

## Shouting at children can be as damaging as physical or sexual abuse, study says

### Level 2: Intermediate – Teacher's notes

**Article summary:** The article talks about new research about the effects of verbal abuse on children.

**Time:** 60 minutes

**Skills:** Reading, Speaking, Writing

**Language focus:** Adjectives with *-ed* and *-ing*

**Materials needed:** One copy of the worksheet per student

#### 1. Warmer

- a. The purpose of this activity is to get students to think about the power of words. You may wish to ask students what they think the saying means. Do they agree or disagree with it? Based on the article's title, do they think it agrees or disagrees with the saying?

#### 2. Key words

- a. Ask students to do the exercise individually and compare their answers in pairs or small groups. You may wish to mention that *isolated* and *excluded* can become participles *isolating* and *excluding*, but *ashamed* does not. The follow-on of *childhood* is *adulthood*, but there is no 'teenhood'. Instead, we refer to the 'teenage years'.

**Key:**

- |                       |                         |
|-----------------------|-------------------------|
| 1. <i>abuse</i>       | 7. <i>mental health</i> |
| 2. <i>threats</i>     | 8. <i>psychology</i>    |
| 3. <i>development</i> | 9. <i>trust</i>         |
| 4. <i>childhood</i>   | 10. <i>ashamed</i>      |
| 5. <i>verbal</i>      | 11. <i>isolated</i>     |
| 6. <i>criticising</i> | 12. <i>excluded</i>     |

- b. Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they understand and know how the words are used in other contexts.

**Key:**

- |                     |                         |
|---------------------|-------------------------|
| 1. <i>verbal</i>    | 5. <i>mental health</i> |
| 2. <i>abuse</i>     | 6. <i>psychology</i>    |
| 3. <i>childhood</i> | 7. <i>isolated</i>      |
| 4. <i>trust</i>     | 8. <i>criticising</i>   |

#### 3. Comprehension check

- a. Students answer the questions based on the information in the article. They may do this in different ways, e.g., in item 1, they may say, 'Children are at a greater risk of self-harm, drug use and going to jail' or similar.

**Key (suggested answers):**

1. *hurting themselves, drug use, going to jail*
2. *because of the enormous damage it does*
3. *shouting, yelling, using threats*
4. *It is as damaging as physical and sexual abuse.*
5. *40%*
6. *that they are unaware of how it negatively affects children*
7. *51% said they experienced it weekly, and one in 10 said daily.*
8. *"you're useless", "you're stupid", "you can't do anything right", "I am proud of you", "you can do it", "I believe in you"*
9. *to raise awareness of verbal abuse and end the problem*
10. *Because it is common, but so few adults are aware that it is harmful.*

#### 4. Key language

- a. Students could be asked to do this exercise individually and then compare their answers in pairs.

**Key:**

1. *trusting*
2. *abused*
3. *isolated*
4. *criticising*
5. *parented*

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#### 5. Discussion

- a. Students discuss the statements related to the article and give their reasons and justifications for each answer, referring to their own experiences wherever possible.

#### 6. In your own words

- a. Ask students to research positive communication techniques.
- b. Students could then present their reports to the class. Encourage students to share the information they've gathered and their opinions about the issue. Encourage students to use some of the given phrases in their presentations when stating facts and their opinions.