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: | Prendre soin de Vous-même |
| 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.  Soyez en contact avec vos proches aussi souvent que possible.  Trouvez quelqu'un à qui vous pouvez parler de ce que vous ressentez. | Connect |
| The third tip is to breathe.  Chaque jour, prenez le temps d'écouter votre respiration à l'inspiration et à l'expiration.  Losing your temper? Breathe in and out slowly five times. | Breathe |
| The fourth step is to care.  Veillez à prendre soin de vous-même afin de vous sentir mieux et pouvoir soutenir votre famille.  N'oubliez pas de vous féliciter chaque fois que vous prenez des initiatives pour faire face à la situation. | 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. | Instaurer des habitudes pour passer du temps ensemble |
| The first tip is to do it daily.  Même si cela vous paraît difficile, essayez d'avoir des activités quotidiennes pour vous-même et vos enfants.  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.  Essayez de dégager du temps pour jouer ou passer du temps de qualité avec vos enfants tous les jours.  Jouer et parler avec les enfants pendant quelques minutes chaque jour les aide à se sentir en sécurité. | Play every day  Set aside time  Play and talk with your children for a few minutes |
| Demandez aux enfants ce qu'ils veulent faire.  Écoutez-les, regardez-les et accordez-leur toute votre attention. | Ask children  Listen and give your full attention |
| The third tip is to practice being calm.  Nos enfants apprennent de nous le calme et la gentillesse.  Chaque jour, essayez de vous dire un message apaisant.  Dites "Je peux le faire, je fais de mon mieux" | Practice being calm  Children learn from us  Tell yourself a calming message |
| En consacrant un peu de temps aux enfants, cela peut les aider à se sentir en sécurité et aimés.  After this lesson, you can type PLAY to get some activity ideas to do with children. | Type PLAY |
| Voici quelques activités régulières que vous pourriez essayer de faire avec vos enfants :  Manger un repas ensemble | Manger un repas ensemble |
| Se préparer à dormir | Se préparer à dormir |
| Faire du sport tous les jours | Faire du sport tous les jours |
| Faire des activités de jeu tous les jours | Faire des activités de jeu tous les jours |

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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.  Écoutez vos enfants lorsqu'ils vous disent ce qu'ils ressentent.  Tell them whatever they are feeling is okay, and give them comfort. | Listen |
| The second tip is to praise your children.  Demandez aux enfants de vous aider dans les tâches quotidiennes, comme la préparation des repas ou le nettoyage.  Praise them for trying or doing well. This encourages helpful behaviour.  En félicitant les enfants, vous leur montrez que vous les remarquez et que vous vous souciez eux. | Praise your children |
| The third tip is to praise yourself.  Chaque jour, avant de vous endormir, félicitez-vous d'avoir essayé d'aider vos enfants à s'en sortir.  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.  En termes simples, dites-leur que la personne est décédée et qu'elle ne reviendra pas.  Si l'une des personnes qui s'occupent de l'enfant est décédée, dites à l'enfant avec qui il vivra et qui s'occupera de lui. Les enfants s'inquiètent souvent à ce sujet. | 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.  Écoutez votre enfant et dites-lui que ce qu'il ressent est normal. | Accept feelings  Children react in many ways  Listen and explain that all feelings are okay |
| The third tip is to say goodbye.  Faites quelque chose ensemble pour dire au revoir à la personne décédée : une chanson, une lettre ou une prière. | Say goodbye  Do something together to say goodbye  Try a song, letter, or prayer |
| Essayons de comprendre comment les enfants de différents âges réagissent à la mort.  Small children under the age of 5 years may ask if the person who has died is coming back. |  |
| Il est possible que l'enfant s'accroche plus à vous ou à d'autres personnes qui s'occupent de lui ou qu'il commence à faire des choses qu'il avait l'habitude de faire lorsqu'il était plus jeune, comme faire pipi au lit. |  |
| Older children between six and eleven years old may ask more questions and want to understand what happened. |  |
| Ils peuvent manifester leur peine par la colère et ressentir des douleurs physiques. |  |
| Adolescents and young teenagers from around the age of twelve years will wonder about why things happen. |  |
| Leurs réactions varient et peuvent se traduire par un manque d'intérêt, de la colère, une tristesse extrême et un manque de 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.  Apprenez à votre enfant que personne n'a le droit de le toucher ou de le mettre mal à l'aise.  Practice saying "NO" loudly and strongly together.  Rappelez-vous que vous pouvez le faire avec des mots et avec des gestes corporels.  Le fait d'en parler avec votre enfant contribue à le protéger. | 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.  Notice what they are feeling and tell them what you notice so they feel heard.  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 |