



## #C Term 3 - Lesson 27

### Deaf Culture - Technology - Grade 5

<b>The Victorian Curriculum (F - 2)</b> Strand: Understanding, Sub-strand: Language Awareness (VCASFU143) Strand: Understanding, Sub-strand: Language Awareness (VCASFU144)	<b>The Australian Curriculum (V9 1 - 2)</b> Strand: Understanding language and culture, Sub-strand: Understanding the interrelationships of language, culture and identity (AC9L2AU2U04)
<b>NSW Syllabus Code(s):</b> Role of language, culture and identity: Identity of the Deaf community (AU1-RLC-01)	

<b>Preparation prior to the lesson</b>	Print the Labelling worksheets for Hearing Aids and Cochlear Implants for each student (as required) and the Answer sheets for reference. Have copies of Additional Activity Worksheet (Matching) to use as required.
<b>Learning Intention</b>	<b>I will</b> <ul style="list-style-type: none"> <li>• Learn about personal hearing technologies that Deaf people may access.</li> <li>• Learn basic information about how Hearing Aids and Cochlear Implants work..</li> </ul>
<b>Success Criteria</b>	<b>I can</b> <ul style="list-style-type: none"> <li>• Understand the difference between hearing aids, cochlear implants and wearing no personal hearing technology.</li> <li>• Label the parts of a Hearing Aid and/or Cochlear Implant.</li> </ul>

Time	Teacher	Resources
5 mins	Set up the video to watch. Students seated on the floor.	
5 mins	<p><b>Introduction:</b> Introduce the topic - Deaf Culture - Technology</p> <p>Today we learn about Deaf Culture - Technology that Deaf people may choose to access. Brielle wears Hearing aids, Ben has a Cochlear Implant and Franco wears no hearing technology.</p> <p>All Deaf people have different hearing levels and needs. Some people gain benefit from hearing aids or cochlear implants and others do not. So these are very personal choices. You will note that despite these technology choices, Brielle, Ben and Franco all use Auslan to communicate.</p> <p>Watch the video, learn the relevant signs and find out about Brielle, Ben and Franco's personal hearing technology needs.</p> <p>(Start of Lesson)</p> <ul style="list-style-type: none"> <li>• Read and discuss the Learning Intention and Success Criteria.</li> <li>• Check for understanding, clarifying vocabulary as necessary.</li> </ul>	
10 mins	<p><b>Explicit Teaching:</b> Watch the video</p> <p>Use teacher discretion to decide if the class needs to watch any part of the video a second time.</p> <p><b>Signs taught this lesson:</b> Deaf Culture, Hearing aid, Cochlear Implant, Captions. Revision: technology.</p>	Lesson 27 video
5 mins	<p><b>Explanation of Activity:</b></p> <ul style="list-style-type: none"> <li>• Practise the signs taught.</li> <li>• Discuss what you saw in the video. <ul style="list-style-type: none"> <li>- The varied use of technology and different needs.</li> <li>- The individual nature of Deaf people (as with hearing people). Not all are the same, of course.</li> <li>- What did you understand about how Hearing Aids and Cochlear Implants work?</li> </ul> </li> <li>• The teacher shows and reads through the worksheet Cochlear Implant parts (words)</li> </ul>	<p>Hearing Aid Parts Label Worksheet and Cochlear Implant Parts Label Worksheet and their Answer Sheets below.</p> <p>Additional Activity Matching Sheet below</p>

	<p>to ensure that the students understand the words and parts of the Cochlear Implant.</p> <ul style="list-style-type: none"> <li>- The students complete the Cochlear Implant worksheet by cutting out the word and pasting it in the appropriate place OR write the word in the correct place.</li> <li>- The teacher has the Answer Sheet on the whiteboard in front of the class for students to check their labels with the Answer Sheet.</li> <li>- The students complete both labelling worksheets - Hearing Aid and Cochlear parts.</li> </ul> <p><b>ADDITIONAL ACTIVITY:</b> For those students who have time - Match the Hearing Aid part (word) to its meaning.</p>	
15 mins	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Practise the signs taught.</li> <li>• Discuss what you saw in the video. Differences between Deaf people's needs and their technology.</li> <li>• Complete the Cochlear Implant Parts Label Worksheet (check against the Answer Sheet at the front) Complete the Hearing Aid Parts Label Worksheet (check against the Answer Sheet at the front).</li> </ul>	
5 mins	<p><b>Reflection with Students:</b> (Select from the following options)</p> <ul style="list-style-type: none"> <li>• Do any students know someone with a Hearing Aid or Cochlear Implant? A Deaf person or an elderly relative? Discuss.</li> <li>• What do they know now about hearing technologies that they did not previously know?</li> <li>• What do you understand are the differences between Hearing Aids and Cochlear Implants?</li> <li>• If a Deaf person chooses not to wear/use (or gains limited benefit from) body worn hearing technology, what might this mean in their daily life? Discuss.</li> <li>• If they met a Deaf person who was happy to talk to them, perhaps visited the school, what question(s) might they want to ask?</li> </ul>	

**SIGN REFERENCE SHEET:** [Deaf Culture 2.pdf](#)

**ACTIVITY SHEETS: HEARING AIDS:**

 [Hearing Aid Parts Label Worksheet.pdf](#)

 [Hearing Aid Parts Label Answers.pdf](#)

(scroll below)

**COCHLEAR IMPLANTS:**  **Cochlear Implant Parts Label Worksheet.pdf**

 **Cochlear Implant Parts Label Answers.pdf**

**ADDITIONAL ACTIVITY SHEET:**  **Match the Hearing Aid parts .pdf**