

## Empowering Children to Stay Safe Awareness Session

### What adults responsible for children's safety need to know:

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### a) Awareness of Risks:

The vulnerability of children and young people to personal violence is evidenced by the following:

- Child abuse is Australia's most serious social problem<sup>1</sup>. *In Australia a child is reported abused or neglected every two minutes*, a rate that has more than doubled over the last few years<sup>1</sup>. Conservative estimates suggest that 10 – 20% of Australian children (upwards of 550,000) are being abused or neglected every year<sup>2</sup>.
- All children are at risk of sexual abuse regardless of their age, gender, social class, race, religion or ethnicity. It is estimated as *many as one in three boys and girls will experience some form of sexual abuse before they leave school*<sup>3</sup>. Most children are abused by people they know and trust<sup>3</sup> and about one third of abuse is perpetrated by other children or young people<sup>4</sup>.
- *At least one in six Australian children is bullied by another child or group of children on a weekly basis*<sup>5</sup>. The most significant emerging problem is anonymous cyber bullying using the internet and mobile phones.
- *One in four children witness domestic violence*. Witnessing parental domestic violence has emerged as the strongest predictor of perpetration of violence in young people's own intimate relationships.<sup>6</sup>
- *A fifth to a third of young people are experiencing significant stress and distress at any one time*. Young people are experiencing mental health problems at higher rates than older people and retaining their increased risk beyond youth into older age. The actions of parents and teachers have a direct correlation with students' social and emotional wellbeing.<sup>7</sup>
- The long term personal and community effects of abuse and bullying are immense, and include increased risks of substance addiction, personal violence, homelessness, poor health, educational failure, poor employability, mental illness, depression and suicide<sup>2</sup>. Past victims of abuse and neglect are grossly over-represented in prison populations, as perpetrators of crime, and amongst the most economically and socially disadvantaged members of our society<sup>2</sup>.

#### References:

- 1 NAPCAN 2008, *Child Abuse and Neglect in Australia* (online). Available <http://www.napcan.org.au/what.htm>. [Accessed 25.5.08].
- 2 NAPCAN 2007, *Child Abuse and Neglect Fact Sheet* (online). Available <http://www.napcan.org.au/what.htm>. [Accessed 3.4.07].
- 3 Briggs, F & McVeity, M 2000, *Teaching Children to Protect Themselves*, Allen & Unwin, Sydney.
- 4 McMenamin, B 2006, *Childwise Speak Up – An Australian campaign to protect children from sexual abuse*, Melbourne Vic.
- 5 Rigby, K 2003, *Bullying among young children: A guide for teachers and carers*, Australian Government Attorney-General's Department, Canberra.
- 6 Australian Institute of Criminology (2001), *Crime Facts Info 8*, (online). Available: <http://www.aic.gov.au/publications/cfi/cfi008.htm> [Accessed 23.7.08].
- 7 Eckersley, R. 2007, *The health and wellbeing of young Australians: present patterns and future challenges*. International Journal of Adolescent Medicine and Health, vol.19, no.3, pp.217-227.

### *Child Sex Offenders:*

- are mostly known to the child (90 – 96%)<sup>1</sup> & <sup>2</sup>. including parents, relatives, family friends or care providers;
- are mostly heterosexual males. Best research estimates put female perpetrators at 20% of abusers of boys and 5% for abusers of girls<sup>6</sup>. Male offenders who abuse boys often do not view themselves as homosexual;
- cannot be typified by age, class, profession, race, religion or family status;
- often begin offending in childhood or adolescence (20% under 10 years; 43% between 10 – 15 years; 13% between 16 – 19 years). Note: sibling incest is widespread and poorly recognised.
- actively seek access to children and place themselves in positions where they can obtain legitimate, unrestricted, unsupervised access to children;
- work hard at being liked and accepted;
- target vulnerability, such as passive, emotionally needy children; those with a low self esteem; naïve children who have received little or no sex education; children who are quieter, less likely to object or put up a fight;
- adopt a grooming process to not only groom the target, but the target's parents;
- silence children with gifts, secrets, threats, emotional blackmail and/or violence;
- rarely have a criminal history (less than 5%)<sup>5</sup>;
- who abuse children outside their family are most often abusing children within their family.

