile phones (social networks, instant messenger chat) connects the victims. There he/she contacts his/her friends, looks for new friends and potential partners.

The susceptibility of children and young people to manipulation is given by lack of fully developed social skills and also sufficient life experiences (Lamb, Brown 2007). According to the researches the attackers use this actuality in the selection of their victims, including in particular:

a) children with low self-esteem or lack of confidence (can be easily emotionally or physically isolated),

b) children with emotional problems, victims in need (often seek compensation for their parents and need a helping hand),

c) naive and overly trusting children (they are more willing to engage in online conversations with strangers, recognize risk communication with difficulties),

d) adolescents/teenagers (interested in human sexuality, they are willing to talk about it).

In 2009, the Police of the Czech Republic began to draw attention to the new regrettable trend among children and adolescents, which extends in the production of child pornography and is related to the phenomenon of sexting, defined in subsection 3.1.

This trend is taking intimate photographs of children and adolescents for easy extra income.

It affects mainly 12 years old girls, who started responding positively to offers of cybergroomers over the Internet in exchange for credits to the mobile phone, money or gifts girls send them their own intimate materials (see, for example, *Children risk on the Internet, they send their photos to paedophiles in exchange for money to their mobile phone*2009, *Children undress in exchange for money to their mobile phone. A paradise for paedophiles* 2009). Some girls are even able to find them on the Internet and contact them with an offer. They don´t realize that it won´t end up with just online communication and the predator will want to see in them in the "real world." The meeting with a cyber groomer can be seen in a preventive educational film produced by Seznam.cz company *Meet safely* 2 (www.seznamsebezpecne.cz).

In the following chapter, we will describe different stages of attacker´s manipulation with victims.

1.2.2 Stages of manipulation with the victim

The process of manipulation with the victim goes through four basic stages, during which the attacker uses a large number of techniques and procedures.

A. Preparation for contact with the victim

At this stage, the attacker creates conditions for the implementation of manipulation with victims, often trying to find out as much information as possible about chosen victims (e.g. from their profile on a social network – *Online Predators/Internet Predators* 2012) and on its bases he/she forms his false identity or authority.

Fake identity

The predator almost always appears under a false identity. The reason is simple – to conceal who he/she really is.

The attacker himself/herself provides false personal information such as name, surname, age and facial image. And given that he/she is much older than the chosen victim, he/she adjusts his/her age by needs and also adds appropriate photos.

The identity of the attacker may exist in two basic forms:

a) Static identity – an attacker can create one identity, through which he/she addresses the chosen victims (e.g. the user´s profile on Facebook).

b) Dynamic identity – the attacker modifies his/her identity by needs and can therefore operate under several nicknames/avatars. He/she can modify age, hobbies and interests, or even gender and other personal data to appeal to a selected victim as efficiently as possible.

An attacker with a dynamic identity communicates frequently with more victims at the same time, so he/she must therefore remember or record what he had said. For an attacker, to maintain a dynamic identity is much more difficult than static, which can result in a situation when the attacker confuses the victim he/she communicates with for another. Thus, if the victim notices apparent contradictions in the virtual communication (e.g. the user repeatedly

referred different age, name or other information), it may be a signal of communication with a cybergroomer.

False authority

Attackers sometimes do not act as individuals, but as representatives of companies (executives, directors, managers) that (children) will bring some benefit to the victims. We will find cases where the attacker pretended to be a director of a company specializing in financial assistance to socially disadvantaged children.

On behalf of the company the attacker then started contacts with potential victims using Internet ads. The authority of the company (though fictional) made the information seem credible.

Attacker´s add could look like this:

Hello friends. Are you under 15 years of age? Do you like computers? Do you like surfing on the Internet? Enter our competition and win attractive prices. Just send us your name, e-mail address and phone number and you will enter the draw. Enjoy a fast computer, mobile phones, designer clothes and other gifts.

Write us at:
soutezvip@seznam.cz
Mgr. Radek Cerny, VIP
Child Centre, Prague

B. Contact with victims, establishing and deepening a relationship

In the second stage a cybergroomer tries to establish a contact with the victim and then works to build and deepen their virtual relationship; he/she uses several varieties of techniques that we will analyze in the following text.

The effect of mirroring

A characteristic feature of the cybergroomer behaviour is the effect of mirroring; its principle consists of the imitation of victims in an attempt to break through his/her barriers. The attacker essentially looks like a victim´s reflection in the mirror. If the victim tells the attacker that he/she feels for example alone and has some problems and worries (parents' divorce, conflicts at school...), the predator responds that he/she is in the same situation and fully understands it. And as a "soul mate" the attacker offers the victim a possibility to confidently entrust him/her (*Methods of Predators. IKeepSafe.org* 2011).

Due to the effect of mirroring the victim has a feeling of friendship or camaraderie that helps him/her to overcome the fear of communication with an unknown person.

Mirroring may not be associated only with the emotional plane of relationship with the victim; it may also induce a sense of belonging by fictitious hobbies, opinions on various topics, etc. It should be noted that cybergroomers are very teachable in this field and try to get to the age category of chosen victims as close as possible. This means that they listen to the same music as their victim, watch the same movies and series, find information about their hobbies, play online games, or purchase a dictionary of teenagers and "learn to talk "in the same way.

For the attacker, it is not a problem to get these kinds of information nowadays (especially through social networking sites like Facebook, where children fill their profiles and inform other users about what they like etc.) and they can prepare for the communication with the chosen victims in advance. For the child it is then almost impossible to detect whether he/she has fun with a peer or an adult.

Example of mirroring:

meda_15: Hi Mysicka, how are you?
Mysicka_13: I'm fine, I'm bored.

meda_15: Can I be bored with you?

Mysicka_13: Maybe.

méďa_15: How old are you?

Mysicka_13: 13, and you?

meda_15: 15, and what do you like?

Myšička_14: I love Hannah Montana...

meda_15: I totally love Hannah Montana!!! And do you do any sport?

Mysicka_14: I ride inline skates.

meda_15: I also ride inline skates sometimes, it's great fun...
Where are you from?

Mysicka_14: From Prague. And you?

meda_15: I'm also from Prague. Where exactly are you from? Will you give me a clue?

Mysicka_14 ... well, from Smichov.

Attempt to get as much personal information about the victim (fishing)

The more information the attacker obtains from the victim, the greater chance of a personal meeting he/she has. In addition to personal data (name, age, photos) he/she tries to find the name of the school the victim attends, interests, favourite celebrities, etc. These data then serve the attacker to build a general profile of the victim.

Victim profiling

Victim profiling by a cybergroomer is a very common phenomenon, since the attacker does not stop at one victim, but tries to contact as many victims as possible (tens, hundreds, even thousands).

The reason for it is improving the communication with the victims, so the attacker becomes more credible and increases the chance for personal meeting with one of the chosen victims.

And given that it is not possible to remember each victim (including common conversation), he/she creates their profiles and backs up all communication.

When creating a profile the attacker proceeds from the information the victim gave him/her and from information he/she found on the web by searching.

Users of the various Internet portals publish only some personal information as they are afraid of their safety, so the attacker usually doesn´t find all personal information on one page.

However, if the potential victim, for example publishes e-mail address or other information, which clearly points to the person (ICQ number, mobile phone number, etc.), the attacker can trace him/her thanks to these data. Using Internet search engines (Google, etc.) he/she can find out where victim used this information, and gradually add additional personal data to the profile of the victim. For example, a phone number, which the victim put in advertising, school address in victim´s profile of the social network, etc. In the same way, the attacker can verify the data the victim told him/her (age, sex of the child, address and other personal information).

Luring and bribery

In order to make close contact with the victim, the attacker often uses various forms of bribes and "gifts", including money, credit to the mobile phone, modern technology (mp3 players, mobile phones), computer games, designer clothes, etc. These bribes can help verify the personal data the attacker received from the victim (for example telephone number or address of the victim, where he/she sends a bribe), and also increase the credibility of the cybergroomer. The bribe can also serve the attacker to obtain the most sensitive information, which is a photo of children´s face.

The bribe can become a powerful weapon. This is illustrated by the cases when the victims returned several times to the attacker and allowed him/her to repeatedly abuse them for the bribe. In this context, we can speak of child prostitution (see for example the movie *Meet safely2*).

Reducing barriers of children and youth by introducing sexual content in conversation

The purpose of this described meeting is the effort to regularly reduce inhibitions of children and youth in sexuality by gradual introduction of sexual content in the conversation (*Online predators: Help minimize the risk. Microsoft Online Safety* 2011). This may be primarily discussions about human sexuality, sex life of parents, the attacker may also offer various erotic or pornographic materials to the children, for example, to rise up his/her interest and reduce their shame.

The attacker, of course, seeks to obtain naked photos or videos of the victim; he/she tries to force the victim to show to the webcam or to send nude photos, which then he/she can use for extortion (e.g. more in Berson 2002).

In this context, new Internet phenomenon called **webcam trolling**, through which the attacker can wheedle naked materials out of the victim without the slightest suspicion that something is wrong.

The essence of webcam trolling lies in the fact that the attacker purchases and installs special software that can simulate virtual webcam. He/she downloads video-loops (prerecorded shots taken from a video chat) of real boys or girls from the Internet, and he/she then plays the loops to the victim, who have no idea about this forgery. Mutual communication is done in the spirit of titillating topics and the attacker waits until the victim reveals her/her intimate parts. He records all the stuff on camera and uses the recorded material against the victim.

It is not easy to uncover a cybergroomer, it is necessary to be aware -these videos are without sound (the sound would reveal that it is a fake) and especially careful - not to undress to anyone over the webcam (not even in "return"!) and verify the identity of its counterpart (for example, by typing some text and showing it in real-time via webcam with his/her face).

Efforts to isolate the victim from surroundings

The willingness to confide in a stranger on the Internet is significantly higher than it is in real life thanks to the anonymity. On the Internet, we do not face immediate consequences, which our communication may cause (in the real world we face the consequences of our behaviour). The attacker takes advantage of the victim´s willingness to confide intimate information to them. Gradually, the victim becomes an irreplaceable friend to the child, the only one whom the child entrusts with his/her problems, and becomes a child "exclusive buddy." Using emotional blackmail and intimidation, the attacker prohibits the child from disclosing certain information to parents or other people:

> *Do not tell your mother, she would hate you.*
> *Do not tell anyone, others would not understand.*

The more confidential information the predator knows, the more the victim is fixed and dependent on him/her. Initially, the victim searches the attacker voluntarily, later by coercion. If the victim wanted to end the relationship, the predator could threaten and blackmail him/her by publishing communicated secrets:

If I do not hear from you, I will write to your father, what you have told me.

The child then has the fear of the consequences that such disclosure could have in real life (e.g. parents will forbid them to use a computer), and rather remains with the attacker in a virtual relationship.

C. Preparing for a personal meeting with the victim

The attacker already has discriminatory information and personal data of the victim and plans a personal meeting. Even at this stage he/she uses techniques of targeted manipulation.

Technique of overcoming the age difference between the attacker and the victim

In preparation for a personal meeting with the victim, it is important that the attacker somehow overcomes the difference between the real and virtual age. Since he/she mostly acts as a teenager, he/she must make up a plan to prepare a child for communicating with an older person and not to startle the child.

For example, the attacker writes that he/she does not have access to a computer, or that he/she goes abroad for some time, where there is no internet connection, but (!) has an older brother (in fact it is another identity of the attacker), which is his/her "soul mate" and would like to continue in the communication.

On the basis of this lie the victim then gradually accepts that he/she communicates with an older person, but he/she does not mind at all (Berson 2002).

There are also cases where the cybergroomer claimed that victim would be picked up by older person, for example the attacker´s father or sibling. This person, however, was just the attacker who took the victim away to a "safe place" and there he/she sexually abused the victim.

Threatening and blackmailing the victim

When the predator has enough information and sensitive materials about the victim, he/ she may try to invite him/her to a personal meeting.

If the victim refuses to arrive at the meeting, the attacker begins to blackmail him/her. He/she threatens to publish compromising materials, such as sending nude photographs to his/her friends, and parents, or printing these materials and putting them around the victim´s home and school.

He/she can also claim to publish discriminatory photos on the Internet victim with a derogatory name (e.g. Honza Novak is gay! This is his phone number

XXX-XX call him! Jana Novakova is a dirty prostitute! Write her at e-mail XXX-XXX etc.).

Many children cannot resist these threats and attend a meeting before being subjected to humiliation by others.

However, the pressure from the attacker is not always necessary, because many victims are willing to go to a meeting without previous blackmail...

D. Implementation of a personal meeting with the victim

Personal meeting is a central objective of cybergroomer´s effort and logical ending of the previous stages.

Continuing manipulation

The first meeting of the attacker and the victim may be completely innocent, without sexual or other abuse. The attacker can only verify that the victim is actually a minor, that he/she is not a deployed agent (in some states, these agents are common tools in the fight against abuse of minors).

At the meeting, the attacker can also deepen a relationship with the victim by another gift (bribe). The victim also gets an impression that the attacker is harmless, and that he/she is really the "exclusive buddy", as he/she claimed on the Internet. The attack can occur after several personal meetings.

An attack on the victim

Assault (sexual assault, physical assault, etc.) has immense consequences for the victim both in the physical, and particularly in psychological aspect. If a cybergroomer uses a plenty of powerful tools for manipulating, he/she can force the victim to repeated meetings at which the attacks continue.

They are also cases where the victim was murdered by the attacker during the first meeting.

1.2.3 Other characteristics features of cybergrooming

Another characteristic feature is the creation of so-called cybergrooming **networks of predators** - organized groups of online attackers, cybergroomers, who cooperates.

The essence of such cooperation is the collection of personal profiles of victims in the database, which then can be used by other members of the network, production and distribution of child pornography or kidnapping victims abroad "on demand" - the child is forced to personal meeting, subsequently kidnapped and taken to another country, where it is sexually abused, physically abused, forced to prostitution, production of child pornography and so on.

