

**Topic Task:
Improving Children's Self-image**

At a glance

Level: ISE III

Focus: Topic task

Aims: To develop the ability to deliver an effective presentation

Objectives: To summarise a presentation, to complete a formal handout by listening to a presentation, to pause for effect when giving a presentation and to notice presentation signposting by grouping phrases according to their meaning

Topic: Improving children's self-image

Language functions: Developing and justifying a line of argument, summarizing and staging a presentation

Lexis: Lexis related to behaviour and raising children and presentation signposting

Materials needed: Whiteboard, audio script or audio recording and equipment, one student worksheet per student and pens

Timing: Approximately 90 minutes

Procedure

Preparation

1. Print one worksheet per student.
2. Pre-record the audio (**consider the pauses on the answer sheet**). If no equipment is available to record and/or play the audio, print out the audio script and read it to the class at a normal pace.

In class

1. Explain to the class that they will be doing a listening activity in today's lesson and that this will help them to prepare for the Topic task of the ISE III Speaking & Listening exam.
2. Write the words '*your self-image*' on the board and elicit its meaning.
Answer: The idea you have of yourself such as, for example, your strengths and weaknesses.

3. Ask the students, in pairs, to brainstorm the things that can influence someone's self-image. Do an example together, if necessary. Carry out feedback as a class.
4. Tell the class they are going to listen to a discussion on how to improve children's self-image. Give each student a copy of the student worksheet and tell them to carry out Task A. Ask the students to summarise in two sentences what the discussion is about. Clearly announce when you are about to play the audio. If you were unable to pre-record the audio, read out loud the audio script at a normal pace and with appropriate pausing.
5. Ask the students to compare their answers in pairs. Do group feedback and go over the answer as a class.

Answer key: The discussion is about how children's self-image can be improved through positive body language and by showing children the consequences of their behaviour. It also mentions the negative effect of parents overprotecting their children.

6. Tell the class that for the Topic task they need to prepare a topic of their own choice and in the exam this is used as a basis for a discussion. They need to prepare a formal handout for the examiner that goes with the presentation.
7. Tell the students that they now need to carry out Task B. Tell them that they need to listen again and make notes under each heading. Play the audio and give the students time to complete their notes. Then ask them to discuss their answers in pairs. Carry out group feedback.
8. Tell the students that they are going to listen to only the first part of the recording. This time, ask them to carry out Task C. Ask the students to draw a vertical line every time the speaker pauses. One pause lasts approximately one second. After having played the first part of the audio, ask students to compare answers in pairs. Carry out feedback as a class.
9. Write down *pause for effect* on the whiteboard and elicit its function.

Answer key: Pauses for effect bring focus to your point and give your audience (i.e. the examiner) time to think about what was being said.

10. Tell the students to practise in pairs the first part of the presentation using pause for effect. Tell them to take turns while their partner is following the audio script.
11. Write 'signposting' on the board. Ask students to discuss with a partner what we mean by this. Tell the students to carry out Task D.

Ask them to put the phrases that are typically used as signposts in presentations under the right heading.

Answer key: *Starting the presentation: I would like to talk about ... Giving emphasis: That's why... What is key... It is important to... Giving reasons: One way is... Another thing is... And as a result... Continuing to the next topic: So, now let's turn to... Now, I'd like to focus on... Rephrasing: What I mean is...*

12. Tell the students that on the exam day the presentation is followed by a discussion with the examiner. Elicit from the students that it is important to predict what kinds of questions the examiner may ask. Ask students to prepare three questions based on the presentation and ask them to write the name of three different students next to each question. Once finished, ask the students to walk around and ask the students who they nominated to answer their questions. Carry out feedback as a group.

Extension activity

1. Ask the students to find two lists in the presentation.

Answer key: *Parents, relatives, teachers and friends. Eye contact, smiles, and appropriate intonation.*

Read the lists and ask students to mark the intonation patterns using arrows.

Answer key: *Rising intonation on each item, falling intonation on the last item to indicate that the list is finished.*

Ask the students to practice saying the lists in pairs using appropriate intonation.

2. Elicit from the students more phrases that are used as signposts in presentations.
3. Write the following question on the board and ask students to discuss it in pairs. *What are according to you the most important aspects of raising children?* Carry out feedback as a group.

Further support activity

Pre-teach challenging lexis used in the presentation such as for example: *as a consequence, fragile, to feel capable, pitfalls, unintentionally, to cope with, tendency, to enhance, to imply.*

After class

1. Students think of a topic for their own presentation. A number of the following topics will already have been covered in the conversation phase and therefore should be avoided:
independence, ambition, stereotypes, role models, competitiveness, young people's rights, the media, advertising, lifestyles, the arts, the rights of the individual, economic issues
2. Ask the students to research the topic and prepare a formal handout.

