

THE DIGITAL TRAP: TEENS AND ONLINE CHALLENGES

Radu MOINESCU¹

Ciprian RĂCUCIU²

Carmen-Silvia OPRINA³

Abstract

This paper explores the alarming phenomenon of online challenges that prey on vulnerable adolescents, particularly focusing on the notorious "Blue Whale" Challenge. It examines how tasks desensitize participants to pain and fear, ultimately normalizing the concept of death. Through a semantic analysis using "Tropes" software, the study highlights the manipulative language and psychological tactics employed in these challenges. Ultimately, the article aims to shed light on the risks associated with online challenges, advocating for preventive measures to protect young individuals from falling into these perilous traps.

Keywords: online challenges, risk, semantic analysis, manipulation.

JEL Classification: C88, C91, D91.

1. Defining the problem

Online challenges are viral activities shared on social media and other digital platforms where users, often teenagers, are challenged to perform dangerous, harmful or degrading actions. These challenges include behaviors such as cyberbullying (online harassment), catfishing (creating false identities to deceive), grooming (online manipulation for the purpose of exploitation), as well as participating in deadly games such as "Blue Whale". In general, online challenges take many forms, from seemingly harmless activities to extreme acts of self-harm or anti-social behaviour.

Teenagers are more prone to online challenges due to several interconnected factors:

- *Psychological factors:* The emotional and cognitive development stage of adolescence is characterized by the search for identity and the need for social proof, which makes them more susceptible to the influence of peer groups and online social pressures.

¹PhD Candidate, National University of Science and Technology Politehnica Bucharest, Romania, razvan_sorin.mocanu@stud.fiir.upb.ro, corresponding author

²PhD Candidate, National University of Science and Technology Politehnica Bucharest, Romania florentina.nideltu@stud.fiir.upb.ro

³Prof. PhD. Hab., Romanian-American University, URA, National University of Science and Technology Politehnica Bucharest, Romania, george.carutasu@rau.ro

- *Social factors*: Networks of friends and social status online play a major role in teenagers' decisions to participate in challenges as they try to gain popularity and appreciation in their circles.
- *Technological factors*: Digital platforms favor anonymity and lack of immediate consequences, which encourages involvement in risky activities. Algorithms of social platforms can amplify exposure to such challenges by attracting the attention of young people.

The impact of online challenges on teenagers is significant and varied:

- *Mental health*: Participating in online challenges can lead to anxiety, depression, post-traumatic stress and, in extreme cases, suicide.
- *Social relationships*: Teens who participate in these challenges may suffer from social isolation, loss of trust from friends and family, and deterioration of relationships with others.
- *Academic performance*: Engaging in online challenges can negatively affect concentration and school performance, leading to absenteeism and lower school performance.
- *Physical safety*: Many online challenges involve direct risks to physical health, including self-harm, dangerous behaviors, or even death in the case of extreme gaming.

2. Related work

The relationship between social media use and its impact on the emotional well-being of teenagers exhibits significant gender differences. A study conducted in the UK highlights that among teenagers aged 10 to 15, the intensive use of social networks produces varying emotional outcomes for boys and girls. Specifically, girls tend to report a more pronounced negative impact from digital social interactions, often experiencing increased emotional and behavioral difficulties. In contrast, boys generally show less vulnerability to these effects. [1]

In addition to the teenage demographic, research examining young adults aged 18 to 24 reveals that those engaging in unstructured online social activities—such as uncontrolled use of social media—experience heightened levels of mental stress, particularly among women. This demographic also illustrates gender disparities in social support, where young women are significantly more affected by a lack of social support in terms of their mental health. [2]

Popular platforms like YouTube, Instagram and TikTok have different impacts on teenagers. YouTube, for example, is seen as having a less harmful impact compared to platforms like Instagram, where the pressure to gain social approval through likes and comments is greater, thus increasing social anxiety and negative comparison. Girls report more negative emotional effects from using these platforms than boys. [3]

Cultural context plays a crucial role in shaping adolescents' experiences with social media. A comparative study conducted in Germany, Poland, and South Africa demonstrated

notable differences in social platform usage across these countries. For instance, Instagram is one of the most popular platforms in South Africa, whereas Facebook remains dominant in Germany and Poland. These cultural variances may significantly influence how adolescents perceive and respond to online challenges, highlighting the need for a nuanced understanding of the interplay between culture, gender, and digital interactions. [4]

3. Case study: "*Blue Whale*" Challenge

The "*Blue Whale*" Challenge (Russian: С́иний кит) serves as a crucial case study due to its alarming impact on teenagers worldwide and its manipulative nature. This phenomenon has gained notoriety for its psychological manipulation, often leading participants to engage in self-harm and other dangerous behaviors. Our study employs an in-depth semantic analysis using "*Tropes*" software to identify linguistic patterns, emotions, and recurring themes within the 50 tasks associated with the challenge. By examining these tasks, we aim to uncover the psychological and social mechanisms that underlie online manipulation in this context.

