

Let's Chat! American Sign Language (ASL)

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CONVERSATION ACTIVITIES | THE PATHWAYS PROJECT

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Photo by Hue Herrick

Welcome to *Let's Chat! ASL*, a collection of interpersonal activities for the American Sign Language classroom. Let's Chat activities are not intended to replace classroom instruction, but rather supplement it. The activities in this collection were designed by advanced level ASL students at Boise State University to help students practice real-world conversation skills and reinforce the concepts they are learning in their ASL classrooms.

WHY A COLLECTION OF INTERPERSONAL ACTIVITIES?

Many language students consider the most challenging aspect of language learning to be speaking/signing. What makes it so difficult? Out of the four skills (reading, writing, speaking/signing, and listening), speaking/signing is the only skill that actively requires the presence of another person. And yet, while tough, conversation or an innate desire to connect with others is often why our students enroll in language courses in the first place. They picture themselves encountering deaf individuals in their personal and professional lives, interacting with the target culture and engaging with native signers.

How can we best prepare them for this “real-world” experience in a language classroom? Designing fun, authentic,

and engaging signing activities is often a time-consuming process, and we must develop our students' ability to be spontaneous communicators. As a result, many instructors find themselves relying more on interpretive and presentational activities in their classrooms. While these activities are important to build valuable language skills, in our globalized world it is more important than ever that our students gain "the ability to use language in real-world situations in spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native [signers] of the language" (ACTFL Proficiency Guidelines, 2012, p.4). We want them to have the necessary signing and receptive skills to thrive when they engage with native signers outside of the classroom! Being able to confidently engage in spontaneous conversations is the best skill for students to be able to use their language skills in the real world.

Language learners need 720 instructional hours to reach the advanced level and only 320 of those are typical for most university foreign language programs (General Accounting Office). Even in a four year high school program, only "15% of students reach a proficiency level near Intermediate-Mid, even after approximately 720 hours of study" (CASLS 2010). In other words, it is critical that we provide our students with as many opportunities as possible to engage in interpersonal communication in their target language.

In our Let's Chat! Series, we hope to make it easier for language teachers to implement spontaneous conversation into their curriculum by providing "classroom-ready" activities that are exciting and culturally relevant, with the goal of providing teachers interactive lessons that are easily adaptable in order to facilitate active language learning.

In this book, we've provided a foundation of over 100 activities that you can use with your students, but we hope that you won't stop there! These activities are designed to be revised and remixed, meaning that we encourage you to adapt the materials to fit the needs of your students and add new original content or from other open educational resources (OER). We encourage you to share your feedback and the materials you create by emailing us at Pathwaysproject@boisestate.edu. Together, we can build a comprehensive collection of ASL interpersonal activities!

We look forward to hearing from you,

The Pathways Project Team

References

ACTFL. (2012). ACTFL Proficiency Guidelines 2012. <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>

Center for Applied Second Language Studies (CASLS), University of Oregon. (2010). How Many Hours of Instruction Do Students Need to Reach Intermediate-High Proficiency? <https://casls.uoregon.edu/wp-content/uploads/pdfs/tenquestions/TBQHoursToReachIH.pdf>

United States General Accounting Office (2002). Foreign Languages, Human Capital Approach Needed to Correct Staffing and Proficiency Shortfalls. (No.GAO-02- 375). Washington, DC: Author.

How to Use the Activities in this Book



Abby Cain, former Pathways Project team member, presents her project at the Pathways Project Showcase.

Each activity featured in this book is complete and ready to be implemented in your classroom.

Before you begin:

- Most activities are designed to be 30 minutes in duration, unless otherwise specified. Depending on the level of your students and size of the group you are working with, more or less time may be allocated.
- Be sure to read through the activity description and review the list of required materials.
- Every activity includes the required digital materials. For face-to-face activities, you may occasionally

need other supplies such as whiteboard markers or dice.

HOW TO FIND AN ACTIVITY



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=2080#oembed-1>

WHAT'S INCLUDED IN A PATHWAYS PROJECT ACTIVITY?

The following interactive photos will help you to learn more about what's included in each Pathways Project activity. Click on the + icon located next to the different activity sections to learn more.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=2080#h5p-2>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=2080#h5p-3>

REVISE FOR YOUR LANGUAGE CLASSROOM:

Revising an activity allows you to adapt the activity to meet the unique needs of your language classroom. You can modify the activity instructions, add or take away a portion of the activity, or make adjustments to the Google Slideshow. **We have provided editable versions of all Google Slideshows and Printable Activity materials.**

GOOGLE SLIDESHOWS:



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=2080#oembed-2>

1. To begin, go to File -> Copy to create an editable version of the slideshow.
2. Once finished with your changes, please complete the following steps to share:
3. Click on Share
4. Who Has Access
5. Ensure link sharing is on and allow external access.

PRINTABLE ACTIVITY MATERIALS:



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=2080#oembed-3>

Most of our printable activity materials are developed using [Canva](#), a free online graphic design program. Before making changes to a material, you'll want to sign up for a free account.

If you're a K-12 educator, consider requesting a free [Canva for Education](#) account!

Feeling creative? Language instructors sometimes feel reluctant to share back their great ideas, but we want to change that by making it easy to share back with the larger Pathways Project Community!

Try taking an activity to the next level by:

- Adding new content (something you've created or from another OER source)
- Additional activity suggestions
- New authentic materials
- Suggestions on implementing the activity in the classroom

- Localizing the content for a specific audience or group of learners

HOW TO SHARE BACK AN ACTIVITY

When you are ready to begin share back an activity you've revised or remixed with the Pathways Project community, simply look for the **Google Form (pictured below)** at the bottom of the activity page. This form will make it easy to submit the activity and our student OER editor team will take care of publishing it for you! (You'll of course maintain the copyright and we'll help you license the activity.)

The Pathways Project Feedback and Revised/Remixed Activity Submission Form

This short form is intended to offer Pathways Project users the opportunity to:

- **Inform** the Pathways Project team that they used or gained inspiration from an activity
- **Provide** feedback or suggestions for an activity
- **Share** a revised or remixed version of an activity with the Pathways Project Community
- **Share** a new, original activity with the Pathways Project Community

How are Pathways Activities Formatted?

ABOUT THE ACTIVITIES

The activities provided by the Pathways Project serve as interpersonal speaking/signing activities which can be adapted by any language and scaled up or down on the proficiency scale. These activities seek to help students solidify their interpersonal speaking/signing and receptive skills through task-based situations or communicative activities and should be facilitated in the target language, for approximately 90% (or more), per the recommendation of the [American Council on the Teaching of Foreign Languages](#).



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=2082#h5p-1>

Activity Format

1. We begin by introducing the **NCSSFL-ACTFL Can-Do Statements** for the activity and complete a **Warm-Up**. This helps students to prepare for the main activity, boost confidence and transition into the target language.
2. Next, we move on to a **Main Activity**. Time for a linguistic workout! The main activity is focused around tasks (i.e. the provided Can-Do Statements) and challenges students to use and apply what they are learning in class in a spontaneous manner.
3. Finally, we move on to a **Wrap Up** and final review of the **NCSSFL-ACTFL Can-Do Statements**. The purpose of these final two activities is to help students to self-evaluate their progress on each of the can-

do statements and to boost confidence, hopefully ending on a happy note! (In other words, we hope to help students forget about how hard they just worked! 😊)

About the Pathways Project

ABOUT THE PATHWAYS PROJECT



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<https://boisestate.pressbooks.pub/pathwaysasl/?p=2154#oembed-1>

The Pathways Project, an initiative from the [Department of World Languages](#) at Boise State University, is a collaborative network of open educational resources (OER) including instructional language teaching materials and professional development created by and uniquely for Idaho's K-16 language teachers and students.

Teachers and students participating in the Pathways Project come from different fields of study and schools across Idaho to create open (i.e., free), digital activities that support the teaching and learning of foreign languages and promote intercultural competence. We hope to impact the opportunities learners have to connect to the global world!

SUPPORT THE PATHWAYS PROJECT



Students and faculty involved in the Pathways Project work together to create high-quality open educational resources (OER) for Idaho's K-16 language classrooms. The activities, professional development, and other materials developed by the project are freely available to language instructors and students worldwide!

Your investment supports hiring undergraduate and graduate students who help to design and create OER and free/low-cost professional development for K-16 language instructors. It is because of you that we're able to make such an impact on the lives of many students, our community, and beyond.

[Give to the Pathways Project](#)

This link will take you to a direct page to give to the Pathways Project. Under designated funding source, "Pathways Project" should appear. If you do not see this as the designated source, please use the search button at the bottom of the page to search for "Pathways Project."

MEET THE PATHWAYS PROJECT TEAM

PROJECT CO-DIRECTORS

Kelly Arispe

Kelly Arispe (Ph.D. UC Davis), is an Associate Professor at Boise State University where she teaches upper-division Spanish Linguistics courses and Teacher Education courses in methods, literacy and assessment for pre-service language teachers. She is Program Coordinator for Language Secondary Education Majors and Director of the Graduate Certificate in [Computer Assisted Language Learning](#). Her primary research focuses on L2 pedagogy and CALL/MALL and intermediate and advanced language learners. Her current projects include using video tagging software to impact best practices in language teaching and the Pathways Project.



Amber Hoye

Amber Hoye (M.E.T), is the Director of the [World Languages Resource Center](#) at Boise State University where she supports faculty implementing educational technology and other innovative practice including OER, supervises an interdisciplinary team of student employees, and teaches a required course for language majors to prepare for attending graduate school or entering the workforce. Her current projects include supervising the creation of ancillary teaching materials in collaboration with university faculty, staff, students, and K-12 teachers, and managing the Pathways Project OER repository.



STUDENT TEAM MEMBERS (LISTED ALPHABETICALLY BY FIRST NAME)

This collection of activities would not be possible without the efforts of our student OER editors and conversation assistants! We invite you to learn more about present and past members of the Pathways team in this section.

Note: The World Languages Resource Center (WLRC) at Boise State University is the hub for Pathways Project team members.

(Listed alphabetically by first name)

Abby Cain

Conversation Assistant, OER Editor, and Lab Desk Assistant

Spanish Secondary Education Major

Language: Spanish

What are you up to now?

Teaching middle school Spanish in the West Ada School District in Boise, Idaho.

“Working at the WLRC throughout college prepared me so well for a career in education and gave me lifelong friendships I will always cherish.”

**Abby Daniels**

OER Editor

Global Studies Major, Korean Studies Minor

Language: Korean

“Working with the WLRC has inspired me and kept me inspired to learn Korean even when it is difficult because everyone that works here is so passionate about language learning.”

**Anna Gamino**

Conversation Assistant

English Major (Linguistics Emphasis), Arabic Studies Minor, Elementary and Intermediate Certificates in Arabic, French, and Spanish

Language: Arabic, French, Spanish



Annika Henderson

Conversation Assistant, Lab Desk Assistant

German and Global Studies Major, Arabic Studies Minor

Languages: Arabic, German

“I love the community of learners at the WLRC. We are all language learners, we share a similar passion, and we are passionate about helping others and forming a better global relationship.”



Antoine Abjean

Conversation Assistant, Lab Desk Assistant

Mechanical Engineering Major, Industrial Engineering Minor

Language: French

What are you up to now?

I am working in a career of project management and project engineering.



“[Working in the WLRC] was a great experience for me throughout, allowing me to grow in social aspects as well as develop my creativity.”

Armilene Cabrerros

Conversation Assistant, OER

Communications Major, ASL Minor

Languages: ASL, Tagalog

“The WLRC has been the highlight of my college experience. Working here has allowed me to gain experience pertaining to the career I want to be in in the future. It’s been a joy to get to contribute to this project and teach alongside awesome students! Language is a gap we can bridge and this is one of the ways we can do that! I can’t wait to share it all with you!”



Ashlyn Nutting

Conversation Assistant, Lab Desk Assistant

Spanish and Linguistics Double Major, Global Studies Minor

Language: Spanish

“The WRLC has been an integral part of my academic career as a Spanish major, and I’m excited to contribute to other students’ experiences by joining the conversation assistant team. I also think that language learning in general is awesome, and I’m really looking forward to helping to make it more accessible and available by creating free resources for educators.”



Ashley Johnson

OER Editor, Team Lead Assistant

Strategic Communications Major,
German Minor

Language: German

“My time spent here at the WLRC has been amazing. I have loved working in such a positive and diverse environment. Working on OER and Pressbooks has been a fulfilling process and I am so excited that we get to share it with all of you 😊”



Audra Dooley

Conversation Assistant

Kinesiology Major, ASL Minor

Language: ASL

“I have loved learning ASL and think that learning any language should be accessible to everyone. Learning other languages is so important to be able to make communication easier and it should not be expensive to learn.”



Berty Nlemvo

Conversation Assistant

International Business Major, Marketing and French Minor

Language: French, Lari



I'm excited to be working here because I think it is a great experience to have. I think doing this so far has taught me that it is one thing to speak the languages and another thing to explain it. I'm learning new skills and excited to learn more!"

Blake Simony

Conversation Assistant, Lab Desk Assistant

Communications and Spanish Double Major, Psychology Minor

Language: Spanish



What are you up to now?

I work at a non-profit organization that helps Colorado residents and businesses find the best health insurance options for themselves. I do communications and marketing: writing technical documents, copywriting for the website, and assisting with internal communications.

"These conversation activities helped build language skills with the students I worked with, but they also improved my own Spanish proficiency and made me a better conversationalist."

Brooke Staszko

Conversation Assistant, OER Editor

Spanish Secondary Education Major with English Teaching Endorsement

Language: Spanish



Bree Manchester*Conversation Assistant*

English Teaching Major, Japanese Studies Minor

Language: Japanese

"I personally love learning languages, and I love having the opportunity to experience art and culture outside of the small world I've grown up in. I'm excited to share these resources for students that want to expand their world the same way I did."

**Brenna McNeil***OER Editor*

German Secondary Education Major,

Global Studies Minor

Language: German

"[The WLRC is the] best group of people I have worked with! It is always so fun to get to share our love of languages together!"

**Camille Daw***OER Editor, Lab Desk Assistant*

History Major

Language: German

What are you up to now?

Currently I am focusing on my M.A. in Public History at Boise State. I am in the process of curating an exhibit on the Japanese American confinement experience during World War II to be displayed in the Albertson's Library and I work at the Old Idaho Penitentiary.

"I started in the WLRC as one of the earliest OER editors. Working alongside the team, everyone contributed so many ideas and input on this project. The e-books would not be where they are today without the hard work that everyone has put in over the years. Working at the WLRC was an amazing experience that exposed me to so many different languages, cultures, and ways to learn about these languages and cultures."

Cassy Ponga*Conversation Assistant*

Molecular Biology Major with Biomed emphasis (pre-dental)

Language: French

What are you up to now?

I'm still an International student at Boise State, Junior standing and will apply for dental school in the Spring of 2022. I'm also a first year Resident Assistant (RA).

"It was really nice to connect and have conversations with people that are willing to learn more about another culture. I think having a conversation lab assistant allows students to become more confident, involved and accelerates their learning process."

**Chinatsu Kaneko***Conversation Assistant*

Sustainability Studies Major

Languages: Japanese and French a bit

"I know learning a new language is a hard thing because I am learning too. I want to help students who study Japanese and Japanese is a less commonly taught language so I want to be a part of promoting Japanese here. Also I am doing a similar thing (conversation assistant) in my university for international students, so I like to do this kind of thing!! It's interesting that I can know what students have interest in about Japan."

**Chloe Pampush***Conversation Assistant, Lab Desk Assistant*

Graphic Design Major, German Minor

Language: German

What are you up to now?

I am working as a WordPress Developer at a local marketing agency.

"I loved working at the WLRC! I built life-long friendships, was able to contribute to a larger cause, and developed leadership skills that are helping me to this day!"



Chloe Robinson

Conversation Assistant, Lab Desk Assistant
 Spanish and Health Sciences Double Major
 Language: Spanish

What are you up to now?
 Continuing my studies at Boise State!



Claire Oberg

Conversation Assistant, OER Editor, Lab Desk Assistant
 Dual Elementary Education and Special Education
 Major, ASL Minor
 Language: ASL

What are you up to now?
 4th grade public school teacher



“Working at the WLRC for almost three years provided me with so much exposure to different cultures and languages. It provided me with a community of diverse people where we all came together to create conversation activities for Boise State language students but with the goal to support other language learners and teachers from all over!”

Claire Werlin

Conversation Assistant, Lab Desk Assistant
 Elementary Education Major
 Language: ASL

What are you up to now?
 I am about to finish up my MEd through Boise State! After graduating, I will be pursuing a Kindergarten teaching position (hopefully at a bi-lingual school)!

“I look back so fondly on my time at the WLRC! It was such a valuable experience for me to develop my Spanish language skills and connect with others. I also loved working with such amazing coworkers!”



Collin Dauenhauer

Conversation Assistant

History Major, ASL Minor

I'm excited to be working here because I think it will be great experience for my future career which is hopefully teaching history and ASL! So this will prepare me to create activities for ASL and history in a sense. And it's also great to be working with such cool people!



Cora Lytle

OER Editor

International Business major, Japanese Studies Minor

Language: Japanese

"Some of my best academic experiences have been facilitated by language learning programs and alongside fellow language learners. Creating accessible and easy to use educational resources is so exciting because language builds community!"

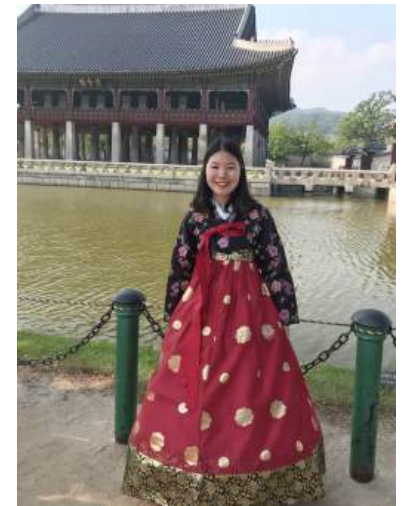


Daum Jung

OER Editor, Conversation Assistant

Nursing Major

Language: Korean



Daniela Toledo

Conversation Assistant, Lab Desk Assistant

International Business Major, Entrepreneurship Minor

Language: Spanish

“I am excited to be a part of the WLRC because I love teaching other students my mother tongue, and having fun while learning a new language. I also like being part of the WLRC team and creating an impact by providing free language activities for K-16 teachers. I am learning a lot when I prepare for my labs about different Latin American cultures, similarities, and differences, and I know the knowledge I am developing is going to be helpful for my professional journey after I graduate.”



Danielle Snyder

OER Editor

Psychology Major, Spanish Minor

Language: Spanish

Deana Nassans

Conversation Assistant, Lab Desk Assistant

Accounting and International Business Double Major, Japanese Studies Minor

Language: Japanese

What are you up to now?

I am currently working in San Jose as a tax accountant at one of the Big 4 accounting firms. I handle tax returns for Japanese expats who come to the US on assignments. I usually spend the weekends hanging out with my dog Buddy Boy!

“My experience at the WLRC has helped me improve my communication skills. It also helped me make new friends and open up to others.”



Delaney Obaldia

Conversation Assistant, OER Editor, Lab Desk Assistant

Psychology Major, ASL Minor

Language: ASL

What are you up to now?

I am working full time and getting a Master’s degree at Boise State in school counseling!

“I loved working at the World Language Resource Center, I met two of my best friends and my husband there. The WLRC will always be a special place for me!”



Denise Hutchins*Conversation Assistant*

Illustration (BFA) Major, Japanese Studies Minor

Language: Japanese

What are you up to now?

I'm currently finishing up my capstone illustration project, a bilingual picture book featuring animal onomatopoeia in Japanese and English. After I graduate in December, I'll continue this book project, illustrating all the main animal onomatopoeia, and getting the book published by a relevant publisher or through Kickstarter. After that, I will move on to my next illustrated book project!



"Connecting with people through our shared journey of learning a new language is a uniquely rewarding experience. No matter what other similarities or differences we may have, or whether we are on the teaching or learning side of the coin, when we're all aiming for the same language goals, we naturally end up having fun while making progress together. Having fun while learning is the ultimate educational experience, an experience I am grateful to have shared while working at the WLRC."

Derek Cross*OER Editor, Lab Desk Assistant*

History Major, Chinese Studies Minor

Language: Chinese

What are you up to now?

Working at the Gift Planning Office at UC Berkeley and looking into graduate programs.

**Elián Tovar***Conversation Assistant*

Elementary Education TESOL/ENL Major, Romance Languages Minor

Language: Spanish

"The opportunity that I have to be a part of the WLRC is amazing because this is helping me to get experience for when I am in my future classroom and teaching them how to speak a language."

Emily Blackburn*OER Editor, Lab Desk Assistant*

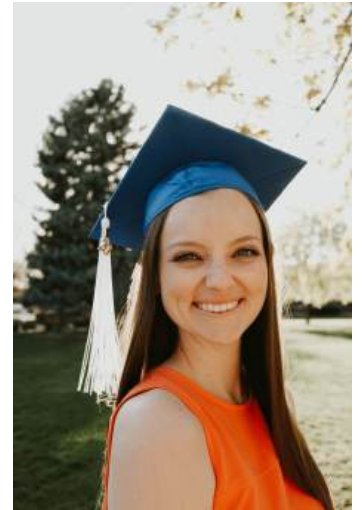
French, Secondary Education Major, Visual Art Minor

Languages: French, Portuguese

What are you up to now?

I am now a high school French teacher in the Treasure Valley!

“Some of my best friends to this day are those that I met working at the WLRC. I worked with so many amazing people and learned so much that helped me become the educator I am today.”

**Emily Hawley***Conversation Assistant, Lab Desk Assistant*

Spanish Secondary Education Major

Language: Spanish

Emily Muro*Conversation Assistant, OER Editor, Lab Desk Assistant*

German Secondary Major, Spanish Minor

Languages: German and Spanish

“I’m very excited to help create free language activities for K-16 teachers, because I plan on teaching world languages! I believe learning languages helps us see into the minds of others and helps us build relationships. Learning languages has opened up a lot of doors for me, and I hope to provide my future students with the same, and more opportunities than I have had.”

**Emma Eason***OER Editor*

German Secondary Education Major, History Minor and Teaching Endorsement

Language: German

“I loved the positive environment I worked in at the WLRC and all the new relationships I was able to make!”

**Emma Wilkinson***Conversation Assistant, OER Editor, Lab Desk Assistant*

Elementary Education Major (Literacy Endorsement), ASL Minor

Language: ASL

“Working in the WLRC is a great place for people who are invested in learning to not only work together but share their passion for language! It’s been an incredible experience and one I wouldn’t trade!”

Erica Laursen

Conversation Assistant, OER Editor

German Major, TESOL Certification

Language: German

What are you up to now?

I’m working at the city’s local community center and fulfilling my passion of connecting and learning about others through my travels!

“I had an amazing time working in the WLRC! The tools and resources that I was introduced to have been so beneficial, not only in lesson planning and creating activities, but in my day to day life. I learned more than I thought I would and it was fun to see my growth in my abilities and knowledge. I am incredibly grateful for the amazing connections and life long friends that I made and I will be forever grateful for Amber and the time I spent working with the WLRC!”



Ethan Hoggan

Conversation Assistant, Lab Desk Assistant

English Major, Linguistics Emphasis, History Minor

Language: Japanese

What are you up to now?

I worked as a tutoring lead at CWI for a year, and am tentatively looking at graduate programs in crisis management.

“The best part of the WLRC was the people surrounding me. My coworkers were not only inspirational, but were also kind, enjoyable people. It was such a joy spending time each day with such incredible peers, and the WLRC is still one of my favorite places I’ve ever worked for.”



Gabby Bates

Conversation Assistant, OER Editor, Lab Desk Assistant

Accountancy and Spanish Double Major

Language: Spanish

What are you up to now?

I am working at a public accounting firm in Portland, Oregon.

“The WLRC is such a fantastic place on Boise State’s campus. I am so lucky to have been a part of it for the 3 years that I was.”



Gabrielle Mahias

Conversation Assistant

History Major (Human and Social Sciences in my home country)

Languages: French, English, Turkish, German (and a little Spanish and Italian)

“It’s incredible to be able to share our knowledge to each other nowadays (one century ago it was not even imaginable). It’s crazy and I think it’s this opportunity that excite me the most!”



Germán Tovar

Conversation Assistant, Lab Desk Assistant

Electrical Engineering Major

Language: Spanish

“Working in WLRC as a conversation lab assistant is helping me be more confident at the time to talk. I’m a shy person!”



Grace McGrorty*Conversation Assistant, Lab Desk Assistant*

Global Studies Major, Japanese Studies Minor

Languages: Japanese, Korean, Latin and Spanish

“Learning Japanese is an ongoing process for me, and I believe that being part of the WLRC team will help me with my own language skills. I am also excited to be part of a friendly team that shares a passion for language learning. I have created free language learning resources for OER before, so I am looking forward to expanding upon those materials and creating more activities that can benefit more teachers and learners.”

**Halle Robertson***Conversation Assistant, Lab Desk Assistant*

Multidisciplinary Studies Major, Japanese Studies Minor, Leadership Certificate

Language: Japanese

“It has been a great time teaching and learning languages at the WLRC!”

Hannah Steiner*Lab Desk Assistant*

Linguistics Major, Chinese Studies Minor, TESOL Certificate

Language: Chinese

What are you up to now?

I am about to enter my final semester of my MA TESOL and Applied Linguistics program at University of Wisconsin-Milwaukee. I am about to start my thesis project where I am creating an entire ESL writing program curriculum from scratch for a local adult education non-profit organization! After graduating with my MA, I plan to set off overseas and teach around Asia for a few years!

“I learned a TON working at the WLRC about creating quality, meaningful speaking activities for students learning foreign languages. As a graduate student I have been able to apply the skills I gained as a front desk assistant creating the Chinese speaking materials to my lesson plans and materials creation projects for classes. It has really given me a leg up over my peers who might not have any materials creation experience, and I am looking forward to using that knowledge and skill more creating lessons for my future students!”

**Hideaki Furukawa***Conversation Assistant*

Marketing Major

Language: Japanese



Ibrahem Alotaibi

Conversation Assistant, OER Editor

Master of Public Administration, Bachelor of Business Administration

Language: Arabic

“Working in the WLRC was one of my best experiences for learning about leadership, solving problems, and developing.”



Iris Torres

Conversation Assistant, Lab Desk Assistant

Spanish Secondary Education Major

Language: Spanish

“The WLRC has given me a lot of experience to grow in my communicational and organizational skills. I love to meet other people who also love to learn languages and learn from them. It is a great place to do an internship or work. I am so thankful for this opportunity.”



Jacob Steele

Conversation Assistant

Kinesiology Major with Emphasis in Pre-Allied Health, ASL Minor

Language: ASL

What are you up to now?

Finishing up my undergrad and looking to pursue PA school as well as possibly pursuing interpreting school.

“The WLRC fosters learning, has friendly staff, great conversation assistants, and always has the best interest of language students.”



Jaelyn Quisel*OER Editor*

Spanish and Integrated Media and Strategic Double Major

Language: Spanish

"I'm excited to be involved because this project seems like the perfect intersection of my interests and skills by being able to write and edit content in Spanish. On top of that, I loved my Spanish teachers that used cultural engagement and artifacts to teach the language, and I am excited to help build resources for that kind of learning!"

**Jasmine Wall***Conversation Assistant, OER Editor*

French and Global Studies Double Major

Language: French

"I am excited to create free language activities for K-16 teachers, because I am passionate about foreign language education, and I can't wait to see how making these activities from my team accessible to such a wide range of fellow educators and students makes a difference in language learning across Idaho and beyond!"

**Jorge Corea***Conversation Assistant, OER Editor, Lab Desk Assistant*

International Business Major, French Minor

Languages: French, Spanish

What are you up to now?

I graduated from Boise State and now I'm doing my OPT.

"Learning French was one of my most cherished experiences in Boise. Learning and teaching in the WLRC was an important part of my college career."

Josepha Sowanou*Conversation Assistant*

French Secondary Education Major

Language: French

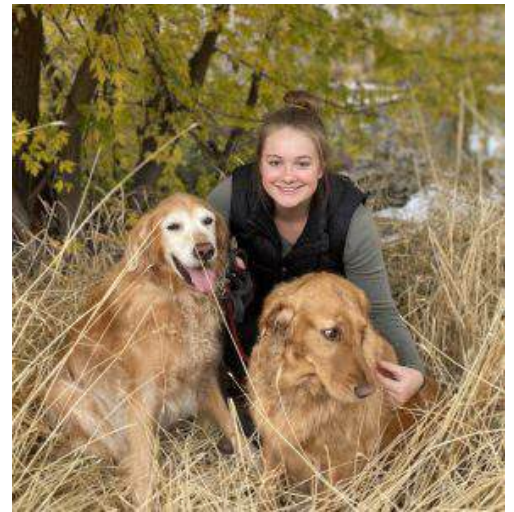
"I loved teaching and interacting with students."

Julia Dryer

Conversation Assistant, Lab Desk Assistant

Global Students Major (Sustainable Futures Emphasis), Spanish Minor
Languages: German, Spanish

"I think the work being done in the WLRC is amazing! I am so impressed with the amount of materials there are across a variety of topics and levels. It makes it so fun to come to work!"

**Kailyn Phillips**

Conversation Assistant, Lab Desk Assistant

Psychology and Spanish Double Major
Language: Spanish

"I strongly believe that access to education and educational materials should be readily available to everyone! Learning is one of my greatest passions, and being a part of an organization that facilitates that process is something that I am super excited about!"

**Katherine Bukhantsov**

OER Editor

German Major, Linguistics, English Literature, and Global Studies minor
Languages: Russian and German

"I am always excited to be involved in anything language related, so this project is no exception. I'm also really glad to be a part of something that encourages others to learn other languages and provide resources that would help accomplish their language goals."

**Kaden Davis**

Conversation Assistant, Lab Desk Assistant

Computer Science Major, Japanese Minor
Language: Japanese

Kaho Otsuki

Conversation Assistant

Pre-Business Major
Language: Japanese

Kennedy Steinau

Conversation Assistant, Lab Desk Assistant

Biology with an emphasis in Ecology, Evolution, and Behavior Major, ASL Minor
Language: ASL



“ASL is such a useful language that is hardly taught because there are not a lot of teachers and options to teach it. I am excited to make ASL more accessible to everyone who wants to learn it and also bring attention to Deaf culture. It’s such a beautiful language and culture! The world would benefit from even just having access to resources for ASL!”

Keslee Seegmiller

Conversation Assistant, Lab Desk Assistant

Creative Writing Major, Spanish Minor
Language: Spanish

“I am excited to strengthen my teaching and lesson creating skills, so I can one day teach my own children.”

Lillie Cobb

Conversation Assistant
Spanish and Psychology Double Major
Language: Spanish



“I’m excited to be a part of the WLRC because I can practice my Spanish and provide evidence for why the language has the rules it does. I am also able to learn more about a language I truly have a passion for. While discovering a new love for teaching the language, I am actively learning more as well. This is such a unique experience—creating language activities for a broad spectrum of ages which have the opportunity to reach so many people and touch several lives. I’m eager to continue learning!”

Lily Nelson

Conversation Assistant, OER Editor

French Major

Languages: French

"I love fun and engaging curriculum! I think that being able to help create it sounds like so much fun, and provides so many opportunities to make language learning accessible to more people. As for conversation labs, I love being able to speak in French—it's my favorite language. :)"

**Madison Mackey**

Conversation Assistant

Biology (Biomedical, Molecular and Cellular)
Major, ASL Minor

Language: ASL

**Madalen Bieter Lete**

Conversation Assistant, Lab Desk Assistant

Spanish and Kinesiology (Exercise Science Emphasis) Double Major, Iberian Studies and Basque Studies Minors

Languages: Basque, Spanish

What are you up to now?

I will be receiving my Doctorate in Physical therapy and Master in Public Health in May 2022!

“I will always cherish the friends I made working at the WLRC both with other lab assistants and students in my conversation labs. It definitely helped keep my passion for languages & culture alive!”

Madelynn Ruther

Conversation Assistant

French Secondary Education Major

Language: French

Accessibility is so important in the classroom! It’s important to me that teachers don’t have to pay for access to learning. I also think this allows teachers access to fun, creative activities that they can spend less time editing rather than creating something entirely new!



Manon Pretesesille

Conversation Assistant

French Secondary Education Major

Language: French

“I absolutely love working as a French conversation assistant! I want to become a French Teacher and this experience has helped me improve my teaching skills and get to know Boise State’s students who are learning French!”

Mardy Morales

Conversation Assistant, OER Editor, Lab Desk Assistant

Language: Spanish

Spanish, Secondary Education Major

What are you up to now?

I teach Spanish 1 and 2 at a high school in the West Ada School District.

“Working at the World Language Resource Center was one of the best experiences of my life. It helped me think about my career path for the future, learn more about technology and so much more!”



Mark Nelson*Conversation Assistant, Lab Desk Assistant*

Spanish and Psychology Double Major

Language: Spanish

"I am excited to be a part of the WLRC because we encourage people to become bilingual in order to understand other cultures and languages. By understanding other cultures and languages, we double our understanding of the world around us and help us to be available for assistance to many more people, through verbal communication and cultural interpretations. In my short time at the WLRC I have learned about many different cultures and immersed myself with proficient Spanish speakers who have been extremely helpful on my journey to learning a new language. Being a lab assistant has been so rewarding on many levels."

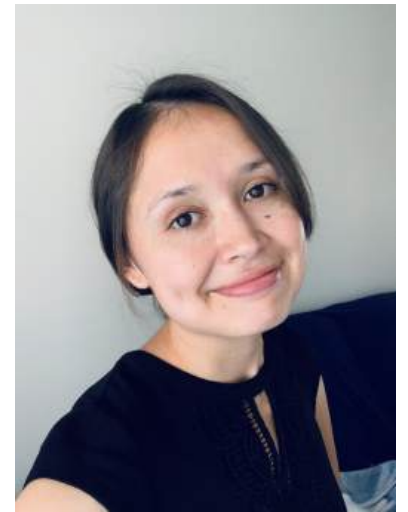
**Mary Alania***Conversation Assistant, Lab Desk Assistant*

Writing, Rhetoric and Technical Communication Major

Language: Japanese

What are you up to now?

Client contract management at an accounting firm.

**Mary Berheim***Conversation Assistant*

German Secondary Education Major

Language: German

What are you up to now?

I am currently studying abroad at the Technische Universität Dortmund in Germany!

"I love how the WLRC turns studying a language into a community and provides the opportunity to meet peers both in your own language of study as well as in others."

**Maya Grubaugh***Conversation Assistant, Lab Desk Assistant*

Spanish Major, English Minor

Language: Spanish

“Even though I’m the one leading the labs, working at the WLRC has really helped me grow as a student. I’ve developed stronger speaking skills, a stronger command of the language overall, and I’ve had the incredible opportunity to work with Boise State’s amazing language students! Thank you to everyone who has been part of my experience here!”

Megan Beiler*Conversation Assistant, Lab Desk Assistant*

Health Sciences and Spanish Double Major

Language: Spanish

Where are you now?

I am in graduate school in Chicago, IL getting a doctorate in occupational therapy. Right now I am living in Ecuador and completing a clinical fieldwork rotation at a pediatric outpatient clinic (& using Spanish every day!)

“My whole experience working at the WLRC was amazing. I loved getting to meet and work with so many people, expand my knowledge, and confidence, using Spanish and learn skills that I still use to this day. Hands down one of the best jobs I’ve ever had.”

**Megan Joerger***Social Media Assistant*

Nursing Major, Spanish minor

Language: Spanish

“I am looking forward to working in the WLRC because I love the encouraging, fun, and imaginative environment that students have created. This is an opportunity that will allow me to share people’s diverse perspectives and voices and encourage people from all walks of life to want to learn another language!”

Miguel Mancias*Conversation Assistant, Lab Desk Assistant*

Electrical Engineering Major

Language: Spanish

“I have learned so much about how languages are great at creating opportunities and new experiences.”



Mimi Fahnstrom*OER Editor, Team Lead Assistant*

Criminal Justice and Psychology Major, Intermediate French Certificate

Language: French

“The WLRC is a place where I feel accepted and welcome. Language and culture are two things that always bring people together, so working at the WLRC is always filled with wonderful people and a fantastic atmosphere for learning and making connections with others.”

**Monica Potts***Conversation Assistant*

Psychology and Art Double Major, ASL Minor

Language: ASL

“This is my second semester working as an ASL conversation lab assistant and I love helping my students learn signs and seeing them grow. This position has not only helped me maintain my signing capabilities but it has allowed me to fall in love with ASL all over again.”

**Naia Robinson***Conversation Assistant*

Global Studies Major, Intermediate and Elementary German Certificates

Language: German

What are you up to now?

I am currently living in Australia. I work at the Australian - American Fulbright Commission, where I am passionate about promoting cross-cultural learning!

“I loved working in the WLRC. It really inspired a love for content creation and opened up a future for curriculum and language activity creation.”



