



**Deaf awareness lesson plans  
for teachers**  
Exciting activities to use with your class

# Look, Smile, Chat.

## Introduction for teachers

These materials have been devised to be used with students aged 11–16 to raise awareness amongst hearing students of communication difficulties that deaf people may face in everyday life. They have been developed in consultation with deaf young people, who identified common problems they encountered and suggested what their hearing peers needed to know and understand to improve communication and inclusion.

It is hoped that the activities and resources will help hearing students relate to their deaf peers as teenagers with the same interests and issues as themselves. The message of the Look, Smile, Chat campaign launched by the National Deaf Children's Society (NDCS) should be positive and challenge stereotypes – deaf young people are not victims and should not have limited life choices. They are just as complicated, ambitious, talented, independent and clued-up as other teenagers. With only a little thought and awareness, everyday communication can be hugely improved.

The lesson plans are not intended to provide clinical explanations of the causes and types of deafness, but rather to focus on the impact of hearing loss on social interaction, to challenge preconceptions and to create awareness of effective ways to communicate. Resources are provided or signposted to support the lessons and extend knowledge.

The lesson plans address two themes: communication in everyday life and the different ways that people communicate with each other. Each offers a selection of activities as starters, main activities and plenary sessions which can be combined to form a lesson of about 50 minutes, or used over a series of shorter lessons, in tutorials or assemblies.

The lesson plans are of huge value to the school as a whole. Even if you don't have any deaf students, or only have one, it is hoped that teachers and students alike will benefit from a greater awareness of the need to choose the most effective way of communication with that student in various situations.



Notes for teachers  
are indicated by  
this notepad

### Teachers of the Deaf

If you are a Teacher of the Deaf you may want to consider working with your colleagues to deliver the lesson plans to both deaf and hearing students. Thought will need to be given to how deaf and hearing students work through the activities. Some sensitivity may need to be exercised so as to not place unwanted focus on the deaf student. Alternatively, the deaf student/s may want to help lead some of the activities.

For more information on deafness and how to support the deaf student in your class, go to [www.ndcs.org.uk](http://www.ndcs.org.uk).

The materials have been produced to support Deaf Awareness Week but they can be extended and used throughout the year in a variety of ways, such as:

- demonstrating how communication can become more effective with a variety of people and in different settings
- showing the films on information screens in reception or the hall, and in assembly to support a variety of themes linked to inclusion
- nominating lead people to share the films at school meetings, e.g. school council or governors' meetings
- inviting deaf adults to visit and talk about their lives, e.g. to support citizenship, careers, PSHE or history topics.

Students may feel intimidated by the idea of communicating with deaf young people. They may worry about not being able to use sign language and not understanding a deaf person's speech or may feel inhibited about speaking to someone who may not be able to hear them clearly. The Look, Smile Chat campaign instead focuses on looking at and engaging a person; smiling and including them in what is going on; and chatting about all the latest gossip! Importantly, this is a recipe for good communication with anyone, whether they are deaf or hearing.

The activities are designed to encourage students to research and contribute collaboratively, with an emphasis on learning rather than teaching, so it is important that all necessary resources and materials are prepared in advance.

Whilst there are links to the national curricula of the four UK countries, the plans are designed so that teachers can use their own judgement on how to best use them with students of different ages/abilities. They can also be used to address elements of a subject syllabus or in collaboration across subject areas for themed topics. It is likely that the lead subject area will be PSHE/Citizenship, but this is not a prerequisite for using the materials. National educational policies and frameworks may be revised and subject syllabi vary, so the materials should be used in the ways that best suit individual settings.

### Resources – page 26 onwards

Films, posters and other resources from the Look, Smile, Chat campaign can be downloaded from **[www.buzz.org.uk/looksmilechat](http://www.buzz.org.uk/looksmilechat)**. A full list of resources contained in this kit can be found on the next page.

Look out for green circles which indicate resources



Watch our films at  
**[www.buzz.org.uk/looksmilechat](http://www.buzz.org.uk/looksmilechat)**

## Suggested curriculum area links

### England

National Curriculum Key Stage 3 PSHE 1.1 Personal Identities; 1.5 Diversity

National Curriculum Key Stage 4 PSHE 2.3 Developing relationships and working with others

### Northern Ireland

Key Stage 3 Learning for Life and Work, Developing Communication Skills

Key Stage 4 Learning for Life and Work, Personal Development

### Scotland

Curriculum 3–15 Social Studies

### Wales

Curriculum Cymreig (7–14) Personal and Social Education

Wales, Europe and the World (14–19) Personal and Social Education

# Lesson plan one

Look,  
Smile,

Chat.

# Lesson plan one

## Communication in everyday life

The Look, Smile, Chat campaign is aimed at all secondary school and college students to help them understand what it's like to be a young person who can't hear well, and how to make communicating easy for everyone.

### Structure of Lesson

**Introduction activities** (10 minutes each)

**Main activities** (30 minutes each)

**Plenary activities** (10 minutes each)

Approximate times have been given as a guide only. It is up to you to pick and mix, and to determine the amount of time you can spend on each activity.

### Introduction to lesson plan one

The suggested activities encourage students to think about the everyday interactions they take for granted, such as chatting in the playground or in the lunch queue, and to consider how being deaf might impact on their ability to participate. It is hoped that they will challenge stereotypes and encourage young people to empathise with the issues that deaf young people face.

Chatting is an important part of our daily lives, whether we are deaf or hearing. The suggested activities and resources show how being aware of some of the barriers to everyday conversations can help to overcome them.

### Aims

- ❖ To create an understanding of the impact of deafness on communication in a range of everyday situations.
- ❖ To develop awareness of a range of communication strategies to include deaf people in everyday interactions.

### Method

The introductions, main activities and plenary sessions can be used in various combinations. Depending on time available and the composition of the class, components can either be selected to run a whole class lesson or two or more concurrent small group activities.



NDCS uses the term 'deaf' to refer to all levels of hearing loss. Materials from other sources may use other descriptors, including D/deaf, partially hearing, partially deaf, hearing impaired, hard of hearing or deafened.

# Introductory activities



## Brainstorm

Ask students to share anything they know or think about hearing loss. Responses might include:

- an inability to hear
- information about the ear learned in science lessons
- hearing technology, such as hearing aids and cochlear implants\*
- subtitles on TV and films; sign language interpreters
- labels and slang expressions (deaf, deaf mute, hearing impaired, partially hearing, deaf as a post, deaf dumb).

10 mins

## Discussion 1

Ask how many students know a deaf person. What can they say about them: their age, how they communicate, how their speech sounds, occupation, hobbies, special equipment they use, etc. Are all deaf people the same? If nobody knows a deaf person, ask for a more detailed exploration of their perceptions (as per the brainstorm above).

10 mins

## Discussion 2

Ask your students how their lives would change if they suddenly lost their hearing (e.g. through illness or an accident). Encourage students to consider the impact on the subjects they study, their hobbies, socialising with friends, their ambitions, family life. Are these all negative changes? Can they see any benefits?

10 mins

It may help if you prompt the discussion. Ask your students what they would worry about most if they couldn't hear very well. Then suggest things to think about, such as:

- talking with friends
- listening to music
- going shopping
- watching tv
- lessons in school
- anything else.