While existing literature has explored various aspects of the "*Blue Whale*" phenomenon, our analysis distinguishes itself by concentrating on the linguistic elements of the challenges. This approach seeks to complement current research by offering a more nuanced understanding of how language is strategically employed to incite risky behaviors among adolescents.

It is important to acknowledge the limitations inherent in semantic analysis; specifically, it may not fully encapsulate the broader social and cultural contexts surrounding these interactions. However, this method provides valuable insights into the language used to influence vulnerable individuals.

"*Tropes*" is a semantic analysis and natural language processing tool designed to automatically identify themes, concepts, and semantic relationships within text. By analyzing language from cognitive and discursive perspectives, Tropes extracts information about sentence structure and meaning, yielding detailed insights into the implicit messages conveyed by the texts.

In this study, "*Tropes*" will be utilized to conduct a semantic analysis of the 50 tasks found in the "*Blue Whale*" Challenge. The software will facilitate the identification of dominant themes such as:

- *Emotional Manipulation*: Examining how language is used to evoke strong emotional responses, potentially leading to self-harm;
- *Social Isolation*: Investigating language that fosters feelings of loneliness and detachment from peers;
- *Self-Esteem Pressures*: Identifying phrases that create feelings of inadequacy or compel participants to conform to harmful expectations.

Additionally, Tropes will help uncover language patterns and subliminal messages that may exert psychological influence on teenagers, thereby elucidating the methods of coercion embedded within the challenges.

4. Semantic profile of "*Blue Whale*" tasks generated with "*Tropes*"

The "*Blue Whale*" Challenge, which emerged in Russia in 2016, attracted global attention for its extremely dangerous nature, being associated with numerous cases of self-harm and suicide among teenagers. It consists of a series of progressively more risky and disruptive tasks, culminating in the final challenge of committing suicide. The challenge exploits the psychology of the participants, giving them a sense of belonging to an exclusive group, an aspect that is particularly appealing to vulnerable teenagers who feel socially isolated or misunderstood.

Through semantic analysis of the tasks in this challenge, social engineering techniques were identified that were used to mentally manipulate and control the participants. Social engineering manifests itself by inducing feelings of loyalty and social pressure on participants, thus forcing them to continue playing despite obvious dangers. The tasks were designed to gradually test the limits of the participants' courage and submission, causing a deep psychological addiction. The challenge progress was often shared publicly, creating a sense of competition and community between participants, which further increased engagement and motivation to complete all tasks.

This analysis highlights how online challenges such as the "*Blue Whale*" can use emotional manipulation and psychological control techniques to captivate teenagers and lead them down a dangerous path, putting their mental health and lives at risk.

An analysis of the challenge's tasks reveals the following characteristics:

- *Dangerous progression*: Tasks are structured to become more and more dangerous as the challenge progresses. This progression can be seen as a method to keep the players geared and under control, gradually increasing the level of danger and associated risks.
- *Insidiousness*: Tasks are formulated in such a way that they are attractive to vulnerable young people. Presenting self-harm as a form of emotional expression or boundary testing can appeal to those who feel isolated or misunderstood, creating the illusion that these actions might have a positive purpose.
- *Coercion*: tasks are built to control player behavior. For example, the imposition of self-isolation may lead to an increase in the player's vulnerability to the influence of the game, by reducing social contact and creating an increasing dependence on the imposed tasks.

In what follows, the linguistic aspects of the tasks associated with the "*Blue Whale*" phenomenon were explored in detail, with an emphasis on the persuasive and manipulative functions of the language used. The syntactic structure, the lexical choice, as well as the pragmatic functions of the statements were examined, in the context of a speech aimed at inducing self-destructive behaviors.

For this analysis, an interdisciplinary approach was used, combining tools from textual linguistics, psycholinguistics and sociolinguistics. We analyzed each task in detail, identifying:

- *Syntactic structure*: sentence types, syntactic relations, mechanisms of subordination and coordination.
- *Lexical choice*: word connotations, registers of language, figures of speech.
- *Pragmatic functions*: speech acts (directive, expressive, declarative), implications, assumptions.