Natalie Mendoza

OER Editor

Social Work Major, Spanish and Family Studies Minors

Language: Spanish

“I am very excited to work at the WLRC because it gives me an opportunity to use my Spanish, whether it is speaking, reading, or writing it.”



Océane Aubagnac

Conversation Assistant

International Business Major

Languages: French, and a bit of Spanish

“The most exciting part for me is sharing knowledge and culture, I really enjoy sharing what I can with people eager to learn. I give my time to these classes but I think it brings me a lot in return!”



Patrick Duvall

Conversation

Assistant, OER

Editor, Lab Desk

Assistant

Spanish Major,

Teaching

Certification

Language:

Spanish and

beginning to

study

Portuguese



“I am excited to be in the WLRC as it gives me a chance to help students better understand and speak a second language, and then from there themselves go on with a better understanding of other cultures and languages around the world! The United States is a Spanish speaking country as is much of the Americas and I am proud to help, even if just a little bit, students engage with this other aspect of the world, our country and the Americas as a whole!”

Reagan Solomon

Conversation Assistant, OER Editor, Lab Desk Assistant

German Major

Language: German

“Working at the World Languages Resource Center has been such an eye-opening experience and has taught me so much about what it is like to be a language teacher.”

Robin Wagner

Conversation Assistant, OER Editor, Lab Desk Assistant

English Education Major

Languages: French, German

“It was great to be working with all these awesome people while providing many opportunities to learn about different cultures.”

Robyn Holland

Conversation Assistant

Social Work Major, ASL Minor

Language: ASL

“I am excited to use ASL and help others learn about a language I am so passionate about.”

Ryan Byrd

Conversation Assistant, Lab Desk Assistant

Mechanical Engineering Major

Language: Spanish

What are you up to now?

I'm a field service engineer at turn-key medical, working on x-ray equipment.

“The WLRC is the best!”



Rylie Wieseler

OER Editor

Global Studies Major, French Minor

Language: French

“I’ve loved working for the WLRC! Everyone is super kind and helpful, and I’ve found my passion for education through my work as a French OER editor.”



Sara Bakari

Conversation Assistant, Lab Desk Assistant

Languages: Arabic



Serena Krause



Conversation Assistant

English Teaching Major, American Sign Language Minor

Language: ASL

“Working at the WLRC is such a rewarding experience! Utilizing our language skills and being able to teach those skills to others is what makes the job so enjoyable!”

Sharon Westbrook

OER Editor

French Major

Language: French

What are you up to now?

I am teaching junior high French in the Boise School district.

“The WLRC is an amazing resource for teaching as well as learning.”

**Shawn Moak**

OER Editor

German Major, History Minor

Language: German

“German is my major and the WLRC at Boise State has been an awesome resource. I have loved working on the OER project and can’t wait to use it as a German educator after University.”

**Shelby Cole**

OER Editor

Biology Major, Elementary and Intermediate

German Certificate

Language: German

“The atmosphere in the WLRC is amazing and it makes me feel like I am able to ask questions.”

Sophie Campbell

Lead Social Media Assistant

Communication Major, German Minor, Public Relations Certificate

Language: German



Sophia Orm

Conversation Assistant

Chemistry Major, ASL, Biology, and Criminal Justice Minor

Language: ASL



“I love expanding my understanding of different cultures and think it is something everyone should experience. I want to give students the opportunity to do the same.”

Taylor Ewing

Conversation Assistant, Lab Desk Assistant

Interdisciplinary Studies Major, ASL and Business minors, Innovation and Design certificate

Language: ASL

“I enjoy practicing my ASL and watching the new students gain a better understanding of the language. While this does not directly help with my target career, being able to work with a variety of people and create activities for different skill levels are helpful tools for the future.”

Tea Recanzone

OER Editor, Conversation Assistant

Spanish Secondary Education Major

Language: Spanish

What are you up to now?

I am currently studying abroad in Alicante, Spain for the Fall 2021 semester!

“I absolutely loved worked at the WLRC because it gave me a good perspective of what it will be like to be a future high school Spanish teacher.”



Thais Lacar*Conversation Assistant*

Public Health Major, Spanish Minor

Language: Spanish

"I'm excited to be working here because this is a great opportunity to consistently speak in Spanish. Being comfortable in speaking Spanish will be a useful skill in my future career as healthcare systems continue to evolve and globalize in response to global health needs.

**Theadora Callahan***Conversation Assistant*Linguistics Major, Japanese Studies Minor,
Elementary Arabic Certificate

Languages: Arabic and Japanese

What are you up to now?

I moved to Colorado! And work at the Nordstrom Ebar at the Park Meadows Mall.

"Working at the WLRC was life changing. My students, my coworkers, my boss, and all the opportunities that were given to me made all the hardships of college worth it."

**Tori Fisher**

Conversation Assistant, Lab Desk Assistant

Education, ASL Minor

Languages: Proficient in French and learning ASL

"As someone who wants to be a middle school teacher, I'm excited to have the opportunity to work on these activities and to be a part of such an enthusiastic and positive community!"



Yulilana Cisneros

Conversation Assistant, Lab Desk Assistant
Spanish Secondary Education Major
Language: Spanish

What are you up to now?
I'm a Spanish middle school teacher.



Yurim Lee

OER Editor, Conversation Assistant
Language: Korean
Intensive English Program (IEP) Student

“I’m excited to be working here because it is good opportunity for me. I can teach Korean and also learn English. And I can meet good people here!”



Zahra Akbari

OER Editor
Biology Major
Language:
German

What are you up to now?
Planning to graduate next year!

“I love how everyone is always willing to help you in the WLRC!”



Additional Pathways Project Team Members

American Sign Language

- Amanda Adams

- Armilene Cabreros
- Bridget Lawrence
- Carly Souhrada
- Emily Harrison
- Izabelle Finner
- Gabi Jones
- Kate Maryon
- Megan McAllister
- Rebecca Mulgrew
- Samantha Showers
- Sarra Foerster
- Tiana Gratiot

French

- Justin Snyder
- Samantha Lind

German

- Alexandria Crandall
- David Crasper
- Jacob Cortez
- Nicole Woychick
- Sarah Lausch
- Stephi Arth

Japanese

- Cation Jones
- Haruna Ishikawa
- Kaoru Mitsukude
- Sarah Dowd
- Yurika Mochida



Spanish


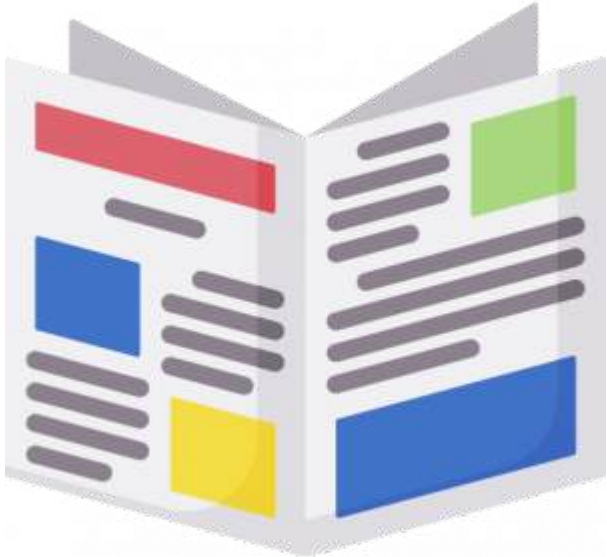
- Alexis Araiza
- Alejandra Garcia
- Alejandro Montoya
- Austin Robishaw


- Ashley Potzernitz
- Carla Lara
- Cecilia Morales
- Daniel Felix
- Jenna Del Toro
- Jordyn Preble
- Kimberly Murphy
- Ismenia Gallegos
- Linzy Carpenter
- Madi Goertzen
- Mariela Montoya
- Mayra Saldivar
- Nicholas Sulier
- Ninna Payne
- Sergio Sarmiento
- Sue Juarez
- Zachary Zaleski

Thematic Table of Contents



Looking for activities that cover a specific theme? This **Thematic Table of Contents** lists common themes (such as family, food, shopping, etc.) in world language classes and the associated activities in this Pressbook collection. Try using the search button below to find an activity!



	Thematic Topic	Associated Keywords	Related Activities
	<p>The Alphabet and Survival Phrases</p>	<p>tongue-twisters, finger-spelling receptivity, spelling, useful phrases</p>	<p> ASL Level 1 Activity 1 Online ASL Level 3 Activity 4 Online ASL Level 4 Activity 7 Online ASL Level 4 Activity 10 Online ASL Level 5 Activity 11 Online ASL Level 2 Activity 10 Online ASL Level 2 Activity 12 Online </p>
	<p>Around the House and Living Arrangements</p>	<p>parts of a house, household chores, furniture, table settings, daily routines, apartments, dorms, room mates, budgeting, money matters</p>	<p> ASL Level 3 Activity 2 Online </p>

Thematic Topic	Associated Keywords	Related Activities
 <p data-bbox="737 569 829 632">The Arts, Movies, Music, etc.</p>	<p data-bbox="889 590 1308 615">movies, music, art, TV shows, theater, museums</p>	<p data-bbox="1414 415 1507 783"> ASL Level 1 Activity 10 Online ASL Level 5 Activity 4 Online ASL Level 5 Activity 5 Online ASL Level 5 Activity 10 Online ASL Level 5 Activity 11 Online ASL Level 6 Activity 2 Online </p>
 <p data-bbox="737 1199 813 1241">Current Events</p>	<p data-bbox="889 1188 1373 1251">politics, current events, the news, the media, podcasts, economy, radio, public opinion, global problems, speed limits, discussion strategies, sharing opinions</p>	<p data-bbox="1414 1129 1507 1308"> ASL Level 5 Activity 12 Online ASL Level 6 Activity 2 Online ASL Level 6 Activity 3 Online </p>

Thematic Topic	Associated Keywords	Related Activities
	<p>Days of the Week, Months, Time, and Holidays</p> <p>days of the week, schedules</p>	<p>ASL Level 1 Activity 10 Online ASL Level 2 Activity 5 Online ASL Level 5 Activity 14 Online ASL Level 6 Activity 14 Online ASL Level 1 Activity 10 Online</p>


	<p>Daily Routines/Chores</p> <p>Chores and daily routines</p>	<p>ASL Level 1 Activity 10 Online ASL Level 2 Activity 11 Online</p>
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	Thematic Topic	Associated Keywords	Related Activities
	<p>Describing Appearance and Personality</p>	<p>nationalities, adjectives, physical appearance, personality, personal information, emotions</p>	<p> ASL Level 1 Activity 3 Online ASL Level 2 Activity 8 Online ASL Level 1 Activity 12 Online ASL Level 1 Activity 1 Online ASL Level 2 Activity 3 Online ASL Level 2 Activity 12 Online ASL Level 3 Activity 7 Online ASL Level 1 Activity 6 Online </p>
	<p>Directions</p>	<p>prepositions, commands related to directions, landmarks, expressions used to give directions, stations/stops, addresses</p>	<p> ASL Level 3 Activity 11 Online </p>



Thematic Topic	Associated Keywords	Related Activities
	Family	identifying people, family members, pets
	Food	food, food descriptions, meals, restaurants, cooking, ingredients for cooking, kitchen equipment, cooking expressions, recipes, menus, food specialties, paying the bill, types of eating establishments



[ASL Level 1 Activity 9 Online](#)
[ASL Level 4 Activity 7 Online](#)
[ASL Level 5 Activity 8 Online](#)
[ASL Level 5 Activity 9 Online](#)


[ASL Level 2 Activity 9 Online](#)
[ASL Level 5 Activity 2 Online](#)
[ASL Level 5 Activity 3 Online](#)

Thematic Topic	Associated Keywords	Related Activities
	Free Time and Hobbies	pastimes, sports, likes/dislikes, weekend activities, leisure time, clubs
		ASL Level 2 Activity 1 Online ASL Level 2 Activity 1 Online ASL Level 3 Activity 12 Online ASL Level 5 Activity 11 Online ASL Level 6 Activity 9 Online



Thematic Topic	Associated Keywords	Related Activities
	Grab Bag	ice breakers, Learning about culture, fun quizzes, socializing, cognates, slang
		ASL Level 1 Activity 7 Online ASL Level 2 Activity 4 Online ASL Level 3 Activity 2 Online ASL Level 3 Activity 3 Online ASL Level 3 Activity 3 Online ASL Level 3 Activity 4 Online ASL Level 5 Online ASL Level 3 Activity 6 Online ASL Level 3 Activity 13 Online 3rd Year Activity 14 Online ASL Level 4 Activity 7 Online ASL Level 4 Activity 10 Online ASL Level 4 Activity 11 Online ASL Level 4 Activity 14 Online ASL Level 5 Activity 6 Online ASL Level 5 Activity 7 Online ASL Level 5 Activity 8 Online ASL Level 5 Activity 9 Online ASL Level 5 Activity 10 Online ASL Level 5 Activity 14 Online ASL Level 6 Activity 6 Online ASL Level 6 Activity 6 Online ASL Level 6 Activity 10 Online ASL Level 6 Activity 11 Online


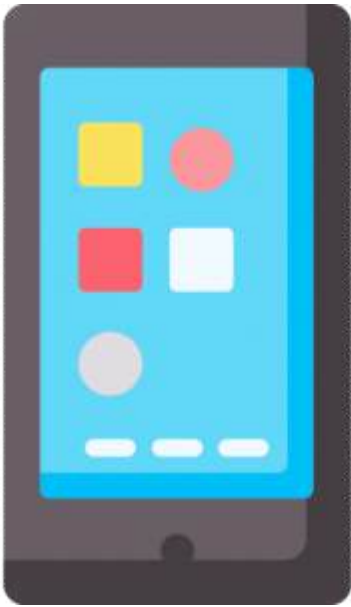
Thematic Topic	Associated Keywords	Related Activities	
	<p>Greetings and Introductions</p>	<p>greetings, introductions, expressions of courtesy, manners, asking about someone's well-being</p>	<p> ASL Level 1 Activity 7 Online ASL Level 1 Activity 8 Online ASL Level 1 Activity 14 Online ASL Level 2 Activity 1 Online ASL Level 3 Activity 1 Online ASL Level 4 Activity 1 Online ASL Level 4 Activity 2 Online ASL Level 5 Activity 1 Online ASL Level 6 Activity 1 Online </p>
	<p>Health and the Body</p>	<p>health, medical terms, parts of the body, symptoms, medical conditions, health professions, well-being, exercise, physical activity, nutrition, hospitals</p>	<p> ASL Level 1 Activity 12 Online ASL Level 6 Activity 6 Online ASL Level 6 Activity 7 Online </p>

Thematic Topic	Associated Keywords	Related Activities	
	<p>Invitations/ Parties/Social Events/ Holidays</p>	<p>parties, celebrations, holidays, national holidays, stages of life, personal relationships, friendship, dating, invitations, accepting an invitation, rejecting an invitation, making plans</p>	<p> ASL Level 1 Activity 10 Online ASL Level 2 Activity 8 Online ASL Level 2 Activity 11 Online ASL Level 3 Activity 12 Online ASL Level 6 Activity 5 Online ASL Level 6 Activity 8 Online ASL Level 1 Activity 12 Online ASL Level 2 Activity 8 Online ASL Level 4 Activity 4 Online ASL Level 5 Activity 1 Online ASL Level 5 Activity 14 Online </p>
	<p>Jobs and Careers</p>	<p>professions, occupations, workplace, job interviews, job hunting, business environments, job applications</p>	<p> ASL Level 4 Activity 8 Online ASL Level 4 Activity 12 Online ASL Level 6 Activity 4 Online ASL Level 6 Activity 11 Online ASL Level 6 Activity 12 Online ASL Level 2 Activity 11 Online </p>



Thematic Topic	Associated Keywords	Related Activities
 Three colorful, 3D-style blocks with numbers. The top block is red with the number '1'. The bottom-left block is teal with the number '2'. The bottom-right block is orange with the number '3'. <p data-bbox="737 583 828 609">Numbers</p>	Auction, Price is Right, time, small numbers, large numbers, currency, ordinal numbers, frequency	2 Activity 5 Online ASL Level 4 Activity 3 Online ASL Level 2 Activity 9 Online ASL Level 1 Activity 4 Online









Thematic Topic	Associated Keywords	Related Activities
	<p>Review Games</p>	<p>Jeopardy, Pirate Game, Heads up, Fly Swatter, Pictionary</p>
		<p> ASL Level 2 Activity 2 Online ASL Level 2 Activity 6 Online ASL Level 2 Activity 8 Online ASL Level 2 Activity 10 Online ASL Level 2 Activity 12 Online ASL Level 2 Activity 14 Online ASL Level 3 Activity 1 Online ASL Level 3 Activity 3 Online ASL Level 3 Activity 6 Online ASL Level 3 Activity 7 Online ASL Level 3 Activity 8 Online ASL Level 4 Activity 1 Online ASL Level 4 Activity 4 Online ASL Level 4 Activity 5 Online ASL Level 4 Activity 6 Online ASL Level 4 Activity 13 Online ASL Level 4 Activity 14 Online ASL Level 1 Activity 13 Online ASL Level 5 Activity 12 Online ASL Level 5 Activity 13 Online ASL Level 6 Activity 3 Online ASL Level 6 Activity 9 Online ASL Level 6 Activity 10 Online ASL Level 1 Activity 14 Online ASL Level 2 Activity 13 Online </p>

Thematic Topic	Associated Keywords	Related Activities
	<p>School</p> <p>classroom, academic life, fields of study, academic subjects, days of the week, class schedules</p>	<p>ASL Level 3 Activity 12 Online ASL Level 5 Activity 6 Online ASL Level 5 Activity 7 Online ASL Level 6 Activity 13 Online ASL Level 6 Activity 13 Online</p>
	<p>Shopping</p> <p>clothing, shopping, negotiating a price, buying an item, markets, gifts, types of stores, shopping malls, weights and measures</p>	<p>ASL Level 4 Activity 9 Online</p>

Thematic Topic	Associated Keywords	Related Activities
	<p>Story-Telling</p>	<p>rumors, disasters, accidents, memories, talking about what happened</p>
	<p>Technology</p>	<p>home electronics, computers, the internet, cars, text messages, cellphones, social media, the future</p>

- [ASL Level 1 Activity 8 Online](#)
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- [ASL Level 2 Activity 12 Online](#)

Thematic Topic	Associated Keywords	Related Activities	
	<p>Travel</p>	<p>travel, vacation, preparation, hotels, transportation, popular attractions, travel complications, planning a trip, buying a ticket, reserving a hotel room, asking for recommendations</p>	<p>ASL Level 6 Activity 4 Online ASL Level 6 Activity 12 Online ASL Level 1 Activity 6 Online ASL Level 6 Activity 13 Online</p>
	<p>Grammar</p>	<p>WH questions, sentence structure, signers perspective, vocabulary, CLs</p>	<p>ASL Level 1 Activity 2 Online ASL Level 2 Activity 2 Online ASL Level 2 Activity 7 Online ASL Level 2 Activity 12 Online ASL Level 3 Activity 3 Online ASL Level 3 Activity 5 Online ASL Level 3 Activity 7 Online ASL Level 3 Activity 11 Online ASL Level 4 Activity 6 Online ASL Level 4 Activity 13 Online ASL Level 4 Activity 14 Online ASL Level 6 Activity 8 Online ASL Level 2 Activity 10 Online ASL Level 2 Activity 11 Online ASL Level 1 Activity 5 Online</p>

		Thematic Topic	Associated Keywords	Related Activities
		Colors and Shapes	Vocabulary involving colors and shapes	ASL Level 1 Activity 4 Online
				
		Facial Expressions and NMS	Location, palm orientation, non-manual markers, movement, and hand shape	ASL Level 3 Activity 9 Online ASL Level 4 Activity 1 Online
				

Credits: All icons on this page are from [Freepik.com](https://www.freepik.com).

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Photo by Yan Krukov, via Pexels

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Photo by: Matthew Henry, via Burst

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Frequently Asked Questions



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=2156#h5p-5>

AMERICAN SIGN LANGUAGE LEVEL 1, ACTIVITIES FOR FACE-TO-FACE INSTRUCTION

 *ASL Level 1, Activity 1- Introductions & The Alphabet
(Face-to-Face)*



[Picture by Freepik](#)

Description:

Each student will have an equal number of alphabet and picture cards. Taking turns they will ask other students if they have the letter their picture represents. This will help practice the alphabet. For example: if I had a picture of a dog, I would ask someone if they had the letter D.

Semantic Topics:Alphabet, pictures, Go-Fish

Grammatical Structures:Fingerspelling

Products: Fingerspelling

Practices: Fingerspelling names, fingerspelling the alphabet, and introducing oneself

Perspectives: Importance of fingerspelling and communicating important information

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and

obtain information, express feelings and emotions, and exchange opinions.

- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture.
- Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture.
- Standard 4.1 Students demonstrate an understanding of the nature of language through comparisons of American Sign Language and their own languages.
- Standard 4.2 Students demonstrate an understanding of the nature of culture through comparisons of American Deaf culture and their own.

Idaho Content Standards for World Languages:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.”
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.1 Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2 Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture’s view of the world.
- COMP 1.1 Observe formal and informal forms of language.
- COMP 1.2 Identify patterns and explain discrepancies the sounds and the writing system in the target language.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can fingerspell my name
- I can recognize letters of the alphabet
- I can introduce myself to ASL

Materials Needed

- [Google Slides](#)
- [Kahoot](#)
- [Picture Cards](#)
- [Alphabet Cards](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)
- [Kahoot](#)

1. First give students an example of what labs will be like, by introducing yourself comprehensively in American Sign Language. If you have a name sign please share.
 - “HELLO, MY NAME (rhq) (Insert Name). MY NAME SIGN (Insert Name Sign).”
2. Once completed, ask students how much they understood and allow them to ask questions.
 - “UNDERSTAND? QUESTIONS?”
3. Go over what name signs are. Give students some background on cultural rules on name signs. Explain that you first need to be accepted by the Deaf community but you do not need to be deaf to have a name sign.
 - “NAME SIGN RULES WHAT (rhq). CL-LIST 3 (Point at Thumb – Number 1) DEAF COMMUNITY ACCEPT YOU NEED . NOT NEED DEAF, HEARING WELCOME.”
4. Explain that name signs are usually a combination of the first letter of your name and a passion or characteristic of yours.
 - “CL-LIST (Point at Index Finger – Number 2) NAME SIGN USE FIRST LETTER YOUR NAME WITH fs-PASSION OR CHARACTERISTIC YOU HAVE.”
5. Lastly, explain that a name sign can only be given by a deaf person and it is inappropriate to give yourself a name sign.
 - “CL-LIST (Point at Middle Finger – Number 3) NAME SIGN MUST ONLY GIVE-TO-ME DEAF PERSON(rhq)-WHY? MAKE NAME SIGN FOR SELF CULTURE NOT APPROPRIATE.”
6. Then have students fingerspell their names and name signs if they have one. Allow students to provide as much information about themselves as they can/feel comfortable with in American Sign Language.
 1. Name
 - “HELLO, MY NAME fs-(Insert Name).”
 2. Name sign?
 - (Optional) “MY NAME SIGN (Insert Name Sign).”
 3. Major(s) minor(s)
 - “MY MAJOR (Insert Major)”

- "(Optional) MY MINOR"
- 4. Where are you from?
 - "FROM WHERE?"
- 7. Kahoot!!
 - "NOW GAME PLAY NAME fs-KAHOOT. ALL PHONE NEED"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Picture Cards](#)
- [Alphabet Cards](#)

Matching

1. To begin, have students go over and practice the full alphabet. Make sure not to just sign it for students, allow students to lead.
 - "NOW fs-ABC PRACTICE TOGETHER"
2. Lay out the alphabet and picture cards, scrambled.
3. Students will work as a team to match the picture card with the alphabet card that shows the first letter of the picture.
 - PICTURE CARD – ALPHABET CARD – TEAM WORK – MATCH (show example: a with apple)

WRAP-UP

Come back together as a group, and display the slide with the wrap-up questions. Ask students the following questions:

1. Do you understand name signs and how they are received?
 - "YOU NAME SIGN RECEIVE UNDERSTAND?"
2. Do you feel comfortable fingerspelling your name?
 - "YOU YOUR NAME FINGERSPELL COMFORTABLE FEEL?"
3. Do you feel comfortable recognizing the letters of the alphabet?
 - "YOU fs-ABC UNDERSTAND COMFORTABLE FEEL?"

Deaf Culture

Deaf children babble just like hearing children do. Another similarity is babies learn signs for words before they learn the alphabet. When hearing people are learning ASL they begin with learning the sign language alphabet because they are already familiar with the English alphabet.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can fingerspell my name
- I can recognize letters of the alphabet
- I can introduce myself to ASL



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=23#h5p-4>

ASL Level 1, Activity 2- WHO, WHERE, WHAT, WHY, WHICH, WHEN, HOW Questions (Face-to-Face)



[Picture by Freepik](#)

Description:

To warm up, students will watch a video and discuss a few concepts from it after. For the main activity, students will get in partners and use a laminated questions sign sheet to ask each other questions. This lab will cover greetings, introductions, and answering simple questions.

Semantic Topics: Introductions, Who, Where, What, Which, Why, When, How.

Grammatical Structures: Questions, Ws, Grammer, Sentence Structure

Products: Questions, sentence structure, cardinal numbers, and introductions.

Practices: Answering and creating simple WH questions and yes and no questions. Reviewing cardinal numbers 1-10.

Perspectives: How sign names are given, who can give and receive sign names, and communication through WH, yes, and no questions.

World Language Standards:

- Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics

Idaho Content Standards for World Languages:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language
- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can introduce myself, including greetings and my name.
- I can identify social practices having to do with name signs.
- I can use cardinal numbers correctly.
- I can respond to and create yes/no questions.
- I can respond to who, what, and where questions.

Materials Needed

- [Google Slides](#)
- [Question Cards](#)
- Dry Erase Markers
- [Sign Name Video](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)
- [Sign Name Video](#)

Topics to be discussed following video:

1. Name Signs (who can give them, who can receive them—the cultural aspect)
2. Explain that a hearing person must first be accepted by the Deaf community and then they can be assigned a sign name. You also don't have to be deaf to have a sign name.
 - "SIGN NAME RULES rhq-WHAT? YOU CI-LIST 3, FIRST YOU DEAF COMMUNITY ACCEPT, DEAF PERSON ASSIGN YOU NAME SIGN, YOU DEAF NEED NOT HEARING WELCOME"
3. Explain that sign names are usually a combination of the first letter of your name and a passion or characteristic of yours.
 - "YOUR SIGN NAME YOUR NAME FIRST LETTER WITH YOU fs-PASSION CHARACTERISTIC WHATEVER"
4. Lastly, explain that only deaf people can give out sign names and it is culturally inappropriate to assign one to yourself or for a hearing person to assign one.
 - "DEAF PERSON SIGN NAME GIVE ONLY rhq-WHY? CULTURALLY APPROPRIATE NOT SIGN NAME HEARING PERSON SELF WHATEVER"
5. Handshape (in the video Tyler signs "often" wrong at first but is then corrected—can discuss the importance of handshape and touch on parameters in language, but don't go too in-depth)
 - "HAND SHAPE IMPORTANT. CHANGE SMALL DIFFERENCE BIG"
6. Stop the video periodically so the students can copy the signs Nyle is teaching (Ex. What is your name?)

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Question Cards](#)
- Dry Erase Markers

1. Remember to review the signs for questions. Also, consider reviewing numbers and how to sign teacher, book, etc, since a lot of students either don't remember or haven't learned
2. "NOW REVIEW. WHO, WHERE, WHAT, WHY, WHICH, WHEN, HOW, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, TEACHER,

BOOK, FAVORITE. ANY QUESTIONS?"

3. Hand question cards out to students
4. Pair students up and have them begin asking each other questions based on the question cards
 - **"PARTNERS TAKE TURNS CARDS QUESTIONS ASK"**
 1. **EX: WHICH – YOUR FAVORITE BOOK WHICH**
 2. **WHAT – YOUR FAVORITE COLOR WHAT**
 3. **WHO – YOUR TEACHER WHO**
5. Have students cross off which questions they asked – walk around and help as needed
 - **"OTHER PERSON ANSWER, THEN CROSS WORD OFF CARD."**
6. After they're done asking questions, switch partners
 - **"QUESTIONS ASK FINISH PARTNERS SWITCH"**
7. Remember to tell students to not ask each other the same questions. If one student asks who the other's teacher is, then their partner can't ask the same question
 - **"FINISH, CHANGE PARTNERS. DON'T ASK QUESTION SAME, THINK QUESTION DIFFERENT."**

WRAP-UP

1. Do you have concerns about your class?
 - **"YOU QUESTIONS WORRIES FOR CLASS HAVE?"**
2. Do you have concerns about lab?
 - **"YOU QUESTIONS WORRIES FOR LAB HAVE?"**

Deaf Culture Notes

Sign names are very important in Deaf culture. They are much more personal than fingerspelling and they give individuals a sense of identity. It is also significant that a hearing person must be given a sign name by a Deaf person out of respect for Deaf people and their culture.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can introduce myself, including greetings and my name.
- I can identify social practices having to do with name signs.
- I can use cardinal numbers correctly.
- I can respond to and create yes/no questions.
- I can respond to who, what, and where questions.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=24#h5p-4>

🤔 ASL Level 1, Activity 3- Guess Who/Descriptions of Individuals (Face-to-Face)



[Picture by Wirestock](#)

Description:

During the warm-up, students will pair up and fill out the checklist about their partner, then introduce them to the group. The main activity will be "Guess Who" and students will take turns asking questions to figure out who their partner picked on the picture card sheets. An example of these questions could be, "is it a man or a woman?"

Semantic Topics: Description, who, wearing, clothes, color, woman, man

Grammatical Structures: Signing space, Questions, Sentence Structure

Products: Signing space, question, grammar

Practices: Describing appearances, asking questions

Perspectives: How to make use of signing space in a conversation, describing appearances through a series of questions.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1- Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of topics.
- Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.

Idaho Content Standards for World Languages:

- COMM 1.1- Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMP 1.1- Observe formal and informal forms of language.
- COMM 2.1- Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can introduce myself and others
- I can describe what a person is wearing and what they look like
- I can help another person correctly guess a vocab word
- I can fingerspell different words

Materials Needed

- [Google Slides](#)
- [Checklist Cards](#)
- [Guess Who Cards](#)

Would you like to make changes to the materials? Access the template(s) below:

(Canva Template, free account required)

- [Checklist Cards](#)
- [Guess Who Cards](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)
- [Checklist Cards](#)

1. The activity is an ASL fashion show! Students will begin by pairing up (a group of three is fine if there's an odd number of students), and each student should grab a checklist as well as a dry erase marker
 - "GROUPS 2, 3, WHATEVER GRAB 1 CHECK LIST-1 MARKER"
2. The students should then take a few minutes to answer the questions about their partner.
 - "TIME 3-MINUTES QUESTIONS PARTNER ASK, ANSWERS WRITE. FINISH SWITCH"
3. Then, the fashion show begins! Student A walks down the "runway", while student B introduces and describes student A based on the questions asked on the checklist.
 - "NOW GROUP TAKE-TURNS PARTNER ANSWER SHARE"
4. Have all the partners take turns until everyone has introduced someone and has walked down the runway.

MAIN ACTIVITY

Materials Needed for Main Activity

- [Guess Who Cards](#)

1. The main activity is called "Guess Who." Students will pair up; if there are odd numbers, a group of three is fine.
 - "NOW GAME PLAY NAME GUESS WHO. PLAY WITH PARTNERS, GROUP-OF-3 FINE"
2. Each student will have a laminated paper with a grid of people, the goal is to play guess who with your partner! By questioning your partner on who the person in the picture is, based on questions of what they're wearing, hair styles, gender, etc
 - "ONE PERSON QUESTIONS ASK. FIND PERSON PARTNER PICK WHO"
3. The person whose turn it is will start asking their partner yes/no questions and will have to narrow it down until they figure out who their partner has chosen on the paper. For example, "Is it a man or a

woman?"

- "YES NO QUESTIONS ASK. MAN WOMEN WHICH? CONTINUE"
4. Once they receive a response, they will either mark off all the males/females, or whoever doesn't qualify for their question. Once one round is finished, the students can switch roles and the person asking questions becomes the one who is being asked.
- "CROSS-OFF PEOPLE FIT ANSWER NOT. FINISH PERSON FIND, SWITCH"

WRAP-UP

1. Talk about the famous Deaf individuals on the Guess Who sheets.
 - "PAST YOU FAMOUS DEAF PEOPLE SEE?"
2. Talk about the obstacles they overcame in order to become successful people.
 - "DEAF PEOPLE FAMOUS SUCCESS BECOME HARD WHY?"

Deaf Culture Notes

One reason there are so few Deaf famous people is because the hearing community views Deaf people as disabled and knowledge of sign language is so limited that Deaf people who do not communicate orally have a much lower chance to be given opportunities. When a Deaf person does become famous they are looked at as "that famous Deaf person" rather than being appreciated for their accomplishments alone.

End of Lab:

- Read can-do statements and have students evaluate their confidence with cards
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

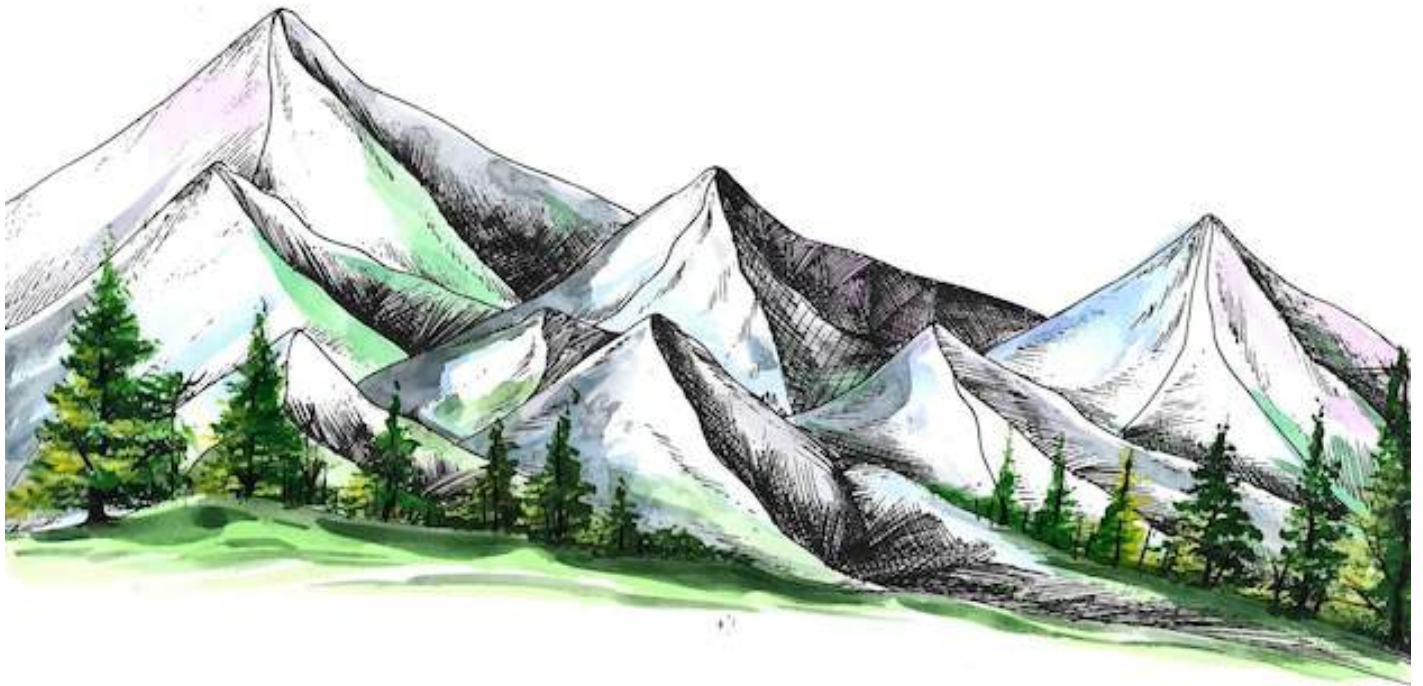
- I can introduce myself and others
- I can describe what a person is wearing and what they look like
- I can help another person correctly guess a vocab word
- I can fingerspell different words



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=25#h5p-4>

◆◆ASL Level 1, Activity 4-Shapes, Colors, Numbers, Description (Face-to-Face)



[Picture by Harryarts](#)

Description:

During the warm-up, students will review how to sign shapes and the cardinal numbers from the slideshow. For the main activity, students will pair up and each grab a picture card without showing it to their partner. One student will describe the picture card being specific to location, color, etc, while the other draws what their partner just described to them. The partners will then switch roles.

Semantic Topics: Shape, Circle, Square, Color, Number, Describe, Shirt, Location

Grammatical Structures: Vocabulary, Signers Perspective, Singing Space

Products: Shapes, signer's perspective, signing space

Practices: Describing shapes and pictures, utilizing space and perspective while signing

Perspectives: Why is it important to consider signer's perspective when someone is signing?

NCSSFL- ACTFLWorld-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.3: Students present information, concepts, and ideas in American Sign Language to an audience of listeners or readers on a variety of topics.
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture.
- Standard 3.1 Students reinforce and further their knowledge of other disciplines through American Sign Language.

