# Module 1 Comics: One-on-one time with your child

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

## module\_1\_yc

| Scene # | Speaker | Script |
| --- | --- | --- |
| 1 | Roberto | I have 5 minutes of one-on-one time to spend with you, Daniel. |
| Daniel | I want to make a butterfly with colored paper. |
| Narrator | See how Roberto starts one-on-one time? He uses Daniel’s name, gets to his level, and asks what he wants to do. |
| 2 | Roberto | Wonderful idea, Daniel. I see you are getting yellow colored paper. |
| Daniel | It’s for you! |
| Narrator | Roberto shows he is paying attention by describing what Daniel is doing. |
| 3 | Roberto | Thank you, I love it! |
| Daniel | Let’s cut the wings, Dad. |
| Narrator | Roberto goes along with Daniel’s plan, without interrupting or changing it. He is following the child’s lead during one-on-one time. |
| 4 | Roberto | What a big boy you are using the scissors so safely all by yourself! |
| Narrator | Instead of asking questions, Roberto is observing what Daniel is doing and is commenting on it. |
| 5 | Roberto | That looks beautiful. You’re doing such a great job. |
| Narrator | Spending one-on-one time with his father makes Daniel feel happy, loved, important, appreciated, confident & close to his father. |

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## module\_1\_teen

| Scene # | Speaker | Script |
| --- | --- | --- |
| 1 | Roberto | Miguel, how was your math test today? |
| Miguel | The test was good, Dad. There was just one question I didn’t know how to answer. |
| Narrator | Roberto puts everything else aside, looks right at Miguel, and gives him his full attention. That’s how kids know you care. |
| 2 | Roberto | I am glad that the studying we did together helped. I have 15 minutes of one-on-one time before I drive to work again. What would you like to do together? |
| Miguel | I was about to do my biology homework. The topic is to make something out of recycled materials. Would you mind helping me with it? |
| Roberto | I would be happy to! |
| Narrator | See how Roberto starts one-on-one time together? He looks Miguel in the eye, says how much time they have, and lets Miguel choose what they’ll do together. |
| 3 | Miguel | I thought of building a recycled house using old bottles, cartons, and other materials I picked up. Look! |
| Roberto (thinking) | Hmmm….that can wait. |
| Narrator | The phone rings, but Roberto decides it can wait. That simple choice tells Miguel, ‘You matter more than any distraction.” |
| 4 | Roberto | What a good idea, Miguel! You’ve collected really great things here. How do you want me to help you? |
| Miguel | Can you help me clean these bottles? They’ll be the pillars of the house. |
| Narrator | Roberto accepts Miguel’s idea without judgement, and praises his efforts. He also follows Miguel’s lead during the activity and asks him how he can help him. |
| 5 | Roberto | Wow, it looks different now! I love the painted roof and windows, you made trash into treasure. You should be proud of yourself. |
| Miguel | Thanks, Dad. You know, a lot of fun things happened at school today… |
| Roberto | Go ahead, tell me… |
| Narrator | Roberto ends by praising Miguel’s creativity and effort. Miguel feels proud, loved, and ready to share more! |

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# Module 2: Talking about emotions

## module\_2\_yc

| Scene # | Speaker | Script |
| --- | --- | --- |
| 1 | Oma | Mia, I have 5 minutes to spend one-on-one time with you. O ka rata go dira eng? |
| Mia | Let’s play with the ball outside! |
| Narrator | Well done Oma! She remembered to start one-on-one time by getting down to the child’s level, making eye contact, using the child’s name & allowing the child to choose the activity. |
| 2 | Mia | I am no good at this! |
| Oma | I can see that you are upset, Mia. It’s not easy. Trying new things can feel really hard. You’re trying, and that matters. but let’s practice a little bit more. I know you can do it! |
| Narrator | Notice what Oma does here. Mia is starting to feel frustrated, but instead of ignoring it or criticizing her, Oma calmly comments on how Mia is feeling. This shows Mia that it’s okay to feel upset and that Oma is there to help. By using Mia’s name and describing the feeling, Oma helps her learn words for difficult emotions. Most importantly, she keeps Mia engaged and motivated to keep trying. That’s how we help children persist through challenges. |
| 3 | Oma | Five catches in a row! You seem really proud to have made it to five, Mia! |
| Mia | Let’s do 10! |
| Narrator | Look at what Oma says here, she notices Mia’s excitement and names it. By pointing out this positive emotion of pride, Oma is helping Mia connect how she feels with the right words. This is how children learn to recognize and talk about their own emotions, and feel good about their efforts |
| 4 | Oma | I am very happy to be able to spend this time with you, Mia! |
| Narrator | Here, Oma shares how she feels. When caregivers talk about their own feelings, both positive and negative ones, it shows kids that sharing emotions is normal and healthy. It also teaches children that emotions are something we can talk about, not hide. This helps kids learn empathy and feel safe to share their feelings, too. |