Given the highly sensitive and controversial nature of this challenge, the semantic analysis of the tasks required a meticulous approach. Through the "*Tropes*" software, we have carried out a detailed examination of linguistic style, context, key elements, as well as the frequency and distribution of different word classes (nouns, verbs, adjectives, pronouns, connectors). This analysis allowed a deeper understanding of the linguistic mechanisms used to induce and maintain the harmful behavior associated with this phenomenon.

In what follows, we will explore the linguistic features of each task in the "*Blue Whale*" Challenge [5] by performing a brief semantic analysis. Attention will be directed to key linguistic elements such as textual style, lexical register (adjectives, nouns), logical connectors, verb moods, pronouns and verbs. The purpose of this analysis is to identify the distinctive features of the discourse used in this challenge.

Task 1: *Carve with a razor "f57" on your hand, send a photo to the curator.* The text style is imperative and straightforward, reflecting authority and urgency. The verb "*carve*" is performative, indicating a harmful action, while "*send*" emphasizes compliance. The noun "*razor*" denotes a tool for self-harm. The lack of adjectives suggests a stark and clinical presentation of the task. The direct address "*you*" personalizes the command, reinforcing accountability.

Task 2: *Wake up at 4:20 a.m. and watch psychedelic and scary videos that curator sends you.* This task uses a prescriptive style that indicates routine and obligation. The adjectives "*psychedelic*" and "*scary*" evoke emotional distress and suggest a negative experience. The modal verb "*wake up*" implies a requirement for a specific time. The verbs "*watch*" and "*send*" emphasize passive consumption and submission. The use of "*curator*" creates a sense of authority and control.

Task 3: *Cut your arm with a razor along your veins, but not too deep, only 3 cuts, send a photo to the curator.* The imperative tone is evident, emphasizing immediate action. The verbs "*cut*" and "*send*" denote harmful and compliant behaviors, respectively. The phrase "*not too deep*" introduces a cautionary element, revealing a disturbing normalization of self-harm. The repetition of the noun "*razor*" reinforces its association with pain. The direct pronoun "*your*" personalizes the act of harm.

Task 4: *Draw a whale on a sheet of paper, send a photo to the curator.* The task employs a straightforward imperative style, focusing on an action with a seemingly benign outcome. The verb "*draw*" suggests creativity but is juxtaposed with the task's darker context. The noun "*whale*" serves as a symbolic representation within the challenge. The directive "*send*"

creates an expectation of compliance, while the absence of adjectives implies a stark presentation.

Task 5: *If you are ready to "become a whale", carve "YES" on your leg. If not, cut yourself many times (punish yourself).* This task presents conditional modalities, offering two pathways based on readiness. The verbs "carve" and "cut" highlight self-harm and compliance, while "punish" reinforces themes of guilt. The direct pronoun "you" personalizes the directive. The absence of descriptive adjectives creates a stark and clinical feel, emphasizing the seriousness of the choices.

Task 6: *The task with a cypher.* The style here is enigmatic and cryptic, invoking curiosity while maintaining secrecy. The noun "task" is neutral, devoid of emotional weight, while "cypher" suggests a hidden meaning. The lack of verbs indicates passivity and mystery. The absence of explicit adjectives or pronouns creates an impersonal and abstract directive.

Task 7: *Carve "f40" on your hand, send a photo to the curator.* This task employs a direct imperative style, emphasizing compliance. The verb "carve" connotes self-harm, while the lack of adjectives suggests a stark presentation. The use of the noun "curator" implies a hierarchical structure. The direct command reinforces personal accountability through the use of "your."

Task 8: *Type "#i_am_whale" in your VKontakte status.* The directive is straightforward, using an imperative tone. The verb "type" denotes a digital action, highlighting engagement with social media. The hashtag serves as a symbol of identity, linking the participant to the challenge. The absence of adjectives contributes to a clinical presentation, while the pronoun "your" personalizes the task.

Task 9: *You have to overcome your fear.* The task employs a prescriptive style that emphasizes personal growth and challenge. The verb "overcome" is action-oriented and empowering, though it reflects pressure to conform. The noun "fear" embodies emotional complexity, while the use of "you" personalizes the directive, fostering a sense of individual responsibility.

