Overview

These levels build on signing skills from the previous levels. It is assumed that by this level students will have a firm grasp of fingerspelling and appropriate communication behaviours and will not only attempt but succeed at communicating with the teacher or with other students in Auslan with minimal use of English. Depending on the extension work offered they may also begin to develop a more natural or conversational grasp of Auslan.
# Establishing

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family Tree</strong></td>
<td><strong>This is Me</strong></td>
</tr>
<tr>
<td>extended family, family tree, third person not present</td>
<td>physical characteristics, my interests (sports/hobbies), where I live (suburb, city, state), favourite football team (introduce how to ask a signer what the meaning of an unknown sign is appropriately)</td>
</tr>
<tr>
<td><strong>Around the School</strong></td>
<td><strong>What’s in Your Bag?</strong></td>
</tr>
<tr>
<td>maps, directions, treasure hunt</td>
<td>adjectives and nouns e.g. healthy lunch, smelly socks, red book</td>
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<tr>
<td><strong>Camping</strong></td>
<td><strong>Calendars and Time</strong></td>
</tr>
<tr>
<td>school camp Grade 3s – first time use Time to Learn material</td>
<td>when e.g. birthday (days of the week and date numbers st, nd, rd, th) time, o’clock, other time markers, to do lists</td>
</tr>
<tr>
<td><strong>Maths in Auslan</strong></td>
<td><strong>Television</strong></td>
</tr>
<tr>
<td>100-999 (hundreds) + - x ÷ =</td>
<td>favourite shows and why, TV program, how much TV are you allowed?</td>
</tr>
</tbody>
</table>
Family Tree

**Topic Outline**

Focussing on their extended family and their family tree, students will be introduced to wider family vocabulary and to talking about a person who is not present to the conversation.

**Language Focus**

- *mother, father, brother* (also blended family as appropriate (e.g. *half-sister*)
- *aunty, uncle, cousin, grandma, grandpa*
- third person not present

**Learning Activities**

Begin this topic by drawing a simple outline cross-section of a large tree and its roots on the whiteboard. Bring into the classroom photos of yourself, your siblings, parents and grandparents. Add these photos to the whiteboard with *Blu-Tack*: yourself at the very top, siblings underneath, parents on the trunk and grandparents at the roots. Talk about their names and their relationships to you, introducing the Auslan vocabulary as you go. In the next lesson do exactly the same thing on the whiteboard all over again but this time only use Auslan. Give the students a worksheet to add details of their own family tree. The first worksheet can be for immediate family (siblings, parents, grandparents) and the second (which needs to be tailor-made) can include aunts, uncles and cousins (you may need to include half- or step-family members too). Completing these worksheets will take a few weeks as the students will need to take them home to check details with their family. Again, books about families with deaf members are integral to this unit. Older students often begin asking questions about the causes of deafness, the degrees of hearing impairment, and related issues such as the needs of CODA (children of deaf adults) and cochlear implants for deaf children of hearing adults.

Finally this unit, as with many others, should end with presentations in ‘show and tell’ style where students explain their family tree (depending on their skills ask them to do the first family tree or if they are more confident the extended family tree). Give students the freedom to choose what they would like to add about the people from their vocabulary. For example, students who have completed the unit on *My Friend* will talk mostly about the physical characteristics of their family members.

**Support Materials**

- BLM 4.1 - My Family Tree
- BLM 4.2 - My Extended Family Tree
My Family Tree
My Extended Family Tree
Topic Outline
This topic introduces students to giving directions and locations in Auslan, both indoors and outdoors.

Language Focus
left, right, next, roundabout, traffic-lights, north, south, east, west, front, behind, on, under, find, library, office, playground, classroom, (classifiers for location description)

Learning Activities
To give directions to places when you don’t have a map and how to describe the locations of items indoors (which relies on a great deal of classifier or ‘mime’). This topic is perfect for teaching a great deal of Auslan that goes far beyond a list of vocabulary.

Begin by drawing a map of your school (a sample is provided but you will need to make your own for your school) labelling everything and learning the applicable vocabulary. Once they have a basic understanding of the signs, give a signed location and ask the students to go outside and stand in that place. This will take a lot of practice but is fun and utilises the outdoor environment.

Another activity is to teach the students the signs for road travel, and then ask them to break into small groups with a copy of a local map enlarged to poster size. Get them to take turns to sign directions for travelling from school (marked on the map) to their house (not marked). The others in the group have to follow on the map and place a marker where they understand the student is directing them.

You can also plan two treasure hunts. Split the class into two groups. Each group uses a school map to plan where they will hide their treasure - check that they are at completely different ends of the school - and get each group to practise giving directions to the treasure site clearly. Each student needs to keep a copy of their group’s plan secret, and to choose a member from the other group to give directions to. This activity can happen over a number of lessons.

Support Materials
BLM 4.3 - Around the School - Map
Camping

Topic Outline

This topic is particularly appropriate for grades that will be going to their first school camp. If the LOTE teacher is able to attend and experience the camp with the students they are likely to have even more inspirational ideas for teaching than those suggested here.

Language Focus

camp, hungry, eat, yawn, tired, sleep, follow, forget, arrive, look, scared, swim, fire, sausage (and other camp food), sleeping-bag, tent, bus, backpack

Learning Activities

The experience of attending school camp is a great springboard for thinking about how the Deaf would experience many different aspects of life.

Prior to going on camp, teach the students new vocabulary by talking about the preparations for camp and learning the associated signs. Ask each student to fill out a list of things they would take to camp. Sitting in a circle, ask the first student to fingerspell one of the items on their list – which you will then write on the board. If it has a sign teach it to the students. If anyone else has the same item on their list they must stand up and either fingerspell or sign it too. (It's amazing how quickly students will learn a sign when fingerspelling is too laborious!) Then using the rules of Pictionary - where you don’t get points unless the items on your list are unique - ask the students to cross items that have been mentioned off their lists. Move on to the next student who then choses another item, and so on, until you get through all the students and all the items. This may take many lessons but there will be a winner at the end.

