

**AUSLAN VCE COURSE OUTLINE 2005**

| Theme: <b><i>The Changing World</i></b>  |   | Teacher: <b><i>Susan Ashley</i></b>   | VCE Unit: <b>3</b> Outcome: <b>1</b>   |
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| Topic: <b><i>Technology in the Work Place</i></b>  |   | Sub-Topic: <b><i>TTY, email, SMS, NRS, captioned television, hearing aids, cochlear implants</i></b>                              | Sub-Topic Length<br>_____ weeks  |
| LANGUAGE ELEMENTS  |   |   | ASSESSMENT   |
| <b><i>Grammar</i></b><br><ul style="list-style-type: none"> <li>• Questions</li> <li>• Turn-taking routines</li> <li>• Affirmation techniques</li> <li>• Enumeration</li> </ul>  | <b><i>Vocabulary</i></b><br>Debating vocabs:<br>I AGREE, (BARRACK), GOOD, IDEA, BREAK-THROUGH, GOOD POINT, BUT, WHAT ABOUT, I DISAGREE, (REJECT), BAD | <b><i>Text Types</i></b><br><ul style="list-style-type: none"> <li>• Debate</li> <li>• Interview</li> <li>• Discussion</li> </ul> | Unit 3 – Outcome 1:<br>Exchange information, opinions and experiences in informal contexts<br><br><b>Assessment Task:</b><br>Students discuss on current technology available to Deaf people and provide examples of areas of need and ideas for improvement   |
| LEARNING ACTIVITIES IN CLUSTERS  |   |   | RESOURCES  |
| <p><b>Introduce Outcome 1</b><br/>                     We will be having an informal discussion on technology and its impact on Deaf people in the work place – you have to be convincing in whether you think it is positive or negative, and what improvement are needed (if any) from your research and interviews.</p> <p><b><u>Cluster 1:</u></b></p> <ol style="list-style-type: none"> <li>1. In groups, students brainstorm what technologies are available to Deaf people</li> <li>2. Students share their findings and provide examples in real life</li> <li>3. Ask students, if they think technology has always been good to Deaf people? Discuss what they think</li> <li>4. Students are introduced to the vocabs that will be used in the Technology segment video of their Year 12 Auslan Student Video</li> <li>5. Students watch the Technology segment and in groups discuss their feelings and opinions on technology:                         <ul style="list-style-type: none"> <li>- Why you think hearing people put deaf people through it?</li> <li>- How do you think Deaf people feel about it?</li> <li>- How do you feel about it?</li> </ul> </li> <li>3. Students share their group's views with class</li> <li>4. For homework, students watch Technology in their video and answer questions in their booklet</li> </ol> <p><b><u>Cluster 2:</u></b></p> <ol style="list-style-type: none"> <li>1. For homework, students write answers in booklet on Word of Mouth Technologies and Cochlear Implant and think up of a list of pro and cons for positives and negatives of technology for an informal class debate next class.</li> <li>2. Students share homework answers on Word of Mouth Technologies and Cochlear Implant and discuss on the issues for clarification</li> <li>3. Introduce debating vocabs.</li> </ol> <p><i>continued to next page</i></p> |   |   | <p><b><u>Cluster 1:</u></b></p> <ul style="list-style-type: none"> <li>• TV, VCR, video tape</li> <li>• Yr 12 Auslan Student Video</li> <li>• Yr 12 Auslan Student Booklet</li> </ul> <p><b><u>Cluster 2:</u></b></p> <ul style="list-style-type: none"> <li>• Yr 12 Auslan Student Booklet</li> </ul> |

