Onboarding

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| 🏅Module: Onboarding | | |
| Script | On Slide Text | Animation Notes |
| Welcome to ParentText Malaysia!  ParentText is a chatbot service designed to help you with your parenting. It has been developed by KEMAS, LPPKN, UNICEF, Parenting for Lifelong Health, UPM, MASW, and Oxford University, and tested all over the world. This programme works!  Being here shows how much you care about providing the best support for your child. Congratulations!  Remember: it is what you do with your child that will make a difference. ParentText will provide you with tips and skills to help you with your relationship with your child. It is up to you to put these tips into practice!  I’m \_\_\_\_\_, your guide. I may look like a human, but I’m actually a robot produced by Parenting for Lifelong Health and UNICEF to help you learn. | Welcome to ParentText |  |
| Today, I’m going to explain how to use ParentText. Together we will review:   * How to earn your Positive Parenting Trophy * How to track your progress * How to get help with this course * Accessing support to troubleshoot common parenting challenges, and * Resources available to you in an emergency or crisis. | * Earning Trophies * Tracking Progress * Getting Help * Troubleshooting your parenting challenges |  |
| First, How to complete the course and earn your Positive Parenting Trophy.  This course is divided into parenting goals to help you improve your relationship with your child and help them thrive. | Earning Your Positive Parenting Trophy  Improve my Relationship with my Child  Prepare my Child for Success in School  Understand Child Development  Give my Child Structure  Manage my Child’s Behaviour  Keep my Child Safe and Healthy  Have a Healthy Relationship with my Spouse  Build a Family Budget and Save Money | Highlight Improve my Relationship with my Child |
| Once a goal has been selected, you will complete lessons to gain new skills. Each day unlocks a new skill.  Most lessons take less than 5 minutes to complete. If a skill is left incomplete, I’ll prompt you to catch up the next day.  You will receive a badge after completing all the skills in a goal.  You will then be able to choose a new goal.  When you have collected all the badges, you will have completed the course and will receive your Positive Parenting Trophy. | Earning Your Positive Parenting Trophy  Improve my Relationship with my Child  Spend One-on-One Time with My Child  Be Kind to Myself  Give Praise  Talk about feelings  Parenting Values & Spirituality | Show a badge.  Add 7 more badges.  and then show the trophy at the end |
| As you move through each day's lesson, you'll receive updates on your progress that look like this: .  These check marks tell you how far along you are on the day's lesson.  If you want to see your overall parenting progress, just type “Menu” to access the Main Menu.  Choose “track my progress,” the first option, to see your completed goals and those yet to be done. | Tracking progress | Show check mark updates  Show Main Menu on the phone |
| The menu contains other features that might help you, too.  In addition to tracking your progress, you can also:   * Share ParentText with a friend. * Change your profile settings. * Find new activities to play with your child. * Review this onboarding guide and receive support navigating ParentText. * And get help troubleshooting difficult challenges with your child. Let's learn more about this feature now. | Menu   * Share ParentText * Change Settings * Find New Activities with Your Child * Get Support using ParentText * Troubleshooting |  |
| Parenting can be difficult. Though challenges feel unique to you, they are often more common than you think.  As you progress through this programme, I will check in on how things are going with your child. If they aren’t going well, I might offer support.  Whenever you share your challenges, I will offer practical solutions to help you succeed.  You don’t have to wait on me to offer support, though. You can also access troubleshooting support through the Main Menu at any time. | **Troubleshoot** common parenting challenges with your child |  |
| If you need information about resources in your community to address family violence, sexual violence, mental health, or other emergencies, you can message HELP at any time for contact details for people who may be able to help.  Your information here is safe: Nothing will be shared without your permission and will not be sold for profit. The messages you send are encrypted and locked in a secure server. But remember, anyone with access to your unlocked phone can view your messages. So,if you send sensitive information, and you are worried, be sure to delete the messages from your phone. | HELP | Show a phone with HELP written in a message |
| Thank you so much for listening! You can access this video any time via the Main Menu. We hope you enjoy your ParentText journey and make the most out of it! | Welcome to ParentText |  |

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| 🏅Module: Take a Pause | | |
| Script | On Slide Text | Animation Notes |
| Hi! How are you feeling right now?    Do you have 30 seconds?    Before you get started in the ParentText programme, let's take a quick pause together. | Take a Pause |  |
| Sit down somewhere comfortable and close your eyes.  Take a deep breath.  [pause]  Feel the air moving in, and out, of your body.  In;  [pause]  and out;  [pause]  In;  [pause]  and out;  [pause]  In;  [pause]  and out;  [pause]  Notice how your body feels while you breathe.  [pause]  Notice where you feel tension in your body.  [pause]  Try to let your body relax.  [pause]  When you are ready, open your eyes again. |  | Circle, expanding and shrinking, over and over. |
| Now, notice if you are feeling any differently than when you started this activity.  [pause] |  |  |
| Try to Take a Pause whenever you feel angry, overwhelmed, stressed, or worried.  Even a few deep breaths, or connecting with the ground beneath you, can make a difference.  You can also Take a Pause with your child! | Try it with your child |  |

Goal 1: Improve My Relationship with My Child

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| 🏅Module: Be Kind to Myself | | |
| Script | On Slide Text | Animation Notes |
| Welcome back to ParentText.    Parenting can be stressful, and it is time for you to be kind to yourself.  There are three steps to help you be kind to yourself: NOTICE, SAY IT’S OK, and BE KIND.  Let’s get started. | Be Kind to Myself   1. NOTICE 2. SAY IT’S OK 3. BE KIND |  |
| Step one, NOTICE.  Sometimes, it seems easier to ignore negative feelings so they will go away. But ignoring them only means they will come up later - or get worse! When you feel any negative emotion, notice what you are feeling. It can be helpful to name this feeling for yourself. You may notice that you are feeling frustrated, overwhelmed, angry or lonely.  Step two, SAY IT’S OK.  Take a pause or a few deep breaths. Now, say to yourself, “It’s OK,” because it is OK to have negative feelings. Everyone does sometimes! Often, these feelings come up for a good reason and can tell us something. It really is OK!  Step three, BE KIND.  When you notice these feelings, it’s important to be kind and patient with yourself. Think about what kind of advice a loving friend or family member might give you now. | NOTICE your emotions, even if they are negative.  SAY “IT’S OK,” because it is!  BE KINDto yourself. |  |
| Before we finish, let's practise self-care.  Sit down  [3 sec pause]  close your eyes  [2 sec pause]  listen to your breath as it goes in and out.  [3 sec pause]  Notice how you feel.  [3 sec pause]  When you are ready, open your eyes again.  [3 sec pause]  Do you sometimes feel your feelings are too much?  If yes, talk to someone.  Talk to someone you trust. You can talk to your friend, or family. Get your worries off your chest and then let them go. Even if it’s just for a moment.  [pause]  How do you feel now? [pause]  A joy shared is twice the joy and a problem shared is half the problem.  Parents sometimes need help and support, just like our children do! It’s OK to ask for help. |  | Box Breathing GIF |
| Your Home Activity now is to take a moment to practise taking a pause again today. The more you practise self care and taking a pause, the easier it will become! Can you do it? | Be Kind to Myself  Notice  Say it’s OK  Be Kind  Home Activity  Take a Pause. |  |

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| 🏅Module: Spend One-on-One Time with My Child | | |
| Script | On Slide Text | Animation Notes |
| Welcome back to ParentText!  Spending special time with your child will make them feel valued and loved.  Here are three tips to make the most of spending One-on-One time with your child:  DAY,  PLAY,  and STAY  Let’s get started! | Spend One-on-One time with my child  DAY  PLAY  STAY |  |
| The first tip is Day: Try to spend 5 minutes or more with your child EVERY day! | DAY  5 minutes or more every day! |  |
| The second tip is Play. Let your child choose the activity. Begin by asking your child to spend time with you. Let them choose what to do or talk about. Explore different activities together. This should be fun! | PLAY  Let your child choose the activity |  |
| Our final tip is Stay. Stay focused on your child  Switch off the TV and put aside phones. Look at your child. Nod or say “I see” to show you are really paying attention. Accept your child and avoid judgement. Respond to your child when they communicate with you. your child may use gestures, full sentences, movements, and sounds to communicate with you. It shows you are really paying attention to them. | STAY  Focus on your child |  |
| Remember, for one-on-one time with children:  Day,  Play,  and Stay  Your Home Activity this week is to try spending at least 5 minutes of one-on-one time with your child every day.  It will make such a difference!  Do you have time to do it today? | Spend One-on-One time with my child   1. DAY 2. PLAY 3. STAY   HOME ACTIVITY:  Spend at least 5 minutes of One-on-One time with your child every day. | Animate words to text. |

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| 🏅Module: Give Praise | | |
| Script | On Slide Text | Animation Notes |
| Hello, it is great to see you again on ParentText.  Today we are learning about giving our children praise.  When we praise our children when they behave in a good way, it makes them want to behave that way more often. It also creates a positive and loving relationship between you and your child.  Here are four simple tips for praising your child: SEE IT, SAY IT, REPEAT IT, KEEP IT POSITIVE. | Give praise  SEE IT  SAY IT  REPEAT IT  KEEP IT POSITIVE |  |
| The first step is to See it:  Look out for anything your child does that is helpful or good.  Next, say it.  Praise them when you see them do something you like. Tell them specifically what they have done well.  Be enthusiastic and really mean it!This means they are more likely to do it again.  The third step is to repeat it,  Try to find something every day to praise your child. Even if it is something really small, keep doing it.  Finally, keep it positive. Make sure when you praise your child, you focus on something your child has done well. Keeping it positive reminds your child that you notice them and care.  Remember: See it, Say it, Repeat it, and Keep it positive.  Praising our children for good behaviour can help them repeat this behaviour more often. | SEE IT  Notice anything your child does that is helpful or good  SAY IT  Give enthusiastic praise!  REPEAT IT  Praise good behaviour every day  KEEP IT POSITIVE  Focus on what your child has done well. | Animate words to text. |
| You are doing great, you should be very proud of yourself.  Your Home Activity today is to praise your child. Can you try it today? | Give praise  HOME ACTIVITY    Praise your child. |  |

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| 🏅Module: Talk about Feelings | | |
| Script | On Slide Text | Animation Notes |
| Hi there!  Today, we'll discover how to talk to your child about their feelings, teaching them how to express themselves better and helping them understand that all emotions, even the tough ones, are okay.  You can help by listening to them, thinking about how it must feel for them, and accepting their emotions. This will help them recognize other people’s emotions.  We can help our children understand and manage their emotions with six simple steps: OPEN, SHARE, LEARN, TALK, NOTICE, and CARE.  Let’s learn more about these together. | Talk about Feelings  OPEN  SHARE  LEARN  TALK  NOTICE  CARE |  |
| The first step is OPEN. Be Open.  Notice and listen to your child when they share how they are feeling. Accept how they feel, and give them comfort. | OPEN  Listen when your child shares, accept their feelings, and give them comfort. |  |
| Next, Share.  The way we behave in front of our children has a huge influence on their own behaviour. Talk about how you are feeling. This will set a good example and show your child that it is okay to share their own feelings. | SHARE your own feelings |  |
| Third, Learn.  Learn about different emotions.  There are 6 basic emotions: happy, sad, angry, disgusted, surprised, and afraid. As children get older, they learn to identify lots of other emotions as well, like feeling excited, proud, lonely, peaceful, or guilty.  You can use facial expressions and physical movements to help your child learn different emotions. Try to make it into a game, and have fun! | LEARN about different emotions  Happy  Sad  Angry  Disgusted  Surprised  Afraid |  |
| The fourth step is to TALK  It is normal to have difficulty talking about and expressing emotions and feelings, but we all experience them. Remember, it is also normal to experience feelings in different ways. By learning to identify our own emotions, and experiencing them in our body, we can learn to communicate them as well. | TALK about your emotions and feelings |  |
| Step five is NOTICE.  Begin to notice all emotions your child is expressing. You don’t have to notice just negative emotions. You can share positive emotions such as a sense of peace, happiness or calm. This will allow your child to appreciate a beautiful moment or feeling of love. | NOTICE all emotions |  |
| The final step is to CARE.  Offer your child care and comfort. You can use physical and verbal support to make your child feel accepted and loved. For example, you can hug them, smile at them, or tell them that you understand, this can mean a lot to your child. Remind them that you are there for them and that they can always talk to you. | CARE for your child |  |
| Remember, talk about feelings with your child by being [1] open, [2] sharing your own feelings, [3] learning about emotions, [4] talking with your child about feelings, [5] noticing your emotions and your child’s, and [6] offering your child care with love and acceptance.  You’re doing great!  Your home activity is to practise talking about feelings with your child during 1-on-1 time today. Use words to describe both your own feelings and the feelings of your child.  Knowing these steps will help give children the courage to share their feelings! Can you do it today? | Talk about feelings  OPEN  SHARE  LEARN  TALK  NOTICE  CARE  HOME ACTIVITY:  Practise talking about feelings with your child during 1-on-1 time today. | Animate words to text |

