

Sexting and Risky Acquaintances Made by Czech Children in Cyberspace

Research Report



Palacký University
Olomouc

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Sexting and Risky Acquaintances Made by Czech Children in Cyberspace (Research Report)

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Palacky University in Olomouc

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1. Foreword

The Internet is a place of unlimited possibilities, it is a space for getting information, for entertainment, a space for communication, and it also serves as a tool for making acquaintance. For communication and making acquaintance, it is used not only by adults but also by children. However, the Internet communication is not always safe – Internet communication and acquaintances are associated with a number of risks that we have addressed in our latest research called **Sexting and Risky Acquaintances Made by Czech Children in Cyberspace 2017**. The research smoothly builds on researches Danger of Internet Communication I-V, which we have been implementing in the Czech Republic since 2010.

In our research, we focused on whether Czech children practise sexting (share and spread their own intimate materials) in the online environment, what motivates them, with whom and how they communicate, and whether they perceive sexting as risky. We were also interested in how the children get acquainted, which tools they use for making acquaintance in the online environment, whether they are willing to go to personal meetings with unknown people from cyberspace, whether they are able to verify the identity of virtual friends, etc.

The research was implemented by the Centre for the Prevention of Risky Virtual Communication at the Pedagogical Faculty of Palacky University in Olomouc in cooperation with the company O2 Czech Republic and involved **4878 children's respondents from all over the Czech Republic** as well as several hundred adults aged 18-25 who, however, were not included in the final report.

The results of our research are summarized in this research report (detailed results are elaborated in other related professional texts).

For the implementation team
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Olomouc, June 2017

2. Sexting and its risks

2.1 What is sexting?

Sexting is a risky communication phenomenon that has increasingly become part of cyberbullying, cybergrooming, cyberstalking or stalking and other related phenomena in recent years.

Sexting represents a relatively new and rapidly expanding phenomenon which refers to **electronic distribution/spreading of text messages, own photos or own videos with sexual content** (Jolicoeur & Zedlewski, 2010; Kopecký, 2012), and which takes place in the **virtual electronic media environment – especially the Internet**. Often, mobile phones or tablets are used for sexting.

2.2 Risks associated with sexting

Sexting is particularly risky because the **victim provides potential attackers with sensitive material that can be misused for various forms of cyber attacks** (such as cyberbullying, targeted manipulation, extortion, etc.). This material can circulate in the Internet environment for several years after its acquisition, and it is very difficult to remove it from this environment. **Even after removing materials from specific websites, the victim can never be totally sure that a repeated attack will not occur in the future** (Kopecký, Szotkowski, & Krejčí, 2014b).

Another risk associated with sexting **is the loss of social reputation and prestige**. In connection with this, for example, the victim has problems with gaining or retaining employment or social relations; in the pubescent community, the victim is then referred to as a prostitute, is publicly disparaged, insulted and attacked. Sexting thus moves into cyberbullying with increasing attack intensity. In many cases (e.g. cases of Jessica Renee Logan – 2008, Hope Witsell– 2009, Emma Jones – 2010), cyberbullying associated with sexting ended with suicide of the victim (Kopecký et al., 2014b).

Sexting **can lead to serious health problems, such as emotional and psychological anxiety** (Gordon-Messer, Bauermeister, Grodzinski, & Zimmerman, 2013; Sadhu, 2012), **which may result in suicidal tendencies** (Curnutt, 2012). Some studies (Benotsch, Snipes, Martin, & Bull, 2013) conducted in American schools show that *sexting is associated with risky sexual behaviour, especially with the number of sexual partners and the occurrence of unprotected sex*. Other studies (Dake, Price, Maziarz, & Ward, 2012) also demonstrate *a link between sexting and the use of addictive drugs, especially marijuana, cigarette smoking and fitful alcohol consumption*.

3. Identification of the research

The research *Sexting and Risky Acquaintances Made by Czech Children in Cyberspace* was implemented by the Centre for the Prevention of Risky Virtual Communication at the Pedagogical Faculty of the Palacky University in Olomouc in cooperation with the company O2 Czech Republic. It builds on the research of risky behaviour of Czech children in the online environment, carried out by the team of PRVoK Centre (E-Safety) since 2010.

4. Methodology

Procedure

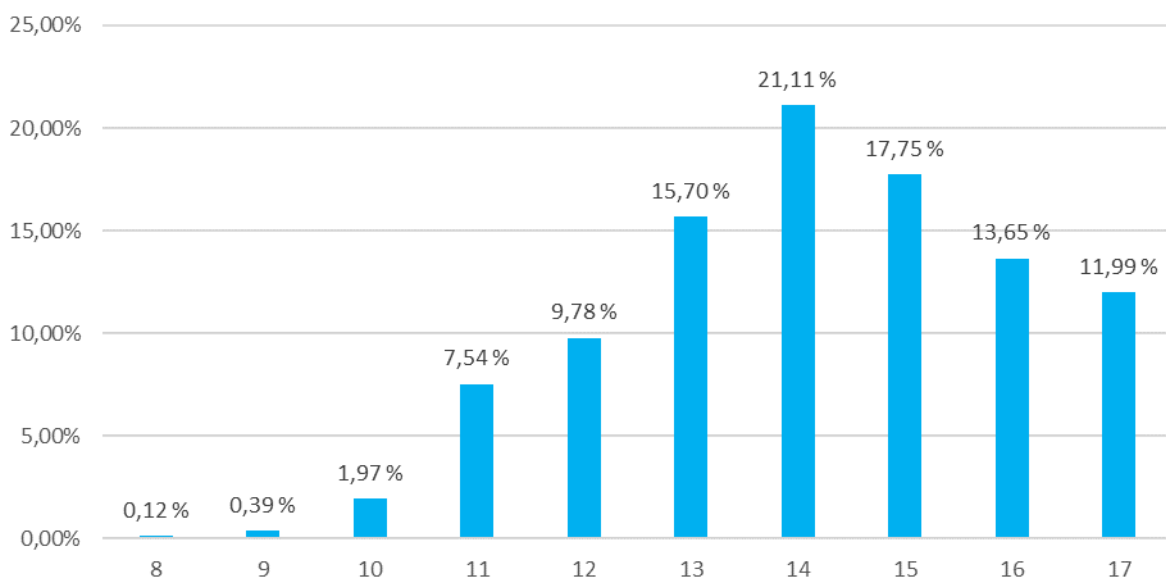
As a basic research tool, we chose an anonymous online questionnaire which was created in the Google Forms environment and distributed to all regions of the Czech Republic – pupils of primary and secondary schools, parents, teachers and heads of primary and secondary schools.

Data collection took place from 1 March 2017 to 19 May 2017. In the following weeks, partial outputs were evaluated and interpreted. Statistic software Statistica was used to analyze the data in detail.

Participants in the research

A total of **4878 respondents** (48.77% of boys, 50.41% of girls) were involved in the research. The mean age was $\bar{x}=14.13$, modus was $\tilde{x}=14$, straggling of the group reached the value of $s^2=3.47$ ($s=1.86$). The detailed age structure of the research group is shown in the following graph.

Graph 1 Age structure



n = 4878

Research tool

For the needs of our research, we created a research tool, an online questionnaire, focused on finding out information about sexting, risky acquaintances made in the online environment and other related phenomena.

5. Basis results

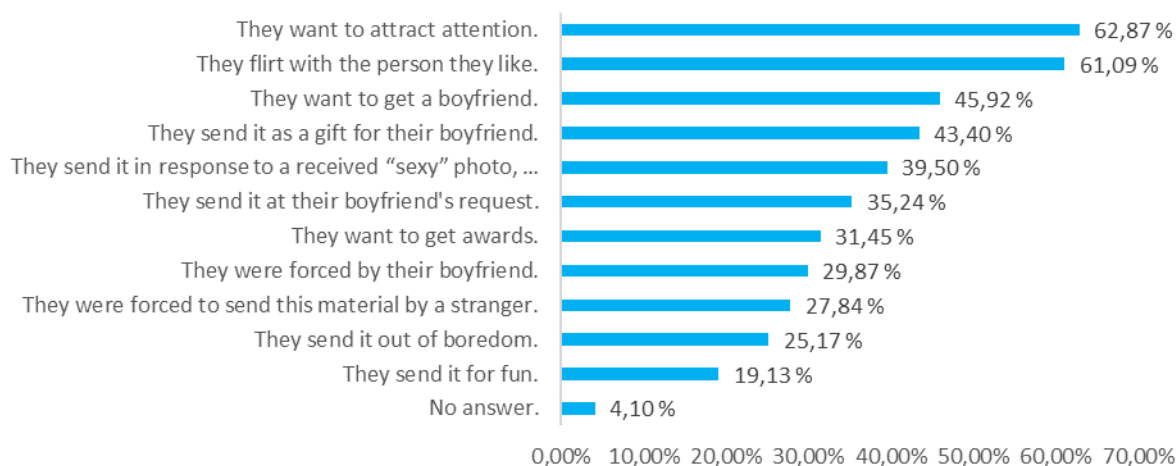
5.1 Sexting in Czech children

When finding information about sexting, we deduced that sexting involves the sharing of intimate materials in the form of text, photographs or videos. In this part of our research, we focus on information on the prevalence of sexting in the population of children and on the motivation to disseminate intimate materials through the online space.

