

EMBRACING THE DOMINO EFFECT WITH

EVERY CONVERSATION,  
EVERY ACTION

## CHILDREN'S ACTIVITY BOOKLET

EVERY CONVERSATION MATTERS

# SHIFTING CONVERSATION TO ACTION

2025 NATIONAL CHILD  
PROTECTION WEEK

**NAPCAN** PREVENT  
CHILD ABUSE  
& NEGLECT  
[www.napcan.org.au](http://www.napcan.org.au)



# LET'S ENGAGE CHILDREN, FAMILIES AND CHILD-FOCUSED ORGANISATIONS IN NATIONAL CHILD PROTECTION WEEK

“Every child, in every community, needs a fair go”  
To treat all of Australia's children fairly, we need to make  
sure every family and community has what kids need to  
thrive and be healthy.

THE AIM OF THIS BOOKLET IS TO:

**Start conversations about how to  
build the safest communities  
possible for children**

**Link families to resources and  
support services**

# HEY ADULTS !

More ways to get involved with ensuring that children and families are safe and supported:

## NATIONAL CHILD PROTECTION WEEK:

Find out about other activities & events at:

[www.napcan.org.au/get-involved-2025/](http://www.napcan.org.au/get-involved-2025/)

## OTHER WEEKS TO BE AWARE OF:

Here's a sample of the many national campaigns working together to create stronger, safer communities for children:

- Safer Internet Day - **February**
- Neighbour Day - **March**
- Families Week - **May**
- NAIDOC Week - **July**
- Aboriginal and Torres Strait Islander Children's Day - **August**
- Anti-Poverty Week (includes curriculum resources) - **October**
- Children's Week - **October**

# HELPLINES ARE LIKE LIGHTHOUSES

Raising children is a bit like sailing a boat. But when we experience serious stress - e.g. due to finances, health, isolation or violence - raising children can feel like sailing in a storm. Support lines can be the lighthouses that we all need to navigate these rough waters. These are some of the main Helplines that you can call for guidance:

## Kids Helpline:

**1800 55 1800** (make sure your kids know this one)

## Parentline:

**ACT - (02) 6287 3833**

**NSW - 1300 1300 52**

**NT & QLD - 1300 30 1300**

**SA - 1300 364 100**

**TAS - 1300 808 178**

**VIC - 13 22 89**

**WA - 1800 111 546** (country areas) or **(08) 9368 9368**

## Lifeline:

**13 11 14**

## 13 YARN:

**13 YARN - 13 92 76 (24 hours/7 days)**

Free and confidential service run by - and for - Aboriginal and Torres Strait Islander people.

## For reliable parenting information

Visit the Australian parenting website [raisingchildren.net.au](http://raisingchildren.net.au)

Or access a free online course at [triplep-parenting.net.au](http://triplep-parenting.net.au)

# LOTUS FLOWER

**The Lotus flower is often thought to be a symbol of life's ebbs and flows.**

The flower's ability to rise from murky waters into something beautiful makes it a powerful symbol of hope and perseverance. This incredible process is a reminder that as a community we must together support the safety and protection of children to ensure they reach their full potential.

**Protecting children is everybody's business.**



This activity has been contributed by **Queensland Child Protection Week** which runs concurrently with National Child Protection Week. The enduring theme for Queensland Child Protection Week is **Protecting Children is Everybody's Business**.

For more information about Queensland activities, resources, awards and events visit [www.childprotectionweek.org.au](http://www.childprotectionweek.org.au)

Protecting **children** is  
**EVERYBODY'S**  
**BUSINESS**



QUEENSLAND  
**CHILD**  
**PROTECTION**  
**WEEK**





QUEENSLAND  
**CHILD  
PROTECTION  
WEEK**



# How to make your lotus flower

The Lotus flower is often thought to be a symbol of life's ebbs and flows. The flower's ability to rise from murky waters into something beautiful makes it a powerful symbol of hope and perseverance. This incredible process is a reminder that as a community we must together support the safety and protection of children to ensure they reach their full potential. Protecting children is everybody's business.

## You will need

1. Colouring pencils, markers, or crayons
2. Glue stick
3. Sticky tape
4. Scissors (ask an adult for help if needed)
5. Stapler
6. 2A4 pieces of thin cardboard (like a cereal box) if you didn't receive the artwork kits at a workshop or in the post
7. Print petal template (you need a total of 8 petals)
8. Printed lily pad template (this template has the lotus flower base striped strip, the lily pad for your base and the little frogs)



## Petals

- Colour in the petals
- Carefully cut out each of the petals
- You will have 8 petals for your lotus flower
- You can colour in the other side of the petals too (optional)

## Lily Pad

- Cut out the lily pad, petal base (striped strip), and frogs from the template
- Staple (or sticky tape) the petal base (striped strip) to make a cylinder shape

## Attach the Petals

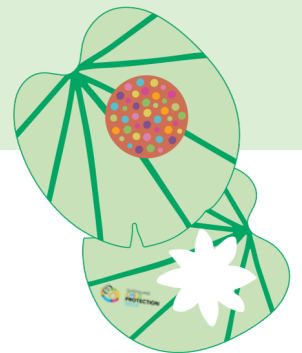
- Start at the top blackline of the petal base
- Staple or tape four petals with colour side facing in where it is marked
- Move to the next black line
- Staple or tape four more, colour side facing in again this time
- Once finished, gently fold the bottom layer of petals down then the next layer of petals fold them down also

## Decorate your Lily Pad

- Write the names of people or places that make you feel safe in the blank area on the lily pad
- You might like to decorate the lily pad (optional)

## Put it all together

- Tape or glue your lotus flower onto the spotted area on the lily pad
- Glue your little frogs onto the petals or the lily pad



**benevolent** SOCIETY



Queensland  
**Family & Child  
Commission**

**LIFE  
WITHOUT  
BARRIERS**



Supporting our community on all sides

**Anglicare**  
Southern Queensland



**parentline**  
parentline is a service of yourtown  
1300 30 1300 | parentline.com.au

Funded by



Watch the DIY video [www.childprotectionweek.org.au/2025-art-project/](http://www.childprotectionweek.org.au/2025-art-project/)

