



| LEARNING ACTIVITIES IN CLUSTERS  | RESOURCES  |
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| <p><b><u>Cluster 2:</u></b></p> <ol style="list-style-type: none"> <li>1. For homework, students watch “Mother Tongue” by Susan Shannon and answer questions in booklet</li> <li>2. Next class, students discuss about “Mother Tongue”</li> <li>3. Students are introduced to the vocabs that will be used in the video on Cresdee, Prior, Kane and KK</li> <li>4. Students watch a video on Cresdee, Prior, Kane and KK</li> <li>5. Ask students, can you see something similar? Recurring similarities? (e.g. Deaf people attest that signing is best, comfortable, freedom, mother language)</li> <li>6. For homework, students are presented with a difficult task, they research on the Internet on why oralism is good, but bear in mind, they need to give a Deaf perspective</li> <li>7. Next class, students share information on oralism</li> <li>8. Students are divided into two groups. One on the pros of Oralism in education, and the other on pros of Signing in education</li> <li>9. Students discuss their views with class</li> </ol> <p><b><u>Cluster 3:</u></b></p> <ol style="list-style-type: none"> <li>1. For homework students research on the internet on education with oralism, bilingualism, Signed English, cued-speech, Auslan, mainstream, and Deaf School, and think of questions to ask Deaf people about their experiences in school, and on oral, cued speech, Deaf school, integration and bilingualism</li> <li>2. Students brainstorm questions to ask Deaf visitors</li> <li>3. Ask for students’ Auslan version and write on board</li> <li>4. Students interview Deaf people on their education experiences and their thoughts on oral, cued speech, Deaf school, integration and bilingualism</li> <li>5. In pairs, students talk about what they learnt from the interviews, their thoughts and opinions on the best method of education</li> <li>6. In pairs, students practice giving a formal speech on the best method of education, based on their findings, with peer evaluation, using the peer evaluation sheets</li> </ol> <p><b>Outcome 1</b></p> | <p><b><u>Cluster 2:</u></b></p> <ul style="list-style-type: none"> <li>• Yr 12 Auslan Student Video</li> <li>• Yr 12 Auslan Student Booklet</li> <li>• Video – Cresdee, Prior, Kane and KK</li> </ul> <p><b><u>Cluster 3:</u></b></p> <ul style="list-style-type: none"> <li>• Yr 12 Auslan Student Booklet</li> <li>• Deaf visitors</li> <li>• Peer Evaluation Sheet</li> </ul> |

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| Theme: <b><i>The Deaf and hearing communities</i></b>   |  | Teacher: <b><i>Susan Ashley</i></b>   | VCE Unit: <b>4</b> Outcome: <b>2</b>  |
| Topic: <b><i>Language and education</i></b>   |  | Sub-Topic: <b><i>Bilingualism</i></b>   | Sub-Topic Length<br>_____ weeks   |
| <b>LANGUAGE ELEMENTS</b>  |  |   | <b>ASSESSMENT</b>   |
| <b><i>Grammar</i></b><br><ul style="list-style-type: none"> <li>• Complex sentences including WH words as conjunctions</li> </ul>   | <b><i>Vocabulary</i></b><br>INTEGRATION,<br>DEAF SCHOOL,<br>BILINUALISM,<br>TEACHER,<br>STUDENT,<br>SCHOOL | <b><i>Text Types</i></b><br><ul style="list-style-type: none"> <li>• Presentation</li> <li>• Explanation</li> <li>• Report</li> </ul> | Unit 4 – Outcome 2:<br>View two related signed texts, summarise information and rephrase for a class presentation<br><br><b>Assessment Task:</b><br>Students view signed texts on an Bilingual education for Deaf children and rephrase for a class presentation                                |
| <b>LEARNING ACTIVITIES IN CLUSTERS</b>  |  |   | <b>RESOURCES</b>  |
| <p><b>Introduce Outcome 2</b><br/>           We will be studying on Bilingualism education for Deaf children. You will need to research in your own time until you know fully and comfortably about it. In the Outcome, the task will be you viewing the video and pretend to give a class presentation. It is a FORMAL sign.</p> <p><b><u>Cluster 1:</u></b></p> <ol style="list-style-type: none"> <li>1. Go through the vocabs that will be included in the 2003 Examination Video 2 on Deaf people’s experiences in school. Explain to students that this examination video was used 2 years ago and we will practice with its task</li> <li>2. Introduce the Task (change from informal to FORMAL)</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 2:</u></b></p> <ol style="list-style-type: none"> <li>1. For homework, Students research on the Internet the pros and cons of Integration, Deaf School and Bilingualism on the provided web addresses in their booklet</li> <li>2. Next class, students go into groups and discuss pros and cons on Integration, Deaf School and Bilingualism</li> <li>3. Students share with class their findings</li> </ol> |  |   | <p><b><u>Cluster 1:</u></b></p> <ul style="list-style-type: none"> <li>• 2003 Examination Video 2 and Task book</li> <li>• TV, VCR</li> <li>• Peer Assessment sheet</li> </ul> <p><b><u>Cluster 2:</u></b></p> <ul style="list-style-type: none"> <li>• Yr 12 Auslan Student Booklet</li> </ul> |

