CHAPTER: SAYING WITHOUT SPEAKING

Grade: **3**
Board: **CBSE**
Book: **NCERT**

1.

Chapter Summary and Placement

Read through the following to understand the gist of the lesson.

The chapter allows the students to observe communication skills of differently abled people. The student will analyse communication through sign languages and also understand the communication means adopted by the pets. The students will discover a new form of communication. The students will develop sensitivity and respect towards the differently abled people.

2.

LEARNING OUTCOMES

<On completion of the chapter, students will be able to:>

1. Realize that there are people who cannot speak, see and hear.
2. Appreciate the skills of the differently abled to converse and express without using language.
3. Develop sensitivity and respect towards the differently abled.
4. Learn and comprehend facial expressions.

3. PREVIOUS KNOWLEDGE REQUIREMENT

<The below points should be refreshed before introducing the chapter:>

1) Recognize the main uses of all the sense organs.
2) Remember the names of basic emoticons/smileys.

4. TEACHING PLAN

Follow this section for getting ideas on teaching the content covered in the chapter. The subtopic given in the first column with the matching learning outcome can be explained using instructions and resources listed subsequently

Subtopic and Learning Objective #1

LO: Realize that there are people who cannot speak, see and hear.
Appreciate the skills of the differently abled to converse and express without using language.
Develop sensitivity and respect towards the differently abled.

Teacher Activity

1. To introduce the chapter, the teacher can perform Activity 1.
2. After the activity, the teacher can explain that there are people who cannot see, speak or talk.
3. Explain that all human beings are not perfect and each of us have different abilities and skills.
4. The teacher may instruct the students to be helpful and respect differently abled people as they do to others.
5. Ask the students to explain their experience with a person who is differently abled. Let them explain it to the class.
6. The teacher should explain the conversation and expression skills of the differently abled people.
7. Perform Activity 2.

Check for understanding:

a) How do you express your joy?
b) Have you noticed any change in the expression on your friend's face when you both fight? Explain.

Resources Suggested

Textbook, chalkboard, Resource 1

Activity 1

Name of the activity – See, hear and speak
Type of activity – Group of two
Learning Objective: Understand the alternatives that differently abled people use to communicate
Use it for – Introducing the topic, saying without speaking
Materials – A long and medium-thick cloth that can be used to blindfold

Teacher instructions:

1. The teacher may ask the students to form a group according to the class strength
2. In the group, the teacher may ask one student to blindfold and then the blindfolded student has to find other members of the group
3. The other student should help this student to find him/her by given sounds of hints.
4. Once done, ask the student to tightly close ears of other students with both the hands. The teacher should make sure that the students are not hurting each other.
5. After this, the teacher may read out a few sentence and ask the students whether they were able to hear it.

6. The student may hear feeble sounds, but they will try to sync with lip movements.
7. After completing this, tie the cloth around the mouth of a student and ask them to speak.
8. The other student in the group can ask questions so that they will start responding in actions.
9. Once completed ask the students to explain their experience.
10. The teacher may conclude the activity by explaining the conversation skills that the people who cannot see, speak and hear have.

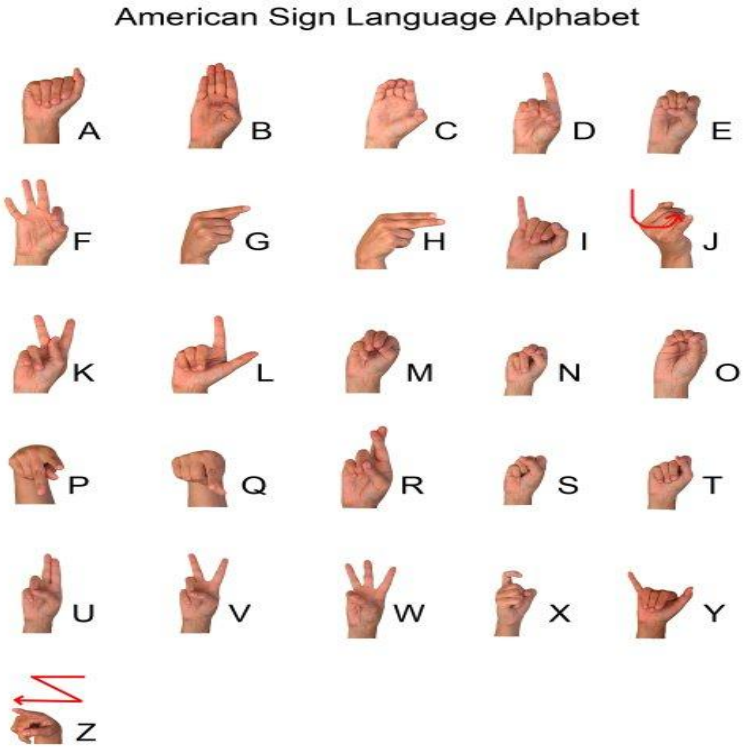
Activity 2

Name of the activity – Dumb Charades
Type of activity – Group
Learning Objective: Understand the difficulties faced by the differently abled people and how we can help them
Use it for – Analyse different signs
Materials – List of situation or film names etc

Teacher instructions:

1. The teacher may ask the students to form a group according to the class strength
2. The teacher will give each group a a situation/ film name.
3. A person from each group will prepare a silent act. The teacher should stop the student from speaking or making noises.
4. The others will have to guess what is being acted out.
5. Play the game with points to add more fun to the activity.

Resource 1:


American Sign Language Alphabet
A
B
C
D
E
F
G
H
I
J
K
L
M
N
O
P
Q
R
S
T
U
V
W
X
Y
Z

Subtopic and Learning Objective #2

LO: Learning and understanding facial expressions.

