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Summer Camp for Deaf Children in Rural-Interpersonal Communication

Candi M. Davíton

May, 2007



A Program of Self-Esteem Development for Deaf Children in Rural Areas.

Master's Project

Submitted to the Faculty
Of the Master of Science Program in Secondary Education
Of Students who are Deaf or Hard of Hearing

National Technical Institute for the Deaf
ROCHESTER INSTITUTE OF TECHNOLOGY

By

Candi M. Daviton

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Approved:

Gerald Bateman

Project Advisor

Gerald Bateman

Program Director

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Abstract

Deaf children in rural areas often lack the development of self-esteem essential to their overall development of social and academic skills. Deaf children in rural communities generally have low interpersonal communication and leadership skills. Being isolated with no role model for their identification (deafness) could limit their language acquisition and identity development.

The purpose of this project is to develop a special curriculum project which would help initiate a program that would enable deaf children in rural areas to develop self-esteem skills through a one week summer camp program focusing on learning about themselves and related essential self-esteem skills through special activities.

The objectives in creating this curriculum are to improve self-esteem, provide opportunities for students to explore and develop their identity as deaf role model, maintain reading and writing through the summer months, and provide opportunities for friendships to form.

Creating this curriculum involved a variety of resources. Summer camps and curriculum in the field were researched, literature was located and reviewed, respected professionals offered ideas and critiques, and revisions occurred. The future may now hold materials that can truly be implemented to improve the named objectives for deaf children.

Research (Stinson & Kluwin; Foster; Charlson, Strong & Gold; et al) consistently demonstrates that a large number of Deaf students experience isolation and low self-esteem in their respective educational settings (mostly mainstreamed settings and rural settings). In a newspaper interview for the Nevada Appeal, Gary W. Olsen, DHHARC Executive Director and former Youth Leadership founder and Camp Director claims that if Deaf children are not given the opportunity to develop their self-esteem early, they will

definitely have a difficult time achieving their goals in life because they do not actually know themselves well.

Project Overview

1) Proposing series of mini-workshop activities on self-esteem to be taught by (preferably) Deaf educators, for the purpose of expositing role modeling and bring better able to connect and relate to the learners. 2) Special designed self-esteem handbook which will be disseminated to the trainers to use to teach the essential information on self-esteem and to serve as a guide for various activities through the special workshops. 3) Developed special designed activities to be used for the community field trips and classroom workshop settings.

“A program of self-esteem development for Deaf children in rural areas” is a curriculum designed for deaf children, ages 6 – 18. The design of this curriculum is a collection of thirty five lessons. All lessons have objectives in which to meet and connect throughout the week. The curriculum covers five days worth of activities with six activities per day.

It will be based on current research literature focusing on basic elements of self-esteem aiming Deaf Learners. It will be designed to meet the shortcomings of the learners at camp. Heavy emphasis will be on creating an atmosphere with activities for enhancement of communication and interacting with others.

The one-week activities will involve the essentials of self-esteem. Also on a daily basis they will go on a field trip that enables them to have a confidence of communication among the community. A possible schedule follows:

A Sample outline for Day 1:

Activity	Title	Start Time	Ending Time
1	Icebreaker (Communication)	8:00 am	10:00 am
2	Let's design our journals (Intro to Self- Identity)	10:00 am	11:00 pm
3	Self Portrait (Self- Esteem)	11:00 am	12:00 pm
-	Lunch Break	12:00	1:00 pm
4	Field Trip	1:00 pm	3:00 pm
5	"Your Own Experience" (Reading/Writing)	3:00 pm	4:00 pm
6	Group Puzzle (Team Building)	5:00 pm	6:00 pm

This schedule will provide them the basic survival skills, personal independence, community independence, and getting along with others.

All of the materials are contained in a binder. This binder serves as a convenient way for educators to pull out lessons and materials, and add new information as it may arise. The binder includes the introduction, objectives, curriculum grid overview, all lesson plans, and some related materials.

Importance

As the literature demonstrates, there is a need for such curriculum. Deaf mainstreamed children deserve the same opportunities for socialization as their hearing peers. In order for deaf children to have a support system, they must be with peers in which they can relate. Hearing peers cannot completely fill this need, as different issues appear in deaf children. Targeting the rural deaf children is important because this is when children cross over into the next phase of life, teenage/adult/hood. The teenage/adult years are really the time that all of us start searching for who we are. During this time children long to fit in, explore self-identify, form friendships, and yearn for understanding.

Fulfilling all of these objectives throughout the school year is nearly impossible. The school year is filled with academics and school-based objectives that must be met. Teachers of the Deaf utilize each moment with their students, and try to touch on these additional needs. Lack of time, and resources pose problems at reaching these necessary goals that require attention. For these reasons, having such a curriculum that can be used outside of the school day in a camp or retreat type setting is important.

Project Objectives

Since the enactment of Public Law 94-142, more and more Deaf students have been placed in mainstreamed educational setting in isolation. Several studies done in analyzing student's comfort levels, self-esteem, relatedness and participation (Kluwin & Stinson, (1993), Foster (1988), Stinson & Kluwin (1994), Stinson & Liu (1999), have demonstrated critical factors in contributing to both positive and negative educational and social experiences of young deaf students. Repeatedly the themes are similar – communications, self-confidence, participation, cross-cultural issues, leaderships, and so forth – these are all issues which can be addressed through the means of self-esteem development.

While these themes are highlighted in study after study, there are always sub-components which shed a new insight to the understanding of the experiences which Deaf students go through, especially in the rural areas.

My ultimate goal is to keep the ongoing summer camp and be able to get some kind of permanent funding in which to bring together these children and apply these materials.

The objectives for “Development” are:

- To increase self-esteem of deaf children
- To increase opportunities for them to explore/develop their identity as deaf children.
- Provide opportunities for friendship to develop.

Literature Review

Communication

“Ninety percent of deaf children are from hearing parents who don’t sign to communicate with their deaf child. Communication involves sending and receiving signals. However, it is also a form of social engagement.. Constraints on communication between deaf and hearing person often result in strained interactions as well as loss of full information” (Foster, 1996). Whenever a person wishes to engage in conversation with another person, he would seek to gain information about them. This could not have happened unless for some deaf educators of the deaf who wanted to make the difference for deaf children in such a way that they were willing to go beyond.

Eye contact is often expected during communications in which both parties are present. However, when deaf children use interpreters to facilitate communication, eye contact is often broken (Foster, 1996). In a study conducted by Foster, Long, and Snell, a student explained that she went to her hearing teacher’s office seeking extra help but had to wait until next class when an interpreter is at present (1998). She preferred writing; since it facilitates eye contact and thus feels more direct to her than using an interpreter but her hearing teacher did not find writing an acceptable alternative (1998). The researchers had indicated the critical of eye contact as a way to improve their communication skills which eventually corporate other factors such as self-confidence, leadership, and interpersonal skills.

Academically, mainstreaming deaf children can prove to be very successful. However, through this educational shift, other problems have emerged. Things such as self-esteem, self identity, and opportunities to meet other deaf peers have continued to

suffer (Holcomb, 1997). In addition, reading and writing issues remain an area of weakness (Marschark, Lang, & Albertini, 2002).

Isolation and self-esteem

Isolation is a big thing for any adolescent, more so for deaf students who have been placed into a mainstreamed educational setting. When one is isolated, they are more opting to not have a strong sense of awareness or a strong self-esteem. By not having a strong self-esteem, students may lack skills which are essential for their social developments, which are tied very closely with their academic performances as well.

Throughout the past decade and half, a sustained amount of remarkable research has been conducted, mainly by Stinson and Kluwin (1993), in regards to the participation of deaf students in extracurricular activities and interactions with hearing peers in the classroom environments. The research demonstrates a common theme of the correlation of participation and relatedness in being two major components of student development. Participation is critical in leadership. In order for one to become a strong leader, one needs to learn how to participate and work with a wide array of people and situations. Stinson and Kluwin (1995) write of the important benefits of participation.

- Participation is enjoyable in itself
- Certain social and cognitive skills are enhanced
- Development of personal character if facilitated
- Academic achievement may be promoted
- Senses of participation or belonging is heightened
- Social recognition increases
- Socialization into the deaf community may be promoted

While these six benefits have been noted, it is important to understand that deaf individuals struggle in participating in activities – both in the classroom and outside the classroom.

Another important theme discovered in research articles pertains to the interaction and communication between and among deaf and hearing students. This is a critical skill deaf individual's need to learn how to master, in order to become comfortable in their day to day interactions with hearing people.

Kluwin and Stinson reinforce this important component of success in social interactions when they note that “one of the important characteristics noted frequently, is that of communication. Good communication skills are necessary for understanding self and others, planning and engaging in social interactions, and in interpreting the feedback that occurs during interaction” (Kluwin & Stinson, 1995).

Low-Incidence Disabilities in Rural Areas

Teachers tend to leave their positions when they lack the skills to be successful in coping with the unique, stressful aspect of rural education. (Cole & Leeper, 1995; Lemke, 1995; Rosenholtz, 1989). Wrestling and Whitten (1996) found that many of the teachers who locate in rural and remote settings are uncomfortable with the challenges of the rural multicultural classroom. Over 12,000 special teaching positions were left vacant or filled by substitutes because suitable candidates could not be found (1996). There were more than nine percent of all special education teachers who were not fully certified for their teaching assignment (Study of Personal Needs in Special Education, 2003). To better address quality education for learners with low-incidence disabilities who reside in rural areas, the study of educational practice, services, and opportunities is needed.

Ways to Foster Positive Self-Esteem and Self-Identity

There are ways to avoid these issues and influence one's self-esteem and identity. Four ways that adolescents can increase their self-esteem are: "1) identifying the causes of low esteem and domains of competence important to the self, 2) emotional support and social approval, 3) achievement, and 4) coping" (Santrock, 1998, p.320). One way to tackling these objectives is to bring together individuals who can relate to each other to share experiences and insights (Luckner, 1989).

Literacy has been linked with self-esteem. Since self-esteem is already expected to be lower in some deaf children, it is important to maintain and encourage reading and writing throughout summer months. As this literature illustrates deaf students remain struggling with their self-esteem and self identity. Having a curriculum to target these needs is an excellent start.

Conclusion

After finding some articles that are related to my interest, I feel more confident that it is necessary to have some kind of summer day camp to begin with that can help deaf children in rural areas. But I still hope that sooner, it will become to a summer camp where they can stay and sleep and more activities can occurred.

It is always necessary for us as the teachers of the deaf to oversee the best benefits for our future deaf children especially in rural areas. What would invest in their lacking of opportunities that they don't get in regular deaf mainstream program with other deaf children? To thrive in best education and social skills, we need to see something that is more fun for them beside isolating school setting where there is lack number of deaf students that are being mainstreamed together.

