



Deepfakes and Digital Violence in Adolescent Couples: Perceptions, Risks, and Prevention Strategies

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Annotation. The use of deepfakes in adolescent relationships has serious emotional and social consequences, as it involves the dissemination of manipulated images that violate the privacy and well-being of adolescents. This qualitative study explores how high school students perceive the risks of deepfakes, identifying their impact on privacy and mental health, especially among girls. For all this, education on consent and institutional strengthening are necessary for the prevention of digital violence.

Keywords: *deepfakes, digital violence, teenage couples, digital privacy, education.*

Introduction

Information and communication technologies (ICT) have brought about drastic changes in the relational dynamics of adolescents, creating new spaces for exercising and suffering violence. Deepfakes are new forms of threatening, extorting, impersonating victims or damaging their image. Furthermore, their rapid spread through social media or publicly accessible websites intensifies the damage caused to the victim due to the significant impact on their emotional health (Boté Vericad & Váñez, 2022; Flynn et al., 2022; Okolie, 2023). The technology used to create deepfakes, despite its

impressive and innovative nature, has become a double-edged sword. While it can be used for creative and educational purposes, among others, it also poses serious threats to digital security. Furthermore, despite advances in deepfake detection, this remains the most widely used technology for generating them. This duality causes a widespread feeling of helplessness among users and growing mistrust in the digital environment (Becker et al., 2024; Cerdán & Villa, 2019; Estella, 2025; Franganillo, 2023; Murguía Serrano et al., 2025; Padilla & Presol, 2020; Ponce et al., 2025).

The word “deepfake” comes from the combination of the terms “deep” (from deep learning) and fake. A deepfake combines deep learning and artificial intelligence techniques to produce or modify audiovisual content with an extremely realistic appearance, usually with the intention of manipulation or deception (Heidari et al., 2023; Simó Soler, 2023). The generation of fake images, videos, and audio recordings can pose a significant threat to the accuracy of information, as well as to people’s fundamental rights (Kietzmann et al., 2020). In addition, the increased use of free and open-source software has contributed to the spread of this phenomenon, making it accessible to people with limited technological knowledge (Chesney & Citron, 2019; Jiménez-Castellanos Ballesteros, 2025; Manzano & Cebolla, 2024; Westerlund, 2019). The development of artificial intelligence, specifically generative AI, carries psychosocial risks that can affect the health of adolescents (Chesney & Citron, 2019; Gutiérrez-Ochoa et al., 2024; Lucas, 2022).

In response to the risks posed by this technology, several U.S. states have already legislated, or are in the process of doing so on the use of deepfakes, especially in the sexual sphere and the protection of minors. In March 2025, Spain approved a pioneering law in Europe that reforms the Penal Code to criminalize the creation and dissemination of non-consensual sexual deepfakes, especially when they affect minors, through images, videos, or audio generated by artificial intelligence (Spain, Minister of the Presidency, Justice and Relations with the Parliament, 2025). The law includes, among its measures for the protection of minors, the implementation of parental controls on tablets, smartphones, and computers. In the educational sphere, it grants primary and secondary schools the authority to regulate the use of cell phones and other digital devices in classrooms and extracurricular activities. In addition, it promotes teacher training in cybersecurity, the creation of educational resources to prevent violence, and the promotion of digital coexistence.

Technological advances have opened the door to new forms of violence, such as sexual deepfakes, which intensify in intimate relationships, especially among young women, making it a new form of gender-based violence (Neira Pena, 2025). These new communication channels operate as a powerful vehicle for reproducing traditional gender roles and stereotypes. All of this, in fact, suggests the need for equality education that addresses criticism of these dynamics in order to build safe digital spaces (Barba Arteaga, 2024; Briones, 2024).

