

**VicDeaf Education Kit:  
AusVELS Year 9**

**A Sensory Experience: Deaf Perspectives**

This education kit is designed to provide activities for students that complement the Culture Victoria films 'Deafhood' and 'In A Hearing World', and to fit in with parts of the Year 9 AusVELS criteria. Each activity is arranged around a theme taken from the films and links to further resources are provided where required.

**Theme: Language**

Language is a central part of communication. Within the deaf community of Victoria there are many different ways to communicate – with each other and with hearing people. After watching these films and reading the accompanying essay, students are asked to identify the different ways deaf people communicate, and investigate the ways in which technology has shaped and changed this.

**Activity: Write and perform a play**

Using the knowledge learned through watching these films, students are asked to write and perform a play that shows how a deaf person and a hearing person would have communicated *in the past* and how a deaf person and a hearing person communicate *in the present*. Students should include any relevant references to technology.

**Resources:**

Culture Victoria's A Sensory Experience

<http://www.cv.vic.gov.au/stories/a-diverse-state/a-sensory-experience>

Culture Victoria films: Deafhood & In A Hearing World

<http://www.cv.vic.gov.au/stories/a-diverse-state/a-sensory-experience/deafhood/>

<http://www.cv.vic.gov.au/stories/a-diverse-state/a-sensory-experience/in-a-hearing-world/>

Essay: 'Laughter of the Tribe', Michael Uniacke

<http://www.cv.vic.gov.au/stories/a-diverse-state/a-sensory-experience/the-laughter-of-the-tribe/>

Auslan dictionary

<http://www.auslan.org.au/>

**Key AusVELS content:**

This activity fits in with Level 9 History and Communication.

**History:**

*Students develop historical understanding through key concepts including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past.*

**Communication:**

*Students explore the relationship between language and power. As their understanding of this concept develops, they apply their understanding when developing their own presentations.*

**Theme: Culture**

A shared culture helps to create a shared community. Using these films, students are asked to identify some of the characteristics of deaf culture that make this culture unique. Students also explore the ways in which labels such as 'disabled' and other cultural identifiers can be used to disadvantage or discriminate against people.

**Activity: Brainstorm exploration**

In pairs or small groups, students:

- Create a list of the elements that characterize deaf culture
- Create a list of the elements that characterize the student's own culture
- Define 'Deafhood'?
- Brainstorm ways in which cultural identity can be used to disadvantage individuals or groups, using the deaf community and the examples from the film, such as through employment
- Consider how the label 'disabled' affects the way deaf people are treated
- List some of the things that can be done to limit disadvantage of different cultural groups

Students can present their findings in a variety of ways including:

- an educational brochure
- a slideshow presentation
- a poster
- a digital story

**Resources:**

Culture Victoria films: Deafhood & In A Hearing World

<http://www.cv.vic.gov.au/stories/a-diverse-state/a-sensory-experience/deafhood/>  
<http://www.cv.vic.gov.au/stories/a-diverse-state/a-sensory-experience/in-a-hearing-world/>

Essay: 'Laughter of the Tribe', Michael Uniacke

<http://www.cv.vic.gov.au/stories/a-diverse-state/a-sensory-experience/the-laughter-of-the-tribe/>

Deafhood Wikipedia

<http://en.wikipedia.org/wiki/Deafhood>

Essay: 'Understanding Deafhood: In Search of its Meanings', Annelies Kusters and Maartje De Meulder online

[http://www.academia.edu/2040414/Understanding\\_Deafhood\\_In\\_Search\\_of\\_its\\_Meanings](http://www.academia.edu/2040414/Understanding_Deafhood_In_Search_of_its_Meanings)

**Key AusVELS content:**

This activity fits in with Level 9 Civics and Citizenship.

**Civics and Citizenship:**

*Students explore Australia's multicultural society, learning about the past and present policies of government in relation to ATSI people and immigration. They also explore the concept of Australian identity and contributions of various cultural groups. This exploration of the deaf community fits in as a good comparison with this unit of study.*

**Theme: Community**

Community is an important part of being human. Community groups help influence and shape personal identity and create a sense of belonging. Community can also provide support, education and friendship. After viewing these films students are asked to discuss these general questions:

- How important is the role of community for deaf people and how has it changed over time?
- How have organisations like VicDeaf and languages like Auslan helped build stronger communities?

**Activity: Case Study Cochlear Implant**

Students are asked to undertake in depth research into the history and development of the cochlear implant and how this has affected the deaf community. They are asked to look into some of the reasons why the introduction of the cochlear implant has had some negative reactions from the deaf community and some of the consequences of this.

Students can present their research in a number of ways including:

- An opinion piece for a newspaper presenting arguments against the cochlear implant
- A 10 minute TV piece on cochlear implants with mock interviews with people from the deaf community and medical profession
- A debate addressing the statement: 'Cochlear implants are the best option for deaf children'

**Resources:**

Culture Victoria films: Deafhood & In A Hearing World

<http://www.cv.vic.gov.au/stories/a-diverse-state/a-sensory-experience/deafhood/>  
<http://www.cv.vic.gov.au/stories/a-diverse-state/a-sensory-experience/in-a-hearing-world/>

Cochlear War

<http://www.cochlearwar.com/introduction.html>

My child was born deaf:

<http://www.cochlear.com/wps/wcm/connect/au/home/understand/my-child-was-born-deaf>

Sound and Fury PBS

<http://www.pbs.org/wnet/soundandfury/cochlear/index.html>

**AusVels:**

This activity fits in with Level 9 History, Science and Communication.

**History:**

*Students develop historical understanding through key concepts including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past.*

**Science as a Human Endeavour:**

- *Students explore how scientific understanding is contestable and refined over time through a process of review by the scientific community*
- *Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries*
- *Advances in science and emerging sciences and technologies can significantly affect people's lives*

**Communication:**

*Students experiment with communicating complex ideas in a variety of ways. They increasingly use metaphor and symbol to communicate. They organise their information, ideas and opinions into a coherent structure, select and adjust their mode of presentation to suit purpose and audience, and make appropriate adjustments in response to an audience. They use agreed criteria to reflect on the effectiveness of their own communications and articulate means by which they could be improved.*