



THE STOP METHODOLOGICAL FRAMEWORK



STOP:

STOP Child Abuse Through Effective Training and
Augmented Reality

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IO1.A3 THE STOP METHODOLOGICAL FRAMEWORK

PROJECT INFORMATION

PROJECT ACRONYM:

STOP

PROJECT TITLE:

STOP Child Abuse Through Effective Training and Augmented Reality

PROJECT NUMBER: 2019-2-HR01-KA205-061028

SUB-PROGRAMME OR KA:

KA2 – STRATEGIC PARTNERSHIP FOR YOUTH

WEBSITE: WWW.ERASMUSSTOP.EU

CONSORTIUM:

Coordinator:



Partners:





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AIMS AND OBJECTIVES OF THE STOP PROJECT

Sexual abuse can happen anywhere and to anyone, both in person and online. When a child or a young person has been a victim of sexual abuse, they are forced or tricked into sexual activities. International studies reveal that approximately 20% of women and between 5-10% of men have been a victim of sexual abuse as children (Barth et.al, 2013).

The STOP project aims to create an innovative learning way targeting youth workers in order to equip them with the knowledge and skills to prevent incidents of child sexual abuse. Additionally, it aims to create an Augmented Reality Game to be used with children and youth in order to teach them the necessary skills and knowledge to keep themselves safe from abuse.

THE STOP METHODOLOGICAL FRAMEWORK – IO1.A3.1

The STOP Methodological Framework has been developed based on the research conducted by the partners, which involved both desk research and collection of data from the direct (youth workers, professionals working with youth) and indirect (parents) target group. After the collection of data, a synthesis analysis of the results was conducted in order to define the modules, topics and sub-topics of the training course.

The main topics have been divided into a list of learning outcomes based on the European Qualification Framework (EQF) guidelines, and divided into Knowledge, Skills and Competences/Attitudes.

In the context of the EQF:

- Knowledge: is described as theoretical and/or factual
- Skills: cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).
- Competence/ Attitudes: is described in terms of responsibility and autonomy.

For each module two set of frameworks were developed, the first one refers to knowledge, skills and competences when working with children (9-12 years old), whereas the other one when working with youth (13-18 years old).



Module 1: What is Sexual Abuse?

1. General Description of the Module

This module is focused on child sexual abuse:

- What is sexual abuse
- What are the forms and signs of sexual abuse?
- Prevention of sexual abuse
- How to promote youth safety and how to respond to sexual abuse
- How to report a case of abuse

2. List of Topics

Topic 1: Violence and sexual abuse

Short description: The topic serves as an introduction to the notion of violence in general through child abuse to sexual abuse, and includes online abuse.

Topic 2: What is sexual abuse and what is not?

Short description: The topic deepens the concept related to coercion, flirting vs. sexual harassment and consent (also in partner relationship) to define which are the limits of sexual abuse.

Topic 3: Forms of sexual abuse

Short description: The topic will deal with the forms of sexual abuse online and offline



Topic 4: Signs of sexual abuse (connected topic 3)

Short description: The topic will deal with the different signs related to the forms of sexual abuse and how to recognize them, but also how to react on time.

Topic 5: How to prevent sexual abuse, how to promote youth safety and how to react to sexual abuse

Short description: The topic will start to present importance of communication, safe and careful use of the Internet and social media. Furthermore, it will present how victims may get help and support from trusted adults and organizations in the community.

Topic 6: Reporting in case of sexual abuse

Short description: The topic will explain to youth workers reporting procedures, reporting authorities and description and explanation to children. This topic should be adapted to national context.



MODULE 1: WHAT IS SEXUAL ABUSE? (9-12 Years Old)				
Topic	Main Objectives	KNOWLEDGE <i>(In the context of EQF, knowledge is described as theoretical and/or factual)</i>	SKILLS <i>(In the context of EQF, skills are described as practical)</i>	ATTITUDE <i>(attitude is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility)</i>



<p>1: Violence and sexual abuse</p>	<p>-to understand the meaning and difference between violence and abuse, child abuse, sexual child abuse (online and offline)</p> <p>-to adopt a social justice and human rights framework in order to critically analyse and prevent the sexual child abuse</p>	<p>Youth workers will:</p> <ul style="list-style-type: none"> - know the definition of violence, child abuse, sexual child abuse -be aware of the concept of child and youth victimization - understand that child sexual abuse may happen online and offline -know the description what are the rights of children according to European and international legal framework that are protecting them from sexual abuse 	<p>Youth workers will be able:</p> <ul style="list-style-type: none"> -to describe and explain violence, child abuse, and sexual child abuse to children in age-appropriate way -to teach children how to discern and identify violence -to teach children how to discern and identify child abuse -to teach children how to discern and identify sexual child abuse -to teach children how to discern and identify online and offline child sexual abuse -to list the examples of child sexual abuse (online and/or offline) 	<p>Youth workers will be able to:</p> <ul style="list-style-type: none"> - to consider and critically analyze behavior of others - to consider and critically analyze their own behavior -to understand and apply social justice concepts and human rights framework



			<ul style="list-style-type: none"> - to describe circumstances in which sexual assaults most usually happen - to help and support children applying social justice and human rights framework 	
<p>2: What is sexual abuse and what is not?</p>	<ul style="list-style-type: none"> - to describe the definition and scope of child sexual abuse -to understand the dynamics of child sexual abuse - to identify the risk factors that are associated with child sexual abuse 	<p>Youth workers will:</p> <ul style="list-style-type: none"> -know the definition child sexual abuse and its scope -to describe the meaning of consent - know the meaning of coercion and to understand how it can lead to sexual abuse - know different kind of coercion techniques -know the meaning of flirting and recognize the difference between flirting and sexual harassment 	<p>Youth workers will be able:</p> <ul style="list-style-type: none"> - to explain child sexual abuse to children in age appropriate way -to explain consent, coercion and coercion techniques to children that can lead to sexual child abuse - to explain flirting and the difference between flirting and sexual harassment 	<p>Youth workers will be able:</p> <ul style="list-style-type: none"> -be aware of a seriousness of child sexual abuse in their society - to recognize sexual child abuse as a social justice and human rights problem in their society -to be more prepared professionally to work with children and youth



		<ul style="list-style-type: none"> - understand the dynamics of child sexual abuse 	<ul style="list-style-type: none"> - to identify cases of sexual child abuse -to recognize when someone is crossing the line between flirting and sexually harassing someone -to detect situation in which coercion is applied 	<ul style="list-style-type: none"> - to understand their obligation to report a case of disclosed or suspected child sexual abuse
<p>3: Forms of sexual abuse</p>	<ul style="list-style-type: none"> -to distinguish the different types and forms of sexual abuse both online and offline and circumstances in which they may occur 	<p>Youth workers will:</p> <ul style="list-style-type: none"> -understand that sexual abuse may happen in different contexts and circumstances (i.e. family, school, peers, peers/adult, leisure time, sports...) -know the definition of different types of child sexual abuse -know different forms of contact and non-contact sexual abuse 	<p>Youth workers will be able:</p> <ul style="list-style-type: none"> -to describe and list different contexts and circumstances in which sexual abuse may occur -to demonstrate the ability to explain, analyse and recognize different types of inappropriate and harmful behaviour 	<p>Youth workers will:</p> <ul style="list-style-type: none"> -be aware of types and forms of sexual abuse in their work with children and youth and will be aware of the different contexts and circumstances in which they may occur



			<p>-to explain, analyse and recognize different forms of contact and non-contact sexual abuse</p>	<p>- be more adequate, confident and sufficient in their ability to identify and detect different types and forms of child sexual abuse among their beneficiaries</p>
<p>4: Signs of sexual abuse</p>	<p>-to recognize the signs and symptoms of child sexual abuse</p> <p>-to be able to associate different types and forms of sexual abuse to their specific signs and symptoms</p>	<p>Youth workers will:</p> <p>-understand that there are common signs of sexual abuse</p> <p>-understand that some signs are not so obvious</p> <p>-know the definition and description of different behavioural, emotional and physical signs of child sexual abuse</p>	<p>Youth workers will be able:</p> <p>-to demonstrate the ability to recognize the signs and symptoms of child sexual abuse</p> <p>- to associate different types and forms of sexual abuse to their specific signs and symptoms</p> <p>-to detect a case of child sexual abuse</p>	<p>Youth workers will:</p> <p>-be aware of different signs of child sexual abuse,</p> <p>- be more adequate, confident and sufficient in their ability to detect and respond to the specific signs of child sexual abuse</p> <p>-be more able to cope with their emotions and feelings in case of child sexual abuse</p>



