



Signs for Handshakes

Come Together: Deaf-Youth-Meets-Employers-Toolkit

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www.signsforhandshakes.eu



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1. Introduction to the project

What is the project about?

SIGNS FOR HANDSHAKES (S4H) is a 2 year Erasmus plus European project with partners from Austria, Bulgaria, Slovenia and the United Kingdom. S4H focuses on companies, organizations and Deaf young people.

We portray Deaf role models and companies with Deaf employees. Young people share tips and tricks for successful communication in the workplace and some important signs (Deaf sign language) used every day in the work place. The project has developed workshops for companies and provides an overview of relevant service centres to help with labour market integration.

The projects aims are to:

- ❖ Build and maintain strong links with representatives of the employment sector and the Deaf Community;
- ❖ Offer practical advice for employers on hiring young Deaf people;
- ❖ Increase job-opportunities and lower barriers for young Deaf job-candidates in the regular job market;
- ❖ Increase the understanding of effective methods of alternative communication in the workplace;
- ❖ Strengthen the use of Sign Language in the workplace (basic everyday signs);
- ❖ Increase employment of young Deaf people;
- ❖ Improve communication between employers, Deaf workers and their hearing colleagues;
- ❖ Raising awareness of Deaf culture and Sign Language in the workplace.

2. How to navigate the project website

The project website is a major tool for providing useful information and free access to the project outcomes to the main target groups: employers, stakeholders and especially people working in the field of deaf people's education and training, deaf youth, and to the general public as well.

How to make the most of the website?

Step 1: To access the website click on <https://signsforhandshakes.eu/>

Step 2: As the website is multilingual your next step is to choose the access language you prefer: German, English, Bulgarian or Slovenian by clicking on the respective national flag in the top right or bottom left corner of the website.

To access the website in German click on



To access the website in English click on



To access the website in Bulgarian click on



To access the website in Slovenian click on



You can change the language at any time following the procedure above.

After choosing the language you have access to the home page of the website.

Step 3: Now you can decide what section of the website you would like to view by choosing the respective page from the horizontal bar



Content of the pages:

PROJECT This section provides general information about the SIGNS FOR HANDSHAKES project and its aims.

The page hosts videos in International Sign Language accompanied by textual information as follows:

1. WELCOME
2. BACKGROUND
3. IMPACT ENVISAGED

Further down you will see a section Overview about our activities with more videos in International Sign Language and text featuring the main project activities and outcomes:

4. DEAF PEOPLE AT WORK: ROLE MODELS
5. DEAF-YOUTH-MEETS-EMPLOYERS-TOOLKIT
6. ACTIVE NETWORKING
7. ENCOUNTER AND DIALOGUE: WORKSHOPS

PRODUCTS This section provides information about and access to the project products. When you place the cursor on the PRODUCTS you will be able to choose between the 4 sub-sections from the drop-down menu and namely:

1. ROLE MODEL PORTRAITS: VIDEOGALLERY

2. BEST PRACTICE EXAMPLES: BROCHURES
3. COMMUNICATION TOOL: TOOLKIT
4. WORKSHOPS FOR COMPANIES: MANUAL

Step 4: Last But Not Least:

Other useful sections are:

TEAM

COOPERATIONS

CONTACT

INFO

3. Project Outcomes

3.1. ROLE MODEL PORTRAITS¹



„I am very happy to work here in the Federal Criminal Police Office and to be able to deepen my knowledge in the area of forensic science. I have found my challenge in forensic science and because of that I want to expand my professional future in this area and deepen my work with my colleagues.”

(Magdalena Tomczyk, molecular biologist, Vienna, Austria)

¹ <http://signsforhandshakes.eu/en/start/rolemodels/>

“The education means a lot to me, because it gives me the general and specific knowledge. I widen my horizons and possibilities of different points of view. This is where I gain the most. But in practical terms, for me, life itself.”