Features and risks of adolescent relationships in digital contexts

The use of ICT is a constant in the lives of adolescents, and interaction on social media plays a decisive role in shaping their identity by facilitating personal expression and connection with peers. However, this digital reality exposes them to social pressures and constant comparisons that can negatively influence their self-image and self-perception. (Pérez-Torres, 2024; West et al., 2014). On the other hand, there is a problem associated with identity construction in these digital environments. The use of social media by adolescents to interact with each other, profiles on platforms such as Instagram, TikTok, Snapchat (among others) have become privileged spaces for personal expression, identity experimentation, and social validation (UNICEF, 2021). This process can harm adolescents, weakening their self-concept and generating emotional insecurity and personal dissatisfaction.

Since teenagers, as digital natives, integrate the abundant and natural use of the internet into their daily routine, which facilitates their socialization, but at the same time exposes them to greater risks (Lluna & Pedreira, 2025; Manzano & Cebolla, 2024). This is a cause for social concern due to the negative effects it produces, which is why encouraging critical thinking in digital life helps protect them from problems such as misinformation, cyberbullying, and sextortion, problems that are intensified by the use of technologies such as deepfakes. Romantic relationships in adolescence contribute to social and emotional development; however, their nature can generate high vulnerability, as breakups and conflicts in unhealthy relationships can affect the mental health of adolescents. (Observatory for Childhood and Adolescence (OIAA), 2025; Virós-Martín et al., 2025).

Digital interaction, which can be especially beneficial for young people with social difficulties because it offers them spaces to express themselves and connect with others, at the same time entails important ambivalences. Recent studies, such as that by Rubio Hernández et al. (2024), indicate that there is a complex relationship between social media use, self-esteem, and social skills. Digital communication has transformed contemporary society. Social networks give continuity to face-to-face relationships, providing a space for remote communication.

The negative impact of excessive social media use on adolescents of this age can have negative consequences on their emotional and cognitive development, especially when it comes to non-consensual manipulation of images such as deepfakes. Symptoms of depression and anxiety can develop in adolescents (UNICEF, 2021; National Cybersecurity Institute (INCIBE), 2021). Social comparison, cyberbullying, and lack of sleep are some of the factors that can contribute to this problem (INCIBE, 2021).

Psychological and social consequences of deepfakes on adolescents

Technological advances have made deepfakes increasingly realistic, making it more difficult to distinguish between authentic and manipulated material, which requires the development of parallel detection technologies. This increase in deepfakes for malicious purposes leads to widespread skepticism toward the media and social networks, contributing to mistrust and, consequently, social polarization. Since deepfakes allow explicit content to be produced without the consent of the people involved, superimposing their faces on other people's bodies, this constitutes a serious invasion of privacy. The dissemination of deepfakes can seriously damage the reputation of individuals, especially when false content is presented as evidence in legal contexts or in the public sphere (Lardies & Victoria Potes, 2022; López Lajusticia, 2023; Maras & Alexandrou, 2019). Deepfakes also have serious personal consequences. The misuse of biometric data threatens individual privacy and public image, creating mistrust in everyday interactions and raising complex ethical and legal issues (Chesney & Citron, 2019). These risks are particularly evident in the rise of non-consensual sexual deepfakes and digital identity theft. In 2023, deepfake pornography experienced exponential growth, disproportionately affecting women and minors (Carrión & Lao, 2024; Thorn, 2023).

The ease with which digital identities can now be manipulated has also facilitated crimes such as sextortion, in which altered images are used to blackmail teenagers (Donoso Vázquez et al., 2019; Save the Children, 2025). These practices are particularly harmful during adolescence, a stage characterized by emotional vulnerability and the formation of romantic relationships.

Ultimately, the most serious impact of deepfakes is real and very personal. The spread of deepfakes fosters a climate of mistrust that can break up couples, lead to bullying at school, and cause psychological trauma that requires help (Maras & Alexandrou, 2019). It must be understood that victims of deepfakes need emotional and legal support, not judgement or questioning. In most cases, the fear of not being believed and social stigma cause them to remain silent and avoid reporting the incident, prolonging situations of pain and anxiety (Barba Arteaga, 2024).

