

**YEAR 11 AUSLAN VCE COURSE OUTLINE 2005**

Theme: <b><i>The Changing World</i></b>		Teacher: <b><i>Susan Ashley</i></b>	VCE Unit: <b>2</b> Outcome: <b>1</b>
Topic: <b><i>Travel</i></b>		Sub-Topic: <b><i>Making holiday plans, other sign languages, transport</i></b>	Sub-Topic Length: _____ weeks
LANGUAGE ELEMENTS			ASSESSMENT
<b><i>Grammar</i></b> - conversational fillers - enumeration - time markers - spatial mapping - repetition - exaggeration - pointing - role shifting - tokens and surrogates	<b><i>Vocabulary</i></b> - transports (bus, car, plane, etc) - countries (China, Hawaii, etc) - weather (rainy, cold, hot, windy, etc) - clothes (hat, jumper, coat, etc) - general travelling vocabs (passport, injection, etc) - negotiation (why not, what you think? You happy? etc)	<b><i>Text Types</i></b> - conversation - advice - suggestions - retelling - negotiation	<b>Unit 2 Outcome 1:</b> Participate in a signed exchange related to negotiating and reaching agreement in everyday personal and social situations  <b>Assessment Task:</b> Participate in an informal and a formal conversation, in a social situation, real or stimulated OR Suggest a possible course of action or give advice and discuss options leading to an agreement
LEARNING ACTIVITIES IN CLUSTERS			RESOURCES
<p><b>Introduce Outcome 1</b>                      Write down the task on board and have students read about it in their workbooks on page 44:  <i>Participate in an informal conversation, in a social situation, real or stimulated, and suggest a possible course of action or give advice and discuss options leading to an agreement</i></p> <p>1. BRAINSTORM countries, ask students to share experiences on which countries they've been to, then do the clap click game on it</p> <p>2. BRAINSTORM things to prepare when planning an overseas trip, ask students to share their experiences</p> <p>3. General Vocabs to cover – I WANT GO (emphasis on signs = intensity in voice, e.g I <b>so</b> wanted to go! = I <b>WANT</b> GO), EXCITING, EXCELLENT, INTERESTING, BORING, HOLIDAY, OVERSEAS, MONEY, EXPENSIVE, CHEAP, DANGEROUS, FUN</p> <p>4. Go through the vocab list in Student's "Holiday Plans" U2 O1 sheets</p> <p><b>Cluster 1: Students participate in an informal conversation on travelling experiences, both good and bad</b></p> <p>1. Share a story about your travelling experience in South Africa (stop-over in Nigeria), using the vocabs, I REMEMBER BEFORE, BAD-TIME, BAD MEMORY! BAD EXPERIENCE, SCARY... using time marking, spatial mapping, role-shifting.</p> <p>2. Students to go into pairs and ask each other about their worst travelling experience. If there is none, they are to create one, using time marking, spatial mapping and role-shifting.</p> <p>3. Once students have shared and practised, they are to go to different groups and share their experiences. Observe and give feedback.</p>			<p>– Students' Holiday Plans Sheets (it has info on vocabs involved in Outcome 1 and important points to master)</p>

LEARNING ACTIVITIES IN CLUSTERS	RESOURCES
<p><b><u>Cluster 2:</u> Students create a short story on their experiences with injections</b></p> <ol style="list-style-type: none"> <li>1. Share a real-life short story about me screaming my head off when my mother took me to the doctor's for an injection. When finish, everyone in waiting room was really quiet and staring. Mother was embarrassed!</li> <li>2. Students share their injection memories, saying when (time marker), where, using labelling and role-shifting.</li> </ol> <p><b><u>Cluster 3:</u> Students create a short story including an imaginary travelling mishap and share in pairs and with class</b></p> <ol style="list-style-type: none"> <li>1. PROFORM classifiers on different ways people line up for tickets – two race for it, long snake line, crowded tourists, through the security – draw various proform classifiers on board from the proform classifier sheet.