



#3173 BEGINNING ASL VIDEOCOURSE #7: A SCHOOL DAZE

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Grade level: 4-13+

38 mins.

2 Instructional Graphics Enclosed

DESCRIPTION

Instructor Billy Seago introduces and explains school-related signs. The Grammatical Notes discuss how directional verbs give additional information. The Cultural Notes reflect on the complex issues surrounding Deaf education. Includes review, practice, and story sessions. The Beginning ASL Videocourse Series.

INSTRUCTIONAL GOALS

- ◆ To introduce school-related signs.
- ◆ To demonstrate how different movements can alter the meaning of a signed verb.
- ◆ To demonstrate how different placements of a sign can change its meaning.
- ◆ To discuss the importance of including self-esteem and self-identity when determining educational placement for a Deaf child.
- ◆ To present various educational options for a Deaf student.

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. Review the vocabulary and Cultural and Grammatical Notes from Tapes 1-6.
2. Become familiar with the theme and target vocabulary listed in the VIDEO CONTENTS. These may be enlarged, copied, and distributed.
3. Share personal experiences involving education programs the Deaf.
4. Explain that almost every state has at least one residential school for the Deaf. Refer to Jack Gannon's *Deaf Heritage*, published by the National Association of the Deaf.

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.

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

3. Pause as Anna picks up the book *Deaf Heritage* in the library. Emphasize that it is a valuable resource.
4. Pause after Anna expresses frustration at adults for fussing at her. Notice how she signs “no” and “scold.”
5. Pause and discuss the small size of the class. Discuss reasons for this.
6. Point to different examples of directional verbs.
7. Point to previously learned examples of negation as shown in Tape 3.
8. Point out how Billy creatively signs “dream” near Anna.
9. Pause and identify three placements of the sign “write.”
10. Point out the flashing light as a means to get attention in the classroom.

AFTER SHOWING

Discussion Items and Questions

1. Review and practice signing the vocabulary.
2. Review the Cultural Notes and Grammatical Notes.
3. List experiences and opportunities offered in residential schools, day schools, and local public schools.
4. List the criteria that should be considered in determining educational placement.

Applications and Activities

1. Signs for some vocabulary may vary regionally. Check with local sources for commonly accepted signs for vocabulary in this video.
2. Not all verbs can be directional. List and practice those that can be directional, for example: “ask,” “tell,” “pay,” “help,” “run,” and “show.”
3. Varying the placement of a sign can convey specific information. The sign can be placed directly on a certain body part to bring out the meaning.
 - a. The sign for “pain” can be headache, toothache, and stomachache.
 - b. Learn the signs for “shave,” “hit,” “hurt,” “cut,” and “wash.” Practice placements of signs to convey specific information. (See INSTRUCTIONAL GRAPHICS.)
4. Invite a panel of Deaf adults with various educational backgrounds to discuss their experiences.
5. Identify the different educational programs for the Deaf in your area.
6. Invite a panel of parents of Deaf children to share their experiences involving educational placement.
7. Research and report on assigned topics from *Deaf Heritage*.
8. Visit various nearby programs for the Deaf.
9. Practice signing directional verbs in a concentration game. (See INSTRUCTIONAL GRAPHICS.)

VIDEO CONTENTS

Vocabulary

1. school	11. there	21. who
2. teacher	12. grow up	22. pencil
3. book	13. teach	23. paper
4. read	14. learn	24. good
5. sit	15. student	25. need
6. tired	16. study	26. please
7. sorry	17. give	27. have
8. flower	18. play	28. want
9. pick flower	19. What's wrong?	29. late
10. here	20. not	30. finished

Cultural Notes

1. Success of a Deaf child academically and personally depends on the teaching methods of the school attended and on how that child learns.
2. One educational requirement is often overlooked: nurturing and encouraging a child's self-esteem and self-identity.
3. It is important that the school environment offer the Deaf child complete accessibility.
4. There are various educational options for a Deaf child:
 - a. A residential school (students live there).
 - b. A day school (students commute).
 - c. A mainstream program (with interpreters or self-contained classrooms of Deaf students).
5. The child's skills, capabilities, motivation, and personal interests must be taken into consideration when choosing an educational program.

Grammatical Notes

1. Some verbs in ASL are directional.
2. Movement of the sign itself gives additional information, such as "you help me," "I help you," "I am helping another person."
3. Modifying the movement and the placement of the sign can change the meaning, such as "write on paper," "write on the board," "write back and forth."

INSTRUCTIONAL GRAPHICS

Two instructional graphics are included with this lesson guide. They may be enlarged and used to create transparencies or copies.

- ◆ SIGN PLACEMENT
- ◆ DIRECTIONAL VERB GAME

SIGN PLACEMENT

Directions: Practice the correct placement of the signs to convey the intended meaning.

I have a . . .

headache
stomachache
toothache
sore neck
sore knee

I had a cut on my . . .

forehead
nose
finger
hand
leg

He hit me on my . . .

arm
hand
eye
mouth
leg

Wash your . . .

hair
hands
body
dishes
clothes
(the) floor

Shave your . . .

face
head
mustache
underarms

I had surgery on my . . .

knee
and
shoulder
nose
hear
abdomen

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DIRECTIONAL VERB GAME

Directions: Copy the following strips on two different colors of paper, such as yellow and blue. Cut them out, mix, and distribute. One person with a yellow strip comes forward and signs the sentence silently, using the correct directional verb movement. The person holding the blue strip with the same sentence must sign "beep." The game continues until all the strips have been matched.

Give the book to me. (Book, give-to me)

Give the book to her. (Book, give-to her)

Give the book to him. (Book, give-to him)

Tell me your name. (Name, tell-to me)

Tell him your name. (Name, tell-to him)

Tell her your name. (Name, tell-to her)

Help me. (Help, to-me)

Help her. (Help, to-her)

Help him. (Help, to-him)

Help your baby sister. (Help-down baby sister)

Ask her. (Her ask-to)

Ask him. (Him ask-to)

Ask the teacher. (Teacher, ask-up)

Ask the little girl. (Little girl, ask-down)

Ask yourself. (Yourself, ask-to)

Ask the cop. (ask-up)

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