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 British 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 *British Sign Language* for each of 5 or 6 groups

Materials

- *British Sign Language* (Appendix Theme 7-D)
- **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 British 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.

British Sign Language (Aims 5, 6)
Have the students form 5 or 6 groups. Tell them that they are going to learn some words from British Sign Language. 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 the groups present their signs, one at a

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POST FAMILY VISIT

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 students that they have the ability to make anyone who is feeling excluded, feel *included*.

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Weather

Cold

Closed hands and elbows pull into body in shivering action, shoulders hunched, cheeks puffed.

Windy

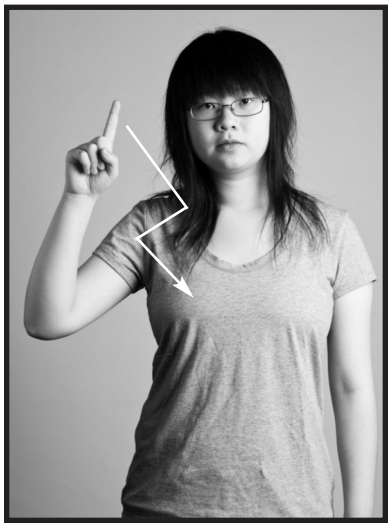
Palm facing body with open hands, waft back to face several times (or in direction to suit context).

Fog

With palms forward, open hands move down and cross over in front of face, eyes slightly squinted.

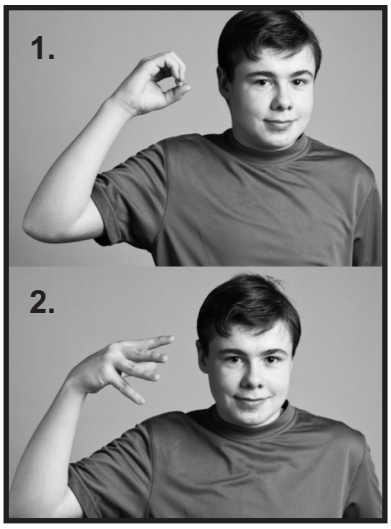
Rain

Open hands make two movements down, the fingers may wiggle slightly, or may move with force. (cheeks puffed for heavy rain).



Lightening

With palm forward, index finger moves downward sharply in zigzag.



Sun

Full “O” hand moves down/in as the fingers spring open at head height.

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Family

Mother

Form fingerspelt "M" (middle three fingers flat, thumb and little finger tucked under) and tap palm hand twice.

Father

Fingers on both hands form fingerspelt "F" (index and middle finger flat, other fingers tucked in) and tap twice.

Brother

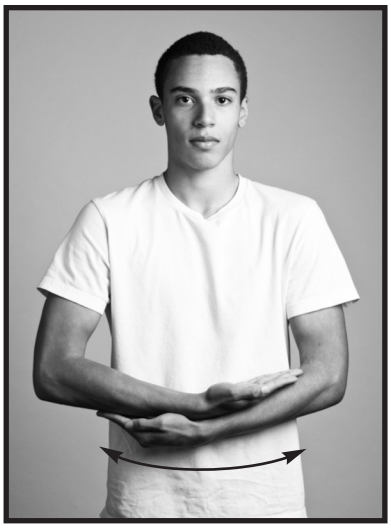
Knuckles of closed hands rub up and down against each other. Thumbs may be extended.

Sister

Right bend index finger taps twice on nose.

Me

Tip of index finger contacts the chest.



Baby

Arms move from side to side in rocking movements.

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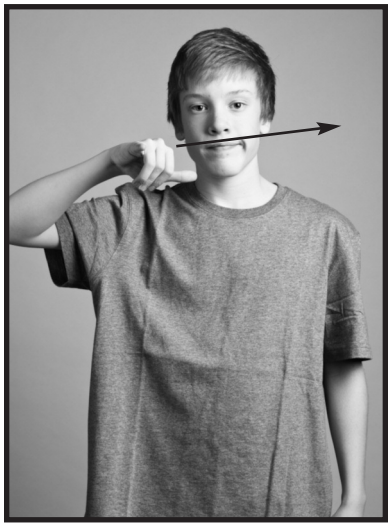
Travel



Aeroplane

Closed hand with thumb and little finger extended moves in action of a plane flying at eye level.

Boat

Tips of flat hands touch, hands held at an angle move forwards in up and down bobbing movements.

Train

Closed hand (fist) makes forward circular motions at side of body.

Car

Closed hands move in action of holding and moving a steering wheel.

Camera

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

Bus/Lorry

Palm up closed hands make wide flat steering movements.

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Feelings

Happy

Hands make repeated contact brushing against each other, with pleased expression.

