Read First: Notes for translation

* Only translate content appearing in the columns for **{Script}** and **{On Slide Text}.**
* **Do not** translate content in the **{Animation Notes}** column. Leave this column in English.
* **Do not translate Lesson headings**. Leave them in English. Please make sure the lesson headings remain in English next to “Lesson:”, as this helps the team tracking the video translation.
* Ensure names of tips are consistent across a module. For example, “Be Calm” should remain in the same form on every slide it appears in. It shouldn’t change to “Stay Calm” or “Being Calm” later on.
* Don’t include any slashes (/) or brackets where they weren’t present in the original script - make sure the script is final and matches the original stylistically.
* **Do not translate** numbers appearing in brackets, such as [1] or the word [pause].

# {Modules}

| {Care for Yourself} | |
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| Today’s lesson is about caring for yourself.  Here are four tips on how to take care of yourself: | Care for Yourself |
| The first tip is to rest.  Even if rest looks different right now, try to rest when you can.  Take a few minutes between responsibilities to do something that helps you relax. | Rest |
| The second tip is to connect.  Connect with loved ones as often as you can.  Find someone you can talk to about how you are feeling. | Conectar |
| The third tip is to breathe.  Take a moment each day to listen to your breath as it goes in and out.  Losing your temper? Breathe in and out slowly five times. | Breathe |
| The fourth step is to care.  Make sure to take care of yourself so you can feel better and be there for your family.  Remember to praise yourself each time you take steps to cope. | Care |

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| {Make a Routine for Time Together} | |
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| Today’s lesson is about making a routine for your children.  Here are three tips on making routines to spend time together with your children. | Make a Routine for Time Together |
| The first tip is to do it daily.  Even when it feels hard, try to have some activities that you and your children do every day for yourself and your children.  If you can, daily routines like eating together and cleaning can help children feel safe, especially during uncertain times. | Do it daily  Have activities you and your children do daily  Help children with daily routines |
| The second tip is to play every day.  Try to set aside time to play or spend quality time with your children every day.  Playing with and talking to children for a few minutes every day helps them feel secure. | Play every day  Set aside time  Play and talk with your children for a few minutes |
| Ask children what they would like to do.  Listen to them, look at them, and give them your full attention. | Ask children  Listen and give your full attention |
| The third tip is to practice being calm.  Our children learn calmness and kindness from us.  Every day, try telling yourself a calming message.  Try “I can do this, I am trying my best.” | Practice being calm  Children learn from us  Tell yourself a calming message |
| Small amounts of time can help children feel safe and loved.  After this lesson, you can type PLAY to get some activity ideas to do with children. | Type PLAY |
| Here are some regular activities you might want to try to do with your children:  Eat one meal together | Eat one meal together |
| Getting ready to sleep | Getting ready to sleep |
| Exercise daily | Exercise daily |
| Daily play activities | Daily play activities |

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| {Help Children Cope with Uncertain Situations} | |
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| Today’s lesson is about helping your children cope with uncertain situations.  Here are three tips on how you can support your children during tough times: | Help Children Cope with Uncertain Situations |
| The first tip is to listen.  Children may be scared, confused and angry. Simply being present and listening makes all the difference. They need your support.  Listen to your children when they share how they are feeling.  Tell them whatever they are feeling is okay, and give them comfort. | Listen |
| The second tip is to praise your children.  Ask children to help with day-to-day tasks, such as making food or cleaning.  Praise them for trying or doing well. This encourages helpful behaviour.  Praising children shows them that you notice and care. | Praise your children |
| The third tip is to praise yourself.  Every day before you sleep, praise yourself for trying to help your children cope.  Thinking of even one thing you are proud of can make a difference! | Praise yourself |

