

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/faq/what-is-the-difference-between-harassment-and-inappropriate-touching/9993/#:~:text=On%20the%20other%20hand%2C%20inappropriate,is%20not%20appropriate%20workplace%20conduct.



This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein. Submission Number: 2019-1-LV01-KA204-060337





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

 $^2\ https://defendinn ocence.org/6-perpetrator-grooming-behaviors-every-parent-needs-to-know/$



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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?	(In the context of EQF, knowledge is described as theoretical and/or factual)	(In the context of EQF, skills are described as practical)	(In the context of the EQF, attitude is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility)			

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



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	- The differences	I understand/ know	I am able to/ can show	I am able to/ can show	
	between safe, unsafe and				
	unwanted touches.	-I know what	- I am able to describe	-I am able to reflect on cases	
		inappropriate touching is.	inappropriate touching.	I find suspicious as practices	
	- Identification of good			of inappropriate touching.	
	and bad touches.	-I know the good and the	- I am able to recognise		
		bad touches.	inappropriate touches.	- I am able to apply critical	
				thinking when encountering	
		-I know how to identify a	- I am able to describe the	suspicious cases related to	
		bad or an unwanted touch.	difference between the good	inappropriate touching.	
			and the bad and the		
			unwanted touch.	- I am able to keep an open	
				mind and be a good listener	
			- I am able to recognise the	when a child wishes to speak	
			bad touch.	with me.	
				-I am able to able to show	
				empathy to a child/youth	
				that shares with me that	
				he/she has experienced	
				inappropriate touching.	
				mappi opriace coacimig.	
Topic 2	Main Objectives:	KNOWLEDGE	SKILLS	ATTITUDE	
My private	- Understand and explain	-I know which the private	- I am able to describe to the	- I am able to reflect on cases	
parts/privacy	to the child the private	parts of the body are and	child which are the private	I find suspicious as practices	
	areas of their body/their	their names.	parts of the body.	of inappropriate touching.	
	body privacy as a		,		
	principle that should be	- I know that a touch is also		- I am able to apply critical	
	respected	inappropriate when		thinking when I encounter	







applied to parts of the body in a sexual way/with a sexual motive. - Teach children the correct names of all their different body parts, including their private body parts - I know that everyone must respect the privacy of children - Teach children "You're the boss of your body" - I know that children should only be touched in suspicious cases related to inappropriate touching. - I can show to the child which are the private parts of the body. - I can show to the child which are the private parts of the body. - I am able let the child know how to stop someone who tries to touch the private parts of the body should not be touched. - I am able to explain to the child which are the private parts of the body. - I am able let the child know how to stop someone who tries to touch the parts of the body or touch them inappropriately in a sexual way /with sexual motive.	
correct names of all their different body parts, including their private body parts body parts - I know that everyone must respect the privacy of children - Teach children "You're the boss of your body" a sexual motive. body. - I am able let the child know how to stop someone who body should not be touched I am able to explain to the them inappropriately in a sexual way /with sexual	
different body parts, including their private body parts - I know that everyone must respect the privacy of children - Teach children "You're the boss of your body" - I know that everyone must respect the privacy of children - I am able let the child know how to stop someone who body should not be touched. - 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	
including their private body parts - I know that everyone must respect the privacy of children - Teach children "You're the boss of your body" - I know that everyone must respect the privacy of children - I can show which parts of the body should not be touched. - I am able to explain to the child that people should not sexual way /with sexual	
body parts must respect the privacy of children -Teach children "You're the boss of your body" must respect the privacy of children body should not be touched. - I am able to explain to the them inappropriately in a child that people should not sexual way /with sexual	
-Teach children "You're the boss of your body" - I know that children child that people should not parts of their body or touch them inappropriately in a sexual way /with sexual	
-Teach children "You're the boss of your body" - I know that children child that people should not sexual way /with sexual	
the boss of your body" - I know that children child that people should not sexual way /with sexual	
should only be touched in touch their private parts or motive.	
The state of the	
private parts when touch them inappropriately in	
examined for medical a sexual way /with sexual	
reasons. motive in front of others.	
-I understand that I should - I am able to recognise what	
use the proper language makes a child upset	
when talking about private concerning an inappropriate	
parts. touch.	
-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.	
Table 2 Add Object of the Management of the Company	
Topic 3 Main Objectives: KNOWLEDGE SKILLS ATTITUDE	
Perpetrators - Understand and explain - I understand that - I am able to identify and - I am able to apply critical	
of to the child that perpetrators of explain to the child the thinking when encounter	
perpetrators of inappropriate touching suspicious behaviour of suspicious behaviour from	







inappropriate
touching

inappropriate touching are often people that the child is familiar with (i.e. family members, school staff, coaches, older students)

- Understand and explain to the child the suspicious behaviour of people that belong to the environment of the child that could lead to inappropriate touching.
- 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.

are often people that the child is familiar with (i.e. family members, school staff, coaches, older students).