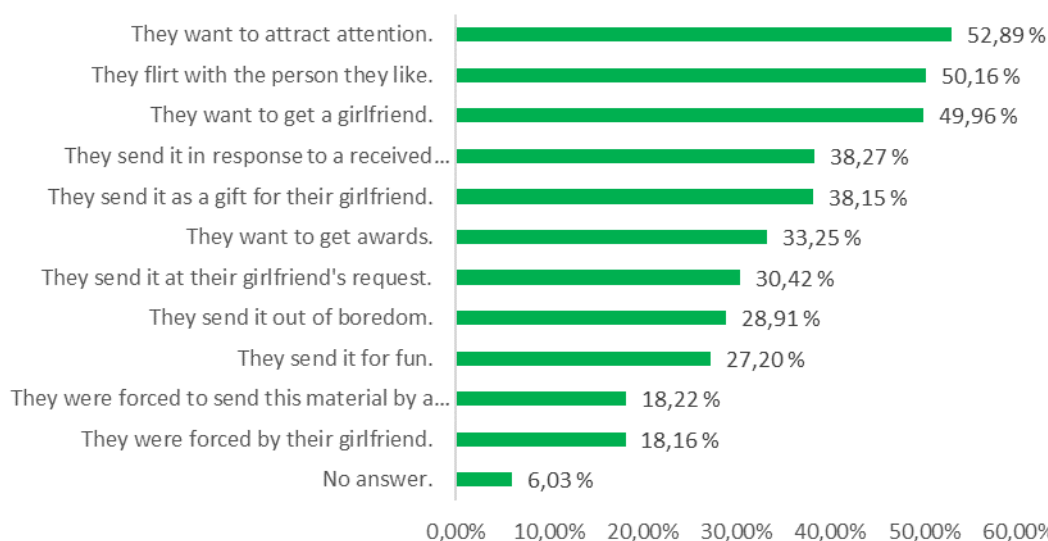
5.1.1 Motivation for sexting – the notion of children

Within our research, we focused on why sexting takes place according to children themselves. We were interested in both children's notions of motivation for sexting and real data. We divided the results by gender; the data were subsequently compared.

Graph 2 Why do girls send their intimate materials to other persons?



Graph 3 Why do boys send their intimate materials to other persons?

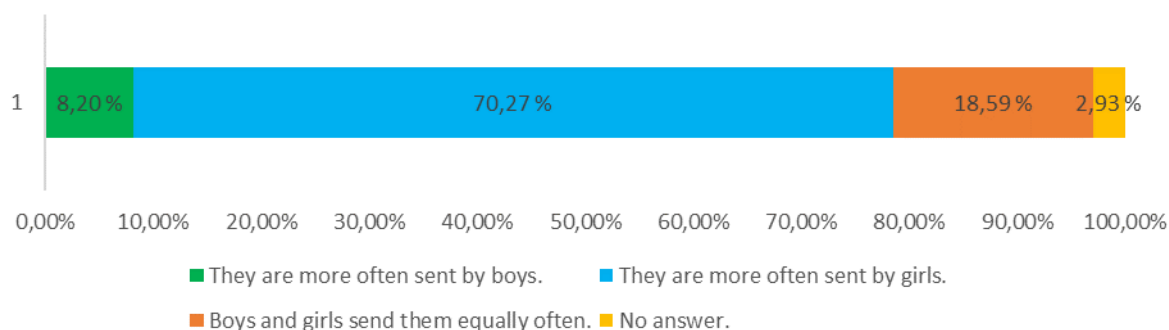


n = 4878 (both graphs)

5.1.2 Who practises sexting more often – the notion of children

We also asked the children whether they think that provocative “sexy, erotic” materials are shared in the Internet environment more often by boys or girls.

Graph 4 Who practises sexting more often – the notion of children



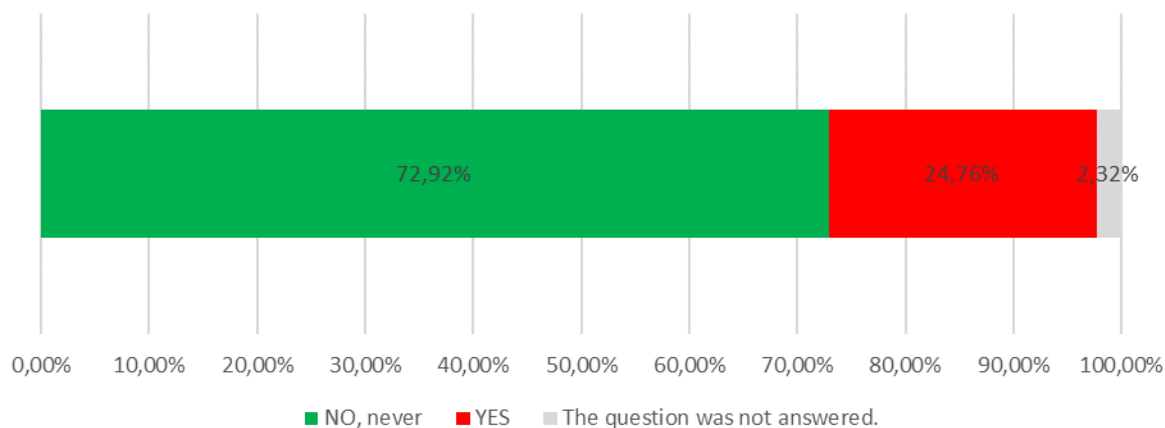
n = 4878

According to 70% of children, sexting is more often practised by girls than boys.

5.1.3 Sexting in Czech children – sending and sharing intimate materials

When analyzing the prevalence of sexting in Czech children, we stem from the definition of sexting, according to which the term sexting refers to **electronic distribution/spreading of text messages, own photos or own videos with sexual content** (Jolicoeur & Zedlewski, 2010; Kopecký, 2012), and which takes place in the **virtual electronic media environment – especially the Internet**. Therefore, we focus on sexting in the form of text, photos and videos.

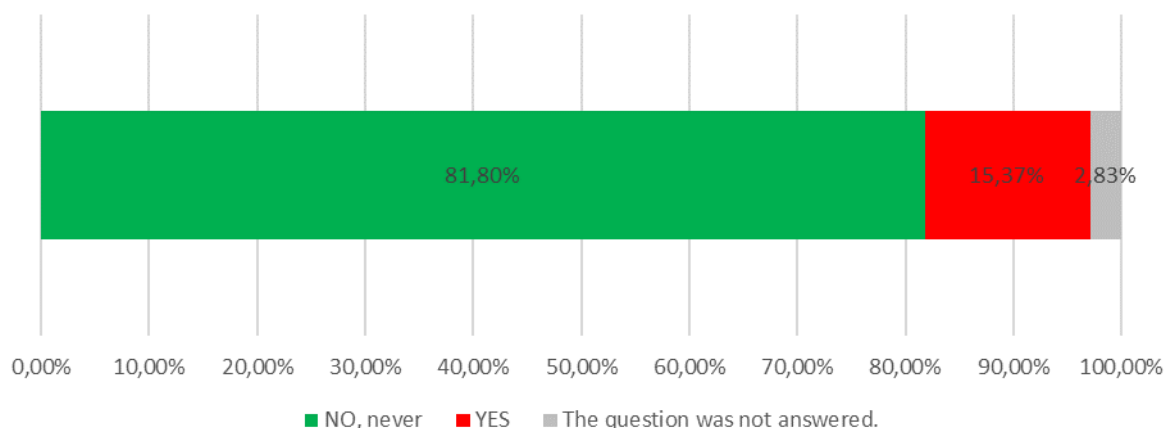
Graph 5 Sexting in the form of text – sending to another person



n = 4878

Sexting in the form of text (intimate, erotic messages) is practised by 24.76% of Czech children (1208 children from 4878). More than 91% of them use this form rarely, occasionally; intimate messages are regularly sent by about 8-9%. In principle, this form of sexting is not as dangerous as other forms.

Graph 6 **Sexting using photos – sending to another person**

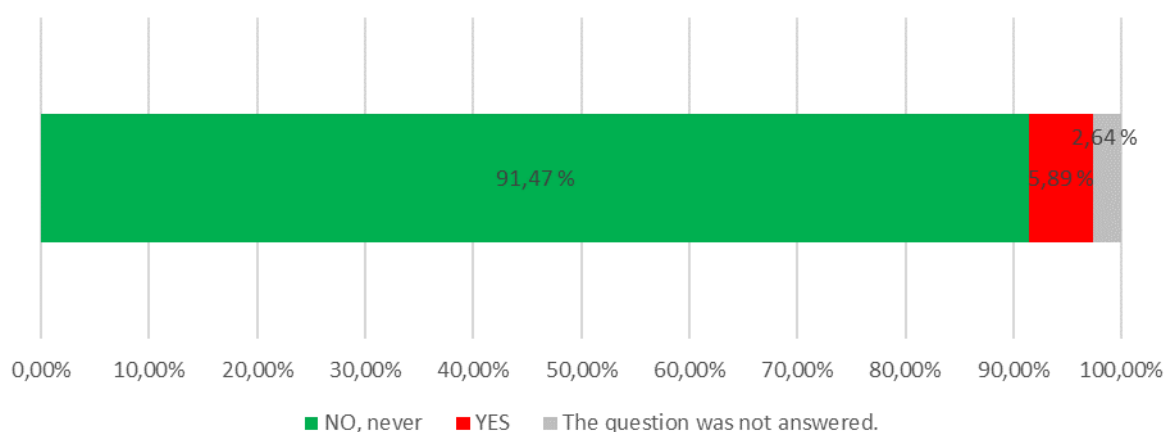


n = 4878

Sexting in the form of **distributing own intimate photos is practised by 15.37%** of Czech children. 72% of them share intimate photos rarely; the remaining 28% often provide their own intimate photos in the Internet environment. Own intimate photos were sent by 53.75% of girls and 46.25% of boys.

