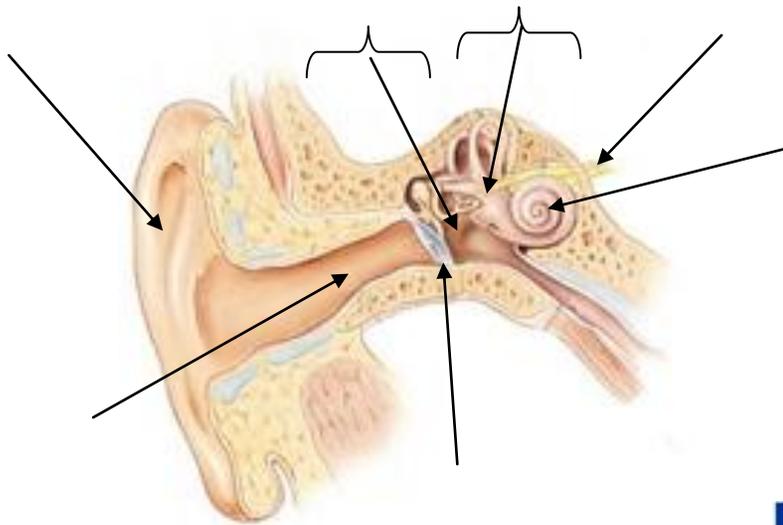




THE EAR

The ear is the sensory instrument that allows us to perceive sound but how I hear you ask? The following process in which sound is transmitted through our ears to our brain has been mixed up. Can you un-jumble the steps in the process and label the diagram using the bold words?

- fine hairs in the snail-shaped **cochlea** transforms the sound vibrations into nerve impulses
- sound makes **eardrum** vibrate
- impulses are transmitted to the brain through the **auditory (cochlear) nerve**
- **outer ear** gathers sounds
- impulses are sent to the **inner ear**
- sound travels down **auditory canal**
- vibrations pass through the three small bones (hammer, anvil, stirrup) in the **middle ear**



HOW LOUD IS IT?

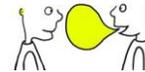
Think of the many noises that are a part of our daily environment. Each sound can be measured in decibels. Here is a list of some sounds and their approximate decibel level. All of these ratings are taken while standing near the sound. Distance affects the intensity of sound. If you are far away, the power is greatly diminished. Plot this information on either a bar or line graph.



CHAINSAW = 110dB



MP3 PLAYER = 95dB



CONVERSATION = 60dB



NEAR SILENCE = 0dB



LAWN MOWER = 90dB



ROCK CONCERT=120dB



JACK HAMMER = 125dB



TELEPHONE DIAL TONE = 80dB



JET ENGINE = 140dB



TRAFFIC = 85dB



MOTORBIKE = 100dB



WHISPER = 15dB



CONSIDER THIS

A hearing impaired person approaches a service desk where the worker is looking down and writing. The 'HI' customer asks how to access some information.

The person behind the desk answers without looking up. The hearing impaired person says "Pardon?" The staff member looks up and repeats but speaks very quickly and mumbles. The hearing impaired person doesn't follow, frowns and asks them to repeat. The staff member speaks again with hand in front of mouth and gives long and complicated instructions.

The hearing impaired person looks baffled and asks if the instructions can be written down, or if someone could show them where to go. The staff member becomes irritated, impatient and says they don't have time to help.

What went wrong in this communication and what could the staff member do to improve the situation?



HOW HARD CAN IT BE?

Try this activity to see how frustrating and difficult it can be for a hearing impaired person to distinguish between some sounds. Log on to the following web address and follow the steps to complete the exercises related to telephone sounds.

<http://www.hearingjourney.com/UserFiles/Samples/phonesounds.pdf>

To do this activity, wear a set of foam ear plugs to gain some understanding of what a mild hearing loss may be like.



Visit this website to hear what hearing loss is like.

<http://www.hear-the-world.com/en/recognize-hearing-loss/what-hearing-loss-sounds-like.html>

**ASKING QUESTIONS**

On the topic page is an interview with Jenny Munro. Answer these questions pertaining to the interview.

1. What is Jenny's job?
2. In which two states did Jenny complete her education?
3. What is Jenny's level of Hearing Impairment?
4. True or False: Jenny is shy and stand-offish.
5. Name two things Jenny uses to help her with her hearing loss.
6. What three ideas does Jenny suggest if she is having difficulty understanding people?
7. What does Jenny think is important to have more of in the community to help people with hearing impairment?
8. What difficulty did Jenny encounter at school?

**DESIGN A SHIRT**

Design the brightest, loudest and wackiest shirt you can to help celebrate LOUD SHIRT DAY.

