



# STOP: STOP Child Abuse Through Effective Training and Augmented Reality

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## IO1.A3 LEARNING OUTCOMES AND SYLLABUS



**P7 – Emphasys Centre**

## STOP FRAMEWORK

# MODULE 1: GROOMING

### 1. 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.

### 2. 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: 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.



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#### **Topic 4: 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 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.





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**MODULE 1: GROOMING (9-12 Years Old)**

<b>Topic1 – Introduction to Grooming</b>	<b>Main Objectives</b>	<b>KNOWLEDGE</b> <i>(In the context of EQF, knowledge is described as theoretical and/or factual)</i>	<b>SKILLS</b> <i>(In the context of EQF, skills are described as practical)</i>	<b>ATTITUDE</b> <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>	<b>SCENARIO</b>
	<p>-Understand what grooming is and why is happening.</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 that is happening.</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 that is happening.</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>	<p>N/A</p>



<p><b>Topic 2</b></p> <p><b>Befriending/ Gaining Trust</b></p>	<p><b>Main Objectives:</b></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 understand/ know...</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/ can show...</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/ can show...</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>	<p>John just moved to his new school but he is finding it hard to make new friends. He is quite shy and for this reason he started using social media to meet new people. The past days he started chatting with a guy from his school, which apparently, they share the same hobbies and like the same music. John has not met with his new friend in person yet, and his friend does not have a profile picture on his social media page to be able to recognise him at school.</p>
<p><b>Topic 3</b></p> <p><b>Secrecy</b></p>	<p><b>Main Objectives:</b></p> <p>-Understand why groomers will try to keep the relationship secret.</p> <p>-Understand the different ways</p>	<p>-I understand the reasons why groomers will try to keep the relationship secret.</p> <p>-I know the different ways groomers will try to use to keep it secret.</p>	<p>-I am able to identify the reasons why groomers will try to keep the relationship secret.</p> <p>-I am able to identify the ways that groomers will try to use to keep it secret.</p>	<p>-I am able to apply critical thinking on cases when a child trying to keep a relationship secret.</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>Anna, 11 years old, has been exchanging messages the past few weeks with a guy called Alex, 15 years old whom she met online on a social media platform. Alex told Anna that it would be better to keep this relationship between them</p>



	<p>groomers will try to use to keep it secret.</p> <p>-Understand when secrets can be suspicious and dangerous.</p>	<p>-I know when asking to keep a secret, can be identified as suspicious.</p>	<p>-I am able to identify suspicious behaviours related to child trying to keep a relationship secret.</p> <p>-I am able to distinguish between being trustworthy and keeping a suspicious secret.</p>	<p>-I am able to reflect on cases when a child trying to keep a relationship secret.</p> <p>-I am able to exercise active listening without being judgmental.</p>	<p>and not tell anybody, especially her parents as they won't approve this due to the age difference between the two.</p>
<p><b>Topic 4</b></p> <p><b>Offering Favours</b></p>	<p><b>Main Objectives:</b></p> <p>-Understand the reasons why groomers will offer gifts and favours.</p> <p>-Understand when receiving gifts and favours without expecting anything in return can be suspicious.</p> <p>-Explain to children who they should trust and when they should be suspicious about someone giving something to them without expecting anything in return.</p>	<p>-I understand the reasons why groomers might offer gifts and favours to the children.</p> <p>-I know when receiving gifts and favours can be identified suspicious.</p> <p>-I know who is a trusted adult and who will try to lure the child by offering favors.</p>	<p>-I am able to identify the reasons why groomers will offer gifts and favours.</p> <p>-I am able to identify when offering favours and gifts can be suspicious.</p> <p>- I am able to identify when someone is overly interested on a child.</p> <p>- I am able to distinguish who is a trusted adult and who is not.</p>	<p>-I am able to apply critical thinking on cases when someone try to approach the child by offering favours.</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 when someone try to approach the child by offering favours.</p> <p>-I am able to exercise active listening without being judgmental.</p>	<p>Maria, 10 years old, has started playing an online game and became friends in the game with another player who is helping her obtaining game credits. She started chatting privately with the other player, thinking that it's fun and her big brothers do it all the time so she thinks it must be safe.</p>



