# Módulo 1 Ilustrashonnan: Tempu pa abo ku bo yu

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

## módulo\_1\_yc

| Esena # | Oradó | Guion |
| --- | --- | --- |
| 1 | Roberto | Mi tin 5 minüt pa pasa tempu ku bo, Daniel. |
| Daniel | Mi ke traha un barbulètè ku papel di koló. |
| Naradó | Mira kon Roberto ta kuminsá tempu pa abo ku bo yu? E ta usa Daniel su nòmber, bai na su nivel, i puntra kiko e ke hasi. |
| 2 | Roberto | Super bon idea, Daniel. Mi ta mira ku bo ta usando papel di koló hel. |
| Daniel | Ta p'abo! |
| Naradó | Roberto ta mustra ku e ta poniendo atenshon dor di deskribí loke Daniel ta hasiendo. |
| 3 | Roberto | Danki, mi gust'é |
| Daniel | Laga nos kòrta e alanan, tata |
| Naradó | Roberto ta bai sigui ku e plan di Daniel, sin interumpí òf kambia esaki. E ta sigui e mucha su ehèmpel durante tempu di e ku e yu. |
| 4 | Roberto | Esta un mucha grandi bo ta, usando e skèr bo so anto di un forma seif! |
| Naradó | Na luga di hasi pregunta, Roberto ta opservando kiko Daniel ta hasiendo i e ta duna komentario riba dje. |
| 5 | Roberto | E ta mustra bunita. Bo ta hasiendo un hopi bon trabou. |
| Naradó | Pasa tempu e ku su tata ta laga Daniel sinti su mes kontentu, stimá, importante, apresiá, sigur di su mes i serka di su tata. |

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## módulo\_1\_tiner

| Esena # | Oradó | Guion |
| --- | --- | --- |
| 1 | Roberto | Miguel, kon a bai ku bo prueba di matemátika awe? |
| Miguel | E prueba a bai bon, tata. Tabatin solamente un pregunta ku mi no tabata sa kon pa kontestá. |
| Naradó | Roberto ta pone tur kos un banda, e ta wak Miguel, i ta dun'é su atenshon kompletu. Asina muchanan ta sa ku bo ta haña nan importante. |
| 2 | Roberto | Mi ta kontentu ku e studiamentu huntu a yuda. Mi tin 15 minüt pa mi pasa tempu ku bo promé ku mi bai trabou bèk. Kiko lo bo ke hasi huntu? |
| Miguel | Mi tabata pa bai traha riba mi hùiswèrk di biologia. E tópiko akí ta pa traha algu for di material resiklá. Bo lo ke yuda mi kuné? |
| Roberto | Lo mi ta kontentu pa hasié |
| Naradó | Bo a mira kon Roberto ta kuminsá tempu huntu ku su yu? E ta wak Miguel den su wowo, i bisa kuantu tempu e tin i ta laga Miguel skohe kiko nan lo hasi huntu. |
| 3 | Miguel | Mi a pensa di traha un kas resiklá usando bòternan bieu, karton i otro materialnan ku mi a haña. Wak! |
| Roberto (pensando) | Hmmm.....e por warda. |
| Naradó | E telefòn ta rin pero Roberto ta disidí ku e por warda. E eskoho simpel ta bisa Miguel, 'Bo ta mas importante ku kualke distraishon." |
| 4 | Roberto | Esta un bon idea, Miguel! Bo a kolekta poko kos 'great' akí. Kon bo ke pa mi yuda bo? |
| Miguel | Bo por yuda mi limpia e bòternan akÍ? Nan lo ta pilá pa e kas. |
| Naradó | Roberto ta aseptá Miguel su idea sin husga, i e ta elogi'é pa su esfuerso. E ta sigui tambe Miguel su ehèmpel durante di e aktividat i ta puntr'é kon e por yud'é. |
| 5 | Roberto | Waw, e ta mustra diferente awor! Mi a gusta e dak i e bentananan di fèrf, bo a kambia shushi hasié tesoro. Bo por ta orguyoso di bo mes. |
| Miguel | Danki, Tata. Bo sa, hopi kos 'leuk' a pasa na skol awe… |
| Roberto | Awèl ban, konta mi… |
| Naradó | Roberto ta finalisá elogiando Miguel su kreatividat i esfuerso. Miguel ta sinti su mes orguyoso, stimá, i kla pa kompartí mas! |

