

Unit 2



Society and Culture

Lesson Plan #2A

Correlation to Sunshine State Standards, Florida Comprehensive Assessment Test (FCAT) and English as a Second Language (ESOL).

Foreign Language - Culture		
Standard 1: The student understands the relationship between the perspectives and products of culture studied and uses this knowledge to recognize cultural practices (FL.B.1.2).		
Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
FL.B.1.2.2 Identifies patterns of behavior and the values, beliefs, or viewpoints typical of children in the target culture.	2A	No

Foreign Language - Comparisons		
Standard 2: The student recognizes that cultures have different patterns of interaction and applies this knowledge to his or her own culture (FL.D.2.2).		
Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
FL.D.2.2.1 Distinguished the similarities and differences between the patterns of behavior of the target culture related to recreation, holidays, celebrations, and the patterns of behavior of the local culture.	2A; 2B; 2C; 2D; 4-1	No
FL.D.2.2.3 Recognizes some cultural aspects, viewpoints, and attitudes of people in both his or her own culture and the target culture relating to family, school, work, and play.	2A; 2B; 2C; 2D; 4-1	No

Language Arts - Reading		
Standard 2: The student constructs meaning from a wide range of texts (LA.A.2.2).		
Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
LA.A.2.2.1 Reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.	1C; 1D; 2A; 2B; 2C; 3A; 3B; 3E	Yes
LA.A.2.2.2 Identifies the author's purpose in a simple text.	1C; 1D; 2A; 2B; 2C; 3E	Yes
LA.A.2.2.5 Reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.	1C; 1D; 2A; 2B; 2C; 3A; 3E	No

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Instructional Lesson Plan #2A

Unit: **Society and Culture**

Subject: **Society and Culture**

Lesson Topic: **Comparing Cultures**

Time: **One 45-minute period**

Program Outcome(s)/Goal(s)/Expectation(s): **Students will demonstrate the ability to read for a variety of purposes and respond through global understanding, interpretation, personal response and critical stance.**

Program Indicator(s): **Students will demonstrate the ability to acquire interpretation skills when reading to be informed.**

Student Outcome(s): **Students will read to be informed and compare characteristics of three cultures.**

Context for Learning: Students have been discussing facts about the human body and hearing loss. Now they will learn that people with hearing loss caused by illness or age may have a different culture than people who have been deaf from birth. The use of the chart will help students see the similarities as well as the differences in cultures.

The teacher will need the following materials:

- Glossary of New Terms Page – Transparency (Teacher Resource #1)
- A “show-and-tell” item about culture for opening/motivation
- Information Sheet (Handout #1)
- Answer Key (Teacher Resource #2)
- Comparing Cultures Chart (Handout #2)



Instructional Delivery

Opening Activities/Motivation

Introduce the term, "Deaf Culture." Teacher should use the transparency Glossary of New Terms. Start by sharing some beliefs from your culture. Ask students to bring in some "show-and-tell" items from their cultures to share with the class.

Procedure

1. Read student outcome together.
2. Discuss the term "Deaf Culture" and share ideas.
3. Use the Information Sheet (Handout #1), to read together and answer the riddles. Pass out the chart (Handout #2). Explain how to complete the chart for people who are deaf, or hard of hearing, as well as late-deafened adults. Have students work in partners to complete the chart, using information from the riddles.
4. Students should share answers with the class.
5. For enrichment, students may conduct more research on one of these topics and write a report.

Assessment/Evaluation

The chart may be used for assessment.

Closure

Have students summarize what they learned about the cultures.



Handout #1 Information Sheet

DIRECTIONS: Read the information about people with different types of hearing loss. One person is deaf, one is a late-deafened adult, and one is hard of hearing. Decide which type of hearing loss is described in each situation.

SITUATION #1

I am a person who experiences a progressive loss of hearing over time. English is my primary language. I do not use sign language, but I do use a hearing aid. I am not part of a separate culture.