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| 🏅Module: Parenting Values and Spirituality | | |
| Script | On Slide Text | Animation Notes |
| Hello again, it’s great to have you here on ParentText!  Today we will see how our parenting values can connect to our cultural, religious, and spiritual values.  Cultural, religious, and spiritual values have a strong impact on how we raise our family. Your individual cultural, religious or spiritual values will influence the values you instil in your child.  Let us see the four simple ways you can instil values in your child that you want them to have: identify, teach, repeat, and share  Let’s begin. | Parenting values & spirituality.  IDENTIFY  TEACH  REPEAT  SHARE |  |
| It is easiest to start with one parenting value before moving on to others.  First, Identify.  Identify the most important value you want your child to have. You can involve other caregivers of your child too. Working together helps to identify your shared values. Then, choose one value to start with. List out ideas for how you want to introduce this value to your child. | IDENTIFY the most important value.  Listen when your child shares, accept their feelings, and give them comfort. |  |
| Next, Teach.  Teach the value to your child or show your child with examples at home. Remember, instilling these values in your child will take time. Be patient with them, remind them about it often and praise them! | TEACH the value or show examples |  |
| Third, Repeat  Praise your child when you see that your child has learnt the first value. You should also congratulate yourself. You’re doing so well! Now, repeat the same process to teach other important values in your home. | REPEAT to teach other important values. |  |
| The final step is to Share  Sometimes, listening to other parents share their values and strategies can help you with your child. They will learn from you too, so share your experience with other parents. Your child may even make new friends in your community through shared cultural, religious, and spiritual activities! | SHARE your experience |  |
| Your home activity is to spend some time today with your spouse or another caregiver of your child to identify the most important value you wish to instil in your child  Can you do it today? | HOME ACTIVITY:  Identify the value you want to share with your child. | Animate words to text |

Goal 2: Prepare My Child for Success in School

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| 🏅Module: Help Your Child’s Language Skills | | |
| Script | On Slide Text | Animation Notes |
| Hello, we are glad to see you back on ParentText.  Our goal today is to prepare your child for success in school by supporting their learning journey. [pause]  Consider the skills we will cover in this goal as a guide. Introduce them to your child when they are ready.  [pause]  Now, let’s jump to today’s skill, it’s all about helping your child learn new words and improve their language skills. | Help Your Child’s language skills |  |
| The five tips for you to help your child learn by talking are: Explain, ask, listen, build and tell stories.  These tips will improve your relationship with them as well as their behaviour, because they will understand more of what you say. | Help your child’s language skills  EXPLAIN   ASK  LISTEN   BUILD   TELL STORIES |  |
| The first tip is to explain.  Talk with your child as often as you can. Describe and explain what you are doing. For example, when you are shopping at the market with your child, chat with them. Ask them questions and listen to their answers. Remember, give your child learning opportunities at their own pace. When you give your child tasks that suit their abilities, it will boost their excitement for learning | EXPLAIN what you are doing |  |
| The second tip is to ask.  Help your child to talk more by asking questions that don’t have just ‘yes’ or ‘no’ answers. Ask questions like, “What would you like to do with your friend later?” or, “Did you do anything special in school today?” | ASK questions |  |
| The next tip is to listen.  Once you ask your child the question, let your child speak too. Remember to give them time to respond - they may need time to think, especially if they are giving longer answers! Sometimes even after giving them time, it is difficult for them to say what they want. During these times, you can help them with prompts. | LISTEN to your child speak |  |
| The fourth tip is to build.  Listen to your child and always respond. Confirm what they said and add more to help them connect their understanding to the new language. For example, if your child says, “There’s a cat,” you could respond, “Yes, there’s a cat making a big hole in the ground”. | BUILD to the new language |  |
| The final tip is to tell stories.  Tell your child stories! They can be real, made up, about your lives, or you can read to them from books too. Along with telling your child stories, encourage your child to tell stories too. You could show photos and create a story together!  Remember to be patient! It takes lots of practice to listen to stories, and even more to learn the skill of telling them. | TELL STORIES and encourage your child to tell stories |  |
| Remember, to help build your child’s language skills, use the five tips of explain, ask, listen, build, and tell stories.  You are doing great! Your home activity is to try to use words to describe what you and your child are doing when you are spending time together. Can you do it today? | Help your child’s language skills  EXPLAIN ASK  LISTEN  BUILD  TELL STORIES   HOME ACTIVITY: Try to use words to describe what you and your child are doing |  |

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| 🏅Module: Help your child Learn to Read, Part 1 | | |
| Script | On Slide Text | Animation Notes |
| Hi! It’s good to have you with us again on ParentText.  Today we will learn about helping your child learn to read. This is the first part of the two-part video.  The first part is about enjoying books with your child.  Reading with your child is the best way to help your child learn to read.  Children learn by watching, listening, and copying. When you read to them when they are little, they learn new words. Later they learn letters and letter sounds, and when they’re bigger, reading together can help them learn about anything they are interested in!  Let’s begin! | Help your child learn to read |  |
| The four ways to help your child learn reading skills are make routines, ask questions, respond and explore, and build and connect  If reading is difficult for you, don’t worry, just use books with pictures - describe what you see and talk about the pictures with your child - this will still help them learn! | Help your child learn to read  MAKE ROUTINES   ASK QUESTIONS   RESPOND AND EXPLORE   BUILD AND CONNECT |  |
| First, Make routines  You can share books with your child anywhere! Choose a good place at home to share books. Get rid of any distractions, like turning off the TV. Pick a time every day when you can share books with your child. If your child wants to, let them choose a book.  If you don’t have any books in your home - you can use anything with words and pictures, like old magazines or newspapers! | MAKE ROUTINES  Share books with your child |  |
| Second, ask questions.  Look at the book cover together and ask your child what they think the story might be about. Throughout the book, ask your child who, what, where, when, why, and how questions. If you have read a story many times, see if your child knows what comes next! If you are looking at a picture together, describe what’s happening in a picture. You can also ask your child to retell the story. | ASK QUESTIONS  Who  What  Where  When  Why  How |  |
| Third, respond and explore  Notice what your child is interested in and talk about it. Help them understand the story, words, sounds, letters, and character emotions. Explore by rephrasing or adding more information - help your child learn new words and understand the book more. Respond positively and encourage them, even if they are wrong. Ask your child to repeat what you have taught them. | RESPOND AND EXPLORE  Notice what’s interesting and add more information |  |
| Finally, build and connect  Help your child build confidence by asking questions that they might know the answer to or that encourage them to go a bit further with their skill! Remember to always connect what’s in the book to your child’s experience. | BUILD AND CONNECT  Build by asking questions and connect to your child’s experience |  |
| Remember, reading with your child is a great way to help them learn. You can do it by making routines, asking questions, responding and exploring, and building and connecting  Your home activity for today is to read with your child. Can you try it today? | Help your child learn to read  HOME ACTIVITY: Read with your child |  |

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| 🏅Module: Help your child Learn to Read, Part 2 | | |
| Script | On Slide Text | Animation Notes |
| Hi, you're back on ParentText, fantastic!  This is the second part of the two-part video on helping your child learn to read.  Today, we are learning more about helping your child become a better reader using word games and writing.  Learning to read begins with understanding language, letters, and sounds. Understanding the sounds in words and starting to write letters will help your child learn to read.  The four more ways to help your child learn reading skills are – Use Books to Learn, Notice Letters, Play Word Games, and Start Writing  Ready to learn more? Let’s get started! | Help your child learn to read   USE BOOKS  NOTICE LETTERS  PLAY WORD GAMES  START WRITING |  |
| The first way is to use books to learn.  Books with no words help with imagination, ideas, and learning new words. Together, name and describe what is in the pictures.  Books with words help to understand letters, sounds, and what different words look like. Focus on words that rhyme, repeat, and start with the same letter, like “big black boot.” Point to each word and say it aloud to help your child recognise some of the letters and sounds! | USE BOOKS  Name and describe what is in the picture.  Focus on words that rhyme, repeat and start with the same letter.  **B**ig **B**lack **B**oot |  |
| The second way is to notice letters.  Look for letters everywhere, such as on signs and packages. Point the letters out to your child and name them. Ask your child to find letters and name them, too! | NOTICE LETTERS  Point the letters and name them. |  |
| Next, play word games.  Sing and rhyme with your child to help them learn about the different sounds that make words.  You can also break up names or words into syllables. Clap with your child while saying each syllable - start with just 2!  You can also change the beginning letters in a word to make new words. For example, start with cat. Then change the letter c for other letters to make new words, like mat and pat. Practise the letter sounds together.  When you play these word games, help your child identify “beginning sounds,” “middle sounds,” and “end sounds” - and letters that make these.  Once they understand letters and sounds in different places in words, help your child put the parts of a word together to make the whole word! | PLAY WORD GAMES  Sing and rhyme  Break up words into syllables, and clap!  Change sounds/letters in words  CAT  C - “Beginning sound”  A - “Middle sound”  T - “End sounds” |  |
| Finally, start writing.  Encourage your child to draw. They can start by drawing things they like, such as animals or flowers.  Next, show them how to draw shapes that look like letters, like a circle. Later, help them write simple letters. Start with the first letter of their name! Practise and add letters until they can write their whole name. Then learn letters in other words! | START WRITING  Start drawing.  Draw shapes.  Write simple letters. |  |
| You are doing great! Drawing and writing with your child is a great way to help them learn!  Your home activity is to draw or write with your child for one-on-one time today. Can you do it? | HOME ACTIVITY: Draw or write with your child |  |

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| 🏅Module: Get your child Ready for Maths, Part 1 | | |
| Script | On Slide Text | Animation Notes |
| Welcome back to ParentText!  This skill is about introducing your child to numbers and maths  Learning about numbers, shapes, and groups will help your child understand basic maths. This will prepare them to succeed in school.  The three ways you can help your child learn number skills are to count, look for numbers and learn with shapes.  Excited to explore more? Let’s see what’s next. | Get your child ready for Maths  COUNT   LOOK FOR NUMBERS   LEARN WITH SHAPES |  |
| First, Count  Counting is a skill your child can start to learn early. Look around you, ask your child to count things they see, like cars on the street, people passing by and houses outside. Don’t forget to count those little fingers and toes.  [pause]  Next, make counting a part of your daily activities. Whether you’re cooking together, sorting out clothes or shopping at the supermarket, ask your child to count things like tomatoes, socks, or items in your cart. Every moment can be a counting opportunity!  [pause]  Music can make learning even more enjoyable! Sing songs that include numbers with your child.  Lastly, encourage your child to draw things and then ask how many things they've included in their pictures. It's a brilliant way to engage their imagination and counting skills. | COUNT  Count things you see  Count things in daily activities  Sing number songs  Draw and count |  |
| Second, look for numbers.  Numbers are all around us if you look for them. They’re on food packaging, and even on the TV remote.Wherever you see a number, ask your child what it is. Help them if they don’t know! | LOOK FOR NUMBERS  Ask your child what it is and help them if they don’t know. |  |
| Third, learn with shapes  Learning about shapes is also important in maths! Shapes are everywhere, too, so find them and talk about them. You could even make them! Help your child draw different shapes. If you can, cut them out and help your child sort them into groups, by colour, shape, size, or however else your child wants! Ask them why they are sorting in that way.Talk about the shapes with your child, and have fun with them! 😃 | LEARN WITH SHAPES  Make  Draw  Cut  Sort |  |
| Remember: maths, numbers, amounts of things, and shapes are everywhere! You can use what is around you and your daily routines to talk to your child about maths. This will help prepare them for success.  Your home activity is to try to involve your child in an activity with numbers. For example, counting the amount of ingredients when you are cooking. Can you do it today? | Get your child ready for Maths  HOME ACTIVITY  Involve your child in an activity with numbers |  |

