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# Introduction To Online Sexual Exploitation: Curriculum

February 2003

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Safe OnLine Outreach Project

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## Acknowledgements

This document is the result of many hours of hard work and dedication.

I'd like to thank Renata Karrys, Jayne Aster, Nikki O'Halloran, Charlaine Avery, Lisa Ingvallsen and Elizabeth Nethery for their support and assistance in producing this document.

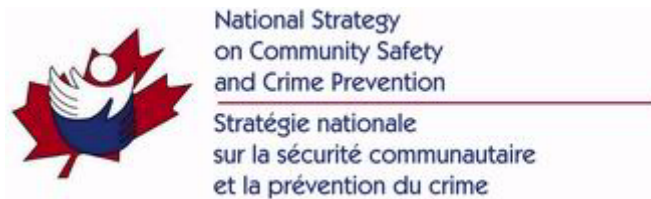
Additionally the SOLO Advisory Committee, the Canadian National Crime Prevention - Community Mobilization Program, the Vancouver Foundation, Athabasca University/MediaCan and Parents Against Sexual Abuse have all been instrumental in turning this idea into a Project.

Lastly, David and Conor have been silent contributors to this project since it began. Their support is woven into each page.

Merlyn Horton

SOLO Project Coordinator

February 2003





February 3, 2003

## **Introduction to the Curriculum**

Dear Reader,

The curriculum you hold in your hands was produced in a former pottery studio in the middle of a coastal rain forest in British Columbia, Canada; the physical launch pad for this examination of a virtual issue. It is the result of three years of research.

This introduction is intended to outline a context for the curriculum and to give you an overview of how to use this curriculum, who should present this curriculum and how appropriate audiences might be chosen.

## **Context**

The philosophical foundation for this curriculum, and indeed for the Safe OnLine Outreach Project, is the United Nations Convention on the Rights of the Child (CRC)<sup>1</sup>. The CRC is one of four Conventions created by the United Nations to further the goal of recognizing the inherent dignity and rights of all members of the human family<sup>2</sup>. (See “Background on United Nations Convention on the Rights of the Child Summary” - Handouts.)

The background for the specific issue of online sexual exploitation is contained in the “Background on Online Sexual Exploitation” also in the Handouts.

## **How to use this curriculum**

This curriculum is to be delivered by an informed presenter to groups of youth serving professionals.

### *Presenters*

It is recommended that presenters of this curriculum be child rights focused practitioners with a background in youth work, adolescent development and education. An understanding of Internet technologies is also necessary. Most important is that presenters are positive about the technology and about youth’s capacity to participate in these technologies. An alarmist attitude about online risks would undermine the essential message of this curriculum; that advancements in communication technologies represent tremendous opportunities and potential for youth, professionals who serve youth and many other sectors of society. The risks to youth online discussed here represent the extreme end of abuse possible through the Internet. It is additionally important to remember that the vast majority of young

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1. Available Internet: <http://www.unicef.org/crc/crc.htm>

2. see [http://www.safeonlineoutreach.org/content/un\\_conventions.html](http://www.safeonlineoutreach.org/content/un_conventions.html)



people are sexually abused by someone they know – not strangers in city parks, and not predators trolling chat rooms. The Internet is ONE venue, albeit a new one, for adults with a sexual interest in children. Focussing on Internet exploitation at the expense of vigilance about sexual abuse by ‘known’ offenders would be counter-productive.

It will be important for presenters to read all handout materials thoroughly before presenting the curriculum. Additional references are cited throughout this document and will provide the necessary background to present the material. The curriculum content is estimated to be delivered over 110 minutes. Presenters should feel free to create their own agenda around the material and schedule breaks, discussion periods, videos or interactive exercises as appropriate for the situation.

Please contact the SOLO Project if this material was useful, relevant or annoying. SOLO can assist with additional information, up to date research and answer questions. It would also be helpful for evaluation purposes to hear from presenters about the relevance of the curriculum in different communities and professional settings.

### *Target audience*

This curriculum is targeted at **youth serving professionals**. This will include all professionals who are entrusted to support, educate, respond to and/or serve youth. Including, but not limited to:

- criminal justice personnel (probation officers, parole officers, court personnel, and police officers),
- recreation workers, youth workers,
- drug and alcohol counselors
- social workers, child protection workers, youth outreach workers,
- residential care givers,
- school counselors, teachers, librarians,
- youth probation officers, youth detention workers and
- other parties concerned about the needs of children and youth victimized by online sexually exploitative crimes and who require updating on the issue of sexual exploitation on the Internet.

These groups require targeting due to the rapid adoption of the Internet into youth culture. Today’s young people are using Internet communication tools as a seamless extension of their world. (Young Canadians in a Wired World, 2001 – “99% of all youth surveyed reported having been on the Internet”).

By contrast, the majority of adults entrusted to care for youth are limited in their Internet use and are unfamiliar with the most common activities of youth online. Adults / youth serving professionals need specific and timely information about the Internet and the scope of youth-targeted exploitation and crime on the Internet in order to meet the changing needs of youth. Knowledge about Internet exploitation is needed by all levels of youth service professionals because Internet communication is relevant to all youth.



Two 'Topics' in the curriculum are targeted at specific youth serving professionals. Topic 8a is a brief discussion aimed at law enforcement professionals and addresses the basic legislative reforms that are evolving to address sexual exploitation online. Topic 8b offers a brief discussion of issues relevant to human services professionals. Neither are meant to be exhaustive and will hopefully provide material for audience discussion and encourage participant contributions.

The material presented here is the beginning of a discussion about how changing communication technologies are going to affect youth, youth work and professional practices. It has been our aim to contribute to the discussion with information and questions. The end of this discussion is a long way off. Hopefully the knowledge you may glean from this document will inform and challenge you to think about technology, youth and communications in new ways.

It's been a blast to write.

Later,

Merlyn Horton

SOLO Project Coordinator

February 2003



<b>Course Overview: An Introduction to Online Sexual Exploitation</b>		<b>Time</b>
<i>"When Wolves look like Sheep"</i>		
Introduction		5 min
<b>The Internet Playground - A New Environment "Internet Space"</b>		
Topic 1	New Toys & Places to Play - Web 101	10 min
Topic 2	Talking on the Playground - Effects of the Internet on Communication	5 min
<b>Riding and Hiding on the Merry-go-round - Players &amp; Activities in "Internet Space"</b>		
Topic 3	Kids @ Play - What are YOUTH doing online?	10 min
Topic 4	Kids Growing Up - Adolescent Development in an Online Environment	5 min
Topic 5	Predators @ Play - What are Pedophiles doing online?	10 min
Topic 6	Traps, Bad Toys, Bad Friends - Risks to Youth Online	10 min
<b>Making Safer Places to Play - Responses to Issues/Problems in "Internet Space"</b>		
Topic 7	Cyberstreet Proofing Kids @ the Playground- What can you do?	5 min
Topic 8a	Law Enforcement - Special Topics	10 min
Topic 8b	Human Services - Special Topics	10 min
Topic 9	Wrap-up/Q&A	30 min
TOTAL Course Time (excluding breaks)		110 min



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## Learning Objectives

1. Identify types of technology available on the Internet and be encouraged to explore these technologies on their own.
2. Identify activities youth are participating in online.
3. Identify 3 effects of the Web on behavior. Understand how these effects and adolescent development can explain youth behaviors online.
4. Increase awareness about how pedophiles are using the Internet and identify some common techniques and activities.
5. Identify some of the risks (who and why) to youth when they are online.
6. Identify what the participants can do to address concerns of Online Sexual Exploitation (OSE) with youth.



## Introduction

- Welcome
- Introduce Facilitator and Background
- What is the SOLO (Safe OnLine Outreach) Project?
- Participant Objectives
- Training/Presentation Objectives
- Agenda

**Time - Topic 0) :** 5 min

**Resources - Topic 0) :** IOCSE-PPT 1-4, Agenda

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## Introduce Facilitator and Background

- Introduce facilitator and explain facilitator's background.

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## What is the Safe OnLine Outreach Project (SOLO)?

The course content for this presentation was developed by the SOLO Project in 2002-2003.

The Safe OnLine Outreach (SOLO) Project has been developed to address the emerging issue of sexual exploitation of youth on the Internet. Grounded in the [United Nation's Convention on the Rights of the Child](#), SOLO's goal is to create educational material for professionals who serve children and youth and make them aware of the risks to young people on the Internet.

The SOLO Project was initiated by Merlyn Horton in 1999 and is now part of the non-profit SOLO Society. In the 2002-2003 year, SOLO was hosted and administered by Parents Against Sexual Abuse (PASA) and funded by the National Crime Prevention Program and the Vancouver Foundation. Athabasca University/MediaCan assisted with web site development and hosting.

SOLO develops specific curriculum for youth-serving professionals in the law enforcement, educational, social service and crisis response fields.



SOLO aims to prevent sexual exploitation on the Internet by:

- Educating communities about potential dangers
- Educating service providers and police about intervention methods
- Educating policy makers on the risks and harms associated with sexual exploitation on the Internet

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## Background/Rationale for SOLO

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The rapid introduction and widespread use of the Internet by youth and predators, has created a knowledge gap in youth-serving professionals that must be addressed quickly. Adults with a sexual interest in children have long been active on the Internet in chat sites and newsgroups. Consultations with experts in the fields of law enforcement, youth work, and communications have revealed that the issue of online commercial sexual exploitation is not adequately understood nor addressed by present youth-serving professionals. SOLO creates materials and delivers workshops that will train police officers, teachers, social workers and crisis response workers how to recognize and respond to online sexual exploitation and assist children and youth affected by this issue.

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## Participant Objectives

It is useful to quickly ask participants about their objectives for the presentation/course. This gives the facilitator a “heads-up” about any key areas of interest for the participants.

- Ask group to quickly describe: “Their name, background/job, and what they are hoping to learn today/in the presentation?”

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## Presentation Objectives & Agenda

This is a moment to quickly explain the objectives of the presentation (see Learning Objectives on page 5) and to address any obvious discrepancies between participant objectives the current agenda.

Quickly explain the Agenda. (PPT slide)



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**Topic 1 New Toys & Places to Play - Web 101**

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**Learning Objectives:**

- Understand historical context and evolution of “the Internet”.
- Differentiate between static vs. dynamic online settings.
- Define technologies which exist within online settings.

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**CONTENT: Topic 1**

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**Overview:**

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- History of the Internet
  - ▶ What it is and how it developed.
  - ▶ Progression from 1960's to 2002.
  - ▶ Canadian context in 1990's.
- Online Environments:
  - ▶ Type 1: Static Environment
    - ✓ Examples: Email, BB, Usenet/Newsgroups, P2P
    - ✓ Describe examples of how each is used by youth or pedophiles.
  - ▶ Type 2: Dynamic Environment
    - ✓ Examples: IM, Chat, IRC, Audio/Video Conferencing
    - ✓ Describe examples of how each is used by youth or pedophiles.

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***Time - Topic 1) : 10 min***

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***Resources - Topic 1) : IOCSE-PPT 5-13***

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## History

WHY? The history of the Internet and how, and why it was created help us understand how it works and why it works the way it does.

- Invented by the US Defense Department in the late 60's. They began working on it in 1957 and by 1969 they had the basic framework, called ARPANET.
- What was it? A linkage of computers which would SHARE information.
- Designed to allow for continued communication (and function) if one or more sites was destroyed. Example: The original “network” was set up so that if a nuclear bomb destroyed 80% of the sites, 20% would still work.
- The INTERNET is:
  - ▶ a big web: with lots of connection points and lots of transmission points.
- The World Wide Web came into being in 1991 at the European Laboratory for Particle Physics. The difference at this time was the creation of **hypertext and hyperlinks**.
- Hypertext/Hyperlinks are the “links” which allow you to navigate through information in the Internet. On a web page, when you click on a link, you go to another page. So it's **links** that allow interwoven and interconnected information. It's the development of a way to **link information** through the web which was key in 1991.
- Progression of the web since 1991:
  - ▶ In June 1993 the Web had 130 web sites.
  - ▶ By 1998 there were more than 2.2 million. And that's four years ago
  - ▶ Worldwide, (2002) there are approximately 440 million people online. By 2004, that is projected to hit 700 million.<sup>1</sup>
- **In Canada:** By 1999 the federal government and Industry Canada funded many initiatives to encourage internet adoption. E.g. “Illegal and Offensive Content on the Internet”<sup>2</sup>
  - ▶ By 1999, 100% of Canadian schools and libraries had Internet access.
  - ▶ Canada is one of the most wired nations, per capita, in the world. Canada has approximately 9 million active internet users. US has 102 million, UK 14 million, Japan 20 million.<sup>3</sup>

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1. Jupitermedia, CyberAtlas, March 2002, [http://cyberatlas.internet.com/big\\_picture/geographics/print/0,,5911\\_151151,00.html](http://cyberatlas.internet.com/big_picture/geographics/print/0,,5911_151151,00.html)

2. Industry Canada, Illegal and Offensive Content on the Internet: The Canadian Strategy to Promote Safe, Wise and Responsible Internet Use, <http://connect.gc.ca/cyberwise/>

3. ibid 1.



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## "Internet Space" as Community Space

- The Internet is like a new space. You can "Go" places on the Internet.
- There's a lot more to the Internet than Email!
- Like Real Space ("Meat Space") there are many different things you can do, places you can go, in "Internet Space"

### What you can do in Internet "Space" ►

#### EXAMPLE

- **Find information** on literally any topic you can imagine.
  - **Socialize** - gossip, chat with friends, date, have relationships, create community, meet new people who are physically *anywhere in the world*
    - You can also construct a **virtual identity** online - to "be" someone different or new.
  - **Shop** - buy things, e.g. Amazon.com or Chapters.com
  - **Pop culture** - there is unique and new language and culture which has evolved because of Internet Space.
- ➔ It's a real environment.

*Just because you buy something online, doesn't mean it's imaginary. Just because you have a relationship with someone online, doesn't make it less real.*



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## Youth as Indigenous Citizens...of the Internet

### EXAMPLE

#### Today's Youth are growing up "Online"

Older Generation: Their technological evolution started with bringing the concept of having *video movies* you could bring home and watch on your own TV.

Youth Today: Eight-year olds growing up today, don't think anything of going online, with high-speed access, and playing a **JavaScript** game on Digimon.com.

- ➔ Today's youth are very comfortable with the Internet.
- ➔ Other generations are having to bridge and catch up the best they can. We may never be indigenous citizens of **cyberspace**.

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### EXAMPLE

#### Youth on the Internet:

A 15-year old boy, in a computer room at school. He's trying to get out of school to get to a Santana concert with his brother. The problem is the iron-clad high tech security system at the school.

In less than 60 seconds online he transformed himself into a middle-aged overworked service technician employed by the West Coast Security System who'd unfortunately misplaced the schematic design for the WSC model 8872 alarm fire door he was trying to repair and needed some help from the manufacturer's technical supervisor. He emails the technical supervisor with the request and within seconds, receives his own copy of the schematic.<sup>4</sup>

- ➔ This example shows how this environment has no physical presence. Without the checks and balances we usually do, young people can transform themselves into anything or find any information.
- ➔ Information can be accessed quickly.

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4. Deaver, Jeffrey, The Blue Nowhere, 2002



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## The Technology we use to Communicate: Converging Environments<sup>5</sup>

- In today's world, people communicate with each other using a variety of methods.
  - ▶ Face to face communication
  - ▶ Technology-facilitated communication
- **Technological Environments** are settings where communication takes place through "technology". This can include:
  - ▶ Telephone, Cell Phone, Video
- **Online Environments** are settings where communication takes place over the Internet (i.e.. in "Internet Space").
- Online and other "Technological" Environments are constantly evolving and converging.
  - ▶ Evolving: New environments and technologies are being developed.
  - ▶ Converging: (Technologies are "coming together").

### EXAMPLE

**Example (Converging environments):** "Blackberry" - a new portable unit that combines a cell phone, pager, voice mail, instant messaging and email. You pay a wireless fee like you do for a cell phone. This can interface to a Personal Digital Assistant (PDA) (e.g. Palm Pilot, Clio etc.) and desktop.

### EXAMPLE

#### **Fido - Use Web Site to send "Text messages" to a Cell**

**Phone:** You can use Fido's web site to send a "text message" to someone's cell phone. I.e.. you "talk" to a cell phone using the Internet!

- ➔ The technology is coming together in more and more ways. The Internet is merging with cell phone technologies, etc.

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5. Horton, Places of Risk, Places of Help- Internet Exploitation: an Overview of Existing Technologies, 2001



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## Static and Real Time Environments: Two kinds of Online Environments

### What are Static Environments?

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- Communication can occur over unsynchronized periods of time.
- Two people can communicate but communication *does not* need to happen at the same time.

### Email

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- Email is classified as a point-to-point data exchange system (message or package of data travels directly between two points).
  - ▶ Transfer of information can occur slowly if users are not online.
- Email messages travel *from one computer directly to another* through individual server systems.
- Most emails are text messages, but graphic, audio, and other large files can also be sent via email.
- Static messages to specified recipients.