## Note for Teachers

There are no wrong or unacceptable contributions at this stage, although some opinions may change by the end of the lesson. Deaf people may use a variety of terms to describe themselves (D/deaf, hard of hearing, partially deaf, etc.) but terms such as 'deaf and dumb' are regarded as offensive. It is important to remember that students may simply be repeating things they have heard from older people and that they do not realise they may be derogatory. The brainstorm could be revisited as a plenary exercise to see if students' understanding and knowledge has progressed.

\*Many deaf children and young people wear hearing aids and/or cochlear implants to help them access sound in different ways.

## Hearing aid

A hearing aid is a device that a deaf person wears in or behind their ear to capture and amplify sound and carry it directly into the ear.

## Cochlear implant

A cochlear implant is surgically implanted into the skull to transmit sound to the brain. An implant does not require the outer ear in order to work.



Hearing aid



Cochlear implant

Pick one of the below activities to do with your students as a starter.

### Quiz

You will need **Resource A: True or False? Myth busters about deaf people**



Is being deaf all that bad? Perceptions of deaf people. To be completed as part of a group or working in pairs.

### Activity

You will need **Resource B: Can you tell who is deaf?**



Refer to the happy and smiling picture of a group of people. Ask students which person in this photo is deaf and why they have chosen that particular person. Use this to illustrate the point that you cannot pick out deafness unless the person is wearing aids or has covered their ear with their hair. Deafness is not always obvious.



### Research

You will need **Resource C: What do deaf young people do?**



In groups, spend five minutes using the internet or other resources to find out more about deaf young people. Students can go to the 'Cool Topics' section on NDCS's Buzz website: <http://youngpeople.ndcsbuzz.org.uk/topics> as a starting point.

- What are their ages/gender/communication preferences/hobbies?
- What do students find interesting about them?

# Main activities

## Looking and listening

### Task 1

Ask and encourage students to describe what takes place during a conversation. For example, to make sense of what is being said all of us rely on more than just hearing: we listen to inflection, watch facial expressions, observe body language and check how other people are reacting.



### Task 2

You will need **Resource D: Read my Lips**.



Working in pairs, Student 1 is given a Person A card with words on to read to Student 2 **without using their voice** (no repetition of words, even if interrupted or distracted). Student 2 tells Student 1 what they think has been 'said'. They then swap roles, using a Person B card.

Merging the pairs into groups of six, students discuss what they found easy or difficult and why.

- Were some words easier to lipread?
- Did the length of the word make a difference?
- Did having the word in a sentence make it easier to understand?
- Did the person 'speaking' do anything that particularly helped or hindered understanding?

### Variation to the task

*You will need disposable foam ear plugs for this activity and should remind students not to use their voice.*



Split the class into As and Bs. Person A speaks normally, and Person B wears earplugs. Ask person A to 'talk' about their favourite holiday, movie, game, moment, but without sound, just miming. Person B tries to understand what Person A is saying. Then they swap roles.

You could try and create a competition where students write down their answers and the student that gets the most right wins. The groups merge to discuss and compare their experiences.

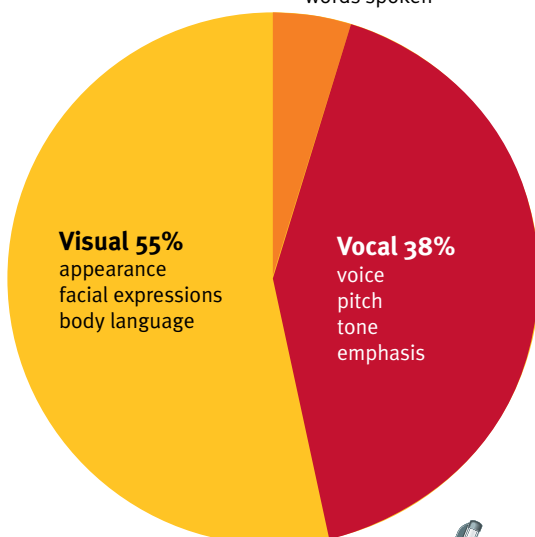
### Task 3

Watch the Talk normally clip at [www.buzz.org.uk/looksmilechat/films](http://www.buzz.org.uk/looksmilechat/films).



Do you agree?

Verbal 7%  
words spoken



Mehrabian Chart



## Lipreading

Lipreading is a difficult skill to learn and even people who are good at it have to guess a lot of what is being said. Only about 30% of lip patterns are recognisable (try looking in a mirror and saying 'pat, bat, mat' without using your voice – can you tell the difference?). So we also use clues from the context of the conversation and from facial expression and body language. Lipreading is more difficult if there's a strong light behind the person speaking (so their face is in shadow); if they have a heavy beard or moustache that obscures their lips; if they are standing sideways on; if they put their hands in front of their mouth, chew a pen, have an accent or regional dialect; or if they talk using complex jargon that requires understanding of the subject matter.

Often, when someone knows they are talking to a deaf person, they raise their voice or exaggerate their lip movements because they think it will help. Actually, it makes it more difficult to understand what they are saying because the natural rhythm of speech is lost and lipreading is more difficult. The clip shows how these are not helpful strategies. Did any of the students do this during the activity?



## The listening environment

### Task 1

Watch the Face me when you talk clip at [www.buzz.org.uk/looksmilechat/films](http://www.buzz.org.uk/looksmilechat/films).

Discuss with your students why the person didn't understand the joke. Could the person telling the joke and those listening have done anything differently to improve the situation? Was it a good place to be having this conversation? How did the person who missed out on the conversation feel?



### Task 2

Ask students to identify different areas in the school, e.g. assembly hall, dining room, gym playground, reception, library, subject-specific classrooms, corridors, toilets. List these horizontally on the whiteboard. Under each heading, ask the students to describe the type of communication that takes place, e.g. small/large groups, one-to-one, confidential, work or socially-focused (some may involve more than one). Now get them to think about who is communicating (and with whom) in these areas, e.g. students, staff, visitors.



### Task 3

You will need **Resource E: Communicating around school observation sheet**



Working in small groups, allocate different areas of the school for students to visit for approximately 15 minutes (you will need to inform colleagues that this activity will be taking place). **A checklist of points for them to observe may be issued**, leaving room for them to make additional observations, or they may just be given guidance on what to look for. They should note down:

- date and time of their observation
- who is using the area, their ages and backgrounds
- what type of communication is taking place
- factors that make it easy/difficult to communicate, e.g. size; background noise from equipment or from other rooms; multiple conversations taking place; use of equipment such as PAs or soundfield systems; activities in progress.

### Disposable foam ear plugs

There are many suppliers of safety equipment who can provide large quantities of ear plugs at low prices. It is more economical to buy them in bulk (usually around 100 pairs) online than in small quantities from high street retailers. Students should use them responsibly, so that they sit comfortably in the outer ear without being pushed in too deeply. Using these ear plugs will simulate a mild hearing loss and, when used in the classroom or different areas of the school for varying lengths of time, will highlight some of the communication difficulties deaf students face. Students can also be encouraged to use them in a variety of other settings, such as on public transport and in the home, to see how it affects their ability to communicate easily as well as their mood and behaviour.

Consider whether communication might be easier/more difficult at different times of the day.

### Variation to the task

Half of the people in each group wear foam ear plugs while undertaking the survey.



### Report back and discuss

Comparing their findings in Task 3 to the original list from Task 1, students identify areas where communication might be difficult and discuss the impact this would have on a deaf person being included in different activities. How can people be made aware of these 'black spots' and encouraged to think about how to ensure communication is effective?

