

AUSLAN VCE COURSE OUTLINE 2004

Theme: <i>The Deaf and hearing communities</i>	Teacher: <i>Susan Ashley</i>	VCE Unit: 2
Topic: <i>Lifestyles</i>	Sub-Topic: <i>Sport</i>	Sub-Topic Length ____ weeks

OUTCOMES	LEARNING ACTIVITIES IN CLUSTERS	LANGUAGE ELEMENTS	ASSESSMENT	RESOURCES
<p>Knowledge & skills related to Outcome 1.</p>	<p>Cluster 1: Students:</p> <ul style="list-style-type: none"> • Are introduced to a particular text type • Are introduced to certain vocabs that will be used in the video which they might not know about. • Watch a video on a Deaf sportsperson's experiences and take notes to answer Topic Q. • Discuss in a small group on how to give a specific text type according to Topic Question. <p>Cluster 2: Students:</p> <ul style="list-style-type: none"> • Are introduced to Limb CLs & Eye Gazing CLs • Brainstorm sports and their T/S • Play a game of Sport Bingo & use Limb CLs. • Brainstorm comments and emotions to go with sporting events (see next column) • Play a game of basketball and share with class on what actions were used, using T/S and Eye Gazing CLs, and comments and emotion vocabs. • For homework, watch a particular sporting event on TV news, and share with class what happened, using TM, T/S, and comments and emotion vocabs. • For homework, individually research the accomplishments of a Deaf sportsperson of their choice from provided, using role shifting and pretending that they are that person. • View sporting accidents on video and retell to partner who haven't seen it. • Brainstorm questions to interview other students about their Deaf sportsperson, using Y/N and WH-Q. • Interview other students about their Deaf sportsperson and write down notes. • Give an informative presentation on the interview to a small group, or videotape. 	<p>Grammar</p> <ul style="list-style-type: none"> • WH-Q, Y/N Q • Topic-Comment (Topicalisation) • Spatial Reference • Classifiers in Space • Pronouns • Role Shift • Verb Inflections • Spatial Verbs • Tokens and Surrogates (T/S) • Descriptive Classifiers • Fingerspelling • Facial Expression • Time Marking (TM) <p>Vocabulary Sporting, time, comments and emotions, eg. WOW, HOT, OUTSTANDING, CRAP, HOPELESS, OH-OH! CHAMPION, EXCELLENT, INTERESTING, CAN'T, CAN, MISS, PAH!, ALMOST (PIN), BLOW-TOP, DISAPPOINT, NEVER MIND.</p> <p>Text Types</p> <ul style="list-style-type: none"> • Greeting/Leave-taking • Conversation • Interview • Describing 	<p>Unit 1 – Outcome 1: Participate in a signed exchange related to negotiating and reaching agreement in everyday personal and social situations.</p> <p>Assessment Task: Participate in an informal and a formal conversation, in a social situation, real or stimulated.</p> <p>Students will converse with Susan about the deaf sportsperson's visit.</p>	<ul style="list-style-type: none"> • Newspaper Articles on various deaf sportspeople • TV, VCR, video tapes on deaf sportspeople's experiences - "Sport and the Australian Deaf Community" (NIDS) - "Funniest Home Videos" • Video camera, mini tape, tripod, batteries, background sheet

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<p>Knowledge & skills related to Outcome 1.</p>	<p>Cluster 3 : Students:</p> <ul style="list-style-type: none"> • Brainstorm questions they would like to ask deaf sportspeople, and demonstrate how they will ask the questions, using the appropriate WH-Q and Y/N-Q facial expressions, and vocabs. • Practise asking these questions to other students, using the appropriate WH-Q and Y/N-Q facial expressions. • Interview sportspersons about their experiences in Deaflympics and take notes. 	<p>Grammar</p> <ul style="list-style-type: none"> • Y/N Q, WH Q • Topicalisation (Topic-Comment) • Spatial Reference • Role Shift • Token & Surrogate • Time Marking • Time Line • Descriptive Classifiers • Verb Inflections • Fingerspelling <p>Vocabulary</p> <p>Text Types</p> <ul style="list-style-type: none"> • Interview • Retell/Rephrase 	<p>Unit 1 – Outcome 1: Participate in a signed exchange related to negotiating and reaching agreement in everyday personal and social situations.</p> <p>Assessment Task: Participate in an informal and a formal conversation, in a social situation, real or stimulated.</p> <p>Students will converse with Susan about the deaf sportsperson’s visit.</p>	<ul style="list-style-type: none"> • Guests – Auslan signing Deaflympians and Deaf sportspeople

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Topic: <i>Sport; sporting events</i>	Sub-Topic: <i>World Deaf Games (CISS)</i>	Sub-Topic Length ____ weeks