### *Other important facts about child sexual abuse:*

- Small children are particularly vulnerable targets because of their difficulties in disclosing the abuse and their vulnerability to threats, bribes and coercion. The vast majority (82%) of child sexual abuse victims are under 10 years old when they first experience sexual abuse<sup>5</sup>.
- Children are reluctant to report for reasons of fear, shame, confusion and guilt. When children do eventually tell a trusted adult (if they ever do), it is usually indirectly through disguised hints. Most disclosures of abuse are made months or years after the incident occurred, particularly when the offender was known to the child.
- Children can be psychologically harmed by the reaction of significant adults upon disclosure. It is vitally important that when a child discloses abuse adults remain clam, accept what the child is saying and organise professional intervention.

### References:

1 Briggs, F & McVeity, M 2000, *Teaching Children to Protect Themselves*, Allen & Unwin, Sydney.

2 McMenemy, B 2006, *Childwise Speak Up – An Australian campaign to protect children from sexual abuse*, Melbourne Vic.

3 ASCA (Advocates for Survivors of Child Abuse) 2008, Child Abuse – figures (online), Available [http://www.asca.org.au/childabuse/ca\\_figures.html](http://www.asca.org.au/childabuse/ca_figures.html) [Accessed 12 May 2008].

4 QPS (Queensland Police Service) 2005, *Protective Behaviours* (brochure), QPS, Brisbane

5 SNAICC (Secretariat of National Aboriginal and Islander Childcare) 2007, *Through Young Black Eyes*, p.55, Victoria.

6 Childwise 2005, *Choose With Care Presentation*, South Melbourne

## **b) Indicators of Child Sexual Abuse:**

*Physical indicators- genital and anal areas:*

- Bruises, scratches or other injuries not consistent with accidental injury
- Itching, soreness, discharge or unexplained bleeding
- Painful and frequent urination
- Signs of sexually transmitted infections
- Semen in the vagina, anus or external genitalia or on clothing

*Physical indicators (general):*

- Bruises, bite marks or other injuries to breasts, buttocks, lower abdomen and thighs
- Difficulty walking or sitting
- Torn, stained or bloodied underwear
- Recurrent urinary tract infections
- Persistent headaches or recurrent abdominal pain
- Unexplained pain in the genital area

*Developmental behavioural indicators of child sexual abuse:*

- *Younger children:* open and compulsive sexualised behaviour (including sexual touching of others, dolls or toys) or regress to an earlier stage with wetting or soiling; may become unusually withdrawn/aggressive; acting out of character
- *School-age children:* may manifest sexualised behaviour less often; may have problems in school, sleeping and eating disturbances, lack of self-esteem and nightmares, may become unusually withdrawn/aggressive; acting out of character
- *Adolescents:* may: attempt suicide; mutilate themselves or generally display self-hatred; become aggressive; run away from home; become withdrawn; take unusual life threatening risks; be promiscuous; girls may become pregnant.

*General behavioural indicators (of child sexual abuse):*

- Change in eating patterns
- Lack of trust in familiar adults, fear of strangers
- Appear socially isolated
- Reluctance to undress
- Excessive bathing
- Inappropriate displays of affection between child and parent
- Fear of going home
- Appear disconnected or focused on fantasy worlds
- Fear states e.g. anxiety, depression, phobias, obsession
- Destroying property, hurting or mutilating animals
- Unexplained accumulation of money or gifts
- Overly compliant behaviour
- Fear or avoidance of any aspect of sexuality

Children often think they are disclosing abuse by making comments such as: "I don't like (name) anymore"; "I don't want to see (name) anymore"; "(name) plays funny games". Pay attention if children make an effort to avoid someone who they previously enjoyed the company of.

For indicators of physical and emotional abuse and neglect, please contact *Personal Safety Australia* (see contact details p.10).

## **c) Dangerous Practices and Messages:**

- *Stranger Danger:* does not account for the vast majority of child abuse perpetrated by a known person (90 - 96%); prevents the assistance of potentially 'good strangers'; misconceptions abound regarding what a stranger is.