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| <p><b><u>Cluster 3:</u></b></p> <ol style="list-style-type: none"> <li>1. Go through the vocabs that will be included in the 2002 Examination Video 5 on Deaf people's experiences in school. Explain to students that this examination video was used 3 years ago 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>Outcome 2</u></b></p> | <p><b><u>Cluster 3:</u></b></p> <ul style="list-style-type: none"> <li>• 2002 Examination Video 5 and Task book</li> <li>• TV, VCR</li> <li>• Peer Assessment sheet</li> </ul> |

| Theme: <i>The Changing World</i>   |  | Teacher: <i>Susan Ashley</i>  | VCE Unit: <b>4</b> Outcome: <b>3</b>  |
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| Topic: <i>People at work: different careers</i>  |  | Sub-Topic: <i>Sign language interpreters</i>  | Sub-Topic Length<br>____ weeks  |
| LANGUAGE ELEMENTS  |  |   | ASSESSMENT  |
| <b>Grammar</b><br><ul style="list-style-type: none"> <li>Topicalisation, space, descriptive and proform classifiers, role shift, noun/verb pairs</li> </ul>  | <b>Vocabulary</b><br>INTERPRETER, WORK, PROBLEM, SOLVE, INTERESTED | <b>Text Types</b><br><ul style="list-style-type: none"> <li>Presentation</li> <li>Report</li> <li>Discussion</li> </ul> | Unit 4 – Outcome 3:<br>Provide 4-5 minute sustained explanation on a given topic<br><br><b>Assessment Task:</b><br>Students give a sustained explanation on interpreters and the issues involved in a formal class presentation   |
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| <p><b>Introduce Outcome 3</b><br/>           In this Outcome, we will focus on interpreters, why they are important, and what issues needs to be resolved concerning them. In Outcome 3, you will be giving a pretend class presentation, FORMAL signs, based on YOUR research findings. On the day of the Outcome, you will be given more details about how you are to present it – informative, persuasive or evaluative.</p> <p>We will be inviting some Deaf visitors who work for the Deaf Community so you can ask them on their experiences with interpreters in the work place and other places. Remember, Deaf people’s thoughts counts!</p> <p><b><u>Cluster 1:</u></b></p> <ol style="list-style-type: none"> <li>Students are introduced to the vocabs that will be used in the interpreters’ section in the “Forum on Deaf Issues”</li> <li>For homework, students watch the video on interpreters and answer questions in booklet</li> <li>Next class, students go into groups and share their findings on interpreters</li> <li>Students share with class answers on interpreters, and also raise any queries that they may have about it</li> </ol> <p><b><u>Cluster 2:</u></b></p> <ol style="list-style-type: none"> <li>For homework, students research on the Internet on various jobs n the Deaf community that they prefer to work in, using the web site addresses provided in the booklet</li> <li>Next class, students go into groups and discuss their work preferences</li> </ol> |  |   | <p><b><u>Cluster 1:</u></b></p> <ul style="list-style-type: none"> <li>Yr 12 Auslan Student Booklet</li> <li>Yr 12 Auslan Student Video (Forum on Deaf Issues segment taken from Barton Tafe video)</li> </ul> <p><b><u>Cluster 2:</u></b></p> <ul style="list-style-type: none"> <li>Yr 12 Auslan Student Booklet</li> </ul> |

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| <p><b><u>Cluster 3:</u></b></p> <ol style="list-style-type: none"> <li>1. Students go into groups and brainstorm questions to ask Deaf people about their experiences with interpreters in the work place and in other places e.g.: <ul style="list-style-type: none"> <li>- Do you use interpreters often?</li> <li>- What are the problems you often face?</li> <li>- Your experience with interpreters?</li> <li>- Bad experiences with interpreters?</li> <li>- Good experiences with interpreters?</li> <li>- What things you would like to see an improvement in interpreter service?</li> </ul> </li> <li>2. Class share questions, write English version and discuss its Auslan equivalent</li> <li>3. Students interview Deaf people on their job career within the Deaf community and their experience with interpreters</li> <li>4. For homework, students prepare their piece</li> <li>5. Students go into pairs or in small groups and practice giving a class presentation formally, using either of the three: informative, persuasive or evaluative.</li> </ol> <p><b><u>Outcome 3</u></b></p> | <p><b><u>Cluster 3:</u></b></p> <ul style="list-style-type: none"> <li>• Deaf visitors</li> </ul> |