**Ideas to assist discussion:** To make communication easier for deaf students, people could summarise discussions, use PowerPoint and handouts more, announcements could be sent in an e-newsletter to ensure no one misses out on anything. Thought could be given to improving the acoustics of the room.

This discussion might lead to further actions, such as raising the matter of communication 'black spots' in school council or at school governors' meetings. The Look, Smile, Chat campaign could be reinforced in these areas with posters. The National Deaf Children's Society (NDCS) has information on how to improve acoustics in schools. Contact the NDCS Freephone Helpline on **0808 800 8880**.

## Missing information

### Task 1

Ask students if they can provide examples of when they have misheard or misunderstood something and ended up feeling embarrassed. Examples might be mishearing when homework had to be handed in; turning up late or to the wrong place because they hadn't checked emails/phone messages and didn't know plans had been changed; answering a question or following an instruction that was intended for someone else.



### Task 2

Watch the Make sure I know what you are talking about clip at [www.buzz.org.uk/looksmilechat/films](http://www.buzz.org.uk/looksmilechat/films), which features a hearing young person who misses out on information before he goes to a party. Why didn't the character know the party's theme had been changed? What do you think happened next? (Did he stay or go home? Did he think it was funny? How would his friends behave – make him feel welcome or uncomfortable?) Why did dressing differently matter?



Some deaf young people have been in a situation similar to this. If a deaf young person had turned up in the wrong clothes, would their feelings and reactions have been the same as a hearing person's? Is a deaf person more likely to have this type of misunderstanding? How could they have avoided this confusion (e.g. double checking plans with a friend by text; a friend could ask if the deaf person was sure of a change in plan)?

### Task 3

Tell the students they are not allowed to speak to one another.

30 mins

Randomly place a Post-it note on each student's forehead so that there are roughly equal numbers of each colour. Give one student a completely different colour.

Remind the students that they are not allowed to speak and tell them to get into groups with people who have the same coloured Post-it note as themselves without using verbal communication.

**You will need:** a supply of coloured Post-it notes (approximately five different colours). You may want to warn your class that one student will get a different colour to everyone else.

### Variation to the task

Post-it stickers can be used, linking group members by royal families, school subjects, animals, fruits.

30 mins

### Report back and discussion

What did they need to know in order to complete the task? What strategies did they use to find out what colour/label they had? Was it easy to get into groups once they knew their own identity? For the person that had the different coloured Post-it note, ask them how did it feel not to have anyone to join? How did they find out they were different? How did other people feel watching the odd one out and knowing they wouldn't be able to find a partner?

Are there areas of the school or times in the school day when a deaf young person might miss out on important information?

# Plenary activities

As well as concluding the lesson, the following activities may identify future opportunities to promote good practice, such as displaying posters, assembly presentations, induction materials for new students and staff, or using social media.

## Face me when you talk

Thinking about the activities you have undertaken, discuss how following this tip might improve communication and, in particular, why it would benefit a deaf person. How could we encourage this simple tip to be followed throughout the school?



## Make sure I know what you are talking about

Using this as a heading, ask students to suggest ways that staff and students could make sure contexts are always clear. Identify a maximum of five strategies (these might include introducing the subject before giving more information; re-capping what is to be done before instructions are followed; using pictures/items to illustrate a point; referring to a previous conversation; using natural gestures and body language). How can this message be spread throughout the school using different media?



## There are lots of ways to chat

Show this clip in a chosen school activity, e.g. an assembly or in a school council meeting. Pick a few students to sum up what they have learnt and put across the message to others that there are lots of ways to chat with everyone, including deaf people.



## Extra activity

Pick a group which has worked well at giving suggestions on good practice. Ask them to create a presentation for a school assembly. Pick and show a film with a tip from [www.buzz.org.uk/looksmilechat/films](http://www.buzz.org.uk/looksmilechat/films). Students can give suggestions on how the tip can be followed throughout the school.



Films, posters and other resources from the Look, Smile, Chat campaign can be downloaded from [www.buzz.org.uk/looksmilechat](http://www.buzz.org.uk/looksmilechat).

For more information on deafness and how to support the deaf student in your class, go to [www.ndcs.org.uk](http://www.ndcs.org.uk).

# Lesson plan two

Look,  
Smile,

Chat.

# Lesson plan two

## There are lots of ways to chat

The Look, Smile, Chat campaign is aimed at all secondary school and college students to help them understand what it's like to be a young person who can't hear well, and how to make communicating easy for everyone.

### Structure of Lesson

**Introduction activities** (10 minutes each)

**Main activities** (30 minutes each)

**Plenary activities** (10 minutes each)

Approximate times have been given as a guide only. You can pick and mix, and determine the amount of time you can spend on each activity.

### Introduction to lesson plan two

The suggested activities encourage students to think about the everyday interactions they take for granted, such as chatting in the playground or in the lunch queue, and to consider how being deaf might impact on their ability to participate. We all have a vast range of communication strategies at our fingertips, in addition to face-to-face conversation. The activities should encourage students to become more aware of how employing different strategies can improve understanding and inclusion in a variety of situations.

The overall aim of the Look, Smile, Chat campaign is to improve communication so that deaf children and young people feel included in and outside of school. It extends beyond Deaf Awareness Week and can be reinforced throughout the year by:

- showing the films on information screens in reception or the hall, and in assembly to support a variety of themes linked to inclusion
- nominating lead people to share the films at school meetings, e.g. school council or governors' meetings
- inviting deaf adults to visit and talk about their lives, e.g. to support citizenship, careers, PSHE or history topics.

Chatting is an important part of our daily lives, whether we are deaf or hearing. The suggested activities and resources show how there are many ways to engage with another person – from having a welcoming demeanour, using positive body language, using fingerspelling, etc.

### Aims

- To raise awareness of the ways in which communication may be adapted to different situations and audiences, especially when communicating with deaf people.

### Method

The introductions, main activities and plenary sessions can be used in various combinations.

Depending on time available and the composition of the class, components can either be selected to run a whole class lesson or two or more concurrent small group activities.

Video clips should be used to stimulate discussion and support activities.

Being a good communicator is beneficial for everyone. It will help in your relationships with people, learning a new language, in expressing yourself, with how to communicate with people from different countries, as well as in reading and using body language, e.g. at a job interview.

Students may be asked how they communicate with people when they go abroad. How do students manage to communicate if they don't speak the language of the country? Ask students how they would order a pizza in Italy, would they point at the menu or gesture to show what they want? How would they buy stamps so they can send postcards to their friends? How would they get directions to a famous landmark? This shows that if students don't know how to speak a particular language, there are ways of making themselves understood other than through words, e.g. facial expressions, hand gestures, pointing, etc.

Students may ask if they need to learn sign language to communicate with a deaf person. It is often assumed that deaf people (a) cannot hear anything at all and (b) always use sign language. A hearing person may think they will not be able to chat with a deaf person. It may be helpful to start the lesson by asking students how they think deaf people communicate. Deaf people use many different ways to communicate. Some use sign language, others may communicate using speech, and some rely on lipreading and residual hearing using their hearing aids or cochlear implants. There is no one way of communicating with people and most choose the way in which they feel most comfortable, which may vary in different situations.

### British Sign Language

There are thousands of different spoken languages used around the world and hundreds of signed languages used by deaf people in different countries. In the UK, British Sign Language (BSL) is used and it is recognised as an official UK language. Just like these other languages, it has its own vocabulary, grammar and idioms, using hand shapes, positioning and facial expressions in place of spoken words and voice inflections.