I am _____.

SITUATION #2

I am part of a unique culture. American Sign Language is my primary language. I like to tell stories about who I am, where I am from and what I believe in.

I am _____.

SITUATION #3

I am a person who has experienced a total sudden loss of hearing at age 31. I am sad about my hearing loss, but I am open to learning new ways to communicate. English is still my primary language.

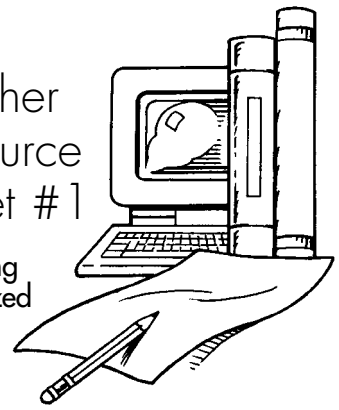
I am _____.

Hard of Hearing
Deaf
Late-Deafened Adult



Glossary of New Terms

Teacher
Resource
Sheet #1



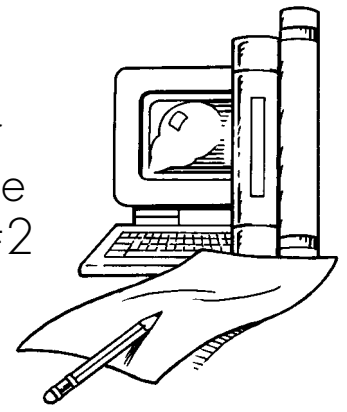
- **American Sign Language** – a visual language based on facial expression, body posture and movement and hand shape.
- **CapTel™ (Captioned Telephone)** – For people who are hard of hearing and prefer to speak for themselves during phone conversations. This specialized technology enables users to read a captioned version of their conversation on the text screen of their CapTel phone and listen to the voice of the person they are calling at the same time.
- **Communication** – A method used to convey information or ideas using a set of symbols or words.
- **Deaf** – The proper word to use when you are referring to a person with profound hearing loss.
- **Deaf culture** – The similar beliefs, customs, and language shared by a group of people who are deaf.
- **Fingerspelling** – The representation of letters of the alphabet on the hands; also called manual alphabet.
- **FM System** – An assistive listening system consisting of a transmitter microphone worn by the speaker and a FM receiver worn by the student with hearing loss. The system can help reduce distractions caused by background noises and help the listener hear the speaker more clearly.
- **Hard of Hearing (HOH)** – refers to a person who has lost some hearing ability.
- **Hearing Carry-Over (HCO)** – A feature for people who have difficulty speaking clearly over the telephone and prefer to listen for themselves while typing their side of the conversation during relay calls.
- **Internet Protocol Relay (IP Relay)** – A new technology to access relay through the Internet, using a computer. A consumer who is deaf, hard of hearing, Deaf/Blind or speech impaired can call a standard telephone user, anywhere, anytime, simply by clicking on www.ftri.org.
- **Interpreter** – A trained professional bound by a code of ethics that includes strict confidentiality rules. The interpreter is present to facilitate communication only and can neither add nor delete any information at any time. An interpreter also is trained in transliteration (translating messages from sign language to English).
- **Lip reading** – A technique of communicating that involves watching a person form words with his or her lips; also called speech-reading.
- **Florida Relay** – A public service offered through the State of Florida that enables people who are deaf, hard of hearing, Deaf/Blind or speech impaired to communicate with any standard telephone user.
- **Florida Relay operator** – The specially trained person who connects people who are deaf, hard of hearing, Deaf/Blind or speech impaired to standard phone users and relays their conversations back and forth, verbatim.
- **Signer** – A person who is able to communicate using sign language but is not recognized as a professional interpreter.
- **Speech-to-Speech (STS)** – A system for people with a mild-to-moderate speech disabilities who have difficulty being understood clearly over the telephone. STS users speak for themselves during Florida Relay calls and a specially trained operator revoices their conversation to the other party.
- **TTY (Text Telephone)** – A TTY looks very similar to a typewriter keypad with a text screen. It allows people who are deaf, hard of hearing, Deaf/Blind or speech impaired to read telephone conversations on a lighted screen or paper printout.
- **Voice Carry-Over (VCO)** – A system for people who have difficulty hearing clearly over the telephone and prefer to speak for themselves during Florida Relay calls.
- **Video Relay Services (VRS)** – A technology that makes it possible for sign language users to communicate in their native language with the person they are calling, via a computer with a desktop Web camera and the Internet. A nationally certified interpreter relays the conversation between both parties.

