

INTELLECTUAL OUTPUT 2



Museum Learning Thesaurus

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PARTNERS



**CITIZENS
IN POWER**

Citizens In Power (CIP) is an independent non-profit, non-governmental organization from Cyprus that addresses the needs and demands of people through their involvement in social and civic life, by simultaneously providing them innovative material and free trainings related with a variety of fields, such as education (including on-line education), inclusion, entrepreneurship and business, culture, labour market and lifelong learning. CIP mainly aims at the development of education, entrepreneurship and lifelong learning in Cyprus and abroad. To achieve these targets CIP has an ongoing collaboration with the leading universities, schools, NGOs and research organizations in Cyprus for the development of projects, trainings and educational material. CIP retains a valuable network of professional trainers and educational experts experienced in both formal and non-formal education.



IRSAM was founded 160 years ago in Marseille on the initiative of Father Louis-Toussaint Dassy, concerned with people with sensory disabilities. He then created the Religious Congregation of the Sisters of Mary Immaculate. IRSAM supports people with disabilities, mainly those with sensory impairments, in specialised (sheltered) workspaces, in mainstream settings, as well as in learning and training centres. IRSAM manages 25 facilities and services in Provence Alpes Côte d'Azur, Rhône-Alpes and Reunion. IRSAM currently supports more than 1,350 children, adolescents, adults and older people with disabilities, and employs more than 1,000 people (the equivalent of 830 full-time positions). IRSAM, TAKING CARE AT EVERY STAGE OF LIFE.

PITAGORAS
STOWARZYSZENIE ROZWOJU



The "PITAGORAS" Development Association was established in 2010 on the initiative of a group of people interested in popularizing sign language and building their own social competencies. PITAGORAS' goal is to conduct educational, cultural, vocational, social and medical activities aimed at people with disabilities, the unemployed, at risk of social and professional exclusion, and everyone interested in their own development. An important element of our activity is education in the field of Polish Sign Language (PJM) of various social and professional groups. PITAGORAS has experts in teaching sign language and providing translation/interpretation services. PITAGORAS carries out many educational projects with the use of new technologies, also at the European level. The association's advantage is the education of Deaf people in various areas of their daily life.

challedu
inclusion | games | education

CHALLEDU - inclusion | games | education is a non-profit organization that pioneers new models of learning, inclusion and engagement. CHALLEDU constitutes one of the leading R&D experts in game-solutions for education and inclusion. Our team designs and implements playful experiences, games, formal and non-formal educational programs, tools, platforms and applications based on cross-sectoral, interdisciplinary approaches. We focus on 2 main sectors: The projects of this sector focus on inclusion and empowerment of marginalized groups such as people with disabilities, people with health problems (eg. dementia), old people, NEETs. The aims are: inclusion in the society, improvement of employability, development of skills and competences, advocacy.



ISTITUTO DEI SORDI
DI TORINO

The Turin Institute for the Deaf in Pianezza is an organization with ancient origins, founded in 1814 in order to take care of the education of deaf children and to train their teachers. The Institute is a non-profit Foundation. In our services we can count: special need teachers and educators service in mainstream schools supporting students in collaboration with the local social services and school authorities; training program for multi-impaired deaf and deafblind people and students with different disabilities; vocational training and vocational guidance for young deaf; training for teachers, speech therapists and educators; specialized library and documentation centre for teachers and parents; special projects for the inclusion of deaf people in the society in the view of universal accessibility, with a focus on museum and cultural institutions; projects with the Universities in the fields of researches, language rehabilitation and social services; home housing for deaf adults; European projects; speech therapy and SLI programs; a sensorial Garden language and classes in Italian, English and sign languages.



Erasmus+

Table of contents

Table of contents	3
Introduction	5
Practical aspects of working with hearing impaired visitors	7
Section 1: Main phrases for the arrival and leave of visitors	10
1. WORDS AND PHRASES.....	10
1.1. GREETING VISITORS / RECEPTION.....	10
1.2. ALLOWED / NOT ALLOWED	10
1.3. CHECKING BAGS / LUGGAGE / SECURITY.....	11
1.4. TICKETS / TICKET OFFICE OR WINDOW.....	11
1.5. GENERAL STRUCTURE OF THE MUSEUM	11
1.6. OPENING HOURS	12
1.7. OFFERED FACILITIES / GENERAL INFORMATION	12
2. DIALOGUES.....	12
2.1. GREETING VISITORS / RECEPTION.....	12
2.2. ALLOWED / NOT ALLOWED	12
2.3. CHECKING BAGS / LUGGAGE / SECURITY.....	13
2.4. TICKETS / TICKET OFFICE OR WINDOW.....	13
2.5. GENERAL STRUCTURE OF THE MUSEUM	14
2.6. OPENING HOURS	14
2.7. OFFERED FACILITIES / GENERAL INFORMATION	14
Section 2: Main dialogues regarding transportation and navigation within and outside the museum	16
1. WORDS AND PHRASES.....	16
1.1. GENERAL.....	16
1.2. TYPES OF MUSEUMS.....	17
1.3. TYPES OF EXHIBITIONS	17
1.4. CARDINAL DIRECTIONS.....	17
1.5. CONTINENTS	17
1.6. MAIN NATIONS	18
2. DIALOGUES.....	19
Section 3: Main dialogues in the cafeteria and/or restaurant of the museum.....	22
1. WORDS AND PHRASES.....	22
2. DIALOGUES.....	23