| LEARNING ACTIVITIES IN CLUSTERS  | RESOURCES  |
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| <p><b><u>Cluster 2:</u></b></p> <ol style="list-style-type: none"> <li>4. Students debate. One from each group to write main points of debate on board after it has been presented.</li> <li>5. After the debate, students discuss personal experience and knowledge of some points</li> </ol> <p><b><u>Cluster 3:</u></b></p> <ol style="list-style-type: none"> <li>1. Explain to students that we will be interviewing Deaf people on how technology impacted their lives at their work place, or at home (if they don't work) – both good and bad, and what other things they think need improving.</li> <li>2. Students brainstorm questions to ask Deaf people on how technology impacted their lives (Susan to write English questions on board and discuss the Auslan version), e.g.: <ul style="list-style-type: none"> <li>- Cochlear implants, what do you think?</li> <li>- Interpreters – good or bad experiences? What improvements are needed?</li> <li>- What technology needs to be invented to improve the quality of your life?</li> </ul> </li> </ol> <p><b><u>Cluster 4:</u></b></p> <ol style="list-style-type: none"> <li>1. Introduce Informal Conversation key knowledge and skills in booklet and give examples on using each in real life conversations</li> <li>2. In pairs, students use three key knowledge &amp; skills and make up a dialogue to share with class or in groups</li> <li>3. For homework, students watch two conversations between two Deaf people (RA and Culpitt – The Pope's Visit and Ansett Plane Crash) and consider the questions in the booklet</li> </ol> <p><b><u>Cluster 5:</u></b></p> <ol style="list-style-type: none"> <li>1. Students interview Deaf people on how technology impacted their lives – good, bad and what improvements are needed</li> <li>2. In pairs, students talk about what they learnt from the interviews, what interested them, their thoughts and opinions (students practice using the Informal Conversation key knowledge and skills)</li> </ol> <p><b>Outcome 1</b></p> | <p><b><u>Cluster 4:</u></b></p> <ul style="list-style-type: none"> <li>• Yr 12 Auslan Student Booklet</li> <li>• Yr 12 Auslan Student Video</li> </ul> <p><b><u>Cluster 5:</u></b></p> <ul style="list-style-type: none"> <li>• Deaf people</li> </ul> |

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| Theme: <b><i>The Changing World</i></b>  |   | Teacher: <b><i>Susan Ashley</i></b>  | VCE Unit: <b>3</b> Outcome: <b>2</b>   |
| Topic: <b><i>Searching for Work</i></b>  |   | Sub-Topic: <b><i>Deaf employment agencies, working for deaf organisations, e.g. VicDeaf, VCOD, and DCA</i></b> | Sub-Topic Length<br>____ weeks   |
| <b>LANGUAGE ELEMENTS</b>   |   |  | <b>ASSESSMENT</b>  |
| <b><i>Grammar</i></b> <ul style="list-style-type: none"> <li>• Questions</li> <li>• Turn-taking</li> <li>• Simple declarative sentences</li> <li>• Imperatives</li> <li>• Sequencing</li> <li>• Negation – manual and non-manual</li> <li>• affirmation</li> </ul>   | <b><i>Vocabulary</i></b><br>Job vocabularies, such as POSTMAN, DOCTOR, NURSE, PILOT, FIREMAN, POLICE, etc | <b><i>Text Types</i></b> <ul style="list-style-type: none"> <li>• Interview</li> <li>• Commentary</li> </ul>   | Unit 3 – Outcome 2:<br>Review at least two signed texts to provide commentary<br><br><b>Assessment Task:</b><br>Students view three different job descriptions and give a commentary on each job |
| <b>LEARNING ACTIVITIES IN CLUSTERS</b>   |   |  | <b>RESOURCES</b>   |
| <p><b>Introduce Outcome 2</b><br/>           We will be talking about the different kinds of employment available in the Deaf Community, Deaf Organisations, bringing people from these organisations and find out which ones you are best interested in and how to secure that job. This is good background knowledge for Outcome 2 Video, as you are familiar with signs involved.</p> <p><b><u>Cluster 1:</u></b></p> <ol style="list-style-type: none"> <li>1. For homework, students think of jobs within the Deaf community that they might be interested in. Look up on Deaf agencies and organisations in the booklet.</li> <li>2. Students to brainstorm all different kinds of jobs available in the community (main purpose of this is to introduce and becoming familiar with vocabulary of different kinds of employments)</li> <li>3. Students go into groups of fours and discuss jobs they might be interested to work in the Deaf Community and discuss reasons why</li> <li>4. Students discuss their job interests, others free to ask questions. Susan to write on board and share information on that job from her experiences (i.e. did I use that service much at all?)</li> <li>5. Explain that we will be having ____ Deaf representatives from various Deaf agencies coming. Students in groups to brainstorm questions to ask on how to secure job. Example of questions:               <ul style="list-style-type: none"> <li>- what job is it?</li> <li>- Availability?</li> <li>- D or H preference?</li> <li>- Experience required?</li> <li>- How best to secure that job?</li> <li>- Why is it good?</li> </ul> </li> <li>6. Class share questions, write English version and discuss its Auslan equivalent</li> <li>7. Students interview Deaf people</li> </ol> |   |  | <p><b><u>Cluster 1:</u></b></p> <ul style="list-style-type: none"> <li>• Yr 12 Auslan Student Booklet</li> <li>• Deaf Representatives from various organisations</li> </ul>                      |

