STOP child abuse
ThrOugh effective
training and augmented
reality

Handbook for youth
workers

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Summary

Structure of the handbook

Module 1: Inappropriate sexual behavior

Module 2: Grooming

Module 3: Inappropriate touching

Module 4: Sexting

Structure of the handbook

1 Handbook	Handbook for youth workers
4 Modules	Inappropriate sexual behavior · Grooming · Inappropriate touching · Sexting
26 Topics	Introduction · Befriending / Gain Trust · Offering Favours · Testing Boundaries · Exercise Control
Structure of the topic	Topic description · Learning Outcomes · Read · Tips for youth workers · Supporting material · Sources
AR Scenarios 20 (9-12) + 20 (13-18)	

Module 1: inappropriate sexual behavior

1 Module 1: inappropriate sexual behavior

Module description

The first module serves as an introduction. Introduction to all important definitions, aspects and concepts of inappropriate sexual behavior(s). You will get information about what sexual violence is, what forms it takes, what are the signs of such violence, how to talk about it, to whom and how to address it, and how to report violence that occurs and / or is reported.

Learning objectives

- be able to teach children how to discern and identify inappropriate sexual behavior.
- be able to describe the definition and scope of child sexual abuse.
- know the definition of different types and forms of child contact and non-contact sexual abuse.
- be able to define and describe different behavioral, emotional and physical signs and symptoms of child sexual abuse and associate them with different types and forms of sexual abuse
- learn how to prevent, detect, respond to and report the cases of disclosed or suspected child sexual abuse
- be informed of the legal framework that protects children and youth rights

1 Module 1: inappropriate sexual behavior

Content/Topics

1. Violence and sexual abuse
2. What is inappropriate sexual behavior and what is not?
3. Forms of sexual abuse
4. Signs of sexual abuse
5. How to prevent sexual abuse - promote youth safety and react
   a) Safe and careful use of the internet and social media sites
   b) Assertive communication
   c) Asking for help and support
6. Reporting

Example of scenario

- Jaya and Harper have been in a love affair for a year. On the anniversary day, Jaya prepares to become intimate with Harper. Although Harper isn't ready, friends have told him you have to do it when you're in such a long relationship.
  - What do you see as problematic in this situation?
  1) Jaya thought he was going to be intimate with his partner
  2) Harper is not ready for an intimate relationship with his partner
  3) Friends persuade Harper to be intimate even though he is not ready.

Module 2: Grooming

Module 2: Grooming

Module description

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 recognize and protect youth from grooming practices and actions. The following module includes topics such as Befriending/ Gaining Trust, Offering Favors, Testing Boundaries and Control.

Learning objectives

- Understand what grooming is, the different stages of grooming manifestation and the risks associated with it.
- Understand the reasons groomers will try to gain the trust of the child/ young person and the different ways they might use to achieve it.
- Understand the reasons why groomers will offer gifts and favors to the child/ youth.
- Understand the importance of boundaries and when they are violated.
- Understand the reasons why groomers will try to exercise control over the victim and the different ways/ tricks will employ to achieve this.
- Understand how to approach and communicate with someone when suspicious about grooming practices and how to report a disclosure of abuse.

Module 2: Grooming

1. Introduction to Grooming
2. Befriending/ Gaining Trust
3. Offering Favors
4. Testing Boundaries
5. Maintaining Control/ Secrecy
6. How to react when suspicious about grooming practices

- Adam took her to the cinema, bought her presents and gave her attention. He also let her drive his car and took her to parties with him but asked her not to tell it to anyone.
  - Would you be suspicious if someone bought you a present and asked you to keep it as a secret?
  1)Yes.
  2. No

Module 3: inappropriate touching

3 Module 3: Inappropriate touching

Module description

The present module will introduce youth workers to inappropriate touches and the difference between safe-unsafe and unwanted touches, while capacitating them to communicate these differences to children and adolescents. Furthermore, it will introduce the importance of privacy and private parts, the perpetrators of inappropriate touching, the indicators of the psychological impact of such behaviors to children and will capacitate them to teach children to identify these indicators. Lastly, the module aims to guide youth workers on the way they should react when they are informed about relevant cases or identify them.

Learning objectives

- Understand what inappropriate touching is.
- Define inappropriate touches.
- Comprehend and explain to the child the private areas of their body/their body privacy as a principle that should be respected.
- Comprehend and explain to the child that perpetrators of inappropriate touching are often people that the child is familiar with (i.e., family members, school staff, coaches, older students).
- Comprehend and explain to the child the way to respond to behaviors that could lead to inappropriate touching from people of their environment.
- Identify the indicators and consequences that inappropriate touching can have on the victim as a form of sexual abuse practice.
- React properly during the identification of the victim.
- React properly when the victim expresses themselves and are in the same room with the perpetrator.

3 Module 3: Inappropriate touching

Content/Topics

1. Inappropriate Touching – General Information.
2. Private parts/privacy.
3. Perpetrators of inappropriate touching.
4. Indicators of psychological pain caused by inappropriate touching.
5. How to react when informed about a case of inappropriate touching.

Example of scenario

- During the school break, Jo's partner was letting them go with their friends, because 'they wanted a kiss first', although Jo felt this was inappropriate for school.
  - "What should Jo do?
  1) Kiss their partner
     2) Tell them no, express their discomfort and leave.
     3) Start yelling at their partner"

Module 4: Sexting

Module 4: Sexting

Module description

The following module will explore the concept of sexting as a form of online harassment and reputation damage. Distinction will be made between positive and negative practices of sexting, as well as between primary and secondary sexting. Further phenomena of cyberbullying will be shared as risks related to sexting, health and social consequences of it will be listed. From the prevention point of view, GDPR will be mentioned and the key role of the Youth worker will be highlighted through possible abusive scenarios

Learning objectives

- Know about the concept of sexting, both primary and secondary.
- Comprehend the difference between a right and a wrong sexting practice.
- Be capable to understand the risks related to sexting (revenge porn, sextortion, cyberbullying, etc).
- Be able to identify the health consequences of this practice.
- Know about sexting prevention.
- Comprehend how to react to possible child sexual abuse emerged from sexting.

Module 4: Sexting

- Sexting, appropriate usage of digital contents and sociological factors.
- Primary sexting and secondary sexting.
- Risks related to sexting.
- Health and social consequences of sexting.
- Sexting prevention.
- Youth Worker reaction to the child sexual abuse emerged from sexting.

Example of scenario

- Paula is asked by a family friend to send a picture in her bikini. They know each other from very long time, but it never happened that this person asked her something like this before.
  - What would you do in Paula's shoes?
  1) Yes, you'd share the picture because it's a friend you totally trust asking for it
  2) Yes, you already did with some school mates
  3) No, You'd not share it because it's a weird request.

STOP CHILD ABUSE

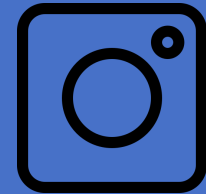Dr. Manuel Carabias Herrero

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