



# Kids Keeping in Touch

through

Florida  
Relay



**Hearing Loss Awareness**

A Program for Grades 3 through 5

# Table of Contents

<b>Kids Keeping in Touch – Overview</b> . . . . .	<b>.2</b>
<b>Hearing Loss Awareness Pre/Post-Test</b> . . . . .	<b>.3</b>
<b>Pre/Post-Test Answer Key</b> . . . . .	<b>.4</b>
<b>Unit 1: The Human Body</b> . . . . .	<b>.5</b>
<b>Lesson Plan #1A – The Five Senses</b>	
<b>Lesson Plan #1B – Parts of the Ear/Causes of Hearing Loss</b>	
<b>Lesson Plan #1C – Hearing Aids</b>	
<b>Lesson Plan #1D – Cochlear Implants</b>	
<b>Unit 2: Society and Culture</b> . . . . .	<b>.29</b>
<b>Lesson Plan #2A – Comparing Cultures</b>	
<b>Lesson Plan #2B – Identifying Differences</b>	
<b>Lesson Plan #2C – Reading for Literary Experience</b>	
<b>Lesson Plan #2D – Myths and Truths About Hearing Loss</b>	
<b>Unit 3: Technology and Communication</b> . . . . .	<b>.47</b>
<b>Lesson Plan #3A – History of Sign Language</b>	
<b>Lesson Plan #3B – Sign Language</b>	
<b>Lesson Plan #3C – Learning About Cued Speech</b>	
<b>Lesson Plan #3D – Using an Interpreter</b>	
<b>Lesson Plan #3E – Communication Before Technology</b>	
<b>Lesson Plan #3F – Using <b>FLORIDA RELAY</b></b>	
	
<b>Unit 4: Students-to-Students Program</b> . . . . .	<b>.81</b>
<b>Glossary of New Terms</b> . . . . .	<b>.88</b>
<b>Appendix I – General Overview of Florida Relay</b> . . . . .	<b>.89</b>
<b>Appendix II – Making and Receiving Florida Relay Calls</b> . . . . .	<b>.91</b>
<b>Appendix III – Frequently Asked Questions About Hearing Loss     and Florida Relay</b> . . . . .	<b>.92</b>
<b>Appendix IV – Standard TTY Abbreviations</b> . . . . .	<b>.93</b>
<b>Resource Guide</b> . . . . .	<b>.94</b>

# ***Kids Keeping in Touch – Overview***

Welcome to *Kids Keeping in Touch*, a hearing loss awareness program for school-aged children. This informational, enriching program is for classroom teachers and support personnel to use as an enhancement to their existing curriculum.

Florida Relay, a free public service provided by the State of Florida, enables people of all ages who use a standard telephone to communicate with people who are deaf, hard of hearing, Deaf/Blind or speech impaired and use a TTY (text telephone). The *Kids Keeping in Touch* program was designed to increase awareness and sensitivity to communication differences between children and to encourage them to use Florida Relay. The program is targeted toward children in intermediate elementary grades three through five, but the lessons are very flexible and may be adapted to other grade levels as well. Many lessons may be used in isolation, and units do not have to be taught sequentially.

How does Florida Relay work? It's easy. A call may be initiated by a person using either a standard telephone or a TTY. In Florida, dial 7-1-1, or 1-800-955-8770 from anywhere, and give the operator the phone number of the person you would like to call. The operator will connect you with the TTY user and then relay the conversation between the two of you. (A TTY looks much like a standard telephone with a keyboard, a text screen and/or a paper printout). The TTY user types his or her side of the conversation into the TTY, and that message is read to you by the operator. The operator then listens and types your words back to the TTY user.

*Kids Keeping in Touch* is intended to help teachers educate children about Florida Relay and those individuals with hearing loss whom Florida Relay is proud to serve. Lessons are divided into four main units: The Human Body, Society and Culture, Technology and Communication, and the Students-to-Students Program.

We welcome feedback on the usefulness of *Kids Keeping in Touch* in your educational setting. To share comments or for more information, please contact Florida Telecommunications Relay, Inc., Customer Service at 1-800-222-3448 or 1820 East Park Avenue, Suite 101, Tallahassee, FL 32301. Or, you can visit us online at [www.ftri.org](http://www.ftri.org).

# Hearing Loss Awareness Pre-Test/Post-Test

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

---

Write true (T) or false (F).

- \_\_\_\_\_ 1. People who are deaf live in a silent world.
- \_\_\_\_\_ 2. All people who are deaf lip-read well.
- \_\_\_\_\_ 3. When speaking to a person with hearing loss, do not shout.
- \_\_\_\_\_ 4. Avoid chewing gum, eating, or covering your mouth when speaking to a person with hearing loss.
- \_\_\_\_\_ 5. People who are deaf can make and receive phone calls.
- \_\_\_\_\_ 6. Sign language is the same all over the world.
- \_\_\_\_\_ 7. New signs are being added to sign language all the time.
- \_\_\_\_\_ 8. The culture of people who are deaf is different from those who have an illness-, trauma-, or age-related hearing loss.
- \_\_\_\_\_ 9. A leading cause of hearing loss in children is a childhood infectious disease.
- \_\_\_\_\_ 10. People who are deaf are less intelligent than people who can hear.

# Pre-Test/Post-Test ANSWER KEY

TEACHER NOTE: Although these statements will be discussed throughout the units, please explain the answers as you check the pre-test with your students.

1. **False** – “Noise” can be visual for people who are deaf. For example, traffic, crowds, or flashing lights are “noisy.” Also, most people who are deaf do hear something, even if it is only a horn honking.
2. **False** – Some people who are deaf are very skilled lip readers, but many are not. This is because many speech sounds have identical mouth movements. For example, “p” and “b” look exactly alike on the lips.
3. **True** – Shouting will not make your message any clearer and may distort it.
4. **True** – When a person who is deaf can read your lips without interference, communication is easier and less stressful.
5. **True** – The use of TTYs (text telephones) allows people who are deaf and hard of hearing to make and receive phone calls.
6. **False** – Each country has its own sign language and alphabet.
7. **True** – With technology and the need for new terms, new signs are always being added.
8. **True** – Although these people share the condition of not hearing with people who are deaf, they do not have access to the knowledge, beliefs, and practices that make up the culture of people who are deaf.
9. **True** – Childhood diseases such as mumps and measles can cause hearing loss.
10. **False** – Hearing ability is unrelated to intelligence. Lack of knowledge about deafness, however, has often limited educational and occupational opportunities for people who are deaf.

# Unit 1



# The **Human Body**

# Lesson Plan #1A

## Correlation to Sunshine State Standards, Florida Comprehensive Assessment Test (FCAT) and English as a Second Language (ESOL).

### Health - Health Literacy

Standard 1: The student comprehends concepts related to health promotion and disease prevention (HE.A.1.2).

Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
HE.A.1.2.1 Understands the functions of human body systems.	1A; 1B	No

### Science - Processes of Life

Standard 1: The student describes patterns of structure and function in living things (SC.F.1.2).

Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
SC.F.1.2.1 Knows that the human body is made of systems with structures and functions that are related.	1A; 1B	Yes

### Science - Nature of Science

Standard 1: The student uses the scientific processes and habits of mind to solve problems (SC.H.1.2).

Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
SC.H.1.2.5 Knows that a model of something is different from the real thing, but can be used to learn something about the real thing.	1A; 1B	Yes

Suggested ESOL Instructional Approach	Addressed in Unit(s)	ESOL Strategies	Addressed in Unit(s)
Total Physical Response	1A, 2C	Field Experiences	1A, 2C, 3B, 3C, 3G

The  
**Human  
Body**



# Instructional Lesson Plan #1A

Unit: **The Human Body**

Subject: **Hearing Loss Awareness**

Lesson Topic: **The Five Senses**

Time: **One 30-minute period**

Program Outcome(s)/Goal(s)/Expectation(s): **Students will demonstrate their ability to interpret and explain information generated by their exploration of scientific phenomena.**

Program Indicator(s): **Living things have special parts that allow them to do certain things.**

Student Outcome(s): **Students will identify the five senses. Students will try to identify objects with one or more of their five senses missing.**

---

Context for Learning: The students should discuss that making observations is a large part of science. In order to make observations, they need to use their five senses: sight, hearing, smell, taste and touch.

The teacher will need the following materials:

- The Five Senses (Handout #1)
- A paper mystery bag with items to identify (Examples: soap, cotton, cinnamon, whistle)
- Learning Log (Handout #2)



# Instructional Delivery

## Opening Activities/Motivation

Tell students that today they will try to guess what is in the mystery bag by using some of their senses.

### Procedure

1. Read student outcome together.
2. Discuss how the five senses are useful to us.
3. Use Handout #1 to review the five senses. Ask students to predict how they would manage if one or more of their senses were missing.
4. Show the mystery bag and explain that they will take turns trying to guess each object in the bag. This could be done in cooperative groups.
5. When the activity is finished, ask students to complete the Learning Log (Handout #2) to explain how senses help us. They should include some explanation of how they would manage if one or more of their senses was missing.
6. Enrichment Activity: Show a video of your choice with no sound. Ask students to explain what could be done to make this easier to understand. Discuss closed captions (see Resource Page), and/or if possible, turn on that feature of the television.

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## Assessment/Evaluation

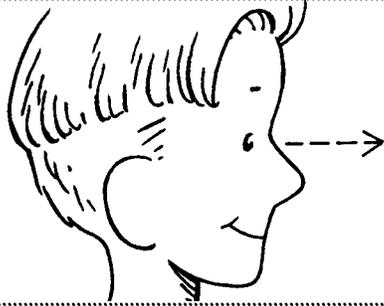
The Learning Log may be used to assess the students' knowledge of the five senses.

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## Closure

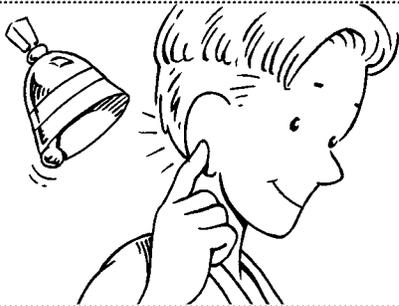
Instruct students to summarize what they learned about the five senses.





**SIGHT**

**TOUCH**



**HEARING**

**TASTE**



**SMELL**





# Lesson Plan #1B

## Correlation to Sunshine State Standards, Florida Comprehensive Assessment Test (FCAT) and English as a Second Language (ESOL).

<b>Science - Processes of Life</b>		
Standard 1: The student describes patterns of structure and function in living things (SC.F.1.2).		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>FCAT Benchmark?</b>
SC.F.1.2.1 Knows that the human body is made of systems with structures and functions that are related.	1A; 1B	Yes

<b>Science - Nature of Science</b>		
Standard 1: The student uses the scientific processes and habits of mind to solve problems (SC.H.1.2).		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>FCAT Benchmark?</b>
SC.H.1.2.5 Knows that a model of something is different from the real thing, but can be used to learn something about the real thing.	1A; 1B	Yes

<b>Health - Health Literacy</b>		
Standard 1: The student comprehends concepts related to health promotion and disease prevention (HE.A.1.2).		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>FCAT Benchmark?</b>
HE.A.1.2.1 Understands the functions of human body systems.	1A; 1B	No

<b>Suggested ESOL Instructional Approach</b>	<b>Addressed in Unit(s)</b>	<b>ESOL Strategies</b>	<b>Addressed in Unit(s)</b>
Cognitive Academic Language Learning	1B, 1C, 1D, 2B, 2D, 3D, 3E	Asking higher and lower order questions;  Visuals	1B, 2B, 2D, 3E;  1B, 1D, 2A



# Instructional Lesson Plan #1B

Unit: **The Human Body**

Subject: **Hearing Loss Awareness**

Lesson Topic: **Parts of the Ear/Causes of Hearing Loss**

Time: **One 45-minute period**

Program Outcome(s)/Goal(s)/Expectation(s): **Students will demonstrate the ability to employ the language, instruments, methods and materials of science for collecting, organizing, interpreting and communicating information.**

Program Indicator(s): **Living things have special parts that allow them to do certain things.**

Student Outcome(s): **Students will identify and label parts of the ear and explain the causes of hearing loss.**

---

Context for Learning: Students must understand that a system has parts that work together. The ear is a system within the human body. Discuss examples of other systems within the body such as the eye, heart, and brain.

The teacher will need the following materials:

- Model of the ear (if available)
- Parts of the Ear (Handout #1) and (Transparency #1)
- Answer Key for Parts of the Ear (Teacher Resource Sheet)
- How We Hear - (Handout #2) and (Transparency #2)
- Major Causes of Hearing Loss (Handout #3) and (Transparency #3)
- Activity Questions (Handout #4)
- Cotton balls



# Instructional Delivery

## Opening Activities/Motivation

Tell students that today they will try to experience what it is like to have a hearing loss. Have them put cotton in their ears and listen to a short story. Speak very softly when telling the story. Ask children to answer some questions about the story. Discuss why they missed some of the story and how they felt about missing some of the words.

## Procedure

1. Read student outcome together.
2. Discuss how the ear works as a system.
3. Use Overhead Transparency and Handout #1, Parts of the Ear, to show the parts of the ear. Have students label each part as it is discussed. Show the parts on the model of the ear, if available.
4. Ask students what would happen if a part of the ear did not work.
5. Use Overhead Transparency and Handout #2, How We Hear, to discuss symptoms of hearing loss. Relate them to the earlier experiment with the short story and the cotton in their ears.
6. Use Overhead Transparency and Handout #3, and Major Causes of Hearing Loss, to discuss causes of hearing loss.

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## Assessment/Evaluation

Have students answer Activity Questions (Handout #4).

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## Closure

Summarize what students learned about the human ear and how it works as a system. Review the leading causes of hearing loss.

# Overhead Transparency #1

## Parts of the Ear

Please label the parts of the ear.

Name: \_\_\_\_\_



### Word Bank

auditory canal  
semicircular canals  
pinna (outer ear)  
oval window

auditory nerve  
eardrum  
cochlea  
eustachian tube

wax gland

The  
**Human  
Body**



# Handout #1

## Parts of the Ear

Please label the parts of the ear.

Name: \_\_\_\_\_



### Word Bank

auditory canal  
semicircular canals  
pinna (outer ear)

oval window  
auditory nerve  
eardrum

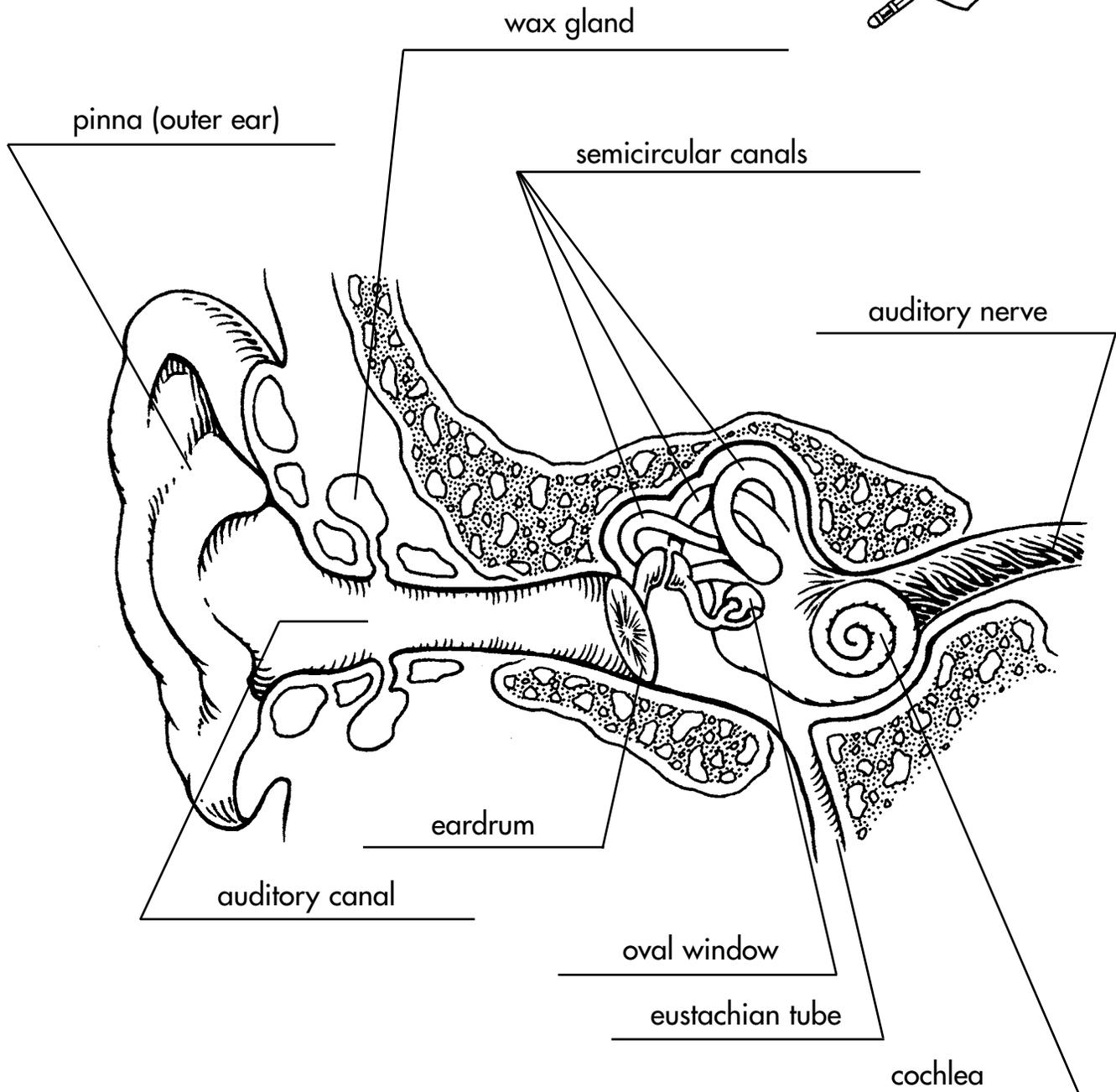
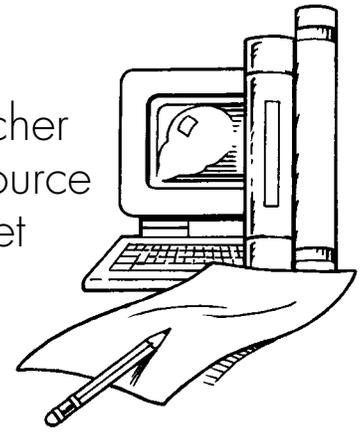
cochlea  
eustachian tube  
wax gland

