{Course: Keep My Child Safe and Healthy}

| {Lesson: Teaching Safe Touch (Age 2-5/M & F)} | | |
| --- | --- | --- |
| Script | On Slide Text | Animation Notes |
| Molo, ubuyile kwi-ParentText, kwakuhle!   Esi sifundo simalunga nokugcina umntwana wakho ekhuselekile kwaye esempilweni. Namhlanje, siza kuthetha malunga nokufundisa umntwana wakho ngendlela ekhuselekile kunye nengakhuselekanga yokubanjwa.   Nazi iingcebiso eziluncedo ezine ukukukhokela ekufundiseni umntwana wakho malunga nokubanjwa okukhuselekileyo nokungakhuselekanga kunye nokuba wenze ntoni ukuba uziva engakhululekanga xa kukho umntu ombambayo.  Masifunde ngakumbi kunye! | Fundisa ukubanjwa okukhuselekileyo |  |
| Okokuqala, funda ngamalungu angasese.  Fundisa umntwana wakho ukuba amalungu omzimba wakhe angena ngaphantsi kwempahla yakhe yangaphantsi okanye kwimpahla yokuqubha ngamalungu angasese. Akulunganga ukuba abanye abantu babambe okanye bajonge amalungu abo angasese  [pause]  Akulunganga nokuba umntu acele umntwana wakho ukuba abambe okanye ajonge amalungu angasese womnye umntu.  [pause]  Okwesibini, fundisa umntwana wakho ukuba kulungile ukuthi hayi.  Xelela umntwana wakho ukuba usoloko evumelekile ukuthi hayi emntwini ombambayo, nokuba lusapho okanye abahlobo. Oku kuyinyaniso, nakwizinto ezifana nokuwola! Oku kufundisa umntwana wakho ukuba usoloko elawula ukuba ngubani na amvumelayo ukuba ambambe ukuze akwazi ukwenza ukhetho olukhuselekileyo kubo bonke ubomi bakhe, kuyo nayiphi na imeko. Unokuziqhelanisa nokuthi "Hayi, nceda ungayenzi loo nto", "Hayi! Yeka!" kunye nomntwana wakho ukuze akwazi ukuzithethela xa kunesidingo xa kunesidingo.  Ingcebiso elandelayo kukubaleka.  Fundisa umntwana wakho ukuzikhupha kuyo nayiphi na imeko emenza azive engakhululekanga. Kwiimeko ezininzi, abenzi bobubi ayingobantu bangaziwayo ngumntwana. Kudla ngokubangabantu abaziwayo ngumntwana okanye abakhathaleli bomntwana. Badla ngokuqala ukudlala umdlalo wokujijisana okanye ukubamba-bamba. Oku kwenzelwa ukuba umntwana akhululeke ngokubanjwa. Xa udlala umdlalo ofana nokujijisana nomntwana wakho, ziqhelanise no "hayi" kwaye uhloniphe imida yakhe. Uba umntwana wakho uthi "hayi", yeka umdlalo ngoko nangoko.  [pause]  Oku kubaxhobisa ukuba bakwazi ukuthi “HAYI!” kwiimeko ezingakhuselekanga nangaphandle kwekhaya ngokunjalo.  Akuyi kuba lula ukuba umntwana wakho azikhuphe kwiimeko ezinjalo, kodwa ukumfundisa indlela yokushiya iimeko ezingathandekiyo okanye ezingakhuselekanga kuya kuba bubuchule obuxabisekileyo ebomini.  [pause]  Okokugqibela, fundisa umntwana wakho ukuxelela umntu omdala.  Xelela umntwana wakho ukuba xa kukho umntu omenza azive exhalabile, engakhululekanga, okanye engakhuselekanga omphathayo, kufuneka akuxelele okanye umntu omdala amthembileyo.  [pause]  Ukuba umntwana wakho ukuxelela ngento eyenzekileyo, mphulaphule kwaye umxelele ukuba wenze kakuhle akuxelele. Emva koko, thatha amanyathelo wokumkhusela. Mkholelwe rhoqo umntwana wakho, kwaye ungamshiyi yedwa nomntu aziva engakhuselekanga naye. | FUNDA MALUNGA NAMALUNGU ANGASESE  U"HAYI" UVUMELEKILE!  BALEKA   XELELA UMNTU OMDALA | Animate words to text |
| Khumbula, ukufundisa umntwana wakho malunga nokubanjwa okukhuselekileyo, landela iingcebiso ezine - funda ngamalungu angasese, ukuthi "hayi" kulungile, indlela yokubaleka, kwaye uxelele umntu omdala.  Umsebenzi wakho wasekhaya kukuba nencoko nomntwana wakho malunga nokubanjwa okukhuselekileyo nokungakhuselekanga. Mncede aziqhelanise nokuthi, “Hayi, sukuyenza loo nto!” okanye “Hayi! Yeka!" kwaye umkhumbuze ukuba axelele umntu omdala ukuba kuyenzeka.  Ungakwazi ukwenza oku kunye nomntwana wakho namhlanje? | Ukufundisa malunga nokubanjwa okukhuselekileyo  FUNDA MALUNGA NAMALUNGU ANGASESE  U"HAYI" UVUMELEKILE!  BALEKA   XELELA UMNTU OMDALA  UMSEBENZI WASEKHAYA  Yiba nencoko malunga nokubanjwa okukhuselekileyo nokungakhuselekanga. |  |

