Summary Video Scripts

[CW ParentChat Manual](https://docs.google.com/document/u/0/d/1KcveGnelE4YnCpBwWe_3HvvC8-m7Jl-BKnJHWfK5PKE/edit)

module\_1\_summary

| Scene # | Speaker | Script |
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| 1 | مادر | آیا داستان الهام‌بخش نبود؟ من خیلی خوشم آمد که چطور والد برای طفلش وقت پیدا کرد — بدون برنامه‌ریزی بزرگ، فقط یک ارتباط ساده. همین است معنی وقت‌گذرانی یک‌به‌یک. این رایگان و لذت بخش است. باعث می‌شود اطفال احساس محبت و امنیت کنند، و اعتماد به‌نفس و عزت‌نفس‌شان افزایش یابد!  پس حالا، سه توصیه را با شما شریک می‌کنم که برایم کمک کرد تا واقعاً این فرصت یک‌به‌یک را در خانه عملی بسازم: |
| 2 | مادر | توصیه 1. '’روزانه’’- تلاش کنید هر روز انجامش دهید  می‌دانم، می فهمم، غیرممکن به نظر می‌رسد، درست؟ اما حتی پنج دقیقه هم می‌تواند تأثیرگذار باشد.  نکته این است که وقتی را انتخاب کنید که طفل تان در آن لحظه کار یا سرگرمی نداشته باشد.  برای من، این زمان معمولاً بعد از برگشت از کار است، وقتی پسرم هنوز برنامه مورد علاقه‌اش را ندیده. پنج دقیقه. فقط همین. و صادقانه بگویم، با پنج دقیقه شروع کنید، ولی اگر طفل خواست ادامه دهد؟ عالی! برای ده یا پانزده دقیقه ادامه دهید. مهم این است که لحظه را ارزشمند بسازید، نه اینکه به ساعت نگاه کنید. |
| 3 | مادر | توصیه 2. "بازی" اجازه بدهید خود طفل فعالیت را انتخاب کند   شروع کنید با گفتن به طفلتان که می‌خواهید وقت‌تان را با او بگذرانید. سپس بگذارید او تصمیم بگیرد که چه کاری بکنید یا درباره چی صحبت کنید.   به او بگویید که دوست دارید کمی وقت با او باشید و او می‌تواند انتخاب کند که چی انجام دهید یا درباره چی گپ بزنید. شاید اول برایش عجیب باشد، اما بعداً از این لحظات لذت خواهد برد!  وقتی آنها انتخاب کنند، برای شان حس خاص و با ارزش میدهد. |
| 4 | مادر | توصیه 3. "توجه" تمرکزت را روی طفل و یا نوجوان تان بگذارید  تلویزیون را خاموش کن و موبایل‌ را کنار بگذار. به طفل تان نگاه کنید و نشان دهید که واقعا گوش میکنید، مثلاً با تکان دادن سر یا گفتن جمله " واو، بیشتر بگو" حتی اگر چیزی عجیب بگوید، مثل «می‌خواهم در ماه زندگی کنم»، قضاوت نکنید، فقط همراهی کنید. آن‌ها احساس شنیده‌شدن را به یاد خواهند داشت. |
| 5 | مادر | پس، همین شد: روزانه، بازی، توجه.  هر روز انجامش بده، بگذار آن‌ها فعالیت را انتخاب کنند، و واقعاً به آن‌ها توجه کن.   وظیفه‌ای که این هفته در خانه داری؟ حداقل پنج دقیقه در روز وقت مخصوص یک‌-به‌-یک با طفل تات داشته باشید. مهم نیست جای‌تان خورد است یا روزتان شلوغ، همین چند دقیقه که طفلت حس کند *کاملاً در اختیارش هستید*؟ بهترین تحفه است که می‌توانید بدهید.  و به عنوان یک امتیاز اضافی، ممکن است خودتان هم آرام‌تر و خوشحال‌تر شوید.  باشه، من میروم، پسر من همین حالا مرا دعوت کرد تا با دایناسورهایش بازی کنم! |