The case from the USA

Fourteen year old schoolgirl got a new computer from her parents. After two months of using the Internet she met a mature man on chat, with whom she kept an e-mail correspondence.

Once her parents found out, they made a number of steps to avoid this communication–they removed a keyboard from her computer, monitored her mail and telephone calls, looked for help at psychological counselling. Unfortunately, the girl continued in communication with the man via mobile phone which the man sent her by post. After a few months, she disappeared.

When police searched through the girl's computer, they discovered a series of e-mails, which led them to a network of paedophiles communicating between Europe and the USA. A paedophile user from Greece "ordered" an underage girl from the USA through this network, obtained a fake passport and provide finance to transport the girl from the USA to Greece.

After five months, the girl was returned to her parents. First she claimed that she loved and adored the paedophile groomer, but after extensive therapeutic treatment, she began to remember the details of sexual and physical torture, she began to have suicidal tendencies and had to be hospitalized in a psychiatric clinic. The girl has been gradually recovering, but her experience and the trauma will be with her the rest of her life (Berson2002).

1.2.4 Reports of cybergrooming from abroad and the Czech Republic

Peter Chapman (UK, 2010)

Peter Chapman was sentenced to life imprisonment in March 2010.Through the social network Facebook he got acquainted with a girl Ashleigh Hall (17 years old). He wheedled her into a personal meeting under false identity and then he raped her and murdered her.

Peter Chapman, 33 years old, was already punished for deviant sexual violence in the past.

Figure 26: Peter Chapman (Source: The Sun 2010)

He got seven years for raping prostitutes and after the release he should have been under the regular supervision of the police. In April 2008, however, he stopped to give reports to the police. The police launched a nationwide investigation in September 2009, one month before the event, which took the life of Ashleigh Hall (Vnoucek 2010).

Figure 27, 28: Ashleigh Hall (Source: Daily Mail 2010)

Within the social network Facebook, Chapman created a fake profile (he gave the name Peter Cartwright and age 19, however, had had created other profiles, see figure 29 and 30).

Figure 29, 30: Fake profile of Peter Chapman
(Source: The Sun 2010)

Using Facebook he made a contact with a student of nursing Ashleigh Hall, with whom he arranged a meeting after a longer communication. Face to face he introduced to her as a father of her virtual friend, then he raped her on isolated area near Sedgefield and after that the strangled her (Carter 2010).

The police stopped Chapman the next day, because of suspicious license plate of his car. Chapman confessed them to the murder of the girl inadvertently; he assumed that the police arrested him on suspicion of murder.

Following the publication of the case the police began to contact other girls who visually resembled the murdered Ashleigh Hall and which Chapman also contacted and tried to get them to a personal meeting (Guy 2009).

Figure 31: Another potential victim of Peter Chapman (Source: The Sun 2010)

Chapman's Facebook profile contained over 3000 virtual friends = females, age range from 13 to 31 years. He got the personal data through various Facebok questionnaires in which he asked very personal questions. He also wheedled sensitive photos out of some girls (in underwear, pyjamas, etc.). In addition to Facebook Chapman worked on other social networks - Netlog, Holabox, Profileheaven, Kazoba etc. (Stokes 2010)

Douglas Lindsell (UK, 2003)

In 2003, former postman Douglas Lindsell (64) was sentenced to 5 years in prison for sexual abuse of several girls and attempted rape.

Lindsell acquainted with the girl through an Internet chat where he claimed that he was 15 years old. Sometimes his claim was accompanied by information he was dying of cancer. He even forced two girls aged 13 and 14 years to a personal meeting. These girls fortunately managed to escape, so he did not rape them. Then Lindsell threatened them by phone to find them and rape them (*The perfect family man WHO preyed on young chat room girls* 2003).

He also send his nude photographs to a number of girls (sometimes his own, sometimes a photograph of his son),he even wrote his address on one of the photos, which later led to his capture.

Lindsell kept a database of more than 70 children, which included details such as colour and hair length, eye colour, clothing, school, information about the family and other intimate details (bra size, sexual practices the child likes/dislikes)(*Lindsell 'biggest' internet grooming case* 2003).

Through the Internet and mobile phone he communicated with more than 73 girls (54 from Britain, 19 from abroad, including Canada and New Zealand). He also bought a book about teenage slang for this purpose to make his messages more persuasive.

He continued in communication with the girls even after being arrested.

Figure 32: Douglas Lindsell (Source: Mugshots.com 2003)

Michael Wheeler (UK, 2003)

British paedophile Michael Wheeler (35 years old, an electrical engineer), in2003 pleaded guilty to 11 sex attacks on teenage girls, while 2 of the girls he sexually abused. He was sentenced to three years imprisonment (*Internet 'grooming' law moves closer* 2003).

Wheeler used a public chat to meet the girls. On the chat, he also made contact with one of the abused girls at that time she was 11 years old. Gradually he manipulated her, discussed various sex issues with her, etc. The

girl gradually had more confidence in him and started to be emotionally dependent on him.

Shortly after her 13th birthday he began to sexually harass and abuse her.

In the case the victim would be under 13 years of age when sexually abused by Wheeler, he could be sentenced by British law to the maximum rate of a life sentence. Police believe that Wheeler deliberately waited for the girl to achieve this ages (*Chat room paedophile jailed* 2003).

Figure 33: Michael Wheeler (Source: BBC NEWS 2003)

Pavel Hovorka (Czech Republic, 2008)

The most tragic media known cases include cybergrooming case of a convicted molester Pavel Hovorka. Pavel Hovorka, a porter in Prague printers, was in 2008 convicted of sexual abuse, blackmail, seduction to sexual contact and endangering the moral education of the child. The offences involved 20 underage boys; Hovorka forced 8 of them to sexual intercourse. He was sentenced to 6,5 years in prison (the original sentence of 8 years was reduced by the Court of Appeal).

The court declared Hovorka guilty for abusing twenty underage boys from 2005 until his arrest in 2007; he chose his victims among the children from orphanages or contacted them via Internet dating (particular server Lide.cz), he also chatted with some of them. He lured the victims to a fictitious competition "Child VIP", under which he promised that the winners would spend two weeks in Prague and get interesting prices.

A number of victims, who arrived at a personal meeting, he forced to sexual intercourse. He offered money to children for sexual intercourse; he even blackmailed some of them. He photographed and filmed the abused boys. Then he threatened the boys to reveal their homosexuality and publish their nude photographs (the boys sent him some photos for money, some of them he took himself),if they stop visiting him. Some of the boys refused, so he raped them (Trecek, Stastny 2009).

Figure 34: Pavel Hovorka at the court (Trecek, Stastny 2009)

From the speech of a public prosecutor

"In the reception of the printing office, where the defendant worked as a guardian, he lay down on a sofa close to the victim; first he kissed him on the body and then he reached anal intercourse," said public prosecutor about twenty-eight Hovorka´s criminal acts. Because Hovorka often took photos of his victims, he used it for further meeting with the boys. *"He threatened the victim to let the neighbourhood know about his homosexual orientation to convince him to other contacts,"* added the public prosecutor (Bublinova 2009).

Figure 35: Pavel Hovorka at the court (Source: Flash 2009)

"Piskot and Meluzin" (Czech Republic, 2012)

Figure 36: Scout leaders Piskot and Meluzin(Source: TN.cz 2012)

Homosexually oriented Scout leaders Martin Mertl (22 years) and Milan Machat (20 years old) created a fictitious profile of a girl on Facebook. They used this profile to make a contact with 12 year old heterosexual boy who attended their Scout Group. Gradually, the boys wrote under a false identity they liked the boy, and gradually they formed a relationship with him. After some time, the boy wanted to meet the girl, but he had to give a "proof of love":

1. a nude photo and
2. a photo of homosexual intercourse.

The fictitious girl then blackmailed the boy via Facebook.

The leaders of Scout Group agreed to help him. They had sex and took pictures of it. After watching the movie *Meet safely* the boy reported the whole situation...

The case was uncovered. According to the indictment, the Scout leaders from Usti nad Labem abused a total of 39 boys. They face imprisonment for 12 years (*Impeachment sends a scout leader to the court. They abused 39 victims* 2013).

"There was anal intercourse, oral intercourse, they made videos and took pictures of the naked body," the mother of the abused boy stated.

The boys threatened the boy with sending all the photographs to all friends and classmates, if the boy didn´t fulfil their commands. As the boy feared, he complied with their wishes.

"When the meetings ended, the boys left the boy in a clubhouse and actually abused him there," denounced the mother (*A boy from Usti was sexually abused by leaders of Scout Group!* 2013).

The boys will be accused of these criminal offenses:

- rape,
- sexual abuse,
- sexual coercion,
- induction to sexual intercourse,
- corrupting the morals of a child,
- production and other handling with child pornography,
- abuse of child for pornography production.

Bukvic Petr (Czech Republic, 2013)

Former police officer Peter Bukvic (26 years) from Zelezny Brod, was convicted for the offense of production and distribution of child pornography,

rape and sexual abuse. He was sentenced to seven years in prison with a maximum security and he´s been awaiting mandatory sexuological treatment.

Bukvic has been committing crime for several years. He looked for his victims (girls aged from 13 to 14 years) in the vicinity or through social networks. He raped two girls and he sexually abused six girls, he photographed them in suggestive positions, some photographs appeared on the Internet (*For abusing school girls, the former police officer will go to six years in prison* 2011, *A former police officer will get seven years for sex with underage girls* 2013).

Figure 37: Petr Bukvic (Source: *Tyden.cz* 2013)

1.3 Sexting

Sexting represents a relatively new (first cases were documented in 2005) and rapidly unfolding phenomenon, which for purposes of this publication is called electronic sending text messages, own photos or own video with sexual content (Kopecky 2011), which occurs in the environment of virtual electronic media - especially the Internet.

One of the first widely used definitions defines it as an act of sending photographs depicting nudity between mobile phones or other electronic media such as the Internet (Streichman 2009), and now according to some authors sexting is primarily associated with young generation, who takes its sexually suggestive materials (so-called youth produced sexual images) and further distributes and publishes them (Wolak, Finkelhor, Mitchell 2011-2012). Definitions is complemented by Sullivan (2011), who puts suggestive text messages and images showing naked or semi-naked children or adults in sexting, they are then disseminated by mobile phone or the Internet. Number of platforms and tools for the dissemination of such materials is complemented by Streichman (2009) on social networks, especially Facebook and MySpace.

In the Czech environment, sexting is spread mainly through social networking sites Facebook, Libimseti.cz or digital storage photos Rajce.net (Kopecky 2011).

Among the risk of sexting belong a high risk of misuse of sensitive materials by a potential attacker, such as a former spouse, acquaintance, etc., who can blackmail the victim, bully or manipulate him/her.

And if the publishing of naked pictures, videos on the Internet takes place, there can be problems with their re-downloading, as they may have been circulating for several years or can be used for several years since its inception, which is closely related to the loss of prestige of the victim. It is likely that sooner or later someone will find the material and will warn the victim (colleague from work, boss, neighbour, spouse/partner, family,

children...). The result is problems at home and at work, sexual assault, harassment, cyberbullying victims, etc., see the following cases from the Czech Republic and abroad.

1.3.1 Sexting cases from abroad and from the Czech Republic

Jessica Renee Logan (USA, 2008)

Jessica from Cincinnati, Ohio, hanged herself on July 3rd, 2008, after her ex-boyfriend distributed her nude photographs. She thus became one the first victims of sexting.

Figure 38: Jessica Renee Logan (Source: Bullycide 2010)

In March 2008, Jessie, along with two other friends took pictures of themselves nude by mobile phones. Jessie sent the captured photo to her

boyfriend Ryan Salyers. The boy then mailed the photo to 4 other girls attending middle school Loveland High, Moeller High School, Sycamore High, where Jessica studied, and Cincinnati Hills Christian Academy (McConnell 2009). The students then distributed the photos among other people.

Following the release of the photos Jessie became the object of ridicule of the others not only in school, but also outside it. She sought help at a school advisor, legal advisor and municipal police officer. However due to the fact that Jessica was already 18 years old, there was no law that could guarantee her protection.

Local officer advised Jessica to present her story in the media. Jessie therefore gave an interview to Cincinnaty TV Channel 5 WLWT. She spoke of extensive harassment and humiliation she faced due the fact that the photos went around the school. "*They still haunt me and ridicule me*, "she said. "*I just don´t want anyone else to experience something like that*, "she tried to warn the others (*Jessica Logan/18/hanged herself after her boyfriend circulated a nude photo of games 2009*).

And although Jessica's secret identity (only a silhouette was seen on the screen and her voice was changed), soon the whole school knew that she provided the interview. The interview saw a considerable amount of Sycamore High students, teachers and school management.

Then the harassment escalated. Classmates called Jessica a "slut," "bitch" and "whore". She also received phone calls and text messages and messages on her pages on social networks MySpace and Facebook from fellow students and from students she even did not know.

*"I saw during the summer how they kicked her out of 3 or 4 parties because of her "reputation", "*said her friend Steven Arnett. "*Everywhere she went they knew about the photo because they saw it! It is humiliating. She was humiliated, "*said Cynthia Logan (Hastings 2009).

*"Some contemporaries went beyond verbal torment and threw things at Jessica. This severe and pervasive harassment continued when Jessica left the school building, where she was not protected from her tormentor. It repeated until the end of the school year, "*said parents (Bosker 2010).

Jessica deteriorated in her school results and in school attendance. To avoid ridiculing and classmates insults she ran from school and spent the school time in a parking lot in her car (*Jessica Logan/18/hanged herself after her boyfriend circulated a nude photo of her 2009*). Jessie's large absence at school jeopardized her graduation test, to which she was admitted only because of her previous good learning results. She successfully graduated from high school and started planning the future. She wanted to find a new job and study graphic design at the University of Cincinnati (Hastings 2009).

