

Case Study

Rattanak, Cambodia



Includes a story, classroom activities and worksheets for:

- F-Y2
- Y3-4
- Y5-6

Case Study: Rattanak, Cambodia

Lower Primary (F-2)



Most countries have had sign languages for people who cannot hear for more than one hundred years. In Cambodia a formal Cambodian Sign Language is new. Without it, people who were deaf, found it hard to make friends and couldn't go to school.

Rattanak lives in Cambodia. As a child he contracted polio and also became deaf. He says he felt sad as he sat at home, watching other children going to school. He had no friends and only went out to herd the cows or cut grass on the farm with his father.

His sister found out about the Deaf Development Program (DDP) that is supported by Caritas Australia. This

program teaches people sign language and how to read and write.

When Rattanak first joined the program, he felt very shy but then he made friends. His friends and teachers helped Rattanak learn how to sign the alphabet and slowly he found he could communicate with other deaf people. This made him very happy.

After Rattanak completed his education, he returned to the DDP to train as a barber. A barber is like a hairdresser who cuts men's hair. The DDP then helped him to set up his own barber shop in his parent's house in the village.

Rattanak is now running a successful business,

earning enough money to support his wife and baby.

"Now I have a lot of friends. I'm no longer scared or afraid. Now I'm much more confident in everything that I do."

-Rattanak

He has even taught his wife, Phirum, to use sign language - and plans to teach his child too.

Rattanak's just future started with the chance to learn and be involved.

A just future starts with all of us.

Classroom Activities (F-Y2)



FIND THE INTERACTIVE STUDENT WORKBOOK AT:

<https://www.thinglink.com/scene/1129234783826608129>
(Click 'Refresh' if the hotspot icons don't display correctly.)

RELIGIOUS EDUCATION



Prayer

God of all people,

Learning about others helps us build a world where everyone can join in. Help us to reach out and include others.

Amen.

OR write your own prayer for Rattanak.



Catholic Social Teaching Principles: Participation

Religious Education

We all want to work and contribute to our communities.

a. How did learning sign language help Rattanak participate in his community?

b. Rattanak feels happy now that he can communicate with others and make friends. He feels included. How do you include others at school?



Task 2: Consider the photographs in the collage.

English ACELY1650, ACELY1660, ACELY1670.

1. What can you see in the picture?
2. Where do you think the picture was taken?
3. How do you think the people are feeling?
4. How can you tell?
5. What would you like to ask them?
6. What do you think will happen next?

Task 3: Strengths



Health & Physical Education- ACPPS001, Y1/2 - ACPPS015.

1. What is Rattanak's talent or strength? (What is he good at?)
2. How does Rattanak use his strength to help his family and others?
3. What are your talents or strengths?
4. How can you use your strengths to help your family and others?



Task 5: Communication

Media Arts ACPPS024, ACAMAM054, ACELY1650, H&PE ACPPS005, English ACELA1443.

1. Brainstorm different ways we communicate – sending and receiving messages.
2. Why do we communicate? Think, pair, share
3. Give students instructions in a language they would not understand. Or, you could read a book written in a different language. Discuss how that made them feel?
4. Sometimes, we need to find different ways to communicate so that we can make new friends and include everyone in daily activities. Not everybody communicates by using words. Communicate using pictures instead of words- E.g. Draw the steps on how to brush your teeth.

LEARNING TASKS

INQUIRY TOPIC: A JUST FUTURE STARTS WITH BEING INCLUDED

Task 1: Story Study



English ACELY1650, ACELY1660, ACELY1670.

Read Rattanak's story and discuss:

1. Where does Rattanak live?
2. What made life hard for Rattanak?
3. How do you think Rattanak felt when he could not do what other children his age were doing, such as going to school or making friends?
4. What helped make things better for Rattanak?
5. How did Caritas Australia help?



Task 4: Sign Language

ENGLISH F-2 ACELA1426, Y1 ACELA1443 -Y2 (ACELA1460.

Auslan is the name of the Australian sign language.

- Learn how to say your name using finger spelling, and the signs for hello and goodbye in Auslan.

Finger spelling: <http://www.auslan.org.au/spell/twohanded.html>

Sign bank dictionary: <http://www.auslan.org.au/dictionary/>

Extension: Watch a video of a teacher at DDP using Cambodian Sign Language: <https://youtu.be/Fvu3eO9FBI>

Case Study: Rattanak, Cambodia

Middle Primary (Y3-4)



Most countries have had sign languages for people who are deaf or hard of hearing for more than one hundred years. In Australia, we have AUSLAN. In Cambodia a formal Cambodian Sign Language has only been taught since 2013. Without it, people who were deaf or hearing impaired remained isolated and unable to participate in their community.

