

# TEACHERS ACTIVITIES




## Theme:

All people are different-the one difference between deaf and hearing people is how they hear.

## Topics For Discussion:


Discuss the concept of "communication." What is needed in order for communication to occur (a sender and a receiver)? What are different ways that people communicate?

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Before viewing the program, discuss ways that people who are hearing impaired communicate. After watching the program, have students compare what they learned with their original ideas.

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Discuss ways in which hearing children and deaf children are alike. What kinds of activities do they both enjoy?

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Lotus's talent was unique. Discuss qualities she possessed that enabled her to become such a gifted dancer.

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Discuss "noise pollution" with students and identify places where it is most serious. Discuss ways we can protect our hearing.

## Curriculum Extension Activities:

Brainstorm a list of sounds with the students that they would miss most if they could not hear, and have them explain why.

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View a segment of a television program or video without turning on the sound. Discuss strategies the students used to figure out what people were saying or what was happening in the program. Have them talk about their feelings and frustrations with not being able to hear.

Discuss important sounds that people who are deaf do not hear. Research devices or services that help deaf people function in a hearing world (e.g., closed captioning).



Display an American Sign Language alphabet in the room and provide opportunities for students to practice the letters. In addition to helping students spell their names in ASL, teach other useful signs, such as numbers, people words, and signs for common objects.



Invite a sign language interpreter into the classroom to sign a familiar story for students and teach them a simple story, poem, or song in ASL.



Discuss some commonly used gestures that convey messages without using words. Possibilities include: crossing one's fingers for luck, snapping fingers to show something is easy, thumbs up to show "OK" or "good," clapping hands to show approval, winking, crossing one's heart to indicate a promise, shrugging, smiling, clenching a fist to show anger, shaking one's head to indicate "yes" or "no, signals at sporting events (time-out, touchdown, strike, safe, etc.), and many others.



Make an audiotape of common sounds for students to identify. These might be inside or outside sounds, sounds from home or school, city sound or country sounds, etc. Play the tape and have students make predictions about the sounds. Replay the tape and discuss why the students guessed as they did. If there are many different kinds of sounds on the tape, have students categorize them into "animal sounds," "people sounds," "street sounds," "nighttime sounds," etc.



Have students research different forms of communication, including picture writing, Morse Code, light signals, signal flags, animal communication (e.g., barking, purring, howling, chirping, wagging, etc.), e-mail, and others.



The story takes place in Cambodia. Locate Cambodia on a map of the world. Have students find information about Cambodia—the climate, the architecture, the arts (including music, dance, and artwork), etc. Compare the information they learned with the details in the story and illustrations. (Jeanne M. Lee researched Cambodian temples and costumes in order to do the illustrations for the book.)

Invite someone who teaches dance into the classroom to demonstrate how dance movements can communicate ideas and feelings.

## **SUPPLEMENTARY BOOKLIST:**

COMMUNICATION

by Aiki (Greenwillow)

LET'S DANCE

by George Ancona (Lodestar)

HANDTALK ZOO

by George Ancona & Mary Beth Miller (Four Winds)

I'M DEAF AND IT'S OKAY

by Lorraine Aseltine, Evelyn Mueller & Nancy Tait, illus. by Helen Cogancherry (Albert Whitman)

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CAMBODIA IN PICTURES

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I HAVE A SISTER MY SISTER IS DEAF

by Jeanne Whitehouse Peterson, illus. by Deborah Kogan Ray (HarperCollins)

A SHOW OF HANDS

by Mary Beth Sullivan & Linda Bourke (Lippincott)

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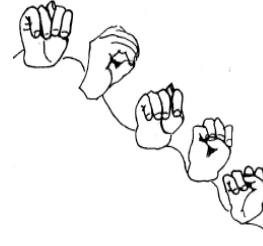
## Description:

Lotus, a young Cambodian girl who cannot hear or speak, is invited to become a dancer in the king's court. LeVar takes the opportunity to explore the vast and expressive world of non-verbal communication by watching mimes and talking with people who communicate using sign language. He also learns how deafness impacts people's lives.



### Social Studies Concepts:

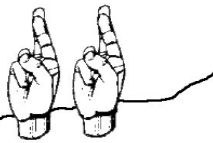
- ◆ communication
- ◆ disabilities
- ◆ history
- ◆ culture



## Classroom Activities:

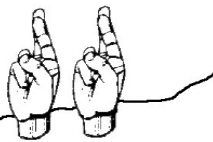
### Communication

Before viewing the video have students imagine life without hearing and discuss how they'd communicate? Ask how many students know about sign language and lip reading. Watch the video and talk about how these two methods are used.