<p>5: How to prevent sexual abuse, how to promote youth safety and how to react to sexual abuse</p>	<ul style="list-style-type: none"> -to learn how to prevent, detect, respond to and report the cases of disclosed or suspected child sexual abuse -to reinforce behaviours that promote youth safety in order to prevent victimization -to learn to monitor potential risk situations and harmful behaviours -learn what to do if facing a suspected case of child sexual abuse -learn what to do if a child discloses a case of sexual abuse 	<p>Youth workers will:</p> <ul style="list-style-type: none"> -understand their professional role and obligations in prevention and reporting the cases of child sexual abuse 	<p>Youth workers will be able:</p> <ul style="list-style-type: none"> -to demonstrate the ability to apply strategies to prevent child victimization -to better understand a child and respond in the case of suspected and disclosed child sexual abuse 	<p>Youth workers will:</p> <ul style="list-style-type: none"> -feel more secure in their work with children and youth -adopt a critical attitude and accept their legal and professional responsibility to prevent and report a case of child sexual abuse -will be encouraged and feel more confident in reporting cases of victimization
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<p>5A. Safe and careful use of the Internet and social media sites</p>	<p>-to be able to identify types of personal information</p> <p>-to be able to understand the concept of “Stranger Danger” online/offline</p> <p>-to be able to identify inappropriate Internet behaviour</p> <p>-to understand importance of being safe and careful on the Internet</p>	<p>Youth workers will:</p> <ul style="list-style-type: none"> - know what are the personal information and that it should be used with caution -know and understand the concept of “Stranger danger” and that can happen online and offline -know what does it means to behave inappropriately online -know the explanation of the code of conduct on the Internet 	<p>Youth workers will be able:</p> <ul style="list-style-type: none"> -to show and list personal information that can and can not be shared with others, especially with strangers online or in person -to show and explain all the rules about interaction with strangers on the street, at home and on the Internet - to explain and list examples of inappropriate Internet behaviour (appropriate website, messages, sites...) -to explain rules and tips on safe internet use 	<p>Youth workers will be able:</p> <ul style="list-style-type: none"> -to explain importance of keeping personal information to yourself and to share it just with trusted others - to clearly define the ways/characteristics of safe behaviour when interacting with strangers in order to protect children from predators (online/offline) -to critically approach to Internet use by applying code of conduct - sets of rules outlining the norms and responsibilities
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<p>5B. Assertive communication – How to say No and STOP</p>	<p>-to understand assertiveness and assertive communication skills as protective and preventive factors and tools against child sexual victimization</p>	<p>Youth workers will: -understand assertive communication and assertive behaviour and how they relate to reducing the risk of sexual abuse and unwanted sexual experiences</p>	<p>Youth workers will be able: -to teach children assertiveness and assertive communication skills in order for children to protect themselves (and avoid situations of non-consensual sex) - to teach children to develop the skills and abilities to prevent sexual abuse (including setting boundaries, saying “NO” and “STOP”, asking for help and getting other persons to listen to them)</p>	<p>Youth workers will be able: -to valorise assertiveness and assertive communication skills as valuable protective and preventive factors and tools against child sexual victimization</p>
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<p>5C. Asking for help and support from trusted adults and organizations in the community</p>	<p>-to learn and understand importance of support from adults who children trust and services available to help children</p> <p>-to learn where to search for people and services available to build trust system (or system of trust) with children dealing with abuse</p>	<p>Youth workers will:</p> <p>-know what does it mean to have a network of trusted people who can help</p> <p>-know there are supports and services available to help children deal with (sexual) abuse</p> <p>- know to identify the crisis and consider the options available to the child to get appropriate help as soon as possible and stop the abuse</p> <p>-know how to build trust with beneficiaries and be there in case children need to open up</p>	<p>Youth workers will be able:</p> <p>- to encourage children to speak to a trusted adult if they are bullied or see others being bullied</p> <p>-to encourage children to seek help from organizations in the community surroundings</p> <p>-to listen actively and reflectively when talking to their beneficiaries</p> <p>- to build trust system (or system of trust)</p>	<p>Youth workers will be able:</p> <p>- to check if they have correctly understood the child's experience</p> <p>-to show respect to children and their experiences</p> <p>-to forget all personal judgments and really can be just there for them</p> <p>-to take a stance in such a way that the child's interests and needs are very important</p>
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<p style="text-align: center;">6: Reporting in case of disclosed or suspected child sexual abuse</p>	<p>- to define EU and national legal and welfare system that supports children, youth, and families in case of child sexual abuse</p> <p>-to define obligations of the competent authorities and other stakeholders involved in detecting and combating child sexual violence and who are providing assistance and protection of victims of sexual violence</p>	<p>Youth workers will:</p> <p>-know the definition and description of the legal framework that protects children and youth rights</p> <p>-understand their legal and professional obligation as a mandatory reporter defined by national legal system to report disclosed or suspected child sexual abuse</p> <p>-understand and know the definition and description of the situations that require a mandatory report of child sexual abuse</p>	<p>Youth workers will be able to:</p> <p>-to define key authorities and stakeholders that are involved in detecting and combating child sexual violence and who are providing assistance and protection of victims of sexual violence</p> <p>-demonstrate the ability to perform the mandatory reporting of child sexual abuse</p>	<p>Youth workers will:</p> <p>-feel more secure in their work with children and youth</p> <p>-be able to demonstrate a critical attitude, accept and apply their legal and professional responsibility as an obligatory reporter to report a case of disclosed or suspected child sexual abuse</p> <p>-to understand a value of well-defined protocols and code of conduct within their organization</p> <p>-will be encouraged and feel more confident in reporting a case of disclosed or suspected child sexual abuse</p>
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	<p>-to be aware of legal responsibility to report a case of child sexual abuse</p> <p>-to define the forms, manner and content of co-operation between the competent authorities and other stakeholders taking part in the identification and suppression of child sexual violence and in the provision</p>	<p>-understand and know the definition and description of the steps and rules of procedure defined in national legal framework that are obligatory to follow in cases of child sexual abuse, including which information to deliver in the report of child sexual abuse</p>	<p>-be able to demonstrate the ability to provide support in cases of suspected or disclosed child abuse</p> <p>-to define sources of support that are available for children and youth who experienced sexual abuse</p>	<p>-understand their role and value as an obligatory reporter of disclosed or suspected child sexual abuse</p>
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	<p>of assistance and protection to children who are victimized or in risk of sexual victimization</p> <p>-to define how to provide support in cases of suspected or disclosed child sexual abuse</p> <p>- to define how to apply the rules of procedure defined in EU and national legal framework that are obligatory to follow in cases of child sexual abuse</p>			
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MODULE 1: WHAT IS SEXUAL ABUSE? (13-18 Years Old)				
Topic	Main Objectives	KNOWLEDGE <i>(In the context of EQF, knowledge is described as theoretical and/or factual)</i>	SKILLS <i>(In the context of EQF, skills are described as practical)</i>	ATTITUDE <i>(attitude is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility)</i>
1: Violence and sexual abuse	<p>-to understand the meaning and difference between violence and abuse, child abuse, sexual child abuse (online and offline)</p> <p>-to adopt a social justice and human rights framework in order to critically analyse and prevent the sexual child abuse</p>	<p>Youth workers will:</p> <ul style="list-style-type: none"> - know the definition of violence, child abuse, sexual child abuse -be aware of the concept of child and youth victimization -understand that child sexual abuse may happen online and offline 	<p>Youth workers will be able:</p> <ul style="list-style-type: none"> -to describe and explain violence, child abuse, and sexual child abuse to children in age-appropriate way -to teach children how to discern and identify violence -to teach children how to discern and identify child abuse 	<p>Youth workers will be able:</p> <ul style="list-style-type: none"> - to consider and critically analyze behavior of others - to consider and critically analyze their own behavior -to understand and apply social justice concepts and human rights framework



		<ul style="list-style-type: none"> -know what are the rights of children according to European and international legal framework that are protecting them from sexual abuse 	<ul style="list-style-type: none"> -to teach children how to discern and identify sexual child abuse -to teach children how to discern and identify online and offline child sexual abuse -to list the examples of child sexual abuse (online and/or offline) - to describe circumstances in which sexual assaults most usually happen - to help and support children applying social justice and human rights framework 	
<p>2: What is sexual abuse and what is not?</p>	<ul style="list-style-type: none"> - to describe the definition and scope of child sexual abuse -to understand the dynamics of child sexual abuse 	<p>Youth workers will:</p> <ul style="list-style-type: none"> -know the definition and description of child sexual abuse and its scope -know to describe the meaning of consent 	<p>Youth workers will be able:</p> <ul style="list-style-type: none"> - to explain child sexual abuse to children in age appropriate way 	<p>Youth workers will be able:</p> <ul style="list-style-type: none"> -be aware of a seriousness of child sexual abuse in their society



	<ul style="list-style-type: none"> - to identify the risk factors that are associated with child sexual abuse 	<ul style="list-style-type: none"> - know to describe the meaning of coercion and to understand how it can lead to sexual abuse - know to describe different kind of coercion techniques - know to describe the meaning of flirting and recognize the difference between flirting and sexual harassment - understand the dynamics of child sexual abuse 	<ul style="list-style-type: none"> - to explain consent, coercion and coercion techniques to children that can lead to sexual child abuse - to explain flirting and the difference between flirting and sexual harassment - to identify cases of sexual child abuse - to recognize when someone is crossing the line between flirting and sexually harassing someone - to detect situation in which coercion is applied 	<ul style="list-style-type: none"> - to recognize sexual child abuse as a social justice and human rights problem in their society - to be more prepared professionally to work with children and youth - to understand their obligation to report a case of disclosed or suspected child sexual abuse
<p>3: Forms of sexual abuse</p>	<ul style="list-style-type: none"> - to distinguish the different types and forms of sexual abuse both online and offline and circumstances in which they may occur 	<p>Youth workers will:</p> <ul style="list-style-type: none"> - understand that sexual abuse may happen in different contexts and circumstances (i.e. family, school, peers, peers/adult, leisure time, sports...) 	<p>Youth workers will be able:</p> <ul style="list-style-type: none"> - to describe and list different contexts and circumstances in which sexual abuse may occur 	<p>Youth workers will:</p>



		<ul style="list-style-type: none"> -know the definition of different types of child sexual abuse -know to describe different forms of contact and non-contact sexual abuse 	<ul style="list-style-type: none"> -to demonstrate the ability to explain, analyse and recognize different types of inappropriate and harmful behaviour -to explain, analyse and recognize different forms of contact and non-contact sexual abuse 	<ul style="list-style-type: none"> -be aware of types and forms of sexual abuse in their work with children and youth and will be aware of the different contexts and circumstances in which they may occur - be more adequate, confident and sufficient in their ability to identify and detect different types and forms of child sexual abuse among their beneficiaries
<p>4: Signs of sexual abuse</p>	<ul style="list-style-type: none"> -to recognize the signs and symptoms of child sexual abuse -to be able to associate different types and forms of sexual abuse to their specific signs and symptoms 	<p>Youth workers will:</p> <ul style="list-style-type: none"> -understand that there are common signs of sexual abuse - understand that some signs are not so obvious 	<p>Youth workers will be able:</p> <ul style="list-style-type: none"> -to demonstrate the ability to recognize the signs and symptoms of child sexual abuse - to associate different types and forms of sexual abuse to their specific signs and symptoms 	<p>Youth workers will:</p> <ul style="list-style-type: none"> -be aware of different signs of child sexual abuse, - be more adequate, confident and sufficient in their ability to detect and respond to the specific signs of child sexual abuse



		-know the definition and description of different behavioural, emotional and physical signs of child sexual abuse	-to detect a case of child sexual abuse	-be more able to cope with their emotions and feelings in case of child sexual abuse
5: How to prevent sexual abuse, how to promote youth safety and how to react to sexual abuse	<ul style="list-style-type: none"> -to learn how to prevent, detect, respond to and report the cases of disclosed or suspected child sexual abuse -to reinforce behaviours that promote youth safety in order to prevent victimization -to learn to monitor potential risk situations and harmful behaviours -learn what to do if facing a suspected case of child sexual abuse -learn what to do if a child discloses a case of sexual abuse 	<p>Youth workers will:</p> <ul style="list-style-type: none"> -understand their professional role and obligations in prevention and reporting the cases of child sexual abuse 	<p>Youth workers will be able:</p> <ul style="list-style-type: none"> -to demonstrate the ability to apply strategies to prevent child victimization -to better understand a child and respond in the case of suspected and disclosed child sexual abuse -... 	<p>Youth workers will:</p> <ul style="list-style-type: none"> -feel more secure in their work with children and youth -adopt a critical attitude and accept their legal and professional responsibility to prevent and report a case of child sexual abuse -will be encouraged and feel more confident in reporting cases of victimization



