

The National Child Safety Training aims to enhance safety for children and strengthen child-safe culture across the education and care sector by introducing shared language, responsibilities, and understanding. The training was developed in partnership between Australian Centre for Child Protection (ACCP) and the Queensland Government on behalf of Australian governments.

The first level of training, Foundations of Child Safety, includes two eLearning courses:

- **Course 1:** Understanding Child Safety
- **Course 2:** Understanding and Identifying Child Abuse and Neglect

To complement the mandatory eLearning courses, a suite of non-mandatory Community of Practice resources has been developed to extend learning and support the application of knowledge in education and care settings. Whilst the Community of Practice are a voluntary component of the National Child Safety Training, they provide structured opportunities for discussion, reflection, and shared learning over time, helping staff build confidence and consistency in practice.

These resources contain prompts and suggested activities aligned with each course topic. They are designed to be flexible and may be selected, adapted, shortened, or revisited to suit different service types, team sizes, and meeting formats. The intention is to support practical conversations, not to prescribe a fixed program. There is no expectation that all topics and activities will be used and it is at your discretion how you use these resources.

Child safety is everyone's responsibility in places where children learn and grow. Harm can affect a child's wellbeing, learning, and development throughout childhood, and its impacts can continue into adulthood. When child safe practices are not in place, children are more at risk of harm.

By completing the mandatory eLearning training alongside some non-mandatory Community of Practice activities, you can strengthen your understanding of your role in protecting children, responding to concerns, and supporting a child safe environment in your service.



Impacts of child abuse and neglect?

Topic 5 focuses on understanding how child abuse and neglect can affect children, families, and communities, and how these impacts may show up in education and care settings.

Abuse and neglect can affect children in many ways. Each child's experience is shaped by factors such as their age, development, coping skills, culture, and the responses they receive from adults. Some impacts may be obvious, while others are subtle or emerge over time.

This topic reinforces that behaviours, emotions, and learning difficulties are often responses to stress or trauma, not deliberate misbehaviour. Understanding this helps educators respond with curiosity, consistency, and care. The topic also recognises that harm can affect families, educators, and services, and that safe, stable, and supportive relationships play a critical role in recovery.

This topic supports participants to:

- Understand how abuse and neglect can impact children across multiple areas of functioning.
- Recognise that impacts can be cumulative and long-lasting.
- Reflect on how trauma may influence behaviour, learning, and relationships.
- Identify everyday practices that provide safety, stability, and support.



Reminder

You **do not** need to run all three activities.

Select, adapt, shorten, or spread activities across sessions to suit your group and available time.

Activities can also be adapted for one-on-one supervision, mentoring conversations, or team meetings. You may choose to use a single scenario, question, or reflective prompt to guide discussion.

These activities are designed to be flexible and responsive to your service context.

Activity 1: How trauma can show up	
Objective	<p>This activity supports participants to understand how trauma can affect multiple areas of a child’s life at the same time, rather than showing up as a single sign or behaviour.</p> <p>It helps participants to:</p> <ul style="list-style-type: none"> • Recognise patterns across physical, emotional, behavioural, developmental and relational areas. • Understand behaviour as communication. Reflect on how trauma impacts learning and relationships in education and care settings.
Time	40-60 minutes
Format	<p>The 'Format' section contains four circular illustrations. 'Individual Work' shows a person sitting at a desk writing. 'Pair Work' shows two people sitting and talking. 'Small Group Activity' shows three people sitting in a circle and talking. 'Whole Group Activity' shows a group of five people sitting in a circle and talking.</p>
Materials needed	<ul style="list-style-type: none"> • Scenario cards • Tape • Five large headings on paper or wall: <ul style="list-style-type: none"> ○ Physical ○ Emotional ○ Behavioural ○ Development and learning ○ Relationships and environment



Activity plan

Facilitator preamble

“When children experience abuse or neglect, the impacts often show up in more than one area of their life. This activity helps us step back and look at the whole picture, rather than focusing on one behaviour in isolation.”

Remind participants:

- There are no right or wrong answers.
- We are not identifying abuse or trauma.
- Different children show impacts in different ways.
- Focus on understanding, not labelling.

Step 1: Individual sorting (10 minutes)

- Give each participant 3-4 impact cards.
- Ask participants to place each card under the heading they think fits best.
- Reinforce that some cards could fit in more than one area.