But then on June 27th, Jessie's friend, a 16 year old student from Sycamore High, hanged himself. Jessica went on his burial against the wishes of her parents.

"*She still cried*," said her friend Lauren. *"She kept saying: How could she do this to her family? How could she cause so much pain to her family and her friends? ... I never thought that she would go and do the same."*After returning home, Jessica committed suicide. She hung herself in the closet.

*"I walked into her room and saw him hanging. Her cell phone was in the middle of the floor. Her iron was hot. She was ready to go out. I do not know what happened, "*said her mother. "*It was impulsive, as if something broke in her. As if all the weight was the only*

thing in the world." Jessie did not leave a message. *"It must have been something of those calls,"* said Cynthia to the WLWT. Jessica Logan died a month after graduating from high school (*Jessica Logan/18/hanged herself after her boyfriend circulated a nude photo of her, 2009 Bosker 2010, Hastings 2009*).

Figure 39: Jessica Renee Logan (Source: WebSafety NZ)

After Jessie's death her parents Cynthia and Albert were outraged that no one was punished for the entire time of abusing of their daughter.

On May 8th, 2009, Jessie's parents filed a petition with the Regional court in Ohio for a few students, the school management Sycamore High, Police Officer Payne and the City of Montgomery for dissemination, harassment, bullying, intentionally inflicting emotional distress, slandering, negligence, breach of privacy, civil rights and unlawful death (McConnell, 2009 Bosker 2010).

Prosecution was not eventually initiated (Mach 2009).

Hope Witsell (USA, 2009)

On September 12^{th,}, 2009, Hope Witsel, a 13 year old schoolgirl attending 7th class at primary school in Florida, committed suicide. The reason for her suicide was sexting.

Figure 40, 41: Hope Witsell (Source: CBSNEWS 2009)

Hope grew up in the small farming town of Sundance, Florida. She belonged to an excellent and active pupils in the class, she didn´t suffer from depression, had many friends. She planned to study at the University of Florida in the future; she was mainly interested in agriculture and breeding.

Because she wanted to capture the attention of Alex Eargood, a boy who she liked, she sent him her naked photo on his mobile phone. But his classmate borrowed the mobile phone and found Hope´s nude photo there. Then she sent this photo to other classmates from school. Within a few hours the photo started floating around the other primary and secondary schools.

And from that moment the bullying began - classmates laughed at Hope, insulted her, calling her a whore and a slut. Gradually, the school management learned about Hope´s sexting and her naked photo and she was excluded from school for a week (should be excluded at the beginning of the new school year).

"*Thousands of people hate me*," Hope wrote in her diary (Kopecky 2011).

At the end of the school year, Hope and her other classmates and delegated classmates from different schools wanted to attend the annual meeting organization Future Farmers of America (FFA), which focuses on agricultural education. At this event, the students are rewarded for their work in the field of agriculture.

Annual FFA meeting was held in Orlando. At this event a group of boys approached Hope and forced her to give them her naked photo, to take the picture on their mobile phones. One of them was really aggressive - he called Hope several times to the room in which she lived with other girls, and urged her to send him a photo of her breasts. Hope ignored the boy at first. However, the harassment did not stop even at night, so Hope eventually took a photo of herself on a mobile phone and left it at the door, where it was found by adults in the morning, who saw the photo (Kopecky 2011).

At the beginning of the new school year after the completion of the sentence exclusion, Hope and her mother Donna went back to school. There she learned that her school forbade her candidature for a student representative for the next FFA event. It was a blow to her because she received the FFA prize.

A week later, Hope and her classmate Rebecca stopped in cafe, where a group of boys spoke to her. They told her that they had her naked photo and would stop at her school and the hell would start. Hope ran from the cafe in tears.

What happened next is disputable. On Friday, September 11th, 2009, the events happened as follows - Hope met with school social worker Jodi Orlando. Some school workers noticed that Hope had scars on her feet, which could be the evidence of self-harm.

Social worker talked to Hope for some time in her office and they finally concluded and signed the so-called "no-harm contract" or agreement. Under

this agreement Hope agreed that once she feels the need to hurt herself, she will say it to adult. Jodi and Hope signed the agreement (the contract was found in the basket of Hope´s bedroom after the suicide). Later, the parents said that nobody from the schools informed them that their daughter wanted to hurt herself.

On Saturday, September 12th2009, Hope stayed home and mowed the lawn. Her parents were at work. After their return from work they had dinner together. At 20:30 the phone rang and Hope picked it up. When her parents asked who was calling, she said, "Tereza". The phone, however, displayed "Michael", parents later testified. At 21:10, Hope´s mother checked her in the room. She was okay, lying on the bed and wrote a diary. About an hour later her mother found her hanged. She hung herself on a pink scarf which she wrapped around a canopy of her bed... (Kopecky 2011)

Her last entry in the diary contained these words:

> "*I am determined. I feel it in my stomach. I´ll try to hang myself. Hope that I can do it.*"(Kopecky 2011)

Emma Jones (UK, 2010)

Emma Jones committed suicide after her intimate photos appeared on Facebook.

The attacker, who stole the photos from her computer and subsequently hung up them on the social network Facebook, was the Emma's ex-boyfriend Jamie Brayley. And, unfortunately, he did at a time when Emma was working as a teacher at international primary school in the capital city of the United Arab Emirates, Abu Dhabi. Emma´s colleague George found the photos and accused Emma of prostitution.

The young woman was broken, she was afraid of prison and reactions of people in the area. *"I told her it certainly was not so bad, and encouraged her*

*to return to the UK, but she told me that it was not possible because they would arrest her for trying to leave the country, "*said her unhappy mother (*The teacher drank acid because of her naked photos on Facebook* 2010).

Emma's body was found by her roommate, an Iranian teacher Mona Moshkiova. Her British passport was found in her jeans pocket and she had her stuff prepared on the bed to pack. She was probably going to leave the country. Finally, she changed her mind and drank caustic cleaning liquid (*Teacher drank acid because of her naked photos on Facebook* 2010).

Figure 42: Emma Jones (Source: *Blesk* 2010)

Phillip Alpert (USA, 2009)

Known cases of sexting is the case of Phillip Alpert, a teenager from Florida (Fig. 43, 44), whose girlfriend sent him her naked pictures, without his request. When they broke up, Philip sent these photos to friends and girl´s parents.

He was sentenced to 5 years for distribution of child pornography and he will be included in the registry of sex attackers until his 43rd birthday (in the registry there are sex offenders, deviants who harassed children, etc.). (Kopecky 2009)

Figure 43, 44: Phillip Alpert (Source: *TIME World 2009, FDLE Florida Sexual Offenders and Predators* 2013)

Case from Merin (Czech Republic, 2008-2009)

A minor school girl in the ninth grade took an intimate picture of her own for her friend. The girl apparently wanted to get the boy. But the boy sent the photo to other friends who started sending the picture on. Over 30 children were involved in sharing of the photographs. The photo of the girl got to teachers who identified the girl by the neck chain and report it to the police officers with suspicion of spreading child pornography.

Criminal law regards sending pornographic images of people younger than 18 years as distribution of child pornography, which leads to three years in prison. The punishment is usually reduced by half at the adolescent.

If the "sender" were less than 15, he would not be prosecuted. The main contributor don´t need to worry about the court. But the police investigation will bring a hard time both tothe girl and her family. If it turns out that the young participants committed nothing serious in the past, the court may cancel the punishment.

The case was resolved in October 2009 and the young pupils who took part in the dissemination of the photos were punished in the form of socially beneficial activities.

"Renata" (Czech Republic, 2010)

Another case of sexting that we mention is related to a student of an unnamed Czech secondary school. She became a victim of her ex-boyfriend.

For our need, we will call the girls Renata, because the clamp law does not allow us to provide more details about minor victims, which could lead to the disclosure of her identity.

Renata case would be described as a model, since we encounter similar stories in the Czech Republic quite often.

Renata had a boyfriend Paul, with whom she went out from her 15 years of age. For the period they were seeing each other they filmed a series of erotic and pornographic videos and took pictures of very intimate photos. After two years, however, they broke up and Paul decided to take revenge on Renata for it.

Paul created a website on the Internet, where he placed parts of the records and selected photos they created together. He put Renata´s name and surname

on the website, her phone number and offer of erotic services... At the same time the site offered the filmed videos for sale.

He sent the link to this page via email to Renata´s classmates, teachers, the head teacher and her parents.

The case was handed over to the Police with the suspicion of committing several offenses (production, distribution of child pornography, etc.).

"Zaneta" (Czech Republic, 2012)

Zaneta (15 years old) decided to try out how the social network GIFYO works. Zaneta was very good at English, so she did not have any difficulties to register and become an active user.

One day she met Michel. Michel was a beautiful, slim, black haired 16 year old emo style follower - pale skin, skinny figure, a tongue piercing.

Michel came from France and also used the network GIFYO actively. He put various photographs on his profile, some of them showed him naked from the waist up. He sent Zaneta a link to his Facebook profile. Michel began to converse with Zaneta, they started exchanging bolder photos and one day Zaneta sent him her own "topless" photo, while the photo clearly captured Zaneta´s face.

Michel wanted more photos from Zaneta. She refused. The method of communication started changing radically from day to day. Michel told Zaneta that he visited her Facebook account and received contacts to her friends and parents and if she did not send another intimate material, he would publish her photos on erotic portals and inform her friends about their existence. Zaneta did not believe him, where upon Michel published the first three pictures in a public repository of photographs, yet with limited access (not in the public gallery, the photos could be approached only by Michael

and Zaneta). Blackmail continued more intensively and at the moment Zaneta contacted the E-Bezpeci online counselling centre...

After the initial analysis implemented by the team of E-Bezpeci in cooperation with the team of Internet security Seznam.cz, we found out that the Michel´s profiles are false. Photographs, which Michel sent Zaneta, came from foreign databases of emo-photos. The IP addresses that Zaneta had in the records of communication with Michel originated outside of France are often used for sending spam. Zaneta stopped the communication with Michel.

He tried to focus the attack on her Facebook profile. Because Zaneta had already added him among her Facebook friends, Michel had access to information about her other friends. He downloaded the list, so that it could then be used for further blackmail. And then he decided to attack Zaneta´s account. The first attempts to detect Zaneta´s login failed, after a sophisticated attack aimed at obtaining passwords and access to Facebook Zaneta´s account was blocked and locked. Zaneta got an e-mail message saying that someone tried to attack her account. Zaneta logged in her account, changed the password and blocked Michel, who then lost access to her profile.

During the investigation of the case, our teams communicated with Zaneta via chat. Zaneta had a great fear of abuse of her photographs, she was afraid to report the case to the police, or at least say it to her parents. She was afraid that her friends and parents would learn about the photographs. Every day she waited in fear, whether the attacker would write her back, she felt the attacker´s superiority and power over her. The cases of extortion and threats (in connection with sexually tuned photos) are all about power over others, about the demonstration.

Michel tried to threaten Zaneta and blackmail her through Skype, a regular e-mail and other Internet services, his repeated attempts to contact Zaneta still take place in the present... The case was handed over to the Police.
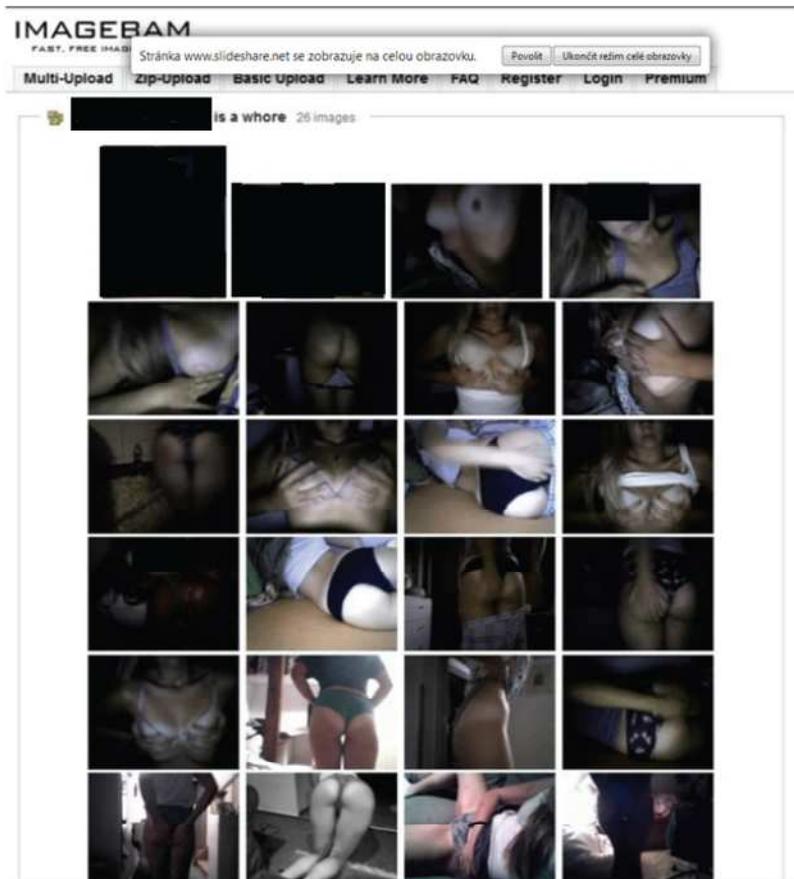
Figure 45: Fake erotic photo gallery used to blackmail Zaneta
(Source: E-Bezpeci)

1.3.2 Research of sexting abroad and in the Czech Republic

Researches focused on the issue of sexting have been realized since 2009 in many countries around the world, for example in the USA, Great Britain,

Australia, Canada, China (Jolicoeur, Zedlewski 2010) and the Czech Republic (Kopecky, Krejci 2011), (Kopecky, Szotkowski, Krejci 2012).

Worth mentioning is the research within *The National Campaign to Prevent Teen and Unplanned Pregnancy* (USA 2009), which provides interesting results on the prevalence of sexting among young users of the Internet and mobile phones.