(Marjetka Kulovec, teacher, Ljubljana, Slovenia)



„I am happy with my work here. I have convinced myself that we, the deaf people, can work anything, even as bartenders. We do not hear but can do anything.“

(Kiril Savov, Barkeeper, Sofia, Bulgaria)

3.2. BEST-PRACTICE-EXAMPLES BROCHURES²



² <http://signsforhandshakes.eu/en/start/bpbbroschueren>



3.3. COMMUNICATION: YOUTH TOOLKIT³



Ice breakers

Icebreaker – Sign Language Dictionary

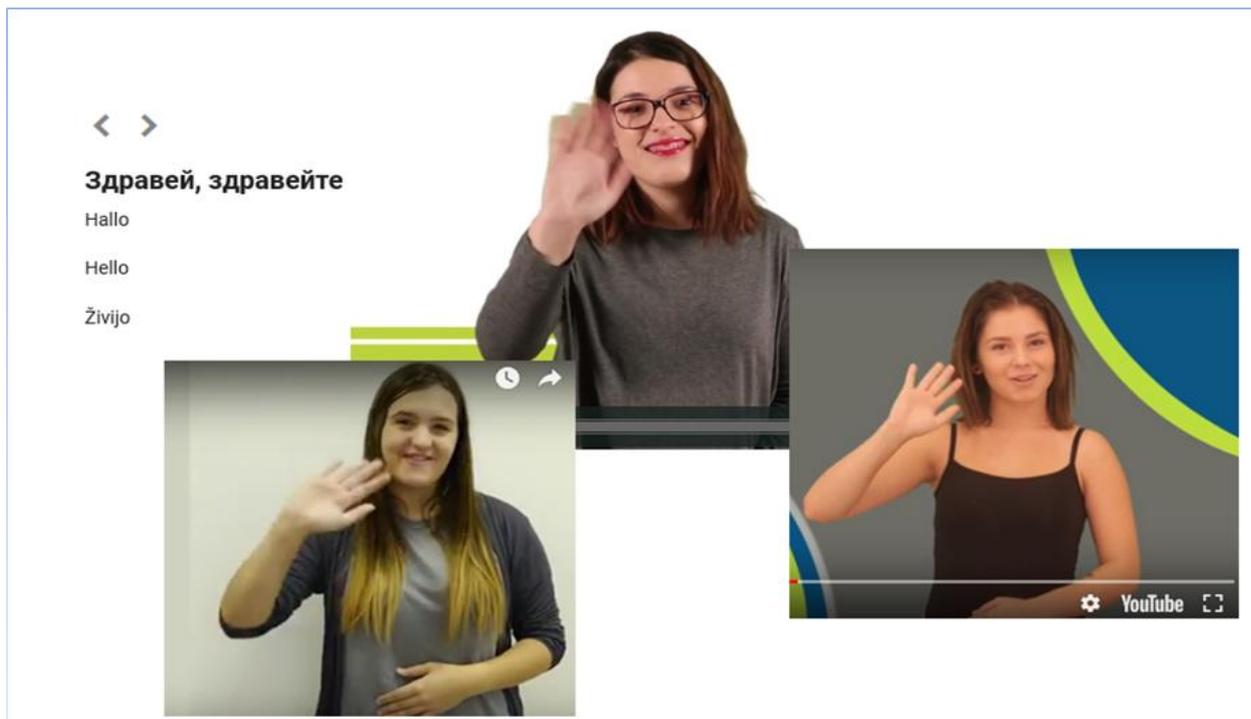
Young people show important signs to improve daily interaction between hearing and Deaf colleagues. There are many questions, especially before starting work. How to greet each other, how to say “good morning”, how to introduce oneself? Most of these phrases are easy to learn and enable a positive start.

START



Young people show important signs to improve daily interaction between hearing and deaf colleagues. There are many questions, especially before starting work. How to greet each other, how to say “good morning”, how to introduce oneself? Most of these phrases are easy to learn and enable a positive start.

³ <http://signsforhandshakes.eu/en/start/jugendtoolkit/>



Communication Tips

Communication tips

How to approach each other? How to communicate? We often react with restraint if there are uncertainties involved. This brochure contains information and tips to help you dismantle initial barriers, establish good relationships and approach communication more easy-going.

START



How to approach each other? How to communicate? We often react with restraint if there are uncertainties involved.

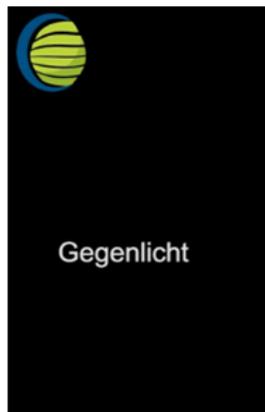
This section contains information and tips to help you dismantle initial barriers, establish good relationships and approach communication more easily.