Step 2: Small group reflection (15-20 minutes)

- In pairs or groups of 3-4, participants step back and look at where cards have clustered.
- Guide discussion with prompts:
 - *Which areas have the most impacts showing up?*
 - *What do you notice when you see these together?*
 - *How does this feel different to looking at one behaviour on its own?*

Step 3: Whole-group discussion (10-15 minutes)

- Discuss:
 - *How might these patterns affect a child's sense of safety?*
 - *How might these behaviours be helping the child cope?*
 - *What assumptions might we need to let go of?*



Facilitator tips

- Reinforce that behaviour is often a survival response.
- Gently redirect away from speculation about causes.
- Keep language strengths-based and child-focused.





Online adaptation (MS Teams or Zoom)

This activity can be delivered online using shared slides or documents, breakout rooms, polls, and chat reflections. The purpose remains the same: to support participants to understand how child abuse and neglect can affect multiple areas of a child's life at the same time, rather than showing up as a single area.

Platform Preparation (before the session)

- Create one slide listing the five impact areas in simple language.
- Prepare a slide (or shared document) with all impact statements clearly visible.
- If possible, prepare a quick poll (use a platform like Mentimeter, Microsoft Teams or Zoom poll functions). Set the opening question "Which area tends to show up most in daily conversations in your service."
- Ensure breakout rooms are set up in advance if you plan to use them.

Step 1: Create psychological safety

- Begin with a brief facilitator preamble.
- Provide a wellbeing reminder.
- Remind participants that this activity is about understanding patterns and impact, not identifying abuse or diagnosing trauma.
- Reinforce that different children show the impact of trauma in different ways, and that there are no right or wrong answers.
- Acknowledge that our own experiences, cultural lenses, and service expectations can shape how we interpret children's behaviour. Encourage curiosity rather than judgement.
- Remind participants of available support pathways (e.g., supervision, EAP) if the discussion raises personal responses.

Step 2: Introduce the impact areas

- Share your screen and briefly introduce each area using one clear, practical sentence. Keep language simple and grounded in everyday practice.

- Display the five headings clearly:
 - Physical
 - Emotional
 - Behavioural
 - Development and learning
 - Relationships and environment

Step 3: Launch a quick poll

- In our daily practice conversations, which area do we tend to focus on most?
- Share results briefly without analysis. The goal is awareness of patterns in adult focus.

Step 4: Read, reflect, and sort

- Share the impact statements on screen.
- Read two or three statements slowly as examples.
- Invite participants to pause quietly for 20-30 seconds and reflect.
- Ask them to consider:
 - *What might be happening across this child's day?*
 - *Which areas could be affected at the same time?*
- Invite participants to select three or four impact statements and consider which heading each best fits.
- Participants may:
 - Make notes privately.
 - Write their chosen heading in the chat next to the statement number.
 - Add their thinking to a shared document (if using one).
 - Reinforce that some statements may fit more than one area.
- If appropriate, use a live poll for one example statement and display the range of responses to highlight overlap.

Step 5: Breakout room reflection

- Place participants into breakout rooms of 3-4.
- Invite groups to step back and reflect on patterns rather than individual statements.

- Prompts:
 - *Which areas seem to have the most impacts showing up?*
 - *What do you notice when you see these impacts together?*
 - *How does this feel different to looking at one behaviour on its own?*
 - *What assumptions might we need to pause or question when we look at the whole picture?*
- Encourage groups to focus on observations rather than explanations or conclusions.

Step 6: Whole group sharing and reflection

- Bring participants back to the main room.
- Invite each group to share one observation or pattern they noticed.
- Capture key themes visibly on a shared slide or document to make collective thinking clear.
- Guide reflection using prompts such as:
 - *How might these patterns affect a child's sense of safety and belonging?*
 - *How might some behaviours be helping the child cope or communicate?*
 - *How can educators respond in ways that are consistent and culturally safe?*
- As facilitator, gently name themes that emerge, such as behaviour as communication, layered vulnerability, and cumulative impact.

Step 7: Closing reflection

- Invite participants to complete the sentence in the chat or privately: *"One thing this activity reminded me about children's behaviour is..."*
- Close by reinforcing that looking at the whole picture supports safer, more responsive practice.



Scenario cards: How trauma can show up

These cards describe possible impacts of trauma, not diagnoses. A child may show some, many, or none of these impacts, and they may change over time.