The  
**Human  
Body**



# Parts of the Ear ANSWER KEY

Teacher  
Resource  
Sheet



## Word Bank

auditory canal  
semicircular canals  
pinna (outer ear)

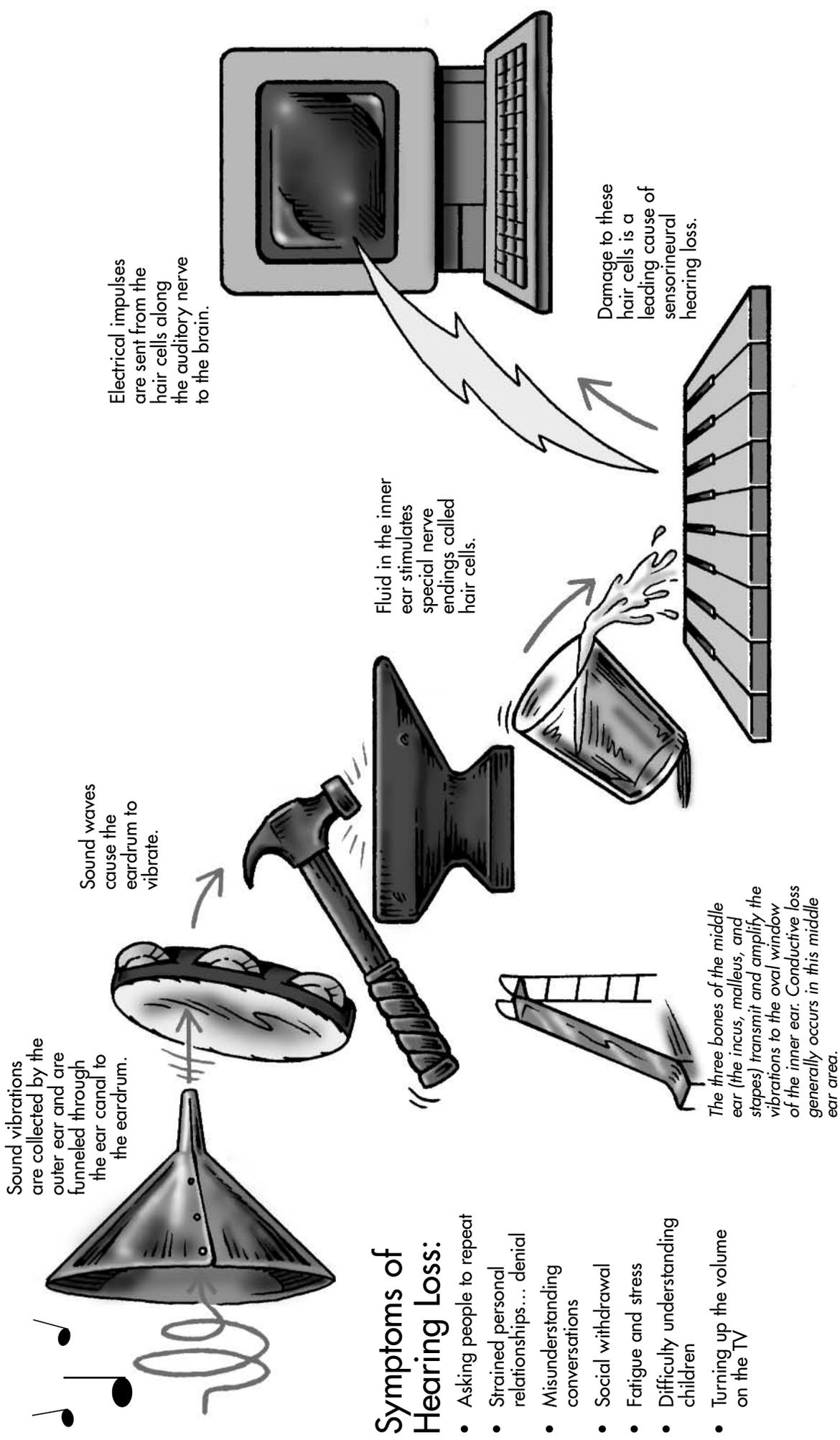
oval window  
auditory nerve  
eardrum

cochlea  
eustachian tube  
wax gland

The  
**Human  
Body**



# How We Hear

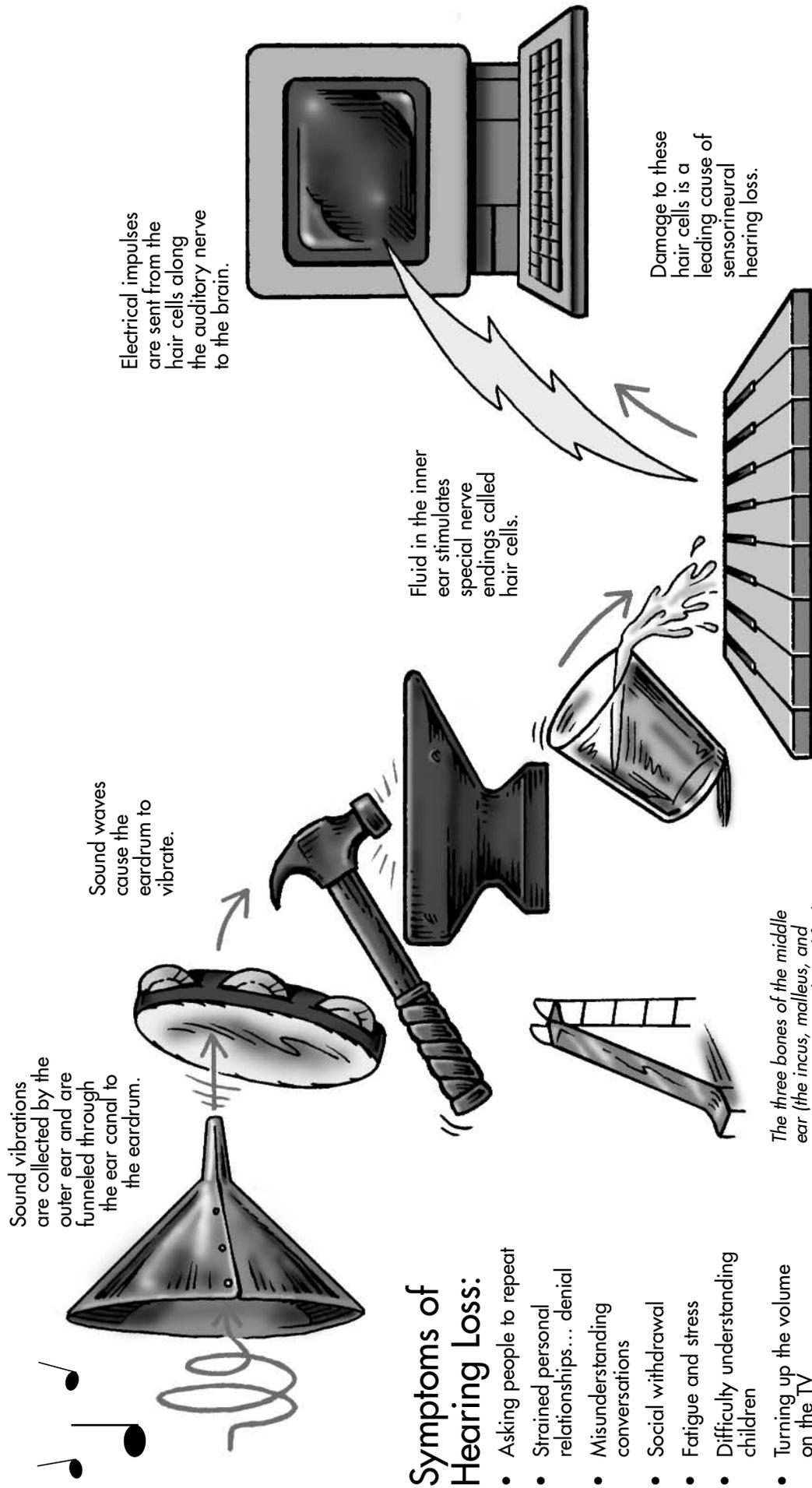


## Symptoms of Hearing Loss:

- Asking people to repeat
- Strained personal relationships... denial
- Misunderstanding conversations
- Social withdrawal
- Fatigue and stress
- Difficulty understanding children
- Turning up the volume on the TV

# Handout #2 Patient Ear Chart

# How We Hear



## Symptoms of Hearing Loss:

- Asking people to repeat
- Strained personal relationships... denial
- Misunderstanding conversations
- Social withdrawal
- Fatigue and stress
- Difficulty understanding children
- Turning up the volume on the TV

# Major Causes of Hearing Loss

## Adults

- Excessive noise exposure
- Presbycusis-aging process
- Tumors and other space occupying lesions
- Vascular and circulatory disorders
- Heredity

## Other

- Bacterial Meningitis
- Head trauma
- Otoxic medications
- Childhood infectious diseases (mumps, measles)

## Children

### Middle Ear Problems

- Before age six, 90% of all children in the United States will suffer from Otitis Media (ear infection).

### Congenital

- Craniofacial Anomalies
- Family history of hearing loss
- Congenital infections

# Major Causes of Hearing Loss

## Adults

- Excessive noise exposure
- Presbycusis-aging process
- Tumors and other space occupying lesions
- Vascular and circulatory disorders
- Heredity

## Other

- Bacterial meningitis
- Head trauma
- Otoxic medications
- Childhood infectious diseases (mumps, measles)

## Children

### Middle Ear Problems

- Before age six, 90% of all children in the United States will suffer from Otitis Media (ear infection).

### Congenital

- Craniofacial anomalies
- Family history of hearing loss
- Congenital infections

# Handout #4 Activity Questions

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Explain how the ear is a system and what would happen if one part did not work. Use correct terminology with the help of your handouts.

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2. Explain one leading cause of hearing loss.

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3. Describe what it was like when you could not hear well. Include specific details in your description.

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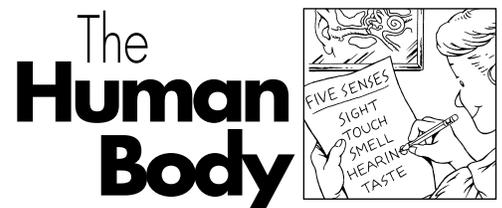
# Lesson Plan #1C

## Correlation to Sunshine State Standards, Florida Comprehensive Assessment Test (FCAT) and English as a Second Language (ESOL).

<b>Language Arts - Reading</b>		
Standard 2: The student constructs meaning from a wide range of texts (LA.A.2.2).		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>FCAT Benchmark?</b>
LA.A.2.2.1 Reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.	1C; 1D; 2A; 2B; 2C; 3A; 3B; 3E	Yes
LA.A.2.2.2 Identifies the author's purpose in a simple text.	1C; 1D; 2A; 2B; 2C; 3E	Yes
LA.A.2.2.5 Reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.	1C; 1D; 2A; 2B; 2C; 3A; 3E	No
LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.	1C; 1D; 2B	Yes

<b>Language Arts - Literature</b>		
Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama (LA.E.2.2).		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>FCAT Benchmark?</b>
LA.E.2.2.4 Identifies the major theme in a story or nonfiction text.	1C; 1D; 2A; 2C	No
LA.E.2.2.5 Forms his or her own ideas about what has been read in a literary text and uses specific information from the text to support these ideas.	1C; 1D; 2C	No

<b>Suggested ESOL Instructional Approach</b>	<b>Addressed in Unit(s)</b>	<b>ESOL Strategies</b>	<b>Addressed in Unit(s)</b>
Cognitive Academic Language Learning	1B, 1C, 1D, 2B, 2D, 3D, 3E	Cooperative Learning;  Jigsawing	1C, 3A, 3B, 3D  1C



# Instructional Lesson Plan #1C

Unit: **The Human Body**

Subject: **Hearing Loss Awareness**

Lesson Topic: **Hearing Aids**

Time: **One-hour period**

Program Outcome(s)/Goal(s)/Expectation(s): **Students will demonstrate the ability to interpret information by interacting with a text.**

Program Indicator(s): **Students will demonstrate the ability to acquire interpretation skills when reading to be informed.**

Student Outcome(s): **Students will read to be informed and report information by using the cooperative learning strategy called Jigsaw.**

---

Context for Learning: The students have been studying how technology has helped improve hearing. Today they will read about hearing aids and work in cooperative groups. Each group will be responsible for reading one section about hearing aids and reporting what they learn to the whole class. The class will listen and complete a TABA chart.

The teacher will need the following materials:

Articles about hearing aids (Handouts #1, #2, #3, and #4)

Worksheet for group notes (Handout #5 – This could be a transparency for each group)

TABA chart (Handout #6)

Group Roles Transparency (Teacher Resource Sheet)



# Instructional Delivery

## Opening Activities/Motivation

Explain to the students that today they will be using the cooperative learning strategy called Jigsaw. It will save a lot of time and each group will be experts on a particular subject. Then, group members will report to the class what they have learned. At this time, explain and assign roles. (Teacher Resource Sheet)

## Procedure

1. Read the student outcome together.
2. Give each group their assignment and note-taking sheet. (Handouts #1, #2, #3 and #4)
3. The reader should read the selection to the group.
4. The group should discuss important points to report to the class and the recorder should write each point on the note-taking sheet. (Handout #5)
5. Each group will report important information from their text to the entire class.
6. All students should complete the TABA chart on hearing aids. (Handout #6)

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## Assessment/Evaluation

The teacher may collect the Closure Activity. A listening and speaking grade also can be given while the groups are reporting.

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## Closure

Have students write three things they learned about hearing aids.

## Digital Hearing Aids

Digital hearing aids are made with a microchip inside of them and are programmed by computer. Once the hearing aid is disconnected from the computer, the hearing aid responds to multiple sounds and adapts to a large number of listening environments. Here's how a digital hearing aid works: the sound wave enters a microphone in the hearing aid, and the sounds translated into a series of numbers. A special processor in the hearing aid then performs many mathematical calculations and helps keep the sounds within a patient's personal comfort zone. The digital signal is then fed into a receiver and into the ear as a clear sound.



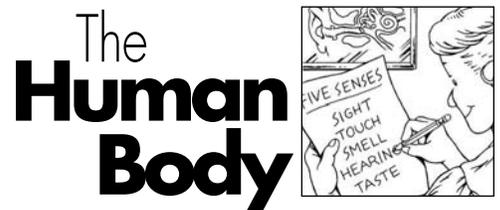
# Disposable Hearing Aids

Disposable hearing aids, just like contact lenses, are virtually invisible once inserted into the ear. Their translucent shell shape blends into a variety of skin tones. This type of hearing aid is made with soft materials, and provides excellent sound quality. Users replace disposable hearing aids every 40 days with a fresh, new one. This eliminates the need for hearing aid repairs and hearing aid batteries.



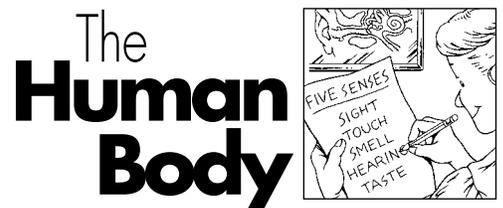
## Programmable Hearing Aids

A programmable hearing aid has digitally programmed instructions in its memory, inside the hearing aid. The hearing aid is specially programmed to respond to specific environments based on the results of the user's hearing test. Once programmed, the hearing aid can easily be readjusted, fine-tuned or even replaced in the event that a person's hearing needs change. This hearing aid offers a better way to accommodate an individual's hearing needs, allowing the greatest flexibility of all hearing aids.

