

“Say No Bad Touch”: The Use of Puppet Show to Promote Children’s Awareness of Their Private Parts

Dewi Puspitasari¹, Chusna Maulida², Norma Noviyanto³
(Institut Agama Islam Negeri Pekalongan)
Correspondence: dewi.puspitasari@iainpekalongan.co.id¹
maulida.pkl@gmail.com²
nargie8181@gmail.com³

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Abstract

In this study, we set puppet as the media to educate them concerning how to prevent sexual harassment as the lack of information of private area among children. The preventive program was built from the infusing important aspects from very beginning age. Series of actions were implemented: specified characters from Big Book story (a boy, a girl, a mother, a father, an aunt, an uncle, a stranger, a police, and a teacher) as puppet characters, colored the puppets, to played them due to the plot of the story. The research proved that visual aid helped the process of instilling the core message to children, and empowering them to say no against bad touch. In the process of transferring the message, certain aspects must be taken for granted. As private parts are not included in easy to be digested theme for children, considering the lack of information given by parents, the material transferred & language used to these young learners must be well tailored to children’s age.

Keywords: *bad touch, private parts, puppet show, children, parents*

Abstrak

Dalam kajian ini, kami memakai “puppet” sebagai media untuk memberikan edukasi terkait dengan bagaimana mencegah pelecehan seksual pada anak mengingat terdapat informasi yang kurang memadai yang diperoleh mereka. Program pencegahan ini diperkenalkan dengan penanaman informasi pada anak sejak usia belia. Beberapa rangkaian tahapan dipergunakan, dimulai dengan pemilihan karakter “puppet” (tokoh anak laki-laki, anak perempuan, ibu, ayah, bibi, paman, orang asing, polisi, dan guru), proses pewarnaan tokoh-tokoh “puppet”, sampai tahapan memainkan “puppet” berdasarkan plot cerita. Riset ini mendeskripsikan bagaimana media visual membantu anak dalam proses mendapatkan pesan utama tentang pentingnya menjaga area pribadi pada anak, dan mengedukasi anak-anak bahwa mereka memiliki hak dan bisa berdaya melindungi tubuh mereka, dengan mengatakan “tidak” terhadap sentuhan-sentuhan yang tidak patut mereka dapatkan. Dalam proses pentransferan pesan, terdapat beberapa aspek yang harus diperhatikan; bahwa mengingat tema “perlindungan area pribadi” ini merupakan tema yang sulit dicerna oleh anak, menyadari terbatasnya informasi yang diberikan oleh orang tua, maka materi yang

ditransfer dan bahasa yang dipergunakan oleh anak-anak ini harus sangat diperhatikan dan sesuai dengan anak.

Kata Kunci: sentuhan nakal, area pribadi, pertunjukan “*puppet*”, anak-anak, orang tua

INTRODUCTION

This preventive project was grounded on the reflection of minimum education of how to protect private areas among children. Children Sexual Abuse (CSA) has been a worldwide problem over the globe. Commonly used to introduce to children certain yes and don't rules to prevent sexual abuse, the phrase of “Good Touch, Bad Touch” have received pros and contras on the terms, as children might be confused, grown ups should carefully describe and educate children about the two definition. Cherrix (2012) mentioned that the teachings of good touches means those that are not abusive (such as hugs from family, a pat on the back, or shaking hands), while bad touches are those that are abusive and involve touching a child's private body parts.

Educating young children about appropriate versus inappropriate touches is important as child abuse occurs at every socioeconomic level, crosses ethnic and cultural lines, and is found within all religions and at all levels of education (Tomback, 2010). He stated that as child abuse and neglect are seldomly found to be repeated from generation to generation as the repetition brings abused children to grow up as abusive parents. Hence, an intervention against it is only through early prevention education. Regarding to it, there is a great concern to aspect of educating children about it, in a nation context or in family aspect. However, the concern from various parties is highly related to the culture where the parents live in a country. This implies that there is different standard in each countries. This is in line with x's statement that whatever the approach to deal with child abuse it must take into account about the differing standards and expectations for parenting behaviour in the range of cultures around the world. As in Indonesia, where parents are not open fully to the introduction of sexual literacy, that a child has certain areas that must not seen or touched by other people. Due to the closed-culture about it, children lack of information regarding that.

Children are taught about private areas, covered by underwear and that those must be protected by children. In article written by PsyD (2018,1), in the 1980's, child sexual abuse prevention (CSAP) programs proliferated across the country. Based upon a belief that

sexual abuse of children was widespread and that only by engaging children in the process of their own protection could sexual abuse be stopped, millions of children have been taught to say no to bad touch, run away, and tell someone if they are touched in a way they don't like.