- I understand that perpetrators of inappropriate touching often have common characteristics that can indicate a behaviour that can lead to inappropriate touching.
- I understand that perpetrators of inappropriate touching use certain escalating behaviour towards the child.
- 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

people that belong to their environment that could lead to inappropriate touching.

- I am able to explain to the child the way to respond to behaviour that could lead to inappropriate touching from people of their environment.
- I am able to explain to the child that people can try to use a fabrication to lure them from safety in order to take advantage of them and how to identify the lie and respond to the behaviour so that they remain safe.

someone belonging to the environment of the child that could lead to inappropriate touching.

- -I am able to keep an open mind on cases of suspicious behaviour from someone belonging to the environment of the child that could lead to inappropriate touching.
- -I am able to keep an open mind on cases of suspicious behaviour from people that will try to use a fabrication to lure the child away from safety in order to take advantage of them.







	- 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	- 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	-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.	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.	 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.			-I am able to ask for specialised help if necessary.	
	touching.			specialised help if flecessary.	
				- I am able to address the	
				authorities to report	
				witnessed or potential self-	
				harming behaviour of the	
				victim.	
Topic 5	Main Objectives:	KNOWLEDGE	SKILLS	ATTITUDE	
	a Objectives:		3	7	
How to react	To manage the reaction	- I know that an incident of	- I am able to understand that	- I am able to apply critical	
when	of the youth worker	inappropriate touching	an incident of inappropriate	thinking when encounter	
informed	when he /she recognises	should be reported by the	touching is hard for the child	cases related to	
about a case	a victim, when the victim	child to the	to report but he/she should	inappropriate touching in	
of	expresses	family/authorities/safe	be encouraged to do it.	order to guide the child to	
inappropriate	himself/herself and when	adults.		report the incident.	
touching	the perpetrator and the		-I am able to make the child		
	victim are in the same	-I know that the child	feel secure and confident in	- I am able let the child know	
	place (peers).	might be reluctant to	order to report the incident of	-	
		report an incident of	inappropriate touching.	experienced inappropriate	
	- Explanation of the need	inappropriate touching.		touching in terms of not	
	to talk to the child.			feeling afraid to report the	
		- I understand that the		incident.	
	- Which words should	child needs to be		The state of the s	
	they use to convince the	encouraged to talk about		- I am able to talk with a child	
	child to report the	an incident of		that has experienced	
	incident.	inappropriate touching to		inappropriate touching and	
		the family/authorities/		tell them that it is not their	
		safe adults.		fault and that they should	





			ADOSE
- Explain to the child	dren .	talk about it with their	
that they should not k	кеер	family/authorities/other	
inappropriate touchir	ng a -I know the people that	people they trust.	
secret and that t	they should be informed about		
should inform cer	tain the incident of	- I am able to listen actively	
people (fan	mily, inappropriate touching	someone who needs my	
authorities, other ped	ople and how to set the contact	help concerning a problem	
they trust) about	the with them.	of inappropriate touching.	
incident.			
	-I know that the	- I am able to speak calmly	
-Take into account	' ' ' '	and offer reassurance,	
,	and cause harm to the victim if	support and advice to	
confidentiality neede		someone who needs my	
order to protect the c		help concerning	
from acts of revenge	e by	inappropriate touching.	
the perpetrator.			
		- I am able to offer guidance	
		on who the child should	
-Discourage the w	vord	inform in order to be helped	
"secret"		regarding an incident of	
		inappropriate touching.	
		- I am able to reassure the	
		child that I will not share	
		what happened with other	
		people apart from the	
		responsible authorities.	
		-I am able to apply secrecy	
		and confidentiality in order	







		for the perpetrator not to be aware that the incident has been reported.	