Before the session, print and cut the cards up and prepare sets for participants. Where possible, give each group a mix of cards across different areas, such as physical, emotional, behavioural, developmental, and relational impacts. You can also create your own scenario cards.

Physical impacts

A child often complains of stomach aches or headaches, especially before transitions or group times.	A child appears frequently tired, restless, or has difficulty settling for rest or sleep.
A child often seems hungry, hoards food, or becomes distressed when food routines change.	A child's physical injuries or health concerns appear repeatedly, even when explanations are unclear or vary.

Emotional impacts

A child becomes easily overwhelmed by small frustrations and has strong emotional reactions.	A child appears emotionally flat or disconnected, showing little excitement or distress.
A child frequently expresses worry, fear, or sadness without a clear trigger.	A child speaks negatively about themselves, saying things like "I'm bad" or "I can't do anything right."

Behavioural impacts




A child becomes extremely compliant, eager to please, or anxious about making mistakes.	A child displays aggressive behaviour toward peers or adults during times of stress.
A child shows sudden changes in behaviour, such as becoming withdrawn after previously being social.	A child engages in risk-taking or boundary-testing behaviours more often than expected for their age.

Developmental and learning impacts

A child struggles to concentrate, follow instructions, or remember information they recently learned.	A child demonstrates strengths in some developmental areas, alongside delays in others.
A child becomes distressed by changes to routine or finds transitions particularly challenging.	A child gives up quickly when learning feels hard or avoids activities that require effort.

Relational and environmental impacts

A child has difficulty trusting adults or appears wary of comfort, even when upset.	A child is overly clingy with certain adults and distressed when separated from them.
A child struggles with peer relationships, either avoiding others or becoming controlling in play.	A child appears hyper-alert, closely watching adults and reacting strongly to tone or body language.

Activity 2: Everyday moments, supportive responses	
Objective	<p>This activity supports participants to practise trauma-informed responses in everyday education and care settings.</p> <p>It helps participants to:</p> <ul style="list-style-type: none"> • Recognise how trauma impacts can show up during daily routines. • Practise calm, supportive adult responses. • Reflect on how tone, language, and consistency affect children. • Build confidence responding without needing to know a child’s history.
Time	40 - 55 minutes
Format	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p><i>Individual Work</i></p>  </div> <div style="text-align: center;"> <p><i>Small Group Activity</i></p>  </div> <div style="text-align: center;"> <p><i>Whole Group Activity</i></p>  </div> </div>
Materials needed	<ul style="list-style-type: none"> • Routine scenario cards • Optional role cards: Educator / Child / Observer • Timer



Activity plan

Facilitator preamble

“We’re going to use short role plays to practise everyday responses. We are not acting out trauma or harm. We are practising how adults respond in common moments, and how small changes can help children feel safer and more supported.”

Remind participants:

- Scenarios are fictional and de-identified.
- No one is required to act - observing is a valid role.
- Focus on adult responses, not the child’s ‘behaviour.’
- Keep scenes simple, brief, and non-graphic.
- Step out or take a break at any time.

Step 1: Form groups and choose a scenario (5-10 minutes)

- Divide participants into groups of 3.
- Each group chooses one everyday education and care scenario.
- Groups decide who will:
 - Play the educator.
 - Play the child (only if comfortable).
 - Observe and take notes.

Step 2: Role play – First response (10 minutes)

- Groups act out a brief scene showing:
 - A child having trouble (e.g., distress, withdrawal, frustration).
 - An adult responding in a common but not ideal way.
- Keep the scene to 1–2 minutes in length.
- Observers note:
 - Tone and language.
 - Pace and body language.
 - How the child might feel.

Step 3: Role play – Supportive response (10-15 minutes)

- Groups replay the same scenario, this time practising:
 - Calm, predictable responses.
 - Emotional validation.
 - Clear and respectful boundaries.
 - Support for regulation (without punishment or shame).
- Encourage groups to focus on small changes, not perfect responses.

Step 4: Optional - Switch it up

- If time permits switch roles in the groups and get groups to work through another scenario card.