This study aims to understand secondary school students' perceptions of the impact of deepfakes on adolescent romantic relationships. To explore the central theme in greater depth, the following specific questions are posed: 1) What do adolescents know about deepfakes and their use in adolescent romantic relationships? 2) How do they perceive the dilemmas presented by the use of deepfakes on an emotional, social, legal, and ethical level in romantic relationships? And what prevention strategies do they propose to protect digital information and avoid practices such as deepfakes?

In this sense, the theoretical framework links digital communication, identity construction, and social dynamics to understand non-consensual sexual deepfakes as forms of violence. The repercussions of this violence on the victim's mental health are devastating, requiring comprehensive educational interventions.

Methods

The methodology adopted in this study is qualitative in nature. It is an active and systematic process aimed at the in-depth understanding and interpretation of educational and social phenomena (Miles et al, 2014). The thematic analysis used in qualitative research allows the identification of patterns of meaning in the data (Braun & Clarke, 2022), as well as the organization and detailed description of the data set through themes, categories, and motifs that emerge from the data itself.

Data Collection

Two strategies were combined to gather information: participatory sessions with guided questions and group discussions. These strategies facilitate critical reflection and encourage open dialogue among study participants. First, a real case of deepfake involving secondary school students was presented. This served as a starting point for a debate focused on analysing and reflecting on the impact of this phenomenon. Afterwards, participants were divided into thematic discussion groups, with each team addressing a different approach (Table 1). This structure made it possible to delve deeper into the risks, responsibilities, and challenges posed by the detection and regulation of these practices in adolescent couple relationships. It also facilitated an exchange of diverse opinions and the development of argumentation skills and respect for different positions.

Table 1

Questions to Guide Discussion Group

Digital privacy

What does it mean to have a right to privacy on the Internet? Do you consider that this right was respected in the situation analysed?

Why do you think it is necessary to protect the information and photos we share on social media?

What measures would you take to prevent your photos from being edited or used without your consent?

Online safety

What risks do you think exist when sharing personal images on social media or messaging apps?

If you discovered that an app allows people to manipulate photos to create fake images, do you think a complaint should be filed in this situation? Justify your answer with arguments.

How can we identify whether a tool or application could put our digital security at risk?

Ethics and responsibility

How would you feel if someone manipulated an image of you without your permission? How would you react if this happened to a classmate?

In your opinion, what responsibility do people who create, share, or simply reproduce deepfakes have?

What kind of controls or policies should digital platforms adopt to curb the misuse of their tools?

Legal consequences

Did you know that creating and sharing sexual deepfakes can be considered a crime? What do you think about that?

Do you think minors who are responsible should face legal consequences? Why or why not?

Social and emotional impact

What consequences do you think victims of this kind of digital violence face (emotional, social, family-related)?

How do you think the victims felt when they found out their images had been manipulated and shared?

How could we support someone who has been a victim of a similar case?

Prevention and solutions

What advice would you give to your classmates to protect their privacy online?

How can we encourage a digital culture based on respect and empathy toward others?

Participants

Two schools in Almería participated in the study with nine classes totaling about 219 adolescents from 20 countries enrolled in the third and fourth years of compulsory secondary education (ESO). Participants were aged 14 to 17, representing diverse cultures, genders, and sexual orientations. The sample reflects southern Spain's multicultural educational context.

Data Analysis

All discussions were audio-recorded, transcribed verbatim, and subsequently analyzed using thematic analysis. The software ATLAS.ti 24 was employed to assist in coding and organizing the qualitative data, facilitating a rigorous and systematic examination of emergent themes.