Task 10: *Wake up at 4:20 a.m. and go to a roof (the higher the better).* The task's imperative style emphasizes routine and urgency. The verb "go" signifies movement and risk, while the phrase "the higher the better" introduces a competitive element. The nouns "roof" and "higher" evoke danger and elevation. The use of "you" personalizes the instruction, reinforcing accountability.

Task 11: *Carve a whale on your hand with a razor, send a photo to the curator.* This task utilizes a stark imperative tone, emphasizing self-harm through the verb "carve." The noun "whale" symbolizes identity within the challenge, while "razor" signifies danger. The command to "send" reinforces compliance. The absence of adjectives creates a clinical atmosphere.

Task 12: *Watch psychedelic and horror videos all day.* The task employs a prescriptive style that suggests continuous exposure to disturbing content. The adjectives "psychedelic" and "horror" evoke fear and confusion. The verb "watch" implies passive engagement. The

absence of pronouns personalizes the command while creating distance from the emotional impact.

Task 13: *Listen to music that "they" (curators) send you.* The task is structured as an imperative, emphasizing compliance. The verb "*listen*" denotes passive engagement, while the pronoun "*they*" creates an ambiguous authority figure. The absence of adjectives suggests a stark, emotionless directive. The use of "*you*" would enhance personal responsibility but is absent here.

Task 14: *Cut your lip.* This imperative command uses a blunt style, emphasizing self-harm. The verb "*cut*" denotes a harmful action, while the noun "*lip*" personalizes the area of harm. The absence of adjectives and connectors suggests a clinical presentation, reinforcing the gravity of the task.

Task 15: *Poke your hand with a needle many times.* The imperative tone is clear, focusing on painful actions. The verb "*poke*" suggests a repetitive and harmful act, while "*needle*" evokes imagery of danger. The absence of adjectives emphasizes the starkness of the task. The lack of personal pronouns creates a distance from the emotional consequences.

Task 16: *Do something painful to yourself, make yourself sick.* This task presents an ambiguous imperative style, focusing on self-inflicted harm. The verbs "*do*" and "*make*" are vague yet emphasize a call to action. The absence of explicit adjectives renders the task stark, while the use of "*yourself*" personalizes the directive, inviting introspection into one's actions.

Task 17: *Go to the highest roof you can find, stand on the edge for some time.* The imperative tone underscores risk-taking behavior. The verb "*go*" indicates movement toward danger, while "*stand*" implies vulnerability. The phrase "*highest roof*" evokes height and peril. The lack of adjectives and explicit connectors suggests a stark, direct command.

Task 18: *Go to a bridge, stand on the edge.* This task uses a direct imperative style, emphasizing risk. The verbs "*go*" and "*stand*" indicate physical actions associated with danger. The noun "*bridge*" evokes imagery of transition and risk. The absence of adjectives heightens the starkness of the directive.

Task 19: *Climb up a crane or at least try to do it.* The task employs a prescriptive style, focusing on physical challenge and risk. The verb "*climb*" indicates a high-stakes action, while "*try*" introduces an element of uncertainty. The noun "*crane*" symbolizes elevation and danger. The lack of adjectives renders the command stark and direct.

Task 20: *The curator checks if you are trustworthy.* This task presents a declarative structure, emphasizing evaluation. The verb "*checks*" implies surveillance and control, while "*trustworthy*" introduces a moral dimension. The pronoun "*you*" personalizes the directive, reinforcing individual accountability. The absence of adjectives contributes to a neutral tone.

Task 21: *Have a talk "with a whale" (with another player like you or with a curator) in Skype.* The directive employs an imperative tone focused on communication. The verbs "*have*" and "*talk*" indicate social interaction, while the phrase "*with a whale*" symbolizes

peer connection within the challenge. The use of parentheses adds an explanatory note, and the lack of adjectives creates a neutral tone.

Task 22: *Go to a roof and sit on the edge with your legs dangling.* The imperative style emphasizes risky action. The verbs "go" and "sit" imply physical movement and vulnerability. The phrase "with your legs dangling" introduces imagery of danger and instability. The absence of adjectives reinforces the starkness of the command.

Task 23: *Another task with a cypher.* This task employs an ambiguous and cryptic tone. The noun "task" remains neutral, while "cypher" suggests secrecy and hidden meanings. The absence of verbs and explicit adjectives creates a sense of mystery, emphasizing the enigmatic nature of the directive.

Task 24: *Secret task.* The use of "secret" implies a hidden directive that is both enticing and ominous. The noun "task" is neutral, devoid of emotional weight. The absence of verbs and adjectives contributes to an air of mystery and suspense, suggesting that the nature of the task remains concealed, thereby fostering intrigue while simultaneously reinforcing the isolation felt by participants.