<p><b>Topic 5</b></p> <p><b>Testing Boundaries</b></p>	<p><b>Main Objectives:</b></p> <ul style="list-style-type: none"> <li>-Understand the importance of boundaries.</li> <li>-Understand which questions are appropriate to ask and which are not.</li> <li>-Understand what information can be shared and with whom.</li> </ul>	<ul style="list-style-type: none"> <li>-I know why boundaries are important and when they are violated.</li> <li>-I understand which questions are appropriate and which are not.</li> <li>-I know what information is safe to share and with whom.</li> </ul>	<ul style="list-style-type: none"> <li>-I am able to identify which questions are appropriate and which are not.</li> <li>-I am able to identify what information is safe for me to share and with whom.</li> <li>-I am able to understand another person's boundaries.</li> <li>-I am able to take action when I am suspicious about boundaries being violated.</li> </ul>	<ul style="list-style-type: none"> <li>-I am able to apply critical thinking on cases when boundaries have been violated or tested.</li> <li>-I am able to reflect on cases when boundaries have been violated or tested.</li> <li>-I am able to keep an open mind and be a good listener when a child/youth wish to speak with me.</li> <li>-I am able to exercise active listening without being judgmental.</li> </ul>	<p>Paul, 12 years old, has been chatting in social media with John,17 a friend who met online few weeks ago. One day, John and Paul started talking about personal relationships and John asked Paul if he would like to learn more about how to become a good sexual partner.</p>
<p><b>Topic 6</b></p> <p><b>Exercise Control</b></p>	<p><b>Main Objectives:</b></p> <ul style="list-style-type: none"> <li>-Understand the reasons why groomers will try to exercise control over the victim.</li> <li>-Understand the different ways groomers will employ to gain control over the victim.</li> <li>-Understand the different tricks</li> </ul>	<ul style="list-style-type: none"> <li>-I understand the reasons why groomers will try to exercise control over the victim.</li> <li>-I understand the different ways groomers will try to exercise control over the victim.</li> <li>-I understand the different ways groomers will employ to maintain control over the victim.</li> </ul>	<ul style="list-style-type: none"> <li>-I am able to identify the reasons why groomers will try to exercise control over the victim.</li> <li>-I am able to identify the different ways groomers will try to exercise control over the victim.</li> <li>-I am able to identify the different ways groomers will try to maintain control over the victim.</li> </ul>	<ul style="list-style-type: none"> <li>-I am able to apply critical thinking on cases where someone try to exercise control over a child.</li> <li>-I am able to keep an open mind and be a good listener when a child/youth wish to speak with me.</li> <li>-I am able to reflect on cases where someone try to exercise control over a child.</li> </ul>	<p>Mia, 8 years old, was playing a board game with her mom's friend. After a while, he asks her to play another kind of game with him which involved touching different body parts. Initially she refused, but when he said to her: 'I played your game now it is my turn- I thought we were friends', she agreed to play.</p>



	groomers will employ to maintain control over the victim.			-I am able to exercise active listening without being judgmental.	
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<b>Topic 7 - How to react when being suspicious about grooming practices</b>	<b>Main Objectives:</b> -Understand why monitoring potential risk situations related to grooming practices is important. - Understand how to approach and communicate with someone when suspicious about grooming practices. -Understand how to ensure the safety and the confidentiality of the person involved.	-I know the red flags and the signs related to grooming. -I know how to approach and communicate with someone when suspicious about grooming practices. -I know how to ensure the safety and safeguard the confidentiality of the person involved.	-I am able to identify the red flags and the signs related to grooming. -I am able to initiate a conversation when suspicious about grooming practices. -I am able to handle such situations with confidentiality and maintain the safety of the person involved.	I am able to reflect on cases I find suspicious as grooming practices. -I am able to apply critical thinking when encounter suspicious cases related to grooming. -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 communicate effectively when I am suspicious that someone might be a victim of grooming practices.	N/A
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## MODULE 1: GROOMING (13-18 Years Old)

