

## Activity

Episode 6  
10<sup>th</sup> March 2015

# Too Loud

## Key Learning

Students will monitor and analyse their listening habits. Students will plan and practise strategies to promote health, safety and wellbeing.

## The Australian Curriculum

*Health and Physical Education / Personal, Social and Community Health / Being healthy, safe and active*

Investigate community resources and strategies to seek help about health, safety and wellbeing (ACPPS053) Years 5 & 6



Plan and practise strategies to promote health, safety and wellbeing (ACPPS054) Years 5 & 6



*Health and Physical Education / Personal, Social and Community Health / Being healthy, safe and active*

Plan and use health practices, behaviours and resources to enhance the health, safety and wellbeing of their communities (ACPPS077) Years 7 & 8



*Science / Science as a Human Endeavour / Nature and development of science*

Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena (ACSHE081) Year 5



## Discussion Questions

1. Discuss the issues raised in the *Too Loud* story with another student.
2. What did a recent World Health Organisation (WHO) report say about young people's hearing?
3. What age group does this report target?
4. Sounds are made up of tiny \_\_\_\_\_ in the air.
5. In your own words, explain how the ear works.
6. The strength of sound is measured in what?
7. About how many decibels is a normal conversation?
8. The WHO recommends listening to something 100 decibels or more for less than \_\_\_\_\_ minutes a day.
9. How would you get the message about this issue out to young people?
10. Do you have any concerns about your own earphone/headphone use? Explain your answer.

## Activities

Negotiate with students how many activities they complete.

### Investigate your listening habits

Do you listen to music with ear buds or headphones? Hold a class discussion.

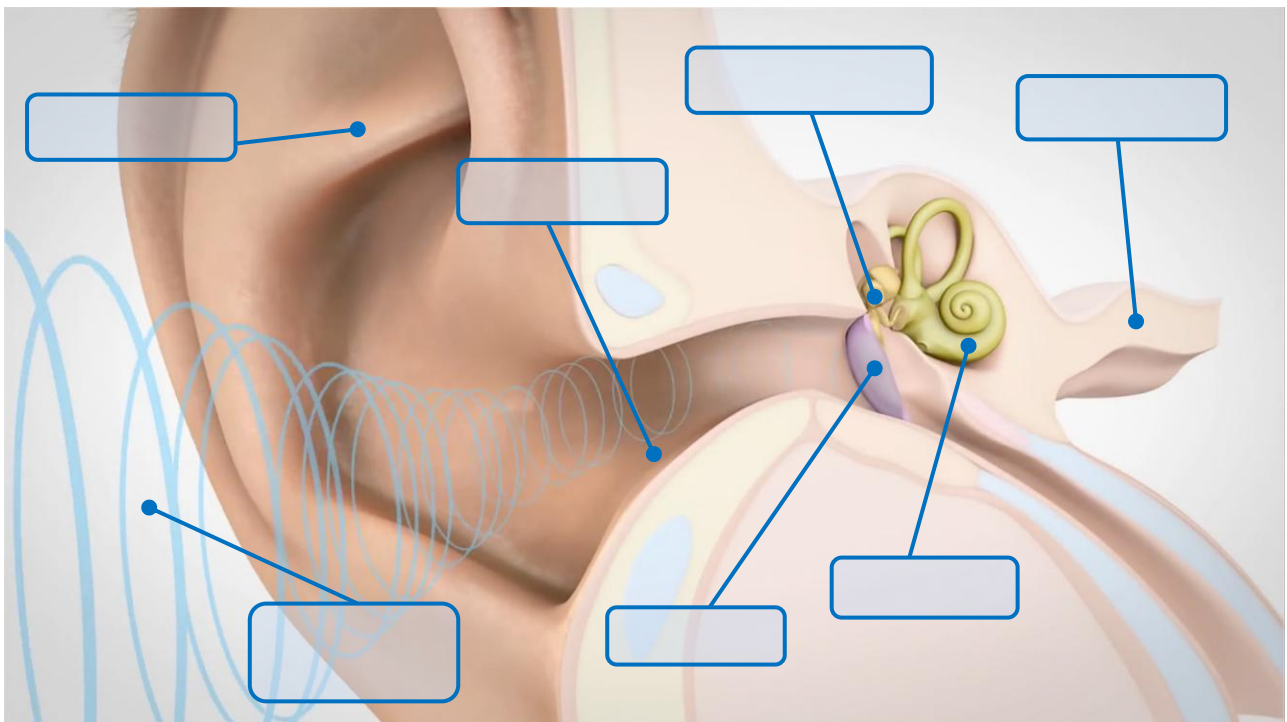
- As a class, create and conduct a survey to determine your listening habits.
- Develop your own questions about the volume and duration of the music to which you are listening as well as your attitudes about hearing health.
- Monitor your own listening habits by keeping a diary (over the course of a week) of your headphone or ear bud use in terms of duration and volume.
- Collect and record your survey results, compare your weekly use and discuss your findings.
  - Do you or your classmates listen to music too loudly and for too long?
  - Are you worried about your own hearing? Why or why not?
  - Do you think you will change your listening habits after conducting this survey?