Step 5: Group reflection (10–15 minutes)

- Invite a group to volunteer to demonstrate an initial response and then model a more supportive response, with the focus on learning rather than performance.
- Guide discussion with prompts:
 - *What was good about the supportive response?*
 - *How could the supportive response be improved?*
 - *What felt different between the two versions?*
 - *How might the child experience each response?*
 - *What helped the child feel safer or more regulated?*
 - *Which responses felt realistic in a busy service?*

Step 6: Closing reflection (2 minutes)

- Invite participants to quietly reflect on how they can engage with children and young people in ways that feel safer and more supportive, including anything they might continue, change, or be more mindful of in their practice.

**Facilitator tips**

- Normalise nervousness or laughter.
- Step in if content becomes too intense.
- Redirect away from “fixing” behaviour to supporting regulation.



Online adaptation (MS Teams or Zoom)

This activity can be delivered online using breakout rooms, shared slides, chat reflections, and whole-group discussion. The purpose remains the same: to practise trauma-informed, supportive adult responses in everyday early education and care moments, without acting out harm or requiring participants to role-play if they are uncomfortable.

Platform Preparation (before the session)

- Prepare 2-3 everyday scenarios on separate slides.
- Include brief guiding prompts on each slide so participants can refer to them in breakout rooms.
- Ensure breakout rooms are set up in advance.
- If helpful, prepare one simple comparison slide titled: “What often happens” and “What helps.”

Step 1: Create psychological safety

- Begin with the facilitator preamble and wellbeing reminder.
- Reinforce that:
 - Scenarios are fictional and de-identified.
 - Participation is optional and observing is a valid role.
 - The focus is on adult responses, not judging children or colleagues.
 - This is about learning, not performance.
 - Encourage participants to notice their own reactions with curiosity. Remind them that busy environments and stress can shape adult responses, and this activity is about strengthening practice, not criticising it.

Step 2: Introduce the scenario process

- Share your screen and briefly explain the two-step structure:
 - What often happens in busy practice.
 - What helps strengthen safety and regulation.
- Keep the explanation simple and practical.
- Form breakout groups and choose a scenario. Place participants into breakout rooms of 3-4 people.

- Share routine scenario prompts via:
 - Screen share.
 - Chat.
 - Or a shared document.
- Each group chooses one everyday education and care scenario.

Step 3: First discussion “what often happens”

- In breakout rooms, ask groups to discuss:
 - A common or typical adult response that might occur in busy practice.
 - How that response might sound, look, or feel.
- Remind groups they do not need to act. They can simply:
 - Describe the response.
 - Suggest what an educator might say.
 - Reflect on tone, pace, and body language.
 - Encourage honesty about real-world pressures (time, ratios, competing needs), while keeping the focus on learning rather than blame.

Step 4: Second discussion “What helps”

- Ask groups to revisit the same scenario and discuss:
 - How the adult response could be more supportive and trauma informed.
 - Small, realistic changes an educator could make.
- Encourage focus on:
 - Calm and predictable language.
 - Emotional validation.
 - Clear, respectful boundaries.
 - Supporting regulation without punishment or shame.
 - Culturally respectful communication and awareness that expectations of behaviour may differ across families and communities.

Step 5: Whole-group reflection and modelling

- Bring everyone back to the main room.
- Invite one group (or offer a facilitator-led example) to:
 - Briefly describe the first response.
 - Then describe the more supportive response.
- Emphasise that this is for shared learning, not performance.

- Capture key differences on a shared slide or in chat under two headings:
 - What often happens.
 - What helps.
- Guide discussion using prompts such as:
 - *What felt different between the two responses?*
 - *How might the child experience each response?*
 - *What helped the child feel safer or more regulated?*
 - *Which responses felt realistic in a busy service?*
 - *What small changes made the biggest difference?*
- Highlight practical shifts rather than ideal responses. Reinforce that small adjustments in tone, pacing, and language can strengthen safety.

Step 6: Closing reflection

- Invite participants to reflect in the chat or privately: *“One small change I could try in my next shift is...”*

Close by reinforcing that supportive responses are built through consistent, everyday actions across roles. Emphasise shared responsibility for creating environments where children feel safe, understood, and respected.



Scenario cards: Responding with care

These scenarios are designed to reflect common, everyday situations where the impact of child abuse and neglect and children's trauma responses may be visible.

Print and cut the cards and provide one to each group as the basis for reflection and discussion. You may adapt the scenarios or create your own to better suit your service, context, or community.

Scenario Card 1: Arrival time distress (long day care)

A four-year-old child becomes very upset at drop-off each morning. They cling tightly to their caregiver, cry loudly, and refuse to let go.