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| <p><b><u>Cluster 2:</u></b></p> <ol style="list-style-type: none"> <li>1. Go through the vocabs that will be included in the 2004 Examination Video 2. Explain to students that it was used in last year's examinations, and we will practice with its task</li> <li>2. Introduce the Task</li> <li>3. Students watch video and take notes</li> <li>4. Students go into groups and discuss response to task question and prepare their response</li> <li>5. Students go to different group and give their response. The others in the group do a peer assessment using a Peer Assessment Sheet</li> <li>6. Groups discuss why they assessed as they did</li> <li>7. Change groups and those who haven't given their response yet do so</li> </ol> <p><b><u>Cluster 3:</u></b></p> <ol style="list-style-type: none"> <li>1. Students go into groups and gather information needed for resumes for the job that they desire in the Deaf Community</li> <li>2. Students role-play job interviews</li> </ol> <p><b><u>Cluster 4:</u></b></p> <ol style="list-style-type: none"> <li>1. Introduce the vocabs that will be used in the Outcome 2 video that the students may not have been exposed to</li> </ol> <p><b>Outcome 2</b></p> <p>Fun Filler: <span style="border: 1px solid black; padding: 2px;">PILOT</span></p> <p>Students go into pairs. They are given a job card, and practice on a short story introducing themselves, their job, and the most (bad-luck) thing that has happened to them, it must include the surrogate actions of real-life on-the-job actions. Resources needed: pile of job cards. Remember to give a demonstration first.</p> | <p><b><u>Cluster 2:</u></b></p> <ul style="list-style-type: none"> <li>• 2004 Examination Video 2 and Task book</li> <li>• TV, VCR</li> <li>• Peer Assessment sheet</li> </ul> |