Curriculum Development Process

Developing such curriculum, as I have here, has been a continuum over several months. Throughout these months, many steps have needed to occur. The beginning of the year brought many pieces of literature in need for review. Reading through numerous books, I originally found some that I deemed useful. Months later and after careful consideration, I need to eliminate some of the original pieces and trade them for similar information that was better suited to meet my objectives.

An important piece to this process is the feedback I have received. Lengthy meetings with an insightful executive director have helped shape my curriculum. Original sketched out ideas, were later able to form into useful lesson plans. A meeting late early spring with the executive director of DHHARC/NVAD brought fresh ideas to my plans. After revising all of the ideas and going back to my original objectives in attempting this project, I finally created a curriculum in which I am proud.

Grid Lesson Plan Overview

	Monday	Tuesday	Wednesday	Thursday	Friday
Self-Esteem	Let's design our journal ----- Self-Portrait	Everyone learns different ways ----- I'm Unique!	What is Respect? ----- I'm Great!	Personality Differences ----- Add a Compliment	Letting Go ----- Connection
Communication	My Mistake	Your Mistake	Having a Discussion	Having an Argument	Common Senses
Social Skills	Find a Friend	Having a Problem	Being the Leader	Behaviors in Public Places	Being Patience with others
Community (field trips)	Police/ Fire Depts. and Hospital	Shopping Malls	Library	State Parks	Restaurant
Team Building	Group Puzzle	Adrenaline Rush	Scavenger Hunt	Trust Fall	The Swamp
Reading and Writing	Filling out form and an application ----- Journal Writing	Words of People, Places, Things ----- Journal Writing	Words of Traffic Signs, Info Signs, Safety Words ----- Journal Writing	You Create Your Own Experience ----- Journal Writing	Pen Pals ----- Journal Writing

Sequence of Daily Life Skill Activities

Lesson Plan Overview

Activity	Monday	Tuesday	Wednesday	Thursday	Friday
1	Find a Friend	Everyone learns in different ways ----- I'm Unique!	Having a discussion	You Create Your Own Experience	The Swamp
2	Let's design our journals! ----- Self-Portrait	Words People Places Things	Field Trip... Library and get 2 books.	Having an Argument	Being Patience with Others
3	My Mistake	Field Trip... Shopping Malls	What is Respect? ----- I'm Great!	Trust Fall	Pen Pals
4	Field Trip... Police/Fire Depts. and Hospital	Adrenaline Rush	Being a Leader	Personality Differences ----- Add a Compliment	Field Trip... Restaurant (Lunch treats!)
5	Group Puzzle	Having a problem	Words of Traffic Signs, Info. Signs, Safety Words	Field Trip... State Park	Common Sense
6	Filling out a form/ an application	Your Mistake	Scavenger Hunt	Behaviors in Public Places	Letting go ----- Connections

Day 1 – Activity 1

Time Frame: 1 hour 30 minutes – 2 hours

Social Skills

Topic: Find a friend who...

Purpose: Icebreaker

Objectives:

Given a questionnaire, the students will tell the group names and communication needs of their peers, by asking each other specific questions from the worksheet and when regrouped, naming at least half of the peers and their communication mode with 75% accuracy.

Materials:

- “Find a friend” worksheet
- Pens or Pencils
- Bean bag
- Large sheet of paper
- Color markers

Procedures:

- 1) Have the group of students sit in a circle.
- 2) Briefly, introduce modes of communication by stating the names and giving a short definition. (A more in-depth description may be offered later in the day or week.)
- 3) Go around the room and have everyone introduce themselves by stating their name and where they are from using their preferred mode.
- 4) Explain to the students that they are going to get a chance to learn more about their peers.
- 5) Pass out the worksheets and pens or pencils. Tell the students to get up and walk around and ask their peers a question from the worksheet. Examples would be “Find a friend that has one deaf parent” or “Find a friend who knows Cued Speech”
- 6) When they find the appropriate person for the question, have them write down their name in the blank space. Students continue until they match up each space with a different person. (Note – There may be some repeats, but everyone’s name must appear once.)
- 7) When everyone has completed their sheet, have them sit back in a circle.
- 8) Toss a bean bag to a student and have them state the name, communication choice, and any additional information they learned about their new friend sitting across from them.
- 9) Have them toss the bean bag to a peer and continue until everyone has a turn.

Day 1 – Activity 2 (a)
Time frame – 1 hour
Self-Esteem

Topic: Let's design our journals!

Purpose: Initiate self-identity and group compatibility

Objective:

Given materials, the students will identify who they are and discover differences and similarities between themselves, by picking out and using pictures, drawings, and words that symbolize their individuality to decorate their journals that represents who they are, and pasting them onto their journals, with little support.

Materials:

- Journals
- Construction paper
- Glue
- Scissors
- Magazines
- Clear contact/laminating paper
- Pictures or other items from home
- Completed journal cover to use as an example

Procedures:

- 1) Ask the group "what is self?"
- 2) On the board or large sheet of paper, write down responses of what defines self.
- 3) Tell the students that part of their daily responsibilities while here at camp is to write down their thoughts and feelings in their journals because reflection is a good method for helping us grow and solve problems. Reflection time will be allotted at the end of everyday.
- 4) Explain to students that the journals will be collected at the end of the everyday and passed back the following morning. Comments and/or questions will be written for students to read and/or respond to.
- 5) Tell the students that they will be decorating them, by using the materials, to show how they would describe themselves.
- 6) Show a completed example to give the students a better understanding of what is expected and explain why specific words and pictures were chosen for the cover. (Modeling)
- 7) Once they are completed, have them cover the journals with the clear contact/laminate paper.
- 8) Once everyone is finished, have them sit in a circle, show their journals, mention some of the pictures/words and explain why they chose them.
- 9) Take a minute to notice differences and similarities amongst the group and discuss.

- 10) Explain to the group that this was a nice way for them to start thinking about themselves and how they would describe themselves.
- 11) Ask them what they thought of the activity.
- 12) Tell them to enjoy what the week has to offer and to take this as an opportunity for growth and self-development.
- 13) End the group by having them write in their journals one thing that they would like to learn about themselves during this week.



Day 1 – Activity 2 (b)
Time Frame: 45 minutes to 1 hour
Self-Esteem

Topic: Self-Portrait

Purpose: Self-Discovery (pre-evaluation)

Objective:

Given materials, the student will reflect on physical attributes, recognize positive and negative characteristics of oneself, and express self-description in writing by drawing a self-portrait that focuses on their physical attributes and writing in their journals at least one positive and one negative attribute, with minimal support.

Materials:

- Mirrors (either large or hand-held)
- Legal size paper (construction or drawing)
- Pencils, crayons, colored pencils, and/or markers
- Glue
- Journals

Procedures:

- 1) Have students sit in front of a mirror or use hand-held mirror.
- 2) Tell the students to take a few minutes to look at themselves.
- 3) Pass out drawing materials.
- 4) Have the students draw a self-portrait, referring to the mirror if they choose.
Explain that pictures will only be shared with the camp counselors and with peers only by choice.
- 5) When completed, have them open their journals so there are blank pages on both sides and have them paste the drawing in on the left hand side.
- 6) On the right side, have them comment on what they see in their portrait and list positives and negatives about themselves. (Minimum one each).
- 7) Look over the completed drawings as the students finish individually and comment briefly, regarding their perception and/or comments that they listed about themselves.
- 8) Keep a mental note or make a note to yourself about what stands out in each drawing as a way to start to learn more about the individual student and note how they comment about their physical appearance.

Day 1 – Activity 3
Time Frame: 1 hour
Communication

Topic: Oops, My Mistake

Purpose: To be able to identify her/his own mistakes and admit it.

Objective: The student will identify/demonstrate ways to handle a situation when he or she has made a mistake in judgment.

Materials:

- Role Playing
- Journals
- Large Papers
- Markers

Procedures:

- 1) Explain to students that everyone makes mistakes.
- 2) Explain to students if they can tell about a time when he or she really messed up or made a bad mistake? (allow time for sharing)
- 3) Ask students what did he or she do to correct the situation or make things right?
- 4) Ask students how did he or she feel?
- 5) Lets him or her think of a mistake as something he or she wish he or she could take back or do over correctly.
- 6) Discuss your thoughts.
- 7) Have the students choose a situation from the worksheet and act out the problem and a chosen solution.
- 8) Have the students think of their own mistakes and draw a cartoon depicting the situation.
- 9) Have students brainstorm possible solutions and pick the best one.



Day 1 – Activity 4
Time Frame: 2 hours
Community

Topic: Police/Fire Departments and Hospital

Purpose: Develop the cautious of any emergency situation and its location.

Objection: The students will be able to state the location of and purpose for a police department, fire department and hospital.

Discussion: We will be discussing those civil community centers beforehand so that the campers get the feelings of what each civil community services do for our daily living when it comes to any emergency or crisis.

I also will have the list of activities that the campers will need to accomplish their task when they approach the civil community services so that way I can acknowledge of their effort in obtaining the information that we seek for.

Activities:

1. For Police department - Campers will need to find what the emergency number to dial (911) and ask when they can dial 911. Students will write down the answers that they get from the police officers as to when to use 911.
2. Students will need to collect at least 5 pamphlets/brochures from police department that they think that they will be helpful information. (i.e.: domestic violence prevention, D.A.R.E., Emergency 911, etc.)
3. Each student will need to ask each different police officer if deaf can become a policeman and give some comments as to why or why not. Write down in their journal.
4. For Fire department – Campers will have a tour with the fireman chief and campers will need to write down at least 10 things that they see during the tour. (i.e.: fire truck, firemen, water hose, fireman's uniform, first aid kit, firemen's bedroom, operator room, etc.)
5. Each camper will ask some questions to firemen, Can they become a fireman someday? Why or why not. What advise can you give for those young students about the hazards? Write down in their journal.
6. Each student will need to collect at least 3 pamphlets/brochures from the fire department.
7. For hospital – Campers will have a tour of the hospital room/emergency room pending on the privileges. Each camper will need to write down the definition of emergency room and out/in patients, doctors, nurse, and nurse aides in their journal.
8. Ask doctor/nurses what treatment would be best to do if they confront a minor burn. What are the symptoms to look out if person is having heart attack? Write down the information in their journal books.
9. Each student will need to collect at least 5 pamphlets/brochures from the hospital.

Day 1 – Activity 5
Time Frame: 1 hour
Team Building

Topic: Group Puzzle

Purpose: Build cooperative team effort

Objective: Given directions and an assigned team, the student will practice team building strategies and communication rules by locating staff – create puzzle pieces and piecing the puzzle together as a group, with accuracy.