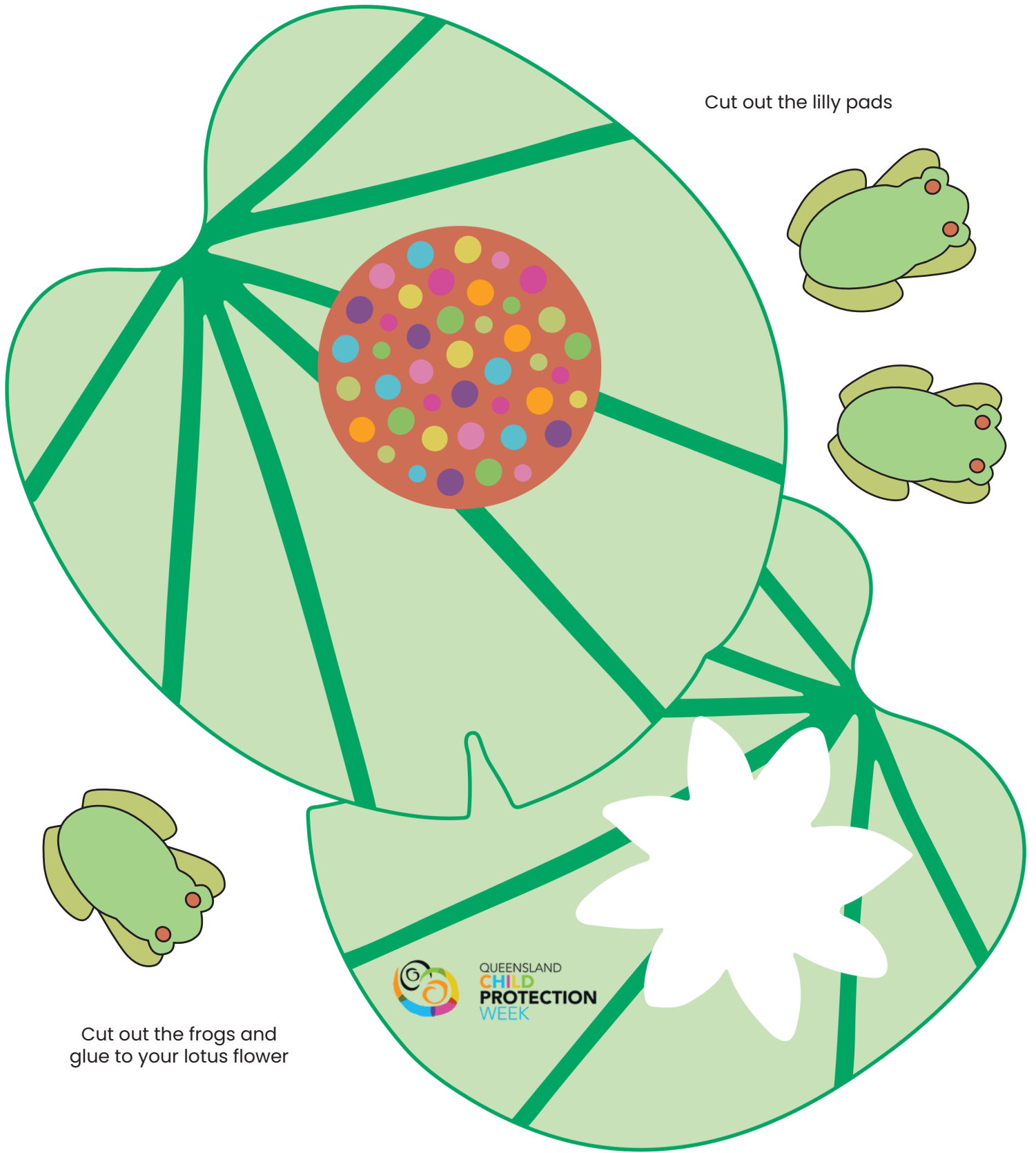


QUEENSLAND  
**CHILD**  
**PROTECTION**  
WEEK



Lotus flower petals.  
Colour, decorate and cut out.





STAPLE HERE

TOP

TOP

TOP

TOP

STAPLE OR STICKY TAPE PETAL

STAPLE OR STICKY TAPE PETAL

STAPLE OR STICKY TAPE PETAL

STAPLE OR STICKY TAPE PETAL

STAPLE OR STICKY TAPE PETAL

STAPLE OR STICKY TAPE PETAL

STAPLE OR STICKY TAPE PETAL

# WORD MAZE

## Protecting children is everyone's business.

There are many people in your neighbourhood who you might be able to go to for help should you need it. Who might they be, do you think?

See how many neighbourhood support you can find in the word search puzzle !



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Protecting **children** is  
**EVERYBODY'S**  
**BUSINESS**



QUEENSLAND  
**CHILD**  
**PROTECTION**  
**WEEK**





# QUEENSLAND CHILD PROTECTION WEEK

7-13 September 2025

[www.childprotectionweek.org.au](http://www.childprotectionweek.org.au)

Protecting children is  
everyone's business –  
play your part.



## Word maze

Can you find all 11 people and places that you can go to for help and support?

Police	Sport coach	Ambulance	Kids Helpline	Doctor	Carer
Teacher	Hospital	Family	Social worker	School	

S	O	C	I	A	L	W	O	R	K	E	R
A	K	C	P	O	L	I	C	E	E	P	C
U	J	H	X	P	U	E	N	G	E	Z	A
N	K	U	F	A	M	I	L	Y	N	O	M
I	P	R	D	Z	F	D	F	S	I	T	B
D	O	C	T	O	R	E	V	I	L	Y	U
E	T	H	L	G	O	F	N	O	P	H	L
D	N	E	I	R	F	C	O	Z	L	O	A
N	I	C	Y	B	I	H	V	S	E	S	N
S	P	O	R	T	C	O	A	C	H	P	C
S	E	R	U	S	L	U	C	B	S	I	E
T	E	A	C	H	E	R	I	R	D	T	Z
S	S	E	N	R	E	H	T	E	I	A	A
A	N	C	A	R	E	R	T	A	K	L	G

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Kids Helpline: phone 1800 551 800 or go to [www.kidshelpline.com.au](http://www.kidshelpline.com.au)

# CALM TIME ORIGAMI CHATTERBOX

A fun, creative game to explore what comfort and calm mean to us.

This chatterbox game invites us to play and learn about the meaning of comfort and calm. It also offers invitations to practice breath-based and comfort-focused activities.

**Turn to the next pages for full instructions.**



This activity has been contributed by **Australian Childhood Foundation**

Love has the power to prevent and heal abuse.

At Australian Childhood Foundation love is an action, a daily effort to build positive relationships that keep children and young people safe and help them to heal.

Australian Childhood Foundation provides counselling to children and carers. They teach adults to understand how they can help children to heal from the trauma of abuse and violence. They stand up for children, and young people's rights to safety. They act to ensure every child gets the love they need.

For more information visit [www.childhood.org.au](http://www.childhood.org.au)





# Calm Time Origami Chatterbox

**A game to explore what comfort and calm mean to us.**

This chatterbox game invites us to play and learn about the meaning of comfort and calm. It also offers invitations to practice breath-based and comfort-focused activities.

One person operates the chatterbox, while the other takes a turn at choosing from its options to make their way to the centre of the folded paper which has activity ideas to choose from.

## How to Use a Chatterbox:

- The Chatterbox operator holds the chatterbox on thumbs and fingers.
- The player choses from the four outside sides, then the chatterbox operator spells out their choice while moving the parts of the chatterbox.
- The player chooses a number from the four inner numbers, then the chatterbox operator counts out the number, moving the chatterbox again.
- The player chooses a number again and the chatterbox operator opens out the flap with the chosen number on it.
- The player choses from two activity prompts written beneath the chosen number.
- Swap and repeat. Different choices will lead to different activity options in the centre.