| Theme: <b><i>The Deaf and hearing communities</i></b>  |   | Teacher: <b><i>Susan Ashley</i></b>   | VCE Unit: <b>3</b> Outcome: <b>3</b>   |
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| Topic: <b><i>Deaf History</i></b>  |   | Sub-Topic: <b><i>Deaf people and their lives – Betty Steel, F J Rose, Daisy Muir, Lucy Lewis, etc</i></b>   | Sub-Topic Length<br>____ weeks   |
| LANGUAGE ELEMENTS  |   |   | ASSESSMENT   |
| <b><i>Grammar</i></b> <ul style="list-style-type: none"> <li>• Time marking, inc. timelines</li> <li>• Lexical time signs</li> <li>• Sequencing</li> <li>• Non-manual markers</li> <li>• Noun/verb pairs</li> <li>• Topicalisation</li> <li>• Role shift</li> <li>• Classifiers</li> </ul>   | <b><i>Vocabulary</i></b><br>LONG-TIME-AGO,<br>UNFORTUNATELY<br>(BAD-LUCK) | <b><i>Text Types</i></b> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Explanation</li> <li>• Personal profile</li> <li>• Report</li> <li>• Discussion</li> </ul> | Unit 3 – Outcome 3:<br>Express and convey ideas through informal signed texts<br><br><b>Assessment Task:</b><br>Provide instructions to peers, such as directions to a particular location, or comment on an itinerary   |
| LEARNING ACTIVITIES IN CLUSTERS  |   |   | RESOURCES  |
| <b>Introduce Outcome 3</b><br>We are having a look at first Deaf people in Australia’s history - PIONEER - who they are and why they are famous now.<br><br><b><u>Cluster 1:</u></b> <ol style="list-style-type: none"> <li>1. For homework, students read and answer questions on Betty Steel in their booklet and watch Betty Steel in their video and jot down important dates and events</li> <li>2. Next class, go through the vocabs that will be included in Betty Steel video (signed by Stan Batson)</li> <li>3. Students watch Betty Steel in their video and answer questions in booklet</li> <li>4. Students go into groups and create a timeline drama with narrator on important events in her life</li> <li>5. A volunteer group shares with class the timeline narrative</li> </ol> <b><u>Cluster 2:</u></b> <ol style="list-style-type: none"> <li>1. Go through the vocabs that will be included in the 2002 examination video on Daisy Muir. Explain to students that the was used in 2002 examinations, and we will practice with its task which is similar.</li> <li>2. Students watch the video on Daisy Muir and take notes.</li> <li>3. Students go into groups and discuss on how to respond to the set task outlined on the 2002 examination paper (informal response) as an explanation/narration with timeline.</li> <li>4. After the students have prepared their response, they present their response to different groups where they will be assessed by the others in the group with a peer assessment sheet. Afterwards, students share with class on others’ markings and discuss ways to improve their response.</li> </ol> |   |   | <b><u>Cluster 1:</u></b> <ul style="list-style-type: none"> <li>• Yr 12 Auslan Student Booklet</li> <li>• Yr 12 Auslan Student Video (Betty Steel segment taken from Sign On Episode 1)</li> </ul> <b><u>Cluster 2:</u></b> <ul style="list-style-type: none"> <li>• 2002 Examination Video 2 and Task book</li> <li>• TV, VCR</li> <li>• Peer Assessment sheet</li> </ul> |

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| <p><b><u>Cluster 3:</u></b></p> <ol style="list-style-type: none"> <li>1. Students are introduced to vocabs that will be used in the FJ Rose video</li> <li>2. For homework, students watch a video on FJ Rose and answer questions in booklet</li> <li>3. Next class, discuss students' answers and opinions on the events surrounding FJ Rose.</li> <li>4. Each group focus on a different phase in FJ Rose's life and give a report</li> </ol> <p><b><u>Cluster 4:</u></b></p> <ol style="list-style-type: none"> <li>1. For homework, students read an information sheet on Lucy Lewis and Thomas Pattison in booklet and answer questions on it</li> <li>2. Students share with class their answers</li> <li>3. Students are divided into groups, Lucy Lewis and Thomas Pattison, and practice on giving a report or a narrative</li> <li>4. Students go to different group and give a report or narrative. The others in the group do a peer assessment using a Peer Assessment Sheet</li> </ol> <p><b>Outcome 3</b></p> | <p><b><u>Cluster 3:</u></b></p> <ul style="list-style-type: none"> <li>• Yr 12 Auslan Student Video (FJ Rose segment taken from Sign On Episode 2)</li> <li>• Yr 12 Auslan Student Booklet</li> </ul> <p><b><u>Cluster 4:</u></b></p> <ul style="list-style-type: none"> <li>• Yr 12 Auslan Student Booklet</li> <li>• Peer Assessment sheet</li> </ul> |