

POST FAMILY VISIT

Aims

1. To have students consider their own communication
2. To help students understand the importance of listening and turn-taking in communication
3. To help students understand that some people have challenges in speaking and listening
4. To help students understand how it might feel to have those challenges
5. To help students learn the importance of making everyone feel included
6. To have students use some Irish Sign Language*
7. To expand students' literacy of feelings to encompass words which express feelings of exclusion

Preparation

- Contact the teacher to:
 - Confirm the date and time of the visit
 - Explain the lesson plan
- Photocopy one category of *Irish Sign Language* for each of 5 or 6 groups

Materials

- ◆ *Irish Sign Language* (Appendix Theme 7-C)
- ◆ **Book:** Please refer to the Roots of Empathy Booklist and Curriculum Questions Handout

Activities

Introducing

Begin by saying that you are continuing the focus on *communicating* today. Review the Family Visit and remind the students about how they watched the way in which the baby communicated without words.

**The signs provided in the Appendix are for standard Irish Sign Language; however, they vary by region.*



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Discussing Communicating (Aims 1, 2)

Ask students: “What makes it easy to communicate with someone? What is hard about it? What makes a good listener?”

• Ask students to think about who they communicate with the most and whether or not they are good listeners. Tell them they don't have to share their answers with the class; they can just think about the questions and keep their answers private.

Discussing Feelings (Aims 1-5, 7)

Tell students that not everyone can communicate with spoken words because some people can't hear and some people can't talk. Ask them what it might feel like if you couldn't take part in a communication? Explain that even though not all people can do the same things, it is very important to make everyone always feel welcome and included. Ask for examples of how people who can't hear or talk communicate (lip read, sign language, body language, writing, computer programs).

Reading

Please refer to the Roots of Empathy Booklist and Curriculum Questions Handout.

The Roots of Empathy program uses literature to open up the door to feelings and perspective taking. The discussion and reflection that follows builds solidarity and empathy at the classroom level.

Discussion (Aims 3-5, 7)

Ask the students if they know of anyone who is deaf or who has difficulty speaking or hearing (if there is a student in the class who is challenged, avoid this question). Have students consider what it might be like to have this challenge or a different physical challenge. Then introduce the importance of making sure that everyone feels included as part of a group and that having a difference should not make a person feel excluded. We need to be aware of how they are feeling.

Irish Sign Language (Aims 5, 6)

Have the students form 5 or 6 groups. Tell them that they are going to learn some words from Irish Sign Language. First teach the sign for *hello*. Give each group a different thematic set of signs and have each student in the group learn one of those signs. They can take turns demonstrating their signs to other group members. Then have



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the groups present their signs, one at a time, to the other groups. To end the activity, point out that when they see signing at public events, it is an example of making a point of including everyone.

- Continue to use some of the signs from time to time in subsequent visits.

Concluding

Encourage students to teach someone at home some of the signs they learned today. Tell them that the next time you visit, you can all say hello in sign language, and the next time the baby visits, they can use sign language to say hello. Tell students that they have the ability to make anyone who is feeling excluded, feel *included*.



Seasons



Making fists with thumbs pointing up, arc hands across body and cross at the wrists.



Holding up 3 fingers on each hand, arc hands across the body and cross at the wrists.



Making fists with both hands (the thumb on top of fingers), cross your hands at wrists and arc up and out.



Move open hand from chin to forehead.



Family



Mother

With both hands, keep the three middle fingers together and the thumb and little fingers tucked underneath. Tap one hand on the other twice.



Father

With both hands, tuck the index finger in under the thumb, with the other fingers pointing out. Tap one hand on the top of the other at the wrist twice.



Brother

With the thumb tucked under open fingers, bounce hand down the side of the waist.



Sister

With the hand arched into a “C” shape, tap at the shoulder.



Me

Point the index finger toward the chest.



Baby

Cradle hands together as though holding a baby.



Travel



Aeroplane

With the little finger and thumb pointing out and middle three fingers tucked in, move hand through the air in front of you.



