



#3154 BEGINNING ASL VIDEOCOURSE #1: MEET THE BRAVO FAMILY

OPEN CAPTIONED SIGN ENHANCERS, INC., 1991

Grade level: 4-13+

38 mins.

1 Instructional Graphic Enclosed

DESCRIPTION

Instructor Billy Seago and the Bravo family introduce themselves and the signs for a typical morning routine. The Cultural Notes explain how to get a Deaf person's attention. The Grammatical Notes address how to ask questions. Includes review, practice, and story sessions. The Beginning ASL Videocourse Series.

INSTRUCTIONAL GOALS

1. To observe how Deaf people introduce themselves.
2. To present some name signs.
3. To introduce vocabulary words used in a typical morning routine.
4. To present four ways of getting a Deaf person's attention.
5. To demonstrate how to ask yes/no and "wh-" questions.
6. To present iconic and symbolic explanations for some of the signed vocabulary.

BEFORE SHOWING

NOTE: The numbers displayed in the left-hand corner of the screen are referents for the commercially produced curriculum and are unrelated to this lesson guide.

1. Become familiar with the theme and target words listed under VOCABULARY. These may be enlarged, copied, and distributed.
2. Discuss how hearing people do the following: introduce themselves, get another person's attention, or show that a question is being asked.

DURING SHOWING

1. View the video more than once, with one showing uninterrupted.
2. Facial/body expressions and mouth movements convey specific grammatical information. Pause and practice these.
3. Pause after Billy discusses Deaf culture.
 - a. Discuss the three characteristics mentioned in the video which are inherent in every culture: language, customs, and values.
 - b. Explain how the Deaf culture meets these criteria.

C a p t i o n e d M e d i a P r o g r a m

4. Pause after Billy shows the sign indicating past tense. Discuss how Deaf people use the body as a reference of time.

AFTER SHOWING

Discussion Items and Questions

1. Review and practice signing the vocabulary.
2. Review the Cultural Notes and Grammatical Notes.
3. Discuss placement of name signs.
4. List some iconic and symbolic signs.
5. Discuss various abilities of Deaf people to hear and speak.
6. Identify compounds and practice signing the two words as one unit.

Applications and Activities

1. Signs for vocabulary may vary regionally. Check local sources for accepted signs for vocabulary in this video. Refer to Shroyers' *Signs Across America*, published by Gallaudet University Press.
2. Create name signs for each person in the class or each member of a family. Refer to Sam Supalla's *The Book of Name Signs*, published by DawnSignPress.
3. Deaf adults often include educational background in their introductions. Refer to Padden and Humphries' *Deaf in America: Voices from a Culture*, published by Harvard University Press.
4. Identify several ways to sign "no" using varying degrees of intensity.
5. Appropriate ways to get a Deaf person's attention vary with the situation, i.e., at home, at school, at work, and in public. Demonstrate appropriate methods for each situation.
6. Some signs change according to technological advances, i.e., time, telephone, plane/jet, etc. Interview older Deaf adults and look for older versions of signs.
7. Make a list of yes/no and "wh-" questions. Practice asking and answering these.
8. The signs for males tend to be placed on or around the forehead. Expand vocabulary to include "uncle," "nephew," and "grandfather."
9. The signs for females tend to be placed on or around the chin. Expand the vocabulary to include "aunt," "niece," and "grandmother."
10. In the story segment, the instructor uses three elements unique to ASL:
 - a. Classifier (person and animal).
 - b. Role shifting (from parent to child).
 - c. Eye gaze shifting (from parent to child).
11. Dramatize adjectives or adverbs, such as "mad," "tired," or "slow," by adjusting the speed or size of the signs.
12. Complete a worksheet identifying the proper facial expression for yes/no and "wh-" questions. (See INSTRUCTIONAL GRAPHIC.)

VIDEO CONTENTS

Vocabulary

- | | | |
|----------------|-------------------|---------------------|
| 1. mom, mother | 13.hungry | 25.which |
| 2. dog | 14.scared, afraid | 26.hearing |
| 3. children | 15.yes | 27.want |
| 4. fool you | 16.bed | 28.toilet, bathroom |
| 5. baby | 17.no | 29.brush teeth |
| 6. shower | 18.spider | 30.time |
| 7. good | 19.thank you | 31.wake up |
| 8. kitchen | 20.almost | 32.school |
| 9. morning | 21.where | 33.breakfast |
| 10.son | 22.get dressed | 34.past, before |
| 11.coffee | 23.love | 35.go |
| 12.daughter | 24.deaf | |

Cultural Notes

1. There are several ways to get a Deaf person's attention:
 - a. Tap on the shoulder.
 - b. Wave.
 - c. Use a low tone.
 - d. Stamp a foot.
2. There are appropriate ways to wake a Deaf person.
 - a. Tap a shoulder gently.
 - b. Flick the lights.

Grammatical Notes

1. Deaf people tend to ask yes/no questions in a special manner.
 - a. Raise the eyebrows.
 - b. Bring the head slightly forward.
 - c. Make eye-to-eye contact.
2. Deaf people tend to ask "wh-" questions in a special way.
 - a. Furrow the eyebrows.
 - b. Tilt the head slightly to the side.

INSTRUCTIONAL GRAPHIC

One instructional graphic is included with this lesson guide. It may be enlarged and used to create transparencies or copies.

◆ ASKING QUESTIONS IN ASL

ASKING QUESTIONS IN ASL

Directions: Circle the proper facial expression for each question.

1. Do you like peas and carrots?



2. How do you spell your last name?



3. What time will you leave for work tomorrow morning?



4. Did you enjoy your vacation in Hawaii?



5. Did I scare you?



6. Where is Mom?



7. Can you come over to my house tonight?



8. Who is in charge of the banquet?



9. Why did Judy go home so early?



10. Will you please pass me the potatoes?



11. How many children do you have?



12. Do you need a ride to school tomorrow?



Captioned Media Program