### *History:*

Email is one of the primary forms of networked communications. The first email was sent in 1971 and has since become the most widely used aspect of the Internet. Primarily text-based, email exchange is the most common online activity.<sup>6</sup>

### Usenet Newsgroups

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- A newsgroup is a discussion group devoted to a particular subject.
- Usenet is a worldwide collection of newsgroups.
- All require specific software, (clients) to access.
- While the environment of Usenet is mostly text-based, it can be used to post graphic files and make them available for public download and distribution.<sup>7</sup>

*“Newsgroups are a continuous public discussion on a specific topic. Newsgroups are decentralized, which means that the messages are not maintained on a single server, but are replicated to hundreds of servers around the world”.*<sup>8</sup>

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6. Jones, Jeffrey M. Almost All E-Mail Users Say Internet, E-Mail Have Made Lives Better POLL ANALYSES July 23, 2001. Available Internet: <http://www.gallup.com/poll/releases/pr010723.asp>

7. Aftab, Parry, The Parents Guide to Protecting your Children in Cyberspace, McGraw Hill, 2000 USA.

8. Tyson, Jeff, How Newsgroups Work, Marshall Brain's How Stuff Works. Copyright © 1998-2001 Howstuffworks, Inc. Available Internet; <http://www.howstuffworks.com/newsgroup.htm>



### *History:*

This layer of the web is one of the oldest environments on the Internet and started without many of the bells and whistles of more recent environments. Indexes (names) of newsgroups are available by searching on Usenet. Often topics of newsgroups are very specific making them useful for hobbyists and specialists seeking others with the same interests.

- Usenet Newsgroups predate hypertext (1991) and are a very old function of the internet.

### *How it works: (Newsgroups)*

- The actual messages and “**posts**” are on servers throughout the Internet
- Static form of communication:
  - ▶ Somebody “posts” a message on the virtual board (or newsgroup)
  - ▶ You go to that board and read the message
  - ▶ And you can choose to respond to the message, in your own time *not* in real time
  - ▶ All messages will exist “posted” for anyone to read, for a very long time (depending on the board or newsgroup, anywhere from 1 year to 4-5 years).

### **Examples: Thousands (if not tens of thousands) of newsgroups exist:**

#### **EXAMPLE**

Some titles are very graphic/descriptive: alt.sex.babies, alt.sex.daddysgirl

- rec.football.coaching
- info.news.george-bush
- alt.sex.anything-you-can-imagine
- People will go and post graphic child porn files; anyone can come and download them

➔ Once information is posted to a newsgroup or bulletin board **anyone** can view or download the information.

## Bulletin Board Systems

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- Bulletin boards (BBS) systems are very similar to newsgroups.
- BBS are different in that you dial up to a specific “bulletin board” using a phone number and modem. You can then “browse” the files on the BBS and download what you want.

### *History:*

BBS are becoming less widely used with the adoption of new HTML-based web pages and sites.



## Peer-to-Peer (P2P) Transfers

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- P2P Transfers mean that computer files are shared between two users' home computers without using a "central" computer.

### EXAMPLE

**Napster/Morpheus/Kazaa/WinMX:** Napster, written by a high school student Shawn Fanning, was introduced in 1999. Fanning created a software client that distributed music files, known as MP3s, which are single-song data files. What was different about the Napster way of sharing files is that *instead of sharing the songs from a central computer the files can be shared from each user's home computer*. This is called peer-to-peer sharing or P2P.

While peer-to-peer file sharing has created much controversy, especially over copyright, it is doubtful that the technology is going to go away. Other similar clients have appeared since Napster and these new clients are not limited to P2P distribution of MP3 files. Programs such as Gnutella, Scour, Kazaa, WinMX and other file-sharing clients have now appeared. These clients not only share and distribute MP3 files, but virtually *any kind of digital file such as graphics files, audio files or small video files*. Additionally, these P2P clients work without the need for a central server and as a result are virtually impossible to shut down.

➔ The decentralized nature of the Internet has been taken one step further.

➔ "Since there is no central server maintaining the index of users, there is no easy way to target and stop the use of the program."<sup>9</sup>

### *How information is shared between computers:*

- ▶ I specify a "public" area on my hard drive
- ▶ Whenever my computer is on (and connected to the Internet, which for people with high-speed, is often full-time), you connect to my computer and download anything available in the "public" area.
  - **mp3** files are shared (Kazaa, WinMX, Morpheus)
  - can be used to share child porn - not just visuals/images, but also video, audio (e.g. audio files of rapes are part of "**collections**").

### EXAMPLE

9. Tyson, Jeff, How Napster Works, Marshall Brain's How Stuff Works. Copyright © 1998-2001 Howstuffworks, Inc. Available Internet; <http://www.howstuffworks.com/napster.htm>



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## Online Settings: Real Time Environments

### What are Static Environments?

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**Real time:** Instantaneous transfer of information from my computer to yours.

#### EXAMPLE

- I type a line of text and press return
  - You see it instantly on your screen.
- These are generally referred to as 'chats'. This encompasses Internet relay chat (IRC), web-based chats, instant messaging (IM) and audio-video conferencing.

*"A chat room is software that allows a group of people to type in messages that are seen by everyone in the "room," while instant messages are basically a chat room for just two people."*<sup>10</sup>

### Instant Messaging (IM)

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- Instant messaging (IM) allows users to privately converse with others over the computer.
- IM is very popular among teens/youth.
- Communication requires IM client software. (e.g. Yahoo, AOL, MSN)

*"Instant messaging is something of a cross between chat and e-mail. It allows you to maintain a list of people that you wish to interact with. You can send messages to any of the people in your list, as long as that person is online. Sending a message opens up a small window where you and your friend can type in messages that each of you can see."*<sup>11</sup>

Instant messaging is available through IM client software. Internet service companies such as America On Line, Microsoft Service Network, Mirabilis and Yahoo! all offer their own version of IM software. Instant messenger clients operate on a variety of different internet protocols and are not necessarily interchangeable with each other.

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10. Tyson, Jeff, How Instant Messaging Works. Marshall Brain's How Stuff Works. Copyright © 1998- 2001 Howstuffworks, Inc. Available Internet; <http://www.howstuffworks.com/instant-messaging.htm>

11. Tyson, Jeff, How Newsgroups Work, Marshall Brain's How Stuff Works. Copyright © 1998-2001 Howstuffworks, Inc. Available Internet; <http://www.howstuffworks.com/newsgroup.htm>



Currently this is an industry issue that the Internet Engineering Task Force (IETF) is attempting to resolve by developing a standard protocol for instant messaging called Instant Messaging Presence Protocol.<sup>12</sup>

Most of the popular IM programs provide a variety of **features**:

- ▶ Instant messages - send notes back and forth with a friend who is online
- ▶ Chat - create your own custom chat room with friends or co-workers
- ▶ Web links - share links to your favorite web sites
- ▶ Images - look at an image on your friend's computer
- ▶ Sounds - play sounds for your friends
- ▶ Files - share files by sending them directly to your friends
- ▶ Talk - use the Internet as a phone to actually talk with others
- ▶ Streaming content - real-time or near real-time stock quotes and news<sup>13</sup>

#### EXAMPLE

Instant messaging is used in many ways, from groups of teens using it as an alternative to the telephone, to business groups using instant messaging to hold conferences with geographically diverse members.

#### *How IM works:*

- You install a piece of software (e.g. MSN, AOL, or Yahoo Messenger) on your computer. Normally, it will run all the time when you are connected to the internet.
- Within this software, you have a **buddy list**.
  - ▶ A buddy list is a list of colleagues, workgroup members, friends, etc., that you might wish to communicate with via instant messaging.
- When you are online, people on your buddy list know you are online. E.g. When I go online and run my IM program, I will get a message saying "Keith's online, Joe's online, and Bob's online".
  - ▶ Then, you can "talk", email, send files, or do any "normal" web stuff with these people when you are all online.
  - ▶ I can send them links to the web sites I'm looking at; I can send them audio files, any kinds of files. You can even do web cams through instant messaging.
  - ▶ Instant Messaging is kind of a cross between chats and email—you can do all these things.

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12. Tyson, Jeff, How Instant Messaging Works. Marshall Brain's How Stuff Works. Copyright © 1998- 2001 Howstuffworks, Inc. Available Internet <http://www.howstuffworks.com/instant-messaging.htm>

13. *ibid.*



### Problems with IM: **Not really secure.**

- ▶ Buddy lists can get passed around to many people, just like email addresses.
- ▶ Give an illusion of being “secure” but can be infiltrated.

## Web Based Chats

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- Web-based chats are similar to IRC but are conducted through web sites and with browsers instead of IRC software clients.
- Accessible via a regular website.
- You click on a “Chat” icon and a little **applet** will pop-up. The chat window will have:
  - ▶ all the text typed in the “chat room”
  - ▶ a window where you type your comments
  - ▶ a list on the side showing the current users in that room (their nicknames)
- A search of the Internet using the Google search engine reveals 83 general listings for places to go and chat online. Most of these 83 are web-based chat sites. These sites offer small computer programs called ‘applets’ through which the exchange of text is facilitated. These web-based chats are often seen as ‘trainer’ areas with novice users usually moving on to IRC once they become more proficient with the web-based commands. Web-based chats usually require that a user register with them and are for the most part unmoderated.<sup>14</sup>
- Mostly **unmoderated** - no-one is “monitoring” for appropriate language, behavior, content etc.
- There are some **moderated** chat sites available on web sites. In these sites, moderators hired by the web-site operators, invisibly lurk and remove offensive material or ban users who do not comply with previously agreed-to codes of conduct.

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14. Web Based Chat Rooms Available Internet; <http://www.Best-of-Web.com/entertainment/chat.shtml>



## CyberAngels - Moderated Chat sites

### EXAMPLE

CyberAngels operates some moderated chat sites for teens.

CyberAngels ([www.cyberangels.org](http://www.cyberangels.org)) is an organization that has long been involved in Internet safety concerns. They host a moderated site that in addition to having ‘cybermoms’ moderate the rooms, also have a strict registration requirement. Users who want to register to use the CyberAngel chat rooms must send a letter from a school or police agency via ground mail, verifying their age.

This procedure and level of security- consciousness is rare on the Internet and represents the most conservative end of the range. Some of the other moderated chat sites are user-fee based and require parents to sign their children up. These measures will obviously make young users safer but are the minority of web-based chat sites, and require fairly precise searching skills to find them on the Internet. Much easier to find are the regular, unmoderated sites.

## IRC: Internet Relay Chat

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### *History:*

Internet relay chat was developed in Finland by Jarkko Oikari in 1988 and has grown to be a globally accessible way to text-chat with others.

*“IRC is a multi-user chat system where users meet on “**channels**” (rooms, virtual places, usually with a certain topic of conversation) to talk in groups or privately”<sup>15</sup>*

### IRC Channels:

- Conversations happen on “channels”. A channel will have a name, usually referring to the topic of conversation for that channel.
- Channels on IRC are like virtual rooms; like a room, they may have people in them discussing sports, pop culture or sex. People in the same room can see each other’s chat names on a ‘user list’ and can send a message to a selected person either publicly or privately. Channels may be open to the public, invitation-only, or be more secret and invisible. Though usually open, some communications occurring on IRC channels cannot be viewed or detected by others at all.
- Chatting using IRC channels is a simple matter of getting the necessary software and learning the code or commands.

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15. Charalabidis, Alex IRC Networks and Server Lists. Available Internet <<http://www.irchelp.org/irchelp/networks/>>



#### IRC Networks:

- There are up to 2,000 different channels on one network. A network is just a “collection” of IRC Channels.
- 4 major IRC networks; EFnet, DALnet, Undernet, and IRCnet<sup>16</sup>, which have up to 15,000 people participating in each of them at any given time.<sup>17</sup>
  - ▶ E.g.. EFnet (2,000 channels)
  - ▶ Other networks of various sizes are subject-specific and without geographical boundaries.
  - ▶ At least 300 of the multitude of networks are available for public use.
  - ▶ It is impossible to estimate the number of private networks in use.

#### IRC Client Programs:

- You need a special program (software) to connect to IRC. Using an IRC client (another word for program), users can connect to an IRC network and communicate on the IRC channels.
- Any (1 or 50) number of users can be logged into a channel and “talking” on that channel.
- IRC conversations can be confusing if many users are on the channel.

#### The IRC Culture:

- Internet relay chat is for the most part unregulated.

**Elastic quality:** When they first started out, IRC had four channels for 4 networks. There's now hundreds of networks and channels, and each channel can have up to an unlimited number of users per channel. IRC is constantly growing and changing.

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16. ibid, 10

17. Internet Relay Chat Frequently Asked Questions. Available Internet; <http://www.mirc.com/ircintro.html>



## IRC Chat - Communication Independent of Physical Space

### EXAMPLE

Merlyn Horton, the SOLO Project Coordinator, describes the following experience she had on IRC.

I had some computer problems with my Mac in 1997. I went onto a Mac IRC channel to get some help with my extensions conflicts.

I went on a I talked to these two guys and we're typing back and forth and they eventually solved my extension problem. During the chat, I said, "so where are you?" , "oh well, we're in New York". Another 20 minutes goes by: "how old are you?", "well I'm 13, and my brother can't type and he's just 12".

- ➔ All of sudden, knowledge is no longer based in physicality, age or physical presentation. ***"They could have been sitting there in their little cowboy pajamas for all I knew."***
- ➔ All that matters is the communication and the exchange of information, regardless of physical space.

## Audio and Video Conferencing

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- Audio Only:
  - ▶ Most personal computers have built-in microphones and speakers and audio-only transmissions are also possible with only minimal hardware requirements.
- Video and Audio:
  - ▶ Technology allows users to communicate in real time with full sound and video over the internet.
  - ▶ Requires some specific hardware like web cams (becoming cheaper all the time).
  - ▶ This technology makes possible real time broadcast from one computer to others.
  - ▶ 'Web cams', small digital video cameras that hook directly to personal computers, gather video images and transmit them to others over the Internet.<sup>18</sup>
  - ▶ Web Cam technology can also be used for the creation of pornography and for recording assaults.

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18. Tyson, Jeff, How Newsgroups Work, Marshall Brain's How Stuff Works. Copyright © 1998-2001 Howstuffworks, Inc. Available Internet; <http://www.howstuffworks.com/newsgroup.htm>

**EXAMPLE****Orchid Club - Online Sexual Assault**

“For example, in 1996, a group of paedophiles that called itself the Orchid Club was arrested in the United States. Using a digital camera, one of the group members transmitted real-time images of a child being sexually assaulted and responded to requests from the club's members in directing the abuse. Members of the Orchid club lived in the United States, Europe and Australia.”<sup>19</sup>

➔ Web cams have the potential to be quite dangerous.

**EXAMPLE****Cam Girls**

Cam Girls are women who post information about themselves on personal websites. The majority use Web cams to display live video (sexual and non-sexual) images of themselves over the web.

“The World Wide Web isn't considered a safe place for personal information. But there are a growing number of young women, known as camgirls, who have few qualms about their privacy. They're not giving their names and addresses away, but you can watch them online through webcams.

In British Columbia, Devon Henderson, 23, says she gets 400 visitors a day to her personal website, where, in addition to reading journal entries, surfers can watch Devon on her webcam.

Henderson, whose site contains no nudity, says she doesn't consider herself a camgirl. Other women are willing to show a little more of themselves in order to get noticed. What's in it for them? Surfers who like what they see can let the camgirl know by buying them an item off the website's wishlist.

Henderson's site features a wishlist of books, CDs and movies. Enamoured viewers can pick out an item, pick up the tab and have it sent to her at an undisclosed address.”<sup>20</sup>

19. Taylor, Quayle and Holland, *Child Pornography, the Internet and offending*, Volume 2 N° 2 o Summer 2001 o ISSN 1492-0611

20. CTV Newsnet, “Camgirls draw a crowd with online exploits, Jan 2, 2003. Available online at: [http://www.ctv.ca/servlet/ArticleNews/story/CTVNews/1041541836267\\_36951036/?hub=SciTech](http://www.ctv.ca/servlet/ArticleNews/story/CTVNews/1041541836267_36951036/?hub=SciTech)

**EXAMPLE****Web Cam Use - Amber's Secret**

A mother in Port Moody stumbled on her daughter vamping for the camera. She was sending to a man in Australia.

The police are worried that photos of the girl, are being flogged around the world on Internet porn sites.

See "Amber's Secret", Doug Stead (POLCYB) - Handout

- ➔ It's dangerous. If you watch big brother you realize that after a certain amount of time you become desensitized to the knowledge that there's a camera there.
- ➔ Can young people understand that they are creating pornography that may exist when they're 85 years old?
- ➔ It's in a digital form, not just pictures that can be burned. It's infinitely reproducible, it's free, it's untraceable, it doesn't exist in a physical form. There are many issues around the digital media and images created in a digital form.



## Online Environments can be used for Sexual Exploitation

- Examples: Cam Girls, Web Cams (creation of online pornography)
- Predators to have exposure to more children than they normally would in a physical form through chat rooms.
- Predators can groom 15 or 20 kids at a time in the chat rooms easily without actually having to risk being physically involved or physically identified.
- Every day, there are more and more cases being reported:

### **Operation “Eye of the Needle” - Victoria, BC**

#### **EXAMPLE**

Porn charges laid in Victoria (the Province, Feb 8, 2002) “Child-Porn charge laid in Victoria” - Operation Eye of the Needle (overhead with article text)

### **Operation Snowball - Canada**

#### **EXAMPLE**

A multinational police operation known as Operation Snowball in Canada, Operation Avalanche in the USA, and Operation Ore in the UK uncovered an extensive list of suspects who paid to view child porn over the internet. In Canada, the investigation uncovered a total of 2,329 suspects: 406 suspects in BC and 946 suspects in Ontario. A child porn ring (Landslide Productions) in Texas charged 30\$/month to allow people to access child porn. They were busted and hundreds of thousands of credit card numbers were seized. (Globe and Mail News - “Canadian links in porn case to be unveiled”<sup>21</sup>).

