

STOP: STOP Child Abuse Through Effective Training and Augmented Reality

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

Submission Number: 2019-1-LV01-KA204-060337

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.





Submission Number: 2019-1-LV01-KA204-060337

	MODULE 1: GROOMING (9-12 Years Old)						
Topic1 – Introduction to Grooming	Main Objectives	KNOWLEDGE (In the context of EQF, knowledge is described as theoretical and/or factual)	SKILLS (In the context of EQF, skills are described as practical)	ATTITUDE (In the context of the EQF, attitude is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility)	SCENARIO		
	-Understand what grooming is and why is happening. -Understand the different stages of grooming manifestation. -Understand the risks and dangers associated with grooming.	 -I know what grooming is and the reasons that is happening. -I know the different stages of grooming. -I know the risks and dangers associated with grooming. 	 -I am able to explain what grooming is and the reasons that is happening. -I am able to recognise and define the different stages of grooming. -I am able to describe the risks and dangers associated with grooming. 	 -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 exercise active listening without being judgmental. 	N/A		



Topic 2	Main Objectives:				
Befriending/	-Understand the	I understand/ know	I am able to/ can show	I am able to/ can show	John just moved to his new school but he is finding it
Gaining Trust	reasons why	-I know the reasons why	-I am able to identify the	-I am able to apply critical	hard to make new friends. He
	groomers will try to gain the trust of a child. -Understand the different ways groomers might use to gain the trust of the child. -Explain to children who they should trust and when they should be suspicious.	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.	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.	thinking on cases I find suspicious in terms of someone try to exploit the trust of a child. -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 child. -I am able to exercise active listening without being judgmental.	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.
Topic 3	Main Objectives:				
Secrecy	-Understand why groomers will try to keep the relationship secret.	-I understand the reasons why groomers will try to keep the relationship secret.	-I am able to identify the reasons why groomers will try to keep the relationship secret.	-I am able to apply critical thinking on cases when a child trying to keep a relationship secret.	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
		-I know the different ways	-I am able to identify the	-I am able to keep an open	social media platform. Alex
	-Understand the	groomers will try to use to	ways that groomers will try to	mind and be a good listener	told Anna that it would be
	different ways	keep it secret.	use to keep it secret.	when a child/youth wish to	better to keep this
				speak with me.	relationship between them



groomers will try to use to keep it secretUnderstand when secrets can be suspicious and dangerous.	-I know when asking to keep a secret, can be identified as suspicious.	-I am able to identify suspicious behaviours related to child trying to keep a relationship secretI am able to distinguish between being trustworthy and keeping a suspicious secret.	-I am able to reflect on cases when a child trying to keep a relationship secretI am able to exercise active listening without being judgmental.	and not tell anybody, especially her parents as they won't approve this due to the age difference between the two.
Topic 4 Offering Favours Pavours Main Objectives: -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 true and when they should be suspicious about someone giving something to them without expecting anything in return.	-I know who is a trusted adult and who will try to lure the child by offering favors.	 -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. 	-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.	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.



Topic 5 Testing Boundaries	Main Objectives: -Understand the importance of boundariesUnderstand which questions are appropriate to ask and which are notUnderstand what information can be shared and with whom.	-I know why boundaries are important and when they are violatedI understand which questions are appropriate and which are notI know what information is safe to share and with whom.	-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.	-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.	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.
Topic 6 Exercise Control	Main Objectives: -Understand the reasons why groomers will try to exercise control over the victimUnderstand the different ways groomers will employ to gain control over the victimUnderstand the different tricks	-I understand the reasons why groomers will try to exercise control over the victim. -I understand the different ways groomers will try to exercise control over the victim. -I understand the different ways groomers will employ to maintain control over the victim.	-I am able to identify the reasons why groomers will try to exercise control over the victim. -I am able to identify the different ways groomers will try to exercise 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 apply critical thinking on cases where someone try to exercise control over a child. -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 where someone try to exercise control over a child.	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.



groomers will employ to maintain control over the victim.		-I am able to exercise active listening without being judgmental.	

