

## **Authors**

Your name, please include collaborators or funding institutions that have supported this work and links to your site or Github.

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Flux Factory Talk Back

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## **Essential Question**

What is communication?

How is lipreading understood?

What shapes do lips make speaking?

## **Introduction**

In this workshop students will draw the shape of their lips pronouncing a word to stimulate how a Deaf or Hard of Hearing person understands spoken word. This will show the nuances of lip reading -looking at the shapes of lips making a sound, how many teeth are being shown in a sound, etc. Students will start by recording their mouth pronouncing a word and then will break down their video into individual sounds so that they can see each sound being pronounced. By the end of the workshop students will gain awareness of their unique mouth shapes and the challenges as well as fun of understanding speech without sound.

## Target Audience / Prerequisite & Pre-Assessment

This is ideal for middle schoolers to the elderly. Phones or any device for video is necessary. Access to laptops/computers to break down the video. Reading this article or watching this video would be a good thing to do. I will go over the video in class.

<https://stanfordmag.org/contents/seeing-at-the-speed-of-sound>

<https://vimeo.com/148127830>

## Outcomes & Goals

In this workshop students will draw their lip shapes produced in a spoken word.

Students will walk away with a deeper understanding of one of the ways in which Deaf/Hard of Hearing people learn to communicate- through lipreading.

Students will see what words look like versus what they sound like.

Students will gain a new perspective on what communication means.

## Pacing / Duration

Two hours.

Break down of the class schedule example:

- **10min Introduction** Powerpoint Overview, context, examples and vocabulary
- **10min Break Down of my process**
  - Share Queer/Wheel + Circus/Circuit process images
- **5min Transition**
  - Materials

- **5min Instruction 1** Recording
- **20min Instruction 2** Word Break Down
  - Student's create their word process from recording
- **30min Instruction 3** Drawing Lips I
  - Version 1 of lips
- **2min Partner Up and Share**
- **2min Transition**
  - Materials
- **30 min Instruction 4** Drawing Lips II
  - Version 2 of lips
- **7min Walk around Share + Group Photo**

## **Materials Needed & Exercises To Do Before Class**

- Phone/Video Recording Device
- Projector
- Pen + Paper to draw on (black pen, white paper and colored paper)

## **Vocabulary (example)**

- Deaf- A culture and a way to identify yourself. Often times ASL is the main language used.
- Hard of Hearing- People who have some hearing loss. Some choose to use a hearing aid or cochlear implant.
- American Sign Language- Visual language used by the Deaf community to communicate. Its a language with its own grammar and history like any other language.
- Lip Reading- Watching lip movement to literally read words being spoke.

## Exercise Descriptions

Descriptions of each exercise or phase of class. Similar to pacing but with more description of steps.

- **10min Introduction** Powerpoint Overview, context, examples and vocabulary
  - Introduction (who am I)
  - Deaf Experience Explanation/Representation (Feeling Sound, Different artist and actors - Christine Sun Kim, Switched at Birth, Children of a lesser God, etc contribute mostly a sign language lens, Video Share)
  - Vocabulary
    - Deaf, Hard of Hearing, American Sign Language, Gallaudet Design Principles
  
- **10min Break Down of my process**
  - Share Queer/Wheel + Circus/Circuit
  - Break down of creating my project (show pictures of progress)
  - Explain that students will be creating their own lip drawing now (transition to exercise)
  
- **5min Transition**
  - Create List with students of 10 words to choose from for their drawing
  - Students on their own select the word they want to draw
  - Get video camera/phone out plus pen and paper
- **5min Instruction 1 Recording**
  - Partner pairing

- Alternate recording each other saying selected word
- **20min Instruction 2 Word Break Down**
  - Transfer video to individual computer screen
  - Splice Video up into individual images for each sound (I will have an example and will walk them through this)
  - Align individual stills of the sound pronunciations in the correct order of word
- **30min Instruction 3 Drawing Lips I**
  - Students will draw their lips on white/tan plain paper based off of the lips on their laptop/screen
- **2min Partner and Share**
  - Share lip drawing with a partner
  - Compare each other lip shapes, negative space in mouth, exposed teeth
- **2min Transition**
  - Grab colored paper
  - Select new word
- **30 min Instruction 4 Drawing Lips II**
  - With the same word draw it on the colored paper
- **6min Walk around Share + Group Photo**
  - Walk around see other people's 'process' photos and final drawing
  - Group Photo with everyone's individual lip drawing
  - Quick discuss about observations between clarity of lips between colors

## **Student Reflections, Takeaways and Next Steps**

Additional materials for the students to leave with that can help them dig deeper into the subject or additional exercises and challenges to help students progress their knowledge to the next level and gain mastery of the subject through independent study.

- Challenge with Friends: Wear headphones and with friends guess which words are being said. One person speaks the other person with the headphone on has to guess what the person said.
- Find words that students hear often and repeat the lesson on their own drawing the words out.
- Learn all about Christine Sun Kim, a Deaf artist who talks a lot about the Deaf experience
- Presentation: Students can share their work at #texturedlistening or #mydeafexperience on instagram. They can post it on facebook, they can share with their friends, doodle it on their notebooks, turn it into stickers, slap it on a skateboard or a laptop. Whatever way they would like to.
- Reflection: Students can pay attention to how their family members and peers talk. They can reflect on how they themselves talk, if they mumble their lips or speak quickly or clearly.

## **Post Session**

### **References**

Include any sources cited, but not directly linked in the unit.

### **Implementation Guidance & Teaching Reflection**

e.g. Please provide some guidance based on experience delivering the unit and potential modifications might you are considering making for future iterations of this unit. This is an opportunity for you as the unit author to give teachers practical guidance.

***With thanks and acknowledgement, we were inspired by the curriculum templates shared by [NYCDOE](#) and [NYC Open Data](#)***