



STOP: STOP Child Abuse Through Effective Training and Augmented Reality

IO1.A3 LEARNING OUTCOMES AND SYLLABUS



KMOP – Social Action and Innovation Centre

STOP FRAMEWORK

MODULE 1: 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 uncomfortable¹.

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

¹ EXPERT HR/LexisNexis. 2020. *What is the difference between harassment and inappropriate touching?*. Retrieved 09/07/2020 from: <https://www.xperthr.com/fag/what-is-the-difference-between-harassment-and-inappropriate-touching/9993/#:~:text=On%20the%20other%20hand%2C%20inappropriate,is%20not%20appropriate%20workplace%20conduct.>

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 student². 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

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

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

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 student³. 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

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 1: INAPPROPRIATE TOUCHING (Ages 09-12)					
Topic 1:	Main Objectives:	KNOWLEDGE	SKILLS	ATTITUDE	SCENARIO
Inappropriate Touching – General Information	- What is Inappropriate touching?	<i>(In the context of EQF, knowledge is described as theoretical and/or factual)</i>	<i>(In the context of EQF, skills are described as practical)</i>	<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>	

³ <https://defendinnocence.org/6-perpetrator-grooming-behaviors-every-parent-needs-to-know/>

	<ul style="list-style-type: none"> - The differences between safe, unsafe and unwanted touches. - Identification of good and bad touches. 	<p>I understand/ know...</p> <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. 	<p>I am able to/ can show...</p> <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. 	<p>I am able to/ can show...</p> <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 show empathy to a child/youth that shares with me that he/she has experienced inappropriate touching. 	
<p>Topic 2</p> <p>My private parts/privacy</p>	<p>Main Objectives:</p> <ul style="list-style-type: none"> - Understand and explain to the child the private areas of their body/their body privacy as a principle that should be respected 	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> -I know which the private parts of the body are and their names. - I know that a touch is also inappropriate when 	<p>SKILLS</p> <ul style="list-style-type: none"> - I am able to describe to the child which are the private parts of the body. 	<p>ATTITUDE</p> <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 	

	<ul style="list-style-type: none"> - Teach children the correct names of all their different body parts, including their private body parts -Teach children “You’re the boss of your body” 	<ul style="list-style-type: none"> applied to parts of the body in a sexual way/with a sexual motive. - I know that everyone must respect the privacy of children - I know that children should only be touched in private parts when examined for medical reasons. -I understand that I should use the proper language when talking about private parts. -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. 	<ul style="list-style-type: none"> - I can show to the child which are the private parts of the body. - I can show which parts of the body should not be touched. - 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. - I am able to recognise what makes a child upset concerning an inappropriate touch. 	<ul style="list-style-type: none"> suspicious cases related to inappropriate touching. - 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. 	
Topic 3	Main Objectives:	KNOWLEDGE	SKILLS	ATTITUDE	
Perpetrators of	<ul style="list-style-type: none"> - Understand and explain to the child that perpetrators of 	<ul style="list-style-type: none"> - I understand that perpetrators of inappropriate touching 	<ul style="list-style-type: none"> - I am able to identify and explain to the child the suspicious behaviour of 	<ul style="list-style-type: none"> - I am able to apply critical thinking when encounter suspicious behaviour from 	

<p>inappropriate touching</p>	<p>inappropriate touching are often people that the child is familiar with (i.e. family members, school staff, coaches, older students)</p> <ul style="list-style-type: none"> - 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. - 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. 	<p>are often people that the child is familiar with (i.e. family members, school staff, coaches, older students).</p> <ul style="list-style-type: none"> - 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. - 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 	<p>people that belong to their environment that could lead to inappropriate touching.</p> <ul style="list-style-type: none"> - 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. 	<p>someone belonging to the environment of the child that could lead to inappropriate touching.</p> <ul style="list-style-type: none"> - 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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	- Understand and explain to the child how to identify the fabrication someone uses to isolate them how to respond to it to remain safe.	order to take advantage of them.			
Topic 4	Main Objectives:	KNOWLEDGE	SKILLS	ATTITUDE	
Indicators of psychological pain caused by inappropriate touching	<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. - Know how to deal with the signs of sexual abuse 	<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. 	