Once inside, the child stays close to one educator and becomes distressed if that educator moves away or attends to another child.

Other staff comment that the child "just needs to toughen up" and suggest shorter goodbyes. The routine has not changed, but the child's distress has increased over the past few weeks.

Scenario Card 2: The quiet child at group time (preschool / kindergarten)

A usually talkative child has become very quiet during group time. They avoid eye contact, sit away from others, and do not join in songs or discussions.

When asked questions, they shrug or say, "I don't know," even when they previously knew the answers.

At free play, the child wanders rather than engaging and seems easily startled by loud voices.

Scenario Card 3: Behaviour escalation during transitions (toddler room/ long day care)

A toddler begins screaming, hitting, or throwing toys during transitions, particularly before rest time and pack-up.

They struggle to calm even with support and may push away comfort attempts from educators.

Some staff describe the behaviour as "attention-seeking," while others notice the child seems overwhelmed and exhausted.

Scenario Card 4: Food and mealtimes (family day care)

A child eats very quickly at meals and becomes distressed if food runs out. They hide food in their pockets and bag and become upset if their educator tries to remove it.

At other times, the child refuses to eat at all and becomes emotional when encouraged.

The family has not raised concerns, but the child's educator notices the behaviour has become more frequent.

Scenario Card 5: Over-compliance (outside school hours care setting)

A school-aged child in outside school hours care follows rules extremely closely and appears anxious about doing things "wrong."

They frequently ask for reassurance and apologise even when no mistake has been made.

When other children break rules, this child becomes upset or tries to manage peers' behaviour.

Scenario Card 6: Difficulty with comfort and touch (infant room/ long day care)

An infant becomes distressed during nappy changes and cries intensely when picked up.

They calm when placed back down but stiffen or turn away when held.

Some educators feel unsure how to support the child, while others avoid holding them unless necessary.

Scenario Card 7: Sudden withdrawal from play (mixed-age room)

A child who previously loved imaginative play now avoids group play and becomes irritated when peers approach.

They choose solitary activities and react strongly if their space is interrupted.

Educators notice the change happened gradually over several weeks.

Scenario Card 8: Emotional flooding after small incidents (preschool)

A child has extreme emotional reactions to small events, such as a toy being moved or a turn being delayed.

They cry for long periods and struggle to settle, even after the situation is resolved.

The child often appears embarrassed afterward and avoids eye contact.

Activity 3: What helps children heal? A reflective practice circle	
Objective	<p>This activity supports participants to reflect on the impacts of abuse and neglect through a practice-focused, strengths-based lens, and to recognise how everyday actions support children’s recovery and wellbeing.</p> <p>It helps participants to:</p> <ul style="list-style-type: none"> • Connect course content to their own practice. • Recognise how trauma impacts show up in everyday moments. • Identify the protective role of safe, consistent relationships. • Reflect on what they already do that supports healing.
Time	30 - 50 minutes
Format	<p>The format section contains three circular illustrations. The first, 'Individual Reflection', shows a woman sitting on the floor writing in a notebook with a thought bubble above her head. The second, 'Small Group Activity', shows three people (two women and one man) sitting in a circle and talking, with speech bubbles above them. The third, 'Whole Group Activity', shows a larger group of five people sitting in a circle, also with speech bubbles above them.</p>
Materials needed	<ul style="list-style-type: none"> • Open floor space • Chairs arranged in a circle (or you can sit on the floor) • Optional: a small object to pass around the circle (e.g. stone, soft toy, leaf) • Optional: paper and pens for quiet notetaking



Activity plan

Facilitator preamble

“The course spoke about the impacts of abuse and neglect, which can feel heavy. This activity is about grounding that learning in what helps children recover, such as safe relationships, consistency, and everyday care. It’s also about noticing the impact educators and other staff already have, often without realising it.”

Remind participants

- You do not need to share personal stories.
- You can keep reflections general or practice based.
- Listening is just as important as speaking.
- It’s okay to pass.

Step 1: Grounding and settling (5 minutes)

- Invite participants to sit in a circle.
- Begin with a brief pause or breath: *“Before we start, let’s take a moment to relax. Feel your feet on the floor. Take a breath in, and a slow breath out.”*
- You may choose to do a more extended self-regulation exercise depending on your setting and time available.
- Explain that the object (if used) will be passed around to indicate whose turn it is to speak, and that people may pass.