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Information Sheet ANSWER KEY

Teacher
Resource
Sheet #2



DIRECTIONS: Read the information about people with different types of hearing loss. One person is deaf, one is a late-deafened adult, and one is hard of hearing. Decide which type of hearing loss is described in each situation.

SITUATION #1

I am a person who experiences a progressive loss of hearing over time. English is my primary language. I do not use sign language, but I do use a hearing aid. I am not part of a separate culture.

I am Hard of Hearing.

SITUATION #2

I am part of a unique culture. American Sign Language is my primary language. I like to tell stories about who I am, where I am from and what I believe in.

I am Deaf.

SITUATION #3

I am a person who has experienced a total sudden loss of hearing at age 31. I am sad about my hearing loss, but I am open to learning new ways to communicate. English is still my primary language.

I am a Late-Deafened Adult.

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<p>Hard of Hearing</p>
<p>Late-Deafened Adults</p>
<p>Deaf</p>



Lesson Plan #2B

Correlation to Sunshine State Standards, Florida Comprehensive Assessment Test (FCAT) and English as a Second Language (ESOL).

Foreign Language - Comparisons		
Standard 1: The student recognizes that languages have different patterns of communication and applies this knowledge to his or her own culture (FL.D.1.2).		
Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
FL.D.1.2.2 Recognizes the similarities and differences between his or her native language and the target language in terms of the pronunciation, alphabet, and forms of written expression.	2B	No

Foreign Language - Comparisons		
Standard 2: The student recognizes that cultures have different patterns of interaction and applies this knowledge to his or her own culture (FL.D.2.2).		
Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
FL.D.2.2.1 Distinguished the similarities and differences between the patterns of behavior of the target culture related to recreation, holidays, celebrations, and the patterns of behavior of the local culture.	2A; 2B; 2C; 2D; 4-1	No
FL.D.2.2.3 Recognizes some cultural aspects, viewpoints, and attitudes of people in both his or her own culture and the target culture relating to family, school, work, and play.	2A; 2B; 2C; 2D; 4-1	No

Language Arts - Reading		
Standard 2: The student constructs meaning from a wide range of texts (LA.A.2.2).		
Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
LA.A.2.2.1 Reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.	1C; 1D; 2A; 2B; 2C; 3A; 3B; 3E	Yes
LA.A.2.2.2 Identifies the author's purpose in a simple text.	1C; 1D; 2A; 2B; 2C; 3E	Yes
LA.A.2.2.5 Reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task	1C; 1D; 2A; 2B; 2C; 3A; 3E	No
LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.	1C; 1D; 2B	Yes

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Lesson Plan #2B

Language Arts - Writing		
Standard 2: The student writes to communicate ideas and information effectively (LA.B.2.2).		
Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
LA.B.2.2.1 Writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.	2A; 2B; 2C; 3E; 3F; 4-1; 4-5	No

Language Arts - Literature		
Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama (LA.E.2.2).		
Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
LA.E.2.2.1 Recognizes cause-and-effect relationships in literary texts.	2B; 2C	Yes
LA.E.2.2.3 Responds to a work of literature by explaining how the motives of the characters or the causes of the events compare with those in his or her own life.	2B; 2C	No

