



## **BUREAU OF MARKET RESEARCH**

### **EXPOSURE TO ONLINE SEXUAL CONTENT AMONG SECONDARY SCHOOL LEARNERS IN GAUTENG (TECHNICAL REPORT)**

**Research Report No 479**

UNISA



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# **EXPOSURE TO ONLINE SEXUAL CONTENT AMONG SECONDARY SCHOOL LEARNERS IN GAUTENG**

**by**

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**BUREAU OF MARKET RESEARCH  
COLLEGE OF ECONOMIC AND MANAGEMENT SCIENCES  
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## EXPOSURE TO ONLINE SEXUAL CONTENT AMONG SECONDARY SCHOOL LEARNERS IN GAUTENG

### BACKGROUND

Research pertaining to the South African youth can be considered to be a priority research area. Since 2009, the Youth Research Unit (YRU), a research flagship programme of the College of Economic and Management Sciences (CEMS) hosted within the Bureau of Market Research (BMR) at Unisa, investigated the behaviour and opinions of children and young people in South Africa. The primary focus of the YRU is to produce reliable, scientifically sound research information related to psycho-social challenges impacting on the behaviour of young people. These challenges include online behaviour, bullying and substance abuse. In 2012, baseline studies were conducted among secondary school learners in Gauteng and the Western Cape provinces. These studies proved to be of great value to individuals, government and non-governmental stakeholders, and were repeated in the Gauteng Province in 2014 and in 2016. Consequently, the research information collected since 2012 provides valuable longitudinal research results, which allow for better quality and more consistent research information.

For the first time in 2016, the YRU focused on the exposure to online sexual content among secondary school learners in Gauteng. This initiative originated from the YRU's focus on online behaviour and interaction with parents, educators and professionals stressing their concern that children increasingly access potentially harmful information online. Several international studies identified the extent of exposure to online sexually explicit material among children. However, in South Africa, there has been limited research on the prevalence and impact of exposure to sexually explicit material among children and young people. Therefore, there is a need for research information within a South African context which will contribute to increased awareness and knowledge.

This technical research report presents the research findings of the 2016 YRU school based survey investigating the exposure to online sexually explicit material among 2 890 children in secondary schools in Gauteng and the perceived impact of such exposure. The survey was completed with the consent of the Gauteng Department of Education and school governing bodies of 17 secondary schools which participated in the 2016 study. It is also important to note that the survey was completed during school time administered by the YRU research team. Against this background, this technical report presents the key findings emerging from the 2016 study. In reading the report, it should be noted that the terms sexually explicit content and pornographic material are used interchangeably. Likewise, learners, children and young people are used interchangeably referring primarily to secondary school learners between the ages of 12-18 years.

### KEY FINDINGS: Exposure to Online Sexual Content

#### *Exposure to Pornographic Material*

Children in South Africa are increasingly gaining access to pornographic material. This can mainly be attributed to children gaining more access to the Internet and becoming increasingly familiar with surfing the World Wide Web. The 2016 YRU study investigated this phenomenon among secondary school learners based primarily in the Johannesburg and Pretoria metropolitan areas. It is noteworthy that the study identified that more than half (57.1%) of the learners who participated in the study have been exposed to pornographic material. This occurred mostly among male learners across all age groups (12 – 20+ years). Exposure predominantly occurred through the Internet (80.8%). Besides exposure to online pornographic material, the availability to traditional forms of pornographic material must not be underestimated. The 2016 study found that 21.5% of learners have been exposed to pornographic books or magazines and 21.5% to pornographic DVDs. Despite regulations in place which restrict access to this pornographic material among individuals younger than 18 years, it seems like secondary school learners in Gauteng easily gain access to such material.

The study further identified that more than two-thirds (68.1%) of the learners who participated in the research study have been exposed to online pornographic material during the past 12 months. This exposure is widespread and occurred among both male and female learners across all age groups (12 – 20+ years). Exposure to online pornographic material mostly happened unintentionally, while learners surf the Internet for entertainment (49.5%) or information related to schoolwork (39.1%). Although it seems that this exposure happens occasionally (53.5%), it



is concerning that 9.9% learners reported that it happens on a daily basis. Further analysis found that younger male learners (12-13 years) are more likely to be exposed to online pornographic material on a daily basis. This might be ascribed to their not fully formed ability to correctly search for online information and emphasise the need for online guidance and protective measures from an early age.

Besides recurrent exposure to online pornographic material, secondary school learners are exposed to a variety of online pornographic material, including extreme forms involving people of the same sex, violence and children (0-18 years). Further investigation revealed that of these different kinds of pornographic material, learners who participated in this study found the material containing children (34.5%) and people of the same sex (34.3%) to be most disturbing. Based on these findings, the question can be asked: How do children who are mainly unintentionally exposed to online pornography deal with such exposure and what might the possible effect be on their emotions and behaviour?

### ***Reaction to online pornographic material***

The research study found that when learners are exposed to online pornographic material, the immediate reaction is to either continue viewing the material (30.8%) or to close the website (30.8%). In some instances, learners inform their peers (3.6%) about the content or even share the content with their friends (1.9%). The latter was more likely to happen among older male learners. This finding may point to the sexual inquisitiveness among secondary school learners who are within the adolescent phase of development. The research study further investigated the possible emotional impact of exposure to online pornographic material among secondary school learners. On the one hand, learners reported that they felt disturbed with the content that they have seen (30.0%) and experienced feelings of anxiety (14.4%), insecurity (13.0%) or felt scared (12.0%). On the other hand, some learners felt not disturbed by the content (29.6%), found it funny (20.3%) or pathetic (27.1%). Older male learners were more likely not to be disturbed while younger female learners were more likely to be disturbed with the online sexually explicit images that they have seen. Despite these feelings, only 37.5% of learners who have been exposed to online pornographic material felt comfortable to tell a person about their online experience. The ideal will be for more learners to share their online experiences with others who can provide comfort if needed.

The study clearly shows the addictive nature of pornographic material and possibility of easily getting hooked. After the initial exposure to online pornography, almost half the learners (48.4%) intentionally searched for online pornographic material, some even on a daily (14.6%) or weekly (23.7%) basis. Further analysis revealed that younger (12-13 years) male learners are more likely to intentionally search for pornographic material on a daily basis, while older male learners do so infrequently.

The perceived impact of online pornographic material on secondary school learners cannot be overlooked. In this regard, learners shared the opinion that viewing online pornography may encourage young people to engage in sexual activity (65.1%), become more curious about sex (59.6%) or view women or men differently (37.7%). This research finding is distressing taking into consideration the high rate of teenage pregnancy and HIV infection among adolescents in South Africa ([www.onlinepregnancyinfo.com/teenage-pregnancy-in-South Africa](http://www.onlinepregnancyinfo.com/teenage-pregnancy-in-South-Africa)).

### ***Protection from exposure to online pornography***

It is encouraging that the vast majority (80.1%) of secondary school learners surveyed knew that according to the South African law, only persons 18 years and older are allowed to access and view pornographic material. However, despite this knowledge, based on the research findings presented in this report, learners continue to access pornographic material that clearly impact on their emotions and behaviour.

It is comforting that more than half of the learners (52.8%) confirmed that their parents or caregivers have taken steps to protect them from exposure to online pornographic material. This was predominantly done by discussing online dangers (75%), installing blocking or filtering software (26.1%) or limiting time spend online (22.0%).



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## KEY FINDINGS: Sexting

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### ***Belong to Social Networks***

The 2016 YRU research study confirms previous YRU research findings that the vast majority of secondary school learners surveyed (90.3%) have access to the Internet and belong to social networks. This research finding emphasises the fact that in most instances, learners aged 12-20+ years use the Internet primarily for entertainment and not educational purposes. It was found that learners subscribed to various social networks, with WhatsApp (95.7%) being exceptionally popular among secondary school learners in Gauteng. WhatsApp can be described as an instant messaging system which allows its users to send text messages, documents, PDF files, GIF images, video, user location and audio messages. In addition, 71.1% of learners subscribed to Facebook and 60.3% used Instagram. Instagram is a new online mobile photo-sharing and video-sharing social networking service that enables its users to take pictures and videos and share them either publicly or privately on the app, as well as through a variety of other social networking platforms, such as Facebook. Further analysis identified that social network platforms are equally popular among both male and female learners across all age groups. It is noteworthy that despite the fact that Facebook has an age restriction of 13 years, 48.4% learners aged 12 - 13 years subscribe to the social networking platform.

Besides subscribing to a number of social networking platforms, the research study confirmed that secondary school learners spend a considerable amount of time on these platforms. In most cases, learners spend 1 to 3 hours per day on social networks. However, the study also identified extreme cases in which learners spend 7 to 9 hours (7.6%) or 10 hours or more (11.2%) online. This significantly increases the vulnerability of secondary school learners to be exposed to potentially harmful material online and incidents of online sexual exploitation.

### ***Sexual activities on social networks***

Taking pictures and posting them on social networks remains a very popular activity among children and young people. However, in some instances, this activity can put children in danger, especially if the photos taken are of a sexual nature. The 2016 study found that 69.5% learners have taken a picture or video of themselves posing in a sexually suggestive way. This was extremely popular among younger (12-13 years) female learners. It is concerning that 37.9% of secondary school learners who participated in the survey have taken half-naked pictures of themselves, 7.6% have taken pictures of their private parts and 6.3% have taken fully naked pictures. Further analysis found that older male learners are more likely to take half naked pictures or pictures of their private parts.

In most instances, learners take these pictures for fun (65.5%) or find themselves in a love relationship where a boyfriend or girlfriend requested such photos (38.5%). These pictures are typically taken within a private home environment. More than two thirds of the learners (86.3%) reported that they have taken these pictures in their bedroom or bathroom at home. Likewise, just more than a quarter (28.1%) of learners have taken pictures with friends during a social event. In almost all instances, learners used their own cell phone camera (96.7%) to take these pictures.

Of the learners who have taken sexually suggestive pictures of themselves, almost half (41.6%) have posted their sexually suggestive pictures on a social network platform. Of these learners, approximately a quarter (24.4%) knew that these pictures were circulated online. This action resulted in learners experiencing intense emotions including, feeling anxious (25.2%), sad (21.5%), helpless or powerless (20.6%), embarrassed or humiliated (17.8%) and angry or frustrated (15.9%). In particular, younger female learners (12-13 years) felt embarrassed or humiliated (57.1%) about what has happened. It is noteworthy that more male learners felt depressed (14.0%) and isolated (10.0%) as a result of the circulating of sexually suggestive pictures of themselves online. These findings emphasise the fact that online experiences cannot be taken as lightly. Consequently, there is a need for youth-focused support and counselling services.

It is worrying that despite the fact that learners experience these intense feelings, 69.5% indicated that they ignored what happened. Only 29.7% spoke to someone about their experience. Further analysis found that female learners





(35.0%) are more likely to speak to someone about what happened, in comparison to about a quarter of male learners (24.2%). In some cases, learners used substances such as smoking, drinking alcohol or using illegal drugs in an attempt to deal with their upsetting feelings. Only 11.6% reported that they have been in trouble as a result of the sexually suggestive pictures that they have taken.

Based on the research results, the taking of sexually suggestive pictures and posting them online is not a secretive activity happening among young people without the knowledge of others. Almost two thirds of the sample (64.2%) reported that their friends knew that they have taken sexually suggestive pictures, 41.7% parents knew and only 5.5% teachers. Parents and teachers might only become aware of the sexually suggestive pictures after they have been circulated and the child is in distress. However, friends are more likely to be aware of all the happenings. The 2016 study found that more than half (51.2%) of the learners reported that they are aware of friends posting sexually suggestive pictures/videos of themselves online, while 38.8% are aware of friends posting/circulating sexually suggestive pictures/videos of others online. Of the secondary school learners who participated in the 2016 study, 6% admitted that they have also posted private/nude pictures/videos of another person online.