Materials:

- One large cardboard puzzle piece per student marked with their name on it.
- Rewards

Variation:

May have more than one piece each, depending on the size of the group and how large you want to make the puzzles.

Procedures:

- 1) Randomly place, possibly even hide, and puzzle pieces outside. (Use a large indoor space if necessary.)
- 2) Assign group into two teams.
- 3) Discuss with students the strategy.
 - a. The teams are competing to see who can complete their puzzle first.
 - b. Students should work as a team to find their puzzle piece(s) with their name on them.
 - c. When their puzzle is complete they need to run to a designated area chosen by the staff and wait for the other team.
 - d. Remind the students to follow the established communication rules.
- 4) When both puzzles are complete, have the students form a circle.
- 5) Acknowledge the winners by passing out awards titled, "Excellent Team Player" and a piece of candy or other small reward.
- 6) Use the discussion questions below to guide the conversation.
- 7) End the group by thanking everyone for working together.

Discussion Questions:

How did it feel when you found where your puzzle piece fit in?
Did it help to have others working with you?
Do you always feel like you fit in?
How do you fit in at camping?

Day 1 – Activity 6
Time Frame: 45 minutes to 1 hour
Reading & Writing

Topic: Filling out a Form/an Application

Purpose: Build Self-esteem and self-acknowledgement

Objective: Given materials, the student will clearly and accurately complete the form with minimum support.

Materials:

- Forms
- Applications
- Pen or pencil
- Index cards

Procedures:

- 1) Ask the group “what is form/application?”
- 2) On the board or large sheet of paper, write down responses of what defines self.
- 3) Tell the students that part of their daily responsibilities while here at camp is to memorize their identification, home address, and home phone numbers, date of birth, parents’ names, social security if needed and other important information.
- 4) Discuss why is it important to be able to do that?
- 5) Discuss why do he or she think it is might be important to read and write that information too?
- 6) Explain what are some examples where he or she might have to fill out a form that needs that information? (Going to camp, sending away for something, school records, doctors, careers).

Extension Activities:

- a. Have he or she ever won a million dollars? Someday maybe that will happen to him or her, so to prepare him or her for that, he or she is going to fill out a practice form. If he or she are unsure of some of the information, (area code, school address), think about how you could find the answers. (Ask, use phone book, staff). Remember to write clearly. Why? (So people at other end can send the prize to the correct address).
- b. Forms and More Forms. Have students begin collecting forms that require writing their address and other basic information. They may be including send-away forms from cereal boxes, comic books, and other sources.
- c. Raffle. Have students complete a camp-made form for a chance at winning a (small) raffle prize. Students may include information that they think is important to know, such as favorite movie character, shoe size, number of pets, and so on. Make it fun!

Day 2 – Activity 1 (a)
Time Frame: 1 hour
Self-Esteem

Topic: Everyone Learns in Different Ways

Objective: The students will identify several different learning styles exemplified by characters.

Rationale: Although student will often find themselves lumped together in a group or camping, they should realize that students (like staff) are individuals and have individual needs. The purpose of this lesson is to create an awareness of individual differences in learning. This is something that a staff must deal with, and it is helpful for a student to have that awareness.

Materials:

- ◆ Journals
- ◆ Large white paper
- ◆ Color markers

Procedures:

- 1) Ask the group “what everyone learns in different ways?” and give some samples.
- 2) On the board or large sheet of paper, write down responses of some samples.
- 3) Request the students that part of their daily responsibilities while here at camp is to write down their thoughts and feelings in their journal because reflection is a good method to remind them that everyone learns in different ways.
- 4) Show a completed example to give the students a better understanding of what is expected and explain why specific different ways that everyone learns. (Modeling cultures, level of educations, social skills, communication, etc.)
- 5) Once everyone is finished, gather in circle, each student will tell his or her thoughts, give some sample and explain why he or she thinks of this.
- 6) Have the student get a partner that he or she thinks that he or she learns different ways than himself or herself, and explain the reason why in positive way.
- 7) Encourage them to enjoy what the ahead of week has to offer and to take this as an opportunity for growth and self-development.
- 8) End of the circle group discussion, student will write in their journals one thing that they would like to learn about others during this week.

Thinking Questions:

1. What is something that you learned how to do in the past few days?
2. How did you learn to do it?
3. Do you think everyone learns to do things the same way?
4. Why do you think it is harder for some people to learn?
5. If someone wanted to teach you how to draw a duck, what are some ways he or she might go about doing that?

Day 2 – Activity 1 (b)
Time Frame: 30 – 45 minutes
Self-Esteem

Topic: I am unique

Purpose: Self-Esteem builder

Objective:

Given a staff created worksheet, the student will identify positive attributes, list previous accomplishments, and write unique qualities of themselves, by filling in the appropriate areas of the worksheet, completely with minimal support.

Materials:

- Worksheet with headings
 - Including but not limited to:
 - What do I like about myself?
 - What is unique about me?
 - What am I really good at?
 - What have I accomplished in my life so far?
 - What do I feel most proud of?
- Blank paper
- Pens or pencils

Procedures:

- 1) Start off by saying “I am unique!”
- 2) Tell the group why you are unique, for example: Play soccer, play guitar, know a second language, won an award, etc.
- 3) Hand out blank paper and have the students write ideas on it that describes them and things that are unique about them. These can be physical qualities too. Encourage the students to write down at least five ideas. Have them think about past experiences and accomplishments.
- 4) When they are finished, hold up worksheet with the headings listed above and go through the form with the students, modeling how to fill it in.
- 5) Stress that you want them to stand out and look unique.
- 6) Pass out forms and give the students time to fill them in using some of the ideas that they have jotted down on the blank paper.
- 7) Once everyone is completed, collect the worksheets and tell them we will be using them again tomorrow.

Day 2 – Activity 2
Time Frame: 2 hours
Reading & Writing

Topics: Words – People, Places, Things

Purpose: Broadened mind of depicting people, places, and things.

Objective: Given prompts, the students will read/write words depicting people (e.g., family, occupation, important others).

Discussion:

I will write some words on the board, and I'd like you to tell me who I am writing about. (my full name, my first name if desired) These words all refer to me! Who are some of the most important people in your life? (parents, family, friends) We are going to be working on the skills involved in reading/writing the words that refer to people. There are many ways to group people. We could group them by family, by friends, by campers, and all kinds of other groups.

Worksheet – Think about people who are familiar to you. Everyone's answer may be quite different on this sheet this time. Write down your own people and we will talk about the many different answers that we find.

Answers: (will vary)

Extension Activities:

1. Family/friend pictures. Have student create and produce their own personal copy of a 'magazine' with and collages of important people, listing the name of the person, some statistics, and a brief explanation of why that person is important to him/her.
2. Word Bank (People). Have students brainstorm and see how extensive a list they can produce for each category of person listed (e.g., famous people, characters, athletics.) Have them read and/or write the one that you feel are most important.

Idea List:

People Words

Family Members

Aunt	grandfather	stepfather
Bother	grandmother	stepmother
Cousin	mother	uncle
Father	sister	
<u>Friends</u>		

School
Sports

church
Neighbor

Park

Workers

Grocer
Policeman
Authors

librarian
postman
bus driver

pharmacist
veterinarian
teacher

Place Words

Airport
Bakery
Car dealer
Food store
Library
Restaurant

animal shelter
bank
clothing store
football field
motel
post office

apartments
barber shop
doctor's office
gas station
video store
bike repair

Objects and Things Words

Dog
Hammer
Basketball
Kitchen
Bed
Backpack
Apple
Belt
Carpet

cat
nail
paint set
bedroom
lamp
notebooks
hamburgers
scarf
basement

horse
saw
crayons
porch
couch
pencil
macaroni
vest
attic

Day 2 – Activity 3
Time Frame: 2 hours
Community

Topic: Shopping Malls

Purpose: Acknowledge of what is in the shopping malls.

Objective: The students will be able to state several stores which would be likely to be found at a mall or at the local mall. Student will purchase something and save the receipt. Student will collect some information from the information booth.

Discussion:

Let's say I want to get several things on my shopping day. I want to get some new shoes, a dress, a book for a birthday present for someone, a puppy for my niece, and some tennis balls. How many stores would I have to go to? (lots) Can you think of a place that has lots of stores close together? A mall, or shopping mall, is a place where there is a row of stores. Why do you think that's good idea? (easy to get to, just park once, might be enclosed and warm) Who are some people or workers you would find at a shopping mall? (clerk, store owners, cashier) Explain about the shoplifters procedures so they know that their risk will consequence if they do the shoplifting.

Extension Activities:

1. Our Own Mall. If possible, have students visit a local shopping mall and take a quick inventory of the different store that are included. If they were to be the mayor for a day what stores would they put in their mall? (encourage creativity) What's important? What's needed? What's wanted?
2. Have the student get a copy of shopping directions from the information booth, and to get at least 5 different pamphlets/brochures.
3. Each student will receive \$5.00 and they need to purchase something and save the receipt as verification.
4. Pick a store that you like the best in the mall and write down in your journal, why you like this store the best.
5. Students will write down the worksheet that have question with a blank answer. (i.e.; Where can you buy tennis ball? _____ store (Pet store, Food store or Sport store).
6. Student will be able to develop the responsibilities of meeting the time when instruction is being given. For instance meet at food court at 11:30, then again meet at ice cream parlor by 2:00. So they know which direction to go when they are in big shopping mall.

Day 2 – Activity 4

Time Frame: 1 hour and 30 minutes

Team Building

Topic: Adrenaline Rush

Purpose: To challenge self and build cooperative team effort.

Objective:

Given an inflatable obstacle course, the student will complete the course as part of a team, by racing through the course individually with the support of his or her team members.

Materials:

- “Adrenaline Rush” inflatable rented from Blue Apple Productions
<http://www.blueappleproductions.com>

Procedures:

- 1) Have the inflatable set up in a large area (preferably outside).
- 2) Bring the students to the inflatable and ask them if any of them have ever been through this before.
- 3) Divide the students into two teams.
- 4) Tell the students that they will be completing together as a team to see which team can get through the obstacle course first.
- 5) Give directions:
 - a. All students must take off all jewelry, belts, and shoes
 - b. Each team is to form a line at the start of the course. (The course is duplicated on each side so both teams go through at the same time to complete.)
 - c. The first person in each line will start by going through the course.
 - d. As soon as they exit the course, the next person in line can enter.
 - e. All of the members of the team must complete the course in order for that team to win.
 - f. The object is for the team to go as fast as they can and have fun.
 - g. Remind them to cheer on their team members and offer support, by those students who have completed the course offer pointers and strategies to the people that are still in line.
 - h. When they are finished competing, acknowledge the winning team.
 - i. Ask the students what challenged them the most about the course.
 - j. If there is time, give the students opportunity to go through it again.