| {Lesson: Teaching Safe Touch (Age 6-9)} | | |
| --- | --- | --- |
| Script | On Slide Text | Animation Notes |
| Molo, ubuyile kwi-ParentText, kwakuhle!   Esi sifundo simalunga nokugcina umntwana wakho ekhuselekile kwaye esempilweni. Namhlanje, siza kuthetha ngokufundisa ukubanjwa okukhuselekileyo.   Nazi iingcebiso ezintlanu ukukunceda ufundise umntwana wakho malunga nokubanjwa okukhuselekileyo kunye nento omawuyenze xa eziva engakhuselekanga xa kukho umntu omchukumisayo.  Ukulungele ukufunda ngakumbi? | Fundisa Ukubanjwa Okukhuselekileyo |  |
| Ingcebiso yokuqala, nyaniseka.  Thetha nomntwana wakho malunga nendlela yokubiza ilungu ngalinye lomzimba wakhe. Ukuba umntwana wakho uyayazi indlela umzimba wakhe osebenza ngayo kunye nalapho abantu befanelekile okanye bengafanelekanga ukuba bambambe khona, unokwenza ukhetho olukhuselekileyo kubo bonke ubomi bakhe.  Phendula nawuphi na umbuzo awubuzayo umntwana wakho ngokunyanisekileyo. Le mibuzo isenokuba ngalo naliphi na ilungu lomzimba waKHE okanye elesinye isini - nkqu namalungu angasese!  .  Ukufundisa umntwana wakho ngomzimba wakhe wonke, nokuba usemncinci, kuthetha ukuba uya kuyazi indlela yokuthetha xa kukho nantoni na eyenzekayo avakalelwa ukuba ayikhuselekanga. | NYANISEKA ngendlela yokubiza amalungu omzimba ngamagama kunye nendlela esebenza ngayo imizimba |  |
| Ingcebiso yesibini kukufundisa umntwana wakho ukuba kuvumelekile ukuthi hayi.  Xelela umntwana wakho ukuba usoloko evumelekile ukuba athi hayi kumntu ombambayo nokuba lusapho okanye abahlobo. Oku kuyinyaniso nakwizinto ezifana nokuwola!  Oku kufundisa umntwana wakho ukuba usoloko elawula ukuba ngubani na amvumelayo ukuba ambambe ukuze akwazi ukwenza ukhetho olukhuselekileyo kubo bonke ubomi bakhe, kuyo nayiphi na imeko.  Unokuziqhelanisa nokuthi "Hayi, nceda ungayenzi loo nto", "Hayi! Yeka!" kunye nomntwana wakho ukuze akwazi ukuzithethela xa kunesidingo. | U"HAYI" UVUMELEKILE!  ziqhelanise nokuthi "Hayi, nceda ungayenzi loo nto" kwaye "Hayi! Yeka!" |  |
| Ingcebiso yesithathu kukubaleka.  Fundisa umntwana wakho indlela yokuzikhupha kuyo nayiphi na imeko apho aziva engakhululekanga. In most of the cases, offenders are not strangers to the child. They are usually known to the child and/or caregivers. They will often begin by engaging in physical activities like wrestling or touching. This is to get the child comfortable with touch. When you are playing physical games like wrestling with your child, practise saying "no" and respecting their boundaries. If your child says "no", stop the game immediately.  [pause]  This empowers them to say “NO!” to unsafe situations outside the home as well.  It will not be easy for your child to get away from such situations, but teaching them how to leave uncomfortable or unsafe situations will be a valuable skill for life. | 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.  [pause]  If your child tells you about something that has happened, it is important that you 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 |  |
| 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  BE HONEST  “NO” IS OK!  GET AWAY  TELL AND ADULT  RESPOND  UMSEBENZI WASEKHAYA  Have a conversation about safe and unsafe touch. |  |

| {Lesson: Community Safety (2-4)} | | |
| --- | --- | --- |
| Script | On Slide Text | Animation Notes |