Section 4: Main phrases if one is not feeling well, how to communicate with the museum doctor etc. 25

 1. WORDS AND PHRASES..... 25

 2. DIALOGUES..... 25

Section 5: Main information regarding events and dates..... 27

 1. WORDS AND PHRASES..... 27

 2. DIALOGUES..... 28

Section 6: Other main dialogues 30

 1. WORDS AND PHRASES..... 30

 2. DIALOGUES..... 31

Conclusion 34

Introduction

The following thesaurus was prepared as part of the PERIEGESIS project, in the Erasmus+ programme. “PERIEGESIS” is a beautiful multi-meaning Greek/Latin word, almost synonym to perambulation, tour, sightseeing, voyage. The idea of this project is to promote inclusiveness of Deaf and Hard of Hearing (DHH) people in vaults of cultural treasures; mainly museums, galleries, and similar cultural spaces. PERIEGESIS is aiming for an inclusion of the sometimes marginalized group of DHH, by elevating the skills of hearing museum/and or gallery staff such as direct service employees, cashiers, tour guides, security guards, information desks, museum shops and the like, to be able to communicate with DHH.

The aim of PERIEGESIS is to help adults who are already working or intend to work in the cultural vaults to learn to communicate with DHH people through visual language. This will bring benefits not only for DHH, but also in the form of upgrading the qualifications of the employees concerned or people who want to develop their skills, thanks to which they will have better chances of finding a job. PERIEGESIS also aims to introduce the Deaf and hard of hearing to these places of culture.

The PERIEGESIS project will build a bridge between all sorts of museums and galleries and the Deaf. A big step in this direction is the thesaurus below. It contains phrases most often used by the service of the aforementioned cultural treasures, employees who have direct contact with visitors - and thus also with DHH people. The collected material will significantly facilitate communication, allowing the exchange of information in all basic aspects of visiting the museum.

The content has been divided into sectors according to the structure of the museum. Each section contains useful words and phrases and also examples of dialogues that might occur in given places:

- arrival and departure of visitors;
- transport and navigation within the museum and its vicinity, providing information related to the directions and location of a given exhibition, room, etc.;
- communication in the museum cafeteria and / or restaurant;
- health issues;
- determination of the dates of the events taking place;
- other useful phrases.

The thesaurus also provides a starting point for creating sign language videos of useful phrases. Such organized material will facilitate the learning of museum employees. The effect of these activities will be not only the expansion of personal competences (while increasing the attractiveness of such people on the labour market), but also adding splendour to the image of the cultural treasury as an inclusive institution. This will enable building good relations with the community of people with disabilities. And in the long run, it will translate into the personal development of DHH people and improve their welfare, as well as bring publicity and financial and attendance benefits to museums and galleries that will gain new audiences.

In the course of the project activities, many different tools will be developed to facilitate the work of cultural vaults. The thesaurus is the second stage of our activities. Their full list is as follows:

1. PERIEGESIS Compendium, a comprehensive guide that can be used as an introduction and as a theoretical framework for the remaining results; translated into five languages.
2. Museum Learning Thesaurus on DHH, in the form of a lexicon of main phrases and dialogues on which training videos and lesson plans will be based.
3. Learning Video Directory for museum staff, designed to train the staff and lay the foundations of the digital serious game.
4. Lesson plans for DHH inclusion in museums, useful for formal or informal training/workshops undertaken to elevate the museum staff skills through the museum themselves or sign language centres, universities etc.
5. Digital Serious Game, as a fun and interactive way to motivate adults who work for museums, galleries or any relevant tourism sector, whilst simultaneously either strengthening their skills or developing new ones concerning accessible tourism.

Practical aspects of working with hearing impaired visitors

The Museum is a non-profit organizational unit, its purpose is to inform about the content of the collections, to conduct educational, artistic and cultural activities. The work of this institution is not only about collecting, researching and describing mementoes of the past, but also about shaping social awareness. Therefore, the key task for the museum is to adapt the educational offer to the curricula for a specific target group and to constantly improve the qualifications of its employees.

Deaf people have been an overlooked group in the museum for a long time. They were not facilitated in using the cultural offer. Currently, due to the growing awareness of the society, this state of affairs is changing. Museums are gradually adapting to the needs of people with hearing impairments. However, for employees of museums or art galleries, contact with a disabled visitor can be a challenge. So the most important point in this regard is the issue of communication. And communication with a disabled person, as a rule, is slightly different.

Therefore, museum staff must be aware that the needs of people with hearing disabilities in the context of access to culture are very diverse. About 1.5 billion people suffer from hearing loss and other hearing problems. This is a huge group who, due to their hearing disabilities, do not use museum attractions, do not have access to films with a sign language interpreter or subtitles, and are unable to participate in cultural events. You should remember to identify groups visiting the museum, as this will allow for the appropriate adjustment of services and will ensure the facility success in reaching Deaf visitors.