In the same way that you can't do a word by word translation from English into, for example, Spanish or Chinese, there is not always a straight word for sign exchange into BSL. However, as with all foreign languages, learning just a few key phrases and showing willing can be a big help in starting a chat!

## Curriculum links

### England

National Curriculum Key Stages 3 and 4 ICT 1.2 Communication and Collaboration; 1.4 Impact of Technology; PSHE 1.1 Personal Identities; 1.5 Diversity

### Northern Ireland

Curriculum Key Stage 3 Thematic Units Personal Understanding; Year 10 Employability; Key Stage 4 Cross-Curricular Skills; Learning for Life and Work

### Scotland

Curriculum for Excellence 3–18 Education for Citizenship

### Wales

Key Stages 3 and 4 PSE Working with Others, Developing ICT

**Some deaf young people are oral, some use British Sign Language and some use a combination of speech and sign**



# Introductory activities

## Paired activity

You will need: **Resource F:**

**Common emotions** and **Resource G: Common non-verbal phrases.**



There are many ways we express ourselves every day without using words. Tell students they are not allowed to talk to one another, but will need to convey ideas or emotions in a way that will be understood by other people. Give each pair a card with a common expression/idea that they can demonstrate non-verbally. Allow one minute for them to decide how they can convey their message. Each pair takes turns to demonstrate their message to the class; other students have to guess what it is. Discuss why some were easier than others to understand. How do some of these gestures/behaviours become universally recognisable while some are more difficult? Can some be used for more than one expression?

## British fingerspelling



## American fingerspelling



## Learn to fingerspell

You will need **Resource H: British Sign Language fingerspelling alphabet.** Welsh fingerspelling cards are available from Action on Hearing Loss, email [wales@hearingloss.org.uk](mailto:wales@hearingloss.org.uk) to request the cards. These can be downloaded to the interactive whiteboard, stored on individual PCs or photocopied.



Fingerspelling is a part of BSL. Learning to fingerspell is fairly easy and can be mastered in around 10 minutes – becoming fast and proficient will take longer! British fingerspelling uses both hands (this is not the case in some other sign languages, such as Irish or American). As a general rule, you should think of the hand you usually write with as the 'pen' and the other hand as the 'paper'. Rather than learning letters in alphabetical order, it may help to group some letters according to their relationship or similarity in shape. For example, learn all the vowels, for which the fingers of one hand are indicated by the index finger of the other. Then 'l', 'm', 'n' which use one, three and two fingers of one hand on the palm of the other, followed by 'v', 'w', 'x', and then the remainder in conventional order in groups of three. Run through this procedure three times, then each student can practise spelling their name.

Have a look at this video if you want to see some fingerspelling:

[www.british-sign.co.uk/fingerspelling\\_alphabet.php](http://www.british-sign.co.uk/fingerspelling_alphabet.php)



## The many ways we communicate

### Brainstorm 1

Ask students to think of all the ways we use to communicate without using our voice: gesture, mime, facial expression, writing, text, email, etc. Which of these would be useful in communicating with a deaf person? Are there other ways that deaf people use to communicate without relying on listening and talking (e.g. sign language, subtitles, minicomms/textphones)?



### Brainstorm 2

You will need **Resource I: Using Technology**



Ask students to think of the ways we use technology to communicate or receive information e.g. mobile phones for voice calls; text; the internet; various apps; Kindle/ebooks; electronic noticeboards; PCs/laptops/netbooks; television; landlines; voicemail; subtitles/surtitles; MP3 players. Discuss which ones they use themselves and how others might be used by different people.

### Watch and discuss

Watch the There are lots of ways to chat clip at [www.buzz.org.uk/looksmilechat/films](http://www.buzz.org.uk/looksmilechat/films). How many students use these methods to communicate socially? What else do they use? How do they decide which method to use at any given time?



# Main activities

## Communication around school

*(If you used the activity “The Listening Environment” in Lesson 1, you may find some aspects of this activity are similar and prefer to choose a different option.)*

You will need **Resource J: Making a film.**



You will also need camcorders or mobile phones; appropriate leads to download film clips – this may depend upon the equipment available in your school and its policy on the use of personal mobile phones. You will need to let colleagues know that this activity is taking place.

### Task 1

Organise students into small groups and allocate an area of the school for them to observe for approximately 15 minutes. Each group should film some short clips showing how non-verbal communication, or communication through use of technology, is used instead of, or to supplement, oral communication. If clips include people, they should explain what they are doing and ask permission to show the clip in class. These clips could include:



- people using gestures during conversations
- examples of body language conveying mood/attitude
- bio-scanners used in dining rooms or for registration
- electronic message boards
- plasma screens in reception or in the school hall
- PA/soundfield systems
- people wearing Bluetooth devices, hearing aids, cochlear implants, FM systems
- computers in use
- notice boards and posters.

When students return to class, they can download their clips and view one another's.

## Communicating through social media

(Social media such as Twitter, Facebook or YouTube are easily accessible via computers and mobile phones and many students will be competent and regular users. They can be powerful learning tools, but policies vary between schools with regard to accessing them in the classroom, so you should check with your IT administrator.)

### Task 1

Ask students which social media they are familiar with. How do they use it and how often? What do they share with people and what are the aims of social media? Why do they choose to communicate in these ways? Do they have a favourite medium? Collate this information on the whiteboard or on a PC.

5 mins

### Task 2

Explain that students are going to share at least one of the Look, Smile, Chat deaf awareness film clips using social and news media. Each film clip talks about one tip. The aim of this activity is to gather the opinion of other people on the tips and/or to share the students' opinion of the things they have learnt. Classes can also link this with IT activities.



30 mins

Students can use one or more of the links to the four film clips by going to **www.buzz.org.uk/looksmilechat/films**. They should then click on the film that they like and this will take them to YouTube. Students can then copy the YouTube link to share with their friends and family through social and news media. (Refer to the Resources list for the names of the films.)

Think about how the tips will be distributed. For example,

- electronically via the school intranet
- sharing via Facebook/Twitter
- writing a blog
- posting on a forum
- putting information in the school magazine
- texting their friends.

Encourage students to think about what they are sharing and to send out an inspiring message to their contacts based on what they think they have learnt from the films and tips.

Students should gather at least four comments from their friends and families about the tips and share with the class.

### Tools to use:

If sharing via Twitter, use the hashtag #looksmilechat.

Students should use the terms 'Look, Smile, Chat' and 'deaf awareness' in their discussion on Facebook or in any articles and comments they send out.

## Social media

Social media is evolving and being used in many ways. You may find the following websites useful in thinking of ways to incorporate social media in your lessons to create cross-curricular links or to encourage students to extend and share what they have learned during these activities.

Using Social Media in the Classroom <http://ow.ly/a4qEA>

100 examples of use of Social media for learning  
<http://ow.ly/a4qSv>

For ideas on how you can use mobile devices in the classroom, visit: <http://learninginhand.com>

To keep up to date with the use of technology in schools as a teaching and learning tool, visit: [www.guardian.co.uk/classroom-innovation](http://www.guardian.co.uk/classroom-innovation)



### Task 3

Working in small groups, find out some of the ways technology and new media have benefited deaf young people. You can try varying the search descriptors to get a wide range of information, e.g. 'deaf + technology' or 'social networking deaf people'. Or try specifying some of the technology/media identified during your brainstorm and adding 'deaf people'.