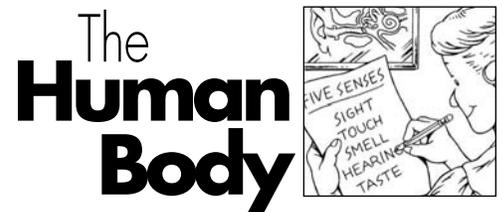
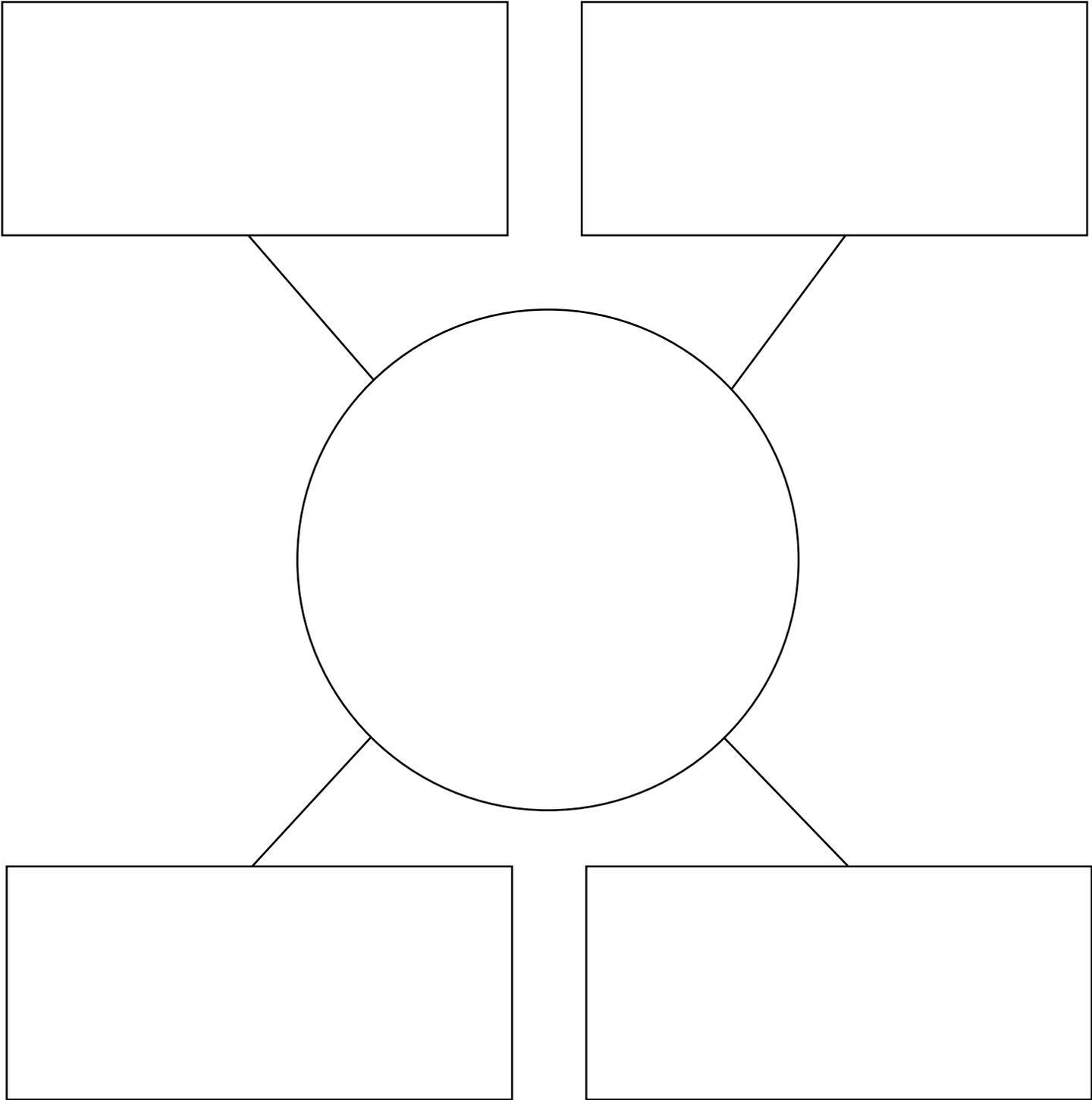


# Conventional (Analog) Hearing Aids

Conventional hearing aids increase sound level and fit on the back of the ear or inside the ear. An analog (conventional) hearing aid has an electronic circuit that closely matches a person's hearing-loss needs. It is possible to make one or two adjustments to the hearing aid. These aids offer the most basic type of amplification and are a good choice when money is the major concern. (They are the most inexpensive.)



# Handout #5 Group Notes

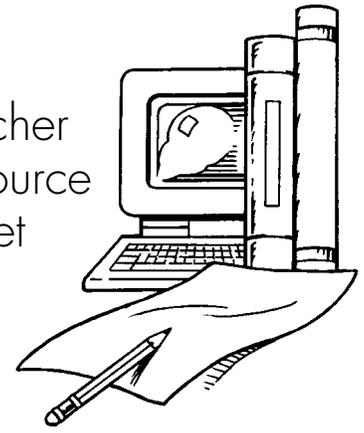


<b>Type of Hearing Aid</b>	<b>Description</b>	<b>Advantages</b>	<b>Disadvantages</b>



## Group Roles

Teacher  
Resource  
Sheet



**READER:** The reader should read the selection clearly to the group.

**RECORDER:** The recorder should write down important facts discussed by the group.

**TIMEKEEPER:** The timekeeper should keep track of the time and tell the group how much time remains.

**PRESENTER:** The presenter should speak clearly to the whole class when explaining what the group learned from the selection.

# Lesson Plan #1D

## Correlation to Sunshine State Standards, Florida Comprehensive Assessment Test (FCAT) and English as a Second Language (ESOL).

<b>Language Arts - Reading</b>		
Standard 2: The student constructs meaning from a wide range of texts (LA.A.2.2).		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>FCAT Benchmark?</b>
LA.A.2.2.1 Reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.	1C; 1D; 2A; 2B; 2C; 3A; 3B; 3E	Yes
LA.A.2.2.2 Identifies the author's purpose in a simple text.	1C; 1D; 2A; 2B; 2C; 3E	Yes
LA.A.2.2.5 Reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.	1C; 1D; 2A; 2B; 2C; 3A; 3E	No
LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.	1C; 1D; 2B	Yes

<b>Language Arts - Literature</b>		
Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama (LA.E.2.2).		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>FCAT Benchmark?</b>
LA.E.2.2.4 Identifies the major theme in a story or nonfiction text.	1C; 1D; 2A; 2C	No
LA.E.2.2.5 Forms his or her own ideas about what has been read in a literary text and uses specific information from the text to support these ideas.	1C; 1D; 2C	No

<b>Suggested ESOL Instructional Approach</b>	<b>Addressed in Unit(s)</b>	<b>ESOL Strategies</b>	<b>Addressed in Unit(s)</b>
Cognitive Academic Language Learning	1B, 1C, 1D, 2B, 2D, 3D, 3E	Visuals; Concept Mapping	1B, 1D, 2A 1D, 3E



# Instructional Lesson Plan #1D

Unit: **The Human Body**

Subject: **Hearing Loss Awareness**

Lesson Topic: **Cochlear Implants**

Time: **One-hour period**

Program Outcome(s)/Goal(s)/Expectation(s): **Students will demonstrate the ability to construct, extend and examine meaning by interacting with a text.**

Program Indicator(s): **Students will demonstrate the ability to interpret a text when reading to be informed.**

Student Outcome(s): **Students will distinguish between the benefits and limitations of cochlear implants by reading an expository text.**

---

Context for Learning: Students may have already studied the parts of the ear (page 15 in Unit #1). Today they will refer to the cochlea and discuss the benefits and limitations of cochlear implants. Students will work in cooperative teams using "Round Robin."\*

The teacher will need the following materials:

- Answer Key for Benefits and Limitations (Teacher Resource #1)
- Black Line Master for Sets of Cards (Teacher Resource #2)
- Work Mat (Handout #1)

\* The Round Robin is explained under the Procedure Section.

# Instructional Delivery

## Opening Activities/Motivation

Use page 15 in Unit #1 to point out where the cochlea is located in the ear. Explain that the word “implant” means to insert surgically. The cochlear implant is a device used to help individuals with profound hearing loss (persons who are very hard of hearing and communicate primarily through lip reading and/or sign language) attain some degree of sound perception.

## Procedure

1. Read the student outcome together.
2. Review meanings of “benefit” and “limitation.” Use examples such as:
  - A **benefit** of getting a good education is finding a good job.
  - One **limitation** of sunbathing is the possibility of getting skin cancer.
3. Have students work in teams of four. Each team gets a set of cards with statements about cochlear implants. They must decide which statements are benefits and which ones are limitations. Use the Round Robin method in which each student takes a turn reading their card and then decides whether it is a benefit or limitation. Place the card under the proper heading on the Work Mat. Then the team can discuss whether or not they agree with the answer.

---

## Assessment/Evaluation

Teacher observation.

---

## Closure

Use the Teacher Resource Sheets to have teams check their answers. Discuss the reason each card was either a benefit or limitation.

# ANSWER KEY for Benefits and Limitations

Teacher  
Resource  
Sheet #1



Noisy environments remain a problem for cochlear-implanted adults.

**Answer: limitation**

Improvements in the speech perception and speech production of children after cochlear implantation.

**Answer: benefit**

Children who receive cochlear implants at a young age are on average more accurate in their production of consonants, vowels, intonation and rhythm.

**Answer: benefit**

There is no definition of a successful implant user. There are no set standards or expectations for individuals using cochlear implants.

**Answer: limitation**



# Black Line Master for Sets of Cards

Teacher  
Resource  
Sheet #2



Noisy environments remain a problem for cochlear-implanted adults.

Improvements in the speech perception and speech production of children after cochlear implantation.

Children who receive cochlear implants at a young age are on average more accurate in their production of consonants, vowels, intonation and rhythm.

There is no definition of a successful implant user. There are no set standards or expectations for individuals using cochlear implants.



# Benefits

# Limitations



# Unit 2



# Society and Culture

# Lesson Plan #2A

## Correlation to Sunshine State Standards, Florida Comprehensive Assessment Test (FCAT) and English as a Second Language (ESOL).

<b>Foreign Language - Culture</b>		
Standard 1: The student understands the relationship between the perspectives and products of culture studied and uses this knowledge to recognize cultural practices (FL.B.1.2).		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>FCAT Benchmark?</b>
FL.B.1.2.2 Identifies patterns of behavior and the values, beliefs, or viewpoints typical of children in the target culture.	2A	No

<b>Foreign Language - Comparisons</b>		
Standard 2: The student recognizes that cultures have different patterns of interaction and applies this knowledge to his or her own culture (FL.D.2.2).		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>FCAT Benchmark?</b>
FL.D.2.2.1 Distinguished the similarities and differences between the patterns of behavior of the target culture related to recreation, holidays, celebrations, and the patterns of behavior of the local culture.	2A; 2B; 2C; 2D; 4-1	No
FL.D.2.2.3 Recognizes some cultural aspects, viewpoints, and attitudes of people in both his or her own culture and the target culture relating to family, school, work, and play.	2A; 2B; 2C; 2D; 4-1	No

<b>Language Arts - Reading</b>		
Standard 2: The student constructs meaning from a wide range of texts (LA.A.2.2).		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>FCAT Benchmark?</b>
LA.A.2.2.1 Reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.	1C; 1D; 2A; 2B; 2C; 3A; 3B; 3E	Yes
LA.A.2.2.2 Identifies the author's purpose in a simple text.	1C; 1D; 2A; 2B; 2C; 3E	Yes
LA.A.2.2.5 Reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.	1C; 1D; 2A; 2B; 2C; 3A; 3E	No

**Society**  
and  
**Culture**



# Instructional Lesson Plan #2A

Unit: **Society and Culture**

Subject: **Society and Culture**

Lesson Topic: **Comparing Cultures**

Time: **One 45-minute period**

Program Outcome(s)/Goal(s)/Expectation(s): **Students will demonstrate the ability to read for a variety of purposes and respond through global understanding, interpretation, personal response and critical stance.**

Program Indicator(s): **Students will demonstrate the ability to acquire interpretation skills when reading to be informed.**

Student Outcome(s): **Students will read to be informed and compare characteristics of three cultures.**

---

Context for Learning: Students have been discussing facts about the human body and hearing loss. Now they will learn that people with hearing loss caused by illness or age may have a different culture than people who have been deaf from birth. The use of the chart will help students see the similarities as well as the differences in cultures.

The teacher will need the following materials:

- Glossary of New Terms Page – Transparency (Teacher Resource #1)
- A “show-and-tell” item about culture for opening/motivation
- Information Sheet (Handout #1)
- Answer Key (Teacher Resource #2)
- Comparing Cultures Chart (Handout #2)



# Instructional Delivery

## Opening Activities/Motivation

Introduce the term, "Deaf Culture." Teacher should use the transparency Glossary of New Terms. Start by sharing some beliefs from your culture. Ask students to bring in some "show-and-tell" items from their cultures to share with the class.

## Procedure

1. Read student outcome together.
2. Discuss the term "Deaf Culture" and share ideas.
3. Use the Information Sheet (Handout #1), to read together and answer the riddles. Pass out the chart (Handout #2). Explain how to complete the chart for people who are deaf, or hard of hearing, as well as late-deafened adults. Have students work in partners to complete the chart, using information from the riddles.
4. Students should share answers with the class.
5. For enrichment, students may conduct more research on one of these topics and write a report.

---

## Assessment/Evaluation

The chart may be used for assessment.

---

## Closure

Have students summarize what they learned about the cultures.



# Handout #1 Information Sheet

**DIRECTIONS:** Read the information about people with different types of hearing loss. One person is deaf, one is a late-deafened adult, and one is hard of hearing. Decide which type of hearing loss is described in each situation.

## SITUATION #1

I am a person who experiences a progressive loss of hearing over time. English is my primary language. I do not use sign language, but I do use a hearing aid. I am not part of a separate culture.

I am \_\_\_\_\_.

## SITUATION #2

I am part of a unique culture. American Sign Language is my primary language. I like to tell stories about who I am, where I am from and what I believe in.

I am \_\_\_\_\_.

## SITUATION #3

I am a person who has experienced a total sudden loss of hearing at age 31. I am sad about my hearing loss, but I am open to learning new ways to communicate. English is still my primary language.

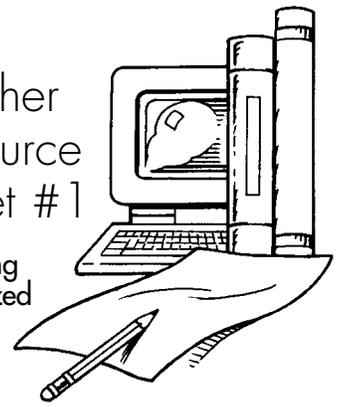
I am \_\_\_\_\_.

**Hard of Hearing**  
**Deaf**  
**Late-Deafened Adult**



# Glossary of New Terms

Teacher  
Resource  
Sheet #1



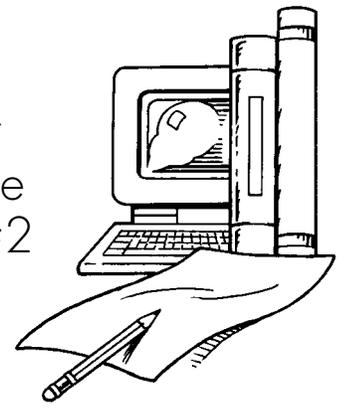
- **American Sign Language** – a visual language based on facial expression, body posture and movement and hand shape.
- **CapTel™ (Captioned Telephone)** – For people who are hard of hearing and prefer to speak for themselves during phone conversations. This specialized technology enables users to read a captioned version of their conversation on the text screen of their CapTel phone and listen to the voice of the person they are calling at the same time.
- **Communication** – A method used to convey information or ideas using a set of symbols or words.
- **Deaf** – The proper word to use when you are referring to a person with profound hearing loss.
- **Deaf culture** – The similar beliefs, customs, and language shared by a group of people who are deaf.
- **Fingerspelling** – The representation of letters of the alphabet on the hands; also called manual alphabet.
- **FM System** – An assistive listening system consisting of a transmitter microphone worn by the speaker and a FM receiver worn by the student with hearing loss. The system can help reduce distractions caused by background noises and help the listener hear the speaker more clearly.
- **Hard of Hearing (HOH)** – refers to a person who has lost some hearing ability.
- **Hearing Carry-Over (HCO)** – A feature for people who have difficulty speaking clearly over the telephone and prefer to listen for themselves while typing their side of the conversation during relay calls.
- **Internet Protocol Relay (IP Relay)** – A new technology to access relay through the Internet, using a computer. A consumer who is deaf, hard of hearing, Deaf/Blind or speech impaired can call a standard telephone user, anywhere, anytime, simply by clicking on [www.ftri.org](http://www.ftri.org).
- **Interpreter** – A trained professional bound by a code of ethics that includes strict confidentiality rules. The interpreter is present to facilitate communication only and can neither add nor delete any information at any time. An interpreter also is trained in transliteration (translating messages from sign language to English).
- **Lip reading** – A technique of communicating that involves watching a person form words with his or her lips; also called speech-reading.
- **Florida Relay** – A public service offered through the State of Florida that enables people who are deaf, hard of hearing, Deaf/Blind or speech impaired to communicate with any standard telephone user.
- **Florida Relay operator** – The specially trained person who connects people who are deaf, hard of hearing, Deaf/Blind or speech impaired to standard phone users and relays their conversations back and forth, verbatim.
- **Signer** – A person who is able to communicate using sign language but is not recognized as a professional interpreter.
- **Speech-to-Speech (STS)** – A system for people with a mild-to-moderate speech disabilities who have difficulty being understood clearly over the telephone. STS users speak for themselves during Florida Relay calls and a specially trained operator revoices their conversation to the other party.
- **TTY (Text Telephone)** – A TTY looks very similar to a typewriter keypad with a text screen. It allows people who are deaf, hard of hearing, Deaf/Blind or speech impaired to read telephone conversations on a lighted screen or paper printout.
- **Voice Carry-Over (VCO)** – A system for people who have difficulty hearing clearly over the telephone and prefer to speak for themselves during Florida Relay calls.
- **Video Relay Services (VRS)** – A technology that makes it possible for sign language users to communicate in their native language with the person they are calling, via a computer with a desktop Web camera and the Internet. A nationally certified interpreter relays the conversation between both parties.