Rattanak lives in Kandal Province, south-eastern Cambodia. As a child he contracted polio and also became deaf. He says he felt sad as he sat at home, watching other children going to school. He had no friends and only went out to herd the cows or cut grass on the farm with his father.

"Before I really complained a lot and was very frustrated. Before I felt rejected by others. I was poor, I didn't have any money. I had a disability, I was deaf," Rattanak says.

His sister discovered the Deaf Development Program (DDP) in Phnom Penh run by Caritas Australia partner, Maryknoll Cambodia. It provides sign language, job training and interpreting services to people aged 16 and over who are deaf or hard of hearing - and aims to raise awareness about deafness in the hearing community.

"The first time I went and I saw all of these deaf people signing, but I only used gestures and I was very shy and very embarrassed," Rattanak says.

"But the other deaf people who became my friends would call me and get me to start to sign. They taught me the alphabet and slowly I was able to develop my skills so that I could meet and communicate with other deaf people. I was very happy about that."

Rattanak graduated from the program in 2010, where he studied Cambodian Sign Language, Khmer writing, social sciences and maths for two years. He returned the following year to train as a barber. The DDP then helped him to set up his shop in his parent's house in the village.

Rattanak is now running a successful business, supporting himself, his wife, and their baby.

The DDP has made a world of difference. So far in total, the program has helped over 430 people who are deaf or hard of hearing with their education and more than 200 people to find jobs. It has also trained more than 300 people who are not deaf as sign language interpreters.

The program takes a pro-active approach to finding those with the greatest need, visiting Cambodia's poorest communities to identify people living with deafness and inviting them to take part in the program.

"Deaf people before they come to the program do not have the identity of being a deaf person. They do not have their language, they do not have their culture," says Sokly, the Deaf Development Program's Co-Director.

"Rattanak is a good example. He's very independent and he can make his own money, he can save money, he can set up his family, he got married and started a family. It can show to other people in other countries that deaf people with a disability can do anything."

"Now I have a lot of friends. I'm no longer scared or afraid. Because of DDP, I've had the opportunity to develop and to learn and increase my knowledge, now I'm much more confident in everything that I do."

- Rattanak

He has even taught his wife, Phirum, to use sign language and he plans to teach his child.

Rattanak would like to thank the people of Australia for their generous support.

His just future has started with the chance to be included.

A just future starts with all of us.

Classroom Activities (Y3-4)



FIND THE **FILM** ABOUT RATTANAK AND THE **INTERACTIVE STUDENT WORKBOOK** AT
<https://www.thinglink.com/scene/1129239261799776257>
(Click 'refresh' if the hotspot icons don't display correctly.)

RELIGIOUS EDUCATION



Prayer

God of all people,

Learning about others helps us build a world where everyone can join in. Help us to reach out and include others.

Amen.

OR write your own prayer for Rattanak.



Catholic Social Teaching Principles: Participation

Religious Education

We all want to work and contribute to our communities.

- How did learning sign language help Rattanak participate in his community?
- Rattanak feels happy now that he can communicate with others and make friends. He feels included. How do you include others at school?

LEARNING TASKS

INQUIRY TOPIC: A JUST FUTURE
STARTS WITH INCLUSION



Task 1: Story Study

*English ACELY1680, ACELY1692,
Civics and Citizenship ACHASSK072,
ACHASSK093.*

Watch (or read) Rattanak's story and discuss:

1. Where does Rattanak live?
2. What made life hard for Rattanak?
3. How do you think Rattanak felt when he could not do what other children his age were doing, such as going to school or making friends?
4. What helped make things better for Rattanak?
5. How does Rattanak participate and contribute to his community?
6. How did Caritas Australia help?
7. How can you/your class support Caritas Australia?



Task 2: Photo comprehension questions

English ACELY1680, ACELY1692.

1. What can you see in the picture?
2. Where do you think the picture was taken?
3. How do you think the people are feeling?
4. How can you tell?
5. What would you like to ask them?
6. What do you think will happen next?



Task 3: Cambodia Study (Y2)

Geography ACHASSK067, ACHASSK069.

