



STOP: STOP Child Abuse Through Effective Training and Augmented Reality

IO1.A3 LEARNING OUTCOMES AND SYLLABUS



P4 – Asociación Deses-3

STOP FRAMEWORK

MODULE 3: SEXTING

1. General Description of the Module

This module provides information about the risks associated with sharing and receiving sexting.

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-bullying, 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.



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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 3: SEXTING for ages 8-12					
Topic 1:	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>(In the context of the EQF, attitude is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility)</i>	SCENARIO
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. 	<p>I understand/ know...</p> <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. - I know the difference between the right practices of sexting and the erroneous one. 	<p>I am able to/ can show...</p> <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. 	<p>I am able to/ can show...</p> <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. -I can show empathy to a child confessing being a victim of sextortion. 	

<p>Topic 2:</p> <p>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 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>Topic 3</p> <p>Risks related to sexting</p>	<p>Main Objectives:</p> <ul style="list-style-type: none"> -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. -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; 	<ul style="list-style-type: none"> -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. - I understand the concept of revenge porn and the consequences it has. - I know that sexting can degenerate into sextortion. 	<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. -I can show age-adapted examples of someone who is suffering the consequences of a bad sexting practice. -I can show the limits of a good relationship with the ICTs and social networks. 	<ul style="list-style-type: none"> - 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. - I am able to understand when to defend a young victim of cyberbullying. - I can show involvement and interest when a child is 	



	<ul style="list-style-type: none"> - 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 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 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. 	<p>approaching for doubts about sexting risks related.</p> <ul style="list-style-type: none"> -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. 	
<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. 	
<p>Topic 5</p>	<p>Main Objectives:</p> <ul style="list-style-type: none"> -To know how to prevent both primary and secondary sexting; 	<ul style="list-style-type: none"> - I know how to be safe from both primary and secondary bad sexting practises. 	<ul style="list-style-type: none"> -I am able to recognize the right practise of sexting from an abusive one. 	<ul style="list-style-type: none"> -I can offer my help to people of different ages when it comes to 	



<p>Sexting prevention</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 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 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>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>-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 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 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 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 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 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>-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>	



MODULE 3: SEXTING for ages 13-18

Topic 1:	Main Objectives:	KNOWLEDGE	SKILLS	ATTITUDE	SCENARIO
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; 	<p><i>(In the context of EQF, knowledge is described as theoretical and/or factual)</i></p>	<p><i>(In the context of EQF, skills are described as practical)</i></p>	<p><i>(In the context of the EQF, attitude is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility)</i></p>	
	<ul style="list-style-type: none"> - Understanding that there are some less risky ways of practising sexting: erotic vs nude; - To recognize the sociological factors that lead to its practice. 	<p>I understand/ know...</p> <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. 	<p>I am able to/ can show...</p> <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. 	<p>I am able to/ can show...</p> <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:</p> <p>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</p> <p>Risks related to sexting</p>	<p>Main Objectives:</p> <ul style="list-style-type: none"> -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. -Being conscious about the phyco-physical effects that a sexual content shared could have for the rest of 	<ul style="list-style-type: none"> -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. - I understand the concept of revenge porn and the consequences it has. - I know that sexting can degenerate into sextortion. 	<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. -I can show age-adapted examples of someone who is suffering the consequences of a bad sexting practice. -I can show the limits of a good relationship with the ICTs and social networks. 	<ul style="list-style-type: none"> - 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. - I am able to understand when to defend a young victim of cyberbullying. - I can show involvement and interest when a youngster is 	

	<p>someone's life in all its aspects;</p> <ul style="list-style-type: none"> - 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 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 am able to recognize a sextortion when a youngster is a victim of it. - I am able to detect the signs of cyberbullying on one of its victims. 	<p>approaching for doubts about sexting risks.</p> <ul style="list-style-type: none"> -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>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 	<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. 	



			depression because of sexual abuse.		
Topic 5 Sexting prevention	Main Objectives: -To know how to prevent both primary and secondary sexting; -To be aware that there is difference between the practise of sexting among youngsters and adults; -Knowing how to correctly treat this theme among a sensible audience of different ages.	- I know how to be safe from both primary and secondary bad sexting practises. -I understand the difference that having a certain age can have in practising a right or a bad sexting. -I know how to approach and treat the topic of sexting, as well as how to prevent abuses.	-I am able to recognize the right practise of sexting from an abusive one. -I can show examples of situations when a bad practise of sexting can be prevented and adapt it to the young audience. -I can distinguish the effects that peer, young and adult sexting have on the people practising it.	-I can offer my help to people of different ages when it comes to avoiding their involvement in bad practices of sexting. -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. -I can be a good ambassador of sexting prevention among young people.	
Topic 6 Youth Worker reaction to child sexual abuse emerged from sexting	Main Objectives: -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;	-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	-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	- 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.	



	-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.	peers, it is relevant to also act on the group to prevent further abuses in the same setting.	concern for myself for youngster's sake.	-I am able to keep my involvement as less personal as possible, in order to react correctly.	
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