Society  
and  
Culture



# Information Sheet ANSWER KEY

Teacher  
Resource  
Sheet #2



**DIRECTIONS:** Read the information about people with different types of hearing loss. One person is deaf, one is a late-deafened adult, and one is hard of hearing. Decide which type of hearing loss is described in each situation.

## SITUATION #1

I am a person who experiences a progressive loss of hearing over time. English is my primary language. I do not use sign language, but I do use a hearing aid. I am not part of a separate culture.

I am Hard of Hearing.

## SITUATION #2

I am part of a unique culture. American Sign Language is my primary language. I like to tell stories about who I am, where I am from and what I believe in.

I am Deaf.

## SITUATION #3

I am a person who has experienced a total sudden loss of hearing at age 31. I am sad about my hearing loss, but I am open to learning new ways to communicate. English is still my primary language.

I am a Late-Deafened Adult.

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<p><b>Hard of Hearing</b></p>
<p><b>Late-Deafened Adults</b></p>
<p><b>Deaf</b></p>



# Lesson Plan #2B

## Correlation to Sunshine State Standards, Florida Comprehensive Assessment Test (FCAT) and English as a Second Language (ESOL).

<b>Foreign Language - Comparisons</b>		
Standard 1: The student recognizes that languages have different patterns of communication and applies this knowledge to his or her own culture (FL.D.1.2).		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>FCAT Benchmark?</b>
FL.D.1.2.2 Recognizes the similarities and differences between his or her native language and the target language in terms of the pronunciation, alphabet, and forms of written expression.	2B	No

<b>Foreign Language - Comparisons</b>		
Standard 2: The student recognizes that cultures have different patterns of interaction and applies this knowledge to his or her own culture (FL.D.2.2).		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>FCAT Benchmark?</b>
FL.D.2.2.1 Distinguished the similarities and differences between the patterns of behavior of the target culture related to recreation, holidays, celebrations, and the patterns of behavior of the local culture.	2A; 2B; 2C; 2D; 4-1	No
FL.D.2.2.3 Recognizes some cultural aspects, viewpoints, and attitudes of people in both his or her own culture and the target culture relating to family, school, work, and play.	2A; 2B; 2C; 2D; 4-1	No

<b>Language Arts - Reading</b>		
Standard 2: The student constructs meaning from a wide range of texts (LA.A.2.2).		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>FCAT Benchmark?</b>
LA.A.2.2.1 Reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.	1C; 1D; 2A; 2B; 2C; 3A; 3B; 3E	Yes
LA.A.2.2.2 Identifies the author's purpose in a simple text.	1C; 1D; 2A; 2B; 2C; 3E	Yes
LA.A.2.2.5 Reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task	1C; 1D; 2A; 2B; 2C; 3A; 3E	No
LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.	1C; 1D; 2B	Yes

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# Lesson Plan #2B

<b>Language Arts - Writing</b>		
Standard 2: The student writes to communicate ideas and information effectively (LA.B.2.2).		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>FCAT Benchmark?</b>
LA.B.2.2.1 Writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.	2A; 2B; 2C; 3E; 3F; 4-1; 4-5	No

<b>Language Arts - Literature</b>		
Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama (LA.E.2.2).		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>FCAT Benchmark?</b>
LA.E.2.2.1 Recognizes cause-and-effect relationships in literary texts.	2B; 2C	Yes
LA.E.2.2.3 Responds to a work of literature by explaining how the motives of the characters or the causes of the events compare with those in his or her own life.	2B; 2C	No

<b>Suggested ESOL Instructional Approach</b>	<b>Addressed in Unit(s)</b>	<b>ESOL Strategies</b>	<b>Addressed in Unit(s)</b>
Cognitive Academic Language Learning;	1B, 1C, 1D, 2B, 2D, 3D, 3E	Asking higher and lower order questions	1B, 2B, 2D, 3E
Whole Language Approach	2B, 3A, 3B, 3C		

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# Instructional Lesson Plan #2B

Subject: **Society and Culture**

Unit: **Hearing Loss Awareness**

Lesson Topic: **Identifying Differences**

Time: **One-hour period**

Program Outcome(s)/Goal(s) Expectation(s): **Students will demonstrate the ability to construct, extend and examine meaning by interacting with a text.**

Program Indicator(s): **Students will demonstrate the ability to interpret a text when reading to be informed.**

Student Outcome(s): **Students will identify differences while reading a story about Margret Curry.**

---

Context for Learning: Previously, students learned about different cultures. Today, they will read about an 11-year-old girl who is deaf. Students will be asked to identify differences between her way of life and their own. They will be working independently.

The teacher will need the following materials:

Story about Margret Curry (Handout #1)

Finding Differences Worksheet (Handout #2)

Answer Key (Teacher Resource Sheet)



# Instructional Delivery

## Opening Activities/Motivation

Have students discuss about their typical day, from the time they wake up until they go to bed. Explain that they will be reading about a typical day in the life of a girl who is deaf named Margret Curry, age 11.

### Procedure

1. Read the student outcome together.
2. Give each student a copy of the story about Margret Curry. (Handout #1)
3. Review vocabulary such as: FM system, interpreter, closed-caption, and TTY.
4. Students should read the story silently.
5. Give each student a worksheet. (Handout #2) Have them complete the information in the columns.
6. Share answers as a class.

---

## Assessment/Evaluation

Collect worksheets.

---

## Closure

Review the differences between the students' lives and the life of Margret Curry.



From the newsroom of the *Lawrence Journal-World*, Lawrence, Kansas,  
Tuesday, January 30, 2001

## Hearing-impaired student describes her day at school

By Margret Curry, guest author

Each day, I wake up by myself without benefit of an alarm clock. Since I'm deaf, I try to imagine a clock in my head that tells my body when to get up. Some deaf people use vibrating alarm clocks. I like to check location of the sun on the skyline to know when to get ready for school.

I ride a bus to Sunflower Elementary, since it is not my neighborhood school. My little sister goes to a school closer to home. Since I'm the only deaf kid on the bus, I have to use speech and lip-reading skills to communicate. Other kids on the bus have a disability different from me; they all hear. I often teach sign language to kids on the bus. When people are new to the bus, I have a hard time reading their lips and understanding them.

At school, I go to the cafeteria to wait for class to start. I am the only deaf kid at school, so I have to speak with hearing kids during this time. I am often lonely. The cafeteria gets loud and I have a hard time using my hearing aid to hear kids with all the noise. When the bell rings, I can go to class. I am able to hear the loud bell, but wish there was a flashing light.

In class, I put on my FM System, which helps me hear the teacher better than if I relied on a personal hearing aid. The teacher wears a microphone that sends sound directly to my receiver. I can hear her clearly. I don't really like to wear the FM System. When it's on, I can't hear what other kids say. My own hearing aid is easier to wear and less of a bother since there aren't wires attached. Sometimes I think the FM System makes me look odd.

As I get started on assignments written on the board, my sign language interpreter takes her place near the teacher. There are times so many people are talking, or people are talking so fast, she can't keep up. I like my interpreters. They are really nice and advocate for me when I need help.

At lunch time, I eat with my hearing friends. I usually talk most of the time since they don't know much sign language. When teachers turn off the lunchroom lights, it's a signal to be quiet. I enjoy this quiet time since it forces my friends to sign when they talk to avoid getting into trouble.

When I get home from school, my two sisters are usually there. Sometimes we goof off together. We even fight. When we fight we usually fight without signing.

Since my father is deaf and my mother is hearing, we all sign and use our voices when eating dinner together. I think it's nice to be home with my family and to talk with them so easily. When we watch a movie, we have a closed-captioning device that puts words on the television screen. It frustrates me that not all movies or channels are captioned.

I like to sit on my bunk bed and draw. Drawing is what I do best. It is something I can do without worrying whether my speech is clear or my signs are accurate.

Sometimes my friend, Sydney, calls me on the telephone. She checked out a teletypewriter for the deaf, or TTY, from Sunflower. It is a keyboard that hooks to the phone. We type back and forth what we want to say. I wish more of my friends had TTYs. I like to visit with my friends on the phone. I feel like a normal person since I know other hearing kids talk on the phone all the time.

At the end of the day, I take off my hearing aid before bed. My mom says I sleep soundly since I'm not awakened by noises. I guess that's a blessing of being deaf, sound sleep.

Margret Curry, 11, is a sixth-grader at Sunflower School.  
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and  
**Culture**



# Handout #2 Finding Differences

**Directions:** Read the story written by Margret Curry, age 11. Find ways in which her life is different from your life.

<b>Margret's Life</b>	<b>Your Life</b>
<b>1.</b> _____ _____	<b>1.</b> Uses an alarm clock to wake up and go to school.
<b>2.</b> Goes to school far from home.	<b>2.</b> _____ _____



# Finding Differences

## ANSWER KEY

Teacher  
Resource  
Sheet



### Margret's Life

- 1.** Uses sun to wake up and go to school.
- 2.** Goes to school far from home.
- 3.** Uses lip reading.
- 4.** Uses FM System in class.
- 5.** Has an interpreter in class
- 6.** Watches movies with closed-captioning.
- 7.** Uses a TTY to call friends.

### Your Life

- 1.** Uses an alarm clock to wake up and go to school.
- 2.** Go to school close to home.
- 3.** Uses sense of hearing.
- 4.** Listens to teacher without hearing device.
- 5.** No interpreter needed.
- 6.** No closed-captioning needed.
- 7.** Uses a telephone to call friends.

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# Lesson Plan #2C

## Correlation to Sunshine State Standards, Florida Comprehensive Assessment Test (FCAT) and English as a Second Language (ESOL).

<b>Foreign Language - Comparisons</b> Standard 2: The student recognizes that cultures have different patterns of interaction and applies this knowledge to his or her own culture (FL.D.2.2).		
---	--	--

Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
FL.D.2.2.1 Distinguished the similarities and differences between the patterns of behavior of the target culture related to recreation, holidays, celebrations, and the patterns of behavior of the local culture.	2A; 2B; 2C; 2D; 4-1	No
FL.D.2.2.3 Recognizes some cultural aspects, viewpoints, and attitudes of people in both his or her own culture and the target culture relating to family, school, work, and play.	2A; 2B; 2C; 2D; 4-1	No

<b>Language Arts - Reading</b> Standard 2: The student constructs meaning from a wide range of texts (LA.A.2.2).		
---	--	--

Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
LA.A.2.2.1 Reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.	1C; 1D; 2A; 2B; 2C; 3A; 3B; 3E	Yes
LA.A.2.2.2 Identifies the author's purpose in a simple text.	1C; 1D; 2A; 2B; 2C; 3E	Yes
LA.A.2.2.5 Reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.	1C; 1D; 2A; 2B; 2C; 3A; 3E	No

<b>Language Arts - Writing</b> Standard 2: The student writes to communicate ideas and information effectively (LA.B.2.2).		
---	--	--

Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
LA.B.2.2.1 Writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.	2A; 2B; 2C; 3E; 3F; 4-1; 4-5	No
LA.B.2.2.3 Writes for a variety of occasions, audiences, and purposes.	1C; 1D; 2A; 2B; 2C; 3E	Yes
LA.B.2.2.6 Creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.	2C; 3A; 3E; 3F	No

**Society**  
and  
**Culture**



# Lesson Plan #2C

## Language Arts - Literature

Standard 1: The student understands the common features of a variety of literary forms (LA.E.1.2).

Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
LA.E.1.2.2 Understands the development of plot and how conflicts are resolved in a story.	2C	Yes

## Language Arts - Literature

Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama (LA.E.2.2).

Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
LA.E.2.2.1 Recognizes cause-and-effect relationships in literary texts.	2B; 2C	Yes
LA.E.2.2.3 Responds to a work of literature by explaining how the motives of the characters or the causes of the events compare with those in his or her own life.	2B; 2C	No
LA.E.2.2.4 Identifies the major theme in a story or nonfiction text.	1C; 1D; 2A; 2C	No
LA.E.2.2.5 Forms his or her own ideas about what has been read in a literary text and uses specific information from the text to support these ideas.	1C; 1D; 2C	No

Suggested ESOL Instructional Approach	Addressed in Unit(s)	ESOL Strategies	Addressed in Unit(s)
Total Physical Response;	1A, 2C	Field Experiences	1A, 2C, 3B, 3C
Language Experience Approach	2C, 3F, 3G		3G



# Instructional Lesson Plan #2C

Unit: **Society and Culture**

Subject: **Hearing Loss Awareness**

Lesson Topic: **Reading for Literary Experience**

Time: **One-hour period**

Program Outcome(s)/Goal(s)/Expectation(s): **Students will demonstrate the ability to construct, extend and examine meaning by interacting with a text.**

Program Indicator(s): **Students will demonstrate the ability to acquire global understanding when reading for literary experience.**

Student Outcome(s): **Students will summarize a story about a child with hearing loss by identifying elements of a story using a story map.**

---

Context for Learning: Students have discussed reasons why people have hearing loss. They have experimented using cotton in an attempt to understand the way people hear when they have hearing loss (See The Human Body, Instructional Lesson Plan #1B). Students also will learn about lip-reading (See Technology and Communication, Instructional Lesson #3B).

The teacher will need the following materials:

- A storybook about a child with hearing loss. See suggested book list insert in kit.
- Story Elements (Teacher Resource Sheet)
- Story Map (Handout #1)



# Instructional Delivery

## Opening Activities/Motivation

Explain that stories have certain elements, or parts, that make them stories. Show and discuss the Story Elements Signs (see the Teacher Resource Sheet). Use a familiar story to model identifying story elements.

### Procedure

1. Review student outcome.
2. Introduce the story. Read the story aloud to the class.
3. Give each student a Story Map (Handout #1) to use independently with the book presented to the class. The students will identify the elements of the story.

---

## Assessment/Evaluation

Collect the Story Maps.

---

## Closure

Hold up the Story Element Signs and ask students to explain the elements of the story, read in class.





**TITLE**

**PROBLEM**

**SETTING**

**EVENTS**

**CHARACTERS**

**SOLUTION**



**SETTING:**

**CHARACTERS:**

**PROBLEM:**

**EVENT 1:**

**EVENT 2:**

**EVENT 3:**

**EVENT 4:**

**SOLUTION OR CONCLUSION:**



# Lesson Plan #2D

## Correlation to Sunshine State Standards, Florida Comprehensive Assessment Test (FCAT) and English as a Second Language (ESOL).

<b>Science - Nature of Science</b>		
Standard 1: The student uses the scientific processes and habits of mind to solve problems (SC.H.1.2).		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>FCAT Benchmark?</b>
SC.H.1.2.2 Knows that a successful method to explore the natural world is to observe and record, and then analyze and communicate the results.	2D	Yes
SC.H.1.2.4 Knows that to compare and contrast observations and results is an essential skill in science.	2D; 3A	Yes

<b>Foreign Language - Comparisons</b>		
Standard 2: The student recognizes that cultures have different patterns of interaction and applies this knowledge to his or her own culture (FL.D.2.2).		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>FCAT Benchmark?</b>
FL.D.2.2.1 Distinguished the similarities and differences between the patterns of behavior of the target culture related to recreation, holidays, celebrations, and the patterns of behavior of the local culture.	2A; 2B; 2C; 2D; 4-1	No
FL.D.2.2.3 Recognizes some cultural aspects, viewpoints, and attitudes of people in both his or her own culture and the target culture relating to family, school, work, and play.	2A; 2B; 2C; 2D; 4-1	No

<b>Suggested ESOL Instructional Approach</b>	<b>Addressed in Unit(s)</b>	<b>ESOL Strategies</b>	<b>Addressed in Unit(s)</b>
Cognitive Academic Language Learning	1B, 1C, 1D, 2B, 2D, 3D, 3E	Asking higher and lower order questions	1B, 2B, 2D, 3E

**Society**  
and  
**Culture**



# Instructional Lesson Plan #2D

Unit: **Society and Culture**

Subject: **Hearing Loss Awareness**

Lesson Topic: **Myths and Truths about Hearing Loss**

Time: **One 45-minute period**

Program Outcome(s)/Goal(s)/Expectation(s): **Students will use a variety of strategies to construct, examine and extend meaning.**

Program Indicator(s): **Students will relate new information to what they have heard or experienced.**

Student Outcome(s): **Using a T-Chart, students will compare truths and myths about hearing loss.**

---

Context for Learning: Students have been learning about hearing loss and the culture of people who are deaf. Now they will learn the difference between a myth and a truth.

