



CHILDSAFEGUARDING.COM

CHILD PROTECTION AWARENESS COURSE

ANNOTATED SCRIPT

Thank you for reviewing this annotated script.

Our Online Child Protection Course was developed to provide universal baseline child abuse prevention training that is accessible to all adults, regardless of language, geography, or literacy level. It was important that the course meet the needs of any learner.

This document shows a portion of the written script to meet those learner needs.

We are providing this partial script and the annotations to:

- Show our instructional design approaches
- Give examples of the terminology we used to describe types of child abuse
- To explain decisions we made in course structuring and delivery
- Show how translations will be used to convey the same concepts in multiple languages
- To give a flavor of the learner experience in taking the course

Please note, the translations of the course follow the same format in terms of videos, graphics, and written language. Two learners that take the course in different language will have the same learner experience just with a different language and a different speaker.

Please register your interest in the course at <http://childsafeguarding.com> or email us at info@childsafeguarding.com if you have any questions or comments.

PART 2 – VIDEO 1

Part 2 – Types of Danger and Ways Children Can Be Hurt¹

(END OF PART 2 – VIDEO 1)

PART 2 – VIDEO 2

What is the important information you have learned so far?

(pause)

(GRAPHIC – Part 1 Graphic) In Part 1², you learned that a child is someone under 18 years old,

that children can sometimes be vulnerable,

what Child Protection is,

and that you and all other adults at your school have a responsibility to protect children.

(pause)

In this part of this course, you will learn about different types of danger or ways children can be hurt.³

(pause)

You and other adults at your school are responsible for protecting all children from different types of danger and from being hurt.

(END OF PART 2 – VIDEO 2)

¹ This is part 2 of 5. The 5 parts of this course are:

- Part 1, What is Child Protection and Why is it Important?
- Part 2, Types of Danger and Ways Children Can Be Hurt
- Part 3, How to Recognize When Children Need Protecting at Your School
- Part 4, The Correct Ways for all Adults to Behave at Your School
- Part 5, Your Responsibilities for Protecting Children at Your School

² At the beginning of each part, we review the content in the previous parts to reinforce content and vocabulary.

³ The choice of words ‘types of danger’ and ‘children can be hurt’ were used as an indicator of the effects of child abuse. We used them to describe the fundamental elements of ‘abuse,’ a term we use throughout the rest of the course.

PART 2 – VIDEO 3

The Most Common Types of Abuse⁴

(pause)

Some of the danger or hurt that may happen to children in your school is called 'Abuse.'

(pause)⁵

In this course, you will learn about the most common types of abuse that can hurt children.

(GRAPHIC – Types of Abuse Icons) These types of abuse include:

Emotional Abuse

Physical Abuse

Sexual Abuse

Neglect

and Bullying⁶

(pause)

Now, you will learn about these types of abuse so you can understand why they are dangerous to children, why they can hurt children, and why they are wrong.

(END OF PART 2 – VIDEO 3)

⁴ We chose types of abuse that are most common for children in schools. We recognize this is not an exhaustive list, but it does include types of abuse that are observable by adults working at the school.

⁵ We use pauses in the script to indicate break points for editing. This helps us ensure accurate captions when film the script in other languages.

⁶ This is the terminology we use throughout the course to describe common types of abuse.

We chose these types of abuse in consultation with our Child Protection expert, Chris Gould from 112 Safeguarding. Chris notes, "The World Health Organisation distinguishes four types of maltreatment: physical abuse, sexual abuse, emotional (or psychological) abuse and neglect. This is mirrored within the United Nations Convention on the Rights of the Child (UNCRC). Given our targeted learners, we have also added 'bullying' which is another common type of abuse found in schools."

In terms of instruction design, we use these terms to develop vocabulary around abuse. Vocabulary development is a key element of this because it allows for common language about abuse at the learner's school for all adults. It also provides for consistent translations of concepts into other languages.

PART 2 – VIDEO 4 (Emotional Abuse) and PART 2 – VIDEO 5 (Physical Abuse) have been removed from this annotated script.

PART 2 – VIDEO 6

(GRAPHIC – Sexual Abuse Icon) Sexual Abuse⁷

(pause)

Sexual Abuse on a child is when an adult or another child forces or encourages a child into sexual activity.⁸

This could include sexual acts or other types of sexual activities like kissing, rubbing, or touching their private parts.