Search the tags in the Interactive Student Workbook to find the following information about Cambodia:

- Population.
- % of the population living on less than \$1.90 a day.
- Official languages.
- Main religion.
- Climate.
- Locate Cambodia on a world map. What direction is Cambodia from Australia?
- Research some of the reasons for poverty and inequality in Cambodia.



Task 4: Empathy and respect for the rights of others

ACPPS033, ACPPS037/ Religious Education.

Reflecting on Rattanak's story

- What impact do you think the Deaf Development Program (DDP) had on Rattanak's identity?
- How can you demonstrate empathy and respect for the rights of others?
(E.g., raise awareness about poverty and disability in Cambodia and how we can all contribute to a better future for others by support the work of Caritas Australia.)



Task 5 : Sign Language

English Y3 ACELA1475, ACELA1476.

Auslan is the name of the Australian sign language.

- Learn how to finger spell your name:
<http://www.auslan.org.au/spell/twohanded.html>
- Use the Sign bank dictionary to create a sentence using Auslan:
<http://www.auslan.org.au/dictionary/>
- Extension: Watch a video of a teacher at DDP using Cambodian Sign Language:
<https://youtu.be/-Fvu3eO9FBI#>



Task 6: About us!

English ACELY1680, ACELY1692, Geography

- How are you and Rattanak similar and different? Write your answers in your book or use a Venn Diagram (p.8).
- What would it be like to live in Cambodia?

Additional Activity

(Not in the Interactive Student Workbook)



Communication

HPE ACPPS037.

- Brainstorm different ways we communicate (sending and receiving messages).
- Discuss: Why do we communicate?
- Give students instructions in a language they would not understand. Or, you could read a book written in a different language.
- Discuss how that made them feel?
- Sometimes, we need to find different ways to communicate so that we can make new friends and include everyone in daily activities. Not everybody communicates by using words.
- Pair activity- give instructions to your partner, without using words.

Case Study: Rattanak, Cambodia

Upper Primary (Y5-6)



Most countries have had sign languages for people who are deaf or hearing impaired for more than one hundred years. In Australia, we have Auslan. In Cambodia a formal Cambodian Sign Language (CSL) has only been taught since 2013. Without it, people who were deaf or hearing impaired remained isolated and unable to participate in their community.

Rattanak lives in Kandal Province, south-eastern Cambodia. As a child he contracted polio and also became deaf. He says he felt sad as he sat at home, watching other children going to school. He had no friends and only went out to herd the cows or cut grass on the farm with his father. He had no opportunity to escape the poverty into which he was born.

"Before I really complained a lot and was very frustrated. Before I felt rejected by others. I was poor, I didn't have any money. I had a disability, I was deaf," Rattanak says.

His sister discovered the Deaf Development Program (DDP) in Phnom Penh. Run by Caritas Australia partner, Maryknoll Cambodia, it provides sign language, job training and interpreting services to people aged 16 and over who are deaf or hard of hearing - and aims to raise awareness about deafness in the hearing community.

"The first time I went and I saw all of these deaf people signing, but I only used gestures and I was very shy and very embarrassed," Rattanak says.

"But the other deaf people who became my friends would call me and get me to start to sign.

They taught me the alphabet and slowly I was able to develop my skills so that I could meet and communicate with other deaf people. I was very happy about that."

Rattanak graduated from the program in 2010, where he studied Cambodian Sign Language, Khmer writing, social sciences and maths for two years. He returned the following year to train as a barber. The DDP then helped him to set up his shop in his parent's house in the village.

Having emerged from his isolated world at home in his early twenties, Rattanak is now running a successful business, supporting himself, his wife, and their baby.

Every year the DDP provides basic education training for about 90 youth who are deaf or hard of hearing, as well as job training for over 30 more.

The program takes a pro-active approach to seeking out those with the greatest need, visiting Cambodia's poorest communities to identify people living with deafness and inviting them to take part in the program.

The work has made a world of difference. So far in total, the program has helped over 430 people who are deaf or hard of hearing with their education and more than 200 people to find jobs. It has also trained more than 300 people who are not deaf as sign language interpreters.

Cambodia remains one of the world's poorest countries and more than four percent of the population lives with a disability. A disproportionate number are deaf or hard of hearing, at around 51,000 people – and they often face discrimination in their communities.

"Deaf people before they come to the program do not have the identity of being a deaf person. They do not have their language, they do not have their culture," says Sokly, the Deaf Development Program's Co-Director.