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## module\_2\_teen

| Scene # | Speaker | Script |
| --- | --- | --- |
| 1 | Roberto (thinking): | How am I going to tell my family? |
| Alina | Hello, dad! Is everything okay? |
| Narrator | See how Roberto looks worried, but he takes a deep breath before answering. It seems simple enough, but the deep breath helps him stay calm and answer kindly. Taking a moment to breathe is the first step in handling difficult emotions. |
| 2 | Roberto | It’s okay, Alina. You can come sit here. I had a difficult day today. The boss laid me off. So I’m feeling pretty stressed. I’ve been working in that office for 8 years. |
| Alina | Oh no! Why? What are we going to do? I was hoping to be able to get a dictionary for my Spanish class. |
| Narrator | Roberto shares his feelings calmly. Many of us were told not to talk about feelings - I know I was, but telling our children how we feel helps them learn that it’s okay to share - and ultimately helps teach them that emotions can be managed. |
| 3 | Roberto | Your mother and I will find a way to get you what you need for school -, so don’t worry. And your grandmother’s job will help us get by while I look for another job. |
| Alina | I can help you by finding a part-time job. |
| Narrator | What Roberto does so well here is listen and accept his child’s feelings instead of shutting him down. He reassures his daughter that there’s a plan, which makes the child feel safe and supported. |
| 4 | Roberto | I appreciate your offering. You help us already at home, for but right now the most important thing is that you work hard at school so that you can go to university. There’s no need for you to also get a job right now. Thanks for listening to me. |
| 5 | Roberto | Let’s play a board game together. It will help me get this stress off my mind a bit! |
| Narrator | Roberto is providing for his daughter in an important way here, by showing her how to cope with negative feelings by doing something active and positive together. Can you and your teen think of things you can do to feel better when you’re stressed? |

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# Module 3: Keeping it positive

## module\_3\_teen

| Scene # | Speaker | Script |
| --- | --- | --- |
| 1 | Zulayka | Amy, it is nice to see you practising a new dance with your friend. You know I love seeing your dance routines. Please take it outside so I can finish cleaning the house. Afterwards, you can show me your dance. |
| Narrator | Notice what Zulayka does here, she uses Amy’s name, looks at her, and gives a clear instruction using positive words. She says exactly what she wants Amy to do without making it negative. |
| 2 | Amy | Okay, Mom! |
| Narrator | Zulayka also explains what will happen next: “Afterwards, you can show me your dance.” This makes Amy more willing to follow instructions because she knows her turn is coming soon. |
| 3 | Zulayka | Whew! That was a lot of work! Thank you for practising outside while I finished cleaning the house, Amy. Now, I have some time, I would love to see your dance. |
| Narrator | Did you see that? Zulayka praises Amy right away for following instructions. Praise makes teens feel appreciated and encourages them to cooperate again in the future. |
| 4 | Zulayka | Wow, Amy! You have such good dance moves! |
| Narrator | Whether it’s for following instructions or building her daughter’s confidence, Zulayka is always enthusiastic and specific with her praise. She is also making a habit to find something to praise every day, like her dance moves.   When parents look for the good and say it out loud, children feel valued and want to keep doing positive things. |