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Module\_2\_summary

به شکل یک گفتگو بین دو والد

| Scene # | Speaker | Script |
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| 1 | مادر | آن داستان قبلی واقعاً روی من تأثیر گذاشت. صحبت با اطفال در مورد احساسات چیزی‌ست که می‌خواهم بیشتر انجام دهم، اما نمی‌دانم دقیقاً از کجا باید شروع کرد. |
| پدر | اووم بلی، هنوز هم گاهی خودم را می‌بینم که می‌گویم: «خوبی، گریه نکن»، در حالی که می‌دانم این دقیقاً چیزی نیست که او نیاز دارد. اما از آن خوشم امد که تقسیم شد به چند قدم ساده. |
| مادر | درسته؟ پنج قدم ساده. شاید همیشه آسان نباشد، اما واقعاً کمک می‌کنند. دوست داری با هم مرورشان کنیم؟ مثل یک گفت‌وگوی تربیتی کوچک؟ |
| پدر | حتما. بیایید با قدم اول شروع کنیم. |
| 2 | مادر | قدم 1. نفس بکش. آهسته مکث کنید  قبل از این‌که چیزی بگویید، آهسته نفس بکشید و بیرون دهید. این کار آرامتان می‌کند و به شما فرصت فکر کردن می‌دهد. |
| پدر | در واقع هفته‌ی گذشته امتحانش کردم. وقتی که «لیسا» آب‌میوه را همه‌جا ریخت و خواهرش را گناهکار دانست. فقط یک نفس کشیدم و همین باعث شد فریاد نزنم. |
| 3 | پدر | I remember the next step. قدم 2: احساس خودتان را بیان کن.   This one’s hard for me. همیشه به من گفته بودند که نباید جلوی اطفال گریه کنم یا احساساتم را نشان دهم. |
| مادر | برای من هم همین‌طور بود.. اما وقتی چند روز پیش به «شاون» گفتم که احساس غم دارم، نگاهم کرد و گفت: "می‌خواهی یکی از خرس‌های عروسکی‌ام را برایت بدهم؟ همیشه وقتی ناراحتم کمکم می‌کند."  خیلی شیرین بود |
| پدر | من هم عاشق آن حرکت شدم.. فکر می‌کنم فقط باید یک نفس عمیق بکشم و با آرامش به آن‌ها بگویم که چه احساسی دارم. وقتی خودم احساساتم را بیان کنم، آن‌ها هم یاد می‌گیرند. این راهی‌ست برای یاد دادن به آنها که چطور با احساسات بزرگ کنار بیایند. |
| 4 | مادر | خب، قدم بعدی قدم 3: گوش دادن است. |
| پدر | یعنی چی؟ گوش دادن؟ |
| مادر | I think it means making space for your child to share their emotions. It means giving your child space to share and really paying attention to what they are saying. it also means accepting what they are saying without reacting...which can be so hard sometimes! |
| Father | Hmm..so, like during one-on-one time? When it’s just you and them, no distractions? |
| Mother | Exactly. That’s the perfect moment. The other day, during one-on-one time with Lisa, she told me she really hated going to school. I felt this urge to say, “What do you mean?! All kids have to go to school”, but I stopped myself. Instead I said, “You don’t like school right now?” She nodded and said, “It’s loud and I don’t have anyone to play with’. I just repeated what she said, "It feels overwhelming and kind of lonely” And you could see the relief on her face, like, finally, someone got it. |
| Father | Yeah. Reflecting back what they say really shows them we’re listening.  And even when what they say is negative, like ‘I hate school’ or ‘I’m angry at you’, if we just accept that feeling instead of shutting it down… they feel safer to keep talking. |
| 5 | Father | Step 4 is showing them you care. After our kids share something with us, I really want them to feel that I care.  I know I do, but sometimes I struggle to show it. |
| Mother | Yeah. And I think even something simple, like asking them how they’re feeling, shows that they are important.  Just listening and responding with care, whether they’re upset, excited, or anything in between, it matters.  Joining them in their excitement with a smile or giving them a hug when they are upset can make a big difference. |
| 6 | Mother | The final step is to seek the positive. You are so good at celebrating with our kids. The other day, when Shawn finally finished that tricky puzzle, you made such a big deal out of it, high fives, cheering, the whole thing.  Can you think about ideas that might help to cope with negative feelings? |
| Father | Why don’t we ask the kids? |
| 7 | Father | Well… that’s all five: BREATHE, SHARE, LISTEN, SHOW, and SEEK.  Honestly, I feel like we’re getting better at this. Slowly. |
| Mother | Yes, another parenting skill gained.  We tried it, and it’s made a difference. Now it’s your turn. This week, your home activity is to practice talking to your children about their emotions, during One-on-One Time and at other moments during the week.  And don’t forget to check in with yourself, too. Notice how you’re feeling as you go about your day.”  Remember all emotions are okay. Its how we respond to them that matters. |