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# Módulo 2: Papia riba emoshon

## módulo\_2\_yc

| Esena # | Oradó | Guion |
| --- | --- | --- |
| 1 | Oma | Mia, mi tin 5 minüt pa mi pasa tempu ku bo. Kiko lo bo tin gana di hasi? |
| Mia | Ban hunga bala pafó |
| Naradó | Hopi bon Oma! El a kòrda pa kuminsá e tempu e ku e yu dor di baha na e yu su nivel, hasi kontakto di wowo, usa e yu su nòmber i pèrmití e yu mes skohe e aktividat. |
| 2 | Mia | Mi no ta dje bon ei den e kos akí! |
| Oma | Mi por mira ku bo ta alterá, Mia. E no ta fásil. Purba algu nobo por sinti mashá difísil. Bo ta purbando, esei ta loke ta konta. pero ban purba un tiki mas. Mi sa ku bo por! |
| Naradó | Tuma nota kiko Oma ta hasi akí. Mia a kuminsá sinti frustrá pero na lugá di ignor'é òf kritik'é, Oma di un forma trankil ta komentá riba kon Mia ta sinti. Esaki ta mustra Mia ku ta oké pa sinti bo alterá i ku Oma t'ei pa yuda. Dor di usa Mia su nòmber i deskribí e sintimentu, Oma ta yud'é siña palabrá pa su emoshonnan difísil. Mas importante, e ta mantené Mia enbolbí i ta motiv'é pa sigui purba. Asina ta kon nos ta yuda mucha persistí den retonan. |
| 3 | Oma | B'a fangu sinku bia tras di otro! Bo ta mustra di ta mashá orguyoso di a yega sinku, Mia! |
| Mia | Ban pa 10 |
| Naradó | Mira kiko Oma ta bisa akí, e ta tuma nota di Mia su entusiasmo i ta nombra esaki. Dor di mustra riba e emoshon positivo aki di orguyo, Oma ta yudando Mia konektá kon e ta sinti ku e palabranan korekto. Esaki ta manera ku muchanan ta siña rekonosé i papia di nan emoshonnan, i ta sinti bon pa ku nan esfuersonan |
| 4 | Oma | Mi ta hopi kontentu di por pasa tempu huntu ku bo, Mia! |
| Naradó | Akí. Oma ta kompartí kon e ta sinti. Ora dunadónan di kuido papia tokante di nan propio sintimentunan, tantu esnan positivo komo esnan negativo, e ta mustra muchanan ku kompartí emoshon ta normal i salú. E ta siña muchanan tambe ku emoshon ta algu ku nos por papia tokante di dje, no skond'é. Esaki ta yuda muchanan siña empatia i sinti seif pa kompartí nan sintimentunan. |