From CBC News Online<sup>22</sup>

“**Operation Snowball** is an appropriate name for the Canadian crackdown on Internet pedophiles, as the search for child porn suspects has rolled from a seemingly small, Texas bust into a huge, global manhunt.

From 1997 until August 2001, a Fort Worth, Texas couple, Thomas and Janice Reedy, provided paying subscribers with access to child-porn Web sites. Thanks to Landslide, their gateway portal, the Reedys were making as much as \$1.4 million US a month.

Their child-porn empire ended after a two-year joint investigation by the U.S. Postal Inspection Service and the Internet Crimes Against Children Task Force. But stopping the Reedys wasn’t the biggest success to come out of the bust.

Authorities kept the Landslide portal site going, e-mailing subscribers with offers of more child pornography. The 144 members who said “yes” soon were the subjects of search warrants. In addition to the undercover work, authorities were able to recover



Landslide's member database, containing hundreds of thousands of credit card numbers from suspected clients in North America and Europe.

The Federal Bureau of Investigation has since passed on the names to various international authorities. One investigation in Britain has led to arrests of more than 1,300 suspects, ranging from judges and dentists to TV hosts and Pete Townshend of the rock band The Who.

In Canada, police say they've only arrested five per cent of the 2,329 suspects on their copy of the Landslide list. The reason? According to Det. Sgt. Paul Gillespie of the Toronto Police Services, it's a matter of resources, the very nature of the Internet and Canadian child pornography laws, which critics say provide pedophiles with the legal loophole of categorizing their collection as having artistic merit."

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21. Globe and Mail News, "Canadian links in porn case to be unveiled", Graeme Smith, Jan 16, 2003, page A5. Available online at: [http://www.globeandmail.com/servlet/ArticleNews/PEstory/TGAM/20030116/UPORNXI/national/national/nationalTheNationHeadline\\_temp/18/18/27/](http://www.globeandmail.com/servlet/ArticleNews/PEstory/TGAM/20030116/UPORNXI/national/national/nationalTheNationHeadline_temp/18/18/27/)

22. CBC News Online, "Canada's child exploitation laws" Erik Missio and Justin Thompson, Jan. 16, 2003



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Topic 2 Talking on the Playground - Effects of the Internet on Communication

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**Learning Objectives:**

- Identify 3 Effects of the Web on Human Behavior.
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CONTENT: Topic 2

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Three Effects of the Web on Communication

- Hyper personal Effect
  - Disinhibition Effect
  - Effects of Accessibility
- 

***Time - Topic 2) : 5 min***

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***Resources - Topic 2) : IOCSE-PPT 14-17***

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Key Questions for this topic:

- How does the Internet affect behavior and how we communicate online.




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## Three Effects of the Web<sup>23</sup>

- By virtue of being on the internet, interpersonal (human) messages and communication are fundamentally changed.
- The changes in person-to-person messages are the result of certain 'effects' of the web on the information conveyed.
- There are many other ways the Internet effects human behavior and communication.

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## Hyper personal Effect

- Joseph Walther (1996) suggested that the Internet created a mutually reinforcing "intensification loop"
- Selective self-representation, idealization and reciprocation - Individuals choose "identities" according to their own self-perception.

### Individuals choose "virtual identities"

#### EXAMPLE

If people choose to represent themselves as 21 year old Brad Pitt look a likes, they have that option.

➔ 'Who a person "is" becomes vague and selective in cyberspace.

- Strengthened ego function ( Walther 1996) - Virtual (created) identities tend to be confirmed rather than challenged through the internet.
- Joseph Walter argues in the "hyper personal" model, selective self-representation combined with selective reception can foster a heightened sense of intimacy<sup>24</sup>.
- Walther suggests there is a strong appeal to having an idealized self confirmed rather than challenged, and outlined the potential of this type of interaction in strengthening ego function thus having a beneficial effect on individuals.<sup>25</sup>

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23. Horton, Places of Risk, Places of Help- Internet Exploitation: an Overview of Existing Technologies, 2001

24. Walther, Joseph. B. Computer Mediated Communications: Impersonal, interpersonal and hyperpersonal interaction. *Communication Research* 23 (1) 3-43, 1996

25. *ibid*



## Dis-Inhibition Effect

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*“This (Internet) not only allows for more clear communication, but also allows for greater disclosure and the processing of “soul” issues needing to be addressed.”<sup>26</sup>*

- Internet **dis-inhibits** unconscious defense mechanisms.
- Promotes greater discourse and disclosure.
- This disinhibition is double-edged; Individuals are more inclined toward **self disclosure** AND **conflict**.

### **Individual seem to do/say things in online settings that they would unlikely do in real life.**

#### **EXAMPLE**

Individuals who wouldn't consider stepping into a pornographic video store at their local shopping mall, might be less inhibited if they were online, with the perception of anonymity.

## Accessible Effect

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- The accessible effect comes from the ability of the Internet to make services available to people who can't access traditional services.
- People previously *isolated* are coming together for mutual assistance.
- Geography and age are irrelevant.
- Can be positive and negative.

### **Online Therapy - Increased Participation and Effectiveness over the Internet**

#### **EXAMPLE**

Individuals who are *in need of information or support for ideas not supported in their community* can access the support, information or sense of community in online settings. People can also access services privately.

- Gay, lesbian and sexually-questioning youth can seek out support or information online that they might not access in their regular life communities for fear of ridicule or harassment.
- Young women struggling with post-abortion grief or trauma could access support or follow up information online where the disinhibiting and anonymity effect would make it easier and more comfortable.

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26. Laszlo, J.V., Esterman, G. & Zabko, S. (1999). Therapy over the Internet? Theory, Research & Finances. *CyberPsychology & Behavior*. 2(4), p.293-307 Available Internet: [http:// www.geocities.com/HotSprings/Resort/7579/internet.htm](http://www.geocities.com/HotSprings/Resort/7579/internet.htm).



- Male sexual abuse survivors are more likely to engage in therapeutic and deep therapeutic interactions online than they are in the human, in **meat space**.

*“Online therapy reaches out to the majority of people who would never seek professional mental health services...Online therapy offers a valuable new modality to reach out to a larger group of people concerned about issues of confidentiality and privacy.” 37*

### **Pedophilic Communities**

#### **EXAMPLE**

Individuals with a sexual interest in children can find information (e.g. share grooming techniques) and support (encouragement) for their values on the web.

These individuals can increase their technological knowledge (e.g. how to avoid detection, and encryption methods) and likelihood of offending by gathering together in online communities.



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**Topic 3 Kids @ Play - What are YOUTH doing online?**

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**Learning Objectives:**

- Identify the main activities of Youth Online.
  - Identify the differences between the perceptions of parents and youth regarding youth activity online.
- 

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**CONTENT: Topic 3**

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- “Young Canadians in a Wired World” (2001) Study
    - ▶ Frequency of Internet Activity among Youth
    - ▶ Youth Activities by age (older/younger)
    - ▶ Youth Activities vs. Parents Perceptions
    - ▶ Youth (negative) Experiences Online - Porn Web sites, Porn Email, Meeting “Cyberfriends”, Unwanted Sexual Comments
    - ▶ Summarize main activities of Youth online
- 

***Time - Topic 3) : 10 min***

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***Resources - Topic 3) : IOCSE-PPT 18-25***

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**Key Question for this Topic:**

- So, what ACTIVITIES are Canadian youth doing online?



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## Young Canadians in a Wired World<sup>27</sup>:

- Study published in 2001 (October), by Media Awareness Network, (or Mnet)
- Funded by Industry Canada
- Surveyed 5,682 youth ages nine to 17
- The largest survey of Canadian youth and Internet use ever.
- Only prior report was Finklehorn report out of the US– surveyed 1501 kids.
- Very extensive report. (See SOLO Website under Documents.)

## Key Results - High Frequency on Online Use among Youth:<sup>28</sup>

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- 99% report using the Internet
- 78% have home access
- 43% use the Internet daily

## Survey Breakdown by Younger/Older Kids:

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- See Survey Graph. PPT Slide
- Majority of Younger kids use internet for surfing, Games
- Older Kids - Socializing! Chats, Email.
- Homework is a common use among all ages. 50%.
- Marketing - 5% of kids are buying stuff online! Marketers are targeting kids and being funneled into consumer-based web sites.

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27. Media Awareness Network and the Government of Canada, Young Canadians in a Wired World, the student's view, 2001

28. *ibid*, pages 23-25



## What do PARENTS think Youth are doing? - The Parent's View<sup>29</sup>

- See PPT slide- Survey Graph
- Youth are playing and downloading music 57% of the time (parents think 10 %).
- Homework? Parents are very optimistic. Parents think that youth are doing homework 65% of the time. In reality, youth are only spending 38% of their time doing homework.
- Parents are unaware of what young people are actually doing online.

## Youth's Online Experiences - RISKS

- More than half have been exposed to **pornographic websites**

*"More than five in ten youth (52%) say they have accidentally ended up in a pornographic Web site a lot (15%) or only a few times (37%). Boys in secondary school, those who do not have a parent who is a college or university graduate and those who use the Internet more frequently at home are more likely to say they have done this a lot.*

*Among youth who have accidentally ended up in a pornographic Web site, most got there by doing a search for something else (59%) and typing in a wrong address (59%). Much smaller numbers mention clicking on a link that was sent to them in their e-mail or when they were instant messaging (29%), clicking on a banner ad (20%), receiving a link from someone in a chat room (15%) and clicking on a link in a newsgroup (7%). Eleven percent mention something else, including five percent who say it was just accidental and four percent who say it was on purpose. Youth in secondary school are more likely to say they ended up in a pornographic Web site by doing a search for something else and by clicking on a link that was sent to them in their e-mail or when they were instant messaging. Boys in secondary school are also more likely to mention that they got there by clicking on a banner ad and receiving a link from someone in a chat room." (from Young Canadians in a Wired World)<sup>30</sup>*

### How do Youth access Porn?

#### EXAMPLE

- They type in whitehouse.com; it's actually a porn site.
  - Mistype disney-related sites, movie star names, Harry Potter sites.
- More than half the young people surveyed received **porno junk mail**.

29. *ibid*, pages 45-56

30. Media Awareness Network and the Government of Canada, Young Canadians in a Wired World, the student's view, 2001, pages 63-65 "Exposure to Pornography"



### Porno Junk Mail

#### EXAMPLE

- Junk mail can range from real porn images, Viagra ads, etc.
- 46% of older youth say someone has made **unwanted sexual comments** to them on the web.
- **In person meetings with “Cyberfriends”**: 25% of youth have been asked to meet in person, somebody they met in cyberspace. <sup>31</sup>
  - ▶ 15% go; half (7%) went **alone** to a meeting with someone (a “cyberfriend”) whose real identity is not known to them.
  - ▶ 12% have had *bad real life experiences with Internet friends*.
    - Canadian age of sexual consent is 14

#### EXAMPLE

Americans will actually actively seek out Canadian kids (for sexual exploitation) because there's less legal loop holes. The average age of consent in the USA is 16 and it varies state to state. In some states the age of sexual consent is as high as 18.

### Summarize: What are Youth DOING Online?

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- No surprise - most youth use the Internet to **socialize!**
  - ▶ Email - 71% have email accounts
  - ▶ Instant messaging - 56% of youth use
  - ▶ Chatting - 56% use chat rooms

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31. *ibid*, page 78



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Topic 4 Kids Growing Up - Adolescent Development in an Online Environment

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**Learning Objectives:**

- Identify impacts of the web on adolescent development through youth behaviors online.
- 

CONTENT: Topic 4

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Adolescent Development

- Identity experimentation
- Sexual experimentation
- Separation from Parents and family
- Venting frustration

Adding the "Internet" to the Equation - Adolescent Development Online.

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**Time - Topic 4) : 5 min**

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**Resources - Topic 4) : IOCSE-PPT 26**

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**Key Questions for this topic:**

- How do the Effects of the Internet affect **Youth** and their behavior online?



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## Adolescent Development

- Normal adolescent development behaviors can include:<sup>32</sup>
  - ▶ Identity experimentation
  - ▶ Sexual experimentation
  - ▶ Separation from Parents and family
  - ▶ Venting frustration

Note: this presentation will not discuss adolescent development theories in detail. For more information see references.

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<sup>32</sup>.see Eric Erikson.



## Adolescents Online - Effects of the Web and Youth Development

- These normal adolescent behaviors, combined with the Internet, add up to *kids acting out normal adolescent development, online*.
- There are positive and negative aspects to this:

### Identity Experimentation

Youth naturally go through periods of questioning their identity and of experimenting with their identity where they try to be “different” people, and explore different experiences.

#### Identity Experimentation in Meat Space

##### EXAMPLE

Youth choose to “dress” in a certain style to experiment with that identity.

#### Identity Experimentation on the Internet - Virtual Identities

##### EXAMPLE

The internet is a great place to explore/experiment with identity.

- Chat medias require use of nicknames - Youth nicknames reflect identity experimentation.
- Kids pretending to be someone/something
- They pretend they’re a different age, a different appearance, or have a different personality. The internet is open to experimentation.

Also, add in the Disinhibition effect:

- Sometimes, youth do things online that they wouldn't really do
- Create identities, and act out behaviors, that are experimental, forgetting that the digital media is treacherous (i.e. create porn using web cams - See Amber’s Secret).
- ➔ The creation of a virtual personality or an aspect of personalities is becoming a recognized and shared experience of youth. The norm will be to explore this.
- ➔ **Online Experiences and Identities can be just as real as physical experiences.** Emotional impact, manipulation is just as possible through text, video, images, as it is through in-person contact.



## Intimacy, Belonging & Sex

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- All teens experience and explore issues of intimacy and sex.
- This is a big part of adolescent development.

### **Youth Experiment with Sex**

#### **EXAMPLE**

Sexual roles emerge and develop throughout adolescence. Experimentation with sexuality may include: dating, gender roles, sexual preference, viewing sexual materials, seeking information about sexual health and/or language.

### **On the Internet, Youth can access unlimited information about sex**

#### **EXAMPLE**

Using the Internet, youth can view pornography for free.

Dangerous - Youth can be convinced to create pornography of themselves using web cams and can be sent child pornography via IM, chats or email.

- ➔ There can be long term effects of viewing child pornography.
- ➔ Can be positive for youth trying to find information
- ➔ Filtering software is not usually recommended (can be ineffective) for teens. Filtering software is only appropriate for young children (>10 yrs).

## Separation from Parents and Family

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Most youth experience a period where they try to separate themselves from their family and/or parents. They try to experience things to distinguish themselves as unique individuals.

### **Separation from Family by “running away” or doing things against the “rules”**

#### **EXAMPLE**

Youth may “run away” to separate themselves from parents

### **Separation from Family on the Internet - You can Go ANYWHERE!**

#### **EXAMPLE**

On the web, you can go anywhere. Also, you have the disinhibition effect which encourages people to do things they wouldn't normally do in “real life”

- “Like it's the best kid's tree fort in the world. You can go anywhere, they can't find you.”



- Youth can find information about topics which may be “forbidden” by their parents.

## Venting frustrations

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Adolescents express frustrations verbally to friends, parents, and in private.

### EXAMPLE

On the Internet, venting can happen through web sites, chats, etc. Images, text can be permanent if copied around the web.

- Young people say things on the Internet that they would not say in real life. “Almost six in ten older youth (57%) say they have said things they normally wouldn’t say in real life when they were chatting, using instant messaging or participating in chat rooms and newsgroups. Boys in secondary school are slightly more likely than their female counterparts to say they have done this often. Those who use the Internet more frequently at home are also more likely to report doing this.”<sup>33</sup>

➔ Youth are using the Internet to express feelings they wouldn’t necessarily say in real life.

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33. Media Awareness Network and the Government of Canada, Young Canadians in a Wired World, the student’s view, 2001, page 83



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**Topic 5** Predators @ Play - What are Pedophiles doing online?

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**Learning Objectives:**

- Identify the main online activities of adults with a sexual interest in children.
- 

**CONTENT:** Topic 5

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- Classifications of Online Pedophilic Activities (COPINE)
    - ▶ Online Child Pornography
      - ✓ Collections
      - ✓ Encryption/Storage
    - ▶ Online Pedophilic Communities
    - ▶ Online Grooming and Luring
    - ▶ Online Sexual Assaults
- 

***Time - Topic 5) : 10 min***

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***Resources - Topic 5) : IOCSE-PPT 27-32***

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**Key Question for this topic:**

- Youth are mostly using the Internet to SOCIALIZE and talk. Who are they talking to? Everyone, anyone... Some end up talking to pedophiles.
- What are Pedophiles doing online?



## Pedophiles Online – 4 Types of Online Sexual Exploitation (OSE)

- Most information in this section is from the COPINE (Combating Pedophiles Information Network in Europe) Project. COPINE is at the University College Cork, Ireland. COPINE has been studying pedophilic activities online since 1997.<sup>34</sup>
- The pedophiles were online as *early as 1991*.
- 4 Types of Online Sexual Exploitation:
  - ▶ Online Pornography
  - ▶ Grooming/Luring
  - ▶ Pedophilic Communities
  - ▶ Online Sexual Assaults

### Online Child Porn

#### **Making Child Porn in the Past**

##### **EXAMPLE**

History: Examples of child porn exist dating back to 1840.