However, in Indonesia due to the different culture, in which parents' perspective of private parts is exclusive, they tend to refuse talking to children about it. The different system is implemented in India, by the program introducing "good touch bad touch" to prevent children from sexual harassment. The program's output is to result on children's awareness in the form of creative writing, storytelling, activities building empathy in human rights and gender sensitivity. The Indian government puts priority in this sector although the scope of help is given to children in government school, not in the whole schools around the country yet.

Basically, the content subject learned by children is same. The message that will be implemented in children's paradigm is about the explanation of what means good touch. Sometimes, children will get confused hence grown ups, in this case parents or educators in schools can describe that the good touch feels pleasant and good. That it is a way to show care, love and help. Explain with the help of examples like when a mother hugs a child or a father gives a child a goodnight kiss or grandparents hold a child in their arms and a child holds her/his friend's hands while playing. Meanwhile, bad touch is a touch that makes a child feels uncomfortable and s/he feels unpleasant and wants to stop it there and then. From this, a parent uses some examples to explain them like, it is a bad touch if a child feels hurt, if s/he does not want to be touched, if someone touches his/her private parts without a reason, if someone touches him/her and tells s/he does not to tell anyone, all these are examples of a bad touch.

DISCUSSION

Children Sexual Abuse Preventive Program: A Chronological History

Though five countries listed as the largest rate areas (South Africa, India, Zimbabwe, United Kingdom & United States of America) the case has overtly spread to any other countries, including Indonesia. The data of 2012-2013 shows that even in Britain and Wales, according to National Society for Prevention of Cruelty to Children (NSPCC), there were 18.915 cases of CSA of those below 16 (4.171 on girls below 13 and 1.267 cases of

boys) and there is an increase in public reporting of child abuse in 2016/2017 (NSPCC, 2017); Europe, America, and Asia had prevalence rate of 9.2%, 10.1%, and 23.9%, respectively (Wihbey, 2011). This is in line with what UNICEF reports that sexual violence is a gross violation of children's rights that occurs in every country in the world, takes a variety of forms which all put risks on both girls and boys. Started in 2006, in which United Nations Study on Violence Against Children (UNSVAC) focused the attention of the global community, on sexual and other forms of violence against children – the study gave a major increase to the discourses on critical factors like violence which were undermining the attainment of those rights articulated in the Convention on the Rights of the Child (Barbados & Howe, 2013) followed by other countries introducing and concerning on some campaigns preventing the boost of CSA. Campaign concerning sexual literacy (bad touch-good touch) to prevent CSA is highly important as there are harmful consequences of CSA including acute feelings of betrayal, powerlessness, stigmatization, guilt and traumatic sexualisation, as well as difficulties forming and maintaining relationships, mental health-related problems resulting from trauma and physical health problems (Meadows et al, 2011). As a complex problem CSA threatens children all over the world, not only by known perpetrators but also unknown perpetrators as reported by Paramastri, Supriyati, dan Priyanto (2010) stating that peer sexual abuse in schools was an often overlooked problem that contributes to a hostile school environment: one major study found that 85% of girls and 76% of boys reported experiencing some form of sexual abuse in school. 85% of child sexual abuse is committed by relatives, close family, friend or an adult that the child knows and trusts. The childhood sexual abuse variables taken into account are commonly age of onset, duration, abuse forms and relationship between the child and the perpetrator” and that preventive and recovery acts are needed and it become the responsibility of the population as in Saied-Tessier (2014) that society has a moral obligation to eliminate this offence and ensure that all children can grow up safely.

As part of the moral obligation on preventive campaigns of CSA, some countries such as Europe with its Council of Europe has promoted the Underwear Campaign; America has supported through its Prevent Child Abuse along with the society encourage and educate children concerning what belongs to sexual abuse through the use of posters in public areas; Western Australia with its Mandatory Reporting of Child Sexual Abuse – as part of Government of western Australia of Child Protection - however, in Indonesia there