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module\_3\_summary

گفتگو بین دو نسل از مراقبان

| Scene # | Speaker | Script |
| --- | --- | --- |
| 1 | مادر | میفهمید… تا به حال این را نگفته‌ام، اما واقعاً تحسین می‌کنم که چقدر برای اطفال تلاش می‌کنید.  قصه‌هایی که برای تایلا از دوران کودکی‌ تان تعریف می‌کنید، همیشه در ذهنش مانده و در مورد شان صحبت میکند. و در واقع… آن‌طور که باید و شاید، بابت این‌که هر هفته دیزی را از مکتب می‌گیرید، از شما تشکر نمی‌کنم. این کار شما بیشتر از آنچه فکر کنید، به من کمک می‌کند. |
| مادر کلان | خوب، چنین گپ های را تا حالا از تو نشنیده بودم. |
| مادر | در داستان امروزMayor Konektá، یکی از نکاتی که مطرح شد، این بود که چقدر مهم است وقتی کسی کاری مثبت و مفید انجام می‌دهد، آن را ببینید و با صدای بلند بیان کنید. گرچه موضوع درباره اطفال بود، اما مرا به فکر انداخت. من چیزهای زیادی از شما آموخته‌ام، ولی هیچ‌گاه آن‌ها را به زبان نیاورده‌ام. |
| مادر کلان | این گپ تو برایم بسیار ارزشمند است. خب، از آن داستان‌ها دیگر چه یاد گرفتی؟ |
| مادر | خوب، سعی کردم این را در قالب چهار توصیه به خاطر بسپارم:  صادق باش، دقیق بگو، مثبت بمان، و از تشویق استفاده کن. |
| مادر کلان | اووووم. گوش میدهم. |
| 2 | مادر | پس توصیه اول: صادق باش.  یعنی چیزی از طفلت بخواه که واقعاً در توانش باشد. مثلاً اگر از دیزی بخواهم تمام بعد از ظهر آرام باشد، شدنی نیست. اما اگر بگویم فقط 15 یا 20 دقیقه زمانی که من با تلیفون صحبت میکنم، آرام باشد؟ قابل انجام است. |
| مادر کلان | بلی، این منطقی است.  . یادم هست زمانی که از تو می‌خواستم بنشینی و کتاب بخوانی تا من غذا پخته کنم. بعد از پنج دقیقه ناراضی می‌شدی و بی‌تابی می‌کردی. خیلی ناراحت می‌شدم. |
| مادر | هاهاها! دقیقاً با پدرم هم همین قسم بودم. پدرم میگفت تمام اتاق پذیرایی را تمیز کن، و من چون نمی‌دانستم از کجا شروع کنم، آخرش هیچ کاری نمی‌کردم. برای اطفال خورد، بهتر است کارهای کلان را به مراحل خورد خورد تقسیم کنیم و هر مرحله را جداگانه توضیح دهیم. |
| مادر کلان | همین روش را من هم با تایلا دارم!. فکر می‌کنی چطور صبح‌ها آن‌قدر زود آماده‌اش می‌کنم؟ |
| 3 | مادر | خب، توصیه بعدی این است که: دقیق بگو.  یعنی به‌جای اینکه بگویی فلان کار را انجام ندی بگویی دقیقاً چه رفتاری را از او انتظار داری. |
| مادر کلان | خب پس، چی میخواهی بگویی به جای " در خانه ندَو"؟ |
| Mother | Hmm… “Walk slowly inside” |
| Grandmother | Good. And what about “Stop shouting”? |
| Mother | Let’s use quiet voices. |
| Grandmother | Mmm. And if Thaila’s about to grab something from her sister, and you’re tempted to say, “Don’t snatch!”…? |
| Mother | Ooh, I’d try: “Please ask your sister if you can use it.” |
| Older Female | You’ve been paying attention at Mayor Konektá. |
| Mother | Haha, I’m trying! It really helps when I make sure I have my kid’s attention first.  Along with using positive words, even just smiling and looking them in the eye makes a difference. |
| 4 | Mother | Okay, now we’re on to tip number four: Be specific.  It’s funny, sometimes I know exactly what I want the kids to do, but I don’t say it clearly enough. |
| Grandmother | Oh yes. We all say things like “Behave yourself” or “Be good,” but what does that actually mean, whether they are five or fifteen? |
| Mother | Right? It’s much more helpful to say exactly what you mean, like “Please come home by 7pm” instead of “Be on time.” (grinning) Do you want me to quiz you now? |
| 5 | Grandmother | Well, aren’t you confident today! And when they get it right, that’s when we use praise. |
| Mother | Yes, and I think this is the most important part of giving instructions. When you notice that your child has followed instruction, praising them by saying something specific and positive about their behaviour. |
| Grandmother | It’s only natural. When you bring more attention to positive behaviour, they are likely to do it more often. |
| 6 | Mother | I’m excited to try this with the kids… but I’m also a bit worried.  It can be hard to be positive, especially when we’re exhausted, and the kids are really testing our patience. |
|  | Grandmother | Yes, I know that feeling.  But from what I’m hearing you say about these tips—giving clear, positive instructions and praising our children, it can actually make it easier for them to behave well more often.  Well, you always have home activity from Mayor Konektá. What’s the home activity for this week?  I’ll support you, since you’re putting in so much effort in this programme. |
| 7 | Mother | For home activity this week, continue spending one-on-one time with your child and sharing emotions. Try to be positive, specific, and realistic when giving instructions and praise them afterwards. You can also try praising yourself and other people in your household! |