For people who have lost their hearing before they can speak, the most important thing is activities performed with the use of sign language, and the greatest barrier to accessing culture is the difficulty of communicating with the environment. For people deaf from birth, their native spoken language is often the second language, therefore a sign language interpreter is provided during the museum visit. The facility should maintain constant cooperation with sign language interpreters and provide the possibility of using the services of an assistant, tourist guide who knows sign language, who describes the exhibitions in great detail.

In times of a pandemic, it is worth providing and facilitating access to an online sign language interpreter using instant messaging. Alternatively, arrange for the audio-visual materials to be translated into sign language. Such a translation is placed in the lower right corner of the screen and ensures full availability of movies and sound recordings. The museum, wishing to show its openness to the needs of people with hearing disabilities, should provide a clear message from the website level that it uses different solutions depending on the needs of visitors and the presented offer.

The website of the museum should be available with recordings in sign language and with subtitles. The materials provided should be adapted to the resources of the sign language dictionary, i.e. written in simple language. For organized events, the written text may be a poster. The use of graphic elements and slogans will ensure correct understanding of the information provided. On the website of the cultural institution, a pictogram of signing hands may be placed, which as an active link will take visitors to materials in sign language. Even before the direct meeting, the museum has a chance to win the sympathy of Deaf and hard of hearing (DHH) people.

The second category of Deaf visitors is spoken language users who choose a language to communicate. The barrier for them is the physical side of understanding. For them, assistive technology in the museum and communication methods focusing on written and spoken language play a major role. Subtitles are used in multimedia materials containing a human voice, they are a transcription of a statement, displayed synchronously with the sound. The captions also provide additional information about relevant background sounds.

Hearing impaired people are people who use hearing aids. Unfortunately, these devices are insufficient, especially in large rooms with noise. To overcome this barrier, an induction loop is used, which transmits to the hearing aid only useful sound from the microphone or the sound system in the room. If these facilities are used, this particular group of Deaf people has a chance to be an active and large group of recipients, because its representatives, while still hearing, had the opportunity to participate in events organized in a museum or gallery. Currently, these people, for reasons beyond their control, have to give up participation in cultural events.

Each museum tailored to the needs of DHH people and enabling them to participate in the reception of culture is a valuable cultural facility for the entire society. As a result, museums are transformed into centres that include people with disabilities in the mainstream of social life. Of course, the creation of an educational and cultural offer by a museum tailored to the needs of Deaf visitors is a huge challenge.

Deaf people, upon arrival at the museum, need guidance about a specific event. The institution should ensure that the system is properly labelled. Maps and signs informing about the functions of the rooms should be communicative, easily visible and accessible. Graphic signage in the facility makes it easier to navigate around the exhibition and use the facility's infrastructure. This allows museum staff to simplify verbal recommendations. During the event, please ensure that the price list is clearly displayed at the entrance or on the notice board, especially when discounts for disabled people are offered.

The staff serving the room may have difficulties communicating with the Deaf visitors. Therefore, the institution should ensure that staff are properly trained and aware of the needs of Deaf people in the museum. During the conversation with Deaf guests,

employees must learn about their abilities in terms of speech, movement and expressing emotions.

It is worth making sure that the Deaf person knows sign language, otherwise the employee should use gestures or choose the optimal form of communication through writing or lip reading. You should remember to maintain eye contact during the conversation, because people with hearing impairments perceive the world with their eyes. Therefore, it is appropriate to ensure good lighting. The room should be properly adapted and spacious so that the guests can maintain eye contact with the leader, other participants and the interpreter.

Deaf people, when learning about the world, use pictures, not words. It is important to present the position and nature of the work, using drawings, photos, videos, which are also not oversaturated. When proposing educational workshops at the museum, it is worth preparing manual tasks for this group. Visual experiences for people with hearing disabilities are more effective than simple storytelling.

Moreover, museum staff should bear in mind the factors that disrupt communication. When addressing hearing impaired people, do not whisper or shout as this distorts lip movements. The distance between the interlocutors should be about one meter so that the Deaf person can easily read the mouth or perceive signs. Facial expressions, body position, pantomime play a significant role, they strengthen the message.

The positive image of employees and the activities of the museum are a role model for other companies. It causes beneficial social change by increasing social awareness and sensitivity in the environment.

Section 1: Main phrases for the arrival and leave of visitors



1. WORDS AND PHRASES

1.1. GREETING VISITORS / RECEPTION

disability class	hello	name
gentleman (Sir, Mr.)	I	please
good morning	I don't understand	she
good night	I understand	thank you
goodbye	I'm sorry	they
group	lady (Mrs., Ms.)	welcome
he	last name	woman
heartily	man	you

1.2. ALLOWED / NOT ALLOWED

agreement, agree	have to	not so good
allowed	how	possibility/option
call	I can't	protective mask
can	ID card	refusal
did	impossible	refuse
do	mobile phone	show
do not have to	must	show me
drink alcohol	mustn't	smoke cigarettes
drunk	need	social distance
eat	no	take
good	not good	talk

telephone	unnecessary	yes
to disagree	wash hands	you can't
to refuse	well	

1.3. CHECKING BAGS / LUGGAGE / SECURITY

backpack	have	small
big	I don't have	theft
bring/bring in	item	umbrella
check	lose	watch/account for (somebody or something)
cloakroom	luggage	
(he, she) doesn't have	return	What is this?