The analysis focused on several key categories and subcategories:

- The category of digital privacy involves protecting users' personal data and preventing image manipulation.
- The category of online safety includes risks related to sharing data and images, applications used to create fake images, and how to identify dangerous digital apps.
- The category of ethics and responsibility refers to ethical values, standards, and principles that are necessary to prevent digital manipulation and its emotional

effects. This also refers to the responsibility, both individual and collective, to take action to tackle deepfakes, as well as the preventive measures that platforms should take.

- The category of legal consequences focuses on the legal consequences of disseminating images and videos manipulated with artificial intelligence. The use of this type of technology may infringe certain rights, such as the protection of personal data.
- The category of social and emotional impact focuses on the harm suffered by victims, how they feel, and what kind of support they receive.
- Finally, the prevention and solutions category brings together recommendations for protecting privacy and strategies for promoting a more respectful and safer digital culture.

Limitations

It is important to note that this study has several limitations. The results and strategies identified are specific to the research context; therefore, more research is needed to understand how these approaches can be applied to other settings and adolescent populations. In addition, the qualitative approach of the study, although in-depth, does not allow generalizing the findings to the entire adolescent population, suggesting the need for future quantitative studies that can validate and extend the findings.

Result

The main results of the content analysis are presented below, structured according to the six categories defined in the study.

Digital privacy

For the digital privacy category, deepfakes represent a serious threat, as they facilitate the creation of realistic fake content that exposes personal data and damages reputation by compromising privacy. The reflections and discussion during the focus group identified three fundamental aspects of digital privacy: the importance of privacy on the Internet, the protection of personal data, and the prevention of image misuse (Table2).

Table 2
Digital Privacy

Categories	Subcategories	Proving statements
Digital privacy	Privacy on the Internet	“It means that your images belong only to you and only you should have the right to choose what happens to them”. 3A_CSE1
	Protect personal data	“It is important to protect our personal data so that no one knows our identity and can impersonate or manipulate it.” 3A_CSE2
	Avoid photo manipulation	“Keep all my accounts private and only allow people I trust who won’t tamper with them to access my photos.” 4A_CSE1

Participants agreed that maintaining control over digital content is essential to safeguard individual rights associated with the ownership and circulation of personal images in the digital environment. It was emphasized that the protection of images and personal data is crucial to avoid situations such as identity theft, harassment, or any other misuse of information.

Identity theft and unauthorised access to personal data are issues raised by the participants in this study. They also acknowledge that they are aware of the danger of sharing personal information in digital environments. These measures reflect a preventive approach to online risks and highlight the students’ interest in protecting both their privacy and the management of their data and images.

Online safety

In this category, we want to emphasize that deepfakes are an increasing threat to online security, as artificial intelligence is used to generate fake but extremely realistic images, videos, or audios, making it difficult to differentiate between authentic and manipulated content.

Table 3
Online Safety

Categories	Subcategories	Proving statements
Online safety	Risks when sharing	“< ...> There are several risks involved in sharing these types of images. For example, someone could take your photo and alter it to do truly evil things”. 3A_CSE1
	App’s fake images	“<...> I would comment on this so that other people don’t use it and are careful, and I would report the app”. 4E_CSE2
	Identify dangerous tools	“<...> Only download official apps, not from fraudulent sites”. 4C_CSE2

From the analysis of the responses, students can be grouped into three different profiles according to their approach to online safety: the cautious, the informed, and the preventive. The cautious are characterized by their concern about the risks associated with sharing images on the network, paying special attention to the possibility of manipulation and misuse of visual material, which leads them to take extreme precautions before disseminating personal content.

The ability to identify and report suspicious applications, a willingness to alert peers to the potential risks of inappropriate use of ICTs, and caution when selecting and using digital applications are some of the aspects mentioned by the adolescent participants in this study. In this way, they take on an active role in promoting the safe and responsible use of digital platforms.

Ethics and responsibility

The results obtained show that students have a notable concern for the ethical implications of the misuse of digital images and consider that both users and technological platforms should assume greater responsibility to prevent and punish these abuses. Three thematic axes emerged from their responses: the emotional impact of image manipulation, responsibility in the creation and dissemination of deepfakes, and the role of digital platforms in prevention.