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| 🏅Module: Get your child Ready for Maths, Part 2 | | |
| Script | On Slide Text | Animation Notes |
| Hello, it is great to see you again on ParentText!  Today we will continue with the skill of helping your child get ready for maths.  Here, we are focusing on some more challenging activities that you can do with your child once they are ready. These include sorting and organising, adding and taking away, ways to make a number, and finally, encouraging and having fun!  Let’s keep going! | Get your child ready for Maths  SORTING AND ORGANISING   ADDING AND TAKING AWAY   WAYS TO MAKE A NUMBER   ENCOURAGE AND HAVE FUN |  |
| To begin with, sorting and organising.  Ask your child to help sort things into groups, such as putting all the leaves together when cooking.  Additionally, encourage them to find 5 of something, and then to order them from smallest to biggest. For example, you can use sticks. Afterward, suggest ordering them a different way, like from lightest to darkest!  As you explore these activities, help your child think about groups! Start by saying, “A tomato is a round red vegetable. Can you think of something else that is red like a tomato?”  Then, prompt them further with, : “Can you think of something that is also round but bigger than a tomato?” | SORTING AND ORGANISING | Show 7 leaves in a row  Show sticks of different sizes in a random order  Show them from smallest to largest  Show a tomato.  Show an apple and a red balloon  Show a football |
| The second way is adding and taking away.  Once they know about numbers, your child might be able to start learning about adding and taking away.  Use activities similar to counting exercises, like cooking, sorting clothes, shopping, or building things. For instance, say, "I have two tomatoes. When I add two more, how many do I have?" Help your child get the answer! Keep practising and gradually increase the complexity of the questions.  Try the activity with different things like balls or shoes. Repeat the activity, but this time, take things away: "I have five tomatoes. When I take two away, how many do I have?"  Practise anywhere and everywhere! You can even play the game in your imaginations. | ADDING AND TAKING AWAY | Show two tomatoes + Two tomatoes = ?  Show five balls - two balls = ? |
| Next is ways to make a number.  Once your child is old enough and has learned some number skills, they can start learning harder skills.  If you think they are ready, ask them to find 5 stones. Show them that you can make 5 stones with one group of 1 stone and another of 4 stones; then show them with one group of 2 and one group of 3.  When they are ready for more difficult challenges, do the same activity with more stones, up to 10. | WAYS TO MAKE A NUMBER | Show five stones  Show a group of 1 stone and 4 stones  Show a group of 3 stones and 3 stones. |
| Finally, encourage them and have fun.  Remember, go slowly and help your child build confidence by doing things that they are ready for and know how to do.  Always encourage their effort and praise them. Wrong answers are okay, too!  Additionally, try to make learning fun and enjoyable for your child. It will make them more likely to keep trying and stay engaged in the learning process. | ENCOURAGE AND HAVE FUN  Go slowly  Praise! Praise! Praise!  Wrong answers are okay! |  |
| Learning about comparing, adding, and subtracting will help your child understand more about maths. This will continue to help them learn number skills.  You are doing great! For your home activity, Can you do an activity with adding and taking away with your child? You can do that while cooking with them again, or with other objects - like playing outside with stones! | Get your child ready for Maths.   HOME ACTIVITY  Do an activity with adding and taking away |  |

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| 🏅Module: Engage with your child’s School | | |
| Script | On Slide Text | Animation Notes |
| Hello again, it’s great to have you on ParentText!  Today, we will learn about connecting with your child’s school and their teachers.  Talking to your child’s teachers will help you understand what your child is doing in school.  You will also know what kinds of things your child can do at home to learn better, and how you can help your child!  Let us learn the four ways to engage with your child’s school: Connect, ask, practise, and get involved.  Shall we dive in further? | Engage with your child’s school  CONNECT   ASK   PRACTISE  GET INVOLVED |  |
| First, Connect.  Make sure you know your child’s teacher and have their phone number. Each time you have the chance to speak to your child’s teacher, ask them what your child is doing in school, and how you can help them.  Let the teacher and school know that you are available to receive messages about anything related to the school and your child’s learning.  Next, Ask  Ask your child what they have been doing in school.  Did they do or see something they liked? Were they interested in anything particular?Notice what they like and what interests them. Ask them questions and talk about these interests .  Third, practise.  If your child has been doing something in school that they can do at home, help them practise it! For example, if they enjoyed working with colours at school, ask them to find as many colours as they can around the home.If they can bring books home from school, read them together! If something in school was difficult, see if you can help your child understand it!  Finally, get involved  If you have time, attend events or meetings at your child’s school. Whenever you do so, find out as much as you can.  If your schedule allows, volunteer to help with activities happening with your child’s school! This will help you get to know the school, teachers, and the other parents |  |  |
| Your home activity is to talk to your child about what they are doing at school. Can you do it today? | Engage with your child’s school  HOME ACTIVITY  Talk to your child about what they doing at school |  |

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| 🏅Module: Help your child Learn to Read | | |
| Script | On Slide Text | Animation Notes |
| Hello, we are glad to see you back on ParentText!  Today, we are focusing on helping our children learn skills to prepare them for reading when they are older.  Undoubtedly, reading with your child is the best way to help your child learn to read. It is one of the best ways to help them learn to read themselves and develop well. Especially when they’re little, they learn new words, and it helps with attention and language!  There are four ways to prepare your child for learning how to read when they are older. The activities all focus on reading books together. They are: share books, make routines, ask questions, and respond and explore.  So, let’s keep going! | Help your child learn to read  SHARE BOOKS   MAKE ROUTINES   ASK QUESTIONS   RESPOND AND EXPLORE |  |
| Firstly, share books  Books with no words help with imagination, ideas, and learning new words. While exploring these together, make an effort to name and describe what is in the pictures. Importantly, try to communicate in a way that your child can understand.  Books with words help to understand letters and sounds! Pay special attention to words that rhyme, repeat, and start with the same letter, like “big black boot.” | SHARE BOOKS  Name and describe what is in the picture.  Focus on words that rhyme, repeat and start with the same letter.  **B**ig **B**lack **B**oot |  |
| Secondly, make routines,  You can share books with your child anywhere! Choose a good place at home to share books. Get rid of any distractions, like turning off the TV. Pick a time every day when you can share books with your child. If your child wants to, let them choose a book.  If you don’t have any books in your home. | MAKE ROUTINES  Pick a good place  Pick a time every day |  |
| Next, ask questions.  Look at the book cover together and ask your child what they think the story might be about. Throughout the book, ask your child who, what, where, when, why, and how questions. When your child doesn’t know the name of the object you pointed at, point at it and say what it is. This will help your child learn new words.If you have read a story many times, see if your child knows what comes next! If you are looking at a picture together, describe what’s happening in a picture. | ASK QUESTIONS  Who  What  Where  When  Why  How |  |
| Fourth, respond and explore  Notice what your child is interested in and talk about it. Further explore their responses by rephrasing or adding more information, this will help your child learn new words and understand the book more .  When your child talks about the book or answers your questions about the book, respond positively and encourage them, even if they are wrong.  Finally, encourage your child to repeat what you have taught them. | RESPOND AND EXPLORE  Notice what’s interesting and add more information |  |
| Finally, Connect  Remember to always connect what’s in the book to your child’s experience. | CONNECT  Connect with your child’s experience |  |
| Remember, reading with your child is a great way to help them learn. You can do it by sharing books, making routines, asking questions, responding and exploring, and connecting.  You are doing great!  Your home activity for today is to read with your child. Can you try it today? | Help your child learn to read  HOME ACTIVITY: Read with your child |  |

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| 🏅Module: Get your child Ready for Maths | | |
| Script | On Slide Text | Animation Notes |
| Welcome back to ParentText!  This skill is about introducing your child to numbers and maths  Learning about numbers, shapes, and groups will help your child understand basic maths. This will prepare them to succeed in school.  The three ways you can help your child learn number skills are to count, look for numbers and learn with shapes.  Excited to explore more? Let’s see what’s next. | Get your child ready for Maths  COUNT   LOOK FOR NUMBERS   LEARN WITH SHAPES |  |
| First, Count  Counting is a skill your child can start to learn early. Look around you, ask your child to count things they see, like cars on the street, people passing by, or houses outside. Don’t forget to count those little fingers and toes.  [pause]  Next, make counting a part of your daily activities. Whether you’re cooking together, sorting out clothes or shopping at the supermarket, ask your child to count things like tomatoes, socks, or items in your cart. Every moment can be a counting opportunity!  [pause]  Music can make learning even more enjoyable! Sing songs that include numbers with your child.  Lastly, encourage your child to draw things and then ask how many things they've included in their pictures. It's a brilliant way to engage their imagination and counting skills. | COUNT  Count things you see  Count things in daily activities  Sing number songs  Draw and count |  |
| Second, look for numbers.  Numbers are all around us if you look for them. They’re on food packaging, and even on the TV remote.Wherever you see a number, ask your child what it is. Help them if they don’t know! | LOOK FOR NUMBERS  Ask your child what it is and help them if they don’t know. |  |
| You can also learn with shapes.  Learning about shapes is also important in maths! Shapes are everywhere, too, so find them and talk about them. You could even make them! Help your child draw different shapes. If you can, cut them out and help your child sort them into groups, by colour, shape, size, or however else your child wants! Ask them why they are sorting in that way. Talk about shapes with your child, and have fun with them! 😃 | LEARN WITH SHAPES  Make  Draw  Cut  Sort |  |
| Remember: maths, numbers, counting, and shapes are everywhere! You can use what is around you and your daily routines to talk to your child about maths. This will help prepare them for success.  Your home activity is to do some counting with your child. Can you do it today? | Get your child ready for Maths  HOME ACTIVITY  Count with your child |  |

Goal 3: Understand Child Development

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| 🏅Module: The Power of Play | | |
| Script | On Slide Text | Animation Notes |
| Hi, you're back on ParentText, fantastic!  Today, we are learning about supporting your child to find joy in learning in a playful and fun way.  Playing with your child is important for their development and learning in and out of school. This is true for ALL children, including those with physical and developmental disabilities.  Interestingly, did you know that playing also helps your child learn social values and social rules?  Here are 2 tips on how you can make learning playful and fun with your child: Get Active and Allow Creativity  Let’s keep going. | The power of play  GET ACTIVE   ALLOW CREATIVITY |  |
| Firstly, get active.  To put it simply, play games! Creating time for your child to play and have fun will make their physical and mental health better. Not only that, this enjoyable pastime also helps them learn and remember important facts better. Isn’t that great?  On the occasion that your Child starts to feel overwhelmed with anything in their day, help them reduce their stress by taking a pause or playing together. Use your child’s interests in your play or exercise sessions to help them engage. Initially, begin with something simple and then gradually make it more complex.  Secondly, allow creativity.  Equally important, allow your child to be creative when playing. For example, you might encourage your child to draw or go outside. Should your child show interest in a new topic, don’t hesitate to them about it and help them explore the topic through play.  Remember, your child is watching and learning from you, so set a good example. Let your child see you being creative and trying something new, even if you are not good at it yet. | ^ |  |
| For your home activity, invite your child to play with you today Encourage them to ask questions and explore new things through play. Do you have time to do it today? | The power of play  HOME ACTIVITY  Play with your child |  |