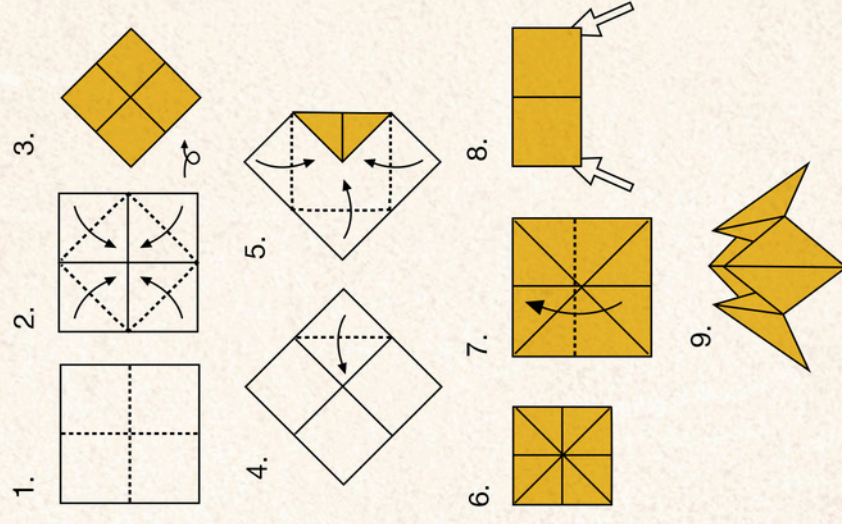





# Calm Time

## Origami Chatterbox

You might like to invite children to colour in this chatterbox to customise it anyway they like.

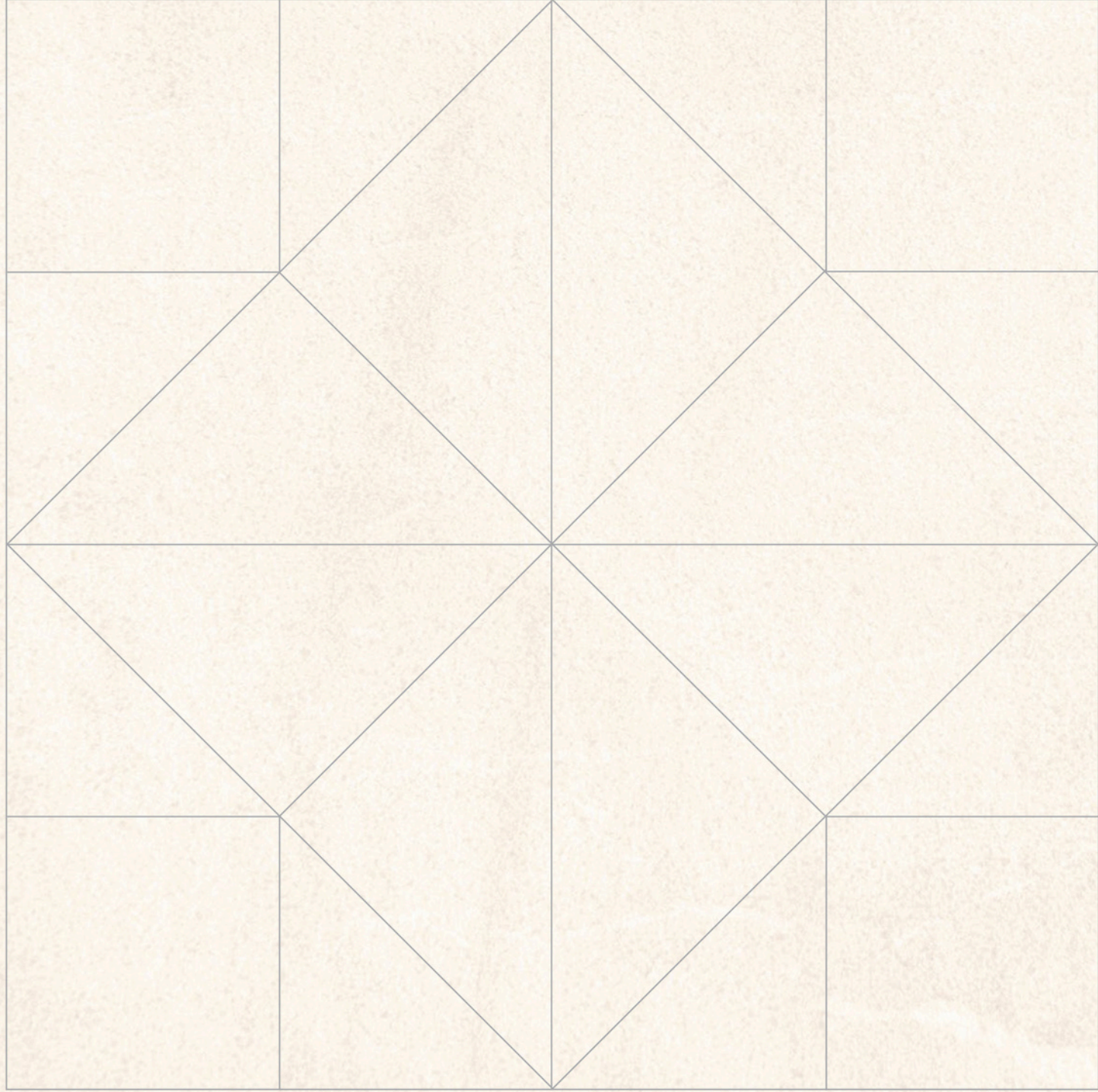
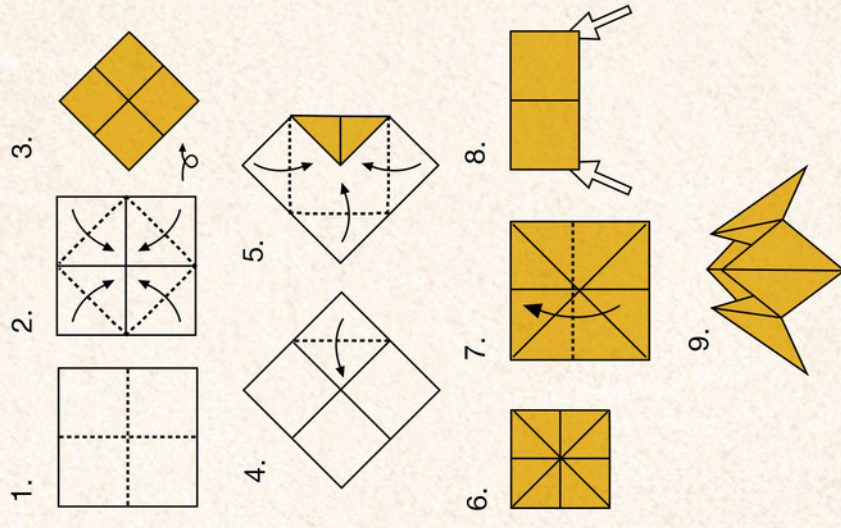


 <p>Music</p>	<p>3</p>	<p>5</p>	 <p>Read</p>
<p>What is a comforting smell you like?</p> <p>Or</p> <p>Put one hand on your heart, the other on your tummy. Breathe in and out. Repeat.</p>	<p>4</p>	<p>Where do you feel the safest? Draw yourself in this space.</p> <p>Or</p> <p>When is usually the calmest time of your day?</p>	<p>6</p>
<p>Guess each other's favourite relaxing activities.</p> <p>Or</p> <p>Share some music you find relaxing.</p>	<p>2</p>	<p>Through your nose breathe in positivity and calm. Breathe out negativity and stress. Repeat.</p>	<p>Let a comforting image come into your mind. Describe it.</p> <p>Or</p> <p>Stretch your body. Try out other gentle movements your body likes.</p>
 <p>Rest</p>	<p>1</p>	<p>8</p>	 <p>Float</p>



# Make your own Origami Chatterbox

Before you start folding consider making your chatterbox look more colourful by colouring it in.