As part of the research conducted on a sample of 653 teenagers aged 13 to 19 years has been shown that 38% of them have sent sexually oriented message to other people and 19% of teenagers have also sent their own pictures showing their naked body to others.

As for adults aged from 20 to 26 years (627 respondents),58% of them sent sexually suggestive sexting message, 32% of them sent a photo of own naked body.

It is also interesting to observe the reasons why sexting is realized by adolescent users - 71% of girls and 67% of boys send sexually suggestive content to their partner or spouse, sexting becomes a part of their intimate relationship. A total of 21% of girls and 39% boys sent intimate photos to people whothey scheduled the appointment with (The National Campaing to Prevent Teen and Unplanned Pregnancy, 2010).

The first more extensive explorations, monitoring current status of sharing and sending sexually tuned photos to other Internet users in the Czech Republic was the research *Risks of Internet Communications II* (Kopecky, Krejci 2011) and *Risks of Internet communications III* (Kopecky, Szotkowski, Krejci 2012). *Research on Risk of electronic communication II* (Kopecky, Krejci 2011) worked with a sample of 10 414 respondents and revealed that 9,70% children (11-17 years old) shares their sexual material on the Internet and 10,44% of them then send it to other people. *Research on Risk of Internet Communications III* (Kopecky, Szotkowski, Krejci 2012) worked with sample of 10 700 respondents and found that 8,25% of children (11-17 years) share their sexual material on the Internet, and 9,15% then send

it to other people. The observed data thus revealed that sexting is not extended in the Czech environment as it is in the U.S. and other countries.

Within our research, we again observed this phenomenon to compare the data with previous ones and the conclusions which we have reached are presented in section 3.3.

1.4 Sharing of personal data on the Internet

Sharing personal information on the Internet by children plays important role in the implementation of cyberbullying and other dangerous communication practices like sexting and cybergrooming. That is the reason why numerous studies abroad deal with it and alert a high percentage of children disclosing their personal unchecked information on the Internet.

For example, according to eMarketer research server (2007 in *Children's Web Safety*), 75% of American children are willing to share their personal data and information about the family with other Internet users in exchange for access to services and products offered by the Internet, which can be particularly dangerous, for example in relation to the aforementioned cybergrooming. Statistics of Zoomsphere (2013), which monitors the user's largest social network Facebook, report that 23% from the total number of registered Czechs users are users aged from 0-19 years.

According to Zoomsphere, the total number of Facebook users in the Czech Republic was 3 943240(to May 19th, 2013), while 927 000 users are children that share their personal information on the Internet. But the real number will be lower, due to the different age structure of the users defined in Zoomsphere demographic reports (0-19 years). According to data from the fastest growing Google+ Social Network (2013), users under the age of 18 form the 12% of all users on the network.

There are of course several qualitatively oriented researches observing factors influencing the sharing of personal data (children, adults) on the Internet and from this point of view, Australian research ACMA (2009) - *Attitudes towards use of personal information online* - is very interesting, for example.

There are not many researches implemented in the Czech Republic on representative samples aimed at children sharing personal data through information and communication technologies.

For all we can name the researches *Risks of Internet communication II* (Kopecky, Krejci 2011) and the *Risk of Internet communication III* (Kopecky, Szotkowski, Krejci 2012). Both researches were carried out on representative samples of respondents.

The research *Risk of Internet communication II* was carried out on a sample of 12 533 respondents under 18 years of age. The final report concluded, for example, on which data children can be traced in real life - name, along with the surname were published by 72,97% of respondents, and told by 60,22% of the respondents; according to this study, 63,19% of Czech children share e-mail address, 22,8% of children share phone number.

The research *Risk of Internet communications IV* was carried out on a much larger sample which consisted of 21 372 respondents under 18 years of age.

The data from the researched showed (as in the previous research) that name, along with the surname are published by 75,64% of respondents and told by 51,96% of the respondents; according to this study, 58,68% of Czech children share e-mail address and 16,78% of children share phone number (see section 3.4).

2 Research methodology

Description of the research procedure involves research objectives followed by research problems, selection of respondents including a description of the research sample, methodology and timetable of the research and a description of the measured data and statistical procedures.

2.1 Research objectives

The main objective of the research was to determine the prevalence of risky behaviour among Czech children associated with information and communication technologies, especially the Internet and mobile phones.

In the descriptive level of the research the aim was to determine the number of victims and attackers involved in the various manifestations of **cyberbullying**. Simultaneously it monitored who the victims would contact in case of need (teacher, parent, sibling, friend...).

Next goal was to determine whether children communicate with strangers on the Internet, if they were asked for a personal meeting and if they were willing to meet virtual friends or acquaintances in real world, which is closely related to the phenomenon called **cybergrooming**.

The aim was also to find forms of public sharing of intimate materials in the Internet and reveal the motivation of pubescent and adolescent for this behaviour, i.e. **sexting**. We also wanted to know how many children respondents considered sexting dangerous and risky.

We focused on sharing of personal data by children on the Internet (especially the face photo) and their knowledge of social networks. Social networks represent a place of numerous cyber-attacks, which are implemented with the use of personal information shared by each user, and data that attackers get if security of these networks fails.

We will not mention relational goals here as we published their conclusions in professional journals.

2.2 Research problems

Due to the nature of formulated research objectives, we set the research problems in the descriptive level.

For the descriptive problems we found answers through basic variables of descriptive statistics to that derived from the observed frequency of observed phenomena.

The descriptive research problems were as follows:

A. What is the number of victims of cyberbullying in relation to its individual occurrence and platforms on which it takes place?

B. What is the amount of the originators of cyberbullying in relation to its individual occurrence and platforms on which it takes place?

C. Which communication platform is most commonly used for cyberbullying?

D. Who the victim contacts if experiencing cyberbullying?

E. How many children would go to a personal meeting with the Internet acquaintances/ friends, if they were asked?

F. How many children received an invitation to a personal meeting with the Internet user without verified identity?

G. How many children arrived at a personal meeting with the Internet user without verified identity?

H. How many children put their sexually oriented materials on the internet?

I. How many children sent their sexually oriented materials to other people?

J. How many children consider sexting risky and dangerous?

K. What kinds of personal data are shared among Czech children on the Internet most?

L. What personal data children sent most to other users on the Internet?

M. How many children were requested by another person on the Internet to send their facial image?

N. Which social network do Czech children know?

O. On which social networks Czech children have their accounts?

2.3 Selection of respondents

As in previous years (2009-2012), when we implemented similar studies, the basic sample consisted of Internet and mobile phones student users in primary and lower secondary schools throughout the Czech Republic.

Due to the issues examined, the age of respondents was defined from 11 to 17 years, while we further divide this period into two age categories: 11-14 years (middle school age), 15-17 years (older school age).We came with the division into the above age categories with regard to possible differences between pubescence children and children in early adolescence.

To increase the representativeness of the research sample, we tried to obtain a proportional number of respondents to match demographic distribution of each region. To select elements to the research sample we chose a controlled selection (proportional stratified sampling), in which a number of

respondents chosen to the notional subgroups (in our case regions)is proportional to the number of respondents in the population.

Approximate composition of the basic sample according to age group 11-17 years we found on pages of the *Czech Statistical Office*, specifically from the data measured in 2011 in the census, see table number 1.

Region	Number of respondents	% distribution of respondents
Prague	62 047	9,04
Central Bohemian	82 376	11,99
South Bohemian	43 067	6,27
Plzen	36 259	5,28
Karlovy Vary	20 653	3,01
Usti nad Labem	57 980	8,44
Liberec	29 994	4,37
Hradec Kralove	37 562	5,47
Pardubice	36 136	5,26
Vysocina	36 941	5,38
South Moravian	74 923	10,91
Olomouc	43 031	6,27
Moravian-Silesian	85 809	12,49
Zlin	39 900	5,81
Basic sample	**686 678**	**100%**

Table 1: Composition of the basic sample

2.4 Description of the research sample

The total number of respondents in the research Risks of Internet communication even numbered 21372 respondents. In the following Table 2 and Table 3 the sample is of respondents is described in detail.

Age	Gender		
	Girls	Boys	Total
11-14	7923	6731	14654
15-17	3920	2798	6718
Total	11843	9529	21372

Table 2: Structure of the sample of respondents by sex

Age	Gender		
	Girls %	Boys %	Total %
11-14	37,08	31,49	68,57
15-17	18,34	13,09	31,43
Total	55,42	44,58	100

Table 2: Percentage distribution of gender in the research sample
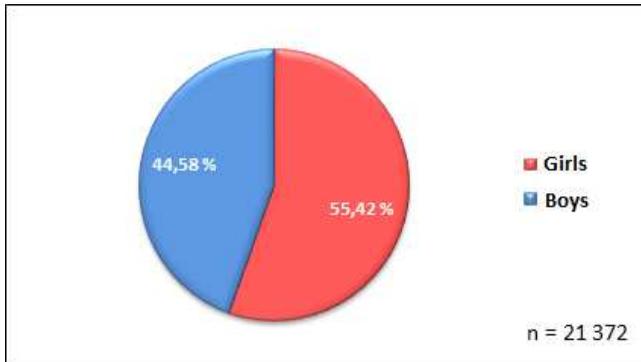
Chart 1: Percentage distribution of gender in the research sample

2.4.1 Regional distribution of the research sample

All regions of the Czech Republic were included, most respondents however, we noticed in the Moravian-Silesian Region, the capital city of Prague and

Vysocina region. The fewest respondents came from the Hradec Kralove region.

The numbers of respondents corresponded with the demographic distribution of individual regions.

Region	Number of respondents	% distribution of respondents
Prague	2 060	9,64
Central Bohemian	2 061	9,64
South Bohemian	1 218	5,70
Plzen	1 398	6,54
Karlovy Vary	903	4,23
Usti nad Labem	1 856	8,68
Liberec	1 076	5,03
Hradec Kralove	686	3,21
Pardubice	1 271	5,95
Vysocina	1 580	7,39
South Moravian	1 453	6,80
Olomouc	1 395	6,53
Moravian-Silesian	3 364	15,74
Zlin	1 051	4,92
Basic sample	21 372	100%

Table 4: Percentage distribution of the research sample

The following Chart 2 shows a comparison of percentage proportionality of chosen respondents with basic sample in each region.

The chart shows that we managed to get an approximate proportionality of the research sample (selection) with respect to our chosen basic sample.
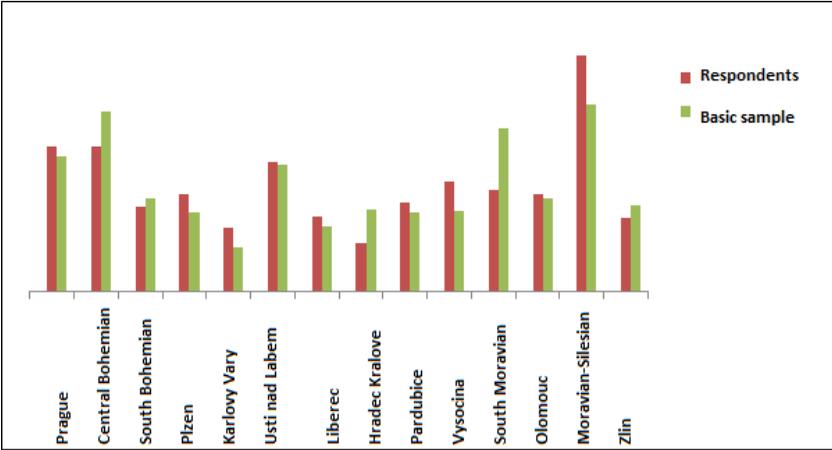
Chart 2: Comparison of the distribution of respondents and the basic sample in regions

According to the proportionality representation of respondents in each region, most respondents were selected from the Moravian-Silesian region.

2.5 Research methodology

With regard to the intended number of respondents, the research was oriented quantitatively. The initial research method was the explorative method, within which we used a questionnaire as a research technique.

The validity and reliability of the questionnaire were verified in the previous researches. It contained a total of 71 items (40 dichotomous, 2 polytomous, 22 with multiple possible answers and 7 open), which was based on theoretical knowledge and were arranged in a way to reflect the set targets and emerging issues.

The questionnaire was distributed electronically (on-line)through the E-Bezpeci questionnaire system, which contains 8 641 e-mail addresses of

schools, educational institutions, associations aimed at children and young people and other institutions throughout the Czech Republic.

The list of addresses was made by the members of the E-Bezpeci project in 2009-2012from publicly available sources, due to the implementation of previous research investigations.

The anonymous questionnaire, which automatically verified, where it was sent from (IP address, regional affiliation, monitoring the behaviour of respondents using Google Analytics tools, etc.) offered the possibility of mentioning e-mail address of the school, through which its representatives could be in touch with the research team - some schools involved in the research investigations applied for the isolation of their data and their subsequent processing.

2.6 Timetable of the research

Preparation of research began on May 1st, 2012; data were collected from November 1st, 2012 to January 1st, 2013. The evaluation was realized during February 2013.

2.7 Data and statistical procedures

The measured data were mainly on nominal and ordinal level, which corresponded to their subsequent processing and numerical operations and statistics used.

The advantage of the electronic version of the questionnaire was automation of data collection in the relevant tables. Subsequently, sorting, processing and evaluation were performed.

To the descriptive problems, we looked for answers through basic variables of descriptive statistics (calculation of the characteristics of position –

measure of central tendency, calculation of standard deviations, calculation of percent, etc.) and even the graphical representations were included.

To verify the hypothesis, we used the inductive statistics, namely chi-square test of independence for four-square table. However, as already mentioned, the results of the relational research will not be mentioned.

3 Results of the research

The research results present a summary of the most important descriptive research data. As we noted in the *Introduction to the topic*, the conclusions of the relational part of the research have been published in professional journals, therefore, they are not given here.

