

THEME 7: Communicating

Kindergarten

POST FAMILY VISIT

Aims

- ① To help students understand that some people have challenges in speaking and listening.
- ② To help students understand how it might feel to have those challenges.
- ③ To help students learn the importance of making everyone feel included.
- ④ To teach students some New Zealand Sign Language.

Preparation

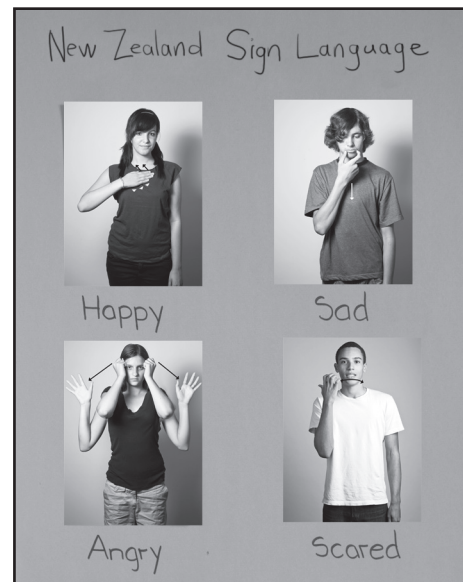


* Remember to pick one photo from the Family Visit to enlarge and add to your *ROE Baby's Big Book* with appropriate text, select a few photos to add to the photo album for the ROE family at the end of the year and some photos to be placed on the ROE Bulletin Board.

For Activities



- Make 1 photocopy of:
 - *New Zealand Sign Language Signs* (Appendix 7-D) for the song *The More We Get Together*
 - *New Zealand Sign Language Signs for Feelings* (Appendix 7-D).
- Create a *New Zealand Sign Language Poster* by gluing the four *New Zealand Sign Language Signs for Feelings* onto a large sheet of bristol board and writing the appropriate feeling underneath the photographs.
- Learn the signs from *New Zealand Sign Language Signs* that you will be presenting during this lesson.
- Consult the *Kindergarten Songs and Action Rhymes* at the end of the *Kindergarten Preface* and listen to the accompanying CD to become familiar with the songs *The More We Get Together*, and *If You're Happy and You Know It*.



With Classroom Teacher

- Contact the teacher to:
 - Confirm the date and time of the Visit.
 - Share the aims of the Visit and explain the lesson plan.
 - Ask for the *Children's Faces* Poster with the four *Children's Faces* line drawings that you used in Theme 4.
 - Ask if (s)he can find space in the classroom to post the *New Zealand Sign Language Poster* after the Visit. It will be used again in Theme 8.

Materials

- Photocopy of the *New Zealand Sign Language Signs* (Appendix 7-D)
- *Children's Faces* Poster from Theme 4
- *New Zealand Sign Language* Poster
- Photos for the ROE Bulletin Board
- Page for the *ROE Baby's Big Book*

Activities



Have the students sit in a group on the carpet facing you and start by singing the *ROE Children's Welcome Song*, having students show you how they are feeling with their thumbs.

Introducing the Lesson

Begin by saying that you're going to continue to talk about *Communicating* today. Remind the students about how they watched the way the baby communicated without words.

Miming (Aim ④)

Remind students about how you showed them some ways we communicate without words (showing that you were cold, etc.) Ask them to show you, with a sign or a movement, but not with words, that they would like you to be quiet (the finger to lips sign).

Discussing Feelings (Aims ① ② ③)

Tell students that not everyone can communicate with spoken words because some people can't hear and some people can't talk. Ask, "What might it feel like if you couldn't take part in talking to and playing with family and friends?" Explain that even though not all people can do the same things, it is very important to always make everyone feel welcome and included. Ask, "Do you know how people who can't hear or talk can communicate?"

New Zealand Sign Language (Aim ④)

Tell students that they are going to learn some words in a new language today.

Use the *New Zealand Sign Language Signs* for the song *The More We Get Together*, as your reference, to help you teach the students the signs for:

- *hello*
- *happy*
- *friend*
- *more*

Have students practice these signs and then ask, "Can you show me the sign for *friend* [for *happy*, for *more*, for *hello*]?"