# SUPERHERO ME

All of us are superheroes, in our own special way. The more we can see what super powers we have - like kindness, creativity, generosity, being funny - the greater our self esteem.

We each have special strengths that we can share with those around us - what are yours?

**Turn to the next pages for full instructions.**



This activity was contributed by **CREATE Foundation** [www.create.org.au](http://www.create.org.au)

Become a clubCREATE member: [www.create.org.au/clubcreate-members/](http://www.create.org.au/clubcreate-members/)



## About CREATE

CREATE provides programs and services to children and young people with a statutory care experience and develops policy and research to advocate for a better care system. Their mission is to create a better life for children and young people in care by:

- Connecting children and young people to each other, CREATE and their community
- Empowering children and young people to build self-confidence, self-esteem and skills that enable them to have a voice and be heard
- Changing the care system, in consultation with children and young people, through advocacy to improve policies, practices and services, and increase community awareness.

# Superhero Me!

At CREATE, we believe every child has amazing strengths and abilities, just like superheroes! Drawing yourself as a superhero helps you see how powerful and special you are. During National Child Protection Week, it's important to remember that you have the power to help keep yourself and others safe, by speaking up and using your voice. By recognising your own strengths, you can feel confident and ready to face any challenges, just like a true superhero!

## What You'll Need:

Crayons, markers, or colored pencils  
Craft supplies (glitter, stickers, etc.)

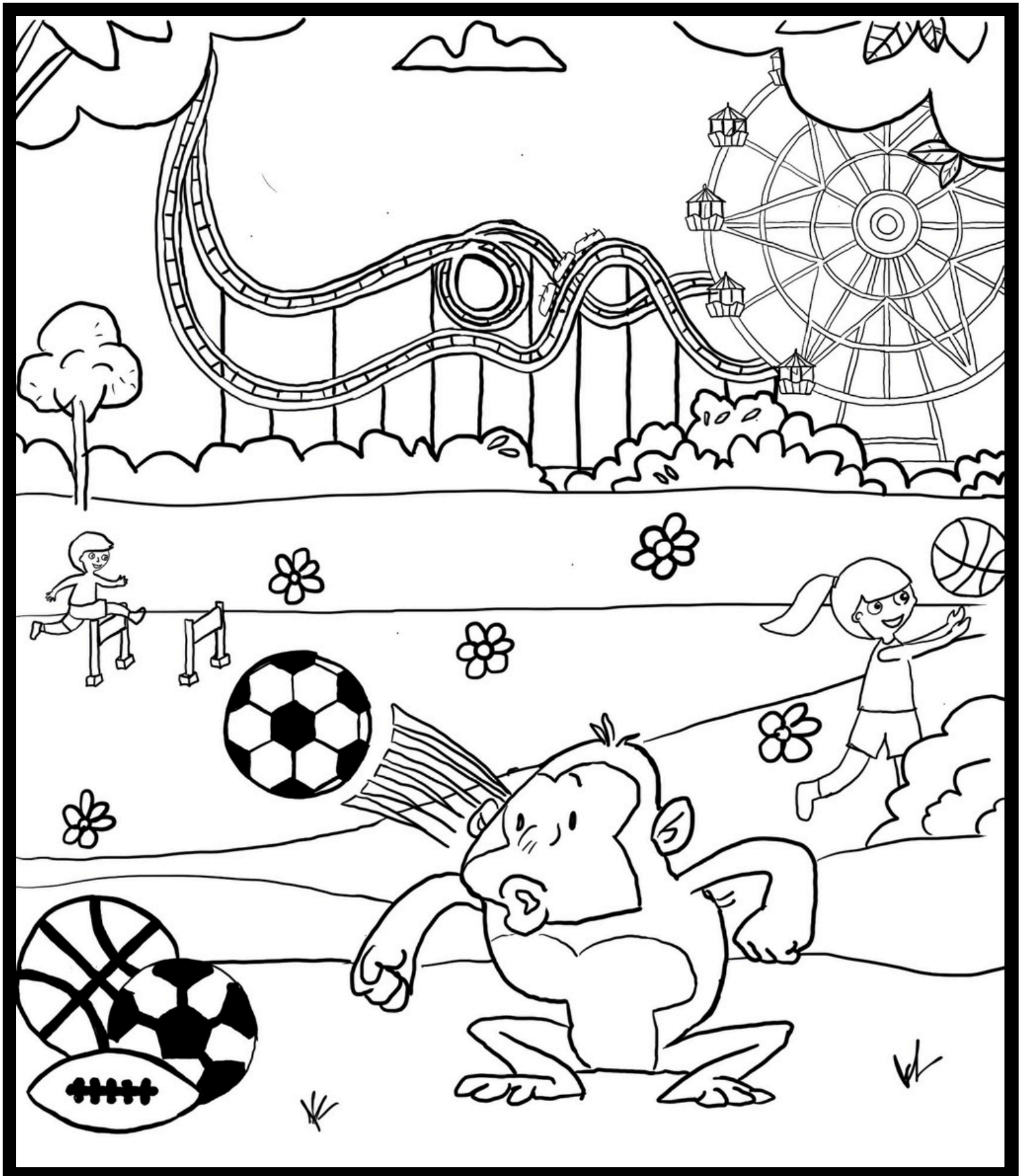
## How to Play:

1. Think about what makes you special and strong. What are your superpowers?
2. Draw yourself as a superhero! Give yourself a cool superhero name, costume, and special powers.
3. Decorate your superhero with craft supplies to make it super awesome.
4. Show your superhero drawing to your friends and family, and tell them about your powers.





# Colour with CREATE!



To THRIVE, kids and young people NEED....

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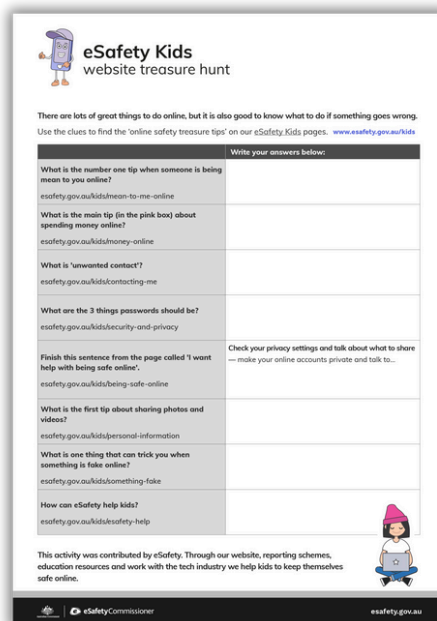
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**create**  
FOUNDATION

# WEBSITE TREASURE HUNT

There are lots of great things to do online, but it is also good to know what to do if something goes wrong.

Use the clues to find the 'online safety treasure tips' on our eSafety Kids pages.




