

Read the text about how children develop their self-image. First decide whether the statements (1–8) are true (T) or false (F) and put a cross (☒) in the correct box on the answer sheet. Then identify the sentence in the text which supports your decision. Write the first 4 words of this sentence in the space provided. There may be more than one correct answer; write down only one. The first one (0) has been done for you.



## Self-image, self-esteem and wellbeing

Every child needs to know that they matter. From a loving beginning, a child can face and cope with the emotions of life.

Name-calling and harassment can damage a child's self-image. It is important to help children to be self-aware in ways which bring positive comments about difference. Because young children are very interested in differences in physical appearance, they are also very aware of differences in skin colour or clothing. For example, Sam says to Susu, a refugee from Somalia: 'Why do you wear that hat?' The practitioner joins and says, 'Susu has come from Somalia with her family, and so her clothes are different. If you went to another country, your clothes would look different.' Sam replies, 'If I went to Somalia, what would I wear?' This positive conversation is helping Sam and Susu to gain knowledge of each other's cultural backgrounds, so that each develops positive images of different cultures and people. This makes a child feel they matter, that they belong and that they are valued.

When English is an additional language, it is important that the child's first language and home languages are valued. The child who has special needs can also quickly lose a good self-image. Children who use a wheelchair, wear glasses, use a hearing aid, walk differently or think differently, such as a child with a learning difficulty, would all need to be supported so that they develop a good self-image. Other children also need support to understand how and why children are different, and what this involves. They need to understand that when everyone makes it a priority to learn how to help each other and be well-informed, the whole community gains and everyone in it can then make a strong and positive contribution.

Because of the embarrassment and ignorance of many people, children with a disability have to come to terms not only with their disability, but also with the way people react to it. It is very important that children meet a wide range of people so that this kind of 'stranger fear' gradually disappears from society. This will make it easier for every

child to develop a positive self-image with good wellbeing. Wellbeing does not mean being in a constant state of happiness. It brings a state of mind which is positive and forward-looking.

‘Every Child Matters’ emphasises the importance of economic background. Of course, making poverty history is a huge challenge for governments and needs large-scale action, but the small-scale aspects matter too. It is important not to charge for extra visits, outings and resources, and to be sensitive to the fact that families may not be able to afford to contribute.

Children who experience different kinds of abuse are very vulnerable in relation to the development of self-image. Poor self-image

is associated with emotional, intellectual, physical and sexual abuse. It is especially important to show a child they are valued and appreciated as a unique person.

Boys and girls are different, and research is beginning to help our understanding of the gender aspects of brain development. Boys often prefer non-fiction books (about fish, trains or dinosaurs, for example) to fiction. They often develop spatial concepts earlier than girls. Girls tend to start enjoying reading at an earlier age than boys, which is why attention is now being paid to helping boys enjoy reading. If boys are always expected to read from storybooks and never encouraged to share books about nature or other facts with others, they lose confidence and interest in books.

0	Insulting remarks and behaviour can do children an injustice.
1	Children are curious to find out about what is unusual.
2	It opens children’s minds if we speak about the various communities that exist.
3	When learning new languages, the child’s mother tongue should not get too much attention.
4	A child with a disability often requires more help than a child with a learning problem.
5	We should not ask low-income families to pay additional fees.
6	There is generally no connection between mistreatment and a low self-image.
7	Boys become more engaged in reading when offered books with factual information.
8	Boys have a faster understanding of the size, shape and position of things.

## Self-image, self-esteem and wellbeing

	T	F	First four words
0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Name-calling and harassment can</i>
1	<input type="checkbox"/>	<input type="checkbox"/>	
2	<input type="checkbox"/>	<input type="checkbox"/>	
3	<input type="checkbox"/>	<input type="checkbox"/>	
4	<input type="checkbox"/>	<input type="checkbox"/>	
5	<input type="checkbox"/>	<input type="checkbox"/>	
6	<input type="checkbox"/>	<input type="checkbox"/>	
7	<input type="checkbox"/>	<input type="checkbox"/>	
8	<input type="checkbox"/>	<input type="checkbox"/>	

Von der  
Lehrperson  
auszufüllen

richtig falsch

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