- *Always obey an adult's instructions:* the authority of adults needs to be questioned by children if they are being asked/told to do something they believe is wrong or makes them feel unsafe. Child sex offenders take advantage of parents who advise their child/children to obey the instructions of all adults.
- *Expectations of affection:* Conditioning a child to accept an innocent but unwanted touch makes it more difficult for the child to resist an abusive touch, since the child has already experienced being touched against their will and of their wishes and choice being ignored.
- *Positivity bias:* includes such thought processes as 'it will never happen to my family'; 'there is good in everyone'; 'he/she would never harm my child'; 'things will turn out for the best'. We need an awareness of risks so we can consider the best and worst possibilities. We can hope for the best but consider, and take steps to prevent/reduce the risk of, the worst.
- *"The policeman/woman will take you away":* This comment, often delivered in good humour, can create a fear of police and thereby reduce the likelihood children will approach police for assistance in an emergency.
- *Failing to prepare our children:* We teach our children how to be safe in the water, in the sun and when riding their bicycles, yet we often fail to teach our children how to be safe with people. Sadly one of the greatest threats to the safety of our children is abuse from people, particular those known to them.

#### d) Key Safety Concepts to Empower Children

The safety concepts outlined in this document have been adopted with permission from Personal Safety Australia's



program.

#### 1. I am special, so are you!

**Aim:** To build a health self esteem and encourage respect and empathy for others.

The link between self esteem and mental, physical and emotional wellbeing has long been recognised. In relation to sexual abuse, children with a high self esteem are less likely to be targeted by offenders, are more likely to stop the abuse and are more likely to disclose abuse.

##### i) Appreciating individuality:

Children should be encouraged to appreciate and take pride in their individuality including their appearance, cultural and family background, gender, talents and abilities, likes and dislikes. It is also important for children to appreciate the individuality of others and to recognise that being different is what makes us special.

As concerned adults we can assist in boosting children's self esteem by appreciating their individuality, praising them for what they do well, constructively correcting them when needed and encouraging them when they lack confidence in undertaking a particular task.

##### ii) Expect Respect:

Others treat us how we allow them to. Teaching children to expect respect from themselves and others is an important step to building a healthy self esteem. We can do this by assisting children to set boundaries of unacceptable behaviour from others. Discuss with children steps they could take if people "cross the line" of acceptable behaviour.

Teaching children the importance of showing others respect and how they can do this, is another crucial concept. Consider setting rules of acceptable behaviour at home or in the classroom to ensure boundaries are readily identified and agreed consequences are consistently enforced when a rule is broken. Consultation with children to develop rules and consequences is highly recommended.

### iii) Expressing ourselves assertively:

Encourage children to take ownership of their feelings and to express themselves assertively. For example, instead of "Luke makes me angry", the child could take ownership of their feelings by saying "I feel angry when Luke teases me". You could then discuss what the child could do to resolve the situation.

### iv) Building Resilience:

We can help to build our child's resilience by encouraging them to problem-solve when challenging situations arise. Try to avoid rescuing children or telling them what to do. Instead provide assistance (if requested) with potential options for resolution. Role modelling a positive outlook on life will encourage your child to do the same.

### Other Self Esteem Building Strategies:

- Say I Love You
- Develop and maintain special daily rituals
- Let your children help you
- Play with your children
- Eat meals as a family
- Seek out one-on-one opportunities often
- Praise desirable behaviour (praise should be genuine and descriptive)
- Correct firmly but lovingly
- Respect their choices
- Make your child/children a priority in your life

## 2. Safety is my right

**Aim:** To identify and effectively respond to potential unsafe situations.

### i) Right to safety:

We all have the right to be safe with people. It is important for children to be aware of this right and understand if they do not feel safe that they can do something about it.

Recognising safe feelings, people and places are useful methods of explaining the concept of safety. For example, asking children, 'How do you feel when you feel safe?' (E.g. happy, protected, loved); 'What people do you feel safe with?' (E.g. Mum, Dad, teacher etc.); 'What are some places where you feel safe?' (E.g. in my bedroom, in the playground).

### ii) Corresponding responsibilities:

Having the right to be safe with people means children have a responsibility to look after themselves to maintain their own safety and to take action if their safety is threatened.

Children also have a responsibility to respect others' right to safety. Parents and teachers may discuss how children can respect others' right to safety, for example by treating others with respect and by assisting those in need.

### iii) Preventative safety measures:

The safety concepts contained in this document do not seek to impose unnecessary restrictions on children's lives or in any way diminish their spirit of fun and adventure. Children are instead encouraged to think about how they can maintain their safety while doing the things they enjoy, accepting that there will be a degree of risk involved.

In almost every situation we can reduce identified risks by putting into place simple safety measures. Safety measure can be specific, for example wearing a helmet and appropriate footwear when riding a bike. Other safety measures are more general, such as making sure a parent is aware of children's whereabouts, who they are with and when they are expected home. Parents and teachers are encouraged to assist children to identify risks in the activities they enjoy and to implement safety measures to reduce them. For example ask, "How could we keep ourselves safe...(doing a particular activity)?".

