

Kacy Brown, M.A.T.

A-1. The Circle of Communication

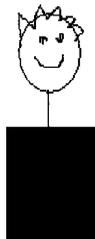
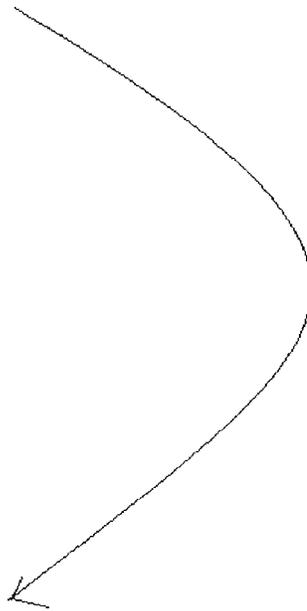
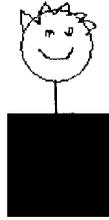
The teacher should explain to students that communication is not simply telling someone to do something. Communication involves many more steps and telling can be verbal and non-verbal.

The teacher should explain that communication involves the first person relaying information to a second person, that second person understanding it and relaying the fact that they understand it and their reaction to the information back to the first person. The teacher should explain that all of this can occur with out words and that laughing can even be considered a response in communication.

As this can be a confusing concept the students should copy an example of a picture that or look at a picture that represents this information. After looking at the picture, the students should practice using the full circle of communication. Students should get into pairs and have a conversation.

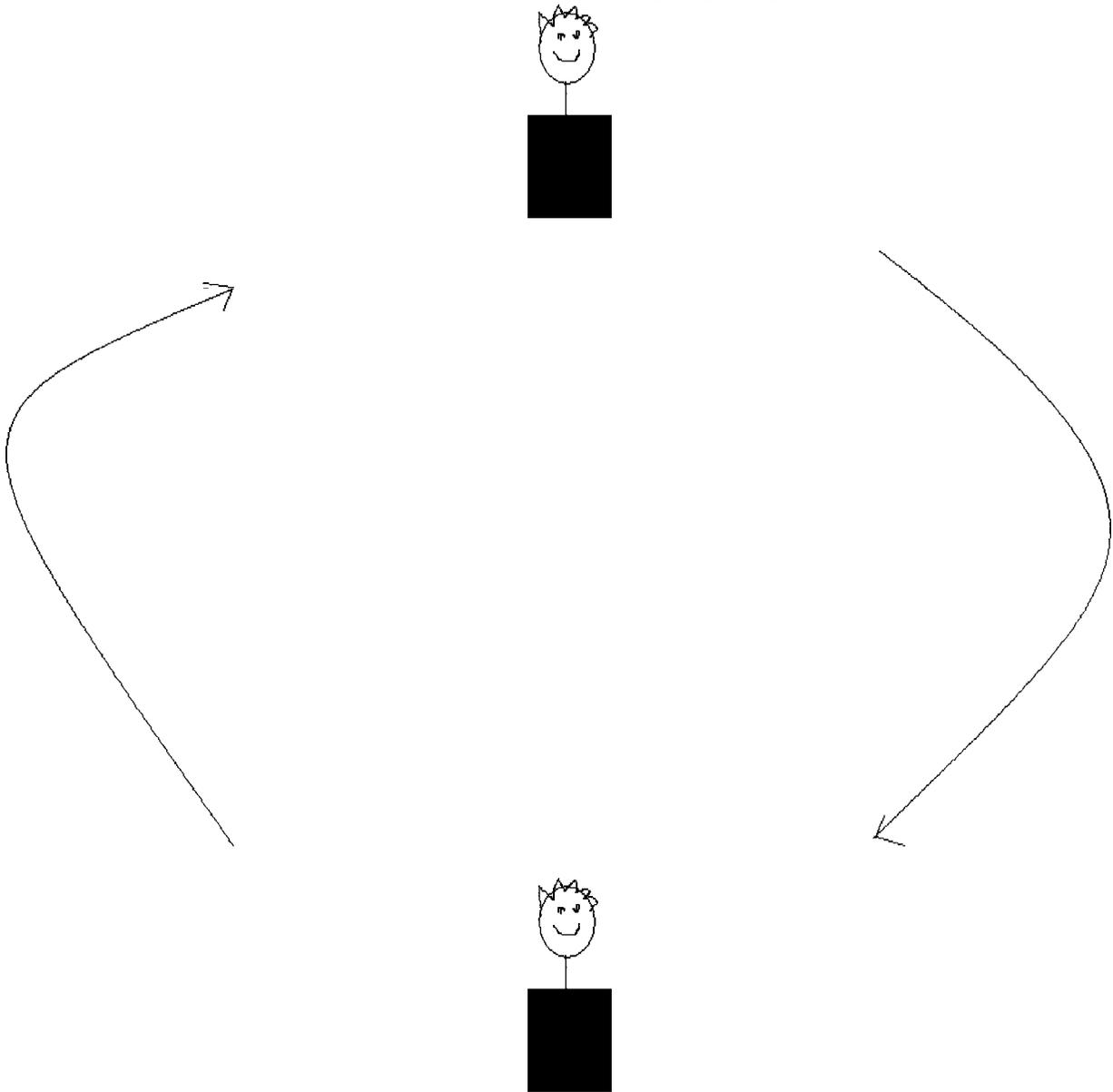
After the conversation, the teacher should hand out a worksheet that allows the students to dissect their conversation and judge if it was a full circle of communication. If the students found that it was not a full circle of communication, they should write down what they could have done to make it one.