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## module\_3\_yc

| Scene # | Speaker | Script |
| --- | --- | --- |
| 1 | Zulayka | It is nice to see you drawing quietly while I finish cleaning up after dinner, Shawn.  In 5 minutes, when you finished drawing the house in your picture, it will be time to get ready for bed so you will need to stop drawing and put your crayons away. |
| Narrator | Before giving the instruction, Zulayka praises Shawn for drawing quietly and using his name. This makes Shawn feel noticed and ready to listen. Then she gives a transition warning: “You have 5 more minutes to play before getting ready for bed.” This helps Shawn prepare for what’s next and prevent surprises or meltdowns. Transition warnings make change easier for children, and for you! |
| 3 | Zulayka | Five minutes is over, Shawn. Time to put your crayons away.. |
| Narrator | Notice how Zulayka gives the instruction. She gets Shawn’s attention by bending down, saying his name, and looking at him. Then, she makes it easy for Shawn to follow by keeping the instruction short, calm, and specific: exactly what she wants Shawn to do, one step at a time. And she gives a command, not a question, so Shawn knows what’s expected. Clear, positive instructions help children listen and cooperate! |
| 4 | Zulayka | Thank you very much for putting the crayons away when I asked you, Shawn. Because you listened so well, I will read you an extra story tonight. |
| Narrator | Zulayka makes it more likely that Shawn will follow instructions in the future by praising him right away for putting the crayons away. She even adds a small reward, an extra bedtime story! Praise and simple rewards make children feel proud and happy to cooperate again next time. |
| 5 | Zulayka | Once upon a time… |
| Narrator | Zulayka keeps her promise and reads Shawn an extra story. Why is this important? If we promise a reward, we must follow through. Otherwise, children may stop trusting our word, and be less likely to listen next time. Following through builds trust and encourages good behaviour. |

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# Module 4: Keeping your child safe with household rules & daily routines

## module\_4\_teen

| Scene # | Speaker | Script |
| --- | --- | --- |
| 1 | Angela | Hi, Miguel, can we talk together? |
| Miguel | Not now, Mom. I am chatting with my friends online. |
| Angela | Okay, can you wrap up, so we can talk in 5 minutes? |
| Miguel | Okay |
| Narrator | See how Angela stays calm and gives Miguel a little time to finish what he’s doing? Talking when both parent and child are calm is always going to help a conversation about household rules go better. |
| 2 | Angela | Miguel, I noticed you’ve been spending quite a bit of time on your tablet lately, and I wanted to talk to you about that. Why do you think I might be concerned about your screen time? |
| Miguel | Mom, I don’t think you have to be concerned. If you see me on my tablet a lot, it’s because I’ve been using it to do my schoolwork. |
| Narrator | So, what just happened here? Angela explains why she is concerned and asks for Miguel’s opinion. She is making sure she is a team with Miguel and he feels involved in the discussion. |
| 3 | Angela | From what I’ve seen, it seems like you’re spending much more time on the tablet than schoolwork alone would take. Can you tell me what else you’re doing on it? |
| Miguel | You’re right, Mom. I also use it to chat with my friends and play games. |
| Narrator | Here, you can see that Angela listens without showing any judgment in order to keep the conversation open and calm. This makes it easier for Miguel to express himself. |
| 4 | Angela | Thanks for being honest, Miguel. I love that you’re staying connected and having fun, but I also want you to make time for other things. How about we come up with a household rule together that keeps a healthy balance between screen time, schoolwork, and other activities? |
| Miguel | How about one hour for fun and one hour for schoolwork? That should leave lots of time for soccer, too! |
| Narrator | 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. |
| Narrator | 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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## module\_4\_yc

| Scene # | Speaker | Script |
| --- | --- | --- |
| 1 | Angela | I am happy to seeing you play quietly, Thalia. In 5 minutes it will be time to get ready for bed. |
| Narrator | 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 | Ke siame |
| Narrator | 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. O dirile sentle! Now it is time to put on your pajamas. |
| Narrator | 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! |
| Narrator | 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. |
| Narrator | 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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## module\_4\_yc\_1

| Scene # | Speaker | Script |
| --- | --- | --- |
| 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?? |
| Narrator | 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 |
| Narrator | 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. Thank you for being so responsible, Kendrick. |
| Kendrick | Ke siame |
| Narrator | Here Oma is using the second tip: Keep it real. Oma states the rule in a positive way, saying exactly what she wants Kendrick to do. And because the rule is clear, fair, and something Kendrick agreed to, it’s realistic for him to follow. |
| 4 | Oma | Thank you for playing soccer outside today, Kendrick. Tonight, you can choose any activity and we’ll play it together for 15 minutes before it’s time for bed. |
| Narrator | Oma praises Kendrick right away for following the household rule and gives him a simple reward. At first, small rewards can help new behaviours stick, but over time, the praise alone will be enough. |