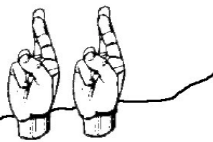
### Communication

After viewing the video, discuss what communication is and how we communicate without words (nodding heads, making sounds, shrugging shoulders, etc.). Have them practice nonverbal communication by playing charades. Then discuss how difficult it is to communicate something to a group without using words.



### Communication/Culture

Discuss how dancing is another form of communication. Invite students to express themselves through movement as a selection of music is played. Some students may wish to use props such as scarves or crepe paper streamers as they dance.

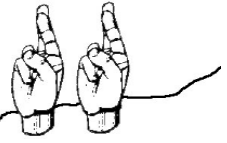


### Disabilities

Display the American Sign Language alphabet [enlarge the reproducible found on the last page], and also make a copy of the alphabet for each student. Invite someone who is fluent in sign language to show students how they communicate using sign and how they "sing" using sign.

Page 2 **Communication/History**

Have students research other kinds of communication such as Morse Code – a series of dots and dashes or long and short sounds that represent letters, and semaphore – a series of arm positions and hand-held flags that represent letters. Discuss how and when these forms of communication were used.



**Culture**

The feature book is set in Cambodia and Jeanne M. Lee’s illustrations show the style of the temples and costumes of that country. Have the students locate the country of Cambodia on a map and discuss how the temples and costumes and how these compare with what they are familiar with.

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**Do-At-Home Activity:**

**Sign Communication**

Copy the “Sign Communication” activity on the next page and ask families to practice signing their names.



**D**



**P**



**K**



**F**



**A**



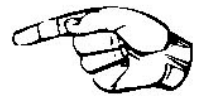
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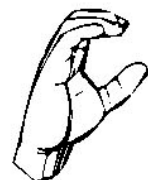
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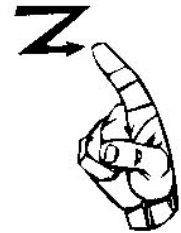
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**E**

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# Vibration Sensation



**Key Words:** sound, vibrations, sound waves.

**Concept:** We can feel sound waves as vibrations.

Our ears are very complex. They receive sound waves traveling through the air and convert them to electrical impulses, which our brain interprets. Sound waves are compressions in air caused by vibrating objects. A person who is deaf may not be able to hear sounds, but they can still perceive the vibrations that cause sound waves. In this episode the dancers who were deaf danced to the vibrations they felt from the music. These vibrations are the same ones that hearing people's ears and brains translate into sound.



**Materials:** Wire clothes hanger, string or yarn, scissors, metal tablespoon.

1. Students work in pairs and take turns experiencing the vibrations. First tie two pieces of string (each about 3 feet long) to the hook at the top of a clothes hanger.
2. Have students drape the strings over their fingertips and hold them out so that the hanger is in mid-air while their partners gently tap the hanger several times with a spoon. Ask students to pay close attention to the sound they hear. (*It will be a dull tapping sound.*) Also see if they feel subtle vibrations through the strings on their fingertips as the hanger is tapped.
3. Then have students lean forward and wrap a string over and behind each ear, holding the ends of the strings there while their partners tap the hanger with a spoon. How has the sound changed? (*The sound will be louder and much fuller, similar to the sound of a bell. They hear more sound with the strings touching their head, plus they can feel the vibrations in the strings.*)

# It's All In Your Head

**Key Words:** sound, sound waves, vibrations

**Concept:** Sound waves can travel to your ear through the bones in your skull.

We usually think of sound waves as traveling through the air to our ears; however sound waves, which are vibrations, can also travel to your ears through the bones in your head. This is one reason why your own voice may sound different when you hear it on a recording. When you listen to a recording of your voice, you don't hear the inner vibrations that you hear when you are actually speaking.

**Materials:** Fork.

1. Have students hold a fork in front of them and pluck the prongs. Ask them to do this several times while taking careful notice of the sound they hear.
2. Have them lay the handle of the fork across their teeth and gently bite down to hold it in place. While holding the end of the handle with one hand, have them pluck the prongs on the end of the fork with the other. How has the sound changed? (*It is louder and fuller.*) Why do they think it has changed? (*When they plucked the prongs before, the sound waves traveled out through the air in all directions and only a few of the vibrations made it to their ears. With the fork held in their teeth they can hear the sound more directly because it travels through the bones in their jaw and skull as well as to their ears.*)
3. Have students repeat this activity holding the fork against their forehead, chin, or cheek. Have them try holding it against the bone behind their ear—the mastoid bone. How does this compare? (*Some people with a hearing impairment use a bone-conduction hearing aid that is placed against the mastoid bone; the hearing aid amplifies sounds that travels directly to the inner ear through the bone.*)

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