Day 2 – Activity 5

Time Frame: 1 hour
Social Skills

Topic: Having a Problem

Purpose: Practice on clear communication

Objective: The student will identify common problems that one might experience in camp or at home. Given peer directed problems questions and address issues and concerns they may have about their experience.

Rationale:

The first step in problem solving is identifying what the problem is – the nature of what we are dealing with. Everyone has problems at some time, and solving those problems can be a challenge as well as a chore. This lesson centers on deciding what the basic problem is in several situations.

Material:

- Large sheets of paper
- Color markers
- 4 sets of note cards with the problem questions on them:
 - What kind of problem have you experience on first day of camp here?
 - Have you experienced any problems communicating? If so, what?
 - Is the problem a minor or major issue?
 - Should the problem be solved immediately?
 - Can you solve the problem by yourself without any help?
 - What kinds of etiquette should occurs when you confront some kind of problems?

Procedure:

- 1) Have the group sit in a large circle and address any problem questions that were handed in on the note cards.
- 2) Divide group up into four random groups and provide a staff counselor for each to observe. (Allow students to pick their own groups if they choose.)
- 3) Randomly assign a leader for each group by either having them pick a number or ask for a volunteer.
- 4) Use the problem questions from above to guide the discussion group.
- 5) Encourage everyone to respond, but allow for volunteers and some people to just observe if they choose.
- 6) Have a large chart with the list of problem questions/problem issues that the camper can write on.
- 7) Together, with the leader facilitating and writing responses on large chart paper, have the students vote on the range of minor to major problems by numbering them 1 – 5 (1 – low to 5 – high).

- 8) Once all group have completed this task, have them form a large group and have a volunteer (leader or other volunteer) tell the group one of their most concern (at least one most common problem and one least common problem) and explain why they think they are important and less important.
- 9) As a large group, have them come up with ideas/plans of improvements to minimize the problem issues.
- 10) End the group by thanking the students for participating and tell them that you will consider their suggestion for next year activities.

Day 2 – Activity 6

Time Frame: 1 hour and 30 minutes

Communication

Topic: Your Mistake this time

Purpose: Self-Identity and Understanding others development

Objective: The student will identify/demonstrate ways to handle a situation when another person has made a mistake in judgment. Given a staff lead discussion and drama activity, the student will identify their self-identity, discuss and acting some samples of “Your mistake” with full support from staff.

Materials:

- Flash Cards
- Prompts
- Journals

Procedures:

- 1) Explain to the group, Remember we talked about everyone making a mistake some time or another.
- 2) Talk about situations in which you are right and the other student made a mistake.
- 3) Have the student tell about a time when you were blamed for something you didn't do.
- 4) How did you handle it (allowing time for sharing)
- 5) Given role model samples (2 staff read the flash card and act it out)
- 6) Role Playing. (Have the students read the flash card of a situation and act out the problem and chosen solution).
- 7) Rotate with other students and keep on acting.
- 8) Students write their experiences in their journal after this kind of activities.

Sample of situations:

- fighting with friends
- arguing with staff
- backstabbing/negative gossips
- not respecting the property
- not sharing
- not being honest
- yelling at others
- bullying
- not helping others

Day 3 – Activity 1

Time Frame: 1 hour and 15 minutes

Communication

Topic: Having a Discussion

Purpose: To clear up misconceptions pertaining to communication.

Objective: The student will identify and explain key elements of a discussion between two parties. Given written note cards, the students will be able to distinguish communication between hearing and deafness, by gaining a greater appreciation of their own identity by participating in a group discussion activity and writing down one thing they learned from this, before being dismissed from the group.

Materials:

- Note cards with a situation written on each. (See topic discussion questions list below)

Procedures:

- 1) Ask the group what the difference between hearing and deafness.
- 2) Once definitions have been established, divided the group into two equal teams. One team will act like hearing while the other team will act like deaf.
- 3) Have them stand in rows facing each other.
- 4) Have the two teams take turns picking cards.
- 5) On each card have the team decide what is the best methods of discussion be held. (written communication, gestures, or oral)
- 6) Take turns and use opportunities as they arise for short discussion or interview.
- 7) Continue until all cards have been read.
- 8) When the game is over, pass out one blank note card to each student.
- 9) Emphasis anonymity, as you ask the students to privately write down one question they have about communication barriers.
- 10) Collect all of the cards and mix them up.
- 11) Randomly choose cards and discuss as a group.

Topic Discussion Questions:

- Requesting specific sandwich to be made according to your liking.
- Confront some kind of problem in understanding the letter from the Library charging you for late fees on returning the books.
- Family vacation (hearing, Spanish speaking family vs. deaf individual family member)
- Returning back or exchange the item that you bought from the mall yesterday.

Day 3 – Activity 2
Time Frame: 2 hours
Community

Topic: The Public Library

Purpose: Student will apply a form to get the library ID and sign out few books, develop their responsibility of taking care of the loan books.

Objective: The student will be able to state the location of and general services provided by the local public library.

Discussion:

We will be discussing beforehand as to what to expect upon at the Public Library. I will be explaining the procedures of application, go on a brief tour, and what behaviors they need to use/approach. The students will fill out the application beforehand and have it ready upon arrival. I will require the student to sign out at least two books they choose and one book of “theme” that they have to pick to my expectation.

Activities:

1. We will begin with the application procedure and get the I.D. completely.
2. I will begin with the brief tour, explaining where to find specific books and show where the assistance desk is if they need any help.
3. Student will have at least an hour free to themselves with staff supervision, and they need to do their brief worksheet. (Worksheet will have some questions with blank answers – i.e., I want to find a famous football player book, under what category can I find this book? _____ (Cooking, Health, Sport, or Fiction). Students will may have to search around to see where they can find the information to match the answers)
4. Students will need to collect at least 3 pamphlets/brochures of any information, community information and communication activities.
5. Student will begin to pick their own choices of two books they want to take out and one book from my request list that they need to find, if they can't find it, they will need to ask for assistance. I will have the specific books for each students that they need to find and check it out along with their two other books of their choices. (i.e., find one of these books... The Very Bouncy Bear by Jack Tickle or Harry Potter and the Chamber of Secrets by J.K. Rowling).
6. We will go back on Friday to drop off the books that were taken out earlier when we are on way to restaurant as our field trip on Friday nearby. So that the campers know their responsibility to bring the books back and where to drop off the books when they are through with their reading when they check out the books.

Day 3 – Activity 3 (a)

Time Frame: 45 minutes to 1 hour

Self-Esteem

Topic: What is Respect?

Purpose: To increase self-esteem and develop self-conscious of others too.

Objective: The student will state that respect means treating someone as a valuable person.

Rationale:

Everyone wants to be treated with respect. Often, however, students unthinkingly make comments that are disrespectful about staff because they are angry, want to show off, or simple are rude. This lesson demonstrates ways to treat the staff with respect, while still letting your feelings out.

Materials:

- Index cards
- White or Black board with markers
- Bean bags
- Paddles of picture of happy and sad faces
- Journal

Procedures:

- 1) Have the students write down on the index card – What does Respect means to you?
- 2) Collect the index cards from the students and write them on the board.
- 3) Gather in a big circle; give each student a paddle of happy and sad face.
- 4) Students who received the beans bags will come forward and be the role model while the rest of students consider the responses or actions of the students.
- 5) When the two students finish acting, a leader will ask all other students to raise the paddle of which it is a happy face or sad face. (Happy face represents respect, sad face represents disrespectful).
- 6) Leader will count which happy or sad face leads.
- 7) Follow up with the discussion of why the happy face or sad face leads.
- 8) Discuss why the student was or was not showing respect.
- 9) What could the X'd students have done differently to express their frustration or anger without being disrespectful? (*Explain why they were mad at the teacher, ask the teacher to move politely, discuss anger calmly with a friend, etc.*)
- 10) Have the students write journal afterward expressing their learning experiences.

Thinking Questions:

- How would you feel if I slammed the door in your face? (*mad, upset*)
- How would you feel if I knew that you were in a hurry at the store and I let you go through the line first? (*pleased*)

- Which of those examples shows having respect for someone else? (*second*)
- What are some ways that students/campers show respect for their teachers/staff?
(*Being polite, being quiet, saying kind things, etc.*)
- How do you think a teacher/staff/adult feels when the students show respect?
(*good, proud*)

Day 3 – Activity 3 (b)

Time Frame: 45 minutes to 1 hour

Self-Esteem

Topic: I am Great!

Purpose: Enhance self-esteem and self-identify

Objective:

Given a camcorder, worksheets and props, the student will decide what information to share about themselves and create a commercial telling of a least three things that are unique and/or great about themselves, by using both their “I am unique” worksheet and “Add a compliment” paper in addition to provided materials, and additional props as desired, with some assistance.

Materials:

- Camcorder
- VCR tapes
- Props
- Paper
- Pens/Pencils
- “Add a compliment” paper
- “I am unique” worksheet

Procedures:

- 1) Explain to the kids that we will be making commercials, each approximately 2 minutes in length.
- 2) Have them take out their “Add a compliment” sheet from earlier today and pass their “I am unique” worksheet from yesterday.
- 3) Each person will be advertising how great they are by specifically telling at least three things that are great about themselves.
- 4) The students should be encouraged to discuss special qualities and/or abilities. Anything that the student feels good about, they could and should include ideas from their two worksheets. Creativity should be highly encouraged.
- 5) Additional comments about the students will be added to the commercials by their peers.
- 6) Each person is to sign up for at least one other video to say something great about a peer to be included on that students video. Each video must have at least one peer comment on it, with a maximum of three.
- 7) These videos are to be shot during free time later today and the students will be called on one-on-one during this time.
- 8) Tell students to use this time now to start thinking of what they want to do and say for their commercials.
- 9) Place sign-up sheets on the wall with the students name on it and have the students sign up to be included on other videos. Monitor as students sign up and ask

students to pick a different person if necessary to be sure that all of the students have an added comment.

- 10) Go around and ask the students if they need help and also get an idea of what they are planning to do.

Later in the day

- 11) With the students help, set up props.
- 12) Record the student telling why they are so great.
- 13) When they are finished, have the additional student(s) who signed up add their comment(s) to the tape.
- 14) Continue until all of the students have been recorded.
- 15) Play back tapes on Friday.

Day 3 – Activity 4
Time Frame: 1 hour
Social Skills

Topic: Being the Leader

Purpose: Being a good role model to others.

Objective: The student will identify several characteristics of a good leader for a group.