| Hello, it is great to see you again on ParentText!  This lesson is about learning how to keep Your child safe in your community.  One thing you can do to help 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 with this conversation:  Draw  [pause]  talk,  [pause]  discuss,  [pause]and practise.  Let’s learn more together! | Community Safety  DRAW  TALK  DISCUSS  practise |  |
| The first step is to DRAW.  With your child, draw a map of your community. Include all the main places in your community on the map, like your house, streets in your neighbourhood, crèche, and other places you and your child might go to. [1]  Draw and identify pictures of trusted people who your child can go to when they feel unsafe. These can be you and your partner, other family members, or their 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, tuck shops, taxi ranks, or unfamiliar or unoccupied 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] |
| The last step is to practise, practise, practise!  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 them when your child chooses the correct response, such as running away, shouting for help, or finding a trusted adult. | practise  Role-play using toys or puppets  Remember to praise |  |
| 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.  Your home activity is to have a conversation with your child about which places are safe or unsafe for children in your community. Ingaba unalo ixesha lokuyenza namhalanje? | Being Safe in the Community  UMSEBENZI WASEKHAYA  Have a conversation with your child about safe and unsafe places in your community |  |

| {Lesson: Community Safety (5-9)} | | |
| --- | --- | --- |
| Script | On Slide Text | Animation Notes |
| Hello! This course is all about keeping your child safe and today we are learning about community safety.  One thing you can do to help 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 with this conversation:  Draw  [pause]  talk,  [pause]  discuss,  [pause]and practise.  Let’s learn more together! | Being Safe in the Community  DRAW  TALK  DISCUSS  practise |  |
| The first step is to DRAW.  With your child, draw a map of your community. Include all the main places in your community on the map, like your house, streets in your neighbourhood, school, shops, and other places you and/or your child might go to. [1]  Draw and identify pictures of trusted people who your child can go to when they feel unsafe. These can be you and your partner, other family members, or their 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.  Make sure you 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, clinic or an institution you trust.  [1] Mark these areas clearly on your map. | DISCUSS | Begin with the previous sheet. Animate on [1] |
| Finally, practise! practise! practise!  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 them when your child chooses the correct response, such as running away, shouting for help, or finding a trusted adult. | practise  Role-play using toys or puppets  Remember to praise |  |
| 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.  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. Bangacinga indawo ayikhuselekanga ube wena ucinga ukuba ikhuselekile. Bavumele bacacise izizathu zabo. Ingaba unalo ixesha lokuyenza namhalanje? | Ukukhuseleka Ekuhlaleni  UMSEBENZI WASEKHAYA  Iba nengxoxo nomntwana wakho ngokukhuseleka nokungakhuseleki ekuhlaleni |  |

| {Lesson: Responding to Crises (2-6)} | | |
| --- | --- | --- |
| Script | On Slide Text | Animation Notes |
