



Radio Stations : **All Community Radio Stations**
Subject : **Early Childhood Development**
Audience : **Parents, caregivers and educators**
Program Topic : **Special Time with Your Child (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:

Special Time with your child.

Objectives

- Provide an explanation of what Special Time is.
- Enable an understanding of the benefits of Special Time.
- Enable an understanding of how to do Special Time.
- Encourage parents to spend Special Time with their child.

Introduction

On this show, we celebrate the fact that you are the most important person in your child' 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.

Over the next few shows, we will be looking closer at Parenting. During this episode, we will be discussing spending Special Time with your child. Spending Special Time with

<p>4. <i>How do you do “Special Time” with your child?</i></p>	<p>great</p> <p>Choose a time when you are not likely to be interrupted and when your child does not have something else that they want to do, like watch TV. Tell your child that you would like to watch them play and that they can choose what to do. It is okay for the chosen activity to be time-limited and to tell your child how much time is available – you are in charge of how long the Special Time lasts.</p> <p>Special Time should be uninterrupted so that you can give your child your full attention. Make sure that your child knows that you are watching them – sit close to them and give them your full attention.</p> <p>Remember that the child leads the Special Time, so as the parent you should give as few instructions or directions as possible. Try to avoid asking your child questions unless they clearly leave the child in charge. Instead of saying "why don't you make a car?" or "What is that supposed to be?" comment on what your child is doing. Questions like this can distract a child and take their concentration away from the task.</p> <p>To be supportive towards your child, only make positive comments and avoid being critical of what they are doing. Remember this is the child's game.</p> <p>There is no right and wrong in play and, within reason, what your child chooses to play is right for them. Your job is to show an interest and say something nice.</p> <p>Play alongside and copy what they are doing but try to let them keep the initiative. If they ask what to do turn the question back by asking what they could</p>
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do or think that they might do next. For children who do not have self-confidence it is particularly important that they do not get directions from adults all the time.

Doing Special Time may feel a bit strange at first, but as you do Special Times more often, you will notice that it becomes easier. When you get good at paying attention to your child during Special Time, start to do it at other times too.

Presenter to describe the two examples below and then follow with the question.

Example 1

A child and her grandmother are playing dress up. The grandmother passes the child a hat, but she does not want to wear it. The child then pulls out a scarf from the cupboard. The grandmother says, "That scarf is just your style." The child gives the scarf to her grandmother to wear. She then finds a dress and puts it on. The grandmother then says, "What a big girl you are getting dressed by yourself." She also compliments on how beautiful the child looks in the dress.

In this case, the grandmother plays with the child without controlling the play. She lets the child take the lead. She gives her full attention and praises her when appropriate. This makes the child feel happy and loved.

Example 2:

A child is playing with his blocks on the floor. Father approaches him and says,

“Let’s play with the blocks together, let’s see who can build a taller tower?” Father and child start building their towers. Father builds a tall tower, but the child struggles to stack the blocks. Father says, “No, you are doing it wrong. Use the big blocks for the bottom and the small blocks for the top.” The child looks frustrated and walks off. Father says, “Where are you going? We were playing together!”

In this case, things didn’t go so well. The father led the play. He chose a competitive game that was difficult for the child. This made the child feel bad about himself. The child became upset when his father criticized him. The father was confused and upset when the child walked away. Both of them didn’t feel good about playing together. Because of this, it is less likely that they will want to play together again. This could have been prevented by the father letting the child lead the play, and by saying positive comments rather than negative ones.

5. How do the two examples affect the child in the long term if continued?

6. What should I do if my child does something that I don’t like?

It may be difficult at first, but try to ignore the things that you don’t like your child doing. Even if you help your child to choose a creative activity like making a doll or toy out of sticks and paper, she or he may still do some things that you do not like, for example aggressive acts. This is best dealt with by ignoring – pick up the paper or a magazine for a moment or two

<p>7. <i>What should I do if I have more than one child at home?</i></p>	<p>until the play returns to something that you like. Of course you have to take action if your child does something that he is not allowed to do, such as ignoring an agreed house rule, or wants to do something dangerous like playing with matches, but generally when you are attending your child is the boss.</p> <p>It is important that you have Special Time with each of your children.</p>
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<p>Conclusion</p>
<p>It is important to build a strong, positive relationship with one’s child. Special Time helps us to do this. Remember that the child gets to lead play while the parent is fully attentive to what he/she is doing. It lets the child know that the parent is watching him/her and is interested in what he/she is doing when it is something that they have chosen to do. Special Time strengthens the relationship between parent and child. Improving this relationship in this way can help teach a child to want to do what you ask him or her to do. Special Time can build a child’s self-esteem as it makes them feel valued and loved. It can also help to develop their learning and problem solving skills. It is important to spend at least 5 minutes in Special Time with your child every day.</p>

<p>Learning outcomes</p>
<p>After listening to this show the audience should:</p> <ul style="list-style-type: none"> • Understand what Special Time is. • Understand why it is important for them do spend Special Time with their children. • Understand how to do Special Time. • Make a commitment to spend Special Time with their children daily.