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| 🏅Module: Learning from Experience | | |
| Script | On Slide Text | Animation Notes |
| Welcome back to ParentText!  Today’s parenting skill is about helping your child know how to learn from their mistakes. Learning from our mistakes can help us avoid them in the future. When we learn from our mistakes, we can become less harsh on ourselves and others when things do not go well. Here are four tips that you can use to help your child learn from their mistakes: Talk, praise effort, allow for mistakes to happen, and share  Let’s learn more together. | Learning from experience  TALK   PRAISE EFFORT   ALLOW MISTAKES  SHARE |  |
| First, talk.  Start off by creating space and time for your child to talk with you about their life. If they’ve had a challenging day, take a moment to really listen to them and give space to let them share. Following that, it is important to give them support and show you care. Respond with understanding phrases like "that sounds difficult.” | TALK and let them share |  |
| The second tip is to praise effort.  Make a point to praise your child for the effort they put into their learning even if they did not succeed. Remember, the effort they put forth is actually more important than mastering a specific skill. | PRAISE EFFORT, even if they did not succeed |  |
| Next, allow for mistakes to happen.  To begin with, allow your child to make mistakes. This lets them learn from their own mistakes, which ultimately helps them learn and grow.  As a parent, you may be tempted to solve every problem for your child, especially when you know better. But, this will not teach them to solve their own problems.  Instead, make a habit of talking to your child about their mistakes and allowing them to figure out a way to solve their problems and do better next time. | ALLOW MISTAKES to happen, let your child figure out a way |  |
| Finally, share.  Try sharing your own failures with your child. Discuss how they helped you develop and grow. By doing this, you help your child learn that you do not have to be perfect all the time. | SHARE your own failures |  |
| Your home activity is to share a story with your child about a time you learned from a mistake. It can be something from when you were a child yourself or another life lesson.  Do you have time to do it today? | Learning from experience  HOME ACTIVITY  Share a story with your child |  |

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| 🏅Module: How Your Toddler is Changing | | |
| Script | On Slide Text | Animation Notes |
| Hello, it’s great to see you again on ParentText!  Today’s skill is about helping you support your child’s healthy development as they grow and change.   Children have different abilities at different stages of their development. So, it is important to be aware of your child’s skills at this stage. Doing so not only helps you plan activities that match what they can do but also helps you have realistic goals for them. At this stage of development, children are curious about their surroundings and want to learn how to do things on their own. As time goes on, they will begin to explore the world more and express themselves using emotions and language, too.  To support the healthy development of your child, here are these 3 tips: Be patient, explore safely, and encourage sharing.  Ready to learn more? | How your toddler is changing  BE PATIENT   EXPLORE SAFELY   ENCOURAGE SHARING |  |
| Firstly, be patient.  Take the time to be patient while they learn new things. They may struggle at first, but remember, with time and practice, they will eventually succeed.  You can also support them by helping them break large tasks into smaller tasks and with words of encouragement.  your child may express feelings dramatically. This is OK! In time, your child will learn to manage their emotions.  Following that, explore safely.  As your child grows, they will naturally become more curious and do more by themselves as they observe the world around them. Initially, be aware of their activities, but at the same time, encourage them to safely experience fun activities!  For example, if your child wants to do tasks on their own, such as tying their own shoelaces or combing their own hair, take the time to teach them and help them do it safely.  Next up, encourage sharing  your child may not like to lose or take turns initially, but the idea of sharing can definitely be taught, especially through play! Also, make sure to praise your child when they share their things with others | ^ |  |
| Your child is changing and you are doing a great job of helping them grow!  For your Home activity, ask your child if they want to do something on their own today. You can guide them, but let them do most of the activity. Do you have time to do this today? | How your toddler is changing  HOME ACTIVITY  Ask your child if they want to do something on their own |  |

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| 🏅Module: How Your Young Child is Changing | | |
| Script | On Slide Text | Animation Notes |
| Hello, it’s great to see you again on ParentText!  Today’s skill is about helping you support your child’s healthy development as they grow and change.   Children have different abilities at different stages of their development. So, it is important to be aware of your child’s skills at this stage. Doing so not only helps you plan activities that match what they can do but also helps you have realistic goals for them.  At this stage of development, children love playing and learning through actions. From these activities, they learn social values. They will have a lot of questions about their environment.  To support the healthy development of your child, here are these 2 tips: learn by playing and support curiosity  Ready to learn more? | How your young child is changing  LEARN BY PLAYING   SUPPORT CURIOSITY |  |
| Firstly, learn by playing  Encourage lots of playtime! Through playing, your child will develop relationships with other children and understand social rules through play.  your child may not like to lose or take turns initially, but the idea of sharing can definitely be taught. Playing is a great way to do this. Also, make sure to praise your child when they follow the rules or accept defeat.  Following that, support curiosity.  your child may find it hard to know fantasy from the real world, so they may express feelings in a bigger way than it seems they need to. Don’t worry, that’s perfectly alright! Over time, your child will learn to manage their emotions.  your child may also talk a lot and have many questions. You can respond with short but honest answers to satisfy their curiosity.  Remember, your Child may repeat the question or ask follow up questions to learn more. During such times, take a pause and be calm as you support their interest to learn and continue to answer. | ^ |  |
| Your child is changing and you are doing a great job of helping them grow!  For your Home activity, pick a short activity to do together and explain that you and your child will take turns doing it. Encourage them to wait for their turn. Do you have time to do this today? | How your young child is changing  HOME ACTIVITY  Take turns with your child while doing a short activity |  |

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| 🏅Module: How your child is Changing | | |
| Script | On Slide Text | Animation Notes |
| Hello, it’s great to see you again on ParentText!  Today’s skill is about helping you support your child’s healthy development as they grow and change.   Children have different abilities at different stages of their development. So, it is important to be aware of your child’s skills at this stage. Doing so not only helps you plan activities that match what they can do but also helps you have realistic goals for them.  At this stage of development, children will start to express themselves by wanting independence and trust. They begin making their own choices and they may answer back to adults to show that they know the correct answers. At the same time, they will show emotions in their own unique ways.  To support the healthy development of your child, here are these 3 tips: find friends, support curiosity, and trust your child  Ready to learn more? | How your child is changing  FIND FRIENDS   SUPPORT CURIOSITY   TRUST YOUR CHILD |  |
| Firstly, find friends.  your child will be interested in spending time with other children. So, support your child to make friends based on their interests. This can help them develop relationships with other children. Also, help your Child learn how to share and play with others in a safe and fun way.  Following that, support curiosity.  your child will be interested in learning at school and may have favourite subjects. Encourage your child to ask you or the teacher about any difficult content. your child may also begin expressing interest in religious matters or spirituality. When this happens, you can give your child short but honest answers.  Finally, trust your child.  your child may begin making decisions by themselves. They will want you to trust them. So, Listen to what your child wants and then set rules that work for the family. Finally, be sure to praise your child when they follow the rules! | ^ |  |
| Your child is changing and you are doing a great job of helping them grow!  For your Home activity, Ask your child what they enjoy doing most and which friends share the same interests. Show interest in what your child likes! Do you have time to talk to your child today? | How your child is changing  HOME ACTIVITY  Ask your child what they enjoy doing most and which friends share the same interests. |  |

Goal 4: Give My Child Structure

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| 🏅Module: Manage My Stress | | |
| Script | On Slide Text | Animation Notes |
| Welcome back to ParentText! In this goal, we’re learning about giving your child structure. To care for our children, we must first care for ourselves.  Learning how to manage your stress is really important for your health and mental well-being, and it will help you develop positive relationships with your children.  Here are 3 steps on how you can manage your stress:  Reflect  [pause]  Identify  [pause]  And routine.    Let’s learn more about these steps. | Manage my Stress   1. REFLECT 2. IDENTIFY 3. ROUTINE |  |
| First, Reflect.  Grab a pen and piece of paper and take a moment to think about how much stress you are feeling. Write down from 0 to 100 how stressed you are.    Reflect on how you feel the stress in your body? Do you feel tense, do you have low energy? Are you finding it hard to sleep and focus, or do you feel like everything is too much? Write all these down.  Knowing how your body responds to stress, can help you manage it. | REFLECT  Write down how stressed you are, from 0 to 100.  Write down your feelings. | Show chart, 0 to 100 and a pin-point. |
| Now, write down the main stressors in your life. Knowing why you feel stress can help you address the stressor and learn how to cope and manage it.  Next, write down a list of activities that make you happy. What do you enjoy doing? There are different things you can do to care for yourself, such as walking, praying, and reading. Activities that help you manage stress are called ‘self-care. | IDENTIFY  The things in life that cause you stress and the things you do that make you happy. |  |
| The final step is routine.  How can you reduce stress in your daily life?  [pause]  How many self-care activities can you fit in your routine?  Try and make time for at least one self-care activity a day. | ROUTINE  Adjust your routine to reduce your stress and practice self-care. |  |
| Remember to manage your stress:  [1] Reflect on how you are feeling.  [2] Identify the things that cause you stress, and those that help you feel joy.  [3] Adjust your routine to reduce stress and increase moments of happiness.  For your home activity, write down a list of activities that you can do for yourself that bring you joy. They can be something simple like going for a walk or chatting with a friend.  Can you do it today? | MANAGE MY STRESS   1. REFLECT 2. IDENTIFY 3. ROUTINE   HOME ACTIVITY  Write a list of activities that bring you joy. |  |

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| 🏅Module: Keeping it Positive | | |
| Script | On Slide Text | Animation Notes |
| Hello again, it’s great to have you here on ParentText!   Today, we will talk about how to help your child follow instructions.    Let’s see the the three tips: | Keeping it Positive |  |
| To start off, be specific.  Say the behaviour you want your child to do. For example, you might say: “Please take your shoes off when you come inside, Adam.”  Remember, use your child’s name to get your child’s attention. Go down to their level and Get their eye contact.  Next, be realistic.  Make sure that the instruction is something that your child can do. Give one instruction at a time. It can be difficult for your child to remember many instructions! If possible, give a transition warning. For example, you can say, “In 3 minutes, it will be bedtime and you will need to give the cell phone back to me.”  Lastly, be positive.  Use positive words when giving instructions. For example, instead of saying “Don’t shout,” say “Talk in a quiet voice.” Give instructions in a firm voice and stay calm, and behave as if you expect your child to do what you ask.  Remember to Praise, praise, and praise! Make sure you praise your child immediately when they follow your instruction. It is okay if you forget sometimes, be kind to yourself.  Learning how to give positive instructions is not easy, but it works | BE SPECIFIC  BE REALISTIC   BE POSITIVE |  |
| For your home activity, Try to give specific, realistic, and positive instructions with your child.  Do you have time to do this today? | HOME ACTIVITY  Give specific, realistic, and positive instructions with your child |  |

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| 🏅Module: Create Routines with My Child | | |
| Script | On Slide Text | Animation Notes |
| Hi again! In this skill, we will learn about how to create routines with your child.  Creating daily routines with your child can help them feel safe and secure. Here are three things to remember when creating a routine:  Be a Team  [pause]  Be Consistent  [pause]  and Give Praise  Let’s begin. | Create Routines with My Child   1. Be a Team 2. Be Consistent 3. Give Praise |  |
| First, Be a Team.  [pause]  Talk to your child about what they want their routines to look like.  Did you know that your child is more likely to follow routines when they help to set them? Try it out! | BE A TEAM and work together with your child to set the routine |  |
| Next, Be Consistent  [pause]  Once you set the routine, make sure your child follows their routines daily.  Activities become easier to manage when children learn and get used to a routine.  Consistent routines help your child learn about daily activities and how to manage their time. | BE CONSISTENT to make sure your child follows their routines |  |
| Finally, Give Praise.  [pause]  Thank your child for creating a routine with you and praise them when they follow the routine! | GIVE PRAISE for setting and following the routine. |  |
| Here are some routines you could talk about with your child:  Bedtime  Schoolwork  Chores  Mealtime  Free time  TV or gadget time  Spending time together | Here are some routines you could talk about with your child:  ✅ Bedtime  ✅ Schoolwork  ✅ Chores  ✅ Mealtime ✅ Free time  ✅ TV or gadget time  ✅ Spending time together |  |
| Your home activity is to have a conversation with your child about routines. Are you ready? | Home Activity:  Have a conversation about routines with your child. |  |