The teacher will need the following materials:

- Myths and Truths about Hearing Loss (Handout #1)
- Myths and Truths Answer Key (Teacher Resource Sheet)

**Society**  
and  
**Culture**



# Instructional Delivery

## Opening Activities/Motivation

Explain to students that like many other minority groups, people who are deaf suffer from preconceived ideas and myths others may have about hearing loss. Give some examples of myths that are familiar to children. Discuss how myths inhibit relationships between people who can hear and people who have hearing loss.

## Procedure

1. Read the outcome together.
2. Give Myths and Truths about Hearing Loss (Handout #1) to the students and ask them to read the myth column silently.
3. Read one myth at a time and as it is discussed, have students fill in the truth column. (See Answer Key)
4. If time allows, or for an enrichment activity, students can write a paragraph to inform others about some of the myths and truths they have just learned.

---

## Assessment/Evaluation

Class discussion and paragraphs.

---

## Closure

Have students name a myth and explain the truth that goes with it.



<b>MYTHS</b>	<b>TRUTHS</b>
<b>1. It is not safe for people who are deaf to drive.</b>	
<b>2. Hearing aids restore hearing.</b>	
<b>3. People with hearing loss are "deaf and dumb."</b>	
<b>4. All people who are deaf are mute (can't speak).</b>	
<b>5. People who are deaf cannot participate in sports.</b>	



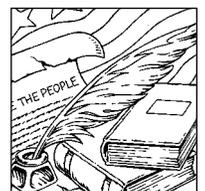
# Myths and Truths ANSWER KEY

Teacher  
Resource  
Sheet

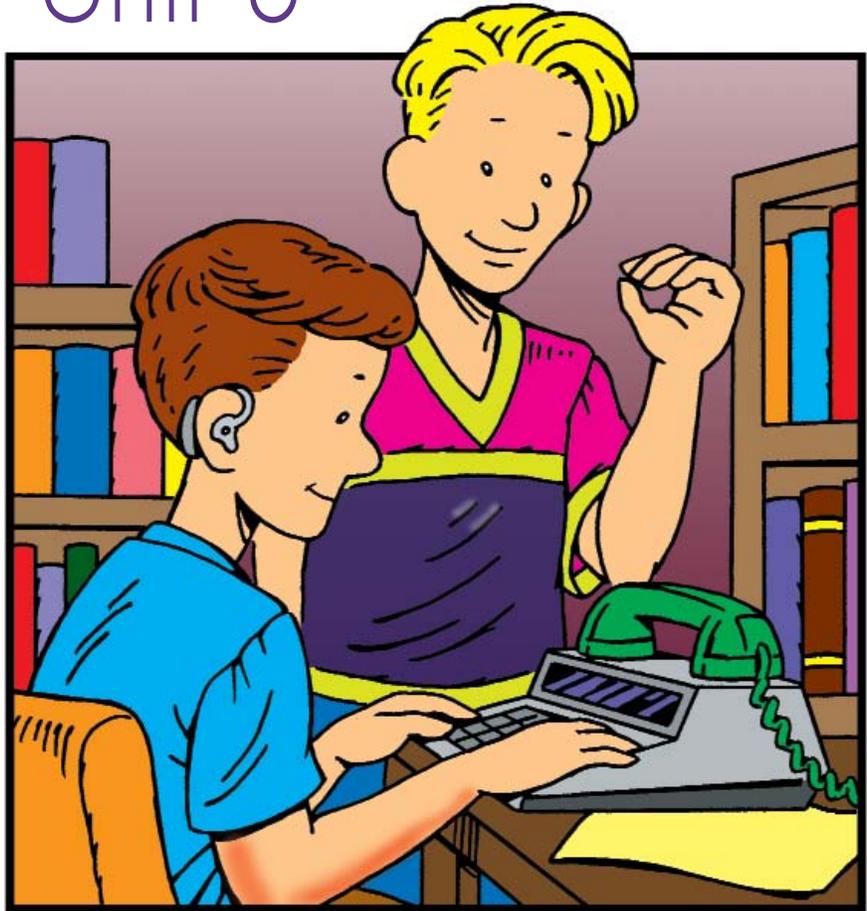


MYTHS	TRUTHS
<b>1. It is not safe to have deaf drivers on the road.</b>	Drivers who are deaf are often more observant drivers because they do not hear the radio or a back-seat driver. They also use their eyes more carefully to notice the other cars around them.
<b>2. Hearing aids restore hearing.</b>	Hearing aids amplify sound. They have no effect on a person's ability to process sounds. Sometimes, a hearing aid distorts incoming sounds.
<b>3. People with hearing loss are "deaf and dumb."</b>	Deafness does not make people dumb. People who are deaf find this stereotype very offensive.
<b>4. All people who are deaf are mute (can't speak).</b>	Some people who are deaf speak very well. Deafness usually has little effect on the vocal chords, and very few people who are deaf also are mute.
<b>5. People who are deaf can not participate in sports.</b>	Professional and amateur athletes who are deaf are involved in many competitive sports.

**Society**  
and  
**Culture**



## Unit 3



# Technology and Communication

# Lesson Plan #3A

## Correlation to Sunshine State Standards, Florida Comprehensive Assessment Test (FCAT) and English as a Second Language (ESOL).

<b>Science - Nature of Science</b>		
Standard 1: The student uses the scientific processes and habits of mind to solve problems (SC.H.1.2).		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>FCAT Benchmark?</b>
SC.H.1.2.4 Knows that to compare and contrast observations and results is an essential skill in science.	2D; 3A	Yes

<b>Health - Responsible Health Behavior</b>		
Standard 3: The student knows how to use effective interpersonal communication skills that enhance health (HE.B.3.2).		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>FCAT Benchmark?</b>
HE.B.3.2.1 Understands the relationship between verbal and nonverbal communication.	3A; 3B; 3C	No

<b>Social Studies - Time, Continuity, and Change</b>		
Standard 1: The student understands historical chronology and the historical perspective (SS.A.1.2).		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>FCAT Benchmark?</b>
SS.A.1.2.1 Understands how individuals, ideas, decisions, and events can influence history.	3A	No

<b>Language Arts - Reading</b>		
Standard 2: The student constructs meaning from a wide range of texts (LA.A.2.2).		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>FCAT Benchmark?</b>
LA.A.2.2.1 Reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.	1C; 1D; 2A; 2B; 2C; 3A; 3B; 3E	Yes
LA.A.2.2.5 Reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.	1C; 1D; 2A; 2B; 2C; 3A; 3E	No



# Lesson Plan #3A

Language Arts – Writing		
Standard 1: The student uses writing processes effectively (LA.B.1.2).		
Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
LA.B.1.2.1 Prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.	3A; 3E; 4-1	No

Language Arts – Writing		
Standard 2: The student writes to communicate ideas and information effectively (LA.B.2.2).		
Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
LA.B.2.2.6 Creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.	2C; 3A; 3E; 3F	No

Suggested ESOL Instructional Approach	Addressed in Unit(s)	ESOL Strategies	Addressed in Unit(s)
Whole Language Approach	2B, 3A, 3B, 3C	Cooperative Learning	1C, 3A, 3B, 3D



# Instructional Lesson Plan #3A

Unit: **Technology and Communication**

Subject: **Hearing Loss Awareness**

Lesson Topic: **History of Sign Language**

Time: **One 45-minute period**

Program Outcome(s)/Goal(s)/Expectation(s): **Students will demonstrate the ability to read/communicate for a variety of purposes and respond through global understanding, interpretation, personal response and critical stance.**

Program Indicator(s): **Students will develop interpretation skills when reading to be informed.**

Student Outcome(s): **Students will sequence historical events using expository text and summarize information after reading.**

---

Context for Learning: The students will learn that there are different ways to communicate. They will discover that fingerspelling is not the only way to sign a message to someone else. Using articles and resources about the history of sign language, students will learn the sequence of historical events that have led to the style of sign language in use today.

The teacher will need the following materials:

- Manual Alphabet (Handout #1)
- History of Sign Language (Handout #2)
- Timeline of Events (Handout #3)
- Research Sheet (Handout #4)



# Instructional Delivery

## Opening Activities/Motivation

Ask students how two people communicate their feelings to each other about a certain situation (i.e., they would talk to each other). Then ask if anyone knows how people with hearing loss communicate (i.e., they use sign language, write notes to each other, read lips). Explain that today, the students are going to try to communicate using sign language.

## Procedure

1. Read student outcomes together.
2. Pass out the Manual Alphabet (Handout #1). Allow students to practice fingerspelling a word to their neighbor. Ask if they think this is a convenient method of communicating.
3. Explain that fingerspelling is only a part of sign language (it would take too long to spell every word one needed to say). There is a visual system of signs called American Sign Language (ASL) which is a living language.
4. Tell students that now they will read the History of Sign Language (Handout #2) and complete a Timeline of Events (Handout #3).
5. Have students read with a partner and complete the timeline.
6. Enrichment Activity: Work with a partner using Encarta or other reference materials to complete the Research Sheet (Handout #4), reporting on one of the people discussed in the History of Sign Language (Handout #2).

---

## Assessment/Evaluation

Have students summarize what they learned about the history of sign language.

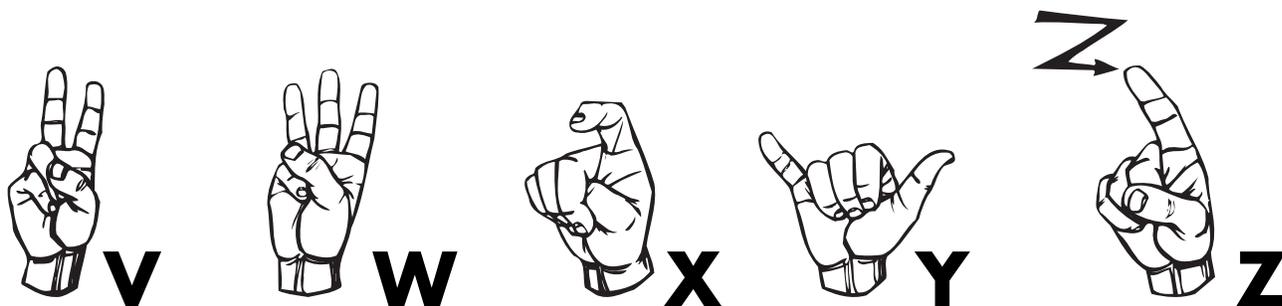
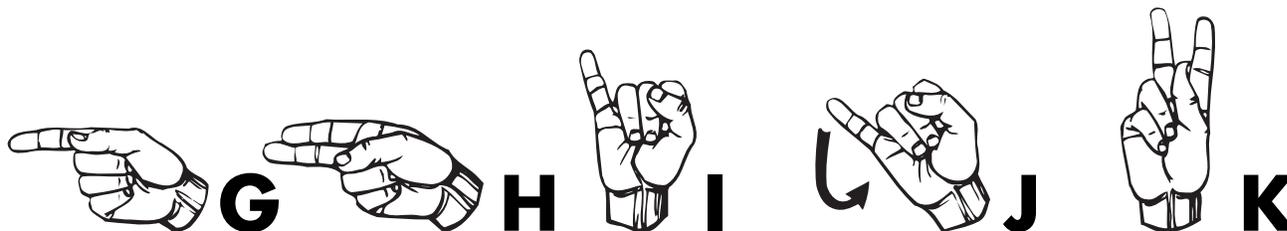
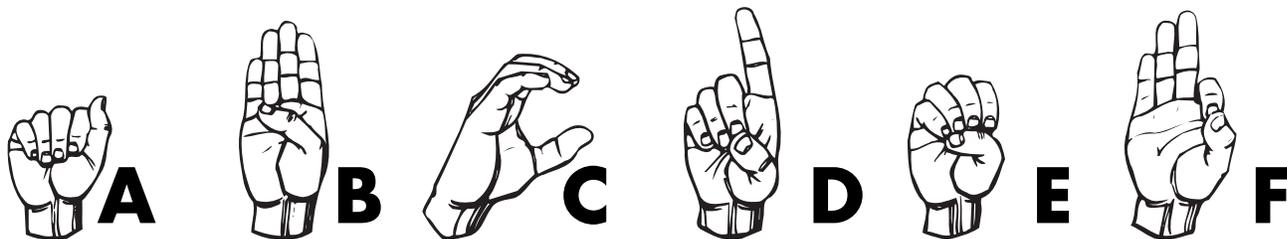
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## Closure

Share a few summaries with the class and have students think about new signs needed for the future. Explain that as our spoken language changes, the need for new signs also develops. (Examples: during the past couple of decades, signs were developed for microwaves, beepers, computers, e-mail and the Internet.)



# Handout #1 Manual Alphabet



## Handout #2 History of Sign Language

No one really knows when and where sign language began. It is possible that sign language was used many, many years ago, before people knew how to communicate using speech. Once people began speaking, sign language was used less and less.

A long time ago, people who were deaf used sign language, but there were no schools for them to attend. Sign language was probably only known by small groups of people who were deaf and lived close together.

The first person we know who used sign language to teach deaf students was Pedro Ponce de Leon of Spain in 1500. Ponce de Leon was a monk. Monks take a vow of silence and do not talk while they are in the monastery. Over many years, they developed a series of signs that they used for everyday conversation. One day, two boys who are deaf went to the monastery and Ponce de Leon had to teach them. He first taught them sign language and fingerspelling. He taught the boys to read and write and later they learned to speak. He was the first known teacher of children who were deaf.

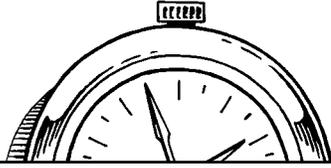
During the 1600's, another Spanish man, Juan Pablo Bonet, taught a boy who was deaf. Bonet wrote a book about teaching and included a one-hand manual alphabet in the book.

Thomas Hopkins Gallaudet lived in Hartford, Connecticut. In 1814, he met a young girl who was deaf and he wanted to teach her. He was sent to England and France to learn how to teach people who were deaf. Gallaudet came back to Hartford to start a school for students who were deaf. He knew that he could not run the school alone. He brought a teacher who was deaf from Paris, Laurent Clerc, to help start the school.

Gallaudet and Clerc opened the school on April 15, 1817. The school is now known as The American School for the Deaf. Gallaudet and Clerc used sign language to teach the children and trained many teachers in this method. The sign language that Gallaudet and Clerc brought to America spread as new teachers went to different states to start schools.

Many people who were deaf and lived in America already had their own system of signs at this time. When children who were deaf entered any of the new schools, they learned new signs, but they also taught their own signs to other students. Gradually, over many years, American Sign Language developed. Today, there are some differences in the signs used in different parts of the country, but the difference does not prevent people who are deaf from understanding each other. American Sign Language is a living language. With the development of technologies and the need to have signs for new words, new signs are being added by people who are deaf all the time.





# Timeline of Events

Many years ago \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

First person to use sign language to teach \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

During the 1600's \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

First school for the deaf \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

In 1817 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

American Sign Language developed \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

*A research report needs careful planning! Use this Research Sheet before you begin your report.*

The topic of my report will be \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Questions my report will answer:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Source(s) I will use:

\_\_\_\_\_  
\_\_\_\_\_

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Lesson Plan #3B

## Correlation to Sunshine State Standards, Florida Comprehensive Assessment Test (FCAT) and English as a Second Language (ESOL).

<b>Health - Responsible Health Behavior</b>		
Standard 3: The student knows how to use effective interpersonal communication skills that enhance health (HE.B.3.2).		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>FCAT Benchmark?</b>
HE.B.3.2.1 Understands the relationship between verbal and nonverbal communication.	3A; 3B; 3C	No

<b>Foreign Language - Communication</b>		
Standard 3: The student presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics (FL.A.3.2).		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>FCAT Benchmark?</b>
FL.A.3.2.1 Describes important people (e.g. family members and friends) and objects present in his or her everyday environment and in school.	3B	No

<b>Language Arts - Reading</b>		
Standard 1: The student uses the reading process effectively (LA.A.1.2).		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>FCAT Benchmark?</b>
LA.A.1.2.1 Uses a table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection.	3B; 3F	No

<b>Language Arts - Reading</b>		
Standard 2: The student constructs meaning from a wide range of texts (LA.A.2.2).		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>FCAT Benchmark?</b>
LA.A.2.2.1 Reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.	1C; 1D; 2A; 2B; 2C; 3A; 3B; 3E	Yes

<b>Suggested ESOL Instructional Approach</b>	<b>Addressed in Unit(s)</b>	<b>ESOL Strategies</b>	<b>Addressed in Unit(s)</b>
Whole Language Approach	2B, 3A, 3B, 3C	Cooperative Learning	1C, 3A, 3B, 3D
		Field Experience	1A, 2C, 3B, 3C, 3G

# Instructional Lesson Plan #3B

Unit: **Technology and Communication**

Subject **Hearing Loss Awareness**

Lesson Topic: **Sign Language**

Time: **One 45-minute period**

Program Outcome(s)/Goal(s)/Expectation(s): **Students will demonstrate a variety of strategies to construct, examine and extend meaning.**

Program Indicator(s): **Students will employ a variety of techniques to expand vocabulary.**

Student Outcome(s): **Students will demonstrate the ability to utilize and interpret signs as a form of communication.**

**Students will write to inform.**

---

Context for Learning: Students are already familiar with fingerspelling as a form of communication for people who are deaf. Now they will discover a better way to hold a conversation.