**eSafety Kids**  
website treasure hunt

There are lots of great things to do online, but it is also good to know what to do if something goes wrong. Use the clues to find the 'online safety treasure tips' on our eSafety Kids pages. [www.esafety.gov.au/kids](http://www.esafety.gov.au/kids)

Write your answers below:	
What is the number one tip when someone is being mean to you online? <a href="http://esafety.gov.au/kids/mean-to-me-online">esafety.gov.au/kids/mean-to-me-online</a>	
What is the main tip (in the pink box) about spending money online? <a href="http://esafety.gov.au/kids/money-online">esafety.gov.au/kids/money-online</a>	
What is 'unwanted contact'? <a href="http://esafety.gov.au/kids/contacting-me">esafety.gov.au/kids/contacting-me</a>	
What are the 3 things passwords should be? <a href="http://esafety.gov.au/kids/security-and-privacy">esafety.gov.au/kids/security-and-privacy</a>	
Finish this sentence from the page called 'I want help with being safe online'. <a href="http://esafety.gov.au/kids/being-safe-online">esafety.gov.au/kids/being-safe-online</a>	Check your privacy settings and talk about what to share — make your online accounts private and talk to...
What is the first tip about sharing photos and videos? <a href="http://esafety.gov.au/kids/personal-information">esafety.gov.au/kids/personal-information</a>	
What is one thing that can trick you when something is fake online? <a href="http://esafety.gov.au/kids/something-fake">esafety.gov.au/kids/something-fake</a>	
How can eSafety help kids? <a href="http://esafety.gov.au/kids/esafety-help">esafety.gov.au/kids/esafety-help</a>	

This activity was contributed by eSafety. Through our website, reporting schemes, education resources and work with the tech industry we help kids to keep themselves safe online.

 **eSafety Commissioner**

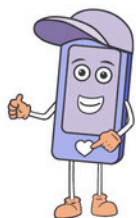
[esafety.gov.au](http://esafety.gov.au)

This activity was contributed by the **eSafety Commissioner**.

Through their website, reporting schemes, education resources and work with the tech industry, the eSafety Commission helps kids to keep themselves safe online.

[www.esafety.gov.au/kids](http://www.esafety.gov.au/kids)





# eSafety Kids

## website treasure hunt

There are lots of great things to do online, but it is also good to know what to do if something goes wrong.

Use the clues to find the 'online safety treasure tips' on our [eSafety Kids](http://www.esafety.gov.au/kids) pages. [www.esafety.gov.au/kids](http://www.esafety.gov.au/kids)

	Write your answers below:
<b>What is the number one tip when someone is being mean to you online?</b> <a href="http://esafety.gov.au/kids/mean-to-me-online">esafety.gov.au/kids/mean-to-me-online</a>	
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<b>What are the 3 things passwords should be?</b> <a href="http://esafety.gov.au/kids/security-and-privacy">esafety.gov.au/kids/security-and-privacy</a>	
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<b>What is one thing that can trick you when something is fake online?</b> <a href="http://esafety.gov.au/kids/something-fake">esafety.gov.au/kids/something-fake</a>	
<b>How can eSafety help kids?</b> <a href="http://esafety.gov.au/kids/esafety-help">esafety.gov.au/kids/esafety-help</a>	



This activity was contributed by eSafety. Through our website, reporting schemes, education resources and work with the tech industry we help kids to keep themselves safe online.



# 5 FINGERS OF SUPPORT

The aim of this activity is for children to make a **Support and Safety Circle** of trusted adults they can go to for help, and places and things that help them to feel safe.

## Activity

### Step 1.

Hold up your hand, you might notice that all our hands are a little similar but also very different. The same goes for our 5 fingers of support, you might have different supports than the person next to you.

### Step 2.

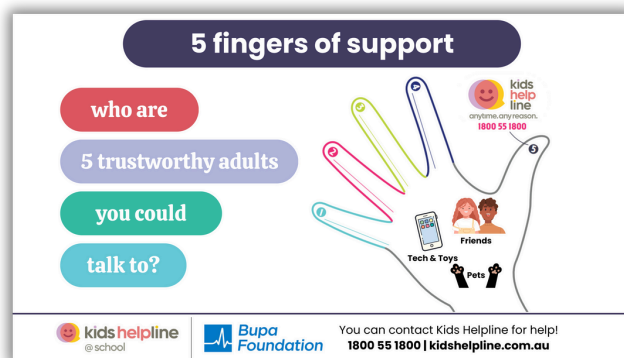
Give me a big THUMBS UP! Kids Helpline are on the thumb because they are there for you, anytime any reason. And even if you don't know who can support you, you can always talk to us.

### Step 3.

On your other 4 fingers is where you put your adult supports. It might be: a parent or carer, a family member like a cousin/adult /sibling/ aunty/uncle/ grandparent, a family friend, a coach or baby sitter, teacher.

### Step 4.

On your palm is where you put your friends, pets and toys – because these are important too and you can hold them close.



These are some examples the Kids Helpline counsellor's came up with for the 5 fingers of supports.

**What would your 5 fingers of support look like?**

This activity was contributed by **Kids Helpline**.

Kids Helpline, powered by **yourtown** is Australia's only free and confidential, 24/7 online and phone counselling service for young people aged 5 – 25. Kids Helpline is here for children and young people whenever they need us, anytime for any reason 24/7, through tailored mental health counselling services in line with their changing preferences for help-seeking.

Visit [kidshelpline.com.au](https://www.kidshelpline.com.au) or free call 1800 55 1800.



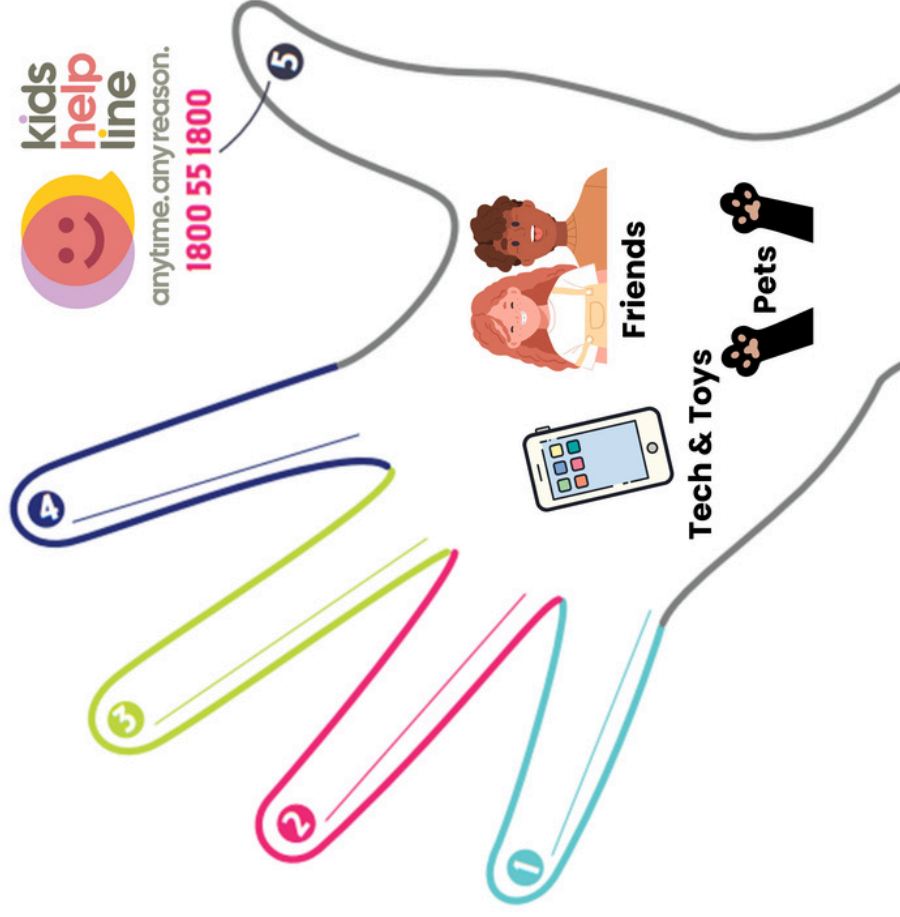
# 5 fingers of support

who are

5 trustworthy adults

you could

talk to?



