



Critical eye eLesson

Week starting 30 July 2012

Child's Play?

Level

Upper intermediate (B2)

Language

Expressions related to children; language of comparison; language of speculation

Image work

Looking at an image from different perspectives; using an image as a stimulus for discussion

How to use the lesson

- 1 Ask students to discuss this question in pairs and then discuss the possible responses as a class. The aim is to illustrate that our definitions of childhood are subjective and depend on the context. You may wish to focus on areas like the age someone can vote, get married, join the army, or other markers of adulthood.
- 2 *Child's play*: something which is very easy to do or a trivial matter. The content of the worksheet is, in fact, very serious in content so the expression is being used to highlight this.
- 3 Accept a variety of answers here and allow the discussion to develop naturally. Depending on the context you may receive different responses to how long compulsory education should last. In the UK (if you want a point of comparison) it is 16 but many believe it should be 18. Children start school at 5.
- 4 *It takes a village to raise a child*: the community is just as important in children's development as the individual parents and family
Out of the mouths of babes: children often speak the truth more directly than adults
Spare the rod and spoil the child: if you do not discipline children (the saying implies with physical force) they will become spoiled (you may wish to focus in on the language here. *rod*: stick that a child might be beaten with)
Like a child in a sweet shop: someone enjoying a particular activity with great happiness
- 5 This is a very positive and happy image – almost idyllic. It is full of hope and joy and a positive sense of future potential. Allow students to discuss the positive nature of the photo. Help them to consider if all children start their life this fortunate. What other images of birth and childhood might they have in their minds?
- 6 Be prepared to accept different answers here. If you wish to gather some facts before class you could visit the following website which has up-to-date information on child labour:
<http://info.worldbank.org/etools/docs/library/164047/howknow/..%5Cpdf%5Cfacts.pdf>
The answers your students give link back to question 1 on how childhood is defined.
- 7 The correct answer is 69 million. This may be surprising for some of your students and it is worth drawing out their responses and discussing them. The reasons are to do with regional poverty and lack of resources. In many contexts, education remains a luxury. They are also connected to child labour. It is worth spending some time asking your students how they feel their own access to education will benefit them in the future (better jobs, enhanced prospects etc).
- 8 Depending on the level of your class and how well they work in groups you can either a) assign all bullet points to all groups and then ask them to choose one to present to the class or b) assign specific bullet points to specific groups followed by a presentation. Allow students time to discuss the implications of these facts and then to think of solutions. Support them with language and help in doing a short presentation. You could assign a 5-minute limit for each presentation and then encourage other students to ask questions. Some extra resources on each bullet point might be:
 - Access for disabled people is a major issue globally. See this site <http://disabled-accessfriendly.com/>.
 - The gender divide in access to education is a major issue globally. See this site from the United Nations <http://www.ungei.org/>.
 - See above resources under question 6 for child labour.
 - You might want to use the example of the US and the growing Spanish speaking population here.