It is interesting to see whether sexting occurs also in adults over the age of 18, who also joined our research and whose data have been excluded from the research results. At this point, we note that our research shows that sexting in form of sending intimate photos was practised by 40% of persons at the age of 18-25 years (98 persons from 234).

Graph 7 **Sexting using videos – sending to another person**

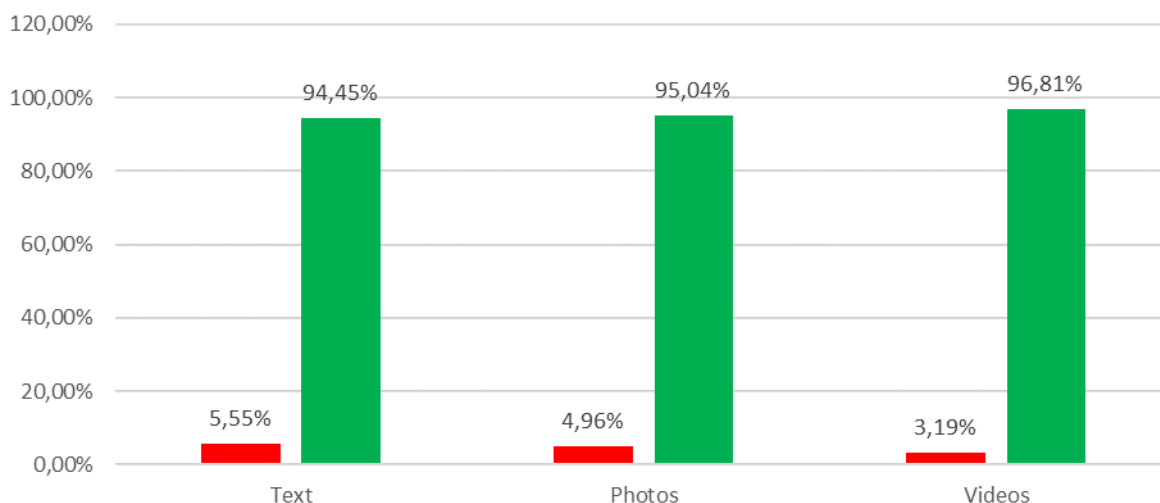


n = 4878

In the online environment, approximately **6%** (287 children from 4878) **of Czech children sent their intimate videos**. More often, intimate videos are sent by boys (64.91%) than girls.

However, children's Internet users also share intimate materials – primarily through social networks.

Graph 8 **Sexting – sharing own intimate materials in cyberspace**



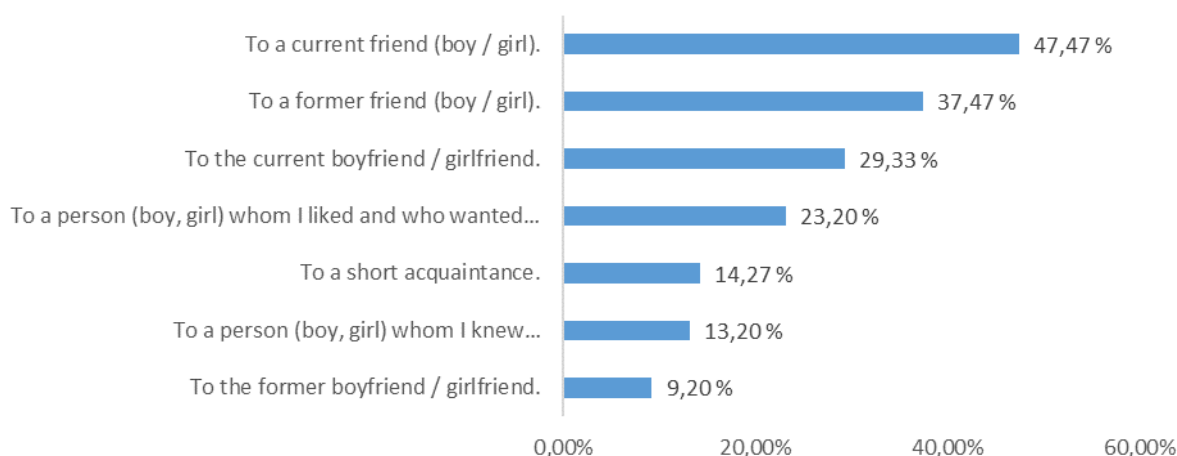
n = 4878

Note: The red columns indicate the number of children who voluntarily share their own intimate materials in the online environment.

5.1.4 To whom children send their intimate materials

A very important question is to whom children send their intimate materials and why.

Graph 9 **To whom did you send your “sexy, erotic” photo or video, on which you are partially or totally undressed/naked?**



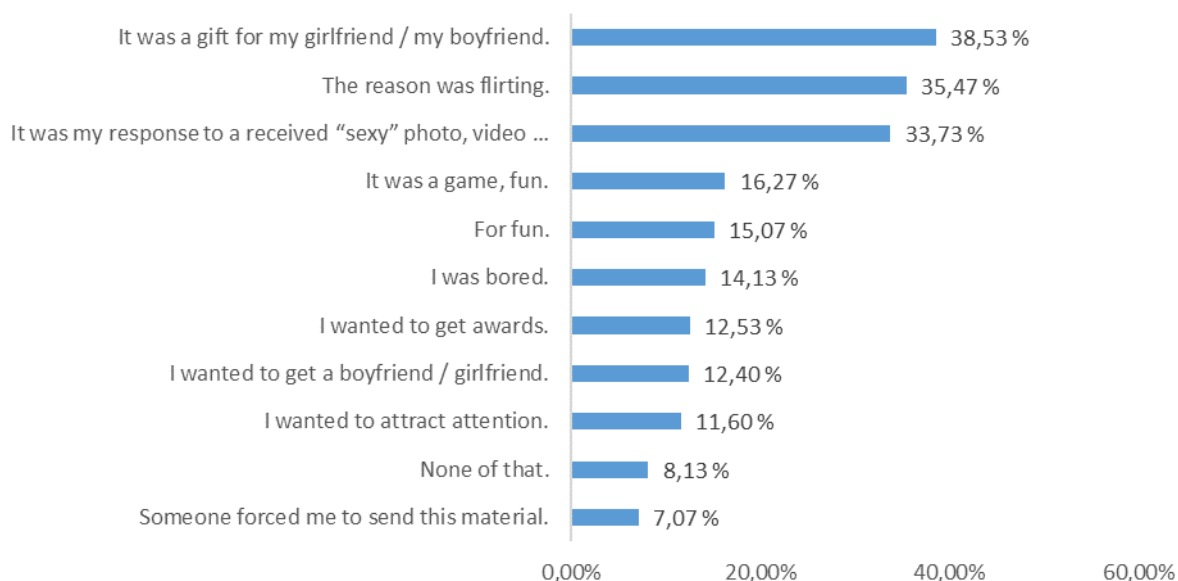
n = 1306

5.1.5 Motivation for sexting – reality

Children practise sexting primarily within their partnerships – intimate materials are often seen as “gifts” for a girlfriend or boyfriend, or as a response to these gifts. Intimate materials are also used in flirting – intimate materials were used for this purpose in more than a third of cases (35.47%).

Intimate materials are less often sent for fun or out of boredom, or the need to get awards in the online environment. **It is alarming that more than 7% of children practising sexting were forced to do so by another person and intimate materials were not sent voluntarily.**

Graph 10 Why do children send their intimate photos and videos to other Internet users?



n = 750

5.1.6 Children as recipients of intimate materials

In our research, we also focused on whether children receive intimate materials from other users, i.e. whether they participate in sexting as recipients (not as senders or disseminators) of erotic photos and videos.

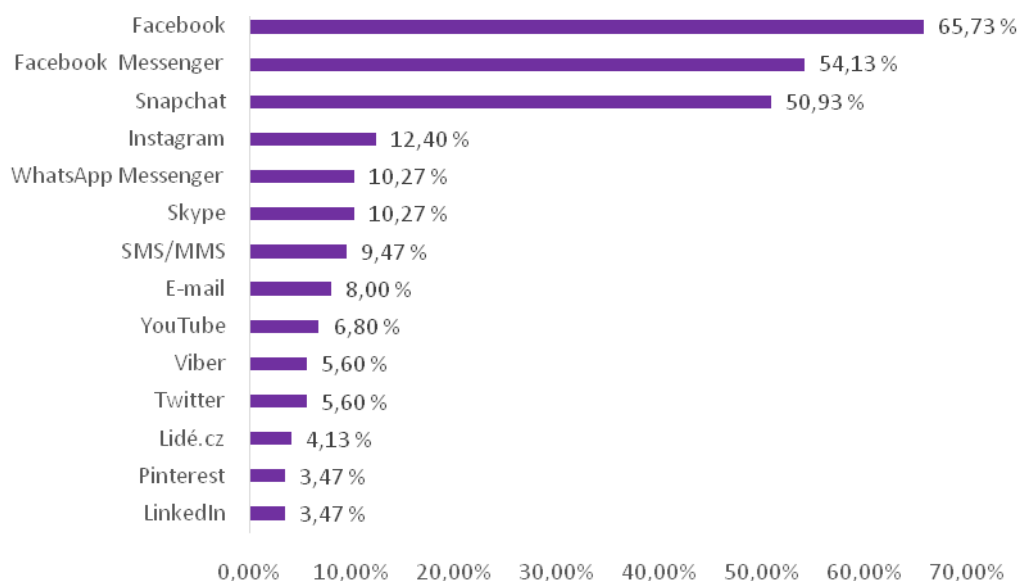
More than 40% of children (40.96%) confirm that they have received a provocative erotic or pornographic photo in the Internet environment from another person, on which someone is partially undressed or totally naked.