# CIRCLE OF FRIENDS

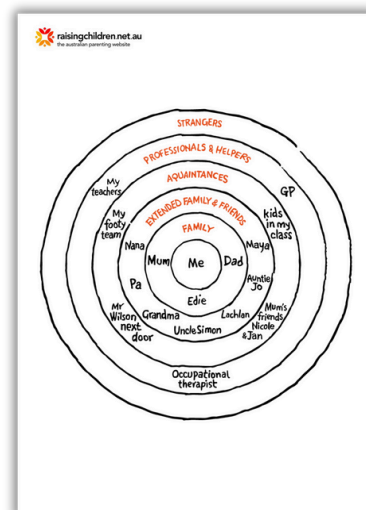
A circle of friends activity can help you start a conversation with your child about topics like personal boundaries, body signals, and safe and unsafe touch.

For example, a circle of friends activity can get you and your child talking about:

- **who's in their life** – who they feel close to and safe and comfortable with
- **how they can interact with other people** – what's safe, comfortable and OK
- **how other people should talk, behave and touch them** – what's safe, comfortable and OK.

## How to do a circle of friends activity with your child

1. Start with a big piece of paper and ask your child to draw a **picture of themselves** in the middle. Or they could stick a photo of themselves there. Ask your child to draw a circle around themselves.
2. Draw a larger circle around your child's circle. In this circle ask your child to add the **people they feel closest to**. Your child could write their names, draw pictures or stick on photos of them.
3. Draw a larger circle around the first 2 circles. In this circle ask your child to add people who are close to them but **not quite as close** as those in the first circle. They could be extended family or your child's best friends. Talk with your child about who they think should be included and why.
4. Draw another circle around the others and add **acquaintances**. These are people your child knows but isn't close friends with. They could be people in your child's wider group of friends, in their class at school, on their sports team, or family friends. Talk with your child about who they think should be included and why.
5. Draw another circle and add **professionals** and other people whose jobs are to help your child. They might be teachers, doctors or carers.
6. In the outside circle add **strangers**. These are people your child doesn't know.



## Using the circle of friends to help your child understand personal boundaries

Once you've added people to each of the circles, talk with your child about how they can safely interact with people in each circle.

**You could ask questions like these:**

- How would you greet people in this circle?
- Which people would it be OK to kiss or hug?
- Who would you invite to your house for dinner?
- Who could you talk to if you're worried about something?
- Would it be safe or appropriate to sit in this person's lap?
- Which people do you feel comfortable hugging or holding hands with?
- Which people do you feel safe with collecting you from school?
- If your child feels comfortable with a behaviour you don't think is appropriate, you can talk about this with your child

This activity was contributed by [raisingchildren.net.au](http://raisingchildren.net.au), the Australian parenting website providing **up-to-date, evidence-based, independent and free information** for parents and professionals working with families.

 **raisingchildren.net.au**  
the Australian parenting website



# CIRCLE OF FRIENDS CONTINUED

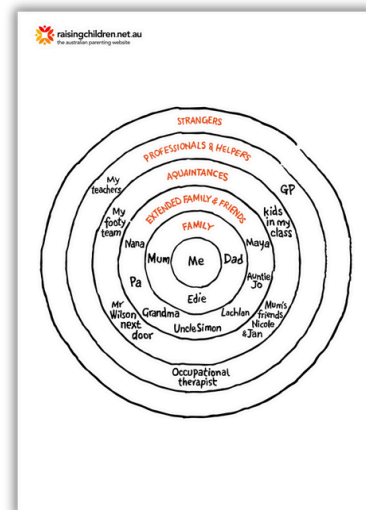
## Personal boundaries: why they're important for children

Personal boundaries are our own **limits and rules for the ways we behave around people** and the ways people behave around us.

Our personal boundaries reflect what we feel is safe and reasonable. For example, we might have personal boundaries for touching other people and being touched. Our personal boundaries might also relate to what we feel comfortable sharing with other people about ourselves.

When children learn about their own and other people's personal boundaries, it helps them understand how to behave in different social situations.

It also helps children recognise inappropriate, unsafe or unwanted behaviour. This means they're more likely to say no to this behaviour or to ask for help if it happens.



## Adapting this activity for children of different ages

**If your child is young,** they might need help working out who should go into each circle. You could ask them to think about people they feel safe, happy, relaxed and comfortable spending time with. You could explain that these are people that your child knows very well and who know your child well.

It's best to avoid suggesting specific people. This might make your child feel they have to put certain people in a circle, even if they don't feel comfortable or safe with them.

Your child might also need help drawing the pictures and circles. Try to guide your child by holding their hand while drawing the circle, rather than just doing it for them.

**If your child is older,** they might want to do the activity more independently. Your child could add people to the circles, and then you could talk with your child about why they've chosen those people. Encourage your child to think about any people they might have missed.

## Adapting this activity for children with diverse abilities

**If your child has developmental delay,** it might be helpful to do the activity several times. Your child might also need help to think about who should go into each circle, plus help with drawing the circles and pictures.