<p>5A. Safe and careful use of the Internet and social media sites</p>	<ul style="list-style-type: none"> -to be able to identify types of personal information -to be able to understand the concept of “Stranger Danger” online/offline -to be able to Identify inappropriate Internet behaviour -to understand importance of being safe and careful on the Internet 	<p>Youth workers will:</p> <ul style="list-style-type: none"> - know what are the personal information and that it should be used with caution -know and understand the concept of “Stranger danger” and that can happen online and offline - know what does it means to behave inappropriately online - know to explain code of conduct on the Internet 	<p>Youth workers will be able:</p> <ul style="list-style-type: none"> -to show and list personal information that can and cannot be shared with others, especially with strangers online or in person -to show and explain all the rules about interaction with strangers on the street, at home and on the Internet - to explain and list examples of inappropriate Internet behaviour (appropriate website, messages, sites...) -to explain rules and tips on safe internet use 	<p>Youth workers will be able:</p> <ul style="list-style-type: none"> -to explain importance of keeping personal information to yourself and to share it just with trusted others - to clearly define the ways/characteristics of safe behaviour when interacting with strangers in order to protect children from predators (online/offline) -to critically approach to Internet use by applying code of conduct - sets of rules outlining the norms and responsibilities
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<p>5B. Assertive communication – How to say No and STOP</p>	<p>-to understand assertiveness and assertive communication skills as protective and preventive factors and tools against child sexual victimization</p>	<p>Youth workers will:</p> <ul style="list-style-type: none"> -understand assertive communication and assertive behaviour and how they relate to reducing the risk of sexual abuse and unwanted sexual experiences 	<p>Youth workers will be able:</p> <ul style="list-style-type: none"> -to teach children assertiveness and assertive communication skills in order for children to protect themselves (and avoid situations of non-consensual sex) - to teach children to develop the skills and abilities to prevent sexual abuse (including setting boundaries, saying “NO” and “STOP”, asking for help and getting other persons to listen to them) 	<p>Youth workers will be able:</p> <ul style="list-style-type: none"> -to valorise assertiveness and assertive communication skills as valuable protective and preventive factors and tools against child sexual victimization
<p>5C. Asking for help and support from trusted adults and organizations in the community</p>	<p>-to learn and understand importance of support from adults who children trust and services available to help children</p>	<p>Youth workers will:</p> <ul style="list-style-type: none"> -know what does it mean to have a network of trusted people who can help -know there are supports and services available to help children deal with (sexual) abuse 	<p>Youth workers will be able:</p> <ul style="list-style-type: none"> - to encourage children to speak to a trusted adult if they are bullied or see others being bullied 	<p>Youth workers will be able:</p> <ul style="list-style-type: none"> - to check if they have correctly understood the child’s experience



	<p>-to learn where to search for people and services available to build trust system (or system of trust) with children dealing with abuse</p>	<p>-know how to identify the crisis and consider the options available to the child to get appropriate help as soon as possible and stop the abuse -know how to build trust with beneficiaries and be there in case children need to open up</p>	<p>-to encourage children to seek help from organizations in the community surroundings -to listen actively and reflectively when talking to their beneficiaries - to build trust system (or system of trust)</p>	<p>-to show respect to children and their experiences -to forget all personal judgments and really can be just there for them -to take a stance in such a way that the child's interests and needs are very important</p>
<p>6: Reporting in case of disclosed or suspected child sexual abuse</p>	<p>- to define EU and national legal and welfare system that supports children, youth, and families in case of child sexual abuse</p>	<p>Youth workers will: -know the definition and description of the legal framework that protects children and youth rights - understand their legal and professional obligation as a mandatory reporter defined by national legal system to report disclosed or suspected child sexual abuse</p>	<p>Youth workers will be able to: -to define key authorities and stakeholders that are involved in detecting and combating child sexual violence and who are providing assistance and protection of victims of sexual violence</p>	<p>Youth workers will: -feel more secure in their work with children and youth -be able to demonstrate a critical attitude, accept and apply their legal and professional responsibility as an obligatory reporter to report a case of disclosed or suspected child sexual abuse</p>



	<p>-to define obligations of the competent authorities and other stakeholders involved in detecting and combating child sexual violence and who are providing assistance and protection of victims of sexual violence</p> <p>-to be aware of legal responsibility to report a case of child sexual abuse</p> <p>-to define the forms, manner and content of co-operation between the competent authorities and other stakeholders taking part in the identification and suppression of child sexual violence and in the provision</p>	<p>-understand and know to describe which situations require a mandatory report of child sexual abuse</p> <p>-understand and know to describe the steps and rules of procedure defined in national legal framework that are obligatory to follow in cases of child sexual abuse, including which information to deliver in the report of child sexual abuse</p>	<p>-demonstrate the ability to perform the mandatory reporting of child sexual abuse</p> <p>-be able to demonstrate the ability to provide support in cases of suspected or disclosed child abuse</p> <p>-to define sources of support that are available for children and youth who experienced sexual abuse</p>	<p>-to understand a value of well-defined protocols and code of conduct within their organization</p> <p>-will be encouraged and feel more confident in reporting a case of disclosed or suspected child sexual abuse</p> <p>-understand their role and value as an obligatory reporter of disclosed or suspected child sexual abuse</p>
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	<p>of assistance and protection to children who are victimized or in risk of sexual victimization</p> <p>-to define how to provide support in cases of suspected or disclosed child sexual abuse</p> <p>- to define how to apply the rules of procedure defined in EU and national legal framework that are obligatory to follow in cases of child sexual abuse</p>			
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Module 2: Grooming

3. General Description of the Module

Grooming refers to the different practices used to lower child's inhibitions with the objective of sexual abuse. This module provides useful information to the youth workers about grooming, and aims to equip them with the knowledge and skills on how to recognise and protect youth from grooming practices and actions. The following module includes topics such as Befriending/ Gaining Trust, Secrecy, Offering Favours, Testing Boundaries and Control.

4. List of Topics

Topic 1: Introduction to Grooming

Short Description: A short general introduction to grooming - specifically it aims to equip youth workers with the knowledge, attitudes and skills relating to what grooming is and why is happening, the different stages of grooming and the different dangers/ risks associated with it.

Topic 2: Befriending/ Gaining Trust

Short description: Gaining the trust of the child is a major part of what makes grooming so effective as groomers aim to create a special bond with the victim. Giving compliments, understanding and sharing the same interests are some of the ways that groomers use to build a relation with the victim in order to exploit this relation later on. This topic aims to equip youth workers with the knowledge and skills to be able to recognise those patterns and be able to react in such situations.

Topic 3: Offering Favours

Short description: Offering gifts and favours, most of the time without expecting anything in return (in the beginning), it is a strategy employed by a lot of groomers to approach child. This topic aims to equip youth workers with the knowledge and skills to be able to recognise the signs, react to such situations and keep children safe.



Topic 4: Secrecy

Short description: Groomers want to keep the relationship secret and will try to apply different tricks to persuade the child to keep it 'between them'. This topic aims to equip youth workers with the knowledge and skills to be able to recognise those signs and react to such situations.

Topic 5: Testing Boundaries

Short description: When a groomer has gained the trust of the child, they might start testing the boundaries and making the relationship more sexual in nature either through the form of a game, by sending pictures or through asking the child questions about sex. This topic aims to equip youth workers with the knowledge and skills to be able to recognise the signs, react to such situations and keep children safe.

Topic 6: Control

Short description: Some groomers might try to exercise some form of control to the child in order to ensure the child's continued participation, submission, and silence. This topic aims to equip youth workers with the knowledge and skills to be able to recognise the signs, react to such situations and keep children safe.

Topic 7: How to react when suspicious about grooming practices

Short description: The final topic aims to teach youth workers on how to react when suspicious about grooming practices. It analyses topics such as why monitoring potential risk situations is important, how to approach someone when suspicious about grooming practices and how to ensure the safety and safeguard the confidentiality of the person involved.



MODULE 2: GROOMING (9-12 Years Old)				
Topic	Main Objectives	KNOWLEDGE <i>(In the context of EQF, knowledge is described as theoretical and/or factual)</i>	SKILLS <i>(In the context of EQF, skills are described as practical)</i>	ATTITUDE <i>(attitude is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility)</i>