Step 2: Reflective prompts - “Everyday moments that matter” (15-25 minutes)

- Introduce one prompt at a time.
- After each prompt, allow quiet reflection, then invite sharing around the circle.
- Suggested prompts (choose 2–3 only):
 - *“What is one everyday thing you do that helps children feel safe or settled?”*
 - *“When you think about the impacts of trauma, what helps children feel regulated or calm in your setting?”*
 - *“What routines or moments seem to help children recover after a hard time?”*

- *“What do children seem to respond to most when they are struggling?”*
- *“What feels within your control, even when things are hard?”*

Step 3: Collective meaning-making (5-10 minutes)

- Facilitate a short whole-group reflection by drawing out themes you heard.
- Prompt with:
 - *“What do these responses tell us about what children need to heal?”*
 - *“What stands out about the role educator and other staff play in recovery?”*
 - *“What feels realistic and already happening in our practice?”*

Step 4: Practice anchor- “One thing I’ll keep doing” (5 minutes)

- Invite participants to silently complete this sentence (written or thought):
“One thing I will keep doing, because it supports children’s wellbeing, is...”
- Optionally invite a few volunteers to share.



Facilitator tips

- Keep the pace slow and unhurried.
- Allow silence - it supports reflection.
- Gently redirect away from graphic detail or personal disclosure.
- Reinforce that small, consistent actions matter.
- Normalise emotion without amplifying distress.



Online adaptation (MS Teams or Zoom)

This activity can be delivered online using gallery view, chat, breakout rooms, and simple verbal reflection. The purpose remains the same: to help participants reflect on how everyday actions support children's healing and wellbeing following experiences of abuse, neglect, or trauma.

Rather than a physical circle, the group creates a shared reflective space through intentional pacing, listening, and optional participation.

How to run it online

- Begin by welcoming participants and reading the facilitator preamble.
- Remind the group that this is a reflective activity focused on strengths, not disclosure or problem-solving.
- Encourage participants to:
 - Keep reflections general or practice-based.
 - Pass if they prefer not to speak.
 - Use chat, voice, or quiet reflection in a way that feels comfortable
- Invite participants to turn cameras on if they feel comfortable but make it clear this is optional.

Step 1: Grounding and settling

- Ask participants to sit comfortably and minimise distractions.
- Guide a short grounding moment by saying:
 - *"Before we start, let's take a moment to relax. Feel your body supported by the chair. Take a breath in, and a slow breath out."*
- You may choose to do a more extended self-regulation exercise depending on your setting and time available
- Pause briefly.
- Explain how turn-taking will work online:
 - Participants may raise their hand, type "pass" in the chat, or simply stay quiet.
 - Silence is welcome and expected.

Step 2: Reflective prompts – “Everyday moments that matter”

- Share one prompt at a time verbally and, if helpful, post it in the chat or on a shared slide.
- After reading each prompt:
- Allow 30–60 seconds of quiet thinking time.
- Invite volunteers to share aloud or via chat.
- Suggested prompts (choose 2-3 only):
 - *“What is one everyday thing you do that helps children feel safe or settled?”*
 - *“When you think about the impacts of trauma, what helps children feel calm or regulated in your setting?”*
 - *“What routines or small moments seem to help children recover after a hard time?”*
 - *“What do children respond to most when they are struggling?”*
 - *“What feels within your control, even when things are hard?”*

Step 3: Collective meaning-making

- Bring the group into shared reflection by naming themes you have heard.
- Use prompts such as:
 - *“What do these responses tell us about what children need to heal?”*
 - *“What stands out about the role educators and other staff play in recovery?”*
 - *“What feels realistic and already happening in our practice?”*

Step 4: Practice anchor – “One thing I’ll keep doing”

- Invite participants to quietly complete the sentence: *“One thing I will keep doing, because it supports children’s wellbeing, is...”*
- Participants may:
 - Reflect privately.
 - Type their response in the chat.
 - Share verbally if they wish.

Step 5: Closing Reflection

- As we finish this activity, it is helpful to remember that healing and recovery for children often happens through everyday experiences and relationships.

- For children who have experienced abuse or neglect, consistent, caring interactions can make a significant difference. Simple actions such as listening carefully, responding calmly, providing predictable routines, and helping children feel safe and respected can all support a child's sense of security and wellbeing.