

**YEAR 11 AUSLAN VCE COURSE OUTLINE 2005**

Theme: <b><i>The Individual</i></b>		Teacher: <b><i>Susan Ashley</i></b>	VCE Unit: 1 Outcome: 1
Topic: <b><i>Personal Identity</i></b>		Sub-Topic: <b><i>Hobbies, Personal hopes &amp; aspirations</i></b>	Sub-Topic Length: ____ weeks
LANGUAGE ELEMENTS			ASSESSMENT
<b><i>Grammar</i></b> - Topic - Comment - Tokens and Surrogates - Role Shifting - Sign stresses	<b><i>Vocabulary</i></b> - See "Introduction to Auslan" - family - school - hobbies - future hopes and aims - shops - occupations - time - money - transport	<b><i>Text Types</i></b> - Greeting and leave-taking - relaying messages - conversation	<b><i>Unit 1 Outcome 1:</i></b> Establish and maintain a signed exchange relating to areas of personal experience  <b><i>Assessment Task:</i></b> Participate in informal conversation and participate in greeting and leave-taking routines OR Respond to an account or message and, where relevant, participate in greeting and leave-taking routines
LEARNING ACTIVITIES IN CLUSTERS			RESOURCES
<p><b><u>NOTE: First Class:</u></b></p> <ul style="list-style-type: none"> <li>Students write down why they pick Auslan and what they hope to achieve from it</li> <li>Students receive Workbook and read through it</li> <li>Students write down Outcome Dates in their Calendar in their Workbook</li> <li>Students are shown Auslan Resources and are encouraged to have Auslan Tutors</li> <li>Students are told about the extra time in class (finish 1.00 instead of 12.40)</li> <li>Students are introduced to Auslan Rules - No Voice, but Signing in class</li> <li>Students pick a children story book and practice signing it, then to camera (purpose of this is for them to see it again at end of year, and see how much they have improved)</li> <li>During the children book time, check with students' alphabet. When they have finished their video-taping, give them a short story page, and have them work in pairs, one to fingerspell a paragraph, and other to write, and vice-versa. Explain that fingerspelling is very important. Let them know about the website: <a href="http://www.deafchildreinaustralia.org.au">www.deafchildreinaustralia.org.au</a> and their <b>goal</b> is to achieve <b>level 7</b>.</li> </ul> <p><b>Introduce Outcome 1</b>                  Write down the two tasks on board and have students read about it in their workbooks on page 43.</p> <p><i>Students converse in pairs, using greeting and leave-taking routines, asking and providing information about their hobbies</i></p> <p><b><u>Cluster 1: GREETINGS</u></b></p> <ol style="list-style-type: none"> <li>Students are introduced to vocabs in the video.</li> <li>Students watch Brian and Berna's greetings in video, and answer questions in workbook</li> <li>Students practice greeting and leave-taking in pairs</li> </ol> <p><b><u>Cluster 2: INTRODUCING AUSLAN</u></b></p> <ol style="list-style-type: none"> <li>Students are introduced to the vocabs in "Introducing Auslan" workbook</li> <li>HOMEWORK – students memorise these vocabs by watching video</li> <li>Next class, students in pairs, one to fingerspell randomly from a page of "Intro to Auslan" workbook (p. 11-22) and other to sign. Vice versa with different pages until all covered</li> </ol> <p><b><u>Cluster 3: HOBBIES</u></b></p> <ol style="list-style-type: none"> <li>Students brainstorm HOBBIES, and write them down on board</li> <li>Introduce Tokens and Surrogates, and give examples on using it in relation to HOBBIES on board (<i>continued to next page</i>)</li> </ol>			<ul style="list-style-type: none"> <li>Year 11 Auslan Workbook and Video</li> <li>Outcomes and Deaf Visitors Dates</li> <li>15 Children Picture Books</li> <li>Video Camera, blank tape, tripod</li> </ul> <p><b><u>Cluster 1 &amp; 2:</u></b></p> <ul style="list-style-type: none"> <li>TV, VCR</li> <li>Yr 11 Auslan Student Video</li> <li>Yr 11 Auslan Student Booklet</li> </ul>

LEARNING ACTIVITIES IN CLUSTERS	RESOURCES