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Module\_4\_summary

A father’s reflection

| Scene # | Speaker | Script |
| --- | --- | --- |
| 1 | Father | I couldn’t agree more with today’s story. Rules and routines really are important in any child’s life. The rules I had growing up? They kept me safe and helped me understand what was expected of me,  and I want the same for my kids.  But if I’m being honest… I didn’t always like having rules as a teenager.  And I think a big part of that was because I didn’t feel like I had any say in them.  That’s why what we saw today really stuck with me, this idea of involving our children.  Whether it’s about setting household rules or building daily routines, involving them makes all the difference.  So here’s what I took away. There are four steps we can try. |
| 2 | Father | Step 1: Be a team.  That means actually sitting down with your kid and coming up with a rule or routine together.  Of course, how you do it depends on your child’s age. With older children, it can help to have a discussion together about why the rule is important. They may also prefer to call them guidelines instead of rules. For younger children, you might need to use simple words and give examples. You can even act out the rules together!  But no matter how old your child is, make it a two-way conversation. Let your child share reasons why it is important to make a new rule and what the rule should be,  You can also always start small, just one thing.  I was thinking of starting with household chores like washing the dishes after eating.  And like we saw in the story, I think talking about why it matters will help.  More importantly, I want to really listen to what they have to say.  I’ll admit, it feels a little uncomfortable. Part of me still thinks a parent should be the one setting the rules.  But maybe this is also a chance to teach them about responsibility, by involving them instead of just telling them. |
| 3 | Father | Step 2: Keep it real   I’ve learned that rules and routines only work if they’re actually doable. Sometimes I catch myself saying things like, “Keep the bedroom clean all day”, but even I can’t manage that.  So now I am going to try to be more specific and realistic. Like saying, “Put your plate in the sink and wipe the table,” instead of “Clean everything.” It will give them something they can actually follow through on.  It’s more specific. It’s something they can do. And when they know exactly what’s expected, they’re more likely to follow through. |
| 4 | Father | Step 3: Be consistent   This one is hard. I’ll admit, some days I’m tired or in a rush, and I end up saying, “Just leave it, I’ll clean up.”  But I’m sure the caregiver in the story didn’t get there overnight either, because for rules to become part of daily life, it takes time.  Children will test the rules before they accept them. That’s just how it is. But if we stay steady and keep showing up, those routines start to stick.  For both my younger and older kids, I’ve seen how having some consistent routines, around things like chores, schoolwork, play, meals, and sleep, really helps them feel safe and secure. And that sense of security? It’s so important for them to grow and thrive. |
| 5 | Father | Step 4: Praise, Praise, Praise.  I’ll be honest, this step used to feel a little awkward for me. Like… do I really need to praise my kid just for clearing a plate?  But earlier in Mayor Konektá, we talked about how praising the behaviour you want to see more of  And I’ve noticed that, on the nights I remember to say, “Hey, thanks for helping clean up,” I can see it on their face. They feel proud. And that makes them more likely to do it again.  So now, I’m thinking, if they’re learning a new rule or routine, like washing the dishes after eating, then a little praise along the way is what helps it stick. |