### ***Consequences of sexual activities on social networks***

Surprisingly, only 53.6% of learners who participated in the 2016 study are aware that posting/circulating sexually suggestive pictures of themselves and others online is considered an illegal activity. Learners elaborated that they are aware of possible consequences resulting from posting online sexual images including, the use of online images for blackmail and bullying (63.2%), reputational damage (60.7%), online pictures/videos cannot be removed (59.0%), expulsion from school (37.7%), and being criminally charged (30.9%).

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## **RESEARCH INSIGHTS AND CONCLUSIONS**

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The following conclusions can be made based on the discussion of the research findings:

- Young people live their lives online, sometimes at the expense of their offline activities and relationships and even their emotional and physical well-being.
- Children across different age groups are increasingly gaining access to online pornographic material; this has almost become unavoidable due to the availability of the Internet on mobile smart phones. Children need to be knowledgeable how to deal with such exposure and report online information that they found disturbing to a trustworthy person.
- Increasing online safety measures needs to be in place to avoid unintentional exposure to online pornographic material. Children are often unintentionally exposed to extreme forms of pornography that can have long-term emotional and behavioural effects on them.
- Children and their parents or caregivers need to be aware of the South African legislation and the legal consequences of risky online behaviour. Children must be informed that sexting exposes them to very real dangers, including the possibility of facing distribution of child pornography charges.
- Online guidance and protection need to start within the immediate family; parents or caregivers need to be equipped with information to share with children on sensitive issues such as online pornographic material and sexting.
- Schools must develop and implement educational programmes for learners and educators that focus on the short-and long-term consequences of risky online behaviour, including the exposure to online pornographic material and sexting. Educators also need information and support to be able to provide information and support to learners.
- Reporting of online incidents remains a concern. Both parents and children need to be encouraged to report online incidents and follow-up on their reports. They need to adopt a proactive approach to the challenge.
- There is a constant need for research information related to online behaviour of children and young people and the possible dangers that might be encountered when online.
- The importance of protective software cannot be underestimated. Free Wi-Fi access on school premises need to be investigated and for what it is being used. Children can use the free Wi-Fi access intended for educational purposes to access inappropriate sexual content on school premises.
- It has become a necessity within the education environment to have a policy in place regarding the use of mobile cell phones at schools and accessing inappropriate online information during school time.



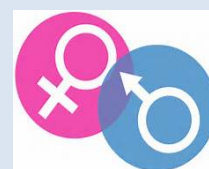
## DEMOGRAPHIC ANALYSIS EXPOSURE TO ONLINE SEXUAL CONTENT AMONG SECONDARY SCHOOL LEARNERS IN GAUTENG

This section of the report presents a demographic analysis of the sample included in the study. This includes information on the gender, age, grade and academic performance of the learners who completed the self-administered questionnaire dealing with the exposure to online sexual content. A total of 2 890 learners enrolled at 17 secondary schools with the Gauteng Province participated in the study. The sample was almost equally split between the two genders. There were slightly more females (51.3%) who participated in the study in comparison to males (48.7%). The bulk of the sample was between 14 to 17 years old, in grades 8 to 11. Fewer Grade 12 learners participated in the study primarily because of their academic responsibilities. It is interesting to note that academic performance was measured in the study. The majority of learners indicated that they obtained an average mark of 60-69% or 50-59% during their previous school year.

### SAMPLE PROFILE

#### GENDER

	n	%
Male	1389	48.7
Female	1463	51.3
<b>TOTAL</b>	<b>2852</b>	<b>100.0</b>



#### AGE

	Total		Male		Female	
	n	%	n	%	n	%
12 to 13 years	264	9.3	109	7.9	155	10.7
14 to 15 years	1108	39.2	519	37.7	589	40.5
16 to 17 years	1011	35.7	494	35.9	517	35.6
18 to 19 years	403	14.2	227	16.5	176	12.1
20+ years	44	1.6	27	2.0	17	1.2
<b>TOTAL</b>	<b>2830</b>	<b>100.0</b>	<b>1376</b>	<b>100.0</b>	<b>1454</b>	<b>100.0</b>

#### SCHOOL GRADE

	Total		Male		Female	
	n	%	n	%	n	%
Grade 8	634	22.5	327	23.9	307	21.2
Grade 9	691	24.6	327	23.9	364	25.2
Grade 10	530	18.8	248	18.1	282	19.5
Grade 11	561	19.9	267	19.6	293	20.3
Grade 12	397	14.4	198	14.5	199	13.8
<b>TOTAL</b>	<b>2813</b>	<b>100.0</b>	<b>1368</b>	<b>100.0</b>	<b>1445</b>	<b>100.0</b>



## AVERAGE MARK FOR THE PREVIOUS SCHOOL YEAR

	n	%
Code 7 (A symbol) 80-100%	225	8.1
Code 6 (B symbol) 70-80%	633	22.8
Code 5 (C symbol) 60-69%	887	31.9
Code 4 (D symbol) 50-59%	766	27.6
Code 3 (E symbol) 40-49%	226	8.1
Code 2 (F symbol) 35-39%	24	0.9
Code 1 (FF symbol) 30-34%	17	0.6
<b>TOTAL</b>	<b>2778</b>	<b>100.0</b>

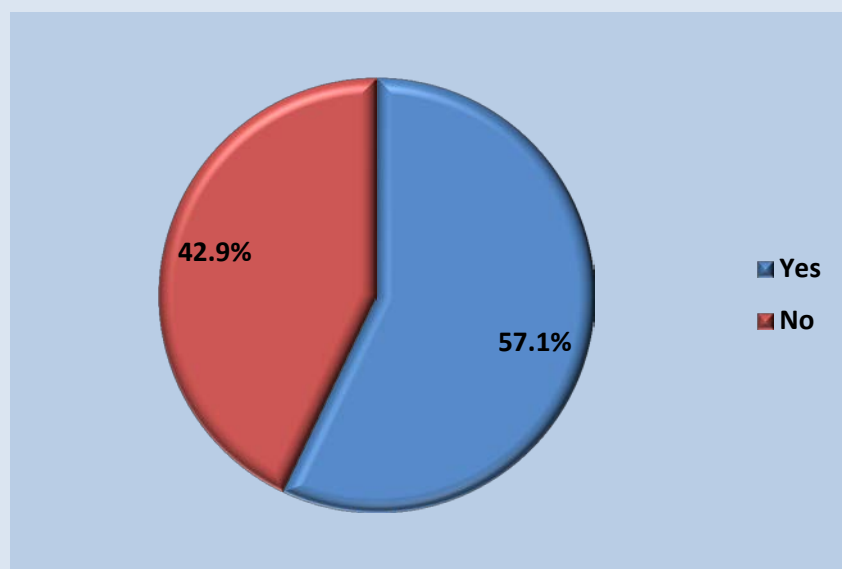


## DESCRIPTIVE THEMATIC ANALYSIS EXPOSURE TO ONLINE SEXUAL CONTENT AMONG GAUTENG SECONDARY SCHOOL LEARNERS

This section of the report presents the outcome of the 2016 survey conducted among 2 890 learners enrolled at 17 secondary schools with the Gauteng Province of South Africa. The intention of the analysis is to present more confined analysis on the findings on the key research topics addressed in the 2016 study. In most cases, pictographs are used to analyse the key findings emerging from the 2016 study. This interpretation is further supplemented with a summary on the key findings that finally conclude the discussions on each research topic matter separately.

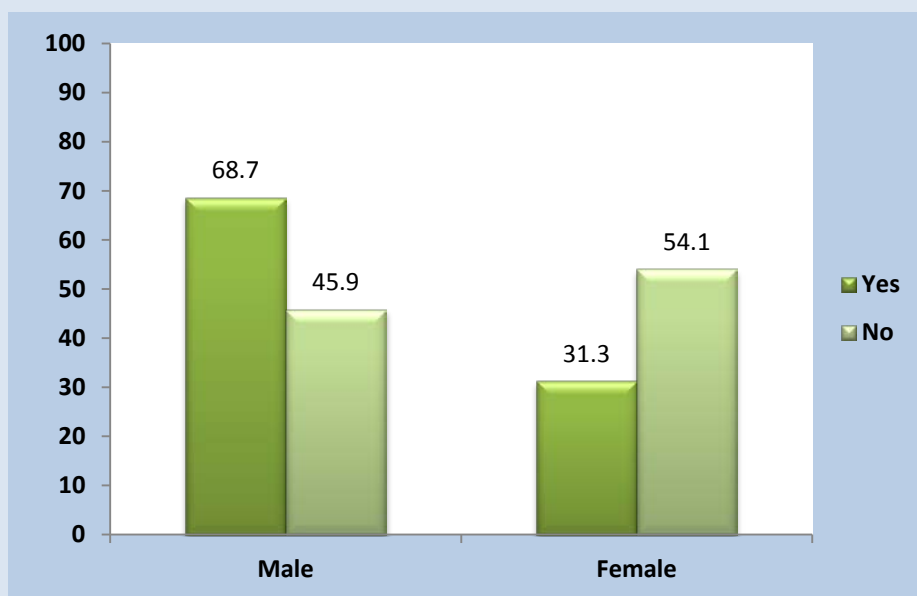
### EXPOSURE TO PORNOGRAPHIC MATERIAL

HAVE YOU **EVER** BEEN EXPOSED TO PORNOGRAPHY? (n=2724)

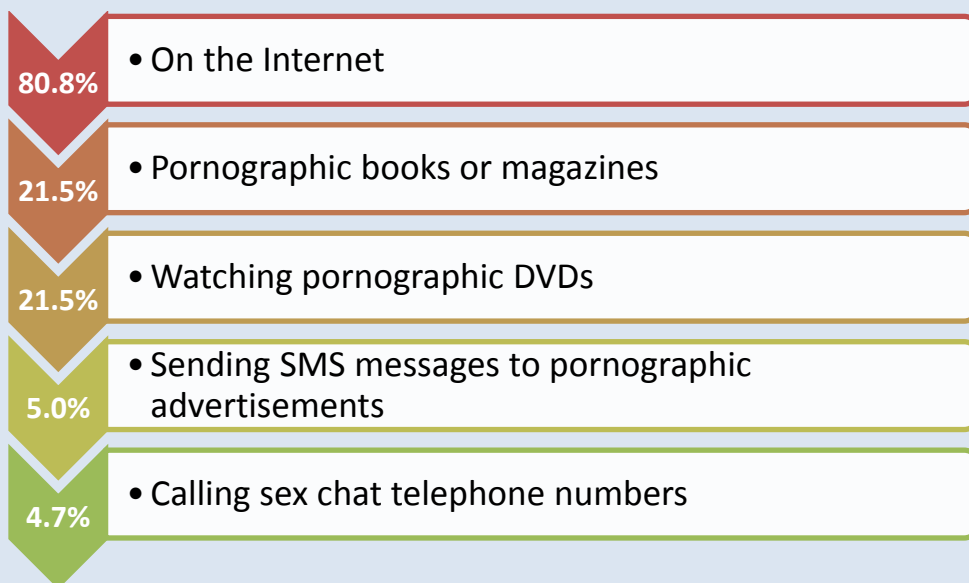


**57.1% of learners  
have been exposed  
to pornographic  
material**

**68.7% male learners  
have been exposed  
to pornographic  
material**



## HOW HAVE YOU BEEN EXPOSED TO PORNOGRAPHY? (n=1458)

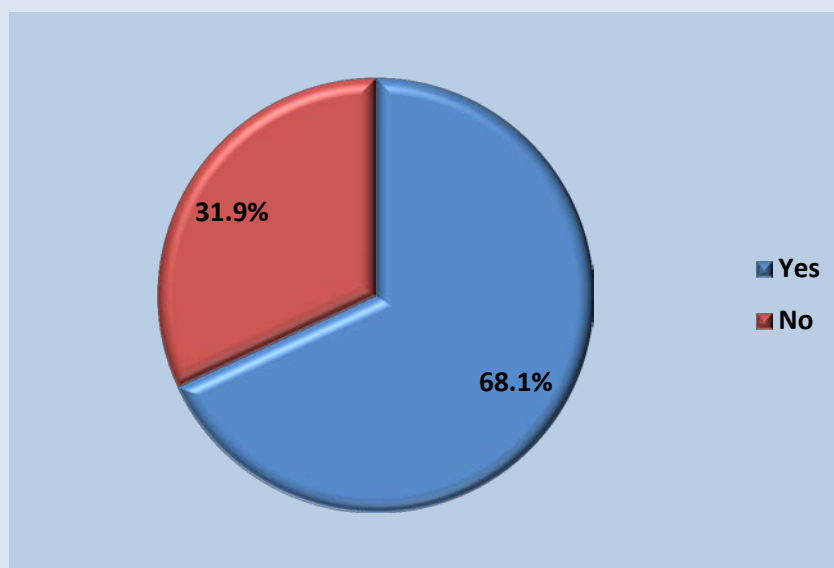


### Summary: Intentional and Unintentional Exposure to Pornographic Material

- More than half (57.1%) of the learners who participated in the survey have been exposed to pornographic material.
- The exposure to pornographic material occurred significantly more among the male learners (68.7%) in comparison to the female learners (31.3%) who participated in the study.
- Exposure occurred predominantly through the Internet (80.8%). Additionally, approximately two out of 10 learners (21.5%) were exposed to traditional forms of pornographic material, including books, magazines and DVDs. The following section of the report will present the findings related to online pornography in more detail.