</li> <li>2. Write on board: Imagine you all prepared and now going to airport, through the ticket checkout, security, boarding plane, take off. Include: real-life actions (role-shifting), labelling what it is before acting, e.g. PLANE TICKET, (act take it out of handbag),</li> <li>3. Share real-life story about rushing in France, the glass doors closing, girls stranded inside, we outside in the bus, and the surfboard on car causing roof dents and leakage during a downpour in France.</li> <li>4. Students in pairs share an imaginary travelling mishap together and share with class</li> </ol> <p><b><u>Cluster 4:</u> Students participate in activities where they take on roles in giving advice and discussing options leading to an agreement on travelling issues</b></p> <ol style="list-style-type: none"> <li>1. Go through the general travel vocabs and conversation in Students' Holiday Plans Sheets</li> <li>2. Give each student a holiday travel destination ticket, e.g. one student have CHINA, and other student have HAWAII, etc. Pair the students. They both try to convince each other to join her destination.</li> <li>3. Share with class what decision has been reached, and why.</li> </ol> <p><b><u>Cluster 5:</u> Note Taking Activity - students watch an old examination video on Berna and Jenny about travelling and write answers to set questions</b></p> <ol style="list-style-type: none"> <li>1. BRAINSTORM what to bring when travelling overseas (whole class)</li> <li>2. Go through the vocabularies that will be covered in the video on Berna and Jenny's travel documentary (whole class)</li> <li>3. Students to watch the video and jot down answers to questions (activity station)</li> </ol> <p><b><u>NOTE:</u></b> This note-taking activity is best done in a rotation workshop, where only two or three students watch the video at a time with the teacher, and discuss the video, while the others do different work stations. This way, all students are actively involved in the video and can ask questions for clarification on certain signs being signed. If a work station is being used, before grouping students and commencing on the work stations, go through each work station with the students so that they know what to do.</p> <p>Other activity work stations can include:</p> <ul style="list-style-type: none"> <li>- Intensity sheet - translating English into Auslan</li> <li>- Creating an imaginary short story on weather vocabs in Students' Holiday Plans Sheets</li> <li>- Joke books (for practising role-shifting and spatial referencing)</li> </ul> <p>Afterwards, students can share with class on what they did in their work stations, and use this time to observe their signing and give tips on improvement where needed.</p>	<p><b><u>Cluster 3:</u></b> - PROFORM CLASSIFIER sheet</p> <p><b><u>Cluster 4:</u></b> - Students' Holiday Plans Sheets (it has info on vocabs involved in Outcome 1 and important points to master) - 15x Destination tickets</p> <p><b><u>Cluster 5:</u></b> - Berna and Jenny's Travel Video - Vocab list on Berna and Jenny's Travel Video - Students' Question Sheets for note taking answers on Berna and Jenny's Travel Video</p> <p>Other work stations: - Students' Intensity Sheets - Students' Holiday Plans Sheets – focus on weather vocabs - Joke books</p>



Theme: <b><i>The Deaf and hearing communities</i></b>		Teacher: <b><i>Susan Ashley</i></b>	VCE Unit: <b>2</b> Outcome: <b>2</b>
Topic: <b><i>Lifestyles</i></b>		Sub-Topic: <b><i>Sport, Deaflympics, Olympics, Paralympics, CISS, DSA</i></b>	Sub-Topic Length ____ weeks
LANGUAGE ELEMENTS		ASSESSMENT	
<b><i>Grammar</i></b> - WH-Q, Y/N Q - Topic-Comment - Spatial Reference - Pronouns - Role Shift - Verb Inflections - Tokens and Surrogates (T/S) - Descriptive Classifiers - Fingerspelling - Facial Expression - Time Markers (TM)	<b><i>Vocabulary</i></b> - Sports - Sporting comments - Deaf Organisations, e.g. CISS, DEAFLYMPICS, DSA, OLYMPICS, PARALYMPICS	<b><i>Text Types</i></b> - Comparing - Retelling - Describing - Interviewing	<b>Unit 2 – Outcome 2:</b> View signed texts, extract and use information  <b>Assessment Task:</b> View at least two signed texts such as narratives and conversations, reorganise information and provide personal comment OR Identify similarities and differences in signed texts