3.1 Cyberbullying among Czech children

The largest part of the research *Risks of Internet communication IV* was traditionally devoted to cyberbullying.

Among the groups of questions these issues were included:

A. victim of cyberbullying (the number of victims in relation to individual acts of cyberbullying and the platforms, on which cyberbullying takes place)

B. originators of cyberbullying (the number of attackers in relation to individual acts of cyberbullying and the platforms on which cyberbullying takes place),

C. persons involved in the dealing with of cyberbullying (who the victim would contact when experiencing cyberbullying),

D. and other related phenomena (specific forms of cyberbullying implemented, for example, by breaking into account and subsequent identity theft etc.).

From the point of view of forms of cyberbullying attacks we observed:

a) verbal attacks in cyberspace - in the form of maltreatment, humiliation, insulting, ridiculing, embarrassing of the child,

b) threats and intimidation of the child,

c) extortion of the child,

d) identity theft,

e) breaking into account,

f) harassment by drop-calls,

g) humiliation, embarrassing realized by spreading photographs,

h) humiliation, embarrassing realized by spreading audio,

i) humiliation, embarrassing realized by spreading video.

Victims of cyberbullying

According to the research results, **50,62** % of the Czech children met with any of the forms/manifestations of cyberbullying, see the following chart no. 3.
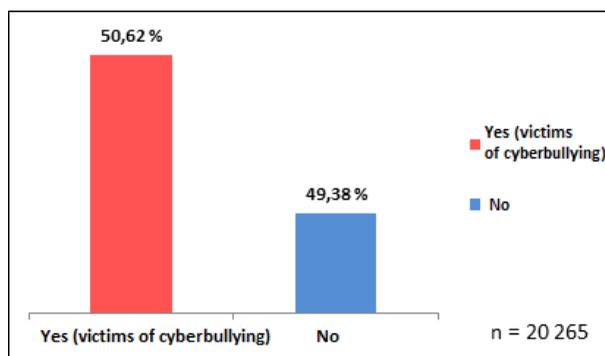
Chart 3: Victims of cyberbullying

On closer inspection, we learned that most victims face **verbal attacks**, such as offending, embarrassing, humiliation, swearing, etc. (33,44%) and with a desire of the attacker to break into their **electronic account** (32,58%)–these

are the cases when respondent found that someone managed to log into their account associated with certain Internet service, such as e-mail, account on a social network or account for ICQ, Skype etc. Abuse of account for cyberbullying then occurred in 30,38% of cases related to breaking into an account.

Bothering by drop-calls experienced 24,08% respondents, threatening or intimidating experienced 17,38 % respondents.

On the next page (in chart no. 4) we offer a data comparison with previous research Risks of Internet communication III. As emerged from the comparison, we came to the same conclusions last year.
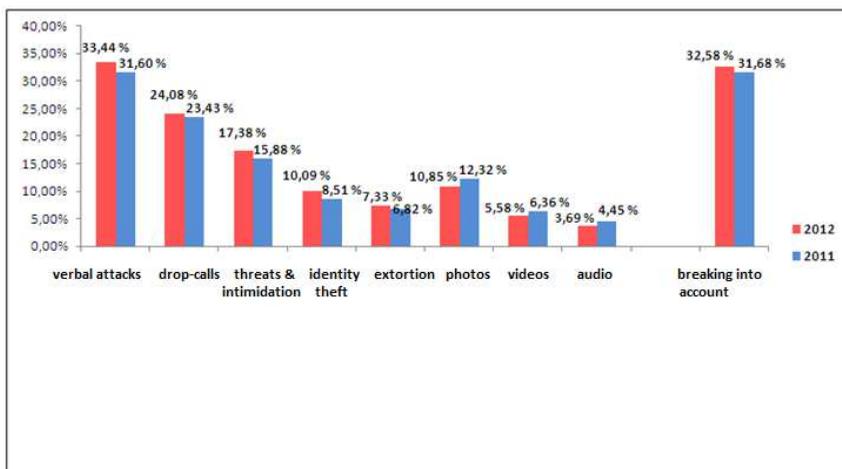
Chart 4: The most common forms of cyberbullying from the perspective of the victims - a data comparison

Attackers of cyberbullying

In our research we were interested in the issue of cyberbullying from the perspective of its victims and attackers. And because of the anonymity of the

research, 30,13% of the children admitted realizing cyberbullying or being engaged in already ongoing cyberbullying.
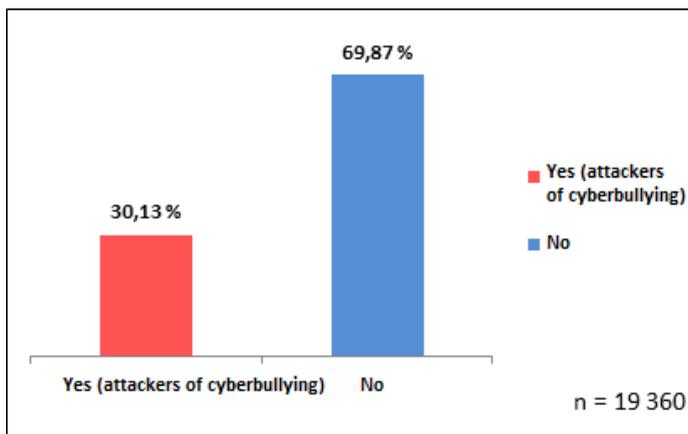
Chart 5: Attackers of cyberbullying
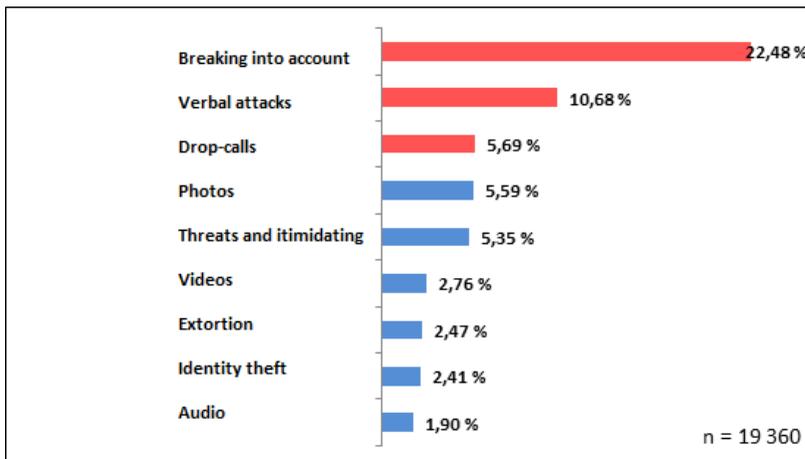
Chart 6: The most common forms of cyberbullying from the perspective of attackers

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And again, it is evident that the attackers tries in particular to break into electronic account of victims – 10,36% of them admitted that later they took advantage of access to the account to get its owner into trouble.

Verbal attacks also occurred (10,68%) in the form of insults, embarrassing, ridiculing and bothering by drop-calls (5,69%).

Communication platforms of cyberbullying

An important indicator of the monitored phenomenon is communication platform; on which cyberbullying is carried out most often from the perspective of the victim and the attacker, see charts 7 and 8.
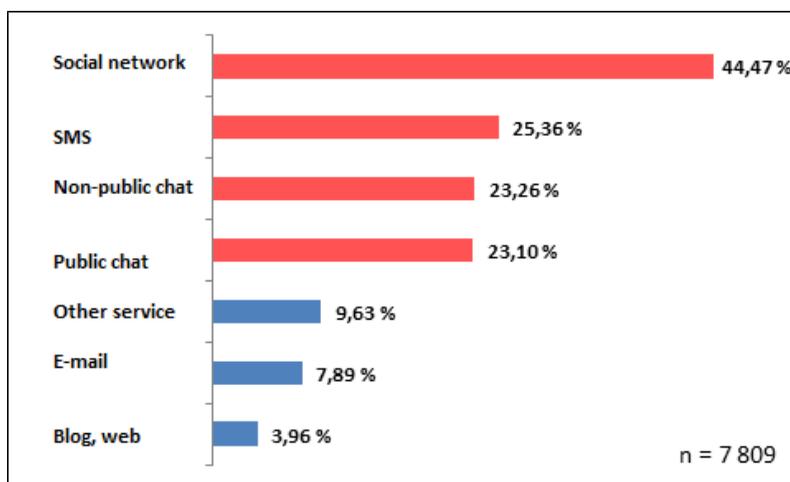
Chart 7: Cyberbullying by communication platforms - the victim
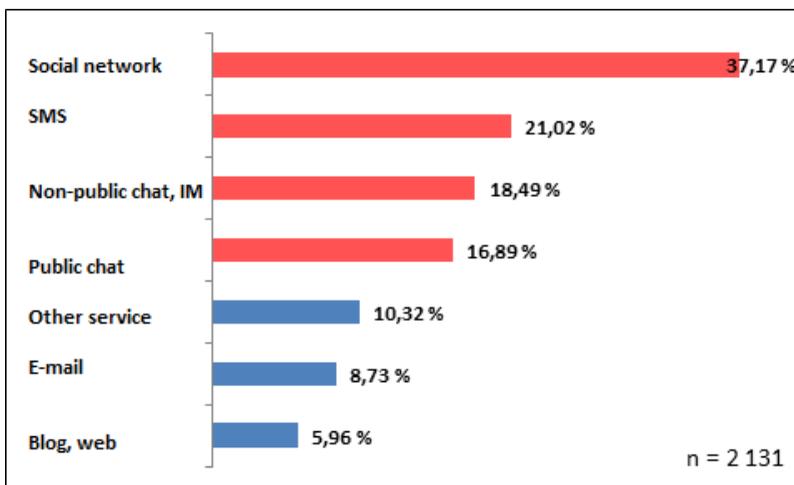
Chart 8: Cyberbullying by communication platforms –the attacker

Attacks associated with humiliation, insulting and ridiculing of chosen victims are carried out especially in the environment of **social networks** that were used by 37,17% of the attackers. Also private chats or instant messengers (21,02%) and SMS messages (18,49%) are used for the attacks.

Persons involved in dealing with cyberbullying

We wondered who the victim would contact if experienced cyberbullying, so we asked children about whom they would confide in if they became victims of cyberbullying.

Our attention was focused in particular on humiliating, insulting, ridiculing and other verbal embarrassing - verbal attacks, humiliation, offending, embarrassing using photographs; humiliation, offending, embarrassing using video; humiliation, offending, embarrassing using sound, threats or intimidation; misuse of electronic account; harassment by drop-calls or repeatedly sending large numbers of messages; extortion. For the results see chart 9.

Children would contact parents and teachers especially in cases of extortion (62,81%, 48,27%) and threats or intimidation (50,96%; 38,65%).
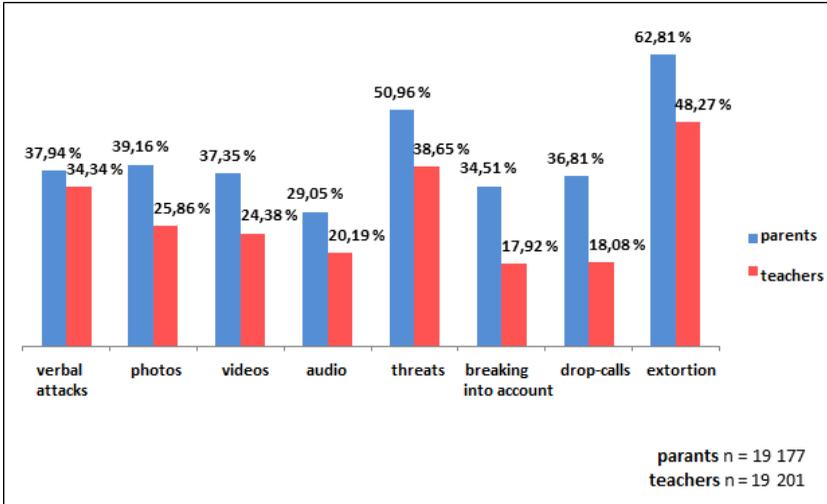
Chart 9: Persons involved in dealing with cyberbullying

3.2 Personal meetings with users of the Internet (the basis for cybergrooming)

The research also monitored the willingness of children to communicate with strangers with unverified identity on the Internet and their response to an invitation to a personal meeting with the stranger. For us, this area of interest was the basis for the phenomenon of cybergrooming for which it is significant that the attacker chooses the victim, tries to make contact with him/her and then he/she manipulates the victim and forces the victim to a personal meeting.

However, it should be noted that not every communication with a stranger on the Internet must be necessarily dangerous for the child and will lead to the sexual abuse! But if a child encounters a groomer in cyberspace, it may result in huge danger; see the individual cases from the Czech Republic and abroad in section 1.2.4.

Children were therefore asked the following questions. The answers to them are represented in the form of charts.