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## módulo\_2\_tiner

| Esena # | Oradó | Guion |
| --- | --- | --- |
| 1 | Roberto (pensando) | Kon mi ta bai konta mi famia? |
| Alina | Kon bai, tata! Tur kos ta oké? |
| Naradó | Mira kon Roberto ta mustra preokupá, pero e ta hala un rosea profundo promé ku kontestá. E ta parse algu mashá simpel, pero e rosea profundo ta yud'é keda trankil i kontestá ku amabilidat. Tumando un momentu pa hala rosea ta e promé stap den atendé ku emoshonnan difísil. |
| 2 | Roberto | Ta oké, Alina. Bo por bin sinta akí. Mi tabatin un dia difísil awe. Mi hefe a kita mi for di trabou. Pues mi ta sinti mi basta di strès. Mi tabatin 8 aña ta traha na e ofisina ei. |
| Alina | Oh, nò! Dikon? Kiko nos ta bai hasi? Mi tabata spera di por a kumpra un dikshonario pa mi lès di Spaño. |
| Naradó | Roberto ta kompartí su sintimentunan di forma trankil. Hopi di nos a siña pa no papia tokante sintimentunan - mi sa ku ami mes tabata un, pero bisando nos yunan kon nos ta sinti ta yuda nan siña ku ta bon pa kompartí - i na final ta yuda siña nan ku nos por manehá emoshonnan. |
| 3 | Roberto | Bo mama i ami lo haña un manera pa kumpra loke bo tin mester pa skol -, pues no preokupá bo. I bo wela su trabu lo yuda nos keda kabes riba awa mientras mi ta buska otro trabou. |
| Alina | Mi por yuda bo dor di buska un trabou partaim. |
| Naradó | Loke Roberto ta hasi hopi bon akí ta skucha i aseptá e yu su sintimentunan na lugá di sera su mes pa nan. E ta trankilisá su yu muhé bisand'é ku e tin un plan, loke ta laga e yu sinti seif i sosten'é. |
| 4 | Roberto | Mi ta apresiá ku bo ta ofresé. Bo ta yuda nos kaba na kas, pero pa awor akí e kos di mas importante ta ku bo ta traha duru na skol ya bo por bai universidat. No ta nesesario pa bo tin ku buska un trabou tambe awor akí. Danki pa skucha mi. |
| 5 | Roberto | Laga nos hunga un wega di mesa huntu. E lo yuda kita e strès for di mi mente un tiki! |
| Naradó | Roberto ta proveé pa su yu muhé na un forma importante akí, dor di mustr'é kon pa dil ku sintimentunan negativo hasiendo algu aktivo i positivo huntu. Abo ku bo tiner por pensa kosnan ku ta yuda bo sinti mihó ora bo ta di strès? |

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# Módulo 3: Keda positivo

## módulo\_3\_tiner

| Esena # | Oradó | Guion |
| --- | --- | --- |
| 1 | Zulayka | Amy, ta bunita di mira bo praktikando un baile nobo ku bo amiga. Bo sa ku mi gusta mira bo rutinanan di baile. Por fabor, sigui pafó ya mi por kaba di limpia kas. Despues, bo por mustra mi bo baile. |
| Naradó | Tuma nota kiko Zulayka ta hasi akí, e ta usa Amy su nòmber, wak e, i dun'é instrukshon kla usando palabranan positivo. E ta bisa eksaktamente loke e ke pa Amy hasi sin hasie negativo. |
| 2 | Amy | Oké, mama |
| Naradó | Zulayka ta splika tambe kiko ta pasa despues: "Despues, bo por mustra mi bo baile". Esaki ta hasi Amy habrí pa sigui instrukshon pasobra e sa ku un bes e ta yega na bùrt. |
| 3 | Zulayka | Whew! Esei si tabata hopi trabou! Danki pa praktiká pafó ora mi tabata kabando di limpia kas, Amy. Awor, mi tin un tiki tempu, lo mi tin gana di wak bo baile. |
| Naradó | Bo a mira esaki? Zulayka ta elogiá Amy mesora pa sigui su instrukshonnan. Elogio ta laga tinernan sinti nan mes apresiá i ta enkurashá nan pa koperá atrobe den futuro. |
| 4 | Zulayka | Waw, Amy! Bo tin masha bon swin di baile! |
| Naradó | Sea ta pa e yu sigui instrukshon òf pa forma e yu muhé su konfiansa propio, Zulayka semper ta entusiasmá i spesífiko ku su elogio. E ta hasi tambe un kustumber di haña algu pa elogiá tur dia, manera su moveshonnan di baile.   Ora mayornan ta buska loke ta bon i papié na bos haltu, e yunan ta sinti nan mes balorá i ke sigui hasi kosnan positivo. |

