**Teacher – Child Relationship**

A teacher needs a basic understanding of how children develop and also how they feel. A teacher can help a child most by trying to understand how s/he feels. To reach this understanding, contact between teacher and child have to be close and sincere.

**Language – the positive approach**

- Use simple direct sentences
  - You can climb the jungle gym. Not - Don’t climb the fence!
  - We are going inside now. Not – Do you want to go in?
  - I need you to hang up your coat. Not – do you want to hang up your coat?
  - It is rest time, now.
  - I need you to wash your hands.
  - We are going to have a story now.

- Do not ask a child to ‘hurry’; physically he cannot do it
- Do not say ‘don’t be afraid’, this builds fear within the child

**Voice – Children imitate their teacher**

- Tone of voice
  - Low pitched for security; release tensions within a child
- Calm voice instills love
  - Soothes a frightened child, and steadies and reassures a troubled child
- Slow and steady voice
  - Helps a child learn to listen and helps her know what is expected of her
- Natural and patient voice
  - Develop vocabulary meanings and avoid a condescending tone or voice

**Facial Expression**

- Nod of approval
  - Children react to facial expressions and will help a child know acceptable behavior
- Look of interest
o Shows sincere feelings for the child, settles activities and choices, and helps the child make desirable choices of behavior

- A happy smile
  o Gives stability; the child smiles back. And a happy child tends to not be frustrated.

**Physical Contact**

- Using your hands
  o Relaxes a restless child (rub back or arms at rest time; and holding her hand when she wants to try a new physical activity.

- Holding a child
  o Comfort a hurt child; talk gently to a fearful child and let children know you care.

- Staying in one area
  o Helps a child know where you are; keeps children from sensing confusion in adults and move slowly to new areas.

- Sit down often
  o When talking get down to eye level if you can

**Establish Routines**

- Good daily schedule
  o Adapts to the needs of the age group; is flexible and unhurried; materials and equipment in the same place so they can find them as they need them; offer a balance of quiet and active periods of activity, and plan indoor and outdoor activities every day

- Provide areas of interest
  o Several areas help children make choices; and simple areas meet the needs of short attention spans.