How to get in contact with a deaf person

✓ Before speaking to a deaf person, get their attention by moving into the person's visual field, gently tapping on their shoulder or waving in front of them.



✓ Be sure your face is adequately lit. Be aware of light sources. Windows or other bright light



✓ When using writing as a form of communication with a deaf person take into consideration their reading and writing skills as these may vary significantly. Do not assume that this is their preferred method.



- ✓ Short sentences are easier to understand than long ones. Keep your message short and simple.
- ✓ If you have problems being understood, repeat yourself once, then try to rephrase rather than repeating the same words again.

- ✓ Do not become impatient or exasperated with the person if it takes longer to communicate.
- ✓ Keep your face and mouth visible – don't turn your head or cover your mouth.



Youth Portraits - „Nothing about us – without us“

Youth portraits

„Nothing about us – without us“: Deaf young people introduce themselves and talk about their wishes, dreams and future plans.

START



Deaf young people introduce themselves and talk about their wishes, dreams and future plans:

Austria

Nicole Riedl, Office clerk

“I had no problems with my final apprenticeship examination. Everything went well!”

Rumen Bonchev, Baker, Apprenticeship

“Baker is my absolute dream job! My wish for the future is to open my own bakery.”

Bulgaria

Rositsa Karadjova, Master's degree course in Acting; actress; writer; Chairman of the YOUDB (Youth Organisation at the Union of the Deaf in Bulgaria)

„We, the Deaf, can do everything! “

Yanka Trachuk, MA in Interior Design; Student in Psychology; Works at ARDUS (Association of deaf children's parents)

„Deaf and hearing – we are equal! “

Slovenia

Daša Peperko, Student at Faculty of Health Sciences, Novo mesto

„I like to help people. My first wish for future is to graduate as soon as possible. Second wish, which is more long term, is to share knowledge through formal and informal education. “

Gasper Rems, Student at Academy of fine arts and design Ljubljana, Department for conservation and restoration of fine arts

„I always wanted to study art and make art more interesting to Deaf persons. My wish for the future is to be a museum guide for deaf and deaf-blind persons. “

4. Project Handbook

The S4H outputs O1-O3 deliver various ranges of material which cover the centerpieces of creating Deaf-awareness-training for the employment sector. With the participation of Deaf young people (in particular Output O2) the topic YOUTH INCLUSION AT WORK becomes a highly transparent, central resource. Also it has a high level of Sign Language video material that are “drawn from real life situations” that provide an authentic support to the resource.

This project package provides information and techniques for planning training workshops in the context of the project aims and objectives. The main trainers are deaf people who might be experienced and qualified deaf professionals or deaf people who are familiar with participatory methods and tools. They may have less practical experience with providing workshops for hearing people on deaf awareness in the areas of employment and employability. The main target group of the training workshops are employers. The goal of the workshops is to create deaf friendly and supportive systems within companies/organisations.

- a) The guiding principle is the timeliness of information on issues of deafness and deaf people, to support the integration and the process of interaction between hearing employers and deaf workers;
- b) Accessibility of information and systematic expression
- c) The methodology is based on the belief that deafness is a socio-cultural phenomenon rather than a medical problem
- d) The content is consistent with the objectives and tasks of the project, and namely to be oriented towards providing better conditions for deaf people as well as overcoming communication barriers between employers and employees
- e) The content in the Handbook is consistent with the main activities of the project and each product created by it (developed films, materials for visualisation, ice-breakers) is used as a resource for knowledge and experience, which are to be used in conducting a workshop.

- f) Continuity between modules. Each module can be organized as a separate workshop on a given topic, but may also be a part of a modular series of workshops.
- g) Joint participation of each project partner, respecting the specificities of national policy and tradition in the field (education, development of deaf society, the status of the respective national sign language)

5. Workshop Modules

01: About Inclusion (FIT FOR DIFFERENCE)

01.01. General Information about UN-Convention, national equal-laws if there are any

How to understand deaf rights?⁴

Even though Deaf people have the same rights as everyone else, implementation of four basic factors is tantamount to the protection of the human rights of Deaf people:

Sign Language

Sign language is at the core of Deaf people's lives; sign language makes accessibility for Deaf people possible; without accessibility, Deaf people will be isolated. Thus, full enjoyment of human rights for Deaf people is based on the recognition and respect for Deaf culture and identity.