LEARNING ACTIVITIES IN CLUSTERS			RESOURCES
<p><b>Introduce Outcome 2</b>  Write down the task on board and have students read about it in their workbooks on page 47:  <i>View two signed texts such as narratives and conversations, reorganise information and provide a comparison with personal comments.</i></p> <ol style="list-style-type: none"> <li>BRAINSTORM sports vocabularies</li> <li>BRAINSTORM Tokens and surrogates for each sports</li> <li>Play a game of Sport Bingo &amp; use labelling, describing and role-shifting, using Limb Classifiers and Eye Gazing Classifiers</li> </ol> <p><b><u>Cluster 1: Students comment on other’s sporting achievements using the vocabularies learnt</u></b></p> <ol style="list-style-type: none"> <li>Write these sporting comments on board and go through it with students: WOW, HOT, OUTSTANDING, CRAP, HOPELESS, OH-OH! CHAMPION, EXCELLENT, INTERESTING, CAN’T, CAN, MISS, PAH!, ALMOST (PIN), BLOW-TOP, DISAPPOINT, NEVER MIND</li> <li>Students in turns attempt to throw a rubber football in a box in front of class. The other students to give a sporting comment on their attempt.</li> <li>For homework, watch a particular sporting event on TV news, using TM, T/S, and comments and emotion vocabs.</li> </ol> <p><b><u>Cluster 2: Students watch a sporting mishap on Funniest Home Video and retell to their partner who haven’t seen it.</u></b></p> <ol style="list-style-type: none"> <li>Students are introduced to Limb Classifiers &amp; Eye Gazing Classifiers.</li> <li>Show a sporting mishap on video, and demonstrate how to sign it, using T/S, role shifting, facial expressions and personal comments.</li> <li>Half of the class watch a sporting mishap on video and retell to partner who haven’t seen it, and vice-versa.</li> <li>The ones who did the best can demonstrate to whole class.</li> </ol>			- Sports Vocab List  - Sports Bingo and tokens  <b><u>Cluster 1:</u></b> - rubber football and box  <b><u>Cluster 2:</u></b> - Limb Classifier Sheet for teacher - Eye Gazing Classifier Sheet for teacher - Funniest Home Video

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<p><b><u>Cluster 3: Students give a comparison on Deaflympics, Olympics and Paralympics</u></b></p> <ol style="list-style-type: none"> <li>1. Introduce the Comparison text type – introducing topic, pointing, pausing, and comment. Compare family members to show the difference, e.g. my two brothers, their hair, what? their eyes what? their height what? their hobbies what?</li> <li>2. Students go into pairs and give a comparison on their family members. Observe and correct.</li> <li>3. One student to give a demonstration to class. Give feedback.</li> <li>4. Students go into groups of threes, and with an information sheet on Deaflympics, Olympics and Paralympics, work out on how to give a comparison</li> <li>5. Students volunteer to show their comparison. Ask others if they understand and give tips for improvement</li> </ol>	<p><b><u>Cluster 3:</u></b></p> <ul style="list-style-type: none"> <li>- Comparing Sheet for students</li> <li>- Deaflympics, Olympics and Paralympics sheets for students</li> </ul>
<p><b><u>Cluster 4: Students watch a video on signed text types, reorganise information and give a comparison</u></b></p> <ol style="list-style-type: none"> <li>1. Briefly go over the Comparison text-type, asking students what it includes.</li> <li>2. Students are introduced to vocabs that will be in the penguin video (use vocab list)</li> <li>3. Students view and take notes from two signed texts in the penguin video</li> <li>4. Students work in small groups to reorganise information and prepare a comparison text type on the information that they have seen on penguins</li> <li>5. Students go to different groups and give a comparison, and are peer assessed</li> </ol>	<p><b><u>Cluster 4:</u></b></p> <ul style="list-style-type: none"> <li>- Comparison sheet for teacher</li> <li>- Penguin Vocab List</li> <li>- Penguin Video (John Beasley and Susan – on Fairy and Emperor penguins)</li> <li>- Comparison Peer Assessment sheets for students</li> </ul>