is still minimum fight regarding this. Tempo (2013) reported that the data of the Indonesian Commission on Child Protection (KPAI) alarms Indonesian citizen through its report that since 2010, reported cases of sexual abuse have drastically increased by "around 20% to 30% per year", and that KPAI's observation for the past three years, up until October in 2013 (in 2011 was 329 reported cases of sexual abuse, 742 cases in 2012, 525 cases in 2013). Though some data has been reported, the rest is unrevealed due to socio cultural factor. Some Indonesian citizens tend to blame the victims, some hide the cases because it is very sensitive, and one thing, not as in USA, parents educating their children along with government and schools are still limited (Fa, 2017). Books with a message about how to educate children relating to bad touch, good touch in Indonesian are not many – there is good children book recommended by KPAI, but what about poor people? Even they are still hungry, how can they aware the problem if they have other concern: economical problem? Schools even lack of sources and media supporting preventive campaign to prevent CSA (Iss, 2017), and another opinion is from a kindergarten teacher stating that there is no media yet in toddlers and kindergarten or elementary schools to educate the subject. These grass root realities encourage us as the researchers (as well as mothers) to react on the problem hampering the children by proposing media to engage the young children to be more literate in the sexual literacy (what shouldn't be touched, what can't be touched regarding children's private parts). The media of puppet is chosen as a follow up action from Gurleen Gupta, a Clinical Psychologist of NeuroGen Brain and Spine Institute in 2013 as an extremely safe and fun way to teach children regarding good touch and bad touch, and that puppet is a loveable media for children to learn something.

ZPD - Theory Underpinning the Project

Following The Zone of Proximal Development (ZPD) the teacher helped the children in the process of "making meaning learning" It followed the stage that by the help of adult (teacher, parents, grown-ups who care) a child can do and understand more things than if the child is learning by herself/himself. Some research (Guseva & Solomonovich, 2017; Rezaee, Abbas Ali & Azizi, Zeinab; Shabani, Karim; Khatib, Mohamad & Ebadi, Saman, 2010) employ Vygotsky's as appropriate teaching methods to stimulate cognitive development, whose core notion is the Zone of Proximal Development. Further, ZPD is in the aspect of sociocultural theory as how it stresses on positioning of social, rather than

individual, processes as primary in the development of higher mental functions. Sociocultural theory of mind attempts to account for the processes through which, learning and development take place. De Valenzuela (2006) argues that cognitive development emerges as a result of interactions within a cultural and historical context, that means learning is seen as leading, or fostering, cognitive development. In the context of children development, Vygotsky (1962) indicates that development cannot be separated from its social and cultural context, that in educating children we must start introducing them to the interaction with cultural artifacts forms the most important part of learner's psychological development from simple things such as a pen, spoon, or table, to the more complex things such as language, traditions, beliefs, arts, or science (Cole, 1997).

Stages to Empower Children

In this context, puppets were used after some stages of observation and reflection. From “what should be done?” we introduced a specific theme regarding good touch, bad touch to children.

In the preliminary stage of “planning” as these young learners were not able to read yet, we planned to assist them reading related book. By this, two books used were *Aku Berani Melindungi Diri Sendiri* by Watiek Ideo and Big Book – *Mengenal Area Pribadi*. In this segment, they listened to teacher's story and interacted with her. Big Book helped them understand the content as it represents big visual text, printed in big image and big letters.



Picture 1. Reading Big Book

After reading story, then students were asked about their understanding concerning the content. Some answered the question, while the rest did not exactly as they just followed some other friends' answers. The reflection from this step was students still

needed some additional information. The reflection from the previous stage was coloring specific characters related to the theme. This was to infuse the message later.

The use of picture was to infuse the story concerning the characters. For example, the teacher mentioned that the children must be careful when there was a stranger asked them to touch the private parts or s/he gave a gift or candy or food and s/he wanted to touch the child's private areas.

Theory of maximalizing ZPD through play, was involving the children in puppet creation. We did not create the complicated puppet, but prefer to the colored characters that were glued with pieces of bamboo as they would be easier to hold for children. After the puppets were ready children could play in the following stage, story or script creation followed the next stages, as well as the puppet show. This is what we call as empowering process.

“Good Touch & Bad Touch” – Programs Empowering Children to Protect Their Body

Introducing private areas can be integrated by some activities, such as clapping hands, singing, game, or enjoyable activities in accordance to children's age.

In Vygotsky (1978) perspective, the sociocultural environment confronts children with a diverse set of tasks and questions. This entails from an understanding that from the theory of the ZPD, children should always be faced with challenges, that learning is not development but a properly or ganized learning process can bring the needed development. (Cole et al. 1978, 84). In early stages, the child is completely dependent on other people, especially on parents, who initiate his decisions while instructing him what to do, how to do it and what not to do. Vygotsky (1978 cited Wertsch 1985) declares that the child receives the knowledge initially through the contacts and interactions with people, and then assimilates this knowledge adding the personal values in it. Children do not only copy what has been offered by the teachers but also transform them during the learning process. According to this theory, the interaction between teachers and children has a dynamic nature and learning happens as a result of this interaction. Ellis (2000) believes that the socialcultural theory of learning starts not through interaction but during interaction. At first, children finish a task with the help of another person, learn it and then are able to do the same task alone. In this way, the social interaction is a support to intermediate learning.