#### iv) Early warning signs

Early warning signs are our body's way of telling us we don't feel safe. They include butterflies in the tummy, sweaty palms, a pounding heart, crying, wobbly knees, wanting to be sick, and so on. It is important for children to recognise when their body is telling them they do not feel safe and to determine if they are experiencing a personal emergency.

We can experience early warning signs in three situations:

1. When it is *fun*, for example, watching a scary movie or going on a fast ride.
2. When it is *not fun* but it is still safe, for example, presenting in front of the class or getting a needle from the doctor.
3. When it is *not fun* and it is *NOT safe*. This is a *personal emergency*. Personal emergencies may include being bullied, lost or abused. For younger children a personal emergency may include soiling their pants at school or a parent not arriving to collect them from school on time.

*Note:* The recognition of early warning signs provides an effective method for children to maintain their safety. However, it is important to note there may be situations where children experience personal emergencies, but do not feel early warning signs. An example is children who have been sexually abused from an early age and who identify the abuse as normal behaviour. The grooming process used by child sex offenders often first involves building a trusting relationship with the child. Children may not experience early warning signs when they trust and feel safe with the offender, as they are often ignorant to the fact the offender's behaviour is inappropriate and abusive. While this issue is acknowledged, an awareness of other safety concepts included in this document will assist children who may fall into this category, in particular educating them about body ownership and inappropriate touching.

#### v) Personal emergencies:

If children experience a personal emergency they need to know what they can do to feel safe again, such as telling a trusted adult as soon as they can.

Children may need to break a rule in order to get to a place or person of safety. These may include:

- rules of good or accepted behaviour, such as "dobbing on someone";
- school rules, such as leaving the classroom without permission; or
- laws, in extreme circumstances, such as trespassing, driving unlicensed or breaking into someone's house.

The challenge for adults in relaying this concept to children is to ensure they understand rules which may be justifiably broken in various situations and which rules which may not.

Children can develop problem-solving and communication skills to assist them in a personal emergency by exploring actions that may be taken in a range of personal emergency scenarios. For example, ask: How would someone keep themselves safe if they were being bullied at school?

### 3. My body belongs to me

**Aim:** To identify, prevent and stop all forms of abuse.

#### i) Body Ownership:

One of the most powerful messages to convey to children to prevent them from becoming a victim of sexual abuse is that their body belongs to them and that no one is allowed to touch their body without their permission. It is equally important for children to be educated about their 'private parts', using the correct terminology. Talking openly with children about all parts of their bodies, particularly from a young age, prevents feelings of embarrassment or shame when discussing private parts and encourages children to disclose uncomfortable or abusive situations.

As part of appreciating body ownership, children are encouraged to take care of their bodies. There are numerous ways they can do this including eating healthy food, exercising, dressing appropriately (for the weather conditions and activity) and wearing sun protection. Younger children should also be encouraged to focus on their personal hygiene and personal appearance by bathing themselves and brushing their hair and teeth.

#### **ii) Defining abuse:**

Child sex offenders prey upon children who are naïve and are unaware of what behaviour constitutes inappropriate touching. To enable children to recognise and report abuse, it is critical they gain this awareness. They need to know it is *not* okay for anyone to look at or touch their private parts unless there is a good reason for it. Parents and teachers are encouraged to discuss valid situations, such as a medical examination conducted in the presence of a trusted adult. It is also *not* okay for anyone to make a child touch or look at their private parts or someone else's private parts.

#### **iii) Responding to abuse:**

Strategies to respond to inappropriate touching should be discussed with children, such as 'No, Go, Tell' - immediately telling the person "NO!" (or "Stop, It's not allowed!"), removing themselves from the situation and telling a trusted adult as soon as possible. Children should be encouraged to continue telling trusted adults until they are listened to, believed and action is taken to ensure they feel safe again.

#### **iv) Secrets and surprises:**

Offenders use secrecy to keep their victims silent. Subsequently children need to know the difference between a secret and a surprise, and that secrets should never be kept. We generally feel happy and excited about surprises, which may be about birthday gifts, special visitors, parties or kind gestures for others. Secrets, by contrast, often evoke anxiety and feeling scared, unsafe, confused and/or uncomfortable. Children need to be able to identify secrets and what to do if someone tells them to keep a secret, i.e. to tell a trusted adult immediately.

