



Radio Stations : **All Community Radio Stations**  
Subject : **Early Childhood Development**  
Audience : **Parents, caregivers and educators**  
Program Topic : **Special Time – Say what you See and Naming Feelings (LOVE)**

#### **Guidelines to the presenter**

- Presenter – please familiarize yourself with the brief and the use the facts effectively by referring to them from time to time during the show.
- You should be seen as a peer rather than an authority.
- Offer guidance or opinion rather than telling people what to do.
- Encourage people to seek further information
- Always keep the objectives and outcomes in mind and drive these.

#### **Topic:**

Say what you see & naming feelings

#### **Objectives**

- Communicate the importance of saying what you see during Special time with your child.
- Develop understanding of how to say what you see during Special Time with your child.
- Highlight the importance of naming feelings during Special Time with your child.
- Describe how to name feelings during Special Time with you child.
- Encourage parents to say what they see and name feelings during Special Time with their child.

## Introduction

On this show, we celebrate the fact that you are the most important person in your child's life. You have the power to give your child the best possible start in life and it doesn't have to cost you a cent.

Last week, we talked about Special Time with your child and how this helps to strengthen your relationship with the child. To refresh, Special Time is time that you spend with your child each day where they lead play, while you give them your full attention. Special time lets children know that we are watching them and interested in what they are doing when they are doing something they have chosen to do.

Today, we will be building on from last week by discussing how to say what you see and name feelings during Special Time. These help to further your relationship with your children.

Questions	Facts/Information
<p><b>1. What does it mean to "Say What You See"?</b></p> <p><u>Presenter to describe below example to audience and then follow with questions.</u></p> <p><u>Example:</u></p> <p><i>A child, who is 6 years old, decides that she would like to draw during Special Time. As she draws, her mother acts as a reporter and describes what the child is doing. She says, "I can see that you are drawing a <b>flower</b> with <b>purple</b> petals...I can see that you are drawing <b>five</b> petals." The mother does not tell the child what to draw next, but rather observes as her</i></p>	<p>"Say What You See" means describing what your child is doing. We like to think of this as wrapping your child in language by describing what they are doing. This provides a support to your child's activity while also expanding both their thinking and verbal skills. When we say what we see, we are simply describing exactly what we see our children doing.</p>

*child enjoys drawing while getting her mother's full attention as should be the case with Special Time.*

*However, the benefit of Saying what you are Seeing through the mother's descriptions, the child is also getting to know her numbers and colours better and also what things are called.*

**2. Why is it important to describe what your child is doing?**

- It shows that you are present and focused on what your child is doing.
- It builds trust between you and your child, especially if you mean what you say.
- It builds self-esteem as your child feels important.
- It encourages your child to keep going and continue playing.
- It helps develop your child's language and observation skills.
- It expands your child's world.

**3. How to do you "Say What You See"?**

It can be helpful to think of oneself as a radio reporter who is describing the action for someone who cannot see what is happening as in the example. For example, as a parent, you may say things like: "Now you are making a tower with the yellow bricks, and now there is a red one you are putting on top." Or "Now you are putting the animals into the truck and they are going on a journey." You may feel awkward at first as many parents are not used to talking to their children during playtime. However, with practice, it becomes easier – just like everything else! You will notice that your child responds very positively to the attention that you give them.

Listen to what your child is saying and watch them. Name your child when you say something to him or her. When



**6. What are some helpful ways of commenting on feelings?**

Let us look at an example:

*A boy, who is 4 years old, is helping his mother sort out the washing. He tries to match pairs of socks. He picks two socks, but they don't match. His mother says, "Those socks don't go together." He tries again but does not select the matching sock. His mother tells him that his choice was wrong again. He becomes frustrated and says, "I can't do it!" His mother passes him the matching sock and tells him to stop whining.*

*In this case, the child became frustrated because he wanted to help, but found it difficult to find the matching sock. His mother could have supported and encouraged him to find the correct sock. Instead, she dismissed him and his attempt to help. This made him feel even more frustrated.*

whatever emotion is present. There is no good or bad feeling. It is also helpful to connect those feelings with the body because sometimes we do not realize we are stressed until noticing that our shoulders are tense. It also helps children notice that when they get angry or frustrated, they can feel it in their body.

There are many ways to comment on feelings, but you could say things like:

- You look very proud after putting on your shoes yourself.
- This is a very frustrating game, but you are staying calm.
- I feel happy when you greet me with a smile.

Let us look at an example where the mother is more supportive of his emotions:

*When the child picks mismatched socks his mother says, “You found a striped sock and one with dots. Let’s find the socks that match those.” The child selects another sock. His mother says, “This one is white. It isn’t easy to find matching pairs. It can be **frustrating**.” The child continues to search in the laundry. Mother encourages him by saying, “You are being very **patient** and are looking very hard.” The child finds the matching sock after looking through the laundry. His mother praises him – “You found matching socks of the same pattern!*

*In this case, the mother encourages and supports him in finding matching pairs of socks. It is important to encourage your child to persist in difficult tasks. She reassures him and acknowledges that he may be feeling frustrated because he cannot find the matching socks. By naming his feelings, she helps the child to connect with his emotions.*

**Conclusion**

It is important to “Say What You See” and “Name Feelings” during Special Time with your child. “Say What You See” means describing what a child is doing. This has many benefits including building trust between a parent and child, as well as developing a child’s self-esteem. Naming your child’s feelings as well as your own feelings is very important. It helps your child understand their own feelings as well as recognise your feelings and the feelings of others. In naming feelings, we accept whatever emotion is present. Your child will respond positively to the attention that you give them during Special Time.

## **Learning outcomes**

After listening to this show the audience should:

- Understand the importance of describing what they see their child doing during Special Time.
- Say what they see with their child doing during Special Time.
- Understand the importance of naming feelings during Special Time.
- Name feelings during Special Time.