	MODULE 1: INAPPROPRIATE TOUCHING (Ages 13-18)						
Topic 1:	Main Objectives:	KNOWLEDGE	SKILLS	ATTITUDE	SCENARIO		
		(In the context of EQF,	(In the context of EQF, skills are	(In the context of the EQF,			
Inappropriate	- What is Inappropriate	knowledge is described as	described as practical)	attitude is described as the			
Touching -	touching?	theoretical and/or factual)		ability of the			
General				learner to apply knowledge			
information	-The differences between			and skills autonomously and with responsibility)			
	safe, unsafe and						
	unwanted touches.	I understand/ know	I am able to/ can show	I am able to/ can show			
	-Good vs Bad touch	-I know what	- I am able to describe	-I am able to reflect on cases			
		inappropriate touching is.	inappropriate touching.	I find suspicious as practices			
				of inappropriate touching.			
		-I know the good and the	- I am able to recognise				
		bad touches.	inappropriate touches.	- I am able to apply critical			
				thinking when I encounter			
		- I understand when a	- I am able to describe the	suspicious cases related to			
		touch is bad.	difference between the good	inappropriate touching.			
			and the bad touch.				
				- I am able to keep an open			
			- I am able to recognise the	mind and be a good listener			
			bad touch.				





				when a teen wishes to speak with me. -I am able to able to show empathy to a teen that	
				shares with me that he/she has experienced inappropriate touching.	
Topic 2	Main Objectives:	KNOWLEDGE	SKILS	ATTITUDE	
My private parts/privacy	- 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.	 I know that everyone must respect the privacy of teens. I know how to identify a situation of inappropriate touching. 	 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 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 	
	- Difference between flirting and harassment. - Teach teens the correct (anatomical) names of all their different body parts, including their private body parts.	 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. 	- 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.	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	





	-Teach teens "You're the	-I know the difference			
	boss of your body"	between inappropriate	- I am able to recognise and		
		touching and intimate	explain the difference		
		relationship between	between inappropriate		
		peers.	touching and intimate		
			relationship between peers.		
		-I understand the			
		difference between	-I am able to explain to teens		
		encouraging social skills	that no one can coerce		
		and encouraging	affection or any physical		
		ownership of one's body.	contact i.e. hug each other!		
Topic 3	Main Objectives:	KNOWLEDGE	SKILLS	ATTITUDE	
Perpetrators	Understand and explain	- I understand that	- I am able to identify and	- I am able to apply critical	
of	to the teen that	perpetrators of	explain to the teen the	thinking when encounter	
inappropriate	perpetrators of	inappropriate touching	suspicious behaviour of	suspicious behaviour from	
touching	inappropriate touching	are often people that the	people that belong to their	someone belonging to the	
	are often people that the	teen is familiar with (i.e.	environment that could lead	environment of the teen	
	teen is familiar with (i.e.	family members, school	to inappropriate touching.	that could lead to	
	family members, school	staff, coaches, older		inappropriate touching.	
	staff, coaches, older	students).	- I am able to explain to the		
	students)		teen the way to respond to	-I am able to keep an open	
		- I understand that	behaviour that could lead to	mind on cases of suspicious	
	- Understand and explain	perpetrators of	inappropriate touching from	behaviour from someone	
	to the teen the	inappropriate touching	people of their environment.	belonging to the	
	suspicious behaviour of	often have common		environment of the teen	
	people that belong to	characteristics that can	- I am able to explain to the	that could lead to	
	the environment of the	indicate a behaviour that	teen that people can try to	inappropriate touching.	
			use a fabrication to lure them		