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| {Help Children When Someone Dies} | |
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| Today’s lesson is about helping your children when someone dies.  Here are three tips on how to help your children when someone dies: | Help Children When Someone Dies |
| The first tip is to be clear.  In simple words, tell them the person has died and will not come back.  If one of their caregivers has died, tell children who they will live with and who will look after them – they often worry about this. | Be clear  Explain that the person will not return  Explain who will care for them |
| The second tip is to accept feelings.  There is no right way for a child to react to loss. Children may act happy but still feel sad.  Listen to your child and tell them whatever you are feeling is okay. | Accept feelings  Children react in many ways  Listen and explain that all feelings are okay |
| The third tip is to say goodbye.  Do something together to say goodbye to the person – a song, letter or prayer. | Say goodbye  Do something together to say goodbye  Try a song, letter, or prayer |
| Let us understand how children of different ages react to death.  Small children under the age of 5 years may ask if the person who has died is coming back. |  |
| They might hold onto you or other caregivers more or start doing things they used to do when they were younger, like wetting the bed. |  |
| Older children between six and eleven years old may ask more questions and want to understand what happened. |  |
| They may show their grief through anger and experience physical aches or pains. |  |
| Adolescents and young teenagers from around the age of twelve years will wonder about why things happen. |  |
| Their reactions will vary and can include lack of interest, anger, extreme sadness and poor concentration. |  |

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| {Protect our Children from Sexual Violence} | |
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| Today’s lesson is about protecting our children from sexual violence.  Here are six tips for protecting your child from sexual violence: | Protect Children From Sexual Violence |
| The first tip is that saying no is OK.  Teach your child that no one has the right to touch them or make them uncomfortable.  Practice saying "NO" loudly and strongly together.  Remember, you can do this with words and with body.  Talking about this with your child helps protect them. | No is OK! |
| The second tip is to tell a person of trust.  Tell your children that abusers often trick by giving gifts, pretending to be kind and supportive. Once violence happens, the abuser asks them to keep sexual violence a “secret”.  Remind them that they don’t have to keep secrets from their parents or a person they trust.  Tell your children they don’t need to feel ashamed about the violence they survived.  Let them know it’s always okay to talk to a trusted adult, like a parent or a teacher, if someone makes them feel uncomfortable.  Let them know it’s always okay to talk to a trusted adult, like a parent or a teacher, if someone makes them feel uncomfortable. | Tell a person of trust |
| The third tip is to recognize.  It’s not always easy to see, but some signs may show a child has been hurt. Children may:  Start doing things they used to do when they were younger, such as wetting the bed.  Have unexplained physical complaints. | Recognize  Start doing things they did when they were younger  Unexplained physical complaints |
| Experience sudden changes in mood or behaviour.  They may start holding onto you or other caregivers more.  They can begin struggling with peers or school — such as having fewer friends, doing worse in class, or skipping school.  They can also engage in risky or self-harming behaviours, like cutting, stealing, or using substances. | Sudden changes in mood or behaviour  Holding onto caregivers  Struggles with peers or school  Engaging in risky or self-harming behaviours |
| The fourth tip is to listen.  Take a deep breath so you can respond calmly.  Ask yourself, “What does my child need right now?” | Listen  Respond calmly  Ask “What does my child need right now?" |
| Let your child share with you what they need. Avoid criticism.  Date cuenta de lo que sienten y Decirle lo que notas para que se sientan escuchadas y escuchados.  Tell your child that you believe them and are there for them. | Let them share without criticism  Notice and name their feelings  Tell your child you believe and support them |
| The fifth step is to respond.  What might help in this situation?  You might need to help your child talk about their feelings or redirect their focus.  You might need to talk about the actions that you or your child could take to help with what has happened. In case of sexual violence, you and Your child need to go to the clinic. | Respond  Help your child express feelings or redirect focus.  Talk about steps you and your child can take  Go to a clinic if needed |
| Right now, your child needs you to be there for them with love.  Remind them that it is not their fault what other people did to them.  Remember, you can always type HELP and get information about resources in your community where you may receive help. | Be there for them  Remind them it’s not their fault  Type HELP |
| The sixth tip is to comfort your child.  It can be hard to see your child feeling upset or confused, but there is a lot you can do to support them.  Reassure them it’s not their fault and they are safe and loved.  Remind your child again that you love them and that together, you two will find solutions. Thank them for sharing with you. | Comfort your child |