- The development of child pornography has been closely associated with the development of photographic media.
- In 1847, Police raided a photographic studio and confiscated 130,000 photographs depicting children involved in sexual acts.
- The first laws against child pornography were written in Holland in the late 1970s.

Pre-internet:

- Child pornography had to be physically produced: Pictures taken, film developed, prints made, copied, and physically distributed.
  - Producers and distributors of child pornography were vulnerable to detection. Photographs had to be sent to a lab for developing, put in envelopes, transported via government postal systems, and cross borders where they were subject to physical inspection.
  - Viewers of child pornography could not easily destroy collections of child pornography.
  - In 1986, the Canadian Police College predicted that child pornography production and distribution would be under control by the end of the decade.
- Pornography can now be created using relatively cheap equipment (digital cameras, digital video cameras)

34. COPINE Project is online at: <http://copine.ucc.ie/>



- Pornographic images are stored as electronic data (digital) and are easy to distribute, cheap, and harder to detect
- Digital media is easy to hide:
  - ▶ can be destroyed/deleted
  - ▶ can be encrypted
  - ▶ child pornography collectors use “encryption” methods on their computers which can be very difficult to crack.

### **Collections - Online Child Porn**

#### **EXAMPLE**

**Collections** of online child pornography are coveted by pedophiles.

“Collections of pictures are rarely a random aggregation of individual images. Most pictures occur as part of a series and it is usual for such series to have a narrative or thematic link. The narrative may be an aid to fantasy and filling gaps in the series may be highly reinforcing to the collector.”<sup>35</sup>

- Collectors of child pornography have extensive databases. 700,000 individual images came from one collector in Manitoba in 2001 and that's not unusual.
- Very large collections/sets of images. e.g. “Lolita” set from kindergarten in the Netherlands. pedophiles will post in a Newsgroup: “I've got the Lolita collection 1 through 10 and 15 through 21, and if somebody will give me 11, 12, 13, 14, then I'll have this set completed.”
- Early porn was produced in Europe, Western Europe; later phase with images of indigenous children from South America. Currently a high number of images portray children from Russia and Eastern Europe (COPINE).
- Robin Sharpe's collections were almost exclusively of children of colour.

### **Collection storage - Removable devices**

#### **EXAMPLE**

Storage of “Collections” on jazz/zip drives (removable media).

- Easy to destroy: Reports of pornographers keeping 4 or 5 jazz drives with a gigabyte of data each in the microwave. If they're ever busted, all they have to do is microwave for 30 seconds and all of the evidence is destroyed.

35. Taylor, M. Quayle E. and Holland. G. (2001) Child Pornography, the Internet and Offending, *ISUMA, The Canadian Journal of Policy Research*, 2001, 2 (2), 94-100



### Collection Storage - Encryption

#### EXAMPLE

Collections/Data can be encrypted on hard drives.

- The Wonderland Club: When the police seized computers from this group, they discovered very high level encryption. Some pedophiles are very good with computers and very knowledgeable about protecting their data.

## Online grooming and luring

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- Pedophiles can establish online relationships with youth through chatrooms, IM, IRC, etc.
- These relationships can be used to “lure” youth out of the house for sexual assault, and for “grooming” to create pornography.
- Pedophiles can use the Internet to gain contact with many potential victims at once.

### Online Pornography used for Luring/Grooming

#### EXAMPLE

Online child pornography can be used to desensitize and normalize pornography to young people.

- Pedophiles will expose young people to pictures and say, “this is what normal boys and girls do”. Or “see, this doesn't look so bad, does it”.
- ➔ Online pornography can be used as a recruitment tool.
- ➔ Exposure to child pornography normalizes and desensitizes youth/children and can have long term effects.
- Canada Criminal Code Amendments - in Effect July 23/02.
  - ▶ Makes it illegal to “lure” young people over the Internet

## Online Pedophilic Communities

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- Previously isolated deviants creating ‘besieged minority’ communities.
  - ▶ Pre-Internet: Pedophiles were the isolated deviants in a community. All the mums knew who they were, and they were watched on the street. They're now a “**besieged minority**”.
- Uses of Communities:
  - ▶ Reinforce and validate pedophilic values
  - ▶ Distribute technical information - encryption, tracing software



- ▶ Exchange information of assault techniques, stalking techniques, locations of child sex trade locations
- ▶ Lobbying political and public opinion
- Pedophiles create “Groups” and “Clubs”:

### **Pedophilic Communities: The Wonderland Club"**

#### **EXAMPLE**

“In an operation coordinated by Interpol on September 1, 1998, more than 100 people allegedly involved in the Wonderland Club were arrested in 12 countries and more than a million pornographic images of children as young as 2 were found. Over 67 gigabytes of child porn were seized.

The Wonderland Club protected itself by using encryption and changing its server frequently. The group also restricts membership and new members had to be vetted. To belong an individual had to possess at least 10,000 images of child pornography. Many of the images had to be unique, different from the images held by members already. For less than \$100 a month members were allowed to access child pornography files and the IRC channel which was the club's meeting ground. They reinforced each other, they helped each other with technical information, they helped each other with luring and grooming techniques, they exchanged...” (COPINE Project)

The BBC Panorama TV Show did a show on the “Wonderland Club”. From the transcript of the BBC Show: (HINES, a young man who was a member of the Wonderland Club)

“HINES - The first thing anyone does when they get online is go looking for porn, it's just one of those things. And I found that fairly easily and within 24 hours I'd found the child porn as well. I didn't expect to find it at first, I thought well it's an urban myth it's just something you hear about on the news and there it was it was sitting in front of me.

Narrator: Within days he was hooked, exploring the hidden depths of the Internet. There he met other pedophiles. Thinking they were protected from the enemy by anonymity of the net, they traded sexually explicit images of children and talked about them.

HINES - I had people I could talk to. I had people I could trade images with as well but I had friends. I had never had so many friends. I had friends all over the world.”<sup>36</sup>

- ➔ So an individual who would normally be ostracized and isolated in a community, finds a sense of belonging.
- ➔ There are very well-organized groups of pedophiles.

36. Panorama "The Wonderland Club" Recorded from Transmission: BBC-1 Date: 11:02:01



## **Pedophilic Communities advocate for “Normalizing” Pedophilia»**

### **EXAMPLE**

E.g. NAMBLA (National Association for Man-Boy Love), Lovin’ Boys, Little Kisses (names have been changed)

- Lovin’Boys - This site contains stories, links and an extensive bulletin board system. NO pictures of child porn are on this site. The guidelines for the site strictly state that it is a support-focussed web site for men who love pre-pubescent boys. It is rigidly moderated as the web site creators are clear they want to offer a “legal” site.
  - Little Kisses - Another web site that advocates sex between adult women and pre-pubescent girls. Their arguments are eloquently presented in twisted well-written speeches. The site contains many beautiful pictures of young girls with mature women in playground-like settings. Information is included on the site about how to volunteer for organizations where they can access young girls.
- ➔ The intention of these groups (web sites) is to normalize what they call inter-generational love or inter-generational sex.
- ➔ Their arguments are well developed. They use the language of child rights to imply they are “defending children’s rights to express their sexuality”. They argue for a re-classification of pedophilia as a normal behavior as opposed to the current classification as a mental illness. They draw the parallel between this and the reclassification of homosexuality in the mid-1950s.



## Online Sexual Assaults

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- Sexual Assaults can be broadcast in real time using Web Cams over the Internet
- Assaults are compounded by **interactive** nature of assaults (multiple participants, not physically involved)

### **Orchid Club - Online Sexual Assault**

#### **EXAMPLE**

A sexual assault where 10 “participants” worldwide watched and requested different positions, poses, etc.

“For example, in 1996, a group of paedophiles that called itself the Orchid Club was arrested in the United States. Using a digital camera, one of the group members transmitted real-time images of a child being sexually assaulted and responded to requests from the club’s members in directing the abuse. Members of the Orchid club lived in the United States, Europe and Australia.”<sup>37</sup>

➔ Culpability and Jurisdiction issues.

➔ Permanence of Images - The assault lives on in real time because it's documented and it's viewed over and over and over again. You never know who has seen/will see the images.

➔ A whole new level of healing when we're dealing with victims of online sexual abuse.

### **Sexual Exploitation - Creating Online Pornography with Web Cams**

#### **EXAMPLE**

Youth can (voluntarily and involuntarily) create pornography and broadcast it over the internet. (see Cam Girls)

### **Contrast - Sexual Exploitation in Real Space**

#### **EXAMPLE**

Exploited youth can be pulled out of the “physical” situation (e.g. street, sex trade or stripping) and moved to a new home, a new city. Their past can be forgotten and hidden by a move to a new location (e.g. go live with your aunt in Manitoba and no-one will ever know you did ...)

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37. Taylor, M. Quayle E. and Holland. G. (2001) Child Pornography, the Internet and Offending, *ISUMA, The Canadian Journal of Policy Research*, 2001, 2 (2), 94-100



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## Issue of consent (Canada):

- Young people in Canada can consent to heterosexual sex at 14 years of age (lesbian sex, age of consent is 14; male homosexual activity age of consent is 18).
- Since young people can consent to sex, they can also consent to be video taped during sex acts.
- This material becomes child pornography and is **ILLEGAL** when or if it is shared with *anyone not depicted in the material*.



## Topic 6 Traps, Bad Toys, Bad Friends – Risks to Youth Online

### Learning Objectives:

- Identify the main risk factors for Youth.
- Identify the main activities/situations youth are at risk for online.

### Key concepts:

### CONTENT: Topic 6

- Common CSE Risk Factors also apply to Online CSE
  - ▶ Same as at home, on the street, in the community.
- What are the risks? (How are they lured into sexual situations?)
  - ▶ emotional manipulation
  - ▶ create online pornography
  - ▶ lured to a meeting
- Conclusions:

**Time - Topic 6) : 10 min**

**Resources - Topic 6) : IOCSE-PPT 33-35**

## Risks – Who is at risk of Sexual Exploitation?

- It's the same risks factors... at home, on the street, or in the community
  - ▶ “Unsupervised young people unaware of the risky situations they are in”
  - ▶ “Isolated, vulnerable youth seeking acceptance and thrills”



## What are the risks?

Young people become involved in sexually exploitative situations by being:

- Emotionally manipulated
- Convinced to create pornography
- Lured out of their homes to become involved the sex trade

### EXAMPLE

#### Emotionally manipulated

- A child can talk to somebody for two months and think they know them. They buy into a relationship sometimes for over a year.
- This person may be completely different than their online portrayal (i.e. an adult posing as a 15-year old).
- Eventually, the person asks to meet them or to see a picture.

If they send this person a picture:

- The predator can use the picture and “morph” the child’s face onto other images to create sexually explicit images which are then used to blackmail or coerce the youth.
- ➔ Whether or not they are “lured”, eventually the child finds out. They feel betrayed; they have a sense of loss.
- ➔ The relationship is real to the youth. Self-worth can be affected; they experience loss and betrayal.

### EXAMPLE

#### Convinced to create pornography

Amber’s Secret (Doug Stead, POLCYB), CamGirls.

### EXAMPLE

#### Lured out of their homes to become involved the sex trade:

Media reports of children being lured are more and more frequent. (Province - Feb 8, 2002)



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## What does all this mean?

- Recruitment and grooming for sexual exploitation can occur virtually as well as on the ‘street’
- Having good communication with your children about the Internet greatly reduces the risks of them being exploited.
- Sexual exploitation of children and youth is a global industry; the Internet is the newest venue, and has escalated the problem.
- Responsible adults need to catch up to the “predators”
- Education of parents, and youth serving professionals is essential (SOLO Project)

*“I’m not anti sex, I’m not anti Internet. I just think that we don’t cut kids loose in downtown Vancouver and say go where ever you want, hon. We have to stop doing that with young people on the Internet. ”*

*- Merlyn Horton, SOLO Project Coordinator*



Topic 7 Cyberstreet Proofing Kids @ the Playground- What can you do?

**Learning Objectives:**

- Identify some key actions you can take to reduce the risk for youth (in your community, in your family, etc).

**Key concepts:**

CONTENT: Topic 7

- What ACTIONS can you take?
  - ▶ Educate yourself and children with SKILLS re Internet
  - ▶ Role play risky online situations with kids
  - ▶ Talk to youth about their online experiences
  - ▶ Agree to boundaries for use (time limits)
  - ▶ Insist on meeting “cyberfriends” with youth
  - ▶ Contact police

**Time - Topic 7) : 5 min**

**Resources - Topic 7) : IOCSE-PPT 36-38**



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## What to do

- Be aware
- Don't underestimate OR overestimate the risks of the Internet
- Teach Internet **skills** not censorship
  - ▶ You don't stop children from going to the park, you teach them how to protect themselves.
- Learn about the Internet!
  - ▶ You wouldn't set them loose with a lawn mower at 6, so don't set them loose with the Internet at 12
  - ▶ Seek out Internet Safety web sites
- Encourage your children to talk about their online experiences
- Talk to your children about sex!
  - ▶ See Goaskalice website.
  - ▶ If you are reluctant to talk about sex - "Somebody's going to talk to your youth about sex. Who's it going to be?"



## How to Promote Safety Online

- Educate yourself and young people about the Internet
  - ▶ Even if you don't have a computer at home, your children or teens can access it at school, at a friend's house or at a public library.
  - ▶ Internet skills will be used for a lifetime.
  - ▶ Learn about online safety *together* by going to look for information online (google search).
- Talk to youth about their online experiences and about risks.
  - ▶ Ask them what they'd do if they were approached.
  - ▶ Provide them with inoculating experiences:
    - ✓ I'm going to type a message to you and then you tell me what you'd say back. Let's reverse this. If somebody said, would you take your clothes off in front of the web cam, what would you say? Let's practice that. The same as we role-play something to make them safe in real life we can role-play things for online.
- Agree to boundaries for Internet activities
  - ▶ Agree as a family to limits and age-appropriate boundaries around Internet use, around the choice of what material is to be used before the Internet is set up in your home.
- Insist on meeting any chat room acquaintances with your youth
  - ▶ Tell your children: "If you ever want to meet anybody that you met online, take me or another responsible adult with you".
  - ▶ **Half the kids went alone.** (Young Canadians in a Wired World)
 

"Coquitlam youth has gone missing... didn't take anything with him, didn't take anything with him, they're searching the park."

➔ **Think!** - Search the hard drive! A week later, search for the young person in Coquitlam is suspended and police are now looking at the computer forensics.
  - ▶ Reinforce the message: "**Don't go alone. Not don't go, don't go alone.**"
- Place your computer in an open central place so youth can have support close by
  - ▶ If you have a computer in your home, place it in an open central location so that *youth can have support close by should they need it*. This is *not* so you can look over their shoulder but so they can have support close by if they need it.
- Teach skills not Censorship
  - ▶ **HOWEVER** - Investigate filtering software for young children 0 - 10. We don't cut them loose, we put training wheels on a bicycle. When kids are just learning to read and if they're going online, filtering software can have a role.

### EXAMPLE

"Coquitlam youth has gone missing... didn't take anything with him, didn't take anything with him, they're searching the park."

➔ **Think!** - Search the hard drive! A week later, search for the young person in Coquitlam is suspended and police are now looking at the computer forensics.

- ▶ Reinforce the message: "**Don't go alone. Not don't go, don't go alone.**"



- ▶ Filtering software can also be frustrating and counterproductive for older youth.

**Filtering Software:** •blocks out information on “Breast”: Breast Stroke, Chicken Breast, Double-Breasted Suit

**EXAMPLE**

- Contact Police if you or child receives pornography, is sexually solicited or receives sexually explicit material from someone on the Internet
  - ▶ You can also report at CyberTips - <http://www.cybertips.ca>



Topic 8a Law Enforcement - Special Topics

**Learning Objectives:**

- Identify key areas of the Canadian Criminal Code which apply to OCSE.

CONTENT: Topic 8a

Issues faced by Law Enforcement

- Technological Challenges
- Global Challenges
- Offender Apprehension and Prosecution Challenges

Current Canadian Legal Perspectives - Bill C-15A, Bill C-20

***Time - Topic 8) : 10 min***

***Resources - Topic 8) :***



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## Issues faced by Law Enforcement in responding to OSE

Issues facing Law Enforcement can be roughly grouped into 3 categories:

- Technological Challenges
  - ▶ Tracking predators on the web
  - ▶ Gathering evidence
  - ▶ Limiting investigation to geographical jurisdictions
  - ▶ Evolving technologies
  - ▶ Limited technological resources
- Global Challenges
  - ▶ Inter-National and Inter-Agency cooperation
  - ▶ Agreement on definitions of child pornography and sexual exploitation
  - ▶ Sexual age of consent
  - ▶ Jurisdiction issues (i.e. where does the crime occur?)
- Offender Apprehension and Prosecution Challenges
  - ▶ Little classification of levels of severity of offender activities
  - ▶ Uninformed judiciary lacking current language and knowledge about internet technologies and underrating the severity of harm caused by online child pornography (i.e. “it’s a victimless crime”).
  - ▶ Lack of treatment for offenders
  - ▶ Evidence collection/recording
  - ▶ Increasing number of youth offenders involved in child pornography

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### Current Canadian Legal Perspectives

- There are attempts at updating our criminal code to catch up to the requirements around technology but laws and the judicial systems isn't known for moving or adapting quickly.