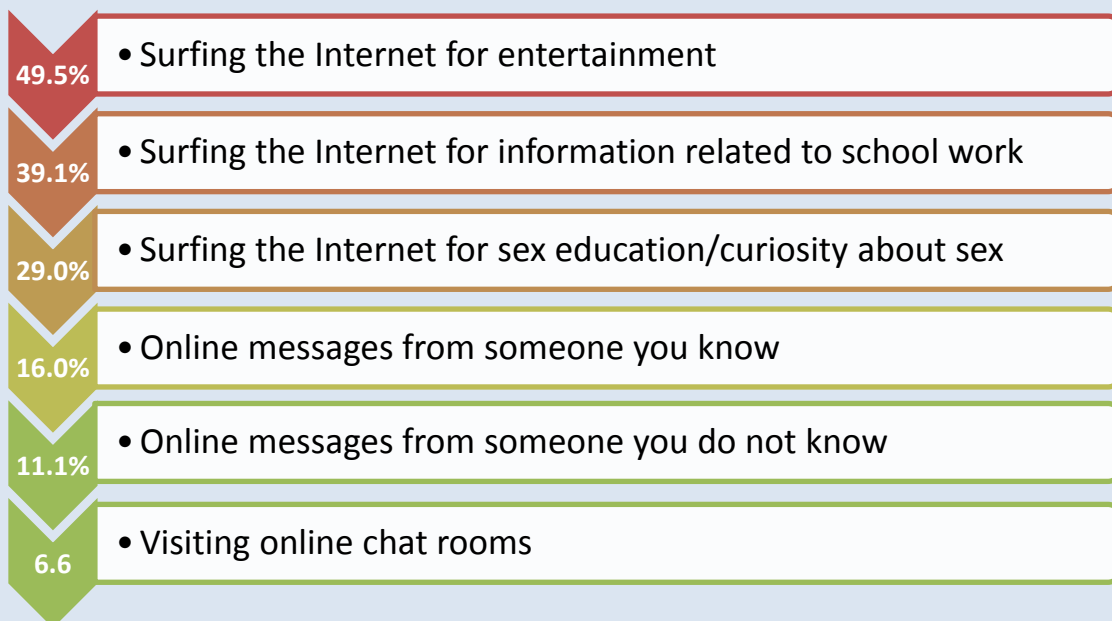
### EXPOSURE TO ONLINE PORNOGRAPHIC MATERIAL

#### WERE YOU EXPOSED TO **ONLINE PORNOGRAPHY** DURING THE PAST 12 MONTHS? (n=1438)

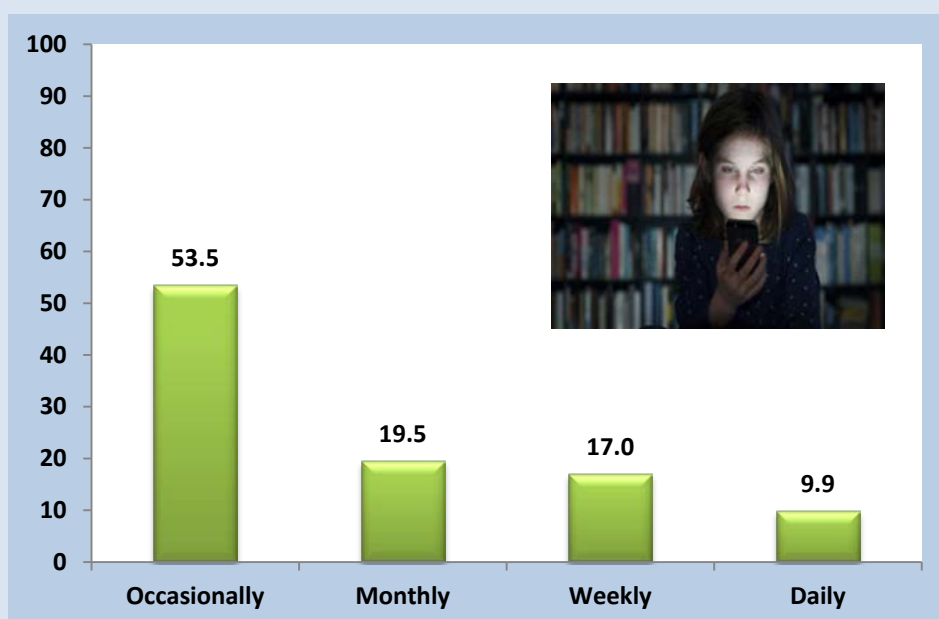


	Total %	Gender		12 – 13	14 – 15	16 – 17	18 – 19	20+ Years
		Male	Girls	Years %	Years %	Years %	Years %	%
Yes	68.1	68.2	68.3	64.7	64.6	69.0	75.9	54.2
No	31.9	31.8	31.7	35.3	35.4	31.0	24.1	45.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

## HOW WERE YOU **EXPOSED** TO ONLINE PORNOGRAPHY? (n=929)



## HOW OFTEN WERE YOU EXPOSED TO **ONLINE PORNOGRAPHY**? (n=945)



	Total %	Gender		12 – 13 Years %	14 – 15 Years %	16 – 17 Years %	18 – 19 Years %	20+ Years %
		Male	Girls					
Daily	9.9	11.9	7.3	18.5	9.5	9.9	8.4	7.7
Weekly	17.0	21.1	11.2	15.4	17.6	17.1	17.4	15.4
Monthly	19.5	20.5	17.7	20.0	19.6	20.0	16.9	30.8
Occasionally	53.5	46.5	63.9	46.2	53.3	53.1	57.3	46.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

KIND OF SEXUAL IMAGES	SEEN ONLINE (n=944) %	FIND MOST DISTURBING (n=928) %
<b>Human nudity</b>	58.7	27.3
<b>Sexual activity involving people of different sexes</b>	64.2	22.7
<b>Sexual activity involving people of the same sex</b>	29.3	34.3
<b>Sexual activity involving violence</b>	13.2	30.7
<b>Sexual activity involving children (0-18 years)</b>	18.9	34.5
<b>Sexual activity involving multiple persons</b>	33.3	27.2
<b>Sexual activity involving animals</b>	10.8	23.6

### Summary: Exposure to Online Pornography

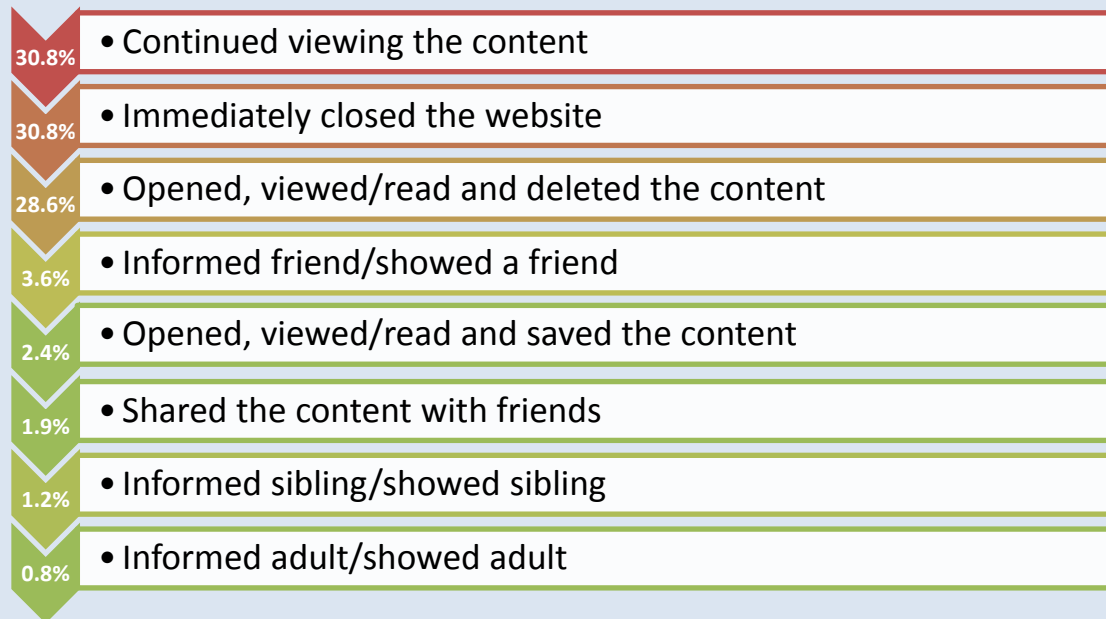
- Of the learners who were exposed to pornography, more than two-thirds (68.1%) were exposed to online pornographic material during the past 12 months. This exposure was similar among male and female learners and slightly increases with age.
- Primarily, learners were unintentionally exposed to online pornographic material while searching the Internet for entertainment (49.5%) or information related to schoolwork (39.1%).
- In most instance, learners were occasionally (53.5%) exposed to online pornography. However, it is interesting to note that younger learners (12-13 years) were more frequently exposed to online pornographic material in comparison to older learners who participated in the study.
- It is clear from the research findings that learners have been exposed to a variety of online pornographic material, including extreme forms of pornography such as sexual activity involving violence and children (0-18 years). These extreme forms of pornographic material were identified in the research study to be the most disturbing.