One fifth of children (21.51%) also confirm that they have received erotic or pornographic videos from their Internet friend.

5.1.7 Sexting tools

The tools used for sharing intimate materials in the Internet environment are clearly dominated by the Facebook social network; this network was used for sexting by more than 65.73% of children. Facebook Messenger takes the second place (54.13%) and is followed by the still popular Snapchat (50.93%). These three services/tools prevail completely. In this imaginary order of popularity, Instagram, WhatsApp and Skype are placed with a wide distance and are followed by traditional SMS, e-mails, etc.

Graph 11 Tools used for sexting

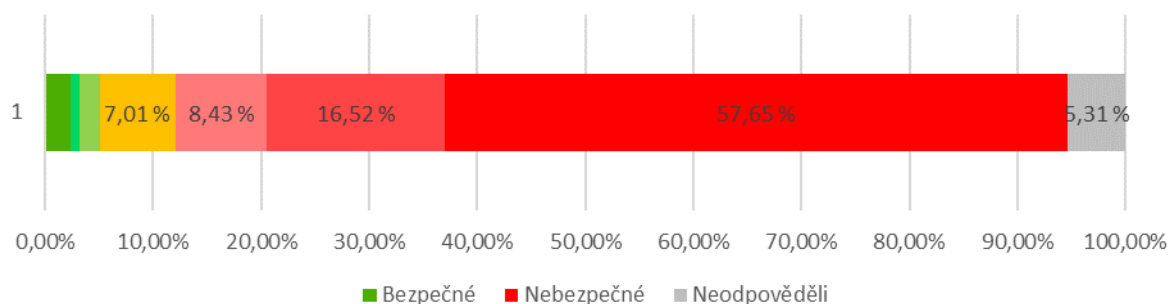


n = 750

5.1.8 Is sexting risky?

In our research, we also investigated whether children perceive sexting as a safe or rather risky phenomenon. The vast **majority of respondents perceive sexting as a high risk phenomenon**; on our scale, sexting was designated as very risky by more than 74% of children's respondents. Only 5% of children consider it safe.

Graph 12 Perception of risks associated with sexting

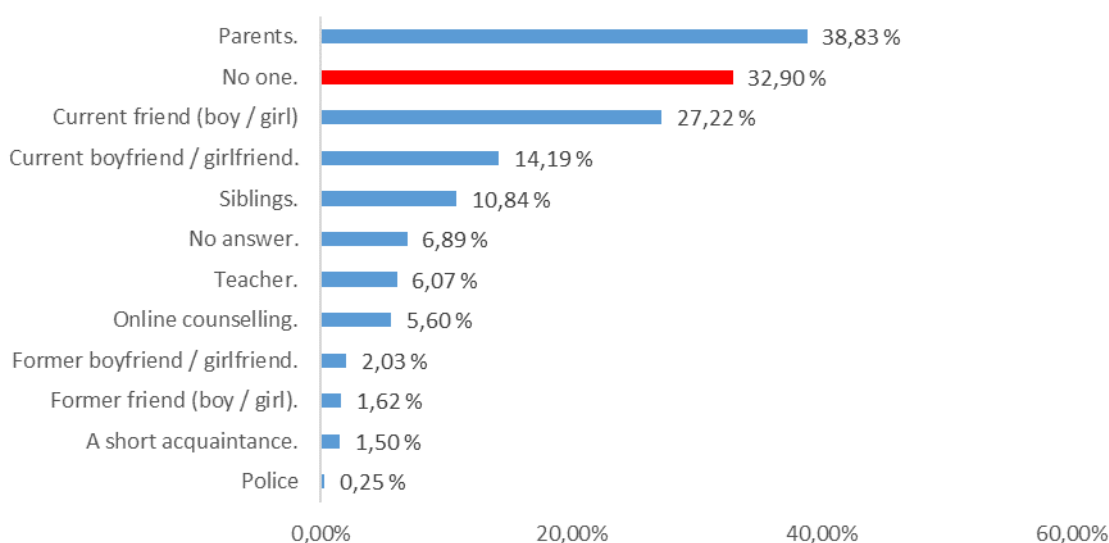


n = 4878

5.1.9 Whom would children contact in a situation where their intimate materials were abused?

If an intimate child photo is misused (e.g. an intimate photo is distributed online, the child is extorted using an intimate material, etc.), the **child confides to his/her parents only in 38.8% of cases**. It is also alarming that **almost a third of children (32.9%) do not say about their problem to anyone**. The child is naturally ashamed and does not want the public to know about sexting, and to become a target of unwanted attention, humiliation or even bullying.

Graph 13 Whom would children contact in a situation where their intimate materials were abused



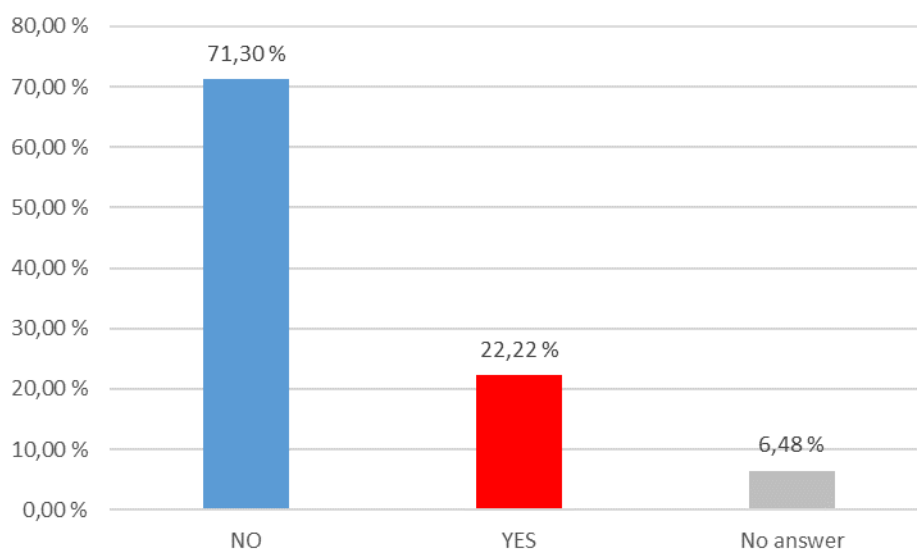
n = 4878

5.1.10 Sexting and webcams

The tools that children use to communicate in the online environment include webcams. Webcams are also used for sexting; we therefore focused on whether children ever exposed themselves in front of their webcams and whether someone else exposed himself/herself over webcam in front of them.

From our research group, 3.87% of the children expose themselves in front of their webcams (189 from 4878 children). We also asked whether someone else exposed himself/herself over webcam in front of children. Here we find very interesting information – **22.2% of the children confirmed that someone else exposed himself/herself in front of them via webcam.**

Graph 14 Did someone else expose himself/herself in front of you over webcam?



n = 4878

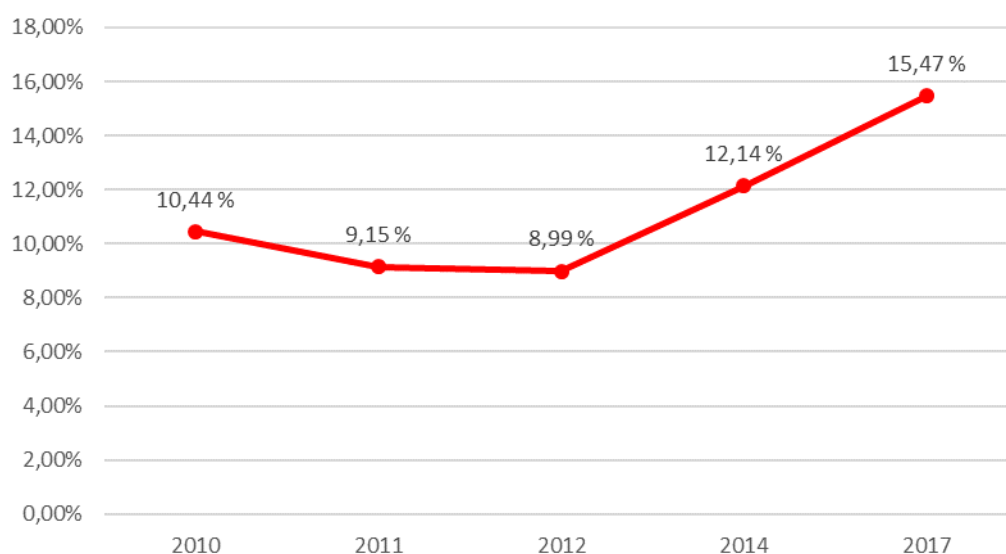
5.1.11 Children's notions of the legal level of sexting

In our research, we also focused on the children's notion of the legal level of sharing intimate materials in the online environment. 30.61% of children think that making own erotic photos and videos is not forbidden by law to persons under the age of 18, 31.49% of children think that it is forbidden only to persons under 15 and 31,51% think that it is forbidden to all persons under the age of 18.

5.1.12 Development of sexting in the population of Czech children (2010-2017)

In comparison with the data from the set of researches Danger of Internet Communication 1-5 of the Pedagogical Faculty of Palacky University in Olomouc, it is possible to state that sexting among children is steadily increasing (the increase by 41.8% to the current 15.47% compared with 2012).

Graph 15 Development of sexting in the population of Czech children 2010-2017 (sending)



5.1.13 Summary

In Czech children, sexting is relatively much spread; it is practised by more than 15% of children (8 to 17 years of age).

If children get into problems associated with sexting, they inform their parents about it only in 38% of cases; in 32.9% of cases, they do not tell anyone. Their confidants mainly include their friends.