1.4. TICKETS / TICKET OFFICE OR WINDOW

arrange	identity card	ticket
bill	invoice	ticket office/window/ counter
booking	last	total
concession	not valid	transfer
confirmation	occupied	valid
deposit (funds)	pay	write
document	piece of paper	
free	proof	
free/complimentary	sign	

1.5. GENERAL STRUCTURE OF THE MUSEUM

clean	exhibition	secretary
director, manager	museum	tidiness
dirty	office	

1.6. OPENING HOURS

closed	day	open
come	hour	wait

1.7. OFFERED FACILITIES / GENERAL INFORMATION

age/How old are you?	guide	periodic
application	hearing aid	print
carry/take/bring	Internet	significant
certificate of disability	interpreter	submit
changing table	lift	ticket machine
computer	low/slight	to feed a baby
constant/permanent	moderate	translate/interpret to me
debit card/credit card	offer	wheelchair
disability level	online	Wi-Fi
disabled	pension	
get/receive	people	

2. DIALOGUES

2.1. GREETING VISITORS / RECEPTION

- Did you come alone or with the guardian?
- Can the guardian enter for free?

2.2. ALLOWED / NOT ALLOWED

- Children can't be alone in the museum.
Children cannot be left unattended in the museum.
- Smoking is not allowed in the museum.
- You are not allowed to drink alcohol or smoke in the museum.

2.3. CHECKING BAGS / LUGGAGE / SECURITY

- Security must check your backpack.
- First you have to go to the changing room and then we'll meet next to the entrance.
- Please don't leave any money in the changing room.
 - Can I take an umbrella with me?

2.4. TICKETS / TICKET OFFICE OR WINDOW

- How much is a ticket to the museum?
- How much is a guided ticket?
 - Hello, the ticket costs 10 euros.
- Where can I book a museum ticket?
- Can I buy the ticket at a ticket machine?
- In which room/office can I buy group tickets?
- I am a disabled person.
 - Do you have a certificate of disability?
 - Please show the disabled person's identity card.
- Will I get a half-price ticket?
- Do people with disabilities have discount tickets?
 - Yes, you have free entrance to the museum.
 - Yes, but we need a certificate of disability.
- Can the ticket bill be paid by phone?
 - You must pay for the tickets by bank transfer and bring the proof of payment.
- Did you buy your ticket online? Please show me.
- Please show me your museum ticket.
- Please show the complimentary ticket.
- Your ticket is no longer valid, you must buy a new one.
- Can there be 10 people in a group?
- I want to book tickets for a group of 10 people next week.
 - There may be 10 women in a group.
- There are 7 deaf men in my group.

- Please show me your ID card.
- What is your ID card number?
- Give me your ID card.
 - I don't have an ID card, but I know my number.

- The ticket office is open from Tuesday to Sunday from 10.00 to 17.00.

2.5. GENERAL STRUCTURE OF THE MUSEUM

- How long does it take to visit the museum?
 - Approximately 45 minutes.

- I was at work today, but I haven't seen the manager.

2.6. OPENING HOURS

- What hours is the museum open?

- The exhibition is open until 3 p.m.

- What time is the last entrance to the museum?

2.7. OFFERED FACILITIES / GENERAL INFORMATION

- Good morning, I am deaf and I need a sign language interpreter.
 - Please wait here for a sign language interpreter.

- How many sign language interpreters do you have here?
 - There is no sign language interpreter here.

- I saw a sign language interpreter here.
- Please sign me up in a group with a sign language interpreter.
- On what day can I book a sign language interpreter?
 - Tomorrow please come at 10.00 and there will be an interpreter.
 - The sign language interpreter is sick and can't come today.

- I don't need a sign language interpreter.
- What time is the meeting with the guide?

- Can I get a map of the museum?
- How much is parking?
- Can I use free internet here?
 - Yes, you can. There's no password.
- Can I buy water / coffee / tea at the museum?

Section 2: Main dialogues regarding transportation and navigation within and outside the museum



1. WORDS AND PHRASES

1.1. GENERAL

address	distance	near
airplane	elevator	not to see
airport	emergency exit	number
airport shuttle	entrance	parking
area	exit	passport
arrive	ferry boat	post office
ATM	find	primary school
basic	get to	public transport
bicycle	go	return/go back
boat	go	ride
bus	here	right
bus stop	journey	room
car	leave	school
car	left	see
centre	long	short
church	look for	stairs
city	main	station
city centre	map	street
destination	market	there is
didn't come	name	therein

timetable, schedule	tram	walk
toilet	underground/metro	where
tour	village	
tourism	visit	

1.2. TYPES OF MUSEUMS

Archaeology museum	History museum	Science museum
Art museum	Natural Sciences museum	