Task 25: *Have a meeting with a "whale".* This task adopts an imperative structure focused on social interaction. The verb "have" indicates a directive for engagement, while "meeting" connotes a formal gathering. The use of the term "whale" symbolizes a peer within the challenge, creating a sense of belonging. The lack of adjectives and connectors maintains a straightforward tone, emphasizing compliance.

Task 26: *The curator tells you the date of your death and you have to accept it.* The task employs a chilling imperative style, focusing on acceptance of mortality. The verb "tells" indicates a transfer of information, while "accept" introduces an emotional dimension, urging compliance. The phrase "date of your death" carries heavy existential weight. The use of "you" personalizes the command, reinforcing individual accountability in the face of a terrifying directive.

Task 27: *Wake up at 4:20 a.m. and go to rails (visit any railroad that you can find).* The directive uses an imperative tone that emphasizes a specific time and place for risky behavior. The verbs "wake up" and "go" indicate required actions, while "rails" evokes imagery of danger and potential harm. The absence of adjectives lends a starkness to the task, reinforcing its immediacy and seriousness.

Task 28: *Don't talk to anyone all day.* This task employs a straightforward imperative style, emphasizing isolation. The verb "talk" indicates communication, while "anyone" highlights a complete withdrawal from social interactions. The lack of adjectives suggests a clinical presentation of loneliness, reinforcing the emotional impact of disconnecting.

Task 29: *Make a vow that "you're a whale".* The task presents a prescriptive structure, emphasizing commitment. The verb "make" indicates an active choice, while "vow" implies a solemn promise. The phrase "you're a whale" symbolizes identification with the challenge, creating a sense of belonging. The absence of adjectives reinforces a stark commitment without emotional embellishment.

Task 30-49: *Every day you wake up at 4:20 a.m., watch horror videos, listen to music that "they" send you, make 1 cut on your body per day, talk "to a whale".* These tasks utilize a repetitive and ritualistic structure, emphasizing the monotony of compliance. The verbs "wake up", "watch", "listen", "make", and "talk" denote a routine of harmful actions and passive consumption. The use of the pronoun "you" personalizes the experience, making the participant feel implicated. The lack of adjectives contributes to a clinical atmosphere, normalizing self-harm within the context of the challenge. The phrase "4:20 a.m." establishes a specific, eerie ritual that heightens the sense of obligation.

Task 50: *Jump off a high building. Take your life.* This task employs a stark and chilling imperative tone, signaling a culmination of escalating violence. The verbs "jump" and "take" indicate definitive actions that lead to irreversible consequences. The noun "building" evokes imagery of height and danger, while "life" underscores the existential weight of the decision. The absence of adjectives strips away emotional nuance, rendering the task a blunt command devoid of empathy. The lack of pronouns creates a sense of detachment, reinforcing the chilling nature of the directive and the totalizing power of the challenge.

5. Key findings

The semantic analysis conducted using "Tropes" software provides a comprehensive examination of the language, structure, and psychological implications embedded within the 50 tasks of the "Blue Whale" Challenge. The following findings synthesize the analysis into key categories: text style, contextual placement, representative elements, and the main categories of words, including nouns, verbs, adjectives, pronouns, and connectors.

The text style of the tasks is characterized by prescriptive and imperative language, which conveys authority and urgency. The starkness of the directives, often devoid of emotional qualifiers, reinforces a sense of desensitization to violence and self-harm. This stylistic choice cultivates an atmosphere of coercion, as the language serves to normalize harmful behaviors within a structured framework. The repetition of commands across tasks further amplifies their weight, framing them as obligatory rather than optional actions.