Following camp put up printed enlargements of photos on a display board and ask each student to prepare a short talk entirely in Auslan about their experiences of camp – if there are any signs they aren’t sure of they can point at a picture to illustrate what they want to say, or ask you for help where needed. We were able to use the Time to Learn video material, and also watched Toddlers Tales’ We’re Going on a Bear Hunt.
Another good game to play is *I’m Going Camping*. Starting in a circle, students entirely sign (if they don’t know the sign they can fingerspell it and then you can teach them the sign), something like this:

**Teacher:** I want go camping, I take what? sleeping bag. I can go camping

**Student A:** I want go camping, I take what? tent

**Teacher:** You can’t come

**Student B:** I want go camping, I take what? apple

**Teacher:** You can come

**Student C:** I want go camping, I take what? tent

**Teacher:** You can come

**Student D:** I want go camping, I take what? apple

**Teacher:** You can’t come

Daniel will now wonder why Student C can go with a tent when he couldn’t, and Student D will wonder why Student B can take an apple but she can’t. The rule of the game (which the students should try and work out for themselves) is that they have to sign something that starts with the letter at the start of their name. Once the students work this out you can change what the rule is (for example use their surname, or let them come if they are second to mention the same object). This is a popular game and great for revising all the signs.

**Support Materials**

BLM 4.4 - Camping
Camping

Things I will bring:

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

NAME..........................................................

Camping

Things I will bring:

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

NAME..........................................................

Camping

Things I will bring:

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

NAME..........................................................

Camping

Things I will bring:

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

NAME..........................................................
Establishing  
Level 5

This is Me

Topic Outline
This topic builds on vocabulary learnt throughout all levels. Students will focus on themselves and learn how to talk about themselves, their physical characteristics, interests, sports they enjoy, music they like to listen to, things they’re afraid of, favourite foods, and anything else they would like to talk about. This means that you may find that vocabulary opportunities move well beyond what is planned for.

Language Focus
meet, introduce, name, live (local suburbs), tall, short, fat, thin, hair, curly, straight, long, short, eyes, pretty, beautiful, ugly, freckles, friendly, nice, smile, dumb, pimples, smart, silly, sad, bruise, rash, funny (strange and humour), enjoy, football, cricket, netball, basketball, soccer, tennis, cycling, baseball, volleyball, swimming, skating, badminton, lacrosse, dancing, gymnastics, table-tennis, diving, softball, horse-riding, running, reading, writing, crafts, singing, art, trains, cars, music, planes, collecting, stamps, coins, cards, shells, toys

Learning Activities
You might like to begin this unit by watching some of the videos from Deaf Culture Studies and another video called Signs of Life where the Deaf talk about themselves and their lives. Students will notice the grammar of rhetorical questioning (My name what? Sarah. I enjoy traveling where? Australia. I play tennis when? Weekend). Teach them how to use this when signing a monologue. Where possible it would be useful to teach this topic with native signers in the classroom, so that the students learn to communicate and how to stop mid-sentence and ask for correct signs, rather than having a hearing signer constantly relying on fingerspelling the same word.

Teach the class how to stop the signer and ask for the meaning of the sign when watching a monologue and an unknown sign is used. HOLME is important here as the students can ‘pronounce’ the sign without knowing the meaning of it; this is another important skill which the Deaf use continually when watching interpreters who may use signs they are unfamiliar with. To help students prepare their monologue ask them to bring in a photo from a family holiday or a weekend activity that they can talk about and describe what is happening, as well as an object, such as an item from a collection or a sporting trophy, that they can talk about. This can become a little like ‘show and tell’. Students should work in small groups practising communicating their monologues. Change the groups around regularly so they get to work with different students each lesson.

Support Materials
BLM 5.1 - Show and Tell
Show and Tell

Choose a style of Show and Tell you want to do. Use the six ideas to help you plan your talk. Don’t forget how to get everyone’s attention, introduce yourself and be expressive.

About Me

- My name
- My age and birthday
- I live where?
- My school / grade / teacher
- In my family
- I have animals (pets) or I enjoy (hobbies)

Photo

- My name
- What’s happening?
- Who is in the picture?
- When was it taken?
- Where is it?
- Describe some things in the picture.

Object

- What is the object?
- Who made it or who owns it?
- How do you use it or what is it for?
- Where did you get it from or where do you keep it?
- When did you get it and why?
- Describe some things about the object.
What’s in Your Bag?

Topic Outline
This topic is a lot of fun as it deals with descriptive adjectives (classifier/mime) associated with nouns (vocabulary) and shows students some of the beauty and humour of Auslan while learning significant signing skills.

Language Focus
lunch, box, homework, sport, fruit, uniform, books, folders, pencil, case, paper, pen, eraser, sharpener, ruler, texta, projects, paper, clips, diary, keys, library, bag, hairclips, hairbrush, hat, jumper, wallet, reader, bookmark, jacket (teach adjectives – signs or expressions e.g. smelly – as required by students)

Learning Activities
Ask the students to bring in their school bags and complete an inventory of what they find in them. (Some of my students were a little hesitant to do so…we soon found out why: mouldy fruit; unwashed sport uniforms; missing notes for parents!) Give the students the worksheet and get them to fill out only the left hand side. Collect the inventories and make a list of all the different items (an alternative method, if you want to revise and practise fingerspelling is to ask students to spell items to you and you write them on the board - playing it like Pictionary makes this more fun. Using this vocabulary list, make laminated cards for each item. These cards can be used to play various games in the next few lessons. If the vocabulary lists aren't long enough or interesting enough, let the students use dictionaries to find signs for other items they might sometimes have in their bags. To introduce adjectives, give each student one laminated card and ask them to think about a number of ways they could describe their object, making it as interesting, disgusting or memorable as possible. Sit the students in a circle, and give each student a turn at signing the noun and then miming their adjective, while the rest of the class guesses what the English interpretation might be. For example a ‘book’ could be described as being big, or blue, or what subject it is. Another example is ‘socks’ which can be described as being white, or clean, or really stinky and filthy. You could make a second set of adjective cards, and play further games with these.