child that could lead to inappropriate touching. - Understand and explain to the teen the way to respond to behaviour that could lead to inappropriate touching though the teen that someone could use a fabrication to the teen that someone could use a fabrication to the teen that someone could use a fabrication to the teen how to identify the fabrication someone uses to isolate them how to respond to the teen how to identify the fabrication someone uses to isolate them how to respond to the teen how to identify the fabrication someone uses to isolate them how to respond to the teen how to identify the fabrication someone uses to isolate them how to respond to the teen how to identify the fabrication someone uses to isolate them how to respond to the teen how to identify the fabrication someone uses to isolate them how to respond to the teen how to identify the fabrication someone uses to isolate them how to respond to it to remain safe. Topic 4 Main Objectives: KNOWLEDGE KNOWLEDGE At IIIUDE - I am able to keep an open mind on cases of suspicious behaviour from people that will try to use a fabrication to lure them environment. - I understand that perpetrators of inappropriate touching are sometimes people that will try to use a fabrication to someone uses of inappropriate touching are sometimes people that will try to use a fabrication to lure them environment. - Understand and explain to the teen how to identify the fabrication to lure the teen away from safety in order to take advantage of them. - Understand and explain to the teen how to identify the leand respond to the behaviour so that they remain safe. - I understand that perpetrators of inappropriate touching are sometimes people that will try to use a fabrication to lure the teen. - I understand that perpetrators of inappropriate touching are sometimes people that will try to use a fabrication to lure the teen. - I understand that perpetrators of inappropriate touching are sometimes people that will try to use a fabrication to lure the teen h						
- 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 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 lie and respond to the behaviour so that they remain safe. - I understand that perpetrators of inappropriate touching are sometimes people that will try to 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 lie and respond to the behaviour so that they remain safe. - I understand that perpetrators of inappropriate touching are sometimes people that will try to use a fabrication to the teen way 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. - Understand and explain to the teen how to identify the fabrication someone uses to isolate them how to respond to it to remain safe. - Understand and explain to the teen way from safety in order to take advantage of them. - Understand and explain to the teen way from safety in order to take advantage of them. - Understand and explain to the teen way from safety in order to take advantage of them. - Understand and explain to the teen way from safety in order to take advantage of them. - Understand and explain to the teen way from safety in order to take advantage of them. - Understand and explain to the teen way from safety in order to take advantage of them. - Understand and explain to the teen way from safety in order to take advantage of them.		child that could lead to	can lead to inappropriate	away from safety in order to	-I am able to keep an open	
- 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. Topic 4 Main Objectives: KNOWLEDGE Topic 4 Main Objectives: - 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. Skills ATTITUDE - I am able to recognise where - I am able to recognise where		inappropriate touching.	touching.	take advantage of them and	mind on cases of suspicious	
to the teen the way to respond to behaviour that could lead to inappropriate touching from people of their environment. -I 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. Topic 4 Main Objectives: KNOWLEDGE KNOWLEDGE KNOWLEDGE I that they remain safe. to lure the teen away from safety. in order to take advantage of them. to the teen away from safety. in order to take advantage of them. Someone could use a fabrication to lure them to the teen how to identify the fabrication someone uses to isolate them how to respond to it to remain safe. KNOWLEDGE SKILLS - I am able to recognise where Topic 4 ATTITUDE - I am able to apply critical				how to identify the lie and	behaviour from people that	
respond to behaviour that could lead to inappropriate touching use certain escalating behaviour towards the teen. - 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 ridentify the fabrication someone uses to isolate them how to respond to it to remain safe. Topic 4 Main Objectives: KNOWLEDGE KNOWLEDGE KNOWLEDGE SKILLS - I am able to recognise where safety in order to take advantage of them.		- Understand and explain	- I understand that	respond to the behaviour so	will try to use a fabrication	
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. Topic 4 Main Objectives: Wisconting behaviour towards the teen. - I understand that perpetrators of in understand that perpetrators of are sometimes people that will try to use a fabrication to lure the teen away from safety in order to take advantage of them. Skills ATTITUDE - I am able to recognise where - I am able to apply critical		to the teen the way to	perpetrators of	that they remain safe.	to lure the teen away from	
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. Topic 4 Main Objectives: KNOWLEDGE KNOWLEDGE KNOWLEDGE SKILLS - I am able to recognise where - 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. - Understand and explain to the teen how to identify the fabrication someone uses to isolate them how to respond to it to remain safe. - Topic 4 Main Objectives: KNOWLEDGE - I am able to apply critical		respond to behaviour	inappropriate touching		safety in order to take	
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. Topic 4 Main Objectives: KNOWLEDGE KNOWLEDGE SKILLS -I am able to recognise where -I am able to apply critical		that could lead to	use certain escalating		advantage of them.	
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. Topic 4 Main Objectives: KNOWLEDGE KNOWLEDGE SKILLS - I am able to recognise where - 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. SKILLS ATTITUDE - I am able to apply critical		inappropriate touching	behaviour towards the			
- 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. Topic 4 Main Objectives: - 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. - Understand and explain to the teen how to identify the fabrication someone uses to isolate them how to respond to it to remain safe. KNOWLEDGE SKILLS -I am able to recognise where - I am able to apply critical		from people of their	teen.			
- 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. Topic 4 Main Objectives: KNOWLEDGE KNOWLEDGE SKILLS -I am able to recognise where - I am able to apply critical		environment.				
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. Topic 4 Main Objectives: KNOWLEDGE KNOWLEDGE KNOWLEDGE SKILLS - I am able to recognise where - I am able to apply critical			- I understand 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. Topic 4 Main Objectives: KNOWLEDGE SKILLS - I am able to apply critical		- Understand and explain	perpetrators of			
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. Topic 4 Main Objectives: KNOWLEDGE KNOWLEDGE SKILLS - I am able to recognise where - I am able to apply critical		to the teen that	inappropriate touching			
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-I am able to recognise where - I am able to apply critical		it to remain safe.				
-I am able to recognise where - I am able to apply critical						
-I am able to recognise where - I am able to apply critical						
	Topic 4	Main Objectives:	KNOWLEDGE	SKILLS	ATTITUDE	
anxious or depressive thought on identifying the				-I am able to recognise where	- I am able to apply critical	
				anxious or depressive	thought on identifying the	