More than one fifth of children (22.2%) experienced a situation where another person exposed himself/herself in front of them over webcam (e.g. via an erotic video chat).

Sexting is most often practised over Facebook, followed by Facebook Messenger and Snapchat.

More than 7% of children practising sexting were forced to do so by another person and intimate material was not sent to this person voluntarily.

More than 40% of children (40.96%) confirm that they have received a provocative erotic or pornographic photo in the Internet environment from another person, on which someone is partially undressed or totally naked.

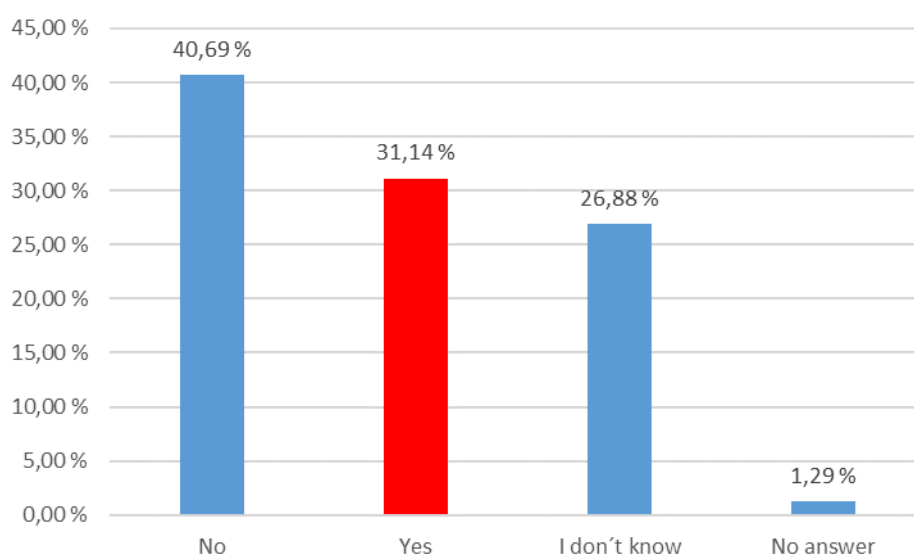
One fifth of children (21.51%) also confirm that they have received erotic or pornographic videos from their Internet friend

5.2 Risky acquaintances made by Czech children in cyberspace

5.2.1 Online friendship in the environment of social networks

In the online environment, children commonly communicate with people whom they do not know personally and whose identity they did not verify. Almost half of children (48.59%) from our group confess their communication with strangers. Children communicate primarily through social networks where they enter into the so-called online friendships. In our research, we focused on whether they would add an attractive boy or girl, asking them for friendship, among their friends (according to a profile photo or photos in the gallery). Requests for friendship would be accorded by almost a third of children (31.1%).

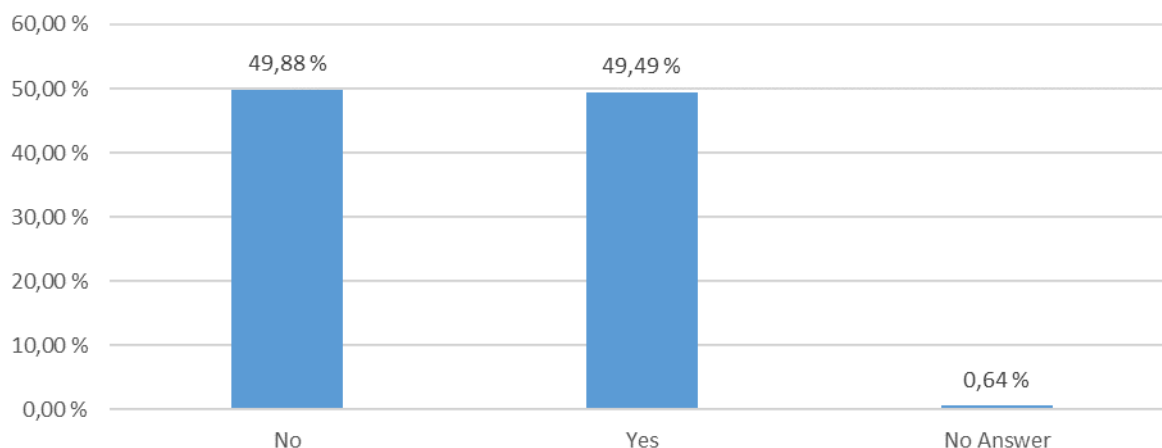
Graph 16 Would you add an attractive boy/girl asking for your friendship among friends on Facebook?



n = 4878

We also investigated whether children would verify the identity of their acquaintances (e.g. a classmate, a friend from the real world) in the online environment, who would ask them for friendship = adding among friends. The identity of these friends would be verified by about half of the children; for this purpose, they would use SMS, Skype, Messenger or other communication tools.

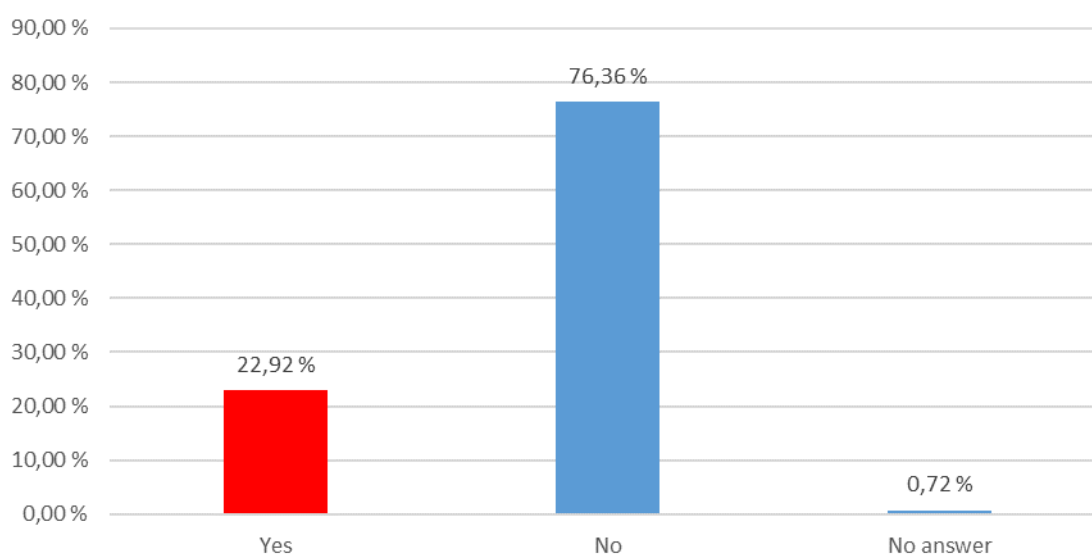
Graph 17 Verification of the identity of the acquaintance (a classmate, a friend from the real world) in the online environment in the case of request for friendship



n = 4878

According to researches Danger of Internet Communication I-V (Kopecký, Szotkowski, & Krejčí, 2012, 2014a, 2015) implemented in recent years, child users experience situations where they are persuaded by their online friends not to tell anyone what they talk about. We were interested in how much these requests for secrecy of communication between child users are spread.

Graph 18 Have you ever been asked by your Internet friend not to tell anyone that you talk to each other and what you talk about?



n = 4878

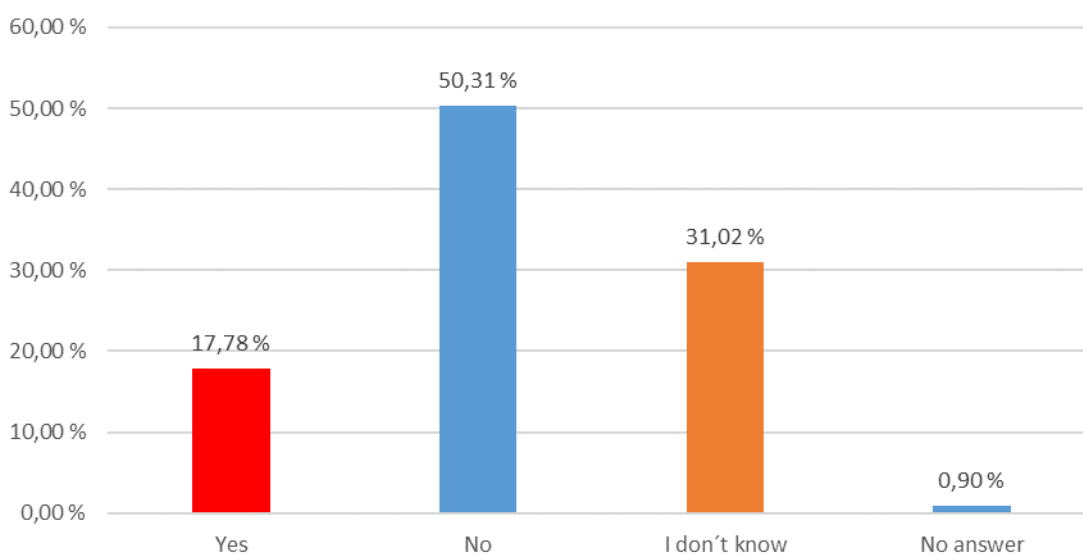
Almost a quarter of children (22.92%) confirm that they were asked by their Internet friend to keep their communication in confidence. However, it can also be assumed that children communicate on the Internet with other children and may ask them for the same. 21.2% of respondents also confirm that they asked their Internet friends to keep their communication in confidence.

5.2.2 Personal meetings in the real world

A separate part of our research was focused on personal meetings with Internet friends and acquaintances – we were interested in how the children would respond to a request for a meeting in the real world and whether they really appeared in the meeting with such an Internet friend.