Audio Script

Topic Task:
Improving Children's Self-image

Presenter: I would like to talk today about the importance for parents to improve their children's self-image. Your self-image is the idea you have of yourself such as for example your strengths and weaknesses. Someone's self-image is heavily influenced by others and as a consequence potentially fragile. That's why it is important for parents to help create a positive self-image. A positive self-image means that the child feels capable and this feeling comes from the influence of important people in a child's life such as parents, relatives, teachers and friends.

Examiner: You mentioned that someone's self-image can be fragile. What do you mean by this?

Presenter: Well, what other people think or say about you is what shapes your self-image. So, if you have for example a teacher who criticises you a lot this may change the perception you have about yourself in a pretty negative way.

Examiner: I see. Thank you. Please continue.

Presenter: So, now let's turn to potential pitfalls. Parents often try too hard and this may unintentionally influence their children's self-image negatively. What I mean is that parents who work too hard to make their children feel happy, are likely to raise children who are unable to make themselves happy. Parents who try to protect their children from difficulties are likely to raise children who can't cope with them. And as a result these children may develop a tendency to give up quickly when facing problems.

Examiner: Are you talking from your own experience?

Presenter: In a way yes, I guess. I mean, I wasn't a spoiled child but my youngest brother was and he still expects people to do things for him. He's not very independent.

Presenter: Now, I'd like to focus on ways to enhance children's self-image. One way is through non-verbal communication and then mainly positive features such as eye contact, smiles, and appropriate intonation. Another thing is to stay calm so children have no reason to get angry with you. But those are just details. What is key is what is beneath the surface. Let children see a connection between misbehaviour and the consequences. I'll share with you some tips on how to do this. It is important not to wait too long to confront the child with the consequences of their behaviour.

Examiner: How can you ensure that children see a connection? I can imagine that young children may forget what they've done wrong.

Presenter: Ah, yes. Good point. It's indeed important not to wait too long after the incident to confront the child with the consequences.

Presenter: Also avoid at all costs a top-down approach. This implies involving the children as much as possible. Consider asking the child for possible solutions and help with problem solving techniques if necessary.

Examiner: I'm not sure I understood what you mean by a top-down approach. Can you expand on that?

Presenter: No problem. It means that the child should be involved in the decision making process. If all feedback comes from the parent the child may feel that they don't have options. What I mean is that when you drive someone in a corner, they may become uncooperative.

Examiner: Thank you very much. This is the end of the speaking exam.

C. Listen to the first part of the recording and draw a vertical line (/) each time the speaker pauses for approximately one second. The first one is done for you as an example.

I would like to talk today / about the importance for parents to improve their children's self-image. Your self-image is the idea you have of yourself such as for example your strengths and weaknesses. Someone's self-image is heavily influenced by others and as a consequence potentially fragile. That's why it is important for parents to help create a positive self-image. A positive self-image means that the child feels capable and this feeling comes from the influence of important people in a child's life such as parents, relatives, teachers and friends.

D. Find phrases in the audio script that are used as signposts and write them under the right heading.

Starting the presentation:	Giving emphasis:
Giving reasons:	Continuing to the next topic:
Rephrasing:	

Answer Key

A. The discussion is about how children's self-image can be improved through positive body language and by showing children the consequences of their behaviour. It also mentions the negative effect of parents overprotecting their children.

B.

Introduction

1. Self-image: definition

The idea you have of yourself such as for example strengths and weaknesses.

2. Self-image is influenced by other people

A positive self-image:

- means feeling capable.
- is influenced by important people such as parents and teachers.

3. Pitfalls

- The harder parents try to make their children feel happy, the more likely children will not be able to make themselves happy later in life.
- Parents who try to protect their children from difficulties are likely to raise children who cannot handle problems.
- Parents who solve problems for their children are likely to raise children who give up quickly.

How to improve children's self-image

4. Through positive body language

- A lot of meaning is conveyed through non-verbal communication such as for example intonation, eye contact, and gestures.
- Stay calm so children have no reason to get angry with you.

5. Through helping children handle the consequences of their behaviour

- Let children see the connection between behaviour and consequences.
- Don't wait too long to confront the child with the consequences.
- Ask the child for possible solutions and help with problem solving techniques if necessary.

C. I would like to talk today / about the importance for parents / to improve their children's self-image. Your self-image is / the idea you

have of yourself / such as for example your strengths and weaknesses. / Someone's self-image is heavily influenced by others / and as a consequence / potentially fragile. / That's why it is important for parents / to help create a positive self-image. A positive self-image means / that the child feels capable and this feeling comes from the influence of important people in a child's life such as / parents, relatives, teachers and friends.

D. **Starting the presentation:** I would like to talk about ...

Giving emphasis: That's why... What is key... It is important to...

Giving reasons: One way is... Another thing is... And as a result...

Continuing to the next topic: So, now let's turn to... Now, I'd like to focus on...

Rephrasing: What I mean is...