**CBC News Online: “Canada’s child exploitation laws”** - Erik Missio and Justin Thompson, Jan. 16, 2003

In September 2000, federal, provincial, and territorial justice ministers proposed an amendment to the Criminal Code which would make it an offence to use the Internet to lure children for criminal purposes. Less than two years later, the government passed an omnibus bill which put the proposal into law.

Enacted July 23, 2002, Bill C-15A brought into force child exploitation laws dealing with two main issues:



### **1. Child Pornography on the Internet**

Under the Criminal Code, the following are offences, and carry a maximum penalty of 10 years in jail:

- transmit, or send, child pornography from one person to another
- post child pornography on a Web site, or link to child pornography on a Web site
- export child pornography
- possess child pornography for the purpose of exporting, making available or transmitting

### **2. Using the Internet to lure children**

It is illegal to use the Internet to communicate with a child for the purposes of committing a sexual act. This offence carries a maximum 5-year prison sentence.

This legislation, in part, satisfies Canada's commitments to a UN protocol on the rights of the child (January 18, 2002). Signed by 105 countries, the document is known as the *Optional Protocol to the United Nations Convention on the Rights of the Child, on the Sale of Children, Child Prostitution and Child Pornography*.

A strength of the protocol is that it prescribes consistent law to deal with child pornography across borders. This is especially important where the Internet is concerned, and international boundaries become blurred.

#### **Proposed Legislation:**

Since Bill C-15A, was enacted, more legislation has been proposed to deal with Internet child pornography and child exploitation. In December 2002, Justice Minister Martin Cauchon announced a “very strong package” to close loopholes in existing laws.

The proposed changes include:

- a limit on defences for a child pornography charge. This means anyone facing a child pornography charge would have to prove the material is in the public interest;
- criminalizing voyeurism and criminalizing the posting of voyeuristic material on the Internet;
- doubling the sentence for child exploitation to 10 years;
- providing more help to children who testify in court;
- creating a new age of consent rule, that shifts the focus from the youth giving consent to the behavior of the adult.



Topic 8b Human Services – Special Topics

**Learning Objectives:**

- Identify areas in current counselling practise which should be modified to address issues of OCSE.

CONTENT: Topic 8b

Issues facing Human Services:

- Education
- Victim Needs
- Agency Policy and Practise Changes

***Time - Topic 8) : 10 min***

***Resources - Topic 8) :***



## Issues faced by Human Services Sectors in responding to Online Sexual Exploitation

Issues facing Human Services can be roughly grouped into 3 categories:

- Education
  - ▶ All sectors of society need education and training that reflect current concerns and risks associated with life online. These include youth, parents, professionals and the public.
- Victim Needs - There are many different kinds of victims of online sexual exploitation:
  - ▶ These types of victims need to be identified.
  - ▶ Treatment priorities that accommodate the unique dynamics of child pornography victimization need to be established and implemented.
  - ▶ Victims of child pornography may include those depicted in images, those who view child pornography, those who are involuntarily exposed to child pornography.

### EXAMPLE

Crisis response workers need to validate online experiences for those requesting help and respond comprehensively to the issues of online emotional manipulation, sexual exploitation and luring.

- Agency Policy and Practise Changes
  - ▶ Practises and policies by human services organizations need to reflect the technological changes of the new millennium.
  - ▶ Practises need to reflect youth experiences with online communities and virtual identities. There are also opportunities to use online media to deliver services.

### EXAMPLE

- Assessments forms that request youth's electronic contact information.
- Sexual abuse interview questions need to cover online exploitation.



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## Topic 9 Wrap-up/Q&A

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### CONTENT: Topic 9

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- Open Q&A Session.
  - Complete Course Evaluation
  - Discuss resource material, SOLO Website address and other follow-up resource locations.
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**Time - Topic 9) :** 30 min

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**Resources - Topic 9) :** Course Evaluation, Resource Material (web addresses), SOLO Website, Business cards, IOCSE-PPT 39-41

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## Unanswered Questions: (DISCUSSION Topics)

- How is the Internet causing pedophilic behavior?
- Is digitally altered child pornography illegal? Does changing a photo to make it appear that a child is having sex constitute child pornography?
- Are there casual links between viewing child pornography and abusing children?
- What will be the effects be on the sexual development of youth who view online pornography?
- How will the needs of victims of online sexual exploitation be met?
- What is the future of child pornography?

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## Q&A Session as needed.

- Respond to Questions. Refer to references or SOLO Project if needed.



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## Review Course Objectives & Get Feedback

- Go through course outline handout (from beginning) to make sure that all topics were covered.
  - ▶ Check-in with participants to confirm that they are all “comfortable” with course material and feel capable of proceeding on their own.
  - ▶ Ask if they have any questions?
- Handout Course Evaluation.

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## Future

- Discuss options for further training/presentations on “unanswered questions” topics, if appropriate. E.g. UN Convention, Criminal Code, Modifying Counselling Practices.
- Highlight contact information for SOLO Project/Web site.



# Handouts

The following handouts inform and expand on themes identified in the curriculum. Some are specifically referenced in the curriculum, while others are intended as background information for the presenter(s). Some handouts can be used for discussions or case studies. The handouts are intended to be used at the discretion of the presenter(s).

## Documents & Links

Some sites aimed at Teens/Youth

The Tina Bell Story - Part 1 (The Diaries)

The Tina Bell Story- Part 2 (Opinion)

The Tina Bell Story - Part 3 (Results)

Amber's Secret

Safety Tips

Background on Online Sexual Exploitation (OSE)

Background on the United Nations Convention on the Rights of the Child

Glossary of Internet Terminology



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## Documents & Links

### Safety tips for Youth / Safety tips for Parents

Justice Foundation Canada

<http://www.justicefoundation.ca/Website/new.htm#top>

Child Net

<http://www.childnet-int.org/tips/index.html>

### Professionals, Organizations and Groups

Alliance for the Rights of the Child

<http://www.childrightsweb.ca/>

Childnet International

<http://www.childnet-int.org/>

Media Awareness Network Web Awareness; Knowing the Issues.

<http://www.media-awareness.ca/eng/webaware/home.htm>

Child Rights Information Network

<http://www.crin.org/>

Centre for Europe's Children

<http://eurochild.gla.ac.uk/>

ECPAT International

<http://www.ecpat.net/eng/index.asp>

### Document links

Link to paper by Max Taylor, "The nature and dimensions of child pornography on the Internet"

[http://www.asem.org/Documents/99ConfVienna/pa\\_taylor.html](http://www.asem.org/Documents/99ConfVienna/pa_taylor.html)

ECPAT Report, "Protecting Children Online"

<http://207.153.255.161/childpornbook/childporn.html>

Canadian Federal Government Report, "Illegal and Offensive Content on the Internet"

<http://www.connect.gc.ca/cyberwise/>

Media Awareness Network, "Young Canadians in a Wired World"

<http://www.media-awareness.ca/eng/webaware/netsurvey/index.htm>



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## Some sites aimed at Teens/Youth

YouthFluence, <<http://www.youthfluence.com/>> is a dynamic web site designed to encourage civic literacy and participation among young people in Canada. The site offers chances to comment on political events, has links to relevant online resources and a bulletin board style discussion forum. The focus is knowledge building and information about civil rights, government programs and initiatives. The site is unique in that it offers chances for youth to establish their own online community and encourages youth advocacy.

Similarly SchoolNet, <<http://www.schoolnet.ca/home/e/>> is a large website that offers learning resources, online bulletin boards and technical organization for schools in Canada. The site is supported by Ministries of Education across Canada and is a support network for all schools in the country.

Spank! , <<http://www.spankmag.com/>> is an online magazine and community that boasts of being the "longest running youth e.magazine @ 2218 days". Spank! is produced in Calgary AB and is divided into two sections; "Spankopedia" a collection of features, articles, reviews, and material submitted by youth and "Spankforums" a place to rant, rave, respond, and be yourself. The forum area has "over 101,151 replies to 8,871 posts".

Another website is Youthone.com. This is an Edmonton based online magazine / referral source/ online forum.

"Go Ask Alice" <<http://www.goaskalice.columbia.edu/>> is a site that has FAQs, information, and email advice on drugs and alcohol, sexual health, eating disorders, and emotional health. The University of Michigan manages the site. A study published in the December 2000 Health Education & Behavior journal names Go Ask Alice! number one for access to specific sexual health information on the Internet. The site has over 2,000 Questions and Answers. The answers on Alice are direct and frank. This site has no advertisements as a university sponsors it.




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## The Tina Bell Story - Part 1 (The Diaries)

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 This story was printed from ZDNet UK,  
 located at <http://news.zdnet.co.uk/>  
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Location: <http://news.zdnet.co.uk/story/0,,s2085043,00.html>

### **Chatroom Danger: The Tina Bell Diaries** [Wendy McAuliffe](#)

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**Transcripts from the 'Tina Bell Diaries' -- ZDNet's investigation into the dangers posed by some Yahoo! Messenger chatrooms. WARNING: this article contains strong and sexually explicit language. We have altered the IM names used in the following chatroom conversations**

Chatrooms offered by popular portal Yahoo! are used by paedophiles to lure children into sexual conversations and trade paedophilic images online. An independent investigation by ZDNet News into Yahoo! Messenger chatrooms gathered alarming proof that this leading Internet portal is hosting a forum for paedophiles to freely exercise their perverted sexual preferences.

A two minute stint in chatrooms entitled "Younger girls for older men" or "Girls watching guys jerk off" is sufficient to stumble upon a paedophile ring discussing their latest exploit. Here's one we found.

**Bikerdaddy:** *did she wiggle a lot?*

**Strongman:** *Yes. We gave her some dope*

**Strongman:** *This was the 3rd time -- she's getting better*

**Bikerdaddy:** *Sweet*

**Strongman:** *Yes*

**Bikerdaddy:** *How many did her?*

**Strongman:** *I fucked her alone while her Mum watched...and helped -- Vaseline etc*

Net paedophiles will go to the extent of claiming ownership over innocuous rooms such as "Teens", where children are likely to be chatting.

**Doctorealdildo:** *you like fucking?*

**Tina\_Bell:** *um*

**Doctorealdildo:** *this is a sex room*

**Doctorealdildo:** *don't you know?*

**Tina\_Bell:** *oh is it?*

**Tina\_Bell:** *no it says teen and preteen girls*

**Doctorealdildo:** *you had better get out*

**Doctorealdildo:** *call...if you want some phone sex*

Yahoo! Messenger has been criticised by child psychologists for increasing the threat of children being sexualised and "groomed" by online predators. The software, downloadable from yahoo.com, enables paedophiles to establish a one-to-one relationship with children whom they made initial contact with in a Yahoo! chatroom. ZDNet's investigation confirms fears that paedophiles are using the Yahoo! service to engage vulnerable children in cybersex.

Experienced paedophiles follow a particular protocol for enticing children into sexual conversations. They begin by luring the victim, usually a girl, into a false sense of trust and security, establishing how old they are and whether or not they are alone. Once it has been



confirmed that her parents are away from the computer, and that she is willing to engage in conversation, the man will typically encourage her to perform preparatory sexual acts for him such as removing an item of clothing.

**Boy\_alfonso:** *will your remove your pyjamas for me?*

**Tina\_Bell:** *yes*

**Boy\_alfonso:** *are you half naked now?*

**Tina\_Bell:** *yes*

**Boy\_alfonso:** *is your room locked?*

The minimum goal of a Net paedophile is to persuade the child to participate in cybersex. At this stage of the conversation, the man will often demonstrate a lot of patience in explaining this concept that will understandably be very new to the girl.

**Boy\_alfonso:** *well have you ever tried cyber?*

**Tina\_Bell:** *what is cyber?*

**Boy\_alfonso:** *cyber...its like sex on the Net*

**Boy\_alfonso:** *sex on the Net...its like sex on the phone...*

**Tina\_Bell:** *I'm only 12*

**Boy\_alfonso:** *try it you'll have fun*

ZDNet has been told by child psychologists that the point at which children are in danger of being sexualised by paedophilic conversations is when they are exposed to sexual information before they have reached a suitable level of maturity. Within the ZDNet investigation,

predators were clearly aroused by introducing child virgins to the adult world of sex.

**Frank\_angel:** *did you ever see a man's hard cock before?*

**Frank\_angel:** *do you like to rub your pussy?*

**Frank\_angel:** *make it all wet*

**Frank\_angel:** *make you feel good*

**Tina\_Bell:** *I don't know*

**Frank\_angel:** *bet you do it all the time...you should try it*

**Frank\_angel:** *his hands are all over you*

**Tina\_Bell:** *no they are not*

**Frank\_angel:** *touching your tits*

**Tina\_Bell:** *lol*

**Frank\_angel:** *slipping down you knickers*

**Frank\_angel:** *fingering you*

**Frank\_angel:** *making you wet*

**Frank\_angel:** *you can feel his hard cock against you*

The transcripts contained within this article are shocking to the adult reader, but child users of Yahoo! Messenger can be confronted with equally threatening conversations every time they enter certain chatrooms. Despite increasing pressure from children's charities and child psychologists to get Yahoo.com to monitor its chatroom content, the US Internet giant still refuses to respond effectively to criticism.

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## The Tina Bell Story- Part 2 (Opinion)

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This story was printed from ZDNet UK,  
located at <http://news.zdnet.co.uk/>  
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Location: <http://news.zdnet.co.uk/story/0,,t269-s2085044,00.html>

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### **Chatroom Danger: Opinion - when online chat leads to the Crying Rooms** March 2001 [Richard Barry](#)

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**Richard Barry's last opinion piece for ZDNet  
(he is moving on after three years at the ZDNN  
helm) is an impassioned plea to the Internet  
industry to do more to make chatrooms safer  
for children.**

**WARNING: this article contains strong and  
sexually explicit language**

Tina Bell, a typical 12-year-old girl with a home computer, has been abused over a period of four weeks after installing Yahoo!'s Instant Messenger on the new PC her mum bought her for Christmas. Paedophiles, scouring rooms Yahoo! won't take down or supervise, spotted Tina and subjected her to a process that is sickening to experience.

Fortunately, Tina Bell is not a real 12-year-old girl. I created her persona to find out what it was like to be a naive young girl exploring chatrooms -- or, the "Crying Rooms", as they might more accurately be described. For the strong of stomach, these experiences are documented in the [Tina Bell Diaries](#). I have no doubt that if Tina had existed, she would be in danger of being raped... just like any other vulnerable child who wanders into the Crying Rooms operated and maintained by Yahoo!.

The Crying Rooms are something I came across on Yahoo!'s instant messaging service -- just two

clicks of the mouse and you enter a world of paedophile chat. Online paedophilia is a political minefield for a journalist. In our lofty position as overseers and informers we are surrounded by people determined to persuade us that online paedophilia is a problem we have to live with because the alternative would damage freedom of speech.

And they do it well. I have to admit, having listened to all the debate, the reasoning and the dialogue that goes on about paedophiles operating on the Net, I have at times succumbed to the comfortable position of dispassionate onlooker.

I've been watching long enough.

Having covered this issue as a reporter for around six years, it is now time to say what I believe. And I believe this. There is a company that allows paedophiles to use its chatrooms to hunt and abuse children. That company's executives have known for several months that children risk being engaged in cybersex when they use these rooms, so they have become adept at avoiding difficult questions. They want parents to believe everything is alright.

But everything is not alright. Assurances from senior executives that measures would be taken to deal with men using these Crying Rooms as a dial-a-child service have simply not been delivered. And in an unconscionable act of disregard for the family of the 13-year-old girl raped by 33-year-old Patrick Green, Yahoo! has



still not removed the room where this tragedy began.

It is unacceptable that a company like Yahoo! ignores the results of months of ZDNet's research into the sickening activity it knows goes on in its chatrooms. That work has revealed a predatory online culture where paedophiles are able to target children using sophisticated communications technologies, speak to them, form relationships with them and in some cases actually physically abuse them. Abuse of children is being inadequately dealt with by a world leader in the New Economy.

There are still no warnings about paedophiles on Yahoo!'s Instant Messenger. There are still no plans to block, or manage the rooms where these perverts operate. Any child, anywhere, can simply log on and enter the Crying Rooms simply by downloading the software from Yahoo.com or one of its partners.

From signing up any number of anonymous logins, your child could be speaking to an experienced online paedophile within 60 seconds of logging on. I know, I have done it.

Yahoo.co.uk will no longer allow me to speak with its UK managing director, Martina King, despite personal assurances from her that I could maintain a dialogue to reach a satisfactory conclusion. Yahoo.com refuses to respond either. Perhaps it hopes will all be forgotten as a result of the continuing foot and mouth crisis. In fact it is about to be broadcast to an audience of millions. ITN's *Tonight* programme has documented ZDNet's investigation into how paedophiles use Yahoo!'s chatrooms and voice chat to abuse children.

Over the last month or so I have covertly surfed Yahoo! chatrooms in the guise of a 12-year-old girl to see how simple it is for a child to meet an Internet predator. It is quite literally two clicks

away from the main screen of the messaging service. Those two clicks from Yahoo!'s "friendly" user interface propel children completely unsupervised and unprotected, into a world operated by men who chat openly about "kiddie fucking" and where "trading" images of abuse are the norm.