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## módulo\_3\_yc

| Esena # | Oradó | Guion |
| --- | --- | --- |
| 1 | Zulayka | Ta bon pa mira bo pinta ketu asina mientras mi ta kaba di limpia despues di kome, Shawn  Den 5 minüt, ora bo kaba di pinta e kaso den bo pintura, ta tempu pa nos kuminsá prepará pa bai durmi pues lo bo mester stòp di pinta i warda bo kosnan di klùr |
| Naradó | Promé ku duna instrukshon, Zulayka ta elogiá Shawn pa sinta pinta ketu i ta usa su nòmber. Esaki ta hasi Shawn sintié mirá i kla pa skucha. Despues e ta duna un aviso di transishon: "Bo tin 5 minüt mas pa hunga promé ku kuminsá prepará pa bai drumi". Esaki ta yuda Shawn prepará pa loke ta sigui i ta evitá sorpresá i yoramentu. Aviso di transishon ta hasi kambio mas fásil pa mucha i pa bo! |
| 3 | Zulayka | Sinku minüt a pasa, Shawn. Ora pa warda bo kosnan di klùr.. |
| Naradó | Tuma nota kon Zulayka ta duna instrukshon. E ta haña Shawn su atenshon dor di bùk abou, bisa su nòmber i wak e. E ora ei, e ta hasie fásil pa Shawn sigui dor di tene e instrukshon kòrtiku, trankil i spesífiko: eksaktamente loke e ke pa Shawn, un pa un. E ta duna òrdu, e no ta hasi un pregunta, ya asina Shawn sa kiko ta spera di dje. Instrukshonnan kla, positivo ta yuda mucha skucha i koperá! |
| 4 | Zulayka | Mashá danki pa warda bo kosnan di klùr ora mi a puntra bo, Shawn. Pasobra bo a skucha asina bon, lo mi lesa un kuenta èkstra ku bo awe nochi. |
| Naradó | Zulayka ta hasié mas probabel ku Shawn lo sigui instrukshonnan den futuro dor di elogi’é mesora pa pone e kosnan di klùr un banda. E ta asta agregá un rekompensa, un kuenta èkstra pa ora di drumi! Elogio i rekompensa nan simpel ta laga muchanan sinti nan mes orguyoso i kontentu pa koperá atrobe un otro bia. |
| 5 | Zulayka | Un dia… |
| Naradó | Zulayka ta mantené na su promesa i ta lesa un kuenta èkstra pa Shawn. Dikon esaki ta importante? Si nos priminití un rekompensá, nos mester kumpli. Di otro manera, muchanan por stòp di konfia nos palabra, i ta ménos habrí pa skucha otro biaha. Kumpliendo ku e promesa ta krea konfiansa i enkurashá bon komportashon. |

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# Módulo 4: Mantené bo yu seif ku reglanan di kas i rutinanan diario