Teacher Activity

1. The teacher can introduce the topic by showing the images of a few smileys (emoticons)
2. Ask the students to analyse the expressions and guess the emotion (anger, sad, happy, laughing etc)
3. The teacher can describe that facial expressions also reveal the feeling of a person.
4. A small baby talks a lot through facial expressions.
5. We can also understand the feeling of our pets from their facial expressions.
6. After the explanation the teacher can display the chart provided in Resource 2
    - Bharatanatyam, is a major genre of Indian classical dance that originated in Tamil Nadu
    - Stories are expressed in dance form with the help of mudras and facial expressions.

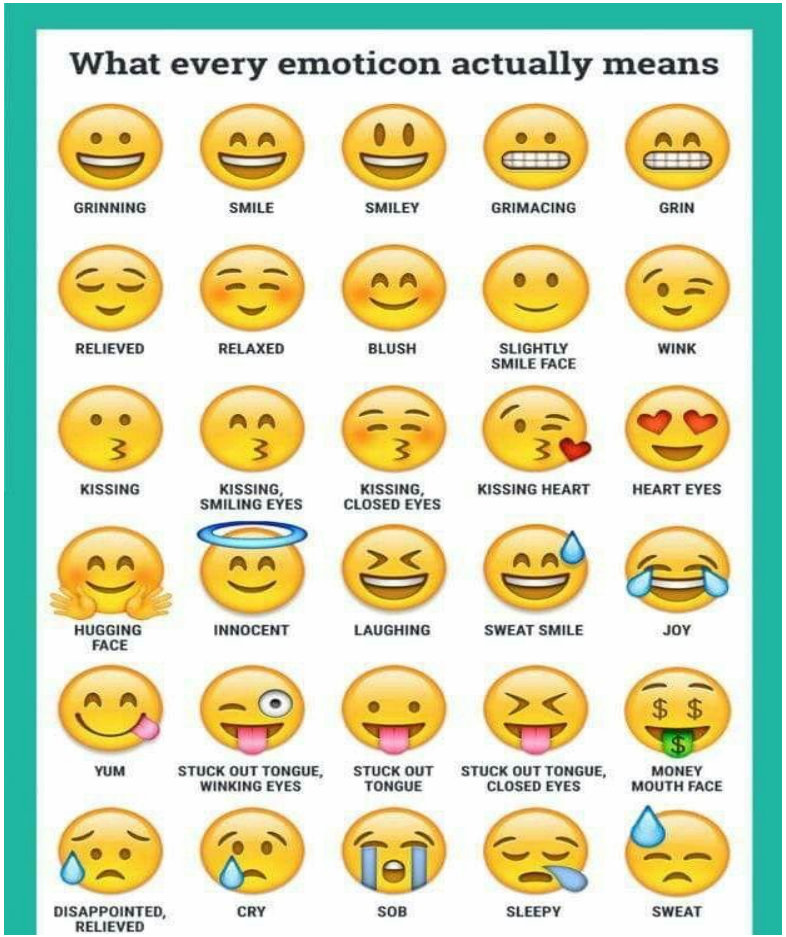
Check for understanding:

a) Draw the a smiley of an happy face and a sad face.

Resources Suggested

NCERT textbook, Resource 2

Resource 2:


What every emoticon actually means
GRINNING
SMILE
SMILEY
GRIMACING
GRIN
RELIEVED
RELAXED
BLUSH
SLIGHTLY SMILE FACE
WINK
KISSING
KISSING, SMILING EYES
KISSING, CLOSED EYES
KISSING HEART
HEART EYES
HUGGING FACE
INNOCENT
LAUGHING
SWEAT SMILE
JOY
YUM
STUCK OUT TONGUE, WINKING EYES
STUCK OUT TONGUE
STUCK OUT TONGUE, CLOSED EYES
MONEY MOUTH FACE
DISAPPOINTED, RELIEVED
CRY
SOB
SLEEPY
SWEAT

Emotional Icons


Laughter


Ignore


Compassion


Shy


Anger


Tea?


Bye


Ya Right!


What?


Love


Shock

5. WORKSHEETS

Print or copy the worksheet questions on the blackboard and ask the students to attempt them. They can be given as homework or a class test as well.

Worksheet 1

Use it like: Class test, Home assignment, Revision

Name the following emotions::



1



2



3



4



5

Worksheet 2

Use it like: A class test, home assignment, revision

Choose the correct answer

1. **If you get a toffee you will feel ____.**
   a. **Sad**
   b. **Happy**
2. **If someone breaks your toy you will feel ___**
   a. **Sad**
   b. **Confused**
3. **If your teacher ask a question and you don't know the answer you will _____.**
   a. **Smile**
   b. **Think**

6. SOLUTIONS

This section gives you sample answers for activities and questions listed above.

Worksheet 1

1. Angry
2. Crying
3. Laughing
4. Thinking
5. Sleeping

Worksheet 2

1. Happy
2. Sad
3. Think

7. EXTRA RESOURCES

Carry out the following suggested activities/ tasks if you have the time and resources to do them

1. **Reference Video links:**

   The students can be suggested to watch the following videos/ shown in class:

   https://www.youtube.com/watch?v=iqQERKc91LA

   https://www.youtube.com/watch?v=tfBanyJqwtk

2. **Extension activity 1:**

   Carry out the following suggested activities/ tasks if you have the time and resources to do them

   Purpose: Emotions and facial expressions

   The teacher may ask the students to form a group and create a model all the emotions they know. They can create the models with chart paper and draw on it with crayons on color pencils. Once all the models are made, create a wall hanging with the help of a thread and glue and stick all the models to it.