Do you chat with people that you don´t know personally?
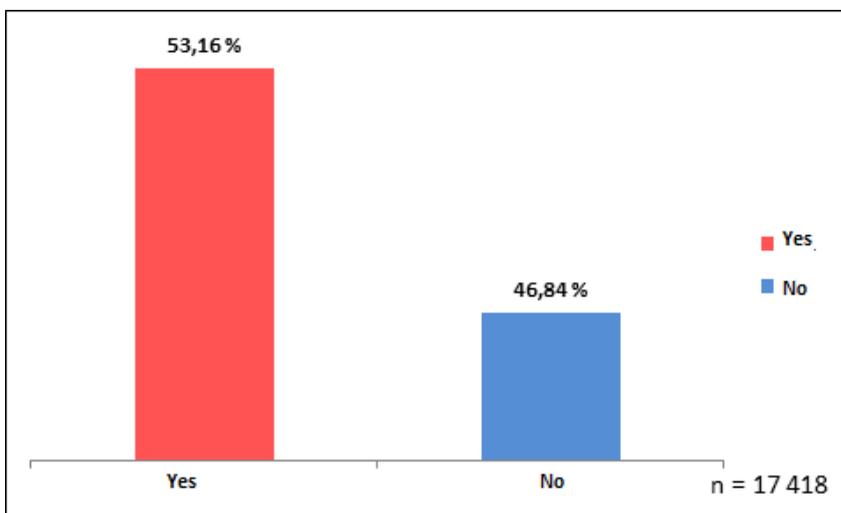
Chart 10: Communication of children with strangers on the Internet

If you were asked by a stranger from the Internet (e.g. on the social networks, etc.) with a request to add him/her among your friends, which you can communicate with (e.g. among friends/contacts, etc.), would you do it?
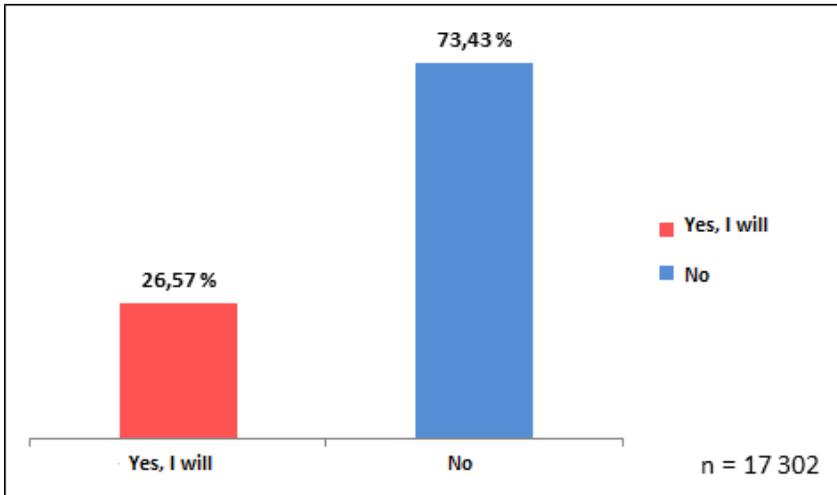
Chart 11: Willingness of children to add an Internet stranger as a friend/contact

Has any of your Internet friends asked you not to tell anyone about your communication with him/her?
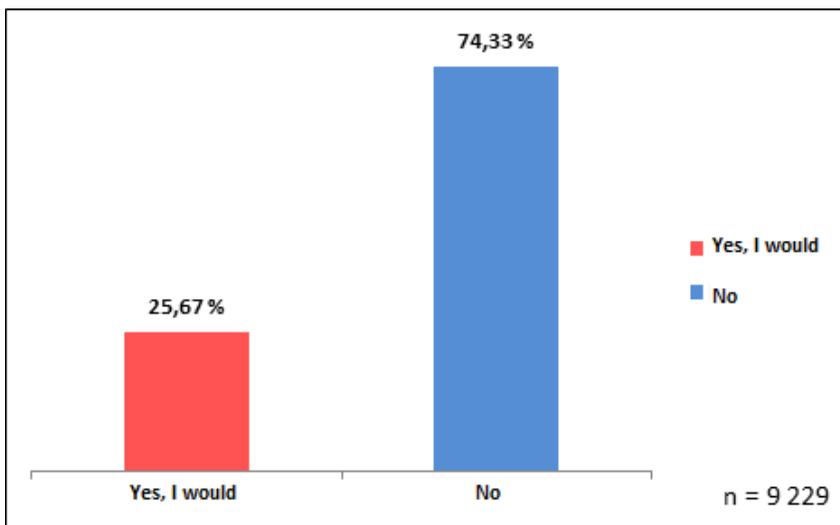
Chart 12: Request for keeping communication secret by the unverified person

If you were asked by your Internet friend for a personal meeting, would you go?
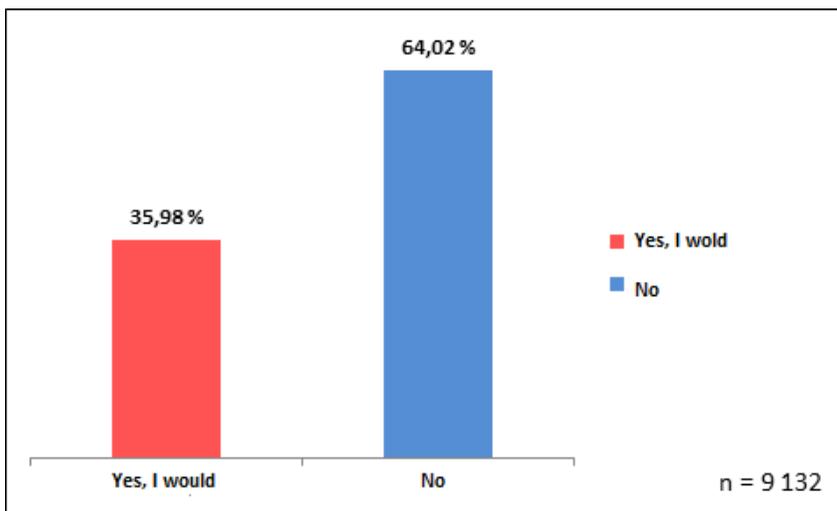
Chart 13: Request of an unverified person for personal meeting with a child

To whom would you say about such a meeting?
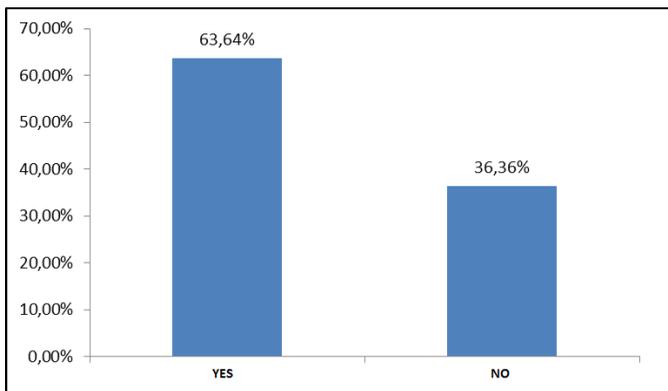
Chart 14: Willingness of a child to confide in someone about the planned personal meeting with an unverified person from the Internet

Have you ever been invited by your Internet friend to a personal meeting?
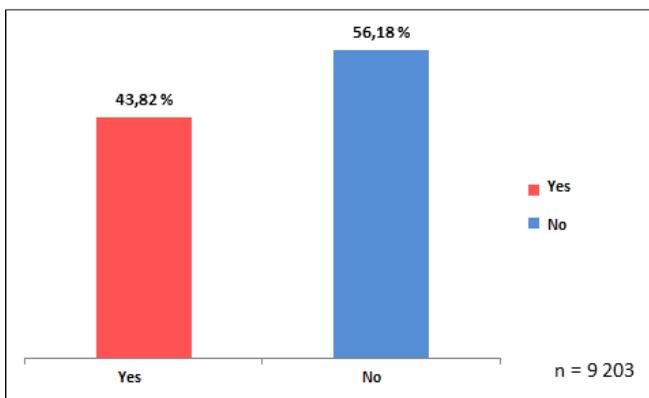
Chart 15: Invitation to a personal meeting from an unverified person from the Internet

Did you go?
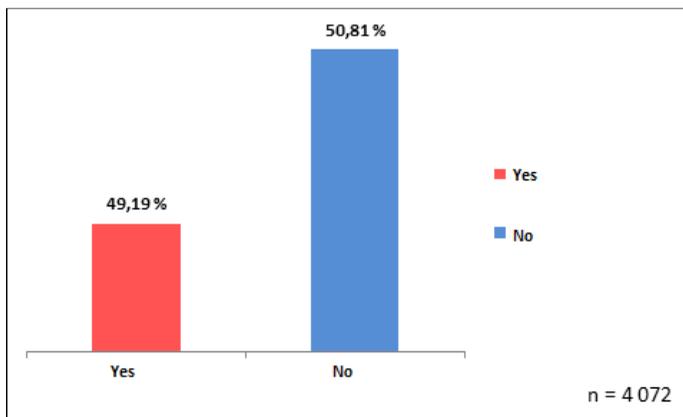
Chart 16: Meeting of a child with an unverified person from the Internet

Have you ever invited your Internet friend to a personal meeting?
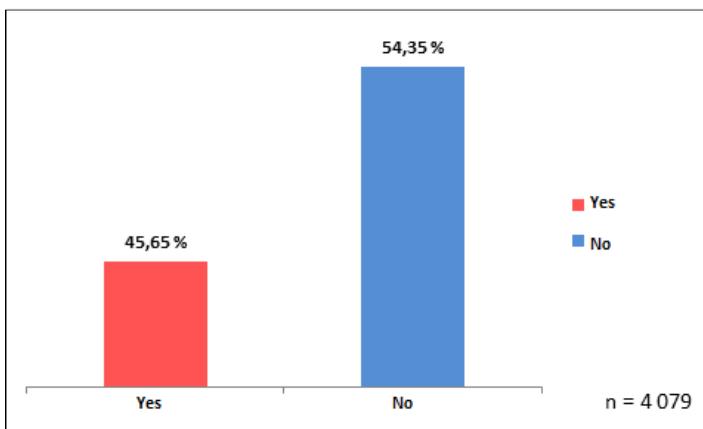
Chart 17: Child´s offer for a personal meeting with an unverified person from the Internet

Do you consider communication with people from the Internet you do not know personally risky/dangerous?
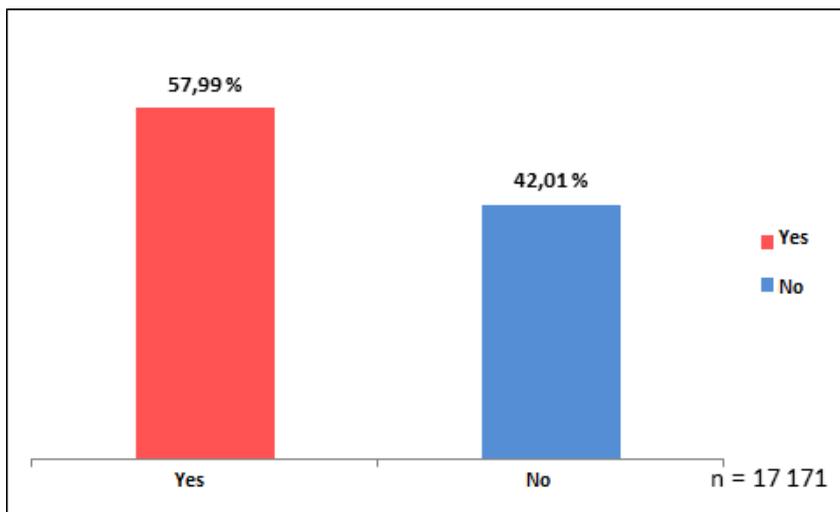
Chart 18: Children's views on the issue of safety of communication with strangers on the Internet

Do you consider a personal meeting with people from the Internet you do not know personally risky/dangerous?
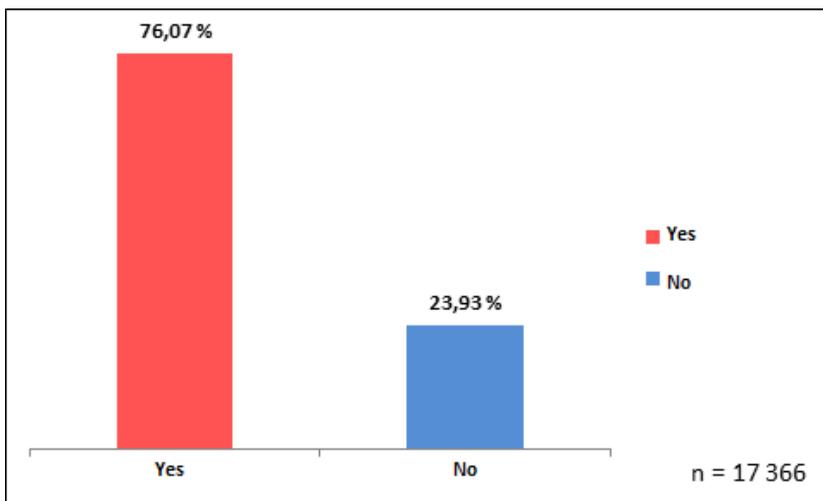
Chart 19: Children's views on the issue of safety of personal meetings with a stranger from the Internet

Why you consider a personal meeting with people from the Internet you do not know personally risky/dangerous?

Examples of children's responses (the records did not undergo proofreading):

It could be a deviant...

This person may have any "deviation" and could abuse me, moreover, I sometimes lie when communicating with unknown people and they do as well... so "beautiful young sexy girl" may turn out to be some pervert...

If nobody in my area knows him and he "pushes ahead", he is apparently not interested in a friendly chat.

They will follow you and will find out when you finish at school and they can kidnap you and sexually abuse you.

You never know what kind of person he/she is!!!!

Instead of 17 years old Peter it may be 50 years old Joseph.

You never know who is sitting behind a computer.

Because I don´t know him and do not know what he wants... He can be fine on the social site, but eventually he may turn out to be a bastard...

Because I do not know what that person is like. It can be anyone and we do not know what he wants to do with us. But this may not always be so.

It depends if I have known him for a long time over the Internet. But if I haven´t, I would be afraid.

I do not know what is out there, but if they are good, I will go. However, I will go with the accompaniment and to a busy place.

So, it depends on how long we have been chatting and if we have seen each other, for example, on Skype. If I had a video call with him, I would not worry. But still I'd take a friend with me for sure.

We never know what kind of person it is. What he can cause to us. We don´t know him at all... so there´s no reason to meet him personally and if so, only with an adult close to the place of the meeting.

I do not know what he intends, if he does not hurt me, etc... He could sexually harass me and want sex from me.

Because the person can rape you.

It can be a murderer.

Because I do not know the person face-to-face. And on the Internet, he/she may introduce herself/himself as Elizabeth and in reality, it will be Franta.

