



# Pestalozzi

## Training Resources

Education for the prevention of Crimes  
against humanity (PREV)  
“Training Teachers to Prevent Child Abuse”

by

Author: İsmail ACUN - Turkey

Editor: Piotr Trojański



The Pestalozzi Programme  
Council of Europe Training Programme for education professionals

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**Theme:** Training teachers to prevent child abuse - recognizing child abuse as a form of crime against humanity

### Expected outcome

- To define the different forms of abuse.
- To acquire knowledge about it.
- To raise awareness among the teachers on this topic.
- To practice how to teach it in the classroom settings.
- To create materials for teaching child abuse.
- To decide on teaching methods to prevent child abuse.

### Target group

Type of training	School level / age	Subject area
Pre-service training	University	Humanities teaching

### Brief description of the unit

This unit aims at helping student teachers to understand the ways in which they can educate youngsters in the prevention of Crimes against Humanity. It introduces and defines Crimes against Humanity to teachers, specifically Child Abuse as a form of Crime against Humanity, although the ideas should be applicable to other forms of Crimes against Humanity. It also provides opportunities for teachers to work with each other collaboratively and cooperatively, to explore teaching methods and materials that could be used in teaching pupils about child abuse.

### Methods/techniques used

- A constructivist approach is employed for this unit.
- Student teachers will be asked to work in groups, do research and create teaching materials.

**Time 5 hours 10 minutes**

Activity 1	▶ 60 minutes
Activity 2	▶ 60 minutes
Activity 3	▶ 40 minutes
Activity 4	▶ 30 minutes
Activity 5	▶ 2 weeks
Activity 6	▶ 60 minutes
Activity 7	▶ 60 minutes

**Tips for trainers:**

The topic itself is a sensitive one. Thus, it is important for teacher trainers to be aware of the presence of any disturbing issues, personal accounts/experiences and photos, etc. It is also crucial for student teachers to be careful when using such materials.

**Resources**

PowerPoint © Presentation - Crimes against Humanity	Appendix 1
PowerPoint (The link between Crimes against Humanity and Child Abuse)	Appendix 2A
PowerPoint (The link Six Grave Violations)	Appendix 2B
PowerPoint (The Six Thinking Hat technique on Child Abuse)	Appendix 3
Case study	Appendix 4
Internet Resources (listed at end of the unit)	

## Activity 1 Introduction – Crimes against humanity



60 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To introduce the topic – open a discussion on what constitutes a crime against humanity.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To present the rationale behind the training module.</li> <li>➢ To define the term crime against humanity.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Presentation</li> <li>➢ Discussion</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ PowerPoint © Presentation – see Appendix 1 which defines and outlines the types of Crimes against Humanity.</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Depending on the number of trainees, the room should ideally be arranged in a way that allows student teachers to work in groups of 5.</li> <li>➢ Nevertheless, for the first two stages of the unit the room is arranged in a U shape where everybody can see each other(s’ reactions).</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ Introduce the topic and explain the rationale behind the training module though a PowerPoint © presentation (5 minutes).</li> </ul>	

<ul style="list-style-type: none"> <li>➤ In pairs, the participants draw up a list of what they recognize as a Crime against Humanity. Next, ask them to identify what makes this a Crime against Humanity.</li> <li>➤ Ask the pairs to talk to another pair and compare their lists and their opinion on what makes something a Crime against Humanity. Each group writes down their ideas on papers and sticks them on a wall.</li> <li>➤ Ask the groups to look at what other groups have written and to identify similarities and differences between what has been written.</li> <li>➤ With the whole group, discuss the issues that have emerged.</li> <li>➤ Present a definition of Crimes against Humanity as per PowerPoint © presentation. In the light of the previous discussion, let the small groups discuss the definition presented and explore its strengths and weaknesses (60 minutes).</li> <li>➤ Ask the students to write down issues, concerns and/or questions they have about teaching such a topic (keep these to return to at the end of the sequence of sessions).</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ Be aware of sensitive issues.</li> <li>➤ Challenge the student teachers, so that they become aware of their dispositions about the issue.</li> <li>➤ Encourage openness in discussions.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ Invite the participants to reflect on the implications of people's actions or lack of action in promoting or preventing Crimes against Humanity.</li> <li>➤ Explore the reasons why people might adopt different roles during a Crime against Humanity and ask participants to reflect on their (potential) role in such a situation.</li> </ul>	