Bilingual Education

Like all children, Deaf children must have access to equal and quality education. Deaf children are born with the same basic capacities for learning and language as all children; they can and should reach their full potential with quality educational programmes. Deaf children learn best in sign language. A bilingual approach is becoming more popular in many countries. It means that teaching language is sign language in all subjects for Deaf children.

Accessibility

For Deaf people, barriers to access are rarely about physical obstacles. More often the barriers lie in lack of accessible information, whether this information comes through direct interaction with other people who do not use sign language, or from other sources (e.g. mass media, documents, etc.). In direct interaction, accessibility often rests upon the availability of sign language interpreters. In other information distribution, Deaf people's right to obtain information in sign language should extend into official documents (sign language translations), mass media (sign language news and programmes) and many other issues in order to increase Deaf people's opportunities to make free and informed decisions.

⁴ World Federation of the Deaf, an organisation working to ensure equal rights for 70 million people around the globe.

Interpreting:

A key factor for accessibility to government services or any other service run by institutions where the personnel do not use sign language, is the right to sign language interpreter. Societies need to create a system for provision of and equal access to sign language interpreters for all situations where they are requested.

In accordance with the Principles and Objectives of the United Nations (UN) Charter, the Universal Declaration of Human Rights including the Convention on the Rights of Persons with Disabilities and other general Acts and Recommendations of the UN and its specialised agencies, the WFD develops its activities towards the goal of equalisation of opportunities and full participation in society for deaf individuals in every country.

1. Universal Declaration of Human Rights - <http://www.un.org/en/universal-declaration-human-rights/>
2. United Nations Convention on the Rights of Persons with Disabilities – <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html> (main idea, structure, valuable information, links to national versions of the doc, complete text, read-easy formats)
<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities-convention-on-the-rights-of-persons-with-disabilities-2.html> (HTML , pay attention to Article 21 about accessibility through sign language; Article 24 – Education; Article 27 – Work and Employment)
3. General Comment No 4, CRPD Committee, CRPD/C/GC/4 <http://www.ohchr.org/Documents/HRBodies/CRPD/GC/RighttoEducation/CRPD-C-GC-4.doc>

01.02. Inclusion at the Workplace:

Resources to be used:

- Best-Practice-Statements “Deaf people can do anything – except hear”
- S4H-material (from IO 01, IO 03)
- Presenting a range of BEST-PRACTICE-EXAMPLES with Statements “Inclusion”, showing good practice

DEAF PEOPLE DO HAVE INTERESTING JOBS (I) – Keep in mind that there aren’t any comments about deaf inclusion shown in the film. Basically it is about deaf people capable to perform at any professional field. People and jobs mentioned in the film are: Michelle O’Neill (dental nurse), Dale Hynes (builder), Melanie Pritchard (graphic designer), Wayne Van der Poel (truck driver), Kathy Skellarios (pathology collector), Ashleig Kedge (hair dresser), Brent Phillips (project coordinator), Walid Masri (driving instructor), Brooke Harrison (dog groomer), Jo Richards (school teacher), Jasveen Kaur (finance analyst)

DEAF PEOPLE DO HAVE INTERESTING JOBS (II)

This short preview highlights a number of Deaf people in professional occupations: Peter Stanhope (Technical Officer), Stephanie von Langenberg (Fashion Designer), John Eagle (Dry Cleaner), Julia Murphy (Cashier Operator), Karli Dettman (Yoga Instructor). Peter Swarle (Building Designer), Alice Ewing (Zoologist/Ecologist) and James Hale (Chef).

DEAR HEARING PEOPLE – it is a film about different people with hearing loss. It is a good example about diversity among deaf people and decisions made by them – some use sign language, some don't, some use hearing aids, some choose not to, some are implanted with CI. Please notice that the film is not about deaf people at work. It consists of few messages to hearing people and suggestions about interaction and communication:

“You’d be shocked. We are doctors, lawyers, filmmakers, race car drivers, teachers, inventors, CEOs, chefs, video gamers, musicians, singers, comedians, writers and parents. Need we say more?”