Singing and Signing (Aims ② ③ ④)

Tell students that they're going to sing *The More We Get Together* and that they'll also use the signs they have learned.

POST FAMILY VISIT

*The more [sign more] we get together, together, together,
 The more [sign more] we get together, the happier [sign happy] we'll be.
 'Cause your friends are my friends and my friends are your friends [sign friends]
 The more [sign more] we get together, the happier [sign happy] we'll be.*

Explain to the students that they now have a way to include any children they meet who don't hear.



Emotion Sign Language (Aim ④)

Have the children sit in a U-shape. Tell them that you are going to teach them a few more signs for different types of feelings/emotions. Show them the *New Zealand Sign Language* Poster with the four photographs of the students and teach them the sign for: *happy*, *sad*, *angry/mad* and *scared*. Have students practice these signs and then ask: "Can you show me the sign for feeling happy, sad, angry [mad], and scared." Have the children sing the song *If You're Happy and You Know it*:

*If you're happy and you know it clap your hands
 If you're happy and you know it clap your hands
 If you're happy and you know it and your face is going to show it
 If you're happy and you know it clap your hands*

Repeat the song replacing *If you're happy and you know it clap your hands* with:

- *If you're sad and you know say boo boo.*
- *If you're angry [mad] and you know it breathe in and out [take a deep breath in and out while counting to 3]*
- *If you're scared and you know it, quiver and shake.*

When saying the emotion have the students sign it.

Miming Game (Aim ④)

Then show the children the *Children's Faces* Poster. For each of the drawings point to the face while reading aloud the emotion underneath and have the children repeat it as a group. Tell the students that they are going to play the miming game again just like they did a few months ago. Explain to them that you are looking for some volunteers to come up to the front to mime one of the four emotions and the class will guess which one it is – *happy*, *sad*, *angry/mad*, or *scared*. Tell them that when they come up you will whisper the emotion to them. Then looking at the Poster they can check how a person's face would look (eyes, mouth, brows) before miming the emotion for the class to guess. Once a child has guessed the emotion (for example, *sad*) then say to the class, "(S)he is feeling sad." Then make the sign for *sad* – refer to the *New Zealand Sign Language* Poster that you made. Leave both Posters in the classroom.



When picking volunteers, this activity can be done either individually or in small groups. It is important to remember that you are asking for volunteers and not making students feel uncomfortable by singling them out. You might want to let them know in advance that everyone might not be able to get a turn but they can play this game during class time with permission from their teacher (display the *New Zealand Sign Language* Poster in the classroom).

Concluding and Reflecting

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 and tell the baby how they are feeling – happy, sad, angry/mad or scared. Remind students that it is important that every person should feel included (feeling like they're part of the group) and if a child can't hear or speak, we have to make sure that they still feel part of the group. Say your goodbyes and tell the class you will see them next week when you will talk about *Who Am I?*



Add your page to the *ROE Baby's Big Book* and post the Family Visit photos on the ROE Bulletin Board. Encourage students to look at the photos to remind them of the Visit.

APPENDIX 7-D

New Zealand Sign Language Signs

Happy

Flat right hand pats upper chest (palm facing the signer), brushing upwards twice.



More

With the index finger pointed, move hand down towards waist in a sweeping motion.



Friend

Cup hands together (right over left) at chest and motion back and forth.



Hello

Wave hand as though saying hello.

APPENDIX 7-D

New Zealand Sign Language Signs for Feelings

Flat right hand pats upper chest (palm facing the signer), brushing upwards twice.



The tips of the thumb and forefinger touch the corners of the mouth, and the hand is moved vertically down a little way. Brows lowered, lower lip pouting.



Fists are raised to the temples, and move sharply forward/apart to palms forward, fingers spread. Brows frown, mouth grimacing.



With fingers curled, motion the hand back and forth in front of the chin.

APPENDIX 7-D

New Zealand Sign Language Signs for Feelings***Happy***

APPENDIX 7-D

New Zealand Sign Language Signs for Feelings***Sad***

APPENDIX 7-D

New Zealand Sign Language Signs for Feelings***Angry/Mad***

APPENDIX 7-D

New Zealand Sign Language Signs for Feelings***Scared***