#### **v) Strangers (Unknown abusers):**

While it is acknowledged children are far more likely to be abused by a known and often trusted person, children should also be aware that unknown people may also present a danger. They should avoid approaching a car with a stranger inside, accepting a gift or going anywhere with someone they don't know or trust.

Unfortunately many children believe strangers to always be male and to have a distinctly sinister appearance. Children need to be aware that strangers can appear like 'normal' people and act very friendly. If a stranger approaches an unsupervised child they should be encouraged to move away immediately and tell a parent or another trusted adult.

It is also important to advise children that 'good strangers' exist and can be called upon for help in a personal emergency. Suggested good strangers include police officers, shop assistants and parents with children. Parents are encouraged to develop contingency plans with children if they get lost in public places, including a easily locatable meeting point or person the child should approach, for example a shopping centre help desk.

#### **vi) Known abusers:**

As previously mentioned, the vast majority of child abuse is perpetrated by a person known to the child. As a result, it is imperative children are aware of this possibility and have strategies to respond to abuse [as outlined in 3 iii)]. It is also important for concerned adults to be aware of who child sex offenders are and the grooming processes they use to groom both children and their parents.

Parents and teachers should be attentive to anyone who takes a special interest in a child, particularly if they seek opportunities to spend time alone with them. Children should be encouraged to always tell a parent or another trusted adult if someone offers them a gift, asks them to keep a secret or spends time alone with them. As previously mentioned children need to be aware of inappropriate touching and advise a parent or safety network member if this ever occurs.



## 4. I can get help

**Aim:** To access help from trusted adults and relevant organisations.

### i) Benefits of talking with someone:

We can talk with someone about anything, no matter what it is. Discussing the benefits of talking with someone about good, bad, big and little things will encourage open communication and increase the likelihood children will talk with you and other trusted adults if they experience a personal emergency or have a problem. Such benefits include gaining help, advice and support to put the problem into perspective and to determine how it is best addressed, providing a sense of relief and increasing children's confidence to resolve the problem.

### ii) Developing a safety network:

A safety network is a group of at least five trusted adults, chosen by the child, who can be approached for assistance if the child experiences a personal emergency or has a problem they wish to discuss. A minimum of five network members increases the likelihood of at least one network member being available to the child at any one time. Safety networks can be represented on a child's hand to assist them to remember network members.

Children are encouraged to select network members they trust, are available, and who will listen to them, believe them and assist them when needed. Network members may include relatives (including immediate family and extended family members), a neighbour, a friend's parent, a teacher or school principal, a sports coach, police Adopt-a-Cop and/or a priest or minister. Agencies such as Kids Helpline may also be used as a network member for children who struggle to identify five trusted adults. It is suggested children choose only one network member who they live with in addition to four network members outside the home. If there is a problem within the home and all network members reside with the child, it is unlikely the child will receive the help they need.

A safety network is more likely to be effective if network members are aware of the expectations of their role. Children should be encouraged to approach potential network members to clarify their role and to gain their acceptance before they become part of a child's safety network.

### iii) Using a safety network:

Children will be more inclined to use their safety network if they are aware of how to approach network members and what to say to clearly communicate their personal emergency. Children should convey that they are approaching the person as a network member to indicate the importance of the conversation.

Should a network member be unavailable, not listen, not believe the child or fail to take the necessary action, children need to persist in seeking help from other network members. The only time a child should stop seeking assistance from their safety network is when they feel safe again or the problem has been resolved.

### iv) Assisting others:

Children should be encouraged to consider how to be a good friend or classmate for others. Examples include approaching children who appear sad or in need of help, listening to them and/or approaching an adult for assistance on their behalf.

### Cautionary notes:

Parents, teachers and other concerned adults are encouraged to adapt the key safety concepts to ensure the information provided is age-appropriate and suitable for the cognitive capacity of the child/children.

The manner in which concerned adults convey safety messages is also crucial and should aim to *prepare* rather than *scare* the child/children. You can't scare a child into feeling safe. Fear-evoking messages are likely to increase a child's fear and diminish their confidence, thereby putting them at greater risk. Safety messages conveyed correctly will equip children with an awareness of risks and empower them with appropriate strategies, skills and confidence to effectively respond to any threat to their safety.



## e) Creating a Supportive Environment to Maximise Children's Safety

The following strategies are designed to complement the four key children's safety concepts. While the concepts form the basis of information to provide to children, the strategies outlined are designed for parents and teachers to promote an atmosphere of love and support, and in doing so, ensure the safety of children is maximised.

