

ReelEducation

LESSON: Hear This!

Film Length: 15 minutes

Lesson Length: 40 minutes

Grades 4-6

ReelAbilities
FILM FESTIVAL
TORONTO

 **Ontario**
An EnAbling Change Project
with the Government of Ontario

Rick Hansen
Foundation
School Program



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Lesson Title: Hear This!

Note to teacher: this movie has English subtitles

Learning Objectives:

- Understand that we have assumptions about what people can and can't do based on labels we ascribe to some groups.
- Use problem solving and work collaboratively
- Identify various forms of communication and communication barriers

Synopsis:

Tristan is 10 years old. He and his family live in Kudelstaart, Netherlands. Tristan's parents are both Deaf, while Tristan and his sister can hear just fine. Tristan is great at talking to Deaf people, but other people find it difficult or sometimes even uncomfortable. This stands in the way of Tristan's father becoming the coach for Tristan's football team. The club says his father can never be a good coach. Tristan thinks that's nonsense. His father is a brilliant football player; he even plays for the Dutch national team for the Deaf. Tristan is confident that his Dad would make a good coach and that his team members would feel the same way if he were just once given a chance to prove himself.

Film Length: 15 minutes

Resources:

Film Link: <https://vimeo.com/261842688>

Time: 40 Minutes

Before Viewing (Discussion)

Ask students How do people communicate?

Verbal communication, non-verbal communication.

Write these two ways of communication on the board and ask students brainstorm examples of verbal and non-verbal communication.

Verbal might include: using sounds and words to express yourself, could include written communication.

Non-verbal communication might include: facial expressions, gestures, eye gaze, hugging, pushing, pats on the back, high 5's, body language, posture, proxemics (personal space), appearance (clothing, hairstyle).

Tell students:

There have been studies done that will tell you that over 80% (or even 90%) of our communication is through body language and is non-verbal. Today we will be viewing a video about a man who is a professional football player (explain that football in other countries is what Canada refers to as soccer) who is also Deaf. He has a son, Tristan, who is hearing and believes his father would make a good coach for his own football team. His father plays on a Dutch national football team where all the players are Deaf. As you watch have a think about how Tristan's father communicates and the assumptions that people have made about him.

After viewing

1. Describe Tristan's family?

His parents are both Deaf while Tristan and his sister are hearing.

2. What has the club decided about Tristan's father being a coach?

The club has determined he could never be a coach.

3. Why was Tristan determined to get the group of boys together for training?

Tristan believes his father is a brilliant football player and if given a chance to prove himself the team of boys would feel the same way.

Learning Activity

Ask students:

What is an assumption?

A thing that is accepted as true or as certain to happen, without proof.

Tell students:

Often people make assumptions about people who are Deaf, much like the assumptions the club made about Tristan's dad.

Background Information: American Sign Language (ASL) is a visual language. With signing, the brain processes linguistic information through the eyes. The shape, placement, and movement of the hands, as well as facial expressions and body movements, all play important parts in conveying information.

Canada has two sign languages, American Sign Language and Langue des signes quebecoise. ASL is used predominantly in the English-speaking parts of Canada and across the US. LSQ is signed in the French-speaking parts of Canada. ASL is used predominantly in the United States and in many parts of Canada. ASL is accepted by many high schools, colleges, and universities in fulfillment of modern and "foreign" language academic degree requirements across the United States (see National Association of the Deaf).

Sign language is not a universal language — each country has its own sign language, and regions have dialects, much like the many languages spoken all over the world. Like any spoken language, ASL is a language with its own unique rules of grammar and syntax. Like all languages, ASL is a living language that grows and changes over time.

Today, we are going to learn how to communicate using American Sign Language. Like learning any new language, it requires practice. ASL is a visual language, incorporating hand signs, facial expressions and body language.

Option 1:

Divide the Students into small groups of 5-6. Groups form a circle and each person learns to sign their name. Then, go around the circle and everyone signs their name. Everyone repeats each student's name in ASL.

Option 2:

Students play Animal Memory Game

Divide students into small groups of 5-6. Groups form a circle and each person picks an animal. (See Sign handout). Then, go around the circle and everyone signs their animal. The person starting the game (person #1) starts by signing another person's animal sign. The person whose animal sign person #1 signed (person #2) then signs another person's animal sign. So, not only do you have to remember your animal sign, you have to remember the animal signs of the other people in the circle!

Option 3:

Students use the library and/or internet to research a famous person who is Deaf or hard of hearing. They report on the following:

- a. What they learned about this person's life.
- b. What this person is famous for.
- c. What negative assumptions someone might make about this person based on their disability?

Examples:

Ludwig van Beethoven, Helen Keller, Nyle DiMarco (model and 2015 winner of America's Next Top Model), Matt Hamill (wrestler), Lance Allred (first Deaf person to play in the NBA), Jim Kyle (first Deaf person to play in the National Hockey League)

Wrap Up:

1. Students present their research to the class **or**
2. Students are paired up with a student from a younger grade and teach the younger students the ASL version of "O Canada", or the sign language animal memory game.

Enrichment:

1. Students use the library and research a famous person who has a disability.

Examples: Rick Hansen, Stephen Hawking, Christopher Reeve, Amy Mullens, Tom Cruise, Stevie Wonder, Lauren Potter, Marlee Matlin

RESOURCES

Rick Hansen Foundation School Program lesson connections

Rick Hansen Foundation School Program has free resources for teachers via the **Abilities in Motion** page, too! Register for free [HERE](#) to see the following lesson plans:

- Abilities in Motion Toolkit: Elementary - Assumptions
- Abilities in Motion Toolkit: Secondary - Inclusive Society
- Abilities in Motion Toolkit Secondary - First Impressions and Identity Labels

Deaf Culture Centre

Canadian Deaf Sports Association

Ontario Association of the Deaf

