1. a) One’s gender influences the experiences one has in one’s childhood.

Ans: Yes I Agree, as children’s upbringing and social environments also impact their developing gender identities. This work can be summarized by stating that children’s interests, preferences, behaviors and overall self-concept are strongly influenced by parental and authority figure teachings regarding sexual stereotypes occurring in or before the early portion of middle childhood. Children who are taught that certain traits or activities are appropriate or inappropriate for them to engage because they are a girl or a boy do tend to internalize and be influenced by these teachings in later life. For instance, girls who are informed that boys are innately better at math than they are may report that they dislike math and disclaim their interest in that subject. They may go on to believe that they are not good at this academic subject, and to perform poorly on math tests and homework assignments.

Children learn vicariously, in part, through their observation and imitation of what they see their primary caregivers doing. They tend to imitate and internalize what they see and then repeat those patterns in their own lives as though they had come up with them independently. Children raised watching their parents adhering to strict gender-stereotyped roles are, in general, more likely to take on those roles themselves as adults than are peers whose parents provided less stereotyped, more androgynous models for behaving.

b) Aggression in children is often a learnt behavior.

Ans: True, Aggression can be a problem for children with both normal development and those with psychosocial disturbances. Aggression constitutes intended harm to another individual, even if the attempt to harm fails (such as a bullet fired from a gun that misses its human target). There is no single theory about the causes of aggressive behavior in humans. Some believe aggression is innate or instinctive. Social theorists suggest the breakdown in commonly shared values, changes in traditional family patterns of child-rearing, and social isolation lead to increasing aggression in children, adolescents, and adults. Aggression in children correlates with family unemployment, strife, criminality, and psychiatric disorders.

Differences exist between levels of aggression in boys and girls in the same families. Boys are almost always more aggressive than girls. Larger children are more aggressive than smaller ones. Active and intrusive children are also more aggressive than passive or reserved ones. Aggressive behavior may be intentional or unintentional. Many hyperactive, clumsy children are accidentally aggressive, but their intentions are compassionate. Careful medical evaluation and diagnostic assessments distinguish between intentional behaviors and the unintentional behaviors of emotionally disturbed children.

Children in all age groups learn that aggressive behavior is a powerful way to communicate their wishes or deal with their likes and dislikes.

c) Children of upper socio-economic class have better play experience than children belonging to lower socio-economic class.

Ans: Education also plays a role in income. Median earnings increase with each level of education. As conveyed in the chart, the highest degrees, professional and doctoral degrees, make the highest weekly earnings while those without a high school diploma earn less. Higher levels of education are associated with better economic and psychological outcomes (i.e.: more income, more control, and greater social support and networking).

Education plays a major role in skill sets for acquiring jobs, as well as specific qualities that stratify people with higher SES from lower SES. Annette Lareau speaks on the idea of concerted cultivation, where middle class parents take an active role in their children’s education and development by using controlled organized activities and fostering a sense of entitlement through encouraged discussion. Laureau argues that families with lower income do not participate in this movement, causing their children to have a sense of constraint. An interesting observation that studies have noted is that parents from lower SES households are more likely to give orders to their children in their interactions while parents with a higher SES are more likely to interact and play with their children. A division in education attainment is thus born out of these two differences in child rearing. Research has shown how children who are born in lower SES households have weaker language skills compared to children raised in higher SES households. These language skills affect their abilities to learn and thus exacerbate the problem of education disparity between low and high SES neighborhoods. Lower income families can have children who do not succeed to the levels of the middle income children, who can have a greater sense of entitlement, be more argumentative, or be better prepared for adult life.

d) Stimulation is important only for cognitive development.

Ans: Cognitive stimulation therapy (CST) is a series of mental exercises that stimulate the brain. Because of the concept of brain plasticity, we know the brain can continue to grow as we age. The key question for many of us is how do we make that happen?

Growing Your Grey Matter

Research has shown that grey matter grows or increases when the brain learns new and complex material. The idea of new and complex is somewhat personal. New and complex to me is going to be different than new and complex to you. The important element in the activity or exercise is an appropriate level of challenge and engagement.

2.a) To enhance their vocabulary

Ans: Vocabulary plays an important part in learning to read. For example, when a beginning reader sees the word dog in a book, he begins to sound it out. When he realizes that he is very familiar with the word dog, he reads it with confidence.

But what if the child comes across the word yak in a story? If he has never heard of a yak, he may try to sound out the word, but may then begin to second guess himself. Is this a real word? Have I decoded it properly?

Four Types of Vocabulary

When we talk about vocabulary, we are actually talking about four related vocabularies. In order from largest to smallest they are:

1. Listening vocabulary (words we can hear and understand)