<p><b><u>Cluster 3: HOBBIES</u></b></p> <ol style="list-style-type: none"> <li>Students in pairs pick a hobby and practice signing a short story with Tokens and Surrogates</li> <li>Students share with others their short story. Give feedback.</li> </ol> <p><b><u>Cluster 4: TOPIC COMMENT</u></b></p> <ol style="list-style-type: none"> <li>Explain that Auslan Grammar is different to English. If a lot of students are already exposed to Signed English, show the video segment on Robert Adam and Jennifer Toms on her question, "What is Signed English?" in "Understanding Auslan" video.</li> <li>Introduce Pronouns (pointing) <ul style="list-style-type: none"> <li>YOU/ME/HE/SHE/HIM/HER/THEY/THEM</li> <li>MINE/YOURS/HIS/HERS/THEIRS</li> </ul> </li> <li>Introduce RIGHT, WRONG</li> <li>Introduce TIME/TOPIC/COMMENT. Say that for now, we will just focus on TOPIC/COMMENT – see teacher sheet TOPIC/COMMENT</li> </ol> <p><b><u>Cluster 5: FAMILY</u></b></p> <ol style="list-style-type: none"> <li>Go through Family vocabs in teacher sheet OUTCOME 1 PREP</li> <li>Write down the Questions on sheet with Auslan versions and have students sign them out with appropriate Topic-Comment facial expressions.</li> <li>Students to brainstorm parents and siblings' jobs. They are not to fingerspell it out, but be creative in role-shifting what they do. Write it on board.</li> <li>Students to write down the English and Auslan versions on board.</li> <li>Students to ask each other the questions on board, becoming familiar with the signs.</li> </ol> <p><b><u>Cluster 6: SCHOOL</u></b></p> <ol style="list-style-type: none"> <li>Go through School vocabs in the teacher sheet OUTCOME 1 PREP</li> <li>Write down the Questions on sheet and have students work out what the Auslan version is. Write Auslan version on board.</li> <li>Students to brainstorm subjects that they do in school, and other subjects that they don't take. They are not to fingerspell it out, but be creative in role-shifting and tokens and surrogates what they do. Write it on board and give Auslan equivalent.</li> <li>Students to write down the English and Auslan versions on board.</li> <li>Students to ask each other the questions on board, becoming familiar with the signs.</li> </ol> <p><b><u>Cluster 7: FUTURE HOPES AND AIMS</u></b></p> <ol style="list-style-type: none"> <li>HOMEWORK – Students to think of their future hopes and aims</li> <li>Go through Future Hopes and Aims vocabs in the teacher sheet OUTCOME 1 PREP</li> <li>Write down the Questions on sheet and have students work out what the Auslan version is. Write Auslan version on board.</li> <li>Students to write down the English and Auslan versions on board.</li> <li>Students to ask each other the questions on board, becoming familiar with the signs.</li> </ol> <p><b><u>Cluster 8: HOBBIES</u></b></p> <ol style="list-style-type: none"> <li>Introduce Love – Phooey signs – see Teacher Sheet Exercises and Activities</li> <li>Go through the Hobby vocabs in the teacher sheet OUTCOME 1 PREP</li> <li>Students to write down the English and Auslan versions on board.</li> <li>Students to ask each other the questions on board, becoming familiar with the signs. Tell them no YES/NO answers! Be creative! Ask many curious questions, and help each other on how to sign it with role shifting, tokens and surrogates, etc.</li> </ol> <p><b><u>Cluster 9: RELAYING MESSAGES</u></b></p> <ol style="list-style-type: none"> <li>Message cards are given to students, asking them to relay a message to another student. See Teacher Sheet RELAYING MESSAGES for exercises and activities.</li> </ol>	<p><b><u>Cluster 4:</u></b></p> <ul style="list-style-type: none"> <li>"Understanding Auslan" video – from the school's library</li> <li>Teacher sheet TOPIC/COMMENT</li> </ul> <p><b><u>Cluster 5:</u></b></p> <ul style="list-style-type: none"> <li>Teacher sheet OUTCOME 1 PREP</li> </ul> <p><b><u>Cluster 6:</u></b></p> <ul style="list-style-type: none"> <li>Teacher sheet OUTCOME 1 PREP</li> </ul> <p><b><u>Cluster 7:</u></b></p> <ul style="list-style-type: none"> <li>Teacher sheet OUTCOME 1 PREP</li> </ul> <p><b><u>Cluster 8:</u></b></p> <ul style="list-style-type: none"> <li>Teacher sheet OUTCOME 1 PREP</li> <li>Teacher sheet Exercises and Activities</li> </ul> <p><b><u>Cluster 9:</u></b></p> <ul style="list-style-type: none"> <li>Teacher sheet RELAYING MESSAGES</li> </ul>