Indicators of	- Identify the indicators	-I know that victims of	behaviours are hiding in a	indicators of psychological	
psychological	and consequences that	inappropriate touching	victim of abuse.	pain caused by sexual	
pain caused	inappropriate touching	suffer from emotions of		abuse, such as	
by	can have on the victim	fear, shame, guilt and	-I am able to describe the	inappropriate touching.	
inappropriate	as a form of sexual abuse	stress and often develop	indicators that show the		
touching	practice.	anxiety attacks,	psychological pain caused by	- I am able to keep an open	
		depression or self-	inappropriate touching and	mind on the matter of	
	- Be aware that the	harming behaviours.	explain what emotions	behaviour that may indicate	
	victims can show		caused it and how it can be	sexual abuse.	
	extreme emotions and	-I know the behavioural	overcome.		
	actions due to the	indicators of		- I am able to talk calmly,	
	feelings of fear, shame	psychological pain caused		reassure and support a	
	and guilt that	by sexual abuse or		victim of inappropriate	
	inappropriate touching	exploitation, such as		touching, suffering from	
	caused, as well as passive	inappropriate touching.		psychological pain because	
	behaviour and			of sexual abuse.	
	depression.				
				-I am able to ask for	
	- Know how to deal with			specialised help if	
	the signs of sexual abuse			necessary.	
	caused by inappropriate				
	touching.			- I am able to address the	
				authorities to report	
				witnessed or potential self-	
				harming behaviour of the	
				victim.	
Topic 5	Main Objectives:	KNOWLEDGE	SKILLS	ATTITUDE	







How to react
when
informed
about a case
of
inappropriate
touching

- -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).
- Explanation of the need to talk to the teen.
- Which words should they use to convince the teen to report the incident.
- Explain to the teens that they should not keep inappropriate touching a secret and that they should inform certain people (family, authorities, other people they trust) about the incident.

- I know that an incident of inappropriate touching should be reported by the teen to the family/authorities/safe adults.
- I know that a teen might be reluctant to report an incident of inappropriate touching.
- I understand that a teen needs to be encouraged to talk about an incident of inappropriate touching to the family/authorities/ safe adults.
- -I know that the perpetrator can try to cause harm to the victim if he/she is aware that the incident is reported.
- -I know the people that should be informed about the incident of inappropriate touching

- 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.
- -I am able to make the teen feel secure and confident in order to report the incident of inappropriate touching.
- I am able to apply critical thinking when encounter cases related to inappropriate touching in order to guide the teen to report the incident.
- 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.
- I am able to talk with a teen that has experienced inappropriate touching and tell them that it is not their fault and that they should talk about it with their family/authorities/safe adults.
- I am able to listen actively someone who needs my help concerning a problem of inappropriate touching.
- I am able to speak calmly and offer reassurance,







-Take into account the	and how to set the contact	support and advice to	
secrecy and	with them.	someone who needs my	
confidentiality needed in		help concerning	
order to protect the teen	-	inappropriate touching	
from acts of revenge by			
the perpetrator.		- I am able to offer guidance	
		on who the teen should	
		inform in order to be helped	
-Discourage the word		regarding an incident of	
"secret".		inappropriate touching	
		- I am able to reassure the	
		teen that I will not share	
		what happened with other	
		people apart from the	
		responsible authorities.	
		Laurable to south consum.	
		-l am able to apply secrecy	
		and confidentiality in order	
		for the perpetrator not to	
		be aware that the incident	
		has been reported.	