## REACTION AND IMPACT OF ONLINE PORNOGRAPHY

WHAT WAS YOUR **FIRST REACTION** WHEN VIEWING THE ONLINE SEXUAL IMAGES? (n=952)

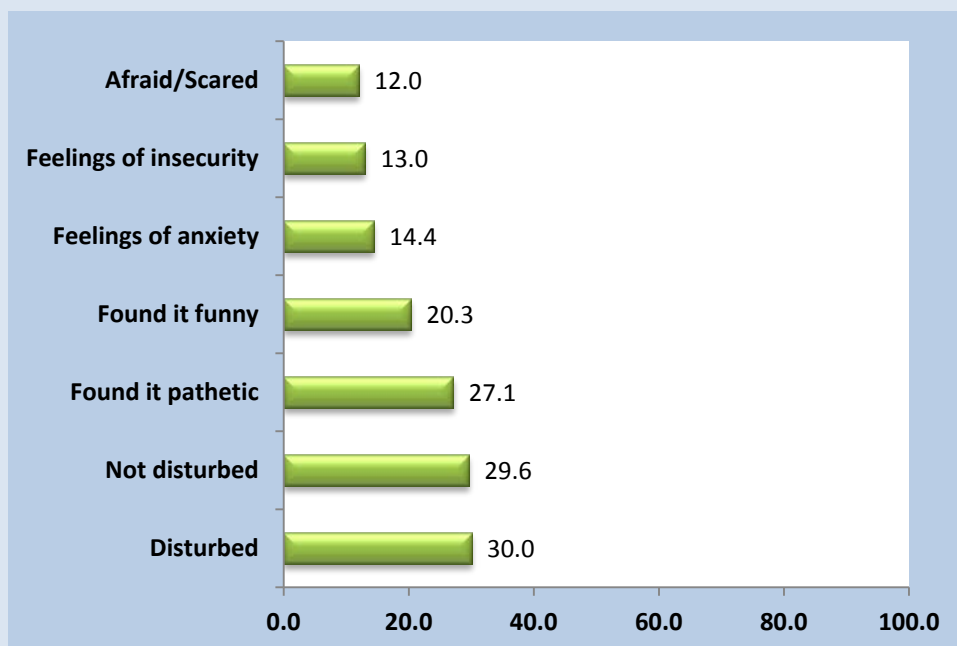


	Total %	Gender		12 – 13 Years %	14 – 15 Years %	16 – 17 Years %	18 – 19 Years %	20+ Years %
		Male	Girls					
Continued viewing the content	30.8	35.2	24.5	17.5	30.1	34.4	29.5	38.5
Immediately closed the website	30.8	24.4	40.4	41.3	31.0	30.9	28.3	0.0
Opened, viewed/read and deleted the content	28.6	28.1	28.9	30.2	25.7	26.9	34.1	46.2
Opened, viewed/read and saved the content	2.4	3.0	1.6	4.8	2.2	2.1	2.3	7.7
Shared the content with friends	1.9	2.5	1.0	1.6	3.4	1.1	0.6	7.7
Informed adult/showed adult	0.8	0.5	1.0	0.0	1.3	0.5	1.2	0.0
Informed friend/showed friend	3.6	4.8	1.8	0.0	4.7	3.2	4.0	0.0
Informed sibling/showed sibling	1.2	1.4	0.8	4.8	1.6	0.8	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0



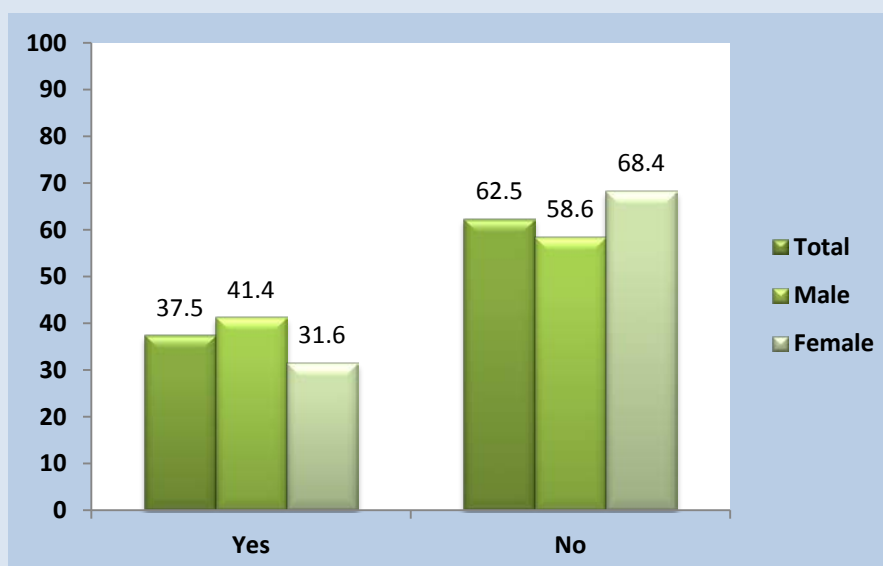


## HOW DID **YOU FEEL WHEN YOU VIEWED** THE ONLINE SEXUAL IMAGES? (n=893)



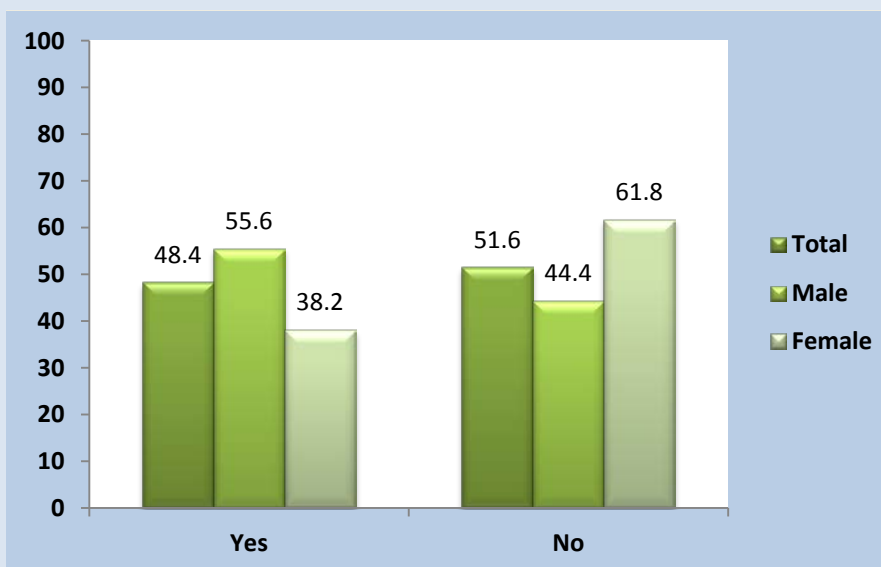
	Total %	Gender		12 – 13	14 – 15	16 – 17	18 – 19	20+
		Male	Girls	Years %	Years %	Years %	Years %	Years %
Not disturbed	29.6	36.7	19.5	19.7	24.0	33.2	33.5	30.8
Feelings of anxiety	14.4	13.7	15.7	14.8	13.0	16.6	12.4	23.1
Afraid/scared	12.0	8.1	17.3	31.1	14.3	8.6	8.1	7.7
Feelings of insecurity	13.0	12.0	14.6	14.8	13.7	11.7	12.4	30.8
Disturbed	30.0	22.0	41.2	37.7	31.7	30.7	24.8	23.1
Found it funny	20.3	23.9	15.2	24.6	20.3	17.8	22.4	38.5
Found it pathetic	27.1	22.2	34.1	18.0	27.0	27.5	30.4	30.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

## DID YOU FEEL COMFORTABLE TO TELL **ANYONE ABOUT** THE ONLINE SEXUAL IMAGES THAT YOU HAVE SEEN? (n=950)



	Total %	Gender		12 – 13 Years %	14 – 15 Years %	16 – 17 Years %	18 – 19 Years %	20+ Years %
		Male	Girls					
Yes	37.5	41.4	31.6	25.8	35.8	37.9	43.8	30.8
No	62.5	58.6	68.4	74.2	64.2	62.1	56.2	69.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

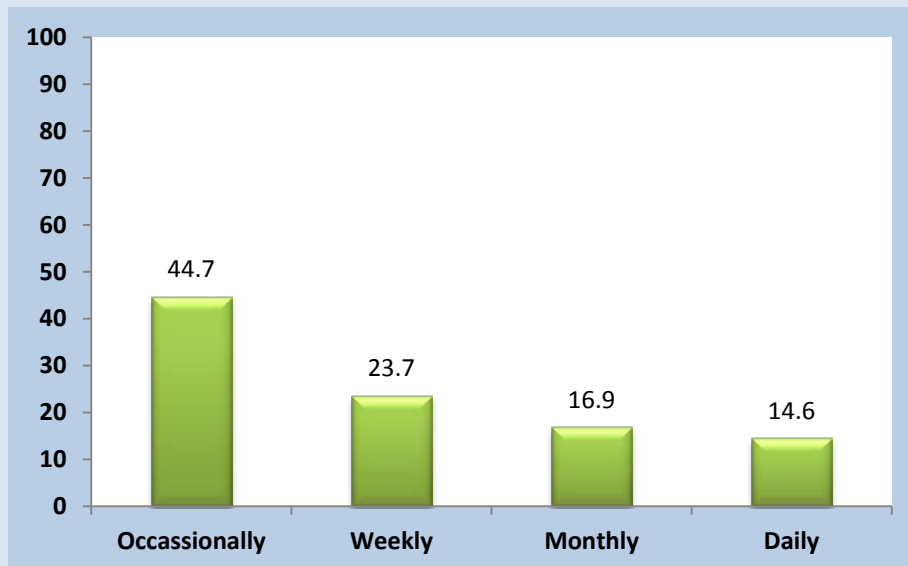
**AFTER YOUR INITIAL EXPOSURE TO ONLINE PORNOGRAPHY, DID YOU INTENTIONALLY SEARCH FOR PORNOGRAPHIC MATERIAL ONLINE? (n=931)**



	Total %	Gender		12 – 13 Years %	14 – 15 Years %	16 – 17 Years %	18 – 19 Years %	20+ Years %
		Male	Girls					
Yes	48.4	55.6	38.2	45.2	48.5	49.6	47.4	46.2
No	51.6	44.4	61.8	54.8	51.5	50.4	52.6	53.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

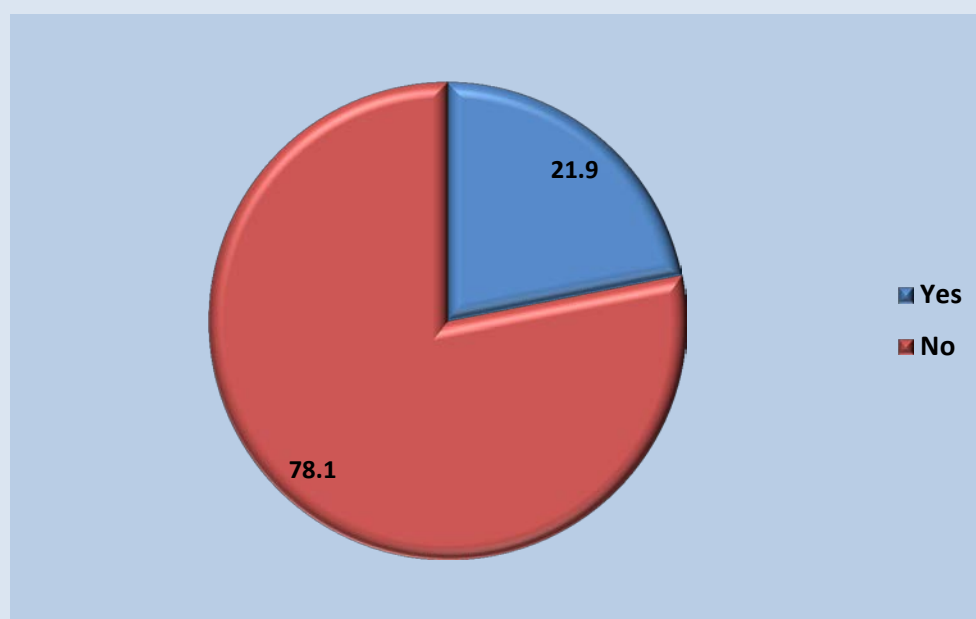


## HOW OFTEN DID YOU **INTENTIONALLY VISIT** ONLINE PORNOGRAPHIC SITES? (n=438)



	Total %	Gender		12 – 13 Years %	14 – 15 Years %	16 – 17 Years %	18 – 19 Years %	20+ Years %
		Male	Girls					
Daily	14.6	18.1	7.0	21.4	15.5	14.1	9.9	33.3
Weekly	23.7	28.0	15.5	14.3	22.5	24.3	29.6	16.7
Monthly	16.9	19.1	12.0	17.9	20.4	13.0	17.3	16.7
Occasionally	44.7	34.8	65.5	46.4	41.5	48.6	43.2	33.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

## HAS ANYONE OVER THE AGE OF 18 **EVER ASKED YOU TO VIEW PORNOGRAPHY** WITH THEM? (n=918)



**IN YOUR OPINION, DO YOU THINK THAT **VIEWING ONLINE PORNOGRAPHY** MAY ENCOURAGE THE FOLLOWING? (n=909)**

	Total %	Gender		12 – 13 Years %	14 – 15 Years %	16 – 17 Years %	18 – 19 Years %	20+ Years %
		Male	Girls					
Young people to engage in sexual activity	65.1	64.0	66.8	55.7	61.1	69.7	66.5	66.7
Young people to be more curious about sex	59.6	56.3	64.6	54.1	55.5	60.7	67.1	75.0
Young people to view women or men differently	37.7	38.1	37.8	34.4	35.2	40.2	38.2	50.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0