“...simply ask us questions and be open,...don’t be scared, don’t run away,...just say hello,...” (the film can be used as part of the Module 2: VOICE OFF – EYES ON, as an intro to the topic. To start with Hello sign)

“ROLE-MODEL-VIDEOS” – find suitable lines from the national films to demonstrate positive inclusion practice. It is worth it to show also selection of the project partners’ films since all materials are subtitled. Main idea is to show that inclusion starts early in deaf people’s life so storytelling and giving details about the life of selected role models is recommended.

02: Deaf Awareness (VOICE OFF – EYES ON, part 01)

02.01. Information about Deafness – worldwide

According to the World Federation of the Deaf there are approximately 70 million deaf people in the world.

The majority of people with a hearing loss, regardless of the degree of impaired hearing, have lost all or part of their hearing at different age. A factor with great effect on child’s development is the onset of the hearing loss in relation to the language acquisition – before or after the child has acquired some language repertoire, respectively prelingual deafness and postlingual deafness.

The hearing might be impaired at different level. This is most commonly categorized as normal, mild, moderate, severe, and profound. They should also discuss your word discrimination score. This score indicates how well you are able to discriminate words at a comfortable volume. This will vary greatly from person to person. This score will also help to predict how much you will benefit from hearing aids.

Hearing aid

A hearing aid is a device that a deaf person wears in or behind their ear to capture and amplify sound and carry it directly into the ear.

Cochlear implant

A cochlear implant is surgically implanted into the inner ear and sends signals along the hearing nerve to the brain where they are interpreted as sound.

Lipreading

Lipreading is a difficult skill to learn and even people who are good at it have to guess a lot of what is being said. Only about 30% of lip patterns are recognizable. So we also use clues from the context of the conversation and from facial expression and body language. Lipreading is more difficult if there's a strong light behind the person speaking (so their face is in shadow); if they have a heavy beard or moustache that obscures their lips; if they are standing sideways on; if they put their hands in front of their mouth, chew a pen, have an accent or regional dialect; or if they talk using complex jargon that requires understanding of the subject matter.

02.02. Deaf Awareness: Examples (e.g. "Living in two Worlds: Insight into the Deaf World, Deaf Culture, Deaf Community")

The Characteristics of Deaf Culture

Some people with profound hearing loss embrace their deafness as part of their cultural identity, and sometimes capitalize the "d" in Deaf. The deaf community is a closely-knit group who bond through time shared in schools for the deaf, deaf clubs, associations, sports organizations, religious groups, and regular social events. Some deaf people become active advocates for deaf rights. The Deaf culture is characterized by:

- ✓ National Sign Language
- ✓ Sign Language Interpreting
- ✓ Schools for the Deaf
- ✓ Attention-Getting Behaviors
- ✓ Openness
- ✓ Hello and Goodbye
- ✓ Assistive Technology and Alerting Devices
- ✓ Adaptations for Hearing People



Figure 1. Nancy Rourke's painting

02.03. Deaf Awareness: Sign Language

There isn't one universal sign language. Each sign language is unique with distinct culture expressed by visible hand gestures. Just as spoken languages have evolved throughout the world, various signed languages have also emerged in different parts of the world. The languages may differ from region to region and country to country.

Sign languages are natural languages, with their own grammar and syntax. Most countries have their own national sign languages. There are 137 sign languages listed in the 2013 edition of Ethnologue.

They are neither dependent on nor strongly related to the spoken language. Interesting fact is that British Sign Language and American Sign Language are quite different and mutually unintelligible, even though the hearing people of the Great Britain and America share the same spoken language.

Sign languages should not be confused with gesticulation and body language which facilitates, complement or extend communication. Body language is a kind of non-linguistic communication while natural sign languages uses manual communication to convey meaning, as opposed to acoustically conveyed sound patterns.

Sign language is used to cover two quite different functions:

- Sign language as *transcription* of spoken words – each word is combined with a sign from the vocabulary of the natural sign language, together with finger spelling.
- Sign language as an *independent* language with its own structures and conventions. It is impossible for a natural sign language to be matched simultaneously with spoken language because the linguistic structures are completely different. For example, the English phrase "I give to you" is one word (or "sign") in Bulgarian Sign Language.

Also, words can be presented not only by signs but also letter by letter. **Finger spelling** is often used to represent words without sign equivalent, names of people, loan words, professional terms, etc.