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# Module 5: Positive Discipline

## module\_5\_yc

| Scene # | Speaker | Script |
| --- | --- | --- |
| 1 | Lisa | I had it first! |
| Amy | Give it to me! |
| Narrator | Does this sound familiar? The children are starting to argue. All kids misbehave sometimes, it’s normal. But watch what the parent does next to prevent this from getting worse. |
| 2 | Bryan (thinking) | Taking a deep breath |
| Narrator | Instead of yelling or punishing, Bryan takes a deep breath in order to make sure he stays calm. This is Step 1: Be Calm. When caregivers stay calm, children feel safe, and the situation doesn’t escalate. |
| 3 | Bryan | Lisa and Amy, I am preparing your favourite dish and I need some help. Lisa, come help me clean the cucumbers and Amy, you can cut them for me. |
| Narrator | Notice how Bryan ignores the argument the children are having and gives a positive instruction in order to redirect them into another activity. |
| 4 | Amy | Thanks Lisa and Amy. You both did a great job helping me prepare our favourite meal. |
| Narrator | Bryan uses praise right away for their positive behaviour. Praise makes children feel proud and more likely to cooperate again. |

## Module\_5\_yc\_1

| Scene # | Speaker | Script |
| --- | --- | --- |
| 1 | Oma | Kendrick, you are still playing soccer in the house. If you do it again, you will not be able to play with your soccer ball the following day. |
| Narrator | Oma is giving Kendrick a warning that there will be a consequence if plays with the soccer ball inside the house again. The consequence is fair, it’s connected to the behaviour and something Oma can follow through on. But you know what would be more effective? Talking about consequences at a calm time, before the rule is broken, and to involve Kendrick in deciding what a fair consequence should be. That way, he’s more likely to accept it. |
| 2 | Oma | Kendrick, I am disappointed that you are playing with your soccer ball today. Tomorrow, you cannot play with your soccer ball. |
| Narrator | Oma follows through with the consequence she explained earlier. Being consistent shows Kendrick that rules matter and that consequences are real. She also shares her feelings of disappointment. it’s okay for children to see when we’re upset about unsafe behaviour. |

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## module\_5\_teen

| Scene # | Speaker | Script |
| --- | --- | --- |
| 1 | Oma | Kevin, what time is it! The rule we made was that you would be home by 10:00 pm. |
| Narrator | See how Oma reminds Kevin about the household rule they agreed on? When rules are clear and made together, teens know what’s expected. |
| 2 | Oma | It is WAY past 10:00. |
| Kevin | Sorry, grandma! |
| Narrator | Oma is upset, but notice, she keeps her voice calm. Staying calm helps the conversation stay respectful and prevents it from turning into an argument. |
| 3 | Oma | Kevin, it is the middle of the night and you have broken the rule. Whatever the reason is, you must understand that this is not acceptable for someone of your age to be out alone at this time. Your grandfather & I were very worried that something may have happened to you. |
| Narrator | 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. |
| Narrator | 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. |
| Narrator | 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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# Module 6: Problem Solving with Children

## module\_6\_yc

| Scene # | Speaker | Script |
| --- | --- | --- |
| 1 | Mia | Give it to me! |
| Narrator | 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! |
| Narrator | 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. |
| Narrator | 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! |
| Narrator | 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! |
| Narrator | 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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## module\_6\_teen

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| Scene # | Speaker | Script |
| --- | --- | --- |
| 4 | Bryan | Come, Amy. It is time to go to softball practice. |
| Amy | I don’t want to go. I quit. |
|  | Narrator | 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. |
| Narrator | 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! |
| Narrator | 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. |
| Narrator | 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? |
| Narrator | 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. |
| Narrator | 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. |
| Narrator | 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. |
| Narrator | 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. |