<p><b><u>Cluster 5: Students interview sportspersons about their experiences in Deaflympics</u></b></p> <ol style="list-style-type: none"> <li>1. BRAINSTORM questions to ask guest visitors about their Deaflympic experiences. Susan to write down the English version and ask others for Auslan version to write underneath. Go through each questions again, showing Y/N Q and WH-Q facial expressions. YOUR NAME, WHAT? YOU PLAY SPORT? YOUR BEST ACHIEVEMENT, WHAT? BEST MEMORY, WHAT? FUNNIEST THING YOU SEE, WHAT? HOW YOU FEEL WHEN COMPETING? DEAF SPORT WORTH-IT? WHY DEAF SPORT IMPORTANT? WHAT DEAF SPORT HAVE, DIFFERENT TO HEARING? YOU FINISH DEAFLYMPICS?</li> <li>2. Students practise asking these questions to other students, using the appropriate WH-Q and Y/N-Q facial expressions.</li> <li>3. For homework, individually research the accomplishments of a Deaf sportsperson (Joanne Lambert, Cindy-Lu Fitzpatrick, Sam Quinn), using role shifting and pretending that they are that person telling their own experiences.</li> <li>4. Students think up of questions to ask other students about their Deaf sportsperson and write down notes, eg. WHO YOU? WHAT SPORT YOU PLAY? TELL ME ABOUT YOURSELF.</li> <li>5. Students interview 2 or 3 Deaf sports people about their experiences in Deaflympics and take notes.</li> </ol>	<p><b><u>Cluster 5:</u></b></p> <ul style="list-style-type: none"> <li>- Deaflympics Sports Ambassador sheets for students (Joanne, Cindy-Lu and Sam)</li> </ul>

Theme: <b><i>The Deaf and Hearing Communities</i></b>		Teacher: <b><i>Susan Ashley</i></b>	VCE Unit: <b>2</b> Outcome: <b>3</b>
Topic: <b><i>Arts and Entertainment</i></b>		Sub-Topic: <b><i>Theatre of the Deaf, Captioning, The Deaf Club</i></b>	Sub-Topic Length ____ weeks
LANGUAGE ELEMENTS			ASSESSMENT
<b><i>Grammar</i></b> - Y/N Q, WH Q - Topic-Comment - Spatial Reference - Role Shift - Token & Surrogate - Time Markers (TM) - Time Line - Descriptive Classifiers - Verb Inflections - Spatial Mapping - Facial Expressions	<b><i>Vocabulary</i></b> - general - house items	<b><i>Text Types</i></b> - Retell/Rephrase - Narrative - Story Telling - Personal Account	<b>Unit 2 – Outcome 3:</b> Express and convey real or imaginary experiences relating to a range of situations  <b>Assessment Task:</b> Create a personal account OR Sign a narrative AND Participate in a conversation
LEARNING ACTIVITIES IN CLUSTERS			RESOURCES
<p><b>Introduce Outcome 3</b>  Write down the task on board and have students read about it in their workbooks on page 48:  <i>Sign a narrative story from a children’s book or comic strip.</i></p> <p><b><i>Cluster 1: Students to recount the searching actions of their partners, using first person, in a narrative way</i></b>  1. BRAINSTORM House Vocabularies</p> <p>2. Briefly go over Eye Gazing Classifiers and the vocabularies: SEARCH, CAN’T FIND, LOST, PAH!</p> <p>3. Demonstrate a short story: I lost my teddy bear! And show how I searched for the teddy bear, looking in fridge, under the bed (T/S), in the drawer, etc, finally PAH! find in car outside!</p> <p>4. Show a teddy bear to students, and have one out of the room. Hide the teddy bear somewhere in the room. Have the student return and look for it. Once the student finds the teddy bear, demonstrate how you would sign what happened.</p> <p>5. Students to go into pairs. Give each pair a particular toy, and each pair out of the room, one to hide in the room. When the returning pair looks for it, their pair watch and remember how they looked for it. Afterwards, they share with class the actions of the other pair, including eye gazing classifiers, T/S, role-shifting.</p> <p>6. For homework, students are given a sheet (on a little boy looking for a missing shoe) and practice a narrative, signing as in first person, and third person.</p> <p><b><i>Cluster 2: Students to retell the pictures, using topography to show where things are in space</i></b>  1. Give students topography sheet, and demonstrate how to sign each one.</p> <p>2. Students go into pairs and practice describing each picture, using topography and T/S</p> <p>3. For homework, students practice describe what their home look like, from a bird’s eye view (topography)</p> <p>4. Students in threes, describe what their home looks like, while the others draw their home layout on the whiteboard.</p>			<p><b><i>Cluster 1:</i></b>  - a little Boy looking for lost shoe Sheet (from VISTA)  - 10 small toys</p> <p><b><i>Cluster 2:</i></b>  - Topography Sheet  - whiteboard markers</p>