| Molo! Kwesi sigaba besifunda ngokugcina umntwana wakho ekhuselekile. Kwesi sifundo sifunda ngokuba uphendula kanjani xana umntwana wakho esengxakini.  Kubalulekile ukuxhasa umntwana wakho xana edibana nemeko enzima. Xana unceda umntwana wakho kwingxaki, khumbula ezizinto zine: [pause] phefumla, [pause] mamela, [pause] phendula, [pause] kwaye thuthuzela.  Masifundeni banzi ngala manyathelo sonke. | Ukusabela kwii ngxaki  PHEFUMLA  PHULAPHULA  PHENDULA  UKUTHUTHUZELA |  |
| Kuqala, phefumla. Yehlisa umoya. Zibuze, ''Yintoni edingwa ngumntwana wakho?''  Okulandelayo, mamela. Buza umntwana wakho kwenzeka ntoni. Vumela umntwana wakho akuchazele akudingayo. Ngamanye amaxesha, umntwana wakho angaziva ekhululekile ngokukubonisa imizobo okanye esebenzisa iithoyi kwakunye nonodoli ekuxelela ukuba yintoni emkhathazileyo. Qaphela baziva kanjani kwaye mxelele uqwalasela ntoni ukuze azive emameleka. Xelela umntwana wakho ukuba ukhona kunye naye kwaye uyamthanda. Khumbula, bobabini abantwana bangajongana namaxesha anzima kwakunye neengxaki ezinzima. Bakhangele bobabini.  Inyathelo lesithathu kukuphendula. Yintoni enokunceda oku kwenzekayo? Unganokumnceda umntwana wakho ukuba athethe ngendlela aziva ngayo. Khumbula, umntwana wakho ukufuna ubekhona ngakuye nothando kunye nokwamkela indlela aziva ngayo. Kungafuneka uthethe ngamanyathelo eninokuthi niwathathe wena nomntwana wakho anokunceda kwinto eyenzekileyo. Khumbula, ungasoloko ubhala [1]UNCEDO kwi ParentText kwaye ufumane ulwazi ngezixhobo apho ungafumana uncedo oludingayo kwindawo ohlala kuyo.  [2]  Ekugqibeleni, nika umntwana wakho intuthuzelo. Yiba khona kumntwana wakho. Kunganzima ukubona umntwana wakho eziva ekhathazekile okanye ebhidekile, kodwa kuninzi ongakwenza ukumxhasa. Uyakudinga ukuba umamkele kwaye umxhase xa izinto ezinzima sisenzeka. Kwezi meko, ukugcina indlela yokwenza izinto njenge siqhelo kungaluncedo ngakumbi. Iindlela eziqhelekileyo zingakunika ukhuseleko kunye nesiqhelo, zincede umntwana wakho azive ekhuselekile kwakhona. Khumbuza umntwana wakho kwakhona ukuba uyamthanda, kwaye umbulele ngokuba ekwazile ukukuxelela. | PHEFUMLA  Hlala uzolile  PHULAPHULA  Mamela umntwana wakho kwaye uqaphele ukuba uziva kanjani  PHENDULA  Yintoni enokunceda umntwana wakho ngoku?  [1] NCEDA  THUTHUZELA  Nika umntwana wakho intuthuzelo | Animate words to text  [1] Faka kwiskrini sefoni u NCEDO. Sisuse ngocofa u [2] |
| Kunganzima ukubona umntwana wakho ekhathazekile okanye ebhidekile, kodwa khumbula kuninzi ongakwenza ukumxhasa kwixesha elinzima akulo. Uyiphethe lento, ungumzali omhle kakhulu!  Landela lamanyathelo nanini na umntwana wakho ekuxelela into enzima. Ukuxhasa umntwana wakho kwingxaki enzima izakubafundisa nabo ukuba bangabaxhasa njani abanye kwamaxesha anzima.  Umsebenzi wakho wasekhaya, [1] fumana ixesha elizolileyo lokujonga imephu yokuhlala obuyenze nomntwana wakho ngexesha ubucetyisiwe ngaphambili. [2] Thetha ngemingcipheko kwakunye nezinto abangazenza ukuziphepha. [3] Xoxa ngezenzo ezinokwenzeka eninokuzithatha nomntwana wakho ukuba ziyenzeka.  Unalo ixesha lokuyenza lento namhlanje? | Ukuphendula Kwii Ngxaki  PHEFUMLA  PHULAPHULA  PHENDULA  THUTHUZELA  UMSEBENZI WASEKHAYA: [1] Jonga kwi mephu yokhuseleko yokuhlala  [2] Thetha nomntwana wakho ngemingcipheko enokwenzeka. [3] Xoxa ngeninokwenza ukuba kwenzekile. | Animate sentences to script either as bullets or in paragraph form. Bonisa imephu yomsebenzi odlulileyo. |

| {Lesson: Respond to Crises (7-9)} | | |
| --- | --- | --- |
| Script | On Slide Text | Animation Notes |