In other words, there are different modes of communication. Since deaf people live in two different worlds, a majority and minority culture, each person with hearing loss may have not only different language base but also different medium in which to communicate. The choice of communication mode depends on the situation and linguistic competence of the people in the communication process. For example, when at work, a young Deaf person may communicate orally with his/her colleagues, but use sign language in non-formal situation with friends and other Deaf people.

True or false



1. Some deaf people can lip read everything you say
2. If I speak louder a deaf person will be able to understand me better
3. Hearing aids do not restore hearing
4. Sign Language, like Esperanto, is a universal language
5. There is a sign for every written word
6. Any Sign Language has regional dialects
7. Grammar in the national spoken language is the same as grammar in the national sign language

8. Hearing-impaired generally means all types of hearing loss from mild to profound.
9. All people with a hearing loss are deaf.
10. Amplification corrects hearing loss.
11. All deaf people are mutes.
12. "Deaf and Dumb" and "Deaf-Mute" are proper terms.
13. Everything said vocally can be lipread.
14. All deaf people can lipread.
15. All deaf people use American Sign Language.
16. Fingerspelling is similar to writing in the air.
17. Deaf people do not use the telephone.
18. Deaf people cannot enjoy television.
19. Deaf people cannot get drivers' licenses.
20. Deaf people consider themselves normal.
21. Deaf people avoid interacting with hearing people.
22. Deafness is a visible "disability."
23. Deaf people cannot go to college.
24. The majority of deaf people are unemployed.
25. Deaf people do not dance.
26. Most social service and medical professionals are knowledgeable about the various aspects and implications of deafness.

03: Communication (VOICE OFF – EYES ON, part 02)

03.01. Communication between Deaf & Hearing: Communication Guidelines (see IO.2.)

Get the other person's attention before attempting to talk or communicate.

Making eye contact is a good way to do this. If needed, you can use a small wave or light touch to get the person's attention. While you should be considerate and not poke people, generally it is not considered rude in deaf communities to lightly touch people you do not know to get their attention. The shoulder is a good place to touch someone you don't know well; use a couple of short taps

- ✓ Do not touch elsewhere on the body to get attention, e.g. head, face, stomach, etc.
- ✓ Do not kick or throw things to get attention.

Stay in their field of vision. Try to keep your eyes at the same level as their eyes (sit down if she's sitting, stand up if he's standing, compensate for a big difference in height, etc) and you should be a little further away than normal speaking distance^[3] (3-6 feet, 1-2 meters). This helps to make sure they'll see all of your gestures. If you're indoors, make sure there's enough light for them to see you clearly. If you're outside, face the sun so that there isn't a shadow cast in your face and the sun doesn't glare in theirs.

- ✓ Do not stand too close.

- ✓ Do not stand against light or a window.
- ✓ Do not stand in a dark spot.

Speak your greeting in a normal voice and tone. Whispering or shouting will distort your lip movements, making it difficult for a deaf person to follow your words. (Many deaf people can lip-read to a certain extent.) Similarly, if you exaggerate your mouth movements you will be harder to understand than if you speak normally. Increasing the volume only helps if the person is hard of hearing, and it has the negative effect of drawing attention from other people around you, making the person you are addressing feel self-conscious. If they do not seem to be able to lip read, you may need to communicate with a notepad and pen. Write your name, greeting, and introduction.

- If you have lots of facial hair, it may be harder for a deaf person to lip read.^[4]
- Many hard of hearing people who can understand you perfectly in a quiet room will be unable to do so in, say, a noisy restaurant or wherever the background noise is high.
- Don't place anything in or around your mouth (chewing gum, your hands, etc).

Establish the gist of what you are going to talk about. Once they know the general topic, it is easier for them to follow your conversation. Don't change the subject suddenly; even the best lip readers can understand only about 35 percent of what you are saying and must guess the rest in the context of the topic. Pause often and ask if they are following you.

Say what you mean, as simply as possible. Deaf people are direct. This is why people with hearing sometimes perceive sign language as blunt to the point of rudeness. It's not. It's just explicit. The deaf tend not to hide behind soft language, struggling to find the most diplomatic wording and hoping that the listener will be able to discern what they "really" mean. And indeed, deaf people reveal not only their thoughts, but also their feelings, both positive and negative, more clearly than hearing people do, as they express them with their whole bodies.