Finally after all this fun and inspiration, ask each student to prepare a monologue (give them creative freedom to be as funny as they like as long as they are accurate and clear with the Auslan) using the right hand side of the worksheet, which they then deliver in either small groups or to the whole class.

Support Materials
BLM 5.2       -  In Your Bag - Inventory and Presentation
BLMs 5.3-5.4  -  In Your Bag Cards
In Your Bag - Inventory and Presentation

In my bag I found:

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13. 
14. 
15. 

Now choose the 5 most interesting items that have interesting signs and plenty of scope for expressive descriptions (classifiers) and prepare your class presentation.

My School Bag

Presentation

You will be asked to present 5 of the items you find in your bag and describe them to us. This will be presented in Auslan! Use the outline below for your presentation. You may add more to make it even more interesting!

In my bag I have:

1. noun adjective
2. noun adjective
3. noun adjective
4. noun adjective
5. noun adjective

NAME....................................................................................................................
<table>
<thead>
<tr>
<th>hat</th>
<th>lunchbox</th>
<th>diary</th>
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<tbody>
<tr>
<td>jumper</td>
<td>reader</td>
<td>tissues</td>
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<td>fruit</td>
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<tr>
<td>book</td>
<td>shoes</td>
<td>key</td>
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<tr>
<td>library bag</td>
<td>pencil case</td>
<td>sun screen</td>
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<td>broken</td>
<td>large</td>
<td>small</td>
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<td>warm</td>
<td>interesting</td>
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<td>dirty</td>
<td>sport</td>
<td>house</td>
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<tr>
<td>empty</td>
<td>full</td>
<td>cream</td>
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</tbody>
</table>
**Calendars and Time**

**Topic Outline**

This topic introduces further time markers, analogue and digital time, and can link with Deaf Culture Studies if you look at a calendar of the local Deaf Club for example.

**Language Focus**

day, night, year, month, today, yesterday, tomorrow, last-week, next-week, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday (including particular signs for Friday and Sunday widely used in Australia, and show British Sign Language signs as alternatives) numbers, st, nd, rd, th, time, o’clock, ½ past, ¼ past, ¼ to, digital time

**Learning Activities**

If you have access to a local Deaf Club it would be good to plan (with the students’ ‘help’) an excursion to their next event, and in doing so you will be able to teach students a great deal of vocabulary to do with time. Teach the students how to act out a conversation between two deaf people as suggested below:

1. Hi, health-good?
2. Health good, good see you, want give-invite (directional verb) deaf club.

1. thanks, don’t-know deaf club, when? happen-what?
2. meet, hall (date), eat, spit-roast (classifier), lucky, door prize, conversation, all welcome

1. good, I come will, bring family
2. good, see you later

Another option is to put up a calendar of the month, and fill it with school events, excursions, incursions, sports days etc. for that month, and teach the students how to sign conversations or sentences similar to those above. You could also use a week diary and plan out a week for a family, including times to drop off and pick up the kids from school, shopping, working, cleaning, socializing, sports and family activities on the weekend, and so on.
You could also introduce or revise the ‘calendar poem’ (*30 Days Have September…*).
Another interesting activity is a five-part ‘show and tell’ activity where students have to record (draw or write) things that happen on five time markers (last-week, yesterday, today, tomorrow, next-week) and present this to a small group or the class.

Support Materials

BLM 5.5    -  Months Calendar
BLM 5.6    -  This Week
BLM 5.7    -  Happen What?
<table>
<thead>
<tr>
<th>January</th>
<th>April</th>
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<tbody>
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<td>Happen What?</td>
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<td>Last Week</td>
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<td>Yesterday</td>
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<table>
<thead>
<tr>
<th>Happen What?</th>
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<td>Last Week</td>
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<td>Yesterday</td>
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**Television**

**Topic Outline**
This topic can cover not only vocabulary associated with watching television but can also include watching a lot of television in the classroom such as Deaf Culture Studies videos or any other suitable resources.

**Language Focus**
TV, hour, minute, half-hour (i.e. length of program), half-hour (e.g. ‘half 7’ means it starts at half past 7), allowed, watch, television, guide, program, video, DVD, movie, cartoon, documentary, news

**Learning Activities**
First ask the students to take home a worksheet and fill it out for a week, recording what television programs they watch and when. When the worksheets are completed you can devise many activities from this information such as compiling a list of students and their favourite television programs, doing statistical analysis such as most popular program, most hours watched by a single student etc.

A good comprehension activity is to supply the students with a blank television guide and get them to fill it in as a confident student signs the channel numbers, and familiar programs, but mixes them up, for example MASH is on Channel 7 but put Channel 9 on the schedule. In a later lesson the students should have an ‘information gap’ activity in pairs where one student has half the information and the other student has the other half, they sit opposite each other and communicate what they are missing (e.g. a student who has a blank box for Wednesday night signs ‘Adam watch television when? Wednesday night, channel which?’ and the other student who has the information gives the answer ‘movie’. It is then their turn to ask for information until both of them have complete programs). Finally students could be asked to complete a presentation (either in front of the whole class or a small group) using vocabulary and grammar learnt during the unit.

**Support Materials**
BLM 5.8 - I Am Watching Television
BLMs 5.9-5.10 - Television Program
BLMs 5.11-5.13 - What Did We Watch and When?
BLM 5.14 - I Love To Watch
**I Am Watching Television**

For seven days, keep a record of what television programs you watch and for how long. This does not include playing video games! Write down the name of the show (Program = P), (Channel = C) and how long you watched it (Duration = D).