## módulo\_4\_tiner

| Esena # | Oradó | Guion |
| --- | --- | --- |
| 1 | Angela | Kon bai Miguel, nos por papia ku otro |
| Miguel | Awor akí nò, mama. Mi ta kombersá ònlain ku mi amigunan. |
| Angela | Oké bo por kaba esei, ya nos por papia 5 minüt |
| Miguel | Oké |
| Naradó | Tuma nota kon Angela ta keda kalmu i ta duna Miguel un tiki tempu pa finalisá loke e ta hasiendo? Papia ku otro ora tantu e mayor komo e mucha ta trankil semper ta yuda un kombersashon tokante reglanan di kas, kana mas mihó. |
| 2 | Angela | Miguel, mi a nota ku bo ta pasando basta tempu riba bo tèblet últimamente. Dikon bo ta kere mi ta preokupa ku e kantidat di tempu ku bo ta usa pantaya? |
| Miguel | Mama, mi no ta haña ku bo mester ta preokupá. Si bo ta mira mi riba mi tèblet hopi, ta paso mi ta usando ei pa traha mi hùiswèrk. |
| Naradó | Pues kiko a pasa akÍ? Angela ta splika dikon e ta preokupá i ta puntra Miguel su opinion. E ta sòru pa e ta un tim huntu ku Miguel i ku e ta sintié enbolbí den e diskushon. |
| 3 | Angela | Di loke mi a mira, ta parse ku bo ta pasa muchu mas tempu riba bo tèblet ku lo bo mester pa hasi hùiswèrk. Bo por bisa mi kiko mas bo ta hasi riba dje? |
| Miguel | Bo tin rason, mama. Mi ta us'é tambe pa kombersá ku mi amigunan i hunga wega. |
| Naradó | Aki bo por mira ku Angela ta skucha sin husga pa asina tene e kombersashon habrí i trankil. Esaki ta hasié mas fásil pa Miguel ekspresá su mes. |
| 4 | Angela | Danki pa ta honesto, Miguel. Mi ta gusta ku bo ta keda konektá i bo ta pasa dushi, pero mi ke tambe pa bo traha tempu pa otro kos. Ki bo ta pensa si nos bin ku un regla di kas ku ta yuda mantené un balansa salú entre tempu di pantaya, hùiswèrk i otro aktividatnan? |
| Miguel | Ki bo ta pensa di un ora di kos 'leuk' i un ora di hùiswèrk? That should leave lots of time for soccer, too! |
| Naradó | Great teamwork! Angela and Miguel make a rule together. Notice how the rule is realistic, clear, and positive, “one hour for fun and one hour for schoolwork”, instead of saying, “Don’t use your tablet too much.” |
| 5 | Angela | That sounds reasonable, but only if schoolwork comes before fun! Thank you for being open to talking about this together, Miguel. |
| Naradó | Angela praises Miguel for helping make the rule. Praise, Praise, Praise! When you praise your child for following or helping make a rule, they feel proud and are more likely to keep following it. |

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## módulo\_4\_yc

| Esena # | Oradó | Guion |
| --- | --- | --- |
| 1 | Angela | I am happy to seeing you play quietly, Thalia. In 5 minutes it will be time to get ready for bed. |
| Naradó | See how Angela gave Thalia a transition warning to help her prepare for bedtime? Did you notice anything else Angela did that we’ve learned in the past weeks? She praised her for playing quietly first, and she used her name. |
| 2 | Angela | Time to get ready for bed. First, let’s get you nice and clean with a bath. |
| Thalia | Okay |
| Naradó | Notice how she gives Thalia only one instruction at a time. |
| 3 | Angela | You helped Mommy by putting your bathing things neatly after the bath. Well done! Now it is time to put on your pajamas. |
| Naradó | Here, Angela makes sure Thalia follows through with the instruction, and then praises her for it before giving her the next instruction |
| 4 | Angela | Well done for getting in your pajamas all by yourself! Now let’s put away your day clothes together. |
| 5 | Angela | Thank you for helping to tidy your room, Thalia! Now you brush your teeth. Make sure you get the ones in the back of your mouth! |
| Naradó | See how Angela is giving instructions by being real - something that Thalia can do, being positive and specific - telling Thalia what to do and praising her when she is done. |
| 6 | Angela | Since you were such a good girl getting ready for bed, I now have time to read you your favourite story. |
| Naradó | Here,we see Angela is giving Thalia a free reward for behaving well while getting ready for bed. This helps Thalia do this behaviour more often. |
| 7 | Angela | Once upon a time… |
| 8 | Angela | Goodnight my darling girl. Mama loves you very much, Thalia. |
| Thalia | Goodnight, mama! |