<b>Topic1 – Introduction to Grooming</b>	<b>Main Objectives</b>	<b>KNOWLEDGE</b> <i>(In the context of EQF, knowledge is described as theoretical and/or factual)</i>	<b>SKILLS</b> <i>(In the context of EQF, skills are described as practical)</i>	<b>ATTITUDE</b> <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>	<b>SCENARIO</b>
	<p>-Understand what grooming is and why is happening.</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 that is happening.</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 that is happening.</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>	N/A



<p><b>Topic 2</b></p> <p><b>Befriending/ Gaining Trust</b></p>	<p><b>Main Objectives:</b></p> <ul style="list-style-type: none"> <li>-Understand the reasons why groomers will try to gain the trust of a youth.</li> <li>-Understand the different ways groomers might use to gain the trust of the youth.</li> <li>-Explain to children who they should trust and when they should be suspicious.</li> </ul>	<p>I understand/ know...</p> <ul style="list-style-type: none"> <li>-I know the reasons why groomers will try to gain the victim's trust and form a special bond.</li> <li>-I know the different ways that groomers might apply to build a relationship.</li> <li>-I know when certain behaviors and relations can be identified as suspicious.</li> </ul>	<p>I am able to/ can show...</p> <ul style="list-style-type: none"> <li>-I am able to identify the reasons why groomers will try to gain the victim's trust and form a special bond.</li> <li>-I am able to identify the ways that groomers might apply to build a relationship.</li> <li>-I am able to identify suspicious behaviors and relationships.</li> </ul>	<p>I am able to/ can show...</p> <ul style="list-style-type: none"> <li>-I am able to apply critical thinking on cases I find suspicious in terms of someone try to exploit the trust of a youth.</li> <li>-I am able to keep an open mind and practice active listening when a child/youth wish to speak with me.</li> <li>-I am able to reflect on cases I find suspicious in terms of someone try to exploit the trust of a youth.</li> <li>-I am able to exercise active listening without being judgmental.</li> </ul>	<p>John just moved to his new school but he is finding it hard to make new friends. He is quite shy and for this reason he started using social media to meet new people. The past days he started chatting with a guy from his school, which apparently, they share the same hobbies and like the same music. John has not met with his new friend in person yet, and his friend does not have a profile picture on his social media page to be able to recognise him at school.</p>
<p><b>Topic 3</b></p> <p><b>Secrecy</b></p>	<p><b>Main Objectives:</b></p> <ul style="list-style-type: none"> <li>-Understand why groomers will try to keep the relationship secret.</li> <li>-Understand the different ways</li> </ul>	<p>-I understand the reasons why groomers will try to keep the relationship secret.</p> <p>-I know the different ways groomers will try to use to keep it secret.</p>	<p>-I am able to identify the reasons why groomers will try to keep the relationship secret.</p> <p>-I am able to identify the ways that groomers will try to use to keep it secret.</p>	<p>-I am able to apply critical thinking on cases when a child trying to keep a relationship secret.</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>Anna, 11 years old, has been exchanging messages the past few weeks with a guy called Alex, 15 years old whom she met online on a social media platform. Alex told Anna that it would be better to keep this relationship between them</p>

	<p>groomers will try to use to keep it secret.</p> <p>-Understand when secrets can be suspicious and dangerous.</p>	<p>-I know when asking to keep a secret, can be identified as suspicious.</p>	<p>-I am able to identify suspicious behaviours related to youth trying to keep a relationship secret.</p> <p>-I am able to distinguish between being trustworthy and keeping a suspicious secret.</p>	<p>-I am able to reflect on cases when a youth trying to keep a relationship secret.</p> <p>-I am able to exercise active listening without being judgmental.</p>	<p>and not tell anybody, especially her parents as they won't approve this due to the age difference between the two.</p>
<p><b>Topic 4</b></p> <p><b>Offering Favours</b></p>	<p><b>Main Objectives:</b></p> <p>-Understand the reasons why groomers will offer gifts and favours.</p> <p>-Understand when receiving gifts and favours without expecting anything in return can be suspicious.</p> <p>-Explain to children who they should trust and when they should be suspicious about someone giving something to them without expecting anything in return.</p>	<p>-I understand the reasons why groomers might offer gifts and favours to the youth.</p> <p>-I know when receiving gifts and favours can be identified suspicious.</p> <p>-I know who is a trusted adult and who will try to lure the youth by offering favors.</p>	<p>-I am able to identify the reasons why groomers will offer gifts and favours.</p> <p>-I am able to identify when offering favours and gifts can be suspicious.</p> <p>-I am able to identify when someone is overly interested on a youth.</p> <p>-I am able to distinguish who is a trusted adult and who is not.</p>	<p>-I am able to apply critical thinking on cases when someone try to approach the youth by offering favours.</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 when someone try to approach the child by offering favours.</p> <p>-I am able to exercise active listening without being judgmental.</p>	<p>Maria, 10 years old, has started playing an online game and became friends in the game with another player who is helping her obtaining game credits. She started chatting privately with the other player, thinking that it's fun and her big brothers do it all the time so she thinks it must be safe.</p>