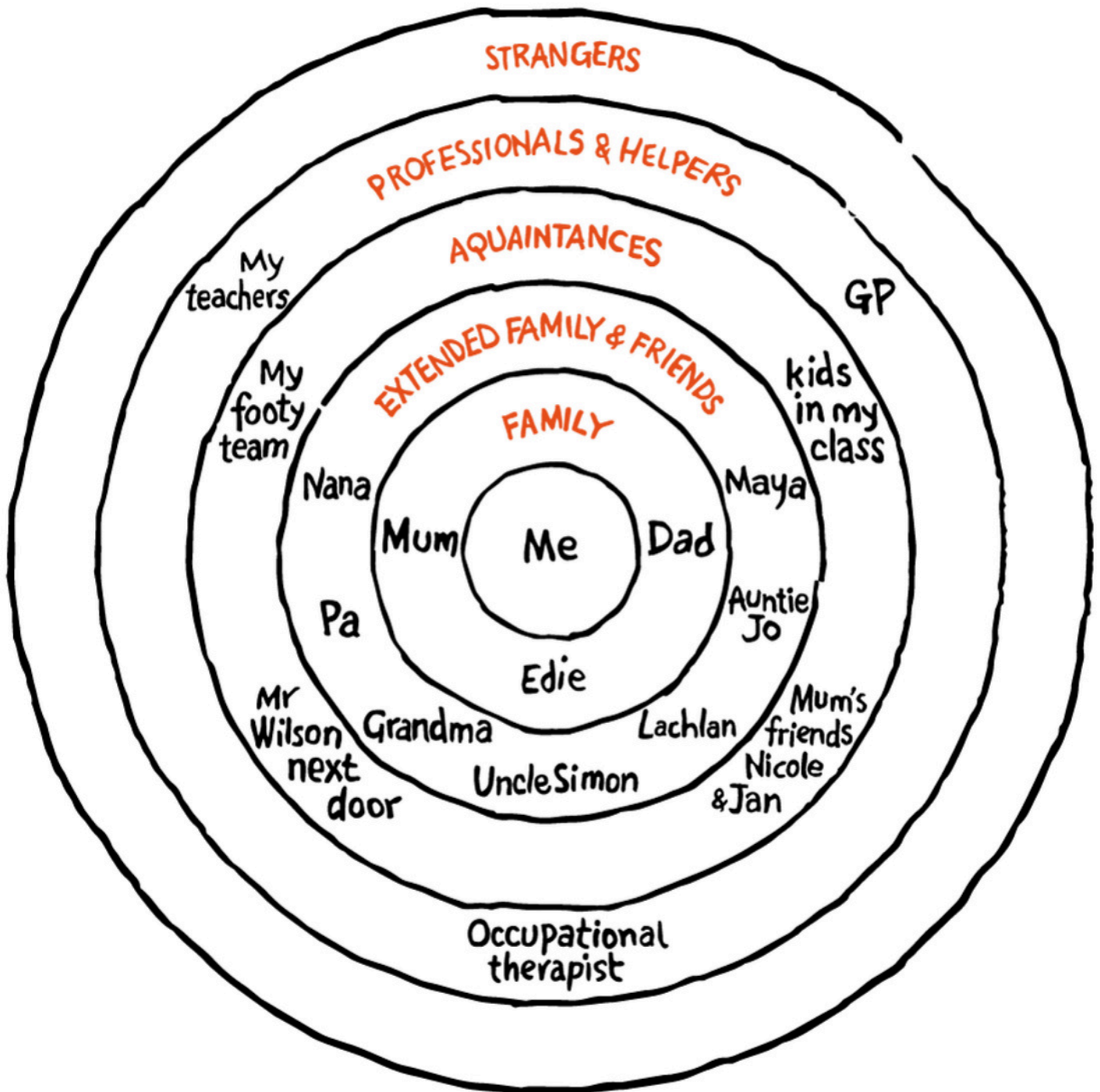
**If your child has physical disability,** they might need help with drawing. Or they could use digital tools to draw.

**If your child has cognitive disability,** it's best to use clear, simple language and examples to explain concepts. An 'Is it OK to ...?' table can also help.

For children with disability, it's also a good idea to think about all the people in your child's circle, including carers or other support people.

This activity was contributed by [raisingchildren.net.au](http://raisingchildren.net.au), the Australian parenting website providing **up-to-date, evidence-based, independent and free information** for parents and professionals working with families.

 **raisingchildren.net.au**  
the Australian parenting website

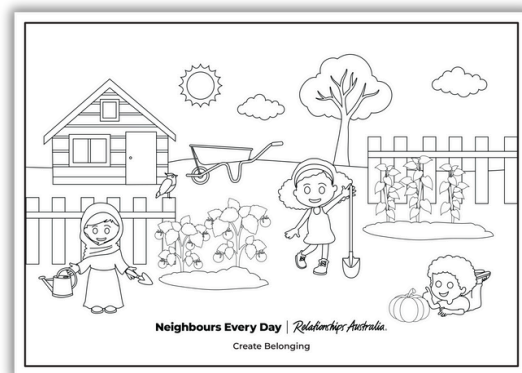




# BRIGHTEN UP YOUR NEIGHBOURHOOD

Brighten up your neighbourhood. Use your favourite colours (crayons, pencils, markers, paints etc.) to colour these images of neighbours being friendly and kind to each other.

If you'd like to share your artwork you could write a thoughtful note on the back of your page and gift it to a neighbour.



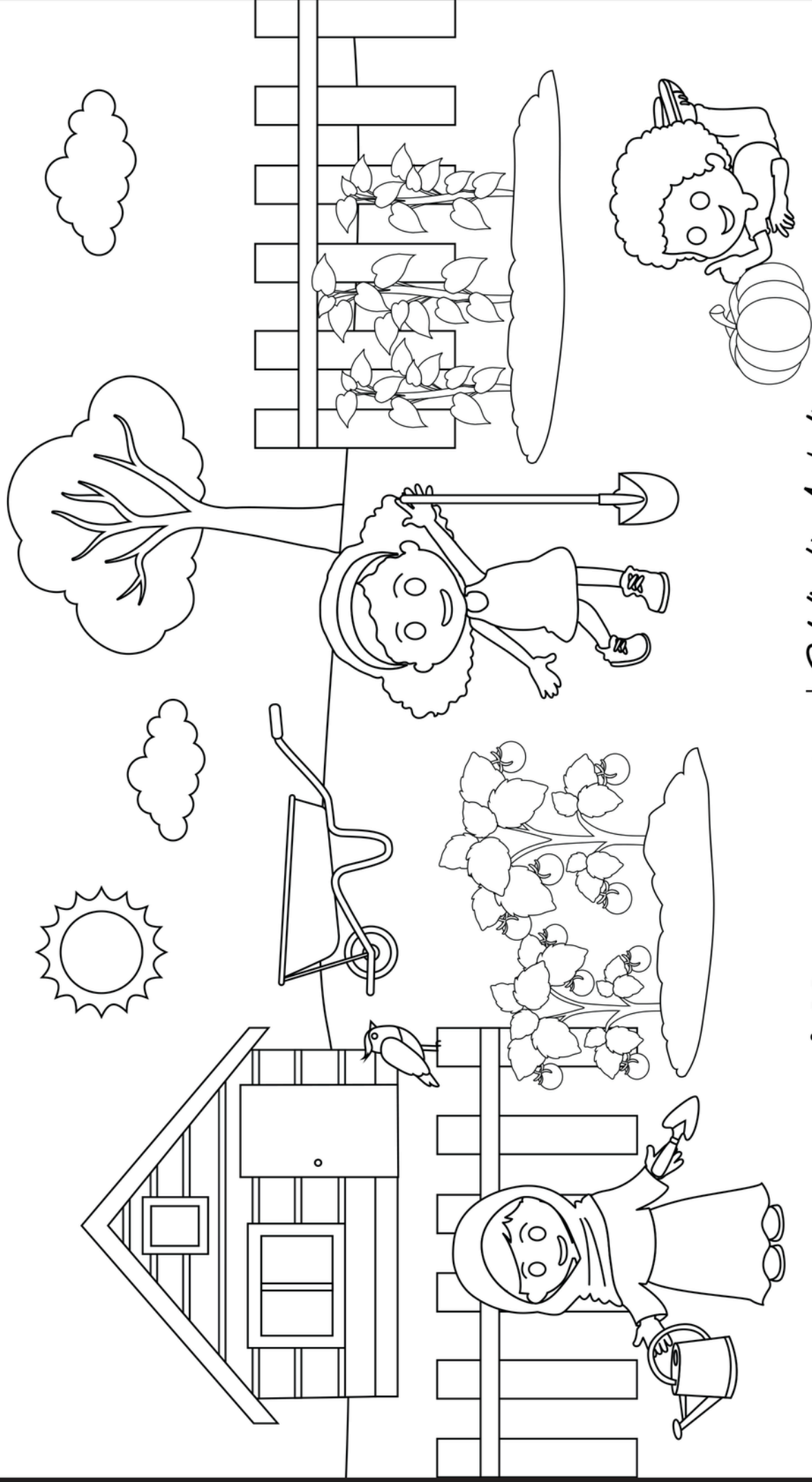
This activity was contributed by **Relationships Australia**, a leading provider of relationship support services for individuals, families and communities. [www.relationships.org.au](http://www.relationships.org.au)

Relationships Australia aims to support all people in Australia to achieve positive and respectful relationships. With a child-centred approach to family relationships, Relationships Australia very much supports the efforts of NAPCAN and the theme of the campaign this year.