Some of the areas you may want to explore include apps for smartphones; social networking sites; SMS; online multi-player gaming; Skype; automatic subtitling on YouTube; subtitled films; vibrating alarm clocks. What else can you think of?

Summarise and print off the information you find and display it in the classroom.

## Diversity in communication

### Task 1

Watch the There are lots of ways to chat clip at [www.buzz.org.uk/looksmilechat/films](http://www.buzz.org.uk/looksmilechat/films). Which of these communication methods do students use regularly? Can you think of others? If a deaf person were in the group, which communication methods would be most effective? If there is a deaf student in your class, ask them what types of communication they prefer.



### Task 2

In small groups, give the students common phrases to research on the internet in British Sign Language (BSL), including:

- the weather
- giving/getting people's names
- asking directions
- food they like and dislike
- sports they like to play.



When they have found the information and practised the signs (around 20 minutes), get students to demonstrate them to the class while you film them. (One person in the group demonstrates a phrase while another voices over what they are saying/asking.)

Discuss how the film could be used around school to raise awareness of signed communication.

### Safety online

While it's easy and exciting for students to put their thoughts all over the web, you must be aware of the law in the country you are working in. You must also be particularly careful if you're working with minors and ensure that no sensitive information is revealed online. Remind your students never to share addresses or location-specific contact details with people online who they don't know. You can help protect them by making blogs password protected, protecting Twitter updates and creating hidden profiles on Facebook.



### Weblinks to learn BSL:

[www.familysignlanguage.org.uk](http://www.familysignlanguage.org.uk)

[www.british-sign.co.uk/british\\_sign\\_language.php](http://www.british-sign.co.uk/british_sign_language.php)

[www.bslforkids.co.uk](http://www.bslforkids.co.uk)

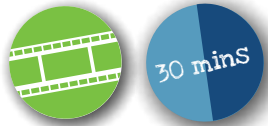
[http://actualsigns.com/BSL\\_Dictionary-i-123.html](http://actualsigns.com/BSL_Dictionary-i-123.html)

Also see [www.buzz.org.uk](http://www.buzz.org.uk) under 'Information and Advice' for more.

### Task 3

Watch the Make sure I know what you are talking about clip at [www.buzz.org.uk/looksmilechat/films](http://www.buzz.org.uk/looksmilechat/films). How could the chat about the party have been more effective? Why didn't he know about the change of plan? Is a group conversation always the best way to have discussions and make decisions? What are the advantages and disadvantages? Does being outdoors create additional/specific problems for sharing information? What other methods of communication could have been used that would have prevented this embarrassing situation? Who was responsible for the misunderstanding – the person who was distracted or his friends who carried on planning?

In small groups, think about one aspect of school life where important information might be missed by some people, e.g. homework being given at the end of a lesson while students are packing up; an announcement in assembly; a tannoy announcement; instructions given outside during a games lesson. What strategies (high or low tech) could be used to make sure everyone gets the information?



# Plenary activities

As well as concluding the lesson, the following activities may identify future opportunities to promote good practice, such as displaying posters, assembly presentations, induction materials for new students and staff or using social media to spread good practice.

## Display and discuss

You will need **Resource K: Top tips for better deaf awareness**



Use the whiteboard to display the four tips from our Look, Smile, Chat campaign about communicating with deaf people.

- Make sure I know what you are talking about
- Face me when you talk
- Talk normally
- There are lots of ways to chat

How might these apply to communicating with deaf people around school? Taking into consideration the facilities and technology available, each group has to think of ways to spread and reinforce these tips throughout the school to remind students, staff and visitors to reflect on how they can communicate most effectively. High and low tech methods are acceptable. The groups show drafts of their ideas to the class, the best suggestions are selected and students discuss how they could be implemented.



## Create a presentation

Share all video material or signs learned and create a presentation or short drama educating the class on how non-verbal and communication using technology is used instead of, or to supplement, oral communication, or why British Sign Language is cool!



## Talk about it

Discuss whether communicating through electronic media makes people more socially isolated or more included. Refer to the research students did around new media and technology that benefits deaf people.



## Extra activity

Research in pairs/small groups the term 'Deaf culture'. What does it mean? How is Deaf culture similar to, or different from, other 'cultures'? For example, language and communication, social beliefs, behaviours, art, literary traditions, history, values and shared institutions of communities. Get your students to summarise what they have learnt and present to the class in an interesting way.



Films, posters and other resources from the Look, Smile, Chat campaign can be downloaded from [www.buzz.org.uk/looksmilechat](http://www.buzz.org.uk/looksmilechat).

For more information on deafness and how to support the deaf student in your class, go to [www.ndcs.org.uk](http://www.ndcs.org.uk).

# Extension activities

## Why some people are deaf

### Facts to discuss

For our hearing to work fully, all the parts of the ear must work well. Deafness happens when one or more parts of the ear are not working as well as they should. There are two reasons for this. Either:

- sound cannot get through the ear as freely as it should (this is known as conductive deafness), or
- sound is not picked up well by the hair cells in the cochlea or the hearing nerve (this is known as sensori-neural or nerve deafness).

30 mins

### To discuss

Did you know that people have five senses? The senses are hearing, sight, smell, touch and taste. If one of them doesn't work fully, the others may develop more strongly to compensate. Because deaf people cannot necessarily rely on their hearing, they may make better use of their sight or sense of smell!

### There are lots of reasons for someone being deaf.

- Some children are born deaf. Their deafness may be genetic (inherited) or caused by being born very early (premature baby) or caused by an infection caught before they were born.
- Some children become deaf when they are young. Their deafness may be genetic (inherited) or caused by an illness or infection (such as meningitis, measles or mumps) or caused by a medicine that was given to treat a serious illness.
- Lots of adults become deaf. Their deafness may be caused by listening to too much loud noise (i.e. they become deafened) or a head injury or just because they are getting older.

### Ear

You will need **Resource L: Labelled and unlabelled diagram of the structure of the ear**

Resource



Introduce the labelled diagram of the ear (many students will be familiar with this from previous science lessons). This can be scanned and shown on an interactive whiteboard.

Explain that sound is generated in the environment and is carried through the air on sound waves and takes the following journey.

- The sound enters the outer ear.
- It then travels along the ear canal and causes the tympanic membrane (ear drum) to vibrate.
- The sound vibrations are transmitted from the eardrum and amplified as they pass across the middle ear by

three small bones; the malleus, incus and stapes.

- The sound vibrations pass through the oval window into the inner ear causing the fluid in the cochlea to move.
- The fluid movement causes tiny sound-sensitive hair cells (cilia) to send signals to the auditory nerve. The brain receives the signals from the auditory nerve and interprets the sound.

### Activity

You will need **Resource L: Labelled and unlabelled diagram of the structure of the ear**



Conceal the labelled diagram and ask pupils to work in pairs to label their own copies, while describing the journey of a sound and where different types of hearing loss might be caused.

You can go to [www.sciencekids.co.nz/videos/humanbody/ear.html](http://www.sciencekids.co.nz/videos/humanbody/ear.html) to get a demonstration of how the ear works.

## Impact of deafness on communication

Explain that being deaf does not necessarily mean a person cannot hear anything at all. Many deaf people have some kind of hearing, whether they hear quite well, minimal or very little at all. This is called residual hearing. Some people's residual hearing may be improved by using hearing aids or cochlear implants.

