

WORLD HEARING DAY LESSON PLAN



Year group: 4

No. of children:

Organisation of children:

Subject: Science or PSHCE

Date:

Session begins:

Session ends:

Learning objective:

To learn more about hearing loss.

Success criteria:

- I know what hearing loss is and how it can develop
- I can spot the signs of hearing loss
- I know how to communicate with someone with hearing loss.

Who, what, how and when am I assessing:

Prior learning:

The ear and hearing (science, Y4)

Organisation of other adults:

TA to support less able, and supervise the child sent outside initially.

Special considerations:

INTRO

10 MINS

Children's activities / How will I and other adults support and manage learning?

Choose one child to be the focus of this exercise. Tell them they will need to leave the room until you call them back in and stand away from the door. When they come back in, they will experience something, and you want them to tell the class how it made them feel once it is finished. Once they are comfortable with this, send them outside for 1 min. If you want to make sure they won't listen in, perhaps send them outside with a TA.

Gather the other children and whisper conspiratorially. Tell them we are going to show the child how it might feel to have hearing loss, by planning a quick activity for when the child comes back in.

Tell them you will silently give instructions, pretending to speak, and that they should pretend to speak back to you when you point at them. Then let them know that once you give the signal (hand wave, thumbs up etc), they should get out a sheet of paper (or have one on the table if you think it will be chaotic), and draw a random farm animal. The child outside won't know any of this and won't be able to 'hear'.

Invite the child back in and run through the charade. If the child speaks, reply to him or her silently, and try not to mouth the words too clearly.

End it when you feel the time is right and ask the child how it made them feel. Did they know what to do? Did they feel isolated from everyone else?

Ask them what they think we were trying to make it feel like and see if they guess hearing loss or deaf - if not, let the class tell the child.

Resources

You can have these on the table prior to the commencement of the activity.



Paper



Pencils

PLENARY

5 MINS

Ask the class to consider the impact that not being able to hear what other people were saying has had on their classmate who was the centre of the activity: how did it make that person feel? How did it make them feel to know that the other person felt like that?

TEACHING INPUT 20 MINS

Ask the children if they know what hearing loss is. See if they know the different types (not just deaf - it's also reduced hearing)

Ask them if they can think how it might develop. Take in an answer or two. If no-one says: 'loud noise', then tell everyone to cover their eyes and put their heads on their desks. Bring out a pre-prepared balloon and pen and walk near to a child. Put the balloon near them (but not too close!), and pop it. When the class jumps, let them raise their heads and see if they can guess another way you might lose your hearing!

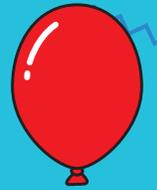
Some other ways it can occur include it being present at birth, a perforated eardrum (pushing cotton buds in!), or atmospheric pressure changes, such as when flying or diving. Finally, age related hearing loss can be caused by gradual wear and tear to the tiny sensory cells called 'hair cells' in the cochlea (your hearing organ in the inner ear)

Break the children off into pairs. Ask them if they can think what might give us a clue that another child might have hearing loss, and maybe not even realise it? Once they have had a chance to discuss their ideas in their pairs ask the class to share some of the signs they have identified. Some potential warning signs they might mention are:

- If they often ask you to repeat yourself or respond inappropriately to a question
- If they don't reply when you call to them
- If they often talk very loudly
- If they often turn up the volume of the TV so it's very loud
- If they watch other people to copy instructions, because they haven't heard.

Some children might even mention hearing aids or cochlear implants - while this is worth praising that they know, make sure they know that those would only be on people who KNOW they have hearing loss, and aren't that useful for spotting it in someone who doesn't realise yet.

Resources



Inflated balloon



Pen

PLENARY 5 MINS

Ask the children to name three things that can cause hearing loss. Ask the class to give three signs of hearing loss.

ACTIVITIES 10 MINS

Keeping the children in their pairs and give them the task of understanding what the other person has said, while that person is not allowed to speak or whisper - only move their lips or charade.

The children can take turns being the communicator, who will write down what they want to communicate on a slip of paper before starting and fold it up.

To count as understood, the message must be written down by the listener, and be the same or at least similar to the original slip of paper. This can either be checked by the pairs as they go, or something you pause the activity to do collectively.

Resources



Slips of paper



Pens

PLENARY 10 MINS

Once each child has had a turn as the communicator, stop the activity and bring the class back for a discussion. What helped you get your message across? What was important? Draw attention to points such as not covering the mouth, speaking slowly and clearly, and even making eye contact.

Finally, end with a quick-fire quiz. Pick two children at a time and challenge them to respond first to win. Try the following questions, or add your own:

What is hearing loss? Name a way to spot hearing loss. What should you do when speaking to someone with hearing loss?

AFL:

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