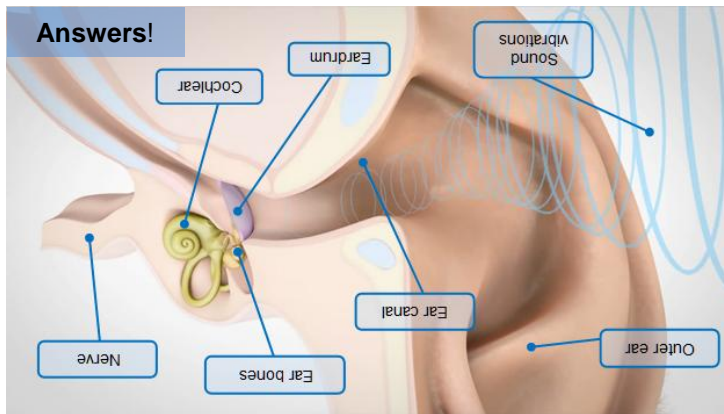
### Test your knowledge of the ear

Match the labels to their correct places in this diagram and then check your answers. Use the internet to research the different parts of the ear.

Play a game on [Scootle](#) to test your knowledge of the ear!

Match these to the diagram below: 1. Cochlear, 2. Outer ear, 3. Ear bones, 4. Eardrum, 5. Nerve, 6. Sound vibrations, 7. Ear canal





## Hearing experiments

### What can you hear?

- Observe the soundscape in either your classroom or out in the playground.
- What can you hear? Write down all the different sounds, including loud and quiet sounds.
- Compare your results with your classmates
- What surprised you about this experiment?

### Where does that sound come from?

- In this experiment you will test the ability of people to identify the direction of sound.
- As a class, blind fold the person who will be guessing where the sound is coming from. Call out their name. Can they point in the direction of the voice where the sound is coming from? Who is calling their name?
- Try this experiment using both ears and then one ear covered. Is it more effective using one or two ears?

### Mystery sounds

- Can you guess these sounds? In this experiment you will test the ability of people to identify everyday sounds. Make each sound and see if everyone knows what it is. Take it in turns making sounds and guessing the noise.

#### Example sounds:

- Bounce a basketball
- Pour a glass of water
- Close a door
- Write with some chalk on the pavement
- Play a clapping game
- Bounce a tennis ball
- Eating an apple
- Clicking fingers
- Sounds effects (<http://www.abc.net.au/abc3/rawr/tips.html?id=3779265>)

## Promoting healthy listening

Create an advertisement or community service announcement that educates young people about the dangers of listening to loud music.

Present your information in an interesting way, for example in an Infographic, a *Prezi* presentation <http://prezi.com/index/>, a *Glogster* presentation <http://www.glogster.com/> or a brochure.

## Further investigation

Why do we have ear wax?

Is hearing loss permanent? Explain.

How does your inner ear help you balance?

Can you really burst your eardrums?

## Related Research Links

ABC News – More than 1 billion young people at risk of hearing damage from listening to loud music, World Health Organisation warns

<http://www.abc.net.au/news/2015-03-02/who-sounds-warning-over-music-hearing-damage/6272962>

Behind the News – Headphone Hazard

<http://www.abc.net.au/btn/story/s2275685.htm>

Child and Youth Health – Hearing and music

<http://www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=240&np=297&id=2015>

AsapScience – How old are your ears? (YouTube)

<https://www.youtube.com/watch?v=VxcbppCX6Rk>