During the focus group, students expressed their main concerns related to the manipulation of personal images and its emotional and social implications. First, they stated that this type of practice directly affects their emotional well-being and privacy, generating feelings of distress and being aware that the spread of manipulated content can alter other people’s perception of their image or identity and negatively impact their self-esteem, both in the virtual and real worlds.

Table 4
Ethics and Responsibility

Categories	Subcategories	Proving statements
Ethics and responsibility	Manipulation and feelings	“I would feel bad seeing how that photo, which is not really true, is spread”. 3B_CSE2
	Responsibility deepfakes	“Liability would vary depending on the case. Those who create and share them would face fines and penalties”. 4B_CSE1
	Platforms and prevention	“Censoring these types of images, including warnings and notifications about the consequences of posting this type of content, and establishing more rules for using that website”. 4C_CSE2

Participants also highlighted the seriousness of deepfakes and the need to establish clear penalties for those who produce or disseminate them, as data security and privacy are standards that must be guaranteed in interactive virtual spaces.

They point out the need to implement concrete measures to curb the spread of manipulated or harmful images, such as the development of specific policies, accessible reporting systems, and ongoing training programmes on ethical use, emphasising that content management should be geared towards ensuring safer and more responsible virtual environments.

Legal consequences

Turning to the category of legal consequences, the results collected reflect that students have some awareness of the legal implications related to the creation and dissemination of deepfakes, especially those with sexual or defamatory content. The opinions expressed revolve around three key aspects: the consideration of deepfakes as crimes, the legal consequences for minors, and the possible responses to cases of suspected illegal content.

Table 5
Legal Consequences

Categories	Subcategories	Proving statements
Legal con-sequences	Deepfakes as a crime	“Of course, since sexual photos are illegal for both young people and adults, I think this is bad and causes psychological damage”. 3A_CSE1
	Punishment of minors	“Yes, because they should already know what is good and what is bad and know the damage they can cause to innocent people”. 3B_CSE2
		“No, because they are still minors who depend on their parents, no matter how responsible they are”. 3D_CSE2
	Suspicion of deepfake	“Notify our parents and file a complaint. Because that would be false defamation and dissemination of child pornography. 3B_CSE2

The students participating in the study agree that the understanding of deepfakes encompasses illegal, ethical and psychological aspects, especially when the content involves non-consensual sexual material. They recognize that the creation and dissemination of this type of content generates a deep emotional impact on both young people and adults, and should be legally sanctioned.

On the issue of minors’ legal responsibility in the production or dissemination of deepfakes, students hold conflicting views. Some participants argue that minors should take full responsibility for their actions; other participants suggest that minors receive specific penalties, different from those for adults, taking into account their status as minors.

In cases of non-consensual deepfakes, participants mention the importance of informing the family and reporting the incident to the relevant authorities. This demonstrates a high degree of awareness of the misuse of digital spaces and recognition of their legal rights and responsibilities.

Social and emotional impact

The impact of deepfakes is serious on a socio-emotional level, causing victims to experience anxiety, depression and social isolation. The students propose providing support and accompaniment to victims, as they face shame when opening up to their families and obstacles when initiating the reporting process.

Table 6
Social and Emotional Impact

Categories	Subcategories	Proving statements
Social and emotional impact	Consequences to victims	“These victims suffer great trauma when it comes to having a partner or other personal relationships, they suffer from a great social complex and when it comes to revealing themselves to people for fear of what others will say, and they may also suffer shame when it comes to revealing themselves and opening up emotionally to their family, parents, etc.”. 4C_CSE2
	Victims’ feelings	“They would be devastated and deeply embarrassed to learn that someone had manipulated and published them”. 3B_CSE2
	Victim support	“We could talk to that person and support them at all times, help them talk to their parents, and then file a complaint later, but always respecting their opinion and not forcing them to do anything, and not telling anyone else”. 3A_CSE1

The students’ responses show a clear recognition of the emotional and social impact that digital manipulation can have on a person. In terms of personal consequences, students indicated that these include profound psychological effects such as anxiety, shame or trauma, as well as difficulties in establishing personal relationships and trusting their social and family environment. Regarding proposals for providing support, the students suggested the need for resources and strategies to help victims deal with these situations, thus promoting a comprehensive accompaniment that promotes emotional well-being and social recovery.