Topic 7 -	Main Objectives:				
How to react				I am able to reflect on cases	N/A
when being	-Understand why	-I know the red flags and	-I am able to identify the red	I find suspicious as	
suspicious	monitoring potential	the signs related to	flags and the signs related to	grooming practices.	
about grooming	risk situations related	grooming.	grooming.		
practices	to grooming practices			-I am able to apply critical	
	is important.	-I know how to approach	-I am able to initiate a	thinking when encounter	
		and communicate with	conversation when suspicious	suspicious cases related to	
	- Understand how to	someone when suspicious	about grooming practices.	grooming.	
	approach and	about grooming practices.			
	communicate with		-I am able to handle such	-I am able to keep an open	
	someone when	-I know how to ensure the	situations with confidentiality	mind and be a good listener	
	suspicious about	safety and safeguard the	and maintain the safety of	when a child/youth wish to	
	grooming practices.	confidentiality of the	the person involved.	speak with me.	
		person involved.			
	-Understand how to			-I am able to communicate	
	ensure the safety and			effectively when I am	
	the confidentiality of			suspicious that someone	
	the person involved.			might be a victim of	
				grooming practices.	

		MODULE 1:	GROOMING (13-18 Years	Old)	
Topic1 – Introduction to Grooming	Main Objectives	KNOWLEDGE (In the context of EQF, knowledge is described as theoretical and/or factual)	SKILLS (In the context of EQF, skills are described as practical)	ATTITUDE (In the context of the EQF, attitude is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility)	SCENARIO
	-Understand what grooming is and why is happening. -Understand the different stages of grooming manifestation. -Understand the risks and dangers associated with grooming.	 -I know what grooming is and the reasons that is happening. -I know the different stages of grooming. -I know the risks and dangers associated with grooming. 	 -I am able to explain what grooming is and the reasons that is happening. -I am able to recognise and define the different stages of grooming. -I am able to describe the risks and dangers associated with grooming. 	 -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 exercise active listening without being judgmental. 	N/A



Topic 2	Main Objectives:				
Befriending/	-Understand the	I understand/ know	I am able to/ can show	I am able to/ can show	John just moved to his new school but he is finding it
Gaining Trust	reasons why	-I know the reasons why	-I am able to identify the	-I am able to apply critical	hard to make new friends. He
	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.	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.	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.	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.	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.
Topic 3	Main Objectives:				
Secrecy	-Understand why groomers will try to keep the relationship secret.	-I understand the reasons why groomers will try to keep the relationship secret.	-I am able to identify the reasons why groomers will try to keep the relationship secret.	-I am able to apply critical thinking on cases when a child trying to keep a relationship secret.	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
		-I know the different ways	-I am able to identify the	-I am able to keep an open	social media platform. Alex
	-Understand the	groomers will try to use to	ways that groomers will try to	mind and be a good listener	told Anna that it would be
	different ways	keep it secret.	use to keep it secret.	when a child/youth wish to	better to keep this
				speak with me.	relationship between them



	groomers will try to use to keep it secret. -Understand when secrets can be suspicious and dangerous.	-I know when asking to keep a secret, can be identified as suspicious.	 -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. 	 -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. 	and not tell anybody, especially her parents as they won't approve this due to the age difference between the two.
Topic 4 Offering Favours	Main Objectives: -Understand the reasons why groomers will offer gifts and favoursUnderstand when receiving gifts and favours without expecting anything in return can be suspiciousExplain to children who they should trust and when they should be suspicious about someone giving something to them without expecting anything in return.	-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.	 -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. 	-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.	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.



Topic 5	Main Objectives: -Understand the importance of boundaries.	-I know why boundaries are important and when they are violatedI understand which	-I am able to identify which questions are appropriate and which are notI am able to identify what	-I am able to apply critical thinking on cases when boundaries have been violated or tested.	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
Testing Boundaries	-Understand which questions are appropriate to ask and which are not. -Understand what information can be shared and with whom.	questions are appropriate and which are not. -I know what information is safe to share and with whom.	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.	 -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. 	talking about personal relationships and John asked Paul if he would like to learn more about how to become a good sexual partner.
Topic 6 Exercise Control	Main Objectives: -Understand the reasons why groomers will try to exercise control over the victimUnderstand the different ways groomers will employ to gain control over the victim.	-I understand the reasons why groomers will try to exercise control over the victim. -I understand the different ways groomers will try to exercise control over the victim.	-I am able to identify the reasons why groomers will try to exercise control over the victim. -I am able to identify the different ways groomers will try to exercise control over the victim.	-I am able to apply critical thinking on cases where someone try to exercise control over a child. -I am able to keep an open mind and be a good listener when a child/youth wish to speak with me.	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.