- **Openness:** Children are more likely to open up and share their thoughts, feelings and concerns (including disclosures of abuse) with their parents, teachers and other trusted adults if open and effective communication is maintained. Love, respect, understanding and acceptance underpin open and effective communication.
- **Positive role modelling:** Children learn to communicate and handle challenges by watching their parents and teachers. Important skills include problem-solving, assertiveness, handling conflict, managing anger/aggression, handling disappointment and expressing love and affection. Through positive role modelling we can help develop these skills, which will benefit children throughout their lives.
- **Handling disclosures:** It takes a tremendous amount of courage and trust for a child to disclose abuse, particularly if it involves a known offender. It is important to remember that children can be psychologically harmed by the reaction of significant adults upon disclosure of abuse. In fact, a poorly handled disclosure has the potential to cause even greater harm than the abuse itself. As a result, it is imperative disclosures are handled properly.

If a child discloses abuse it is vital to remain calm (do not express shock, panic or outrage). Believe the child and provide support and reassurance. Children need to know the abuse wasn't their fault and that they have done the right thing by telling.

- **Act if you suspect abuse:** If a child discloses abuse or if you have reason to suspect abuse, you are encouraged to do what you can to stop the abuse and support the child. Suggested actions include contacting your local police and/or the Department of Child Safety (Tel 1800 811 810 during business hours or 1800 177 135 after hours) and seeking assistance from support services (e.g. counsellors and other support workers) for the child and yourself. Confronting the alleged offender is not suggested and is best left in the hands of the proper authorities.

### Where to from here?

- Relay the key safety concepts to your children/children in your care.
- Create a supportive environment to maximise children's safety.
- Learn more through further training, reading or speaking with child protection professionals.
- For further information contact Personal Safety Australia via tel: (07) 3379 4475; email: [admin@personalsafetyaust.com](mailto:admin@personalsafetyaust.com) or [www.personalsafetyaust.com](http://www.personalsafetyaust.com).

## Further Reading List

### a) For adults:

#### *Child Abuse Prevention:*

Briggs, F & McVeity, M 2000, *Teaching Children to Protect Themselves*, Allen & Unwin, Sydney.

Briggs, F & Hawkins, R 1997, *Child Protection: A Guide for Teachers and Child Care Professionals*, Allen and Unwin, Sydney.

Robinson, A 2007, *The Silent Crisis: Simple ways to protect children from sexual abuse*, Silversky Publishing, Perth.

Salter, A 2003, *Predators: Pedophiles, Rapists and Other Sex Offenders, Who They Are, How They Operate and How We Can Protect Ourselves and Our Children*, Basic Books, New York.

#### *Bullying:*

Rigby, K 2008, *Children and Bullying: How Parents and Educators Can Reduce Bullying At School*, Wiley-Blackwell, Brisbane.

Rigby, K 2003, *Bullying among young children: A guide for parents and A guide for teachers and carers*, Australian Government Attorney-General's Department.

#### *Self Esteem:*

Ramsey, Robert D 2002, *501 Ways to Boost Your Child's Self Esteem* 2<sup>nd</sup> edition

Plummer, Deborah 2007, *Self-Esteem Games for Children*

Harley-Brewer, Elizabeth 2006, *100 Tips for Parents and Teachers Praising Boys Well*

Harley-Brewer, Elizabeth 2006, *100 Tips for Parents and Teachers Praising Girls Well*

### b) For children:

#### *Young Children:*

Rowley, T 2007, *Everyone's got a bottom*, Family Planning Queensland, Brisbane.

Beaumont, K 2004, *I Like Myself* (illustrated by David Catrow)

#### *Early Primary (4 - 8 years):*

Surrey Hills Primary School & Munro, H 1994, *Try Again Red Riding Hood*, Essence Publications, Adelaide.

#### *Primary (8 - 12 years):*

Ludwig, R 2005, *My Secret Bully* (addresses relational aggression sometimes referred to as emotional bullying by a "friend")

Angelo, F, Pritchard, H & Stewart, R 2006, *Secret Boys' Business* (sexual education for boys approaching puberty, also provides hints for parents carers and teachers).

Angelo, F, Pritchard, H & Stewart, R 2006, *Secret Girls' Business* (sexual education for girls approaching puberty, also provides hints for parents carers and teachers).