Prevention and solutions

The final category, Prevention and solutions, focuses on addressing digital violence in teen dating relationships. For students, improving privacy protection and contributing to a safer digital environment can be addressed through two complementary strategies: individual prevention practices and collective education in digital culture (Table 7).

Table 7

Prevention and Solutions

Categories	Subcategories	Proving statements
Prevention and solutions	Privacy tips	"< ...> Whoever it is, don't send intimate photos of yourself, be careful who you accept if you have a private account, and also be careful what photos you upload". 3B-CSE2
	Respectful digital culture	"< ...> Teach about the impact of our online actions and the importance of respectful communication. Include talks on cyberethics and digital coexistence in schools and workplaces". 3D_Nicolas Salmerón

Analysis of the students' responses reveals concern about reducing the risks associated with digital violence in adolescent relationships, favouring an approach that combines personal measures and educational actions. At the individual level, a responsible online interaction stands out, based on respect and privacy protection, stands out. At the educational level, they mention promoting values that allow for distinguishing between responsible and malicious use of technology and advocating for a comprehensive education that not only considers technological aspects but also social and legal ones.

Discussion

This study reveals several worrying trends among students regarding increased online risk. A notable finding is that secondary school students in southern Spain regularly use the Internet, particularly social media, exposing themselves to the dissemination of personal information and access to fake news. This result is similar to that found in the study by Hernández Serrano et al. (2021) and Rodríguez García & Magdalena Benedito (2016), which points out that although adolescents recognize the risks associated with exposing information online, they persist in doing so in their

daily use of social media. This gap between awareness and action underscores the importance of promoting critical digital literacy.

According to Microsoft's online safety report (2023), accessing social media without the necessary skills to manage it safely puts teenagers at risk of cyberbullying or exposure to harmful content such as deepfakes. To this end, it is important to raise awareness among teenagers of the consequences of sharing this type of content, to strengthen legal measures, and to promote digital legal literacy in the education system. Along the same lines, Ramos Zaga (2024) and Barzola Plúas (2025) point out that deepfakes, together with rapid technological advances, pose challenges to current legislation. It is therefore necessary to update and renew the legislative system. Among them, he highlights the proposal to raise the minimum legal age for digital consent from 14 to 16 years, a point of particular interest to this study, since several young people expressed the need for differentiated sanctions depending on the age of the perpetrators.

Regarding the emotional effects associated with the misuse of digital images, our results coincide with recent studies (Universitat Pompeu Fabra and Universitat Oberta de Catalunya, 2024; Acevedo Niño, 2024), which point out how the use of social media impacts the emotional health of adolescents, reinforcing the need for digital education and the implementation of self-regulation strategies for responsible and positive use of platforms.

The inappropriate use of social media can cause unpleasant conflicts and unnecessary tension in a relationship. Therefore, it is necessary to acquire knowledge about digital privacy, responsible use of the digital environment, and training in the legal regulations that govern the safe use of ICT. To this end, it is necessary to develop intervention programmes in formal education that integrate technical, ethical, emotional, and legal skills in a cross-cutting manner, promoting a healthier and more respectful digital coexistence.

Conclusions

The key findings of this study reveal important information about how adolescents relate to social media and digital technology. The practice of sending intimate photos and videos is concerning, especially in the context of romantic relationships. These practices pose significant risks to emotional health and identity formation, particularly affecting adolescent girls, who experience distress, shame, and isolation, as well as a loss of confidence in themselves and in digital environments.