LEARNING ACTIVITIES IN CLUSTERS	RESOURCES
<p><b><u>Cluster 3:</u> Students translate popular children books, comic strips, or short stories into Auslan stories for Deaf children and others do a peer assessment on their story-telling</b></p> <ol style="list-style-type: none"> <li>BRAINSTORM why Story telling is important for Deaf Children <ul style="list-style-type: none"> <li>- 100% immersed in the story</li> <li>- Enjoyable</li> <li>- Opens to richness of language</li> </ul> </li> <li>BRAINSTORM why students do Story telling in Auslan <ul style="list-style-type: none"> <li>- Easier to understand how visual Auslan is</li> <li>- Improves skills for conversation and retelling what happened – visually makes sense</li> <li>- Many Deaf people loves dramatic retelling what happened</li> </ul> </li> <li>Introduce Storytelling Grammar Rules: Time marking, Where, Topography, Labelling, Role-Shifting, Tokens &amp; Surrogates</li> <li>Demonstrate telling an Auslan story from a children's book</li> <li>Give students short cartoon strips and in pairs, practice retelling story</li> <li>Share with class and give feedback for improvement</li> <li>For Homework, practice signing favourite storybooks, and page 39 &amp; 40.</li> </ol>	<p><b><u>Cluster 3:</u></b></p> <ul style="list-style-type: none"> <li>- Year 11 Auslan Student Video (stories taken from Auslan Curriculum NID videos)</li> <li>- Year 11 Auslan Student Workbook</li> <li>- students' favourite children books</li> </ul>
<p><b><u>Cluster 4:</u> Students ask Deaf Guest Speaker/s questions on story telling for Deaf children</b></p> <ol style="list-style-type: none"> <li>Tell the students that we will be having a special Deaf Guest on story telling for Deaf children</li> <li>BRAINSTORM questions to ask the Guest Speaker/s, Susan to write down student's questions in English, then ask them what is Auslan version, and write it down as well. Students to copy into their books.</li> <li>Go through signing the questions, all to copy signing and copy the topicalisation, Y/N Q and WH Q facial expressions, etc</li> <li>Students to listen to Guest Speaker talk about Story telling, and ask questions</li> </ol>	<p><b><u>Cluster 4:</u></b></p> <ul style="list-style-type: none"> <li>- Deaf Guest Speaker/s</li> </ul>
<p><b><u>Cluster 5:</u> Students in groups use imagination to create an interesting narrative by guessing what people are saying.</b></p> <ol style="list-style-type: none"> <li>Explain to students that Deaf people can't hear what is being said, so they use their imagination or suspicion to make sense.</li> <li>Students in pairs, to do Asterix comic strip on page 41. They are to imagine what people are saying and create a story.</li> <li>For homework, practice signing it out</li> <li>Share with same pair, and then with class. Give feedback for improvements.</li> </ol>	<p><b><u>Cluster 5:</u></b></p> <ul style="list-style-type: none"> <li>- Year 11 Auslan Workbook</li> </ul>
<p><b><u>Cluster 6:</u> Students share their jokes in Auslan</b></p> <ol style="list-style-type: none"> <li>Share a joke with the class</li> <li>For homework, students find a joke and translate into Auslan, including all grammar areas (time marking, pointing, labelling, role-shifting, commenting, etc)</li> <li>Students share the joke with pairs (warm up) then with the class. Give feedback on to make it more visual, that it includes all Auslan grammar.</li> </ol>	<p><b><u>Cluster 6:</u></b></p> <ul style="list-style-type: none"> <li>- joke books</li> <li>- students' jokes</li> </ul>