**65.1% of learners agreed that viewing online pornography may encourage young people to engage in sexual activity**

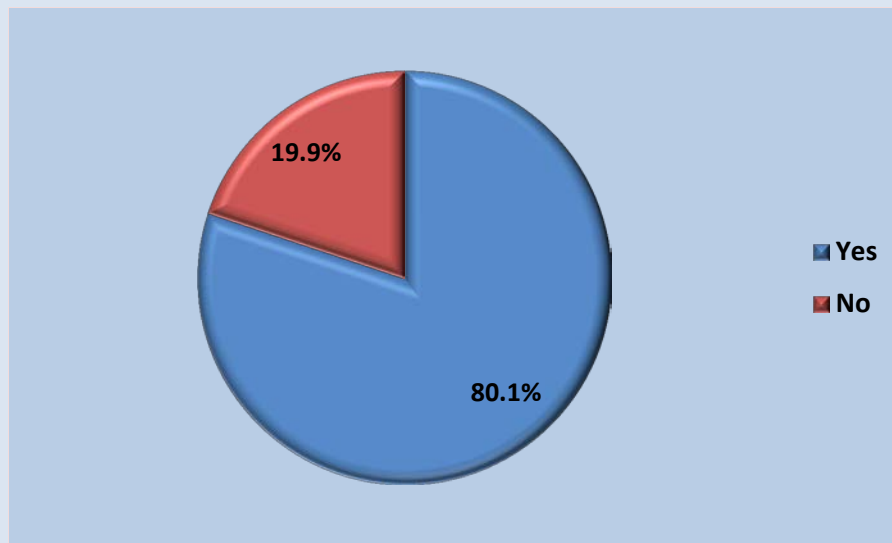
**Summary: Reaction and Impact of Exposure to Online Pornography**

- When exposed to online pornographic material, learners either continued viewing the content (30.8%) or immediately closed the website (30.8%). The survey found that older male learners are more likely to continue viewing the pornographic content, while younger female learners immediately close the website.
- Three out of 10 learners (30.0%) felt disturbed with the online sexual content whereas 29.6% learners reported that they did not feel disturbed. Younger female learners felt more disturbed (41.2%) and afraid (17.3%) in comparison to males learners who were less disturbed or found the online pornographic material to be funny (23.9%).
- More than a third of the learners (37.5%) felt comfortable to tell a person about the online sexual content that they have seen. It is noteworthy that older boys were more comfortable to talk about their online experience.
- After the initial exposure to online pornography, 48.4% learners continued to intentionally search for pornographic material. Although older male learners more often search for pornographic material occasionally, it is noteworthy that 21.4% younger learners (12-13 years) searched for pornographic material on a daily basis.
- Two out of every 10 learners (21.9%) admitted that they were asked by a person over the age of 18 years to view online pornography with them.
- Approximately two thirds (65.1%) shared the opinion that viewing online pornography encourage young people to engage in sexual activity and be more curious about sex (59.6%).

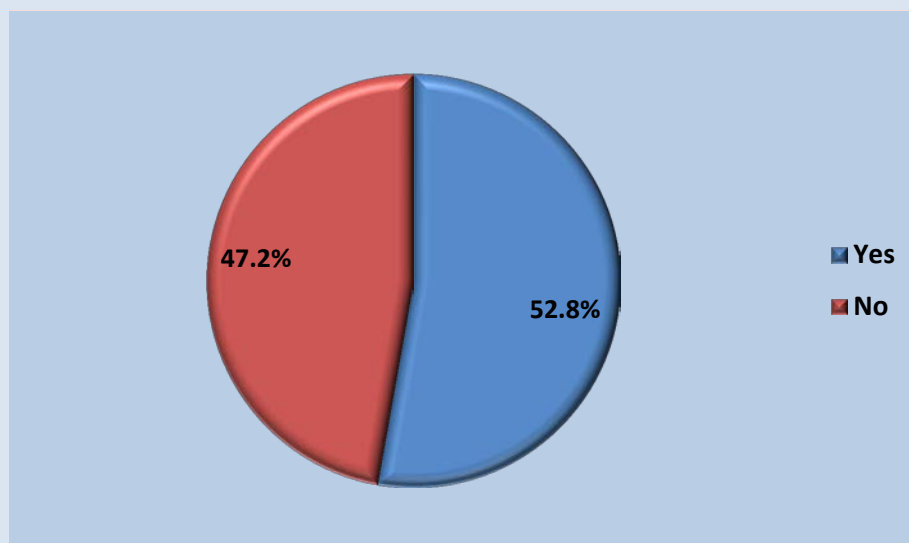


## PROTECTION FROM EXPOSURE TO ONLINE PORNOGRAPHY

DO YOU KNOW THAT **ONLY PERSONS 18 YEARS AND OLDER ARE ALLOWED** TO ACCESS PORNOGRAPHY? (n=979)



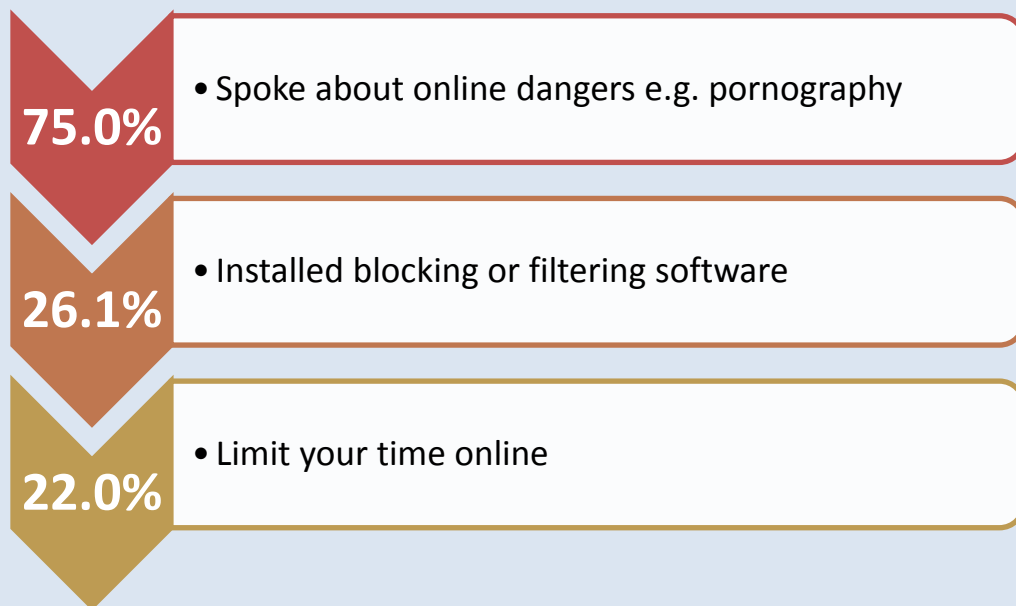
HAVE YOUR **PARENTS OR CAREGIVERS TAKEN ANY STEPS TO PROTECT YOU** FROM EXPOSURE TO ONLINE PORNOGRAPHIC MATERIAL? (n=932)



	Total %	Gender		12 – 13 Years %	14 – 15 Years %	16 – 17 Years %	18 – 19 Years %	20+ Years %
		Male	Girls					
Yes	52.8	53.3	52.3	65.1	57.6	51.0	43.0	53.8
No	47.2	46.7	47.7	34.9	42.4	49.0	57.0	46.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0



#### WHAT PROTECTIVE MEASURES DID YOUR PARENTS OR CAREGIVERS TAKE (n=472)



#### Summary: Protection of viewing Online Pornography

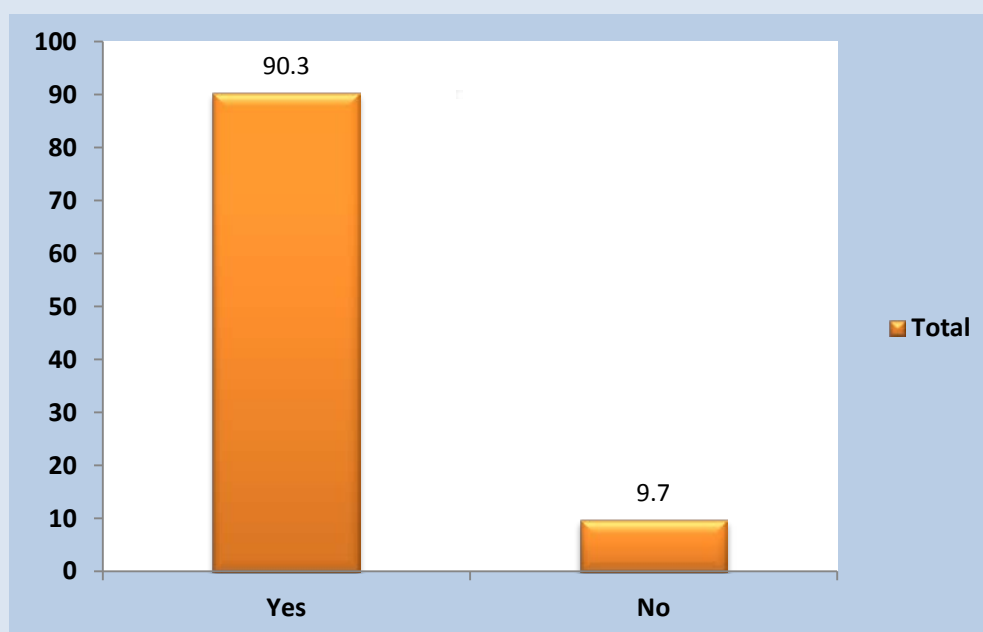
- Most learners (80.1%) knew that only persons 18 years and older are allowed to access online pornographic material.
- More than half (52.8%) of the learners reported that their parents or caregivers have taken steps to protect them from exposure to online pornographic material.
- These protective measures included talking about online dangers including pornographic material (75%), installing blocking or filtering software (26.1%) or limiting time spent online (22.0%).

## SEXTING

This section of the report deals with sexting. Sexting involves the sending of self-generated nude or semi-nude images and/or sexually suggestive messages online or through mobile phones. Reports in the media have increased of the growing number of children, including preteens, 'sexting' semi-nude and nude pictures of themselves using their mobile phones. This section of the report will deal with the 2016 survey results dealing with sexting.

## BELONG TO SOCIAL NETWORKS

### DO YOU **BELONG TO ANY SOCIAL NETWORKS?** (n=2772)



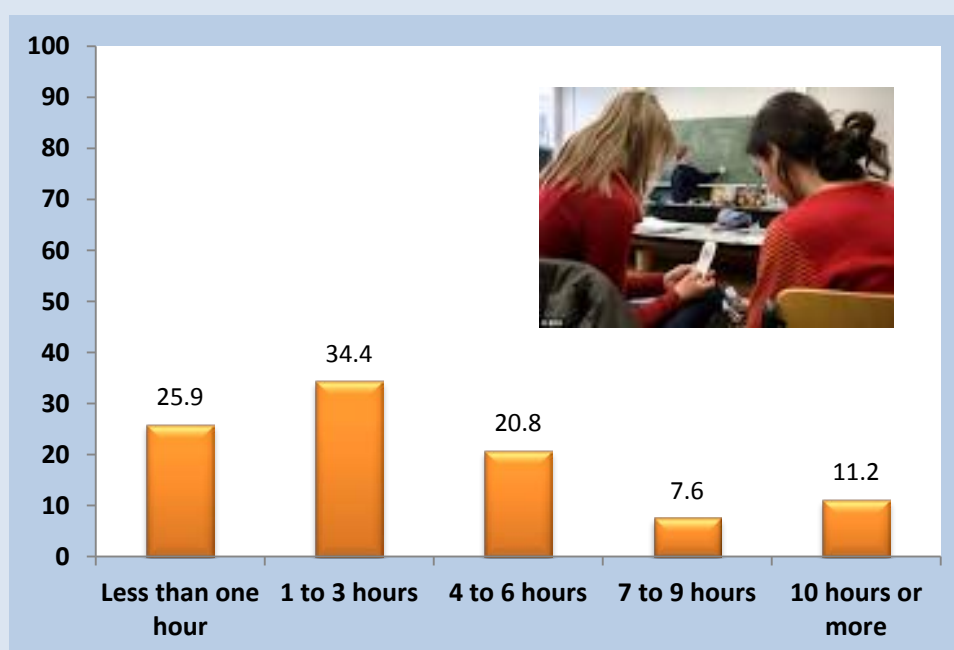
	Total %	Gender		12 – 13 Years %	14 – 15 Years %	16 – 17 Years %	18 – 19 Years %	20+ Years %
		Male	Girls					
Yes	90.3	86.8	93.6	87.0	89.5	92.8	88.9	92.7
No	9.7	13.2	6.4	13.0	10.5	7.2	11.1	7.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0