| Molo! Kwesi sifundo besifunda ngokugcina umntwana wakho ekhuselekile. Kwesi sifundo sifunda ngokuba siphendula kanjani xana umntwana wakho esengxakini.  Kubalulekile ukuxhasa umntwana wakho xa eziva ekwimeko enzima. Xana unceda umntwana wakho kwingxaki, khumbula ezizinto zine: [pause] phefumla, [pause] mamela, [pause] phendula, [pause] kwaye thuthuzela.  Masifundeni banzi ngala manyathelo sonke. | Ukuphendula kwii Ngxaki  PHEFUMLA  PHULAPHULA  PHENDULA  THUTHUZELA |  |
| Inqanaba lokuqala kuku phefumla. Ungafuna ukuma kancinci ukuze uzole ngaphambi kokuzibuza, ''Yintoni edingwa ngumntwana wakho ngoku?''  Okulandelayo, mamela. Buza umntwana wakho kwenzeka ntoni. Vumela umntwana wakho akuchazele akudingayo. Ngamanye amaxesha, umntwana wakho angaziva ekhululekile ngokukubonisa imizobo okanye esebenzisa iithoyi kwakunye nonodoli ekuxelela ukuba yintoni emkhathazileyo.  Qaphela baziva kanjani kwaye mxelele uqwalasela ntoni ukuze azive emameleka. Qinisekisa ukuba uyakuphepha ukumgxeka. Xelela umntwana wakho ukuba ukhona kunye naye kwaye uyamthanda. Khumbula, bobabini abantwana bangajongana namaxesha anzima kwakunye neengxaki ezinzima. Bakhangele bobabini.  Inyathelo lesithathu kukuphendula. Yintoni enokunceda oku kwenzekayo? Unganokumnceda umntwana wakho ukuba athethe ngendlela aziva ngayo. Khumbula, umntwana wakho ukufuna ubekhona ngakuye ngothando kunye nokwamkela indlela aziva ngayo. Kungafuneka uthethe ngamanyathelo eninokuthi niwathathe wena nomntwana wakho ukunceda kwinto eyenzekileyo. Khumbula, ungasoloko ubhala [1]UNCEDO kwi ParentText kwaye ufumane ulwazi ngezixhobo apho ungafumana uncedo oludingayo kwindawo ohlala kuyo.  [2]  Ekugqibeleni, nika umntwana wakho intuthuzelo. Yiba khona kumntwana wakho. Kunganzima ukubona umntwana wakho eziva ekhathazekile okanye ebhidekile, kodwa kuninzi ongakwenza ukumxhasa. Uyakudinga ukuba umamkele kwaye umxhase xa izinto ezinzima sisenzeka. Kwezi meko, ukugcina indlela yokwenza izinto njenge siqhelo kungaluncedo ngakumbi. 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. | PHEFUMLA  Remain calm  PHULAPHULA  Listen to your child and notice what they are feeling  RESPOND  What can help your child right now?  [1] HELP  COMFORT  Give your child comfort | Animate words to text  [1] Add a phone with HELP on the screen. Remove it at [2] |
| 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  PHEFUMLA  PHULAPHULA  RESPOND  COMFORT  HOME ACTIVITY: [1] Look at the community safety map  [2] Talk with your child about possible risks. [3] Discuss what to do if they happen. | Animate sentences to script either as bullets or in paragraph form. Show map from previous activity. |

| {Lesson:Knowing Basics of Online Safety} | | |
| --- | --- | --- |
| Script | On Slide Text | Animation Notes |
| Hi again! Today’s lesson is about how to keep your child safe online.  Children are spending a lot of time online. Being connected helps them stay positive and learn more, but there are also some risks and dangers. Keeping your child safe online is an important step to help them 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.  There is so much to share. We will cover online safety over two lessons.  [1] Today, we are reviewing the tips [pause] LEARN [pause] and PROTECT.  The next lesson will cover [pause] BUILD HABITS [pause] and BUILD TRUST.  Masiqaliseni. | Knowing Basics of Online Safety  LEARN  PROTECT  BUILD HABITS  BUILD TRUST | Circle around 1 and 2 |
| First, learn the dangers of being online:  CONTENT: Your Child might come across harmful content or content you think is inappropriate for them, such as violence, aggressive language, or pornography.  CONTACT: Adults might pretend to be children and ask for sexual pictures or to meet with your child through an online platform.  CONDUCT: Sometimes, children or strangers can say or do hurtful things online. | LEARN:  ✅Content  ✅Contact  ✅Conduct | Animate words to text |