<p>Topic1 –</p> <p>Introduction to Grooming</p>	<p>-Understand what grooming is and what</p> <p>-Understand the different stages of grooming manifestation.</p> <p>-Understand the risks and dangers associated with grooming.</p>	<p>-I know what grooming is and the reasons behind it.</p> <p>-I know the different stages of grooming.</p> <p>-I know the risks and dangers associated with grooming.</p>	<p>-I am able to explain what grooming is and the reasons behind it.</p> <p>-I am able to recognise and define the different stages of grooming.</p> <p>-I am able to describe the risks and dangers associated with grooming.</p>	<p>-I am able to reflect on cases I find suspicious as grooming practices.</p> <p>-I am able to apply critical thinking when encounter suspicious cases related to grooming.</p> <p>-I am able to keep an open mind and be a good listener when a child/youth wish to speak with me.</p> <p>-I am able to exercise active listening without being judgmental.</p>
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<p>Topic 2</p> <p>Befriending/ Gaining Trust</p>	<p>Main Objectives:</p> <p>-Understand the reasons why groomers will try to gain the trust of a child.</p> <p>-Understand the different ways groomers might use to gain the trust of the child.</p> <p>-Explain to children who they should trust and when they should be suspicious.</p>	<p>-I know the reasons why groomers will try to gain the victim's trust and form a special bond.</p> <p>-I know the different ways that groomers might apply to build a relationship.</p> <p>-I know when certain behaviors and relations can be identified as suspicious.</p>	<p>-I am able to identify the reasons why groomers will try to gain the victim's trust and form a special bond.</p> <p>-I am able to identify the ways that groomers might apply to build a relationship.</p> <p>-I am able to identify suspicious behaviors and relationships.</p>	<p>-I am able to apply critical thinking on cases I find suspicious in terms of someone try to exploit the trust of a child.</p> <p>-I am able to keep an open mind and practice active listening when a child/youth wish to speak with me.</p> <p>-I am able to reflect on cases I find suspicious in terms of someone try to exploit the trust of a child.</p> <p>-I am able to exercise active listening without being judgmental.</p>
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<p>Topic 3</p> <p>Offering Favours</p>	<p>Main Objectives:</p> <ul style="list-style-type: none"> -Understand the reasons why groomers will offer gifts and favours. -Understand when receiving gifts and favours without expecting anything in return can be suspicious. -Explain to children who they should trust and when they should be suspicious about someone giving something to them without expecting anything in return. 	<ul style="list-style-type: none"> -I understand the reasons why groomers might offer gifts and favours to the children. -I know when receiving gifts and favours can be identified suspicious. -I know who is a trusted adult and who will try to lure the child by offering favors. 	<ul style="list-style-type: none"> -I am able to identify the reasons why groomers will offer gifts and favours. -I am able to identify when offering favours and gifts can be suspicious. - I am able to identify when someone is overly interested on a child. - I am able to distinguish who is a trusted adult and who is not. 	<ul style="list-style-type: none"> -I am able to apply critical thinking on cases when someone try to approach the child by offering favours. -I am able to keep an open mind and be a good listener when a child/youth wish to speak with me. -I am able to reflect on cases when someone try to approach the child by offering favours. -I am able to exercise active listening without being judgmental.
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<p>Topic 4</p> <p>Secrecy</p>	<p>Main Objectives:</p> <ul style="list-style-type: none"> -Understand why groomers will try to keep the relationship secret. -Understand the different ways groomers will try to use to keep it secret. -Understand when secrets can be suspicious and dangerous. 	<ul style="list-style-type: none"> -I understand the reasons why groomers will try to keep the relationship secret. -I know the different ways groomers will try to use to keep it secret. -I know when asking to keep a secret, can be identified as suspicious. 	<ul style="list-style-type: none"> -I am able to identify the reasons why groomers will try to keep the relationship secret. -I am able to identify the ways that groomers will try to use to keep it secret. -I am able to identify suspicious behaviours related to child trying to keep a relationship secret. -I am able to distinguish between being trustworthy and keeping a suspicious secret. 	<ul style="list-style-type: none"> -I am able to apply critical thinking on cases when a child trying to keep a relationship secret. -I am able to keep an open mind and be a good listener when a child/youth wish to speak with me. -I am able to reflect on cases when a child trying to keep a relationship secret. -I am able to exercise active listening without being judgmental.
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<p>Topic 5</p> <p>Testing Boundaries</p>	<p>Main Objectives:</p> <ul style="list-style-type: none"> -Understand the importance of boundaries. -Understand which questions are appropriate to ask and which are not. -Understand what information can be shared and with whom. 	<ul style="list-style-type: none"> -I know why boundaries are important and when they are violated. -I understand which questions are appropriate and which are not. -I know what information is safe to share and with whom. 	<ul style="list-style-type: none"> -I am able to identify which questions are appropriate and which are not. -I am able to identify what information is safe for me to share and with whom. - I am able to understand another person's boundaries. -I am able to take action when I am suspicious about boundaries being violated. 	<ul style="list-style-type: none"> -I am able to apply critical thinking on cases when boundaries have been violated or tested. -I am able to reflect on cases when boundaries have been violated or tested. -I am able to keep an open mind and be a good listener when a child/youth wish to speak with me. -I am able to exercise active listening without being judgmental.
<p>Topic 6</p> <p>Exercise Control</p>	<p>Main Objectives:</p>			<ul style="list-style-type: none"> -I am able to apply critical thinking on cases where someone try to exercise control over a child.



	<p>-Understand the reasons why groomers will try to exercise control over the victim.</p> <p>-Understand the different ways groomers will employ to gain control over the victim.</p> <p>-Understand the different tricks groomers will employ to maintain control over the victim.</p>	<p>-I understand the reasons why groomers will try to exercise control over the victim.</p> <p>-I understand the different ways groomers will try to exercise control over the victim.</p> <p>-I understand the different ways groomers will employ to maintain control over the victim.</p>	<p>-I am able to identify the reasons why groomers will try to exercise control over the victim.</p> <p>-I am able to identify the different ways groomers will try to exercise control over the victim.</p> <p>-I am able to identify the different ways groomers will try to maintain control over the victim.</p>	<p>-I am able to keep an open mind and be a good listener when a child/youth wish to speak with me.</p> <p>-I am able to reflect on cases where someone try to exercise control over a child.</p> <p>-I am able to exercise active listening without being judgmental.</p>
Topic 7 -	Main Objectives:			<p>I am able to reflect on cases I find suspicious as grooming practices.</p>



<p>How to react when being suspicious about grooming practices</p>	<p>-Understand why monitoring potential risk situations related to grooming practices is important.</p> <p>- Understand how to approach and communicate with someone when suspicious about grooming practices.</p> <p>-Understand how to ensure the safety and the confidentiality of the person involved.</p>	<p>-I know the red flags and the signs related to grooming.</p> <p>-I know how to approach and communicate with someone when suspicious about grooming practices.</p> <p>-I know how to ensure the safety and safeguard the confidentiality of the person involved.</p>	<p>-I am able to identify the red flags and the signs related to grooming.</p> <p>-I am able to initiate a conversation when suspicious about grooming practices.</p> <p>-I am able to handle such situations with confidentiality and maintain the safety of the person involved.</p>	<p>-I am able to apply critical thinking when encounter suspicious cases related to grooming.</p> <p>-I am able to keep an open mind and be a good listener when a child/youth wish to speak with me.</p> <p>-I am able to communicate effectively when I am suspicious that someone might be a victim of grooming practices.</p>
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MODULE 2: GROOMING (13-18 Years Old)				
Topic	Main Objectives	KNOWLEDGE <i>(In the context of EQF, knowledge is described as theoretical and/or factual)</i>	SKILLS <i>(In the context of EQF, skills are described as practical)</i>	ATTITUDE



				<i>(attitude is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility)</i>
<p>Topic1 –</p> <p>Introduction to Grooming</p>	<p>-Understand what grooming is and the reasons behind it.</p> <p>-Understand the different stages of grooming manifestation.</p> <p>-Understand the risks and dangers associated with grooming.</p>	<p>-I know what grooming is and the reasons behind it.</p> <p>-I know the different stages of grooming.</p> <p>-I know the risks and dangers associated with grooming.</p>	<p>-I am able to explain what grooming is and the reasons behind it.</p> <p>-I am able to recognise and define the different stages of grooming.</p> <p>-I am able to describe the risks and dangers associated with grooming.</p>	<p>-I am able to reflect on cases I find suspicious as grooming practices.</p> <p>-I am able to apply critical thinking when encounter suspicious cases related to grooming.</p> <p>-I am able to keep an open mind and be a good listener when a child/youth wish to speak with me.</p>



				<p>-I am able to exercise active listening without being judgmental.</p>
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<p>Topic 2- Befriending/ Gaining Trust</p>	<p>Main Objectives:</p> <ul style="list-style-type: none"> -Understand the reasons why groomers will try to gain the trust of a youth. -Understand the different ways groomers might use to gain the trust of the youth. -Explain to children who they should trust and when they should be suspicious. 	<ul style="list-style-type: none"> -I know the reasons why groomers will try to gain the victim's trust and form a special bond. -I know the different ways that groomers might apply to build a relationship. -I know when certain behaviors and relations can be identified as suspicious. 	<ul style="list-style-type: none"> -I am able to identify the reasons why groomers will try to gain the victim's trust and form a special bond. -I am able to identify the ways that groomers might apply to build a relationship. -I am able to identify suspicious behaviors and relationships. 	<ul style="list-style-type: none"> -I am able to apply critical thinking on cases I find suspicious in terms of someone try to exploit the trust of a youth. -I am able to keep an open mind and practice active listening when a child/youth wish to speak with me. -I am able to reflect on cases I find suspicious in terms of someone try to exploit the trust of a youth. -I am able to exercise active listening without being judgmental.
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<p>Topic 3- Offering Favours</p>	<p>Main Objectives:</p> <ul style="list-style-type: none"> -Understand the reasons why groomers will offer gifts and favours. -Understand when receiving gifts and favours without expecting anything in return can be suspicious. -Explain to children who they should trust and when they should be suspicious about someone giving something to them without expecting anything in return. 	<ul style="list-style-type: none"> -I understand the reasons why groomers might offer gifts and favours to the youth. -I know when receiving gifts and favours can be identified suspicious. -I know who is a trusted adult and who will try to lure the youth by offering favors. 	<ul style="list-style-type: none"> -I am able to identify the reasons why groomers will offer gifts and favours. -I am able to identify when offering favours and gifts can be suspicious. - I am able to identify when someone is overly interested on a youth. - I am able to distinguish who is a trusted adult and who is not. 	<ul style="list-style-type: none"> -I am able to apply critical thinking on cases when someone try to approach the youth by offering favours. -I am able to keep an open mind and be a good listener when a child/youth wish to speak with me. -I am able to reflect on cases when someone try to approach the child by offering favours. -I am able to exercise active listening without being judgmental.
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<p>Topic 4- Secrecy</p>	<p>Main Objectives:</p> <ul style="list-style-type: none"> -Understand why groomers will try to keep the relationship secret. -Understand the different ways groomers will try to use to keep it secret. -Understand when secrets can be suspicious and dangerous. 	<ul style="list-style-type: none"> -I understand the reasons why groomers will try to keep the relationship secret. -I know the different ways groomers will try to use to keep it secret. -I know when asking to keep a secret, can be identified as suspicious. 	<ul style="list-style-type: none"> -I am able to identify the reasons why groomers will try to keep the relationship secret. -I am able to identify the ways that groomers will try to use to keep it secret. -I am able to identify suspicious behaviours related to youth trying to keep a relationship secret. -I am able to distinguish between being trustworthy and keeping a suspicious secret. 	<ul style="list-style-type: none"> -I am able to apply critical thinking on cases when a child trying to keep a relationship secret. -I am able to keep an open mind and be a good listener when a child/youth wish to speak with me. -I am able to reflect on cases when a youth trying to keep a relationship secret. -I am able to exercise active listening without being judgmental.
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<p>Topic 5- Testing Boundaries</p>	<p>Main Objectives:</p> <ul style="list-style-type: none"> -Understand the importance of boundaries. -Understand which questions are appropriate to ask and which are not. -Understand what information can be shared and with whom. 	<ul style="list-style-type: none"> -I know why boundaries are important and when they are violated. -I understand which questions are appropriate and which are not. -I know what information is safe to share and with whom. 	<ul style="list-style-type: none"> -I am able to identify which questions are appropriate and which are not. -I am able to identify what information is safe for me to share and with whom. - I am able to understand another person's boundaries. -I am able to take action when I am suspicious about boundaries being violated. 	<ul style="list-style-type: none"> -I am able to apply critical thinking on cases when boundaries have been violated or tested. -I am able to reflect on cases when boundaries have been violated or tested. -I am able to keep an open mind and be a good listener when a child/youth wish to speak with me. -I am able to exercise active listening without being judgmental.
<p>Topic 6- Exercise Control</p>	<p>Main Objectives:</p>			<ul style="list-style-type: none"> -I am able to apply critical thinking on cases where someone try to exercise control over a child.