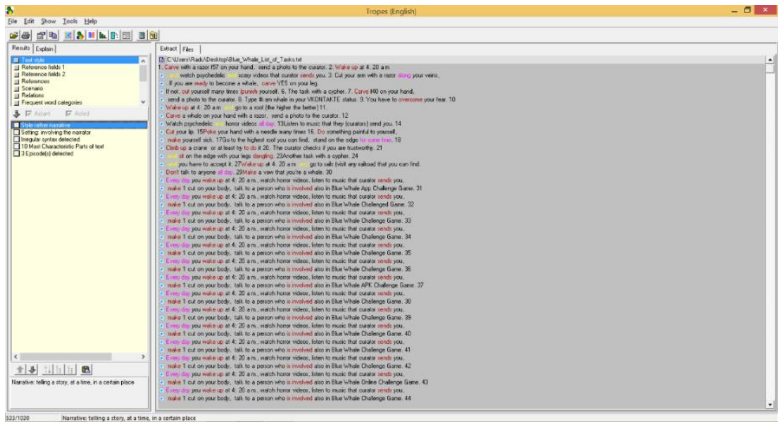


Fig. 1. Text style

Contextually, the tasks are situated within a narrative arc that progressively escalates in intensity and severity, culminating in directives that advocate for extreme self-harm and suicidal ideation (Fig. 1). This escalation serves to desensitize participants to the emotional and psychological consequences of their actions. The temporal placement of certain tasks, such as those occurring at early morning hours, suggests an element of ritualism, encouraging participants to embrace discomfort and isolation as a means of fulfillment within the challenge. This context heightens the psychological burden on individuals, fostering feelings of loneliness and despair.

The representative elements within the tasks are emblematic of themes surrounding mortality, self-identity, and existential struggle. Symbols such as the "whale" serve to encapsulate notions of vastness and depth, while tasks involving horror media, self-harm, and social withdrawal illustrate a disturbing convergence of fear, isolation, and community engagement. The symbolic language invites introspection regarding personal identity and societal implications, thereby deepening the emotional resonance of the directives.

The nouns employed throughout the tasks—such as "whale," "building," "life," and "curator"—carry significant connotations that reflect the overarching themes of the challenge. The use of concrete nouns establishes a direct relationship with the actions mandated by the tasks, emphasizing the existential weight of the decisions presented. The broad scope of social nouns highlights the pervasive nature of isolation inherent in the challenge.

The verb categories (Fig. 2) indicate a predominance of factive verbs (59.6%), suggesting a focus on actions that denote established truths or realities. This is contrasted by a smaller percentage of stative verbs (6.7%), which imply a condition or state, and reflexive verbs (33.7%), indicating actions directed back at the subject. The absence of performative verbs (0%) emphasizes the lack of agency granted to participants, who are compelled to act rather than to express or create through their actions.

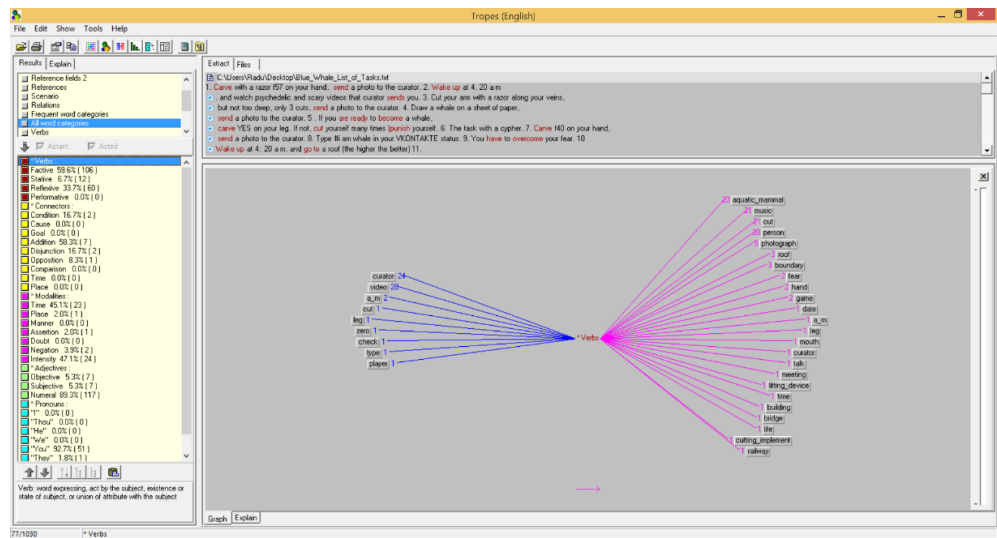



Fig. 2. The relationship of verbs


James (English)
🔍
🗑️
✖️

James (English)

6. Conclusion

The proliferation of online challenges, particularly those that promote self-harm and risky behaviors, poses a significant threat to the mental health and well-being of adolescents. As evidenced by the analysis of the "*Blue Whale*" Challenge and similar phenomena, these digital traps often exploit vulnerabilities associated with youth, such as the search for identity, peer acceptance, and a desire for belonging. The stark language and coercive structures inherent in these challenges reflect a concerning trend in digital spaces that can lead to devastating consequences.