If the children were asked to meet with an Internet friend in the real world, **they would refuse the meeting in 50.3% of cases**. The remaining part would either go to the meeting (17.78%) or cannot say at the moment how they would decide (31.02%). About the meeting, the children would tell their parents (58.63%), friends or siblings younger than 18 (28.25%), or anyone at all (10.39%).

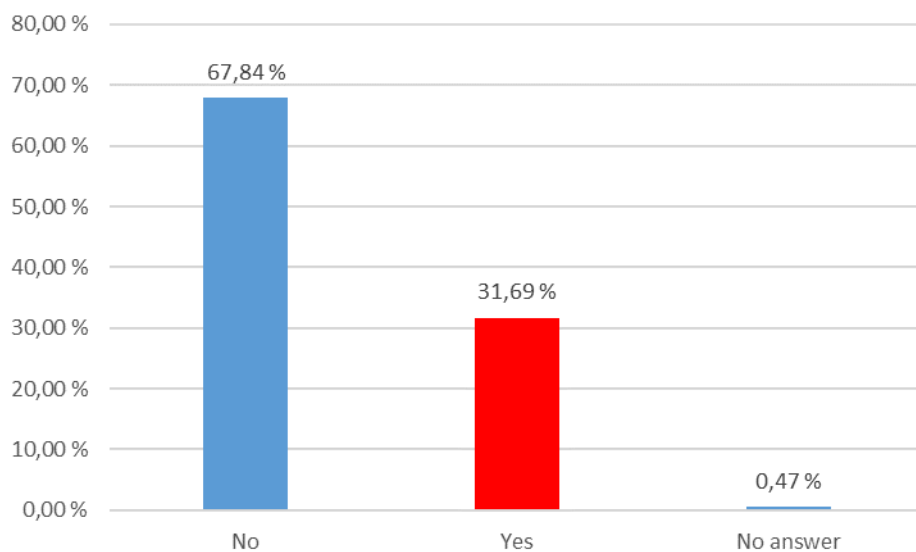
Graph 19 If your Internet friend asked you to meet in the real world, would you go to this meeting?



n = 4878

We were further interested in how many children were actually invited to a personal meeting and how many of them really appeared in this meeting. **Invitation to a meeting in the real world was confirmed by 31.69% of children**. A fifth of them (20.48%) really appeared in the meeting.

Graph 20 Have you ever been invited by your Internet friend/ acquaintance to meet in the real world?



n = 4878

The children themselves also invite their Internet friends to personal meetings in the real world – 20.58% of children confirm that they invited their Internet boyfriend or girlfriend to a personal meeting.

5.2.3 The use of webcams within communication and making acquaintance online

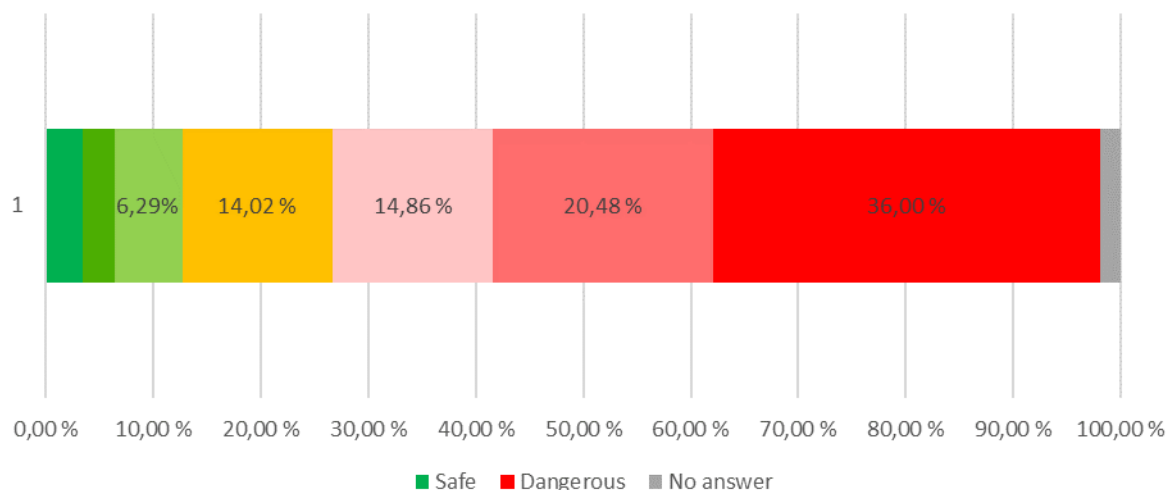
When communicating online, the children also use webcams – 12% of them (626 from 4878) confirm that they communicate with unknown people over webcam. Within online communication, 30.69% of children were also asked to turn on their webcam.

Almost 40% of Czech children (39.52%) visit various types of video chats, such as Omegle, ChatRoulette, etc. Within video chats, **they also meet with sexual content - this is confirmed by nearly 31% of children** (someone exposed himself/herself in front of them via webcam). Requests for webcam communication would be accorded by approximately 16% of children.

5.2.4 Perception of the risks associated with communication and personal meetings

Communication with unknown people is perceived as risky by about 40% of children (39.81%). Personal meetings with online friends are considered as dangerous by more than 71% of respondents.

Graph 21 Risks associated with personal meetings with users of Internet services



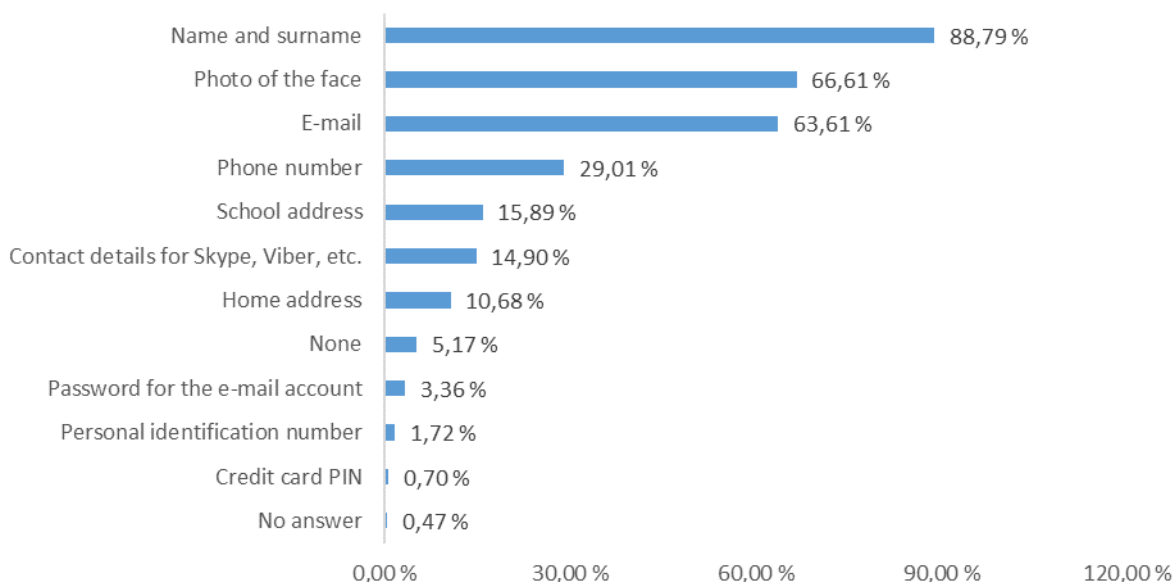
n = 4878

5.3 Children in the Internet environment

5.3.1 Which personal data children share in the Internet environment

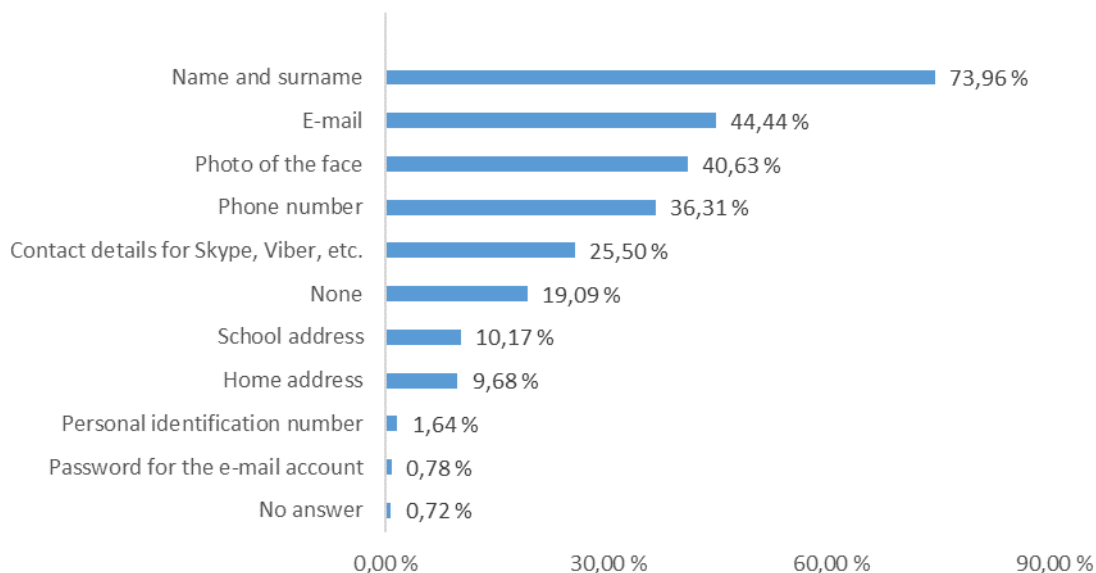
In the Internet environment, children share a range of personal data, commonly data such as names and surnames, face photos, contact e-mails or phone numbers.