<p><b>Topic 5</b></p> <p><b>Testing Boundaries</b></p>	<p><b>Main Objectives:</b></p> <ul style="list-style-type: none"> <li>-Understand the importance of boundaries.</li> <li>-Understand which questions are appropriate to ask and which are not.</li> <li>-Understand what information can be shared and with whom.</li> </ul>	<ul style="list-style-type: none"> <li>-I know why boundaries are important and when they are violated.</li> <li>-I understand which questions are appropriate and which are not.</li> <li>-I know what information is safe to share and with whom.</li> </ul>	<ul style="list-style-type: none"> <li>-I am able to identify which questions are appropriate and which are not.</li> <li>-I am able to identify what information is safe for me to share and with whom.</li> <li>-I am able to understand another person's boundaries.</li> <li>-I am able to take action when I am suspicious about boundaries being violated.</li> </ul>	<ul style="list-style-type: none"> <li>-I am able to apply critical thinking on cases when boundaries have been violated or tested.</li> <li>-I am able to reflect on cases when boundaries have been violated or tested.</li> <li>-I am able to keep an open mind and be a good listener when a child/youth wish to speak with me.</li> <li>-I am able to exercise active listening without being judgmental.</li> </ul>	<p>Paul, 12 years old, has been chatting in social media with John,17 a friend who met online few weeks ago. One day, John and Paul started talking about personal relationships and John asked Paul if he would like to learn more about how to become a good sexual partner.</p>
<p><b>Topic 6</b></p> <p><b>Exercise Control</b></p>	<p><b>Main Objectives:</b></p> <ul style="list-style-type: none"> <li>-Understand the reasons why groomers will try to exercise control over the victim.</li> <li>-Understand the different ways groomers will employ to gain control over the victim.</li> </ul>	<ul style="list-style-type: none"> <li>-I understand the reasons why groomers will try to exercise control over the victim.</li> <li>-I understand the different ways groomers will try to exercise control over the victim.</li> </ul>	<ul style="list-style-type: none"> <li>-I am able to identify the reasons why groomers will try to exercise control over the victim.</li> <li>-I am able to identify the different ways groomers will try to exercise control over the victim.</li> </ul>	<ul style="list-style-type: none"> <li>-I am able to apply critical thinking on cases where someone try to exercise control over a child.</li> <li>-I am able to keep an open mind and be a good listener when a child/youth wish to speak with me.</li> </ul>	<p>Mia, 8 years old, was playing a board game with her mom's friend. After a while, he asks her to play another kind of game with him which involved touching different body parts. Initially she refused, but when he said to her: 'I played your game now it is my turn- I thought we were friends', she agreed to play.</p>