To mitigate the risks associated with online challenges, it is imperative to implement comprehensive preventive measures aimed at protecting young people from falling into these dangerous traps.

Developing educational programs that focus on digital literacy is essential. These programs should educate teens about the nature of online challenges, emphasizing critical thinking skills to recognize manipulative content and the potential dangers of engaging with such activities. Workshops in schools can provide a safe space for discussions about peer pressure, mental health, and the risks of online participation.

Encouraging active involvement from parents and guardians is crucial. Parents should be educated on the digital landscape their children navigate, including awareness of popular online challenges and the signs of distress in their teens. Open communication between parents and teens regarding online experiences can foster an environment where young people feel safe discussing their encounters with potentially harmful content.

Creating peer support networks can empower young people to resist the allure of dangerous challenges. Schools and community organizations can facilitate programs that encourage teens to speak out against harmful activities, fostering a culture of mutual support and accountability. By normalizing conversations around mental health and online safety, these networks can help teens feel less isolated and more connected.

Increased access to mental health resources is critical. Schools should provide resources such as counseling services and helplines for students facing emotional distress. Educating teens about the availability of these resources can encourage them to seek help if they are struggling with feelings of loneliness or depression, which are often exploited by online challenges.

Collaboration between mental health organizations, educators, and technology companies can lead to the development of tools that promote positive online interactions. These tools could include features that allow users to report harmful content easily, as well as educational prompts that encourage users to reflect on their online engagement before participating in challenges.

As the digital landscape continues to evolve, so too must our strategies for safeguarding young people. By combining education, parental involvement, supportive peer networks, and accessible mental health resources, we can create a multifaceted approach to prevent teens from falling into the traps of online challenges. Ultimately, fostering a culture of

resilience, awareness, and open communication will empower young people to navigate the digital world safely, promoting their overall well-being and development in the process.

References

- [1] Cara L. BOOKER, Yvonne J. KELLY, Amanda SACKER – *Gender differences in the associations between age trends of social media interaction and well-being among 10-15 year olds in the UK*, BMC Public Health, Volume 18, Article number 321, 20 March 2018, DOI: 10.1186/s12889-018-5220-4, ISSN: 1471-2458, web resource: <https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-018-5220-4>, accessed on 28 September 2024
- [2] Rune JOHANSEN, Mari Nicholls ESPETVEDT, Heidi LYSHOL, Jocelyne CLENCH-AAS, Ingri MYKLESTAD – *Mental distress among young adults – gender differences in the role of social support*, BMC Public Health, Volume 21, Article number 2152, 24 November 2021, ISSN: 1471-2458, DOI: 10.1186/s12889-021-12109-5, web resource: <https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-021-12109-5>, accessed on 28 September 2024
- [3] Emily A. VOGELS, Risa GELLES-WATNICK – *Teens and social media: Key findings from Pew Research Center surveys*, Pew Research Center, 24 April 2023, web resource: <https://www.pewresearch.org/short-reads/2023/04/24/teens-and-social-media-key-findings-from-pew-research-center-surveys/>, accessed on 28 September 2024
- [4] Kaja J. FIETKIEWICZ, Elmar LINS, Adheesh BUDREE – *Investigating the Generation- and Gender-Dependent Differences in Social Media Use: A Cross-Cultural Study in Germany, Poland and South Africa*, Social Computing and Social Media. Technologies and Analytics (SCSM 2018), Publisher Springer, Cham, 31 May 2018, pp. 183–200, DOI: 10.1007/978-3-319-91485-5_14, Print ISBN: 978-3-319-91484-8, web resource: https://link.springer.com/chapter/10.1007/978-3-319-91485-5_14, accessed on 28 September 2024
- [5] Jonathan TAYLOR – *What is the Blue Whale Challenge?*, Educare.co.uk, web resource: https://www.educare.co.uk/files_cms/resources/What_is_the_blue_whale_challenge.pdf, accessed on 28 September 2024

Bibliography

Cara L. BOOKER, Yvonne J. KELLY, Amanda SACKER – *Gender differences in the associations between age trends of social media interaction and well-being among 10-15 year olds in the UK*, BMC Public Health, Volume 18, Article number 321, 20 March 2018, DOI: 10.1186/s12889-018-5220-4, ISSN: 1471-2458, web resource: <https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-018-5220-4>, accessed on 28 September, 2024