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<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
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<td><strong>Afternoon</strong></td>
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</table>
### Television Program (1)

Teacher or confident signer to give information to class

<table>
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<th>Channel (which?) 7</th>
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<td>Blackbooks</td>
<td>Futurama</td>
<td>News</td>
<td>Cheez TV</td>
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<td>Monday</td>
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<td>CSI</td>
<td>Cold Case</td>
<td>Simpsons</td>
<td>Teletubbies</td>
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<td>Tuesday</td>
<td>4:15pm</td>
<td>Fear Factor</td>
<td>Las Vegas</td>
<td>Cricket</td>
<td>Fat Pizza</td>
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<tr>
<td>Wednesday</td>
<td>10:00am</td>
<td>Soccer</td>
<td>Lost</td>
<td>MASH</td>
<td>Top Gear</td>
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<td>Thursday</td>
<td>midday</td>
<td>The Nanny</td>
<td>Unfabulous</td>
<td>AFL</td>
<td>Cartoons</td>
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<tr>
<td>Friday</td>
<td>3:00am</td>
<td>Simpsons</td>
<td>Neighbours</td>
<td>Old Tom</td>
<td>Home and Away</td>
</tr>
<tr>
<td>Saturday</td>
<td>6.30pm</td>
<td>News</td>
<td>Scrubs</td>
<td>Play School</td>
<td>My Family</td>
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</tbody>
</table>
**Television Program (2)**

Students are to fill in information from the teacher or signer.

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Channel 2</th>
<th>Channel 7</th>
<th>Channel 9</th>
<th>Channel 10</th>
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</tbody>
</table>
### What Did We Watch and When?

**STUDENT PAIR SHEET 1**

<table>
<thead>
<tr>
<th>Name</th>
<th>Show</th>
<th>Channel</th>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim</td>
<td>Cartoon</td>
<td>7</td>
<td>Monday</td>
<td>Afternoon</td>
</tr>
<tr>
<td>Rachel</td>
<td>News</td>
<td>9</td>
<td>Tuesday</td>
<td>Afternoon</td>
</tr>
<tr>
<td>Alec</td>
<td>Video</td>
<td>none</td>
<td>Wednesday</td>
<td>Night</td>
</tr>
<tr>
<td>Natalie</td>
<td>News</td>
<td>Foxtel</td>
<td>Thursday</td>
<td>Night</td>
</tr>
<tr>
<td></td>
<td>Video</td>
<td></td>
<td>Friday</td>
<td></td>
</tr>
</tbody>
</table>
# What Did We Watch and When?

<table>
<thead>
<tr>
<th><strong>Name</strong></th>
<th><strong>Show</strong></th>
<th><strong>Channel</strong></th>
<th><strong>Day</strong></th>
<th><strong>Time</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bethany</td>
<td>Movie</td>
<td>2</td>
<td>Sunday</td>
<td>Morning</td>
</tr>
<tr>
<td>David</td>
<td>Cartoon</td>
<td>10</td>
<td>Monday</td>
<td>Night</td>
</tr>
<tr>
<td>Thomas</td>
<td>none</td>
<td>none</td>
<td>Morning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dvd</td>
<td></td>
<td>Saturday</td>
<td></td>
</tr>
<tr>
<td>Rebecca</td>
<td>SBS</td>
<td></td>
<td>Morning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Movie</td>
<td></td>
<td>Friday</td>
<td></td>
</tr>
<tr>
<td>Maddy</td>
<td>none</td>
<td></td>
<td>Afternoon</td>
<td></td>
</tr>
</tbody>
</table>

**STUDENT PAIR SHEET 2**
### Television - What Did We Watch and When?

<table>
<thead>
<tr>
<th>Name</th>
<th>Show</th>
<th>Channel</th>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bethany</td>
<td>Cartoon</td>
<td>2</td>
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<td>Afternoon</td>
</tr>
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<td>Thomas</td>
<td>Video</td>
<td>none</td>
<td>Wednesday</td>
<td>Morning</td>
</tr>
<tr>
<td>Alec</td>
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<td>none</td>
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</tr>
<tr>
<td>Maddy</td>
<td>Video</td>
<td>none</td>
<td>Friday</td>
<td>Afternoon</td>
</tr>
</tbody>
</table>
You may choose either your favourite regular television show, something special you have seen (like the Olympics) or a video or DVD you watched recently.

You need to tell us details such as the name of the show, what channel it is on, what time or when it was on, who are some of the characters or actors...

You need to tell us why it is your favourite, what is it that you like most such as the humour, the characters, the mystery...

Extra: you could also briefly describe part of the story or an event that happens that interests you.
Sample Lesson Plan for Emerging

• Distribute nametags (showing Left/Right dominance) and ask students to sit with left-handers in the front row. Then play an elocution exercise game.

New Weekly Activity

• Distribute football team cards. Have the team names written on the board alphabetically and show the class the signs for each team, asking each student who has that (or those) particular cards to come up and Blu-Tack them on the board and also sign them in front of the class.

• Re-distribute the cards. Have a printed sheet of the ladder after round one (keep it hidden from the students) and sign the first team – the student who has that (or those) cards can come up and place them on the ladder. Complete the ladder and explain that next week a student will be the announcer of the ladder.

New Topic

• Explain camping list: students are to write items they will pack for camping; put lists on resource table for students to collect later.

• Play a game such as Buzz revising numbers 20-99, students return to desks with their camping list as they are ‘out’.

• Give further time for completing lists of items to take camping. Collect lists for next lesson.

• Break into small groups to play the alphabet game, skipping letters their first names start with – the winner from each group then competes for an overall winner (this gets very fast and entertaining!).