## WHAT **SOCIAL NETWORKS** DO YOU BELONG TO? (Top 10 mentions) (n=2494)

	Total %	Gender		12 – 13	14 – 15	16 – 17	18 – 19	20+
		Male	Girls	Years %	Years %	Years %	Years %	Years %
WhatsApp	95.7	94.2	97.1	94.5	95.5	96.2	96.3	92.1
Facebook	71.1	72.4	70.0	48.4	63.6	77.8	87.1	78.9
Instagram	60.3	58.0	62.6	49.8	60.9	63.9	58.5	42.1
YouTube	44.6	46.8	42.6	42.0	44.4	46.4	44.1	26.3
Pinterest	10.3	7.4	13.0	9.1	9.4	12.9	7.2	7.9
IM (Instant Messaging)	5.8	5.2	6.3	3.2	4.1	7.2	8.0	2.6
Classmate	3.8	3.7	3.8	5.0	3.5	3.4	4.0	13.2
KIK Messenger	3.0	3.5	2.6	4.1	2.6	3.3	2.0	7.9
2Go	2.9	2.8	3.0	1.8	1.9	3.1	5.2	10.5
Dating sites	2.3	3.3	1.4	1.8	2.1	1.9	3.7	7.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

## HOW **MUCH TIME** DO YOU SPEND PER DAY ON SOCIAL NETWORKS? (n=2482)



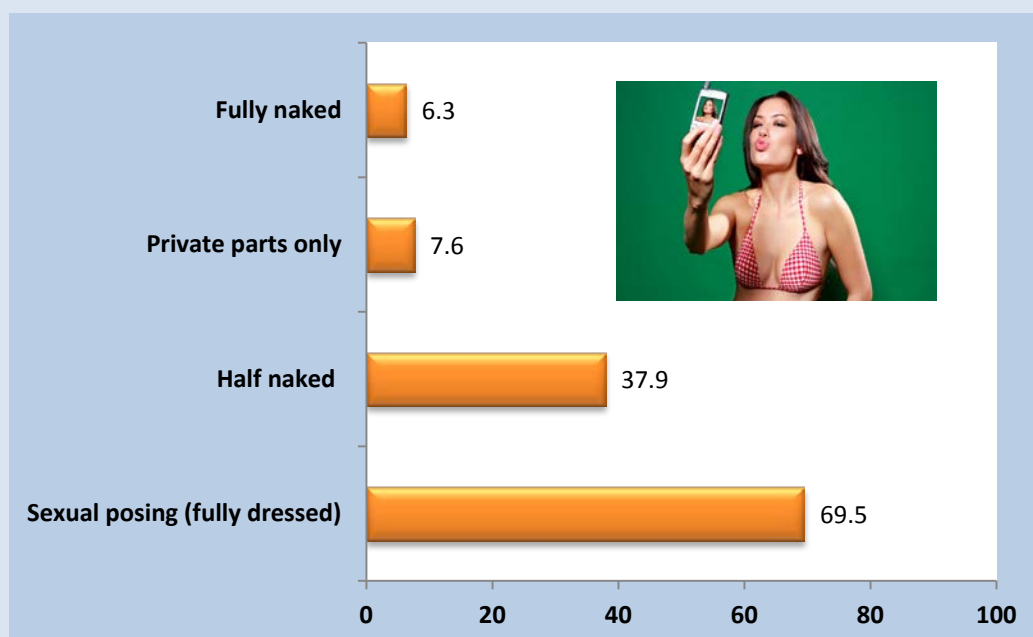
### Summary: Belong to Social Networks

- The majority of learners (90.3%) belong to social networks. More female learners 93.6% indicated that they belong to social networks in comparison to male learners (86.6%).
- The research findings found that most secondary school learners who participated in this survey belong to WhatsApp (95.7%), Facebook (71.0%) and Instagram (60.3%). It is noteworthy that although Facebook has an age restriction of 13 years, 48.4% of learners (12-13 years) reported that they belong to Facebook.
- In most instances, learners spend 1 to 3 hours (34.4%) per day on social networks.



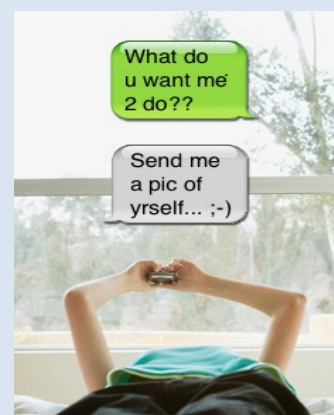
## SEXUAL ACTIVITIES ON SOCIAL NETWORKS

HAVE YOU EVER **TAKEN PICTURES OR VIDEOS OF YOURSELF**, POSING IN THE FOLLOWING POSITIONS? (n=1562)



	Total %	Gender		12 – 13	14 – 15	16 – 17	18 – 19	20+
		Male	Girls	Years %	Years %	Years %	Years %	Years %
Sexual posing (fully dressed)	69.5	59.9	77.5	82.5	73.6	66.2	61.0	66.7
Half naked pictures	37.9	42.5	34.2	22.6	33.4	43.3	45.6	37.0
Pictures of your private parts	7.6	10.2	5.7	3.6	5.0	10.4	10.4	3.7
Fully naked	6.3	6.2	6.5	5.8	3.8	7.4	9.5	11.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

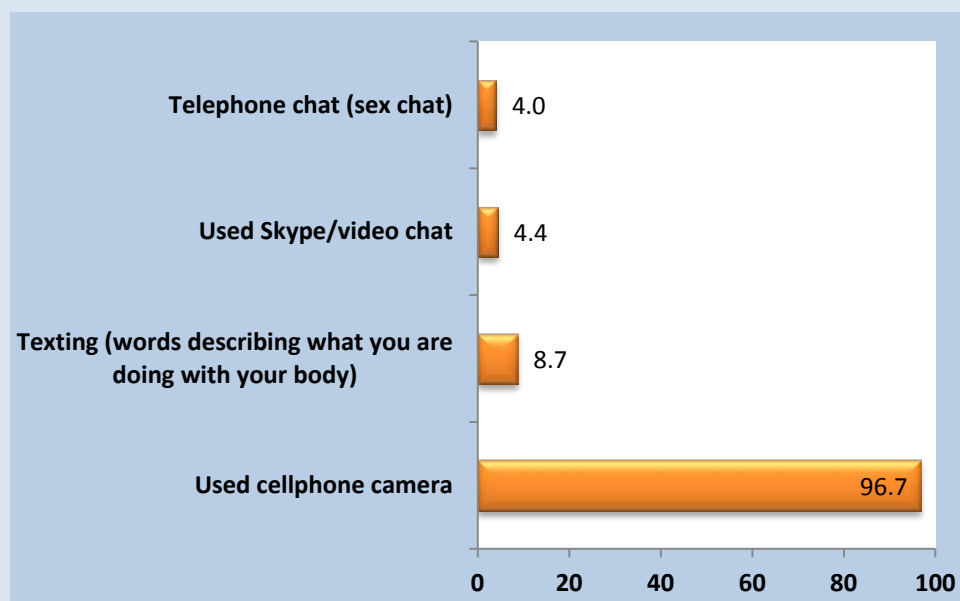
WHY DID YOU DECIDE TO TAKE THESE PICTURES?	TOTAL (n=1490) %
For fun	65.5
Boyfriend or Girlfriend asked for these pictures	38.5
Friends are doing it	9.4
Wanted to get attention	5.2
For money	1.7
In Kind (e.g. gifts, free transport, school marks)	1.5
To belong to a group	1.4



WHERE HAVE YOU **TAKEN THESE PICTURES?** (n=1509)

<b>86.3%</b> at home (in your bedroom/bathroom)	
<b>9.6%</b> at school (e.g. in toilets/changing rooms)	
<b>15.2%</b> at a friend's house	
<b>28.1%</b> at a social event with friends	

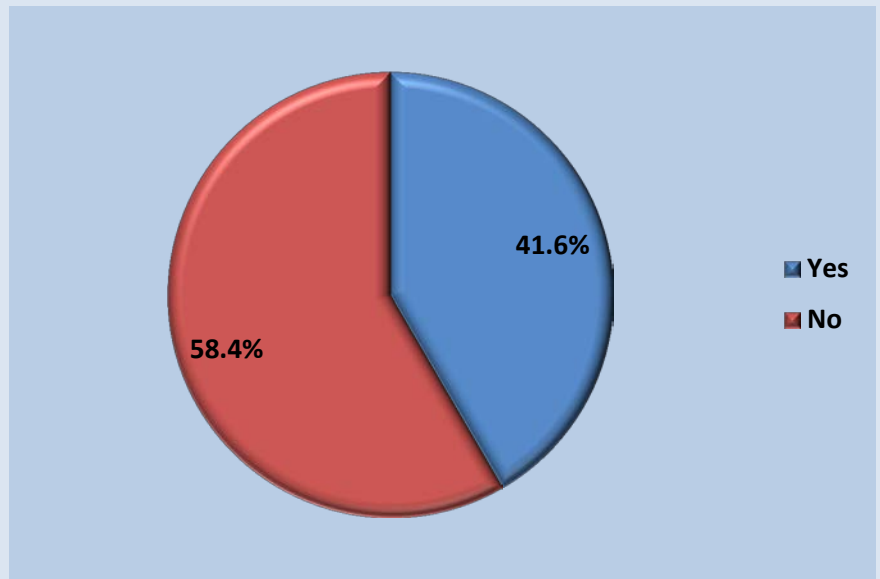
WHEN YOU WERE TAKING THESE **PICTURES DID YOU DO ANY OF THE FOLLOWING?**  
(n=1514)



**96.7% of learners  
used their cell  
phone camera**

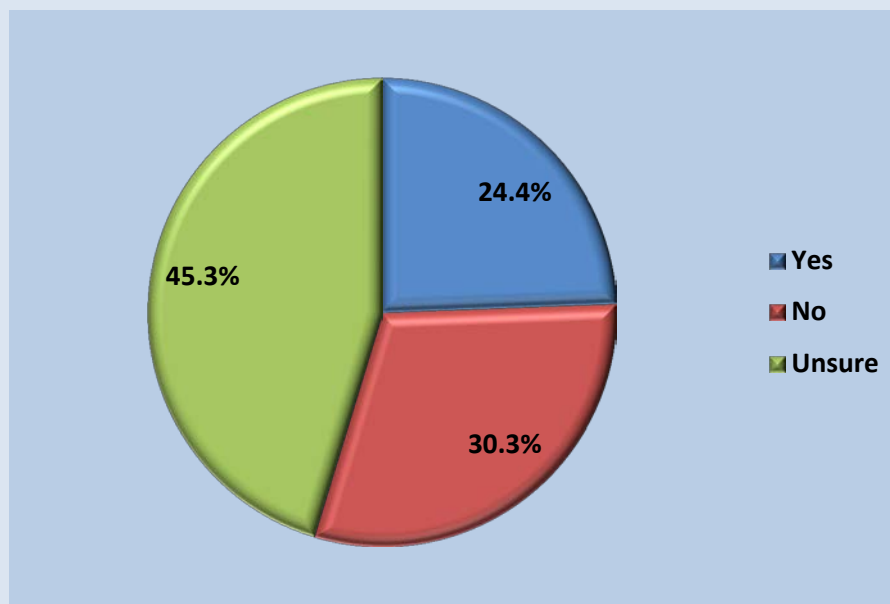


## HAVE YOU EVER POSTED ANY OF THESE PICTURES ON A SOCIAL NETWORK? (n=1503)



	Total %	Gender		12 – 13 Years %	14 – 15 Years %	16 – 17 Years %	18 – 19 Years %	20+ Years %
		Male	Girls					
Yes	41.6	42.3	40.7	37.7	43.4	40.9	39.9	45.8
No	58.4	57.7	59.3	62.3	56.6	59.1	60.1	54.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