Idaho Content Standards for World Languages:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.
- CONN 1.1: Compare and contrast information acquired from other content areas.
- CONN 1.2: Relate information studied in other subjects to the target language and culture.

Can-Do Statements**NCSSFL-ACTFL CAN-DO STATEMENTS**

- I can sign different shapes.
- I can sign cardinal numbers and do simple math problems.
- I can understand signer's perspective and translate someone's perspective correctly.

Materials Needed

- [Google Slides](#)
- Picture Cards for main activity: [Easy Cards](#)
- Advanced picture cards: [Advanced Cards](#)

Would you like to make changes to the materials? Access the template(s) below:

(Canva Template, free account required)

- [Easy Cards](#)
- [Advanced Cards](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

1. Open up the Google Slideshow and show students the shapes.
 - "NOW DAY START SIGN SHAPE PRACTICE."
2. After they've reviewed shapes, move on to cardinal numbers. Have students sign the problem, then sign the answer.
 - "FINISH SHAPE PRACTICE NOW NUMBER PRACTICE. START PROBLEM SIGN FINISH ANSWER."
1. If you feel like you need to, you can create more problems or incorporate additional shapes.
2. Lastly, explain signer's perspective and remind students that it's important for them to understand it. They'll especially need it for the main activity.
 - "SIGN PERSON PERSPECTIVE UNDERSTAND IMPORTANT."

MAIN ACTIVITY

Materials Needed for Main Activity

- Picture Cards for main activity: [Picture cards](#)
- Advanced picture cards: [Picture cards](#)

1. Pair students up and have them start with the easier picture cards. These cards have one shape, one number, one name, and one object in each corner
 - "PARTNERS ONE PICTURE CARD HAVE. ALL CARD LIST-3, 1-SHAPE, 2-NUMBER, 3-NAME/OBJECT."

2. One student will have the picture card, and the other student will have the whiteboard and marker
 - "PARTNER A PICTURE CARD HAVE, PARTNER B WHITE BOARD MARKER HAVE."
3. The first student will begin to explain the picture card to the other student, being specific about color, location, and what it looks like. The other student will draw the picture based on what the first student describes.
 - "PARTNER A CARD DESCRIBE LOCATION THINGS IMPORTANT. PARTNER B WATCH FINISH DRAW CARD THINK."
4. After the second student has completed the drawing, the pair will compare the pictures and see if they described the picture well enough for the second student to draw it correctly. Then, they'll switch roles.
 - "DRAW FINISH COMPARE WHITE BOARD CARD. SWITCH CONTINUE."
5. After a while, if students are finding the activity too easy, have them take the more advanced picture cards and describe those to the person with the whiteboard

WRAP-UP

1. What was easy and what was difficult?
 - "EASY, HARD WHAT?"
2. Do you feel more comfortable with shapes and numbers?
 - "SHAPES, NUMBER SIGNS COMFORTABLE FEEL MORE?"
3. Do you feel comfortable with the concept of signer's perspective?
 - "SIGN PERSPECTIVE COMFORTABLE FEEL MORE?"

Deaf Culture

Describing and understanding physical features is essential to signed conversation. Deaf culture is very blunt when it comes to physical descriptions so calling a person fat or skinny is not offensive like it is in spoken English.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can sign different shapes.
- I can sign cardinal numbers and do simple math problems.
- I can understand signer's perspective and translate someone's perspective correctly.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=26#h5p-4>

👍 *ASL Level 1, Activity 05- Likes & Dislikes
(Face-to-Face)*



[Picture by 8Photo](#)

Description:

For the warm-up students will each get a card and go around asking the questions listed until they find who matches the question being asked on the card. At the end, students will share what they found out. For the main activity, students will pair up and get a questionnaire card. Each person will take turns asking questions and writing down the responses.

Semantic Topics: Scavenger hunt, questions, like, dislike, activity, questionnaire

Grammatical Structures: Vocabulary, Conversation

Products: Likes, dislikes, questions

Practices: Scavenger hunt, forming and responding to questions

Perspectives: How a scavenger hunt is useful for forming questions and using vocabulary.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.3: Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.

Idaho Content Standards for World Languages:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can answer questions about what I like and dislike
- I can sign a question to someone else
- I can have a conversation with someone in ASL

Materials Needed

- [Google Slides](#)
- [Questionnaire Cards](#)
- [Scavenger Hunt Cards](#)

Would you like to make changes to the materials? Access the template(s) below:

(Canva Template, free account required)

- [Questionnaire Cards](#)
- [Scavenger Hunt Cards](#)

WARM-UP

Materials Needed for Warm-up

- [Scavenger Hunt Cards](#)

1. Hand out the scavenger hunt cards to each student
2. All students will go around and ask each other questions in order to find a match on the board
 - Ex: "Find someone who has a dog", then when a student finds someone who does, they will write their name on the space
 - "TAKE-TURNS QUESTIONS ASK. PERSON ANSWER FIND, NAME WRITE."
3. When everyone has finished, have students go around and share who they found for each question
 - "FINISH TAKE-TURNS SHARE ANSWER PERSON FIND WHO."
4. ***Remind students to actually interact with each other and have a conversation, not just ask each other which one they have
 - "ASK ANSWER FINISH NOT CONVERSATION HAVE."

MAIN ACTIVITY

Materials Needed for Main Activity

- [Questionnaire Cards](#)

1. Hand out the ASL Questionnaire cards to each student
2. Pair students up with one another and have them start signing the questions to each other
 - "PARTNERS TAKE-TURNS QUESTIONS ASK ANSWER."
3. They will write down each others' responses on whiteboards, and then when everyone is finished, go around the group and have everyone sign what they learned about each other.
 - "ANSWER WRITE FINISH. TAKE-TURNS GROUP SHARE, LEARN WHAT?"
4. If there's more time, have students switch Questionnaire cards and do it again
 - "FINISH EARLY? CARD SWITCH ASK AGAIN."

WRAP-UP

1. How do you feel about your ability to sign the cards?
 - "YOU SIGN CARDS FEEL HOW?"
2. Anything specific you struggled with?
 - "YOU HARD THINK WHAT?"
3. What did you learn?
 - "YOU LEARN WHAT?"
4. How do you feel in the classroom?
 - "YOU CLASS FEEL HOW?"

Deaf Culture

The Deaf community is very small in comparison to the hearing community. This is why it has become a cultural norm to take a deeper interest in fellow members of the Deaf community. For example, if a Deaf person is late to class they would take the time to explain their reasoning but in the same situation, a hearing person would shamefully take their seat.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can answer questions about what I like and dislike
- I can sign a question to someone else
- I can have a conversation with someone in ASL



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=27#h5p-4>

ASL Level 1, Activity 6-Describing Identity (Face-to-Face)



[Picture by Luis Molinero](#)

Description:

Students will better their fingerspelling skills by making a short story with their lab mates. In the main activity, students will play a game, while learning about physical descriptions and additional information about a person. Students will get to ask each other questions while assuming a secret identity as a spy.

Semantic Topics: Questions, Spy Mission, Story, Country, like, identity, secret, nationality

Grammatical Structures: Fingerspelling, Descriptions, Signing Space, Facial Expression when asking Questions

Products: Fingerspelling, signing space, nationalities, and questions

Practices: Fingerspelling, utilizing signing space, forming and responding to questions, and practicing with nationality signs

Perspectives: How do identities vary in American Sign Language?

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students comprehend and interpret live and recorded American Sign Language on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.

Idaho Content Standards for World Languages:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can communicate basic information about myself
- I can ask others simple questions about themselves
- I can fingerspell memorized words and phrases

Materials Needed

- [Google Slides](#)
- [Backgrounds Cards](#)
- [Secret Identity Cards](#)

Would you like to make changes to the materials? Access the template(s) below:

(Canva Template, free account required)

- [Backgrounds Cards](#)
- [Secret Identity Cards](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

1. Have students in partners, with a whiteboard and marker
 - "PARTNERS GRAB 1 WHITE BOARD, 1 MARKER."
2. One student will begin by fingerspelling a word
 - "START ONE PERSON FINGERSPELL WORD."
3. The next student will write down what they fingerspelled, then fingerspell a different word to add on to their story
 - "OTHER PERSON WRITE WORD. THEY ADD FINGERSPELL WORD STORY."
4. Their partner will write down what they fingerspelled, and they'll keep going for about 5-7 minutes.
 - "FIRST PERSON WRITE WORD CONTINUE"
5. Remind students to remember they're trying to create a story from what they fingerspell
 - "FINGERSPELL STORY MAKE, REMEMBER "

MAIN ACTIVITY

Materials Needed for Main Activity

- [Background cards](#)
- [Identity cards](#)

Secret Spy Game

1. Pass out the instruction cards and introduce the game to students.
 - "TODAY GAME PLAY NAME SECRET SPY AGENT."
2. Then, pass out the identity cards and the photo ID lanyards. Have students wear their ID lanyards.
 - "ALL CARD PHOTO HAVE WEAR PHOTO ID."

3. Have the students read about their secret spy identity.
 - “READ SECRET SPY AGENT IDENTITY”
4. Then, have the students walk around and converse with each other, learning about everyone’s identity. Don’t have them write anything down.
 - “HANGOUT CONVERSATION LEARN OTHER IDENTITY. WRITE NOT”
5. Afterward, there will be a mission debriefing. Write all the spies’ names on the large dry-erase board, and ask what the class learned about each individual. *Remember students cannot write any information down*
 - “WHITE BOARD, WRITE NAME. YOU LEARN WHAT?”
6. Write down the students’ responses under each of the spies’ names.
7. Ask the Spy if the class forgot about anything.
 - “NAME ONE GROUP LEARN SECRET IDENTITY RIGHT, WRONG? INFORMATION FORGET WHAT?”
8. If there is time left over, have students pick new identities and start again.

WRAP-UP

1. What went well in this lab?
 - “LAB(fs) GOOD WHAT?”
2. Was remembering information hard?
 - “INFORMATION REMEMBER HARD?”
3. Do you think signing makes things harder to remember than spoken language?
 - “SIGN, SPEAK INFORMATION REMEMBER HARD MORE, WHICH?”
4. Is there anything you’d like to see changed in this lab?
 - “FUTURE NOW LAB(fs) CHANGE THINK WHAT?”

Deaf Culture

A sense of identity is really important to members of the Deaf community. Deaf individuals embrace their form of communication as a part of who they are. Even though a part of Deaf culture is pride in being Deaf, it does not define a person as a whole.

End of Lab:

- Read Can-Do statements once more and have students evaluate their confidence.

- (Use thumbs up/thumbs down or download our student cards.)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can communicate basic information about myself
- I can ask others simple questions about themselves
- I can fingerspell memorized words and phrases



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=28#h5p-4>

🏆 ASL Level 1, Activity 7-Answering Questions/Jeopardy
(Face-to-Face)



[Picture by Pch.Vector](#)

Description:

During the warm-up, students will sign how they are doing in the semester and how ASL classes are going. The main activity will be Jeopardy and students will be answering an array of topics. These topics include colors and shapes, numbers, physical description, questions, and Deaf grab bag.

Semantic Topics: Answering questions, Jeopardy (colors & shapes, numbers, physical descriptions, questions, "Deaf grab bag"), finger-spelling

Grammatical Structures: Deaf Culture Review, Vocabulary, Sentence Structure, Fingerspelling

Products: Deaf culture, grammar, fingerspelling,

Practices: Fingerspelling, answering various questions, utilizing correct grammar

Perspectives: Understanding how various topics are important to fostering communication in ASL

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1- Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of topics.

Idaho Content Standards for World Languages:

- COMM 1.1- Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMP 1.1- Observe formal and informal forms of language.
- COMM 2.1- Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements

- I can answer questions about something I have learned
- I can use the language to meet my basic needs in familiar situations
- I can talk with someone about hobbies or interests
- I can use my receptive skills to interpret fingerspelling

Materials Needed

- [Google Slides](#)
- [jeopardy](#)
 - Jeopardy Password: ASL101!

WARM-UP

Materials needed for Warm-up

- [Google Slides](#)

Questions

1. Ask how the semester is going and how the students feel ASL is going.
 - “YOUR SEMESTER GOOD BAD FEEL HOW? ASL FEEL HOW?”
2. What has been difficult and easy for them?
 - “DIFFICULT EASY FEEL HOW?”
3. What are they still struggling with?
 - “THINGS HAPPEN HARD WHAT?”
4. How have they been? Busy?
 - “YOU FEEL HOW WORK A LOT? BUSY?”

MAIN ACTIVITY:

Materials needed for Main Activity

- [jeopardy](#)
 - Jeopardy Password: ASL101!

ASL Jeopardy

1. This week’s activity is ASL Jeopardy!
 - “NOW DAY GAME PLAY NAME JEOPARDY”
2. All you have to do is log on and click the link below.
3. The students can pick a topic then an amount.
4. They have to sign the English phrase or answer the question presented on the card. (*make sure to note that if the card says sign the phrase that the students read the phrase then sign it. Remember not to accidentally sign the phrase for them! *)
5. If your lab is in an area without a projector, you can use a laptop or iPad. 😊

BACK-UP ACTIVITY: FINGERSPELLING QUIZ/OTHER REVIEW

This activity should only be done if there is leftover time after the ASL Jeopardy game

1. Think of about ten different names, and then fingerspell them to the students
 - “NOW FINGERSPELL NAME TEST HAVE”

- Megan, Delaney, Sara, Gabriella, Emily, Madi, Alexis, Justin, Theadora, Alexandra
2. Have them write them down, then after they finish, write them on the board so they can see how they did
 3. After this is done, review the alphabet and numbers up to 30 if time allows

WRAP-UP

1. Was today's lab hard or easy?
 - "NOW DAY LAB EASY HARD WHICH?"
2. What did you learn?
 - "YOU LEARN WHAT?"

Deaf Culture Notes

The "Deaf grab bag" section of this lab is important because sign language learners should understand and appreciate the culture along with the language just like a non-native speaking person learning a new spoken language should learn about the corresponding culture.

End of Lab

- Read can-do statements and have students evaluate their confidence with cards
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements

- I can answer questions about something I have learned
- I can use the language to meet my basic needs in familiar situations
- I can talk with someone about hobbies or interests
- I can use my receptive skills to interpret fingerspelling



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=29#h5p-4>

ASL Level 1, Lab 08- Basic Information/Never Have I Ever (Face-to-Face)



[Picture by Rawpixel](#)

Description:

For the warm-up, students will review signs that will aid them in communication and understanding. These signs should help students throughout the game as well. For the main activity, students will play Never Have I Ever by drawing a card and signing the question then stating if they have or have not done this. Students will end the lab by discussing what was easy and difficult.

Semantic Topics: Never, finish, done, activity, travel, vocabulary, basic information, yes, no, why

Grammatical Structures: Vocabulary/Phrases

Products: Experiences and grammar

Practices: Expressing experiences

Perspectives: Understanding the value of vocabulary words like never, finish, and do

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of topics

Idaho Content Standards for World Languages:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMP 1.1: Observe formal and informal forms of language.

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can discuss things I have and have not done before
- I can communicate basic information about myself
- I can communicate using memorized gestures and signs

Materials Needed

- [Google Slides](#)
- [Never Have I Ever Cards](#)
- Dry-Erase Marker
- Eraser

Would you like to make changes to the materials? Use the template(s) below:
(Free Canva Account Required)

- [Never Have I Ever Cards](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

Write on the dry-erase board simple phrases that will aid in communication and understanding, such as;

1. What is the sign for.../How do you sign...
 - "YOU SIGN... HOW"
2. YES/NO
3. I don't understand
 - "UNDERSTAND (shake head no)"
4. REMEMBER
5. SLOW
6. AGAIN/REPEAT
7. NEVER

MAIN ACTIVITY

Materials Needed for Main Activity

- [Never Have I Ever Cards](#)
- Dry-Erase Marker
- Eraser

1. Begin by splitting the lab group into two separate groups, unless you have a smaller lab. If you do, then just go ahead and do it as one group
2. Have one person draw a card and sign "I NEVER..." and then the information that's on the card
 - "START ONE PERSON PICK CARD SIGN 'I NEVER' SIGN CARD"
3. The rest of the group will either say yes or no. If they answer yes, have them explain when they did it, where they did it, with whom, etc
 - "GROUP ANSWER YES NO. ANSWER YES EXPLAIN WHERE, WITH WHO CONTINUE"

4. Once everyone has answered and explained if they've done it, then the next person will draw a card and repeat the steps above
 - "CONTINUE NEW PERSON NEW CARD"
5. If time allows, have the two groups switch cards and continue playing

WRAP-UP

1. How did you feel about the lab?
 - "LAB FINISH FEEL HOW?"
2. Was it easy or hard?
 - "LAB EASY HARD WHICH?"
3. How do you feel about signing personal information?
 - "SELF INFORMATION SIGN FEEL HOW?"

Deaf Culture Notes

Communicating about difficult topics can be uncomfortable for new signers but Deaf people are generally a lot more open about private topics even though signs can look obvious or explicit. This is also why it is considered very rude to eavesdrop even though sometimes it is hard not to.

End of Lab:

- Read can-do statements and have students evaluate their confidence with cards
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can discuss things I have and have not done before
- I can communicate basic information about myself
- I can communicate using memorized gestures and signs



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=30#h5p-4>

 ASL Level 1, Lab 09-Family/Relationships
(Face-to-Face)



[Picture by Freepik](#)

Description:

In this activity, students will talk about families! They will begin by reviewing famous family trees before discussing their own families and their classmates' families.

Semantic Topics: Family, Relationship, Famous, Related, Family Tree

Grammatical Structures: Signing Space, Singers Perspective, Vocabulary

Products: Signing space and family

Practices: Describing relations to/of various family members

Perspectives: What is the importance of family in Deaf culture?

Standards**NCSSFL-ACTFL World-Readiness Standards**

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

- Standard 1.2: Students comprehend and interpret live and recorded American Sign Language on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.
- Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.

Idaho Content Standards for World Languages:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- CONN 1.1: Compare and contrast information acquired from other content areas.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can describe my family tree
- I can ask someone questions about their family
- I can be specific when describing members of my family

Materials Needed

- [Google Slides](#)
- Dry Erase Markers
- Erasers
- Whiteboards
- [Family Tree Pictures](#)
- [Family Tree Template](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)
- [Family Tree Pictures](#)

1. Begin by reviewing the family tree vocabulary
 1. MOM
 2. DAD
 3. BROTHER/SISTER
 4. COUSIN(female/male/non-binary)
 5. AUNT
 6. UNCLE
 7. NEPHEW/NIECE
 8. GRANDMA
 9. GRANDPA
 10. GREAT GRANDMA/GRANDPA
2. You will hold up famous families, and have the students explain who is related to whom.
 - “NOW ME SHOW-YOU DIFFERENT FAMILIES. TAKE TURNS EXPLAIN FAMILY CONNECT HOW”
3. There are different family pictures included in the Google Slides
4. The ‘family tree picture link’ is provided if more practice is necessary

MAIN ACTIVITY

Materials Needed for Main Activity

- Dry Erase Markers
- Erasers
- Whiteboards
- [Google Slides](#)
- [Family Tree Template](#)

Family Trees

1. Begin by passing out the whiteboards, erasers, and markers to students. Pair students up with each other and provide the example family tree for them to reference.
 - “NOW PARTNERS FAMILY TREE SIGN PRACTICE”
2. One student will ask questions about the other student’s family tree.
 - “TAKE TURNS PARTNER FAMILY TREE QUESTIONS ASK”
3. For example, they will ask questions like:
 - “YOUR MOM NAME WHAT?”, “YOUR GRANDMA MOM SIDE NAME WHAT?”, “YOU BROTHER/ SISTER HAVE? NAME WHAT?”
4. If students are comfortable with this, they can describe their family members’ physical appearances.
 - “FAMILY LOOK-LIKE WHAT DESCRIBE IF WHAT?”
5. Remind students to include their aunts, uncles, nieces, nephews, cousins, etc if they have them and are going through the activity quickly.
 - “DESCRIBE FAMILY ALL. AUNT UNCLE NIECE CONTINUE”
6. The first student will write down the second student’s family tree.
 - “PARTNER A DESCRIBE PARTNER B WRITE”
7. After they finish, they will show the family tree to their partner and switch roles.
 - “FINISH SHOW PARTNER SWITCH”
8. If time allows, have students switch partners so they can learn more about each others’ families.

WRAP-UP

1. What did you learn about each other’s families?
 - “ALL FAMILY DIFFERENT LEARN WHAT?”
2. Who has the most siblings?
 - “SIBLINGS HAVE MOST WHO?”

Deaf Culture

Family dynamics are a really complicated topic when it comes to the Deaf community. It is hard for Deaf children of hearing parents to feel they truly belong in either community. This is why it’s so important for all Deaf people and family members to learn sign language.

End of Lab:

- Read can-do statements and have students evaluate their confidence with cards
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can describe my family tree
- I can ask someone questions about their family
- I can be specific when describing members of my family



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=31#h5p-4>

 *Level 1, Lab 10-Days of the Week/Schedules
(Face-to-Face)*



[Picture by Freepik](#)

Description:

Students will describe their weekly schedules in detail, including times, locations, and duration. This activity helps students with their planning abilities. Students will learn to describe time, location, and activities. They will also give preferences for hobbies and activities.

Semantic Topics: Weekly Schedules, Days of the Week, Plan an Event, Events

Grammatical Structures: Vocabulary, Sentence Structure

Products: Schedules, dates, and plans

Practices: Creating events for varying schedules

Perspectives: Why clear communication and use of signing space are important to crafting plans

Standards

NCSSFL-ACTFL World-Readiness Standards

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions,

and exchange opinions.

- Standard 1.2: Students comprehend and interpret live and recorded American Sign Language on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.

Idaho Content Standards for World Languages:

- CLTR 1.3 – Function appropriately in diverse contexts within the target culture.
- COMM 1.1 – Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinion.
- COMM 2.1 – Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.2 – Adapt presentation to various audiences of listeners, readers, or viewers.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can sign the days of the week, as well as week and weekend.
- I can sign my weekly schedule to someone else.
- I can create an event and use my knowledge of the days of the week and time to explain and plan it

Materials Needed

- [Google Slides](#)
- [Weekly Schedule Sheets](#)
- [Event Cards](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

1. Show the students what they will be doing for the day
2. Review the signs for the days of the week.
 - "NOW-DAY START PRACTICE DAYS OF WEEK"
3. Also, review the other signs that are on the slideshow.
 - "NOW-DAY LIST 2, 1 DISCUSS WEEK SCHEDULE 2 PLAN EVENT."

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Weekly Schedule Sheets](#)
- [Event Cards](#)

1. For the first part of lab, give students a whiteboard and marker. Also, give each student a weekly question sheet.
 - "ALL LIST 3-WHITE BOARD, PEN, QUESTION SHEET HAVE"
2. Have students pair up. One person will sign their weekly schedule, while the other student will write it down. After the first person has finished signing their schedule, their partner will do the same.
 - "TAKE TURNS PARTNER A SIGN WEEK SCHEDULE PARTNER B WATCH WRITE. FINISH SWITCH."
3. After the first person has responded to the questions, the second person will write them down. Once they're finished, they'll switch roles and do it again.
 - "PARTNER A QUESTIONS ANSWER PARTNER B WATCH WRITE FINISH SWITCH."
4. After everyone has had a chance to practice their weekly schedules, give each student one of the event cards.
 - "FINISH ALL EVENT CARD HAVE"
5. Each student will write down their event information on their whiteboard and fill in any additional information needed.
 - "ALL EVENT WRITE ALL INFORMATION WRITE"
6. Once everyone has finished creating and writing down their event, students will take turns presenting and see who can attend their event.
 - "TAKE TURNS EVENT SHARE. EVENT COME WHO?"

WRAP-UP

1. Do you feel comfortable describing your daily routine?
 - "YOU WEEK ROUTINE DESCRIBE COMFORTABLE FEEL?"
2. Do you feel comfortable with the days of the week?
 - "YOU DAY WEEK SIGN COMFORTABLE FEEL?"
3. Was it easy or difficult planning an event?
 - "EVENT PLAN EASY HARD WHICH?"

Deaf Culture

ASL grammar is extremely important when it comes to time. Sign language is pretty straightforward when it comes to the simplicity of words but it can get confusing if the grammar is messed up. Fluent signers can still have a very complex conversation, they may just get to the point faster than hearing people do.

End of Lab:

- Read Can-Do statements once more and have students evaluate their confidence.
 - (Use thumbs up/thumbs down or download our student cards.)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can sign the days of the week, as well as week and weekend.
- I can sign my weekly schedule to someone else.
- I can create an event and use my knowledge of the days of the week and time to explain and plan it



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysas1/?p=32#h5p-4>

☀️ *ASL Level 1, Lab 11- Days of the Week/Routines/
Questions (Face-to-Face)*



[Picture by Freepik](#)

Description:

This activity aims to help students with signs related to the days of the week. It will also help students in answering questions dealing with their weekly routines. In the warm-up, students get to practice receptive fingerspelling skills.

Semantic Topics: Game, Days of the Week, Questions, Routines

Grammatical Structures: Fingerspelling, Vocabulary, Sentence Structure

Products: Grammar, events, and weekly schedules

Practices: Telling time, location, duration, activities, and identifying days of the week

Perspectives: Why is it important to use correct grammar when planning events around a weekly schedule?

NCSSFL-ACTFL World-Readiness Standards

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of topics.
- Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.

Idaho State Content Standards

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 2.2: Describe the connections of products from the target culture with the practices and perspectives of the culture.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can talk about what I did last week.
- I can talk about what I will be doing the following week.
- I can have a conversation about my weekly schedule.

Materials Needed

- [Google Slides](#)
- Game Pieces
- One Die
- [Game Board](#),
- [Game Cards \(M, Tu, W\)](#),
- [Game Cards \(Th, F, S\)](#)
- [Game Cards \(Sun\)](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

1. Review the days of the week again, and answer any questions students may have.
 - "NOW DAY START DAY WEEK PRACTICE. QUESTIONS?"
2. Next, have students take out a piece of paper and a pencil. They will be taking a fingerspelling quiz that will consist of ten different names.
 - "NOW FINGERSPELL PRACTICE TEST HAVE. 10 NAMES DIFFERENT"
3. Tell students you will fingerspell each name 3 times, and that they will need to write down what they see.
 - "ME FINGERSPELL NAME 3 TIME FINISH. YOU WATCH WRITE"
4. When finished, show the names that are on the slideshow and let students compare their answers to the correct ones.
5. "FINISH ME SHOW YOU LIST. COMPARE"
6. Ask students how they did.
 - "YOU DO HOW?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- Game Pieces
- One Die
- [Game Board](#),
- [Game Cards \(M, Tu, W\)](#),
- [Game Cards \(Th, F, S\)](#)
- [Game Cards \(Sun\)](#)

1. Pull up the game board link. Have each student roll the die to see who gets the highest number. They

will go first, then play will continue to their left.

- "NOW GAME PLAY. TAKE TURNS START rhq-WHO? cl-DICE ROLL NUMBER BIG MOST"
2. When it's your turn, roll the die and move your game piece that number of spaces.
 - "YOUR TURN cl-ROLL DIE cl-MOVE PIECE BOX HOW MANY?"
 3. Whatever space you land on, I will send you the card that corresponds with it.
 - "FINISH cl-MOVE PIECE ME CARD SEND"
 4. Sign the question to the group, then answer it.
 - "YOU QUESTION SIGN ANSWER"
 5. Keep playing until someone wins!

WRAP-UP

1. What did you learn from the game?
 - "YOU GAME LEARN WHAT?"
2. Do you feel comfortable describing your daily routine?
 - "YOU WEEK ROUTINE DESCRIBE COMFORTABLE FEEL?"
3. Do you have any additional questions?
 - "QUESTIONS?"

Deaf Culture

A lot of miscommunications can occur when planning an event. This is why grammar and signing space is critical to understanding sign language.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can talk about what I did last week.
- I can talk about what I will be doing the following week.
- I can have a conversation about my weekly schedule.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=33#h5p-4>

ASL Level 1, Lab 12-Physical Descriptions/ Fingerspelling (Face-to-Face)



[Picture by Freepik](#)

Description:

Students will begin with a fingerspelling test with Thanksgiving-related words. They will then review WH questions and the facial expression that goes along with them. After that, they will participate in the main activity which is two review games. The first one has them practice describing images and the second one has them practice receptive and expressive skills of fingerspelling quotes.

Semantic Topics: Review, Games, Physical Descriptions

Grammatical Structures: Fingerspelling, Vocabulary, Signing Space, WHQ, Facial Expression

Products: Questions, sentence structure, signing space, and fingerspelling

Practices: Fingerspelling quotes and describing images

Perspectives: Understanding the versatility and importance of signing space and fingerspelling while communicating details

NCSFL-ACTFL World-Readiness Standards

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of topics.

Idaho Content Standards for World Languages:

- COMM 1.1 – Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1 – Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.1 – Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture

Can-Do Statements

NCSFL-ACTFL Can-Do Statements:

- I can sign different question words
- I can accurately describe different pictures to someone else.
- I can fingerspell words to someone else.
- I can interpret fingerspelling.

Materials Needed

- [Google Slides](#)
- [Picture Cards](#)
- [Fingerspelling Quotes](#)
- [Bingo Cards](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

1. Remind students how to sign useful question words (WHQ).
2. "NOW DAY PRACTICE WHQ SIGNS. WATCH MY FACIAL EXPRESSION YOU SIGN SAME"
 1. WHO
 2. WHAT
 3. WHERE
 4. WHEN
 5. WHY
 6. HOW
 7. HOW-MANY
 8. HOW-LONG
3. Make sure to show students proper facial expressions for each word.
 - "YES NO QUESTION EYEBROWS UP. OPEN QUESTION EYEBROWS DOWN"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Picture Cards](#)
- [Fingerspelling Quotes](#)
- [Bingo Cards](#)

1. Begin by arranging three different locations for the lab students.
2. Group students into pairs of two or three depending on your lab size.
3. Have each group begin at one of the stations, and give them approximately 8-10 minutes to complete the review activity. When time is up, have students rotate to the next game.
 - "NOW PARTNER/GROUP 3. GROUP START DIFFERENT (Point) HERE, HERE, HERE. TIME 8-10 MINUTES FINISH ALL GAME SWITCH"
4. The first location is drawing. One student will be drawing on the whiteboard, the other student/s will draw a picture card.
5. The student with the picture card will use physical descriptions to describe to the other student/s.

6. The other student/s will draw what they see, and when they're finished, they will compare their drawing to the picture.
 - *"GAME 1 DRAWING. 1 PARTNER DESCRIBE PICTURE OTHER DRAW/WRITE. PHYSICAL DESCRIPTIONS USE, SHAPES, COLORS, OTHER. FINISH, COMPARE AND SWITCH"*
7. The second location is fingerspelling quotes. One student will draw a fingerspelling quote card, and the other student will sit across from them with a whiteboard and marker.
8. The first student will begin fingerspelling the quote, and the second student will write down what they see.
9. When they're finished, they will compare the card to what the other student wrote down and then switch.
 - *"GAME 2 FINGERSPELLING. 1 PARTNER FINGERSPELL WORDS ON CARD OTHER STUDENT WRITE FINISH COMPARE AND SWITCH"*
10. The last location is bingo. The lab assistant will be conducting this activity with students.
11. The lab assistant will randomly sign vocabulary words to the students, and they'll need to use their knowledge to correctly cross off the word on their bingo sheet.
12. Whoever crosses off their words first wins!
 - *"GAME3 BINGO. ME HELP. I SIGN VOCAB WORD STUDENT UNDERSTAND CROSS OFF CARD. CROSS OFF ALL WORDS, WIN!"*

WRAP-UP

1. "Did you enjoy the review games?"
 - *"YOU PRACTICE GAME ENJOY?"*
2. "Which was your favorite?"
 - *"YOUR GAME FAVORITE WHICH?"*
3. "Is there anything else you would like to review?"
 - *"YOU PRACTICE OTHER WHAT?"*

Deaf Culture Notes

Mastering fingerspelling is an important part of Deaf culture. Deaf people sign very fast and everyone signs a little differently. This is referred to as an "accent". This is why to be fluent in sign, you must excel in both receptive and expressive skills of fingerspelling.

End of Lab:

- Read Can-Do statements once more and have students evaluate their confidence.
 - (Use thumbs up/thumbs down or download our student cards.)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future labs!

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can sign different question words
- I can accurately describe different pictures to someone else.
- I can fingerspell words to someone else.
- I can interpret fingerspelling.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=34#h5p-4>

◆ASL Level 1, Lab 13-Flyswatter Review (Face-to-Face)



[Picture by Freepik](#)

Description:

Students will begin by reflecting on their semester in a group conversation. In the main activity, they will

demonstrate their knowledge to recognize signs in a competitive flyswatter game. The students will be split into two teams and get points for every card they get right. Whichever team has the most points by the end of the game wins.

Semantic Topics: Games, Speed, Teams, Semester Reflection

Grammatical Structures: Vocabulary

Products: Colors, shapes, family, countries, questions

Practices: Identifying a litany of vocabulary words presented through pictures

Perspectives: Recalling a variety of useful information regarding Deaf culture

Standards

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of

topics.

- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture

Idaho Content Standards for World Languages:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.3: Function appropriately in diverse contexts within the target culture.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can introduce family members and others
- I can answer a variety of WH questions
- I can ask a variety of WH questions
- I can communicate basic information about my everyday life

Materials Needed

- [Google Slides](#)
- [Flyswatter Game Cards](#)
- Fly Swatters or paddles

Would you like to make changes to the materials?

Access the template(s) below:

(Canva Template, free account required)

- [Flyswatter Game Cards](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slideshow](#)

Have students answer the following questions:

1. How many tests do you have coming up for finals week?
 - "YOU TESTS FINAL HAVE HOW-MANY?"
2. How has the semester been going?
 - "YOUR SEMESTER GOOD BAD HOW?"
3. Have you enjoyed labs? Better than you originally thought?
 - "YOU LABS THINK WHAT? ENJOY YES NO?"
4. Anything you would like to see changed?
 - "YOU LABS CHANGE WANT WHAT?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Fly Swatter Cards](#)
- Fly Swatters or paddles

Flyswatter Review.

1. Begin by separating the class/lab into two teams.
 - "NOW GAME PLAY NAME fs-FLYSWATTER"
2. Give each team 1 flyswatter or paddle to use during the activity.
3. Lay out all of the activity cards (or whichever ones you would like to use).
4. Explain that you will sign a word that is related to the cards on the table. The first team to hit the card on the table will receive the point.
 - "ME WORD SIGN CONNECT TO CARD. FINISH YOU HIT CARD. FIRST TEAM HIT CORRECT/RIGHT"

CARD ONE POINT"

5. Try signing faster or slower.
6. For an expanded version sign the word in a sentence and emphasize the words for students to identify.
7. Continue to review the words in varying orders (add or take away cards as you progress and they become familiar – if you haven't already laid out all of the cards).
8. The team with the most points wins!
 - "FINISH TEAM POINTS MOST WIN"

WRAP-UP

1. How comfortable are you with the material?
 - "NOW DAY GAME PLAY SIGNS COMFORTABLE HOW?"
2. How much have we accomplished over the semester?
 - "PAST SEMESTER YOU LEARN A LOT FEEL?"

Deaf Culture Notes

Games are a great way for both Deaf and hearing kids to learn and grow. The main difference is games geared toward Deaf kids are much more visual and tactile.

End of Lab:

- Read can-do statements and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can answer a variety of simple questions
- I can ask some simple questions
- I can communicate some basic information about my everyday life



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=35#h5p-4>

👉 ASL Level 1, Lab 14-Vocabulary (Signs) Review (Face-to-Face)



[Picture by Freepik](#)

Description:

In this activity, students will practice answering questions about themselves. Students will also review what they have learned through the course of the semester.

Semantic Topics: Speed, Unit Review

Grammatical Structures: Vocabulary, Questions, Facial Expression

Products: Vocabulary

Practices: Identifying a variety of vocabulary signs presented through pictures

Perspectives: How are competitive ASL games used to build a sense of community?

Standards**World-Readiness Standards:**

- Standard 1.1: Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions

- Standard 1.2: Students comprehend and interpret live and recorded American Sign Language on a variety of topics.
- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.

Idaho Content Standards for World Languages:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMP 1.1: Observe formal and informal forms of language.
- COMP 1.2: Identify patterns and explain discrepancies, the sounds, and the writing system in the target language.
- COMP 1.3: Compare and analyze idiomatic expressions in the target language.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can introduce myself and others
- I can answer a variety of simple questions
- I can ask some simple questions
- I can communicate some basic information about my everyday life

Materials Needed

- [Google Slides](#)
- [Speed Cards](#)

WARM-UP

Materials Needed for Warm Up

- [Google Slides](#)

1. Ask students how they are doing.
 - "HOW YOU?"
2. Ask if they have any questions for class.
 - "YOU QUESTIONS CLASS HAVE?"
3. Are there any signs they want to review?
 - "YOU SIGNS REVIEW WANT?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Speed Cards](#)

1. Start by dividing the group into two teams.
 - "NOW GAME PLAY TEAMS 2"
2. Each team will decide who goes first in each group and then play will continue to rotate down the line.
 - "TEAM DISCUSS ORDER DECIDE. PERSON START WHO?"
3. All the cards have a picture to represent vocabulary.
4. Hold up one card, the team that signs the picture first gets the card.
 - "ME CARD SHOW-YOU. TEAM SIGN FIRST CARD KEEP"
5. Once all the cards have been signed, the team that has the most wins.
 - "GAME FINISH TEAM CARDS MOST WHO? WIN!"