| 6 | Father | So that’s it, four small steps: Be a team. Keep it real. Be consistent. And praise.  Well done! See what I did there? You have added another tool to your Parenting Toolkit. Remember when you involve your children in establishing household rules and routines, they are more likely to follow them. Try to be consistent and positive.  This week’s homework is to continue spending One-on-One time with your children. Also try to create one household rule and one routine with your children. Remember to involve them in the discussion about why it is important and what the rule or routine can be. |

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module\_5\_summary

Conversation between grandparents

| Scene # | Speaker | Script |
| --- | --- | --- |
| 1 | Grandmother | Today’s story reminded me that all children misbehave sometimes.  Even our kids, who are now all grown up, had their moments. Usually when they were hungry, tired, or just learning to be independent. |
| Grandfather | Oh yes, I remember! And now with the grandkids, we’re right back in it.  It’s such a joy having them around, but whew, they do keep us on our toes. |
| Grandmother | Right. And it’s on us to guide them. We came up with 3 simple steps to help us remember what to do when they misbehave. Let’s share them with everyone, shall we? |
| 2 | Grandfather | Yes, step 1 was to be calm. We’ve been hearing it again and again in Mayor Konektá to take a pause - even one deep breath can make a difference.  I guess it makes sense that it also applies when we’re disciplining the kids. |
| Grandmother | Just last night, Roberto was on his tablet while eating again, even though we’ve had the same rule for weeks: no screens while we are eating. I was ready to snap, but I just walked into the kitchen, took a few deep breaths, reminded myself, if I start yelling, it’ll only make things worse. |
| Grandfather | You handled that really well. It’s not easy to stay calm in those moments, but you did. I’m proud of you |
| 3 | Grandmother | The second step we learnt was to be fair. |
| Grandfather | For me, it meant giving the kid a real chance to follow the instruction before jumping to a consequence. |
| Grandmother | Yeah, I tried this with Roberto. After I calmed myself down, I came back and said, “Roberto, you either put the tablet away now, or you will lose your screen time for tomorrow” |
| Grandfather | And because we’d already talked to him about the rule and the consequences, it wasn’t a surprise.  I’m glad we agreed on just one day without screen time, something fair and something we could actually follow through on. No point saying “no tablet for a week” if we can’t stick to it. |
| Grandmother | Exactly, He was upset, but not confused or shocked. He knew we meant what we said. |
| 4 | Grandfather | And the last step? You did that quite well with Roberto when you praised him for helping with the dishes. Honestly, it surprised me how much of a difference that made. He was much less upset. |
| Grandmother | I’ve noticed that too. Sometimes I don’t even have to give a consequence, like when I see him reaching for his tablet before eating, I’ll call him over to help me set the table instead. Redirecting him like that avoids me giving a consequence all together. |
| Grandfather | Smart move. And you’re keeping him involved, which he actually seems to enjoy—though he’d never admit it! |
| Grandmother | Haha, exactly. It’s all part of helping him learn in a kind and firm way. I’m trying to give more attention to the good things he does, like when he listens the first time or helps without being asked. |
| Grandfather | Right, and after we give a consequence, we always make sure to follow it up with something positive. Like playing a card game or letting him help in the kitchen. It reminds him that we still care, even if he made a mistake. |
| 5 | Grandmother | We tried what we learnt in Mayor Konektá. Now it’s your turn.. For this week, continue spending One-on-One time with your children. Also, try to avoid the need to use discipline by redirecting our grandkids to positive behaviours. You can also think of 1 behaviour and consequence that you might need to use. |