	caused by inappropriate touching.			<p>- I am able to ask for specialised help if necessary.</p> <p>- I am able to address the authorities to report witnessed or potential self-harming behaviour of the victim.</p>	
<p>Topic 5</p> <p>How to react when informed about a case of inappropriate touching</p>	<p>Main Objectives:</p> <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>- Which words should they use to convince the child to report the incident.</p>	<p>KNOWLEDGE</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 understand that the child needs to be encouraged to talk about an incident of inappropriate touching to the family/authorities/safe adults.</p>	<p>SKILLS</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>ATTITUDE</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> <p>- 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</p>	

	<ul style="list-style-type: none"> - 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. -Discourage the word "secret" 	<ul style="list-style-type: none"> -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"> 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. - 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 	
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				for the perpetrator not to be aware that the incident has been reported.	
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MODULE 1: INAPPROPRIATE TOUCHING (Ages 13-18)					
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
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 	<p>I understand/ know...</p> <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. 	<p>I am able to/ can show...</p> <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. 	<p>I am able to/ can show...</p> <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 	

				<p>when a teen wishes to speak with me.</p> <p>-I am able to able to show empathy to a teen that shares with me that he/she has experienced inappropriate touching.</p>	
<p>Topic 2</p> <p>My private parts/privacy</p>	<p>Main Objectives:</p> <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. - Teach teens the correct (anatomical) names of all their different body parts, including their private body parts. 	<p>KNOWLEDGE</p> <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. - I know that a touch is also inappropriate when applied to parts of the body in a sexual way/with a sexual motive. 	<p>SKILLS</p> <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. - I am able to recognise what makes a teen upset concerning an inappropriate touch. 	<p>ATTITUDE</p> <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 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. 	

	-Teach teens “You’re the boss of your body”	-I know the difference between inappropriate touching and intimate relationship between peers. -I understand the difference between encouraging social skills and encouraging ownership of one’s body.	- I am able to recognise and explain the difference between inappropriate touching and intimate relationship between peers. -I am able to explain to teens that no one can coerce affection or any physical contact i.e. hug each other!		
Topic 3	Main Objectives:	KNOWLEDGE	SKILLS	ATTITUDE	
Perpetrators of inappropriate touching	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) - Understand and explain to the teen the suspicious behaviour of people that belong to the environment of the	- 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). - I understand that perpetrators of inappropriate touching often have common characteristics that can indicate a behaviour that	- 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. - 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. - I am able to explain to the teen that people can try to use a fabrication to lure them	- 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. -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>child that could lead to inappropriate touching.</p> <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. 	<p>can lead to inappropriate touching.</p> <ul style="list-style-type: none"> - I understand that perpetrators of inappropriate touching use certain escalating behaviour towards the teen. - 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. 	<p>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 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>	
Topic 4	Main Objectives:	KNOWLEDGE	SKILLS	ATTITUDE	
			-I am able to recognise where anxious or depressive	- I am able to apply critical thought on identifying the	

<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"> 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"> 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. 	
<p>Topic 5</p>	<p>Main Objectives:</p>	<p>KNOWLEDGE</p>	<p>SKILLS</p>	<p>ATTITUDE</p>	

<p>How to react when informed about a case of inappropriate touching</p>	<p>-To manage the reaction of the youth worker: 1) when he /she recognizes a victim, 2) when the victim expresses himself/herself, and 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>- Which words should they use to convince the teen to report the incident.</p> <p>- 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.</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 understand that a teen needs to be encouraged to talk about an incident of inappropriate touching to the family/authorities/safe adults.</p> <p>-I know that the perpetrator can try to cause harm to the victim if he/she is aware that the incident is reported.</p> <p>-I know the people that should be informed about the 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> <p>- 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.</p> <p>- I am able to listen actively someone who needs my help concerning a problem of inappropriate touching.</p> <p>- I am able to speak calmly and offer reassurance,</p>	
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	<p>-Take into account the secrecy and confidentiality needed in order to protect the teen from acts of revenge by the perpetrator.</p> <p>-Discourage the word "secret".</p>	<p>and how to set the contact with them.</p> <p>-</p>		<p>support and advice to someone who needs my help concerning inappropriate touching</p> <p>- I am able to offer guidance on who the teen should inform in order to be helped regarding an incident of inappropriate touching</p> <p>- I am able to reassure the teen that I will not share what happened with other people apart from the responsible authorities.</p> <p>-I am able to apply secrecy and confidentiality in order for the perpetrator not to be aware that the incident has been reported.</p>	
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