

Title of Lesson:

Empowerment and Disability: Proud-Deaf

Search terms:

Empowerment, value, advocacy, Proud-Deaf

Date of Creation:

8/16/19

Creator of the Lesson:

Colleen McKenna

Grade Level:

3rd-5th

Subject:

Social Emotional Learning, Disability, Deaf and Hard of Hearing, Language Arts

Time Duration:

2 Days, 40 min/day

Summary of Lesson:

Prior to reading the book, *Zero*, by Kathryn Otoshi, students will partake in a class discussion about what it means to have value. (*Zero* is a story about the number zero who finds no self-worth because she struggles to perform or look the same way the other numbers do and consequently views herself as less significant. She later finds that *because* she is different from the others, as everyone is, she is needed in unique ways that only she can fulfill.)

During reading, students will examine text evidence on how the character, Zero, may have felt different or lacked value/self-worth. While making personal connections to the text, students will begin to explore their own point of view as well as listen to and understand their peers' perspectives relating to self-worth, accepting individual differences, and being proud of who they are (including empathizing with peers). Students will connect this theme to being Proud-Deaf and will write and share about what being Proud-Deaf means to them.

DSE Alignment:

DSE 1. Contextualize disability within political and social spheres.

- I can notice if my needs and wants are being acknowledged or those of Deaf peers.

DSE 2. Privilege the interests, agendas, and voices of people labeled with disability/disabled people.

- I can see myself or others I know with disabilities or are Deaf in the character.
- I can listen and value the work of Deaf or disabled characters and peers.

DSE 3. Promote social justice, equitable and inclusive educational opportunities, and full and meaningful access to all aspects of society or people labeled with disability/disabled people.

- I can value my Deaf peers, and my experience of being Deaf.
- I can develop ideas to interrupt oppression and increase inclusive practices in my school.
- I can learn about Deaf-Proud and what it means to me or my Deaf peers and community members.

DSE 4. Assume competence and reject deficit models of disability.

- I can view being Deaf as an asset and with value.
- I can perceive Deaf and Hard of Hearing individuals and the community as natural and equal.

Standards (3rd-5th Grades)

Common Core Standards:

- CCSS.ELA-LITERACY.RL.3.6
Distinguish their own point of view from that of the narrator or those of the characters.
- CCSS.ELA-LITERACY.RL.4.6
Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- CCSS.ELA-LITERACY.RL.5.6
Describe how a narrator's or speaker's point of view influences how events are described.

Writing

- CCSS.ELA-LITERACY.W.3.3, 4.3, 5.3
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Speaking

- CCSS.ELA-LITERACY.SL.3.1, 4.1, 5.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3, 4, and 5 topics and texts*, building on others' ideas and expressing their own clearly.

Lesson Objectives and Assessments:

Objective 1:

- Students will determine what the text is mostly about by defining themes of value and empowerment.

Assessment 1:

- Active participation and active listening by asking and answering related text questions

Objective 2:

- Students will acknowledge and appreciate the positive characteristic traits of others.

Assessment 2:

- Active participation and active listening by responding to others' ideas about the meaning of having value and relating it to their own personal life.

Objective 3:

- Students will develop and strengthen their own sense of self-worth and value.

Assessment 3:

- Application of new understandings by responding to questions into personal journal.

Teacher Guide:

Step 1: Anticipatory Set (Prior to beginning of the lesson):

- Conduct quick anonymous classroom poll (via technology, such as *Kahoot*). Poll questions may include:
 - I feel good about who I am.
 - I can name at least three positive traits about myself.
 - My personal appearance affects my self-esteem.
 - My personal appearance affects my self-worth.
 - Being different from other people is okay.
 - I bring value to myself and others.

Lesson Progression (Will the lesson unfold/develop?):

Instructional Activities:

Step 2: Review the vocabulary words:

- **Empowerment:** "The ability to seek control over one's life by taking action to get what one wants and needs...in order for the process of empowerment to be effective, it must allow the individual time to practice new skills in a supportive environment to work toward new goals." (Murray, Handyside, Straka, & Arton-Titus, 2013).
- **Value:** "The general expression of what is most important for you." (Thum, 2013).
- **Advocacy:** "The act or process of supporting a cause or proposal; the act or process of advocating something (in the form of parent, self, professional, legislative.)" (<https://ldaamerica.org/advocacy/what-is-advocacy/>, 2019).
- **Proud-Deaf:** (Determined by students)

Step 3: Display the word "zero" on the board or projector.

Whole Group Discussion:

- What does it mean to have value?
- What does the number zero mean?
- Can something, which is nothing (zero), have value?
- Does that mean zero has no value?

Step 4: Students will listen to the story and participate in classroom discussions about what having value means to them and others.

- Read the story *Zero* by Kathryn Otoshi (2010) to the whole class.

Step 5: Small-Group Activities:

Students will break out into small groups to answer the following questions on anchor chart paper (each group will get 2 questions):

- Why do you think Zero only saw an empty hole inside?
- Why did Zero try to be like the other numbers?
- How can this relate to being different?
- How can this relate to being accepted?
- Why wasn't Zero able to change her shape?
- How did Seven help Zero to find her value?
- How did Zero bring more value to everyone?
- How do you bring more value to other people?

Step 6: Whole Group Discussion:

- Students will gather back together for a whole group discussion and contribute input from each small group by presenting their ideas from their anchor charts to the class.
- Students will then be introduced to the guest speaker promoting deaf empowerment (discussing disability, hearing loss, empowerment, value, advocacy, self-advocacy, and **Proud-Deaf**)
- These definitions will be added to their journals including what the terms personally mean to them.
- Students will then hear about life the experiences of empowerment from the speaker.

Students will have opportunities to share in their own stories of struggle and suggestions of how to overcome them (sharing their own stories of empowerment).

Closure (How will the lesson be wrapped up?) (multiple means of expression):

- Deaf-Proud writing activity
- Students will write about what Deaf-Proud means to them and provide reasons to support their opinions through writing.
- Take Kahoot poll again and monitor differences or changes in thinking.
- Wrap up the lesson with "Deaf, Loud, and Proud" YouTube music video to contribute to student empowerment and being deaf-proud.

Required Materials/Equipment:

- Student computers or iPads for classroom poll (or can conduct via paper/pencil)
- Text: *Zero*, by Kathryn Otoshi
- Notebooks or writing journals
- Writing utensils
- Anchor chart paper
- Makers
- Technology device to display *Deaf, Loud and Proud* YouTube video
- White board for discussions and/or projecting video

Extensions/Practice (Continuation of Engagement):

- Design group presentations (multiple means of expression)
- Conduct classroom activity on positive traits others see in you. With a piece of paper number 1-3 taped on everyone's back, have their peers go around the room and fill up each paper with positive traits or characteristics about each person. Allow students time to read and/or share them. Conduct classroom discussion: Did you know others valued you the way they did?
- Additional guiding questions for further discussions:
 - How do you define yourself?
 - What are three positive traits about yourself?
 - What is something you have tried to do before but have not been successful in doing?
 - What is something you want to try but might be scared or skeptical to try? Why?
- More advanced:
 - When someone has positive self-esteem or self-worth, what does this look like? How do you know?

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