The Crying Rooms are populated every day with men either talking about their sexual exploits with children or those who actually hunt young users, looking for clues of age in login names or the Personal Profiles facility. It's an environment that operates within the amusement park Yahoo! provides for its millions of users world-wide. But unlike any amusement park you've ever been to, this one allows abusers to set up areas where they can prey on children. They lure children using sophisticated techniques -- and cutting edge technology -- to convince young minds that having sex with an adult is OK.

They use Yahoo!'s chatrooms to manipulate children into sexual acts and conversations that child psychologists agree will have long term psychological effects. If things go well for the paedophile, they can use Yahoo!'s amusement park to set up a meeting. Green set up a meeting. His victim paid with her innocence, her childhood and her family can think of nothing else.

But this isn't just about Yahoo!, it is about an industry that has failed miserably to manage its social responsibility when it comes to protecting young people using the Internet. The Internet Watch Foundation (IWF) by its own admission is barely scratching the surface of the problem and acts in a manner that suggests it doesn't understand the issues.

At its House of Lords meeting in January, Clive Feather, the IWF's deputy chairman, threw the blame back at the parents after details of the Patrick Green case were revealed. Feather is



deputy chairman of the IWF, an organisation that was purportedly set up to protect children online. His comment disgusted those present, and he has never accepted an invitation from ZDNet to explain his position more clearly.

ISPA (Internet Service Providers' Association) is unable to act against any ISP which is not a member of its voluntary club. Privacy advocates have criticised one of ISPA's members, Thus, suggesting it had gone too far when it announced it was banning newsgroups with paedophile labels. Secretary general of ISPA, Nicholas Lansman, told a Panorama programme investigating the notorious porn ring the "Wonderland Club" that newsgroups with names like alt.fuck.babies "don't just carry paedophile content" and tried to deny it when I cross examined him on these comments.

Meanwhile the police are left having to confiscate the hardware from arrested paedophiles so they can use it themselves. Your police force is having to use these computers because it doesn't have enough funding to provide modern equipment for itself.

The systems in place to prevent child abuse taking place through the Internet are woefully inadequate. More significantly, they are run by individuals who act in a way that suggests they are less interested in protecting children and more interested in protecting the ISP business. Back in 1996 I fought against government intervention on this issue believing the industry had the ability and the will, to do what it takes to deal with paedophiles online. I believed the industry would be able to manage this itself.

It is neither willing nor able.

Even my former parent company, ZDNet.com -- which, after Yahoo!, is one of the biggest providers of users for its IM software -- has failed

to act on requests from senior ZDNet editors in the UK to provide a warning for parents on its download page -- a page where ZDNet readers can click on a link to be taken to Yahoo! to get the IM client. A request to make the safer, chatroom-disabled, "UK Version" of Yahoo!'s IM the default offering to UK domains was also refused on the grounds that this was not technically possible.

Large Internet businesses are ignoring requests from the UK because their businesses are based in the US, often citing America's First Amendment as a defence.

I simply do not believe the First Amendment was designed to protect paedophiles.

These companies continue to export the software which I have proven enables paedophiles to get close to children. Why is Yahoo! failing to take any decisive action following the rape of a young girl by Patrick Green and how dare ZDNet.com ignore warnings from its UK satellite about the potential dangers of this software? To me it is ducking its responsibilities.

Yahoo!'s apathy disgusts me and this disregard for children it represents is endemic in an industry I have served for nearly a decade. If the companies and the industry cannot deal with this problem, and let's be clear they can't, it is time for change.

The tabloids, led by children's charities and Carol Vorderman, are now leading a campaign to clean up chatrooms. They will not be swayed by the technical, commercial, or libertarian smokescreens this industry consistently hides behind.

I support them and the tactics they will employ to get Yahoo! and the rest of this industry to act responsibly. You have had your chance and despite all your concerned gestures and promises of a safe Net where children can study and learn about the world, you have failed. The



organisations designed to protect our kids are little more than government quangos led by technical misfits who place a child's safety below that of the continued prosperity of the World Wide Web.

I do not understand the companies that continue to make available this facility. You have demonstrated an unwillingness to join society in its ejection of these evil people and continue to provide them with the tools to destroy a child's life.

The Internet industry should be ashamed. More importantly, it should now act to make Internet chatrooms safer for children.

**What are the risks of paedophiles approaching my children through Yahoo! Messenger chatrooms? Find out the details of ZDNet News' investigation in the [Chatroom Danger](#) Special Report**

#### Related Links

[Chatroom Danger: Wonderland paedophiles given the thumbs up](#)

[Chatroom Danger: The 60 second route to abuse](#)

[Chatroom Danger: The Tina Bell Diaries](#)

[Chatroom Danger: Carol Vorderman speaks out](#)



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## The Tina Bell Story - Part 3 (Results)

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This story was printed from IDG London News Service  
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Location: <http://www.idg.net/idgns/2001/02/13/YahooUKBlocksAccessToUS.shtmlmime>

### Yahoo U.K. blocks access to U.S. adult chat rooms

Laura Rohde, IDG News Service\London Bureau

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February 13, 2001, 08:17

The U.K. division of Web portal company, Yahoo Inc. has updated its chat service to disallow access to adult Yahoo chat rooms, or Yahoo Clubs as they are called, that are located in the U.S. "It's not 'blocking' access per say. Users can still obviously access U.S. chat through Yahoo's U.S. chat site. As part of our general push to localize content, we are also attacking the problem of undesirable content globally. It's part of our constant evaluation of our service," said Sue Jackson, a spokeswoman for Yahoo UK Ltd.

The change, which still allows Yahoo U.K. & Ireland users to access adult chat rooms that are based in the U.K. and Ireland, occurred "within the last month," Jackson said.

The move comes amid much discussion and publicity over the child pornography ring, the Wonderland Club, which British police have called the world's largest organized Internet child pornography ring. Last month, seven U.K. club members were convicted of downloading and exchanging hundreds of thousands of pornographic images of children over the Internet. On Tuesday, the convicted pedophiles were sentenced to jail terms of between 12 and 30

months.

Yahoo U.K. & Ireland has been working closely with children's charities and Internet watchdog groups such as ChildNet and the Internet Watch Foundation (IWF) on ways to improve child safety and made the decision to block access to non-U.K. adult chat rooms after consultations with the various groups, Jackson said. "We are keeping them informed and we talk regularly," Jackson said.

Furthermore, Yahoo U.K. & Ireland is "looking to introduce new technologies to limit objectionable content. It is a matter of strengthening compliance with our terms of services," Jackson said. The company also plans to appoint a "social policy specialist" charged with reviewing the safety of its chat services and will in future encourage its users to report any potentially illegal activity, Jackson said.

Last month, Yahoo Inc. banned all Nazi memorabilia and paraphernalia from hate groups from its auction site, a situation which according to Jackson is in no way related to Yahoo U.K. & Ireland's decision to limit access to content on various Yahoo Clubs.

"That is an entirely different type of issue. That is a case where all of France is banned from certain information. Our goal is part of our policy for our sites to only reflect local content and local service," Jackson said.



In November, a French court ordered Yahoo to filter out users in France from its auction sites where Nazi items are sold, and would have fined Yahoo about \$14,000 for each day it exceeded the order's February deadline. German authorities have also investigated Yahoo's local site for the alleged auction sale of Adolf Hitler's "Mein Kampf," which is banned there. Attorneys for Yahoo said at the time that the site's policy change

did not in and of itself comply with the French court ruling, and that Yahoo had no intentions of complying with the ruling.

Yahoo, based in Santa Clara, California, can be reached at <http://www.yahoo.com/>. Yahoo U.K., in London, can be contacted at <http://uk.yahoo.com/>.

# Amber's Secret:

## **An International, Distance-Remote Child Sexual Exploitation Case Study**

February 12, 2002

By Doug Stead  
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The Society For The Policing Of Cyberspace

### **Abstract**

*Amber's Secret* is a case study that examines and recounts how Canadian and Australian Law Enforcement conducted the multi-jurisdictional investigation of an adult male living in Australia who, using computer, digital video and Internet technology, sexually lured and groomed a developmentally challenged female child living in Canada.

## **Aim**

The purpose of a case study is to generate interest, stimulate discussion, convey knowledge, and effect attitudes using a relevant and current real-life example. “Amber’s” story is typical of the dangers children face in our ever technologically advancing world. The not only typical but also atypical response of police officers and their respective agencies is relevant for it exemplifies how direct communication and cooperation in an ever shrinking global village successfully facilitated an effective and quick resolution.

## **Who**

### **Victim**

Amber (not her real name) is a 16-year-old disabled female, with the mental and maturity level of a 13-year-old. She lives with her mother in Port Moody, British Columbia, Canada. Amber, like many teens and preteens, is an avid player of “Creatures,” a very popular Internet game and e-community. Amber created her own “creatures” with which she entered and played various virtual-reality games. These, however, are games that also allow and encourage players to converse with each other using real-time chat relays together with web video camera images.

### **Perpetrator**

David, known to police, is a 26-year-old unemployed male who lives with his parents in South Australia. He lives in a rural crossroads, consisting of 10 homes with no shops or other services. The closest township of any size is Loxton, a 35-kilometer drive. David is also computer-skilled and an avid Internet user and “creatures” player. David uses the game “Creatures” to meet children, and to develop trusted, friendly relationships with children such as Amber.

## **What, When, Where, and How**

On October 30, 2001, Officer Jim Burton of the Port Moody City Police, a department with 32 sworn Police Officers serving a quiet suburban community, returned a voice mail left by Amber's mother. The mother, after consulting several family friends and a therapist, selected this officer because of his long service in the community and his good reputation in working with troubled youth. Amber's mother disclosed that she found Amber nude, posing in front of her bedroom computer web camera. As well, Amber's estranged father, a computer professional, examined the computer and found a computer video of an adult male, nude and masturbating himself.

Amber's father removed the hard disk drive from Amber's computer and provided it to police. The hard drive was subsequently brought to a local computer engineering company that made a sector-by-sector, track-for-track duplicate copy of the entire drive. Information gathered from the hard disk included the predator's email address, his home address and a copy of his resume as well as the sexually explicit video-image file(s) and chat-logs indicating that the predator was not only in touch with Amber but with many other children world-wide.

On November 1, 2001, Port Moody police forwarded a summary of this information to Interpol requesting that David be investigated and dealt with by the Australian Police. Interpol acknowledges receipt of this request.

On November 19, 2001, out of a concern that other children were at risk of being victimized in a similar manner, Port Moody police arranged to hand-deliver this same Information to Commander Barbara Etter of the Australian Northern Territory Police and Director of the Australasian Centre for Policing Research, who, coincidentally, was attending the annual Conference of the International Society for the Policing of Cyberspace ([www.polcyb.org](http://www.polcyb.org)) being held in Richmond, BC, about 45 kilometers west of Port Moody.

On December 5, 2001, upon returning to Australia, Commander Etter, passed the file to Chief Inspector Bronwyn Killmier of the Bern Police, his department being responsible for the "Riverlands" area in South Australia, an area that includes the Loxton township.

On December 6, 2001, Detective Senior Constable Geoff Carson of the "Riverlands" Intelligence Unit opened an Australian criminal investigation into Amber's case. As a professional courtesy, Carson conferred with Officer Burton by phone, catching him at home enjoying a hot tub, and confirmed details of the offense.

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**"I have been praying hard for something like this to happen,  
thank you for answering my prayers"**

(David's father on inviting police into their home.)

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On December 10, 2001, during the early morning, Detective Senior Constable Geoff Carson, together with other officers, went to David's rural residence. David's father invited the officers into his home, stating that he knew of his sons sins but, being a good Christian, he didn't want to get his son into trouble. "I have been praying very hard for something like this to happen; thank you for answering my prayers."

At that very moment, David was engaged in a long distance phone call to Canada – talking with Amber!

David's computer equipment was seized together with other letters and movies related to child pornography. David was arrested and taken into custody and subsequently charged with three criminal offences:

- Indecent Behavior (his masturbating over the internet),
- Causing a child to expose her body for prurient interest,
- Causing a child to commit an indecent act for prurient interest.

David was subsequently granted conditional bail, guaranteed by his father, the terms of which included:

- He will attend the Sexual Offenders Treatment and Assessment Programme,
- He will not use electronic mail, the Internet, or cause either to be used on his behalf,
- He will not to be in the company of any child under the age of 16 years,

## **Epilogue**

On February 12, 2002, David is awaiting trial. The file, passed through Interpol, seems to have gone astray. Amber is getting on with her life, and is not thought to have had any further contact with David.

## **Lessons learned / Discussion points:**

*The ideas and thoughts below are those of the writer, perceived from his vantage point (outside of Law Enforcement or the public sector). The writer is a deeply concerned, high-tech private sector executive, interested in better protecting children from sexual predators and sexual exploitation. Consequently, the discussion points listed below are not an exhaustive or comprehensive interpretation of all that may be learned from this example. Rather, the hope is that the following will serve as a model from which, viewed from individual perspectives, additional ideas will be provoked and a better understanding of these types of criminal issues will emerge. Your ideas and comments are welcome; please email them to [dstead@eap.ca](mailto:dstead@eap.ca).*

- 1) Risk Factors: Amber lives in a single parent environment, and is developmentally challenged. She is possessed with technical skills, has her own computer with high speed Internet connection, and has long hours of unsupervised use of these technologies. Therefore, she is especially vulnerable to attack by sexual predators using the same technology to target their victims.
- 2) Locating Amber's computer in a family room or common room, as opposed to the child's bedroom, might well have provided an earlier warning of the "grooming" Amber underwent, and perhaps could have provided interdiction prior to her being lured into nude video transmission.
- 3) Pornography is an important part of the grooming cycle used by pedophiles and other sexual deviants to lure children into posing for the creation of Child Pornography. Once created and transmitted on the internet, there is no way to erase or remove it or to stop its propagation. This factor alone may create life-long psychological problems for the victim.
- 4) Police persons, when they are "active in the community", build trust which better serves society in the long run. This case came to the attention of Law Enforcement only after the mother was able to find, and was satisfied with finding, a police officer who had an acknowledged reputation for dealing with youth.
- 5) Technology allows sexual predators, pedophiles and other sexual deviants to assault children from half-way around the world. The Internet invites the rest of the world into your home.
- 6) What was perhaps not a crime in Canada was a chargeable criminal activity in Australia. All such investigations (involving children) which identify a "potential predator" in another country, should be shared with the appropriate Law Enforcement agency.
- 7) Although it was an international investigation, this case was successfully concluded in a remarkably short time, due to the information being handed directly department-to-department, country-to-country. Even more interesting, very little of this unusually short total time period – from receiving the complaint to an arrest in this case – was used by the police officer working at the rock face. This question, however, still needs resolution: How can nations better facilitate direct communication between their operational police forces?
- 8) Even unsophisticated or a less experienced sexual predator, one stupid enough to e-mail a resume, builds an incredibly strong relationship with the child victim. So powerful, in fact, as to be able to continue his assault on the victim, 6 weeks after the predator's criminal activities had been exposed.
- 9) Law Enforcement can build trusted relationships with local businesses, which when needed, can be drawn upon to supply, at little or no cost, specialized technical expertise and/or equipment.
- 10) As the use of inexpensive, real-time, Internet video conferencing technology becomes more ubiquitous, so also will distance/remote sexual exploitation of children together with the creation of child video pornography.
- 11) Criminals are early adopters of new technology, especially technologies which better facilitate and obfuscate their criminal activities.
- 12) For police departments to achieve their mandate – to protect and serve law abiding citizenry -- they must be properly resourced with staff, current technology and training. Failure to provide these essential elements, inevitably leads criminals to the belief they will not get caught. We must shatter this belief, leaving no doubt whatsoever, that our society will do whatever is necessary to protect that which is unarguably our most valuable resource: our children.



# Internet Safety Tips for Parents

There are steps parents can take to protect their children who use the Internet. Some are listed below:

## General rules for ensuring Internet safety

- ✓ Educate yourself about the Internet.
- ✓ It's important to be knowledgeable about the Internet, because even if you don't have a computer at home, your child can access it at school, at a friend's house, or at your public library.
- ✓ Create a family agreement for Internet use, including hours of use, which sites can be accessed and which ones shouldn't be.
- ✓ Place your computer in a central, open location, like the living room, so Internet use can be supervised.

## Guiding your child online

- ✓ Look at the sites your child visits.
- ✓ Look into software or online services that filter out offensive material. Check with your Internet service provider (ISP) for any blocking features they might offer.
- ✓ Consider installing a children's search engine, like Yahoooligans.
- ✓ Create a special folder of "bookmarks," or "favorites," for your child on your computer's browser.

## Preserving your family's privacy

- ✓ If you have a web site, avoid putting your children's pictures on it.

- ✓ Teach your children to never give out identifying information about any family member. This includes: names, addresses, phone numbers, e-mail addresses, passwords or credit card numbers.
- ✓ Encourage them to tell you if anyone is pressing for personal information.
- ✓ Teach your children that talking to a stranger on the Internet is no different than talking to a stranger on the street.

## Minimizing possible risks

- ✓ Talk to your children about potential online dangers such as giving out personal information to strangers. Chat room acquaintances are strangers and your child should never arrange to meet them in the real world unless you give permission and/or know who they are.
- ✓ Better yet, if your children are young, steer them away

from chat rooms. Older children should only participate in chat rooms you approve of.