Boat

Point hands to touch fingers with thumbs tucked in at the chest (making a boat shape) and move the hands forward.



Train

With hands flat and open, move hand forward and backward across the other hand's palm twice.



Car

With both hands, grip an imaginary steering wheel and turn it back and forth.



Camera

Motion hands to hold camera in front of face, and "click" as though taking a photograph.



Case

Motion hand at side as though holding a case and bounce hand up and down twice.



Feelings



Happy

With both hands, fold in the middle two fingers to meet the thumb, leaving the little finger and index finger pointing out. Move both hands up the chest twice.



Sad

With a flat, open hand, arc hand diagonally down the face starting at the head.



Angry

With fingers, scrape your hand diagonally across the body from waist up to chest.



Jealous

Point the little finger towards the lower lip. Swivel finger at the side of the mouth.



Alone

Making a fist with the index finger pointed up, lower the hand down the chest.



Tired

With both hands in fists with thumbs out, place the index finger on top of the thumb. Move hands down chest, wearily.



Sports



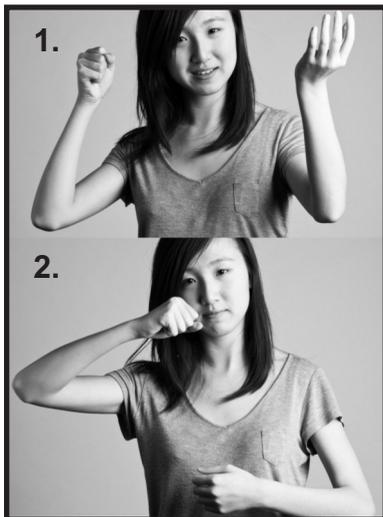
Swim

With hands flat and open, motion hands at sides and push back as though swimming.



Football

With open hands, motion as though holding a ball, and swivel hands slightly.



Tennis

Motion hands as though serving a tennis ball.



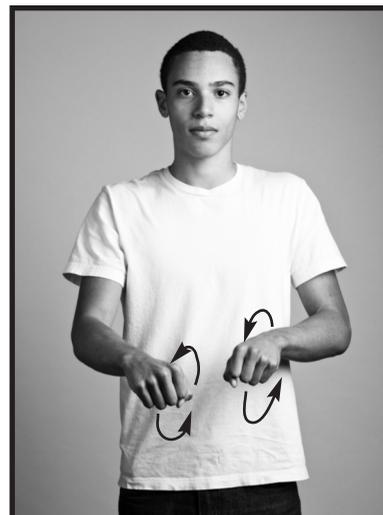
Rugby

Cup hands at sides of the head and arc forward from wrist twice.



Running

Making fists with thumbs out, motion hands as though running.



Bicycle

With closed fists, motion hands in a cycling motion.



Animals/Pets



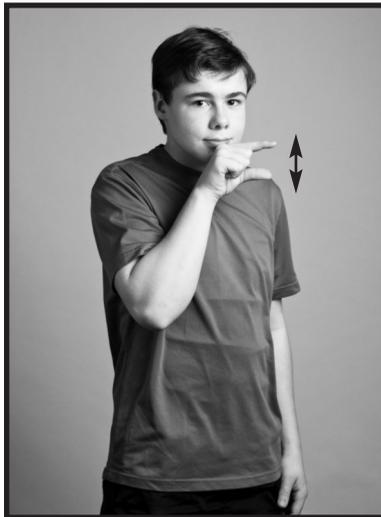
Cat

Making the shape of a “C” at the side of the mouth, wave fingers slightly.



Dog

With hand flat, bounce on leg twice.



Bird

Making a “C” shape with the index finger and thumb at the mouth, open and close fingers twice, like the beak of a bird.



Sheep

With the index finger and third finger, make a “V”. Move hand across the body making a scissor motion.



Cow

Point index fingers to sides of the forehead, then rotate the fingers to point forward.



Fish

With the thumb holding the index finger folded, motion the hand forward from the side in a swivel motion, like a fish swimming through water.