Rationale:

Being a good leader is not easy as it looks. It is good for students, though, to have assumed a leadership role in camp activities. Skills such as pinpointing the task, including the opinions of others, assigning tasks, keeping the group on task, etc., are all important for later leadership roles. This lesson asks students to evaluate the performance of characters in leadership roles.

Materials:

- Pens or pencils
- Papers
- Worksheet

Procedures:

- 1) Explain what a good leader is.
- 2) Given instruction what they need to do with the worksheet.
- 3) Students are to read the leader's comments in the situation on the worksheet and circle the student if they think he or she sounds like a good leader.
- 4) Follow-up with a discussion in the group why certain characters sound like better leaders.
- 5) What was the problem with the others?

Thinking Questions:

1. Do you think it is easier to be a leader of a group or a follower/participant? (opinions will vary – the leader may have more responsibility, followers may not get to pick what they want to do).
2. Do you think being the leader means you get to tell everyone else in the group what to do? (no, it means “leading” or “guiding” the group).
3. What if everyone has very different ideas about how to do something? What should the leader do then? (listen to all of the ideas, have the group vote or come to a consensus).

4. What should the leader know about the other people in his or her group? (what their ideas are, what their skills are, how to ask questions about getting the task done).
5. Why is it good to sometime have to be a leader? (learn to work with other people, be in charge, take responsibility for the product).
6. If we had a list of characteristics of a good leader, what would we include? (be clear, be fair, listen to everyone, don't be bossy, etc).

Day 3 – Activity 5
Time Frame: 1 hour
Reading and Writing

Topic: Words of Traffic Signs, Information Signs, Safety Words

Purpose: To be able to understand and write the proper wordings.

Objective: Given a list of common traffic signs, information signs, safety words, the students will read and explain each one's use.

Discussion:

When you are out walking or riding your bike around camping, what are some signs that you see that help you get around? A traffic sign that helps move people or things by showing them which way to go. Why do you think we need signs like that? (might be a lot of traffic, helps everyone know which way to go to avoid accidents)

Worksheet – Here are the words and pictures to ten common traffic signs. Some you would see if you were on your bike or in a car, others you would see if you were walking. Match the sign with the words that tell you what you should do if you see the sign in traffic.

Answers:

- | | | | | |
|------|------|------|------|-------|
| 1. I | 2. C | 3. D | 4. E | 5. J |
| 6. A | 7. H | 8. F | 9. G | 10. B |

Extension Activities:

1. Traffic Walk. If possible, take a community walk and note which traffic signs are common in your area. Have students watch pedestrians and cars and notice whether or not people are following the instructions carefully.
2. Driving Course. Have students bring in small toy cars and maneuver them along a student-made "driving course" with traffic signs to direct them. Include a stop sign, a one-way sign, pedestrian crosswalk, and other signs that appear locally.

Information Signs:

Answers:

- | | | | | | | |
|--------|-------|-------|--------|-------|-------|--------|
| 1. Yes | 2. No | 3. No | 4. Yes | 5. No | 6. No | 7. Yes |
|--------|-------|-------|--------|-------|-------|--------|

Extension Activities:

1. Information Posters. Driver's manuals have color pictures of traffic and information signs used along roads. Have students work in team and draw, enlarge, and color posters to depict helpful signs. Display them around the room and allow students time to explain their use.
2. Walk through Camp. Have students carefully observe information signs that are displayed throughout the campground. Discuss the purpose of the signs and the information that is conveyed. How many of the signs incorporate pictures to get the message across? (no smoking, handicapped access, etc.)

Safety Words

Safety words help you stay out of danger. Can anyone think of any helpful safety words? (beware of dog, poison).

Worksheet – See if you can figure out what the message is from these safety words. On the lines, write what you think might happen if someone didn't read or understand the safety words.

Answers: (will vary)

1. Might touch something that would shock them.
2. Might get hit by a car.
3. Might get trapped in a building on fire.
4. Might get bitten by a dog.
5. Might burn yourself.
6. Might get paint all over your hands or clothes.

Extension Activities:

1. The Safety Match Game. Given two copies of each of the safety words on durable cards. Flip the cards over and scatter them on a flat surface. Have students take turn turning over two at a time. If the cards match, the student takes them and takes another turn. Winner is the student with the most pairs of cards.

Sign and Safety Words

Traffic Signs

Bicycle crossing
Do not enter
Keep left/right
Railroad crossing
School crossing
Information Signs

curve left/right
do not pass
one way
rest stop
stop

detour
don't walk
pedestrian crossing
S curve
yield

Elevator
Men/women
Out of order
Please wait to be seated
Self-serve

entrance
no trespassing
phone
push/pull
up/down

exact change needed
open/closed
please pay cashier
rest rooms
use other door

Safety Words

Beware of dog
Danger – keep out
Emergency exit
Fire extinguisher
Keep off
Poison
Watch your step

caution
do not enter
exit
flammable
no smoking
police

caution – wet floor
don't walk
fire alarm
hot/cold
on/off
stairs

Worksheet
Traffic Signs

Match the traffic sign with the description of what the sign means. Write the letter after the picture of the sign.

1. Bicycle crossing



a. You must come to a complete stop.

2. Curve left



b. Go slowly and if there is someone coming to the intersection, let them go first.

3. Don't walk



c. The road ahead is going to turn to the left.

4. Detour



d. Don't cross the intersection while this is flashing; wait!

5. Railroad crossing



e. The usual road is not the way to go; follow the signs for directions to go a different way.

6. Stop



f. The road ahead if going to curve first one way, then another way.

7. One way



g. Be careful ahead because children will be crossing the street to get to school.

8. S Curve



h. You can only go in one direction on this street.

9. School crossing



i. Be careful ahead because people on bicycle will be crossing the street.

10. Yield



j. Be careful ahead because you will be crossing railroad tracks; watch for a train.

Worksheet
Information Signs

Here are some information signs and some situations. Circle Yes or No to show how you would use the information to make a decision.

- | | |
|---------------------------|---|
| 1. ELEVATOR | You want to go to your doctor's office on the tenth floor of a building. Will this sign help you get there? |
| | YES NO |
| 2. OUT OF ORDER | You are trying to make a phone call to your mother to have her pick you up after camp. Will you use this phone? |
| | YES NO |
| 3. PUSH | You want to go inside the bathroom, but the door won't open. Are you pushing on the door? |
| | YES NO |
| 4. SELF-SERVE | You are in line to get a drink and a sandwich at a cafeteria. You are waiting for the man behind the counter to help you, but he isn't even looking at you. Are you supposed to reach in and get your own food? |
| | YES NO |
| 5. NO TRESPASSING | Your toy ball flew over the fence and landed in a yard with this sign in front. Will you climb the fence to get your ball? |
| | YES NO |
| 6. EXACT CHANGE
NEEDED | You want to buy a candy bar from a vending machine. All you have is a dollar bill. Can you get a candy bar here? |
| | YES NO |
| 7. CLOSED | You want to play pinball at the arcade, but the door won't open. Should you come back at a different time? |
| | YES NO |

Worksheet
Safety Words

Here are some safety words. What could happen if you didn't read or understand the words? Write your answers below.

1. DANGER – KEEP OUT

2. DON'T WALK

3. EXIT

4. FIRE EXTINGUISHER

5. POISON

6. BEWARE OF DOG

7. WET PAINT

8. FIRE ALARM

9. FLAMMABLE

10. DO NOT ENTER

11. HOT

12. WATCH YOUR STEP

Day 3 – Activity 6
Time Frame: 1 hour 15 minutes
Team Building

Topic: Scavenger Hunt

Purpose: To support teamwork

Objective:

Given a list of items to find and a partner, the students will work together to collect items by communicating and being creative as they search, locate, and bring at least ten items to the group.

Materials:

- A list of items with points assigned to each
 - (At least 25 items)
 - Example: 2 pencils – 1 point
 - Purple socks – 15 points
 - A picture of a person from the Deaf Community – 20 points

Procedures:

- 1) Randomly select partners to serve as teams.
- 2) Explain that each group will have one hour to find as many items from the provided list as they can.
- 3) Set boundaries and tell of areas that they can and cannot use for their hunt.
- 4) Make sure everyone knows what time to be back, where to meet, and send them off. (remind them that they lose point for being late.)
- 5) Once time is up, regroup, review what everyone has and assign points.
- 6) Have two groups win, one for the most points and the other for the most items off of the list.
- 7) Award the winners with a prize.
- 8) Dismiss the group.

Day 4 – Activity 1
Time Frame: 1 hour
Reading and Writing

Topic: You Create Your own Experience

Purpose: Introduction to self-esteem and self-identity

Objective:

Given a chapter from a book, the student will practice reading and writing and prepare for tomorrow discussion, by reading the chapter and writing down thoughts and ideas in their journals that will be used for discussion in tomorrow's group, completely.

Materials:

- Copies of the chapter "You Create Your Own Experience" from the book, Life Strategies for Teens, by Jay McGraw.
- Journals
- Pens/Pencils
- Note cards

Procedures:

- 1) Explain to the students that they will have the next hour to themselves.
- 2) During that time, they are expected to:
 - a. Read the chapter
 - b. Answer these questions in their journal:
 - i. How did you feel about the labels?
 - ii. Where do you fit in?
 - c. Write their daily reflections in their journal. (explained at the beginning of the day when they made their journal covers.
 - d. Write out on the note card any questions, concerns, and/or comments that they have about camp so far.
- 3) When they are completed with their note cards they can discreetly place them in the comment box that should be located in an accessible place known to the students.
- 4) Explain that the reading and note cards will tie into tomorrow's lesson plan.
- 5) Dismiss group so they can get started.

Day 4 – Activity 2
Time Frame: 1 hour
Communication

Topic: Having an Argument

Purpose: Be able to handle the argument in gentle way.

Objective: The student will identify how an argument differs than a discussion between two parties.

Materials:

- platform
- Students
- Worksheet

Procedures:

- 1) There will be two groups, both sides try to understand how the other feels and listen to what each has to say.
- 2) Define the term “argument” can mean different things, and not all of the meanings are bad.
- 3) Explain the purposes in getting along with others, though, we will use the word argument to describe a situation in which there is not good listening and good understanding going on, or there is disagreement without good reasons.
- 4) Ask them what are some things that you might argue about with a friend? With a parent? With a teacher? With a staff?
- 5) Pass out the worksheet, you will find some examples of students having arguments.
- 6) Have student role play the arguments on the worksheet, only change them into discussions.
- 7) Help them demonstrate how the issues can be thought through by listening and communicating.
- 8) Each student will need to decide which of them are involved in the arguments.