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## módulo\_4\_yc\_1

| Esena # | Oradó | Guion |
| --- | --- | --- |
| 1 | Oma | Kendrick, you have been playing with your soccer ball inside the house. Why do you think I am concerned about that? |
| Kendrick | Umm..because it is dangerous, I can break something?? |
| Naradó | Do you see what Kendrick is doing when his grandmother starts talking to him? He’s calm and relaxed, so it’s the perfect moment for a serious chat because Kendrick might be more open to talking to his grandmother. |
| 2 | Oma | Yes, it is not safe to play soccer in the house. You can break something or even hurt yourself. Maybe we can make a household rule about this. Where do you think you must play soccer? |
| Kendrick | I think I should play soccer outside in the yard or at the park |
| Naradó | Here Oma is using the tip: Be a Team. Oma explains why the rule matters, then invites Kendrick to help decide when it should apply. Asking for his opinion shows they are a team, and when children help make the rules, they’re much more likely to follow them. |
| 3 | Oma | Yes, I think that is a great idea. So from now on, the household rule will be that you need to go outside to play soccer. Danki pa ta responsabel, Kendrick. |
| Kendrick | Oké |
| Naradó | Akí Oma ta usa e di dos tep: Sea Realístiko. Oma ta trese e regla na un forma positivo, bisando eksaktamente loke e ke pa Kendrick hasi. I komo ku e regla ta kla, hustu i algu ku Kendrick a bai di akuerdo kuné, e ta realístiko pa e siguié. |
| 4 | Oma | Danki pa hunga futbòl pafó awe, Kendrick. Awe nochi, bo por skohe un aktividat i nos por hunga huntu 15 minüt prome ta ora di drumi. |
| Naradó | Oma ta elogiá Kendrick mesora komo ku el a sigui e regla di kas i a dun'é un rekompensa simpel. Na promé instante, rekomenpensanan chikí por yuda komportashon nobo pega, pero despues di tempu elogio lo ta sufisiente. |

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# Módulo 5: Disiplina positivo

## módulo\_5\_yc\_1

| Esena # | Oradó | Guion |
| --- | --- | --- |
| 1 | Lisa | M'a hañ'é promé! |
| Amy | Duna mi e! |
| Naradó | Esaki ta zona konosí? E muchanan ta kuminsá pleita. Tur mucha por komporta malu tin ora, ta normal. Pero wak kiko e mayor ta hasi pa evitá ku e ta bira pio. |
| 2 | Bryan (pensando) | Halando un rosea profundo |
| Naradó | Na lugá di grita òf straf, Bryan ta hala un rosea profunda pa ta sigur ku e ta keda trankil. Esaki ta Stap 1: Keda Kalmu. Ora ku dunadónan di kuido keda kalmu, muchanan ta sinti seif i e situashon no ta eskalá. |
| 3 | Bryan | Lisa i Amy, mi ta preparando boso kuminda faborito i mi mester un tiki yudansa. Lisa, bin yuda mi laba e kònkòmbernan i Amy, abo por korta nan pa mi. |
| Naradó | Tuma nota ku Bryan ta ignora e pleitu ku e muchanan tin i ta duna instrukshon positivo di moda ku nan atenshon ta kambia pa un otro aktividat. |
| 4 | Amy | Danki Lisa i Amy. Bosnan tur dos a hasi un bon trabou yudando mi prepará boso kuminda faborito. |
| Naradó | Bryan ta usa elogio mesora pa nan komportashon positivo. Elogio ta laga muchanan sinti nan mes orguyoso i tin mas chèns ku nan lo bolbe koperá. |

