

PEDAGOG: NINA OLIVIER
PROJEKTLEDARE: EVA BLOMBERG

KORTFILMSKLUBBEN ENGELSKA

The silent child

Before watching

Discuss in class:

- From looking at the title, what do you think the movie is about?

While watching

- Try to notice how the director has worked with the sound in the movie. What happens with the sound when we see everything from Libby's point of view?

After watching

Discuss in groups of 4-5:

- Who do you think Joanne is? What do you think her background is? How do you think she ended up with Libby's family?
- Why do you think Joanne wants to teach Libby sign language instead of lip reading? What do you think Libby thinks about it?
- Libby's mother, Sue, prefers that Libby reads lips instead of signs. Why do you think that is? What different reasons could she have for wanting Libby to read lips and not sign?
- What about Libby's other family members? What do you think they would prefer? Do you think they have anything to say about it?
- Why do you think Joanne brings Libby to other places outside of home? They go to the park, they go swimming, they go to a café. Do you think there's any thought behind the different activities, besides from being a change of scenery and if so what?



- What do you think it's like for Libby to start school? What do you think it could have been like? If you got to choose for Libby, what would have been your choice and why? What do you think school and education will be like for her?
- In the end of the movie, Joanne comes to see Libby at school and then leaves. What do you think will happen with Libby? What do you think Joanne will do and why?
- Why, do you think, is sign language not one of the languages you learn in school? Why is it not recognized as a language in the educational system? If sign language was available as a language at your school, would you take it? Why/why not?
- Choose the statement/-s you think is/are more fitting to describe the movie and present some arguments to why you think so;
 - This is a movie...
 - ... about a non-hearing child
 - ... about sign language
 - ... about a family
 - ... about being a mother
 - ... about a teacher
 - ... about being different
 - ... about a lacking educational system
 - ... about...

Continue the work:

- This movie treats the problems of deaf children in the UK. What is the situation like for kids like that in Sweden? How many schools are there for children with hearing difficulties? How common is it that deaf or otherwise hearing impaired kids go to regular schools? How do deaf and hearing impaired kids communicate in special schools? In regular schools?
- English sign language is different from Swedish. How many different sign languages are there in the world? Find out as much as you can about the different sign languages. How long have they existed? When and why were they invented? What are the main differences between signing and lip reading?

- Libby's granddad was deaf from birth. What are the main reasons behind deafness? How common is deafness among children?
- In the movie, they mention that Libby did not qualify for a cochlear implant. What is a cochlear implant and what is needed for someone to qualify for one? If a kid can't have a cochlear implant, which kinds of hearing aids are there then?



Vocabulary : (British English)

- | | |
|---|---|
| • expectation | - <i>förväntning</i> |
| • confident | - <i>(själv)säker/ trygg</i> |
| • hearing aid | - <i>hörapparat</i> |
| • to assume | - <i>att utgå ifrån/ att anta</i> |
| • to overcompensate | - <i>att överkompensera</i> |
| • cochlear implant | - <i>cochleärt implantat/
hörselimplantat</i> |
| • lip reading | - <i>läppläsning</i> |
| • to respond | - <i>att svara på</i> |
| • remote (control) | - <i>fjärrkontroll</i> |
| • G.C.S.E's (General Certificate of Secondary Education) | - <i>avgångsexamen för
Secondary school</i> |
| • to interact | - <i>att interagera/ samspela</i> |
| • nuisance | - <i>besvär/ elände/ plåga</i> |
| • interpreter | - <i>tolk</i> |
| • alien | - <i>främmande</i> |
| • doable | - <i>görbart</i> |
| • to progress | - <i>att göra framsteg</i> |
| • area of expertise | - <i>kunskapsområde</i> |
| • to appreciate | - <i>att uppskatta</i> |
| • concern | - <i>omtanke/ omsorg</i> |
| • head (master) | - <i>rektor</i> |