WRAP-UP

1. How comfortable are you with the vocabulary?
 - "YOU VOCABULARY COMFORTABLE FEEL?"
2. Any you want to review or go over?

- “YOU PRACTICE WHATEVER WANT?”

Deaf Culture Notes

Deaf people get to know one another on a very personal level. That is why it is so important to be able to share information about yourself in sign language.

End of Lab:

- Read Can-Do statements once more and have students evaluate their confidence.
 - (Use thumbs up/thumbs down or download our student cards.)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can introduce myself and others
- I can answer a variety of simple questions
- I can ask some simple questions
- I can communicate some basic information about my everyday life



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=36#h5p-4>

AMERICAN SIGN LANGUAGE LEVEL 1, ACTIVITIES FOR ONLINE INSTRUCTION

ASL Level 1, Activity 1-Introductions & The Alphabet (Online)



[Picture by Freepik](#)

Description:

Each student will have an equal number of alphabet and picture cards. Taking turns they will ask other students if they have the letter their picture represents. This will help practice the alphabet. For example, if I had a picture of a dog, I would ask someone if they had the letter D.

Semantic Topics: Alphabet, pictures, Go-Fish, charades

Grammatical Structures: Fingerspelling

Products: Fingerspelling

Practices: Fingerspelling names, fingerspelling the alphabet, and introducing oneself

Perspectives: Importance of fingerspelling and communicating important information

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and

obtain information, express feelings and emotions, and exchange opinions.

- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture.
- Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture.
- Standard 4.1 Students demonstrate an understanding of the nature of language through comparisons of American Sign Language and their own languages.
- Standard 4.2 Students demonstrate an understanding of the nature of culture through comparisons of American Deaf culture and their own.

Idaho Content Standards for World Languages:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.”
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.1 Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2 Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture’s view of the world.
- COMP 1.1 Observe formal and informal forms of language.
- COMP 1.2 Identify patterns and explain discrepancies the sounds and the writing system in the target language.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can fingerspell my name
- I can recognize letters of the alphabet
- I can introduce myself in ASL

Materials Needed

- [Google Slides](#)
- [Kahoot](#)
- [Picture Cards](#)
- [Alphabet Cards](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)
- [Kahoot](#)

1. Ask students to type their name and ID # for attendance
 - “YOU List 2- NAME, ID NUMBER TYPE”
2. First, give students an example of what labs will be like by introducing yourself comprehensively in American Sign Language. If you have a name sign please share.
 - “HELLO, MY NAME (rhq) (Insert Name). MY NAME SIGN (Insert Name Sign).”
3. Once completed ask students how much they understood and allow them to ask questions.
 - “UNDERSTAND? QUESTIONS?”
4. Go over what name signs are. Give students some background on cultural rules on name signs. Explain that you first need to be accepted by the Deaf community, but you do not need to be Deaf to have a name sign.
 - “NAME SIGN RULES WHAT (rhq). CL-LIST 3 (Point at Thumb – Number 1) DEAF COMMUNITY ACCEPT YOU NEED . NOT NEED DEAF, HEARING WELCOME.”
5. Explain that name signs are usually a combination of the first letter of your name and a passion or characteristic of yours.
 - “CL-LIST (Point at Index Finger – Number 2) NAME SIGN USE FIRST LETTER YOUR NAME WITH fs-PASSION OR CHARACTERISTIC YOU HAVE.”
6. Lastly, explain that a name sign can only be given by a Deaf person and that it is inappropriate to give yourself a name sign.
 - “CL-LIST (Point at Middle Finger – Number 3) NAME SIGN MUST ONLY GIVE-TO-ME DEAF PERSON(rhq)-WHY? MAKE NAME SIGN FOR SELF CULTURE NOT APPROPRIATE.”
7. Then have students fingerspell their names and name signs if they have one. Allow students to provide as much information about themselves as they can/feel comfortable with in American Sign Language.
 1. Name
 - “HELLO, MY NAME fs-(Insert Name).”
 2. Name sign?
 - (Optional) “MY NAME SIGN (Insert Name Sign).”

3. Major(s) minor(s)
 - "MAJOR MINOR"
 4. Where are you from?
 - "FROM WHERE?"
8. Kahoot!!
- "NOW GAME PLAY NAME KAHOOT. ALL PHONE NEED"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Picture Cards](#)
- [Alphabet Cards](#)

1. To begin, have students go over and practice the full alphabet. Make sure not to just sign it for students, allow students to lead.
 - "NOW ABC PRACTICE TOGETHER"
 2. The lab assistant will use gestures to describe a person/place/thing
 3. Example- Baseball: home run, pitching, catching, etc
 - "ME DESCRIBE PERSON PLACE THING USE GESTURES"
 4. Students are then to raise their hands (using the zoom "raise hand" action). When the student is called on they are then to sign the first letter that corresponds to the gesture
 1. Example- Bird = Letter B
 2. Example- Apple = Letter A
 - "YOU WATCH SIGN LETTER WITH fs-GESTURE"
1. Each letter signed is one point. Whoever has the most points wins
 - "ABC RIGHT/CORRECT 1 POINT. FINISH PERSON POINTS MOST WIN"
 2. If students are having a hard time remembering a letter, they can call on another student to help them.
 3. Remember to utilize the chat since 101/first-year students know little to no ASL.

WRAP UP

Come back together as a group, and display the slide with the wrap-up questions. Ask students the following questions:

1. Do you understand name signs and how they are received?
 - "YOU NAME SIGN RECEIVE UNDERSTAND?"
2. Do you feel comfortable fingerspelling your name?
 - "YOU YOUR NAME FINGERSPELL COMFORTABLE FEEL?"
3. Do you feel comfortable recognizing the letters of the alphabet?
 - "YOU ABC UNDERSTAND COMFORTABLE FEEL?"

Deaf Culture

Deaf children babble just like hearing children do. Another similarity is babies learn signs for words before they learn the alphabet. When hearing people are learning ASL they begin with learning the sign language alphabet because they are already familiar with the ASL alphabet.

End of Lab

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can fingerspell my name
- I can recognize letters of the alphabet
- I can introduce myself in ASL



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=310#h5p-4>

ASL Level 1, Activity 2-WHO, WHERE, WHAT, WHY, WHICH, WHEN, HOW Questions (Online)



[Picture by Freepik](#)

Description:

Students will watch a video and discuss a few concepts from it after. This lab will cover greetings, introductions, and answering simple questions.

Semantic Topics: Introductions, Who, Where, What, Which, Why, When, How.

Grammatical Structures: WH Questions

Products: Questions, sentence structure, cardinal numbers and introductions

Practices: Answering and creating simple WH questions and yes and no questions. Reviewing cardinal numbers 1-10.

Perspectives: How sign names are given, who can give and receive sign names, and communication through WH, yes, and no questions.

Standards

AATSP Standards for Learning American Sign Language:

- "Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide

and obtain information, express feelings and emotions, and exchange opinions”

- “Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics”

Idaho Content Standards for World Languages:

- “COMM 1: Interact with others in the target language and gain meaning from interactions in the target language”
- “COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions”

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can introduce myself, including greetings and my name.
- I can identify social practices having to do with name signs.
- I can use cardinal numbers correctly.
- I can respond to and create yes/no questions.
- I can respond to who, what, and where questions.

Materials needed

- [Google Slides](#)
- [Question Cards](#)
- [Sign Name Video](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)
- [Sign Name Video](#)

1. Ask students to type ID # for attendance
2. Topics to be discussed following video: Name Signs (who can give them, who can receive them—the

cultural aspect)

3. Explain that a hearing person must first be accepted by the Deaf community and then they can be assigned a sign name. You also don't have to be Deaf to have a sign name.
 - "SIGN NAME RULES rhq-WHAT? YOU CI-LIST 3, FIRST YOU DEAF COMMUNITY ACCEPT, DEAF PERSON ASSIGN YOU NAME SIGN, YOU DEAF NEED NOT HEARING WELCOME"
4. Explain that sign names are usually a combination of the first letter of your name and a passion or characteristic of yours.
 - "YOUR SIGN NAME YOUR NAME FIRST LETTER WITH YOU fs-PASSION CHARACTERISTIC WHATEVER"
5. Lastly, explain that only Deaf people can give out sign names and it is culturally inappropriate to assign one to yourself or for a hearing person to assign one.
 - "DEAF PERSON SIGN NAME GIVE ONLY rhq-WHY? CULTURALLY APPROPRIATE NOT SIGN NAME HEARING PERSON SELF WHATEVER"
6. Handshape (in the video Tyler signs "often" wrong at first but is then corrected—can discuss the importance of handshape and touch on parameters in language, but don't go too in-depth)
 - "HAND SHAPE IMPORTANT. CHANGE SMALL DIFFERENCE BIG"
7. Stop the video periodically so the students can copy the signs Nyle is teaching (Ex. What is your name?)

MAIN ACTIVITY

Exercises

- [Google Slides](#)
- [Question Cards](#)

Questions:

1. Remember to review the signs for questions. Also, consider reviewing numbers and how to sign teacher, book, etc, since a lot of students either don't remember or haven't learned
2. Project a list of questions for students to ask each other
3. Have students begin asking each other questions based on the question cards. One at a time students will sign another student's name and ask them a question.
 1. "NOW SIGN PERSON NAME TAKE TURNS QUESTIONS ASK"
 2. EX: WHICH - "YOUR FAVORITE BOOK WHICH"
 3. WHAT - "YOUR FAVORITE COLOR WHAT"

4. WHO – “YOUR TEACHER WHO”

4. Have students mentally cross off which questions they asked
 - Remember to tell students to not ask each other the same questions. If one student asks who the other’s teacher is, then another student can’t ask the same question.

Wrap-Up questions:

1. What are your concerns for your class?
 - “YOU CLASS WORRY WHAT?”
2. What are your concerns for the labs?
 - “YOU fs-LAB WORRY WHAT?”

Deaf Culture Notes

Sign names are very important in Deaf culture. They are much more personal than fingerspelling and they give individuals a sense of identity. It is also significant that a hearing person must be given a sign name by a Deaf person out of respect for Deaf people and their culture.

Lab Assistant Notes: Remember to record attendance before ending the lab.

End of Lab:

- Read Can-Do statements once more and have students evaluate their confidence.
 - (Use thumbs up/thumbs down or download our student cards.)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can introduce myself, including greetings and my name.
- I can identify social practices having to do with name signs.
- I can use cardinal numbers correctly.
- I can respond to and create yes/no questions.
- I can respond to who, what, and where questions.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=312#h5p-4>

🤔 ASL Level 1, Activity 03- Guess Who/Descriptions of Individuals (Online)



[Picture by Wirestock](#)

Description:

During the warm-up, students will pair up and fill out the checklist about their partner then introduce them to the group. The main activity will be “Guess Who” and students will take turns asking questions to figure out who their partner picked on the picture card sheets. An example of these questions could be, “Is it a man or a woman?”

Semantic Topics: Description, Who, Wearing, Clothes, Color, Woman, Man

Grammatical Structures: Questions, Sentence Structure, Vocabulary

Products: Signing space, question, grammar

Practices: Describing appearances, asking questions

Perspectives: How to make use of signing space in a conversation. Describing appearances through a series of questions.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1- Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of topics.
- Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.

Idaho Content Standards for World Languages:

- COMM 1.1- Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMP 1.1- Observe formal and informal forms of language.
- COMM 2.1- Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can introduce myself and others
- I can describe what a person is wearing and what they look like
- I can help another person correctly guess a vocab word
- I can fingerspell different words

Materials Needed

- [Google Slides](#)
- [Checklist Cards](#)
- [Guess Who Cards](#)

Would you like to make changes to the materials? Access the template(s) below:

(Canva Template, free account required)

- [Checklist Cards](#)
- [Guess Who Cards](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)
- [Checklist Cards](#)

1. Ask students to type ID # for attendance

- "NAME ID NUMBER TYPE"

2. Review

1. YELLOW
2. SHIRT
3. FLOWERS
4. RED
5. PANTS
6. POLKA DOTS
7. BLUE
8. GLASSES
9. STRIPES
10. GREEN
11. DRESS
12. PLAID
13. BLACK
14. SHOES

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Guess Who Cards](#)

1. Guess Who

- “NOW GAME NAME GUESS WHO PLAY”
- 2. Show the virtual grid of people on the Google Slides, one person will secretly pick one of the people. The group will take turns questioning the person who picked to find who they picked, based on questions of what they're wearing, hairstyles, gender, etc.
 - “ONE PERSON PICK GROUP QUESTIONS ASK. FIND PERSON PICK WHO”
- 3. The group will start asking yes/no questions and will have to narrow it down until they figure out who was chosen on the paper. For example, “Is it a man or a woman?”
 - “YES NO QUESTIONS ASK. MAN WOMEN WHICH? CONTINUE”
- 4. Once they receive a response, they will either mark off all the males/females, or whoever doesn't qualify for their question. Once one round is finished, the next person will pick and the group asks them yes or no questions.
 - “CROSS OFF PEOPLE FIT ANSWER NOT. FINISH PERSON FIND”
 - “NEW PERSON PICK GAME CONTINUE”

WRAP-UP

- Talk about the famous Deaf individuals on the Guess Who sheets.
 - “PAST YOU FAMOUS DEAF PEOPLE SEE?”
- Talk about the obstacles they overcame in order to become successful people.
 - “DEAF PEOPLE FAMOUS SUCCESS BECOME HARD WHY?”

Deaf Culture

One reason there are so few Deaf famous people is because the hearing community views Deaf people as disabled and knowledge of sign language is so limited that Deaf people who do not communicate orally have a much lower chance to be given opportunities and when a Deaf person does become famous they are looked at as “that famous Deaf person” rather than being appreciated for their accomplishments alone.

Lab Assistant Notes: Remember to record attendance before ending the lab.

End of Lab:

- Read can-do statements and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

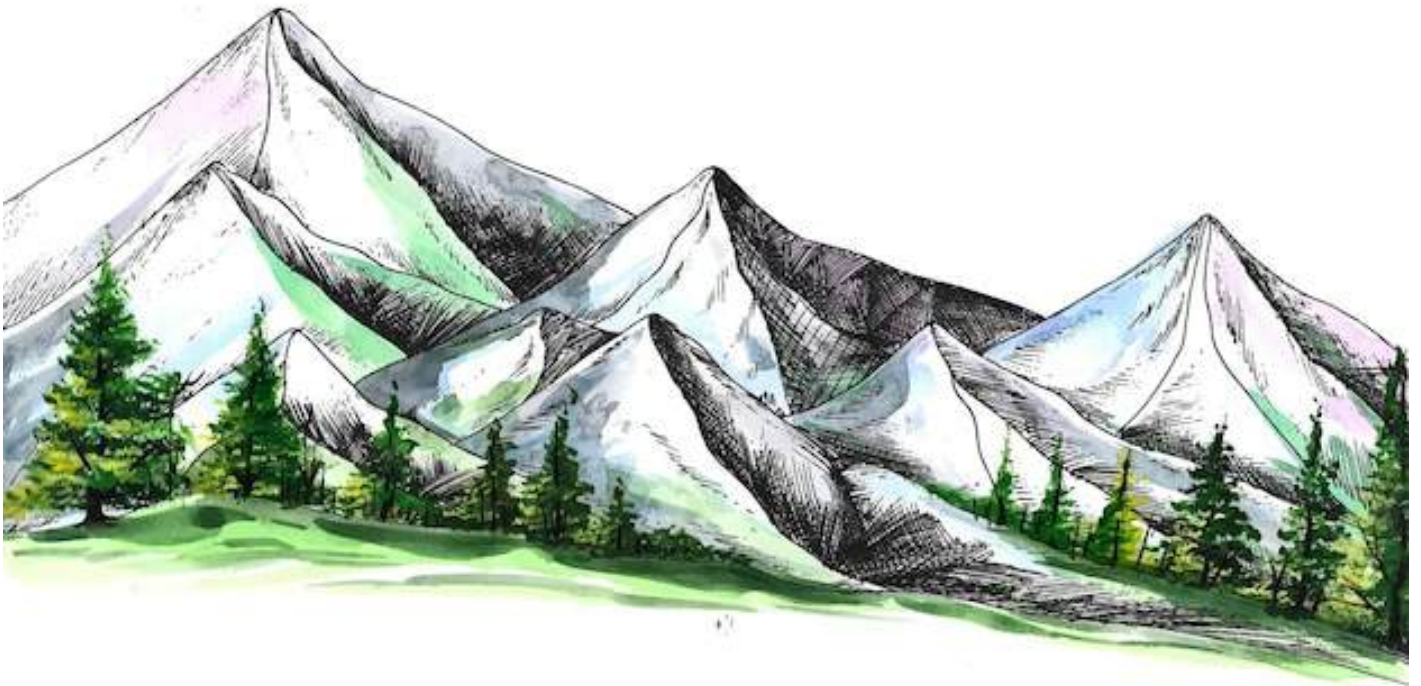
- I can introduce myself and others
- I can describe what a person is wearing and what they look like
- I can help another person correctly guess a vocab word
- I can fingerspell different words



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=314#h5p-4>

◆◆ASL Level 1, Activity 4-Shapes, Colors, Numbers,
Description (Online)



[Picture by Harryarts](#)

Description:

During the warm-up, students will review how to sign shapes and the cardinal numbers from the slideshow. For the main activity, one student will be privately sent a picture card without the rest of the group seeing it. This student will describe the picture card being specific to location, color, etc, while the other students draw what was just described to them. Each student will take a turn describing.

Semantic Topics: Shape, Circle, Square, Numbers, Color, Describe, Shirt, Location

Grammatical Structures: Vocabulary, Signers Perspective, Signing Space

Products: Shapes, signers' perspective, signing space

Practices: Describing shapes and pictures, utilizing space and perspective while signing

Perspectives: Why is it important to consider signer's perspective when someone is signing

Standards:

NCSSFL- ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.3: Students present information, concepts, and ideas in American Sign Language to an audience of listeners or readers on a variety of topics.
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture.
- Standard 3.1 Students reinforce and further their knowledge of other disciplines through American Sign Language.

Idaho Content Standards for World Languages:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.
- CONN 1.1: Compare and contrast information acquired from other content areas.
- CONN 1.2: Relate information studied in other subjects to the target language and culture.

Can-Do Statements**NCSSFL-ACTFL CAN-DO STATEMENTS**

- I can sign different shapes.
- I can sign cardinal numbers and do simple math problems.
- I can understand signer's perspective and translate someone's perspective correctly.

Materials Needed

- [Google Slides](#)
- Picture Cards for main activity: [Easy Cards](#)
- Advanced picture cards: [Advanced Cards](#)

Would you like to make changes to the materials? Access the template(s) below:

(Canva Template, free account required)

- [Easy Cards](#)
- [Advanced Cards](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

1. Ask students to type ID # for attendance
2. Open up the Google Slideshow and show students the shapes.
 - “NOW DAY START SIGN SHAPE PRACTICE”
3. After they've reviewed shapes, move on to cardinal numbers. Have students sign the problem, then sign the answer.
 - “FINISH SHAPE PRACTICE NOW NUMBER PRACTICE. START PROBLEM SIGN FINISH ANSWER”
1. If you feel like you need to, you can create more problems or incorporate additional shapes.
2. Lastly, explain signer's perspective and remind students that it's important for them to understand it. They'll especially need it for the main activity.
 - “SIGN PERSON PERSPECTIVE UNDERSTAND IMPORTANT”

MAIN ACTIVITY

Materials Needed for Main Activity

- Picture Cards for main activity: [Picture cards](#)
- Advanced picture cards: [Picture cards](#)

1. Start by having everyone take out paper and a pen/pencil.
 - “ALL PAPER PEN GRAB”

2. Privately send one student one of the easier picture cards. These cards have one shape, one number, one name, and one object in each corner.
 - “ME SEND ONE PERSON CARD. CARD CI-CORNERS 1 SHAPE 1 NUMBER 1 NAME 1 OBJECT HAVE”
3. The first student will begin to explain the picture card to the other students, being specific about color, location, and what it looks like. The other students will draw the picture based on what the first student describes.
 - “PERSON CARD THINGS LOCATION DESCRIBE”
4. After the other students have completed the drawing, the group will compare the pictures and see if they described the picture well enough for the second student to draw it correctly. Then, a new student will be privately sent a card.
 - “FINISH DRAWING CARDS COMPARE NEW PERSON CONTINUE”
5. After a while, if students are finding the activity too easy, have them take the more advanced picture cards and describe those to the person with the whiteboard.

WRAP-UP

1. What was easy and what was difficult?
 - “EASY HARD WHAT?”
2. Do you feel more comfortable with shapes and numbers?
 - “SHAPES NUMBER SIGNS COMFORTABLE FEEL MORE?”
3. Do you feel comfortable with the concept of signer’s perspective?
 - “SIGN PERSPECTIVE COMFORTABLE FEEL MORE?”

Deaf Culture

Describing and understanding physical features is essential to signed conversation. Deaf culture is very blunt when it comes to physical descriptions so calling a person fat or skinny is not offensive like it is in spoken English.

End of Lab:

- Read Can-Do statements once more and have students evaluate their confidence.
 - (Use thumbs up/thumbs down or download our student cards.)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can sign different shapes.
- I can sign cardinal numbers and do simple math problems.
- I can understand signer's perspective and translate someone's perspective correctly.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=316#h5p-4>

👍 *ASL Level 1, Activity 5-Animals, Likes and Dislikes
(Online)*



[Picture by 8Photo](#)

Description:

For the warm-up, students will each get an animal card and be put into breakout rooms to ask questions to find their animal. At the end, students will share what they found out. For the main activity, students will get a questionnaire card. Each person will take turns asking questions and writing down the responses.

Semantic Topics: Scavenger hunt, animals, questions, like, dislike, activity, questionnaire

Grammatical Structures: Vocabulary, Conversation

Products: Likes, dislikes, questions

Practices: Scavenger hunt, forming and responding to questions

Perspectives: How a scavenger hunt is useful for forming questions and using vocabulary.

Standards

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions,

and exchange opinions.

- Standard 1.3: Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.

Idaho Content Standards for World Languages:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can answer questions about what I like and dislike
- I can sign a question to someone else
- I can have a conversation with someone in ASL

Materials Needed:

- [Google Slides](#)
- [Questionnaire Cards](#)
- [Scavenger Hunt Cards](#)

Would you like to make changes to the materials? Access the template(s) below:

(Canva Template, free account required)

- [Questionnaire Cards](#)
- [Scavenger Hunt Cards](#)

WARM-UP

Materials Needed for Warm-up

- [Scavenger Hunt Cards](#)

Ask students to type ID # for attendance

Scavenger Hunt (Animal)

1. Send each student a different animal.
2. "ME ALL SEND DIFFERENT ANIMAL"
3. Students will go into breakout rooms to then ask each other yes or no questions to try to figure out their animal
 - Ex: "Is it green?", then when a student will respond with yes or no.
 - "BREAKOUT ROOMS YES NO QUESTIONS ASK ANIMAL FIND"
4. When everyone has finished, have students go around and share who they found for each question
 - "BREAKOUT ROOMS FINISH SHARE"
5. ***Remind students to actually interact with each other and have a conversation, not just ask each other which one they have

MAIN ACTIVITY

Materials Needed for Main Activity

- [Questionnaire Cards](#)

1. Send one question from the ASL Questionnaire privately to one student.
2. Have that student sign the question and answer it, then have the rest of the group give responses.
 - "TAKE TURNS ONE PERSON QUESTION SIGN ANSWER GROUP ANSWER"
3. Then move on to the next person with a new question.
 - "NEW PERSON NEW QUESTION CONTINUE"
4. If there's more time, have students switch Questionnaire cards and do it again.
 - "FINISH EARLY? CARD SWITCH ASK AGAIN?"

WRAP-UP

1. How do you feel about your ability to sign the cards?
 - "YOU CARDS HARD EASY FEEL WHICH?"
2. Anything specific you struggled with?
 - "CARDS HARD WHAT?"
3. What did you learn?
 - "YOU LEARN WHAT?"
4. How do you feel in the classroom?
 - "CLASS FEEL HOW?"

Deaf Culture

The Deaf community is very small in comparison to the hearing community, This is why it has become a cultural norm to take a deeper interest in fellow members of the Deaf community. For example, if a Deaf person is late to class they would take the time to explain their reasoning but in the same situation, a hearing person would shamefully take their seat.

End of Lab:

- Read Can-Do statements once more and have students evaluate their confidence.
 - (Use thumbs up/thumbs down or download our student cards.)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can answer questions about what I like and dislike
- I can sign a question to someone else
- I can have a conversation with someone in ASL



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=318#h5p-4>

 *ASL Level 1, Activity 6-Describing Identity (Online)*



[Picture by Luis_Molinero](#)

Description:

Students will better their fingerspelling skills by making a short story with their lab mates. In the main activity, students will play a game while learning about physical descriptions and additional information about a person. Students will get to ask each other questions while assuming a secret identity as a spy.

Semantic Topics: Questions, Spy Mission, Story, Country, Like, Identity, Secret, Nationality

Grammatical Structures: Fingerspelling, Descriptions, Signing Space, Facial Expression when asking Questions

Products: Fingerspelling, signing space, nationalities, and questions

Practices: Fingerspelling, utilizing signing space, forming and responding to questions, and practicing with nationality signs

Perspectives: How do identities vary in American Sign Language?

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students comprehend and interpret live and recorded American Sign Language on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.

Idaho Content Standards for World Languages:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can communicate basic information about myself
- I can ask others simple questions about themselves
- I can fingerspell memorized words and phrases

Materials Needed

- [Google Slides](#)
- [Background Cards](#)
- [Secret Identity Cards](#)

Would you like to make changes to the materials? Access the template(s) below:

(Canva Template, free account required)

- [Backgrounds Cards](#)
- [Secret Identity Cards](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

1. Ask students to type ID # for attendance
2. Have students grab a piece of paper and a pen.
 - "ALL GRAB PAPER PEN"
3. One student will begin by fingerspelling a word.
 - "START ONE PERSON FINGERSPELL WORD"
4. All students will write down what they fingerspelled, then fingerspell a different word to add to their story.
 - "ALL WRITE WORD. NEXT ADD FINGERSPELL WORD STORY"
5. Students continue fingerspelling words and creating a story for about 5-7 minutes.
 - "TIME 5, 7 MINUTES CONTINUE"
6. Remind students that they're trying to create a story from what they fingerspell.
 - "FINGERSPELL STORY MAKE REMEMBER"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Background cards](#)
- [Identity cards](#)

1. Send out the instruction cards and sign the rules to students.
 - "NOW DAY GAME PLAY NAME SECRET SPY AGENT"
2. Then, send out the identity cards and the photo ID lanyards.
 - "READ SECRET SPY AGENT IDENTITY"
3. Then, have the students take turns sharing their identities.

- "TAKE TURNS IDENTITY SHARE LEARN OTHER IDENTITY. WRITE NOT REMEMBER TRY"
4. Afterward, there will be a mission debriefing. Ask what the class learned about each individual.
Remember students cannot write any information down
 - "SHARE FINISH LEARN WHAT?"
 5. Write down the students' responses under each of the spies' names.
 6. If there is time left over, have students pick new identities and start again.

WRAP-UP

1. What went well in this lab?
 - "LAB GOOD WHAT?"
2. Was remembering information hard?
 - "INFORMATION REMEMBER HARD?"
3. Do you think signing makes things harder to remember than spoken language?
 - "SIGN SPEAK INFORMATION REMEMBER HARD MORE WHICH?"
4. Is there anything you'd like to see changed in this lab?
 - "FUTURE NOW LAB CHANGE THINK WHAT?"

Deaf Culture Notes

A sense of identity is really important to members of the Deaf community. Deaf individuals embrace their form of communication as a part of who they are. Even though a part of Deaf culture is pride in being Deaf, it does not define a person as a whole.

End of Lab:

- Read Can-Do statements once more and have students evaluate their confidence.
 - (Use thumbs up/thumbs down or download our student cards.)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can communicate basic information about myself
- I can ask others simple questions about themselves
- I can fingerspell memorized words and phrases



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=320#h5p-4>

🏆 ASL Level 1, Activity 7-Answering Questions/Jeopardy (Online)



[Picture by Pch.Vector](#)

Description:

During the warm-up, students will sign how they are doing in the semester and how ASL classes are going. The main activity will be Jeopardy and students will be answering an array of topics. These topics include colors and shapes, numbers, physical description, questions, and Deaf grab bag.

Semantic Topics: Answering questions, Jeopardy (colors & shapes, numbers, physical descriptions, questions, "Deaf grab bag"), finger-spelling

Grammatical Structures: Deaf Culture Review, Vocabulary, Sentence Structure, Fingerspelling

Products: Deaf culture, grammar, fingerspelling,

Practices: Fingerspelling, answering various questions, utilizing correct grammar

Perspectives: Understanding how various topics are important to fostering communication in ASL

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1- Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of topics.

Idaho Content Standards for World Languages:

- COMM 1.1- Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMP 1.1- Observe formal and informal forms of language.
- COMM 2.1- Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements

- I can answer questions about something I have learned
- I can use the language to meet my basic needs in familiar situations
- I can talk with someone about hobbies or interests
- I can use my receptive skills to interpret fingerspelling

Materials Needed

- [Google Slides](#)
- jeopardylabs.com/play/asl-101-jeopardy-game
 - Jeopardy Password: ASL101!

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

Ask students to type ID # for attendance

Questions

1. Ask how the semester is going and how the students feel ASL is going.
 - "YOUR SEMESTER GOOD BAD FEEL HOW? ASL FEEL HOW?"
2. What has been difficult and easy for them?
 - "DIFFICULT EASY FEEL HOW?"
3. What are they still struggling with?
 - "THINGS HAPPEN HARD WHAT?"
4. How have they been? Busy?
 - "YOU FEEL HOW WORK A LOT? BUSY?"

MAIN ACTIVITY

Materials Needed for Main-Activity

- jeopardylabs.com/play/asl-101-jeopardy-game
 - Jeopardy Password: ASL101!

ASL Jeopardy

1. This week's activity is ASL Jeopardy!
 - "NOW DAY GAME PLAY NAME JEOPARDY"
2. All you have to do is log on and click the link below.
3. The students can pick a topic then an amount.
4. They have to sign the English phrase or answer the question presented on the card. (*make sure to note that if the card says sign the phrase that the students read the phrase then sign it. Remember not to accidentally sign the phrase for them! *)
5. If your lab is in an area without a projector, you can use a laptop or iPad. 😊

BACK-UP ACTIVITY: FINGERSPELLING QUIZ/OTHER REVIEW

This activity should only be done if there is leftover time after the ASL Jeopardy game

1. Think of about ten different names, and then fingerspell them to the students

- "NOW FINGERSPELL NAME TEST HAVE"
 - Megan, Delaney, Sara, Gabriella, Emily, Madi, Alexis, Justin, Theadora, Alexandra
2. Have them write them down, then after they finish, write them on the board so they can see how they did
 3. After this is done, review the alphabet and numbers up to 30 if time allows

WRAP-UP

1. Was today's lab hard or easy?
 - "NOW DAY LAB EASY HARD WHICH?"
2. What did you learn?
 - "YOU LEARN WHAT?"

Deaf Culture Notes

The "Deaf grab bag" section of this lab is important because sign language learners should understand and appreciate the culture along with the language just like a non-native speaking person learning a new spoken language should learn about the corresponding culture.

End of Lab:

- Read can-do statements and have students evaluate their confidence with cards
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements

- I can answer questions about something I have learned
- I can use the language to meet my basic needs in familiar situations
- I can talk with someone about hobbies or interests
- I can use my receptive skills to interpret fingerspelling



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=322#h5p-4>

ASL Level 1, Activity 8-Basic Information/Never Have I Ever (Online)



[Picture by Rawpixel](#)

Description:

For the warm-up, students will review signs that will aid them in communication and understanding. These signs should help students throughout the game as well. For the main activity, students will play Never Have I Ever by being privately sent a card and signing the question then stating if they have or have not done this. Students will end the lab by discussing what was easy and difficult.

Semantic Topics: Never, finish, done, activity, travel, vocabulary, basic information, yes, no, why

Grammatical Structures: Vocabulary/Phrases

Products: Experiences and grammar

Practices: Expressing experiences

Perspectives: Understanding the value of vocabulary words like never, finish, and do

NCSFSL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of topics

Idaho Content Standards for World Languages:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMP 1.1: Observe formal and informal forms of language.

Can-Do Statements**NCSFSL-ACTFL Can-Do Statements:**

- I can discuss things I have and have not done before
- I can communicate basic information about myself
- I can communicate using memorized gestures and signs

Materials Needed

- [Google Slides](#)
- [Never Have I Ever Cards](#)
- Dry-Erase Marker
- Eraser

Would you like to make changes to the materials? Use the template(s) below:
(Free Canva Account Required)

- [Never Have I Ever Cards](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

Ask students to type ID # for attendance

Send everyone in the chat simple phrases that will aid in communication and understanding, such as;

1. What is the sign for.../How do you sign...
 - "YOU SIGN... HOW"
2. YES/NO
3. I don't understand
 - "UNDERSTAND (shake head no)"
4. REMEMBER
5. SLOW
6. AGAIN/REPEAT
7. NEVER

MAIN ACTIVITY

Materials Needed for Main Activity

- [Never Have I Ever Cards](#)
- Dry-Erase Marker
- Eraser

1. Send one person a card and sign "I NEVER..." and then the information that's on the card
 - "START ME SEND ONE PERSON CARD SIGN 'I NEVER' SIGN CARD"
2. The rest of the group will either say yes or no. If they answer yes, have them explain when they did it, where they did it, with whom, etc
 - "GROUP ANSWER YES NO. ANSWER YES EXPLAIN WHERE, WITH WHO CONTINUE"

3. Once everyone has answered and explained if they've done it, then the next person will be sent a card and repeat the steps above
 - "CONTINUE NEW PERSON NEW CARD"
4. If time allows, have the two groups switch cards and continue playing

WRAP-UP

1. How did you feel about the lab?
 - "LAB FINISH FEEL HOW?"
2. Was it easy or hard?
 - "LAB EASY HARD WHICH?"
3. How do you feel about signing personal information?
 - "SELF INFORMATION SIGN FEEL HOW?"

Deaf Culture Notes

Communicating about difficult topics can be uncomfortable for new signers but Deaf people are generally a lot more open about private topics even though signs can look obvious or explicit. This is also why it is considered very rude to eavesdrop even though sometimes it is hard not to.

Lab Assistant Notes: Remember to record attendance before ending the lab.

End of Lab:

- Read can-do statements and have students evaluate their confidence with cards
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can discuss things I have and have not done before
- I can communicate basic information about myself
- I can communicate using memorized gestures and signs



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=324#h5p-4>

 *ASL Level 1, Activity 9-Family/Relationships (Online)*



[Picture by Freepik](#)

Description:

In this activity, students will talk about families! They will begin by reviewing famous family trees before discussing their own families and their classmates' families.

Semantic Topics: Family, Relationship, Famous, Related, Family Tree

Grammatical Structures: Signing Space, Singers Perspective, Vocabulary

Products: Signing space and family

Practices: Describing relations to/of various family members

Perspectives: What is the importance of family in Deaf culture?

Standards**NCSSFL-ACTFL World-Readiness Standards**

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

- Standard 1.2: Students comprehend and interpret live and recorded American Sign Language on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.
- Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.