## DO YOU KNOW IF ANY OF THESE PICTURES THAT YOU POSTED ON SOCIAL NETWORKS HAVE BEEN CIRCULATED? (n=611)

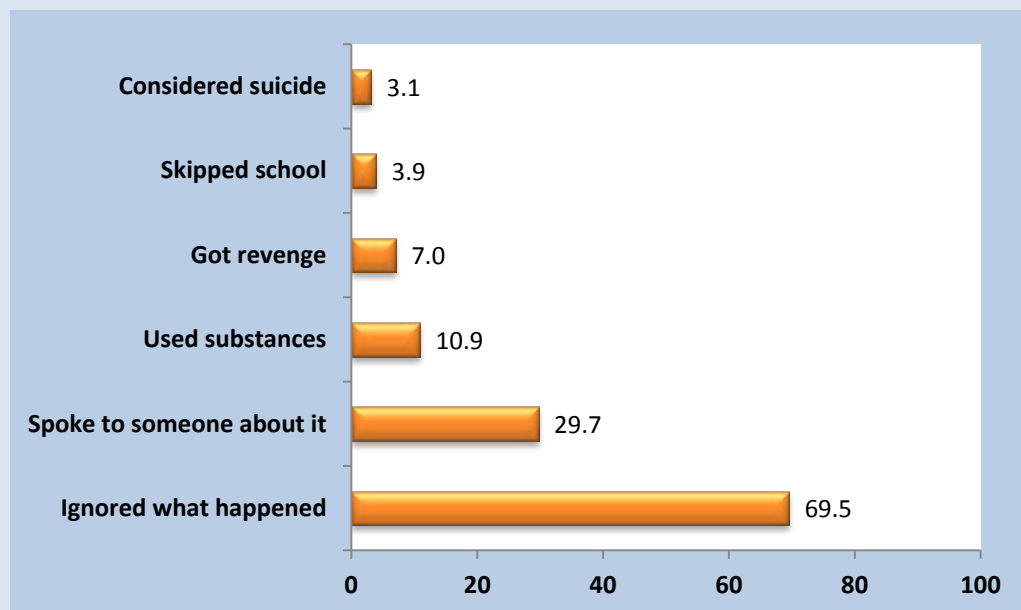


IF YES, WHICH OF THE FOLLOWING FEELINGS DID YOU EXPERIENCE?	(n=107) %
Anxious	25.2
Sad	21.5
Helpless/Powerless	20.6
Embarrassed/Humiliated	17.8
Angry	15.9
Frustrated	15.9
Afraid/scared	13.1
Depressed	12.1
Felt physically ill	8.4
Isolated/Lonely	7.5
Degraded	6.5

	Total %	Gender		12 – 13	14 – 15	16 – 17	18 – 19	20+
		Male	Girls	Years %	Years %	Years %	Years %	Years %
Anxious	25.2	26.0	25.5	42.9	20.0	26.7	33.3	0.0
Sad	21.5	22.0	21.8	14.3	22.5	17.8	41.7	0.0
Helpless/Powerless	20.6	20.0	20.0	14.3	32.5	13.3	16.7	0.0
Embarrassed/Humiliated	17.8	10.0	25.5	57.1	15.0	15.6	8.3	50.0
Angry	15.9	20.0	12.7	0.0	20.0	13.3	8.3	50.0
Frustrated	15.9	16.0	14.5	28.6	17.5	17.8	0.0	0.0
Afraid/scared	13.1	8.0	18.2	28.6	20.0	8.9	0.0	0.0
Depressed	12.1	14.0	10.9	28.6	12.5	11.1	8.3	0.0
Felt physically ill	8.4	2.0	14.5	14.3	12.5	6.7	0.0	0.0
Isolated/Lonely	7.5	10.0	5.5	0.0	7.5	11.1	0.0	0.0
Degraded	6.5	8.0	5.5	0.0	0.0	13.3	0.0	50.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

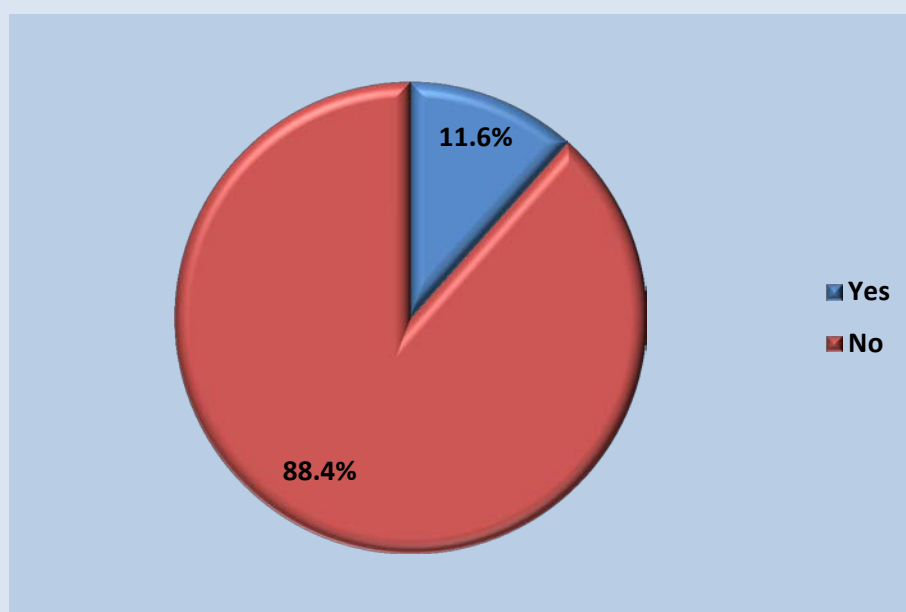


## HOW DO YOU DEAL WITH THESE FEELINGS? (n=128)

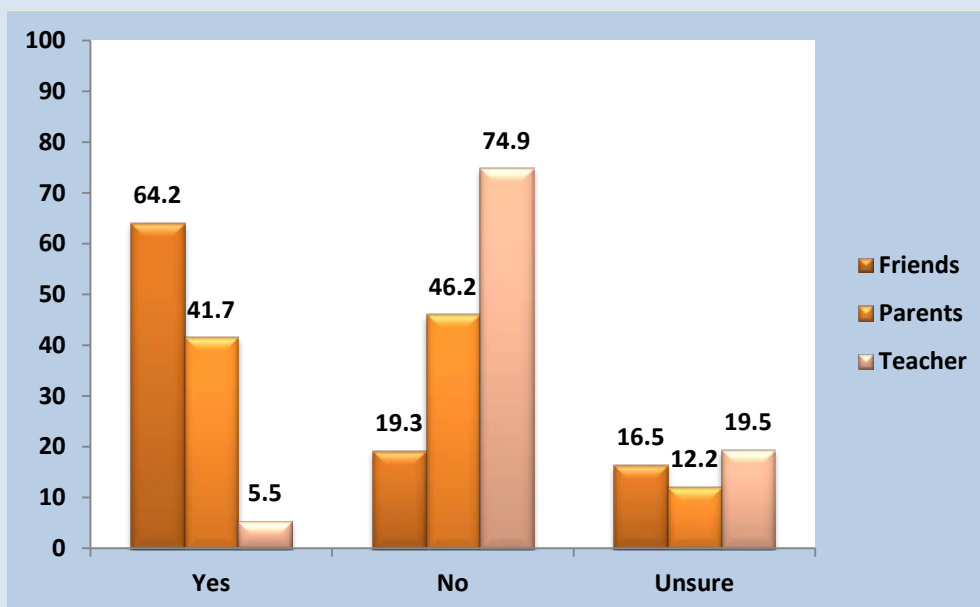


	Total %	Gender		12 – 13	14 – 15	16 – 17	18 – 19	20+
		Male	Girls	Years %	Years %	Years %	Years %	Years %
Ignored what happened	69.5	66.7	75.0	62.5	71.7	77.6	30.8	100.0
Got revenge	7.0	10.6	1.7	12.5	6.5	6.9	0.0	50.0
Considered suicide	3.1	4.5	1.7	0.0	0.0	5.2	7.7	0.0
Used substances (e.g. alcohol, drugs, smoking)	10.9	13.6	8.3	0.0	8.7	13.8	7.7	0.0
Spoke to someone about it	29.7	24.2	35.0	25.0	32.6	19.0	61.5	100.0
Skipped school	3.9	4.5	3.3	0.0	4.3	3.4	0.0	50.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

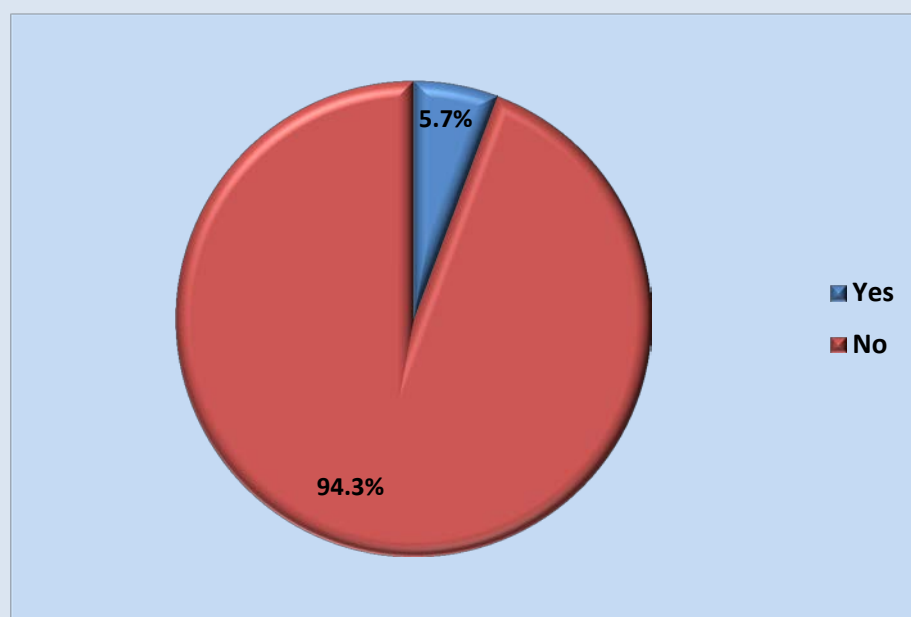
## HAVE YOU BEEN IN TROUBLE AS A RESULT OF THESE PICTURES? (n=760)



## DOES ANYONE KNOW THAT YOU **HAVE TAKEN THESE PICTURES?**



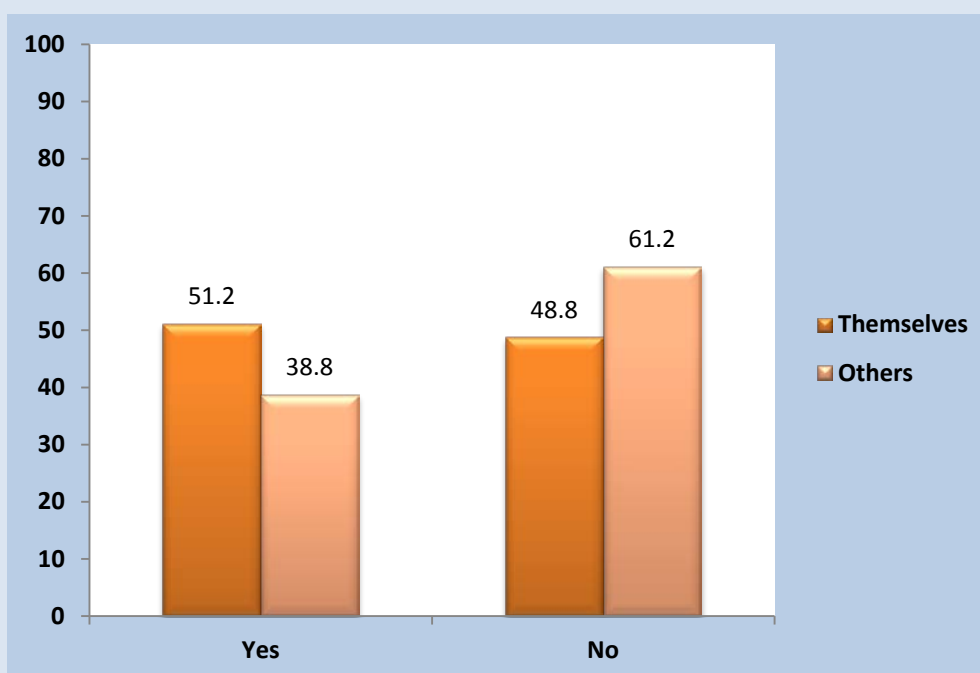
## HAVE YOU EVER POSTED **PRIVATE/NUDE PICTURES/VIDEOS OF ANOTHER PERSON** ONLINE? (n=2097)