• As students are dismissed, stand at the door for the ‘password’ and ask them to sign which football team they support. If they don’t support one (and they’ll say they don’t just so they can get out of giving a password) ask them to tell you which team it is you sign to them.
Overview

This section does not include all aspects previously outlined for each level; it is a suggestion only of where further teaching and learning may go. It is assumed that by this level students will have developed a more natural or conversational Auslan style with appropriate communication behaviours and will attempt to communicate with the teacher or with other students in Auslan without the use of English, showing a clear confidence in their Auslan skills.
This is My…
Talk about two family members, compare or contrast two people, physical characteristics, interests, work (introduce how to talk about two people not present)

LANGUAGE FOCUS
same, different, work, nurse, doctor, boss, office, mechanic, etc. (introduce using third person indicating a ‘list’ of two people)

School Holidays
Where do we go? Where would I like to go? Location, maps, directions, transport, holiday recreation, brochures, photo memories

LANGUAGE FOCUS
city, state, Brisbane, QLD, Sydney, NSW, Canberra, ACT, Hobart, TAS, Adelaide, SA, Perth, WA, Darwin, NT, car, bus, train, plane, boat, busy, activity, happen, never-been-there-before, been-there (introduce using third person indicating a ‘list’ of two people)

In a Shop
How much? Cost, $, customer service, role-play including greeting:
     ‘Can I help?’
     ‘You want what?’
     ‘I want…’
     ‘Thanks’

LANGUAGE FOCUS
Customer, serve, help, money, dollar, cent, change, buy, sell, price/cost, how-much?

My Life Story
Use a sequence of at least four pictures to tell real-life stories using time markers.

LANGUAGE FOCUS
history, long-time-ago, recently, now, never, always, sometimes, become, grow-up, future, hope, how-much?
**Extending**

**Level 5+**

**Footy Tipping**
Have a footy tipping competition and discuss games and team performance, conversation skills, put footy tips in school newsletter, encourage parental involvement, and invite deaf visitors to join school families to watch the grand final.

LANGUAGE FOCUS
- team, win, lose, draw, umpire, decision, stadium, crowds, support

**School Sports**
How would sports be different if you were deaf? Use footage of sporting events such as the Deaf Olympics. Play school sports without ‘hearing’ communication, using appropriate ‘deaf communication’.

LANGUAGE FOCUS
- Sport, Olympics, hero, worship, gods, compete, team

**Deaf World**
Obtain a video of the Deaflympics (held in Melbourne, Australia in recent years). Complete a world map with countries and their signs, and find out alternative signs that deaf people from these countries have for their own country (e.g. China – often signed ‘slanted eyes’ but signed by Chinese deaf indicating ‘cheungsam’) and discuss shared/isolated Deaf culture and development of sign languages.

LANGUAGE FOCUS
- World, Deaflympics, Europe, Africa, (other continents) Italy, Egypt, China, America (other countries)

**Tell Me A Story**
Create a cartoon or use pictures cut out from magazines to create a story which is then told in Auslan – for example with empty speech bubbles from the *Asterix* books.

LANGUAGE FOCUS
- (open vocabulary task)
Additional Resources

In this section you will find a list of resources that can be easily made with cardboard and a laminator for the LOTE Auslan classroom, as well as a list of extra-time or regrouping activities and a list of recommended resources to purchase (sourced mainly from Deaf Children Australia).

www.deafchildrenaustralia.org.au

As you purchase resources or design your own resources for your classroom, it is recommended that you record them in this section. This makes an excellent ‘Professional Development Portfolio’ that you can bring along to Professional Development days or, as noted in the introduction, you can access the dedicated website set up for the continued sharing of these types of resources.
Deaf Culture

As all LOTE teachers would know, real language learning cannot be removed from a cultural understanding of the users of that language. All good LOTE programs should include a cultural component. This curriculum resource has touched on certain aspects of Deaf Culture as particularly relevant to the language-content but has not delved further into other important aspects. An excellent resource for a full Deaf Culture Studies program can be purchased from Griffith University through Deaf Children Australia.

The Australian Theatre of the Deaf visiting your school is an excellent way to introduce students to Deaf Culture.
Recommended LOTE Auslan Classroom Equipment and Set Up

Look What’s Happening in LOTE Auslan

LOTE is often considered a ‘minor’ or ‘unimportant’ subject, and there are many ways of lifting the profile of LOTE in your school.

Suggested methods include:

• having a corner of the weekly school newsletter devoted to a letter of the alphabet or particularly helpful signs such as hello and welcome;

• displaying photos of activities or samples of work on a LOTE noticeboard, as well as dates of the local Deaf Club, the program for Deaf TV, and anything else relating to either LOTE or Auslan; or

• sending letters home specifically to new Prep parents at the start of the year (or parents of new enrolments during the year) with information about the LOTE program and brief information about Auslan itself.

Fingerspelling Charts – Receptive and Expressive

It is important for students to understand the difference between receptive (listening) and expressive (speaking) signing and excellent posters or charts are available from Deaf Children Australia (DCA) showing both kinds of pictures. It is advised that every classroom has one of each so that the students can refer to it not only in the LOTE room but also their own rooms.
**Fingerspelling Flashcards – Receptive and Expressive**

Multiple sets are recommended, one set laminated with magnets on the back for literacy board work is necessary but other sets can be used for games and activities. Again, every classroom would benefit from a set. There are sets which feature only the letter and the sign, but there are also beautiful colourful sets which also feature an object that begins with the letter.

**Dominant/Subordinate ‘Handbands’**

These are useful for teaching children which of their hands is dominant/subordinate and useful for the teacher to ensure children are not just ‘mirroring’ a sign but using the correct hands. An easy suggestion for making these is to have class sets of two colours of hair ‘scrunchies’.

Another suggestion is to make left-handed students, who often feel uncomfortable or negative about being left-handed, feel special by pointing out that if the teacher is right-handed they have the easy way of learning because they can copy or ‘mirror’ the teacher while all the right-handed students have to think really hard to reverse signs!

For the youngest students who have difficulty with the words **dominant** and **subordinate** refer to them as **writing** and **paper** hands respectively.

