

Lesson Plan 1 – Key Stage 2

Goals/Aims/Objectives	Subject Areas
<p>To challenge myths and misconceptions about Deaf people and Deafness. To explore differences and similarities between Deaf and Hearing People. To reflect on emotional and social impact of Deafness on Deaf children.</p>	<p>PHSE RE English (Communication)</p>

How will the learning be assessed?

Activity followed by plenary. Lesson finishes with a reflective session.
 Are children able to name some ways in which deaf and hearing children are the same? Are children able to name some ways in which deaf and hearing children are different?

Task 1:

Resources/Materials

Pictures of 2 children – one deaf and one hearing (indicated on picture).
 2 sets of cards with following phrases: 'I play football'. 'I play with my friends' 'I go to school', 'I watch TV', 'I like McDonalds' 'I laugh at jokes' 'I read books' 'I like holidays' 'I do my homework' 'I sleep at night'.

Task: Ask the children to match the statements to each of the children. (10 mins)

Plenary: Discuss the task. Are the children the same or different? How are Deaf and Hearing children the same? How are Deaf and Hearing children different?

Deaf Awareness Lesson Plan 2 – Key Stage 2

Goals/Aims/Objectives	Subject Areas
<p>To explore different ways Deaf people communicate.</p> <p>To think about how difficulties in communication make us feel.</p>	<p>PHSE RE English (Communication)</p>

How will the learning be assessed?

Activity followed by plenary. Lesson finishes with a reflective session.

- Are children able to describe some of the difficulties deaf people face when lip reading?
- Are children able to demonstrate some BSL signs?
- Are children able to reflect on what not being able to communicate with peers would feel like?
- Can children think of reasons why someone might prefer to use sign language than lip read?

Resources/Materials

Cards with simple words on them some of which sound similar e.g.: hat, hut/ten, den/chair/jar

Task 1:

Ask the children to get into pairs and read the words to one another without using their voice. The other children look at their lips and guess what they are saying. Swap half way through the task and reverse roles.

Mini plenary: Ask the children how they found the task.

- Was it easy?
- What was hard about lip-reading?
- What makes lip-reading hard? e.g. speaker putting his/her hand over their mouth, not making clear shapes with your mouth, words that sound different but look the same when you are trying to lip-read. What could you do to make it easier for people to understand what you were saying? e.g. look directly at the other person, make sure they can see your face, make signs to show what you are trying to say.

Task 2:

Show the children a few BSL signs for the words they tried to lip-read. Practice making the signs.

Reflection:

- Talk about how they would feel if you weren't able to communicate with others e.g. sad, lonely, left out.
- Was it easier or harder to communicate with using signs rather than lip-reading. What was easier and what was harder?
- How would being able to communicate with other people using sign language make you feel?

Plenary:

Talk about why some Deaf people prefer to use BSL than to lip-read. Why do you think this is? Why is it better to sign for some Deaf people?

Possible additional lesson:

Perhaps to help children to reflect you could add in an activity where the group they are in has a simple task to complete like a puzzle but one member of the group must put their hands over their ears so they cannot hear the discussion? Or watch a video of a group of children having a conversation with no sound.