The teacher will need the following materials:

- Lip Reading Experiment (Teacher Resource Sheet)
- Picture Signs (Handout #1)
- My Journal (Handout #2)



# Instructional Delivery

## Opening Activities/Motivation

Ask students to think of another way people who are deaf could communicate. They may say that people who are deaf could read lips. Remind them that American Sign Language is another form of communication. American Sign Language has been around for many, many years. In America it is the language of the culture of people who are deaf. Sign language varies as you move around the world, just like spoken language.

## Procedure

1. Review the student outcome.
2. Conduct an experiment using lip reading as a form of communication (Teacher Resource). Explain that lipreading and speechreading mean the same thing.
3. Show some signs (reference Handout #1) and have students predict what they are.
4. Have students work in pairs to use signs to communicate. They should take turns using the signs and interpreting them (Handout #1).
5. Pass out My Journal (Handout #2). Have students write a journal entry explaining the benefits of using sign language.
6. Enrichment Activity: Have students work in groups to role play situations using gestures only. Examples: Invite another child to play kickball or tell an adult that you want to go to the movies with a friend.

---

## Assessment/Evaluation

Teacher observation and the journal.

---

## Closure

Share entries from My Journal (Handout #2).



# Lip-Reading Experiment

## Teacher Resource Sheet



*The teacher will mouth the pairs of sentences and have students try to read lips to tell what was said.*

#1 Do you like fried eggs?

Do you like Fridays?

#2 I love you.

Olive oil

#3 Call Mom.

Call Bob.

#4 You owe me 15 dollars.

You owe me 50 dollars.

Students should conclude that lip-readers need context to understand. Research has shown that only about one third of a conversation is understood by lip reading because many speech sounds have identical mouth movements.

---

**Follow-up:** Have students imagine what it would be like to sit in a classroom and only hear some of what the teacher said.



# Handout #1 Picture Signs



**help**

Place the right closed hand on the left flat palm and lift both hands together.



**hungry**

Move the thumb and fingers of the right C hand down the center of the chest from just below the throat.



**play**

Hold both Y hands in front of the chest and twist them up and down a few times.



**eat**

Move the right hand toward the mouth a few times.



**stop**

Bring the little-finger side of the right hand down sharply at right angles on the left palm.



**bathroom**

Move the right T hand back and forth sideways.



**love**

Hands both closed or flat hands over the heart, with the palms facing in.



**drink**

Move the right C hand in a short arch toward the mouth.



**friend**

Interlock the right and left index fingers and repeat in reverse.



# Lesson Plan #3C

## Correlation to Sunshine State Standards, Florida Comprehensive Assessment Test (FCAT) and English as a Second Language (ESOL).

Foreign Language - Culture		
Standard 1: The student understands the relationship between the perspectives and products of culture studied and uses this knowledge to recognize cultural practices (FL.B.1.2).		
Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
FL.B.1.2.3 Experiences and reacts to expressive and day-to-day aspects of the target culture enjoyed or produced by groups or individuals who belong to the target culture (e.g. children's songs, simple selections from authentic children's literature, artwork, typical foods, and types of dwellings).	3D	No

Suggested ESOL Instructional Approach	Addressed in Unit(s)	ESOL Strategies	Addressed in Unit(s)
Cognitive Academic Language Learning	1B, 1C, 1D, 2B, 2D, 3D, 3E	Cooperative Learning	1C, 3A, 3B, 3D



# Instructional Lesson Plan #3C

Subject: **Technology and Communication**

Unit: **Hearing Loss Awareness**

Lesson Topic: **Learning About Cued Speech**

Time: **One-hour period**

Program Outcome(s)/Goal(s) Expectation(s): **Students will demonstrate their ability to read for a variety of purposes and respond through global understanding, interpretation, personal response and critical stance.**

Program Indicator(s): **Students will gain information from a variety of forms when reading to be informed or reading to perform a task.**

Student Outcome(s): **Students will increase their knowledge of cued speech by reading to be informed and identifying and using the eight handshapes and specific sites around the lower face in order to communicate.**

---

Context for Learning: Students have been learning about different methods of communications such as using signs, lip reading and hearing aids. Today they will learn about cued speech, another way people with hearing loss may communicate. After some reading and discussion, students will work in pairs to practice the cues.

The teacher will need the following materials:

- Definition of Cued Speech – transparency (Teacher Resource Sheet)
- Visual Cues for Consonants and Vowels (Handout #1)
- What is Cued Speech? (Handout #2)
- Worksheet (Handout #3)



# Instructional Delivery

## Opening Activities/Motivation

Ask students to explain what “cue” means. Discuss how cues help actors and actresses remember their lines. Now ask students to think of the meaning for “cued speech.” After some responses, put the definition on the overhead (Transparency #1).

## Procedure

1. Read student outcome together.
2. Ask students to highlight key words in the definition.
3. Pass out Visual Cues (Handout #1) and go over each handshape and each site around the lower face called placements.
4. Have students practice as you review each cue.
5. Group students in pairs to practice the cues with a partner.

---

## Assessment/Evaluation

Have students complete the paragraph about cued speech.

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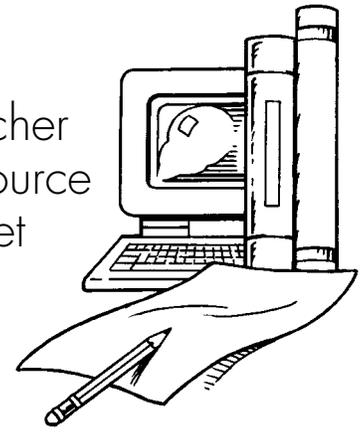
## Closure

Summarize what students learned about cued speech.



# CUED SPEECH

Teacher  
Resource  
Sheet



Cued Speech is a visual communication system that uses eight handshapes in many locations (cues) in combination with the natural mouth movements of speech.

## Cued American English Consonant Handshapes\*



/d/ does  
/p/ Paul  
/zh/ measure



/k/ cats  
/v/ vote  
/th/ there  
/z/ zinc



/h/ he  
/s/ saw  
/r/ rats



/b/ be  
/n/ no  
/hw/ where



/m/ my  
/f/ feet  
/t/ tickle



/l/ Lee  
/w/ was  
/sh/ shy



/g/ go  
/j/ jump  
/xh/ through



/ng/ ring  
/y/ your  
/ch/ chime

## Cued American English Vowel Placements\*



mouth  
/ee/ see  
/er/ her



chin  
/ue/ you  
/aw/ saw  
/e/ Ned



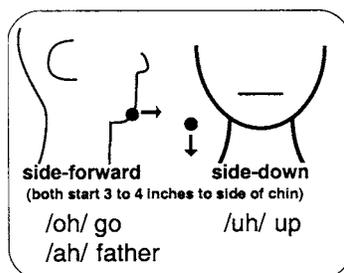
throat  
/oo/ cook  
/i/ his  
/a/ apple



chin-throat diphthong  
/aw/-i/ hoist  
/e/-i/ sails

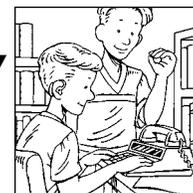


side-throat diphthong  
/ah/-i/ my  
/ah/-oo/ cow



\*Mouthshapes accompany all handshapes and placements.

Artwork supplied by Language Matters  
(see Resource Guide)



## Handout #2 What is Cued Speech?

Cued Speech...

- is a visual communication system that uses eight handshapes in many locations (cues) in combination with the natural mouth movements of speech.
- identifies each distinctive speech sound. Shapes of one hand identify consonant sounds and locations near the mouth identify vowel sounds.
- uses a handshape and a location together to cue a syllable.
- was developed in 1966 by R. Orin Cornett at Gallaudet University in Washington, D.C.
- is used by people who are concerned for those with speech, hearing and language needs, such as children, adults and interpreters.
- allows a person who is deaf to “see” all the sounds that hearing people hear.
- is useful with children with other problems, such as learning disabilities or vision impairment.
- can be a useful language/speech tool for hearing children too.

# Handout #3 Worksheet

Name \_\_\_\_\_ Date \_\_\_\_\_

## CUED SPEECH

Directions: Use the Word Bank below to complete the paragraph.

\_\_\_\_\_ is a communication system, which uses eight \_\_\_\_\_ in \_\_\_\_\_ locations in combination with the natural mouth movements of speech. A handshape and a location together cue a \_\_\_\_\_. Many people use cued speech such as \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. Cued speech allows a person who is \_\_\_\_\_ to see all the sounds that hearing people hear. Dr. R. Orin Cornett invented cued speech in 1966 while at \_\_\_\_\_ University as a solution to the reading barriers that people who are deaf have had to face.

### Word Bank

interpreters

handshapes

many

cued

Gallaudet

adults

speech

deaf

children

syllable



# Lesson Plan #3D

## Correlation to Sunshine State Standards, Florida Comprehensive Assessment Test (FCAT) and English as a Second Language (ESOL).

<b>Language Arts - Reading</b> Standard 2: The student constructs meaning from a wide range of texts (LA.A.2.2).		
---	--	--

Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
LA.A.2.2.1 Reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.	1C; 1D; 2A; 2B; 2C; 3A; 3B; 3E	Yes
LA.A.2.2.2 Identifies the author's purpose in a simple text.	1C; 1D; 2A; 2B; 2C; 3E	Yes
LA.A.2.2.5 Reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.	1C; 1D; 2A; 2B; 2C; 3A; 3E	No

<b>Language Arts - Writing</b> Standard 1: The student uses writing processes effectively (LA.B.1.2).		
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Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
LA.B.1.2.1 Prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.	3A; 3E; 4-1	No

<b>Language Arts - Writing</b> Standard 2: The student writes to communicate ideas and information effectively (LA.B.2.2).		
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Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
LA.B.2.2.1 Writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.	2A; 2B; 2C; 3E; 3F; 4-1; 4-5	No
LA.B.2.2.3 Writes for a variety of occasions, audiences, and purposes.	2C; 3E; 3F; 4-1	No
LA.B.2.2.6 Creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.	2C; 3A; 3E; 3F	No

Suggested ESOL Instructional Approach	Addressed in Unit(s)	ESOL Strategies	Addressed in Unit(s)
Cognitive Academic Language Learning	1B, 1C, 1D, 2B,	Asking higher and lower order questions;  Concept Mapping	1B, 2B, 2D, 3E  1D, 3E



# Instructional Lesson Plan #3D

Subject: **Technology and Communication**

Unit: **Hearing Loss Awareness**

Lesson Topic: **Using an Interpreter**

Time: **One-hour period**

Program Outcome(s)/Goal(s) Expectation(s): **Students will demonstrate the ability to read for a variety of purposes and respond through global understanding, interpretation, personal response and critical stance.**

Program Indicator(s): **Students will develop global understanding when reading to be informed.**

Student Outcome(s): **Students will identify details of expository text and summarize information in a paragraph.**

---

Context for Learning: The students are learning about different methods of communication. Today they will learn how people with hearing loss communicate through an interpreter.

The teacher will need the following materials:

- "Using an Interpreter" article (Handout #1)
- Information Web (Handout #2)
- Web Transparency (Teacher Resource Sheet)
- Learning Log (Handout #3)

# Instructional Delivery

## Opening Activities/Motivation

Have students role play a situation where they must interpret several sentences for a person with hearing loss. The teacher may provide earplugs and tie in ear safety. Allow some discussion after role-playing. Explain that interpreters are used in many different situations. For example, there are foreign language interpreters, sign language interpreters and oral interpreters.

### Procedure

1. Read the student outcome together.
2. Have students read the article, "Using an Interpreter" (Handout #1).
3. After reading the article, students should go back and find important details to list on the Information Web (Handout #2).
4. Share details with the whole class. (Use Web transparency-Teacher Resource Sheet)
5. Distinguish between a professional interpreter and a signer.\* A professional interpreter should...
  - have academic training.
  - have obtained certification such as NAD (National Association for the Deaf) or RID (Registry of Interpreters for the Deaf).
  - have at least three years of field experience.

\*A signer is a person who knows sign language, but is not recognized as a professional interpreter.

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## Assessment/Evaluation

Students will use the Information Web to write a paragraph in their Learning Log (Handout #3), summarizing the article, "Using an Interpreter."

---

## Closure

Have some students share their paragraphs.



# Handout #1 “Using an Interpreter”

Sometimes people who are deaf use another person, called an interpreter, to facilitate communication with people who hear. An interpreter functions as the ears of a person who is deaf and sometimes, as the voice of a person who is deaf. The interpreter listens and lets the person who is deaf know what is spoken by all of the people in the room. If a person who is deaf chooses not to voice, the interpreter may also speak that person’s message.

There are different kinds of interpreters. A **sign language interpreter** presents the information in sign language. People who are deaf that do not know sign language may use an **oral interpreter**, who repeats the speaker’s words without using voice. People who are deaf that use oral interpreters are actually speechreading the interpreter. One type of oral interpreter is a **cued speech interpreter**, who mouths the words and adds cues to facilitate speechreading (or lipreading).

Interpreters work in a variety of settings, including educational, legal, medical, cultural, social, religious, mental health, financial and occupational environments. You may see an interpreter signing a teacher’s words in schools, or making theatre performances accessible to those who are deaf in the audience. In almost any situation where communication occurs, interpreters can be utilized to facilitate communication and understanding.

When an interpreter is used to facilitate communication, the person who hears can make the interaction more comfortable by following these simple guidelines:

1. Do speak directly to the person who is deaf (i.e. “Mr. Smith, which do you prefer?”), not to the interpreter (i.e. “Ask him which he prefers.”).
2. Don’t ask the interpreter to omit something you have said. The interpreter is not an editor, and will sign everything that is said in exactly the same manner it is presented.
3. Do recognize that the information discussed is confidential or private.
4. Don’t ask the interpreter to interject personal opinions. The interpreter is present only to facilitate communication between the people who are deaf and hearing.
5. Do provide good lighting and occasional breaks. When the interpreting situation involves darkening the room to view slides or movies, use auxiliary lighting so that the person who is deaf can see the interpreter. Since watching an interpreter for a long time is tiring for a person who is deaf, and interpreting can be fatiguing for the interpreter, provide breaks once an hour.
6. When in doubt, ask the person who is deaf what is best.

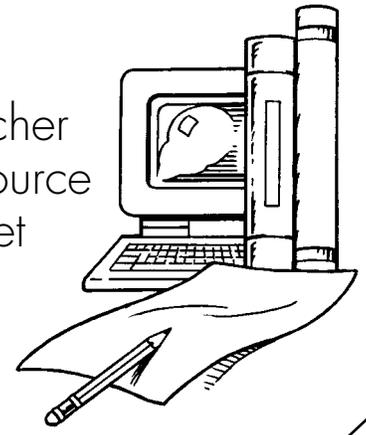


**Using an  
Interpreter**



# Web Transparency

Teacher  
Resource  
Sheet



**Using an  
Interpreter**

**Technology**  
and  
**Communication**





# Lesson Plan #3E

## Correlation to Sunshine State Standards, Florida Comprehensive Assessment Test (FCAT) and English as a Second Language (ESOL).

<b>Health - Responsible Health Behavior</b>		
Standard 2: The student analyzes the influence of culture, media, technology, and other factors on health (HE.B.2.2).		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>FCAT Benchmark?</b>
HE.B.2.2.3 Knows the ways in which technology can influence personal health.	3F; 3G	No

<b>Language Arts - Writing</b>		
Standard 2: The student writes to communicate ideas and information effectively (LA.B.2.2).		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>FCAT Benchmark?</b>
LA.B.2.2.1 Writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.	2A; 2B; 2C; 3E; 3F; 4-1; 4-5	No
LA.B.2.2.3 Writes for a variety of occasions, audiences, and purposes.	2C; 3E; 3F; 4-1	No
LA.B.2.2.6 Creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.	2C; 3A; 3E; 3F	No

<b>Suggested ESOL Instructional Approach</b>	<b>Addressed in Unit(s)</b>	<b>ESOL Strategies</b>	<b>Addressed in Unit(s)</b>
Cognitive Academic Language Learning	1B, 1C, 1D, 2B, 2D, 3D, 3E	Think, Pair, Share	3F

# Technology and Communication



# Instructional Lesson Plan #3E

Subject: **Technology and Communication**

Unit: **Hearing Loss Awareness**

Lesson Topic: **Communication Before Technology**

Time: **2 One-hour periods**

Program Outcome(s)/Goal(s) Expectation(s): **Students will demonstrate the ability to use a variety of strategies to construct, extend and examine meaning.**

Program Indicator(s): **Students will demonstrate the ability to predict ideas and relate what is read to their predictions.**

Student Outcome(s): **Students will make predictions, read to be informed and design a device to improve communication for people who are deaf or hard of hearing.**

---

Context for Learning: Students have been learning about how technology has helped people who are deaf or hard of hearing communicate. Now, they will predict how these people managed to communicate before technology. The students will read an informational article and then work in groups to design a device that would help people communicate.