Graph 22 **Personal data published by children in the Internet environment**



n = 4878

Graph 23 **Personal data that children are willing to tell their Internet friends**



n = 4878

5.3.2 Requests for sensitive personal data

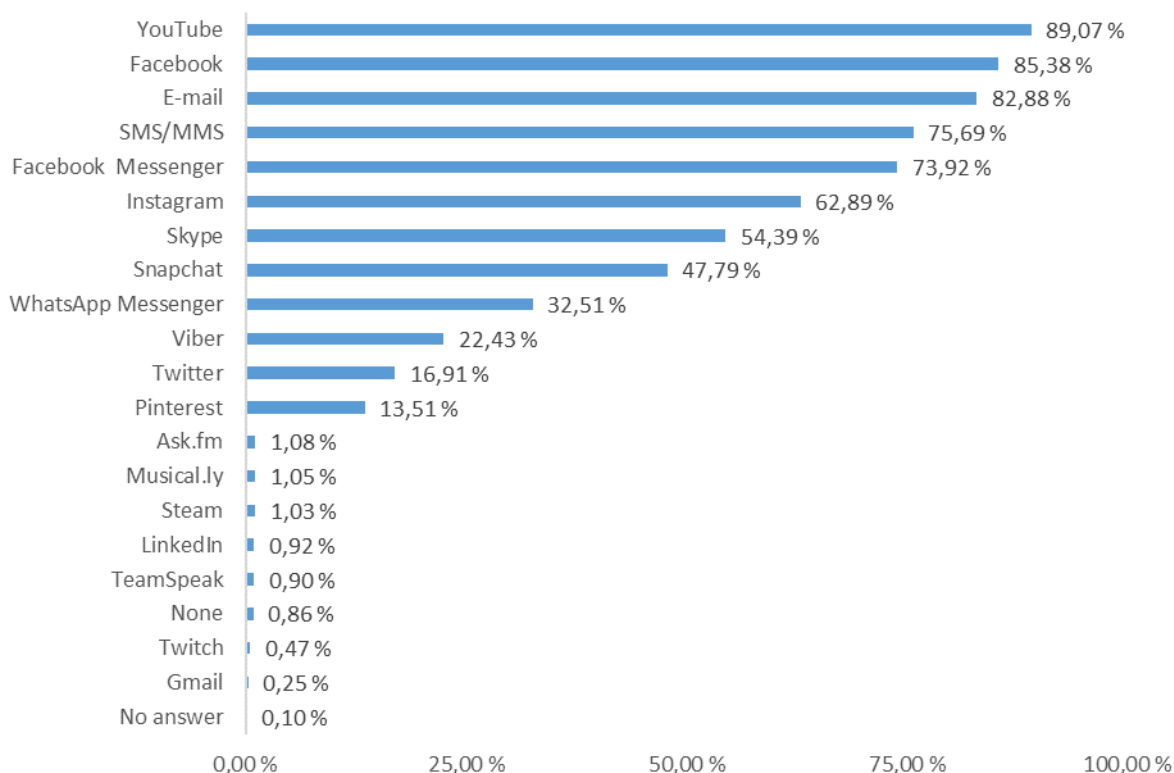
The most sensitive and also the most abusive personal data of children include photos and videos of their face, or photos and videos of their exposed body. **A request from an Internet friend (known to the child only from the Internet) for sending a face photo was received by about one third of the children (31.28%, 1526 from 4878).** In almost 18% of cases, this request was met and children sent their own face photo to the unknown person. Approximately 42% of children are convinced that the publishing of face photos can be risky.

16.7% of children also confirm that their Internet friends asked them to send their intimate photos (naked body). Such requests were met by 20.6% of addressed children (a total of 168 from 815 addressed).

5.3.3 Which Internet services are used by Czech children

In the Internet environment, Czech children use a large number of online services. For the first time in our research history, the first place in our ranking belongs to the YouTube server which is regularly visited and watched by more than 89% of children. YouTube's visit rate is closely related to the boom of the phenomenon of the so-called youtubers and youtubering. The second place belongs to the social network Facebook which is actively used by 85% of children. Following places belong to e-mail, SMS/MMS, messengers, etc.

Graph 24 **Most common online services used by children**



n = 4878

5.3.4 Where the children's computer is installed

More than half of children (56%) have their computer in their own children's room which they do not share with anyone else. About 20% of children have their computer in a room which they share with their siblings. 12.71% of children have their computer located in the living room.

5.3.5 Regulation of the work with computer

More than half of children (60.02%) confirm that their parents do not limit the time which the children spend on computer/Internet. Only 39.28% of children confirm a time limitation.

Likewise, almost 80% of children confirm that their parents do not put any limits on access to some websites. Restrictions on their access to specific web services were confirmed only by 20% of children. However, this does not mean that their access to the Internet is not regulated; in fact, the children may not know about it.

5.4 Children and education

The last part of our research report focuses on whether the children are systematically educated about risky behaviours in the Internet environment – through schools, families or other institutions and individuals.

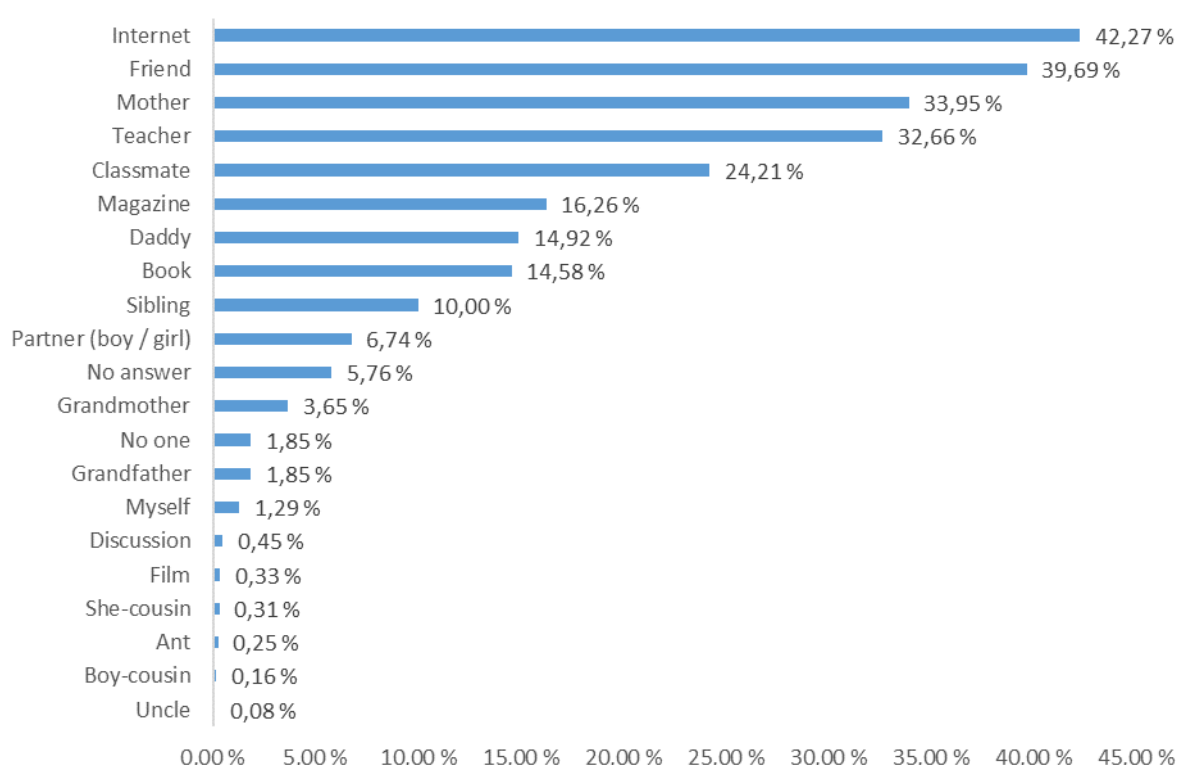
5.4.1 Preventive educational events

Almost 80% of children (79.66%) confirm that they attended a preventive discussion focused on selected risks linked to the Internet.

5.4.2 Sexual education and instructions about sex

Half of the children (49.26%) confirm that they completed sexual education in the primary school environment. 73.8% of them also confirm that they were instructed about sex.