According to Ellis, the socialcultural theory supports the idea that successful interactions are those during which children are helped to finish new tasks.

Activities to Build Children's Literacy

One of the most important contributions of Vygotsky's constructivist theory is the difference it makes to the current level and the potential development, or the so called "Zone of Proximal Development" (ZPD). By this, we implemented questions to trigger their understanding. At first, we scattered the puppet on the floor and invited the children to choose the character based on the story.

Some questions the researcher asked were as the following.

1. What areas belonged to private areas?
2. Is it okay if someone wants to touch your private areas?
3. If someone gives you candy but s/he wants to see your private area is it okay?
4. If someone gives you present but s/he wants to touch your private area is it okay?
5. If someone you know wants you to touch his or her private areas, do you want to do that?
6. If something bad happened to you, who will you go to to tell it?
7. Is lying good or bad?
8. Do you love your mother?
9. Will you keep a secret to your mother?
10. If you need help, where will you go at home?
11. She / He cried, someone wants to do bad on her/him, what must s/he do?
12. Can you repeat the private area you must protect?

The reflection a young learner replied "it's okay" by nodding the head to answer the question "Is it okay if someone wants to touch your private areas?". Budi said that bu guru helped him when he went to toilet and through this we informed that helping a child when he/she wants to pee or poo is okay. To differ confusion we explained that bad touch means hurting the children.

Silent children who were shy could be active when they were attracted to the story, to the tone when the teacher/researcher told the story, and asked their responds regarding the selected topic. For example: "If someone gives you present but s/he wants to touch your private area is it okay?". After previously there were some children mentioned "okay" later they realized that "bad touch is not okay."

In the question of “If you need help, someone tried to do bad thing at you – to whom will you talk to?” some children chose mother while some others chose “police.” In this process, the teacher/researcher asked question based on the story created before, and children select the characters based on the answer. Some did not want to answer verbally, most of them were shy and they chose puppet as it is visual aid for them.



Picture 2. Students Chose Puppet Based on Their Answer

For the shy characterized students, the help of visual aid was considered as a good idea as it helped them without telling their ideas verbally, they were represented through their visualisation of puppet selection.

Regarding children’s response to the use of puppet as the media to educate children to know private area in order to prevent sexual harassment, they were fully engaged in the process although we did not directly mentioned about sexual harassment. When the teacher and the researchers communicated to them, the children answered both verbally and visually. For the case of shy children, although they were not answering the answer, they spoke through the selection of visual (puppet) media.

Another form of education is not only involving adult companions, but also by educating through peers. Peer support in the stage of coloring the drawing of characters was minimum as the average age of them are homogeneous. Peer education activities arise in the process puppet play when children reacted to the story. Reflections on instilling basic rules of private areas protection was that children seemed to be shy reacting to the instruction for those having low self confidence, but those having high self confidence seemed to overtly won over other children, though in other chances they helped the weaker ones when they could not make decision.

There was another helped of peer for children who had not understood the topic yet. For example, if the teacher asked “[is it okay if you touch your friend private area?]” Some

students said “[that’s okay].” Hearing this, the more known children would scream to him or her “[nooooo]”, “[noo, that’s is private area.]” The needs to instill that children must know about private parts is supported through a research (Rudolf & Gembeck, 2016) stating that research shows abuse usually begins with unobtrusive gestures and touches in the context of a relationship characterized by care, affection, and/or friendship and to protect themselves, children must be able to identify subtle actions or signals as abusive.

Reflecting on this, there was a tendency for children to help others, however there was negative form of it, as what we called negative dominance over others. In positive way, children learned from others in this context. Based on the reflection of these activities, the agenda for the next activity was to accomodate the voice of the shy children, we talked in individual manner, this was to minimize the supremacy of others. For next activity, we prepared one question for one child, to let them have an opportunity to share their voice in front of others.

Here, by following the Underwear Rules reference, that this main private area lies behind each child's underwear. Therefore, we add verbal text "This is a private area that we must protect. It is on the front and covered with underwear. "Our message is that children understand that this area is important to be connected with the text" no one can touch, hold or hurt."

PANTS: Simple Language for Protecting Children

By following the PANTS rulers, we simplify the language for children:

P (Privates are private) - Body members covered in underwear are the privacy of everyone. No one should ask to see it, let alone touch it. In cases that sometimes doctors or nurses do need to examine / touch vital organs when checking, the child must be accompanied by a parent and the medical team must keep on explaining to the child why they need to touch vital organs and ask the child whether he does not feel objected or not. When informing children that private area covered by underwear area is divided into two, namely the penis and anus (rectum), we called them as “tempat pipis” and “tempat eek.”