The teacher will need the following materials:

- Prediction Worksheet (Handout #1)
- Informational Article (Handout #2)
- Large sheet of construction paper and markers per group



# Instructional Delivery

## Opening Activities/Motivation

Ask students to think about the following situations that a person who is deaf or hard of hearing may encounter. How would this person have managed before technology?

- Someone is at the door.
- The baby is crying.
- They need to wake up at 6:00 a.m.

## Procedure

1. Read the student outcome together.
2. Explain that the students will use the Prediction Worksheet (Handout #1) to write their ideas about the situations presented to them. (See Opening Activity.)
3. Allow time for students to complete the worksheet and share responses.
4. Pass out the article and have students read about how people who are deaf communicated before technology.
5. Compare the information in the article to the students' predictions.

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## Assessment/Evaluation

During the second one-hour period, students will work in small groups to design a communication device for the deaf. The groups will make short presentations explaining how their device fills a communication need for a person who is deaf or hard of hearing.

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## Closure

Have students review how technology has improved communication for people who are deaf or hard of hearing.





## Communication Before Technology

Are you a good problem solver? How would you know someone was knocking at your door if you were a person with hearing loss? What if your mom could not hear and the baby was crying? If you had to wake up for school but could not hear an alarm clock, what would you do?

A hearing person takes these things for granted, but a person with hearing loss needs to find solutions to these problems. Years ago, before technology, people managed in different ways. A mother with hearing loss used to train herself to sleep with one arm extended into her child's crib, which she pulled up next to her bed. If the child awakened during the night, the vibrations or the child's movements would wake up the mother.

A lot of old time men who are deaf enjoyed working with electricity. A person with hearing loss would rig up an alarm clock that would trip a switch at a pre-set time and turn on a light. This would awaken the person so that he would be on time. Sometimes there were reports in the old "Silent Worker" magazine about families losing their homes to fires set by homemade electrical devices, since these men were not as skilled as others at working with electricity.

A former Gallaudet University student tells a story about his first semester there in the fall of 1962. The student lived in College Hall, one of the oldest buildings on the campus. One of the odd things he noticed was a doorknob on the wall outside his door. He couldn't figure out what it was for until he decided to give it a pull. There was a cable attached to it and when he pulled it out and let it go, there was a very heavy thump inside the wall. He later learned the knob was attached to a heavy lead weight at the end of the cable. The weight was contained in a steel pipe with a welded-on footplate. The vibrations from the weight being dropped could be felt by anyone in the room, and sometimes by those in adjoining rooms as well. The device laid important groundwork for the development of the electronic doorbells Gallaudet dorms are equipped with today.

With today's many advances in technology, people with hearing loss can spend more time enjoying life and less time solving these problems.

# Lesson Plan #3F

## Correlation to Sunshine State Standards, Florida Comprehensive Assessment Test (FCAT) and English as a Second Language (ESOL).

<b>Health - Responsible Health Behavior</b>		
Standard 2: The student analyzes the influence of culture, media, technology, and other factors on health (HE.B.2.2).		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>FCAT Benchmark?</b>
HE.B.2.2.3 Knows the ways in which technology can influence personal health.	3F; 3G	No

<b>Foreign Languages - Comparisons</b>		
Standard 2: The student recognizes that cultures have different patterns of interaction and applies this knowledge to his or her own culture (FL.D.2.2).		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>FCAT Benchmark?</b>
FL.D.2.2.2 Recognizes forms of the target language evident in the local culture (e.g. signs, symbols, advertisements, packages, displays, murals, songs, and rhymes).	3G	No

<b>Suggested ESOL Instructional Approach</b>	<b>Addressed in Unit(s)</b>	<b>ESOL Strategies</b>	<b>Addressed in Unit(s)</b>
Language Experience Approach	2C, 3F, 3G	Field Experiences	1A, 2C, 3B, 3C, 3G



# Instructional Lesson Plan #3F

Unit: **Technology and Communication**

Subject: **Hearing Loss Awareness**

Lesson Topic: **Using FLORIDA RELAY**



Time: **Two 45-minute periods**

Program Outcome(s)/Goal(s)/Expectation(s): **Students will demonstrate the ability to read for a variety of purposes and respond through global understanding, interpretation, personal response and critical stance.**

Program Indicator(s): **Students will gain information from a variety of forms when reading to be informed or reading to perform a task.**

Student Outcome(s): **Students will utilize expository text to construct meaning, interpret pictographic representations, identify the overall purpose of a task and who will perform the task, summarize what the task requires one to do and identify the relevance of the task to one's needs. Students will read to perform a task.**

---

Context for Learning: Prior to this lesson, students should be familiar with specific vocabulary and language symbols (See Handout #1).

Students today are familiar with both telephones and typewriter-like keyboards. A TTY looks much like a standard telephone with a keyboard, a text screen and/or a paper printout. It is used by people who are deaf, hard of hearing, Deaf/Blind, or speech impaired to communicate directly with another TTY user or any standard telephone user through Florida Relay. Students will learn how to use a TTY and understand how Florida Relay works (See Handout #2).

The teacher will need the following materials:

- Understanding Florida Relay Vocabulary (Handout #1)
- Using Florida Relay (Handout #2)
- K...W...L... (What I think I know, What I want to know, What I learned) (Handout #3)
- Florida Relay Communication Model (Teacher Resource Sheet)
- Model of a Communication System (Handout #4)
- Patterns (Handout #5)
- How Many Words... (Handout #6)
- Florida Relay Video – *Let's Make a Florida Relay Call*
- Index cards
- String
- Cups

and **Technology**  
**Communication**



# Instructional Delivery

## Opening Activities/Motivation

Ask students what they already know about how people with hearing loss communicate. Use a K-W-L chart (Handout #3) to record responses. Ask students what they want to learn about how people who are deaf or speech impaired communicate by telephone and in person. Record responses on the chart. Save the chart for later use following the lesson.

Read the definition of communication to students: **Communication is a two-way process. It involves two or more people who alternately send and receive information.** For communication to succeed, the two people in a conversation need to use a shared means for sending and receiving information. People with hearing loss or speech disabilities may send and receive messages in several different ways when face to face or in two different places.

## Procedure

1. Read the student outcomes together.
2. View the video, *Let's Make a Florida Relay Call*, which explains Florida Relay and the TTY.
3. Select several students to demonstrate how people with hearing loss could communicate using cups, string, index cards and labels. Have one student write a message on an index card, and ask him or her to send it to another student. The partner responds with another written message. And so on. Then, create a similar model to show how a deaf and hearing person can communicate through Florida Relay. Have students hold one of the Florida Relay Communication Model Labels (Teacher Resource Sheet) to demonstrate the role played by each person in a conversation through Florida Relay.
4. Students should explain this model orally, or using gestures.
5. For independent practice, students will construct a paper model of how people with hearing loss communicate via the telephone. (Handouts #4 and #5)
6. Students will summarize in their own words, the overall purpose of a TTY, who uses a TTY, and how a TTY works.
7. Enrichment Activity: (Handout #6)

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## Assessment/Evaluation

Use Procedure #6 to evaluate students.

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## Closure

Refer back to the K-W-L chart. Review the information recorded in the beginning of the lesson. Ask students to tell what they learned about the ways people who are deaf, hard of hearing, Deaf/Blind, or speech impaired communicate via the telephone. Record responses in the third column.



# Handout #1 Understanding Florida Relay Vocabulary

Draw a line to the picture of the correct answer:

What is:

1. The kind of phone used by a person with speech or hearing loss.

2. The kind of phone used by a person who is hearing.

3. The specially trained operator who connects people who are deaf, hard of hearing, Deaf/Blind or speech impaired to a hearing person.

4. The symbol for a TTY that you would see in public places.

5. The symbol for a standard telephone that you would see in public places.

6. The abbreviation used to let the operator know each person is finished speaking.



# GA



## Handout #2 Using Florida Relay

### Relay Users Keep in Touch

People who are deaf, hard of hearing, Deaf/Blind or speech impaired use the telephone in many different ways. Florida Relay, a public service offered by the State of Florida, enables people with hearing or speech loss to communicate with anyone who uses a standard telephone.

### How Florida Relay Works

A call may be initiated by a person using either a standard telephone or a TTY. In Florida, dial 7-1-1 or 1-800-955-8770 from anywhere, and give the Florida Relay operator the phone number of the person you wish to call. The operator will connect you to the TTY user and then relay the conversation back and forth between the two of you. The TTY user will type his or her side of the conversation into the TTY and that message will be read to you by the operator. The operator will then type your words back to the TTY user. Remember to say, **“Go Ahead”** or **“GA”** each time you finish your part of the conversation so the other person knows it is his or her turn to speak.

### The TTY

A TTY allows a person who is deaf, hard of hearing, Deaf/Blind or speech impaired to make a telephone call. It looks very similar to a telephone with a typewriter keypad and a text screen and/or a paper printout. The conversation is read by the TTY user on the text screen and/or the paper printout. Persons using a TTY may call another TTY user directly, or any standard phone user by placing the call through Florida Relay.



# Handout #3 K-W-L Chart

<b>K</b>	<b>W</b>	<b>L</b>
What I think I know...	What I want to know...	What I learned...

**Florida Relay**  
**Communication Model Labels**

Teacher  
Resource  
Sheet



**TELEPHONE**

**TTY**

**OPERATOR**



# Handout #4 Model of a Communication System

## Reading to perform a task

*Follow directions to construct a model of a communication system.*

*Materials: Pattern pieces (Handout #5), scissors, glue, paper.*

1. Cut out the pattern pieces.
2. Glue them on your paper to show how they work together.  
\*\* Hint: Use lines or arrows.
3. Label each picture.
4. Write a paragraph explaining your model. Be sure to include answers to the following questions.
  - What is the main purpose?
  - Who would use this system?
  - How does the system work?

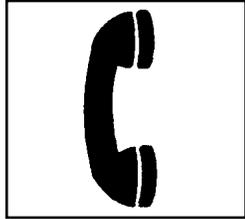




**Technology**  
and  
**Communication**



# How Many Words Can You Make Out of **TELEPHONE CALL**



These are universal telephone and TTY (text telephone) signs. You will see these signs in large public places such as airports, shopping malls, or rest areas to let people know that there is a standard and TTY phone for public use.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_

# Unit 4



**Students**  
-to-  
**Students**

# Lesson Plan #4

## Correlation to Sunshine State Standards, Florida Comprehensive Assessment Test (FCAT) and English as a Second Language (ESOL).

<b>Foreign Languages - Comparisons</b>		
Standard 2: The student recognizes that cultures have different patterns of interaction and applies this knowledge to his or her own culture (FL.D.2.2).		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>FCAT Benchmark?</b>
FL.D.2.2.1 Distinguished the similarities and differences between the patterns of behavior of the target culture related to recreation, holidays, celebrations, and the patterns of behavior of the local culture.	2A; 2B; 2C; 2D; 4-1	No
FL.D.2.2.3 Recognizes some cultural aspects, viewpoints, and attitudes of people in both his or her own culture and the target culture relating to family, school, work, and play.	2A; 2B; 2C; 2D; 4-1	No

<b>Language Arts - Writing</b>		
Standard 2: The student writes to communicate ideas and information effectively (LA.B.2.2).		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>FCAT Benchmark?</b>
LA.B.2.2.1 Writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.	2A; 2B; 2C; 3E; 3F; 4-1; 4-5	No
LA.B.2.2.3 Writes for a variety of occasions, audiences, and purposes.	2C; 3E; 3F; 4-1	No

**Students  
+0-  
Students**



# Students-to-Students Program

The Students-to-Students Program was developed in 1995 by James A. Stevenson, a member of the State of Maryland Governor's Advisory Board for Telecommunications Relay and former librarian of Bealle Elementary School in Frostburg, Maryland. The goals of the program are to remove communication barriers between hearing students and students who are deaf, hard of hearing, Deaf/Blind or speech impaired and to increase awareness of relay among the hearing population.

Participating schools should follow the steps outlined below to introduce and implement the program:

- Each school should assign a classroom and teacher representative to participate in the program.
- Florida Relay representatives may meet with teachers to introduce the program. They may also be available to visit classrooms to reinforce the goals of the program, demonstrate proper TTY usage and provide ongoing support. For instructions on how to make a Florida Relay Call, see Handouts #1 and 2.
- Once a group of hearing students is selected by the teacher representative to participate in the Students-to-Students Program, the school should send each student's parents a "permission to participate" letter.
- When parental permission is obtained, participating students will be assigned a deaf or hard-of-hearing partner from another school or from their own school, if possible. Possible topics of discussion can be drawn from the Student Survey of Interests (Handout #1).
- Throughout the program, students should keep a journal of their calls (Handout #5).
- Remember...this is a living program and we appreciate your participation. A Program Evaluation (Handout #6) will help us make improvements and adjustments for future participants. If you have any questions or concerns, please contact Florida Telecommunications Relay, Inc. Customer Service at 1-800-222-3448.

**Students**  
-to-  
**Students**



**Name:**

**Date:**

**School:**

**Phone:**

1. What are some of the fun or interesting things you like to do when you are not in school?

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2. Do you have any pets? If so, what kind? In not, would you like one?

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3. Do you have any brothers or sisters?

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4. What is your favorite food?

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# Placing a Call Through Florida Relay Using a Standard Telephone

1. Dial 7-1-1 or 1-800-955-8770.
2. When you hear, "Florida Relay operator xxxx, may I have the number you are calling?," tell the operator the phone number you wish to call, including the area code.  
Example: "Please call 406-123-5678"
3. While the operator is dialing the number, you will not hear anything. When the person you have called answers their text telephone (TTY) you will hear the operator say "Hello, **GA**." "**GA**" means "**Go Ahead**." It is now your turn to speak.
4. Speak slowly, clearly, and directly to the person you are calling, not to the operator.
5. Remember to say "**Go Ahead**" or "**GA**" each time you finish your part of the conversation so the other person knows it is his or her turn to speak.
6. Don't hang up until the operator tells you that the other person has hung up.

## Receiving Calls from Relay Users

1. When answering your telephone at work or at home, you may receive a call placed through Florida Relay. You will hear an operator say, "Hello, a person is calling you through Florida Relay. I'm operator xxxx, have you received a relay call before?"
2. If you answer "No," the operator will explain how Florida Relay works.
3. If you say "Yes," the call will proceed and the operator will voice everything to you that the person who is deaf, hard of hearing, Deaf/Blind or speech impaired types into his or her TTY. Everything that you say in response will be typed back to the TTY user. The operator will continue relaying the messages back and forth until the conversation has ended.
4. Remember to say "Go Ahead" or "GA" after each thought. When the operator says, "Go Ahead," back to you, it is your turn to speak.



# Placing a Call Through Florida Relay Using a TTY (Text Telephone)

1. Dial 1-800-955-8770 or 7-1-1.
2. Florida Relay will send the message: "NBR CALLING PLS GA." This message is sent by the computer; a live operator will not come on the line until after you enter the phone number you are calling.
3. Type the area code and telephone number you are calling, along with any calling instructions or information. Then type "GA."
4. Your call will be transferred to an operator whose identification number and gender ("M" for male or "F" for female) will appear on your TTY display screen.
5. While the operator is dialing the number, you will see, "Dialing number, ringing 1...2...3...." (or the number is busy).
6. When the person you are calling answers the telephone, the operator will type what they say.

Example: "Hello," or "Thanks for calling Pizza Palace."

The operator may first need to explain what a relay call is to the person you are calling, and then he or she will type "**GA**."

7. When you see "**GA**" on your TTY screen, you may begin typing your part of the conversation.
8. Remember to type "**GA**" each time you finish typing your thought so that the other person knows it is his or her turn to speak.
9. When you are ready to hang up, type "**GA to SK**." That lets the other person know you are ready to hang up. When they say goodbye, you can type "**SKSK**" and hang up.



## Handout #4 Tips for Using Florida Relay

✓ **When you receive a Florida Relay call, don't hang up.**

The person calling you is deaf, hard of hearing, Deaf/Blind or speech impaired and is using Florida Relay to reach you.

✓ **Say "Go Ahead" or "GA" after each thought.**

Remember that the operator must type everything you say, so try to speak clearly and slowly. It is not necessary to speak loud. When the operator says, "Go Ahead" to you, it's your turn to speak.

✓ **Speak directly to the other person, not to the operator.**

The operator is not a part of the conversation and will not acknowledge you if you speak to him or her. Continue your conversation as if the operator is not present.

✓ **The operator will type everything that is heard.**

This allows TTY users to have a more natural calling experience. The operator must type your words exactly as you say them.

✓ **Be patient.**

Florida Relay calls take a few minutes longer than standard telephone calls, so please be patient.

✓ **Florida Relay Customer Service is here to help.**

If you have questions about Florida Relay, please call Florida Telecommunications Relay, Inc., Customer Service at 1-800-222-3448.