	-I understand the different	-I am able to identify the	-I am able to reflect on cases	
-Understand the	ways groomers will	different ways groomers will	where someone try to	
different tricks	employ to maintain	try to maintain control over	exercise control over a child.	
groomers will employ	control over the victim.	the victim.		
to maintain control			-I am able to exercise active	
over the victim.			listening without being	
			judgmental.	

Topic 7 -	Main Objectives:				
How to react	•			I am able to reflect on cases	N/A
when being	-Understand why	-I know the red flags and	-I am able to identify the red	I find suspicious as	
suspicious	monitoring potential	the signs related to	flags and the signs related to	grooming practices.	
about grooming	risk situations related	grooming.	grooming.		
practices	to grooming practices			-I am able to apply critical	
	is important.	-I know how to approach	-I am able to initiate a	thinking when encounter	
		and communicate with	conversation when suspicious	suspicious cases related to	
	- Understand how to	someone when suspicious	about grooming practices.	grooming.	
	approach and	about grooming practices.			
	communicate with		-I am able to handle such	-I am able to keep an open	
	someone when	-I know how to ensure the	situations with confidentiality	mind and be a good listener	
	suspicious about	safety and safeguard the	and maintain the safety of	when a child/youth wish to	
	grooming practices.	confidentiality of the	the person involved.	speak with me.	
		person involved.			
	-Understand how to			-I am able to communicate	
	ensure the safety and			effectively when I am	
	the confidentiality of			suspicious that someone	
	the person involved.			might be a victim of	
				grooming practices.	



Topic 2	Main Objectives:				
		I understand/ know	I am able to/ can show	I am able to/ can show	Andy, 16 years old, has been
Befriending/	-Understand the				finding it hard to find
Gaining Trust	reasons why	-I know the reasons why	-I am able to identify the	-I am able to apply critical	someone to go on a date with
	groomers will try to	groomers will try to gain	reasons why groomers will try	thinking on cases I find	him. He is quite shy and finds
	gain the trust of a	the victim's trust and	to gain the victim's trust and	suspicious.	it really hard to talk to girls.
	youth.	form a special bond.	form a special bond.	·	His friend suggests to use a
		·	·	-I am able to keep an open	dating app. He is surprised to
	-Understand the	-I know the different ways	-I am able to identify the	mind and be a good listener	find a match on his first day
	different ways	that groomers might	ways that groomers might	when a youth wish to speak	and they appear to have
	groomers might use	apply to build a	apply to build a relationship.	with me.	many things in common and
	to gain the trust of	relationship.	,		this person knows a lot of
	the youth.	·	-I am able to identify	-I am able to reflect on my	things about Andy too.
		-I know when certain	suspicious behaviour	own experiences and	
	-What steps you can	behaviors can be	associated with grooming.	relationships.	
	follow when you are	identified as suspicious.		·	
	suspicious about a	·	-I am able to follow the right		
	youth being	-I know what actions I	steps for reporting when I am		
	groomed.	need to take if I am	suspicious about grooming		
		suspicious about grooming	practices.		
		practices.			