During secondary education, risky practices intensify, posing an additional challenge in protecting these minors. Measures adopted include the protection of personal data, the promotion of respect and empathy, and unequivocal consent, understood not only as a formal requirement but also as an ethical and legal tool for preserving

the dignity and rights of individuals in the digital environment. Given this situation, it is necessary to educate young people on the proper use of technology and the consequences of their actions. Educational institutions must offer ethical, legal, and technical training. In addition, they must provide emotional and psychological support and assistance to victims.

Positive aspects of adolescents' actions in response to deepfakes include their ability to focus their efforts on finding solutions, exploring ways to improve the situation, and reducing the likelihood of it happening again. Digital education is presented as the foundation for all these actions. This training should integrate technical, emotional, legal, and ethical dimensions in order to comprehensively address digital violence in adolescent relationships. Such an approach is key to moving towards a more conscious, mature, and fairly connected society. In it, privacy, empathy and shared responsibility become central pillars. All of this points to the construction of a new collective digital commitment.

Recommendations

The recommendations can be summarized as follows:

- Protect privacy by restricting access to profiles and sharing only necessary information.
- Review shared data and interaction on social media to avoid the risk of inappropriate use of technology.
- Promote respect and responsibility online through healthy digital habits.
- Participate in talks and workshops on the impact of internet activity to help communicate more consciously.
- Empower young people to build safer and more empathetic online communities, emphasizing personal and collective responsibility.

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Sintetinės vaizdo klastotės ir skaitmeninis smurtas paauglių porose: suvokimas, rizika ir prevencijos strategijos

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Santrauka

Nors technologinė revoliucija pastaraisiais dešimtmečiais lėmė neabejotiną pažangą, visgi atsirado ir problemų, susijusių su naujomis žmonių bendravimo formomis, ypač tarp paauglių. Šiuo atveju analizuojame sintetinės vaizdo klastotės (angl. *deepfake*) reiškinių, su kuriuo susiduria paaugliai kurdami romantiškus santykius. Daugiausia dėmesio skiriame tam, kaip prieiga prie dirbtinio intelekto priemonių palengvina manipuliacinių vaizdų, pažeidžiančių privatumą ir gerovę, kūrimą ir platinimą. Panaudojus grupės dinamiką ir konkrečius klausimus, duomenys surinkti iš trečių ir ketvirtų vidurinio ugdymo klasių mokinių, kilusių iš skirtingų

sociokultūrinių aplinkų. Taikant teminio pobūdžio analizę buvo tiriamos rizikos suvokimo, socialinio ir emocinio poveikio, etikos, atsakomybės ir prevencijos strategijų kategorijos. Tyrimo rezultatai atskleidė, kad paaugliai nors apskritai suprato, kas yra sintetinė vaizdo klastotė, vis labiau buvo susirūpinę, ypač merginos, dėl manipuliavimo jų pažeidžiamumu, taip pat dėl asmeninių vaizdų platinimo be jų sutikimo. Mokiniai vertino privatumo ir skaitmeninės informacijos apsaugos svarbą, kartu prisiėmė atitinkamą etinę ir teisinę atsakomybę. Taigi, būtina suteikti daugiau informacijos apie sutikimą, pagarbą ir paramą aukoms, taip skatinant prevencijos ir ankstyvo aptikimo strategijas. Labai svarbu, kad švietimo įstaigos kartu su skaitmeninėmis platformomis įgyvendintų tokias strategijas, kurios skatintų vertybes ir įgūdžius, reikalingus kovojant su šia nauja skaitmeninio smurto forma paauglystėje.

Esminiai žodžiai: *sintetinės vaizdo klastotės, skaitmeninis smurtas, paauglių poros, skaitmeninis privatumas, švietimas.*

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