1.3. TYPES OF EXHIBITIONS

Archaeology exhibition	Military and war history exhibition	Permanent exhibition
Arts exhibition		Pop-up exhibition
Historic house exhibition	Natural history exhibition	Science exhibition
Historical exhibition	Ocean, Sea and maritime history exhibition	Temporary exhibition

1.4. CARDINAL DIRECTIONS

East	North-west	South-west
North	South	West
North-east	South-east	

1.5. CONTINENTS

African exhibition	Asian exhibition	Oceanic exhibition
American exhibition	European exhibition	

1.6. MAIN NATIONS

Africa - African:

Cameroon -
Cameroonian

Egypt - Egyptian

Morocco - Moroccan

Senegal - Senegalese

South Africa – South
African

America - American:

Argentina -
Argentinian

Brazil - Brazilian

Canada - Canadian

Central America

Mexico – Mexican

North America

South America

USA

Asia - Asian:

China - Chinese

India – Indian,

Japan - Japanese

Saudi Arabia – Saudi,
Saudi Arabian

Europe - European:

Belgium - Belgian

Cyprus - Cypriot

Denmark - Danish

Finland - Finnish

France - French

Germany - German

Greece - Greek

Italy - Italian

Netherlands – Dutch,
Netherlandish

Norway - Norwegian

Poland - Polish

Portugal - Portuguese

Romania - Romanian

Russia - Russian

Spain - Spanish

Sweden - Swedish

Switzerland - Swiss

Oceania – Oceanic:

Australia - Australian

New Zealand – New
Zealander

Ocean

Sea

United Kingdom:

England - English

2. DIALOGUES

- Where is the toilet?
- Where is the changing room?
- Where is the security office/officer?
- Where is the shop here?
- Where is the exit from the museum?
 - At the first floor...
 - At the second floor...
 - At the third floor...
 - At the fourth floor...
 - At the fifth floor...

- Inside the museum there is...
- Outside the museum, in the garden, there is...

- Where is building number 15?
- Where is the parking lot here?
- Where is the post office?
- When I leave the museum, where is the bus stop?
- What is the distance from the museum to the station?
 - The bus station is out of the door and left.
 - The bus station is...
 - The train station is...
 - The underground entrance is...
 - ...across the street
 - ...out of the door and left/right
 - ...next street right/left
 - Take bus number "X"

- Where is the nearest ATM?
 - The nearest ATM is right across the street.

- Where is the lost property office?
 - The lost property office is on the left in building 7.

- Is there an elevator here?
 - The elevator is behind the cash register on the right.
 - The elevator is that way.
 - The stairs are that way.

- Where can I feed the baby?
- Is there a baby care room here?
- Is there a changing table in the baby care room?
 - Yes, next to the toilets.

- What does facility security mean?
 - If you have a problem, security officer will help you.
- I wanted to make a complaint to the police because someone stole my money.

- The descriptions in the museum are difficult and I don't understand them, please explain it to me.
- Please take me to the office because I don't know where it is.
- I don't know where the computer room is, please help me.

- Where can I find the "X" exhibition?
- Where can I find the arts exhibition?
- Where can I find the Asian exhibition?
- Can you give me indications on the exhibition?
 - Yes, let's look at the map together.
 - The "X" exhibition is...
 - To go to "X" you must go...
 - No, I don't sign well.
 - Can I write it down?
 - Can you use manual alphabet?
 - I'll show you on my phone.

- Will the deaf group please join me in the room 30?

- Can I take pictures here?
 - Sure, just without flash please.

- Please don't touch the exhibition material.
- Please stay behind the line.
- You are not allowed to enter this room.
- This room is small and only 10 people can enter here.
- When you finish sightseeing, leave everything in order.

- Can I explore here?
 - You are not allowed to enter this room.

- Which Wi-Fi connection can I use?
- Where can I find Wi-Fi password?
- Can you tell me Wi-Fi password?

Section 3: Main dialogues in the cafeteria and/or restaurant of the museum



1. WORDS AND PHRASES

again	drink	pay the bill
an aperitif	eat	pin
an orange juice	eat	please
bar	enjoy your meal	please wait a moment
beer	fruit	position
beer	fruit juice	price
building	give	restaurant
business	give me	sit at the bar
buy	go to	sit at the table
cash	high chair	specialties
cheese	hot	store
child	how long	table
children's menu	how much	tasty
chocolate	hungry	tea
coffee	local product	tea
coffee	manager	thank you
cold	menus	the bread
cost	money	the carafe of water
costs	on site	the dessert
daily specials	order	the main course
dinner	order	the starter

the wine	two people	work
to eat	vegetables	workplace
to go	wait	
toilet	water	

2. DIALOGUES

- How long is the wait to eat?
- Do you have food to go?
- To go or on site?
- Can I have a table for two?

- Are there any menus?
- Can I have the menu, please?
 - Yes, of course. Here is the menu.
- Do you have children's menus?
 - No we don't unfortunately.
 - Do you want a high chair for the child?