A (Always Remember Your Body Belongings to You) - Our body is ours, not someone else. There is no one who can make a child do something that causes shame or discomfort. If someone tries to make a child do that, teach the child to tell the adult s/he trusts. When explaining related to this, the teacher mentioned that a screaming girl or

screaming boy might be afraid because there was a stranger or a member of family tried to do bad touch or hurt him or her. The teacher then mentioned [shout, run, go to the crowd, or cry, run, tell your mother / father / grown ups]. She at that time held characters of puppets, mother, father, police, and two crying puppets: boy for boys, girl for girls.

N (No Means No) - Children have the right to say "no", even to family members or loved ones. Remember, it's only the child himself who can take care of his body and the child's feelings are something that is very important to him. Related to this, children were told that they are the owner of their body. Don't hurt other's private areas, and don't let others hurt you.

T (Talk About Secrets That Upset You) - A secret should not make a child feel worried or upset. If the child feels that way, teach him/her to tell the adult they trust. Children will not get into trouble by telling secrets that make them feel upset. The teacher mentioned [find mother, tell her all your story] as this is the way to introduce them to share their happy and sad moments to their parents, especially mother. She introduced that [a mother always love her children].

S (Speak Up, Someone Can Help) - Ask the child to tell someone what makes her/him worry or upset. The adult s/he believed will listen and tried to help him. It doesn't have to be a family member, s/he can also tell his teacher or his friends' parents. The teacher in this context educated the children to be open in communication. She mentioned that this would help the children to boost their confidence.

Related to what followed by teacher, therefore, when we questioned one child "Who must you go for telling a secret?" the child picked up a puppet of a mother. She mentioned "ibu [mother]." Other children must wait for their turns, and this minimized the higher power children to dominate over the lower powered children.

In another stage, a child picked a puppet of a screaming girl. She was silent, and hid under a table. Her friend, picked a puppet of police officer. Both of them were shy. Though they did not produce any verbal sentence, we understood that they have learned the learning goal: that a screaming girl needed help.

Regarding the screaming girl, we explained about another private area: mouth. It's very risky to explain this area, so we were very careful about wrapping up the sentences, so we emphasized that 'mouth is used to eat and drink' - so that children will understand when other people who have bad intentions force them to do things that are not good for

example, entering their private area into the mouth (sometimes a case where boys are forced by pedophiles).

CONCLUSION

Puppet as learning media used to promote children's understanding can be built from the very beginning age. The use of the media can be implemented from the first creation stage, after the teacher finished the Big Book reading to children. She communicated to find out specific characters that are closed to children's daily life and easily memorized by children: a boy, a girl, a mother, a father, an aunt, an uncle, a stranger, a police, and a teacher. Next, after the printed character or the ready to color characters were available in the following stage, the children were involved in coloring the character and creating the story, therefore they were sensing the self-belonging to the puppet. The research proved that visual aid helped the process of instilling the core message to children, and empowering them to say no against bad touch. In the process of transferring the message, certain aspects must be taken for granted. As private parts are not included in easy to be digested theme for children, considering the lack of information given by parents, the material transferred to these young learners should be well tailored to their age. The selection of language should also fit to children's psychological development. For the shy characterized students, the help of visual aid was considered as a good idea as it helped them without telling their ideas verbally, they were represented through their visualisation of puppet selection.

Regarding children's response to the use of puppet as the media to educate children to know private area in order to prevent sexual harassment, they were fully engaged in the process although we did not directly mentioned about sexual harassment. When the teacher and the researchers communicated to them, the children answered both verbally and visually. For the case of shy children, although they were not answering the answer, they spoke through the selection of visual (puppet) media.

The idea of using puppet for introducing and empowering children to say no for bad touch is a new concept of educating process for sensitive theme. The puppet though came in the form of simple sense enabled to be developed for further progress such as adding more property of dress or trousers made of fabric, indicating that if someone wants to see, touch what is covered by underwear, you must be careful and say no. This complex and super sensitive topic would lead to controversy and needs to be developed to prevent

overconception among children as the current research tried to seek and serves as a prior study to prevent the case of sexual harassment among children, done by relative or strange perpetrators.

For parents and teachers, they are expected to build more awareness by giving themselves courage to share stories and understanding in transferring the aspects must be known by children related to private area.

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Julia Rudolph^{1,2} and Melanie J. Zimmer Gembeck^{1,2}
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