**Nametags**

Nametags are useful for so many reasons but especially for the students fingerspelling each others’ names correctly, and for Deaf visitors to the classroom. The nametags should have a right-hand or a left-hand on them depending on the dominance of the student.
**Handshape Flashcards based on 0-12**

These are useful for ‘pronunciation’ exercises, increasing awareness of signing with accuracy of the handshapes. I made mine based on Trevor Johnstone’s logical ordering of the Auslan Dictionary where the numbers 0-12 are used as an ‘alphabetising’ of all handshapes. As vocabulary is learnt, students will be prompted to describe the ‘pronunciation’ of each handshape, orientation, location, movement, and expression or ‘HOLME’ using their awareness of these. It’s a useful idea to laminate these with magnets on the back for literacy board work.

<table>
<thead>
<tr>
<th>Handshape</th>
<th>Is the sign one-handed, two-handed or double-handed? What handshape is used?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>What direction is it facing?</td>
</tr>
<tr>
<td>Location</td>
<td>Where do you put it?</td>
</tr>
<tr>
<td>Movement</td>
<td>Does it move or not?</td>
</tr>
<tr>
<td>Expression</td>
<td>What is your face doing? How is your body moving?</td>
</tr>
</tbody>
</table>

**Rita – Signing Doll**

This puppet can be made by buying a life-size toddler doll, removing the arms at the shoulder, making holes in the back of her shirt and attaching a pair of long ladies’ gloves to the shoulders. The students may wish to name the doll who becomes their signing friend and helper.

**BSL Font**

The free BSL font (available free on the website of the British Deaf Association [www.bda.org.uk](http://www.bda.org.uk) – just follow the links to the British Sign Language page and font download link) is useful not only for making flashcards but making word puzzles such as find-a-word, crosswords or other activities.
Recommended Activities for Extra Time or Regrouping

The A-Z Game
To revise A-Z the students all sit in a circle and the teacher starts with ‘A’ and the next students signs ‘B’ and so on around the circle. The game can be varied by the student making them out if they use the wrong dominant/subordinate hand, or increase the difficulty by adding a new ‘rule’ such as if the letter they are supposed to sign is in the spelling of their first name they should skip it and sign the next letter in the alphabet. The same game can be used to revise numbers, or play Buzz if the children have that skill in Maths.

Alphabet Regrouping
As teachers we often use an activity such as counting or singing a short song to give children the cue to regroup as a class (on the floor or at desks) following individual or small group activities. A suggestion for the LOTE Auslan room is to start going through the alphabet at ‘A’ with the expectation that all students will be regrouped (e.g. books away, craft items packed up) by the time ‘Z’ is reached. Alternative ideas are to go through the alphabet from ‘Z’ to ‘A’ or start at ‘A’ and skip every second letter - whatever activity and amount of time is appropriate. Please note, as this is a silent activity it is important to first get the attention of the busy class to let them know you have started this ‘countdown’ so they start packing up!

Elocution Exercises
The teacher needs to have a list of Auslan handshapes to use. With the dominant/subordinate handbands on, the class is expected to follow the teacher’s instructions ‘Simon Says put a point handshape on your nose with your dominant hand’ and follow with something different such as ‘Simon Says put a flat handshape on your head with your subordinate hand’ and so on. Of course the game needs to be made as easy or as difficult as is appropriate for the class. The more focused version of the game involves varying the speed; the class is expected to copy the teacher’s movements as accurately as possible, and to an onlooker this can look like some weird form of silent dance practice. It can be varied by adding movements to different locations or just holding the hands in the same location, again what is appropriate difficulty for the class.

These exercises teach the importance of careful observation and correct ‘pronunciation’, a skill often under-developed or completely overlooked in signed language learning. You will find as you move into vocabulary and other content that children will naturally observe and share their observation that a certain sign uses a certain handshape on a certain hand, or that two signs with completely different meanings have the same handshape.
HOLME

The five elements or components of any sign are summarized by HOLME — Handshape, Orientation, Location, Movement and Expression. Depending on the class and the lesson content it is helpful to have a poster with these 5 Elements listed and to often refer to it when teaching correct 'pronunciation'. As students become familiar with it they often naturally observe and share their observation with the class or the teacher about a particular sign or groups of signs being learnt in another lesson. This is especially useful for the teacher, and important for students to be aware of, when two signs for two completely different concepts differ in only one element, or when the changing of just one element (e.g. movement in the case of directional verbs or expression in the case of negation) changes the meaning. Finishing a lesson with a regrouping exercise by asking students to say what they’ve observed about the HOLME elements in vocabulary they’ve learnt that day is a useful way of consolidating their knowledge.

Password

A fun way to finish is to ask the class to line up inside the room at the door and to give you a 'password' before they can leave the room. Students might have to sign their favourite number, or the date their birthday is in the month, or answer a maths sentence.
Singing

Singing and signing go hand in hand, the students loved to sing and learn signs at the same time, so incorporate singing into your activities where you can. There are two examples which relate to units in this project (‘My Family’ and ‘Rainbows’). The book *Sing and Sign With Me* (see Resource List) is recommended.

Footy Ladder

The AFL football competition is a great “hook” for students. You can begin each lesson by updating the league ladder. Depending on class size, make 16 cards with an emblem and name on each, or 32 cards with emblems on 16 cards and names on 16 cards.

Pass around the cards and then choose a student to announce the ladder positions in Auslan.
Technology for the Deaf

This is a long-term project. The children need to have a basic understanding of the Deaf world and specific needs of the Deaf for this activity. Their task is to invent something which would be helpful or useful to a deaf person. The unit might begin by showing the class an old-fashioned TTY (text telephone) and talking about specific communication challenges. The range of possible projects is huge and could range from in-car siren detectors (lighting up when in the vicinity of an ambulance or the police) and home appliance indicator panels (in lounge rooms with lights indicating the jug has boiled or the washing machine has finished), to personal danger warning watches (alerting the wearer to fire alarms or important public address announcements) and rain sensors on washing lines.

Spelling Tests

An interesting way to modernise old-fashioned spelling tests is to tell the students that you are giving them the answers in Auslan not English! Correctly fingerspell the words and ask students to mark each other’s sheet. It is advisable to write the correct spelling of the word on the board after signing.