Extension Activities:

Good Reasons. Have student select “hot” issues that they find themselves arguing about with others and list various reasons why they feel strongly. Go through the reasons and clarify whether or not the group feels the reasons are valid or irrelevant.

Day 4 – Activity 3
Time Frame: 2 hours
Team Building

Topic: Trust Fall

Purpose: Team-building and self-esteem

Objective:

After carefully listening to directions, the student will rely on their peers to catch them as they fall backwards from an elevated platform, by standing with their back to their peers and falling back, without hesitation.

Materials:

- Tree stump, Rock, or other sturdy item to stand on.
- Paper with numbers written on them
- Hat, bowl, or other place to put the numbers
- Website:
 - <http://gsmitorg/Downloads/Lesson%20Manual/COOP%20COURSE.pdf>

Procedures:

- 1) Have the students pick a number and tell them that this is the order in which they will participate in the trust fall.
- 2) Ask students if they have ever experienced this before and if so, have that student or students help encourage any student(s) that may be apprehensive.
- 3) Choice: Either have one large group or divide into two or more smaller groups. If you decide on one group, rotate students to catch their peer, so everyone participates.
- 4) Follow the safety and rules section from the directions found on the pdf file for *The Great Smoky Mountains Institute at Tremont*:
<http://gsmitorg/Downloads/Lesson%20Manual/COOP%20COURSE.pdf> – Page 248-249 “Elevated Trust Fall.”
- 5) When the challenge is complete, gather the students for the processing portion, using these discussion question as a guideline:
 - a. What was the hardest part about participating in the trust fall?
 - b. What did it feel like to have to trust your peers?
 - c. How did the group work together?
 - d. How do you feel now that you have accomplished this challenge?
- 6) Dismiss the group.

Day 4- Activity 4 (a)

Time Frame: 45 minutes to 1 hour

Self-Esteem

Topic: Personality Differences

Purpose: Acknowledge the variety of personality differences and be able to handle each situation differently with respect.

Objective: The student will identify personality or temperament characteristics of people.

Materials:

- Posters
- Color markers
- Worksheet

Procedures:

- 1) Students will compile pictures of face expressing different emotions and combine it into a large poster.
- 2) Explain that sometimes when you describe a person, the first characteristic is not how they look or what they do for a living.
- 3) If I asked you to describe a witch, what might you say? (mean)
- 4) Or if I asked you to describe someone who just gave you a million dollars, what might you say? (very nice)
- 5) Explain that there are characteristics of someone's personality – what they are like on the inside.
- 6) Discuss why the people may be feeling the way they appear to be feeling in the picture.
- 7) Each student will give an example... One time I felt _____. Have student relate personal experiences describing a time or situation in which they felt extremely happy, sad, shy, and so on.
- 8) Worksheet – it shows some students and tells you a little bit about their personality. What I want you to do is to read (or listen to) the description of the student and write a word that describes them.

Answers:

- Selfish
- Friendly
- Shy
- Mean
- Helpful
- Loud

Day 4 – Activity 4 (b)
Time Frame: 45 minutes
Self-Esteem

Topic: Add a Compliment

Purpose: Increase Self-Esteem

Objective:

Given a piece of paper and a clipboard, the student will write one positive statement about each peer in their circle to heighten their peer's self-esteem that allows them to gain confidence, by writing down a compliment about the person whose name appears on the top of paper, without skipping any of the assigned peers.

Materials:

- Paper
- Clipboard
- Pens/Pencils

Procedures:

- 1) Ask the group to give you a compliment.
- 2) Tell them how nice it felt to hear such positive things about yourself.
- 3) Divide the group into three smaller groups.
- 4) Give a clipboard and paper to each person and have them put their name on the top.
- 5) When they are finished, have them hand it to the person to their left.
- 6) That person then writes something nice about the person.
 - a. (For example: You are an excellent artist," "You have a sweet personality," or "I admire your confidence," etc.) Encourage the students not to copy compliments that have already been written.
- 7) When the clipboards have made it around the circle, have the student read what their peers said about them.
- 8) When everyone is ready, sit in a big group and ask the students:
 - a. How did it feel to give your peers compliments?
 - b. How does it feel to receive compliments?
 - c. Were any of the compliments a surprise to you?
- 9) Have them hold on to these papers for an activity later in the day.

Source:

Borba, Dr. M. (1989). *Esteem Builders: A K-8 Self Esteem Curriculum for Improving Student Achievement, Behavior and School Climate*. United States: Jalmar Press. Page 90.

Day 4 – Activity 5
Time Frame: 2 hours
Community

Topic: The Park

Purpose: To enjoy the mother natures and the privileges of using state park as recreation.

Objective: The student will identify several activities that can take place at the public park and state parks. Students will apply the disability/handicapped access state park application for free access. Students will ask the ranger some questions regarding to the privileges of using the state parks.

Activities:

1. I will encourage the students to apply for free access pass to state park with their disabilities that are honored by the state. Will get them beforehand and pass them out...
2. I will have the ranger explain what the Handicapped or Disability Access pass can be used for to the students.
3. I will have the State Park Ranger begin with the tour, explaining variety that is within the safety and unsafely rules.
4. Student will meet the Smokey Bear that will explain the hazard of fires. Students will need to ask at least one question and write down their question and answer in their journal book. (i.e.; which tree is the most dangerous that can cause fire easily – lots of its nature oil, or If I get lost, what is the best thing to do first?).
5. Students will need to fill in the worksheet answers when the Park ranger explains about the safety of using the campfires. (i.e.: Can you have the campfire when there is a sign that say no campfire?)
6. Students will have brief fun game of collecting things from state park, that are found on the ground only, not to be pulled away from its nature. (i.e., pinecone, two small rocks, pinecone needles, pick up one of any liters to keep the State park clean) and put them in small plastic bag given beforehand.
7. Have a simple cookout at the state park. All students are to cooperate to follow the signs and do the clean up and pick up all liters. Keep the state park clean.
8. Have group pictures!

Day 4 – Activity 6
Time Frame: 1 hour
Social Skills

Topic: Behavior in Public Places

Purpose: Develop the conscious of self-control/behaviors in public places.

Objective: The student will identify the problem with the behavior displayed by characters in public places.

Rationale:

There's a big difference between being in public and being in the privacy of your own home. When in public, you are sharing time and space with other people and must be considerate of everyone's needs. Students need to realize that they must be aware of their surroundings and their audience in public.

Thinking questions:

1. What does it mean if a place or event is "open to the public"? (anyone can go there or attend the event)
2. What are some public places in our community? (zoo, park, library, restaurants, post offices, hospital, etc.)
3. What do you have to share with others in a public place? (the view, tables, time, being waited on, etc.)
4. Whose needs and interests do you have to consider when you are in a public place? (everyone else who is there)
5. Why can't you do whatever you want in a public place? (it doesn't belong to you, it's not private property, someone might be offended or hurt, etc.)
6. How does a sharing public thing benefit you? (a community can afford to have a zoo or a nice library, the cost of the building is shared, you don't have to do the actual upkeep, etc.)
7. Why is it important to remember that you are sharing public facilities with a lot of other people? How would it help you be on your best behavior? (don't want to spoil things for someone else, be careful with things so others can use them, remember to share if people are waiting, etc.)

Activity:

Students will do role play of behaviors in public places (at the campsite) and student will be able to jolt down what mistakes they have notice. Example: two students were bullying in the line during the cafeteria, and cause some disputes. Student will need to recognize and write down what the behavior problem in the public places. After doing some few samples and jolting down, then we will gather in a large circle and have one student lead the discussion of what's their finding and be able to solve the problems.

Day 5 – Activity 1
Time Frame: 1 hour 30 minutes
Team Building

Topic: The Swamp

Purpose: Team-building and to practice communication strategies.

Objective:

With a group and materials in place, the student will cross “The Swamp” with their team by using at least two already established communication strategies and physically crossing the swamp without error.

Materials:

- Large wooden boards
- Tree stumps (or an equivalent to place boards on that can go in some order to connect “stump” to “stump”)

Procedures:

- 1) Divide students into groups of four.
- 2) Show the students the course, “Swamp” and give directions.
- 3) Follow the safety and rules section from the directions found on the pdf file for *The Great Smoky Mountains Institute at Tremont*:
<http://www.gsmiit.org/Downloads/Lesson%20Manual/COOP%20COURSE.pdf> - Page 246 “The Swamp.”
- 4) Remind the students of the communication rules that were established yesterday and tell them that you expect them to use them as they complete this course.
- 5) Ask the students if they have any questions.
- 6) Have the students begin as they stay in their foursome.
- 7) When the students are finished, gather them for a discussion.
- 8) Discussion questions:
 - a. What was the biggest problem you encountered and how did you handle it?
 - b. Did this situation remind you of any other obstacles in your life?
 - c. How was it to work as a team?
 - d. What communication rules did you find most useful?
 - e. Are there any communications rules that you would like to add?
- 9) Congratulate them on a job well done and dismiss group.

Day 5 – Activity 2
Time Frame: 45 minutes
Social Skills

Topic: Being Patient with Others

Purpose: Develop the understanding and have the etiquette manners with others.

Objective: The student will identify characters on the worksheet who are exhibiting patience with someone else.

Rationale:

A nice personality attribute in others is patience, whether it is with circumstances or with others. If students want to be well on the road to getting along with others, virtue of patience is well worth developing.

Thinking Questions:

1. How do you feel when you are in a big hurry and you have to wait for someone to find his or her shoes or make a phone call? (impatient, angry, etc.)
2. What are some times that you can remember where you were very impatient with someone? (ask for anecdotes)
3. Can you control how fast other student move or what other student are doing all the time? (no)
4. When you find yourself being impatient and you can't do anything about it, what are things you could do? (do something else, talk to someone, tell the person that you are in a hurry and to be ready next time, try to calm yourself down, etc.)
5. If someone is making you impatient and feels badly about it, what could you say or do to let the person know that it's okay? (tell them it's okay, help them do whatever is keeping them busy, act like it doesn't bother you, etc.)
6. How do you feel when you are the one who is making someone late or frustrated? (frustrated also, afraid they will be angry, etc.)

Activity:

There are eight situations on the worksheet that depict students in situations involving another person. The student is to circle the characters on the worksheet that are showing patience to someone else.

Answer: Patient People – name of this students (John, Elizabeth, Calvin, Sarah)

Discuss the circumstances in each of the situations on the worksheet. How did the impatient student come across to the students? How did the patient people handle the situations and turn the inconvenience into something positive?

Day 5 – Activity 3

Time Frame: 1 hour to 1 hour 30 minutes

Reading and Writing

Topic: Writing a letter – Pen Pals

Purpose: To learn how to write a letter

Objective:

Given materials and a model to follow, the students will practice writing a letter by writing a letter to themselves about their experience here at camp, with 80% accuracy.