	<p>-Understand the reasons why groomers will try to exercise control over the victim.</p> <p>-Understand the different ways groomers will employ to gain control over the victim.</p> <p>-Understand the different tricks groomers will employ to maintain control over the victim.</p>	<p>-I understand the reasons why groomers will try to exercise control over the victim.</p> <p>-I understand the different ways groomers will try to exercise control over the victim.</p> <p>-I understand the different ways groomers will employ to maintain control over the victim.</p>	<p>-I am able to identify the reasons why groomers will try to exercise control over the victim.</p> <p>-I am able to identify the different ways groomers will try to exercise control over the victim.</p> <p>-I am able to identify the different ways groomers will try to maintain control over the victim.</p>	<p>-I am able to keep an open mind and be a good listener when a child/youth wish to speak with me.</p> <p>-I am able to reflect on cases where someone try to exercise control over a child.</p> <p>-I am able to exercise active listening without being judgmental.</p>
<p>Topic 7 -</p>	<p>Main Objectives:</p>			<p>I am able to reflect on cases I find suspicious as grooming practices.</p>



<p>How to react when being suspicious about grooming practices</p>	<p>-Understand why monitoring potential risk situations related to grooming practices is important.</p> <p>- Understand how to approach and communicate with someone when suspicious about grooming practices.</p> <p>-Understand how to ensure the safety and the confidentiality of the person involved.</p>	<p>-I know the red flags and the signs related to grooming.</p> <p>-I know how to approach and communicate with someone when suspicious about grooming practices.</p> <p>-I know how to ensure the safety and safeguard the confidentiality of the person involved.</p>	<p>-I am able to identify the red flags and the signs related to grooming.</p> <p>-I am able to initiate a conversation when suspicious about grooming practices.</p> <p>-I am able to handle such situations with confidentiality and maintain the safety of the person involved.</p>	<p>-I am able to apply critical thinking when encounter suspicious cases related to grooming.</p> <p>-I am able to keep an open mind and be a good listener when a child/youth wish to speak with me.</p> <p>-I am able to communicate effectively when I am suspicious that someone might be a victim of grooming practices.</p>
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Module 2: Inappropriate Touching

1. General Description of the Module

This module provides information about the risks associated with inappropriate touching, which can be defined as an act that involves hugs, touches and other gestures of physical nature, but not necessarily of sexual nature, that tend to make children feel uncomfortable.

2. List of Topics

Ages 09-12

Topic 1: Inappropriate Touching – General Information

Short description: Definition, description and explanation of inappropriate touching, the differences between safe, unsafe and unwanted touches, good vs bad touch, means of identification of inappropriate touching.

Topic 2: Private parts/privacy

Short description: Description of the private parts and how the youth worker can help the child, protect and understand them. Teach children about the private parts, the correct anatomical words in order to help them express themselves correctly if needed. Teach children to be confident and control their body.

Topic 3: Perpetrators of inappropriate touching

Short description: In most cases, the abused children know their perpetrator. They are everyday people; they could be a staff member at the child's school; a coach or music instructor; a member of the church; a baby - sitter; a family member; a neighbour; an older student¹. In other cases, the perpetrator could be someone who will try to separate the child from the safe environment in order to take advantage of them. The youth worker should be aware of this and capable of letting the child protect him/herself

¹ <https://defendinnocence.org/6-perpetrator-grooming-behaviors-every-parent-needs-to-know/>



Topic 4: Indicators of psychological pain caused by inappropriate touching

Short description: The signs that show that a child carries the psychological burden of an experience of inappropriate touching

Topic 5: How to react when informed about a case of inappropriate touching

Short description: The proper approach of the youth worker when he /she recognizes a victim, when the victim expresses himself/herself and when the perpetrator and the victim are in the same place (peers). Discourage the word “secret”.

Ages 13-18

Topic 1: Inappropriate Touching – General Information

Short description: Definition, description and explanation of inappropriate touching, the differences between safe, unsafe and unwanted touches.

Topic 2: Private parts/privacy

Short description: Description of the means of identification of incidents of inappropriate touching. Differences between a flirt and a potential abuse. Learning correct (anatomical) words for private body parts gives children the vocabulary they need and helps them know it’s okay to talk about those body parts. Let teens know that they are in control of who touches their bodies and how.

Topic 3: Perpetrators of inappropriate touching **Short description:** In most cases, the abused teens know their perpetrator. They are everyday people; they could be a staff member at the teen’s school; a coach or music instructor; a member of the church; a baby - sitter; a family member; a neighbour; an older student². In other cases, the perpetrator could be someone who will try to separate the teen from the safe environment in order to take advantage of them. The youth worker should be aware of this and capable of letting the teen protect him/herself.

Topic 4: Indicators of psychological pain caused by inappropriate touching

Short description: The signs that show that a teen carries the psychological burden of an experience of inappropriate touching

Topic 5: How to react when informed about a case of inappropriate touching

² <https://defendinnocence.org/6-perpetrator-grooming-behaviors-every-parent-needs-to-know/>



Short description: The proper approach of the youth worker when he/she recognizes a victim, when the victim expresses himself/herself and when the perpetrator and the victim are in the same place (peers). Discourage the word “secret”.



MODULE 3: INAPPROPRIATE TOUCHING (Ages 09-12)				
TOPIC	MAIN OBJECTIVES	KNOWLEDGE <i>(In the context of EQF, knowledge is described as theoretical and/or factual)</i>	SKILLS <i>(In the context of EQF, skills are described as practical)</i>	ATTITUDE <i>(attitude is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility)</i>
Topic 1: Inappropriate Touching – General Information	<ul style="list-style-type: none"> - What is Inappropriate touching? - The differences between safe, unsafe and unwanted touches. - Identification of good and bad touches. 	<ul style="list-style-type: none"> -I know what inappropriate touching is. -I know the good and the bad touches. -I know how to identify a bad or an unwanted touch. 	<ul style="list-style-type: none"> - I am able to describe inappropriate touching. - I am able to recognise inappropriate touches. - I am able to describe the difference between the good and the bad and the unwanted touch. - I am able to recognise the bad touch. 	<ul style="list-style-type: none"> -I am able to reflect on cases I find suspicious as practices of inappropriate touching. - I am able to apply critical thinking when encountering suspicious cases related to inappropriate touching. - I am able to keep an open mind and be a good listener when a child wishes to speak with me.



				-I am able to able to show empathy to a child/youth that shares with me that he/she has experienced inappropriate touching.
Topic 2 My private parts/privacy	Main Objectives: - Understand and explain to the child the private areas of their body/their body privacy as a principle that should be respected	KNOWLEDGE -I know which the private parts of the body are and their names. - I know that a touch is also inappropriate when applied to parts of the body in a sexual way/with a sexual motive.	SKILLS - I am able to describe to the child which are the private parts of the body. - I can show to the child which are the private parts of the body.	ATTITUDE - I am able to reflect on cases I find suspicious as practices of inappropriate touching. - I am able to apply critical thinking when I encounter suspicious cases related to inappropriate touching.



	<p>- Teach children the correct names of all their different body parts, including their private body parts</p> <p>-Teach children “You’re the boss of your body”</p>	<p>- I know that everyone must respect the privacy of children</p> <p>- I know that children should only be touched in private parts when examined for medical reasons.</p> <p>-I understand that I should use the proper language when talking about private parts.</p> <p>-I understand that if a child doesn’t want to be hugged or/and kissed, I should not insist, even if it is with family or peers.</p>	<p>- I can show which parts of the body should not be touched.</p> <p>- I am able to explain to the child that people should not touch their private parts or touch them inappropriately in a sexual way /with sexual motive in front of others.</p> <p>- I am able to recognise what makes a child upset concerning an inappropriate touch.</p>	<p>- I am able let the child know how to stop someone who tries to touch the private parts of their body or touch them inappropriately in a sexual way /with sexual motive.</p>
Topic 3	Main Objectives:	KNOWLEDGE	SKILLS	ATTITUDE



<p>Perpetrators of inappropriate touching</p>	<ul style="list-style-type: none"> - Understand and explain to the child that perpetrators of inappropriate touching are often people that the child is familiar with (i.e. family members, school staff, coaches, older students) - Understand and explain to the child the suspicious behaviour of people that belong to the environment of the child that could lead to inappropriate touching. 	<ul style="list-style-type: none"> - I understand that perpetrators of inappropriate touching are often people that the child is familiar with (i.e. family members, school staff, coaches, older students). - I understand that perpetrators of inappropriate touching often have common characteristics that can indicate a behaviour that can lead to inappropriate touching. - I understand that perpetrators of inappropriate touching use certain escalating behaviour towards the child. 	<ul style="list-style-type: none"> - I am able to identify and explain to the child the suspicious behaviour of people that belong to their environment that could lead to inappropriate touching. - I am able to explain to the child the way to respond to behaviour that could lead to inappropriate touching from people of their environment. - I am able to explain to the child that people can try to use a fabrication to lure them from safety in order to take advantage of them and how to identify the lie and respond to the behaviour so that they remain safe. 	<ul style="list-style-type: none"> - I am able to apply critical thinking when encounter suspicious behaviour from someone belonging to the environment of the child that could lead to inappropriate touching. -I am able to keep an open mind on cases of suspicious behaviour from someone belonging to the environment of the child that could lead to inappropriate touching. -I am able to keep an open mind on cases of suspicious behaviour from people that will try to use a fabrication to lure the child away from safety in order to take advantage of them.
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	<ul style="list-style-type: none">- Understand and explain to the child the way to respond to behaviour that could lead to inappropriate touching from people of their environment.- Understand and explain to the child that someone could use a fabrication to lure them away from safety in order to take advantage of them.- Understand and explain to the child how to identify the fabrication someone uses to isolate them how to respond to it to remain safe.	<ul style="list-style-type: none">- I understand that perpetrators of inappropriate touching are sometimes people that will try to use a fabrication to lure the child away from safety in order to take advantage of them.		
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Topic 4	Main Objectives:	KNOWLEDGE	SKILLS	ATTITUDE
<p>Indicators of psychological pain caused by inappropriate touching</p>	<ul style="list-style-type: none"> - Identify the indicators and consequences that inappropriate touching can have on the victim as a form of sexual abuse practice - Be aware that the victims can show extreme emotions and actions due to the feelings of fear, shame, stress and guilt that inappropriate touching caused, as well as passive behaviour and depression. 	<ul style="list-style-type: none"> -I know that victims of inappropriate touching suffer from emotions of fear, shame, guilt and stress and often develop anxiety attacks, depression or self-harming behaviours. -I know the behavioural indicators caused by psychological pain caused by sexual abuse or exploitation, such as inappropriate touching. 	<ul style="list-style-type: none"> I am able to recognise where anxious or depressive behaviours are hiding from a victim of abuse. -I am able to describe the indicators that show the psychological pain caused by inappropriate touching and explain what emotions caused it and how it can be overcome. 	<ul style="list-style-type: none"> - I am able to apply critical thinking on identifying the indicators of psychological pain caused by sexual abuse, such as inappropriate touching. - I am able to keep an open mind on the matter of behaviour that may indicate sexual abuse. - I am able to talk calmly, reassure and support a victim of inappropriate touching, suffering from psychological pain because of sexual abuse. -I am able to ask for specialised help if necessary.