## Activity 2 Linking crimes against humanity and child abuse



60 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To identify the links between Crimes against Humanity and Child Abuse</li> <li>➢ To shake student teachers in their belief and attitudes on Crimes against Humanity.</li> <li>➢ To prepare the student teachers for producing their own teaching materials.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To identify Crimes against Humanity.</li> <li>➢ To explore the links between Crimes against Humanity and Child Abuse that exist all around us including in primary schools.</li> <li>➢ To make the student teachers aware of their positions and belief in having a stance against Child Abuse (and thus Crimes against Humanity).</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Brainstorming</li> <li>➢ Discussion</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ Board and pens</li> <li>➢ Photographs (of victims of different forms of abuse) – see Appendix 2A</li> <li>➢ Examples of Child Abuse as Crimes against Humanity – see Appendix 2B</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ The teachers need to work in groups, maximum of 5.</li> </ul>	

► **Instructions/procedure:**

- Ask the student teachers to say whatever comes to their mind about Crimes against Humanity and Child Abuse. Use think, pair, and share to help the students to come up with ideas. Feedback to the group.
- Write down the ideas on the board.
- Arrange them in a meaningful way in order to be able to explore the link between Crimes against Humanity and forms of child abuse
- Identify the features of Crimes against Humanity and the features of Child Abuse, and examine the ways in which they are connected.
- Mention very briefly facts about Crimes against Humanity and Child Abuse as a Crime against Humanity
- Ask the participants to form groups of 5. They should then explore why such actions take place and what can be done to prevent such actions. Help them to focus on what they can do to educate for the prevention of such abuse.
- Ask a member of each group to report back to the whole group.
- Introduce the rationale to the student teachers.

► **Tips to trainers/anticipated difficulties:**

- Have a concept map (if possible before the session).
- Have a clear idea on how to arrange groups.
- Be clear about time and what to expect from each group.
- The main point here is for the student teachers to realize their stance/position on Crimes against Humanity - especially on Child Abuse and take a step to prevent them.
- The most important part will come when they are asked to work in groups for two weeks.
- They will try to find ways of educating pupils for the prevention of child abuse.

► **Debriefing/reflecting:**

- Ask the participants for feedback.
- Ask them to consider how they feel about doing research and constructing their teaching methods and resources.

## Activity 3 What would you do?



40 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To identify forms of child abuse.</li> <li>➢ To shake the student teachers' beliefs and attitudes on Crimes against Humanity.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To identify forms of Child Abuse as forms of Crime against Humanity.</li> <li>➢ To empathise with the victims and their families.</li> <li>➢ To explore the ways of preventing Child Abuse.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Six thinking hat technique</li> <li>➢ Discussion</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ Board and pens</li> <li>➢ Statements on Child Abuse (PowerPoint – see Appendix 3)</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ The classroom setting has to be arranged for the 6 Thinking Hat Technique, preferably in a U shape for the best interaction.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ Prepare two statements about forms of child abuse, and have at least two different examples of child abuse.</li> <li>➢ Write them down on pieces of paper.</li> </ul>	

<ul style="list-style-type: none"><li>➤ Divide the students into six groups each group having a different colour – use Appendix 3, which contains prompt questions and further questions to assist with this task if needed.</li><li>➤ Write the meaning of colours on the board</li><li>➤ Ask each group to share their ideas with the rest of the group.</li></ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"><li>➤ If you are unaware of the 6 Thinking Hat Technique, go to <a href="http://www.debonogroup.com/six_thinking_hats.php">http://www.debonogroup.com/six_thinking_hats.php</a> for an explanation.</li><li>➤ Be very clear about statements and prompt questions to keep students started or keep going.</li><li>➤ The main point here is for the student teachers to find ways of preventing child abuse.</li><li>➤ Ask them to give examples for prevention; legal, educational, social and non-governmental.</li><li>➤ It is important that they understand the rationale behind the activity so that they are able to use their ideas, attitudes and beliefs for the group work stage.</li><li>➤ They try to find ways of educating pupils for the prevention of child abuse.</li></ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"><li>➤ Ask the participants for feedback.</li><li>➤ Ask the participants on how they feel and what they see as challenges for preventing such abuses.</li><li>➤ Ask them for their initial ideas about how to approach the idea of education for the prevention of Crimes against Humanity.</li></ul>	