Materials:

- Large paper
- Paper
- Envelopes
- Pencils/Pens
- Journals

Procedures:

- 1) Ask the students if any of them currently have or have had in the past a pen pal.
- 2) Ask them if they know the correct way to write a letter to a friend and tell them they will have an opportunity to learn today.
- 3) Using large paper, demonstrate the correct way to write a letter.
- 4) Have each of the students practice by having them write a letter themselves about their experience here at camp. (They can refer to their journals.)
- 5) When they have completed the letter, demonstrate the correct way to address an envelope.
- 6) Have each of the students address an envelope to themselves.
- 7) Have them fold their letters and stuff the envelope.
- 8) Explain that in the fall you will be sending them their letters.
- 9) Next, tell the students that you would like them to write to their assigned pen pals throughout the school year.
- 10) Assign roommates/bunkmates as pen pals in order to avoid conflicts.
- 11) Give the students time to exchange addresses. Encourage the students to exchange addresses with other friends that they have made.

Note: Alternative to assigning pen pals, you can play a personality match-up game or have them fill out a questionnaire and see who they match up the closest too and that is their assigned pen pal.

Day 5, Activity 4

Time Frame: 1 to 2 hours

Community

Topic: Restaurants

Purpose: To develop well-mannered and know what kind of food you want to order.

Objective: The students will be able to state the names, general locations of, and general services of several restaurants in the area. Students also will order what he or she wants with etiquette/manners.

Discussion:

However it was already agreement with the owner before the field trip occur that the waitress will issue an individual a receipt so that each student will learn how to manage the budget for lunch, tax, and tip. I will remind them of the etiquette manners when we go out to public places. Explaining what is public and non-public and question them which manners applies to public or non-public. Give some role model plays on how to use the etiquette when being seated and ordering food with some specific changes (i.e.: No mustard on my hamburger please, and I want my French fried to be cooked extra crispy). Notification of save the receipt is required.

Activities:

1. Students will be seated accordingly and accepted designed seats when I divided them into groups by groups without any argument.
2. Students will begin to read the menu book and can order anything that is worth up to \$8.00 per person BUT they must save \$1.00 for tax and tip.
3. Students may ask staff for assistance but they need to figure out first themselves. Before placing an order, check with your staff first on what you will plan to have and have the approval from the staff first.
4. Students will begin place their order with their waitress, using their best etiquette manners. (Staff will check the list on each camper of their behavior/etiquette).
5. Randomly by which students, each table will have one on purposed mixed drinks and each campers will decide how to approach the problem.
6. When students finish their meals, they will still stay seated till others finish eat. Once that happens, then they can start figure the receipt and get ready to pay at the cashier and return back for tip. Each student must save the receipt. (Staff will monitor their doing and write down how much each has tip) so that we acknowledge the amount of tip of each student have contributed, We will top of it any difference along with some extra in appreciation without students knowing.
7. Students may start procedure in leaving the restaurant.
8. Back to the camp, student will write down the journal and taped their receipt on the journal stating how much he/she has tipped their waitress.
9. A brief discussion of any wrong and right actions and open for positive and negative experiences in a large circle.

Day 5 – Activity 5
Time Frame: 1 hour
Communication

Topic: Common Sense

Purpose: To develop self-consensus toward any circumstances.

Objective: The student will demonstrate ability to use common sense to resolve conflicts.

Discussion:

Listen to this little story and tell me at the end what the boy should have done: It was raining very hard one morning. A boy got up, got dressed, and was getting ready to go to camp. He walked past his umbrella, went out into the rain, and got all wet. Then he got to camp, all drenched, and told his friend it was his friend's fault that he was wet because she didn't give him an umbrella. Whose fault was it that he got wet? If he knew about the umbrella, what do you think he should have done? What does the term common sense mean? We will use it to mean figuring out what to do without being told.

Worksheet shows some ways to use common sense. (Read over the list.) Decide which person in each situation is using common sense, and write the number of the reason in the box.

Answers:

1. Second student, 3
2. First student, 1
3. Second student, 3
4. First student, 2

Extension Activities:

1. Silly Stories. Have student write stories in which the main character does not use common sense. Exaggerations of this can be quite humorous (e.g., wearing a sweater in 90 degree heat, swimming with full clothes on and so on).
2. But you didn't SAY so. For a set time limit (10-15 minutes), require students to say specifically everything they mean, allowing others to misunderstand and not use common sense. They will find that having to specify everything can be time consuming, ridiculous, and funny.

Day 5 – Activity 6 (a)
Time Frame: 45 minutes
Self-Esteem

Topic: Letting Go

Purpose: To support positive self-esteem

Objective:

Given a small piece of paper and a helium balloon, the student will practice releasing negative feelings about themselves, by writing down one thing that bothers them about themselves. Place it in a helium balloon and let go of the balloon, without hesitation.

Materials:

- Journals
- Small piece of paper
- Pens/pencils
- Helium balloons

Procedures:

- 1) Tell the students something you don't like about yourself that you constantly harp on. For example: You think you are overweight, you feel that you are not good at English, etc.
- 2) Ask the students if there is anything about themselves that really bothers them. Have them refer to their journals, day one's assignment of the self-portrait for their list of negative comments about themselves.
- 3) Pass out small pieces of paper.
- 4) On the Paper have the students write down one thing that bothers them that they need to "let go" of.
- 5) Using a helium balloon, with assistance, have them put the piece of paper inside of the balloon. Tie the balloon and hold onto it until the whole group is ready. (Go outside if you are inside.)
- 6) All together have the students let go of the balloons and watch it blow away.
- 7) Shortly after ask the students to volunteer to tell how it felt to "let go" of this negative feeling.
- 8) Ask each student to give ideas of how to can prevent this negativity from reentering their bodies.

Day 5 – Activity 6 (b)
Time Frame: 1 hour 30 minutes
Self-Esteem

Topic: Connections

Purpose: Closure to camp

Objective:

The student will demonstrate how they have made connections while here at camp by stating one way they have connected to at least one person here at camp, without support.

Materials:

- Large piece of thick white fabric (in the shape of a large banner)
- Fabric paint (different colors, non-toxic)
- Permanent markers
- “I am great” commercials
- TV and VCR or DVD player
- Camp Connections – Your Opinion form
- Student Questionnaire

Procedures:

- 1) Set up materials so all of the students can easily access them.
- 2) Tell the students that we will be making a wall banner to keep at camp.
- 3) Model for the students what to do. (Place hand in paint, press on fabric, and sign your name with a marker.)
- 4) Have the students take turns and have each handprint touch the one next to it.
- 5) Continue until all of the students are finished.
- 6) Clean up and have the students form one last circle.
- 7) Starting with the first student whose handprint appears, have them state one way they have connected with the person whose hand print touches theirs to the right of them. (Model this first as you state one way you have connected with that student.)
- 8) Play, “I am great” commercials for everyone to see.
- 9) When finish, pass out both “Camp Connection” and “Student Questionnaire” and have them fill them out on their own.
- 10) Explain that this will help us decide how to run camp in the future.
- 11) Collect and say goodbyes to group.

Assessment

Assessing the effects of the curriculum would occur through questionnaires and their journals. These questionnaires would be distributed on several separate intervals; once immediately prior to the camp experiences, a second time immediately following the experiences, and a third at the beginning of the new school year. The first set of questionnaires ("Student Information," "Student Questionnaire." And "Parent Questionnaire") would be mailed as an attachment to Communication Art Camp information prior to camp. The second one would be a distribution of the Student Questionnaire on the last day, in which the students would have time to fill it out and hand in before they depart. The third set ("Student Questionnaire" and "Parents Questionnaire") would be mailed, with a self-addressed, stamped envelope during the middle of October. Questions related to self-esteem, self-identity, and communication are included.

Both student and parent version of the questionnaires are available in the curriculum binder. The parent questionnaire is distributed on two occasions, one in the original mailing and again in the October mailing. This parent questionnaire can easily be modified to fit teachers or other adults that work closely with student. Collecting this information from these sources will help aid result to measure the program's impact on the student.

I have developed a Rubric Assessment for the campers which you will see on the next page(s). The purposes of having assessment will help me see what strengths each campers have. With this kind of accuracy measurement, it will help me to help their teachers in the fall of what their strengths and weakness and perhaps can help use this in their IEP goals for their self-esteem progress in overall in education as well for the

communities. It also may give me the statistic information if I wish to persuade myself for future research.

Most of all, it help me to prepare what to expect from each individual and what the percentages of the strengths and weakness so I can improve for better self-esteem/interpersonal for next year summer camp. As I go, I learn to modify what would invest best for the campers.

Self-Esteem Skills

- + mastered
* emerging
- not mastered

[illegible]

Communication Skills

+ mastered * emerging - not mastered
--

Student name	My Mistake	Your Mistake	Having a Discussion	Having an Argument	Common Sense	Etiquette	Ask Q?/Answers	Comments

Social Skills

+ mastered * emerging - not mastered
--

Student name

Find a Friend

Having Problem

Being a Leader

Behaviors in Public Places

Being Patient with Others

Comments

Community Skills

+ mastered
* emerging
- not mastered

Police Dept. (What's emergency # (911))

Hospital (Ask Q?)

Fire Dept. (Participate on handing water hose)

Shopping Malls (Ask Customer for help)

Public Library (Apply library id card)

State Park (Ask Rangers some Q?)

Restaurant (Etiquette)

Student name

Comments

Team Building Skills

- +

 mastered
- *

 emerging
- not mastered

Student name	Being Patient with Others	Being a Good Sports	Helping Others	Thinking of Others	Complimentary to Others	Apologizing/Fairness	Sharing	Team Work	Comments

+ mastered
 * emerging
 - not mastered

Filing out the Application Forms

People/Place Words

Things Words

Words
Words
Traffic/Information Words
Safety Words
Journal

Safety Words

Journal Writing
You Cr

Writing
You Create Your Own Experience
Pen Pals

Pen Pals

Comments

[illegible]

Implementation

In order to assess the appropriateness of this curriculum for the target rural group, I conducted a limited, trail implementation. Because of ease of access, I chose the Communication Art Camp, in Northern Nevada. This is a day summer camp that is free for all deaf students within Northern Nevada. This camp serves all students who are being mainstreamed. Tutoring is provided for students, 1st grade and up to senior in High School. For this implementation, I worked in conjunction with Gary Olsen, Executive Director, who helped me by continuing the fourth years of day camp for rural deaf children.