Suggested ESOL Instructional Approach	Addressed in Unit(s)	ESOL Strategies	Addressed in Unit(s)
Cognitive Academic Language Learning;	1B, 1C, 1D, 2B, 2D, 3D, 3E	Asking higher and lower order questions	1B, 2B, 2D, 3E
Whole Language Approach	2B, 3A, 3B, 3C		

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Instructional Lesson Plan #2B

Subject: **Society and Culture**

Unit: **Hearing Loss Awareness**

Lesson Topic: **Identifying Differences**

Time: **One-hour period**

Program Outcome(s)/Goal(s) Expectation(s): **Students will demonstrate the ability to construct, extend and examine meaning by interacting with a text.**

Program Indicator(s): **Students will demonstrate the ability to interpret a text when reading to be informed.**

Student Outcome(s): **Students will identify differences while reading a story about Margret Curry.**

Context for Learning: Previously, students learned about different cultures. Today, they will read about an 11-year-old girl who is deaf. Students will be asked to identify differences between her way of life and their own. They will be working independently.

The teacher will need the following materials:

Story about Margret Curry (Handout #1)

Finding Differences Worksheet (Handout #2)

Answer Key (Teacher Resource Sheet)



Instructional Delivery

Opening Activities/Motivation

Have students discuss about their typical day, from the time they wake up until they go to bed. Explain that they will be reading about a typical day in the life of a girl who is deaf named Margret Curry, age 11.

Procedure

1. Read the student outcome together.
2. Give each student a copy of the story about Margret Curry. (Handout #1)
3. Review vocabulary such as: FM system, interpreter, closed-caption, and TTY.
4. Students should read the story silently.
5. Give each student a worksheet. (Handout #2) Have them complete the information in the columns.
6. Share answers as a class.

Assessment/Evaluation

Collect worksheets.

Closure

Review the differences between the students' lives and the life of Margret Curry.



From the newsroom of the *Lawrence Journal-World*, Lawrence, Kansas,
Tuesday, January 30, 2001

Hearing-impaired student describes her day at school

By **Margret Curry**, guest author

Each day, I wake up by myself without benefit of an alarm clock. Since I'm deaf, I try to imagine a clock in my head that tells my body when to get up. Some deaf people use vibrating alarm clocks. I like to check location of the sun on the skyline to know when to get ready for school.

I ride a bus to Sunflower Elementary, since it is not my neighborhood school. My little sister goes to a school closer to home. Since I'm the only deaf kid on the bus, I have to use speech and lip-reading skills to communicate. Other kids on the bus have a disability different from me; they all hear. I often teach sign language to kids on the bus. When people are new to the bus, I have a hard time reading their lips and understanding them.

At school, I go to the cafeteria to wait for class to start. I am the only deaf kid at school, so I have to speak with hearing kids during this time. I am often lonely. The cafeteria gets loud and I have a hard time using my hearing aid to hear kids with all the noise. When the bell rings, I can go to class. I am able to hear the loud bell, but wish there was a flashing light.

In class, I put on my FM System, which helps me hear the teacher better than if I relied on a personal hearing aid. The teacher wears a microphone that sends sound directly to my receiver. I can hear her clearly. I don't really like to wear the FM System. When it's on, I can't hear what other kids say. My own hearing aid is easier to wear and less of a bother since there aren't wires attached. Sometimes I think the FM System makes me look odd.

As I get started on assignments written on the board, my sign language interpreter takes her place near the teacher. There are times so many people are talking, or people are talking so fast, she can't keep up. I like my interpreters. They are really nice and advocate for me when I need help.

At lunch time, I eat with my hearing friends. I usually talk most of the time since they don't know much sign language. When teachers turn off the lunchroom lights, it's a signal to be quiet. I enjoy this quiet time since it forces my friends to sign when they talk to avoid getting into trouble.

