

## 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 be left out (excluded)
3. To help students learn the importance of making everyone feel included
4. To teach students some New Zealand Sign Language
5. To empower students to be inclusive

### Preparation

- Contact the teacher to:
  - Confirm the date and time of the visit
  - Explain the lesson plan
- Learn the signs from *New Zealand Sign Language* that you will be presenting

### Materials

- ◆ *New Zealand Sign Language* (Appendix Theme 7-C)

### Activities

#### *Introducing*

Begin by saying that we are talking about *communicating* today. Review the Family Visit and remind the students about how they watched the baby communicate without words.

#### *Miming*

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



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### ***Discussing Feelings*** (Aims 1-3, 5)

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 friends and family?" 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 students to suggest other reasons a person might feel left out. Ask for suggestions of how you could make the people described in these cases feel included. Ask students: "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: *New Zealand Sign Language* (a language for people who can't hear). Using the sheet provided as your reference, teach 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, 4, 5)

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

*The more (sign more) we get together, together, together,  
The more (sign more) we get together, the happier (sign happy) we'll be.  
For 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.*

Tell students that they now have a way to include any people they meet who don't hear. Give the students a sense of their positive power.

• If you have time, you could teach additional signs. You might want to teach signs that you could use in singing and signing *If You're Happy and You Know It*. Continue to use some of the signs from time to time in subsequent visits.



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### *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 and that they are happy. Remind students that it is important that every person feel included (which means a part of the group), and if a child has trouble participating for whatever reason, it is our job to help him or her.





## New Zealand Sign Language



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



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



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



Wave hand as though saying hello.