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module\_6\_summary

Conversation between father & grandfather

| Scene # | Speaker | Script |
| --- | --- | --- |
| 1 | Father | Today’s story really reminded me of all the lessons you taught me growing up. You were always good at helping me figure things out instead of just telling me what to do. |
| Grandfather | I’m glad to hear that. Whether you’re a child or an adult, challenges can be stressful. But learning how to work through a problem? That’s something you carry with you your whole life. |
| Father | I agree. And now that I am a parent, I want to pass on this skill to my kids too. |
| Grandfather | You’re already doing it. You’ve been showing up, learning, trying new things for the kids. Mayor Konektá is giving you tools, like that four-step process from today: Know it, Think it, Try it, Test it. |
| Father | Could you go through them with me? So I remember it better? |
| 2 | Father | So, step one in the story was Know It: identifying the problem. Before you can solve anything, you’ve got to be clear about what’s really going on.  It’s about putting the problem into words, like you’re explaining it to someone who wasn’t there. |
| Grandfather | Exactly. And remembering that neither the child nor the parent is the problem. It’s the situation you’re both trying to understand. |
| Father | Yes, and that makes such a big difference. I remember when I used to struggle with my homework—you never said, “Why are you being so lazy?” You’d ask, “Let’s talk about what’s making homework hard for you lately.”  Just hearing it said like that, calmly, without blame, made me feel like we were working on the problem together. |
| 3 | Grandfather | After you’ve figured out what the real problem is, step two is Think It, which is coming up with possible solutions. Not just one, but a few different ideas. |
| Father | That part reminded me of how you’d always ask, “What could we try?” instead of just telling me what to do. |
| Grandfather | I wanted you to learn how to think things through. Even now, when we guide our kids, we don’t have to jump straight to the answer. We can ask, “What do you think would help?” or “What are our options?” |
| 4 | Father | So once you’ve thought through the options, step three is Try It, just pick one option and give it a go. |
| Grandfather | Do you remember the time you were struggling to do your home work and decided your best friend could help you… but you two ended up playing football more than studying? |
| Father | Yes! In my head, it was the perfect solution. But I guess not every idea works—and that’s part of the process too. This reminds me of the last step - TEST IT |
| 5 | Father | Did it work? Great. If not, go back, pick another idea, and try again. |
| Grandfather | Right. Like when your “study with friends” plan didn’t work out, you decided to try something else. |
| Father | Yeah, we figured I needed a quiet space and a set time each evening. That worked way better.  It also taught me not to give up just because the first idea didn’t work. |
| 6 | Grandfather | Well! Great job, son! That’s added another tool to your Parenting Toolkit. Helping your children learn how to solve problems will be something they will take with them the rest of their lives. |

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