When I get home from school, my two sisters are usually there. Sometimes we goof off together. We even fight. When we fight we usually fight without signing.

Since my father is deaf and my mother is hearing, we all sign and use our voices when eating dinner together. I think it's nice to be home with my family and to talk with them so easily. When we watch a movie, we have a closed-captioning device that puts words on the television screen. It frustrates me that not all movies or channels are captioned.

I like to sit on my bunk bed and draw. Drawing is what I do best. It is something I can do without worrying whether my speech is clear or my signs are accurate.

Sometimes my friend, Sydney, calls me on the telephone. She checked out a teletypewriter for the deaf, or TTY, from Sunflower. It is a keyboard that hooks to the phone. We type back and forth what we want to say. I wish more of my friends had TTYs. I like to visit with my friends on the phone. I feel like a normal person since I know other hearing kids talk on the phone all the time.

At the end of the day, I take off my hearing aid before bed. My mom says I sleep soundly since I'm not awakened by noises. I guess that's a blessing of being deaf, sound sleep.

Margret Curry, 11, is a sixth-grader at Sunflower School.
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Handout #2 Finding Differences

Directions: Read the story written by Margret Curry, age 11. Find ways in which her life is different from your life.

Margret's Life	Your Life
1. _____ _____	1. Uses an alarm clock to wake up and go to school.
2. Goes to school far from home.	2. _____ _____



Finding Differences

ANSWER KEY

Teacher
Resource
Sheet



Margret's Life

- 1.** Uses sun to wake up and go to school.
- 2.** Goes to school far from home.
- 3.** Uses lip reading.
- 4.** Uses FM System in class.
- 5.** Has an interpreter in class
- 6.** Watches movies with closed-captioning.
- 7.** Uses a TTY to call friends.

Your Life

- 1.** Uses an alarm clock to wake up and go to school.
- 2.** Go to school close to home.
- 3.** Uses sense of hearing.
- 4.** Listens to teacher without hearing device.
- 5.** No interpreter needed.
- 6.** No closed-captioning needed.
- 7.** Uses a telephone to call friends.

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Lesson Plan #2C

Correlation to Sunshine State Standards, Florida Comprehensive Assessment Test (FCAT) and English as a Second Language (ESOL).

Foreign Language - Comparisons Standard 2: The student recognizes that cultures have different patterns of interaction and applies this knowledge to his or her own culture (FL.D.2.2).		
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Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
FL.D.2.2.1 Distinguished the similarities and differences between the patterns of behavior of the target culture related to recreation, holidays, celebrations, and the patterns of behavior of the local culture.	2A; 2B; 2C; 2D; 4-1	No
FL.D.2.2.3 Recognizes some cultural aspects, viewpoints, and attitudes of people in both his or her own culture and the target culture relating to family, school, work, and play.	2A; 2B; 2C; 2D; 4-1	No

Language Arts - Reading Standard 2: The student constructs meaning from a wide range of texts (LA.A.2.2).		
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Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
LA.A.2.2.1 Reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.	1C; 1D; 2A; 2B; 2C; 3A; 3B; 3E	Yes
LA.A.2.2.2 Identifies the author's purpose in a simple text.	1C; 1D; 2A; 2B; 2C; 3E	Yes
LA.A.2.2.5 Reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.	1C; 1D; 2A; 2B; 2C; 3A; 3E	No

Language Arts - Writing Standard 2: The student writes to communicate ideas and information effectively (LA.B.2.2).		
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Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
LA.B.2.2.1 Writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.	2A; 2B; 2C; 3E; 3F; 4-1; 4-5	No
LA.B.2.2.3 Writes for a variety of occasions, audiences, and purposes.	1C; 1D; 2A; 2B; 2C; 3E	Yes
LA.B.2.2.6 Creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.	2C; 3A; 3E; 3F	No

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Lesson Plan #2C

Language Arts - Literature

Standard 1: The student understands the common features of a variety of literary forms (LA.E.1.2).

Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
LA.E.1.2.2 Understands the development of plot and how conflicts are resolved in a story.	2C	Yes

Language Arts - Literature

Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama (LA.E.2.2).

Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
LA.E.2.2.1 Recognizes cause-and-effect relationships in literary texts.	2B; 2C	Yes
LA.E.2.2.3 Responds to a work of literature by explaining how the motives of the characters or the causes of the events compare with those in his or her own life.	2B; 2C	No
LA.E.2.2.4 Identifies the major theme in a story or nonfiction text.	1C; 1D; 2A; 2C	No
LA.E.2.2.5 Forms his or her own ideas about what has been read in a literary text and uses specific information from the text to support these ideas.	1C; 1D; 2C	No

Suggested ESOL Instructional Approach	Addressed in Unit(s)	ESOL Strategies	Addressed in Unit(s)
Total Physical Response;	1A, 2C	Field Experiences	1A, 2C, 3B, 3C
Language Experience Approach	2C, 3F, 3G		3G

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Instructional Lesson Plan #2C

Unit: **Society and Culture**

Subject: **Hearing Loss Awareness**

Lesson Topic: **Reading for Literary Experience**

Time: **One-hour period**

Program Outcome(s)/Goal(s)/Expectation(s): **Students will demonstrate the ability to construct, extend and examine meaning by interacting with a text.**

Program Indicator(s): **Students will demonstrate the ability to acquire global understanding when reading for literary experience.**

Student Outcome(s): **Students will summarize a story about a child with hearing loss by identifying elements of a story using a story map.**

Context for Learning: Students have discussed reasons why people have hearing loss. They have experimented using cotton in an attempt to understand the way people hear when they have hearing loss (See The Human Body, Instructional Lesson Plan #1B). Students also will learn about lip-reading (See Technology and Communication, Instructional Lesson #3B).

The teacher will need the following materials:

- A storybook about a child with hearing loss. See suggested book list insert in kit.
- Story Elements (Teacher Resource Sheet)
- Story Map (Handout #1)



Instructional Delivery

Opening Activities/Motivation

Explain that stories have certain elements, or parts, that make them stories. Show and discuss the Story Elements Signs (see the Teacher Resource Sheet). Use a familiar story to model identifying story elements.

Procedure

1. Review student outcome.
2. Introduce the story. Read the story aloud to the class.
3. Give each student a Story Map (Handout #1) to use independently with the book presented to the class. The students will identify the elements of the story.

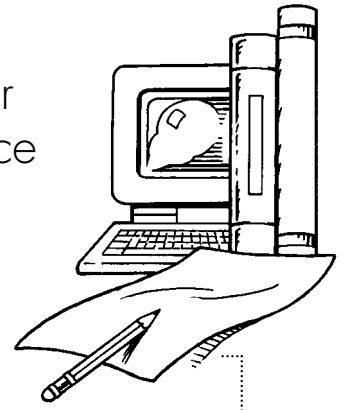
Assessment/Evaluation

Collect the Story Maps.

Closure

Hold up the Story Element Signs and ask students to explain the elements of the story, read in class.





TITLE

PROBLEM

SETTING

EVENTS

CHARACTERS

SOLUTION



SETTING:

CHARACTERS:

PROBLEM:

EVENT 1:

EVENT 2:

EVENT 3:

EVENT 4:

SOLUTION OR CONCLUSION:



Lesson Plan #2D

Correlation to Sunshine State Standards, Florida Comprehensive Assessment Test (FCAT) and English as a Second Language (ESOL).