## Activity 4 How to approach child abuse in a primary school context?



40 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To explore the ways in which child abuse could be introduced to pupils.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To identify the opportunities to teach children about Child Abuse.</li> <li>➤ To explore suitable pedagogical approaches to help children recognise and act against Child Abuse.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Group work</li> <li>➤ Discussion</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Internet access if possible.</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ Divide the student teachers in groups, maximum of 5</li> <li>➤ Have an internet access if possible.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ Choose a group and ask its members to state their chosen form of child abuse to teach about.</li> <li>➤ Initiate an open discussion about suitable teaching methods (could be exploration of “life stories, case studies”) and materials, and about sensitive issues of unsuitable photos, videos, language etc., to prevent child abuse.</li> <li>➤ Ask the student teachers to think in terms of what issues the children might bring to the classroom</li> </ul>	

<p>with them (personal experiences perhaps).</p> <ul style="list-style-type: none"><li>➤ Ask them to plan the next two weeks, distributing tasks among themselves as groups. Ask them to define clearly who is going to do what over the course of two weeks.</li><li>➤ Ask them to keep in regular contact with their teacher trainer to monitor their progress.</li></ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"><li>➤ Allow the participants to be creative and to experiment with different teaching approaches.</li><li>➤ The focus is on education for the prevention and not simply about Child Abuse: insist on it</li><li>➤ Groups may come up with different materials and teaching methods. They might disagree on how much factual information to present to the children. This will obviously vary depending on the children and context within which participants are working.</li></ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"><li>➤ Ask the participants to keep a record of the issues they encounter in the planning process.</li></ul>	

## Activity 5 Lesson on child abuse in primary school context



2 weeks

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To explore the ways in which child abuse could be introduced to pupils.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To identify the opportunities to teach children about Child Abuse.</li> <li>➤ To adopt pedagogical issues to help children recognise and act against Child Abuse.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Research</li> <li>➤ Collaboration/cooperation</li> <li>➤ Creative approach (on lesson plans, methods, materials)</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Internet</li> <li>➤ Life stories</li> <li>➤ Data bases of police, children's court and child services.</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ Divide the student teachers into groups, maximum of 5.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ Ask the student teachers to form groups they feel comfortable to work in.</li> <li>➤ Ask them to divide responsibilities among themselves, being very clear on who is going to do what.</li> <li>➤ Ask them to think in terms of what issues the children might bring to the classroom with them</li> </ul>	

<p>(personal experiences perhaps).</p> <ul style="list-style-type: none"> <li>➤ Ask them to consider teaching methods first. Will they employ an investigative approach, Case Studies, Drama, 6 Hat thinking, Narratives, Life stories, etc.?</li> <li>➤ Ask them to consider materials, Photos, Charts, Videos, Documentaries, Legal Documents, Court Decisions and teaching materials such as worksheets, questionnaires, Charts, Videos, evaluation materials, etc.</li> <li>➤ Ask them to think about the conditions that lead to child abuse (personal, economic, social, psychological conditions, etc.).</li> <li>➤ Ask them to think about the victims'/families'/perpetrators' points of view.</li> <li>➤ Ask them to remain in contact with the teacher trainer about their progress.</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ Allow the student teachers to be creative and to experiment with different teaching approaches.</li> <li>➤ The focus is on education for the prevention and not simply on Child Abuse: emphasise this.</li> <li>➤ Groups may come up with different materials and teaching methods. They might disagree on how much factual information to present to the children. This will obviously vary depending on the children and context within which participants are working.</li> <li>➤ Remind them there will be another session to discuss and refine their work.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ Ask the participants to keep a record of the issues they encounter in the planning process.</li> </ul>	

## Activity 6 Linking child abuse with racism



60 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To identify the links between Child Abuse and Crimes against Humanity (Racism).</li> <li>➢ To identify the similar mechanisms involved in Child abuse and Racism.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To think about the similarities between Child Abuse and Racism.</li> <li>➢ To state on the value of education for the prevention of Crimes against Humanity.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Case study</li> <li>➢ Discussion</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ Board and pens</li> <li>➢ Factual example of racism – see PowerPoint in appendix 4</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Specific but typical cases of racism should be prepared and analysed prior to the activity.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ Open up a discussion about racism as a Crime against Humanity drawing upon the experience about child abuse activities.</li> <li>➢ Examine a case study of racism.</li> </ul>	