- I am very hungry and want to buy food.
- Do you have any specialties?
- What are the daily specials?
- How big is the dinner dish?
- Is it local products?
- Is the dessert homemade?
- Is it possible to order a drink?
- I would like to order a glass of wine.
- Can you give me a jug of water?
- Can I have some more bread please?

- How much is the tea/coffee/sandwich etc.?

- The dish is cold. Could you heat it please ?
- There is a mistake in my order. Could you change my dish ?

- Is everything ok?
- Did you eat well?
- Thank you, it was very good.
 - I'm not hungry anymore, thank you.
 - I didn't like the dish.

- Where are the toilets?

- I want to pay for food.
- Can I pay with a meal ticket?
- Where can I pay the bill?
 - Cash or card?
 - Your bank card has not been accepted.
- Ok, cash then.
 - Here is your receipt, thank you.

- Can I get an invoice/bill here?
- When will I receive my invoice?
- Please correct the invoice with a different name and surname.
 - Should the invoice be for you or the company?
 - The invoice can be picked up at the office

Section 4: Main phrases if one is not feeling well, how to communicate with the museum doctor etc.



1. WORDS AND PHRASES

ache/pain	help	politely
bad, badly	help me	poorly, weakly
band aid/dressing/ bandage	hospital	refer (somebody to somebody)
call (somebody)	hurt	rest/relax
calmly	ill	show (somebody to something)
do not worry	I'll help you	stomach
escort (somebody somewhere)	illness	take
feel	it hurts	therapy
guardian	lean back	throat
head	look after	treatment
health	medicine	wound
healthy	pharmacy	
	pill	

2. DIALOGUES

- Today I feel bad and I want to rest.
- I hurt myself and I need a dressing.
- My head hurts and I can't explore any further.
 - I'll help you.
 - Take this medicine and you will feel better
 - Please go to the office, we'll give your daughter a pill.
 - If you feel bad you have to go to the hospital.

- I will call your parents and explain the situation.

- Is there something else?
- Does that help?
 - I feel better now and can go back to visiting the museum.
- Happy to help.

- Please sign slowly, because I am learning sign language.

- I can read, but I don't understand what is written here.

- I have an important matter in hand and I need help.

Section 5: Main information regarding events and dates



1. WORDS AND PHRASES

10	date	invitation
15	day	January
16	day after tomorrow	July
2 months	day before yesterday	June
2 weeks	deadline	March
2 weeks ago	December	May
3 days ago	Easter	meeting
3 months	educational programs	Monday
3 weeks	end/finish	month
3 weeks ago	events calendar	morning
30	every day/daily	music concert
7	exhibition closure	national holiday
a week ago	exhibition opening	New Year's Eve
activities	extended hours	November
afternoon	February	October
April	free entrance	opens
August	Friday	permanent
August full moon	guided tours	exhibition/collection
special event	I don't have time	poetry sessions
Christmas	in 3 days	previous
closes	International Museum	reduced ticket
conference	Day	Saturday

schedule	Thursday	Wednesday
September	time	week
special events	time	weekends
Sunday	today	when
temporary exhibition/collection	tomorrow	write down
	Tuesday	yesterday

2. DIALOGUES

- Which days of the week is the museum open?
 - The museum is open daily except Mondays.
- What time does the museum open?
 - The museum opens at 9.00 a.m.
- What time does the museum close?
 - The museum closes at 19.00 p.m.
- Do you have extended hours any day of the week?
 - Every Thursday the museum stays open until 22.00 p.m.

- The museum will be closed next month.
- The museum is always closed on Mondays.

- What days of the week is the free entrance to the museum?
- In which days of the year do you offer free entrance to the museum? Does it apply for all visitors?
 - Every first Sunday of each month the entrance to the museum is free.
 - In a week's time there will be a free show at the museum in room 7.

- When will the new exhibition hall be ready for the visitors?
 - It will be ready in a month, two months, three months etc.
- When is the opening of the exhibition?
 - The exhibition opens in January, February etc.
 - The exhibition opens in 1, 2, 3 etc. weeks or next month
- When does the exhibition finish?
 - The exhibition closes in one (two, three etc.) months.

- The exhibition closes in January, February etc.

- Do you have any special event for people with disabilities?
 - We do have an educational program every Saturday at 11.00
- Do you offer any special activity for children with Autism Spectrum Disorder?
 - We do have an educational program once per month, usually the last Friday at 18.00 p.m.
- Is there a tour for Deaf & Hard of Hearing People?
 - You can ask it in advance and it can be arranged.
- Is there a specific activity/tour for people with visual impairment?
 - You can ask it in advance and it can be arranged.

- On the 15th of November there will be a seminar about Arts & Disabilities at the museum.
- On August 30, there will be bicycle workshops in the museum.

- Why didn't you come yesterday?
- Can you come tomorrow?
- Come to the office tomorrow and get the invoice.
- You can come to the office from 7.00 to 15.00.