	-Understand the different tricks groomers will employ to maintain control over the victim.	-I understand the different ways groomers will employ to maintain control over the victim.	-I am able to identify the different ways groomers will try to maintain control over the victim.	-I am able to reflect on cases where someone try to exercise control over a child.  -I am able to exercise active listening without being judgmental.	
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<b>Topic 7 - How to react when being suspicious about grooming practices</b>	<b>Main Objectives:</b>  -Understand why monitoring potential risk situations related to grooming practices is important.  - Understand how to approach and communicate with someone when suspicious about grooming practices.  -Understand how to ensure the safety and the confidentiality of the person involved.	-I know the red flags and the signs related to grooming.  -I know how to approach and communicate with someone when suspicious about grooming practices.  -I know how to ensure the safety and safeguard the confidentiality of the person involved.	-I am able to identify the red flags and the signs related to grooming.  -I am able to initiate a conversation when suspicious about grooming practices.  -I am able to handle such situations with confidentiality and maintain the safety of the person involved.	I am able to reflect on cases I find suspicious as grooming practices.  -I am able to apply critical thinking when encounter suspicious cases related to grooming.  -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 communicate effectively when I am suspicious that someone might be a victim of grooming practices.	N/A
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<p><b>Topic 2</b></p> <p><b>Befriending/ Gaining Trust</b></p>	<p><b>Main Objectives:</b></p> <ul style="list-style-type: none"> <li>-Understand the reasons why groomers will try to gain the trust of a youth.</li> <li>-Understand the different ways groomers might use to gain the trust of the youth.</li> <li>-What steps you can follow when you are suspicious about a youth being groomed.</li> </ul>	<p>I understand/ know...</p> <ul style="list-style-type: none"> <li>-I know the reasons why groomers will try to gain the victim's trust and form a special bond.</li> <li>-I know the different ways that groomers might apply to build a relationship.</li> <li>-I know when certain behaviors can be identified as suspicious.</li> <li>-I know what actions I need to take if I am suspicious about grooming practices.</li> </ul>	<p>I am able to/ can show...</p> <ul style="list-style-type: none"> <li>-I am able to identify the reasons why groomers will try to gain the victim's trust and form a special bond.</li> <li>-I am able to identify the ways that groomers might apply to build a relationship.</li> <li>-I am able to identify suspicious behaviour associated with grooming.</li> <li>-I am able to follow the right steps for reporting when I am suspicious about grooming practices.</li> </ul>	<p>I am able to/ can show...</p> <ul style="list-style-type: none"> <li>-I am able to apply critical thinking on cases I find suspicious.</li> <li>-I am able to keep an open mind and be a good listener when a youth wish to speak with me.</li> <li>-I am able to reflect on my own experiences and relationships.</li> </ul>	<p>Andy, 16 years old, has been finding it hard to find someone to go on a date with him. He is quite shy and finds it really hard to talk to girls. His friend suggests to use a dating app. He is surprised to find a match on his first day and they appear to have many things in common and this person knows a lot of things about Andy too.</p>
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<p><b>Topic 3</b></p> <p><b>Secrecy</b></p>	<p><b>Main Objectives:</b></p> <ul style="list-style-type: none"> <li>-Understand why groomers will try to keep the relationship secret.</li> <li>-Understand the different ways groomers will try to use to keep it secret.</li> <li>-Understand when secrets can be suspicious and dangerous.</li> <li>- What steps you can follow when you are suspicious about a youth being groomed.</li> </ul>	<ul style="list-style-type: none"> <li>-I understand the reasons why groomers will try to keep the relationship secret.</li> <li>-I know the different ways groomers will try to use to keep it secret.</li> <li>-I know when asking to keep a secret, can be identified as suspicious.</li> <li>-I know what actions I need to take if I am suspicious about grooming practices.</li> </ul>	<ul style="list-style-type: none"> <li>-I am able to identify the reasons why groomers will try to keep the relationship secret.</li> <li>-I am able to identify the ways that groomers will try to use to keep it secret.</li> <li>-I am able to identify suspicious behaviour associated with grooming.</li> <li>-I am able to distinguish between being trustworthy and keeping a suspicious secret.</li> <li>-I am able to take action when I am suspicious about grooming practices.</li> </ul>	<ul style="list-style-type: none"> <li>-I am able to apply critical thinking on cases I find suspicious.</li> <li>-I am able to keep an open mind and be a good listener when a child/youth wish to speak with me.</li> <li>-I am able to reflect on my experiences and relationships.</li> </ul>	<p>Joanna, 16 years old, has been exchanging messages the past few weeks with a guy called Ben, 30 years old, whom she met online on a social media platform. Alex told Anna that it would be better to keep this relationship between them and not tell anybody, especially her parents as they won't approve this due to the age difference between the two.</p>
<p><b>Topic 4</b></p> <p><b>Offering Favours</b></p>	<p><b>Main Objectives:</b></p> <ul style="list-style-type: none"> <li>-Understand the reasons why groomers will offer gifts and favours.</li> <li>-Understand when receiving gifts and favours without</li> </ul>	<ul style="list-style-type: none"> <li>-I understand the reasons why groomers might offer gifts and favours.</li> <li>-I know when receiving gifts and favours can be suspicious.</li> </ul>	<ul style="list-style-type: none"> <li>-I am able to identify the reasons why groomers will offer gifts and favours.</li> <li>-I am able to identify suspicious behaviour associated with grooming.</li> </ul>	<ul style="list-style-type: none"> <li>-I am able to apply critical thinking on cases I find suspicious.</li> <li>-I am able to keep an open mind and be a good listener when a youth wish to speak with me.</li> </ul>	<p>George, 15 years old, has started playing an online game and became friends, while playing the game, with another player who is helping him obtain game credits and fighting opponents in the game. He started chatting privately with the other</p>