Deaf people may communicate in different ways, including: sign language; lipreading; listening and speech; or a mixture of all of these. They may have different reasons for preferring one type of communication over another, for example they may have a lot of deaf relatives and friends who all use sign language; their parents may feel that they will benefit from knowing sign language; they may find their hearing aids or cochlear implants let them hear quite well or that they don't help at all or only in some situations.

Levels of deafness are described as mild (would find it difficult to hear whispers, might find it difficult to follow a conversation in a noisy background); moderate (would hear loud sounds but would need to concentrate during conversations and would probably miss some details); severe (may hear loud industrial sounds, but not voices) and profound (may hear very loud noises such as a plane taking off, but not conversations or everyday equipment such as telephones ringing).

You will need **Resource M: Audiogram**



Add an image of an audiogram on the interactive whiteboard. Explain that when a person has a hearing test, the quietest sounds they can hear at different frequencies are plotted like a graph. Whatever is below the line is what the person cannot hear. The 'speech banana' shows where most human speech is heard, so someone with a moderate loss (which sounds as though it isn't very significant) might not be able to hear a lot of speech sounds without using a hearing aid.

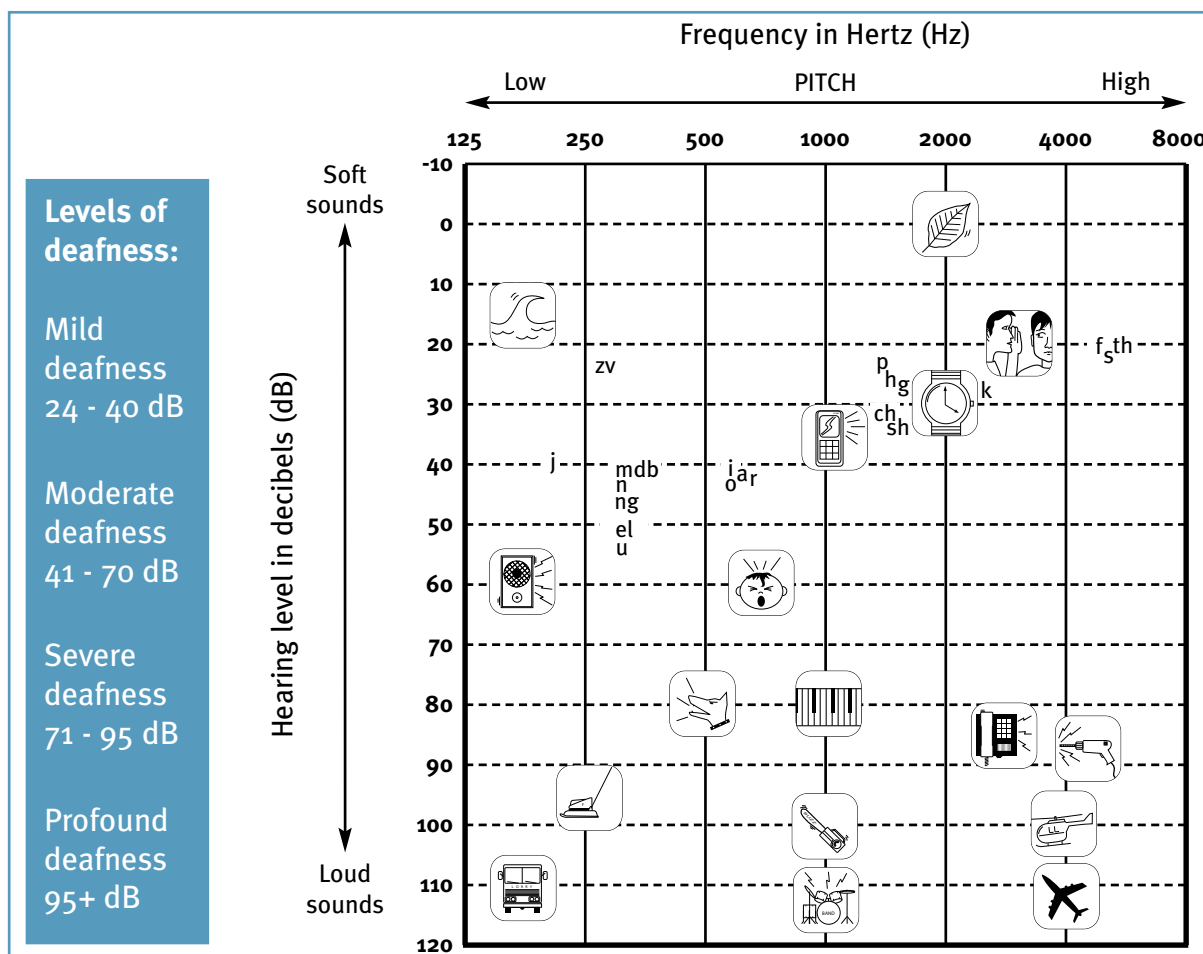
## Discussion

You will need **Resource M: Audiogram**



Looking at the audiogram, ask pupils to consider how different levels of hearing loss might impact on a deaf pupil's experiences in school. What might they miss during conversations? What environmental sounds might they not be aware of?

## Visual representation of the loudness and pitch of a range of everyday sounds



# Resources



# Resources

## For use with lesson plan one

Resource A: True or false. Myth busters about deaf people  
One part for teacher and one part for students (two pages)

Resource B: Can you tell who is deaf?

Resource C: What do deaf young people do?

Resource D: Read my Lips

Resource E: Communicating around school – observation sheet

## For use with lesson plan two

Resource F: Common emotions

Resource G: Common non-verbal phrases

Resource H: British Sign Language fingerspelling alphabet

Resource I: Using Technology

Resource J: Making a film

Resource K: Top Tips for better deaf awareness

## For use with the extension activities

Resource L: Labelled and unlabelled ear diagram

Resource M: Audiogram

## NDCS films

These films can be found at  
[www.buzz.org.uk/looksmilechat/films](http://www.buzz.org.uk/looksmilechat/films)



Look, Smile, Chat. Top tips for better deaf awareness:

Film 1: Make sure I know what you are talking about

Film 2: Face me when you talk

Film 3: Talk normally

Film 4: There are lots of ways to chat

# Teacher resource A:

## Myth busters about deaf people

### Deaf people cannot talk

**FALSE.** Deaf people can talk. They are not born without voice boxes. Learning to speak takes a lot of hard work. Every deaf person is different – some talk, some prefer to use sign language and others like to use both.

### Deaf people can read Braille

**FALSE.** Deaf people don't need to use Braille, so they wouldn't necessarily be able to read it. The Braille system is a method that is used by people who are visually impaired to read and write. People who are Deaf and Blind use this system too.

### Deaf people are different

**TRUE.** Being deaf is a physical difference. Everyone is different. Just as some people are deaf, others are different because they are tall, or sporty, or wear glasses. Given the right support, deaf children can achieve anything other children can do.

### Some deaf people use sign language

**TRUE.** Yes, some deaf people use sign language to communicate. There are advantages to using sign language – you can communicate underwater and across a loud room! It's great knowing different languages!

### Deaf people cannot enjoy music

**FALSE.** There are lots of deaf people who love bopping along to music! Some can hear the music very well with help. Some may not hear the music fully and can enjoy the vibrations. There is special technology for some deaf people to help them enjoy music more, like Bluetooth focusing devices and having lyrics added to iPods.

### Deaf people can hear everything with their hearing aids or cochlear implants on

**FALSE.** Hearing aids help focus sound and make it louder, and cochlear implants\* carry sound directly to the brain. These devices are very helpful for a lot of deaf people, but this doesn't make them a hearing person. It is useful to remember that a deaf person still needs your help in communicating clearly and effectively.