Section 6: Other main dialogues



1. WORDS AND PHRASES

a lot of	failed to	kid
all	family	kids
alone	father	language
already	firstly	later
apartment/flat	full	learn
at all	green	like
black	hard	little
book	hear	live
brother	hearing	managed to
but	her	matter
call me	his	me
cat	house/home	mess
complaint	husband	mom
correct	I can	mother
dad	I can't	my/mine
daughter	I don't know	night
deaf	I don't know	nothing
dislike	I don't want	now
dog	I know	old
easy	independent/unaided	only
everyone	interest in	other
exercises	it will not	(my) own

parents	sister	which
person	son	white
Police	souvenir	why
problem	terrible	wife
protect	text message	will be
protected	the best	without
question	there was no (such thing)/(he, she) wasn't	workshop
read	want	year, years
repeat	was	yet, any more
send	was	you
send to me	watch	you sign
separately	what	young
sign	what (kind)	your
sign to me	What does it mean?	your

2. DIALOGUES

- Are you deaf?
 - I am deaf.
- Are you hearing?
 - I am hearing.
- Can you sign?
 - I am learning to sign.
 - I won't study today.
 - I can't sign well.
 - No, I don't know sign language.
- How is he signing?
 - He signs well.
 - He signs poorly.
- I want to sign with the deaf.

- Do you understand me well?
 - I don't understand you.
 - I don't understand, please repeat.
- When the deaf are signing, I don't understand anything.
- I want to understand the deaf well.

- Is the deaf at home?
- This man is deaf.
- Is this woman hearing?
- This woman is hearing.

- Can you write?
 - I don't like writing.
- I will write on a piece of paper.
 - I don't understand what is written here.
- Please write your address.
- Please write the street and house number.
- Write the name on a piece of paper.
 - Where am I supposed to sign?

- My daughter works in a museum and looks after people with disabilities.
- My wife works in the changing room and looks after disabled children.
- My brother runs museum workshops for children.
- Every Sunday I go to the museum with my family.
- I like going to meetings translated into sign language.
- I really like traveling and visiting tourist places.
- I commute to work by car because I don't have a good bus connection.
- I don't have time to meet today.
- Tomorrow we will meet near the pharmacy at 16 Kościelna Street at 10 am.

- Do you have a mobile phone?
- Please don't call me, just send a text message, because I can't talk on the phone.

- Where is the gift shop?
 - The gift shop is at the ground floor, near the exit.
- What is the best souvenir to buy here?
- How much does this magnet cost?
- I got the money, but not much.
 - It's 3 euros, Sir.
- Cash or card?
 - Card, please.
- Scan it here, please.
- Here is your receipt and your souvenir, thank you!

Conclusion

The PERIEGESIS project started in June 2021, when the CoVid-19 pandemic has been in our lives for a long time, affecting all its aspects. The advent of the new coronavirus has once again reminded us of the importance of interpersonal communication. In a very short period of time, we were deprived of access to many institutions, offices, health care, cultural centres, social meeting places, and even basic services such as grocery stores or stores with personal hygiene products. With some luck, the access was very limited, which also depended on the country and / or industry. However, each of us experienced this sense of lack - personal contact with family / friends / colleagues, personal medical visit, admission to cinema, museum, restaurant, etc. The comfort of our daily life was disrupted.

Now imagine that the above-mentioned situation is largely the daily life of DHH people. Their life limitations exist regardless of the pandemics that haunt us. Even in a stable world in times of peace, they cannot enjoy its benefits as much as hearing people. Sign language is not widely available in public space, like a given national language or even English. Sign language interpreters are still few and their services can be expensive. Equally insignificant are the facilities in the form of inscriptions and the like. Not even all countries legally recognize sign language as a means of communication. The Deaf Culture is often associated with separateness and closure resulting from being a minority and the need to adapt to the general public. The problem is even greater as it occurs from an early age of a deaf person, whose upbringing and education often takes place in general institutions and schools - specialist schools are still a small percentage.

Thus, we are talking about millions of people in the world who already have a communication problem on a daily basis: shopping, ordering a meal in a restaurant and paying the bill, making an appointment with a doctor and talking during the visit. An equally great difficulty is the inability to develop in the generally understood culture of your country. Difficult access to castles, galleries and museums; lack of adequate description of collections and individual artefacts; or, finally, the lack of a translation of basic, common knowledge about culture and art. By depriving man of his roots and historical context, we deprive him of the capacity for conscious self-determination. It is extremely difficult to educate a strong and moral individual who would create such a society, if we cut it off from the achievements of the past. Each museum is a symbol of its region, it somehow stores and creates its image. Each exhibit tells a specific story and stores the memory of specific people.

On one level, culture and art support our personal development. They deepen knowledge, awaken sensitivity, and stimulate curiosity for further discovery. Apart from providing aesthetic impressions, they are often the source of our interests and

social contacts. They shape our everyday life in various ways. However, one should also remember about its second level, namely inscribing the individual into a wider cultural narrative. The museum is not only works of art, it is also a memory of places and events from around the world. It is a reservoir of experiences for all of humanity that shows us how we got to where we are today. What path did we have to follow in order to be able to conveniently plan a visit to the museum using a mobile application at home, or to pay for tickets via the Internet in a banking application. Unfortunately, in addition to technological and scientific progress, we have gone through wars and conflicts, famines and other disasters caused by the natural or human activity. Each of these things was the next step on the road to Today, often costly with life and suffering.