Theme: <b><i>The Individual</i></b>		Teacher: <b><i>Susan Ashley</i></b>	VCE Unit: <b>1</b> Outcome: <b>2</b>
Topic: <b><i>Relationships</i></b>		Sub-Topic: <b><i>Family</i></b>	Sub-Topic Length ____ weeks
<b>LANGUAGE ELEMENTS</b>			<b>ASSESSMENT</b>
<b><i>Grammar</i></b> - topography - classifiers - time marking - question answer	<b><i>Vocabulary</i></b> - advice - landscape - transport - shop - directions - days, week, month, years	<b><i>Text Types</i></b> - retell - rephrase - conversations - interviews - directions - advice	<b>Unit 3 – Outcome 2:</b> View signed texts and extract information  <b>Assessment Task:</b> View signed texts such as conversations and interviews to obtain specific information and retell/rephrase OR View signed texts such as directions and advice, and decide on an appropriate course of action
<b>LEARNING ACTIVITIES IN CLUSTERS</b>			<b>RESOURCES</b>
<b>Introduce Outcome 2</b> Write down the two tasks on board and have students read about it in their workbooks on page 44.  <b><u>Cluster 1: DEAF PROFILES</u></b> <ol style="list-style-type: none"> <li>Students are introduced to vocabs in Deaf Profiles in their video that they might not be familiar with</li> <li>Students go into groups and make a short story using these vocabs</li> <li>HOMEWORK - students view signed texts such as conversations and interviews in their video and answer questions in workbook</li> <li>Go through video and share answers.</li> <li>Give a Practice Task for students to obtain specific information and retell/rephrase</li> </ol> <b><u>Cluster 2: LANDSCAPE CLASSIFIERS</u></b> <ol style="list-style-type: none"> <li>Take students on a stroll through the school and show how to sign what they see around them</li> <li>Introduce Landscape Vocabs (see teacher sheet OUTCOME 2 PREP)</li> <li>Use a A3 landscape picture, show students how to use space to show landscape</li> <li>HOMEWORK Students are given various landscape pictures, and practice signing them</li> <li>Students describe landscape in small groups, and are peer assessed</li> <li>Introduce the vocabs that will be in BB and Berna's segment where they talk about their home on farm and in city</li> <li>HOMEWORK: Students watch BB and Berna talking about their home and answer questions in workbook.</li> <li>Share answers in class</li> </ol> <b><u>Cluster 3: TIME MARKING</u></b> <ol style="list-style-type: none"> <li>Introduce Time marking. See teacher sheet OUTCOME 2 PREP</li> </ol> <b><u>Cluster 4: LIMB CLASSIFIERS</u></b> <ol style="list-style-type: none"> <li>Introduce Limb Classifiers and activities. See teacher sheet OUTCOME 2 PREP</li> </ol> <b><u>Cluster 5: SHOPS etc</u></b> <ol style="list-style-type: none"> <li>Students to brainstorm shop vocabs, not by fingerspelling, but using only role-shifting to show what the shop is. Write on board.</li> </ol> <b><u>Cluster 6: TRANSPORT AND PROFORM CLASSIFIERS</u></b> <ol style="list-style-type: none"> <li>Students to brainstorm transport vocabs, not by fingerspelling, but using only role-shifting to show what the shop is. Write on board.</li> <li>Show Vehicle, People, Animal Classifiers</li> <li>Using the teacher sheet OUTCOME 2 PREP, write on board short stories, and give an example, using proform classifiers.</li> <li>Students in pairs to work on two and demonstrate to class for feedback.</li> </ol>			<b><u>Cluster 1:</u></b> <ul style="list-style-type: none"> <li>Year 11 Auslan Student Video</li> <li>Year 11 Auslan Student Workbook</li> <li>TV, VCR</li> </ul> <b><u>Cluster 2:</u></b> <ul style="list-style-type: none"> <li>Teacher sheet OUTCOME 2 PREP</li> <li>A3 landscape picture</li> <li>15 different landscape pictures</li> <li>Year 11 Auslan Student Video</li> <li>Year 11 Auslan Student Workbook</li> <li>TV, VCR</li> </ul> <b><u>Cluster 3-6:</u></b> <ul style="list-style-type: none"> <li>Teacher sheet OUTCOME 2 PREP</li> </ul>