When you don't understand something, ask. Because sign language is a constantly evolving language — and because its evolution isn't slowed down by the need to develop a written counterpart — new signs emerge all the time. Consequently, even if they use the same national sign language, two deaf people from different parts of the same country will use words unique to their region. Aware of this, deaf people feel completely at ease saying "I don't know" or "I don't understand."

Make eye contact. You probably don't realize how much you communicate through your eyes and facial expressions. If you have sunglasses on, take them off. If you can add facial expressions to emphasize a point (smiling, rolling your eyes, raising your eyebrows) do so.

Use gestures and visual cues. Point to or hold up any items that you're talking about, and wait until they're looking at you again before you resume speaking. You can also

mimic actions, like drinking or jumping or eating, to illustrate your words. Hold up fingers to indicate numbers, scribble in the air to show you're writing a letter, and similar.

Be polite. If there is an interruption that the deaf person may not notice, such as the phone ringing or a knock on the door, explain why you are stepping away. Don't make jokes about their hearing (or lack thereof). Don't suddenly refuse to communicate (such as saying "never mind") after you find out that they are deaf. Don't express your irritation when there is a need to repeat yourself. Allow for differences of opinion, just as you would with a hearing friend. Just as there are good and bad hearing people, there are also good and bad deaf people. Treat them courteously, and you'll be on a decent footing.

Do not look away during the conversation as that denotes termination of communication.

Learn sign language. Many local colleges, universities and local deaf organizations offer classes for all levels of learners. It is worth to know that many deaf people will understand what you are saying if you use signs in spoken language order in contact with them, but it is because their understanding comes from lip reading as well. If you are exchanging notes with a deaf person, he or she may not add articles to sentences (like "a," "the," or "and") and may leave out other words or arrange words in what seems to you to be an incorrect grammatical structure. This is because they are translating a visual language into a spoken language, and translations are never direct.

6. Organizing and moderating a Signs for Handshakes workshop

6.1. Workshop preparation

For a workshop to be successful and meet its goals, the following steps should be followed:

- ❖ Networking – use Networking Map
- ❖ Drafting the workshop programme – use the project Handbook
- ❖ Providing location, equipment and logistics - deaf friendly space, visually arranged environment.
- ❖ Selecting facilitators – technical skills, communication skills, personal and professional confidence. If there are deaf trainers involved, sign language interpreter to be provided.

6.2. Conducting the workshop

Module plan structure

- ◇ Introduction activities – (15 min.)
- ◇ Main Activities – (30 min.)

- ◇ Closure activities – (15 min)

The time is approximate. It is up to the facilitator to decide the amount of time to spend on each activity.

INTRODUCTION ACTIVITY

The suggested activities encourage workshop participants to think about the everyday interactions and communication, and to consider how being deaf might impact on their ability to fully participate at the work place and life in general. These activities intent to show different aspects of deaf culture and develop strong and positive connections to hearing employers and hearing colleagues.

- **Resources:** films - Best-Practice-Statements “Deaf people can do anything – except hear”, information and other resources from Signs for Handshakes project.

Methods of delivery:

Brainstorm – ask the trainees to share anything they know about hearing loss, deafness and deaf people. Responses might include different aspects of deafness – technology, personal stories, experience at work, subtitles on TV and films, sign language, and sign language interpreting, stereotypes and labels (deaf mute, deaf, hard of hearing, late deafened).

Discussions

- ◇ Ask the trainees if they know a deaf person. What can you say about the deaf – visible and invisible aspects of their personality and way of living? Are all deaf people the same? If nobody knows a deaf person, ask for more detailed exploration of their perception?
- ◇ Ask the participants how their lives would change if they become best friends with a deaf person
- ◇ Ask them imagine what is like to not be able to hear – to use three words to explain it.
- ◇ Ask participants to think of all ways we use to communicate without using our voice – gesture, mime, facial expression, writing, text, email, etc.

Games

- ◇ Lipreading game (guess the word by only looking at the lips of the speaker)
- ◇ Deaf role play – use ear plugs to have participants simulate hearing loss (pair work – telling a story to a partner who has ear plugs in his ears)
- ◇ “Sign name chain” – have the participants come up with a sign name by their choice. Person 1 shows its name sign, person 2 repeats the shown sign and gives its own name sign, person 3 should repeat the two previous name signs and shows its own name sign, and so on. Of course the last person in the line/circle is in the most difficult position because all name signs should be repeated by him.