Topic 3	Main Objectives:				
		-I understand the reasons	-I am able to identify the	-I am able to apply critical	Joanna, 16 years old, has
Secrecy	-Understand why	why groomers will try to	reasons why groomers will try	thinking on cases I find	been exchanging messages
	groomers will try to	keep the relationship	to keep the relationship	suspicious.	the past few weeks with a
	keep the relationship	secret.	secret.		guy called Ben, 30 years old,
	secret.			-I am able to keep an open	whom she met online on a
		-I know the different ways	-I am able to identify the	mind and be a good listener	social media platform. Alex
	-Understand the	groomers will try to use to	ways that groomers will try to	when a child/youth wish to	told Anna that it would be
	different ways	keep it secret.	use to keep it secret.	speak with me.	better to keep this
	groomers will try to				relationship between them
	use to keep it secret.	-I know when asking to	-I am able to identify	-I am able to reflect on my	and not tell anybody,
		keep a secret, can be	suspicious behaviour	experiences and	especially her parents as they
	-Understand when	identified as suspicious.	associated with grooming.	relationships.	won't approve this due to the
	secrets can be				age difference between the
	suspicious and	-I know what actions I	-I am able to distinguish		two.
	dangerous.	need to take if I am	between being trustworthy		
		suspicious about grooming	and keeping a suspicious		
	- What steps you can	practices.	secret.		
	follow when you are		La contida da talla a atta		
	suspicious about a		-I am able to take action		
	youth being		when I am suspicious about		
Tauis A	groomed.		grooming practices.	Language and a south a siting	Coores 15 years ald has
Topic 4	Main Objectives: -Understand the	-I understand the reasons	-I am able to identify the	-I am able to apply critical thinking on cases I find	George, 15 years old, has started playing an online
Offering	reasons why	why groomers might offer	reasons why groomers will	suspicious.	started playing an online game and became friends,
Favours	groomers will offer	gifts and favours.	offer gifts and favours.	suspicious.	while playing the game, with
ravouis	gifts and favours.	girts and lavours.	offer gifts and favours.	-I am able to keep an open	another player who is helping
	girts and lavours.	-I know when receiving	-I am able to identify	mind and be a good listener	him obtain game credits and
	-Understand when	gifts and favours can be	suspicious behaviour	when a youth wish to speak	fighting opponents in the
	receiving gifts and	suspicious.	associated with grooming.	with me.	game. He started chatting
	favours without	Suspicious.	associated with grooming.	vvicii iiiC.	privately with the other
	iavours without				privately with the other



	expecting anything in return can be suspicious. - What steps you can follow when you are suspicious about a youth being groomed.	-I know what actions I need to take if I am suspicious about grooming practices.	 - I am able to identify when someone is overly interested on a youth. -I am able to take action when I am suspicious about grooming practices. 	-I am able to reflect on my own experiences and relationships.	player, who asked him to meet up.
Topic 5 Testing Boundaries	Main Objectives: -Understand which questions are appropriate to ask and which are notUnderstand what information you should share and with whomWhat steps you can follow when you are suspicious about a child being groomed.	-I understand which questions are appropriate and which are not. -I know what information is safe to share and with whom. -I know what actions I need to take if I am suspicious about grooming practices.	-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 set my boundaries. -I am able to take action when I am suspicious about grooming practices.	-I am able to apply critical thinking on cases I find suspiciousI am able to reflect on my experiences and relationships.	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.
Topic 6 Exercise Control	Main Objectives: -Understand the reasons why groomers will try to exercise control over the victim.	-I understand the reasons why groomers will try to exercise control over the victim.	-I am able to identify the reasons why groomers will try to exercise control over the victim.	 -I am able to apply critical thinking on cases I find suspicious. -I am able to keep an open mind and be a good listener 	On her 16 th 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



-Understand the	-I understand the different	-I am able to identify the	when a child/youth wish to	her. When she refused, he
ways groomers will	ways groomers will try to	different ways groomers will	speak with me.	threatened that he will take
try to exercise control	exercise control over the	, ,	•	the phone back and also tell
over the victim.	victim.	the victim.	-I am able to reflect on my own experiences and	her parents about her secret relationship with a boy at
- What steps you can	-I know what actions I need to take if I am	-I am able to take action when I am suspicious about	relationships.	school.
follow when you are suspicious about a	suspicious about grooming practices.	grooming practices.		
child being groomed.				

Topic 7 -	Main Objectives:				
How to react				I am able to reflect on cases	N/A
when	-Understand why	-I know the red flags and	-I am able to identify the red	I find suspicious as	
suspicious	monitoring potential	the signs related to	flags and the signs related to	grooming practices.	
about grooming	risk situations.	grooming.	grooming.		
practices				-I am able to apply critical	
	- Understand how to	-I know how to approach	-I am able to initiate a	thinking when encounter	
	approach someone	someone when suspicious	conversation when suspicious	suspicious cases related to	
	when suspicious	about grooming practices.	about grooming practices.	grooming.	
	about grooming				
	practices.	-I know how to ensure the	-I am able to handle such	-I am able to keep an open	
		safety and safeguard the	situations with confidentiality	mind and be a good listener	
	-Understand how to	confidentiality of the	and maintain the safety of	when a child/youth wish to	
	ensure the safety and	person involved.	the person involved.	speak with me.	
	the confidentiality of				
	the person involved.				