Science - Nature of Science		
Standard 1: The student uses the scientific processes and habits of mind to solve problems (SC.H.1.2).		
Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
SC.H.1.2.2 Knows that a successful method to explore the natural world is to observe and record, and then analyze and communicate the results.	2D	Yes
SC.H.1.2.4 Knows that to compare and contrast observations and results is an essential skill in science.	2D; 3A	Yes

Foreign Language - Comparisons		
Standard 2: The student recognizes that cultures have different patterns of interaction and applies this knowledge to his or her own culture (FL.D.2.2).		
Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
FL.D.2.2.1 Distinguished the similarities and differences between the patterns of behavior of the target culture related to recreation, holidays, celebrations, and the patterns of behavior of the local culture.	2A; 2B; 2C; 2D; 4-1	No
FL.D.2.2.3 Recognizes some cultural aspects, viewpoints, and attitudes of people in both his or her own culture and the target culture relating to family, school, work, and play.	2A; 2B; 2C; 2D; 4-1	No

Suggested ESOL Instructional Approach	Addressed in Unit(s)	ESOL Strategies	Addressed in Unit(s)
Cognitive Academic Language Learning	1B, 1C, 1D, 2B, 2D, 3D, 3E	Asking higher and lower order questions	1B, 2B, 2D, 3E

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Instructional Lesson Plan #2D

Unit: **Society and Culture**

Subject: **Hearing Loss Awareness**

Lesson Topic: **Myths and Truths about Hearing Loss**

Time: **One 45-minute period**

Program Outcome(s)/Goal(s)/Expectation(s): **Students will use a variety of strategies to construct, examine and extend meaning.**

Program Indicator(s): **Students will relate new information to what they have heard or experienced.**

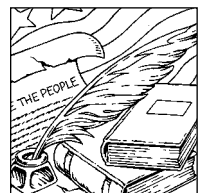
Student Outcome(s): **Using a T-Chart, students will compare truths and myths about hearing loss.**

Context for Learning: Students have been learning about hearing loss and the culture of people who are deaf. Now they will learn the difference between a myth and a truth.

The teacher will need the following materials:

- Myths and Truths about Hearing Loss (Handout #1)
- Myths and Truths Answer Key (Teacher Resource Sheet)

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Instructional Delivery

Opening Activities/Motivation

Explain to students that like many other minority groups, people who are deaf suffer from preconceived ideas and myths others may have about hearing loss. Give some examples of myths that are familiar to children. Discuss how myths inhibit relationships between people who can hear and people who have hearing loss.

Procedure

1. Read the outcome together.
2. Give Myths and Truths about Hearing Loss (Handout #1) to the students and ask them to read the myth column silently.
3. Read one myth at a time and as it is discussed, have students fill in the truth column. (See Answer Key)
4. If time allows, or for an enrichment activity, students can write a paragraph to inform others about some of the myths and truths they have just learned.

Assessment/Evaluation

Class discussion and paragraphs.

Closure

Have students name a myth and explain the truth that goes with it.



MYTHS	TRUTHS
1. It is not safe for people who are deaf to drive.	
2. Hearing aids restore hearing.	
3. People with hearing loss are "deaf and dumb."	
4. All people who are deaf are mute (can't speak).	
5. People who are deaf cannot participate in sports.	



Myths and Truths ANSWER KEY

Teacher
Resource
Sheet



MYTHS	TRUTHS
1. It is not safe to have deaf drivers on the road.	Drivers who are deaf are often more observant drivers because they do not hear the radio or a back-seat driver. They also use their eyes more carefully to notice the other cars around them.
2. Hearing aids restore hearing.	Hearing aids amplify sound. They have no effect on a person's ability to process sounds. Sometimes, a hearing aid distorts incoming sounds.
3. People with hearing loss are "deaf and dumb."	Deafness does not make people dumb. People who are deaf find this stereotype very offensive.
4. All people who are deaf are mute (can't speak).	Some people who are deaf speak very well. Deafness usually has little effect on the vocal chords, and very few people who are deaf also are mute.
5. People who are deaf can not participate in sports.	Professional and amateur athletes who are deaf are involved in many competitive sports.

Society
and
Culture