\*Many deaf children and young people wear hearing aids and/or cochlear implants to help them access sound in different ways. A hearing aid is a device that a deaf person wears behind their ear to capture and amplify sound and carry it directly into the ear.

A cochlear implant is surgically implanted into the skull to transmit sound to the brain. An implant does not require the outer ear in order to work.

### Deaf people can go to university and get jobs

**TRUE.** Deaf people can achieve anything that other people can do, given the right support.

### Deaf people cannot drive cars

**FALSE.** Deaf people can legally drive in the UK. Some say that deaf people have great peripheral vision and can use their eyes very well on the road. In some countries, deaf people are not allowed to drive and this creates a lot of problems for them.

### All deaf people can lipread

**FALSE.** Becoming an expert lipreader takes a lot of work. Only about 30% of lip patterns are recognisable, and a lot of it is guesswork. Try saying the words mat, pat and bat in front of a mirror without your voice!

### Deaf people can't use the phone

**FALSE.** Lots of deaf people can talk on the phone. Some have special amplified phones to help them. Others use text messages, textphones and other devices to communicate.

### Deaf people are not smart

**FALSE.** There are a lot of smart deaf people out there!

### Deaf people do not watch TV because they can't hear it

**FALSE.** Deaf people enjoy the TV just as much as other people. Some like to use subtitles, which are typed words that record what people say. Subtitles are also great for loud rooms or when you want to learn a different language.

**Deaf people can do anything except hear!**

# True or false?

## Myth busters about deaf people

There are many myths about deaf people

With your partner, read the following questions and tick true or false for each question. Read each question carefully.

	True	False
Deaf people cannot talk.	<input type="checkbox"/>	<input type="checkbox"/>
Deaf people can read Braille.	<input type="checkbox"/>	<input type="checkbox"/>
Deaf people are different.	<input type="checkbox"/>	<input type="checkbox"/>
Some deaf people use sign language.	<input type="checkbox"/>	<input type="checkbox"/>
Deaf people cannot enjoy music.	<input type="checkbox"/>	<input type="checkbox"/>
Deaf people can hear everything with their hearing aids or cochlear implants on.	<input type="checkbox"/>	<input type="checkbox"/>
Deaf people can go to university and get jobs.	<input type="checkbox"/>	<input type="checkbox"/>
Deaf people cannot drive cars.	<input type="checkbox"/>	<input type="checkbox"/>
All deaf people can lipread.	<input type="checkbox"/>	<input type="checkbox"/>
Deaf people can't use the phone.	<input type="checkbox"/>	<input type="checkbox"/>
Deaf people are not smart.	<input type="checkbox"/>	<input type="checkbox"/>
Deaf people do not watch TV because they can't hear it.	<input type="checkbox"/>	<input type="checkbox"/>

# Teacher resource B:

## Can you tell who is deaf?

B



# What do deaf young people do?



Do a bit of research on the Internet to find out the stuff that deaf young people around the UK get up to! How old are they, and how do they communicate with their friends and family? What do you find interesting about these deaf young people? Write down as much as you can find in the boxes below. The aim of this activity is to see that deaf young people are just like you.

Name of person	Age	Gender	Communication (How do they communicate? Speak? Sign? Both?)	Where you found the information	Hobbies/ Occupation	Interesting fact
Example: Tania	16	Female	Tania has Level 2 in British Sign Language.	<a href="http://youngpeople.ndcsbuzz.org.uk/topics/">http://youngpeople.ndcsbuzz.org.uk/topics/</a>	Tania is learning Japanese. Tania loves CSI	Tania wants to become a Crime Scene Investigator.

# Teacher resource D:

## Read my lips



1. Photocopy this sheet and cut out the phrases and words
2. Arrange students into pairs of 'A' and 'B'. Each student should have a card, which should not be shown to their partner
3. Explain that this is a silent exercise and speaking is not allowed.
4. Each person will take turns to lipspeak the word/phrase to their partner and the partner will need to guess what is being said.

Students should read the words as they would normally without over exaggeration and slowing down too much. They will realise how difficult it is to understand certain words which sound very similar.

<b>Person A</b> <ul style="list-style-type: none"> <li>• Love</li> <li>• Laugh</li> <li>• Tough</li> </ul>	<b>Person A</b> <ul style="list-style-type: none"> <li>• Very</li> <li>• Ferry</li> <li>• Bit</li> <li>• Sit</li> </ul>	<b>Person A</b> <ul style="list-style-type: none"> <li>• Pat</li> <li>• Mat</li> <li>• Bat</li> <li>• Beat</li> </ul>	<b>Person A</b> <ul style="list-style-type: none"> <li>• Colourful</li> <li>• Elephant Shoes</li> <li>• I Love You</li> </ul>
<b>Person B</b> <ul style="list-style-type: none"> <li>• Raft</li> <li>• Ref</li> <li>• Chef</li> </ul>	<b>Person B</b> <ul style="list-style-type: none"> <li>• Breath</li> <li>• Bread</li> <li>• Bridge</li> </ul>	<b>Person B</b> <ul style="list-style-type: none"> <li>• Cook</li> <li>• Hook</li> <li>• Fast</li> <li>• Vast</li> </ul>	<b>Person B</b> <ul style="list-style-type: none"> <li>• You did what to the chef's tortoise?</li> <li>• Meet the ref's daughter?</li> </ul>

<b>Person A</b> <ul style="list-style-type: none"> <li>• Love</li> <li>• Laugh</li> <li>• Tough</li> </ul>	<b>Person A</b> <ul style="list-style-type: none"> <li>• Very</li> <li>• Ferry</li> <li>• Bit</li> <li>• Sit</li> </ul>	<b>Person A</b> <ul style="list-style-type: none"> <li>• Pat</li> <li>• Mat</li> <li>• Bat</li> <li>• Beat</li> </ul>	<b>Person A</b> <ul style="list-style-type: none"> <li>• Colourful</li> <li>• Elephant Shoes</li> <li>• I Love You</li> </ul>
<b>Person B</b> <ul style="list-style-type: none"> <li>• Raft</li> <li>• Ref</li> <li>• Chef</li> </ul>	<b>Person B</b> <ul style="list-style-type: none"> <li>• Breath</li> <li>• Bread</li> <li>• Bridge</li> </ul>	<b>Person B</b> <ul style="list-style-type: none"> <li>• Cook</li> <li>• Hook</li> <li>• Fast</li> <li>• Vast</li> </ul>	<b>Person B</b> <ul style="list-style-type: none"> <li>• You did what to the chef's tortoise?</li> <li>• Meet the ref's daughter?</li> </ul>

# Communicating around school – observation sheet

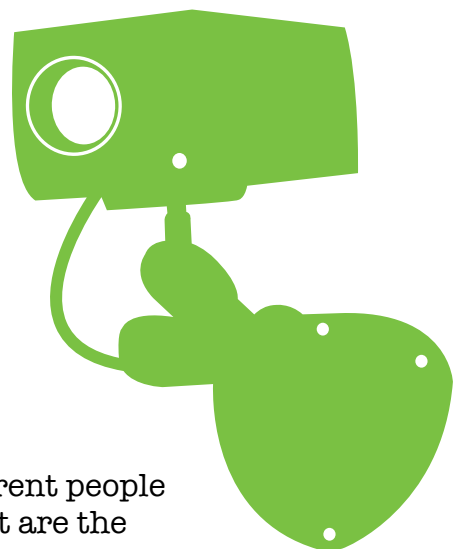
E

Name:

Area being observed:

Date and time:

**Task:** Walk around an area in your school. Have a look at different people communicating in these areas. Write down what you see. What are the challenges in communicating and listening in these areas?