Idaho Content Standards for World Languages:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- CONN 1.1: Compare and contrast information acquired from other content areas.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can describe my family tree
- I can ask someone questions about their family
- I can be specific when describing members of my family

Materials Needed

- [Google Slides](#)
- Dry-Erase Markers
- Erasers
- Whiteboards
- [Family Tree Pictures](#)
- [Family Tree Template](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)
- [Family Tree Pictures](#)

1. Ask students to type ID # for attendance
2. Begin by reviewing the family tree vocabulary
 1. MOM
 2. DAD
 3. BROTHER/SISTER
 4. COUSIN(female/male/non-binary)
 5. AUNT
 6. UNCLE
 7. NEPHEW/NIECE
 8. GRANDMA
 9. GRANDPA
 10. GREAT GRANDMA/GRANDPA
3. Share your screen to display famous families, and have the students explain who is related to whom.
 - “NOW ME SHOW-YOU DIFFERENT FAMILIES. TAKE TURNS EXPLAIN FAMILY CONNECT HOW”
4. There are different family pictures included in the Google Slides
5. The ‘family tree picture link’ is provided if more practice is necessary

MAIN ACTIVITY

Materials Needed for Main Activity

- Dry-Erase Markers
- Erasers
- Whiteboards
- [Google Slides](#)
- [Family Tree Template](#)

Family Trees

1. Begin by asking students to take out a piece of paper and a pencil. Provide the example family tree for them to reference in the main room chat. Put students in pairs of two in breakout rooms
 - "NOW PARTNERS FAMILY TREE SIGN PRACTICE"
2. One student will ask questions about the other student's family tree.
 - "TAKE TURNS PARTNER FAMILY TREE QUESTIONS ASK"
3. For example, they will ask questions like:
 - "YOUR MOM NAME WHAT?", "YOUR GRANDMA MOM SIDE NAME WHAT?", "YOU BROTHER/ SISTER HAVE? NAME WHAT?"
4. If students are comfortable with this, they can describe their family members' physical appearances
 - "FAMILY LOOK-LIKE WHAT DESCRIBE IF WHAT?"
5. Remind students to include their aunts, uncles, nieces, nephews, cousins, etc if they have them and are going through the activity quickly
 - "DESCRIBE FAMILY ALL. AUNT UNCLE NIECE CONTINUE"
6. The first student will write down the second student's family tree
 - "PARTNER A DESCRIBE PARTNER B WRITE"
7. After they finish, they will show the family tree to their partner and switch roles
 - "FINISH SHOW PARTNER SWITCH"
8. If time allows, have students share what they learned about each others' families in the main room

WRAP-UP

1. What did you learn about each other's families?
 - "ALL FAMILY DIFFERENT LEARN WHAT?"
2. Who has the most siblings?
 - "SIBLINGS HAVE MOST WHO?"

Deaf Culture

Family dynamics are a really complicated topic when it comes to the Deaf community. It is hard for Deaf children of hearing parents to feel they truly belong in either community. This is why it's so important for all Deaf people and family members to learn sign language.

End of Lab:

- Read can-do statements and have students evaluate their confidence with cards
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can describe my family tree
- I can ask someone questions about their family
- I can be specific when describing members of my family



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=326#h5p-4>

 *ASL Level 1, Lab 10-Days of the Week/Routines/Questions (Online)*



[Picture by Freepik](#)

Description:

Students will describe their weekly schedules in detail, including times, locations, and duration. This activity helps students with their planning abilities. Students will learn to describe time, location, and activities. They will also give preferences for hobbies and activities.

Semantic Topics: Weekly Schedules, Days of the Week, Plan an Event, Events

Grammatical Structures: Vocabulary, Sentence Structure

Products: Schedules, dates, and plans

Practices: Creating events for varying schedules

Perspectives: Why clear communication and use of signing space are important to crafting plans

Standards**NCSSFL-ACTFL World-Readiness Standards**

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions,

and exchange opinions.

- Standard 1.2: Students comprehend and interpret live and recorded American Sign Language on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.

Idaho Content Standards for World Languages:

- CLTR 1.3 – Function appropriately in diverse contexts within the target culture.
- COMM 1.1 – Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinion.
- COMM 2.1 – Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.2 – Adapt presentation to various audiences of listeners, readers, or viewers.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can sign the days of the week, as well as week and weekend.
- I can sign my weekly schedule to someone else.
- I can create an event and use my knowledge of days of the week and time to explain and plan it

Materials Needed

- [Google Slides](#)
- [Weekly Schedule Sheets](#)
- [Event Cards](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

1. Ask students to type ID # for attendance.
2. Show the students what they will be doing for the day.
3. Review the signs for the days of the week.
 - "NOW-DAY START PRACTICE DAYS OF WEEK"
4. Also, review the other signs that are on the slideshow.
 - "NOW-DAY LIST 2, 1 DISCUSS WEEK SCHEDULE 2 PLAN EVENT."

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Weekly Schedule Sheets](#)
- [Event Cards](#)

1. For the first part of lab, have students take out a piece of paper and a pen. Also, send each student a weekly question sheet.
 - "ALL LIST 3-PAPER, PEN, QUESTION SHEET HAVE"
2. Put pairs of students into breakout rooms. One person will sign their weekly schedule, while the other student will write it down. After the first person has finished signing their schedule, their partner will do the same.
 - "TAKE TURNS PARTNER A SIGN WEEK SCHEDULE PARTNER B WATCH WRITE. FINISH SWITCH."
3. After the first person has responded to the questions, the second person will write them down. Once they're finished, they'll switch roles and do it again.
 - "PARTNER A QUESTIONS ANSWER PARTNER B WATCH WRITE FINISH SWITCH."
4. After everyone has had a chance to practice their weekly schedules, send each student one of the event cards.
 - "FINISH ALL EVENT CARD HAVE"
5. Each student will write down their event information on a piece of paper and fill in any additional information needed.
 - "ALL EVENT WRITE ALL INFORMATION WRITE"
6. Once everyone has finished creating and writing down their event, students will take turns presenting and see who can attend their event.

- "TAKE TURNS EVENT SHARE. EVENT COME WHO?"

WRAP-UP

1. Do you feel comfortable describing your daily routine?
 - "YOU WEEK ROUTINE DESCRIBE COMFORTABLE FEEL?"
2. Do you feel comfortable with the days of the week?
 - "YOU DAY WEEK SIGN COMFORTABLE FEEL?"
3. Was it easy or difficult planning an event?
 - "EVENT PLAN EASY HARD WHICH?"

Deaf Culture

ASL grammar is extremely important when it comes to time. Sign language is pretty straightforward when it comes to the simplicity of words but it can get confusing if the grammar is messed up. Fluent signers can still have a very complex conversation, they may just get to the point faster than hearing people do.

End of Lab:

- Read Can-Do statements once more and have students evaluate their confidence.
 - (Use thumbs up/thumbs down or download our student cards.)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can talk about what I did last week.
- I can talk about what I will be doing the following week.
- I can have a conversation about my weekly schedule.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=330#h5p-4>

☀️ *ASL Level 1, Activity 11-Days of the Week/Schedules
(Online)*



[Picture by Freepik](#)

Description:

Students will describe their weekly schedules in detail, including times, locations, and duration. This activity helps students with their planning abilities and lets them plan events for their week. Students will learn to describe time, location, and activities. They will also give preferences for hobbies and activities.

Semantic Topics: Weekly Schedules, Days of the Week, Plan an Event, Events

Grammatical Structures: Vocabulary, Sentence Structure

Products: Grammar, events, and weekly schedules

Practices: Telling time, location, duration, activities, and identifying days of the week

Perspectives: Why is it important to use correct grammar when planning events around a weekly schedule?

NCSSFL-ACTFL World-Readiness Standards

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of topics.
- Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.

Idaho State Content Standards

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 2.2: Describe the connections of products from the target culture with the practices and perspectives of the culture.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can talk about what I did last week.
- I can talk about what I will be doing the following week.
- I can have a conversation about my weekly schedule.

Materials Needed

- [Google Slides](#)
- [Online Dice](#) (Or Physical one if you own one).
- [Game Board](#),
- [Game Cards \(M, Tu, W\)](#),
- [Game Cards \(Th, F, S\)](#)
- [Game Cards \(Sun\)](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

1. Ask students to type ID # for attendance
2. Review the days of the week again, and answer any questions students may have.
 - "NOW DAY START DAY WEEK PRACTICE. QUESTIONS?"
3. Next, have students take out a piece of paper and a pencil. They will be taking a fingerspelling quiz that will consist of ten different names.
 - "NOW FINGERSPELL PRACTICE TEST HAVE. 10 NAMES DIFFERENT"
4. Tell students you will fingerspell each name 3 times, and that they will need to write down what they see.
 - "ME FINGERSPELL NAME 3 TIME FINISH. YOU WATCH WRITE"
5. When finished, show the names that are on the slideshow and let students compare their answers to the correct ones.
6. "FINISH ME SHOW YOU LIST. COMPARE"
7. Ask students how they did.
 - "YOU DO HOW?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Game Board](#),
- [Game Cards \(M, Tu, W\)](#),
- [Game Cards \(Th, F, S\)](#)
- [Game Cards \(Sun\)](#)

1. Pull up the game board link. Have each student roll the die to see who gets the highest number. They will go first, then play will continue to their left.

- "NOW GAME PLAY. TAKE TURNS START rhq-WHO? cl-DICE ROLL NUMBER BIG MOST"
2. When it's your turn, roll the die and move your game piece that number of spaces.
 - "YOUR TURN cl-ROLL DIE cl-MOVE PIECE BOX HOW MANY?"
 3. Whatever space you land on, I will send you the card that corresponds with it.
 - "FINISH cl-MOVE PIECE ME CARD SEND"
 4. Sign the question to the group, then answer it.
 - "YOU QUESTION SIGN ANSWER"
 5. Keep playing until someone wins!

WRAP-UP

1. What did you learn from the game?
 - "YOU GAME LEARN WHAT?"
2. Do you feel comfortable describing your daily routine?
 - "YOU WEEK ROUTINE DESCRIBE COMFORTABLE FEEL?"
3. Do you have any additional questions?
 - "QUESTIONS?"

Deaf Culture

A lot of miscommunications can occur when planning an event. This is why grammar and signing space is critical to understanding sign language.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements


NCSSFL-ACTFL Can-Do Statements:

- I can talk about what I did last week.
- I can talk about what I will be doing the following week.
- I can have a conversation about my weekly schedule.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=328#h5p-4>

 *ASL Level 1, Activity 12-Physical Descriptions/
Fingerspelling (Online)*



[Picture by Freepik](#)

Description:

Students will begin with a fingerspelling test with Thanksgiving-related words. They will then review WH questions and the facial expression that goes along with them. After that, they will participate in the main activity which is two review games. The first one has them practice describing images and the second one has them practice receptive and expressive skills of fingerspelling quotes.

Semantic Topics: Review, Games, Quotes, Descriptions

Grammatical Structures: Fingerspelling, Vocabulary, Signing Space, WHQ, Facial Expression

Products: Questions, sentence structure, signing space, and fingerspelling

Practices: Fingerspelling quotes and describing images

Perspectives: Understanding the versatility and importance of signing space and fingerspelling while communicating details

Standards:

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of topics.
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture

Idaho Content Standards for World Languages:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.3: Function appropriately in diverse contexts within the target culture.

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can sign different question words
- I can accurately describe different pictures to someone else.
- I can fingerspell words to someone else.
- I can interpret fingerspelling.

Materials Needed

- [Google Slides](#)
- [Picture Cards](#)
- [Fingerspelling Quotes](#)
- [Bingo Cards](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

1. Ask students to type ID # for attendance
2. Start by asking students to take out a piece of paper and a pen or use the chat (make sure to change the settings so students can only message the host) for a Thanksgiving fingerspelling quiz of the following words: cornucopia, golden, turkey, pilgrim, mayflower, potatoes, stuffing, pie, casserole, thankful
 - "NOW DAY THANKSGIVING FINGERSPELLING TEST. GRAB PAPER PEN TYPE FINE"
3. Remind students how to sign useful question words (WHQ).
 1. "NOW DAY PRACTICE WHQ SIGNS. WATCH MY FACIAL EXPRESSION YOU SIGN SAME"
 2. WHO
 3. WHAT
 4. WHERE
 5. WHEN
 6. WHY
 7. HOW
 8. HOW-MANY
 9. HOW-LONG
4. Make sure to show students proper facial expressions for each word.
 - "YES NO QUESTION EYEBROWS UP. OPEN QUESTION EYEBROWS DOWN"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Picture Cards](#)
- [Fingerspelling Quotes](#)
- [Bingo Cards](#)

Review Games

1. Describe That Image

- Show an image (from the picture cards). One student will describe the image. Then give the next student a different image, and so on.
- **“NOW GAME PLAY. ME PICTURE SHOW TAKE TURNS PICTURE DESCRIBE”**

2. Fingerspelling Quotes

- Prior to breakout rooms, send each student a few quotes that are different.
- In breakout rooms, one student will fingerspell the quote. The other student will type out what they see.
- **“NOW BREAKOUT ROOMS FINGERSPELL PRACTICE. START ONE PERSON FINGERSPELL SENTENCE ONE TIME OTHER STUDENT WATCH TYPE”**
- When finished, the students will compare the quote to what the student wrote down, and what the quote was
- **“FINISH COMPARE SWITCH”**
 - The catch is that the student who is fingerspelling can't fingerspell the word twice. The student will just have to interpret what they saw the first time around.

WRAP-UP

1. “Did you enjoy the review games?”
 - **“YOU PRACTICE GAME ENJOY?”**
2. “Which was your favorite?”
 - **“YOUR GAME FAVORITE WHICH?”**
3. “Is there anything else you would like to review?”
 - **“YOU PRACTICE OTHER WHAT?”**

Deaf Culture Notes

Mastering fingerspelling is an important part of Deaf culture. Deaf people sign very fast and everyone signs a little differently. This is referred to as an “accent”. This is why to be fluent in sign, you must excel in both receptive and expressive skills of fingerspelling.

End of Lab

- Read Can-Do statements once more and have students evaluate their confidence.
 - (Use thumbs up/thumbs down or download our student cards.)
- Encourage students to be honest in their self-evaluation.

- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can introduce myself and others
- I can answer a variety of simple questions
- I can ask some simple questions
- I can communicate some basic information about my everyday life



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=334#h5p-4>

◆ASL Level 1, Activity 13-Jeopardy (Online)



[Picture by Pch.Vector](#)

Description:

Students will play a game of Jeopardy to review the conversation skills acquired this past semester.

Semantic Topics: Games, Semester Reflection, Jeopardy

Grammatical Structures: Vocabulary, Signers Perspective, Sentence Structure

Products: Colors, shapes, signer's perspective, schedule, and family signs

Practices: Utilizing grammar, vocabulary, and signing space to answer a litany of questions

Perspectives: Recalling a variety of useful information regarding Deaf culture

Standards**NCSSFL-ACTFL World-Readiness Standards**

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.3 Students present information, concepts, and ideas in American Sign Language to an audience of

viewers on a variety of topics.

Idaho Content Standards for World Languages:

- COMM 1.1 – Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1 – Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3: Utilize appropriate media to present an idea to an audience

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can introduce family members and others
- I can answer a variety of WH questions
- I can ask a variety of WH questions
- I can communicate basic information about my everyday life

Materials Needed

- [Google Slides](#)
- [Jeopardy](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

Ask students to type ID # for attendance

Have students answer the following questions:

1. How many tests do you have coming up for finals week?

- "YOU TESTS FINAL HAVE HOW-MANY?"
- 2. How has the semester been going?
 - "YOUR SEMESTER GOOD BAD HOW?"
- 3. Have you enjoyed labs? Better than you originally thought?
 - "YOU LABS THINK WHAT? ENJOY YES NO?"
- 4. Anything you would like to see changed?
 - "YOU LABS CHANGE WANT WHAT?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Jeopardy](#)
 - Password: lab13

Jeopardy

- "NOW DAY GAME PLAY NAME fs-JEOPARDY"
- 2. One student will pick a category and an amount
 - "TAKE TURNS PICK LIST 2-TOPIC, AMOUNT"
- 3. The student will then sign the question and answer it.
 - "SIGN QUESTION ANSWER BOTH"
- 4. Then, the next student will pick a category, and so on
 - "TAKE TURNS CONTINUE"

WRAP-UP

1. How comfortable are you with the material?
 - "NOW DAY GAME PLAY SIGNS COMFORTABLE HOW?"
2. How much have we accomplished over the semester?
 - "PAST SEMESTER YOU LEARN A LOT FEEL?"

Deaf Culture Notes

Games are a great way for both Deaf and hearing kids to learn and grow. The main difference is games geared toward Deaf kids are much more visual and tactile.

End of Lab:

- Read Can-Do statements once more and have students evaluate their confidence.
 - (Use thumbs up/thumbs down or download our student cards.)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can accurately answer questions about signs
- I can share information about how my semester is going



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=332#h5p-4>

👉 ASL Level 1, Activity 14-Vocabulary (Signs) Review (Online)



[Picture by Freepik](#)

Description:

In this activity, students will practice answering questions about themselves. Students will also review what they have learned through the course of the semester

Semantic Topics: Questions, Traits, Personality, Review

Grammatical Structures: Vocabulary, Information Seeking Questions

Products: Vocabulary

Practices: Identifying a variety of vocabulary signs presented through pictures

Perspectives: How are competitive ASL games used to build a sense of community?

Standards**World-Readiness Standards:**

- Standard 1.1: Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions

- Standard 1.2: Students comprehend and interpret live and recorded American Sign Language on a variety of topics.
- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.

Idaho Content Standards for World Languages:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMP 1.1: Observe formal and informal forms of language.
- COMP 1.2: Identify patterns and explain discrepancies, the sounds, and the writing system in the target language.
- COMP 1.3: Compare and analyze idiomatic expressions in the target language.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can introduce myself and others
- I can answer a variety of simple questions
- I can ask some simple questions
- I can communicate some basic information about my everyday life

Materials Needed

- [Google Slides](#)
- [Speed Cards](#)

WARM-UP

Materials Needed for Warm Up

- [Google Slides](#)

1. Ask students to type ID # for attendance
2. Ask students how they are doing.
 - "HOW YOU?"
3. Ask if they have any questions for class.
 - "YOU QUESTIONS CLASS HAVE?"
4. Are there any signs they want to review?
 - "YOU SIGNS REVIEW WANT?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Speed Cards](#)

1. Start by dividing the group into two teams.
 - "NOW GAME PLAY TEAMS 2"
2. I will send an order of who will start and so on for each team in the chat and then play will continue to rotate down the line.
 - "ME ORDER SEND. TEAM TAKE TURNS CONTINUE"
3. All the cards have a picture to represent vocabulary.
4. Share your screen and display one card, the team that signs the picture first "gets" the card. (keep track of points in the chat)
 - "ME CARD SHOW-YOU. TEAM SIGN FIRST POINT GET"
5. Once all the cards have been signed, the team that has the most wins.
 - "GAME FINISH TEAM CARDS MOST WHO? WIN!"

WRAP-UP

1. How comfortable are you with the vocabulary?

- “YOU VOCABULARY COMFORTABLE FEEL?”
2. Any you want to review or go over?
- “YOU PRACTICE WHATEVER WANT?”

Deaf Culture Notes

Deaf people get to know one another on a very personal level. That is why it is so important to be able to share information about yourself in sign language.

End of Lab:

- Read can-do statements and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can introduce myself and others
- I can answer a variety of simple questions
- I can ask some simple questions
- I can communicate some basic information about my everyday life



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<https://boisestate.pressbooks.pub/pathwaysasl/?p=336#h5p-4>

AMERICAN SIGN LANGUAGE LEVEL 2, ACTIVITIES FOR FACE-TO-FACE INSTRUCTION

👤 ASL Level 2, Activity 1-Introductions and Review (Face-to-Face)



[Picture by Freepik](#)

Description:

Students will get to know you and each other by practicing prior skills that they have learned. They will

then have the opportunity to challenge their knowledge and try to communicate and guess different names and/or situations

Semantic Topics: Introductions, Lab Rules, and Simple Sign Review, greetings, introductions, hello, goodbye, school, grew up, communicate, heads up, game

Grammatical Structures: Listing, Vocabulary, Sentence Structure

Products: Lab rules, introductions

Practices: Identifying lab rules and expectations, identifying oneself

Perspectives: How might knowing some ASL create a more inclusive community than knowing no ASL?

Standards

NCSSFL-ACTFL World-Readiness Standards

- “Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.”
- “Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of

topics.”

- “Standard 1.3 Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.”

Idaho Content Standards for World Languages:

- COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMP 1.1 Observe formal and informal forms of language.
- COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can introduce myself
- I can communicate basic information about myself
 - I can sign where I grew up
 - I can sign what I like to do
 - I can sign what I am going to school for
- I can answer questions about myself

Materials Needed

- [Google slides](#)
- [Kahoot.it](#)
 - User name: wlrcstudents@boisestate.edu
 - Password: Osos161!
- [Jeopardy](#)
 - Username: wlrcstudents
 - Password: Osos161!
- Heads Up Game
 - Use app or Physical Game

WARM-UP:

Materials Needed for Warm-Up

- [Google slides](#)
- [Kahoot.it](#)
 - Username: wlrcstudents@boisestate.edu
 - Password: Osos161!

Introductions and Kahoot Quiz!

1. Introduce yourself with your AdobeSpark card and have the other students introduce themselves (with whatever you want: name, major, minor, a fun fact...etc.)
 - "INTRODUCE SELF USING FS- ADOBESPARK CARD FINISHED OTHER STUDENTS INTRODUCE SELF (WITH WHATEVER: NAME, MAJOR, MINOR, FUN FACT)"
2. Students will be taking the Lab Rules Kahoot quiz. The ASL iPad has Kahoot on it, once you're in there go to Kahoots> Week 1 lab rules game> Play> Classic> give your students the Kahoot game pin, once everyone is in go ahead and start the game.
 - "TAKING LAB RULES KAHOOT QUIZ STUDENTS WILL. KAHOOT FOUND WHERE? ASL IPAD, GO-TO TOPIC (LIST USING FINGERS) 1. "KAHOOT" 2. "WEEK 1 LAB RULES GAME" 3. "PLAY" 4. "CLASSIC" FINISHED. GAME PIN GIVE STUDENTS, START GAME."

MAIN ACTIVITY:

Materials needed for Main Activity

- [Google slides](#)
- [Jeopardy](#)
 - Username: wlrcstudents
 - Password: Osos161!

Jeopardy (no teams)

1. Have students choose topic and level and then sign the word that they are presented with.
 - "CHOOSE TOPIC AND NUMBER, SIGN WORD PRESENTED STUDENTS WILL."

2. This game can be played with teams, however, the goal is to re-introduce students into signing.

If there is time left over after completing all activities above, then allow students to play Heads Up to provide an easy game for them to get back into the groove of signing.

- "GAME CAN PLAYED WITH TEAMS, HOWEVER GOAL NEED RE-INTRODUCED STUDENTS SIGNING. IF FINISHED, STUDENTS WILL PLAY HEADS UP FOR MORE PRACTICE."

WRAP-UP

1. How are you feeling about your new ASL class or classes in general?
 - "HOW YOU FEEL ABOUT NEW ASL CLASS OR CLASSES GENERALLY?"
2. How are you feeling about starting a new semester?
 - "HOW YOU FEEL ABOUT STARTING NEW SEMESTER?"
3. Did you use sign language at all over the break?
 - "OVER BREAK YOU USE SIGN LANGUAGE YOU?"
4. Do you feel that you have a good foundation of introductory signs and fingerspelling?
 - "YOU FEEL YOU HAVE GOOD FOUNDATION OF INTRO SIGNS AND FINGERSPELLING YOU?"

Deaf Culture

Deaf people are surrounded by hearing people who have no knowledge of sign language at all so when hearing people know even a little bit of sign, it makes communication easier and creates a feeling of inclusivity.

End of Lab:

- Read can-do statements and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can introduce myself

- I can communicate basic information about myself
 - I can sign where I grew up
 - I can sign what I like to do
 - I can sign what I am going to school for
- I can answer questions about myself



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=429#h5p-4>

ASL Level 2, Activity 2-Headbandz/Questions & Describing (Face-to-Face)



[Picture by Maks_Lab](#)

Description:

Students will learn about the importance of facial expressions in American Sign Language. They will also play a combination of Handbandz and 20 Questions to practice asking and answering a variety of simple questions to make deductions.

Semantic Topics: Answers, Headbands, Description, Yes, No, Importance, Games

Grammatical Structures: Questions, Facial Expressions

Products: Nonmanual markers, questions, describing

Practices: Forming simple questions and describing characteristics

Perspectives: In what ways are nonmanual markers important to ASL?

Standards

National Standards for learning American Sign Language:

- “Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.”
- “Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of topics.”
- “Standard 1.3 Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.”

Idaho Content Standards for World Language:

- COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMP 1.1 Observe formal and informal forms of language.

- COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can answer a variety of simple questions
- I can explain the importance of facial expressions
- I can describe simple characteristics

Materials Needed

- [Google Slides](#)
- [Folded Word Cards](#)
- [Importance of Facial Expression Video](#)

WARM-UP

Materials Needed for Warm-Up

- [Importance of Facial Expression Video](#)

- Start by going over the 5 vocab words.
 - "START REVIEW WORD LIST."
- 1. Begin by opening the Google Slideshow and introducing the Can-Do Statements.
 - "BEGIN OPENING GOOGLE SLIDES AND INTRODUCE CAN-DO STATEMENTS."
- 2. After you finish the video, have a discussion about the importance of facial expressions.
 1. Why are facial expressions important in ASL?
 - EXAMPLE: ASL FACIAL EXPRESSIONS IMPORTANT, WHY?
 2. Was it easier to identify the signs with or without facial expressions?

- EXAMPLE: UNDERSTAND WORD, (Point to one side of body then sign) FACIAL EXPRESSION,(Point to other side of body then sign) NOTHING, EASY WHICH?

3. Etc.

MAIN ACTIVITY

Materials Needed for Main Activity

- [Folded Word Cards](#)

This activity is a combination of Headbandz and 20 questions.

1. Place the folded word cards face down, so the decoration, as well as the words, face down and the plain, white side faces up.
2. Afterward, have everyone pick a card (Without looking at the word!) and have the word face outward toward the class. Make sure the student doesn't see their own word!

Pick a card, but make sure you don't look at the word that is on the card. Also, make sure that everyone else can see the word.

1. Once everyone has a card, go around in a circle and have the students take turns asking one question about their word. All the words on the cards are nouns. The entire class answers the question.
 1. Examples of questions include but are not limited to:
 1. "Am I heavy?"
 - "I HEAVY?"
 2. "Do you eat me?"
 - "EAT ME, YES, NO?"
 3. "Am I hairy?"
 - "HAVE HAIR (CL: Show hair all over body or in specific parts)? YES, NO WHICH"
 4. "Can you hold me?"
 - "HOLD ME CAN? YES, NO, WHICH?"
 5. "Do you use me every day?"
 - "EVERY DAY USE?"
 6. Etc...

You can ask yes/no questions to be able to guess what your word is.

- “ASK YES/NO QUESTIONS GUESS WORD”
1. Once they guess their word correctly, they can pick up a new card. If they get frustrated, they can also get a new word card. Every card is one point. If they start speaking, they lose a point.
 - “GUESS WORD CORRECT, PICK UP NEW CARD. IF FRUSTRATED YOU PICK UP NEW CARD. 1 CARD = 1 POINT. IF SPEAK LOSE POINT YOU WILL.

Remember, no talking. If you do, then you will lose a point.

1. If you would like to add a time constraint feel free.
2. The person with the most word cards at the end wins!

WRAP UP

1. Did this lab help you understand the importance of facial expressions?
 - “THIS LAB HELP UNDERSTAND IMPORTANCE FACIAL EXPRESSION?”
2. Do you find using facial expressions to be difficult for you?
 - “FACIAL EXPRESSIONS DIFFICULT FOR YOU?”
3. Do you think using facial expressions feels silly/unprofessional?
 - “FACIAL EXPRESSIONS FEEL FUNNY/UNPROFESSIONAL? YOU THINK WHAT?”

Deaf Culture Notes

Some signs look the exact same, but facial expressions give them a completely different meaning. Facial expression also aids emphasis and sarcasm.

End of Lab:

- Read can-do statements and have students evaluate their confidence with cards
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can answer a variety of simple questions
- I can explain the importance of facial expressions
- I can describe simple characteristics



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=431#h5p-4>

🦉 *ASL Level 2, Activity 3-Guess who (Face-to-Face)*



[Picture by Rawpixel](#)

Description:

For this activity, students will practice describing one another and different pictures of people. They will work on descriptive order and focusing on details when describing a person.

Semantic Topics: Description, Physical Characteristics, Clothing, Guessing

Grammatical Structures: Sentence structure, Correct eyebrow use when asking a question

Products: Grammar, describing physical characteristics

Practices: Describing physical characteristics and clothing of individuals

Perspectives: What aspects are considered when describing another person?

Standards**World-Readiness Standards:**

- 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.

- 4.1 Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.
- 1.3 Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.”

Idaho Content Standards for World Languages:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 2.1: Analyze the significance of a product (art, music, literature, etc...) in a target culture.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can describe what others look like
- I can ask questions about others’ physical appearance
- I can communicate basic information about myself and people I know.

Materials Needed

- [Google Slides](#)
- [Outfit cards](#)

Would you like to make changes to the materials?

Access the template(s) below:

(Canva Template, free account required)

- [Outfit Cards](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)
- [Outfit Cards](#)

- Start by going over the 5 vocab words.
 - "START REVIEW WORD LIST."

Instructions:

Go over the order in which people should be described:

1. Race/Ethnicity
2. Gender
3. Height
4. Hair (type and color)
5. Body type
6. The most obvious thing about them
7. The lab instructor will begin to describe one of the students in the lab, modeling how to properly describe a person (clothing, hair color, etc).
 - "ME ONE PERSON DESCRIBE"
8. The students will then try to figure out who the instructor is describing.
 - "ALL FIND ME DESCRIBE WHO?"
9. After they figure it out, the rest of the students will begin to describe other students in the lab.
 - "NOW TAKE TURNS"
10. Now use the individual outfit cards for further practice.
11. Display one at a time and have students take turns describing the person in the picture
 - "TAKE TURNS DESCRIBE ONE PERSON FROM PICTURE"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)

Describe and guess! (Guess Who)

1. To begin the activity, the lab instructor will pass out the master sheets to everyone but one student in their lab. They will place the outfit cards face down in the center of the desk.
 - "INSTRUCTOR PASS MASTER PAPER ALL BUT ONE STUDENT, THEY CARDS FACE DOWN CENTER TABLE."
2. The one student who doesn't have a master sheet will begin by drawing a card from the pile in the center of the desk.
 - "STUDENT HAS CARD NONE THEY START DRAWING CARD."
3. The student will start describing the person on the card, and the students with the master sheets will have to pay attention and find the person on their sheet. If the person the student is describing is not on their sheet, they will simply need to say that they don't have them.
 - "STUDENT DESCRIBE PERSON ON CARD, OTHERS WILL SEARCH FOR PERSON ON PAPER. IF PERSON NOT THERE, SAY PERSON NONE."
4. Once that round is finished, all of the sheets rotate to the next student and the next student draws from the card pile.
 - "ROUND FINISHED, PAPER CL (ROTATES TO NEXT STUDENT) STUDENT WITH PAPER NONE, PICK CARD."

WRAP-UP

1. What are some ways to describe a person?
 - "SOME WAYS DESCRIBE PERSON WHAT?"
2. Was there anything difficult about this activity?
 - "ANYTHING DIFFICULT WITH ACTIVITY?"
3. Do you feel like you know how to describe a person?
 - "KNOW HOW DESCRIBE PERSON YOU FEEL? YES/NO WHICH?"
4. Also, have students self-assess themselves!
 - "STUDENTS SELF-ASSESS."

Deaf Culture Notes

Describing certain aspects of a person's physical appearance may be looked at as rude in hearing culture but in Deaf culture, it is very common. Describing a person's physical appearance helps the signer's audience to completely understand and clarify what is being communicated.

End of Lab:

- Read can-do statements and have students evaluate their confidence with cards
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements**NCCSFL-ACTFL Can-Do Statements:**

- I can describe what others look like
- I can ask questions about others' physical appearance
- I can communicate basic information about myself and people I know.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=433#h5p-4>

ASL Level 2, Activity 4-Lip Reading (Face-to-Face)



[Picture by Macrovector](#)

Description:

In this activity, students will practice lip reading. Students will have the opportunity to understand why it is difficult to read lips, but also how deaf individuals use lipreading.

Semantic**Topics:** Lipreading, Kahoot, Understand

Grammatical Structures: Translating, Sentence Structure

Products: Deaf culture, oralism, lip reading

Practices: Translating sentences, and decoding messages via lip reading

Perspectives: What challenges in conversation do Deaf people face in a hearing world?

Standards

NCCSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of topics
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture.
- Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.

Idaho Content Standards for World Languages:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.
- CLTR 1.3: Function appropriately in diverse contexts within the target culture.
- CONN 2.3: Compare and contrast cultural similarities and differences in authentic materials.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can understand basic sentences that are signed to me
- I can recognize why lipreading is difficult for deaf individuals
- I can identify distinctive viewpoints of Deaf Culture

Materials Needed

- [Google Slides](#)
- [Kahoot.it](#)
- [Sentence Cards](#)

Would you like to make changes to the materials?

Access the template(s) below:

(Google Doc, free account required)

- [Sentence Cards](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)
- [Kahoot.it](#)

- Start by going over the 5 vocab words.
 - "START REVIEW WORD LIST."
- Ask students to pull up the Kahoot app (preferably on their phone) and look at the shared screen!
 - "GO-TO WEBSITE CALLED KAHOOT, LOOK SHARED SCREEN."
- The Kahoot will have different videos of sentences signed-Select the best answer!
 - "KAHOOT HAVE DIFFERENT VIDEO WITH SENTENCES SIGNED, BEST ANSWER CHOOSE."
- Take breaks for questions and further explanation

- "TAKE TIME FOR QUESTIONS."

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Sentence Cards](#)

1. Begin with a conversation on the general assumption that Deaf individuals automatically know how to read lips, and that it isn't difficult at all.
 - "ALL DEAF INDIVIDUALS KNOW HOW READ LIPS, NOT DIFFICULT FOR THEM."
2. Pair each of the students up (if an odd number of students, small groups work just fine)
 - "HAVE STUDENTS PARTNER."
3. Each pair/group will receive a whiteboard, marker, and eraser
 - "ALL PAIRS RECEIVE WHAT, LIST: WHITE BOARD, MARKER, ERASER."
4. One student in each pair/small group will receive a sentence card. This student will mouth the sentence, WITH NO VOICE, to the other student(s) in their pair/small group.
 - "SENTENCE CARD ONE STUDENT IN PAIR RECEIVE WILL. MOUTH SENTENCE VOICE NONE, STUDENT WILL."
5. REMEMBER: STUDENTS SHOULD NOT SPEAK, THEY SHOULD JUST MOUTH THE SENTENCE
 - "REMEMBER STUDENTS VOICE NONE, MOUTH ONLY."
6. The other student(s) will read their lips and write down what they think the other student is mouthing.
 - "STUDENTS WITH CARD NONE, READ AND WRITE WORD THEY THINK THEY WILL."
7. Once they have made their guess, the partner can reveal what the card actually said.
 - "STUDENTS HAVE GUESS, PARTNER SHOW CARD THEY WILL."
8. They then will switch roles!
 - "SWITCH."

Discuss the difficulty deaf people go through to read lips especially considering how fast hearing people speak and how hard it must be to be deaf in a hearing world.

WRAP-UP

1. What have you learned about lip reading?
 - "ABOUT LIP READING YOU LEARN WHAT?"
2. Was it easy or hard for you to guess what your partner was saying?
 - "GUESS YOUR PARTNERS SENTENCE EASY/HARD WHICH?"
3. Would it be frustrating to be expected to learn to lipread if you were deaf?
 - "EXPECT TO KNOW LIPREADING IF DEAF FRUSTRATING FOR YOU? YES/NO?"
4. What content are we struggling with in this class?
 - "TOPICS STRUGGLING WITH IN CLASS WHICH?"

Deaf Culture Notes

It is expected that Deaf people learn to read lips although it is not expected that hearing people learn sign language. This is one of the many reasons the Deaf community is so close, they can really only communicate in their native language to other Deaf people/native signers.

End of Lab:

- Read Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can understand basic sentences that are signed to me
- I can recognize why lipreading is difficult for deaf individuals
- I can identify distinctive viewpoints of Deaf Culture



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=435#h5p-4>

ASL Level 2, Activity 5-Holidays and Questions (Face-to-Face)



[Picture by Pch.Vector](#)

Description:

For this activity, students will practice communicating, sharing, and describing dates and holidays.

Students will also practice asking peers for information about themselves and sharing information about themselves.

Semantic Topics: Months, Holidays, Questions, Numbers, Dates, Go Fish

Grammatical Structures: WH Questions, Vocabulary, Grammar

Products: Questions, grammar, holidays, dates

Practices: Identifying holiday name signs and the date they take place

Perspectives: Does every individual holiday have its own sign?

Standards

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 3.1 Students reinforce and further their knowledge of other disciplines through American Sign Language.

- Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.

Idaho Content Standards for World Languages:

- COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMP 1.1 Observe formal and informal forms of language.
- COMP 2.2 Compare and contrast appropriate gestures and oral expressions in the target culture with the learner's culture.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can ask and answer simple questions on factual information that is familiar to me
- I can interact with others in everyday situations
- I can answer a variety of simple questions about my likes and dislikes and interests

Materials Needed

- [Google Slides](#)
- [Holiday Cards](#)
- [Question Cards](#)

Would you like to make changes to the material?

Access the template(s) below:

(Canva Template, free account required)

- [Question Cards](#)

(Google Doc, free account required)

- [Holiday Cards](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)
- [Holiday Cards](#)

The warm-up activity is to practice dates, months, numbers, and holidays.