	Total %	Gender		12 – 13 Years %	14 – 15 Years %	16 – 17 Years %	18 – 19 Years %	20+ Years %
		Male	Girls					
Yes	5.7	7.4	4.3	8.6	4.9	5.3	5.4	17.2
No	94.3	92.6	95.7	91.4	95.1	94.7	94.6	82.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0



## ARE YOU AWARE OF FRIENDS POSTING/CIRCULATING SEXUALLY SUGGESTIVE PICTURES/VIDEOS OF THEMSELVES OR OTHERS ONLINE?



### Summary: Sexual activities on social networks

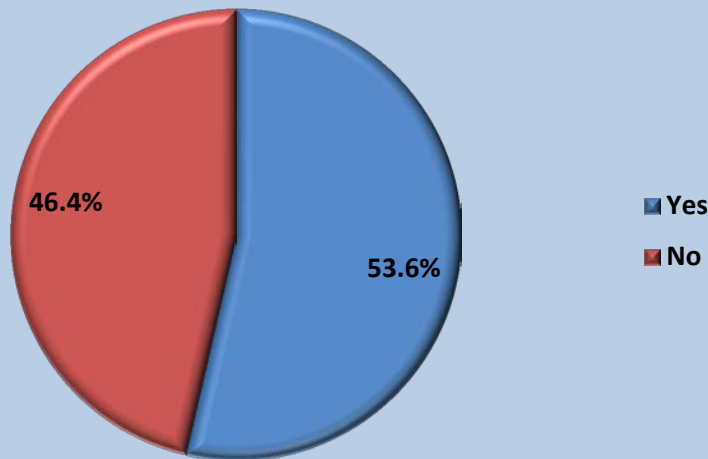
- The study found that 69.5% learners had taken pictures of themselves posing in a sexual manner, 37.9% took half-naked pictures, 7.6% took pictures of their private parts, and 6.3% took fully naked pictures of themselves. Further analysis found that younger girls (12-13 years) were more likely to take pictures of themselves fully dressed, posing sexually. Older boys are more likely to take pictures of their private parts.
- In most instances, secondary school learners took pictures for fun (65.5%) or a boyfriend or girlfriend asked for the pictures to be taken (38.5%).
- Most learners reported that they have taken these pictures at home in their bedroom or bathroom (86.3%), at a social event with friends (28.1%), using a cell phone camera.
- Almost half of the learners (41.6%) have posted these pictures on social networks. Two out of every 10 learners (24.4%), who have posted these pictures on social networks, knew that they have been circulated.
- Those learners, who knew that their pictures have been circulated on social networks, mostly experienced feelings of anxiety (25.2%), sadness (21.5%) and helplessness (20.6%).
- Most of the learners dealt with these feelings by ignoring what happened (69.5%), spoke to someone about it (29.7%) or used substances (smoking, alcohol, drugs) 10.9%. Further analysis identified that female learners were more likely to speak to someone about it (35.0%) while male learners also wanted to get revenge (10.6%).
- One out of every 10 learners (11.6%) has been in trouble because of the pictures taken.
- In most instances, friends knew (64.2%) that learners have taken these pictures, 41.7% parents knew and 5.5% teachers.
- The study found that 5.7% learners have posted private/nude pictures/videos of another person online. Further analysis identified that this was done more by male learners in comparison to female learners.
- More than half (51.2%) are aware of friends posting/circulating sexually suggestive pictures/videos of them online, while 38.8% are aware of friends posting/circulating sexually suggestive pictures/videos of others online.





## CONSEQUENCES

### ARE YOU AWARE THAT **POSTING/CIRCULATING SEXUALLY SUGGESTIVE PICTURES/VIDEOS OF OTHERS** ONLINE IS ILLEGAL? (n=2097)



	Total %	Gender		12 – 13 Years %	14 – 15 Years %	16 – 17 Years %	18 – 19 Years %	20+ Years %
		Male	Girls					
Yes	53.6	53.3	52.7	43.9	50.9	56.5	56.7	40.0
No	46.4	46.7	47.3	56.1	49.1	43.5	43.3	60.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Which of the following consequences are you aware of regarding posting online sexual images?	% (n=2097)
Can be used for blackmail and bullying	63.2
Reputational damage	60.7
Online pictures/videos cannot be removed	59.0
Expulsion (Dismissed from school)	37.7
Criminally charged	30.9

#### Summary: Consequences

- More than half of the learners (53.6%) are aware that posting/circulating sexually suggestive pictures of themselves and others online is illegal.
- The research study found that secondary school learners are aware of consequences regarding posting online sexual images, including the images being used for the purpose of blackmail and bullying (63.2%), reputational damage (60.7%) and the fact that online pictures/videos cannot be removed (59.0%).





## Online Safety: A Teacher's Guide to Dealing with Cyberbullying, Sexting and Student Privacy

By Sarah Muthler on April 4, 2015 (Source: [www.edudemic.com/the-teachers-guide-to-keeping-students-safe-online](http://www.edudemic.com/the-teachers-guide-to-keeping-students-safe-online))

Social media and text messages have blurred the lines between students' school lives and private lives. While most schools take clear steps to protect students at school, more schools are beginning to consider the need to set policies that apply to students' activities outside of school.

When it comes to questionable online activities like cyberbullying and sexting, kids sometimes feel pressured to follow the crowd. Teachers can play a crucial role in setting high expectations for online behaviour. Schools can open conversations about online safety so that students learn to set personal boundaries and feel more comfortable reporting incidents like bullying and harassment.



Image via Flickr by Brad Flickinger

### Privacy

Since the inception of the Internet, adults have been worried about kids sharing too much online. The fears are varied — and valid. Kids can open themselves to identity theft by offering up passwords, birthdays, and other personal data to complete strangers. Likewise, the same information can make them vulnerable to sexual predators. Students fail to consider how the things they post online can haunt them years down the line.

On the plus side, teens are becoming increasingly aware of the need to protect themselves online. In a Pew survey, 60% of teens said that they had made their Facebook profile private so that only their approved friends could see it. Another Pew survey found that 70% of teens had sought advice about how to manage their privacy online. And in terms of where teens get help with online issues, the largest portion — 42% — said they would ask a friend. Forty-one per cent (41%) said they would ask a parent, and 9% would ask a teacher. Younger teens were more likely to seek help from a parent or teacher.



## What can you do?

- Have students commit to following school rules. Get a copy of your school's computer use policy, go over it with students, and have them sign it. Students need to know that you will hold them accountable for their actions. If your school doesn't have an acceptable-use policy, you can find examples online to create one.
- Have a classroom conversation about how technology works. Your students might be whizzes with Instagram and Snapchat, but do they know how these apps collect and store data? Platforms such as Facebook and Instagram keep permanent records of all of the information they collect. Even Snapchat, loved by teens for its disappearing messages, keeps unread messages on a server for 30 days. And some programs that open Snapchat content outside of the app allow recipients to permanently save messages without the sender knowing.

## Cyberbullying

Social media and text messages are vital to many students' social lives. Students use them to make weekend plans, support one another after a breakup, or commiserate about that difficult test. But sometimes students cross the line and use technology to bully or harass other students. We've all heard the stories about victims of cyberbullying — some choose to change schools and some even commit suicide.

The best approach to protecting students against cyberbullying is to be proactive and create guidelines before problems arise. Schools should create a policy that deals with cyberbullying that happens outside of school and then ensure students know that they can be punished.

## What can you do?

- Get students involved. Seek out student input when the school is creating or updating guidelines about technology use. They know how their peers are using — and abusing — technology. Students are more likely to follow rules, and encourage others to follow them, when they feel ownership of the process. Furthermore, you can check in with students to see whether the guidelines are effective and to learn when there are new issues that need to be addressed.
- Create a school mission statement or student bill of rights. A bill of rights sets positive expectations for the school. It could guarantee that students are able to learn in a safe environment and that they are treated with respect.
- Use technology to help. The KnowBullying app provides warning signs of bullying and tips to prevent it. It also offers conversation starters to help educators and parents connect with kids. Yik Yak, the anonymous messaging app that has become popular on college campuses, has been setting up geofencing to prevent messages at middle schools and high schools. Download the app, and check that your school is protected.
- Make sure your school has a reporting system that is easy for witnesses and victims to use. Provide a simple way for parents and students to report cyberbullying and other problems without fear of retaliation.

## Sexting

Sexting often becomes an issue for schools when a dating couple breaks up, and one of the spurned teens passes along an old sext to other students. A lot of middle school and high school students are sexting, and schools and state governments are still figuring out how to handle this. In some states, sexting is prosecuted as a felony, with the same level of punishments as possessing child pornography.

While sexting might seem difficult to detect and stop, research suggests that adult intervention could change teen behaviour. The most influential study on sexting was released in the journal *Pediatrics* in 2012. Of the students surveyed, 28% said they had sent a naked photo through text or email, and 31% said they had asked someone to send a sext. Girls were far more likely to have been asked to send a sext, and nearly 60% of them said that they were very bothered by the request.



If you need more reason to actively discourage this behaviour, a follow-up study showed that sexting was a gateway to riskier sexual behaviour. So, a student caught sexting may be starting on a path to more dangerous choices. You can help stop that.

### **What can you do?**

- Check whether your school or district has a policy on sexting. If so, make sure that your students know the policy and that it is posted where they can read it. If not, ask that one be created.
- Inform students of your state's laws on sexting. In some places, sexting is a felony, and convicted teens would have to register as sex offenders.
- Involve the whole school community. Use an email or newsletter to inform parents of policies related to sexting, and ask them to speak with their children about it. We know that teens are less likely to engage in risky behaviour when their parents engage in open dialogue with them. As a last resort, parents can have the cell phone carrier eliminate photo- and video-uploading for their child's phone. Teens will still be able to take photos and videos; they just would not be able to share them.
- Make sure your school has an easy-to-use reporting system. As with cyberbullying, students need to be able to report problems without fear that they will be embarrassed.

### **Inappropriate Content**

Almost all schools use filters to deter kids from getting into trouble online, but plenty of kids might accidentally circumvent these filters. Okay, maybe it is not accidental. Regardless, have a plan for these incidents so that you remain unruffled.

### **What can you do?**

- Provide students — and parents — with the rules. School computer policies should discuss inappropriate content, password security, and viruses and malware. Enforcing the rules becomes easier when you know that students are aware of them.
- Stay cool. Sometimes your students really might stumble upon inappropriate content online by accident. If this happens, tell them to immediately close their laptop, or turn off their computer, and step aside so that you can deal with the problem.

### **Now, Keep up**

Teens turn to their friends for advice about digital life because they think their parents and teachers are clueless about technology. Talk to kids about which apps and platforms they are using. Do a bit of research to learn the potential hazards of each program. Then put that knowledge to use. Your school can prepare for quick intervention by creating a computer-use policy, and students who know the consequences of inappropriate behaviour will be less likely to break the rules. Your newfound knowledge might even help you gain the confidence of your students. They're more likely to seek your advice if you know that Facebook is so over.

