



**DEAF
AWARENESS
MONTH
ABSTRACT
SELF PORTRAIT**

WHAT IS ABSTRACT ART?

Art that does not attempt to represent or imitate the real world, but instead uses shapes, forms, colors, and textures to create its composition.

WHAT IS A SELF PORTRAIT?

A portrait is a piece of art depicting a person.

A **SELF** portrait is a piece of art depicting a person created by the person it is depicting.

DIRECTIONS:

1. Look at the key
2. Decide which elements describe you to include in your portrait
3. Use the materials available and begin to fill the page that you have been provided
4. Incorporate your first name somewhere into the portrait

TIPS FOR SUCCESS:

- Use a variety of
- ~~supply the~~ ~~medium of~~ the shapes
- Use shading to add dimension
- Make use of the whole letter
- ~~Consider~~ overlapping the shapes

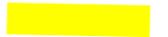


ABSTRACT SELF PORTRAIT KEY

HOW I IDENTIFY

-  = Deaf
-  = deaf
-  = hard of hearing
-  = D/deaf
-  = hearing
-  = student
-  = teacher
-  = interpreter

MY HEARING

-  = unilateral 1, bilateral 2
-  = sensorineural 1, conductive 2,
-  = normal
-  = mild
-  = moderate
-  = severe
-  = profound
-  = "dead ear"

interpreter

COMMUNICATION

-  = Sign language
-  = Oral/voice
-  = nonverbal
-  = oral/voice and sign language
-  = hearing aid(s)
-  = cochlear implants
-  = no device(s)
-  = FM system
-  = phone paired to device(s)

FINAL PROJECT



Deaf Awareness Week

Deaf Awareness Week

FORT WHITE HIGH SCHOOL
HOME OF THE INDIANS

STEPS FOR PROJECT

- Adapt Abstract Self Portrait into DHH art project
- Print outline of manual alphabet, spelling Deaf Awareness (your choice if it's week, month, day, outline of items DHH related)
- Discuss Deaf Awareness with students and let them express their thoughts, feelings, and personal identity within the DHH community
- Provide students with a copy of the art symbol key
- Go over art project directions with students
- Allow students to pick which letter or DHH item they'd like use for their art project
- Have students use symbol key to complete art project, using a variety of mediums

STEPS CONTINUED

- Get permission to hang banner(s) at school(s), offices, and/or departments
- Print copies of manual alphabet, Deaf Awareness information, and symbol key for banner(s)
- Use bulletin board paper (whichever material you prefer) to make school banner(s). For banner(s) to POP, use black and the Deaf flag colors (blue, teal, and yellow) as background for each letter and informational pages
- Hang banner(s) at school(s) during September (your choice of day, week, or month)
- Thank participating locations/students and take the banner(s) down. With permission, leave banner(s) up as long as allowed

OPTIONAL STEPS

- Contact your school or district's PR person(s) for permission to share Deaf Awareness information with all staff and students, including a designated day to wear blue and/or a blue ribbon
- If you can, provide blue ribbons for your students and their teachers (Amazon has 100 premade for \$10.00)
- Ask permission to surprise DHH staff member(s) with their own banner (step-it-up on this banner, it should be made with the best materials available to you (I laminated ours and used a nice, craft cord with ribbon the colors of the Deaf flag
- If you're able, include decorations and/or goodies to go along with the banner.
- Surprise your DHH staff! Time permitting, share the what and why of Deaf Awareness
- Enjoy celebrating, honoring, and raising awareness for D/deaf and hard of hearing individuals.
- Take pictures (with proper permission) for making a collage to be shared with others, including a thank you post for your school/office/district
- Be prepared for students and staff wanting to know more, including teaching them ASL. Share apps, websites, etc with them. Make your own list and/or use RMTC-DHH's

EXPANDED SKILLS STANDARDS

Name	Description	PK-5	6-8	9-12
SP.PK12.DH.1.1a ⋮	Identify historical and current attitudes of the Deaf community and the impact on themselves and others.	✓		
SP.PK12.DH.1.1b ⋮	Explain historical and current attitudes of the Deaf community and the impact on themselves and others.		✓	✓
SP.PK12.DH.1.2a ⋮	Identify contributions of past and present figures of the Deaf community.	✓		
SP.PK12.DH.1.2b ⋮	Compare and contrast contributions of past and present figures of the Deaf community.		✓	✓
SP.PK12.DH.1.3a ⋮	Identify ways that individuals who are deaf and hard-of-hearing provide support for each other in their community.	✓		
SP.PK12.DH.1.3b ⋮	Evaluate ways that individuals who are deaf or hard-of-hearing provide support for each other in their community.		✓	✓
SP.PK12.DH.1.4a ⋮	Identify ways that Deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard-of-hearing.	✓	✓	
SP.PK12.DH.1.4b ⋮	Analyze ways that Deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard-of-hearing.		✓	✓

CREDIT

The final project collage was created using Google Slides and Microsoft Word. The background is a distorted version of the Deaf flag.

- Abstract Self Portrait (adapted into DHH Art Project)
<https://www.teacherspayteachers.com/Product/Abstract-Self-Portrait-11150054>
- Flags
<https://www.rmtcdhh.org/resources/expanded-skills> (cover page)
<https://wfdeaf.org/deaf-flag-raising/> (collage)
- Deaf Awareness Info
<https://www.news24.com/life/wellness/body/condition-centres/hearing-management/see-18-tips-on-speaking-to-a-deaf-person-20170904>
- Manual Alphabet
https://www.researchgate.net/figure/Handshapes-of-the-ASL-fingerspelling-alphabet_fig1_262939065
- Standards
<https://www.rmtcdhh.org/resources/expanded-skills>