1. You can begin by reviewing how to sign the holidays including Christmas, Halloween, birthday, etc.
 - **NOW DAY START HOLIDAY SIGN PRACTICE**
2. You will divide the cards evenly among the lab, and the students can play a game similar to go fish.
 - **NOW GAME PLAY GO FISH**
3. Student A will sign their card, and ask if anyone has the corresponding card.
 - **STUDENT A START SIGNS CARD ASK GROUP CARD HAVE SAME-SAME?**
 - For example, if a student had the Christmas card, they would ask their peers if anyone had the Christmas date. Student B would have December 25th, and would Sign, “**DEC 25th ME HAVE**” and pass the card over.

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Holiday Cards](#)
- [Question Cards](#)

1. We will be using question cards for this activity! The cards are color coded for different types of WH questions (what, how, why, where)
 - **NOW GAME PLAY QUESTION CARDS USE. CARDS DIFFERENT COLOR WITH WH QUESTION**
2. Start by modeling by choosing a card from the pile. Ask the group the question and clarify any signs they may not know. Provide your own answer and then open it up to the group.

3. All students will answer. Continue the conversation by asking follow-up questions and engaging all of the students.
 - ALL ANSWER
4. Students will continue to discuss the questions.
 - CONTINUE TAKE TURNS

WRAP-UP

1. Do you feel more comfortable with the signs for different holidays?
 - HOLIDAY SIGNS COMFORTABLE FEEL?
2. Was it difficult or easy to engage in conversation with a group about a specific topic?
 - CONVERSATION ABOUT DIFFERENT TOPICS JOIN EASY HARD WHICH?

Deaf Culture Notes

International Week of the Deaf is celebrated by the World Federation of the Deaf (WFD) and its national associations and their affiliates globally during the last full week of September (Monday through Sunday), culminating with International Day of the Deaf on the last Sunday of the week. September is also Deaf Awareness Month.

End of Lab:

- Read Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can ask and answer simple questions on factual information that is familiar to me
- I can interact with others in everyday situations
- I can answer a variety of simple questions about my likes and dislikes and interests



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=437#h5p-4>

🤔 *ASL Level 2, Activity 6-Two Truths and a Lie
(Face-to-Face)*



[Picture by Borjandreu](#)

Description

Students will be challenged on their knowledge and see how quick they are when it comes to a variety of vocabulary words. They will also be tested based on their ability to communicate and respond to a variety of situations and determine possible lies.

Semantic Topics: Two-Truths and a Lie, Speed, Statements

Grammatical Structures: Vocabulary, Questions

Products: Questions, personal information

Practices: Interpreting fingerspelling and sharing personal facts

Perspectives: What does the average day of a Deaf person look like?

Standards

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and

obtain information, express feelings and emotions, and exchange opinions.

- Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of topics.
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture.
- Standard 4.2 Students demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own.

Idaho Content Standards for World Languages:

- COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- CLTR 1.1 Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2 Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.
- CONN 2.3 Compare and contrast cultural similarities and differences in authentic materials
- COMP 1.1 Observe formal and informal forms of language.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can understand various vocab words
- I can ask questions about my peers
- I can sign basic statements about myself

Materials Needed

- [Google Slides](#)
- [Master Word Sheet](#)
- [Vocabulary Cards](#)
- [Average Deaf Day Video](#)

- Flyswatters
- Stopwatch

Would you like to make changes to the materials?
Access the template(s) below:

(Canva Template, free account required)

- [Vocabulary Cards](#)

(Google Doc, free account required)

- [Master Word Sheet](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)
- [Average Deaf Day Video](#)
- [Master Word Sheet](#)
- [Vocabulary Cards](#)
- Fly Swatters

Part One: Name Quiz

Fingerspell 5 different names to help students practice.

“NOW DAY NAME TEST START. ME FINGERSPELL 5 NAMES YOU WATCH WRITE”

1. Emma
2. Liam
3. Noah
4. Olivia
5. William

Once finished, ask students what names were hard and what names were easy

“NAMES HARD WHICH EASY WHICH”

Part Two: Then go ahead and start the Intro video on a representation of the average Deaf day.

“NOW VIDEO WATCH. DAY DEAF PERSON LIFE”

Follow the link: <https://www.youtube.com/watch?v=ecmCHXZkTGWarm-up>

Discuss differences in an average hearing person’s day vs an average Deaf person’s day

Part Three: Flyswatter!

Make sure to cover the entire list of words first to make sure they know all the signs, and do the signs that are similar right after each other. The goal of this activity is to get them to pay careful attention to signs!

1. The lab students will be evenly divided into teams of two or individuals.
 - “NOW GAME PLAY TEAMS”
2. The lab assistant will spread the cards out in front of the students (tape them to the desk so they don’t go flying.)
3. The lab assistant will sign a random word from the list.
 - “ME PICK SIGN WORD FROM LIST”
4. The students will then use the flyswatter to hit the card that they believe is being signed.
 - “YOU SIGN KNOW HIT CORRECT CARD WITH fs-FLYSWATTER”
5. If they hit the correct card, that team will get a point. If not, then they won’t get a point.
 - “IF CORRECT TEAM POINT IF WRONG POINTS NONE”
6. The two students will pass the flyswatters on to the next pair of students, and the game will go on.

MAIN ACTIVITY

Materials Needed for Main Activity

- White Boards/Markers

Two Truths and a Lie

The rules are as follows:

1. Everyone brainstorms two truths and one lie
 - “ALL BRAINSTORM 2 TRUE ONE LIE”
2. Then, have one student write their 3 statements on the whiteboards, then stand up and share their truths and lie.

- "THINK FINISH WRITE 2 TRUE ONE LIE rhq-WHERE? WHITE BOARD"
3. The class will then guess which of the three was the lie, after that have them explain/talk about their two truths for a little more conversation.
 - "ALL THINK LIE WHICH? WHY? DISCUSS"
 4. Then it's the next student's turn to share their truths and lie!
 - "TAKE TURNS CONTINUE"

WRAP-UP

1. What did we struggle with?
 - "YOU HARD THINK WHAT?"
2. What went well?
 - YOU GOOD DO-DO WHAT?
3. Did you like this activity?
 - "NOW DAY YOU fs-LAB LIKE?"

Deaf Culture Notes

As the video shows, hearing communities are not well accommodating to Deaf individuals. In some instances, disabled groups are viewed as an inconvenience or rude, when in reality they are misunderstood. Despite daily challenges, Deaf individuals creatively adapt to their environment all the while embedding their unique culture.

End of Lab:

- Read Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can understand various vocab words

- I can ask questions about my peers
- I can sign basic statements about myself



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=439#h5p-4>

ASL Level 2, Activity 7-Debate (Face-to-Face)



[Picture by Storyset](#)

Description:

Students will challenge themselves by testing their knowledge of handshapes. They will test how many

signs they know that use the same handshape. The main activity includes agreeing or disagreeing with questions and explaining why you answered that way.

Semantic Topics: Debate, Agree, Disagree, Classifiers, Questions, Opinion, Thoughts, Group Discussion

Grammatical Structures: 5 Parameters of sign, Handshape, Classifiers, Fingerspelling

Products: Classifiers, fingerspelling, 5 parameters of sign, debate

Practices: Identifying and using the 5 parameters of sign, and explaining the reasoning for agreements and disagreements

Perspectives: How does changing 1 of the 5 parameters of a sign impact the message of a sign?

Standards

NCSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of

topics

- Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.

Idaho Content Standards for World Languages:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMP 2.2: Compare and contrast appropriate gestures and oral expressions in the target culture with the learner's culture

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can debate in a group setting
- I can share my opinions with others
- I can justify my own thoughts
- I can contribute to a group discussion

Materials Needed

- [Google Slides](#)
- [Agree/Disagree Cards](#) – Includes one agree/disagree card that can be printed for as many students as necessary.
- [Debate Cards](#) – Includes 30 cards.

Would you like to make changes to the materials?

Access the template(s) below:

(Google Doc, free account required)

- [Debate Cards](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)
- Whiteboards
- Dry erase markers

1. Part one: Name quiz
2. Students will be asked to write 5 various names on the whiteboard to practice fingerspelling.
 - "NOW DAY START NAME TEST. ME FINGERSPELL 5 NAMES YOU WRITE WHITE BOARD"
 - Charlotte
 - Amelia
 - Harper
 - Elijah
 - Mason
3. Once finished, ask students to reflect and see what was difficult and why
 - "HARD WHICH EASY WHICH? WHY?"
4. Part two: Handshape
5. Assign each student a hand shape (ex: HS-5, HS-1, HS-Closed O, HS-B, HS-S, HS-A)
 - "NOW PRACTICE DIFFERENT HANDSHAPES FIND SIGNS WITH YOUR HANDSHAPE"
6. On whiteboards, have the students write down as many signs as they can that use that hand shape in 1.5 minutes.
 - "TIME 90 SECONDS EVERYONE DIFFERENT HANDSHAPE WRITE LIST SIGNS WITH YOUR HANDSHAPE"
7. Once the time is up, have each student sign the words they came up with. If the other students have any signs to add to the list, feel free to add them.
 - "TIME FINISH SHARE SIGNS GROUP ADD OTHER SIGNS WITH THAT HANDSHAPE"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Agree/Disagree Cards](#) – Includes one agree/disagree card that can be printed for as many students as necessary.
- [Debate Cards](#) – Includes 30 cards.

Debates

1. Go over any new signs (debate, cochlear implant, etc)
2. Write them on the board and sign them
3. Students will take turns drawing a debate card from the deck
 - “ONE PERSON PICK CARD”
4. They will sign the card to the rest of the lab group, then everyone will hold up their sign that either says “agree” or “disagree”
 - “SIGN CARD FINISH EVERYONE ANSWER AGREE DISAGREE WHICH”
5. Have each student explain their reasoning so that the activity is more engaging
 - “AGREE DISAGREE WHY?”
6. Continue with each student.

WRAP-UP

1. Which topics did we struggle with?
 - “TOPIC HARD WHICH?”
2. Which topics did we like?
 - “TOPIC LIKE WHICH?”

Deaf Culture Notes

Understanding the 5 parameters of sign is fundamental to sign language and communicating among the Deaf community. This is because each parameter is equally important and leaving one out or executing one incorrectly can completely change the meaning of a sign or even a sentence.

End of Lab:

- Read Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)

- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

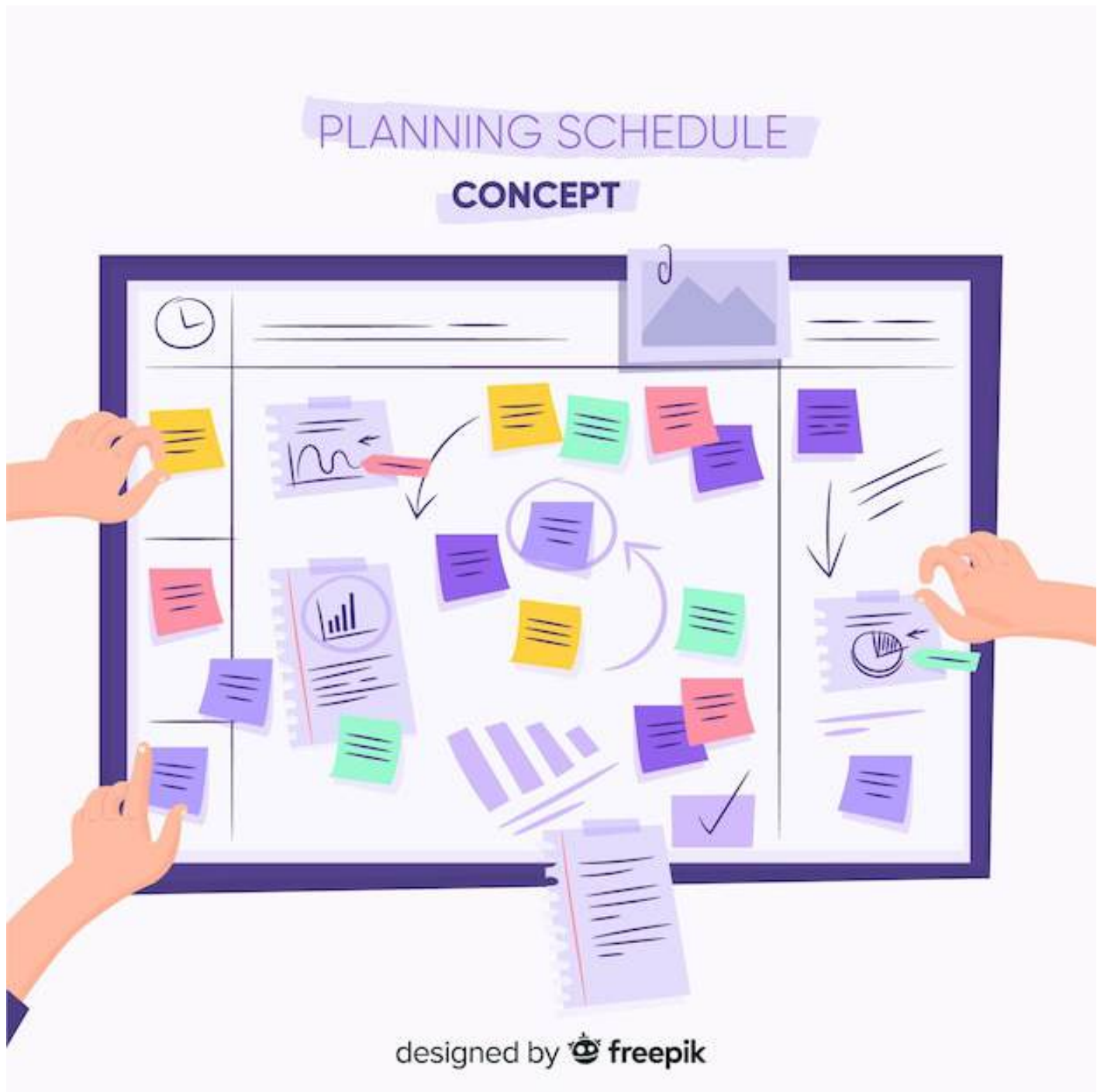
- I can debate in a group setting
- I can share my opinions with others
- I can justify my own thoughts
- I can contribute to a group discussion



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=441#h5p-4>

◆ASL Level 2, Activity 8-Celebrations, Events, Dates
(Face-to-Face)



[Picture by Freepik](#)

Description:

Students will practice creating and describing dates to warm up. For the main activity, students will grab a card and practice signing the question. They will then start a discussion with the other students about their answers.

Semantic Topics: Dates, Planning, Organizing, Cards, Questions, Events

Grammatical Structures: Grammar, Sentence Structure, Vocabulary, Question Facial Expression

Products: Dates and events

Practices: Creating events

Perspectives: What aspects need to be taken into consideration when planning events?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 1.1 Students use American Sign Language to engage in conversations and provide information,

express feelings and emotions, and exchange opinions.

- Standard 1.3 Students present information, concepts, and ideas to an audience of viewers in American Sign Language.

Idaho Content Standards for World Languages:

- COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 3.1 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can ask/understand simple directions
- I can describe plans in depth and with detail
- I can practice translating written English to ASL

Materials Needed

- [Google Slides](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

Planning a Date

1. Each student will draw one card from each pile (place, time, transportation, activity)
 - "EVERYONE ONE CARD DRAW PLEASE"
2. They will then use those cards to create a date

- "CARD READ DATE MAKE"
3. Have students specify what time, how they will get there, what/where they'll eat, and what they'll do afterward.
 - "TIME? GO-TO HOW? EAT WHAT? DINNER FINISH DO-DO?"
 4. At the end, have each student go around and describe their date to the rest of the group
 - "SHARE DATE WITH GROUP"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)

1. This activity is to work on translating English sentences to ASL
2. Show one sentence slide at a time.
3. Depending on lab size, students can work in partners or small groups
 - "NOW SENTENCE TRANSLATE ENGLISH ASL 1 PARTNER 2 SMALL GROUP YOU PICK"
4. Students will then sign the English sentence into ASL grammar.
 - "USE ASL SENTENCE SIGN GROUP PARTNER WHATEVER"
5. Have each student explain their reasoning so that the activity is more engaging
 - "EXPLAIN SENTENCE ORDER THINK WHY"

WRAP-UP

1. Was it easy or difficult to plan a date using predetermined details?
 - "DATE PLAN WITH DETAILS EASY HARD WHICH?"
2. Was it easy or difficult to explain a date to the group?
 - "DATE EXPLAIN EASY HARD WHICH?"
3. What are you struggling with when translating English to ASL?
 - "TRANSLATE ASL ENGLISH EASY HARD WHICH"

Deaf Culture Notes

Deaf people go on dates just like anyone else but it is much more difficult for a Deaf person to organize plans with a hearing person who isn't fluent in sign. This is why grammar and sentence structure is so important.

End of Lab:

- Read Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can ask/understand simple directions
- I can describe plans in depth and with detail
- I can practice translating written English to ASL



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=443#h5p-4>

🍳 ASL Level 2, Activity 9-Recipes (Face-to-Face)



[Picture by Valeria_Aksakova](#)

Description:

Applying knowledge of food and cooking vocabulary as well as being able to explain recipes in ASL and share personal food preferences

Semantic Topics: Ingredients, Food, Cooking, Numbers

Grammatical Structures: Vocabulary, Signing Space

Products: Cooking recipes

Practices: Expressing how to follow a recipe

Perspectives: What do Deaf and hearing cultures have in common when it comes to cuisine?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.

- “Standard 1.3 Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.”

Idaho Content Standards for World Languages:

- COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMP 1.1 Observe formal and informal forms of language.
- CONN 1: Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can put ingredients together to create a recipe
- I can explain a recipe to others
- I can understand others’ recipes

Materials Needed

- [Google Slides](#)
- [Recipe Cards](#)
- iPad
- White Boards & Marker

WARM-UP

Materials Needed for Warm-up

- White Boards & Markers

Fingerspelling Quiz and Vocabulary Review

1. Recipe

2. Cup
3. Chef
4. Follow
5. Pasta
6. Sugar
7. Flour

MAIN ACTIVITY

Materials Needed for Main Activity

- iPad
- [Recipe Cards](#)

Making food!

- Pass out recipe cards to students.
 - "RECIPE CARDS PASS-OUT STUDENTS"
- Allow students to look over their recipe.
 - "RECIPE CARDS STUDENTS LOOK OVER ALLOW"
- Each student will explain their recipe to the group.
 - "STUDENT EXPLAIN RECIPE SHARE"

WRAP-UP

1. Was it easy or difficult to sign a recipe for the class?
 - "SIGNING RECIPE TO CLASS EASY OR DIFFICULT WHICH?"
2. Do you feel like this activity was helpful?
 - "THIS ACTIVITY HELPFUL? YES/NO?"

Deaf Culture Notes

Cuisine is a great example of culture although in this case, hearing and Deaf people share the same traditions when it comes to types of foods in their region. This shows that Deaf individuals that use ASL are a part of American culture as well as Deaf culture.

End of Lab:

- Read Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can put ingredients together to create a recipe
- I can explain a recipe to others
- I can understand others' recipes



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=445#h5p-4>

◇ ASL Level 2, Activity 10-Chutes & Ladders!
(Face-to-Face)



[Picture by DCStudio](#)

Description:

Students will participate in a fingerspelling quiz and then play Chutes & Ladders with ASL cards. The cards included practice for asking and answering questions in the target language

Semantic Topics: Games, Quiz, Receptive skills, Expressive skills

Grammatical Structures: Fingerspelling, Sentence Structure, Correct Facial Expression When Asking Questions

Products: Board games, fingerspelling

Practices: Interpreting fingerspelling, answering content-specific questions

Perspectives: What kind of games are Deaf friendly?

Standards

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and

obtain information, express feelings and emotions, and exchange opinions.

- Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of topics
- Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.

Idaho Content Standards for World Languages:

- COMM 1.1: Interact and negotiate to meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMP 1.1: Observe formal and informal forms of language.
- COMP 1.2: Identify patterns and explain discrepancies in the sounds and the writing system in the target language.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can use my receptive skills to understand words being fingerspelled
- I can answer questions about my home state
- I can answer questions about Boise and BSU (or your school/university)

Materials Needed

- [Google Slides](#)
- [Jeopardy Game](#)

Would you like to make changes to the materials?

Access the template(s) below:

[Jeopardy Game Template](#)

You will need to create a new password and then click "Clone and Edit."

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

1. The warm-up this week is a fingerspelling review.
2. Everyone needs a whiteboard and a dry-erase marker.
3. The lab instructor will fingerspell ten different names (two times each).
 - "FINGERSPELL TEST 10 NAMES
 - ALL WHITEBOARD MARKER HAVE"
4. The students will have to write down what is being fingerspelled.
 - "ME SIGN TWO TIMES YOU WRITE ANSWERS"
5. In the end, the lab instructor will write the words on the board so students can see what they got right or wrong.
 - "FINISH SHOW-ME"
6. Fingerspelling Names:
 1. Orlovich
 2. Torrero
 3. Oberg
 4. Foerster
 5. Simony
 6. Araiza
 7. Hoye
 8. Robishaw
 9. Blackburn
 10. Callahan

MAIN ACTIVITY

Materials Needed for Main Activity

- [Jeopardy Game](#)

Chutes & Ladders!

1. Use the Jeopardy link to find the game.
 - "JEOPARDY LINK USE FIND GAME."
1. Students can be on separate teams or do it without teams. Up to you!
 - "STUDENT TEAM DIFFERENT OR NONE. UP TO YOU!"
2. Each student will decide which category and number value of question they would like to answer.
 - "STUDENT QUESTION CATEGORY NUMBER DECIDE."
3. Have the student sign the question and then answer it.
 - "STUDENT QUESTION SIGN FINISH, ANSWER."
4. If that student doesn't know the answer to the question, ask other students if they know.
 - "STUDENT NOT KNOW QUESTION ANSWER, OTHER STUDENT ASK."
5. If none of the students know the answer, help them understand.
 - "STUDENT KNOW ANSWER NONE, HELP THEM UNDERSTAND."

WRAP-UP

1. Was the fingerspelling quiz easy or difficult?
 - "FINGERSPELL TEST EASY HARD WHICH?"
2. Do you think that we need to practice more fingerspelling?
 - "FINGERSPELLING PRACTICE MORE NEED?"
3. Was it easy or difficult to play the game?
 - "GAME EASY DIFFICULT WHICH?"

Deaf Culture Notes

Board games are an excellent way for Deaf and hearing students to connect. Everyone is facing one another and focused on the same activity which is a very Deaf-friendly and inclusive environment.

End of Lab:

- Read Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements**NCCSFL-ACTFL Can-Do Statements:**

- I can use my receptive skills to understand words being fingerspelled
- I can answer questions about my home state
- I can answer questions about Boise and BSU (or your school/university)



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=447#h5p-4>

❖ ASL Level 2, Activity 11-Conversations (Face-to-Face)



Picture by Noeerr

Description:

Students will watch the lab instructor fingerspell words and apply their receptive skills and knowledge of vocabulary. Then students will sign and answer questions for the whole group.

Semantic Topics: Games, Names, Places, Cards, Asking and Answering Questions

Grammatical Structures: Fingerspelling, Vocabulary, Question Expression

Products: Fingerspelling, personal information

Practices: Interpreting fingerspelling and sharing personal information

Perspectives: Why is it important to fingerspell clearly?

Standards

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of topics
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture.
- Standard 3.1 Students reinforce and further their knowledge of other disciplines through American Sign Language.

Idaho Content Standards for World Languages:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world
- CONN 1.1: Compare and contrast information acquired from other content areas.
- CONN 1.2: Relate information studied in other subjects to the target language and culture.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can use my receptive skills to understand fingerspelling
- I can interpret fingerspelling and correctly sign the word
- I can discuss multiple topics about myself and about my close friends and family

Materials Needed

- [Google Slides](#)
- [Conversation Questions](#)

Would you like to make changes to the materials?

Access the template(s) below:

(Google Doc, free account required):

- [Conversation Questions Doc](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

Review

1. This activity is to review expressive and receptive signs, the lab instructor will fingerspell one word at a time. Once the students understand the word, they have to sign that sign to the lab instructor.
 - **“ME FINGERSPELL WORD YOU UNDERSTAND SIGN WORD”**
2. Fingerspell a word (a sign they know) 2 times maximum.
 1. You can format this activity as a team activity and assign points to each team. Or have two individuals go against each other and have a “winner” for each round.
 2. It could also just be a group activity and whoever signs it fastest out of everyone wins. It is up to the lab instructor’s discretion.

- "SIGN FIRST WHO? POINT WIN"

1. Birthday
2. Apple
3. Beautiful
4. Chocolate
5. Month
6. Animal
7. Chair
8. Phone
9. Holiday
10. Month
11. Year
12. Orange
13. Funny
14. Fun
15. Word
16. Feeling

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Conversation Questions](#)

This week's activity is a conversation-based activity

1. Put all of the cards in a pile in the center of the desk
2. Students will take turns drawing a card and signing it to the rest of the group
 - "TAKE TURNS PICK CARD SIGN QUESTION GROUP"
3. Everyone must participate and answer the question too
 - "SELF ANSWER ALL ANSWER"
4. After everyone has answered, the next person will draw a card
 - "FINISH NEW PERSON CONTINUE"

5. Make sure to encourage everyone in the lab to participate and not just agree with what one person says.
6. The cards are designed in a way where not everyone can have the exact same answer

Closing Activity:

If you have extra time practice fingerspelling again with different names/places.

1. Amsterdam (place)
2. Peru (place)
3. Panera (Restaurant)
4. Macy's (Store)
5. Elizabeth (name)
6. Albertson's (store)
7. Theadora (Name)
8. Uruguay (place)
9. Matthew (name)
10. Emily (name)

WRAP-UP

1. Was it easy or difficult to understand fingerspelling?
 - "FINGERSPELLING UNDERSTAND EASY HARD WHICH?"
2. Did you enjoy the activity today?
 - "TODAY YOU ENJOY?"
3. Was it easy or difficult to share your personal experiences?
 - "SHARE SELF STORY EASY HARD WHICH?"

Deaf Culture Notes

Fingerspelling is a crucial part of ASL, it is often used to clarify classifiers, provide specific information, and emphasize comments. Thus, it is imperative one can clearly and accurately sign the alphabet as well as comprehend fingerspelling.

End of Lab:

- Read Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation

- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

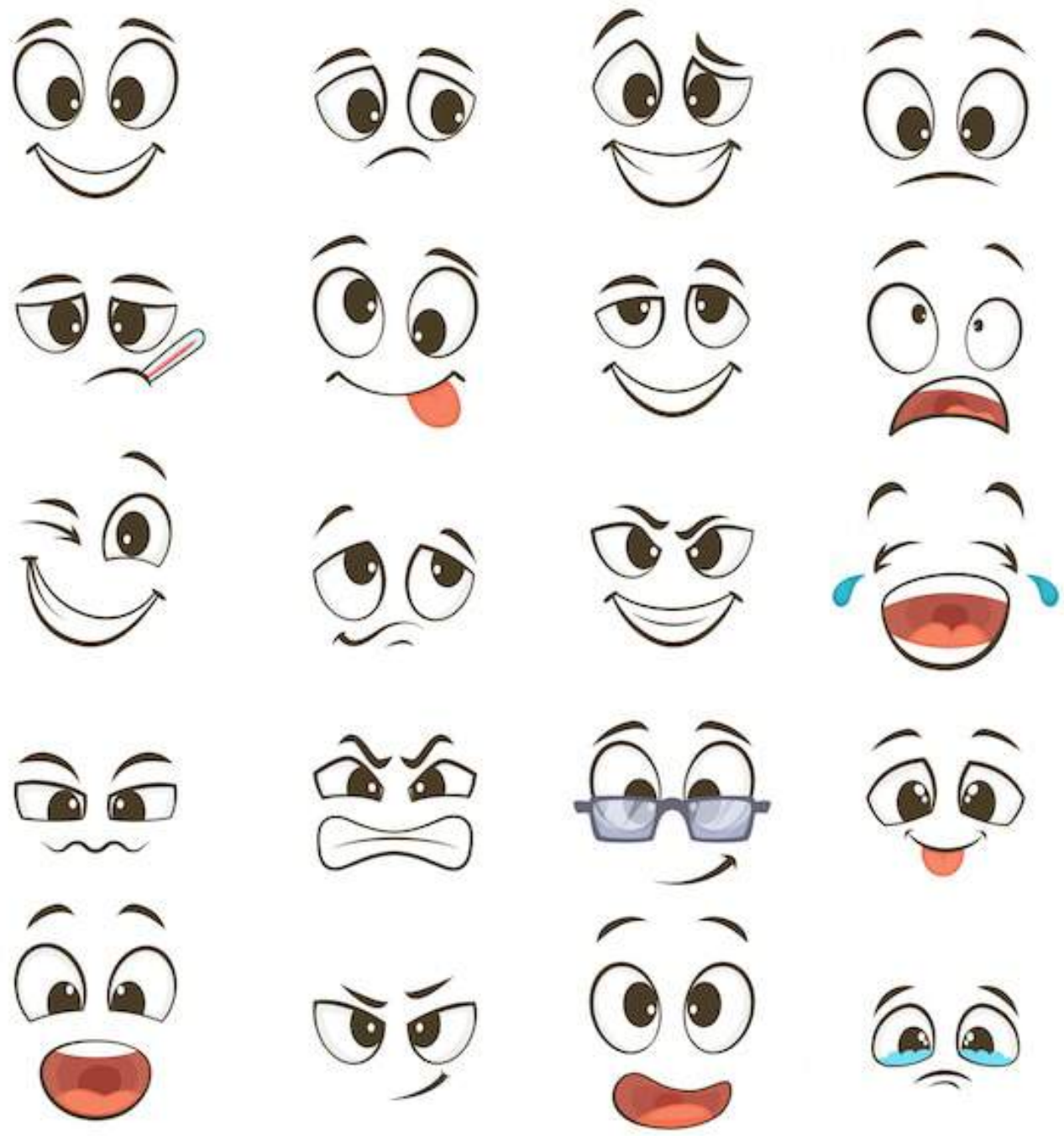
- I can use my receptive skills to understand fingerspelling
- I can interpret fingerspelling and correctly sign the word
- I can discuss multiple topics about myself and about my close friends and family



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=449#h5p-4>

 *ASL Level 2, Activity 12-Story Telling and Reactions
(Face-to-Face)*



[Picture by Onyxprj](#)

Description:

Students will review signs for emotions and the importance of facial expressions. This review will then be applied to two games to help them memorize signs and work on receptive skills.

Semantic Topics: Emotions, Review, Mad Libs, Games, Storytelling, Memory, Receptive skills, Teams, Partners

Grammatical Structures: Facial expression, Emotion, Vocabulary, Sentence Structure

Products: Nonmanual markers and storytelling

Practices: Identifying various emotions and their nonmanual markers, and telling a story with emotion

Perspectives: What importance do nonmanual markers hold in ASL grammar?

Standards

NCSSEFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and

obtain information, express feelings and emotions, and exchange opinions.

- Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of topics.
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture.
- Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture

Idaho Content Standards for World Languages:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture’s view of the world.
- COMP 2.1: Identify, describe and compare/contrast products and their use in the target culture with the learner’s culture.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can express emotions and react to situations that are described to me.
- I can retell a story with different parts of speech
- I can remember others’ signs and repeat them

Materials Needed

- [Google Slides](#)
- [Scenario Cards](#)
- [Mad-Lib Game](#)

Would you like to make changes to the materials?

Access the template(s) below:

(Google Doc, free account required)

- [Scenario Cards](#)
- [Mad-Lib Game](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

Review of Emotions listed on the slide

- HAPPY
- SAD
- SCARED
- NERVOUS
- EMBARRASSED
- FRUSTRATED
- ANNOYED
- MAD
- EXCITED
- WOW
- SURPRISED

Lab Assistant Notes: Make sure to include facial expressions to show importance. You can even show a comparison of meaning with and without facial expressions. This also gives an opportunity to touch on Deaf culture.

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Scenario Cards](#)
- [Mad-Lib Game](#)

We've included three different shorter activities, pick two based on your lab group.

*The lab instructor can choose to do this in breakout rooms or as a big group depending on their preference and the amount of students in the lab

Storytelling & Reactions

1. Begin by having the students pair up.
 - "GAME PLAY PARTNERS HAVE"
2. Student A signs the scenario card to Student B.
 - "LEARN PERSON A SIGN CARD LEARN PERSON B WATCH"
3. Student B will then have to explain what they would do in that situation.
 - "LEARN PERSON B EXPLAIN HAPPEN DO-DO?"
 - This game is meant to help students with explaining their emotions
 - Make sure students are explaining their reactions thoroughly. Have them describe how they would feel, what they would say, and what they would do to fix the problem

Mad Libs

1. Begin by having students pair up and handing each group a story card
 - "PARTNERS STORY CARD HAVE"
2. Student A will ask Student B for different parts of speech (nouns, adverbs, adjectives, etc)
 - "LEARN PERSON A ASK B DIFFERENT PARTS OF SPEECH"
3. Student A will fill in the blanks with Student B's answer
 - "LEARN PERSON A HELP"
4. After all of the blanks have been filled in, Student A will sign the story with the blanks filled in to Student B
 - "FINISH STUDENT A SIGN FULL STORY"
5. The students will then get a new story and switch roles
 - Pairs of students can switch cards after they've used them

- “NOW SWITCH CONTINUE”

Memory Game

1. Students will begin by picking an emotion to sign (Make sure students don't have the same emotions)
 - “GAME START PICK EMOTION SIGN”
2. Everyone will take turns going around the lab table and signing their emotion
 - “TAKE TURNS EMOTION SIGN SHARE”
3. Once everyone has seen everyone else's sign, play will begin
4. One student will start by signing their emotion. Then, they'll sign another student's emotion
 - “LEARN PERSON START SELF EMOTION OTHER LEARN PERSON EMOTION”
5. That student will then sign their emotion, and sign another student's emotion
 - “NEW LEARN PERSON CONTINUE”
6. The game will get faster and faster until someone messes up, then they'll be out and we'll start another round
 - This game is meant to help students with their receptive skills

WRAP-UP

1. Was it easy or difficult to explain a situation and describe what you would do if it happened to you?
 - EXPLAIN HAPPEN DESCRIBE DO-DO EASY DIFFICULT WHICH?”
2. Did you enjoy the Mad Libs game?
 - “GAME ENJOY?”
3. Was it easy or difficult to remember others' signs?
 - “OTHER EMOTION SIGNS REMEMBER EASY DIFFICULT WHICH?”
4. Do you feel like you understand emotions better now?
 - “YOU EMOTION SIGNS UNDERSTAND MORE NOW FEEL?”

Deaf Culture Notes

Storytelling is a huge part of Deaf culture. An abundance of information and detail is expressed within a few signs. This is due to the 5 parameters: hand shape, movement, location, palm orientation, and non-manual markers. The goal for the signer is to fully immerse their audience as though they too experienced the event.

End of Lab:

- Read Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can express emotions and react to situations that are described to me.
- I can retell a story with different parts of speech
- I can remember others' signs and repeat them



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=451#h5p-4>

ASL Level 2, Activity 13-Review (Face-to-Face)



[Picture by Freepik](#)

Description:

Students will review what they have learned and struggled with in the past semesters by answering questions and reviewing vocab, the 5 parameters of sign, grammar, and Deaf culture.

Semantic Topics: Games, Reflection, Review, Description

Grammatical Structures: Vocabulary, 5 parameters, Fingerspelling, Culture

Products: 5 parameters, fingerspelling, physical characteristics, occupations

Practices: Fingerspelling activities, describing physical characteristics, clothing, and identifying occupation

Perspectives: What are some strategies for understanding fingerspelling?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture.

- Standard 3.1 Students reinforce and further their knowledge of other disciplines through American Sign Language
- Standard 5.2 Students show evidence of becoming lifelong learners by using American Sign Language for personal enjoyment and enrichment.

Idaho Content Standards for World Languages:

- COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3: Utilize appropriate media to present an idea to an audience
- CLTR 1.2 Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.
- CLTR 2.2 Describe the connections of products from the target culture with the practices and perspectives of the culture.
- CONN 2.3 Compare and contrast cultural similarities and differences in authentic materials.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can describe the physical appearance of a person
- I can describe the 5 parameters of a specific sign, as well as remember the sign for a particular word
- I can recall information about Deaf culture

Materials Needed

- [Google Slides](#)
- Orange, white, and black cards: [Canva Link](#)
- Game board: [Canva Link](#)
- Game pieces
- Dice

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

Ask casual questions that are geared toward the activity, or have students ask questions in pairs

1. What did you like most about this semester?
 - "NOW SEMESTER YOU FAVORITE WHAT?"
2. What did you struggle with the most this semester?
 - "NOW SEMESTER HARD MOST WHAT?"
3. What do you feel was most useful to learn?
 - "YOU USEFUL MOST THINK WHAT?"
4. Did the lab activities help you become a better signer?
 - "LAB DO HELP YOU BETTER SIGN PERSON BECOME?"
5. Do you plan on continuing your ASL studies?
 - "YOU ASL STUDY PLAN CONTINUE ?"
6. What is your favorite part of learning ASL?
 - "YOU LEARN ASL FAVORITE WHAT?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Orange, white, and black cards](#)
- [Game Board](#)
- Game pieces
- Dice

Would you like to make changes to the materials?

Access the template(s) below:

(Canva Template, Free account required)

- [Game Board](#)

This week will be a review of the semester!