When we know the person only from the Internet, we cannot know how he/she will behave in reality.

You know that...omg...rape, search, extortion...etc...

Because someone could kill me. And because I don´t know him.

He could tie me up and throw into the basement and then rape me, I will not take a risk.

He could kidnap us, rape and kill us. Or take off our clothes and take a picture of us when we´d sleep.

The person could for example: rape us, rob us, exploit us, blackmail us and even kill us... everything is possible... Unfortunately, such people do exist and are in our world...:/

He can kidnap me, rape me, torture me and even kill me.

They can hurt me! I have experienced that...

More than half of the respondents (53,16%) **communicate with strangers** on the Internet, which didn´t surprise us, since especially teenagers use the Internet to find friends.

For us, very troubling finding, however, was that a large percentage of children (**49,19%**) **attended a personal meeting** with an unknown person, whom they knew only from the Internet and had never met him/her or seen him/her in real world before.

In relation to children's personal meetings of children with strangers on the Internet thatdo not know personally, it was also observed ifthey consider such conduct risky or dangerous. 57,99% of respondents considered risky the communication with people from the Internet they do not know personally, 76,07% of respondents considered dangerous personal meeting with people from the Internet they do not know personally. Despite this, 54,95 % of them would attend a personal meeting.

25,67% of the respondents were asked by unverified Internet users not to tell anyone about their chatting.

The research also revealed interesting facts connected with the situation who a child would contact if asked by Internet user for a personal meeting.

Friends or siblings who are younger than 18 years would be entrusted by 58,70%, 41,06% of the children would tell their parents about the planned meeting.

What is worrying is that teachers would be entrusted only by 3% of respondents and even 15,01% would not tell anyone about the meeting!

3.3 Sexting among Czech children

In the context of sexting among Czech children we monitored the **two basic forms** of its **spreading** as in previous years:

- **location of sexually oriented material on the Internet** (such as a profile on the social network or database of digital storage of photos),
- **direct sending of own sexual materials to other persons** (spouse, boyfriend, girlfriend, friend, etc.).

And we found that own sexually oriented materials (photos, video)were placed on the Internet in 2012 by 7,23 % Czech children and 8,99% respondents then sent it to other users.

After comparing the data from 2010, 2011 we can conclude thatthere was a slight reduction of this behaviour among Czech children.
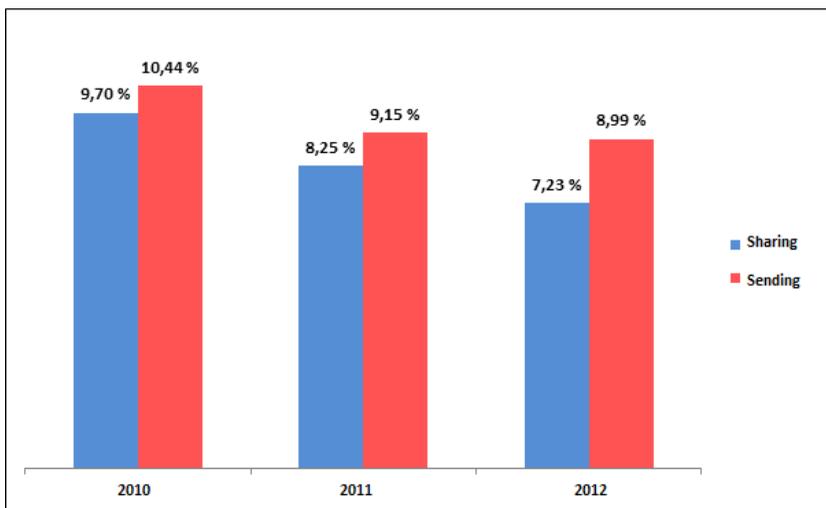

Chart 20: Sexting among Czech children in 2010, 2011, 2012

If we look at the implementation of sexting according to gender, 65, 93 % of respondents are girls and 34, 07 % boys, for details see chart 21.
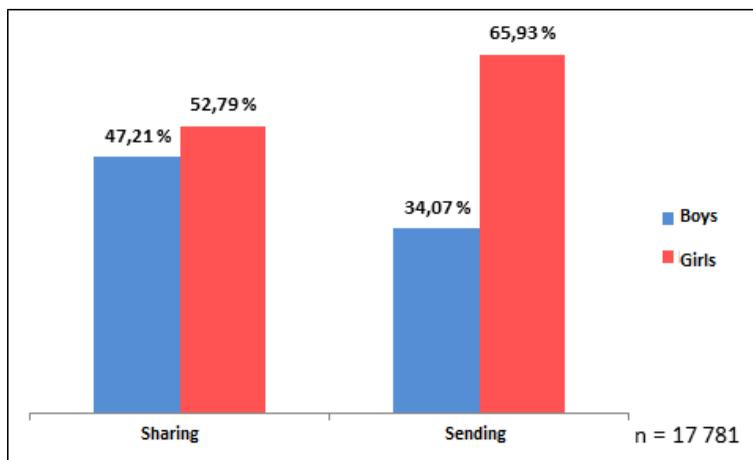
Chart 21: Sharing and sending sexually oriented materials by Czechchildren
in relation to gender

It is interesting that **although 75,32 % of children think that sharing or
sending personal materials is risky, 6,24 % of them share these sexual
oriented materials and 8,90 % of them send these materials to others.**

It is not clear why children are engaged in such conduct, because they state
many motives for the implementation, e.g. effort to establish intimate contact
with a person of the opposite sex, boredom, desire to present and promote
himself/herself, the desire to be accepted in a group and overcome
embarrassment etc.

3.4 Sharing and sending personal data

Research *Risks of Internet communication IV* also included the issue of
sharing and sending personal data by Czech children within the Internet,
because all mentioned dangerous communication phenomena in the

monograph (cyberbullying, cybergrooming, sexting, cyberstalking) are derived from it.

Sensitive personal information **most often shared by Czech children** are name and surname (75,64%), e-mail address (58,67%) and face photo (55,19%), see table 5.

Order	Personal information	%
1.	Name and surname	75,64%
2.	E-mail	58,67%
3.	Face photo	55,19%
4.	Phone number	16,78%
5.	ICQ, Skype, other instant messengers	16,06%
6.	School address	16,02%
7.	Home address	12,76%
8.	No personal information	10,42%
9.	Birth certificate number	2,92%
10.	E-mail account password	2,58%
11.	Credit card password	1,18%

Table 5: Personal data that are shared on the Internet by Czech children most

Face photos represent one of the most dangerous personal information that children can publish about themselves, as we have mentioned in the chapter about cybergrooming. It is also abused for cyberbullying or cyberstalking.

Personal information **most often sent** by Czech children are name and surname (51,96 %), e-mail (31,47%) and own face photo (26,76%).

Order	Personal information	%
1.	Name and surname	51,96%
2.	E-mail	31,47%
3.	Face photo	26,76%
4.	Phone number	26,32%
5.	ICQ, Skype, other instant messengers	22,36%
6.	School address	16,98%
7.	Home address	9,42%
8.	No personal information	8,12%
9.	Birth certificate number	2,05%
10.	E-mail account password	1,11%
11.	Credit card password	0,89%

Table 6: Personal data most often sent by children to others

The results also showed that 27,80% of children were asked by others on the Internet to send photos of their face and 50,71% of them responded to the request positively, although 66,45% respondents are convinced about the risks of such behaviour.

Furthermore, 19,54% of respondents said that they asked his/her Internet friend for a face photo.

3.5 Czech children and social networks

Social networks are currently very popular not just among children, as the statistics of ZoomSphere system (2013) evidenced. So there are numerous manifestations of hazardous communication practices in this environment.

We monitored, which social network Czech children **know** and on which they **have an account**, see the following charts.
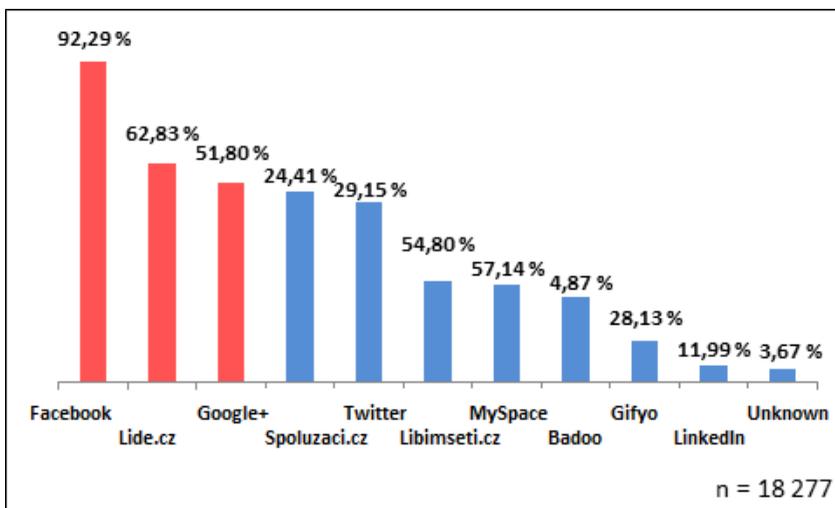
Chart 22: Social networks that Czech children know
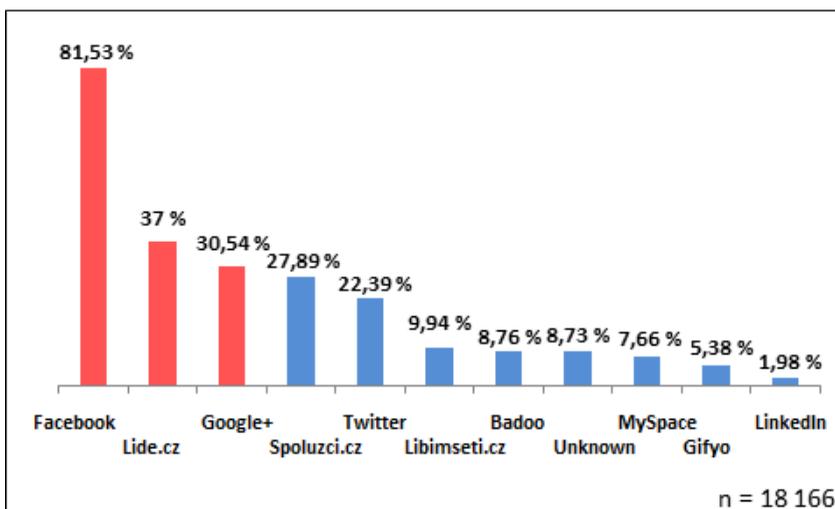
Chart 23: Social networks that Czech children use

Most respondents know the social network **Facebook** (92,29%), next Lide.cz (62,83%), Google+ (57,14%), Spoluzaci.cz (54,80%) and Twitter (51,80%).

If we take a look at accounts children use on the social network and compare the results with the results of the research *Risks of Internet communications III*, the first place belongs to Facebook (81,53%),a social network Badoo doesn´t take the second place, but Lide.cz does (37%),followed by Google+ (30,54%) and Spoluzaci.cz (27,89%).

As for **other web services** outside of social networks, we found out that more than half of the respondents have a YouTube account (58,17%). Some respondents have an account on Rajce.net (11,18%) or Alik.cz (11,74%).
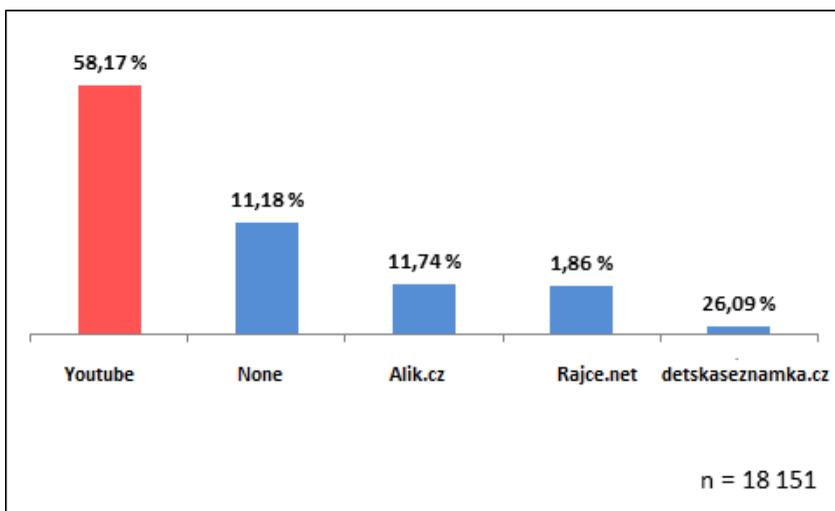
Chart 24: Additional web services on which Czech children have an account

3.6 The perception of truth and lies on the Internet

The ability to distinguish between truth and lies on the Internet may not be simple at all. And critical ability to reconsider information that other people say about themselves when communicate with children in virtual environments (especially on the Internet) is crucial to the success or failure of manipulative communication techniques (e.g. within cybergrooming) and other related techniques.