"Now I have a lot of friends. I'm no longer scared or afraid. Because of DDP, I've had the opportunity to develop and to learn and increase my knowledge, now I'm much more confident in everything that I do."

- Rattanak

"Rattanak is a good example. He's very independent and he can make his own money, he can save money, he can set up his family, he got married and started a family. It can show to other people in other countries that deaf people with a disability can do anything."

He has even taught his wife, Phirum, to use sign language and he plans to teach his child.

Rattanak would like to thank the people of Australia for their generous support for Caritas Australia through Project Compassion.

His just future has started with the chance to be included.

A just future starts with all of us.

Classroom Activities (Y5-6)



FIND THE **FILM** ABOUT RATTANAK AND THE **INTERACTIVE STUDENT WORKBOOK** AT

<https://www.thinglink.com/scene/1129997003351130113>

(Click 'Refresh' if the hotspot icons don't display correctly.)

RELIGIOUS EDUCATION



Prayer God of all people,

Help us to reach out and include others, building a just future where everyone can participate in their community. Amen.

OR write your own prayer for Rattanak.



Reflect:

"Hope is a path of solidarity ... Do not be afraid of solidarity, service and offering a helping hand, so that no one is excluded from the path."

- Pope Benedict XVI

How can you offer a helping hand to ensure no one is excluded?



Catholic Social Teaching Principles: Participation

Religious Education/HPEACPPS060.

We all want to work and contribute to our communities.

- How did learning sign language help Rattanak participate in his community?
- Rattanak feels happy and included now that he can communicate with others. How do you include others at school?
- How is the wellbeing of the community enhanced when everyone can participate?


LEARNING TASKS

INQUIRY TOPIC: A JUST FUTURE STARTS WITH INCLUSION



Task 1: Story Study

English ACELY1703, ACELY1701, ACELY1713.

Read and  watch Rattanak's story and discuss:

- What made Rattanak's life challenging?
- What helped make things better for Rattanak?
- How does Rattanak participate and contribute to his community?
- How did Caritas Australia contribute?
- Summarise Rattanak's story in 4 sentences.
- Explain how the features of Rattanak's story urge us to action.
- How can you/your class support Caritas Australia?



Task 2: Photo comprehension questions

- What can you see in the picture?
- Where do you think the picture was taken?
- How do you think the people are feeling?
- How can you tell?
- What would you like to ask them?
- What do you think will happen next?



Task 3 : Cambodia Country Study

HASS - ACHASSI123, Geography- ACHASSK138, ACHASSK139.

Search for the tags in the Interactive Workbook Thinglink (or your own research) to find the answers to the following facts about Cambodia:

- Population.
- % living on less than \$1.90 a day.
- Official languages.
- Main religion.
- Climate.
- Some reasons why poverty and inequality exist in Cambodia.

Use geographical tools (for example, a globe wall map or digital application such as Google Earth) to answer the following:

- Location of Cambodia in relation to Australia.
- Using the geographical division of Asia, is Cambodia in North-Asia, South- East Asia, South Asia or West Asia (Middle East)?
- Capital city of Cambodia.
- All bordering countries and their direction from Cambodia.



Task 4: Needs vs Wants

Economics and Business ACHASSK119.

Group activity

- Define the difference between a need and a want.
- After reading and/or watching Rattanak's story and thinking about your own needs and wants, compare and contrast the needs and wants of the people in the Deaf Development Program to your own school. Remember that needs and wants are not only about tangible things, but also feeling safe, being able to participate in your community, having choices and opportunities etc.

- Why do you think Rattanak's needs and wants could be the same, but also different to your own needs and wants?



Task 5- Learn how to sign!

Auslan is the name of the Australian sign language.

- Learn how to finger spell your name:

<http://www.auslan.org.au/spell/twohanded.html>

- Use the Sign bank dictionary to create a sentence using Auslan:

<http://www.auslan.org.au/dictionary/>

- Extension: Watch a video of a teacher at DDP using Cambodian Sign Language: <https://youtu.be/-Fvu3eO9FBI>