Rune JOHANSEN, Mari Nicholls ESPETVEDT, Heidi LYSHOL, Jocelyne CLENCH-AAS, Ingri MYKLESTAD – *Mental distress among young adults – gender differences in*

the role of social support, BMC Public Health, Volume 21, Article number 2152, 24 November 2021, DOI: 10.1186/s12889-021-12109-5, ISSN: 1471-2458, web resource: <https://bmcpublikealth.biomedcentral.com/articles/10.1186/s12889-021-12109-5>, accessed on 28 September, 2024

Emily A. VOGELS, Risa GELLES-WATNICK – *Teens and social media: Key findings from Pew Research Center surveys*, Pew Research Center, 24 April 2023, web resource: <https://www.pewresearch.org/short-reads/2023/04/24/teens-and-social-media-key-findings-from-pew-research-center-surveys/>, accessed on 28 September, 2024

Kaja J. FIETKIEWICZ, Elmar LINS, Adheesh BUDREE – *Investigating the Generation- and Gender-Dependent Differences in Social Media Use: A Cross-Cultural Study in Germany, Poland and South Africa*, Social Computing and Social Media. Technologies and Analytics (SCSM 2018), Publisher Springer, Cham, 31 May 2018, pp. 183–200, DOI: 10.1007/978-3-319-91485-5_14, Print ISBN: 978-3-319-91484-8, web resource: https://link.springer.com/chapter/10.1007/978-3-319-91485-5_14, accessed on 28 September, 2024

Jonathan TAYLOR – *What is the Blue Whale Challenge?*, Educare.co.uk, web resource: https://www.educare.co.uk/files_cms/resources/What_is_the_blue_whale_challenge.pdf, accessed on 28 September, 2024

Anshu MALHOTRA, Rajni JINDAL – *Multimodal Deep Learning Architecture for Identifying Victims of Online Death Games*, Published in Data Analytics and Management, Proceedings of ICDAM, Publisher Springer, 26 June 2021, pp. 827–841, DOI: 10.1007/978-981-15-8335-3_63, Print ISBN: 978-981-15-8334-6, Online ISBN: 978-981-15-8335-3, web resource: https://www.researchgate.net/publication/348209895_Multimodal_Deep_Learning_Architecture_for_Identifying_Victims_of_Online_Death_Games, accessed on 28 September, 2024

Richa MUKHRA, Neha BARYAH, Kewal KRISHAN, Tanuj KANCHAN – *'Blue Whale Challenge': A Game or Crime?*, Science and Engineering Ethics, Publisher Springer, 11 November 2017, Volume 25, pp. 285–291, DOI: 10.1007/s11948-017-0004-2, web resource: https://www.researchgate.net/publication/321014625_'Blue_Whale_Challenge'_A_Game_or_Crime, accessed on 07 august 2024

Anirban MUKHERJEE, Satish SHUKLA – *Decoding the Blue Whale Challenge from Sociological Perspectives*, Journal of National Development, Volume 31, No. 1, 1 July 2018, pp. 112–119, DOI: 10.29070/31/57444, web resource: https://www.researchgate.net/publication/331369208_Decoding_the_Blue_Whale_Challenge_from_Sociological_Perspectives, accessed on 07 august 2024

Pierre MOLETTE – *De l'APD à Tropes: comment un outil d'analyse de contenu peut évoluer en logiciel de classification sémantique généraliste*, Communication au colloque Psychologie et communication Tarbes, June 2009, web resource: <https://www.tropes.fr/PierreMolette-CommunicationColloquePsychoTarbesJuin2009.pdf>, accessed on 07 august 2024

Catherine KERBRAT-ORECCHIONI – *L'énonciation: De la subjectivité dans le langage*, Publisher Arman Colin, 2009, ISBN: 9782200243913

Patrick CHARAUDEAU – *Grammaire du sens et de l'expression*, Publisher Hachette-Education, 1992, ISBN: 978-2-35935-241-2

Kurt LEWIN – *Frontiers in Group Dynamics: Concept, Method and Reality in Social Science; Social Equilibria and Social Change*, Human Relations, Volume 1, Issue 1, 1 June 1947, Sage Publications Ltd., DOI: 10.1177/001872674700100103, pp. 5–41, web resource: https://lchc.ucsd.edu/MCA/Mail/xmcamail.2013_07.dir/pdfef83xvxgaM.pdf, accessed on 07 August 2024

Robert-Vincent JOULE, Jean-Leon BEAUVOIS – *Mic tratat de manipulare pentru uzul oamenilor cinstiți*, 2016, Editura Polirom, ISBN: 978-973-46-6173-2