

Different levels of hearing loss

National Curriculum Links KS2 – England and Wales

PSHE & Citizenship

4c Identify and respect the differences and similarities between people

English En1

2b Ask relevant questions to clarify, extend and follow up ideas

National Curriculum Links KS2 – Northern Ireland

Personal Development and Mutual Understanding

- Understanding that similarities and differences between people arise from a number of factors

English – Talking and Listening

- Identify and ask appropriate questions to seek information, views and feelings

5-14 Curriculum – Scotland

Personal and Social Development

- Demonstrate respect and tolerance towards others

English – Talking and Listening/ Watching

- To present, share, clarify and reflect on ideas, experiences and opinions (talking about experiences, feelings and opinions)

Key objectives

To know that deaf people can have different levels of hearing loss.

What is deafness?

In pairs or small groups, ask the pupils to write what they understand about deafness. Use the phrase 'What is deafness?' as a heading for their discussions.

Emphasise that it doesn't matter how little or much they know, or if they are not sure if what they know is true as they'll be learning about deafness in the lesson. As a class ask the groups to share their knowledge and ideas (Note any misconceptions, false or inaccurate statements and correct/address them throughout the lesson).

This lesson is very teacher focused so allow time throughout the lesson for pupils to ask questions.

Explain to the pupils that some deaf people are born deaf for example passed on through families or illness, and that other people become deaf for example through illness, accident, old age. When people are deaf it means that a part or parts of the ear are not working properly.

Not all deaf people have the same level of hearing loss. Some deaf people can hear more than others. This can depend on the different part(s) of the ear that do not work properly.

The ear can be split into three sections: (show a picture of the ear or 'The ear' resource sheet). One or more of the sections of the ear may not work properly.

The three sections of the ear are:

Outer ear	no ear, deformed ear
Middle ear	narrow ear canal, blocked by fluid
Inner ear	hair cells, nerves damaged

Deafness can be described in four different levels:

Mild deafness	would hear a baby cry or music from a stereo may be unable to hear whispered conversation
Moderate deafness	would hear a dog barking or telephone ringing may be unable to hear a baby crying
Severe deafness	would hear a chainsaw or drums playing may be unable to hear a dog barking or piano
Profound deafness	would hear a large lorry or aeroplane may be unable to hear a telephone ringing

In their pairs or small groups, ask pupils to go back to their original list and check the information, they can change, delete or add information to ensure it is all factually correct. They can now answer the question 'What is deafness?' at their own levels.

Resources

- Resource sheet 'The ear'



Hearing aids

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Key objectives

To know the different equipment some deaf people can use to help them listen.

Listening through the different amplification equipment

Get pupils into pairs or small groups. Ask them to make a list of the different equipment that they know or think that deaf people can use to help them to listen. How does the equipment help them to listen?

Explain to the pupils that the equipment that some deaf people can use to help them to listen does not make them hearing, their ear/s still do not work properly and they are still deaf.

As a class, draw up a list of the main equipment that some deaf people can use and explain how they help them to listen. Here are the main types of equipment that deaf people use:

Hearing aid

It can be worn on the body or behind the ear and makes all sounds louder not just voices. The microphone is on the top of the hearing aid and the sound goes into the hearing aid then in to the ear at a louder level appropriate for the child.

Cochlear Implant

The microphone is worn behind the ear and the processor can be worn on the body or also behind the ear. Part of the implant is behind the ear in the skull and the sound is passed from the microphone to the processor and into the implant inside the child's skull and to the brain. When a child removes the outer part of their cochlear implant they cannot hear anything.

Radio aid

This has two parts one is worn by the teacher and the other by the child. The teacher has a microphone and their voice is directly sent to child's radio aid and into their hearing aid or cochlear implant. This allows the deaf child to concentrate on the teachers voice above other noise.

Ask your local hearing impaired service to loan you some equipment to use with the children. Get the children in small groups, and allow them to listen through a hearing aid using a stetoclip at a safe volume with adult supervision. You might want to ask your service to come into the school to help you with this activity.

Resources

- Resource sheets 'Hearing aids', 'Cochlear implants', 'Radio aids' and 'Other hearing aids'
- Selection of hearing aids/radio aids etc. (Ask your local sensory support service)
- NDCS Publication *Understanding Deafness*



Classroom noise

National Curriculum Links KS2 – England and Wales

PSHE & Citizenship

4c Identify and respect the differences and similarities between people

English En1

3a Talk effectively as members of a group to make contributions relevant to the topic and take turns in discussion

English En3

1a Choose form and content to suit a particular purpose

National Curriculum Links KS2 – Northern Ireland

Personal Development and Mutual Understanding

- Understanding that similarities and differences between people arise from a number of factors

English – Talking and Listening

- Participate in group and class discussions for a variety of curricular
- Know, understand and use the conventions of group discussion

English – Writing

- Write for a variety of purposes and audiences, selecting, planning and using appropriate style and form

5-14 Curriculum – Scotland

Personal Development

- Demonstrate respect and tolerance towards others

English – Talking and Listening/Watching

- To establish relationships and interact with others (listening in groups, talking in groups)

English – Writing

- To convey information (functional writing)

Key objectives

To help pupils to know how to make a room more listener friendly

Noise/solution sheet

Ask the pupils to get into small groups and make a list of all the different sounds they can hear in the classroom during a lesson. This could include lessons that are taught in a different room or place in the school. They can complete this on the record sheet provided to support the next learning activity. As a class, share the sounds they have listed, discussing whether they are a 'sound' or a 'noise' and the differences between the two.

Pupils now need to think of simple ways to either stop or reduce the noise if possible, using their record sheet complete the solution column next to the noise. They need to think of realistic solutions that can be carried out. By generating their own solutions it is hoped they will take ownership and make a conscious effort to keep background noise to a minimum during lessons.

For example:

noise	solution
Chair scraping on floor	Pupils to sit still
Pens being tapped on table	Pupils to leave all equipment on the table
Paper rustling	Pupils to sit with hands empty
Door slamming	Pupils to close doors gently
Pupil humming/chatting	Pupils to ensure they are not humming or chatting and stop when asked
Pupils shouting when walking	Put notices up to remind pupils to move around school quietly
Police siren	Close window if open or if closed cannot change

As a class feedback all the solutions they have suggested to reduce background noise during lessons and draw up an agreed class list that everyone signs up to.

Resources

- Record sheet – noises/solutions