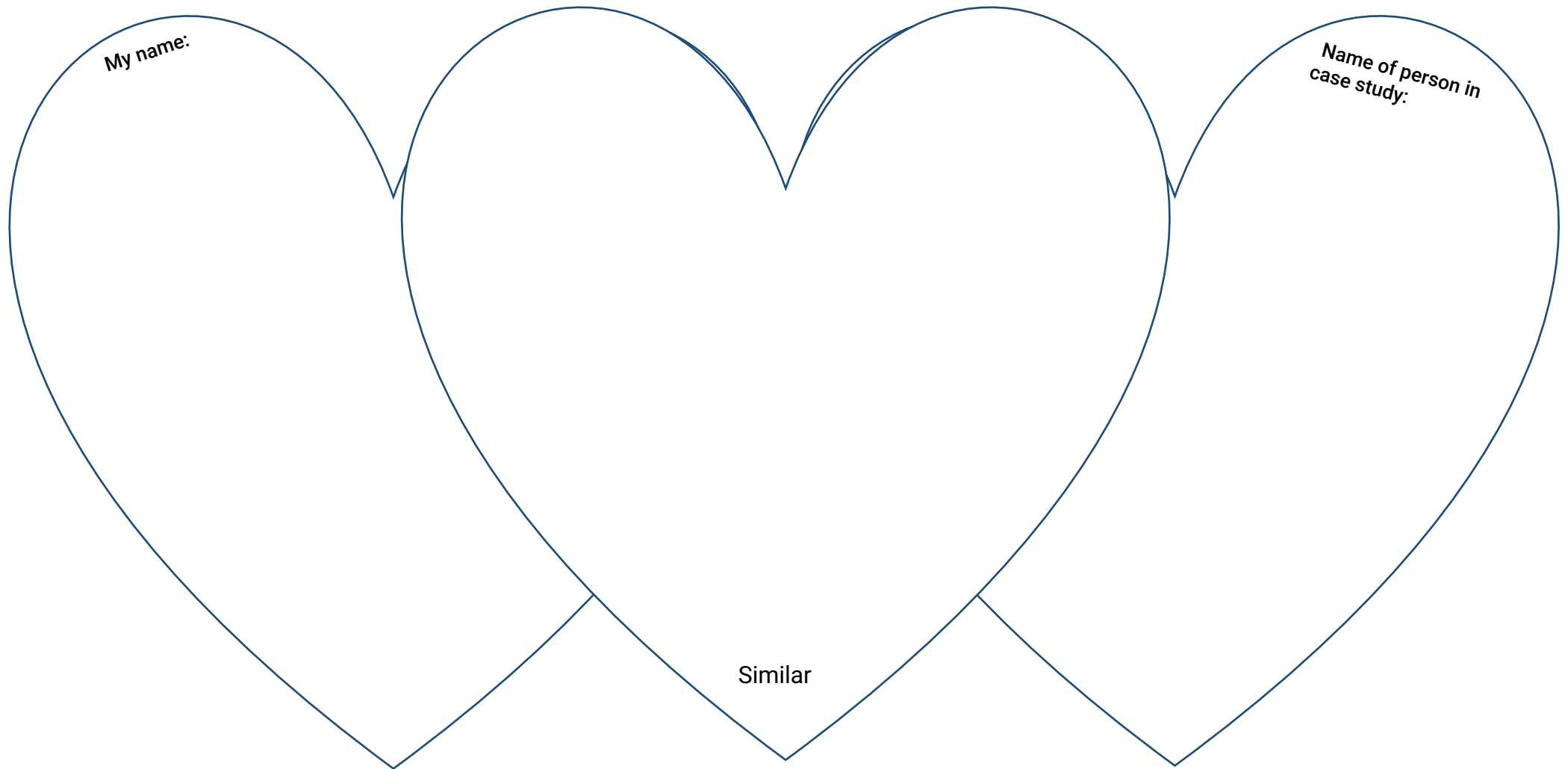
Task 6- Catholic Social Teaching in Action!

Caritas Australia is a Catholic, non-Government, aid and development organisation and is guided by the principles of Catholic Social Teaching. Can you find evidence of these principles in Rattanak's story? Worksheet (p.9)

Venn Diagram

A heart shape is chosen because Caritas is a Latin word meaning love and compassion.

How are you and the person in the case study similar and different?



Catholic Social Teaching in Action!

Caritas Australia is a Catholic, non-Government, aid and development organisation and is guided by the principles of Catholic Social Teaching. Can you find evidence of these principles in Rattanak's story?

TASK: Identify where you can see Catholic Social Teaching in action in the case study.

Human Dignity (Respect that everyone is special)	
Common Good (What is best for everyone)	
Solidarity (Working together as one family)	
Subsidiarity (All people have a say)	
Participation (Join in and contribute to the community)	
Preferential Option for the Poor (Some people need extra help)	