LEARNING ACTIVITIES IN CLUSTERS	RESOURCES
<p><b><u>Cluster 7: DIRECTIONS</u></b></p> <ol style="list-style-type: none"> <li>Students learn how to give directions, use teacher sheet OUTCOME 2 PREP</li> </ol> <p><b><u>Cluster 8: ADVICE</u></b></p> <ol style="list-style-type: none"> <li>Introduce Advice vocabs, use teacher sheet OUTCOME 2 PREP</li> <li>Students are given landscape pictures with barriers, etc. They work in pairs, telling the other how to get to a particular location, giving directions and advice</li> <li>Students are introduced to vocabs in a practice video on directions and advice</li> <li>Students go into groups and make a short story using these vocabs</li> <li>Give students a Practice Task and students watch the video</li> <li>Students prepare their response in groups</li> <li>Students go to different groups and peer assess each other</li> </ol> <p><b><u>Cluster 9: HOME</u></b></p> <ol style="list-style-type: none"> <li>Using various pictures, describe house shape and sizes to students</li> <li>Students are given picture cards and they find their matching pair, describing their house picture</li> <li>Write home categories on board – KITCHEN, LAUNDRY, LOUNGE ROOM, DINING ROOM, RUMPUS, GARAGE, BEDROOM, BATHROOM, TOILET and introduce these vocabs</li> <li>Students into groups in each category and brainstorm items (largely iconic signs)</li> <li>Class contribute on all signs in each category</li> <li>HOMEWORK - Students describe their home</li> <li>Student describe their home to partner, and partner draws a map and vice-versa using the signs, YOU RIGHT, NO</li> <li>HOMEWORK - Students sign the directions to their home to school from their home, using transport and role-shifting</li> <li>Students in pairs, show the directions to school from their home, using transport and role-shifting</li> </ol>	<p><b><u>Cluster 7:</u></b></p> <ul style="list-style-type: none"> <li>Teacher sheet OUTCOME 2 PREP</li> </ul> <p><b><u>Cluster 8:</u></b></p> <ul style="list-style-type: none"> <li>Teacher sheet OUTCOME 2 PREP</li> <li>15 landscape pictures with barriers, etc</li> <li>Video on directions and advice, with practice task</li> </ul> <p><b><u>Cluster 9:</u></b></p> <ul style="list-style-type: none"> <li>House shapes and sizes pictures</li> <li>Matching house pictures</li> </ul>

Theme: <b>The Individual</b>		Teacher: <b>Susan Ashley</b>	VCE Unit: <b>1</b> Outcome: <b>3</b>
Topic: <b>Relationships</b>		Sub-Topic: <b>Family</b>	Sub-Topic Length ____ weeks
LANGUAGE ELEMENTS			ASSESSMENT
<b>Grammar</b> - topic comment - tokens and surrogates - role shifting - sign stresses - time marking - spatial	<b>Vocabulary</b> - family - emotions - days - ANNOUNCEMENT - HE SAID, SHE SAID - ordinal numbers	<b>Text Types</b> - imaginative presentation - personal presentation - announcement - explanation	<b>Unit 1 – Outcome 3:</b> Respond personally to real or imaginary experiences relating to everyday situations  <b>Assessment Task:</b> Participate in a personal or imaginative signed presentation OR Sign an announcement or explanation
LEARNING ACTIVITIES IN CLUSTERS			RESOURCES
<p><b>Introduce Outcome 3</b>  Write down the two tasks on board and have students read about it in their workbooks on page 45.</p> <p><b>Cluster 1: CHILDHOOD MILESTONES</b></p> <ol style="list-style-type: none"> <li>1. Introduce year vocabs, e.g. 2005, 1999, 1974</li> <li>2. Students turn to workbook page 38 and read through “THE LIFE STORY OF MARY BROWN”</li> <li>3. Demonstrate how to give childhood milestones, pretending to be Mary Brown herself. Always say year <b>plus</b> age, or year at the start, then age only throughout</li> <li>4. HOMEWORK – students draw boxes of their childhood milestones – important things in their lives, put year and age on top of each box, and practice signing them</li> <li>5. Students practice retelling their childhood milestones to others in small groups, and are peer assessed</li> </ol> <p><b>Cluster 2: FUNNIEST THING</b></p> <ol style="list-style-type: none"> <li>1. Introduce vocabs that students may be unfamiliar with in The Funniest Thing that Happened video (see teacher sheet VIDEO VOCABS)</li> <li>2. HOMEWORK – students watch the video on The Funniest Thing that Happened and do the activities on page 36 in their workbook.