	- Know how to deal with the signs of sexual abuse caused by inappropriate touching.			- I am able to address the authorities to report witnessed or potential self-harming behaviour of the victim.
Topic 5	Main Objectives:	KNOWLEDGE	SKILLS	ATTITUDE
How to react when informed about a case of inappropriate touching	<p>To manage the reaction of the youth worker when he /she recognises a victim, when the victim expresses himself/herself and when the perpetrator and the victim are in the same place (peers).</p> <p>- Explanation of the need to talk to the child.</p>	<p>- I know that an incident of inappropriate touching should be reported by the child to the family/authorities/safe adults.</p> <p>-I know that the child might be reluctant to report an incident of inappropriate touching.</p>	<p>- I am able to understand that an incident of inappropriate touching is hard for the child to report but he/she should be encouraged to do it.</p> <p>-I am able to make the child feel secure and confident in order to report the incident of inappropriate touching.</p>	<p>- I am able to apply critical thinking when encounter cases related to inappropriate touching in order to guide the child to report the incident.</p> <p>- I am able let the child know how to act after they have experienced inappropriate touching in terms of not feeling afraid to report the incident.</p>



	<ul style="list-style-type: none"> - Which words should they use to convince the child to report the incident. - Explain to the children that they should not keep inappropriate touching a secret and that they should inform certain people (family, authorities, other people they trust) about the incident. -Take into account the secrecy and confidentiality needed in order to protect the child from acts of revenge by the perpetrator. 	<ul style="list-style-type: none"> - I understand that the child needs to be encouraged to talk about an incident of inappropriate touching to the family/authorities/ safe adults. -I know the people that should be informed about the incident of inappropriate touching and how to set the contact with them. -I know that the perpetrator can try to cause harm to the victim if he/she is aware that the incident is reported. 		<ul style="list-style-type: none"> - I am able to talk with a child that has experienced inappropriate touching and tell them that it is not their fault and that they should talk about it with their family/authorities/other people they trust. - I am able to listen actively someone who needs my help concerning a problem of inappropriate touching. - I am able to speak calmly and offer reassurance, support and advice to someone who needs my help concerning inappropriate touching.
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	<p>-Discourage the word “secret”</p>			<ul style="list-style-type: none">- I am able to offer guidance on who the child should inform in order to be helped regarding an incident of inappropriate touching. - I am able to reassure the child that I will not share what happened with other people apart from the responsible authorities. -I am able to apply secrecy and confidentiality in order for the perpetrator not to be aware that the incident has been reported.
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MODULE 3: INAPPROPRIATE TOUCHING (Ages 13-18)				
TOPIC	MAIN OBJECTIVES	KNOWLEDGE <i>(In the context of EQF, knowledge is described as theoretical and/or factual)</i>	SKILLS <i>(In the context of EQF, skills are described as practical)</i>	ATTITUDE <i>(attitude is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility)</i>
Topic 1: Inappropriate Touching – General information	<ul style="list-style-type: none"> - What is Inappropriate touching? -The differences between safe, unsafe and unwanted touches. -Good vs Bad touch 	<ul style="list-style-type: none"> -I know what inappropriate touching is. -I know the good and the bad touches. - I understand when a touch is bad. 	<ul style="list-style-type: none"> - I am able to describe inappropriate touching. - I am able to recognise inappropriate touches. - I am able to describe the difference between the good and the bad touch. - I am able to recognise the bad touch. 	<ul style="list-style-type: none"> -I am able to reflect on cases I find suspicious as practices of inappropriate touching. - I am able to apply critical thinking when I encounter suspicious cases related to inappropriate touching. - I am able to keep an open mind and be a good listener when a teen wishes to speak with me.



				-I am able to able to show empathy to a teen that shares with me that he/she has experienced inappropriate touching.
Topic 2	Main Objectives:	KNOWLEDGE	SKILS	ATTITUDE
My private parts/privacy	<ul style="list-style-type: none"> - Understand and explain to the teen that the private areas of their body and their body privacy as a principle that should be respected - Means of identification of incidents. - Difference between flirting and harassment. 	<ul style="list-style-type: none"> - I know that everyone must respect the privacy of teens. - I know how to identify a situation of inappropriate touching. - I understand what constitutes an inappropriate touching. 	<ul style="list-style-type: none"> - I am able to identify an incident of inappropriate touching. - I am able to distinguish the kind of acts that make teens feel uncomfortable. - I am able to explain to teens that people should not touch their private parts or touch them inappropriately in a sexual way /with sexual motive. 	<ul style="list-style-type: none"> -I am able to reflect on cases I find suspicious as practices of inappropriate touching. - I am able to apply critical thinking when I encounter suspicious cases related to inappropriate touching.



	<p>- Teach teens the correct (anatomical) names of all their different body parts, including their private body parts.</p> <p>-Teach teens “You’re the boss of your body”</p>	<p>- I know that a touch is also inappropriate when applied to parts of the body in a sexual way/with a sexual motive.</p> <p>-I know the difference between inappropriate touching and intimate relationship between peers.</p> <p>-I understand the difference between encouraging social skills and encouraging ownership of one’s body.</p>	<p>- I am able to recognise what makes a teen upset concerning an inappropriate touch.</p> <p>-I am able to recognise and explain the difference between inappropriate touching and intimate relationship between peers.</p> <p>-I am able to explain to teens that no one can coerce affection or any physical contact i.e. hug each other!</p>	<p>- I am able to advise the teen how to stop someone who tries to touch the private parts of their body or touch them inappropriately in a sexual way /with sexual motive.</p>
Topic 3	Main Objectives:	KNOWLEDGE	SKILLS	ATTITUDE



<p>Perpetrators of inappropriate touching</p>	<p>Understand and explain to the teen that perpetrators of inappropriate touching are often people that the teen is familiar with (i.e. family members, school staff, coaches, older students)</p> <p>- Understand and explain to the teen the suspicious behaviour of people that belong to the environment of the child that could lead to inappropriate touching.</p>	<p>- I understand that perpetrators of inappropriate touching are often people that the teen is familiar with (i.e. family members, school staff, coaches, older students).</p> <p>- I understand that perpetrators of inappropriate touching often have common characteristics that can indicate a behaviour that can lead to inappropriate touching.</p> <p>- I understand that perpetrators of inappropriate touching use certain escalating behaviour towards the teen.</p>	<p>- I am able to identify and explain to the teen the suspicious behaviour of people that belong to their environment that could lead to inappropriate touching.</p> <p>- I am able to explain to the teen the way to respond to behaviour that could lead to inappropriate touching from people of their environment.</p> <p>- I am able to explain to the teen that people can try to use a fabrication to lure them away from safety in order to take advantage of them and how to identify the lie and respond to the behaviour so that they remain safe.</p>	<p>- I am able to apply critical thinking when encounter suspicious behaviour from someone belonging to the environment of the teen that could lead to inappropriate touching.</p> <p>-I am able to keep an open mind on cases of suspicious behaviour from someone belonging to the environment of the teen that could lead to inappropriate touching.</p> <p>-I am able to keep an open mind on cases of suspicious behaviour from people that will try to use a fabrication to lure the teen away from safety in order to take advantage of them.</p>
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	<ul style="list-style-type: none">- Understand and explain to the teen the way to respond to behaviour that could lead to inappropriate touching from people of their environment.- Understand and explain to the teen that someone could use a fabrication to lure them away from safety in order to take advantage of them.- Understand and explain to the teen how to identify the fabrication someone uses to isolate them how to respond to it to remain safe.	<ul style="list-style-type: none">- I understand that perpetrators of inappropriate touching are sometimes people that will try to use a fabrication to lure the teen away from safety in order to take advantage of them.		
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Topic 4	Main Objectives:	KNOWLEDGE	SKILLS	ATTITUDE
<p>Indicators of psychological pain caused by inappropriate touching</p>	<ul style="list-style-type: none"> - Identify the indicators and consequences that inappropriate touching can have on the victim as a form of sexual abuse practice. - Be aware that the victims can show extreme emotions and actions due to the feelings of fear, shame and guilt that inappropriate touching caused, as well as passive behaviour and depression. - Know how to deal with the signs of sexual abuse caused by inappropriate touching. 	<ul style="list-style-type: none"> -I know that victims of inappropriate touching suffer from emotions of fear, shame, guilt and stress and often develop anxiety attacks, depression or self-harming behaviours. -I know the behavioural indicators of psychological pain caused by sexual abuse or exploitation, such as inappropriate touching. 	<ul style="list-style-type: none"> -I am able to recognise where anxious or depressive behaviours are hiding in a victim of abuse. -I am able to describe the indicators that show the psychological pain caused by inappropriate touching and explain what emotions caused it and how it can be overcome. 	<ul style="list-style-type: none"> - I am able to apply critical thought on identifying the indicators of psychological pain caused by sexual abuse, such as inappropriate touching. - I am able to keep an open mind on the matter of behaviour that may indicate sexual abuse. - I am able to talk calmly, reassure and support a victim of inappropriate touching, suffering from psychological pain because of sexual abuse. -I am able to ask for specialised help if necessary.