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| 🏅Module: Creating Family Rules | | |
| Script | On Slide Text | Animation Notes |
| Hello!  Today’s Parenting Skill is about how we can create family rules with our children. When you are making household rules with your children, remember these four steps:  Be a Team  [pause]  Keep it Real  [pause]  Be Consistent  [Pause]  Praise Often  Let’s learn more! | Creating Family Rules   1. BE A TEAM 2. KEEP IT REAL 3. BE CONSISTENT 4. PRAISE, PRAISE, PRAISE |  |
| [1] First, Be a Team.  Create rules with your child. You can write these down or use pictures when needed to help your Child understand. Make one rule at a time. Discuss the reasons for the rule and listen to their views.  [2] Next, Keep it Real.  Make the rules realistic for what your child can actually do. Be clear and specific so they understand what you want them to do. Make sure the rule is fair, and explain the reason for the rule.  [3] Step 3 is to be consistent. Once you set a rule together, stick to it! This means they are more likely to follow the rule. If the rule is something that also involves you, then it is important that you stick to it too.  [4] Finally, Praise, Praise, and Praise. Praise your child for setting family rules with you. And just like when they follow an instruction or behave well, praise them whenever they follow the rule! | BE A TEAM  Create rules together  KEEP IT REAL  Keep your rules realistic, clear, and specific.  BE CONSISTENT  Make sure you and your child follow the rules consistently.  PRAISE OFTEN  Praise your child whenever you notice they are following the rule. |  |
| Remember:[pause]  [1] Be a team and create the rules together.  [2] Keep the rules reasonable and concise.  [3] Apply the rules consistently.  [4] Praise your child often. Give them praise for helping you make the rule and when they follow it.  Your home activity is to try to create at least one family rule with your child. Can you do it today? | Creating Family Rules   1. BE A TEAM 2. KEEP IT REAL 3. BE CONSISTENT 4. PRAISE OFTEN   HOME ACTIVITY  Create at least one family rule with your child. |  |

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| 🏖️Module: Know Everyone’s Role | | |
| Script | On Slide Text | Animation Notes |
| Hello, we are glad to see you back on ParentText.  Today, we will talk about the role of caregivers and children in the household.  Let’s continue to learn more about the four tips to help you know what your role is as your child’s caregiver and to teach them their role, too. | Know Everyone’s Role |  |
| To kick things off, KNOW YOUR ROLE  As a caregiver, your role is to make sure your child has enough healthy food,  [pause]  has the clothes they need,  stays safe from harm,  contributes to family needs, like doing chores,  learns the morals and values you wish them to, such as honesty,  has opportunities to express themselves,  has opportunities to play, and  feels loved and supported, no matter what. | KNOW YOUR ROLE  Make sure your child has:  🔷 has enough healthy food,  🔷 has the clothes they need,  🔷 stays safe from harm,  🔷 contributes to family needs, like doing chores,  🔷 learns the morals and values you wish them to, such as honesty, 🔷 has opportunities to express themselves,  🔷 has opportunities to play, and  🔷 feels loved and supported, no matter what. |  |
| Secondly, teach.  Tell your child what their role in the family is. This can include: doing age-appropriate chores, like putting their toys away, making their beds, and sorting laundry .  This can also include listening when their caregivers ask something of them, and being respectful to others in the family | TEACH your child what their role in the family is. |  |
| Next, do as I do.  Your child will learn from your actions much more than from the words you tell them. They notice more than you might think! treat your child and those around you in the way you would want your child to act, with respect, kindness, patience, and love.  Shouting at or hitting your child will only teach them to hit others when they are upset. Talk to them calmly and set a clear consequence so they learn to be calm with themselves and with others. You’ll learn more about consequences in the next goal. | DO AS I DO  Your child will learn more from your actions than your words |  |
| Finally, notice.  Notice what your child enjoys doing, and help them do more of it. If your child feels as if their needs and interests are respected, they are more likely to willingly do their chores in the home!  Also, Notice and praise them when they do the tasks that are their responsibility so they learn what is expected of them. This way, they are more likely to do it again. | NOTICE what your child enjoys, and praise them for doing their tasks. |  |
| Your home activity is to talk to your child about one of their interests or something they love doing and show them you love and support them for their passion. This shows them they are a valued member of your home.  Do you have time to do it today? | Know Everyone’s Role  HOME ACTIVITY  Talk to your child about one of their interests or something they love doing. |  |

Goal 5: Supporting Positive Child Behaviour

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| 🏅Module: Redirect Misbehaviour | | |
| Script | On Slide Text | Animation Notes |
| Hi there! In this goal, we’re learning about supporting positive behaviour with your child, and today, we’re learning how to manage misbehaviour.  Here are 4 steps to redirect misbehaviour:  Be calm, quick, clear and positive.    Let’s learn more about these steps. | Redirect Misbehaviour   1. BE CALM 2. BE QUICK 3. BE CLEAR 4. BE POSITIVE |  |
| [1] First, be calm. When your child misbehaves, try to take a pause or a few breaths before asking your child to do something else. Speak with a calm voice.  [2]Be quick. Ask your child to do something else, distract them, before the behaviour begins or gets worse. This is much easier than using consequences after they do something!  [3]Be clear. Rather than telling them to stop doing something, tell them what you want them to do. For example, if your child is being too loud, you can say “please speak more softly.”, or if your child is about to finish their food, you can say, “Remember to wash your hands after eating”. This way, it is easier for them to follow!  [4]Be positive. Use positive words. For example, if your children are fighting, instead of saying, “Stop fighting”, you can say, “come and help me plant these vegetables.” Praise your child when they behave well! It will help them know what you expect from them! | BE CALM  Take a pause then speak with a calm voice.  BE QUICK  Redirect them before the bad behaviour begins or gets worse.  BE CLEAR  Tell your child what you want them to do.  BE POSITIVE  Praise your child when they do what you ask. |  |
| Remember, to manage misbehaviour, children should be redirected. To redirect, you should:  [1] take a pause and be calm when you communicate with them.  [2] be quick and redirect them immediately when you notice the behaviour.  [3] be clear and tell your child what you want them to do, rather than what you want them to stop doing,  [4] and Be positive and praise your child when they do as you ask.  Your home activity is to share these four steps with another member of your family. Sharing these skills will be great for everyone’s well being.  Can you share these tips today? | Supporting Positive Child Behaviour   1. BE CALM 2. BE QUICK 3. BE CLEAR 4. BE POSITIVE   HOME ACTIVITY  Share these steps with another member of your family. |  |

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| 🏅Module:Ignore Demanding Behaviours | | |
| Script | On Slide Text |  |
| Hello, we are glad to see you back on ParentText. Today, we will talk about what to do when children are seeking attention with demanding and negative behaviours.    There are five steps to reduce negative, attention-seeking, and demanding behaviour, such as whining or throwing tantrums: Redirect, know what to ignore, ignore the behaviour not your child, praise the positive, and be consistent.    Let’s learn more together. | Ignore Demanding Behaviours   1. REDIRECT 2. KNOW WHAT TO IGNORE 3. IGNORE THE BEHAVIOUR, NOT YOUR CHILD 4. PRAISE THE POSITIVE 5. BE CONSISTENT |  |
| To begin with, redirect.    Be calm, quick, clear, and positive when redirecting their attention to a positive behaviour or activity. Remember to praise them for their positive behaviour! | REDIRECT  Be calm, quick, clear and positive |  |
| Secondly, know what to ignore.      Whining, demanding, showing off, tantrums, and other negative attention-seeking behaviours can be ignored. There are no bad children, only difficult behaviours!    If we respond to negative behaviours, our children learn that this behaviour will get them attention, so they will do it again. They might also learn that if they increase their demand, they will get their way.    Some behaviours that should NOT be ignored are: hitting siblings, coming home late, or doing something dangerous. We will learn about how to manage these behaviours in the next module. | KNOW WHAT TO IGNORE   It is okay to ignore:  Whining  Demanding  Showing off  Tantrums  Other negative behaviours   It is NOT okay to ignore:  Hitting siblings  Coming home late  Other dangerous behaviours |  |
| Next, ignore the behaviour, not the child    When you ignore your child's behaviour, but not your child, your child learns that the demanding behaviour will not work.    Ignoring behaviour means looking away and not talking or responding to them until they behave in a different way. You should still be aware of what your child is doing.    This takes time and patience. Often your child will behave worse to get the attention.    Take a pause, stay calm, and keep ignoring the behaviour. | IGNORE THE BEHAVIOUR, NOT THE CHILD  your child will learn that demanding behaviour will not work |  |
| Fourth, praise the positive.    Praise your child’s next positive behaviour. Once your child has calmed down after showing demanding behaviour, they will need lots of love and attention on positive behaviour. You can talk later or the next day about the demanding behaviour. For now, involve your child in a positive activity. | PRAISE THE POSITIVE  Involve your child in a positive activity |  |
| Finally, be consistent    Even if your child behaves worse to get attention, it is important to continue ignoring the behaviour. Over time, your child will learn that this demanding behaviour does not work.  Spend lots of positive time with your child - especially right after a demanding behaviour. Positive one-on-one time is super important! | BE CONSISTENT  And spend positive one-on-one time |  |
| Your home activity for today is to find one positive thing your child does today and praise them for it. If your child shows any negative, attention-seeking behaviour, redirect and if they continue, try ignoring it. Remember to ignore the behaviour, not your child!    Can you find something to praise your child for today? ⏰ | Ignore demanding behaviour  HOME ACTIVITY  Find one positive thing your child does today and praise them for it. |  |

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| 🏅Module: Managing Anger | | |
| Script | On Slide Text |  |
| Hi! It’s good to have you with us again on ParentText.    Today’s skill is about controlling and managing our anger when dealing with stressful moments.    Controlling your actions in anger is not easy.    Practising these three steps will help you interact with your child in a more useful way: Address the source, take a pause, and look after yourself.    Let’s begin! | Managing Anger   1. ADDRESS THE SOURCE 2. TAKE A PAUSE 3. LOOK AFTER YOURSELF |  |
| First, address the source.    Prevent anger in the first place by making sure to sleep or rest when tired.  Make sure you have something to eat when you are hungry.  Remember, you can ask someone for support when you are feeling alone.    Secondly, take a pause. Slowly breathe in and out 5 times before you speak or move. Go somewhere else for 10 minutes to regain control of your emotions. A safe outdoor space is a good option!    Finally, look after yourself.    Talk to friends, family, and other support networks everyday. We all need to connect. If you have weapons or things that can be used to hurt others, lock them up or take them out of your home. It’s OK to have your children stay somewhere safe while you recover. | ^ |  |
| Your home activity is that If you start feeling angry today, breathe in and out slowly 5 times before you do anything and notice how you feel.    Can you do this today? ⏰ | Managing Anger  HOME ACTIVITY  If you start feeling angry today, breathe in and out slowly 5 times before you do anything and notice how you feel. |  |

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| 🏅Module: Teach my Child Consequences | | |
| Script | On Slide Text | Animation Notes |
| Hello! In this goal, we’re learning about managing your child’s behaviour and today we’re learning how to teach our child consequences.  Here are 4 simple steps:  Be Calm  Be Fair  Be Consistent, and  Be Positive  Let’s learn more about these steps. | Teach my Child Consequences   1. BE CALM 2. BE FAIR 3. BE CONSISTENT 4. BE POSITIVE |  |
| The first step is to Be Calm. The most important thing you can remember is to be calm when giving your child consequences. If you start shouting, it will just make things worse. It also teaches them that it is okay to treat others like this when they are upset. Take a couple of deep breaths or walk away if you need to. Then respond in a calm and clear way. | BE CALM  Shouting will only make it worse. |  |
| The second step is to Be Fair.  When your child misbehaves, give them the option to behave and time to do as you asked before giving a consequence. Make sure the consequence is connected to the behaviour  For example, if they do not clean up their toys, they cannot play with them the next day. Make sure you can follow through with the consequences. For example, tell them they can’t play with their toys today, rather than for the whole week. Notice if your child is experiencing a natural consequence for their action already. If so, you might not need to give them one. | BE FAIR  Be reasonable and give your child the chance to obey. |  |
| Third, be consistent. It is important to follow through with consequences for the rules you have set every time they do not follow them. This helps your child to know what to expect, and makes it more likely that they will follow the rule. Talk about consequences for breaking household rules when you set them so that your child knows them and sticks to them. | BE CONSISTENT  This helps your child know what to expect |  |
| The fourth step is to Be Positive.  Praise your child every time they do actions you want to see more of. This makes them more likely to repeat this behaviour! Using consequences can be hard at first, but will get easier with practice!  Consequences help our children learn that their actions affect others - and to think before they act. | BE POSITIVE  Say the behaviour you want to see. |  |
| Your Home Activity today is to praise your child for one thing you’d like them to keep doing. If your child refuses to follow instructions, you can use a fair consequence. Remember to give your child a choice to follow the instruction before giving the consequence and respond in a calm way. Can you praise your child for their positive behaviour today?  Can you do it today? | Teach my child Consequences  Home Activity:  Praise your child for positive behaviour |  |