	<p>expecting anything in return can be suspicious.</p> <p>- What steps you can follow when you are suspicious about a youth being groomed.</p>	<p>-I know what actions I need to take if I am suspicious about grooming practices.</p>	<p>- I am able to identify when someone is overly interested on a youth.</p> <p>-I am able to take action when I am suspicious about grooming practices.</p>	<p>-I am able to reflect on my own experiences and relationships.</p>	<p>player, who asked him to meet up.</p>
<p><b>Topic 5</b></p> <p><b>Testing Boundaries</b></p>	<p><b>Main Objectives:</b></p> <p>-Understand which questions are appropriate to ask and which are not.</p> <p>-Understand what information you should share and with whom.</p> <p>-What steps you can follow when you are suspicious about a child being groomed.</p>	<p>-I understand which questions are appropriate and which are not.</p> <p>-I know what information is safe to share and with whom.</p> <p>-I know what actions I need to take if I am suspicious about grooming practices.</p>	<p>-I am able to identify which questions are appropriate and which are not.</p> <p>-I am able to identify what information is safe for me to share and with whom.</p> <p>- I am able to set my boundaries.</p> <p>-I am able to take action when I am suspicious about grooming practices.</p>	<p>-I am able to apply critical thinking on cases I find suspicious.</p> <p>-I am able to reflect on my experiences and relationships.</p>	<p>Paul, 17 years old, was chatting with his coach at school about personal relationships. He asked him if he would like to learn more about how to become a good sexual partner and also showed him some videos on his phone.</p>
<p><b>Topic 6</b></p> <p><b>Exercise Control</b></p>	<p><b>Main Objectives:</b></p> <p>-Understand the reasons why groomers will try to exercise control over the victim.</p>	<p>-I understand the reasons why groomers will try to exercise 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 apply critical thinking on cases I find suspicious.</p> <p>-I am able to keep an open mind and be a good listener</p>	<p>On her 16<sup>th</sup> birthday, Helen received an expensive mobile phone as a present from a family friend. After a few days, while she was chatting with him, he asked her to share inappropriate photos of</p>

	<p>-Understand the ways groomers will try to exercise control over the victim.</p> <p>- What steps you can follow when you are suspicious about a child being groomed.</p>	<p>-I understand the different ways groomers will try to exercise control over the victim.</p> <p>-I know what actions I need to take if I am suspicious about grooming practices.</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 take action when I am suspicious about grooming practices.</p>	<p>when a child/youth wish to speak with me.</p> <p>-I am able to reflect on my own experiences and relationships.</p>	<p>her. When she refused, he threatened that he will take the phone back and also tell her parents about her secret relationship with a boy at school.</p>
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<p><b>Topic 7 - How to react when suspicious about grooming practices</b></p>	<p><b>Main Objectives:</b></p> <p>-Understand why monitoring potential risk situations.</p> <p>- Understand how to approach 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 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 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>N/A</p>
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