				- I am able to address the authorities to report witnessed or potential self-harming behaviour of the victim.
Topic 5	Main Objectives:	KNOWLEDGE	SKILLS	ATTITUDE
How to react when informed about a case of inappropriate touching	<p>-To manage the reaction of the youth worker:</p> <p>1) when he /she recognizes a victim,</p> <p>2) when the victim expresses himself/herself, and</p> <p>3) when the perpetrator and the victim are in the same place (peers).</p> <p>- Explanation of the need to talk to the teen.</p>	<p>- I know that an incident of inappropriate touching should be reported by the teen to the family/authorities/safe adults.</p> <p>- I know that a teen might be reluctant to report an incident of inappropriate touching.</p>	<p>- I am able to understand that an incident of inappropriate touching is hard for the teen to report but he/she should be encouraged to do it.</p> <p>-I am able to make the teen feel secure and confident in order to report the incident of inappropriate touching.</p>	<p>- I am able to apply critical thinking when encounter cases related to inappropriate touching in order to guide the teen to report the incident.</p> <p>- I am able let the teen know how to act after they have experienced inappropriate touching in terms of not feeling afraid to report the incident.</p>



	<ul style="list-style-type: none"> - Which words should they use to convince the teen to report the incident. - Explain to the teens that they should not keep inappropriate touching a secret and that they should inform certain people (family, authorities, other people they trust) about the incident. -Take into account the secrecy and confidentiality needed in order to protect the teen from acts of revenge by the perpetrator. 	<ul style="list-style-type: none"> - I understand that a teen needs to be encouraged to talk about an incident of inappropriate touching to the family/authorities/ safe adults. -I know that the perpetrator can try to cause harm to the victim if he/she is aware that the incident is reported. -I know the people that should be informed about the incident of inappropriate touching and how to set the contact with them. - 		<ul style="list-style-type: none"> - I am able to talk with a teen that has experienced inappropriate touching and tell them that it is not their fault and that they should talk about it with their family/authorities/safe adults. - I am able to listen actively someone who needs my help concerning a problem of inappropriate touching. - I am able to speak calmly and offer reassurance, support and advice to someone who needs my help concerning inappropriate touching
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	<p>-Discourage the word “secret”.</p>			<ul style="list-style-type: none">- I am able to offer guidance on who the teen should inform in order to be helped regarding an incident of inappropriate touching- I am able to reassure the teen that I will not share what happened with other people apart from the responsible authorities.-I am able to apply secrecy and confidentiality in order for the perpetrator not to be aware that the incident has been reported.
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Module 4: Inappropriate Touching

1. General Description of the Module

This module provides information about the risks associated with inappropriate touching, which can be defined as an act that involves hugs, touches and other gestures of physical nature, but not necessarily of sexual nature, that tend to make children feel uncomfortable.

2. List of Topics

Topic 1: Sexting, appropriate usage of digital contents and sociological factors.

Short description: definition of what is sexting about, an explanation of its positive usage.

Topic 2: Primary sexting and secondary sexting.

Short description: what is primary, peer and social pressure and healthy relationships. What is secondary sexting (receiving pictures) manipulation of the multimedia content, pornography and crime of defamation, clarification on what can happen when sexual content of a third person is received and shared, especially when that is not the original content (cases of deep nude).

Topic 3: Risks related to sexting.

Short description: description of risks related to sexting and victimization such as what revenge porn is, introduction to sextortion, deep nude, cyber-bulling, child pornography with a focus on the digital footprint.

Topic 4: Health consequences of sexting.

Short description: suicide, depression, anxiety description as major consequences.

Topic 5: Sexting prevention.

Short description: how to prevent primary and secondary sexting. And how to treat peers sexting and adult/youth sexting.

Topic 6: Youth Worker reaction to the child sexual abuse emerged from sexting.

Short description: how the youth worker reacts in front of the suspect of sexual abuse, the relate of the abused child, the cohabitation of victim and perpetrator in the same environment.

MODULE 4: SEXTING (Ages 9-12)				
TOPIC	MAIN OBJECTIVES	KNOWLEDGE <i>(In the context of EQF, knowledge is described as theoretical and/or factual)</i>	SKILLS <i>(In the context of EQF, skills are described as practical)</i>	ATTITUDE <i>(attitude is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility)</i>
Topic 1: Sexting	<ul style="list-style-type: none"> - To know what sexting is; - Being aware of the limit between a right practice and an erroneous one; - Understanding that there are some less risky ways of practising sexting: erotic vs nude; - To recognize the sociological factors that lead to its practice. 	<ul style="list-style-type: none"> - I know what sexting is. - I understand the sociological reasons behind sexting. - I know the limits of someone's consent if sexual content of him/her are shared. 	<ul style="list-style-type: none"> - I am able to explain the concept of sexting and adapt it to the recipient of my explanation. - I am able to recognize if a child is practising sexting just because of social pressure. - I am able to give examples of both positive and negative practice of sexting adapted to the age of the audience. 	<ul style="list-style-type: none"> - I am able to know when to approach a child that I suspect could be a victim of a sextortion. - I am able to understand when to ask for professional help in case of unpleasant situations that I'm not able to manage by myself.



		<ul style="list-style-type: none"> - I know the difference between the right practices of sexting and the erroneous one. 		<ul style="list-style-type: none"> -I can show empathy to a child confessing being a victim of sextortion.
<p>Topic 2: Primary and Secondary Sexting</p>	<p>Main Objectives:</p> <ul style="list-style-type: none"> - To know the difference between sharing and receiving sexual content; - To be aware that not always all the digital contents received are as the original or legally shared; - To recognize sharing as a negative action that could have negative consequences; 	<ul style="list-style-type: none"> - I understand the difference between sharing and receiving sexual pictures and the effects that both types of sexting have on one's own consent. - I know that a lot of content in the social networks are modified. - I understand that resharing sexual pictures is a defamation crime punishable by law. - I know on which point a healthy social relationship is held on. 	<ul style="list-style-type: none"> -I am able to check the authenticity of the content received. -I am able to recognize the sign of abuse of someone's image or reputation. -I am able to understand when someone's identity is used for pornographic purposes. -I am able to explain the difference between primary and secondary sexting and raise awareness among children. 	<ul style="list-style-type: none"> - I can show empathy to the child expressing shame for sharing sexual images. -I can show concern on some suspicious behaviour of children receiving sexual content. -I am able to understand when to address the major problem of a possible happening sextortion to the relevant people (family, supervisors, etc). -I am able to recognize when to activate a protocol if some abuse is denounced.



	<p>- Recognizing when sharing pictures of someone is starting being pornography.</p>			
<p>Topic 3 Risks related to sexting</p>	<p>Main Objectives: -Knowing what are the psychological consequences of the bad practice of sexting; -To understand which contents and for how long those stays on the Internet and social networks.</p>	<p>-I understand that every action on the Internet has consequences for the rest of our lives. -I understand what a digital footprint is and how to prevent abuses of it.</p>	<p>-I am able to explain what a digital footprint is and how to keep it safe from abuses of any kind. -I can show age-adapted examples of someone who is suffering the consequences of a bad sexting practice.</p>	<p>- I am able to empathize with the victims of a bad practice of sexting. -I can show concern for a manipulated or abused digital footprint and act accordingly to prevent further risks.</p>



	<ul style="list-style-type: none"> -Being conscious about the phyco-physical effects that a sexual content shared could have for the rest of someone's life in all its aspects; - Knowing what revenge porn is, as well as deep nude; - Being aware of the risks and the exposition to sextortion when sexting is practiced; - To understand the roots of child pornography. 	<ul style="list-style-type: none"> - I understand the concept of revenge porn and the consequences it has. - I know that sexting can degenerate into sextortion. - I know that child pornography is a form of child sexual abuse. - I know what deep nude is and how to deal with it. 	<ul style="list-style-type: none"> -I can show the limits of a good relationship with the ICTs and social networks. - I am able to recognize a sextortion when a child is a victim of it. - I am able to detect the signs of cyberbullying on one of its victims. 	<ul style="list-style-type: none"> - I am able to understand when to defend a young victim of cyberbullying. - I can show involvement and interest when a child is approaching for doubts about sexting risks related. -I am able to be trusted by children when it comes for them to confess concerns, issues or risks they feel they might be exposed to in other settings of their lives.
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<p>Topic 4</p> <p>Health consequences of sexting</p>	<p>Main Objectives:</p> <ul style="list-style-type: none"> - Knowing the major health consequences that sexting as a sexual abuse practice can have on the victim; - To recognize the symptoms of a sexual abuse; - To be aware that extreme actions from the victims, such as suicide, can start from anxious behaviours or depression; - To know how to deal with the symptoms of sexual abuse coming from sexting practice. 	<ul style="list-style-type: none"> -I know that victims of sexual abuse, including the bad practice of sexting, suffer many problems for the rest of their lives, especially suicidal behaviours. -I understand that sexting abuse can bring the victim to whether social and psycho-physical distress. -I know how to recognize the symptoms of abuse and how to reach an admission by the victim. 	<ul style="list-style-type: none"> -I am able to recognize where anxious behaviours are hiding a victim of abuse. -I can show examples of depressive behaviours turning into suicidal thoughts to a very young audience for prevention purposes. -I am able to list the symptoms that someone abused has, so for the closer mates to be attentive and watch each other backs. -I can calm down the person suffering of anxiety or depression because of sexual abuse. 	<ul style="list-style-type: none"> - I am able to offer my help in the unpleasant situation of a person suffering the consequences of an abuse received. -I am able to recognize my limited knowledge on the issue and ask for specialized help whenever the situation needs it. -I can understand when it's time to comply with a protocol to minimize the risks a child could attempt to his own life.
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<p>Topic 5</p> <p>Sexting prevention</p>	<p>Main Objectives:</p> <p>-To know how to prevent both primary and secondary sexting;</p> <p>-To be aware that there is difference between the practise of sexting among youngsters and adults;</p> <p>-Knowing how to correctly treat this theme among a sensible audience of different ages.</p>	<p>- I know how to be safe from both primary and secondary bad sexting practises.</p> <p>-I understand the difference that having a certain age can have in practising a right or a bad sexting.</p> <p>-I know how to approach and treat the topic of sexting, as well as how to prevent abuses.</p>	<p>-I am able to recognize the right practise of sexting from an abusive one.</p> <p>-I can show examples of situations when a bad practise of sexting can be prevented and adapt it to the young audience.</p> <p>-I can distinguish the effects that peer, young and adult sexting have on the people practising it.</p>	<p>-I can offer my help to people of different ages when it comes to avoiding their involvement in bad practices of sexting.</p> <p>-I am able to recognize the best time to ask for help from more acknowledged people if I might have doubts on how to treat sexting prevention.</p> <p>-I can be a good ambassador of sexting prevention among children.</p>
<p>Topic 6</p> <p>Youth Worker reaction to child sexual abuse emerged from sexting</p>	<p>Main Objectives:</p> <p>-To know how to react when a child confesses having been abused through sexting;</p> <p>-To understand the symptoms of abuse and promptly react to help out the victim;</p>	<p>-I understand that my role is key in arising trust in the inner of the victim, so to approach me and relate the abuse.</p> <p>-I know how to react in front of evident signs of abuse, even if the child is not confessing it.</p>	<p>-I can react wisely and follow the protocol when a child is confessing an abuse.</p> <p>-I am able to make unpleasant decisions when it comes to deal with the cohabitation of the victim and perpetrator in the same environment.</p>	<p>- I am able to make the victim feel that I am a person to be trusted.</p> <p>-I can show cold blood in front of a confession of abuse.</p>



