

Together

Lesson 1

Disability Equality Learning Objectives

- To understand barriers facing deaf people, eg prejudice and lack of Sign language skills;
- To learn the basic finger spelling alphabet;
- To know something of the history of deaf people and why the recognition of Sign language is so important.

Film Learning Objectives

- To understand that a film can show personal life experiences;
- To explore the use of sound and silence to portray characters' experiences.

Curriculum Objectives – Literacy

- To use a text to gather information;
- To write in dialogue form.

Curriculum Objectives – PSHE

- To learn that it is wrong to tease someone because they have a disability;
- To explore sameness, difference and equality;
- To understand that we belong to a range of groups and communities.

Further Curriculum Links – History

- To compare life today with life in the 1950s;
- To illustrate life in post-war London.

Activity 1

Teaching and Learning activity	Essential notes
Watch the extract from <i>Together</i> . Identify moments when people show prejudice towards the two deaf men. Set up a still image of the two women watching the men. Ask other children to suggest what they were thinking/saying. Write a dialogue for them.	Still image allows children to explore in more depth a character's feelings or what they might be thinking or saying.

Learning Outcomes

- Children understand that people can be prejudiced against people who have a disability/are different.
- Children acknowledge lack of understanding as a possible cause of prejudice.

Activity 2

Teaching and Learning activity	Essential notes
Watch the start of the first clip of <i>Together</i> where the two deaf men are communicating between themselves. Identify other elements used to communicate, as well as speech. Can pupils get an idea across using their own signs and gestures? Research the history of British Sign Language and its recognition as an official community language.	CACDP (Council for the Advancement of Communication with Deaf People) advocates total communication, which includes Sign language, facial expression and body language. Useful websites include: www.cacdp.org.uk www.british-sign.co.uk , www.rnid.org.uk

Learning Outcomes

- Children identify different ways of communicating.
- Children learn that Sign language is a recognised community language.
- Children develop a positive attitude towards deaf and hearing impaired people.

Activity 3

Teaching and Learning activity	Essential notes
Learn to finger spell the alphabet. Use signs and finger spelling to ask and answer questions.	Download the finger spelling alphabet from: www.britishdeafassociation.org.uk www.rnid.org.uk

Learning Outcomes

- Children learn to use Sign language.

Lesson 2

Disability Equality Learning Objectives

- To understand how essential communication is to comprehension;
- To understand why some deaf people view themselves as a linguistic minority, not disabled.

Film Learning Objectives

- To explore how the use and absence of sound can simulate deafness;

- To think about the importance of the use of sound in a film;
- To learn how close up and long shots are used for different reasons.

Curriculum Objectives – PSHE

- To understand how people communicate;
- To be aware of other people's needs.

Activity 1

Teaching and Learning activity	Essential notes
While watching the extracts of <i>Together</i> , think about how camera shots and sound are used. When is there silence? When are voices or music used or absent? Why?	Close-up shots are used to focus on faces and when the deaf men are talking – on their hands. There are close-ups on children's faces showing the deaf men's viewpoint. There are also long shots to show children following the men. See the Camera shots and moves sheet in <u>Student handouts</u> on the bfi website: www.bfi.org.uk/disablingimagery?

Learning Outcomes

- Children recognise the importance of sound and silence in a film.
- Children relate lack of sound to the experience of a deaf person.
- Children understand that not all deaf or hearing impaired people hear no sound at all.

Activity 2

Teaching and Learning activity	Essential notes
In the playground, around school or in the street, ask children to watch people having conversations. What do they notice about the way people communicate? How much more or less can you understand if you are far away/near?	

Learning Outcomes

- Children identify relationships between speech, actions and communications in the context of the wider community.

Activity 3

Teaching and Learning activity	Essential notes
Watch different types of TV programme without sound. How much can you understand without it? Include watching a programme with subtitles and an extract from BBC2 news with Signing. If there are children who speak more than one language, try presenting their own news bulletin in two languages.	For those who are not fluent, Sign language is fast and complicated. Perhaps children can compare this with any experiences they have of speaking other languages – how easy is it to understand?

Learning Outcomes

- Children appreciate the use of other languages and forms of communication.

Lesson 3

Disability Equality Learning Objectives

- To understand that environment and social attitudes change over time;
- To understand that prejudice is often caused by ignorance and can be changed.

Film Learning Objectives

- To understand that film can be used as historical evidence.

Curriculum Objectives – Literacy

- To use a text to collect evidence;
- To write for a particular audience, supporting an argument/point;
- To take notes.

Activity 1

Teaching and Learning activity	Essential notes
Watch the extracts from <i>Together</i> and note down historical and environmental differences you see.	Think about the children playing in the streets. This was very common in the 1950s. The pub also provides a focus for the community to get together. Is this the same today or have things changed?

Activity 2

Teaching and Learning activity	Essential notes
Note down as many of the environments as possible in the film, eg: flat, pub, street Decide what you think the barriers are in each place. Write a list of other environments today where deaf people may face barriers. Write suggestions of adjustments you think could be made to make places and activities more accessible.	Research information about facilities today which help towards less isolation for deaf and hearing impaired people, including induction loops in public places, printed not verbal instructions. www.failte.com – Dublin's Deaf Association website There are many local websites and this one in Dublin is a great example of the range of activities designed by and for people from the deaf community.

Learning Outcomes

- Children are aware of facilities available to improve access for deaf and hearing impaired people in the community.
- Children identify clubs and specialist organisations that cater for deaf and hearing impaired people.

Activity 3

Teaching and Learning activity	Essential notes
Contact local venues about their facilities and send suggestions. Hopefully you will get responses!	