<ul style="list-style-type: none"><li>➤ Using the participants' experience of the planning exercise, explore how this topic could be taught in order to educate for the prevention of such acts.</li><li>➤ Ask them to share their proposed prevention strategies.</li></ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"><li>➤ Have specific examples of racism that could be used, either historical or from current news stores.</li><li>➤ Have a clear idea of questions that could be asked.</li><li>➤ Make use of the discussions and methods developed for Child Abuse.</li><li>➤ Encourage the participants to be critical about their own and others' values, attitudes and actions.</li><li>➤ Focus on suggestions for ways of educating for the prevention of Crimes against Humanity.</li></ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"><li>➤ Ask the participants for feedback.</li><li>➤ Ask the participants whether they have experienced any change in their ideas.</li></ul>	

## Activity 7 Lesson on child abuse in primary school context



60 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To refine the teachers' work on how to teach and prevent child abuse.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To discuss the participants' plans on how to teach children about Child Abuse.</li> <li>➤ To refine their work.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Presentation</li> <li>➤ Discussion</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Resources created/used by student teachers.</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ Arrange a setting for presenting and discussing everybody's work.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ Set out each group's materials either on a wall space or a table. One spokesperson from each group is needed to remain with these materials. Their role is to explain the work to other groups' members.</li> <li>➤ The rest of the group looks at the work produced by the other groups. They discuss the work with the spokesperson. The focus of the discussion needs to be on the rationale of the approach, particularly the idea of education for prevention.</li> </ul>	

<ul style="list-style-type: none"><li>➤ After visiting each group, the groups come back together and identify what they see as the strengths and weaknesses of each group's work.</li><li>➤ Follow this up with a whole group discussion and feedback.</li><li>➤ Following feedback, give to each group time to consider how they might modify their materials.</li><li>➤ Ask the students how (if at all) their ideas about teaching such an issue have developed since the start of this work. What issues do they still feel exist, which they need to tackle to develop their ideas, attitudes and beliefs.</li></ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"><li>➤ This is a crucial stage, as it allows you as a trainer to identify the ways in which the students still need to develop. Your role is therefore to act as a 'critical friend' during the feedback process.</li><li>➤ Encourage the students to ask questions to each other, particularly focused on the idea of education for prevention.</li></ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"><li>➤ Return to the issues/concerns and questions that the students wrote down at the end of activity 1.</li><li>➤ Ask the participants to consider whether any of these issues, concerns or questions have been addressed and which ones still remain.</li></ul>	

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## Debriefing/ Evaluation and assessment

### Ask the student teachers:

- Do you think your opinion has changed about teaching Crimes against Humanity and Child Abuse over the course of three weeks?
- Has this module had any impact on your idea of the best method to teach about Child Abuse and therefore to prevent it?
- Would you feel comfortable teaching about Child Abuse in primary classrooms in order to prevent it from happening?
- Do you see how you could use such approaches to educate for the prevention of Crimes against Humanity?

## Further Resources

### Crimes against Humanity

WWW.UN.ORG/CHILDREN/CONFLICT

[http://en.wikipedia.org/wiki/Child\\_abuse](http://en.wikipedia.org/wiki/Child_abuse)

[http://www.debonogroup.com/six\\_thinking\\_hats.php](http://www.debonogroup.com/six_thinking_hats.php)

[http://en.wikipedia.org/wiki/Crime\\_against\\_humanity](http://en.wikipedia.org/wiki/Crime_against_humanity)

[http://en.wikipedia.org/wiki/Rome\\_Statute\\_of\\_the\\_International\\_Criminal\\_Court](http://en.wikipedia.org/wiki/Rome_Statute_of_the_International_Criminal_Court)

[http://untreaty.un.org/cod/icc/statute/99\\_corr/cstatute.htm](http://untreaty.un.org/cod/icc/statute/99_corr/cstatute.htm) (Text on the Rome Statute)

[http://www.beyondintractability.org/essay/human\\_rights\\_violations/](http://www.beyondintractability.org/essay/human_rights_violations/)

<http://www.enotes.com/genocide-encyclopedia>

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Appendix 1: Crimes against humanity - PowerPoint

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## Appendix 2A: The link between child abuse and crimes against humanity – PowerPoint

### Child Abuse

#### Annex 2A - Child Abuse

- Although there are cultural differences in different societies about the meaning of “Child”, every human being under the age of 18 is considered as child.
- Child Rearing is a process where neglect and abuse may occur as well as normal and necessary care is given to the child by parents, society and institutions.