</li> <li>3. HOMEWORK – students recall the funniest thing that has happened to them and practice signing them, using TIME MARKING, TOPIC COMMENT, ROLE SHIFTING, and TOKENS and SURROGATES and SPATIAL</li> <li>4. Students share with other students in small groups and are peer assessed</li> <li>5. Introduce vocabs in the video, Duck’s Crossing (see teacher sheet VIDEO VOCABS)</li> <li>6. HOMEWORK – students watch Duck’s Crossing</li> <li>7. Ask if students understood? Go through video in class if they don’t understand.</li> </ol> <p><b>Cluster 3: FAMILY MEMBERS</b></p> <ol style="list-style-type: none"> <li>1. Introduce vocabs that students may be unfamiliar with in Sharna’s Family video (see teacher sheet VIDEO VOCABS)</li> <li>2. HOMEWORK – students watch video on Sharna’s family and answer questions in workbook page 35</li> <li>3. Share answers in class</li> <li>4. HOMEWORK - Students practice signing their family members: <ul style="list-style-type: none"> <li>• the most eccentric family member - who she/he is, what she/he looks like, what she/he does, act out what she/he did, and your personal thoughts throughout</li> <li>• the most favourite family member - who she/he is, what she/he looks like, what she/he does, his/her hobbies, and share why she/he is your favourite family member, act out what she/he did, and your personal thoughts throughout</li> </ul> </li> <li>5. Students share with other students in small groups and are peer assessed</li> <li>6. HOMEWORK – students watch Two Deaf Kittens on video</li> <li>7. Ask if students understood? Go through video in class if they don’t understand</li> </ol>			<p><b>Cluster 1:</b></p> <ul style="list-style-type: none"> <li>• Year 11 Auslan Student Workbook</li> <li>• Year 11 Auslan Student Video</li> </ul> <p><b>Cluster 2:</b></p> <ul style="list-style-type: none"> <li>• Year 11 Auslan Student Workbook</li> <li>• Year 11 Auslan Student Video</li> <li>• Teacher Sheet VIDEO VOCABS</li> </ul> <p><b>Cluster 3:</b></p> <ul style="list-style-type: none"> <li>• Year 11 Auslan Student Workbook</li> <li>• Year 11 Auslan Student Video</li> <li>• Teacher Sheet VIDEO VOCABS</li> </ul>

LEARNING ACTIVITIES IN CLUSTERS	RESOURCES
<p><b><u>Cluster 4: ANNOUNCEMENTS</u></b></p> <ol style="list-style-type: none"> <li>1. Introduce the Deaf Culture for ANNOUNCEMENTS – light flashing, waving hands, standing on chair, wide signing space</li> <li>2. Give an announcement strip to each student, and they practice their announcement in pairs before actually announcing them. Give feedback.</li> </ol> <p><b><u>Cluster 5: EXPLANATIONS</u></b></p> <ol style="list-style-type: none"> <li>1. Students to pretend that they are a P.E. teacher in a Deaf school. Give students a page of sport activity that they need to study on how to explain to Deaf children</li> <li>2. Demonstrate explaining a sport activity from the book. Introduce certain vocabs first (use teacher sheet, OUTCOME 3 PREP</li> <li>3. Students practice explaining and showing, using Tokens and Surrogates and ordinal numbers</li> <li>4. HOMEWORK- continue practice explaining and showing how it's done</li> <li>5. Students share in small groups, and others peer assess them</li> </ol>	<p><b><u>Cluster 4:</u></b></p> <ul style="list-style-type: none"> <li>• Short announcement strips</li> </ul> <p><b><u>Cluster 5:</u></b></p> <ul style="list-style-type: none"> <li>• Photocopy A3 sports how-to's from "The A to Z of Athletics for Little Athletes"</li> <li>• Teacher Sheet, OUTCOME 3 PREP</li> </ul>