## Módulo\_5\_yc\_1

| Esena # | Oradó | Guion |
| --- | --- | --- |
| 1 | Oma | Kendrick, ainda bo ta hungando futbòl den kas. Si bo hasie atrobe, lo bo no por hunga futbòl e dia siguiente. |
| Naradó | Oma ta dunando Kendrick un aviso ku lo tin konsekuensia si e hunga ku e bala di futbòl den kas atrobe. E konsekuensia ta hustu, e ta konektá ku e komportashon i ta algu ku Oma por sigui. Pero bo sa kiko lo ta mas efektivo? Papia tokante di konsekuensia na un momentu trankil, promé ku a kibra e regla i pa enbolbí Kendrick den disidí kiko lo por ta un konsekuensia hustu p'e. Di e forma ei, e ta mas habrí pa asept'é. |
| 2 | Oma | Kendrick, mi ta desapuntá ku bo ta hunga ku bo bala di futbòl den kas awe. Mañan, bo no por hunga ku bo bala di futbòl. |
| Naradó | Oma ta keda firme riba e konsekuensia ku el a splika anteriormente. Kedando konsistente ta mustra Kendrick ku regla ta konta i ku konsekuensianan ta real. Tambe e ta kompartí sintimentunan di desapunto. ta oké pa muchanan mira ora bo ta alterá pa motibu di komportashon no seif. |

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## módulo\_5\_tiner

| Esena # | Oradó | Guion |
| --- | --- | --- |
| 1 | Oma | Kevin, kuantor tin! E regla ku nos a traha tabata ku lo bo ta na kas pa 10:00 pm. |
| Naradó | Mira kon Oma ta kòrda Kevin tokante e regla di kas ku nan a bai di akuerdo kuné? Ora regla nan ta kla i a traha nan huntu, tinernan sa kiko nan por spera. |
| 2 | Oma | Ta BASTA MAS lat ku 10:00. |
| Kevin | Sòri, wela! |
| Naradó | Oma ta alterá, pero tuma nota, e ta tene su bos kalmu. Keda kalmu ta yuda e komberashon keda ku rèspèt i ta evitá ku e ta para bira un diskushon. |
| 3 | Oma | Kevin, ta meianochi i bo a kibra e regla. Sea kua sea e motibu, bo mester komporondé ku esaki no ta aseptabel pa un persona di bo edat ta su so ora asina'ki riba kaya. Your grandfather & I were very worried that something may have happened to you. |
| Naradó | Oma explains why he is concerned about safety and the broken rule. When caregivers explain their concerns, teens are more likely to listen and learn. |
| 4 | Kevin | Grandma, I tried to call you, but my phone was dead. I didn’t want to come home with Ronaldo because he put rum in his cola and I didn’t think it was safe for him to drive. None of my friends had data, so I couldn’t call from their phones either. Miguel’s dad gave me a ride home when he came to pick up Miguel. |
| Naradó | Oma listens without interrupting. Listening shows respect and keeps the conversation open and calm. |
| 5 | Oma | I am glad you didn’t get in the car with Ronaldo, Kevin. That was a good decision.Now go to bed, but just to be clear, you have broken the household rule, you will not be allowed to go out next weekend. |
| Naradó | Oma praises Kevin for making a safe choice. Oma also follows through with a fair and clear consequence, not going out next weekend. When consequences are calm, consistent, and reasonable, teens learn responsibility without fear. |
| 6 | Kevin | I am sorry I worried you and grandpa. |
| Opa | Thank you. Let’s talk more about this in the morning when we have had some rest. |

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# Módulo 6: Resolvé problema huntu ku mucha i reflekshon final

## módulo\_6\_yc

| Esena # | Oradó | Guion |
| --- | --- | --- |
| 1 | Mia | Give it to me! |
| Naradó | What might the Opa need to do when he hears her grandkids fighting before he starts to get involved in the conflict? He pauses, even taking one deep breath. Why? Because a short pause helps him stay calm and respond in a positive way instead of reacting with anger. |
| 2 | Opa | Mia and Kendrick, please share the building blocks. |
| Kendrick | But I need them to make my house! |
| Naradó | Opa calls his grandchildren by name and looks at them before giving the instruction. That’s great, because getting a child’s attention makes it easier for them to listen - even when they are arguing. He could make it even better by going down to their level. |
| 3 | Opa | Well, what is the problem? |
| Kendrick | There are not enough blocks to build two houses. |
| Naradó | By asking, “What is the problem?” Opa is helping the children identify what went wrong and think about solutions. If his grandchildren were very upset, he could first ask them to take a deep breath or a short pause to calm down before asking the question. |
| 4 | Opa | What do you think we could do to solve this problem? |
| Kendrick | We could build one together? |
| Opa | Yes, that would be fun! |
| Naradó | See what Opa does here? He asks her grandchildren to come up with solutions instead of telling them what to do. This helps them learn problem-solving and responsibility. If they couldn’t think of any ideas, Opa could suggest a few options for them to choose from. |
| 5 | Opa | Excellent idea, Kendrick! Can I help too? |
| Kendrick | Yay! |
| Mia | Yay! |
| Naradó | Opa praises his grandchildren for finding a peaceful solution and even joins their activity as a reward. This makes the children feel proud and supported. If the solution doesn’t work, they can always try another one. Later, Opa can talk with them about how the solution worked and how they felt, that’s how children learn problem-solving for life! |