Therefore, it is not only about knowing the work of a given painter or sculptor, but also about a deeper, humanistic perspective, awareness of our position in the world. All tragedies and changes for the better permanently shape our civilization, constitute a warning and a signpost for the future. Denying people access to them, or even imparting incomplete, distorted knowledge about these events, appears as an irreparable loss. A loss not only for the individual, but also for society as a whole. The history of the world is full of events that were verbalized by the Spanish philosopher George Santayana, and then emphasized by British Prime Minister Winston Churchill - whoever does not know their history is doomed to repeat it.

Let us again imagine that all these institutions close their doors to us, and the only thing that remains for us is to peek through the bars in the window. We cannot personally get to know our history, see its remnants with our own eyes, talk about it. This void resembles the situation of DHH people, who can often count only on the picture itself without any context. For perfunctory, simplified information, prepared in advance for a certain group of people, and therefore excluding dialogue and deepening from the perspective we are interested in. Obviously, the burden of responsibility for education and related activities is too great to bear it in a small group within one specific activity.

However, every action must have a beginning, which is often the most difficult stage. That is why the consortium behind PERIEGESIS is eager to lend a hand to challenge these difficulties. With a sense of duty, but also with pleasure, we make every effort to increase the accessibility of cultural vaults and enable DHH to visit them in all their glory. Step by step, we fulfil the promise contained in the name of our project - "periegesis" that is sightseeing, trip, hike, journey. And like every trip, ours also begins with this first step, which in this case is communication. The aforementioned necessity to enter into a dialogue with history and culture, the need to communicate their facts and meanings, as well as the interpersonal understanding in its context constitute our starting point.

Therefore, we have targeted employees of galleries, museums and other cultural vaults who have direct contact with visitors. Usually, in such a situation, guides with knowledge of sign language are referred to, but it can hardly be called a solution. Before we reach the sightseeing stage, a number of seemingly trivial activities await us, which make the trip almost impossible for DHH people. General orientation in the field, buying a ticket, visiting a cloakroom, finding a toilet, calling a doctor, notifying security about a lost purse or even a child in the crowd, questions about the dates and availability of exhibitions. These are just some of the small issues that turn into a greater obstacle when we are unable to enter into dialogue with others and ask for help.

At the same time, we realize that learning a new language can be quite a challenge for these employees. Especially when it comes to a language that is not as widespread as spoken languages. Technology can be of great help in this regard, but it is also at the beginning of its path in this area. In February 2021, an engineering student at the Indian Vellore Institute of Technology started working on an automatic sign language translator into English, based on an artificial intelligence system. It works with a webcam and recognizes the gestures of "hello", "I love you", "thank you", "please", "yes", "no" (https://www.youtube.com/watch?v=EH4L_EDRXjw). The project builds on the work of Nicholas Renotte, who has previously dealt with real-time sign language detection (<https://www.youtube.com/watch?v=pDXdIXlaCco>). However exciting news that may be, we are still talking about an undefined future when such technology becomes widely used. We must act now, at the present.

Our best and most obvious chance is another human being. Moreover, the deaf themselves indicated direct contact with another human being as a great advantage. Creating personal relationships is much more valuable than just technological facilitation. Hence, it is so important to target the employees of cultural vaults, their learning and development. To meet this goal, we have planned a set of mutually complementary tools. In addition to this thesaurus, further activities of the project include a catalogue of films, lesson plans and a digital serious game - we want technology to be used for learning and fun at the same time, significantly diversifying the development process. All of them will be made available for free at <https://periegesis.eu>.

We are convinced that our efforts under the PERIEGESIS project will be the beginning of a beautiful journey. Specialized initiatives such as this, targeting a specific social group and dealing with a clearly defined problem, have the best chance of success because they respond to specific, existing needs. Thanks to their apparently smaller scale, they change society from scratch, shaping people and teaching them good habits. In today's world, people are more and more willing to establish contact with the whole world, personally and thanks to technological advances. It is only a matter of time when the changes we introduce locally start to pay off on a larger, global scale.

We don't know what the future holds for us. As we create this thesaurus, in February / March 2022, our part of the world is changing hourly. We cannot predict what the effect of this will be, what direction our technological development will take, what consequences the current political actions will ultimately bring. However, in all this chaos, one fixed point remains, which is the people themselves, with their potential for reflection, change and action. Therefore, education through history and culture contained in the cultural vaults is extremely important. A properly available and organized journey through our civilization achievements may turn our altars of the past into a gate to a better future.

We look at the upcoming changes and the said future with hope and optimism. In the face of the threat, most of the world united on an unprecedented scale. An unrestrained stream of humanitarian aid flows from almost every direction. We can see with our own eyes that empathy and helping other people is our natural instinct. We are not always aware of it in everyday life, when similar behaviours are sometimes obscured by everyday stress and excess of duties. However, our readiness to open up to other people is undeniable. And most importantly, this brotherhood and the value of mutual relations are confirmed in reality. Therefore, we firmly believe in the success of the PERIEGESIS project, which appeals to our potential to unite, participate and empathize.