OUTCOMES	LEARNING ACTIVITIES IN CLUSTERS	LANGUAGE ELEMENTS	ASSESSMENT	RESOURCES
<p>Knowledge & skills related to Outcome2.</p>	<p>Cluster 1: Students:</p> <ul style="list-style-type: none"> • Are introduced to CISS, DSRV, DSA, WFD, etc and their history and write these down. • Are introduced to a specific signed text type to use after watching the video, including its linguistic devices (eg. TM, Topicalisation, Role Shift, Spatial, etc) and write these down. • Copy prepared questions and on whiteboard and watch a video on John Lovett (“Sign On Personal Profile) and answer questions. Pause video every now and then to explain certain signs. • Work in small groups to prepare a particular signed text answer to one of 4 Topic Questions. • Give signed presentation to other groups and give feedback if not signing. <p>Cluster 2: Students:</p> <ul style="list-style-type: none"> • Are introduced to vocabs in “Sport and the Australian Deaf Community” (NIDS) • View and take notes from the segment • Work in small groups to prepare a particular signed text answer to one of 4 Topic Questions. • Give signed presentation to other groups and give feedback if not signing. <p>Cluster 3: Students:</p> <ul style="list-style-type: none"> • Are introduced to their research task on Deaflympics, Olympics and Paralympics. • Are shown certain linguistic devices used for Comparing, using Pointing, NMM. • Are given relevant information sheets on Olympics, Deaflympics and Paralympics, and they are to research on comparing the three for homework, and to practise signing it out. • Work in groups on comparisons and how to sign • Present in small groups or on video camera. 	<p>Grammar</p> <ul style="list-style-type: none"> • Y/N Q, WH Q • Topicalisation (Topic-Comment) • Spatial Reference • Role Shift • Token & Surrogate (T/S) • Time Marking (TM) • Time Line • Descriptive Classifiers • Verb Inflections • Fingerspelling <p>Vocabulary</p> <p>Text Types</p> <ul style="list-style-type: none"> • Information • Argumentative • Explanation • Message • Commentary • Comparison 	<p>Unit 1 – Outcome 2: View signed texts and extract information.</p> <p>Assessment Task: View signed texts such as conversations and interviews to obtain specific information AND View signed texts and retell/rephrase.</p>	<ul style="list-style-type: none"> • TV, VCR, video tapes “Sign On” (John Lovett’s Profile); “Sport and the Australian Deaf Community” (NIDS) • Deaflympics, Olympics and Paralympics information sheets • Video camera, mini tape, tripod, batteries, background sheet

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Topic: <i>Lifestyles</i>	Sub-Topic: <i>Adapting technology</i>	Sub-Topic Length ____ weeks

OUTCOMES	LEARNING ACTIVITIES IN CLUSTERS	LANGUAGE ELEMENTS	ASSESSMENT	RESOURCES
<p>Knowledge & skills related to Outcome 3.</p>	<p>Cluster 1: Students:</p> <ul style="list-style-type: none"> • Are introduced to spatial directions (SD), transposition (T) and tokens and surrogates (T/S) • Describe their picture (on SD, T or T/S) and find their matching pair • Are introduced to shapes of houses and buildings • For homework, practice describe what their home look like. Then work in pairs, describing what their home looks like, while the others draw a map • For homework, sign as they travel to and from VSL, to and from shopping centre, etc. Then work in pairs, showing the directions how they got here, using TM, T/S etc, while others draw a map • Describe surroundings as they walk around the VSL building • Describe and create stories from various sporting pictures and articles, taking on the personalities of a sport hater, phobic person, fanatic, etc <p>Cluster 2: Students:</p> <ul style="list-style-type: none"> • Are given sport events and discuss in small groups on ways to make this event Deaf-friendly • Share points of their group discussion with class and Susan write their points on board. Afterwards, they write down discussion points from other groups' sports events • For homework, they are to take one sporting event and pretend that they are a deaf person, pleased with the deaf-friendly aspects. Afterwards, share in small groups or videotape. 	<p>Grammar</p> <ul style="list-style-type: none"> • Y/N Q, WH Q • Topicalisation (Topic-Comment) • Spatial Reference • Role Shift • Token & Surrogate (T/S) • Time Marking (TM) • Time Line • Descriptive Classifiers • Verb Inflections <p>Vocabulary</p> <p>Text Types</p> <ul style="list-style-type: none"> • Retell/Rephrase • Advocacy • Narrative • Commentary • Description • Personal Profile 	<p>Unit 1 – Outcome 3: Express and convey real or imaginary experiences relating to a range of situations.</p> <p>Assessment Task: Create a personal account. OR Sign a narrative AND Participate in a conversation</p>	<ul style="list-style-type: none"> • Matching Pairs Cards for T/S, SD, and T • Various sporting pictures (from Word Bank) and articles (newspapers, magazines) • TV, VCR, video tape • Videos – Gymnastics, football, etc • Video camera, video tape, tripod, batteries, sheet (for background)

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<p>Knowledge & skills related to Outcome3.</p>	<p>Cluster 3: Students:</p> <ul style="list-style-type: none"> • View a sporting event on video (eg. gymnastics, with its surroundings) and pretend to be a Deaf supporter with a daughter in the team. Discuss in groups the positives and negatives of being Deaf, and how to change the gymnasium arena to become Deaf-friendly in the Deaflympics. • Share presentation as first person (Mother). • For homework, recall a sporting event that they went to, and practice describing the surroundings, and what they saw. Next, share in small groups. 	<p>Grammar</p> <ul style="list-style-type: none"> • Y/N Q, WH Q • Topicalisation (Topic-Comment) • Spatial Reference • Role Shift • Token & Surrogate (T/S) • Time Marking (TM) • Time Line • Descriptive Classifiers • Verb Inflections <p>Vocabulary</p> <p>Text Types</p> <ul style="list-style-type: none"> • Retell/Rephrase • Advocacy • Narrative • Commentary • Description • Personal Profile 	<p>Unit 1 – Outcome 3: Express and convey real or imaginary experiences relating to a range of situations.</p> <p>Assessment Task: Create a personal account. OR Sign a narrative AND Participate in a conversation</p>	<ul style="list-style-type: none"> • Matching Pairs Cards for T/S, SD, and T • Various sporting pictures (from Word Bank) and articles (newspapers, magazines) • TV, VCR, video tape • Videos – Gymnastics, football, etc • Video camera, video tape, tripod, batteries, sheet (for background)