Sad

Right palm faces left, flat hand moves down in front of nose. Mouth and shoulders droop.

Angry

Clawed hands move up body sharply to palm up, cheeks puffed, and brows furrowed.

Proud

Extended thumbs brush alternately down the chest in alternate backward circles.

Frightened/ Scared

Tips of clawed hand tap chest twice as body cringes back.

Jealous

Tips of clawed hand and drawn across the chest.

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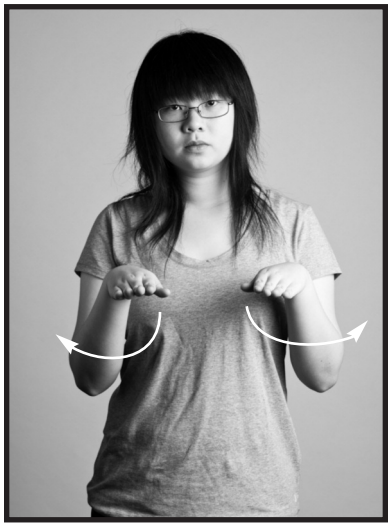
Sports

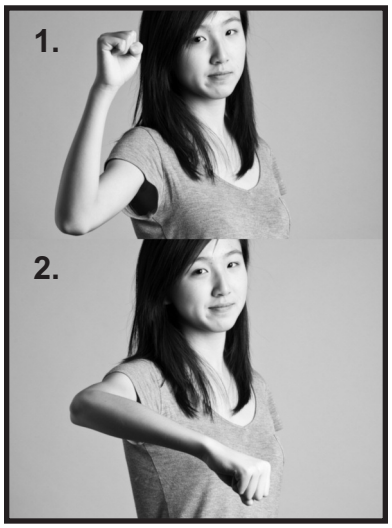


Swim

Flat hands move in forward circular movements, or arms can move in overarm strokes.

Football

Index fingers held pointing down; right hand twists forward from wrist path of the left hand ("kicking" to the side).



Tennis

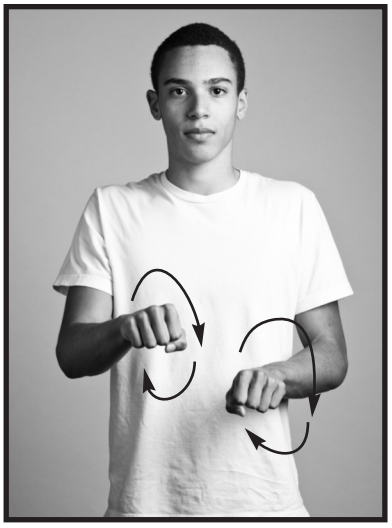
Motion hands as though serving a tennis ball.

Ski

Mime skiing actions.

Run

Closed hands make alternate forward/up and down/back movements at sides of body.



Bike

Closed hands make alternate forward circular motions.

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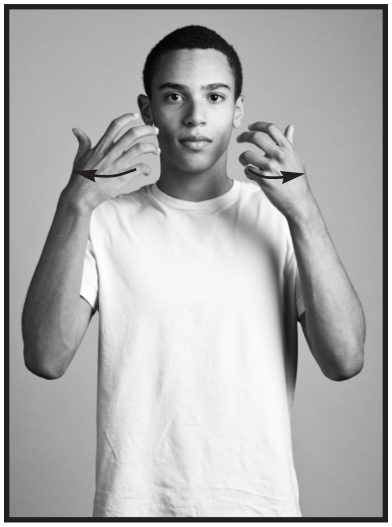
Animals/Pets



Cat

Fingers flex as hands make short repeated outward movements from sides of mouth.

Dog

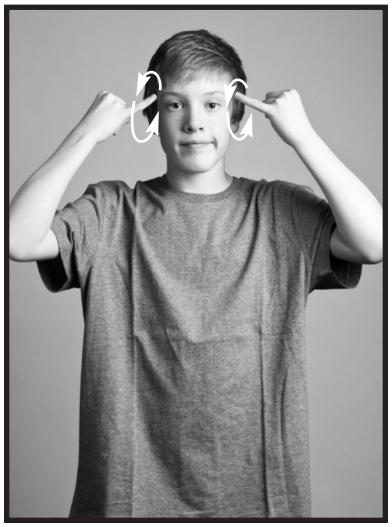
Hands with index and middle fingers flat and pointing down are held like a dog begging, with two short downward movements.

Bird

Index finger and thumb open and close in front of mouth.

Horse

Palm down closed hands make repeated movements forward/down.



Sheep

Extended little fingers make forward circles from sides of head. Can be one hand or two.

Fish

Flat hand moves diagonally forward with quick wiggling movements from the wrist.

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