

Humankind's Magic Healing

After every disaster comes a story of amazing recovery, we just rarely hear it. Let's show our children how phenomenally good we are at picking ourselves up again.

Watch this!

Play *Listening to the Silence*

- In this film, young children are at a school for the deaf. They have difficulty hearing and often, their world is filled with silence. This world is not filled with sadness, however, as their interactions with others create a world of joy, happiness, excitement, and discovery.



Talk about it!

	What did they take away from this film? Ask your students!	How can they relate this film to their own lives? Ask them!
Emotions	<ul style="list-style-type: none"> • Today the children were going to see a play. But why is it so special for this group of children? • Did any of the children appear to be sad or upset that they could not hear what others were saying? • Did any of the children seem confused or lost while they were dressing up to act out the play? 	<ul style="list-style-type: none"> • How would you feel if you were deaf? • Do you think you would be sad and upset or happy like the children on the film? • Have you ever known someone who was deaf? • If so, how did they seem? Were they sad and depressed or did they act just like you?
Reasoning	<ul style="list-style-type: none"> • The puppets in this play were images on sticks that could not move their mouths. Would facial expressions have made it easier to understand the play? Why or why not? • The children did not speak. How do you know if they enjoyed it and understood the play? 	<ul style="list-style-type: none"> • What was the teacher doing to help her students understand the play? • Have you ever seen anyone do sign language before? • Did you learn any sign language just from watching this film?
Actions	<ul style="list-style-type: none"> • After the play was over what did the children do? • How do you think acting out the play helped them? 	<ul style="list-style-type: none"> • Why is learning sign language an important way to connect with others who are deaf? • How hard do you think it would be to learn sign language?

Try this!

Get some perspective!

What is it like to “walk in someone else’s shoes?” Considering how others feel is the first step into doing something kind for others.

- Ask your students how people who are deaf communicate.
- Discuss how some people who are deaf learn to read the lips of others to understand what they are saying.
- How easy or hard do your students think this would be?
- Try it! Break the class up into different groups of 3-5 students per group.
- Tell them that you are going to say something to each group by only using your mouth, but not making a sound.
- Each group will try to figure out the word you are saying.
- Here are some ideas for words:
 - Love
 - Laugh
 - Mat
 - Elephant
 - Cook
 - Daughter
 - Catch
 - Mother
 - Alligator
- Discuss with the class which words were easier and which words were harder. Were the longer words harder or easier than the shorter words?
- Remind the class that while this seemed like a fun game, not hearing can be very frustrating at times, and just as they struggled to understand others, others struggle to understand them. Patience and understanding goes a long way.

Look, smile, chat!

Even when we cannot speak to people, there is still a lot we can say to show them that we are friendly and that we care.

- When we meet someone, there is a lot that we do without even using our words. Ask your class:
 - When you meet someone new, what do you do with your face? (Smile at them)
 - What do you do with your hands? (wave to them, put your hand out to shake hands)
 - What do you do with your body? (walk up to them)
- Ask two students to come to the front of the class. Tell them to walk towards each other and show the class how they say hello without ever saying a word.
- Let everyone try this and discuss how easy it is to say hello to someone and show them you care even when they cannot hear you.

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Gain some perspective!

What is it like to “walk in someone else’s shoes?” Considering how others feel is the first step into doing something kind for others.

- Ask your students what the 5 senses are (taste, touch, smell, sight, hearing).
- Why are the 5 senses so important to humans?
- What would it be like to lose one of your senses?
- Watch the film again, this time with the volume turned all of the way down.
- Ask your students how different the film felt from seeing it the first time.
- Did they notice something different that they did not notice before?
- Did they feel the same way about the film? Did they feel like it was more impactful or less impactful?
- Play the film again, this time with the sound up and the video off or have them put their heads down on their desks.
- Ask your students how different the film felt from seeing it the first time.
- Did they notice something different that they did not notice before?
- Did they feel the same way about the film? Did they feel like it was more impactful or less impactful?
- If possible, hand out crackers to the class. Have them eat the cracker while holding their noses. Does it taste the same or different?
- Discuss how losing one of your senses change another sense. Not hearing makes the visual more effective, not seeing makes the audio more impactful, and losing smell makes taste less powerful.

Connect with others!

Humans are born with many different abilities or disabilities. Regardless of what a person can or cannot do, connecting with others is important.

- Ask children how people who are deaf communicate.
- While some read lips, others communicate via sign language. Go on the internet and find the type of sign language used in your area. Print out the signs for each letter of the alphabet.
- Inform each child that the way to sign your name is by spelling it.
- Go through the different letters with the whole class practicing each letter.
- Instruct the class that they are to learn how to sign their name and let them spend some time learning how to do so on their own.
- Search on the internet how to sign the words “My name is.”
- When the students have learned to sign their name, teach them how to sign “My name is.”
- Have students come up to the front of the class and sign “My name is (their name).”
- Discuss how this will help them make the first connection with someone who is deaf.

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Look, smile, chat!

Even when we cannot speak to people, there is still a lot we can say to show them that we are friendly and that we care.

- When we meet someone, there is a lot that we do without even using our words. Ask your child to show you:
 - When you meet someone new, what do you do with your face? (Smile at them)
 - What do you do with your hands? (wave to them, put your hand out to shake hands, give them a high five)
 - What do you do with your body? (walk up to them, hug them)
- Ask your child to go out of the room and then walk back in and you will both greet each other without using any words.
- Ask your child how easy it was or how hard it was.
- Go on the internet to find the sign for “please” and “thank you.”
- Tell your child that you are to say “please” and “thank you” to each other for the rest of the day in sign language, rather than words.
- Count how many times your child did it. At the end of the day, review how easy it was to say “please” and thank you” without using any words at all.

Let's communicate!

It may seem like talking is the only way to communicate with others, but there is so much you can do without words.

- Ask your child to pretend that they cannot speak and ask them if they can communicate these different phrases to someone:
 - Yes
 - No
 - I'm mad.
 - Come here.
 - Do you want a drink?
 - Go away.
 - That's bad.
 - We won!
 - I don't know.
 - I'm bored.
 - Are you hungry?
- Now it's your turn! Tell your child that you will act out the phrases and it is his/her turn to guess what you are saying without using any of your words!
- Point out that they can communicate with someone who cannot hear a lot better than they thought they could!