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| 🏅Module: Solve Problems with My Child | | |
| Script | On Slide Text | Animation Notes |
| Hi there! In this goal, we’re learning about managing your child’s behaviour and today we’re learning how to solve problems with our children  When something happens, first, take a pause. Become aware of anger and stress. Take a few deep breaths before you react. Then respond in a calmer way.  Here are 4 basic steps on how you can help your child learn how to solve problems: KNOW IT, SOLVE IT, TRY IT, and TEST IT.  Let's learn more about these steps. | Solve Problems with My Child   1. KNOW IT 2. SOLVE IT 3. TRY IT 4. TEST IT |  |
| Step 1 is Know It. Identify the problem by talking with your child about what the problem is. Put the problem into words. | KNOW IT  Put the problem into words. |  |
| Step 2 is to Solve It. Think of all the possible solutions to your child’s problem with them. Imagine together what their results will be. What could you or your child do differently in this situation in the future? | SOLVE IT  Think of the possible solutions to your problem, and their outcome. |  |
| Step 3 is to Try It. Choose one solution and try it out the next time you're in a similar situation. | TRY IT  Choose 1 solution to try next time. |  |
| Step 4 is to Test It. When you have the chance again, and try the solution out, ask yourself whether it worked. If it did, that’s great! If not, talk with your child again to find a new solution. | TEST IT  “Did it work?” |  |
| Remember, to solve problems with your child:  [1] Know the problem by putting it into words.  [2] With your child, come up with ways to solve the problem.  [3] Choose one solution and commit to trying it next time.  [4] Test the solution. Did it work?  Your home activity is to talk with your child about the four steps to problem-solving by reviewing this module together. Knowing how to solve problems is something they can use for the rest of their lives!  Can you do it today? | Solve problems with my child   1. KNOW IT 2. SOLVE IT 3. TRY IT 4. TEST IT   HOME ACTIVITY:  Talk with your child about the four steps to problem solving. |  |

Goal 6: Keep My Child Safe and Healthy

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| 🏅Module: Teach Safe Touch (Age 2-5/M & F) | | |
| Script | On Slide Text | Animation Notes |
| Hi, you’re back on ParentText, fantastic!   This goal is about keeping your child safe and healthy. Today, we will talk about teaching safe touch.   Here are four helpful tips to guide you in teaching your child about safe touch and what to do if they ever feel uncomfortable when someone touches them. | Teach Safe Touch |  |
| First, learn about private parts.  The parts of their body that go under people's underwear or a swimsuit are private parts. It is not OK for other people to touch or to ask to look at them, or ask them to look at or touch theirs.  Second, teach your child that it’s okay to say no.  Tell your child that they are always allowed to say no to someone touching them. This is true even for things like hugs! This teaches your child that they are always in control of who they allow to touch them so they can make safe choices throughout their lives, in any situation. You can practise saying “No, please don’t do that” and “No! Stop!” with your child, so they know how to do it if they need to.  Next, get away.  Always teach your child how to get away from any situation where they feel uncomfortable. In most of the cases, offenders are rarely strangers to the child. They are usually known to the child and/or caregivers. They frequently form a trusting relationship with a child and initially engage in physical activities like wrestling, touching or giving a massage. This is to get the child comfortable with touch. It will not be as easy for the child to get away from such situations, but teaching them how to leave when they feel uncomfortable will help.  Finally, tell an adult.  Tell your child that if they feel worried, uncomfortable, or unsafe about anyone touching them, they should tell you or an adult they trust. If your child tells you about something that has happened, listen openly and tell them they were right to tell you. Then, take steps to keep them safe. | LEARN ABOUT PRIVATE PARTS  “NO” IS OK!  GET AWAY   TELL AN ADULT |  |
| Remember, to teach your child about safe touch, follow the four tips - learn about private parts, saying “no” is okay, how to get away, and tell an adult.  Your home activity for today is to have a conversation with your child about safe and unsafe touch. Help them practise saying, “No, don’t do that!” and remind them to tell an adult if it happens.  Can you do this with your child today? | Teach Safe Touch  HOME ACTIVITY  Have a conversation about safe and unsafe touch. |  |

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| 🏅Module: Teach Safe Touch (Age 6-9) | | |
| Script | On Slide Text | Animation Notes |
| Hi, you’re back on ParentText, fantastic!   This goal is about keeping your child safe and healthy. Today, we will talk about teaching safe touch.   Here are five helpful tips to guide you in teaching your child about safe touch and what to do if they ever feel uncomfortable when someone touches them. | Teach Safe Touch |  |
| First, be honest.  If your child knows how their body works and where people should and should not touch them, they can make safer choices throughout their lives.  When your child asks any questions, answer honestly. These could be about any part of their own body or that of the other sex - even private parts!  This teaches them it is safe to ask about the body, which means they will learn more and stay safer.  Teaching your child about their whole body, even when young, means they will know how to talk about it if anything happens that they feel is unsafe. | BE HONEST about safe and unsafe touch |  |
| The second tip is to teach your child that it’s okay to say “no”  Tell your child that they are always allowed to say no to someone touching them. This is true even for things like hugs!  This teaches your child that they are always in control of who they allow to touch them so they can make safe choices throughout their lives, in any situation.  Practise saying “No, please don’t do that” and “No! Stop!” with your child, so they know how to do it if they need to. | “NO” IS OK!  Practice saying “No, please don’t do that” and “No! Stop!” |  |
| The third tip is to get away.  Always teach your child how to get away from any situation where they feel uncomfortable.  In most of the cases, offenders are rarely strangers to the child. They are usually known to the child or caregivers.  They frequently form a trusting relationship with a child and initially engage in physical activities like wrestling, touching or giving a massage. This is to get the child comfortable with touch.  It will not be as easy for the child to get away from such situations, but teaching them how to leave when they feel uncomfortable will help. | GET AWAY from situations where your child feels uncomfortable |  |
| Next, tell an adult.  Tell your child that if they feel worried, uncomfortable, or unsafe about anyone touching them, they should tell you or an adult they trust.  If your child tells you about something that has happened, listen openly and tell them they were right to tell you. Then, take steps to keep them safe. | TELL AN ADULT about anything uncomfortable or unsafe |  |
| Finally, get help.  If you need help to be a better support for your child, just type \*HELP\*. You will find a list of resources and experts that can be useful. | GET HELP  Type HELP on ParentText |  |
| Remember, to teach your child about safe touch, follow the five tips - be honest, saying “no” is okay, how to get away, tell an adult, and get help.  Your home activity for today is to have a conversation with your child about safe and unsafe touch. Help them practise saying, “No, don’t do that!” and remind them to tell an adult if it happens.  Can you do this with your child today? | Teach Safe Touch  HOME ACTIVITY  Have a conversation about safe and unsafe touch. |  |

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| 🏅Module: Community Safety (2-4) | | |
| Script | On Slide Text | Animation Notes |
| Hello! This goal is all about keeping your child safe and today we are learning about community safety.  One way to keep your child safe is to talk with them about which places are safe to go and which are not, and teach them how to be careful when they meet people they don't know.  Here are four steps to help you keep your child safe in your community: draw, talk, discuss, and practice.  Let’s begin! | Community Safety   1. DRAW 2. TALK 3. DISCUSS 4. PRACTICE |  |
| The first step is to DRAW.  Draw a map of your community. Include all the main places in your community on the map, like your house, streets in your neighbourhood, pre-school, daycare, and other places [1] Draw and identify pictures of trusted people who your child can go to when they feel unsafe. These can be you and your spouse, other family members, or teachers. | DRAW | Begin with a blank sheet. Animate on [1] |
| The next step is to TALK.  Talk about the safe and unsafe places on your map. For example, let your child know that the street is not a safe place, even if their toy or ball goes there. [1] CIRCLE the places that are safe for children. CROSS OFF any places that are unsafe for your child. For example, areas under construction, parking areas, or unfamiliar buildings. | TALK | Begin with the previous sheet. Animate on [1] |
| The third step is to DISCUSS. Discuss with your child why it is important to ALWAYS have an adult with them when they go outside. Make sure your child knows it’s okay to walk or run inside if a stranger tries to talk to them or asks them to go somewhere. Discuss with your child safe places they can run if a stranger approaches them – such as your home, or a neighbour’s home.  [1] Mark these areas clearly on your map. | DISCUSS | Begin with the previous sheet. Animate on [1] |
| Finally, practice! Practice! Practice!  Using toys or puppets, role-play scenarios where a stranger approaches. Ask your child what the toy should do. Children find it less scary to pretend that someone else is in danger.  Remember to praise when your child chooses the correct response, such as running away, shouting for help, or finding a trusted adult.  Talking about unsafe situations with your child might feel uncomfortable, but it's important. When children know what to do in a dangerous situation, they're much safer. | PRACTICE  Role-play using toys or puppets  Remember to praise |  |
| Your home activity is to have a conversation with your child about which places are safe or unsafe for children in your community. Do you have time to do it today? | HOME ACTIVITY  Have a conversation with your child about safe and unsafe places in your community |  |

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| 🏅Module: Community Safety (5-9) | | |
| Script | On Slide Text | Animation Notes |
| Hello! This goal is all about keeping your child safe and today we are learning about community safety.  One way to keep your child safe is to talk with them about which places are safe to go and which are not, and teach them how to be careful when they meet people they don't know  Here are four steps to help you keep your child safe in your community: draw, talk, discuss, and practice.  Let’s begin! | Community Safety   1. DRAW 2. TALK 3. DISCUSS 4. PRACTICE |  |
| The first step is to DRAW.  Draw a map of your community.Include the main places in your community on the map, like the streets, your house, school, shops, and other places your child visits. [1] Draw and identify pictures of trusted people who your child can go to when they feel unsafe. These can be you and your spouse, other family members, or teachers. . | DRAW | Begin with a blank sheet. Animate on [1] |
| The next step is to TALK.  Talk about the places on your map and decide if they are safe or not. Listen to your child: it is important to understand why they think a place is safe or unsafe. [1] CIRCLE the places that are safe for children. CROSS OFF any places that are unsafe for your child. For example, areas under construction, parking areas, or unfamiliar buildings. | TALK | Begin with the previous sheet. Animate on [1] |
| The third step is to DISCUSS.  Sometimes, we find ourselves in trouble.Make sure your child knows it’s okay to walk or run inside if a stranger tries to talk to them or asks them to go somewhere. Discuss where you and your child can get support in a crisis. These places may include home, school, a police station, or a clinic.  [1] Mark these areas clearly on your map. | DISCUSS | Begin with the previous sheet. Animate on [1] |
| Finally, practice! Practice! Practice!  Role-play scenarios where a stranger approaches using toys or puppets. Ask your child what the toy should do. Children find it less scary to pretend that someone else is in danger. Praise when your child chooses the correct response, such as running away, shouting for help, or finding a trusted adult.  Talking about unsafe situations with your child might feel uncomfortable, but it's important. When children know what to do in a dangerous situation, they're much safer. | PRACTICE  Role-play using toys or puppets  Remember to praise |  |
| Your home activity is to have a conversation with your child about which places are safe or unsafe for children in your community. Give space for your child to share their thoughts, too. They may think a place is unsafe that you thought was safe. Allow them to explain their reasons. Do you have time to do it today? | HOME ACTIVITY  Have a conversation with your child about safe and unsafe places in your community |  |