- ✓ If your child starts receiving phone calls from strangers, or places calls to people you don't know, get to the bottom of it immediately.
- ✓ Tell your children that if someone harasses them on-line, says something inappropriate, or makes them feel uncomfortable in any way they should tell you, their teacher, or a trusted adult.
- ✓ Contact the police immediately if your child receives child pornography, has been sexually solicited or has received sexually explicit images from an adult.

For more information:  
[www.bced.gov.bc.ca/pubs.htm](http://www.bced.gov.bc.ca/pubs.htm)



**BRITISH COLUMBIA**  
Ministry of Education





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## Background on Online Sexual Exploitation (OSE)

The internet is rapidly changing the face of modern communications. In addition to being a wonderful tool with a variety of uses, it has also become a channel for predators and pedophiles to try and gain access to children. Their aims are roughly grouped into three categories:

- Produce, distribute and view child pornography
- Gain physical access to children
- Share views and information with each other

These aims contribute to the active sexual exploitation of youth in cyberspace. Pedophiles and predators don't just wait in parks and recreations centers anymore but are technological and virtual threats.

“Pedophiles may “meet” a child online through e-mail, bulletin board systems and chat rooms. They gain a child's confidence and then arrange a face-to-face meeting. They target kids who are lonely or having trouble at home (just as they do in the real world). With Canada's low age of consent for sexual activity (14) teens are a target for Americans willing to travel.”<sup>1</sup>

Reports that detail predator activities have demonstrated the scope and depth of the problem, but do not keep children any safer from exploitation.

### **Canadian Research and Reports:**

There has been some work done in Canada to document, explore and address the issue of sexual exploitation of youth on the internet.

For instance, on February 15 2001, the federal government launched “Illegal and Offensive Content on the Internet: The Canadian Strategy to Promote Safe, Wise and Responsible Internet Use”. This strategy identifies five pillars in the government's approach. The first pillar was to support initiatives that “educate and empower users”. The Strategy states “awareness, education and knowledge are the foundations of all effective solutions, and underpin the Government of Canada's approach”. (page 7)

In May of 2002, the Canadian Federal Provincial Territorial Working Group on Offensive Content on the Internet released a report building on the government's strategy. It addresses the legal issues relating to offensive content on the internet, as well as the phenomenon of luring children via the internet. The need for educational initiatives was also defined in this report.

*“The Working Group recommends that private sector organizations that are focused on educating Canadians about issues relating to illegal and offensive content on the internet ... should be supported.”<sup>2</sup>*

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1. Canadian Resource Center for Victims of Crime, Child Sexual Exploitation and the Internet, October 2000, Available internet <http://www.crcvc.ca/resources>

2. Government of Canada, Federal-Provincial-Territorial Working Group on Offensive Content on the Internet, 2001, pg 62



The Report goes on to recommend an integrated approach to internet exploitation prevention that combines legislative reform with effective law enforcement, industry self-regulation and education and awareness-building initiatives. The report further states:

*"In the context of the internet, education is not trivial. It is fundamentally important to raise awareness not only of the potential dangers of the internet – many of which are unique to this new medium – but also of the measures available to address these problems and the role that various stakeholders can play in developing and implementing solutions."*<sup>3</sup>

## **Canadian Action Relating to Online Safety:**

Canadian efforts to respond to the issues attached to illegal and offensive content on the internet have encompassed various forms.

The Children Online Protection Committee, (COPC) (Canada) formed in 2001, has launched a pilot cyber-tip line to facilitate the investigation and prosecution of those using the internet to sexually exploit children. This tip line – cybertip.ca – was launched in September of 2002 as a Manitoba based pilot project. Should this tip line evolve like other international tip lines, it will be well utilized and a vital component to identifying internet sexual predators and their victims.

The Canadian Federal Government has enacted new legislation that will assist law enforcement groups with more effective prosecution of predators who use the internet to victimize children. Bill C-15A received Royal Assent on July 23, 2002 and included new offenses such as making child pornography available on the internet, transmitting child porn, and luring children through the internet for sexual purposes, as offenses. Additionally, the government introduced for first reading Bill C-20 on December 5, 2002. Bill C-20 will further define child porn, closing the loophole created by *R vs. Sharpe, 2002*, and expand the definition of sexual exploitation of young people.

These efforts by the Canadian government to amend existing criminal code reference to child porn are partially initiated by Canada's November 2001 signing of the Council of Europe's Convention on Cyber-crime which obliges Canada to create the offence of "possessing child pornography in a computer system or on a computer-data storage medium", when committed intentionally and without right.

## **Current Statistics in Canada relating to Child Porn:**

The Criminal Intelligence Service of Canada (CISC) stated in its 2002 Annual Report<sup>4</sup> that the most prevalent type of complaint and investigation the Sexual Exploitation of Youth Unit receives relates to child pornography on the internet. They also report that the number of requests they have received for assistance with internet child pornography has increased dramatically.

- In 2000, 245 international and domestic requests for assistance were received.
- In 2001, the number rose to 419,
- In 2002 the number is expected to be over 900.

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3. ibid

4. Criminal Intelligence Service of Canada, 2002, [http://www.cisc.gc.ca/Annual\\_Report2002/exploit2002.html](http://www.cisc.gc.ca/Annual_Report2002/exploit2002.html)



These statistics are from before the establishment of a CyberTip line in Manitoba that will undoubtedly increase the number of identified instances of child exploitation via the internet in Canada. The report also states “investigators will continue to be challenged by the exponential increase in the requests to investigate complaints relating to child pornography on the Internet”<sup>5</sup>.

## International Scene:

Internationally, this issue was addressed at the December 2001, 2<sup>nd</sup> World Congress on the Commercially Sexual Exploitation of Children in Yokohama Japan. John Carr<sup>6</sup>, Children and Technology Unit, NCH, London, England and Max Taylor<sup>7</sup>, Director of the COPINE Project, University County Cork, Ireland, both commented on the rapid increase in the incidences of child exploitation via telecommunications technologies in the recent past.

John Carr discussed the urgent need for “stronger, clearer and effective online and offline advice and support both for parents, other care workers and children on how to stay safe online” and that “Community-based organizations have an important role to play both in formulating and delivering these messages to the different audiences”.<sup>8</sup>

Max Taylor stated that “a sustained multidisciplinary and multi-professional approach to training, professional development and sharing and systematic collation of information” is needed<sup>9</sup>. As well, Taylor said, “Social workers dealing with victims or the families of offenders, for example need to know the details of the offending process, to enable them to better appreciate the issues that are relevant to their concerns”<sup>10</sup>.

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5. ibid

6. Carr, John, Theme Paper on Child Pornography for the 2<sup>nd</sup> World Congress on Commercial Sexual Exploitation of Children, 2001

7. Taylor, Max, Challenges and Gaps. Panel paper presented at the 2nd World Congress Against Commercial Sexual Exploitation of Children, 2001

8. ibid, (Carr, John)

9. ibid (Max Taylor)

10. ibid (Max Taylor)

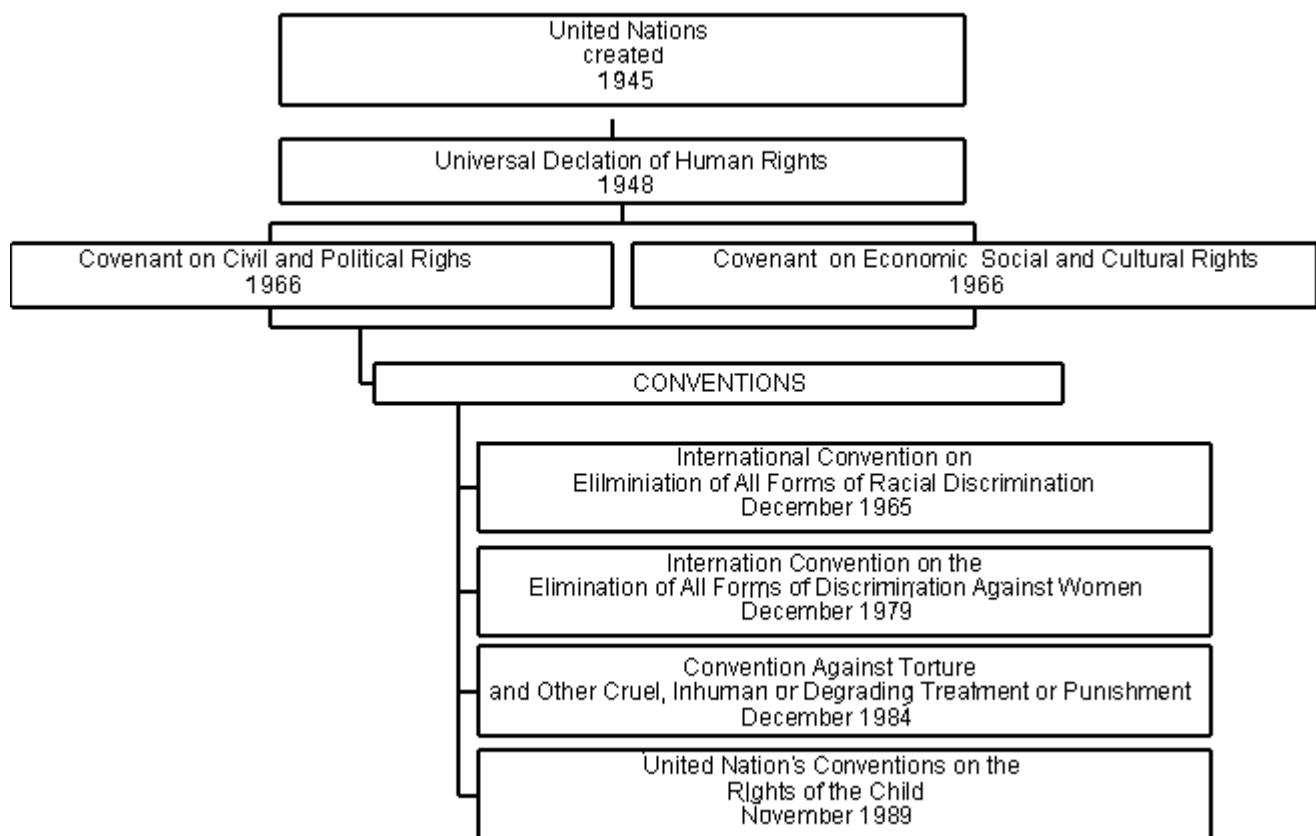


## Background on the United Nations Convention on the Rights of the Child

( Source - <http://www.unicef.org/crc/crc.htm> )

The SOLO Project is grounded in the principles of the UN Convention on the Rights of the Child (CRC). The CRC is one of four Conventions created by the United Nations to further the goal of recognizing the inherent dignity and rights of all members of the human family.

### Overview of the United Nations Legal Instruments:



The beginning of the human rights movement can be traced to the formation of the United Nations in 1945. The priorities of this newly established body were reflected in the Universal Declaration of Human Rights, proclaimed in December of 1948. Member states declared a commitment to the proposition that:

*“Recognition of the inherent dignity and the equal and unalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world”.*



In order to fulfill this philosophical aim, two legal instruments were designed and enacted in 1966. They were the two International Covenants on Human Rights; the first *Covenant is the Covenant on Civil and Political Rights* which is aimed at fulfilling individual's rights, and the second is the *Covenant on Economic, Social and Cultural Rights*, which hoped to fulfill collective rights. These two Covenants are the philosophical and legal foundations used to protect human rights world-wide.

Since 1966, **four Conventions** have been developed to compliment and flesh out the Covenants. These Conventions are aimed a specific groups in need of protection and consideration. These Conventions are: the International Convention on the Elimination of All Forms of Racial Discrimination, (December 1965); the International Convention on the Elimination of All Forms of Discrimination Against Women, (December 1979); the Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, (December 1984), and the UN Convention on the Rights of the Child, (November 1989) . These Conventions are international treaties all ratified by the required number of member states.

The Conventions have been attempts by the UN to change the way citizens of all countries are legislated. By agreeing to an international set of principles and priorities, **all member states have committed to the primary goal of equal rights for all individuals**. These Conventions represent lofty ideals and attempt to implement the goals of the Covenants and the original Declaration of Human Rights.

## CRC Summary

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The UN Conventions on the Rights of the Child was unanimously adopted by the UN General Assembly in December of 1989, and has quickly become the most widely ratified human rights treaty in history. The primary principle of “first call for children” is the basis of the CRC. This principle states that the essential needs of children should be given high priority in the allocation of resources at international, national, community and familial levels. It also implies that the care of children should not be left to charity organizations, that children are full citizens of their countries and are entitled to consideration by governments, and that governments are obligated to prioritize children's needs in making decisions about national resource allocations and agendas.

### Guiding Principles of the CRC

When the UN Committee on the Rights of the Child met for the first time, they identified the four general principles of the CRC as being the guidelines that individual states should use when implementing the Convention. These four principles are formulated in articles 2 , 3 , 6 and 12 . All four principles contribute to the general philosophy that children have the same value and are as equally important as adults. They give a general, ethical and ideological dimension to the Convention.

### Areas of Special Protection regarding Sexual Exploitation

The Convention outlines several areas where children are deserving of special protection befitting their state of development and level of vulnerability. Sexual exploitation is one such area. Articles of the Convention that specifically pertain to sexual exploitation of children are Articles 19, 32, 34, 35, and 39.

These articles set out the following State Parties' obligations to protect children from exploitation.



## Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.
2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

## Article 32

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.
2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end and having regard to the relevant provisions of other international instruments, States Parties shall in particular:
  - a. Provide for a minimum age or minimum ages for admission to employment;
  - b. Provide for appropriate regulation of the hours and conditions of employment;
  - c. Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

## Article 34

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

- a. The inducement or coercion of a child to engage in any unlawful sexual activity;
- b. The exploitative use of children in prostitution or other unlawful sexual practices;
- c. The exploitative use of children in pornographic performances and materials.

## Article 35

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.



## Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

## Areas of Special Relevance to Sexual Exploitation on the Internet

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There are also several Articles of the Convention that are specifically relevant to the use of the Internet, namely:

### Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.
2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
  - a. For respect of the rights or reputations of others; or
  - b. For the protection of national security or of public order (ordre public), or of public health or morals.

### Article 16

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.
2. The child has the right to the protection of the law against such interference or attacks.

### Article 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. To this end, States Parties shall:

- a. Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;
- b. Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;
- c. Encourage the production and dissemination of children's books;
- d. Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;



- e. Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.

## **Article 36**

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.



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## Glossary of Internet Terminology

- applet* A small Java program that can be embedded in an HTML page. Can be used to play games, calculate information, etc.
- arpnet - (advanced research projects agency network)* The precursor to the Internet. Developed in the late 60's and early 70's by the US Department of Defence as an experiment in wide-area-networking to connect together computers that were each running different system so that people at one location could use computing resources from another location.
- bbs* Bulletin Board System. An electronic messaging system and an information storage area shared by several users, each having access to all messages left or posted in that area.
- bbs* (Bulletin Board System) A computerized meeting and announcement system that allows people to carry on discussions, upload and download files, and make announcements without the people being connected to the computer at the same time.
- buddy list* A list of colleagues, work-group members, friends, etc., that you might wish to communicate with via instant messaging.
- bookmarks* A personal list of interesting Web sites. Bookmarks function like putting a marker in a book, making it quick and easy to navigate the World Wide Web.
- browser* The software that allows users to "surf" — view pages on the Web.
- browser history* A list of recently visited Web sites that is stored by the browser.
- chat* The ability to "talk" live to other people on the Internet. It's like a party line, except that typing replaces talking. IRC (Internet Relay Chat) is the most commonly used program allowing real-time conversations among chat participants.
- cyberfriend* A person whose acquaintance has been made over the internet.



<i>cyberspace</i>	The three-dimensional expanse of computer networks in which all audio, video and other electronic signals travel, and where users can explore and download information. Cyberspace is generally considered to be synonymous with the Internet.	<i>electronic commerce (e-com)</i>	Commercial activity conducted over networks that link electronic devices (mainly computers).
<i>cyberspace</i>	Term originated by author William Gibson in his novel Neuromancer the word Cyberspace is currently used to describe the whole range of information resources available through computer networks.	<i>encryption</i>	The process of converting data into ciphers or encrypted data. Encrypted data can be decoded using the key. Some encryptions can be broken easily, others are very difficult to crack.
<i>domain name</i>	The unique name that identifies an Internet site. Domain Names always have 2 or more parts, separated by dots. The part on the left is the most specific, and the part on the right is the most general. (e.g. safeonlineoutreach.org)	<i>filtering software</i>	Software which is installed on a computer to prevent certain web sites, activities or block phrases on a computer.
<i>dynamic (real-time) environments</i>	Online environments where communication takes place with both parties being on; communication is in real time. (e.g. instant messaging, chats)	<i>ftp</i>	File Transfer Protocol. Software used on the Internet to transfer files of data from one computer to another.
<i>email</i>	(Electronic Mail) Messages, usually text, sent from one person to another via computer. E-mail can also be sent automatically to a large number of addresses.	<i>html</i>	Hypertext Markup Language. The computer language of the World Wide Web. All Web pages are created using HTML. To see what HTML looks like, call up a Web page, click on "View" and then "View Source."
		<i>hypertext</i>	Generally, any text that contains links to other documents - words or phrases in the document that can be chosen by a reader and which cause another document to be retrieved and displayed.