Who is using this area?

(e.g. teachers, students, visitors, office workers, maintenance staff, etc.)



What are they doing?

How are they communicating?

(e.g. in a pair; large group; talking, gesturing; phone; computer)



Is it easy to communicate here?

(e.g. can people see/hear one another clearly? Is there a lot of background noise? Are the acoustics of the room bad? Are there other distractions?)



Would it be any easier or harder to communicate here at different times of the day?

(e.g. because different things would be happening?)

Student resource E

# Common emotions

Use these emotions to help you explain the phrases in resource G.



# Common non-verbal phrases



## Look, Smile, Chat!

Common phrases to be demonstrated non-verbally. There may be more than one way to express these ideas, e.g. 'we won' might be demonstrated by a 'high five' or punching the air; 'come here' could be beckoning or an outstretched hand. Other examples can be added.

He's mad

Yes

Do you want  
a drink?

We did well

Go away

**Yes! Get in!**

(indicating that  
something has  
gone well)

That's good

**Are you coming  
with us?**

**We share a  
secret**

**We won!**

**Come here**

**That's bad**

**I don't know**

No

**I'm warning  
you: don't  
do that!**

**I'm bored**

# British Sign Language fingerspelling alphabet



# Using technology

I



Student resource I

# Making a film

J

## The Beginning (act one)

The start of my film, from 0–10 seconds:

.....

.....

.....

.....

.....

.....

## The Middle (act two)

The middle section of my film, from 11–20 seconds:

.....

.....

.....

.....

.....

.....

## The End (act three)

The end of my film, from 21–30 seconds:

.....

.....

.....

.....

.....

.....

Plan your film

Write your story

Rehearse

Plan your shots

Shoot your film

Edit your film

Show the rest of class

Student resource J

# Top tips for better deaf awareness

K

Talk normally

Face me  
when  
you talk

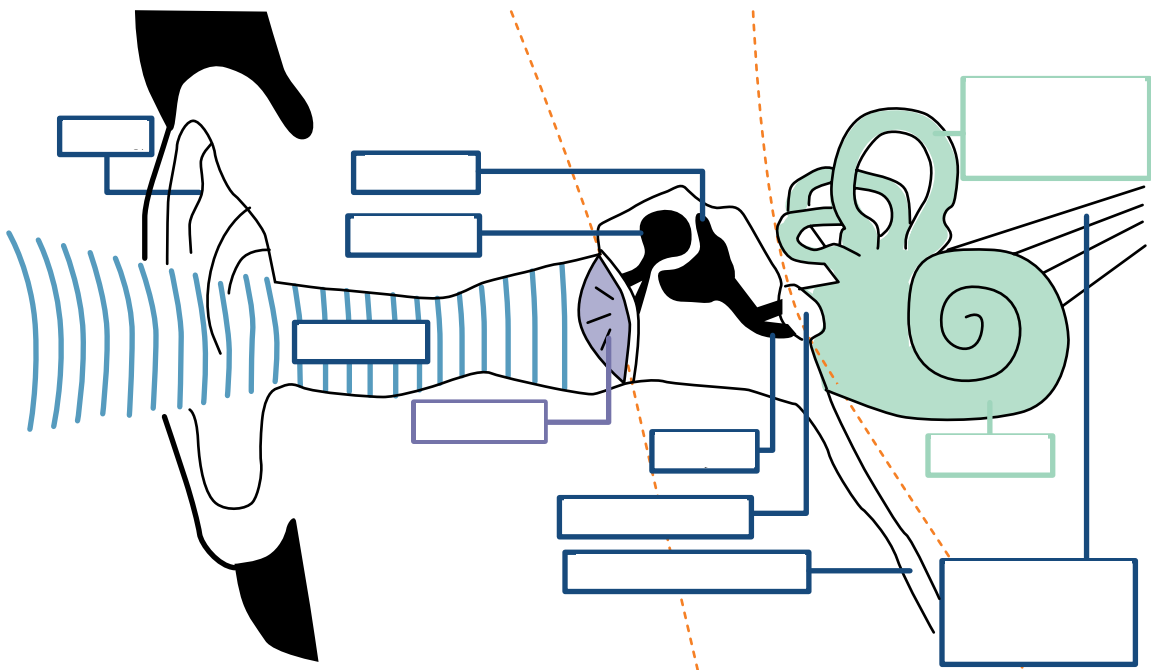
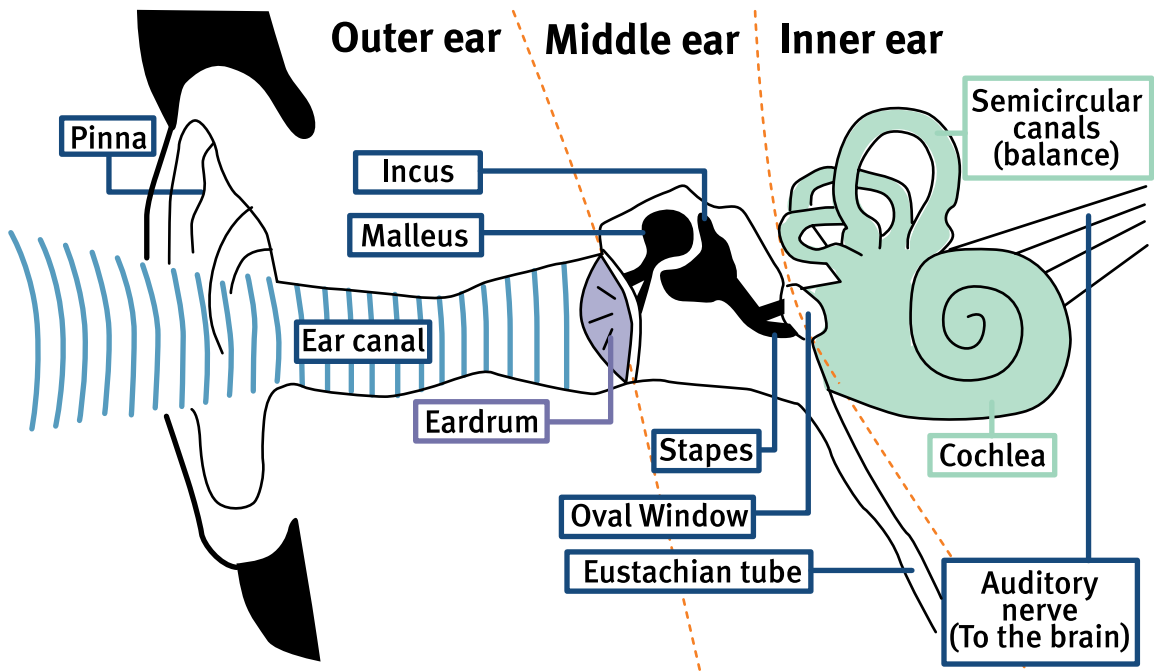
There are lots of ways to chat

- email • text • signs •

Make sure  
I know what  
you are  
talking about

Student resource K

# The ear



# Audiogram

Visual representation of the loudness and pitch of a range of everyday sounds