1.

#### Child Abuse

- What is Child Abuse?
- What is the first thing that comes to your mind when I say child abuse?

3.

2.

- Types of abuse could be categorized as follows:
- **Physical abuse:** is physical aggression directed at a child by an adult. It can involve striking, kicking, shoving, slapping, burning, bruising, pulling ears or hair, choking or shaking a child.

4.

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## Types of Abuse

- **Child sexual abuse (CSA):** is a form of child abuse in which an adult or older adolescent abuses a child for sexual stimulation. Forms of CSA include asking or pressuring a child to engage in sexual activities (regardless of the outcome), [indecent exposure](#) of the [genitals](#) to a child, displaying [pornography](#) to a child, actual [sexual contact](#) against a child, physical contact with the child's genitals, viewing of the child's genitalia without physical contact, or using a child to produce [child pornography](#)

5.

## Types of Abuse

- **Economic Abuse:** The economic involvement of the child where a child is forced to slavery, low wages and unhealthy work conditions that prevent from physical and emotional development is considered as economic abuse.

7.

## Types of Abuse

- **Emotional:** Out of all the possible forms of abuse, emotional abuse is the hardest to define. It could include name-calling, ridicule, degradation, destruction of personal belongings, [torture](#) or destruction of a pet, excessive [criticism](#), inappropriate or excessive demands, withholding communication, and routine labeling or [humiliation](#).

6.

## Types of Abuse

- **Child neglect:** is when the responsible adult fails to provide adequately for various needs, including physical (failure to provide adequate food, clothing, or hygiene), emotional (failure to provide nurturing or affection), educational (failure to enroll a child in school), or medical (failure to medicate the child or take him or her to the doctor).

8.

### Abuse is everywhere

- All types of child abuse are happening everywhere

9.

- [http://en.wikipedia.org/wiki/Child\\_abuse](http://en.wikipedia.org/wiki/Child_abuse)
- [www.cnn.com/guncel.konular/cocuk.istismari/133/index.html](http://www.cnn.com/guncel.konular/cocuk.istismari/133/index.html)
- [turkiye.haber.pro/haber-PKKnin-Cocuk-Istismari-22613.html](http://turkiye.haber.pro/haber-PKKnin-Cocuk-Istismari-22613.html)
- [www.haberler.com/cocuk-istismari-suruyor-haber/](http://www.haberler.com/cocuk-istismari-suruyor-haber/)
- [www.tumgazeteler.com/?a=5840055](http://www.tumgazeteler.com/?a=5840055)
- [www.tumgazeteler.com/?a=5992230](http://www.tumgazeteler.com/?a=5992230)
- [www.tumgazeteler.com/?a=1364351](http://www.tumgazeteler.com/?a=1364351)
- [www.nethaber.com/Toplum/125365/Aciyip-cocuktan-mendil-alan-da-CEZALANDIRILACAK-118](http://www.nethaber.com/Toplum/125365/Aciyip-cocuktan-mendil-alan-da-CEZALANDIRILACAK-118)
- [www.radikal.com.tr/haber.php?haberno=218691](http://www.radikal.com.tr/haber.php?haberno=218691)

10.

## How to prevent?

- What can we do to prevent child abuse from happening?
- What educational approaches do we adopt to prevent child abuse?

10.

- [www.acikgazete.com/dunya/2010/02/02/zorla-eylendirilen-cocuk-bosanmaktan-vazgecti.htm](http://www.acikgazete.com/dunya/2010/02/02/zorla-eylendirilen-cocuk-bosanmaktan-vazgecti.htm)
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12.

Appendix 2B: The link six grave violations – PowerPoint

Appendix 3: The six thinking hat technique on child abuse – PowerPoint

Appendix 4: Case study