**Students  
+  
Students**



**Name of Caller:**

**Date:**

**Person Called:**

What did you discuss during the phone call?

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What are your comments about the call?

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Is there anything you need to remember for your next call?

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## **Handout #6**

# **Students-to-Students Teacher Program Evaluation**

1. Please list the benefits you have experienced as a participant in the Students-to-Students Program.

2. Do you have any suggestions or comments that would help improve the program in future years?

3. Would you be willing to participate in this program again?

**Students  
+  
Students**



# GLOSSARY of New Terms

- **American Sign Language** – a visual language based on facial expression, body posture and movement and hand shape.
- **CapTel™ (Captioned Telephone)** – For people who are hard of hearing and prefer to speak for themselves during phone conversations. This specialized technology enables users to read a captioned version of their conversation on the text screen of their CapTel phone and listen to the voice of the person they are calling at the same time.
- **Communication** – A method used to convey information or ideas using a set of symbols or words.
- **Deaf** – The proper word to use when you are referring to a person with profound hearing loss.
- **Deaf culture** – The similar beliefs, customs, and language shared by a group of people who are deaf.
- **Fingerspelling** – The representation of letters of the alphabet on the hands; also called manual alphabet.
- **FM System** – An assistive listening system consisting of a transmitter microphone worn by the speaker and a FM receiver worn by the student with hearing loss. The system can help reduce distractions caused by background noises and help the listener hear the speaker more clearly.
- **Hard of hearing** – refers to a person who has lost some hearing ability.
- **Hearing Carry-Over (HCO)** – A feature for people who have difficulty speaking clearly over the telephone and prefer to listen for themselves while typing their side of the conversation during relay calls.
- **Internet Protocol Relay (IP Relay)** – A new technology to access relay through the Internet, using a computer. A consumer who is deaf, hard of hearing, Deaf/Blind or speech impaired can call a standard telephone user, anywhere, anytime, simply by clicking on [www.ftri.org](http://www.ftri.org).
- **Interpreter** – A trained professional bound by a code of ethics that includes strict confidentiality rules. The interpreter is present to facilitate communication only and can neither add nor delete any information at any time. An interpreter also is trained in transliteration (translating messages from sign language to English).
- **Lip reading** – A technique of communicating that involves watching a person form words with his or her lips; also called speech-reading.
- **Florida Relay** – A public service offered through the State of Florida that enables people who are deaf, hard of hearing, Deaf/Blind or speech impaired to communicate by telephone with any standard telephone user.
- **Florida Relay operator** – The specially trained person who connects people who are deaf, hard of hearing, Deaf/Blind or speech impaired to standard phone users and relays their conversations back and forth, verbatim.
- **Signer** – A person who is able to communicate using sign language but is not recognized as a professional interpreter.
- **Speech-to-Speech (STS)** – A system for people with a mild-to-moderate speech disabilities who have difficulty being understood clearly over the telephone. STS users speak for themselves during Florida Relay calls and a specially trained operator revoices their conversation to the other party.
- **TTY (text telephone)** – A TTY looks very similar to a typewriter keypad with a text screen. It allows people who are deaf, hard of hearing, Deaf/Blind or speech impaired to read telephone conversations on a lighted screen or paper printout.
- **Voice Carry-Over (VCO)** – A system for people who have difficulty hearing clearly over the telephone and prefer to speak for themselves during Florida Relay calls.
- **Video Relay Services (VRS)** – A technology that makes it possible for sign language users to communicate in their native language with the person they are calling, via a computer with a desktop Web camera and the Internet. A nationally certified interpreter relays the conversation between both parties.

# Appendix I General Overview of FLORIDA RELAY

## Background Information

For individuals with a hearing or speech disability, the standard telephone can often function as barrier to communication. In 1990, Title IV of the Americans With Disabilities Act required that there be a Telecommunications Relay Service put into place in each state to remove this barrier. Florida Relay, a public service administered by the State of Florida Public Service Commission, satisfies this mandate. The State of Florida has contracted with Sprint to provide Florida Relay to its citizens. Florida Relay allows telephone communication between standard phone users and TTY (text telephone) users. TTY users may be deaf, hard of hearing, Deaf/Blind or speech impaired. Florida Relay may be accessed from any phone, anywhere and at anytime, and there are no setup fees or costs for local calls. Florida Relay also can be used to make international calls.

Florida Relay allows anyone to speak to people who may have stopped using the telephone due to progressive hearing loss. Either party may initiate calls, and receiving a call is as simple as answering your telephone.

## Who Uses Florida Relay?

Florida Relay is traditionally thought of as a phone system for the deaf, but that is not completely true. There are many reasons people cannot use a standard telephone, and Florida Relay has features in place to make telephone communication accessible to all individuals, regardless of one's communication needs. Florida Relay allows businesses, government agencies, organizations and private citizens to have telephone contact with anyone, anytime.

## Florida Relay Features

### A. Standard Relay

A person with a TTY who chooses to type and read his or her conversation and may be deaf, hard of hearing, Deaf/Blind or speech impaired.

### B. VCO (Voice Carry-Over)

A person with a hearing loss and understandable speech who chooses to speak for themselves using a specially designed telephone with a lighted display screen. The voice you hear will be that of the other party, and the operator will type your side of the conversation to him or her.

### C. CapTel™ (Captioned Telephone)

For people who are hard of hearing and prefer to speak for themselves during phone conversations. This specialized technology enables users to read a captioned version of their conversation on the text screen of their CapTel phone and listen to the voice of the person they are calling at the same time.

### D. HCO (Hearing Carry-Over)

A person with a speech disability who can hear your responses types his or her side of the conversation, and the operator voices that person's words to you.

### E. Speech-To-Speech Service (STS)

Using a standard telephone, a speech-impaired individual calls a specially designated number, 1-877-955-5334, and uses his or her own voice while the operator listens carefully and repeats what is said to the other party. The other party will hear your responses.

### F. Internet Protocol Relay (IP Relay)

A new technology to access Florida Relay through the Internet, using a computer. With this feature, a person who is deaf, hard of hearing, Deaf/Blind, or speech impaired can call any standard telephone user, anywhere, anytime by clicking on [www.ftri.org](http://www.ftri.org). Visit [www.ftri.org](http://www.ftri.org) for more information.

### G. Video Relay Services (VRS)

A technology that makes it possible for sign language users to communicate in their native language with the person they are calling, via a computer with a desktop Web camera and the Internet. A nationally certified interpreter relays the conversation between both parties.

### H. Businesses, Families and Friends

Anyone who wants to contact an individual who is deaf, hard of hearing, Deaf/Blind or speech impaired may reach Florida Relay from their standard telephone. No extra equipment is needed.



# General Overview of **FLORIDA RELAY**

## **Control of the Call**

As a Florida Relay user, you have control of a Relay call. This means that if you are not satisfied with a operator for any reason, you may request another operator or ask to speak to a supervisor. You do not have to offer an explanation for either request. Whenever you place or receive a Relay call, it is helpful to write down the operator's number as well as the date and time of the call. The operator handling your call should give his or her identification number to you at the beginning and end of each call. In order to maintain confidentiality and transparency, operators will never divulge their names. By recording the operator's number, you will be able to provide valuable feedback, if necessary. We recommend that you address any concerns you have while you are still on the phone with Florida Relay.

## **PBX (Private Branch Exchange) Systems and 7-1-1\***

When calling Florida Relay through a PBX system (i.e. systems that require dialing "9" or "8" before the phone number), you may hear a series of two different high-pitched tones, and then the operator will answer your call. To avoid hearing these tones, be sure to use 7-1-1 or 1-800-955-8770 to call Florida Relay from anywhere inside the State. Occasionally, 7-1-1 is not available through a PBX system. If you encounter this difficulty, contact the telecommunications manager or PBX coordinator of your building. Ask them to re-program the PBX switch software to allow 7-1-1 access.

## **Long-Distance Charges**

Long-distance calls placed through Florida Relay can be billed to your carrier of choice, simply by giving the operator your long-distance information when placing a Relay call. If you do not provide a specific company, the call will be billed through Florida Relay's current provider at a reduced rate.

## **More Information**

Florida Relay offers free training materials for businesses and their employees. To schedule a training session or for more information, call Florida Telecommunications Relay, Inc., Customer Service at 1-800-222-3448 or visit our Web site at [www.ftri.org](http://www.ftri.org).

# Appendix II Making and Receiving FLORIDA RELAY Calls

## Receiving calls from Relay users

1. When answering your telephone, you may receive a Florida Relay call. You will hear an operator say, "This is Florida Relay operator 1234 with a call."
2. The call will proceed as the operator voices everything to you that the person who is deaf, hard of hearing, Deaf/Blind or speech impaired types into his or her TTY. Everything that you say will be typed back to the TTY user. The operator will continue relaying the conversation back and forth until both you and the other party end the call.
3. Remember to say "Go Ahead" or "GA" after each thought. When the operator says, "Go Ahead," back to you, it is your turn to speak.
4. Read the "Tips" section below to ensure smooth, efficient Relay call handling.

## Making Relay calls to friends and family with hearing loss

1. Dial 7-1-1 or 1-800-955-8770.
2. Provide the operator with the area code and telephone number you wish to call. An operator will be right with you to connect your call.
4. While the operator is dialing the number, you will not hear anything. Remember to speak directly to the person you are calling, not the operator. The operator will relay your conversation word-for-word.
5. Once the person you are calling answers, proceed with the call as you would during a regular phone call.
6. Remember to say "Go Ahead" or "GA" after each thought. When the operator says, "Go Ahead," back to you, it is your turn to speak.
7. See the following "Tips" section to ensure smooth, efficient Relay call handling.

\* See section on PBXs and 7-1-1.

## Tips

- ✓ **When you receive a Florida Relay call, don't hang up.**  
The person calling you is deaf, hard of hearing, Deaf/Blind or speech impaired and is using Florida Relay to reach you.
- ✓ **Say "Go Ahead" or "GA" after each thought.**  
Remember that the operator must type everything you say, so try to speak clearly and slowly. It is not necessary to speak loud. When the operator says, "Go Ahead" to you, it's your turn to speak.
- ✓ **Speak directly to the other person, not to the operator.**  
The operator is not part of the conversation and will not acknowledge you if you speak to him or her. Pretend that the operator is not present.
- ✓ **The operator will type everything that is heard.**  
This allows TTY users to have a more natural calling experience. The operator is obligated to type your words exactly as you say them.
- ✓ **Be patient.**  
Florida Relay calls take a few minutes longer than regular calls, so please be patient.
- ✓ **Florida Relay Customer Service is here to help.**  
If you have any questions about Florida Relay, please call Florida Telecommunications Relay, Inc., Customer Service at 1-800-222-3448.



# Appendix III Frequently Asked Questions About Deafness and **FLORIDA RELAY**

## **1. How did deaf people communicate with standard telephone users before Relay services were mandated by law?**

Before Relay services were established in 1991, people who were deaf or hard of hearing were unable to use a standard telephone and had to rely on neighbors, family members or friends to make phone calls for them. Relay services represent an important step toward telecommunications independence and equality.

## **2. How does a person who is deaf or hard of hearing know when a telephone is ringing?**

A person who is deaf is alerted to a ringing telephone by a light flashing system that is installed in their home or office.

## **3. What is the difference between a TDD, TTY, and TT?**

TTY, TDD and TT are three different acronyms for the same device. While the correct name for the device is TTY, "TDD" is also widely used and accepted.

## **4. What is a TTY?**

Looking very similar to a typewriter keypad with a text screen, a TTY allows a person who is deaf, hard of hearing, Deaf/Blind or speech impaired to make a telephone call. The conversation is read on a lighted display screen or paper printout.

## **5. My school has a dedicated TTY phone number. Why do I still receive Relay calls?**

Some locations do have dedicated TTY phone lines, but may find that they still receive Relay calls. The TTY user may choose to call any way they wish. Some individuals report that when calling a dedicated TTY line, they reach a recording. For this reason, a TTY user may find that by calling voice line, they receive an immediate response, rather than waiting for a return call. Also, the caller may not be aware that the school or business has a dedicated TTY line. That's why it's important to publicize this information and include it on all mailings and correspondence.

## **6. I forgot to get the phone number of a person who called me through Florida Relay. Can I call the operator back to get the number?**

No. To assure confidentiality of all calls, no records are kept. Once the call has ended, there is no way to retrieve this type of information.

## **4. How can I learn more about Florida Relay?**

Call Florida Telecommunications Relay, Inc., Customer Service at 1-800-222-3448. Or, you can visit us on the Web at [www.ftri.org](http://www.ftri.org).

# Appendix IV Standard TTY Abbreviations

Here are some suggested abbreviations you and your callers can use in TTY conversations. Try them because it saves time and money on long-distance calls.

:).....smile	NXT .....next
:(.....sad or regrets	OFC.....office
2.....two or to	OIC.....oh, I see!
2T .....today	OK.....alright
4.....for	PLS.....please
ABT .....about	PRO .....professional
ANS.....answer	Q.....question mark
ASAP .....as soon as possible	R.....are
ASST.....assistant	RDY .....ready
BIZ or BUZ.....business	REC.....receive
BTW.....by the way	SERV or SVC .....service
BCUZ or CUZ .....because	SD or SHD.....should
CD, CLD or CUD.....could	SK.....stop key (end call)
CUL.....see you later	SKSK.....hanging up
EDUC.....education	TDD .....telecommunications device for the deaf
FIGS.....figures	THKS, TKS or THX ....thanks
GA.....go ahead (your turn to type)	THRU.....through
GA SK .....about to hang up	TMR or TMW.....tomorrow
HD or HLD.....hold	TTY.....text telephone
ILY.....I love you	U .....you
IMPT.....important	URS.....yours
MIN PLS .....one moment, please	WUD .....would
MSG or MSGE.....message	XX or XXX .....erases an error
MTG .....meeting	
NBR .....number	

# RESOURCE GUIDE

## SERVICES AND PROGRAMS OFFERED BY FLORIDA RELAY

[www.ftri.org](http://www.ftri.org)  
1-800-222-3448

- **Free** presentations regarding equipment distribution and Florida Relay are provided by Florida Telecommunications Relay, Inc., (FTRI).
- Additional information and support regarding the Students-to-Students Program (see Unit 4).
- **Free** in-service training for organizations about using Florida Relay.
- **Free** assistive telephones for Florida residents who meet hearing loss or speech impairment qualifications.

To schedule a presentation or for general information about *Kids Keeping in Touch*, contact Florida Telecommunications Relay, Inc., Customer Service at 1-800-222-3448.

For more information:

## COMMUNICATIONS DISABILITIES

- ASHA – American Speech-Language-Hearing Association – [www.asha.org](http://www.asha.org)  
1-800-498-2071

## DEAFNESS AND HEARING LOSS

For links to information about hearing loss and related subjects:

- Florida Relay – [www.ftri.org](http://www.ftri.org)
- FSDB – Florida School for the Deaf and Blind – [www.fsdb.k12.fl.us](http://www.fsdb.k12.fl.us)  
904-827-2200 (voice)
- FCCDHH – Florida Coordinating Council for the Deaf and Hard of Hearing – [www.fccdhh.org](http://www.fccdhh.org)  
1-866-602-3275 (voice)  
1-866-602-3276 (TTY)
- NAD – National Association of the Deaf – [www.nad.org](http://www.nad.org)  
301-587-1788 (voice)  
301-587-1789 (TTY)
- FAD – Florida Association of the Deaf – [www.fadcentral.org](http://www.fadcentral.org)  
941-758-2539 (voice/TTY)
- ASDC – American Society for Deaf Children – [www.deafchildren.org](http://www.deafchildren.org)  
1-866-895-4206 (voice/TTY)
- ALDA – Association of Late Deafened Adults – [www.alda.org](http://www.alda.org)  
1-866-402-2532 (voice/TTY)
- AGB – Alexander Graham Bell Association for the Deaf and Hard of Hearing – [www.agbell.org](http://www.agbell.org)  
202-337-5220 (voice)  
202-337-5221 (TTY)
- Dangerous Decibels – [www.dangerousdecibels.org](http://www.dangerousdecibels.org)  
503-494-0670 (voice)
- HLAA – Hearing Loss Association of America – [www.hearingloss.org](http://www.hearingloss.org)  
301-657-2248 (voice/TTY)

# RESOURCE GUIDE (cont'd)

## INTERPRETERS

- RID – Registry of Interpreters for the Deaf – [www.rid.org](http://www.rid.org)  
703-838-0030 (voice)  
703-838-0459 (TTY)
- FRID – Florida Registry of Interpreters for the Deaf – [www.fridcentral.com](http://www.fridcentral.com)  
813-996-9644 voice

## AMERICAN SIGN LANGUAGE (Information and Materials)

- ASTLA – American Sign Language Teachers Association – [www.aslta.org](http://www.aslta.org)

## CUED SPEECH

- National Cued Speech Association – [www.cuedspeech.org](http://www.cuedspeech.org)  
800-459-3529 (voice/TTY)

## DEAF/BLIND

- AADB – American Association of the Deaf/Blind – [www.aadb.org](http://www.aadb.org)  
301-495-4403 (voice)  
301-495-4402 (TTY)