



#1 Lesson Plan	
Subject: Deaf Community	Length of lesson: 1 hour
Level: Beginners	Resources needed: Computers or tablets with Internet connection, whiteboard & pens, SignDNA website link: www.signdna.org
Topic: Deaf Spaces	
Expectations	
Expectation(s): By the end of this lesson students should be able to:	
<ol style="list-style-type: none"> 1. Identify the kinds of settings in which Deaf people meet and congregate 2. Discuss the reasons Deaf people may choose to meet together 	
Content	
What do I want the learners to know and/or be able to do?	
Understand that historically Deaf people have strong bonds and connections and identify how these bonds are realised in daily lives, and where they came from.	
Today learners will:	
<ul style="list-style-type: none"> • Search for examples of Deaf people getting together in social settings and discuss why such gatherings are important for social connection and Deaf culture. 	
Learning context	
10 mins	Background We suggest considering these matters in context and connecting them to students' own experiences. Question: What communities are you a part of, either now or in the past? How do/did you get together with members of that community and what do you do when you go there? Why was meeting with those people important for you and/or your family? This should provide some context for considering Deaf

	<p>peoples' lives and their community:</p> <p>Question: Why do you think Deaf people socialise together? Seek: Shared language, so we can understand each other; shared experiences, shared similar world view – that being Deaf is a normal and positive thing, to relax and feel good.</p>
<p>25 mins</p>	<p>Activity</p> <p>Search the SignDNA archive for examples of Deaf people socialising.</p> <p>Collect three examples and be ready to describe them.</p> <ol style="list-style-type: none"> 1. When was the video taken? 2. Who was involved? Deaf? Hearing people? Children? Adults? 3. What kinds of things are they doing? 4. Where are they socialising? Is it a Deaf venue or a general one?
<p>20 mins</p>	<p>Group feedback and discussion</p> <p>Students feedback their findings.</p> <p>You may want to focus on chronological time periods. There is not much variation in Deaf community activity though the decades. Why is that?</p> <p>Students will likely find examples of: Deaf sports, Deaf outings and trips, Deaf people at 'Deaf Clubs' – regional societies established mostly to enable social contact between Deaf people.</p> <p>Question: Is this different or the same as the examples students gave at the beginning of the lesson? The aim here is to demonstrate the cultural normalcy of Deaf community behaviour.</p> <p>General background on Deaf culture and community</p> <p>Deaf people come from a range of upbringings. Most Deaf people have parents who are not Deaf, and therefore for many their first language may well be a spoken language of some kind rather than sign language.</p> <p>Question: Do any of the students have a first language that is different to the one they use at school? Please use your discretion here as some students may not want to disclose this for personal reasons.</p>

<p>10 min</p>	<p>General background on Deaf culture and community</p> <p>Deaf people come from a range of upbringings. Most Deaf people have parents who are not Deaf, and therefore for many their first language may well be a spoken language of some kind rather than sign language.</p> <p>Question: Do any of the students have a first language that is different to the one they use at school? Please use your discretion here as some students may not want to disclose this for personal reasons.</p> <p>In the early part of the 20th century in New Zealand, many Deaf children were sent to boarding schools specialising in the education of Deaf children. These schools, one in Christchurch (previously van Asch or Sumner School for the Deaf), one in Auckland (Kelston Deaf Education Centre) and a school run by Dominican sisters in Fielding in the Manawatu (St Dominics).</p> <p>While most Deaf children reported missing their families greatly, there were positives in being educated among other children who were also Deaf and many report these experiences as helping to create bonds of friendship and kinship with other students that would last a lifetime.</p> <p>This sense of shared connection forms the basis of Deaf culture and community in NZ, as well as many other countries. Bonds formed in childhood create connections that many describe as being like family.</p>
<p>Resources/further reading</p> <ul style="list-style-type: none"> ● Watch Us - www.watchus.nz ● McKee, R. <i>People of the Eye</i> – Narratives of Deaf peoples' life stories from all ages. ● Auckland Deaf Society. MacPherson, B. <i>My Second Home</i> (video 30 mins) 	