Chinese Whispers

This game can be used for many purposes: practising accurate spelling, practising miming (classifiers), and revising vocabulary. Students line up or sit in two or more lines with their backs to the teacher. The team leaders come to the teacher for the ‘whisper’ (fingerspelling, mime, or sign) then return to their team, tap the next student on the arm to turn around, deliver the ‘whisper’, clarify understanding (just as the Deaf often do, telling and re-telling) then the team leader must turn back to face the teacher while the second team member gets the attention of the third, and so on until the last student delivers the ‘whisper’ back to the teacher. Depending on time, if the ‘whisper’ is incorrect, ask the team leader to work out where misunderstandings has occurred along the line. I also made the game longer by giving new ‘whispers’. Expect some fiery competitions with this game!

It is recommended that you purchase some basic themed flashcard sets (for example ‘animals’ or ‘home’) and although it has limited scope for vocabulary learning if the class know the signs for all the cards, an emergency teacher taking a LOTE lesson can run a Chinese Whispers game even though they don’t know the language.

Games like these are also useful for classroom teachers to enjoy a ‘LOTE experience’ with their students.
5 Elements

Handshape

Orientation

Location

Movement

Expression
<table>
<thead>
<tr>
<th></th>
<th>Handshape</th>
<th>Orientation</th>
<th>Location</th>
<th>Movement</th>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Is the sign one-handed, two-handed or double-handed?</td>
<td>What direction is it facing?</td>
<td>Where do you put it?</td>
<td>Does it move or not?</td>
<td>What is your face doing? How is your body moving?</td>
</tr>
</tbody>
</table>
Deaf Studies Assignment

Introduction to the Auslan Assignment

Your first assignment is to invent something especially for the Deaf!

Your home is full of inventions that people have invented to make life easier – but can the Deaf use them all the same way we can?

We know that special lights can be used to tell a deaf person that someone is at the door or the phone is ringing. We know they may use a vibrating pillow alarm to wake them up in the morning. We know their television might have captions on the screen so they can read what is being said.

But how can they know if:
- the kettle is boiled?
- the vacuum cleaner is running properly?
- the lawn mower is going?
- it’s raining and they need to get the washing inside?
- an ambulance is driving up fast behind their car?

Maybe you can think of a better idea for a doorbell or an alarm clock?

Your job is to design an invention that can either be attached to a normal invention, or a completely new invention. You will need to look around your home for ideas. Look particularly at how things work for hearing people, and how you could improve them for deaf people…and remember – think visually!

Handing in your Assignment

Your assignment will look like this when it’s finished (tick each when you have included it):

☐ White A4 piece of paper, vertical, with a one centimetre margin on the left.
☐ Your name, your grade, and a title. (2 marks)
☐ Detailed colour picture of your invention. (10 marks)
☐ Arrows will point to different parts of the invention with writing explaining what the parts are and how they work. (10 marks)
☐ It will have a paragraph starting with: ‘My invention will make life easier for the Deaf because…’ (10 marks)
☐ It will have a paragraph starting with: ‘I got these ideas by…’ (10 marks)
☐ It will have a paragraph starting with one of these (whichever is true):
  ‘I chose to design a completely new invention because…’
  ‘I chose to add something to an old invention because…’ (3 marks)

Earn up to 5 extra marks by making a 3D model of your invention.

The assignment is due on the........................................... No late assignments accepted!
# Deaf Studies Assessment

Student Name: ..............................................................

<table>
<thead>
<tr>
<th>Description</th>
<th>Possible marks</th>
<th>Mark given</th>
</tr>
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<tbody>
<tr>
<td>White A4 piece of paper, vertical, with a one centimetre margin on the left.</td>
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<td></td>
</tr>
<tr>
<td>Your name, your grade, and a title at the top.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Detailed colour picture of your invention.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Arrows will point to different parts of the invention with writing explaining what the parts are and how they work.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>A descriptive typed paragraph (at least 5 lines)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>‘How my invention make life easier for the Deaf’</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>A typed paragraph (at least 5 lines)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>‘How did I get these ideas?’</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>A typed paragraph (at least 3 lines)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>‘Is it completely new or is it a development?’</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
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<td></td>
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<table>
<thead>
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<th>Extra marks</th>
<th>Possible marks</th>
<th>Mark given</th>
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<tbody>
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<td><strong>Total</strong></td>
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<td></td>
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</tbody>
</table>

Teacher’s Signature: ........................................................................

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ADDITIONAL RESOURCES
**Recommended Resource Purchases**

**Picture Books**

Especially for younger grades, these books have been most helpful in teaching Deaf Culture and raising awareness of the Deaf world.

Archer, Eleanor 2000, *Zoo Keeper*,
The Royal National Institute for Deaf Publication

Lothrop, Lee & Shepard Books, New York, USA.

Lakin, Patricia & Steele, Robert 1994.
*Dad and Me in the Morning*, Albert Whitman & Company, Illinois, USA.

Church, Diane & Fairclough, Chris 2000, *Going Swimming*.
The Royal National Institute for Deaf Publication

Scholastic Inc. New York, USA.

Piper, Deb. 1996, *Jake's the Name, Sixth Grade's the Game*.
Royal Fireworks Publishing Company, New York, USA.

Pride, Dana. 1996, *My Friend is Deaf*.
Buttle Publications Inc., Hillsboro, OR, USA
(This small book has black and white line illustrations. Each page can be enlarged to A3 or students to colour the pictures, laminate each page and bind as a ‘big book’ which is much easier to read to children.)

Starowitz, Anne Marie 1988, *The Day We Met Cindy*.
Gallaudet University Press, Washington DC, USA.

Whitehouse, Peterson 1977, *I Have a Sister, My Sister is Deaf*.
HarperCollins Children’s Books, New York, USA.