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| Esena # | Oradó | Guion |
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| 4 | Bryan | Come, Amy. It is time to go to softball practice. |
| Amy | I don’t want to go. I quit. |
|  | Naradó | Amy suddenly says she’s quitting softball. Instead of getting worried, Bryan stays calm. Staying calm is the first step in solving any problem. |
| 5 | Bryan | What do you mean, you quit? You love softball. |
| Amy | No, I don’t. Softball is for losers. |
| Naradó | When children say things like this, it usually means something else is going on. Watch how Bryan responds. |
| 6 | Bryan | Hmm… it sounds like something’s really bothering you. Want to talk about it? |
| Amy | Why would I want to do that? You just don’t understand me! Leave me alone! |
| Naradó | Instead of arguing, Bryan notices Amy’s feelings and stays calm. That keeps the door open for a real conversation later. |
| 7 | Bryan | Amy, I can tell you’re really upset. I don’t know what’s going on, but from the way you’re acting, it must be something that really hurts. Earlier, you said softball is for losers, and it sounded like you were mad at me. Can you tell me what’s going on? |
| Amy | I’m not mad at you, Uncle. I just… I don’t even know what I’m feeling. I want to scream. I don’t want to talk about it right now. |
| Bryan | Okay, I hear you and I am going to give some space. You don’t have to go through this alone, whatever it is. Maybe I can help. We can talk about this later. |
| Naradó | Bryan acknowledges Amy’s feelings and gives her space. That shows respect and builds trust. |
| 8 | Bryan | (Later Time)  Alright, Amy. Want to try to talk now? I’m here, and I’m listening, so let’s figure out what to do together. What’s the problem? |
| Amy | My teammates texted me… they said Amy is a loser!’… all because I missed one shot. |
| Bryan | That must have really hurt, Amy. I’d feel upset too. Let’s think of ways to make this better. How are we going to tackle this? |
| Naradó | Bryan validates Amy’s feelings and invites her to find solutions together. That’s how kids learn problem-solving. |
| 9 | Amy | Maybe I should quit the team. |
| Bryan | That’s one idea. What else? |
| Amy | I guess…I could ignore them…or talk to the coach. |
| Bryan | Those are good ideas! We could even reach out to their parents if needed. |
| Naradó | Now they are on Step 2: SOLVE IT—thinking of different solutions together and what might happen with each one. This helps Amy learn to problem-solve instead of giving up. |
| 10 | Bryan | What idea do you think is best to try first? |
| Amy | Maybe talk to the coach. |
| Bryan | Great choice. Let’s do that tomorrow after school. |
| Naradó | Here, they move to the third step of problem solving - Try it, which is choosing one solution and making a plan to act on it. |
| 11 | Bryan | Hey Amy, how did it go after you talked to the coach? |
| Amy | Much better, Uncle. She spoke to the team, and they apologised. |
| Bryan | I am proud of you for handling that so well. |
| Naradó | This is Step 4: TEST IT, checking if the solution worked. It did! If it hadn’t, they could try another idea. This way, children learn that problems can be solved step by step. |