| Next, protect. Keep your child safe online.  Talk to your child about which apps and websites are safe and which are not. Discuss why!  Help your child learn how to make strong passwords to protect their devices.  Tell your child that they should keep personal information private, including photos or videos of themselves. What goes online stays online! | PROTECT  ✅Talk to your child about safe apps  ✅Help your child learn about strong passwords  ✅Tell your child what should be kept private | Animate words to text |
| In the next session, we’ll continue learning about online safety. Today, your home activity is to ask your child what they 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 Basics of Online Safety  Learn ✅  Protect ✅  Build Habits  Build Trust  HOME ACTIVITY  Ask your child what they do to stay safe online |  |

| {Lesson: Build Habits and Trust Online} | | |
| --- | --- | --- |
| Script | On Slide Text | Animation Notes |
| Welcome back to ParentText ! This lesson continues our learning about keeping our children safe online.  Keeping your child safe online is an important step to help them be part of the digital world.  You already learned ways to protect your child online with LEARN and PROTECT in the previous lesson.  Today, we are learning how to BUILD HABITS and BUILD TRUST.  Are you ready to begin? | Build Habits and Trust Online  LEARN  PROTECT  BUILD HABITS  BUILD TRUST | Circle number 3 and 4 |
| The next step is to BUILD HABITS. Set up safe online habits at home.  Plan phone-free times in your house, like during meals, homework, or in bed.  Set limits on the amount of time your child spends online.  Only let your child chat online with people they already know. They should never share personal information in a chat room or with strangers.  Before completing forms that ask for personal information, check that the web address begins with https://. Websites that begin with http:// may not be secure. | BUILD HABITS   * Set phone-free times in your house * Check web addresses   https://  http:// | Animate to text |
| For older children, you can 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. | ^ Animate password details to explain better. |
| 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   * Look at websites, social media, games and apps that your child uses, together * Ask questions | ^ |
| If you come across anything worrying together, talk about it with your child. [1]If you need support, type HELP after you complete today’s lesson.  Tell your child that they should tell an adult if they feel scared, unsafe or upset about something online.  Teach your child that if a stranger offers gifts, like virtual coins, in exchange for photos and personal information, and tells them to keep it a secret, they should tell you.  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   * Talk about worrying things together * Tell your child if they feel scared or unsafe, they should tell an adult   HELP | ^  [1]Then, animate a phone with HELP on the screen with text. |
| 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 and your child complete this task today? | Build Habits and Trust Online  HOME ACTIVITY   * Have a conversation with your child about how they can use the internet and devices in a safe way. * Talk about which sites or apps might be unsafe and why? * Praise your child for how good they are at using the web safely! |  |