“NOW WEEK GAME PLAY STUDY SEMESTER PRACTICE”

1. There will be three stacks of cards, Black, White, and Orange.
 - **“CARDS LIST 3-BLACK, WHITE, ORANGE”**
2. Orange cards ask students to give the 5 parameters of the vocabulary word printed on the card.
3. White cards ask students to describe the famous Deaf individual
4. Black cards are asking students culture questions.
5. Have each student pick out a game piece. Students will start with all pieces at the “Start” tile
 - **“ALL GAME PIECE HAVE START SQUARE SAME”**
6. Have the oldest student roll the die and move their piece the respective amount of tiles
 - **“START rhq-WHO? OLDEST. DIE ROLL MOVE PEICE”**
7. Students will then pick up the same color card which they landed on and complete the task
 1. **“NOW COLOR SQUARE CARD SAME PICK”**
8. Orange: Vocabulary/5 parameters
 - For these cards, please sign the vocabulary word and describe the 5 parameters of the word. These parameters are as followed:
 1. Hand shape
 2. Location
 3. Movement
 4. Orientation (palm orientation)
 5. “Facial Expressions” and/or “Non-manual Markers.
9. White: Description
 - For these cards, the students must fingerspell the person’s name, describe the individual’s physical appearance, their job, and their clothing if pictured.
10. Black: Culture
 - The students must sign the sentence on the card and then answer the question correctly. The questions/answers are as follows:
 - What is the first completely Deaf college?
 - Gallaudet
 - How do you get a Sign name?
 - A Deaf person has to give it to you
 - If you arrive late to your ASL class, do you rush quickly to your seat or do you explain

why you are late?

- Explain
- Is it okay to walk in between two people signing?
 - Yes
- When talking to a Deaf person with an interpreter, do you look at the Deaf person or the interpreter?
 - Deaf person!
- Does an Interpreter have to be certified to interpret in Idaho?
 - Yes! A bill was just passed that will take effect in July of 2018, indicating that interpreters must be certified to interpret in Idaho.
- What do you do to sign a state?
 - Most just have an abbreviation, but some have specific signs such as Hawaii, New York, or California. Idaho is also fingerspelled completely.
- If you are with another hearing person at a Deaf event, is it polite to have a discussion in English if you are quiet and not in the middle of the group?
 - No. If you are at a Deaf event or in the company of Deaf people, you should always be signing.
- Can Deaf people drive?
 - Yes of course!
- What would be the ideal layout for a Deaf friendly home?
 - Open, without too many walls that block communication and visibility.

11. Red: Go back two spaces

WRAP-UP

1. Did you enjoy the game?
 - "YOU GAME ENJOY?"
2. Is there anything else you'd like to review?
 - "FUTURE YOU PRACTICE WANT WHAT?"
3. Why is it important to know the 5 parameters of a sign?
 - "5 fs-PARAMETERS OF SIGN IMPORTANT WHY?"

Throughout history and recent years, the Deaf community has accomplished groundbreaking feats. Figures such as Helen Keller, Marlee Matlin, Nyle Dimarco, and I. King Jordan are just a few to name.

End of Lab:

- Read can-do statements and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can describe the physical appearance of a person
- I can describe the 5 parameters of a specific sign, as well as remember the sign for a particular word
- I can recall information about Deaf culture



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=453#h5p-4>

◆ *ASL Level 2, Activity 14-Games (Face-to-Face)*



[Picture by Storyset](#)

Description:

Students practice fingerspelling and receptive skills by working with a partner to build words. Students then play a game and work in teams to apply their knowledge of ASL vocabulary as well as fingerspelling signs they don't know to learn more signs.

Semantic Topics: Review, Teamwork, Partners, Scattergories/Categories, Games

Grammatical Structures: Fingerspelling, Vocabulary

Products: Fingerspelling and Scattergories

Practices: Listing a variety of vocabulary words from different categories, and interpreting fingerspelling

Perspectives: How can one describe a forgotten sign without fingerspelling the word?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and

obtain information, express feelings and emotions, and exchange opinions.

- Standard 1.3 Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.

Idaho Content Standards for World Languages:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language.
- COMM 3: Utilize appropriate media to present an idea to an audience
- CONN 1: Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can fingerspell words that follow a pattern
- I can communicate with others to express my ideas
- I can effectively communicate and work in a team setting

Materials Needed

- [Google Slides](#)
- [Scattategories Cards](#)
- [Timer](#)

Would you like to make changes to the materials?

Access the template(s) below:

(Canva Template, free account required)

- [Scattategories Cards](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

Chain Letter

1. Students will be in pairs for this activity.
 - "START PARTNERS WILL"
2. The first student will begin by fingerspelling a letter. The next student will fingerspell another letter to add to the word. Both students will go back and forth until one student can't think of another letter to add to the word.
 - For example: A-P-P-L-E, E-G-G-P-L-A-N-T, T-A-C-O-S, S-T-R-A-W-B-E-R-R-Y, etc.
 - "TAKE TURNS FINGERSPELL ONLY ONE LETTER SWITCH CONTINUE WORDS MAKE"
3. Whoever added the last letter gets the point and the game will restart with a new word.
4. You don't need to follow a specific category when fingerspelling a word

If students feel the game is too easy, then we can introduce a category that they'll need to follow

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Scattergories Cards](#)

Scattergories Game

- Students will be divided into two teams
 - "NOW GAME PLAY 2 TEAMS WILL"
- Each student will go head-to-head against a member of the opposing team
 - "TAKE TURNS ONE PERSON BOTH TEAMS PLAY"
- The lab instructor will give each duo a category and they'll have about a minute to think of as many things that fit the parameter
 - "ME TOPIC GIVE. 1 MINUTE YOU THINK SIGNS WITH TOPIC"
 - Ex: Category – Animals
 - Dog, Cat, Horse, Pig, etc
- The catch is that if you and your opponent think of the same words, they don't count, so think outside of

the box!

- Ex: Armadillo, Hedgehog, Porcupine, etc
- "TEAMS SIGNS SAME POINTS NONE"

WRAP-UP

1. Do you have any plans for the summer?
 - "SUMMER YOU PLANS HAVE?"
2. Are you taking any summer courses?
 - "FUTURE SUMMER YOU CLASS HAVE?"
3. Have you enjoyed learning ASL this semester?
 - "NEW SEMESTER YOU ASL LEARN ENJOY?"
4. Who are you taking ASL with next semester?
 - "FUTURE SEMESTER YOUR ASL TEARER WHO?"

Deaf Culture Notes

Fingerspelling is the baseline for understanding and communicating in sign language. Competitive games encourage the expansion of sign language and the use of signs outside of an individual's daily vocabulary. Deaf people have a very wide vocabulary and only fingerspell when they have to, this makes conversations more quick and in-depth.

End of Lab:

- Read Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can fingerspell words that follow a pattern
- I can communicate with others to express my ideas
- I can effectively communicate and work in a team setting



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<https://boisestate.pressbooks.pub/pathwaysasl/?p=455#h5p-4>

AMERICAN SIGN LANGUAGE LEVEL 2, ACTIVITIES FOR ONLINE INSTRUCTION

👤 ASL Level 2, Activity 1-Introductions and Review (Online)



[Picture by Freepik](#)

Description:

Students will get to know you and each other by practicing prior skills that they have learned. They will

then have the opportunity to challenge their knowledge and try to communicate and guess different names and/or situations

Semantic Topics: Introductions, Lab rules, simple sign review, greetings, introductions, hello, goodbye, school, grew up, heads up, game

Grammatical Structures: Listing, Vocabulary, Sentence Structure

Products: Lab rules, introductions

Practices: Identifying lab rules and expectations, identifying oneself

Perspectives: How might knowing some ASL create a more inclusive community than knowing no ASL?

Standards

NCSSFL-ACTFL World-Readiness Standards

- “Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.”
- “Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of

topics.”

- “Standard 1.3 Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.”

Idaho Content Standards for World Languages:

- COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMP 1.1 Observe formal and informal forms of language.
- COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can introduce myself
- I can communicate basic information about myself
 - I can sign where I grew up
 - I can sign what I like to do
 - I can sign what I am going to school for
- I can answer questions about myself

Materials Needed

- [Google slides](#)
- [Kahoot.it](#)
 - Username: wlrcstudents@boisestate.edu
 - Password Osos161!
- [Jeopardy](#)
 - Username: wlrcstudents
 - Password: Osos161!
- Heads Up Game
 - Use app or Physical Game

WARM-UP

Materials Needed for Warm-Up

- [Google slides](#)
- [Kahoot.it](#)
 - Username: wlrcstudents@boisestate.edu
 - Password: Osos161!

Ask students to type ID # for attendance

“TYPE NAME ID NUMBER”

Introductions and Kahoot Quiz!

1. Introduce yourself with your AdobeSpark card and have the other students introduce themselves (with whatever you want: name, major, minor, a fun fact...etc.)
 - “INTRODUCE SELF USING FS- ADOBESPARK CARD FINISHED OTHER STUDENTS INTRODUCE SELF (WITH WHATEVER: NAME, MAJOR, MINOR, FUN FACT)”
2. Students will be taking the Lab Rules Kahoot quiz. The ASL iPad has Kahoot on it, once you’re in there go to Kahoots> Week 1 lab rules game> Play> Classic> give your students the Kahoot game pin, once everyone is in go ahead and start the game.
 - “TAKING LAB RULES KAHOOT QUIZ STUDENTS WILL. KAHOOT FOUND WHERE? ASL IPAD, GO-TO TOPIC (LIST USING FINGERS) 1. “KAHOOT” 2. “WEEK 1 LAB RULES GAME” 3. “PLAY” 4. “CLASSIC” FINISHED. GAME PIN GIVE STUDENTS, START GAME.”

MAIN ACTIVITY

Materials needed for Main Activity

- [Google slides](#)
- [Jeopardy](#)
 - Username: wlrcstudents
 - Password: Osos161!

Jeopardy (no teams)

1. Have students choose a topic and level and then sign the word that they are presented with.
 - “CHOOSE TOPIC AND NUMBER, SIGN WORD PRESENTED STUDENTS WILL.”
2. This game can be played with teams, however, the goal is to re-introduce students to signing.

If there is time left over after completing all activities above, then allow students to play Heads Up to provide an easy game for them to get back into the groove of signing.

- “GAME CAN PLAYED WITH TEAMS, HOWEVER GOAL NEED RE-INTRODUCED STUDENTS SIGNING. IF FINISHED, STUDENTS WILL PLAY HEADS UP FOR MORE PRACTICE.”

WRAP-UP

1. How are you feeling about your new ASL class or classes in general?
 - “HOW YOU FEEL ABOUT NEW ASL CLASS OR CLASSES GENERALLY?”
2. How are you feeling about starting a new semester?
 - “HOW YOU FEEL ABOUT STARTING NEW SEMESTER?”
3. Did you use sign language at all over the break?
 - “OVER BREAK YOU USE SIGN LANGUAGE YOU?”
4. Do you feel that you have a good foundation of introductory signs and fingerspelling?
 - “YOU FEEL YOU HAVE GOOD FOUNDATION OF INTRO SIGNS AND FINGERSPELLING YOU?”

Deaf Culture Notes

Deaf people are surrounded by hearing people who have no knowledge of sign language at all so when hearing people know even a little bit of sign, it makes communication easier and creates a feeling of inclusivity.

End of Lab:

- Read can-do statements and have students evaluate their confidence with cards
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can introduce myself
- I can communicate basic information about myself
 - I can sign where I grew up
 - I can sign what I like to do
 - I can sign what I am going to school for
- I can answer questions about myself



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=85#h5p-4>

👂 ASL Level 2, Activity 2-Headbandz/Questions & Describing (Online)

The importance of facial expressions Headbandz/20 questions



[Picture by Maks_Lab](#)

Description:

Each student will be assigned a word at random. This word will be an object, place, animal, etc. The student who is assigned a word will ask another student questions trying to guess what they are.

Semantic Topics: Describing, questions, guessing.

Grammatical Structures: Questions with Correct Facial Expression

Products: Nonmanual markers, questions, describing

Practices: Forming simple questions and describing characteristics

Perspectives: In what ways are nonmanual markers important to ASL?

Standards

NCSSEFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of topics.

Idaho Content Standards for World Languages:

- COM 1: Interact with others in the target language and gain meaning from interactions in the target language.
- COM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- CONN 1: Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can answer a variety of simple questions
- I can explain the importance of facial expressions
- I can describe simple characteristics

Materials Needed

- [Google Slides](#)
- [Word Cards](#)
- [Importance of Facial Expression Video](#)

WARM-UP

Materials Needed for Warm-Up

- [Importance of Facial Expression Video](#)

1. Ask students to type ID # for attendance
 - "TYPE NAME ID NUMBER"
2. Begin by opening the Google Slideshow and introducing the Can-Do Statements.
 - "BEGIN OPENING GOOGLE SLIDES AND INTRODUCE CAN-DO STATEMENTS."
3. After you finish the video have a discussion about the importance of facial expressions.
 1. Why are facial expressions important in ASL?
 - "ASL FACIAL EXPRESSIONS IMPORTANT, WHY?"
 2. Was it easier to identify the signs with or without facial expressions?
 - "UNDERSTAND WORD, (Point to one side of body then sign) FACIAL EXPRESSION,(Point to other side of body then sign) NOTHING, EASY WHICH?"
 3. Etc.

MAIN ACTIVITY

Materials Needed for Main Activity

- [Word Cards](#)

This activity is a combination of Headbandz and 20 questions.

- Put students into breakout rooms of 2-3 people
- Give each student 2-3 words that they will use for the other student. Instead of having 1 student place the card facing away from them, the prompt is sent to the person answering questions over Zoom.
 - If you have multiple rooms send multiple words to students so they can quickly take turns and have more time describing, asking questions, and practicing.
- Once everyone has their words have the partners/groups go back and forth asking turns about their words. They can ask one question per turn. All the words are nouns.
 - Examples of questions include but are not limited to:
 - "Am I heavy?"
 - "I HEAVY?"
 - "Do you eat me?"
 - "EAT ME, YES, NO?"
 - "Am I hairy?"
 - "HAVE HAIR (CL: Show hair all over body or in specific parts)? YES, NO WHICH"
 - "Can you hold me?"
 - "HOLD ME CAN? YES, NO, WHICH?"
 - "Do you use me every day?"
 - "EVERY DAY USE?"
 - Etc...
- Once they guess their word correctly they can move on to the next word that was provided to them. If they get frustrated they can move on to the next word. Every word guess correctly is one point. If they start speaking, they lose a point.
 - "GUESS CORRECT FINISH CONTINUE NEW WORD"
- If you would like to add a time constraint feel free.
- The person with the most points at the end wins!

WRAP-UP

1. Did this lab help you understand the importance of facial expressions?
 - "THIS LAB HELP UNDERSTAND IMPORTANCE FACIAL EXPRESSION?"
2. Do you find using facial expressions to be difficult for you?
 - "FACIAL EXPRESSIONS DIFFICULT FOR YOU?"
3. Do you think using facial expressions feels silly/unprofessional?
 - "FACIAL EXPRESSIONS FEEL FUNNY/UNPROFESSIONAL? YOU THINK WHAT?"

Deaf Culture Notes

Some signs look the exact same but facial expression gives them a completely different meaning. Facial expression also aids emphasis and sarcasm.

End of Lab:

- Read can-do statements and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can answer a variety of simple questions
- I can explain the importance of facial expressions
- I can describe simple characteristics



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=105#h5p-4>

 *ASL Level 2, Activity 3-Guess Who (Online)*



[Picture by Rawpixel](#)

Description:

For this activity, students will practice describing one another and different pictures of people. They will work on descriptive order and focusing on details when describing a person.

Semantic Topics: Description, Physical Characteristics, Clothing, Guessing

Grammatical Structures: Signing Space, Vocabulary

Products: Grammar, describing physical characteristics

Practices: Describing the physical characteristics and clothing of individuals

Perspectives: What aspects are considered when describing another person?

Standards**World-Readiness Standards:**

- 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.

- 4.1 Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.
- 1.3 Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.”

Idaho Content Standards for World Language:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 2.1: Analyze the significance of a product (art, music, literature, etc...) in a target culture.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can describe what others look like
- I can ask questions about others' physical appearance
- I can communicate basic information about myself and the people I know.

Materials Needed

- [Google Slides](#)
- [Outfit Cards](#)

Would you like to make changes to the materials?

Access the template(s) below:

(Canva Template, free account required)

- [Outfit Cards](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)
- [Outfit Cards](#)

1. Ask students to type ID # for attendance
 - "TYPE NAME ID NUMBER"
2. Go over the order in which people should be described (consider typing this in the chat):
3. Race/Ethnicity
4. Gender
5. Height
6. Hair (type and color)
7. Body type
8. The most obvious thing about them
9. The lab instructor will begin to describe one of the students in the lab, modeling how to properly describe a person (clothing, hair color, etc).
 - "ME ONE PERSON DESCRIBE"
10. The students will then try to figure out who the instructor is describing.
 - "ALL FIND ME DESCRIBE WHO?"
11. After they figure it out, the rest of the students will begin to describe other students in the lab.
 - "NOW TAKE TURNS"
12. Now use the individual outfit cards for further practice (This can be done as a whole group or in breakout rooms)
13. Display one at a time and have students take turns describing the person in the picture
 - "TAKE TURNS DESCRIBE ONE PERSON FROM PICTURE"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)

Describe and Guess! (Guess Who)

1. To begin the activity, the lab instructor will privately message one student a letter linked to a picture.
 - “ME TYPE LETTER WITH PICTURE SEND ONE STUDENT”
2. The student will start describing the person on the card, and the other students will have to pay attention and find the person on their sheet.
3. Once that round is finished, another student goes.
 - “TAKE TURNS CONTINUE”

WRAP-UP

1. What are some ways to describe a person?
 - “SOME WAYS DESCRIBE PERSON WHAT?”
2. Was there anything difficult about this activity?
 - “ANYTHING DIFFICULT WITH ACTIVITY?”
3. Do you feel like you know how to describe a person?
 - “KNOW HOW DESCRIBE PERSON YOU FEEL? YES/NO WHICH?”
4. Also, have students self-assess themselves!
 - “STUDENTS SELF-ASSESS.”

Deaf Culture Notes

Describing certain aspects of a person's physical appearance may be looked at as rude in hearing culture but in Deaf culture, it is very common. Describing a person's physical appearance helps the signer's audience to completely understand and clarify what is being communicated.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can describe what others look like
- I can ask questions about others' physical appearance
- I can communicate basic information about myself and the people I know.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=143#h5p-4>

ASL Level 2, Activity 4-Lip Reading (Online)



[Picture by Macrovector](#)

Description:

In this activity, students will practice lip reading. Students will have the opportunity to understand why it is difficult to read lips, but also how deaf individuals use lipreading.

Semantic Topics: Kahoot, Games, Understanding Deaf Culture

Grammatical Structures: Lipreading

Products: Deaf culture, oralism, lip reading

Practices: Translating sentences, and decoding messages via lip reading

Perspectives: What challenges in conversation do Deaf people face in a hearing world?

Standards

World-Readiness Standards:

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of topics
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture.
- Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.

Idaho Content Standards for World Languages:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.
- CLTR 1.3: Function appropriately in diverse contexts within the target culture.
- CONN 2.3: Compare and contrast cultural similarities and differences in authentic materials.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can understand basic sentences that are signed to me
- I can recognize why lipreading is difficult for deaf individuals
- I can identify distinctive viewpoints of Deaf Culture

Materials Needed

- [Google Slides](#)
- [Kahoot.it](#)
- [Sentence Cards](#)

Would you like to make changes to the materials?

Access the template(s) below:

(Google Doc, free account required)

- [Sentence Cards](#)

WARM-UP

Materials Needed for Warm Up

- [Google Slides](#)
- [Kahoot.it](#)

1. Ask students to type ID # for attendance
 - "TYPE NAME ID NUMBER"
2. Ask students to pull up the Kahoot app (preferably on their phone) and look at the shared screen!
 - "NOW GAME fs-KAHOOT PHONE NEED"
3. The Kahoot will have different videos of sentences signed-Select the best answer!
 - "fs-KAHOOT DIFFERENT SIGN SENTENCE PICK BEST WHICH?"

4. Take breaks for questions and further explanation

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Sentence Cards](#)

1. The lab instructor will privately message you a sentence, which you will mouth to the whole group
 - "ME SENTENCE SEND ONLY ONE PERSON. THEY MOUTH SENTENCE GROUP SIGN NOT"
2. Each person will get one guess what the sentence is which they will type in the chat
 - "ALL SENTENCE GUESS SEND fs-CHAT"
3. Once everyone has gone, pair students up in groups/pairs in breakout rooms and have them mouth the sentence with NO VOICE. The other student will write down what they think their partner said
 - "FINISH CONTINUE BREAKOUT ROOMS PARTNER"
4. To make the game more challenging for students tell them to read the sentence at a "normal speed" and not slow and clearly for their partner

WRAP-UP

1. What have you learned about lip reading?
 - "ABOUT LIP READING YOU LEARN WHAT?"
2. Was it easy or hard for you to guess what your partner was saying?
 - "GUESS YOUR PARTNERS SENTENCE EASY/HARD WHICH?"
3. Would it be frustrating to be expected to learn to lipread if you were Deaf?
 - "EXPECT TO KNOW LIPREADING IF DEAF FRUSTRATING FOR YOU? YES/NO?"
4. What content are we struggling with in this class?
 - "TOPICS STRUGGLING WITH IN CLASS WHICH?"

It is expected that Deaf people learn to read lips although it is not expected that hearing people learn sign language. This is one of the many reasons the Deaf community is so close, they can really only communicate in their native language to other Deaf people/native signers.

Lab Assistant Notes: Remember to record attendance before ending the lab.

End of Lab

- Read can-do statements and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can understand basic sentences that are signed to me
- I can recognize why lipreading is difficult for deaf individuals
- I can identify distinctive viewpoints of Deaf Culture



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=170#h5p-4>

ASL Level 2, Activity 5-Holidays and Questions (Online)



[Picture by Pch.Vector](#)

Description:

For this activity, students will practice communicating and sharing, and describing dates and holidays.

Students will also practice asking peers for information about themselves and sharing information about themselves.

Semantic Topics: Months, Holidays, Questions, Go Fish, Games

Grammatical Structures: Vocabulary, Numbers/Dates, Questions with Correct Facial Expression

Products: Questions, grammar, holidays, dates

Practices: Identifying holiday name signs and the date they take place

Perspectives: Does every individual holiday have its own sign?

Standards

World-Readiness Standards:

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 3.1 Students reinforce and further their knowledge of other disciplines through American Sign Language.

- Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.

Idaho Content Standards for World Languages:

- COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMP 1.1 Observe formal and informal forms of language.
- COMP 2.2 Compare and contrast appropriate gestures and oral expressions in the target culture with the learner's culture.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can ask and answer simple questions on factual information that is familiar to me
- I can interact with others in everyday situations
- I can answer a variety of simple questions about my likes and dislikes and interests

Materials Needed

- [Google Slides](#)
- [Holiday Cards](#)
- [Question Cards](#)

Would you like to make changes to the material?

Access the template(s) below:

(Canva Template, free account required)

- [Question Cards](#)

(Google Doc, free account required)

- [Holiday Cards](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)
- [Holiday Cards](#)

1. Ask students to type ID # for attendance
 - "TYPE NAME ID NUMBER"
2. The warm-up activity is to practice dates, months, numbers, and holidays.
 1. You can begin by reviewing how to sign some of the holidays including Christmas, Halloween, birthday, etc.
 - "NOW DAY START HOLIDAY SIGN PRACTICE"
 2. The lab instructor should share their screen with the Quizlet.
 3. Students will take turns matching the holidays and dates that are on the Quizlet until all of the dates are matched.
 - "NOW GAME PLAY fs-QUIZLET. PRACTICE HOLIDAY SIGNS PLUS DATE"
 4. For example, a student could sign "Christmas", and "December 25th" therefore matching them. The lab instructor would then drag these two cards together and match these on the quizlet.
 - "YOU SIGN CHRISTMAS WITH DECEMBER 25TH"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Holiday Cards](#)
- [Question Cards](#)

1. We will be using question cards for this activity! See Canva for color-coded questions or the Google Document to see all the questions at once.
 - "NOW GAME PLAY CARDS USE"

2. Start by modeling by choosing a question. Ask the group the question and clarify any signs they may not know. Provide your own answer and then open it up to the group.
3. All students will answer. Continue the conversation by asking follow-up questions and engaging all of the students.
 - “QUESTION ASK ALL ANSWER”
4. Students will continue to discuss the questions.
 - “QUESTIONS DISCUSS CONTINUE”
5. The instructor will sign the questions each time asking everyone to answer and discuss their answers. The discussion will happen in a whole group setting.

WRAP-UP

1. Do you feel more comfortable with the signs for different holidays?
 - “HOLIDAY SIGNS COMFORTABLE FEEL?”
2. Was it difficult or easy to engage in conversation with a group about a specific topic?
 - “CONVERSATION ABOUT DIFFERENT TOPICS JOIN EASY HARD WHICH?”

Deaf Culture Notes

International Week of the Deaf is celebrated by the World Federation of the Deaf (WFD) and its national associations and their affiliates globally during the last full week of September (Monday through Sunday), culminating with International Day of the Deaf on the last Sunday of the week. September is also Deaf Awareness Month.

End of Lab

- Read can-do statements and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can ask and answer simple questions on factual information that is familiar to me

- I can interact with others in everyday situations
- I can answer a variety of simple questions about my likes and dislikes and interests



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=180#h5p-4>

 *ASL Level 2, Activity 6-Truths and a Lie (Online)*



[Picture by Borjandreu](#)

Description:

Students will be challenged on their knowledge and see how quick they are when it comes to a variety of vocabulary words. They will also be tested based on their ability to communicate and respond to a variety of situations and determine possible lies.

Semantic Topics: Deaf Culture, Games, Two-Truths and a Lie, Speed, Questions, Statements

Grammatical Structures: Vocabulary, Listing, Fingerspelling

Products: Questions, personal information

Practices: Interpreting fingerspelling and sharing personal facts

Perspectives: What does the average day of a Deaf person look like?

Standards**World-Readiness Standards:**

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and

obtain information, express feelings and emotions, and exchange opinions.

- Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of topics.
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture.
- Standard 4.2 Students demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own.

Idaho Content Standards for World Languages:

- COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- CLTR 1.1 Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2 Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture’s view of the world.
- CONN 2.3 Compare and contrast cultural similarities and differences in authentic materials
- COMP 1.1 Observe formal and informal forms of language.

Can-do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can understand various vocab words
- I can ask questions about my peers
- I can sign basic statements about myself

Materials Needed

- [Google Slides](#)
- [Master Word Sheet](#)
- [Vocabulary Cards](#)
- [Average Deaf Day Video](#)

Would you like to make changes to the materials?

Access the template(s) below:

(Canva Template, free account required)

- [Vocabulary Cards](#)

(Google Doc, free account required)

- [Master Word Sheet](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)
- [Average Deaf Day Video](#)
- [Master sheet of words](#)
- [Vocabulary Cards](#)

1. Ask students to type ID # for attendance

- "TYPE NAME ID NUMBER"
- Start with the Intro video on a representation of the average Deaf day.
- Ask follow-up questions and initiate a discussion
 - "YOU THINK WHAT? DISCUSS"

2. Vocab Game!

1. Make sure to cover the entire list of words first to make sure they know all the signs
2. Do the signs that are similar right after each other.
3. The goal of this activity is to get them to pay careful attention to signs!
 - "YOU WATCH SIGNS CLOSELY"
4. The lab assistant will sign a random word from the list.
 - "ME PICK WORD SIGN FROM LIST"
5. In the private chat feature, the students will send their answers to the lab instructor (not the whole class).
 - "SEND ANSWER ONLY ME. fs-DM." (direct message)

6. The student who sends in the correct answer the fastest wins the round! Feel free to announce it to the class who won, but don't tell them who got second, last, etc...

- "ANSWER FIRST WHO? POINT WIN"

7. Repeat!

MAIN ACTIVITY

Exercises

- [Google Slides](#)

Two Truths and a Lie

1. If no one has played before, explain the rules
2. Everyone brainstorms two truths and one lie
 - "ALL BRAINSTORM 2 TRUE ONE LIE"
3. Then, have one student type their 3 statements into the chat, and then share their truths and lie by signing.
 - "THINK FINISH CHAT SEND SIGN ALL"
4. The class will then guess which of the three was the lie, after that have them explain/talk about their two truths for a little more conversation.
 - "ALL THINK LIE WHICH? WHY? DISCUSS"
5. Then it's the next student's turn to share their truths and lie!
 - "TAKE TURNS CONTINUE"

Name Quiz (if time)

Fingerspell 5 different names to help students practice.

1. Emma
2. Liam
3. Noah
4. Olivia
5. William

Once finished, ask students what names were hard/easy for them

WRAP-UP

1. What did we struggle with?
 - "YOU HARD THINK WHAT?"
2. What went well?
 - "YOU GOOD DO-DO WHAT?"
3. Did you like this activity?
 - "NOW DAY YOU fs-LAB LIKE?"

Deaf Culture Notes

As the video shows, hearing communities are not well accommodating to Deaf individuals. In some instances, disabled groups are viewed as an inconvenience or rude, when in reality they are misunderstood. Despite daily challenges, Deaf individuals creatively adapt to their environment all the while embedding their unique culture.

End of Lab:

- Read can-do statements and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can understand various vocab words
- I can ask questions about my peers
- I can sign basic statements about myself



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=196#h5p-4>

🌟 ASL Level 2, Activity 7-Debate (Online)



[Picture by Storyset](#)

Description:

Students will practice creating and describing dates to warm up. For the main activity, students will grab

a card and practice signing the question. They will then start a discussion with the other students about their answers.

Semantic Topics: Debate, Agree, Disagree, Classifiers, Questions, Opinion, Thoughts, Group Discussion

Grammatical Structures: 5 Parameters of sign, Handshape, Classifiers, Fingerspelling

Products: Classifiers, fingerspelling, 5 parameters of sign, debate

Practices: Identifying and using the 5 parameters of sign, and explaining the reasoning for agreements and disagreements

Perspectives: How does changing 1 of the 5 parameters of a sign impact the message of a sign?

Standards

NCSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of

topics

- Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.

Idaho Content Standards for World Languages:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMP 2.2: Compare and contrast appropriate gestures and oral expressions in the target culture with the learner's culture

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can debate in a group setting
- I can share my opinions with others
- I can justify my own thoughts
- I can contribute to a group discussion

Materials Needed

- [Google Slides](#)
- [Agree/Disagree Cards](#) - Includes one agree/disagree card that can be printed for as many students as necessary.
- [Debate Cards](#)- Includes 30 cards.

Would you like to make changes to the materials?

Access the template(s) below:

(Google Doc, free account required)

- [Debate Cards](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

1. Ask students to type ID # for attendance
2. Planning a Date
 1. Each student will draw one card from each pile (place, time, transportation, activity)
 - "EVERYONE ONE CARD DRAW PLEASE"
 2. They will then use those cards to create a date
 - "CARD READ DATE MAKE"
 3. Have students specify what time, how they will get there, what/where they'll eat, and what they'll do afterward.
 - "TIME? GO-TO HOW? EAT WHAT? DINNER FINISH DO-DO?"
 4. At the end, have each student go around and describe their date to the rest of the group
 - "SHARE DATE WITH GROUP"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Agree/Disagree Cards](#) – Includes one agree/disagree card that can be printed for as many students as necessary.
- [Debate Cards](#) – Includes 30 cards.

Debates

1. Go over any new signs (debate, cochlear implant, etc)
2. Write them on the board and sign them
3. You will send one student a debate card from the deck at a time
 - "ME ONE PERSON CARD SEND"

4. They will sign the card to the rest of the lab group, then everyone will hold up their sign that either says "agree" or "disagree"
 - "SIGN CARD FINISH EVERYONE ANSWER AGREE DISAGREE WHICH"
5. Have each student explain their reasoning so that the activity is more engaging
 - "AGREE DISAGREE WHY?"
6. Continue with each student.

WRAP-UP

1. Which topics did we struggle with?
 - "TOPIC HARD WHICH?"
2. Which topics did we like?
 - "TOPIC LIKE WHICH?"

Deaf Culture Notes

Understanding the 5 parameters of sign is fundamental to sign language and communicating among the Deaf community. This is because each parameter is equally important and leaving one out or executing one incorrectly can completely change the meaning of a sign or even a sentence.

End of Lab:

- Read Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

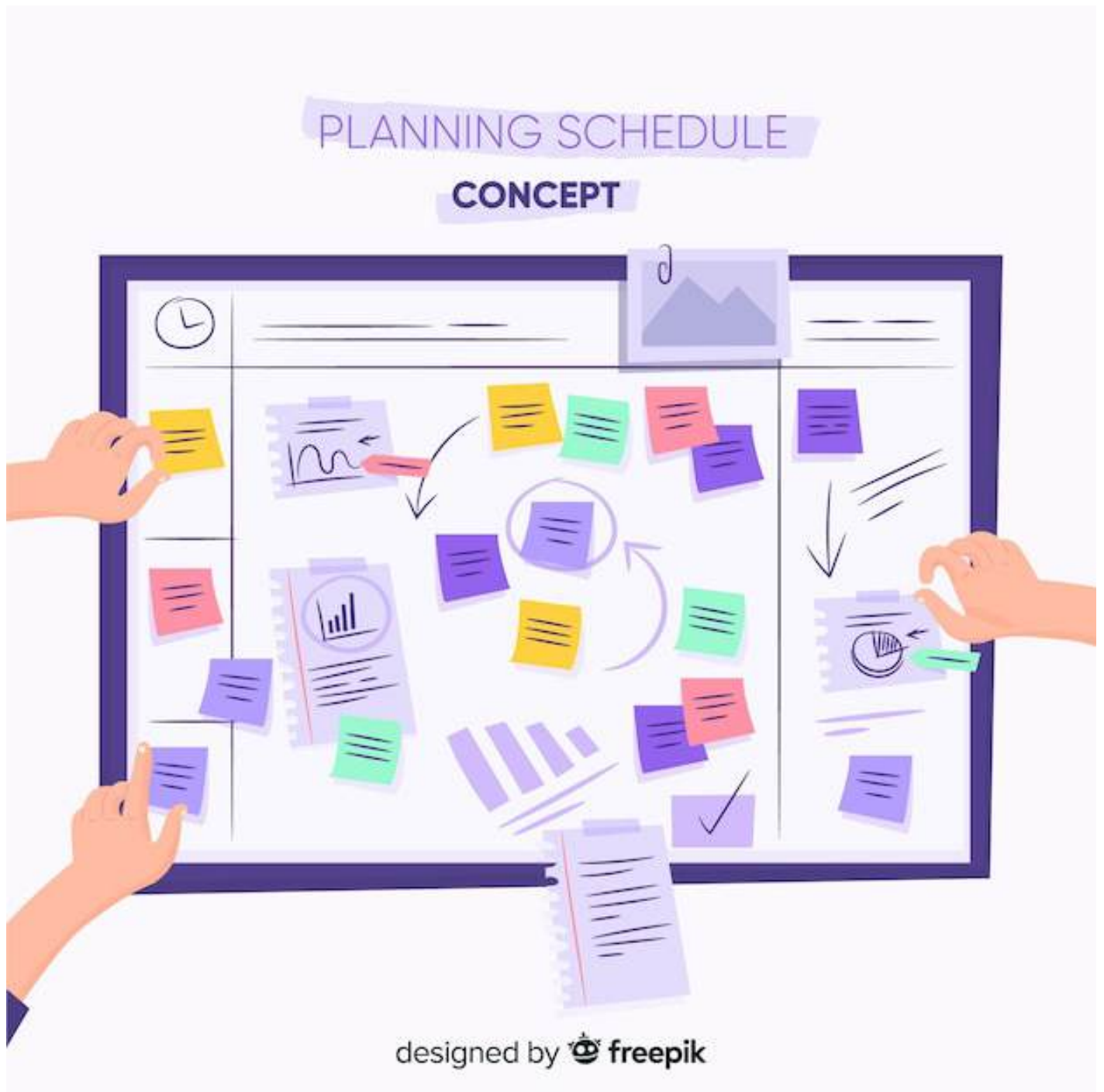
- I can debate in a group setting
- I can share my opinions with others
- I can justify my own thoughts
- I can contribute to a group discussion



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=202#h5p-4>

◆ASL Level 2, Activity 8-Events, Dates, and Celebrations
(Online)



[Picture by Freepik](#)

Description:

Students will practice creating and describing dates to warm up. For the main activity, students will be sent a card and practice signing the question. They will then start a discussion with the other students about their answers.

Semantic Topics: Dates, planning, organizing, cards, questions, events

Grammatical Structures: Grammer, Sentence Structure, Vocabulary, Question Facial Expression

Products: Dates and events

Practices: Creating events

Perspectives: What aspects need to be taken into consideration when planning events?

Standards**World-Readiness Standards:**

- Standard 1.1 Students use American Sign Language to engage in conversations and provide information,

express feelings and emotions, and exchange opinions.