NOT THE CIRCLE OF COMMUNICATION



“I am not really talking to you and not checking to see if you understand what I am saying to you.”

THE CIRCLE OF COMMUNICATION



"I am paying attention to what you are communication (or I am asking for clarification)
and this is what I think about what you said."

"I am communicating in a way that you can understand."

Examples of worksheet questions for the students' conversations in pairs.

What was the conversation about?

What did the first speaker communicate?

How was this communicated (words or body language or both?) What did the listener say or communicate? How?

Did the listener ask for clarification? How? How did the conversation end?

According to what we learned earlier in class, was this conversation a full circle of communication?

If not, what can you do to make it a full circle of communication?

Activity by Werner, M (2004) San Antonio, TX, USA - Trinity University

A-2. Telephone

This activity stresses the importance of clear communication to the whole class. Students who are hard of hearing who participate in this must have the use of a hearing aid.

All of the students should sit in a circle. The students should choose silly phrases from a hat. The student who chose the phrase should whisper it to the person next to him or her. The students in the circle should continue whispering around the circle. The last person to hear the phrase should say it out loud so that the first student can tell the last student what the phrase really was. (Usually, the phrases get changed around because of how strange words sound when people whisper them.)

If a student who is hard of hearing cannot understand a student who whispers directly into his or her ear, modifications can be made. For example, if the teacher has access to a whole room the students can sit in different corners around the room. Students can walk across the room to tell each other the phrase. In this way, a student who is talking to the student with hearing problems can speak in a louder voice so that not all of the students in the room hear what the student with the phrase has to say.

In addition, the student with the phrase could write down what they hear for the student who is hard of hearing and then the student who is hard of hearing could pass it on to the next student.

Activity by Werner, M (2004) San Antonio, TX, USA - Trinity University

A-3. Different Cultures

Throughout the school year there are different months and days to celebrate the different cultures that make up the students in the school. Deaf and hard of hearing students also have a culture that is like other cultures in that it has different styles of communication and assumptions that go along with it. For students who do not mind discussing their differences, allowing a week for students to discuss their own culture, including students who are part of the deaf culture is helpful for all of the students to understand about each other and learn more about what kind of people make up their community.

Students from different cultures should express the different ways in that their culture communicates. These types of communications could be different for their whole culture or even for just the family that they live with. For example, a student who is from South America might express how much more time their culture takes to talk to one another and how important it is to take time communicating. (This is opposed to the American culture where people can be seen as almost taciturn for not stopping what they are doing to communicate with each other and share their experiences.)

When it becomes the hard of hearing student's turn to share culture, the student should make sure to express to the other students the similarities and differences between the hearing culture and the hard of hearing culture. For example, both cultures express the depth of emotion that is being communicated through body language. However, when a student is deaf or hard of hearing, that body language is

much more important. Hearing students are able to use and identify tones of voice to catch the full meaning of what is being communicated. However, as hard of hearing students may not be able to detect tones of voice as easily, they rely more on body language to express the depth of their emotions. Another example that a hard of hearing student could give would be how important it is to be looking at the person who is talking. Hearing student can look away while someone is talking and still understand what is being said. However, students who are hard of hearing cannot always look away and understand what is being said to them. Other similarities and differences between the students should be stressed and at the same time excepted by all as being special and important for being different.

Activity by Werner, M (2004) San Antonio, TX, USA - Trinity University