	<p>-To be able to interrupt the abusive relationship between victim and perpetrator when both of them are cohabitating in the same environment;</p> <p>-To understand when it is time to comply with the measures described by the protocol for the victims' sake, but also to restore a sense of safety among the abused child's peers.</p>	<p>-I know how to deal with the presence of victim and perpetrator in the same environment.</p> <p>-I understand that, when the victim and perpetrator are peers, it is relevant to also act on the group to prevent further abuses in the same setting.</p>	<p>-I can calm down the concerns of further children peers that live in the same environment of the abused child.</p> <p>-I am able to rationalize the situation and keep my deep concern for myself for child's sake.</p>	<p>-I am able to understand when it's better to ask for help and properly report the abuse.</p> <p>-I can be impartial in case the victim and the perpetrator cohabite the same setting.</p> <p>-I am able to keep my involvement as less personal as possible, in order to react correctly.</p>
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MODULE 4: SEXTING (Ages 13-18)				
TOPIC	MAIN OBJECTIVES	KNOWLEDGE <i>(In the context of EQF, knowledge is described as theoretical and/or factual)</i>	SKILLS <i>(In the context of EQF, skills are described as practical)</i>	ATTITUDE <i>(attitude is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility)</i>
Topic 1: Sexting	<ul style="list-style-type: none"> - To know what sexting is; - Being aware of the limit between a right practice and an erroneous one; - Understanding that there are some less risky ways of practising sexting: erotic vs nude; - To recognize the sociological factors that lead to its practice. 	<ul style="list-style-type: none"> - I know what sexting is. - I understand the sociological reasons behind sexting. - I know the limits of someone's consent if sexual content of him/her is shared. - I know the difference between the right practices of sexting and the erroneous one. 	<ul style="list-style-type: none"> - I am able to explain the concept of sexting and adapt it to the recipient of my explanation. - I am able to recognize if a youngster is practising sexting just because of social pressure. - I am able to give examples of both positive and negative practice of sexting adapted to the age of the audience. 	<ul style="list-style-type: none"> - I am able to know when to approach a youngster that I suspect could be a victim of a sextortion. - I am able to understand when to ask for professional help in case of unpleasant situations that I'm not able to manage by myself. - I can show empathy to a youngster confessing being a victim of sextortion.



<p>Topic 2: Primary and Secondary Sexting</p>	<p>Main Objectives:</p> <ul style="list-style-type: none"> - To know the difference between sharing and receiving sexual content; - To be aware that not always all the digital contents received are as the original or legally shared; - To recognize sharing as a negative action that could have negative consequences; - Recognizing when sharing pictures of someone is starting being pornography. 	<ul style="list-style-type: none"> - I understand the difference between sharing and receiving sexual pictures and the effects that both types of sexting have on one's own consent. - I know that a lot of content in the social networks are modified. - I understand that resharing sexual pictures is a defamation crime punishable by law. - I know on which point a healthy social relationship is held on. 	<ul style="list-style-type: none"> - I am able to check the authenticity of the content received. - I am able to recognize the sign of abuse of someone's image or reputation. - I am able to understand when someone's identity is used for pornographic purposes. - I am able to explain the difference between primary and secondary sexting and raise awareness among young. 	<ul style="list-style-type: none"> - I can show empathy to the youngster expressing shame for sharing sexual images. - I can show concern on some suspicious behaviour of young people receiving sexual content. - I am able to understand when to address the major problem of a possible happening sextortion to the relevant people (family, supervisors, etc). - I am able to recognize when to activate a protocol if some abuse is denounced.
<p>Topic 3: Risks related to sexting</p>	<p>Main Objectives:</p>	<ul style="list-style-type: none"> - I understand that every action on the Internet has consequences for the rest of our lives. 	<ul style="list-style-type: none"> - I am able to explain what a digital footprint is and how to keep it safe from abuses of any kind. 	<ul style="list-style-type: none"> - I am able to empathize with the victims of a bad practice of sexting.



	<p>-Knowing what are the psychological consequences of the bad practice of sexting;</p> <p>-To understand which contents and for how long those stays on the Internet and social networks.</p> <p>-Being conscious about the phyco-physical effects that a sexual content shared could have for the rest of someone's life in all its aspects;</p> <p>- Knowing what revenge porn is, as well as deep nude;</p>	<p>-I understand what a digital footprint is and how to prevent abuses of it.</p> <p>- I understand the concept of revenge porn and the consequences it has.</p> <p>- I know that sexting can degenerate into sextortion.</p> <p>- I know that child pornography is a form of child sexual abuse.</p> <p>- I know what deep nude is and how to deal with it.</p>	<p>-I can show age-adapted examples of someone who is suffering the consequences of a bad sexting practice.</p> <p>-I can show the limits of a good relationship with the ICTs and social networks.</p> <p>- I am able to recognize a sextortion when a youngster is a victim of it.</p> <p>- I am able to detect the signs of cyberbullying on one of its victims.</p>	<p>-I can show concern for a manipulated or abused digital footprint and act accordingly to prevent further risks.</p> <p>- I am able to understand when to defend a young victim of cyberbullying.</p> <p>- I can show involvement and interest when a youngster is approaching for doubts about sexting risks.</p> <p>-I am able to be trusted by young people when it comes for them to confess concerns, issues or risks they feel they might be exposed to in other settings of their lives.</p>
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	<ul style="list-style-type: none"> - Being aware of the risks and the exposition to sextortion when sexting is practiced; - To understand the roots of child pornography. 			
<p>Topic 4:</p> <p>Health consequences of sexting</p>	<p>Main Objectives:</p> <ul style="list-style-type: none"> - Knowing the major health consequences that sexting as a sexual abuse practice can have on the victim; - To recognize the symptoms of a sexual abuse; - To be aware that extreme actions from the victims, such as suicide, can start from anxious behaviours or depression; 	<ul style="list-style-type: none"> -I know that victims of sexual abuse, including the bad practice of sexting, suffer many problems for the rest of their lives, especially suicidal behaviours. -I understand that sexting abuse can bring the victim to whether social and psycho-physical distress. -I know how to recognize the symptoms of abuse and how to reach an admission by the victim. 	<ul style="list-style-type: none"> -I am able to recognize where anxious behaviours are hiding a victim of abuse. -I can show examples of depressive behaviours turning into suicidal thoughts to a very young audience for prevention purposes. -I am able to list the symptoms that someone abused has, so for the closer mates to be attentive and watch each other backs. 	<ul style="list-style-type: none"> - I am able to offer my help in the unpleasant situation of a person suffering the consequences of an abuse received. -I am able to understand when it's better to ask for specialized help whenever the situation needs it. -I can recognize when to comply with a protocol to minimize the risks a youngster could attempt to his own life.



	- To know how to deal with the symptoms of sexual abuse coming from sexting practice.		-I can calm down the person suffering of anxiety or depression because of sexual abuse.	
Topic 5: Sexting prevention	<p>Main Objectives:</p> <p>-To know how to prevent both primary and secondary sexting;</p> <p>-To be aware that there is difference between the practise of sexting among youngsters and adults;</p> <p>-Knowing how to correctly treat this theme among a sensible audience of different ages.</p>	<p>- I know how to be safe from both primary and secondary bad sexting practises.</p> <p>-I understand the difference that having a certain age can have in practising a right or a bad sexting.</p> <p>-I know how to approach and treat the topic of sexting, as well as how to prevent abuses.</p>	<p>-I am able to recognize the right practise of sexting from an abusive one.</p> <p>-I can show examples of situations when a bad practise of sexting can be prevented and adapt it to the young audience.</p> <p>-I can distinguish the effects that peer, young and adult sexting have on the people practising it.</p>	<p>-I can offer my help to people of different ages when it comes to avoiding their involvement in bad practices of sexting.</p> <p>-I am able to understand when to ask for help from more acknowledged people if I might have doubts on how to treat sexting prevention.</p> <p>-I can be a good ambassador of sexting prevention among young people.</p>



<p>Topic 6:</p> <p>Youth Worker reaction to child sexual abuse emerged from sexting</p>	<p>Main Objectives:</p> <ul style="list-style-type: none"> -To know how to react when a youngster confesses having been abused through sexting; -To understand the symptoms of abuse and promptly react to help out the victim; -To be able to interrupt the abusive relationship between victim and perpetrator when both of them are cohabitating in the same environment; 	<ul style="list-style-type: none"> -I understand that my role is key in arising trust in the inner of the victim, so to approach me and relate the abuse. -I know how to react in front of evident signs of abuse, even if the youngster is not confessing it. -I know how to deal with the presence of victim and perpetrator in the same environment. -I understand that, when the victim and perpetrator are peers, it is relevant to also act on the group to prevent further abuses in the same setting. 	<ul style="list-style-type: none"> -I can react wisely and follow the protocol when a youngster is confessing an abuse. -I am able to make unpleasant decisions when it comes to deal with the cohabitation of the victim and perpetrator in the same environment. -I can calm down the concerns of further young peers that live in the same environment of the abused child. -I am able to rationalize the situation and keep my deep concern for myself for youngster's sake. 	<ul style="list-style-type: none"> - I am able to make the victim feel that I am a person to be trusted. -I can show cold blood in front of a confession of abuse. -I am able to understand when it's the better time to ask for help and properly report the abuse. -I can be impartial in case the victim and the perpetrator cohabite the same setting. -I am able to keep my involvement as less personal as possible, in order to react correctly.
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	<p>-To understand when it is time to comply with the measures described by the protocol for the victims' sake, but also to restore a sense of safety among the abused youngster's peers.</p>			
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Conclusion – Next Steps

To summarise, the STOP Methodological Framework has been developed based on the research conducted by the partners, which involved both desk research and collection of data from the direct (youth workers, professionals working with youth) and indirect (parents) target group. After the collection of data, a synthesis analysis of the results was conducted in order to define the modules, topics and sub-topics of the training course (IO1).

The material will be developed around 4 main topics:

1. Introduction to Sexual Abuse
2. Grooming
3. Inappropriate touch
4. Sexting

The next steps involve the development of the innovative learning material for the youth workers, which later will be adopted for the purpose of the AR game design. Learning about sexual abuse prevention is necessary, but it is not enough to ensure the safety of children and youth. Hence, the aim of the IO2 is to empower youth workers with new and innovative tools with pedagogical function, to support them deal with such sensitive subjects without harming the youth, but in a way to facilitate the learning process.