**Neighbours Every Day (NED)** is Relationships Australia's social connection campaign. It's annual day of action is Neighbour Day, a celebration of community on the last Sunday in March, encouraging people to connect with their neighbours and create belonging.  
[www.neighbourseveryday.org](http://www.neighbourseveryday.org)

Relationships Australia®





**Neighbours Every Day** | *Relationships Australia*

Create Belonging



# I'M DEADLY!

## WHY?

To find out a bit about the child and how they see themselves - their strengths and dreams.

The circle of friends activity helps your child understand the different people in their life – what their relationship is with these people, how your child should behave with them, and what behaviour is OK from those people. It can help keep them safe.

## WHAT TO DO?

### Explain

- Everyone is different. These differences make you deadly.
- Talk about some of the things that you have noticed about them already – things that you admire or you've noticed they do
- Let's take a look at some of the things that are important to you

### Using the tool

- Work your way through the **I'm deadly** tool together
- Let the child know they can write words or draw pictures in each circle.
- Let them know if they don't want to fill a space in that's OK – you can leave it blank or come up with ideas together



### Be Careful

- Some kids can find it hard to talk about their strengths. Without taking over, gently give them some ideas or remind them about what others have told you - Your mum told me you were deadly at ....You're great at making me laugh...

### Finish

- Ask if you can take a copy so you don't forget
- Ask where they will display **I'm deadly** and who they would want to see it.

This activity is from **Child's Voice - Our children have the right to be heard**, which was created by the Victorian Aboriginal Child Care Agency (VACCA) and includes more activities designed specially for Aboriginal children. VACCA is a state-wide Aboriginal Community Controlled Organisation (ACCO) servicing children, young people, families, and community members. [www.vacca.org](http://www.vacca.org)



The Child's Voice resources are based on the Kids Central Toolkit, which was developed by Institute of Child Protection Studies, Australian Catholic University to help services place children in the centre of their work. Find out more at the Kids Central Website: [www.acu.edu.au/icps/kids-central-toolkit](http://www.acu.edu.au/icps/kids-central-toolkit)





# I'm deadly!

Child's Voice • 13

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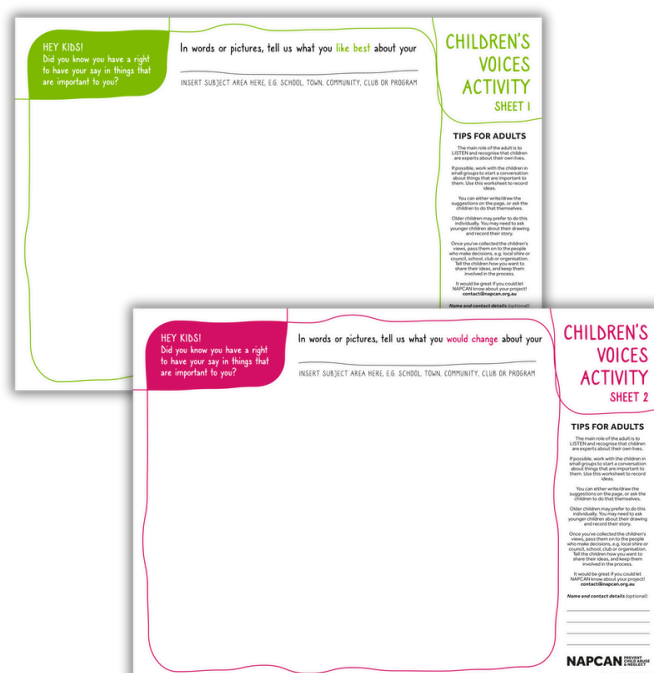
# CHILDREN'S VOICES

If we want to make our local communities great for children, we need to ask them what they think, because:

- **Children experience the world differently from adults.**
- **Adults cannot guess what is important for children without asking them and listening to the answer.**
- **Children may have priorities that adults prefer not to think about.**
- **Children use community facilities in ways that are different from adults.**

The aim of this activity is to provide a simple tool to help adults to start listening to, and acting on, the views of young people. A critical part of this project is to make sure that this feedback is actually used to inform decisions in the local community.

So, once you've done this activity, think about ways to pass on the children's suggestions to decision-makers such as local councils. Or get creative about how you display the drawings at your school or maybe even the local library.



The Children's Voices Activity was created by the **National Association for Prevention of Child Abuse and Neglect (NAPCAN)** as a tool to support organisations to listen to, and act on, the voices of children. To find out more about the work of NAPCAN including how to get involved with National Child Protection Week, visit [www.napcan.org.au](http://www.napcan.org.au)

**NAPCAN** PREVENT CHILD ABUSE & NEGLECT

HEY KIDS!  
Did you know you have a right  
to have your say in things that  
are important to you?

In words or pictures, tell us what you **like best** about your

INSERT SUBJECT AREA HERE, E.G. SCHOOL, TOWN, COMMUNITY, CLUB OR PROGRAM

# CHILDREN'S VOICES ACTIVITY SHEET 1

## TIPS FOR ADULTS

The main role of the adult is to LISTEN and recognise that children are experts about their own lives.

If possible, work with the children in small groups to start a conversation about things that are important to them. Use this worksheet to record ideas.

You can either write/draw the suggestions on the page, or ask the children to do that themselves.

Older children may prefer to do this individually. You may need to ask younger children about their drawing and record their story.

Once you've collected the children's views, pass them on to the people who make decisions, e.g. local shire or council, school, club or organisation.

Tell the children how you want to share their ideas, and keep them involved in the process.

It would be great if you could let NAPCAN know about your project!  
**contact@napcan.org.au**

Name and contact details (optional):

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HEY KIDS!  
Did you know you have a right  
to have your say in things that  
are important to you?

In words or pictures, tell us what you **would change** about your

\_\_\_\_\_  
INSERT SUBJECT AREA HERE, E.G. SCHOOL, TOWN, COMMUNITY, CLUB OR PROGRAM

# CHILDREN'S VOICES ACTIVITY SHEET 2

## TIPS FOR ADULTS

The main role of the adult is to LISTEN and recognise that children are experts about their own lives.

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**2025** NATIONAL CHILD PROTECTION WEEK

**NAPCAN** PREVENT  
CHILD ABUSE  
& NEGLECT  
[www.napcan.org.au](http://www.napcan.org.au)