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| 🏅Module: Respond to Crises (2-6) | | |
| Script | On Slide Text | Animation Notes |
| Hello! This goal is all about keeping your child safe and today we are learning about how to respond to your child in a crisis.  It is important to support your child when they experience a difficult situation. When helping your child in a crisis, remember: [pause] BREATHE, [pause] LISTEN, [pause] RESPOND, [pause] and COMFORT.  Let’s learn more about these steps together. | Respond to Crises   1. BREATHE 2. LISTEN 3. RESPOND 4. COMFORT |  |
| [1] The first step is to breathe. Stay calm. Ask yourself, “What does my child need right now?”  [2] Next, listen. Ask your child what is going on. Let your child share with you what they need. Sometimes, your child might be comfortable sharing by drawing. Notice what they are feeling and tell them what you notice so they feel heard. Tell your child that you are there for them and love them. Remember, both girls AND boys could face hard times and crisis situations. Check-in with both.  [3]The third step is to respond. What might help what is going on? 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.You can teach your child consequences if needed. In the moment, your child needs you to be there for them with love.Remember, you can always type HELP to ParentText and get information about resources in your community where you can receive help.  [4]Finally, comfort your child. Be there for 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.They need you to accept them and comfort them when difficult things are going on. In these moments, maintaining a consistent routine can be particularly helpful. Familiar routines can provide a sense of security and normalcy, helping your child feel safe again. Remind your child again that you love them, and thank them for sharing with you. | BREATHE  Remain calm.  LISTEN  Listen to your child and notice what they are feeling.  RESPOND  What can help your child right now?  COMFORT  Give your child comfort. |  |
| It can be difficult to see your child feeling upset or confused, but remember that there’s plenty you can do to support them during a difficult time. You’ve got this, you’re such a great parent!  Follow these steps whenever your child shares something difficult. Supporting your child through a crisis will also teach them how to support others in difficult times.  For your home activity, [1] find a calm time to look at the community map you created with your child during the previous tip. [2] Talk about possible risks and what they could do to avoid them. [3] Discuss possible actions that you can take with your child if they happen.  Do you have time to do this today? | RESPOND TO CRISES   1. BREATHE 2. LISTEN 3. RESPOND 4. COMFORT   HOME ACTIVITY: [1] Look at the community safety map  [2] Talk with your child about possible risks. [2] Discuss what to do if they happen. Thank your child. | Animate sentences to script either as bullets or in paragraph form. Show map from previous activity. |

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| 🏅Module: Respond to Crises (7-9) | | |
| Script | On Slide Text | Animation Notes |
| Hello! This goal is all about keeping your child safe and today we are learning about how to respond to your child in a crisis.  It is important to support your child when they experience a difficult situation. When helping your child in a crisis, remember: [pause] BREATHE, [pause] LISTEN, [pause] RESPOND, [pause] and COMFORT.  Let’s learn more about these steps together. | Respond to Crises   1. BREATHE 2. LISTEN 3. RESPOND 4. COMFORT |  |
| [1] The first step is to take a deep breath so you can respond calmly. Ask yourself, “What does my child need right now?”  [2] Next, listen. Ask your child what is going on. Let your child share with you what they need. Notice what they are feeling and tell them what you notice so they feel heard. Tell your child that you are there for them and love them. Remember, both girls AND boys could face hard times and crisis situations. Check-in with both.  [3]The third step is to respond. What might help what is going on? 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.You can teach your child consequences if needed. In the moment, your child needs you to be there for them with love.Remember, you can always type HELP to ParentText and get information about resources in your community where you can receive help.  [4]Finally, comfort your child. Be there for 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.They need you to accept them and comfort them when difficult things are going on. In these moments, maintaining a consistent routine can be particularly helpful. Familiar routines can provide a sense of security and normalcy, helping your child feel safe again. Remind your child again that you love them, and thank them for sharing with you. | BREATHE  Remain calm.  LISTEN  Listen to your child and notice what they are feeling.  RESPOND  What can help your child right now?  COMFORT  Give your child comfort. |  |
| It can be difficult to see your child feeling upset or confused, but remember that there’s plenty you can do to support them during a difficult time. You’ve got this, you’re such a great parent!  Follow these steps whenever your child shares something difficult. Supporting your child through a crisis will also teach them how to support others in difficult times.  For your home activity, [1] find a calm time to look at the community map you created with your child during the previous tip. [2] Talk about possible risks and what they could do to avoid them. [3] Discuss possible actions that you can take with your child if they happen.  Do you have time to do this today? | RESPOND TO CRISES   1. BREATHE 2. LISTEN 3. RESPOND 4. COMFORT   HOME ACTIVITY: [1] Look at the community safety map  [2] Talk with your child about possible risks. [2] Discuss what to do if they happen. Thank your child. | Animate sentences to script either as bullets or in paragraph form. Show map from previous activity. |

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| 🏅Module: Strengthen My Child’s Nutrition and Health | | |
| Script | On Slide Text | Animation Notes |
| Welcome back to ParentText!  Today, we will talk about encouraging our children to eat nutritious food and practise healthy eating habits.  Teaching our children healthy eating habits from a young age helps them make healthy choices as they grow older.  Let us see the four tips you can use to support your child with healthy eating. | Strengthen My Child’s Nutrition and Health |  |
| First, a bit of everything  Allow your child to enjoy a variety of food in moderation. Every day, make sure they have:  2-3 servings of carbohydrates. 1 serving is 2 spoons of rice or 2 slices of bread  3-4 servings of fruits and vegetables. 1 serving is ½ cup of vegetables or 1 medium-sized fruit  1-2 servings of dairy products and protein.  1 serving is1 chicken thigh, 2 eggs or 1 glass of milk  Just a little bit of oil, fat, processed sugar, and salt | A BIT OF EVERYTHING  Make sure they have:  2-3 servings of carbohydrates  3-4 servings of fruits and vegetables  1-2 servings of dairy products and protein  Little bit of oil, fat, processed sugar, and salt. |  |
| Following that, manage emotions.  Sometimes, your child may start whining about unhealthy food choices. Take a deep breath and stay calm. Try redirecting your child’s attention to healthier food options, and then ignoring your child’s demanding behaviour if they continue. Praise or reward your child for choosing healthy foods.You should give yourself a treat too, for successfully teaching your child to make healthy choices! | MANAGE EMOTIONS  Redirect attention to healthier food options |  |
| The third tip is to listen to your child  Listen to your child when they say they are hungry or full. Depending on your child’s activities for the day, your child may require less or more food. If your child always seems hungry or full, a doctor can help to figure out why. your child will also observe and learn from the eating habits of people around them. Make healthy food choices as a family to teach your child to do the same. | LISTEN TO YOUR CHILD when they say they are hungry or full. |  |
| Finally, keep it clean.  Preparing food with love is important for your child. It is also important to be clean while making food and drinks. Wash your hands before touching food items or feeding your child. Wash fresh food items before cooking them. Hot weather makes many food types go bad very fast. It is best to store food in airtight containers or the fridge so they stay fresh. Keep the kitchen, fridge, cutlery, and table tops clean from dust, insects, and house lizards. | KEEP IT CLEAN  Wash your hands and wash your food  Store your food in airtight containers or the fridge. |  |
| Your home activity for today is to talk with your child about the importance of eating healthy foods instead of candy, chocolate, or cake, and water instead of fizzy drinks. Plan to make better choices together, and praise them each time they make a healthy choice.  Do you have time to chat with your child about this today? | Strengthen My Child’s Nutrition and Health   HOME ACTIVITY  Talk with your child about the importance of eating healthy foods |  |

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| 🏅Module: Know Online Safety Basics | | |
| Script | On Slide Text | Animation Notes |
| Hi there! Keeping your child safe online and creating healthy online habits might feel overwhelming at times, but online safety is an important step to help your child be part of the digital world.  When it comes to online safety, there are four tips to keep in mind:  LEARN,  PROTECT,  BUILD HABITS,  and BUILD TRUST.  [1] Today, we are reviewing the tips [pause] LEARN [pause] and PROTECT.  The next lesson will cover [pause] BUILD HABITS [pause] and BUILD TRUST.  Let’s begin. | Know Online Safety Basics   1. LEARN 2. PROTECT 3. BUILD HABITS 4. BUILD TRUST | [1] circle draws around learn and protect |
| First, learn the dangers of being online.  [pause] Content,[pause] Contact,[pause] and Conduct  [1] First, content. Your child might come across harmful content online, such as violence, hateful speech, pornography, wrong information, or hating women, people with disabilities, or other races, religions, sexualities, or from other countries.  [2] Next, contact. Your child could be contacted online by strangers or adults pretending to be children, asking for sexual pictures or even to meet up.  [3] Finally, conduct, or behaviour. Sometimes, children or strangers can say or do hurtful things online.  It sometimes feels overwhelming to keep our children safe from all of these dangers. Luckily, there are lots of ways you can protect them. | LEARN   1. Content 2. Contact 3. Conduct |  |
| There are many ways to make the internet a safer place for your child.  [1] Talk to your child about which apps and websites are safe and which are not. Discuss why!  [2] Help your child learn how to make strong passwords to protect their devices.  [3] Tell your child that they should keep personal information private including photos or videos of themselves. What goes online, stays online! | PROTECT   1. Talk with your child 2. Set strong passwords 3. Keep personal information private |  |
| In the next session, we’ll continue learning about online safety. Today, your home activity is to ask your child, “what do you do to stay safe online?”  You may find that they are already thinking about online safety. Praise your child for any efforts they make.  Can you talk with your child today? | Know Online Safety Basics   1. Learn 2. Protect 3. Build Habits 4. Build Trust   Home Activity  Ask your child: What do you do to stay safe online? |  |

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| 🏅Module: Building Habits and Trust Online | | |
| Script | On Slide Text | Animation Notes |
| Hi again! Keeping your child safe online and creating healthy online habits might feel overwhelming at times, but online safety is an important step to help your child be part of the digital world.  When it comes to online safety, there are four tips to keep in mind. Previously, we reviewed the tips to LEARN and PROTECT.  Today we are reviewing the tips to BUILD HABITS and BUILD TRUST.  Let’s begin. | Building Habits and Trust Online   1. Learn 2. Protect 3. Build Habits 4. Build Trust |  |
| First, build habits in your home that promote online safety and a positive relationship with the internet.  [pause] Plan phone-free times in your house, like during meals, homework, or in bed.  [pause] Only let your child chat online with people they already know. They should never share personal information in a chat room or with strangers.  [pause] Before completing forms that ask for personal information, check that the web address begins like this [1] and not like this [2]. Without the 's' they may not be secure.  [pause] | BUILD HABITS  Set no-phone times in your home  Check web addresses  http://  https:// | Animate password details to explain better. |
| For older children, help them create strong passwords for their accounts.  Good passwords are:  [pause] long  [pause] do not include obvious personal information like your name or birthday;  [pause] and include upper and lower case letters, numbers and symbols.  Tell your child not to click on pop-ups that ask them to download or pay for anything. | BUILD HABITS  Set Strong Passwords:  -Long  -Don’t include personal information  -DO include upper and lowercase letters, numbers, and symbols. |  |
| Finally, BUILD TRUST with your child.  [1]  Together, look at the websites, social media, games, and apps they use.  [2]  Ask questions - this helps you learn more about your child’s interests! | BUILD TRUST   1. Look at websites, social media, games and apps that your child uses, together 2. Ask questions |  |
| [3]  If you come across anything worrying together, talk about it with them.  [4]  Tell your child that if they feel scared, unsafe or upset about something online, they should tell an adult as soon as possible  Just as you keep your child safe in the real world, you also need to make sure they are safe in the digital world. By following these steps you can protect them and make sure that their online time is secure so they can keep using it to learn. You’re doing a great job! | BUILD TRUST   1. Talk about worrying things together. 2. Tell your child if they feel scared or unsafe, they should tell an adult. |  |
| Here’s something you can do with your child today to start making sure they stay safe online:  [1]  First, have a conversation with your child about how they can use the internet and devices in a safe way.  [2]  Next, talk about which sites or apps might be unsafe. Discuss why.  [3]  Finally, praise your child for how good they are at using the web!  Can you complete this task with your child today? | Building Habits and Trust Online  HOME ACTIVITY  [1] have a conversation with your child about how they can use the internet and devices in a safe way.  [2] Talk about which sites or apps might be unsafe. Why?  [3] Praise your child for how good they are at using the web! | Illustrate as needed |

