

LIPREADING

Station 4

1 leader for every 8 - 8

15 minutes

Purpose:

- To allow students to explore the nature of lipreading in order to become aware of its difficulties and limitations
- To teach students to be supportive of a person who is lipreading when talking to him or her

Materials:

- Sentence cards for lipreading

Setup:

- Have a sentence card for each student.

Procedure:

- Lipreading is introduced and discussed.
- The lipreading exercises are done and discussed.
- Each child is given a sentence card to "mouth" for the group to lipread.

Hot Tip!

This station can be divided in half to reduce the number of students in the group, if you have additional leaders.

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Sample Discussion

What is LIPREADING? (*Understanding what a person is saying by watching his or her lips as well his or her facial expressions.*)

- Do you think lipreading is difficult?
- Why? (*Lipreading is very difficult because many sounds look the same on the lips.*)
- For example, what am I saying now? (*Mouth without using your voice, "mop."*) Because "p," "b," and "m" all look the same on our lips, there are several words that could be the right answer: mama, papa, Bob, mob, map, mop, and pop. Repeat these words after me and feel with your hands the movement of your lips: mama, papa, Bob, mob, pop. A final "p" as in mop looks like "pa" on the lips.

Two-thirds of the sounds we make in speech don't show on the lips.

- How then can people who have typical hearing tell the difference between words that look similar? By listening AND watching, they can recognize some differences among sounds. "p," "b," and "m" look the same but sound different. However, a person who is deaf or hard of hearing may not hear the sounds exactly as others do because the sounds may be distorted. In addition, words like mop that are visually confusing are easier to lipread when they are in sentences, rather than single words. That makes it easier to understand them. For example: PICK UP THE mop _____ (no voice for MOP.)
- Why? (*One can tell which word would make sense in the sentence, there was a clue.*)

Let's try a lipreading activity. I am going to give you some number pairs using the numbers 1-9. I am only going to mouth the numbers, not using my voice at all. If I were talking to a person who was deaf, would I use my voice? (Yes) I'll repeat each of the number pairs twice: 5,3. 8,4. 9,1. 8,6. 2,9. Mouth each number pair twice. Let the students take turns reading your lips. These numbers were fairly easy to lipread because there were only nine possibilities for each. Some numbers are easier than others because they have more tongue and lip movement. 1, 2, 3, 4, and 5 are easier to see than 6, 7, 8, and 9. You can say 6, 7, 8, and 9 practically without moving your lips. Try it.

Now I am going to ask some questions. Lipread what I say.

- What is your name?
- How old are you?
- What day is today?
- What are you doing? (Use a scolding tone/furrowed brow. This question could be asked in several ways such as casually or a questioning way.)

Take this opportunity to discuss the importance of how facial expression is part of the message.)

- What will/did you have for lunch?
- How many brothers and sisters do you have?
- If you want to go outside for recess, raise your hand, otherwise, move to the back of the room and find a board game.
- Which of those was the most difficult? Why? (*Short sentences are easier to lipread than long ones.*)
- Did you have to concentrate more than when you simply listen?
- What was that like?
- What if several people were talking at once?
- Would you be inclined to give up after doing this for a while?

As you can see, lipreading is not an easy skill to learn.

- Do you think you could learn to do it well? How? (*A lot of work.*) For people who are deaf or hard of hearing, it takes even more work. They may not be able to follow complicated sentences like the last one I just read to you. Lipreading is a very valuable tool for people who are deaf, but one that is very difficult to acquire.
- How can you help a person who is deaf and hard of hearing lipread more easily? (*Speak slowly and clearly, but not loudly. Face the person to whom you are speaking. Do not exaggerate your words. Rephrase your sentences, if necessary, to make them more understandable.*)

Now you can try to lipread each other. I am going to give each of you a sentence to read. Read it as I did without using your voice.

What can you do to make yourself understood as well as possible? (*Use facial expression and body language at the same time, speak clearly, repeat and rephrase difficult words or phrases, face us when you are talking to us, be certain we are not looking into the sun or a bright light that would keep us from being able to see your lips well; keep your hands away from your mouth.*)

Note to Leaders

The students can take turns mouthing sentences to the group or divide into pairs and mouth sentences to each other. Additional sentences are in the kits.