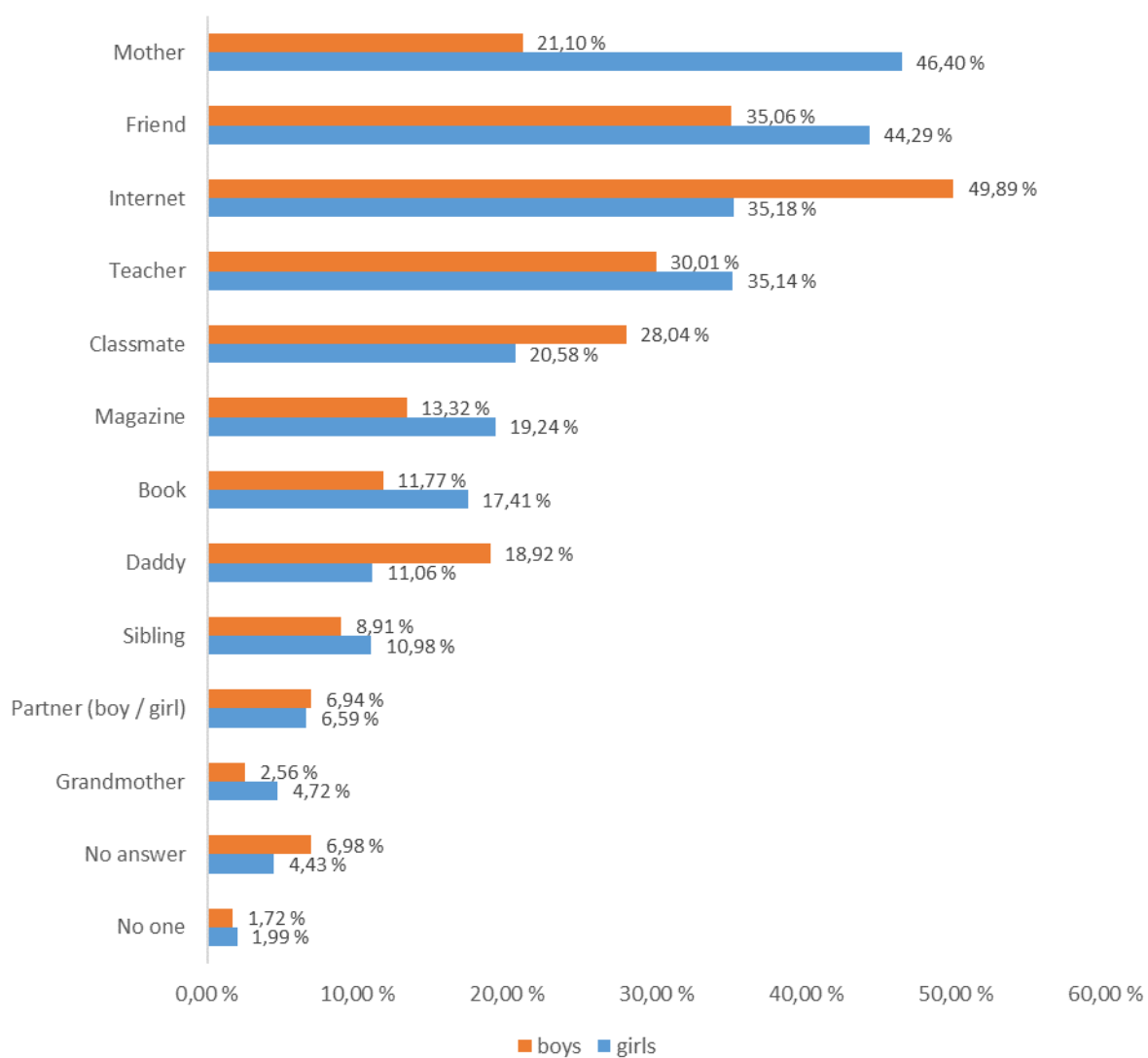
Graph 25 Who instructed the child about sex?



n = 4878

When looking at the data from a gender perspective, we find great differences between girls and boys: **for girls, the primary source of information about sex is their mother (46.4%);** for boys, however, this is not the case – **their primary source of information about sex is Internet (49.89%),** and only 20% of boys solve the sex area with their mothers.

Graph 26 Who instructed the child about sex – girls vs. boys



n = 4878

6. Summary of the research

The research Sexting and Risky Acquaintances Made by Czech Children in Cyberspace, implemented by the Centre for the Prevention of Risky Virtual Communication at the Pedagogical Faculty of Palacky University in Olomouc in cooperation with the company O2 Czech Republic, reveals a **high increase in the number of children who send their own intimate materials to others in the Internet environment and who thus practise the so-called sexting**. More than 15% of Czech children send their intimate materials to other persons. There may be a number of causes – a shift in perception of human sexuality, a change in the functioning of partnerships in the online environment, conformity, insufficient prevention (on the part of parents and schools), as well as inappropriate patterns that children mimic.

Almost 40% of Czech children (39.52%) visit various types of video chats, such as Omegle, ChatRoulette, etc. Within video chats, **they also meet with sexual content – this is confirmed by nearly 31% of children** (someone exposed himself/herself in front of them over webcam). Requests for webcam communication would be met by approximately 16% of children.

In the online environment, children commonly communicate with people they whom they do not know personally and whose identity they do not verify. Almost half of children (48.59%) from our group confess the communication with strangers. If the children were asked to meet with an Internet friend in the real world, **they would refuse the meeting in 50.3% of cases**. The remaining part would either go to the meeting (17.78%) or cannot say at the moment how they would decide (31.02%). **31.69% of the children confirmed an invitation to the meeting in the real world**. A fifth of them (20.48%) really appeared in the meeting.

In the Internet environment, children share a range of personal data, commonly data such as names and surnames, face photos, contact e-mails or phone numbers. The most sensitive and also the most abusive personal data of children include photos and videos of their face, or photos and videos of their exposed body. **A request from an Internet friend (known to the child only from the Internet) for sending a face photo was received by about one third of the children (31.28%, 1526 from 4878).**

More than half of children (60.02%) confirm that their parents do not limit the time which the children spend on computer/Internet. Only 39.28% of children confirm a time limitation. **Likewise, almost 80% of children confirm that their parents do not put any limits on their access to some websites.** Restrictions on access to specific web services were confirmed only by 20% of children. However, this does not mean that their access to the Internet is not regulated; in fact, the children may not know about it.

7. Literature

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8. Quotations



The results of our research reveal a large increase in the number of cases of sexting (sharing of own intimate materials in the Internet) in the population of Czech children (8-17 years of age) – over the last five years, the prevalence sexting increased by more than 41% to the present 15.47%. Children anxiously conceal their sexting activities in face of their parents; they also do not want to solve any problems potentially brought by sexting with their parents. At the same time, sexting is a high-risk phenomenon that can cause serious problems for the children – they may become victims of cyberbullying, extortion or threats, and sexting may also endanger their future career. The increase in sexting is then reflected in the number of cases handled by both the counselling within the E-Bezpečí project and the Police of the Czech Republic.

Mgr. Kamil Kopecký, Ph.D. (Palacky University in Olomouc)



Sexting – as a specific communication phenomenon practised in the Internet environment – consists in sending intimate materials in the form of text messages, photos or videos. It can be described as a very risky phenomenon, especially in the child population, where it can be an attendant phenomenon of other dangerous phenomena, such as cybergrooming, cyberbullying, etc. The cause of the increase in sexting in the population of Czech children can be seen in several areas. However, we see the primary reason in the acceleration of the development of modern technologies and Internet services which considerably promotes the spread of sexting; we also see an indispensable contribution of often neglected or insufficiently implemented sexual education and prevention, which is also partly confirmed by our current research data.

PhDr. René Szotkowski, Ph.D. (Palacky University in Olomouc)



Cases of sharing children's intimate materials are clearly increasing; this can be documented by an increased number of cases investigated by the Czech police throughout the Czech Republic. The attacker can manipulate the child, allures more and more materials, promises gifts, and then passes to serious threats and extortion, which can cause a considerable mental damage to the child, even physical in some cases. The children have two worlds – they are able to control the virtual world but they cannot behave in it. The only and most effective way how to get the Internet risks into awareness is PREVENTION.

Capt. Bc. Pavel Schweiner (Police of the Czech Republic, KŘPOL)



We closely monitor the issues of children's safety in the online environment. Research results confirm that education, prevention, and immediate response are the basis for success in the fight with the pitfalls which wait for children on the Internet.

We would like to take further steps towards greater safety of children on the Internet; therefore, we are looking for other projects that will make sense and move us again one step further. Our new solutions, such as O2 Smart Box, also contribute to the control of home appliances and their safety.

Tomáš Minka (IT Security Specialist, O2 Czech Republic)



On the one hand, there is education that helps children recognize what is no longer standard behaviour. Equally important, however, is that they have someone to turn to if anything serious is happening, whether in the real world or on the Internet. That is why we support long-term projects in O2, such as the Safety Line or E-Safety which, together with educational activities, also provides online counselling.

Marie Mališková (CSR Manager, O2 Czech Republic)

9. About implementors

Centre for the Prevention of Risky Virtual Communication at the Pedagogical Faculty of Palacky University

The Centre for the Prevention of Risky Virtual Communication at the Pedagogical Faculty of Palacky University in Olomouc (hereinafter referred to as the PRVoK Centre) is a certified university workplace dealing with risky forms of communication of children and adults in the Internet environment. It focuses primarily on cyberbullying, cyberstalking, cybergrooming, hoax and spam, sexting, social engineering in the online environment, risks of sharing personal data in the environment of social networks and other dangerous communication phenomena.

In the field of research, the PRVoK Centre implements both basic and applied research (including contracted research). For example, it focuses on the risky communication of children and sexual abusers, risky sharing of personal data across individual communication platforms, specific forms of cybernetic attacks using webcams (webcam trolling), the detection of false profiles, the identification of fraudulent e-shops and business offers, the identification of attackers, the support of victims, etc.

In the field of research, education and intervention, the PRVoK Centre cooperates with a number of companies, especially with O2 Czech Republic, Google, Seznam.cz, Vodafone, IBM, Allegro Group, ESET, as well as with the Police of the Czech Republic, National Centre against Organized Crime and other institutions. Further information is available at www.prvok.upol.cz.

In addition to the research, the Centre implements a national project addressing the prevention and education in the field of risky behaviour on the Internet called E-Bezpečí (E-Safety) (www.e-bezpecni.cz); it also provides online counselling for victims of Internet attacks (www.napisnam.cz), connected with the Safety Line, Police of the Czech Republic, OSPOD and other specialized institutions.

The Centre also implements a range of activities to popularize the positive use of modern IT technologies in education and research; for example, it deals with the use of 3D technologies (Google Cardboard, Oculus Rift, 3D scanning, LeapMotion, Google Glass) and 3D printing.

In 2015, the E-Bezpečí project won in the national round of European Crime Prevention Prize.

10. Contacts to implementors



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