Goal 7: Have a Healthy Relationship with My Spouse

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| 🏅Module: Creating Respect at Home | | |
| Script | On Slide Text | Animation Notes |
| Hello, it is great to see you again on ParentText.  Today’s goal is about having a healthy relationship with your spouse.  Today, we will talk about creating respect at home.  [pause]  Treating each other with respect and making decisions together can have a big impact on how we feel and can help our children feel safe.  Let’s begin! | Creating respect at home |  |
| Here are four simple steps that you and your spouse can use to create respect at home for your children to learn from:  [pause] | Creating respect at home   1. SHARE DECISION MAKING 2. ASK THEM WHAT THEY THINK 3. TIMING MAKES A DIFFERENCE 4. PRACTICE MAKES PERFECT |  |
| First, share decision making  Next time you are making a decision, try involving your spouse.  [pause]  Second, ask them what they think.  Sometimes it can be hard to know how to involve your spouse when making a decision. Try asking what they think. This shows them that you care and want them to be involved.  [pause]  Third, timing makes a difference.  If you have a decision to make, bring it up during a time when you and your spouse are not too busy. It could be early in the morning or later in the evening.  [pause]  Fourth, practice makes perfect.  It can take time to get used to making decisions together. Give yourself time and keep trying. Remember, by communicating with your spouse, you will both eventually feel more comfortable talking and sharing decisions.  [pause] | ^ | Animate words to text. |
| Your Home Activity now is to involve your spouse in a decision you are making today. Can you do it? | Creating respect at home  HOME ACTIVITY Involve your spouse in a decision you are making today. |  |

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| 🏅Module: Being a Supportive Spouse and Parent | | |
| Script | On Slide Text | Animation Notes |
| Hello again, it’s great to have you here again on ParentText!  Today, we are learning how to be a supportive spouse and parent. When mothers and fathers are both engaged in parenting their children, everyone benefits, including the children  Here are some simple ways you can become a more confident and supportive spouse AND parent.  Let’s get started. | Being a supportive spouse and parent |  |
| [1] First, Show appreciation  Show your spouse that you appreciate it when they spend quality time with your children.  [pause]  [2] Next, work together.  If you are unsure how to work together with your spouse, try asking them. By asking, you show that you care and want to be involved!  [pause]  [3] Step three, Lend a Hand.  It can sometimes be difficult to remember to ask if your spouse needs help. Once you start asking, they may realise you want to be more involved, and begin asking for your help on their own.  [pause]  [4] Finally, ask for help.  It can be hard to ask for help. Sometimes we expect our spouses to know we need help even if we don’t ask them. Once you start asking, they will likely start offering to help more in the future.  [pause]  Remember to thank your spouse! | 1. Show appreciation 2. Work together 3. Lend a Hand 4. Ask for help | Animate words to text. |
| Your home activity is to try doing childcare or housework together with your spouse. Do you have time to do it today? | Being a supportive spouse and parent  HOME ACTIVITY Try doing childcare or housework with your spouse |  |

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| 🏅Module: Share Family Responsibilities | | |
| Script | On Slide Text | Animation Notes |
| Hello, we are glad to see you back on ParentText.  Today, we are learning how to share family responsibilities between you and your spouse.  When we share family responsibility with our spouse, we can help make life less stressful and improve our relationship.  Time to get started! | Share family responsibilities |  |
| To share family responsibilities with your spouse, try these three tips:  [1] First, create a routine.  This can be hard to remember! Establishing a routine around caregiving or housework tasks can sometimes be helpful.  [pause]  Creating a routine also lets you talk to your spouse about how to share the workload.  [pause]  [2] Next, talk about the workload with your spouse  Talking with your spouse about how you can share family responsibilities helps both of you understand each other better. It also shows that you care!  [pause]  [3] Finally, remember to ask for help  It can be hard to remember to ask for help. Remember to be kind to yourself if you forget to ask, and try again another time. Asking for help and sharing family responsibilities benefits the whole family! | 1. CREATE A ROUTINE 2. TALK ABOUT THE WORKLOAD 3. ASK FOR HELP | Animate words to text. |
| Your home activity this week is to invite your spouse to discuss how you can share family responsibilities more evenly at home! Do you have time to do it today? | Share family responsibilities  HOME ACTIVITY  Discuss family responsibilities with your spouse |  |

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| 🏅Module: Resolving Conflicts Peacefully | | |
| Script | On Slide Text | Animation Notes |
| Welcome back to ParentText!  Today, we are learning how to resolve conflicts peacefully between you and your spouse.  We all have disagreements sometimes, but fighting is not an effective way to solve our problems. Learning to respond in a calmer way can help you create a more peaceful home.  Join me to learn more! | Resolving conflicts peacefully |  |
| Here are some tips you can try to resolve conflicts with your spouse in a peaceful way.  [1] First, Count to ten.  It can sometimes be really hard to stay calm when we’re having a disagreement with others.  Try to think of something that you can do that might help, like taking a couple deep breaths or counting to ten.  [pause]  [2] Next, take a pause  Do you remember on the first day of this course, you learned how to close your eyes, breathe deep, and take a pause? Taking a pause before responding can help us stay calm and respond better a little later.  When you feel yourself getting angry, try taking a pause. You can do this!  [pause]  [3] Finally, walk away if necessary.  Sometimes others respond to us negatively when we’re having a disagreement.  In these situations, especially if you feel fearful or threatened, it may be best to walk away for a bit until everyone has calmed down. | COUNT TO TEN or take a couple of deep breaths  TAKE A PAUSE before responding  WALK AWAY if necessary | Animate words to text. |
| Remember, if you need help in a crisis, you can type HELP in ParentText to receive a list of community resources where you may find support. | HELP |  |
| Today’s home activity is to practise taking a pause before responding when you are feeling frustrated. Do you have time to practise taking a pause today? | Resolving conflicts peacefully  COUNT TO TEN TAKE A PAUSE WALK AWAY  HOME ACTIVITY  Take a pause today |  |

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| 🏅Module: Listen and Talking to Each Other | | |
| Script | On Slide Text | Animation Notes |
| Hi! It’s good to have you with us again on ParentText.  Today, we are learning how to listen and talk with our spouses in a positive way.  Listening and talking to those around use are key to a more peaceful home.  Let’s explore and learn together! | Listening and talking to each other |  |
| Here are some tips on how you and your spouse can listen and talk with each other in a supportive and loving way:  [1] First, share how you feel with your spouse.  Sharing how we feel and talking about the difficulties we’re facing is a sign of strength and can make everyone in the family stronger!  By sharing emotions you can better understand and support each other.  [pause]  [2] Next, you choose what you share.  Sharing your challenges with your spouse is about making them more aware of how you are feeling.  Remember, you decide how much you share, and you can always choose to share more at a later time.  [pause]  [3] Third, be kind to yourself.  Starting something new can be difficult. Give yourself and others time to get used to it.  [pause]  [4] Finally, choose a time when you feel comfortable.  It’s okay if you don't always want to share your emotions.  You can choose to share how you’re feeling at a later time once you feel calmer. | SHARE HOW YOU FEEL  CHOOSE WHAT YOU SHARE  BE KIND TO YOURSELF  CHOOSE  A TIME WHEN YOU FEEL COMFORTABLE | Animate words to text. |
| Today’s home activity is to try setting aside some time to talk to your spouse about your feelings and any difficulties you’re facing. Do you have time to do it today? | Listening and talking to each other  HOME ACTIVITY  Share your feelings and difficulties with your spouse. |  |

Goal 8: Build a Family Budget and Save Money

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| 🏅Module: Understand Needs & Wants | | |
| Script | On Slide Text | Animation Notes |
| Hi there! In this goal, we are learning about four steps to building a family budget. This will help you understand more about how money is saved and spent in the family. Today we will learn about step one: [pause] Understanding needs and wants. | Understanding Needs and Wants |  |
| Identify Needs.  With your family, make a list of things that you cannot live without. Things that are important for your family to survive. For example food, medicine, or laundry detergent. | IDENTIFY NEEDS | Time entry of want list animated. Localise currency |
| Next, identify wants.  Make a list of things that you or others want. These are things that would be nice to have but not essential. For example the latest version of a smartphone, new toy, or a new car. | IDENTIFY WANTS | Time entry of need list animated. Localise currency |
| Finally, TALK.[pause]   People often see things in different ways. You may find that your family members see one thing as a NEED while you see it as a WANT. Talk with your family about why you feel differently, this will help you to understand each other and can make decisions together about what to spend money on. | TALK |  |
| Your Home Activity is to try to discuss your financial wants and needs with your family. Do you have time to do it today? | Understanding Needs and Wants  HOME ACTIVITY  Discuss your needs and wants, with your family |  |

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| 🏅Module: Talk about Monthly Expenses | | |
| Script | On Slide Text | Animation Notes |
| Welcome back! In this goal, we are learning about the four steps to building a family budget. Today, we are learning about step two: [pause] talk about monthly expenses.  Here is an easy and fun way to do this | Talk about Monthly Expenses |  |
| Get a piece of paper or anything else you can write on, and a pen. Next, draw pictures of all the things you and your family members spend money on each month.  [pause]  Then, write next to each picture how much each thing costs. Lastly, add up how much you spend monthly. | 1. Gather supplies 2. Draw pictures 3. Write in costs 4. Add up the costs | Begin with blank page  add items to blank piece of paper  add prices on to this piece of paper |
| Take a picture of your monthly expenses. You’ll need this information for the next lesson!  This is a great first step to family budgeting! | 1. Gather supplies 2. Draw pictures 3. Write in costs 4. Add up the costs | See if there’s a way to show a camera flash? |
| Your Home Activity is to find time to add up your monthly expenses. Do you have time to do it today? | Talk about Monthly Expenses  HOME ACTIVITY Add up your monthly expenses. |  |

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| 🏅Module: Make a Monthly Budget | | |
| Script | On Slide Text | Animation Notes |
| Hi again. In this goal, we are learning about the four steps to building a family budget. Today, we are reviewing step three: [pause] make a monthly budget | Make a Monthly Budget |  |
| First, take the piece of paper from the monthly expenses activity that shows all the things you spend money on during a month. |  | Show end of prev. Module pic |
| Second, add up the money your family has available each month. This can be from a job, welfare grants, or even money sent to the family by other relatives. |  | Show scribbles adding up |
| Now, decide which of the expenses are things that you NEED and which are things that you WANT. Draw a star next to everything that you NEED. Add up all the things that have a star next to it. |  | Return to prev. Module pic and insert hand drawn stars |
| Is the amount more or less than your monthly budget? If it is less, you can add some things that you WANT. If it is more, then you may want to discuss with your family which things are really NEEDS. You may need to make difficult choices between different things. |  | Show bottom of both pages (Star total and income total) with total sums circled |
| Your home activity is to work with your family to create your family budget together. Do you have time to do it today? | Make a Monthly Budget  HOME ACTIVITY  Set a Monthly Budget. |  |

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| 🏅Module: Make a Saving Plan | | |
| Script | On Slide Text | Animation Notes |
| Welcome back. In this goal, we are learning about the four steps to building a family budget. Today, we are reviewing the final step: [pause] make a saving plan. | Make a Saving Plan |  |
| First, discuss with your family different reasons that you might want to save money. These could include: [pause]  [1] Preparing for emergencies, [pause]  [2] Buying something nice for you or your child, [pause]  [3] or Planning for future big expenses like improvements on your home, or for your child’s education. | WHY SAVE  Decide What are you saving for? | Images timed to show reasons for saving |
| Second, set a target amount that you want to save. [pause]  Look at your monthly budget from the last activity.  [pause]  Decide how much you can save each week or each month. | HOW TO SAVE? How much can you save each week or month towards your goal? | Illustrate how small amounts saved over time, create a large sum |
| Third, consider the different ways to keep money safe for future use. [pause]  These could include: [pause]  Saving at a bank, [pause]  Keeping money safe at home, [pause]  Keeping money in a savings and loan group, [pause] or  Buying livestock like goats or cattle. [pause]  Decide which way of saving money would work best for the family. | WHERE TO SAVE  Decider the best way to keep saved money safe.   1. At a bank 2. At home 3. In a savings and loan group 4. Buying livestock, like goats or cattle |  |
| Fourth, set up an emergency fund.  If you can try and save even a tiny amount each month for the future or for an emergency,this can make a big difference over time. | EMERGENCY FUND  Even a small amount makes a difference! |  |
| The final step is identifying ways to get support. Your government or community groups may be giving money, vouchers, or food parcels to families in need. Think about whether there are places in your community that provide support. | FIND SUPPORT |  |
| Your home activity is to create a saving plan. Do you have time to do it today?  Remember to praise yourself for taking the time to make a savings plan. Congratulations! | Make a Saving Plan  HOME ACTIVITY  Create a saving plan. |  |