(GRAPHIC – Private Parts Graphic) Private parts include the area between a child's legs, his or her backside, and his or her chest area, especially for girls.

(pause)

Sexual Abuse can also include adults or older children showing children pictures, books, websites, or videos that contain sexual images.

(pause)

Children may be scared they will get into trouble if they tell someone that sexual abuse has happened to them.⁹

Children often feel that nobody will believe them or that it is their fault.

A child should not get in trouble for telling someone that he thinks he has been abused.

It is never a child's fault if he is abused, no matter who the person is that abuses the child.

(pause)

⁷ We use graphics to add a visual reminder to learner. These graphics are combined with the audio from the speaker and text captions to meet multiple needs of the learners.

⁸ We crafted the abuse definitions in a way that covered the main ideas, written in a way that was accessible to all learners, and using language more easily translatable into other languages.

⁹ The need for the child to be protected, rather than offenders being identified, is the central theme of our approach to child protection.

Sexual abuse can happen to both boys and girls.

(pause)

(GRAPHIC – Example Graphic) An example – A father touches his daughter's chest area for sexual reasons.¹⁰

(GRAPHIC – Example Graphic) Another example – An adult visitor uses his phone to show sexual websites to children.

(GRAPHIC – Example Graphic) Another example – You hear one of the children telling another child that a coach was taking pictures of the children when they were changing clothes.

(pause)

Sexual Abuse can hurt children's bodies and how they grow up as well as the way they think about themselves.

(END OF PART 2 – VIDEO 6)

PART 2 – VIDEO 7 (Neglect) has been removed from this annotated script.

PART 2 – VIDEO 8

(GRAPHIC – Bullying Icon) Bullying¹¹

(pause)

Bullying is when a child is regularly treated badly by other children.

This is when other children regularly say mean things to a child or hurt a child's body.

¹⁰ Though we recognize there can often be overlap between types of abuse, we chose examples that give clarity to the learner about each type of abuse we are teaching.

¹¹ We included bullying because we identified it as an integral part of Peer-On-Peer abuse that learners are likely to observe in their work due to its common occurrence in schools.

While a comprehensive definition of bullying would be more complex, we have aimed to keep it straight forward for the learners and directly relevant to what they may see or hear.

Regularly means this happens often and more than one time.¹²

(pause)

(GRAPHIC – Example Graphic) An example – For the third time this week, a group of older boys push and kick a younger boy then chase him away.

(GRAPHIC – Example Graphic) Another example – A girl is crying because she is regularly called mean names by another girl.

(GRAPHIC – Example Graphic) Another example – For the fourth time, two boys grab another child's bag and empty it on the ground, then laugh as they walk away.

(pause)

Bullying can hurt children's bodies, how they talk and act with other children, and how they grow up as well as the way they think about themselves.¹³

(END OF PART 2 – VIDEO 8)

PART 2 – VIDEO 9

Types of Abuse

(pause)

You have just learned about the most common types of abuse.¹⁴

(GRAPHIC – Types of Abuse Icons) These types of abuse include:

Emotional Abuse

Physical Abuse

¹² Crafting specific language to effectively convey concepts to learners with diverse educational backgrounds and literacy levels was a key element in writing the script. Each of the words and terms we used were discussed and scrutinized at length.

¹³ Throughout the course, we combine concepts, examples, actions, and long term impacts of abuse and prevention of danger.

¹⁴ We use reinforcement and repetition of graphics, terminology, and course materials to ensure retention of key concepts throughout the course.

Sexual Abuse

Neglect

and Bullying

(pause)

These types of abuse are dangerous to children and they can hurt children.

(pause)

All abuse is wrong.¹⁵

(pause)

You are responsible for helping to protect children from these types of abuse.¹⁶

(END OF PART 2 – VIDEO 9)



Thank you for reading our script!

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¹⁵ As some of our learners come from cultural background that do not discuss or identify child abuse, we make clear statements like this to show how the employer who is providing this course views mistreatment of children.

¹⁶ Throughout the course, we empower learners to not only be observers and reporters of abuse, but active members of the team of adults at the school responsible for protecting children.