Williams, Robyn C. 1992, *K is for Kangaroo - An Australian ABC*.
Jam Roll Press, Nundah, QLD Australia.
Story Book Videos

There are excellent resources available to teachers of deaf/Deaf students using well-known and well-loved children’s literature (such as *Possum Magic* by Mem Fox) available in video format – they feature the text and illustrations of the original on screen simultaneously with voice over and a signer, making a wonderful resource for both teaching deaf students and teaching hearing students in the LOTE context. Contact DCA for a recommendation of such resources.

Reference Books

*A Picture Dictionary of Australasian Signs For Young Children* 1990,
Education Department of South Australia, Adelaide, Australia.
(A class set of thirty will fit perfectly into a storage cube.)

Haughton, Emma. 1999, *Living With Deafness*,

North Rocks Press, Sydney, Australia.
(The purchase of a class set is recommended and this is a good starting point for parents who are interested.)

Woolley, Maggie 1999, *Think About Being Deaf*.
Smart Apple Media, Mankato, Minnesota, USA.

Activity Books

Ryan, Aileen 2002, *Sing and Sign With Me*,
Aileen Ryan, NSW, Australia.

Teacher Handbooks

Riddell, Lynda 1999, *Spelling Success at Your Fingertips*,
Hawker Brownlow Education, Australia.
(This one is particularly useful if integrating fingerspelling into all classrooms; we had a number of staff members do a level one VicDeaf Auslan course who then incorporated fingerspelling and some Auslan into their everyday classes.)
Videos

_Deaf World_
Video and teacher’s pack from Western Australia Deaf Society.
[www.wadeaf.org.au](http://www.wadeaf.org.au)

_Time to Learn_ — video and book
(a little bit like _Play School_)

_Deaf Festival_
NAC Fingerspelling in Auslan
There are many NAC (National Auslan Curriculum) videos available from DCA.

_National Relay Service video_
This was available free from the Australian Communication Exchange - all our school staff watched this video in the first year we taught Auslan. Our school receptionist was thankful as months later a Deaf friend of mine rang the school via the NRS to confirm the address and date and cost of our school musical and she was not as overwhelmed as she would have been!

_Toddies Tales_
(There are at least two of these available from ATOD (Australian Theatre of the Deaf) - or DCA. I’d also recommend showing students episodes of ABC’s _Play School_ featuring Sofya Gollan.)
Auslan Websites

A search engine will find all sorts of suitable sites such as:

www.auslanresources.com.au
Maintained by Susan Ashley, Susan is a well-qualified Deaf teacher of Auslan and a highly recommended website.

www.auslan.org.au
Maintained by the Royal Institute for Deaf and Blind Children, it provides a good explanation of Auslan as well as a signbank with video of basic signs for fingerspelling, numbers and a small vocabulary list.

www.bilby.net
Maintained by Bilby Publishing & Consulting, this has fantastic resources for the teaching of Auslan, books, CD-ROMs, DVDs, etc. They have a link for free resources as well.

www.australianbabyhands.com
Maintained by Jackie Durnin. This material is endorsed by Deaf Children Australia and accredited by The Auslan Certification and Research Association.

www.signplanet.net
Also maintained by Bilby Publishing with resources for teachers, adults, children and babies. It features a fully searchable dictionary and resource database, as well as online worksheet creators, ready-made resources and class plans.

www.youtube.com
Videos of signed stories and jokes are available on YouTube and this site can be useful for uploading student presentations for parents to view.

www.auslan.net.au
Established by Darren Roberts, the largest provider of Auslan Professional Development Courses and Deaf Awareness Training in Australia.
**Author’s Biography**

Sarah Nicholson studied a Bachelor of Arts at Charles Sturt University and a Bachelor of Education (postgraduate) at Deakin University before commencing her teaching career in 1998, a life-time goal. Working as a classroom teacher, an emergency teacher, and then as a specialist across P-6 in a number of private schools in Melbourne’s West, she first became interested in Auslan when she met a deaf couple who began attending her church in 2001. Fascinated by the beautifully expressive interpreting, Sarah started to learn from this couple and incorporated what she learnt in her school context, which she found particularly helpful with children who ‘like to move a lot’.

In 2002 as School Musical Coordinator, Sarah decided to depart from the tradition of using ‘actions’ to perform songs on stage and taught the students not only in the choirs to include Auslan signs when singing, but also trained the students on the stage to sign with their speaking parts where they could (interpreters were used for more difficult parts of the script). The response from both the school community and the Deaf who attended on the night was positive and the school decided Auslan would be taught as LOTE especially since at the time the school had five students who had deaf relatives. In subsequent years Sarah taught LOTE classes P-6, organised two ‘Deaf Visitors Days’ and sought training not only in the language (through Kangan Batman TAFE) but in specialized LOTE teaching (through AISV) including participating in the AISV Special Consultative Project in 2004 under the guidance of Dr Andrea Truckenbrodt. She taught LOTE in this context for three years, as well as leading the Auslan Choir and taking them to local Performing Arts Festivals and (with the voice choir) to perform Christmas Carols locally.

Eventually the families with deaf relatives moved elsewhere but the program continued (despite criticism from some members of the Deaf community who felt the reason for learning Auslan was now lost) with the view that firstly Auslan as a recognized language was appropriate and suitable as a LOTE subject as much as German (the previous and subsequent language taught at the school); and, secondly, the students would be able to use their Auslan skills, no matter how minimal, in the workplace in the future. In 2004 a second musical was performed, this time entirely in Auslan on stage with voice interpreters provided for the hearing audience – a reversal of the common format of interpreted performance. In 2006 Sarah worked as LOTE teacher at a state school where she taught hearing students who shared their classrooms with deaf/Deaf students supported by the school’s Deaf Facility.

Sarah has also worked as an interpreter in a variety of contexts (including at university level and at church events) and has ongoing associations within the Deaf Community. It is her dream to see Auslan as LOTE more widely taught in Australian schools.

Sarah is married and has a son who has been using signs since he was six months old.
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