<i>hyperlinks</i>	see links		
<i>instant messaging (im)</i>	A communications tool that combines the live nature of chat rooms with the direct contact of e-mail. IM software connects users who have all agreed to be part of the same group. The most commonly used software for Instant Messaging is ICQ ("I Seek You").	<i>irc</i>	IRC is a way of hooking up with other Net users to exchange written comments-live and in real time. To do this, you need an IRC client and an IRC server.
<i>internet</i>	Countless networks of computers connected together across the world. Components of the Internet include the World Wide Web, newsgroups, chat rooms and e-mail.	<i>irc channels</i>	Once connected to the IRC server, you join a channel, or discussion group, which can include people from all over the world. IRC channels may hold discussions about anything under the sun.
<i>internet protocol (ip)</i>	The telecommunications protocol used on the Internet.	<i>internet</i>	The vast collection of interconnected networks that are connected using the TCP/IP protocols and that evolved from the ARPANET of the late 60's and early 70's.
<i>internet service provider (isp)</i>	An organization that provides the public with access to the Internet.		The internet connects tens of thousands of independent networks into a vast global internet and is probably the largest Wide Area Network in the world.
<i>instant messaging (im)</i>	A computer conference using the keyboard (a keyboard chat) over the Internet between two or more people. Instant messaging (IM) is not a dial-up system like the telephone; it requires that both parties be online at the same time.	<i>irc networks</i>	A network of IRC channels. Each network can have up to 2000 channels. Each channel represents a conversation.
<i>ip telephony</i>	Telecommunications services that use the Internet protocol.	<i>irc client</i>	A program used to connect to an IRC network.



<i>javascript</i>	JavaScript is a programming language that is mostly used in web pages, usually to add features that make the web page more interactive.	<i>newsgroups</i>	An Internet facility that allows users with a common interest to exchange information. There are many thousands of newsgroups, often updated many times a day. They may be moderated or unmoderated.
<i>links</i>	These are the hypertext connections between Web pages. This is a synonym for hotlinks or hyperlinks.	<i>newsgroup</i>	The name for discussion groups on USENET.
<i>meat space</i>	An expression used to refer to physical space as opposed to digital or internet space.	<i>online environments</i>	Environments where communication takes place through a computer.
<i>mp3</i>	MP3 is a codec that compresses standard audio tracks into much smaller sizes without significantly compromising sound quality.	<i>p2p (peer to peer) connection</i>	A connection where there is no dedicated server. Computers can share files and peripherals with all other computers on the network without using a server.
<i>moderated chats</i>	A moderated chat means that the chat room is being monitored by a computer or person who checks for inappropriate language or behavior. Users may be kicked out of the chat for violating an agreed-upon code.	<i>posts</i>	A single message entered into a network communications system.
<i>morphing</i>	The process of digitally altering an image so two disparate images are blended together seamlessly.	<i>portal</i>	A Web site that offers services to entice Internet surfers to use the site as their main point of entry to the Web. Typically, a portal will provide a directory of links to sites, a search engine, and other services such as free e-mail, or filtering and blocking options for parents.
<i>new media</i>	The range of information and communications services delivered over the Internet.	<i>protocols</i>	Sets of technology language rules that determine how various components of communications systems interact.



<i>search engine</i>	An Internet site that allows users to search for specific information or Web sites.	<i>user empowerment</i>	Providing Internet users with the information, education, awareness and tools that enable them to control the interaction they have with the Internet and with content on the Internet.
<i>server</i>	A computer system that manages and delivers information for client computers.	<i>virtual identity</i>	An identity created for online use only. Usually includes a nickname, but may include a fake "real name", occupation, appearance, etc.
<i>spam</i>	Junk mail that shows up in e-mail boxes or on newsgroups.	<i>web cams</i>	A video camera that is used to send periodic images or continuous frames to a Web site for display. WebCam software typically captures the images as JPEG or MPEG files and uploads them to the Web server.
<i>static (asynchronous) environments</i>	Online environments where communication takes place without both parties being online at the same time. (e.g. email, newsgroups)	<i>web or world wide web (www)</i>	The visual component of the Internet. Although the Web is only one component of the Internet, the terms are often (and mistakenly) used interchangeably. Web pages, which are created in HTML language, can include text, pictures, sound clips, video, links for downloading software, and much more.
<i>technological environments</i>	Environments where communication takes place through technology rather than face-to-face. (e.g. telephone, cell phone)	<i>web browser</i>	This is the software that allows a user to access and view HTML documents. Examples of Web browsers include Internet Explorer, and Netscape.
<i>usenet</i>	A worldwide system of newsgroups and discussion groups that uses the Internet and other networks.		
<i>usenet</i>	A world-wide system of discussion groups, with comments passed among hundreds of thousands of machines. Not all USENET machines are on the Internet. USENET is completely decentralized, with over 10,000 discussion areas, called newsgroups.		



*web-based chats* Chat rooms which are implemented through a web browser.

*web sites* A collection of web pages which contain information about a specific organization or topic. Usually all pages share the same domain name.

*web page* An HTML document that is accessible on the Web.

*wired* Connected to a digital network. People are called “wired” if they are well versed in information technologies.



# Power Point Presentation Slides

(I-OCSE PPT)



# Introduction to Online Sexual Exploitation

Presenter Name, Title  
Organization

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<http://www.safeonlineoutreach.org>

# Housekeeping



- ◆ FEEDBACK FORMS – at the end.
- ◆ I Like the Web!
- ◆ Majority of abuse occurs between a young person and someone they know.

# How we're going to do this.... (Sample Agenda)



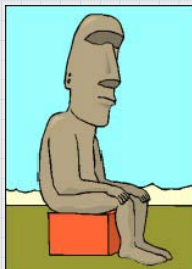
- ◆ OCSE 101 - 65 minutes
- ◆ Break - 15 minutes
- ◆ Special Topics - 10 minutes
- ◆ Questions and comments- 30 minutes

# OCSE- Online Commercial Sexual Exploitation

- ◆ Web 101
- ◆ The 3 Effects of the Web
- ◆ Risks Online
  - "Young Canadians in a Wired World"
  - Online Activities of Adult with sexual interest in children

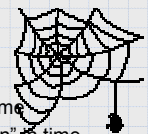


# WEB 101



- ◆ Online Environments
  - Are settings where communication takes place over the Internet
  - Happen statically or in real time

# Two Kinds of Online Environment



- ◆ Static Environments
- ◆ Happen independent of time,
- ◆ Examples are
  - Email
  - Bulletin Boards/ Usenet
  - Newsgroups
  - Peer to Peer Transfer
- ◆ Real Time
- ◆ "Happen"-in time
- ◆ Examples are
  - Instant Messaging
  - Chat rooms
  - Internet Relay Chat
  - Audio and Video Conferencing

## Asynchronous (or Static) Environments

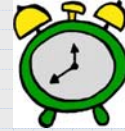
- ◆ Email
- ◆ Bulletin Boards
- ◆ Newsgroups - alt.pedophiles
- ◆ Peer to Peer Transfers



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## Real Time Environments

- ◆ Instant Messaging
- ◆ Chat rooms
- ◆ Internet Relay Chat
- ◆ Audio and Video Conferencing



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## Instant Messaging

- ◆ Instant Messaging -IM
  - AOL, MSN, Mirabilis, Yahoo!, ICQ.
  - Rapidly gaining popularity as a telephone replacement
  - A cross between chats and email
    - ◆ Text notes; custom chat rooms; share web links; share images; share audio/video files; talk
  - Can be limited to a 'buddy' list but not really secure

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## Chat rooms

- Chat rooms
  - ◆ Accessed through regular web browser
    - Internet Explore or Netscape
  - ◆ Mostly unmoderated
  - ◆ Moderated sites available



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## Internet Relay Chat



- ◆ Developed in Finland in 1988
- ◆ A multi-layered, multi-source, multi-transmission network
- ◆ Uses IRC 'client' - software
- ◆ Elastic quality
  - 100's of networks
  - Up to 2000 channels per network
  - Unlimited number of users per channel

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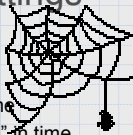
## Audio/ Video Conferencing

- ◆ Along with IP Telephony allow audio and video communication
- ◆ Require specific hardware; i.e. Webcams
- ◆ Examples of use for sexual assaults, live sex shows
- ◆ "Cam Girls"



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## Summary of Online Settings



- ◆ Static Environments
- ◆ Happen independent of time,
- ◆ Examples are
  - Email
  - Bulletin Boards/ Usenet
  - Newsgroups
  - Peer to Peer Transfer
- ◆ Real Time
- ◆ "Happen" in time
- ◆ Examples are
  - Instant Messaging
  - Chat rooms
  - Internet Relay Chat
  - Audio and Video Conferencing

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## 3 Effects of the Web on Communication

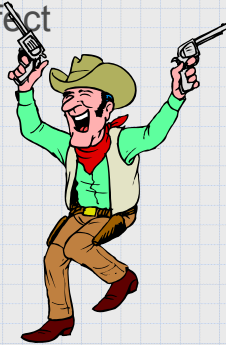
- Hyperpersonal Effect
- Disinhibition Effect
- Effects of Accessibility



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## Hyperpersonal Effect

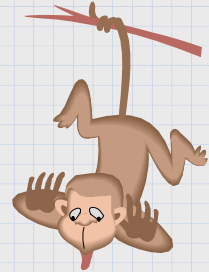
- ◆ Joseph Walther suggested that the Internet created a mutually reinforcing "intensification loop"
- ◆ Selective self-representation, idealization and reciprocation
- ◆ Strengthened ego function
- ◆ (1996)



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## Disinhibition Effect

- ◆ Internet dis-inhibits unconscious defence mechanisms
- ◆ Greater discourse
- ◆ Individuals more inclined toward self disclosure AND conflict



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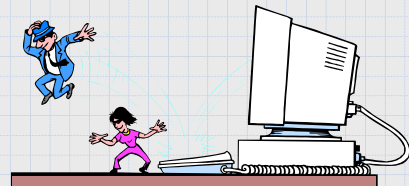
## Effects of Accessibility

- ◆ People previously isolated coming together for mutual assistance
- ◆ Geography as small as issue as age



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## And?



That's the 'where'.....  
Now what are youth doing in these environments?

18

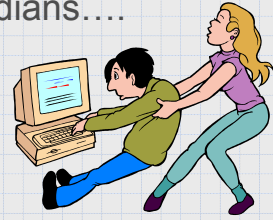
## So, what are youth doing online?.....



- ◆ Published in 2001
- ◆ By Media Awareness Network, (or Mnet)
- ◆ Funded by Industry Canada
- ◆ Surveyed 5,682 youth ages nine to 17
- ◆ The largest survey of Canadian youth and Internet use ever.

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## Young Canadians....

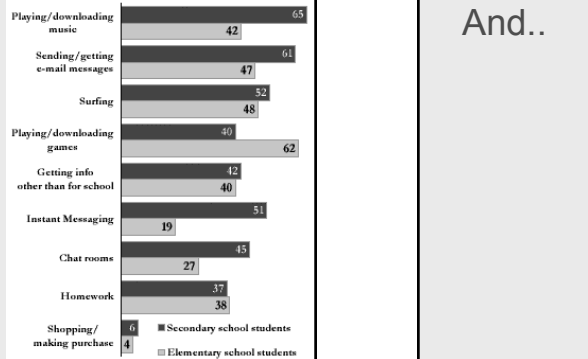


- ◆ 99% report using the Internet
- ◆ 78% have home access
- ◆ 43% use the Internet daily

20

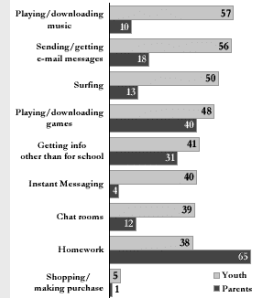
## Doing what?

### Activities on the Internet



## And..

### Activities on the Internet



S18  
What kinds of things do you like to do most on the Internet?  
J16  
What kinds of things do you do on the Internet?  
Base: Respondents who have used the Internet  
Q39 (Parents' Survey)  
As far as you know, what does <child> use the Internet for?

## Why?

- ◆ No surprise - youth use the Internet to socialize!
- ◆ Email - 71% have email accounts
- ◆ Instant messaging - 56% of youth use
- ◆ Chatting - 56% use chat rooms



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## Online Risks

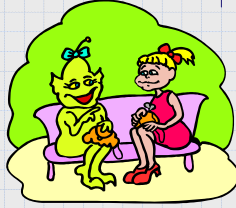


- ◆ More than 50% have been to porno websites
- ◆ More than 50% have received porno junk mail
- ◆ 46% have had unwanted sexual comments made to them
- ◆ 25% of youth say someone online has asked to meet them in person.
- ◆ 15% of youth, who have used the Internet, have met a cyber-friend in real life

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## In Person Meetings

- ◆ Of those youth who met a cyber-person in 'meat space'
  - Half took someone with them
  - One in five say the cyberperson met them at their school or at their home



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## Adolescent Development

- ◆ Identity experimentation
- ◆ Sexual experimentation
- ◆ Separation from Parents and family
- ◆ Venting frustration



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## So..... who are they meeting?

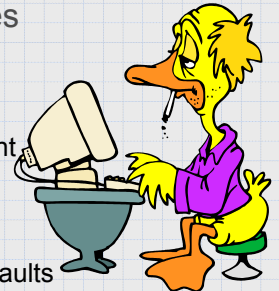
- ◆ Everyone,
- ◆ Everywhere,
- ◆ With every intention....
- ◆ Some are pedophiles....



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## Online-pedophiles

- ◆ Online Child-pornography
- ◆ Online Recruitment, and Grooming
- ◆ Online Pedophilic Communities
- ◆ Online sexual assaults



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## Online Child Pornography

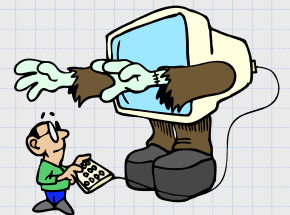
- ◆ Ease of distribution, and management of digital files
- ◆ Cheap, safe, unlimited reproduction,
- ◆ Databases of over 10,000 individual images not uncommon



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## Online Recruitment and Luring

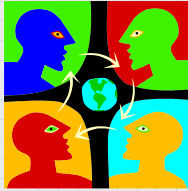
- ◆ Contact with many potential victims at once
- ◆ Exposure to child pornography; normalizes and desensitizes youth/children
- ◆ C-15A -Chpt. 13 Criminal Code Amendments



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## Online Pedophilic Communities

- ◆ Previously isolated deviants creating 'besieged minority' communities,
- ◆ Reinforces and validate pedophilic values
- ◆ Distribute technical information - encryption, tracing software
- ◆ Exchange information of assault techniques, stalking techniques, locations of child sex trade locations
- ◆ Lobbying political and public opinion



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## Online Sexual Assaults

- ◆ Real time broadcast of sexual assaults
- ◆ Compounded by interactive nature of assaults
- ◆ Web Cams and teens
  - Permanence of images
  - Issue of consent
  - Developmental ability to make consent 'informed'

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## Risks - Who is at risk of Sexual Exploitation?

- Unsupervised young people unaware of the risky situations they are in.....
- Isolated, vulnerable youth seeking acceptance and thrills....

It's the same risks factors... at home, on the street, or in the community



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## What are the risks?

- ◆ Young people becoming involved in sexually exploitive situations by being
  - Emotionally manipulated
  - Convinced to create pornography
  - Lured out of their homes to become involved the sex trade



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## What does all this mean?.

- ◆ Recruitment and grooming for sexual exploitation can occur virtually as well as on the 'street'
- ◆ Having good communication with your children about the Internet greatly reduces the risks
- ◆ Sexual exploitation of children and youth is a global industry; the Internet is the newest venue
- ◆ We'd better catch up to the "predators"
- ◆ Education of parents, and youth serving professionals is essential

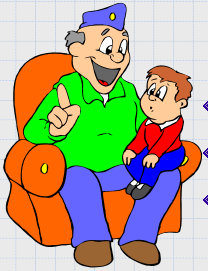
35

## What to do....

- ◆ Be aware
- ◆ Don't underestimate OR overestimate the risks of the Internet
- ◆ Internet skills not censorship
  - You don't stop children from going to the park, you teach them how to protect themselves.

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And...



- ◆ Learn about the Internet!
  - You wouldn't set them loose with a lawnmower at 6, so don't set them loose with the Internet at 12
- ◆ Seek out Internet Safety websites
- ◆ Encourage your children to talk about their online experiences
- ◆ Talk to your children about sex!

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## How to Promote Safety Online

Educate yourself and young people about the Internet,  
Talk to youth about their online experiences,  
Agree to boundaries for Internet activities,  
Insist on meeting any chat room acquaintances with your youth,

Place your computer in an open central place so youth can have support close by  
Teach skills not Censorship  
Contact Police if you or child receives pornography, is sexually solicited or receives sexually explicit material from someone on the Internet,

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## Unanswered questions



- ◆ Is the Internet creating pedophiles or is this the same population in a different medium?
- ◆ Does morphing a photo to make it *appear* that a child is having sex constitute child pornography.

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And.....



- ◆ Are there casual links between viewing child pornography and abusing children?
- ◆ What will be the effects on sexual development for youth who view online pornography
- ◆ How can national law enforcement, and youth serving groups accommodate the global nature of Internet exploitation?

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Thanks for listening

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