In selecting which lessons to implement, I needed to consider the population I was working with, the time-frame, and what information I wanted to access. Since there are varieties of age gaps in deaf children from all over in upper Nevada rural areas, I decided it would be best that I just try to focus on their self-esteem which is integrated fully into a signing Deaf culture environment. I have some lesson with a focus on communication, another on self-identity. Both of these lessons were modified to fit the implementation.

Gary W. Olsen served as an observer during the implementation. An evaluation feedback form was devised for him to follow and assess. Specifically I wanted to know if the lessons matched the objectives, if the activities were engaging to the students and what aspects were or were not successful. There was opportunity for Gary Olsen to provide feedback and suggest areas that might improve the curriculum.

Discussion

Many deaf children come to professionals and share their anger of having experienced frustration and failure within their rural school districts. It is our job, depending on their potential, to assist them to their rural school districts and assist the schools to provide them for a productive life in society. These children have special and unique needs which dictate the design of their educational and in the school system physical setting for them. It is important to point out that Communication Arts Camp has served deaf children successfully in less than adequate physical surroundings but has had the successful learning environment by using role models, "no-wall" classrooms, and involvement of the community. This program design is especially made to meet the learning and social needs of deaf children. It stresses "hands-on" learning, too. One can only imagine what we could be able to accomplish in a properly designed setting utilizing the environment as a whole.

Deaf children require a model alternative program that will nurture their self-esteem and increase their ability to resolve issues and learn to express feelings in a constructive way. Communication Art Camp provides deaf children with a wide array of realistic and practical services, including individual and group work.

A nationally recognized social problem-solving and social skill curriculum need to be implemented in schools. It needs to be based on the premise the deaf children can avoid self-destructive behavior and succeed in life if they learn while they are young how to get along with others and learn to cope with their issues in proper learning and social environment.

With the past experiences I have had with deaf children at the summer camp, I have seen a big improvement in their self-esteem skills and yet they still need to maintain their

skills since this is the only place to find their true identity through social interactions with peers and deaf educators/role models that they need to look up to. With this curriculum and grant proposal, I hope I can be able to receive the permanent funding to ensure that we keep this program for our deaf children of rural areas that need these kinds of skills.

Communication during these lessons was effective. All of the students actively participated and shared their thoughts. Students followed the rules that they created. In a camp setting, this lesson would be presented on the last day, in which students would be able to demonstrate their knowledge of effective communication by participating in this activity.

Observing these lessons and discussing over with Gary Olsen, I learned one very important thing, consideration of varying abilities. The oldest student in the group was mentally the most challenged. I need to be aware of the fact that the children who may experience this curriculum in the future may have the same issues as well as other variables not factored into the lessons. With this awareness, I need to educate those who will be using my curriculum and advise them to make modifications as needed. Giving a specific set of modification isn't sufficient, since each child has such individual issues. It makes the most sense to advise those working at the camp to make modifications based on their knowledge of each camper. This is why it is important to have teachers or future teachers and professionals working at the camp who are familiar with working with different students and curricula.

The lessons themselves seemed appropriate for the students and appealing enough to hold their attention. A student feedback form was developed (See Appendix), but not administered formally. The participants' attention span had been exceeded by the activities

and they were anxious to leave. However, an informal evaluation indicates that the students enjoyed the activities.

The mixture of activities within a day is going to be nice way to include all students and target varying abilities and interests. I found this by sampling two different activities. The time allotted for these activities was appropriate. Given the age and maturity level, I don't think that the entire student truly got the purpose, although it was clearly explained. This implementation was a nice taste of how the curriculum will look when applied.

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Appendices

Dear Parents,

In the next few weeks, we will be discussing and practicing telling basic information about ourselves, such as name, address, and phone number, date of birth, family members, and emergency needs. This is not intended to be an intrusion into your private lives, but it is important for your child to be able to identify these items about himself or herself. It would be help me a lot to have the correct answers so that I can make sure your child is learning the right information! Please help by completing the form at the bottom of this page and return by June 15, 2007. You can also help by practicing this information with your child at home.

Thanks for your help!

Sincerely,

Candi M. Daviton
Camp Director

Child's Name: _____ Date of birth: _____

Child's Height: _____ Child's Weight: _____

Parents: (father's name) _____ (mother's name) _____

Sibling(s) and age(s): _____

Who lives in the home: _____

Address: _____

Phone Number: _____

Emergency Contact name/number: _____

Where parents work: (father) _____ (mother) _____

Phone number at work: (father) _____ (mother) _____

Emergency or medical needs: _____

Dear Parents,

It is extremely important today for children to be able to understand how people communicate in writing. All around us are words, signs, and directions that require some ability to read and comprehend the message.

This unit focuses on survival skills for areas of reading and writing. Your child will be working on building up a list of words which are important to him or her. Signs around us, such as traffic signs, signs which give warnings or other information, and other common words will be studied.

Writing is another skill which requires practice, but must also be practical. We will be working on writing skills which are potentially of use to students right away, such as making lists of needed items or thoughts and filling out a form.

You can help your child at home by letting him or her assist you while you make your grocery list, jot down messages from phone conversations, or even make birthday cards with brief personal messages inside for friends or relatives. Encourage your child to read constantly! The Newspaper, sorting your mail, reading words from the shopping mall, signs on the street – everything!

And most important, read to your child every night, if possible!

Sincerely,

Candi M. Daviton
Camp Director

Dear Parents,

We are beginning a series of lessons on developing independence in our community. I'm sure you will agree that eventually our students need to acquire the ability to use community resources and get around in the community to help them get the things they want and need.

Our first focus is on identifying places in the community and people who work there. We will be talking about locating local restaurants, shopping malls, parks, the library, police and fire departments, hospital. If possible, we will try to visit these places and find out what is offered at each.

You can help by taking your child to as many public places as possible and exposing him or her to the wide variety of things to do and learn in our own community.

Thanks!

Sincerely,

Candi M. Daviton
Camp Director

Dear Parents,

The next major focus in our life skills studies is that of getting along with others. This is an area that touches everyone, everyday, everywhere. No wonder it is such an important skill to learn.

We will be talking about ways in which people are different in looks, jobs, personalities, and roles or responsibilities within a family. We want to convey the message to children that “different” doesn’t necessarily mean “better” or “worse”; it’s just what it says – different. Children learn prejudice as they grow up and are exposed to the viewpoints of others and experiences that affect their feelings toward others. It is important (for all of us) to judge people on characteristics that are not simply physical appearance or how one earns a living.

Listen to what your child says about others – his or her friends, siblings, people on television. On what basis is he or she making comments? Help your child understand the each of us has different qualities that can work together to help each other. A first step toward that goal is recognizing how people are different.

Thank you for your help!

Sincerely,

Candi M. Daviton
Camp Director

Dear Parents,

Our next series of lessons on getting along with others is a lifelong learning progress – trying to understand others, to leave your own point of view behind and see something from someone else's perspective.

We will be working on exploring situations from two points of view – not that one is wrong and one is right, but just two ways of looking at something. You can help at home by explaining unclear situations to your child and taking time to analyze the reasons why someone might feel differently about what to do with free time, the best way to settle an argument, or what is appropriate to wear when playing outside in the mud.

We will also be discussing arguments – how some of them start and continue simply because the two points of view don't understand each other. When arguments occur at home, help your child see that they can be settled justly (usually!) by reviewing rules, the situation, and what is or is not beyond someone's control.

Look for the worksheets your child brings home and discuss the ideas presented there. How were the situation settled in each case? Could it work in other situations? Emphasize common sense!

Thanks!

Sincerely,

Candi M. Daviton
Camp Director

Student Information

Name: _____

Date: _____

Instruction:

Please fill out the form in its entirety and return it as soon as possible. This form will be used in preparation of your arrival at camp to help us customize activities that will best meet your needs.

Thank you.

1. Are you deaf, hard of hearing, or hearing?

2. What mode of communication do you prefer, spoken English, Signed English, ASL, Sim Com. Cued Speech, etc?

3. What modes of communication do you know? (Refer to number #2)

4. I either of your parents deaf? If so, who?

5. Do you have any other family members with a hearing loss?
Please list names and relationship to you.

6. Who are your closest friends? Are they hearing, hard of hearing or deaf? (Please list names and hearing status)
7. What are your interests and/or hobbies?
8. Why did you decide to sign up for Communication Art Camp?
9. What do you hope to accomplish from this experience?
10. Do you know anyone else that will be attending? If so, who?

Student Questionnaire

Instructions: After each statement, please circle one of the choices that best describe how you feel.

1 Yes, Very true	2 Agree	3 Unsure	4 Disagree	5 No, Not true	
1. I like myself just the way I am.	1	2	3	4	5
2. I have many friends.	1	2	3	4	5
3. I often feel alone.	1	2	3	4	5
4. I fit in with my peers.	1	2	3	4	5
5. It is easy for me to communicate with others in school.	1	2	3	4	5
6. I have friends who are deaf or hard of hearing.	1	2	3	4	5
7. Most of the time, I don't like to wear my Hearing aids.	1	2	3	4	5
8. I know about Deaf Culture.	1	2	3	4	5
9. I go to events with other people in the Deaf community.	1	2	3	4	5
10. I know how to use different ways to Communicate, depending on situation.	1	2	3	4	5
11. I enjoy reading.	1	2	3	4	5
12. I enjoy writing.	1	2	3	4	5
13. I like my school.	1	2	3	4	5
14. My teacher communicates well with me.	1	2	3	4	5
15. My family communicates well with me.	1	2	3	4	5
16. I am proud to be deaf.	1	2	3	4	5

Parent Questionnaire

Instructions: After each statement, please circle one of the choices that best describe how you feel.

1 Yes, Very true	2 Agree	3 Unsure	4 Disagree	5 No, Not true	
1. My child seems happy with him/herself.	1	2	3	4	5
2. My child has many friends.	1	2	3	4	5
3. My child appears lonely.	1	2	3	4	5
4. My child fits in with his/her peers.	1	2	3	4	5
5. My child doesn't complaint of communication problems with others at school.	1	2	3	4	5
6. My child has friends who are deaf or hard of hearing.	1	2	3	4	5
7. Most of the time, my child doesn't like to wear his/her hearing aids.	1	2	3	4	5
8. My child knows about Deaf Culture.	1	2	3	4	5
9. My child goes to events with other people in the Deaf community.	1	2	3	4	5
10. My child knows how to use different ways to communicate, depending on the situation.	1	2	3	4	5
11. My child enjoys reading.	1	2	3	4	5
12. My child enjoys writing.	1	2	3	4	5
13. My child like his/her school.	1	2	3	4	5
14. His/her teacher communicates well with us.	1	2	3	4	5
15. He/she communicates well with us.	1	2	3	4	5
16. My child is proud to be deaf.	1	2	3	4	5