Activities:

1. Can you tell who is deaf? (showing pictures of deaf people)

2. What are the available jobs for deaf people? (a list of jobs)
3. What deaf people don't like to hear from hearing people?
For example:
 - Oh, I am so sorry you can't hear!
 - How come you drive a car!
 - Would you like to know how it feels to hear?)
4. What hearing people don't like to hear from deaf people?
(For example: Sorry, I don't understand.)

Quiz (true or false) – myths busters about hearing loss (use some of the myths listed in **02.03. Deaf Awareness: Sign Language**)

MAIN ACTIVITY

Main activities are strongly related to the project outcomes. They aim at raising awareness and understanding of deaf and hard of hearing people at the work by showing professional abilities of deaf people, jobs they can do, obstacles they meet at work and ...

Resources: project presentations, brochures, Role Model Portraits, Communication: Youth-Toolkit, and other resources from Signs for Handshakes project.

Methods of delivery:

Watch and discuss – open the selected film from the Gallery on the project website, have a short discussion on participants' expectations and predictions about the displayed deaf person (communication skills, preferred language, hearing of deaf family, degree of hearing loss, professional development), play the film to see if their predictions were correct, watch the film, display the answers, followed by discussions on their perception and understanding.

Story telling – give additional information about deaf people's lives, habits, customs, Deaf culture after watching the films or other activities. Use case study approach.

Group work

- ◇ Divide the participants into groups. Have each group describe the type of communication which may take place at work – how a deaf and hearing colleagues might communicate in different situations at work, informal meetings, everyday live.
- ◇ Communication with deaf and hard of hearing at the work place – film analysis and discussions (use Communication tips on the project website and 03:Communication (Voice off – eyes on, part 2)

Sign Language Trial Lessons – prior to the actual sign language trials explain different ways to use sign language and manual forms of communication to express information (see 02.03. Deaf Awareness: Sign Language and use Ice Breaker – Sign language Dictionary)

Games

1. *Sign Language "Telephone"*

This is a fun way to practice not only your ability to copy the sign but also to develop participants' visual perception. It is also good exercise to teach complex structure of each sign and the properties of sign language. First, line the trainees up in a straight line. Then play the telephone game with a twist.

1st - the teacher comes up with a word - 2nd - sign the word to the first person in line - 3rd - that person turns around and signs to the next person and so on.

The rule is that they can only see the word one time then they have to spell to the next person. More advanced version of the game is to show a sign students don't know.

Game version - Everyone is facing the back wall in a line. The first person is told a little sentence in sign. They have to tap the person on the shoulder and repeat it to them and so on. Hoping the sentence reaches the back person correctly.

2. *“Sign chain”* – everyone should think of a sign to show. Person 1 shows a sign, person 2 repeats the shown sign and gives its own sign, person 3 should repeat the two previous signs and add one more, person 4 repeats 3 signs and his/her own sign, and so on. Of course the last person in the line/circle is in the most difficult position because all signs should be repeated by him.

3. *“Show and tell”*

Each person has their own small paper. After reviewing the newly taught vocabulary by signing the word or phrase, the teacher shows single sign or phrases (depending on the level of competence in sign language), each trainee writes down what they think the teacher signed. Everyone turns their answer over (so no one peeks) until everyone is done. Then everyone holds up their answer and the teacher gets to say who has it. It is great for introducing words with more than one sign and signs with more than one word.

4. *“Guess the sign”* – the trainer shows different signs and have trainees guess their meaning. More advanced version of the game includes sign sentences.

CLOSURE ACTIVITY

These types of activities take place at the end of each module and create a lasting impression

Resources: films, information and other resources from the Signs for Handshakes project (Networking Map).

Methods of delivery:

“Snowstorm” – Participants write down what they learned on a piece of paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each person picks up a nearby response and reads it aloud.

Learning logs – provide a set of guiding questions that participants can select from and respond to.

For Example:

- I have been learning about....

- Knowing about deaf people and deafness helps me
- The part that is most confusing is ...
- I would like to know more about...

Review and Discussion – question-answer based communication to end up the workshop.

For example:

- What are two things you learned?
- What is the most interesting thing you've learned?
- Think of one thing you have learned here that can apply at your work place? How can you apply it?