We therefore investigated whether respondents always tell the truth (when communicating on the Internet) and whether they believe what other people say about themselves in the virtual environment.
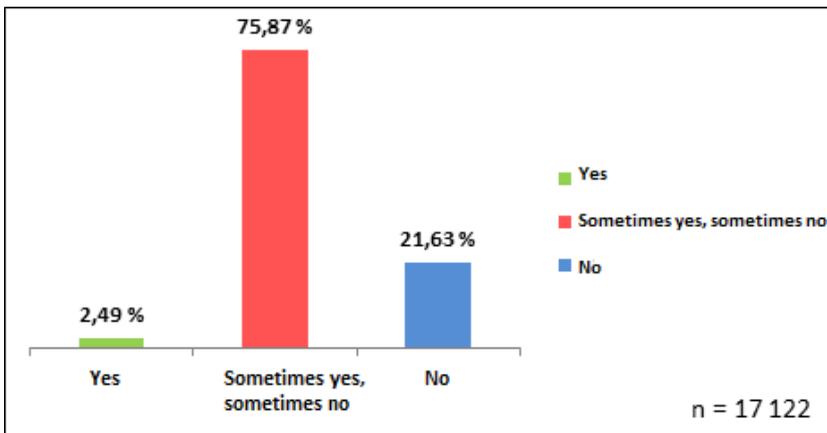

Chart 25: *Answer to the question: Do you believe what people tell you about themselves?*

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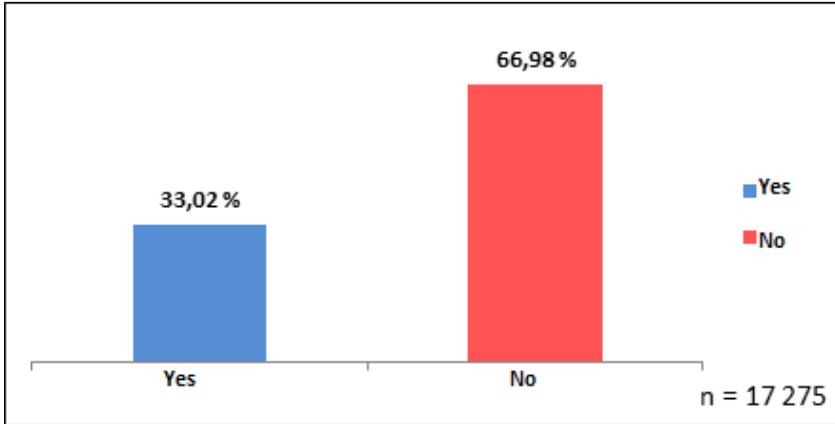
Chart 26: Answer to the question: *Do you always tell the truth when communicating on the Internet?*

Only **2,49%of children believe** what other people say about themselves on the Internet.

And only **33,02%** of respondents **always tell the truth** about themselves on the Internet.

4 Possibilities of education and prevention of risky behaviour on the Internet

The topic of prevention of risky behaviour associated with the use of ICT has been discussed for many years in the Czech society. There are numerous prevention programs, which are realized both by state institutions, and private entities. Prevention is very often underestimated, because a preventive effect on negative risk phenomenon is very difficult to capture and measure (e.g. longitudinal experimental comparison of the results of the institution, on which prevention takes place, with those on which the preventive program was not implemented).

At the national level, the prevention of safe behaviour on the Internet falls within the area of crime prevention (coordinated by the Ministry of Interior) and in the area of prevention of risky behaviour (coordinated by the Ministry of Education). This area is insufficiently anchored legally, because the area of risky behaviour on the Internet is a relatively new topic and the documents focused on this are ago through a constant process of revision and editing(e.g. methodological recommendations for primary prevention). The change could be brought by emerging legal standards, such as the law about cyber security.

The ideal way to achieve a positive outcome of prevention is a combination of direct education aimed at vulnerable target group of people and people, who work with this group, with media campaigns aimed at particular phenomena. Direct field education is, in our opinion, the basic means for spreading information on the socio-pathological behaviour associated with use of the Internet and thus also the basic functional instrument of prevention.

Other functional form of prevention is the offering of alternatives to risky behaviour on the Internet, such as range of leisure activities, etc. Another important form of prevention activities is also a prevention implemented by providing positive patterns of behaviour among parents, teachers and peers. This should be automatically a part of the child raising process.

Centre for the Prevention of risky virtual communication at Pedagogical faculty, Palacky University in Olomouc, realizes through its educational programs (E-Bezpeci, E-Synergie, etc.) prevention in the field of risky behaviour associated with ICT especially in the form of education and through media campaigns. In the following part, our text will focus on how prevention through education is implemented at different target groups.

4.1 Education of children

The group, which is most endangered with socio-pathological phenomena associated with ICT is, of course, children (see results of research investigation of the E-Bezpeci team). To be the education of the target group the most effective, it must be based on the model cases of victims dealing with individual risk phenomena (e.g. victims of cyberbullying, etc.).

The E-Bezpeci program uses a case study for the interpretation of model cases from all over the world, especially from the UK, USA, Poland and other countries, which are complemented by the cases of the Czech Republic. Theoretical interpretation is involved in this program only if it is necessary to explain the risks associated with various phenomena.

The base is the detailed analysis of cases in which the child became a victim of cyberbullying or sexual assault. Most cases are complemented by photos of the attackers and victims in order to connect and identify participants in training events with victims. Educational and preventive effect multiplies when using these photographs. Unfortunately, there exists so called "clamp law" in the Czech Republic (Act of February 5th, 2009 amending Act No. 141/1961 Coll., code of criminal procedure, as amended, and certain other laws), which prohibits publishing photos of underage victims, so the E–Bezpeci program uses the well-documented cases from abroad. What´s more, the foreign case interpretation has been already working with cases that ended tragically for the victim. That fact increases the preventive impact on children.

The question is who should provide the education of pupils. In school practice this task usually belongs to the methodist for primary prevention (school prevention), who is however, engaged in prevention in other areas related to socio-pathological behaviour and he/she often has a common job. The position of the prevention methodist is then performed only part-time, which is insufficient due to a number of topics related to risky behaviour of children. Furthermore, it is not appropriate if prevention in this field is still provided by the same teacher. It is effective to invite external teacher who is really intensively engaged in the topic and is able to answer any questions.

Prevention is often performed in cooperation with the police, namely Prevention and Information Group. Time options of the police are very limited and not every policeman has passed training in the prevention of risky behaviour on the Internet. Moreover, due to reducing the number of employees of the Police of the Czech Republic, there is a reduction in the number of staff of prevention-information department.

The solution is to use education project implemented by a team of E-Bezpeci that finances a large number of actions by grants and targeted subsidies, so the education for school is usually free of charge. It is not possible to ensure free education in all cases due to limited subsidy, but schools that respond in advance can get education for their pupils without the need to finance it.

Details of training events of the E-Bezpeci project are available at **http://vzdelavani.e-bezpeci.cz.**

4.2 Education of teachers

Teachers, of course, must be informed about the socio-pathological phenomena associated with ICT as well as their pupils. Here, however, it is not necessary to work with a case study as an essential educational support. In addition to the basic theoretical information (psychology, pedagogy, IT aspects, etc.), teachers must obtain the information about resolving the situations in accordance with applicable legal standards. In the context of

education it is also necessary to explain what to do if there is a case of cyberbullying in the school, how to solve situations associated with recording as mobile phones, publication of photographs of children on a school site, problems with Facebook, complying with the rules defined in the internal school rules, etc. Very few organizations in the Czech Republic are able to provide teachers with so conceived and comprehensive training. The E-Bezpeci program is able to provide teachers with this comprehensive training as one of the few programs in the Czech Republic. If you want to learn more about education of teachers, visit the website http://vzdelavani.e-bezpeci.cz.

4.3 Education of parents

The question of parents' education is very problematic simply because the parent is the most difficult element in the prevention of risky behaviour associated with ICT. Parents are usually very busy and do not have a lot of free time, in which they could be educated. Therefore, an appropriate form of prevention aimed at parents appear to be prevention realized especially through mass media - in the form of visuals or television programs, or campaigns performed in the Internet environment. The ideal situation would be if parents cooperated directly with the school in the prevention of risky behaviour associated with ICT. This ideal situation is, however, rarely achieved.

4.4 The education of future teachers

Another way you can support the prevention associated with risky behaviour of pubescents and adolescents on the Internet is increasing knowledge and skills in this area for future teachers – students of pedagogical courses. This topic associated with risky behaviour on the Internet is included in the series of optional subjects (e.g. Modern Trends in electronic communication, E-Bezpeci for teachers, etc.) at the Pedagogical faculty, Palacky University in Olomouc and it is also a part of the project OP VK E-Synergie - scientific network for risks of electronic communications, Pedagogical faculty, Palacky

University in Olomouc. This project increases knowledge and skills of student teachers through possibilities of education and prevention lectures, seminars, workshops and excursions; these students will be able to cope with various crises in school practice better.

More about the project can be found on the website **www.esynergie.cz.**

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Other information

This publication was created as part of the grant project **E-Synergie - Scientific Network for Risks of electronic communications** (registration number CZ.1.07/2.4.00/17.0062).

More information about the project can be found on the website **www.esynergie.cz.**

The actual research was carried out within the E-Bezpeci project, which is implemented by the Centre for the Prevention of Risky Virtual Communication, Palacky University in Olomouc. More information about the project can be found on the website www.ebezpeci.cz. Within this monograph we used cases that were handled by a team of online counselling centre project in cooperation with the Police of the Czech Republic and other intervention agencies.

More information about online counselling centre focused on risky behaviour on the Internet can be found at **www.napisnam.cz.**

Supervision of the entire project was performed by **Centre for the prevention of risky virtual communication**,**Pedagogical Faculty, Palacky University in Olomouc**, which focuses on prevention, education, intervention and research in the field of risk behaviour in virtual environments - especially on the Internet.

More information can be found on the website **www.prvok.upol.cz.**

Summary

Publication Risks of internet communication IV was created within the research of project E-Bezpečí, which is realized by Centre for the Prevention of risky virtual communication at the Pedagogical Faculty of Palacky University in Olomouc.

The monograph consists of the original results of the third course of research (research report from the previous survey – www.e-bezpeci.cz) focused on the area of risky behaviour on the Internet and mobile phones, it means communication and information technologies. But the text does not include the detailed conclusions of the study, as they were published in specialized periodicals.

The work is divided into four main chapters that cover both theoretical anchoring of the research as well as its results including methodology.

The first chapter Theoretical possibilities of observed phenomena present to readers the phenomena that are associated with adolescent risk behaviour (pubescent and adolescent) on the Internet. Specifically, it describes the problems of cyber bullying, sexting and sharing children personal data in virtual world. In the first chapter there are also links to the relevant authors, publications and statistics illustrating the topicality of these subjects.

The second chapter is called Research methodology. It introduces the research plan and the research objectives. It also contains a description of the research sample and research methodology as well as the timetable of the research and processing method of data obtained.

The third chapter presents the research results. First, attention is paid to the matters of cyber bullying, its forms, victims, originators etc. Then, the objects of interests are personal meetings of Czech children with internet users and dangers of communication with strangers over the Internet. In this chapter there are also discussed the research results of sexting, the use of social network and sharing or posting personal data on the Internet.

The fourth chapter monitors the actual cases of risky behaviour on the Internet that were dealt with by Centre PRVoK.

The fifth chapter Possibilities of prevention of risky behaviour on the Internet proposes the possibilities of protection against the phenomena mentioned.

The monograph is concluded by information about authors and by links to web sites of the projects (E-Synergie, E-Bezpečí, PRVoK) dealing with the prevention, research and education in the field of dangerous communication phenomena realized within information and communication technologies.

Zusammenfassung

Die Publikation Die Gefahr der Internetkommunikation IV ist im Rahmen der Forschung des Projektes E-Bezpečí entstanden, das durch Das Zentrum für Prävention der Risiko – und Virtualkommunikation der Pädagogischen Fakultät der Palacký Universität in Olomouc realisiert wird.

Die Publikation besteht aus Ergebnissen des schon dritten Laufes der Forschung (der Forschungsbericht über die vorigen Forschungen – www.e-bezpeci.cz), die auf den Bereich des Risikobenehmens im Milieu von Internet und Handys, d. h. der Informations- und Kommunikationstechnologien, orientiert ist. Der Text beinhaltet jedoch nicht die ausführlichen Schlussfolgerungen der Forschungstätigkeit, weil diese in Fachperiodiken veröffentlicht wurden.

Der Text wird in vier Trägkapiteln strukturiert, die sowohl die theoretische Verankerung der Forschung als auch ihre Ergebnisse inklusive Methodologie beinhalten.

Das erste Kapitel Die theoretischen Ausgangspunkte der beobachteten Phänomene macht die Leser mit solchen Erscheinungen bekannt, die eng mit dem Risikobenehmen der Heranwachsenden (im Stadium der Pubeszenz und Adoleszenz) im Internet verbunden sind. Konkret charakterisiert es die Problematik von Cyberschikane, Sexting und Teilen der persönlichen Angaben von den Kindern in der virtuellen Welt, wobei die Verweise auf benutzte Literatur, betreffende Autoren und Statistiken, die die Aktualität der angeführten Themen illustrieren, nicht fehlen.

Das zweite Kapitel trägt den Namen Die Methodologie der Forschung, es stellt das Forschungsvorhaben und – ziele vor. Weiter beinhaltet es die Beschreibung der Forschungsgruppe und der Forschungs-methodik, das Zeitharmonogramm und die Weise der Verarbeitung der gewonnenen Daten.

Das dritte Kapitel präsentiert Die Ergebnisse der Forschung. Zuerst wird die Aufmerksamkeit der Fragen der Cyberschikane, ihren Formen, Opfern, Tätern usw. gewidmet. Dann werden zum Objekt des Interesses persönliche

Treffen der tschechischen Kinder mit Benutzern des Internets und Risiken der Kommunikation mit unbekannten Personen über das Netzwerk. Es werden auch die Ergebnisse der Forschung im Bereich von Sexting, sozialen Netzwerken und Teilen oder Senden der persönlichen Angaben im Internet behandelt.

Das vierte Kapitel monitore aktuelle Fälle im Internet, die gelöst Zentrum PRVoK.

Das fünfte Kapitel Die Möglichkeiten der Prävention des Risikoverhaltens im Internet bietet die Möglichkeiten des Schutzes vor den geforschten Erscheinungen an.

Die Monographie wird mit Informationen über Autoren und mit Links zu Webseiten der Projekte (E-Synergie, E-Bezpečí, PRVoK) abgeschlossen, die sich mit Prävention, Forschung und Bildung auf dem Feld der gefährlichen, im Milieu der Informations – und Kommunikationstechnologien realisierten, Kommunikation-serscheinungen befassen.

Risks of Internet Communication IV

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