- Standard 1.3 Students present information, concepts, and ideas to an audience of viewers in American Sign Language.

Idaho Content Standards for World Languages:

- COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 3.1 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can ask/understand simple directions
- I can describe plans in depth and with detail
- I can practice translating written English to ASL

Materials Needed

- [Google Slides](#)
- Date Planning Cards – Includes one set for up to 8 students.
 - [Canva Link](#)
 - [Date Planning Cues – Typed Out](#)
- Event Cards – Includes 20 cards.
 - [Canva Link](#)
 - [Event Cards – Typed Out](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)
- Date Planning Cards – Includes one set for up to 8 students.
 - [Canva Link](#)
 - [Date Planning Cues – Typed Out](#)

1. Ask students to type ID # for attendance
2. Fingerspelling/Name Quiz
 1. Evelyn
 2. Alexander
 3. Emily
 4. Ethan
 5. Oliver
3. Planning a Date
4. Each student will be privately sent one card (place, time, transportation, activity)
 - “ME ONE PERSON CARD SEND”
5. They will then use those cards to create a date
 - “CARD READ DATE MAKE”
6. Have students specify what time, how they will get there, what/where they’ll eat, and what they’ll do afterward.
 - “TIME? GO-TO HOW? EAT WHAT? DINNER FINISH DO-DO?”
7. At the end, have each student go around and describe their date to the rest of the group
 - “SHARE DATE WITH GROUP”

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- Event Cards – Includes 20 cards.
 - [Canva Link](#)
 - [Event Cards – Typed Out](#)

Celebrations/Events/Dates

This activity is to work on translating English sentences to ASL

- "NOW SENTENCE TRANSLATE ENGLISH ASL"
- 1. Students will privately be sent one debate card from the Event Cards link
 - "ME ONE PERSON CARD SEND"
- 2. They will sign the card to the rest of the lab group using ASL sentence structure
 - "USE ASL SENTENCE SIGN CARD GROUP PARTNER WHATEVER"
- 3. Have each student explain their reasoning so that the activity is more engaging
 - "EXPLAIN SENTENCE ORDER THINK WHY"

WRAP-UP

- Was it easy or difficult to plan a date using predetermined details?
 - "DATE PLAN WITH DETAILS EASY HARD WHICH?"
- Was it easy or difficult to explain a date to the group?
 - "DATE EXPLAIN EASY HARD WHICH?"
- What are you struggling with when translating English to ASL?
 - "TRANSLATE ASL ENGLISH EASY HARD WHICH"

Deaf Culture Notes

Deaf people go on dates just like anyone else but it is much more difficult for a Deaf person to organize plans with a hearing person who isn't fluent in sign. This is why grammar and sentence structure is so important.

End of Lab

- Read Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can ask/understand simple directions
- I can describe plans in depth and with detail
- I can practice translating written English to ASL



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=217#h5p-4>

🍳 ASL Level 2, Activity 9-Recipes (Online)



[Picture by Valeria_Aksakova](#)

Description:

Applying knowledge of food and cooking vocabulary as well as being able to explain recipes in ASL and share personal food preferences.

Semantic Topics: Ingredients, Food, Cooking, Numbers

Grammatical Structures: Vocabulary, Signing Space

Products: Cooking recipes

Practices: Expressing how to follow a recipe

Perspectives: What do Deaf and hearing cultures have in common when it comes to cuisine?

Standards**NCCSFL-ACTFL World-Readiness Standards**

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.

- “Standard 1.3 Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.”

Idaho Content Standards for World Languages:

- COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMP 1.1 Observe formal and informal forms of language.
- CONN 1: Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.

Can-Do Statements

- I can put ingredients together to create a recipe
- I can explain a recipe to others
- I can understand others’ recipes

Materials Needed

- [Google Slides](#)
- [Recipe Slides](#)
- [Ingredient Cards](#)

Would you like to make changes to the materials?
Access the template(s) below:

(Canva Template, free account required)

- [Ingredients Cards](#)

WARM-UP

Materials Needed for Warm Up

- [Google Slides](#)

1. Ask students to type ID # for attendance

2. Favorite Recipe

- Have students pick their favorite recipe (has to have multiple steps.)
 - "PICK FAVORITE RECIPE STUDENTS WILL"

3. Discussion Questions

1. What's your favorite type of food?
 - "FOOD FAVORITE TYPE WHICH?"
 - Italian, Spanish, American, etc
2. What's your favorite food?
 - "FAVORITE FOOD WHAT?"
3. What is your least favorite food?
 - "FAVORITE LAST FOOD WHAT?"
4. What's your favorite restaurant in Boise?
 - "FAVORITE RESTAURANT BOISE WHAT?"
5. What's your favorite restaurant in America?
 - "FAVORITE RESTAURANT AMERICA WHAT?"
6. What is one food you want to try?
 - "FOOD TRY WANT WHICH?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Recipe Slides](#)
- [Ingredient Cards](#)

Making food!

- Each student will be given different food items that will create a recipe
 - "RECIPE CREATE WITH DIFFERENT FOOD ITEMS STUDENTS WILL"
- They will all be given a whiteboard and marker and will have to write the recipe down using the ingredients they were given.

- “RECIPE USING GIVEN INGREDIENTS STUDENTS WILL WRITE USING WHITEBOARD”
- The students are giving a full tutorial on how to cook a certain dish.
 - “TEACH HOW-TO MAKE DISH STUDENTS WILL”
- We do want to make sure they include amounts, times increments, and preparation needed for that step (if it’s meat they need to include cooking it) If not, the activity will go by too fast. They obviously can make up the amounts if they don’t know recipes by heart.
 - “INCLUDE AMOUNTS, TIME PARTS, STEPS (SPECIFIC COOK STEPS IF MEAT) ACTIVITY FINISH FAST IF NOT. MAKE-UP AMOUNTS FOR RECIPES THEY CAN IF NEEDED”
- Maybe on the big white board write down: “Make up amounts for: how long for each step, how much of the ingredient (cup, TBSP, etc.), preparations needed, and instructions (mix, chop/cut, boil.)”
 - “WRITE ON BIG WHITE BOARD IF NEEDED. AMOUNTS, STEP TIME, HOW MUCH INGREDIENT, PREP, INSTRUCTIONS MAKE-UP”
- After everyone has created their dish, we will go around and present
 - “CREATED DISH FINISHED, PRESENT STUDENTS WILL”

Red-Hamburger

Blue- Spaghetti

Purple- Lasagna

Orange- Tacos

Yellow- Cookies

Pink- Pancakes or Waffles

Grey- Cheesy Potato Soup

Light Blue- Chilli

Red- Fudge Brownies

Lime Green- Guacamole

Orange- Lemonade

Black- Mac & Cheese

Beige- Meatballs

Pink- Omelette

WRAP-UP

1. Was it easy or difficult to sign a recipe for the class?

- “SIGNING RECIPE TO CLASS EASY OR DIFFICULT WHICH?”

2. Do you feel like this activity was helpful?

- "THIS ACTIVITY HELPFUL? YES/NO?"

Deaf Culture

Cuisine is a great example of culture although in this case, hearing and Deaf people share the same traditions when it comes to types of foods in their region. This shows that Deaf individuals that use ASL are a part of American culture as well as Deaf culture.

End of Lab:

- Read can-do statements and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

- I can put ingredients together to create a recipe
- I can explain a recipe to others
- I can understand others' recipes



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=220#h5p-4>

◆ASL Level 2, Activity 10-Question Board Game (Online)



[Picture by DCStudio](#)

Description:

Students will participate in fingerspelling practice and signing questions in ASL grammar as well as being able to answer them thoughtfully and clearly.

Semantic Topics: Names, Games, Questions

Grammatical Structures: Fingerspelling, Question Expression

Products: Board games, fingerspelling

Practices: Interpreting fingerspelling, answering content-specific questions

Perspectives: What kind of games are Deaf friendly?

Standards**NCCSFL-ACTFL World Readiness Standards:**

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.

- Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of topics
- Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.

Idaho State World Language Standards:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMP 1.1: Observe formal and informal forms of language.
- COMP 1.2: Identify patterns and explain discrepancies in the sounds and the writing system in the target language.

Can-Do Statements

- I can use my receptive skills to understand words being fingerspelled
- I can answer questions about my home state
- I can answer questions about Boise and BSU

Materials Needed

- [Google Slides](#)
- [Virtual Game Board](#)

Questions for the Board Game:

- [Location Cards](#)
- [Position Cards](#)

Would you like to make changes to the materials?

Access the template(s) below:

(Canva Template, free account required)

- [Location Cards](#)
- [Position Cards](#)

WARM-UP

Materials Needed

- [Google Slides](#)

1. Ask students to type ID # for attendance
2. The warm-up this week is a fingerspelling review.
3. Everyone needs a whiteboard and a dry-erase marker.
4. The lab instructor will fingerspell ten different names (two times each).
 - "FINGERSPELL TEST NAMES 10 ALL WHITEBOARD MARKER HAVE"
5. The students will have to write down what is being fingerspelled.
 - "ME SIGN TWO-TIMES YOU WRITE ANSWERS"
6. At the end, the lab instructor will write the words on the board so students can see what they got right or wrong.
 - "FINISH SHOW-ME"
7. Fingerspelling Names:
 1. Orlovich
 2. Torrero
 3. Oberg
 4. Foerster
 5. Simony
 6. Araiza
 7. Hoye
 8. Robishaw
 9. Blackburn
 10. Callahan

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Virtual Game Board](#)
- Questions for the board game linked here (or also on the Canva slides)
 - [1st Canva Link](#)
 - [2nd Canva Link:](#)
 - [3rd Canva Link:](#)

Question Board Game!

1. Each student will take turns picking a number on the board (specifically one that hasn't been chosen before).
 - "TAKE TURNS NUMBER PICK"
2. Have the student sign the question to the group (using ASL grammar) and then answer the question themselves..
 - "SIGN QUESTION GROUP ANSWER SELF"
3. After they're finished, the next student will select a number, and the game will continue.
 - "FINISH TAKE TURNS CONTINUE"

Answer Key for Special Questions

1. The Center for Fine Arts
2. Communication Building
3. SUB
4. Albertson's Stadium
5. Brady & Lincoln
6. ILC
7. Buster
8. Pool, bowling, darts, ping pong, air hockey, foosball, and video/board games
9. Orange, blue, and gray
10. Library and SUB
11. Volleyball, basketball, golf, softball, tennis, cross country, gymnastics, soccer, swimming, and track & field
12. Davina, Rand, Mikkel, Stefanie, Kristi, and April
13. Smurf Turf or Blue Turf
14. Blue Thunder Marching Band
15. Cowboy Kohl

16. Serena, Emma, Monica, Armi
17. Friendship Bridge
18. Chaffee, Towers, Barnes, Sawtooth, Driscoll, Keiser, Morrison, and Taylor
19. Amber Hoyer
20. Orange and Blue

WRAP-UP

1. Was the fingerspelling quiz easy or difficult?
 - "FINGERSPELL TEST EASY HARD WHICH?"
2. Do you think that we need to practice more fingerspelling?
 - "FINGERSPELLING PRACTICE MORE NEED?"
3. Was it easy or difficult to play the game?
 - "GAME EASY DIFFICULT WHICH?"

Deaf Culture Notes

Board games are an excellent way for Deaf and hearing students to connect. Everyone is facing one another and focused on the same activity which is a very Deaf-friendly and inclusive environment.

End of Lab:

- Read can-do statements and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

- I can use my receptive skills to understand words being fingerspelled
- I can answer questions about my home state
- I can answer questions about Boise and BSU



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=231#h5p-4>

ASL Level 2, Activity 11-Conversations (Online)



Picture by Noeerr

Description:

Students will watch the lab instructor fingerspell words and apply their receptive skills and knowledge of vocabulary. Then students will sign and answer questions for the whole group.

Semantic Topics: Games, Names, Places, Cards, Asking and Answering Questions

Grammatical Structures: Fingerspelling, Vocabulary, Question Expression

Products: Fingerspelling, personal information

Practices: Interpreting fingerspelling and sharing personal information

Perspectives: Why is it important to fingerspell clearly?

Standards:

NCSSFL-ACTFL World Readiness Standards:

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of topics
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture.
- Standard 3.1 Students reinforce and further their knowledge of other disciplines through American Sign Language.

Idaho Standards for World Languages:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world
- CONN 1.1: Compare and contrast information acquired from other content areas.
- CONN 1.2: Relate information studied in other subjects to the target language and culture.

Can-Do Statements

- I can use my receptive skills to understand fingerspelling
- I can interpret fingerspelling and correctly sign the word
- I can discuss multiple topics about myself and about my close friends and family

Materials Needed

- [Google Slides](#)
- [Conversation Questions](#)

Would you like to make changes to the materials?

Access the template(s) below:

(Google Doc, free account required):

- [Conversation Questions Doc](#)

WARM-UP

Materials Needed

- [Google Slides](#)

1. Ask students to type ID # for attendance
 - "TYPE NAME ID NUMBER"
2. This activity is to review expressive and receptive signs, the lab instructor will fingerspell one word at a time, once the students understand the word, they have to sign that sign to the lab instructor. Have all students participate together.
 - "ME FINGERSPELL WORD YOU UNDERSTAND SIGN WORD"
3. Fingerspell a word (a sign they know) 2 times maximum.
 1. You can format this activity as a team activity and assign points to each team. Or have two individuals go against each other and have a "winner" for each round.
 2. It could also just be a group activity and whoever signs it fastest out of everyone wins. It is up to the lab instructor's discretion.

- "SIGN FIRST WHO? POINT WIN"
- Birthday
- Apple
- Beautiful
- Chocolate
- Month
- Animal
- Chair
- Phone
- Holiday
- Month
- Year
- Orange
- Funny
- Fun
- Word
- Feeling

MAIN ACTIVITY:

Materials Needed for Main Activity

- [Google Slides](#)
- [Conversation Questions](#)

1. The lab instructor will privately message a student a conversation question. The student will sign the question to the rest of the group
 - "ME QUESTION SEND ONLY ONE PERSON. THEY QUESTION GROUP SIGN"
2. Everyone must participate and answer the question too
 - "SELF ANSWER ALL ANSWER"
3. After everyone has answered, the next person will be sent a conversation question
 - "FINISH NEW PERSON CONTINUE"
4. Make sure to encourage everyone in the lab to participate and not just agree with what one person says.

5. The cards are designed in a way where not everyone can have the exact same answer

CLOSING ACTIVITY:

If you have extra time practice fingerspelling again with different names/places.

1. Amsterdam (place)
2. Peru (place)
3. Panera (Restaurant)
4. Macy's (Store)
5. Elizabeth (name)
6. Albertsons (store)
7. Theadora (name)
8. Uruguay (place)
9. Matthew (name)
10. Emily (name)

WRAP-UP

1. Was it easy or difficult to understand fingerspelling?
 - "FINGERSPELLING UNDERSTAND EASY HARD WHICH?"
2. Did you enjoy the activity today?
 - "TODAY YOU ENJOY?"
3. Was it easy or difficult to share your personal experiences?
 - "SHARE SELF STORY EASY HARD WHICH?"

Deaf Culture Notes

Fingerspelling is a crucial part of ASL, it is often used to clarify classifiers, provide specific information, and emphasize comments. Thus, it is imperative one can clearly and accurately sign the alphabet as well as comprehend fingerspelling.

End of Lab:

- Read can-do statements and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

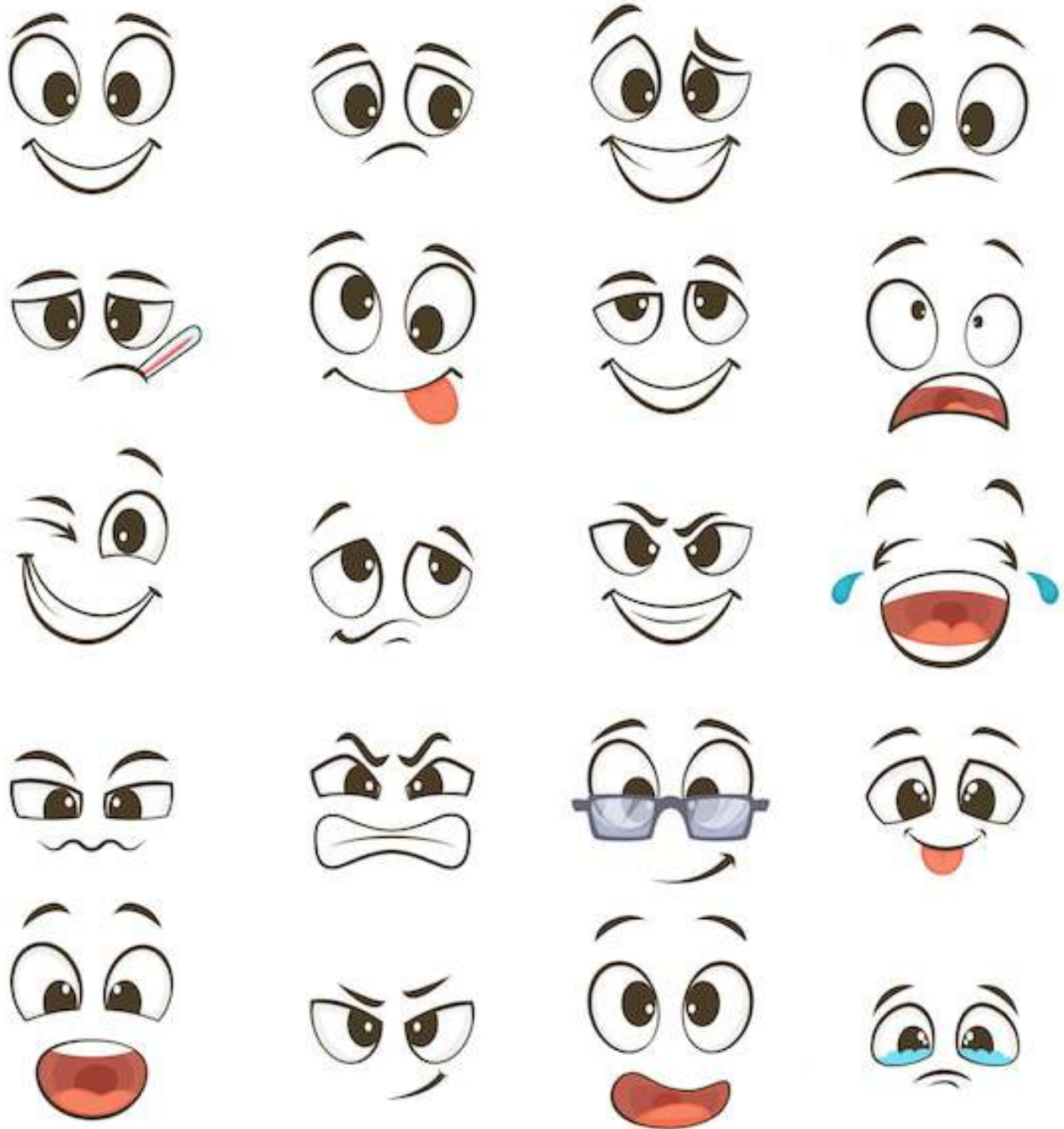
- I can use my receptive skills to understand fingerspelling
- I can interpret fingerspelling and correctly sign the word
- I can discuss multiple topics about myself and about my close friends and family



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=273#h5p-4>

 *ASL Level 2, Activity 12-Story Telling and Reactions
(Online)*



[Picture by Onyxprj](#)

Description:

Students will review signs for emotions and the importance of facial expressions. This review will then be applied to two games to help them memorize signs and work on receptive skills.

Semantic Topics: Emotions, Review, Mad Libs, Games, Storytelling, Memory, Receptive skills, Teams, Partners

Grammatical Structures: Facial expression, Emotion, Vocabulary, Sentence Structure

Products: Nonmanual markers and storytelling

Practices: Identifying various emotions and their nonmanual markers, and telling a story with emotion

Perspectives: What importance do nonmanual markers hold in ASL grammar?

Standards**NCSSFL-ACTFL World Readiness Standards:**

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and

obtain information, express feelings and emotions, and exchange opinions.

- Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of topics.
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture.
- Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture

Idaho State Content Standards

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CLTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture’s view of the world.
- COMP 2.1: Identify, describe and compare/contrast products and their use in the target culture with the learner’s culture.

Can-Do Statements

- I can express emotions and react to situations that are described to me.
- I can retell a story with different parts of speech
- I can remember others’ signs and repeat them

Materials Needed

- [Google Slides](#)
- [Scenario Cards](#)
- [Mad-Lib Game](#)

Would you like to make changes to the materials?

Access the template(s) below:

(Google Doc, free account required)

- [Scenario Cards](#)
- [Mad-Lib Game](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

1. Ask students to type ID # for attendance
 - "TYPE NAME ID NUMBER"
2. Review of Emotion Signs
 - HAPPY
 - SAD
 - SCARED
 - NERVOUS
 - EMBARRASSED
 - FRUSTRATED
 - ANNOYED
 - MAD
 - EXCITED
 - WOW
 - SURPRISED

Lab Assistant Notes: Make sure to include facial expressions to show importance. You can even show a comparison of meaning with and without facial expressions. This also gives an opportunity to touch on Deaf culture.

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Scenario Cards](#)
- [Mad-Lib Game](#)

We've included three different shorter activities, pick two based on your lab group.

*The lab instructor can choose to do this in breakout rooms or as a big group depending on their preference and the amount of students in the lab

Storytelling & Reactions

1. Begin by having the students pair up.
 - "GAMEPLAY PARTNERS HAVE"
2. Student A signs the scenario card to Student B.
 - "LEARN PERSON A SIGN CARD LEARN PERSON B WATCH"
3. Student B will then have to explain what they would do in that situation.
 - "LEARN PERSON B EXPLAIN HAPPEN DO-DO?"
 - This game is meant to help students with explaining their emotions
 - Make sure students are explaining their reactions thoroughly. Have them describe how they would feel, what they would say, and what they would do to fix the problem

Mad Libs

1. Begin by having students pair up and handing each group a story card
 - "PARTNERS STORY CARD HAVE"
2. Student A will ask Student B for different parts of speech (nouns, adverbs, adjectives, etc)
 - "LEARN PERSON A ASK B DIFFERENT PARTS OF SPEECH"
3. Student A will fill in the blanks with Student B's answer
 - "LEARN PERSON A HELP"
4. After all of the blanks have been filled in, Student A will sign the story with the blanks filled in to Student B
 - "FINISH STUDENT A SIGN FULL STORY"
5. The students will then get a new story and switch roles
 - Pairs of students can switch cards after they've used them

- “NOW SWITCH CONTINUE”

Memory Game

1. Students will begin by picking an emotion to sign (Make sure students don't have the same emotions)
 - “GAME START PICK EMOTION SIGN”
2. Everyone will take turns going around the lab table and signing their emotion
 - “TAKE TURNS EMOTION SIGN SHARE”
3. Once everyone has seen everyone else's sign, play will begin
4. One student will start by signing their emotion. Then, they'll sign another student's emotion
 - “LEARN PERSON START SELF EMOTION OTHER LEARN PERSON EMOTION”
5. That student will then sign their emotion, and sign another student's emotion
 - “NEW LEARN PERSON CONTINUE”
6. The game will get faster and faster until someone messes up, then they'll be out and we'll start another round
 - This game is meant to help students with their receptive skills

WRAP-UP

1. Was it easy or difficult to explain a situation and describe what you would do if it happened to you?
 - EXPLAIN HAPPEN DESCRIBE DO-DO EASY DIFFICULT WHICH?”
2. Did you enjoy the Mad Libs game?
 - “GAME ENJOY?”
3. Was it easy or difficult to remember others' signs?
 - “OTHER EMOTION SIGNS REMEMBER EASY DIFFICULT WHICH?”
4. Do you feel like you understand emotions better now?
 - “YOU EMOTION SIGNS UNDERSTAND MORE NOW FEEL?”

Deaf Culture Notes

Storytelling is a huge part of Deaf culture. An abundance of information and detail is expressed within a few signs, This is due to the 5 parameters: hand shape, movement, location, palm orientation, and non-manual markers. The goal for the signer is to fully immerse their audience as though they too experienced the event.

End of Lab

- Read Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

- I can express emotions and react to situations that are described to me.
- I can retell a story with different parts of speech
- I can remember others' signs and repeat them



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=275#h5p-4>

ASL Level 2, Activity 13-Review of Semester (Online)



[Picture by Freepik](#)

Description:

Students will review what they have learned and struggled with in the past semesters by answering questions and reviewing vocab, the 5 parameters of sign, grammar, and Deaf culture.

Semantic Topics: Games, Reflection, Review, Description

Grammatical Structures: Vocabulary, 5 parameters, Fingerspelling, Culture

Products: 5 parameters, fingerspelling, physical characteristics, occupations

Practices: Fingerspelling activities, describing physical characteristics, clothing, and identifying occupation

Perspectives: What are some strategies for understanding fingerspelling?

Standards**World-Readiness Standards:**

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.

- Standard 3.1 Students reinforce and further their knowledge of other disciplines through American Sign Language.
- Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.

Idaho Content Standards for World Languages:

- COMP 1.1 Observe formal and informal forms of language.
- COMP 2.2 Compare and contrast appropriate gestures and oral expressions in the target culture with the learner's culture.

Can-Do Statements

- I can describe the physical appearance of a person
- I can describe the 5 parameters of a specific sign, as well as remember the sign for a particular word
- I can recall information about Deaf culture

Materials Needed

- [Google Slides](#)
- [Jeopardy](#) (to play)
 - Password: ASL102
- Alternative game materials
 - [Orange, White, and Black cards](#)
 - [Board Game](#)

Would you like to make changes to the materials?

Access the template(s) below:

(Canva Template, Free account required)

- [Game Board](#)

(Jeopardy Template, Free account required)

- [Jeopardy](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

1. Ask students to type ID # for attendance
 - "TYPE NAME ID NUMBER"
2. Ask these questions to each student in the main room, or put students in breakout rooms to sign about these questions:
 1. What did you like most about this semester?
 - "NOW SEMESTER YOU FAVORITE WHAT?"
 2. What did you struggle with the most this semester?
 - "NOW SEMESTER HARD MOST WHAT?"
 3. What do you feel was most useful to learn?
 - "YOU USEFUL MOST THINK WHAT?"
 4. Did the lab activities help you become a better signer?
 - "LAB DO HELP YOU BETTER SIGN PERSON BECOME?"
 5. Do you plan on continuing your ASL studies?
 - "YOU ASL STUDY PLAN CONTINUE ?"
 6. What is your favorite part of learning ASL?
 - "YOU LEARN ASL FAVORITE WHAT?"

MAIN ACTIVITY:

Materials Needed for Main Activity

- [Google Slides](#)
- [Jeopardy](#) (to play)
 - Password: ASL102

Jeopardy Review!

"NOW GAME PLAY fs-JEOPARDY"

1. Students will take turns picking a category (column) and number (row).
 - The categories are culture, 5 parameters, descriptions, states, and vocab.
 - "TAKE TURNS CATEGORY NUMBER PICK"
2. Once a student chooses, they will do whatever is prompted of them (describing someone, signing something, answering a question, signing the 5 parameters, etc.).
3. After the student is done, another student will go. This will continue until all categories are completed.
 - "FINISH NEW PERSON PICK CONTINUE"

1. 5 parameters
 - For these cards, please sign the vocabulary word and describe the 5 parameters of the word. These parameters are as followed:
 1. Hand shape
 2. Location
 3. Movement
 4. Orientation (palm orientation)
 5. "Facial Expressions" and/or "Non-manual Markers.
2. Description
 - For these cards, the students must fingerspell the person's name, describe the individual's physical appearance, their job, and their clothing if pictured.
3. States
 - Students will sign the state.
4. Vocabulary
 - Students will sign the vocab word.
5. Culture
 - The students must sign the sentence on the card and then answer the question correctly. The questions/answers are as follows:
 - What is the first completely Deaf college?
 - Gallaudet
 - How do you get a Sign name?
 - A Deaf person has to give it to you

- If you arrive late to your ASL class, do you rush quickly to your seat or do you explain why you are late?
 - Explain
- Is it okay to walk in between two people signing?
 - Yes
- When talking to a Deaf person with an interpreter, do you look at the Deaf person or the interpreter?
 - Deaf person!
- Does an Interpreter have to be certified to interpret in Idaho?
 - Yes! A bill was just passed that will take effect in July of 2018, indicating that interpreters must be certified to interpret in Idaho.
- What do you do to sign a state?
 - Most just have an abbreviation, but some have specific signs such as Hawaii, New York, or California. Idaho is also fingerspelled completely.
- If you are with another hearing person at a Deaf event, is it polite to have a discussion in English if you are quiet and not in the middle of the group?
 - No. If you are at a Deaf event or in the company of Deaf people, you should always be signing.
- Can Deaf people drive?
 - Yes of course!
- What would be the ideal layout for a Deaf friendly home?
 - Open, without too many walls that block communication and visibility.

WRAP-UP:

1. Did you enjoy the game?
 - "YOU GAME ENJOY?"
2. Is there anything else you'd like the review?
 - "FUTURE YOU PRACTICE WANT WHAT?"
3. Why is it important to know the 5 parameters of a sign?
 - "5 fs-PARAMETERS OF SIGN IMPORTANT WHY?"

Deaf Culture Notes

Throughout history and recent years, the Deaf community has accomplished groundbreaking feats. Figures such as Helen Keller, Marlee Matlin, Daniel Durant, Regan Abbot, Nyle Dimarco, and I. King Jordan are just a few to name.

End of Lab:

- Read can-do statements and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

- I can describe the physical appearance of a person
- I can describe the 5 parameters of a specific sign, as well as remember the sign for a particular word
- I can recall information about Deaf culture



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=277#h5p-4>

◆ *ASL Level 2, Activity 14-Games (Online)*



[Picture by Storyset](#)

Description:

Students will apply their understanding of fingerspelling to collaborate in spelling different words. Students will then play a game where they will create lists of different categories and sign their words to the group while fingerspelling words they don't know the sign for.

Semantic Topics: Review, Teamwork, Scattergories/Categories, Games

Grammatical Structures: Fingerspelling, Vocabulary

Products: Fingerspelling and Scattergories

Practices: Listing a variety of vocabulary words from different categories, and interpreting fingerspelling

Perspectives: How can one describe a forgotten sign without fingerspelling the word?

Standards:

World-Readiness Standards:

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and

obtain information, express feelings and emotions, and exchange opinions.

- Standard 3.1 Students reinforce and further their knowledge of other disciplines through American Sign Language.
- Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.

Idaho Content Standards for World Languages:

- COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMP 1.1 Observe formal and informal forms of language.

Can-Do Statements

- I can fingerspell words that follow a pattern
- I can communicate with others to express my ideas
- I can effectively communicate and work in a team setting

Materials Needed

- [Google Slides](#)
- [Scattergories Cards](#)
- [Timer](#)

Would you like to make changes to the materials?

Access the template(s) below:

(Canva Template, free account required)

- [Scattergories Cards](#)

WARM-UP

Materials Needed for Main Activity

- [Google Slides](#)

1. Ask students to type ID # for attendance
 - "TYPE NAME ID NUMBER"
2. Chain Letter
 1. The lab instructor will establish an order (who goes first, next, etc.)
 - "ME ORDER TYPE"
 2. The first student will begin by fingerspelling a letter. The next student will fingerspell another letter to add on to the word. All students will go in order until one student can't think of another letter to add to the word.
 - For example: A-P-P-L-E, E-G-G-P-L-A-N-T, T-A-C-O-S, S-T-R-A-W-B-E-R-R-Y, etc.
 - "TAKE TURNS FINGERSPELL ONLY ONE LETTER SWITCH CONTINUE WORDS MAKE"
 3. The game will restart with a new word.
 - You don't need to follow a specific category when fingerspelling a word
 - If students feel the game is too easy, then we can introduce a category that they'll need to follow

MAIN ACTIVITY:

Materials Needed for Main Activity

- [Google Slides](#)
- [Scattergories Cards](#)
- [Timer](#)

1. The lab instructor will display a category either from the slides or the Scattergories link and the students will have a minute to think of as many things that fit the parameter. There is a timer embedded in the slides or an external link.
 - "ME TOPIC GIVE. 1 MINUTE YOU THINK SIGNS WITH TOPIC"
 - Ex: Category – Animals
 - Dog, Cat, Horse, Pig, etc
2. The catch is that if you and your opponent think of the same words, they don't count, so think outside of

the box!

- Ex: Armadillo, Hedgehog, Porcupine, etc
- "TEAMS SIGNS SAME POINTS NONE"

WRAP-UP

1. Do you have any plans for the summer?
 - "SUMMER YOU PLANS HAVE?"
2. Are you taking any summer courses?
 - "FUTURE SUMMER YOU CLASS HAVE?"
3. Have you enjoyed learning ASL this semester?
 - "NEW SEMESTER YOU ASL LEARN ENJOY?"
4. Who are you taking ASL with next semester?
 - "FUTURE SEMESTER YOUR ASL TEARER WHO?"

Deaf Culture Notes

Fingerspelling is the baseline for understanding and communicating in sign language. Competitive games encourage expansion of sign language and use of signs outside of individuals' daily vocabulary. Deaf people have a very wide vocabulary and only fingerspell when they have to, this makes conversations more quick and in-depth.

End of Lab:

- Read Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

- I can fingerspell words that follow a pattern
- I can communicate with others to express my ideas
- I can effectively communicate and work in a team setting



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=279#h5p-4>

AMERICAN SIGN LANGUAGE LEVEL 3, ACTIVITIES FOR FACE-TO-FACE INSTRUCTION

👋 ASL Level 3, Activity 1-Introductions, Mad Libs (Face-To-Face)



[Picture by Freepik](#)

Description:

Students will work in pairs/small groups to get to know everyone and play a game going over lab rules/expectations. They will guess certain aspects of each other's lives (major, name, hometown, pets) by playing a game of mad libs and present their answers in the target language.

Semantic Topics: Introductions, Mad Libs, Game, Sentences

Grammatical Structures: Vocabulary, Sentence Structure, Listing

Products: Listing, presenting personal information, and understanding details about peers

Practices: Answering questions, utilizing proper grammatical structures such as listing, and getting to know their lab mates

Perspectives: Community and knowing one another on a deeper level is very important in Deaf culture

AATSP Standards for Learning American Sign Language:

- “Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions”
- “Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics”
- “Standard 5.2 – Students show evidence of becoming lifelong learners by using American Sign Language for personal enjoyment and enrichment”

Idaho Content Standards for World Languages:

- “COMM 1: Interact with others in the target language and gain meaning from interactions in the target language”
- “COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions”

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can present personal information about my life using simple sentences.
- I can exchange information related to areas of mutual interest.
- I can ask for and provide information about specific events.

Materials Needed:

- [Google Slides](#)
- [Kahoot Game](#)
- [Mad Lib Cards](#)

Would you like to make changes to the materials?

Access the template(s) below:

(Canva Template, free account required)

- [Mad Lib Cards](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)
- [Kahoot Game](#)
 - Username: wlrcstudents@boisestate.edu
 - Password: Osos161!

1. Give students an example of what labs will be like, by introducing yourself comprehensively in American Sign Language. If you have a name sign please share. You can talk about your major(s) and any minor(s), what year, and really anything about yourself you're comfortable sharing with the students.
 - "HELLO, MY NAME (rhq) (Insert Name). MY NAME SIGN (Insert Name Sign). MY MAJOR (Insert Major) MY MINOR (Insert Minor). I (Insert year) HERE (Insert School Name)."
2. Then you will allow each student will introduce themselves providing the information listed below:
 - Name
 - Major
 - Year in school
 - Hometown
 - Hobby
 - Make sure their list is grammatically correct (handshape 5 list)
 - "HELLO, LIST-5, 1-MY NAME (rhq) (Insert Name). MY NAME SIGN (Insert Name Sign). 2-MY MAJOR (Insert Major). 3-I (Insert Year in School). 4-I FROM (Insert Hometown). 5-MY fs-HOBBY WHAT (Insert Hobbies)."
3. Kahoot! This Kahoot goes over lab rules and expectations.
 - Have students take out their phones to join the Kahoot
 - "NOW fs-KAHOOT PLAY YOUR PHONE cl-TAKE OUT"
4. 5 minutes open conversation:
 - Introduce 201 students to a regular 5-minute discussion now that students have moved on to a higher level. This is without the lab instructor prompting students to start, to enforce a lab routine of the first 5 minutes of lab being a student-led discussion on any topic for 5 minutes.
 - "NOW 201 PRACTICE CONVERSATION FREE MORE. TIME-5 MINUTE CONVERSATION TALK ABOUT WHAT (rhq) WHATEVER"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Mad Lib Cards](#)

First impression Mad Libs

1. For this activity students will play first impression Mad Libs, students will be introducing each other without knowing each other.
 - “NOW, WE GAME PLAY TOPIC FIRST fs-IMPRESSION fs-MAD fs-LIBS.”
2. Put students into pairs and give them the cards and Expo markers. Give them a minute to take in their first impressions of the person they're paired with and to write down their guesses.
 - “IN PAIRS, YOU WRITE WHAT (rhq) ANSWERS YOU THINK FOR OTHER PERSON. YOUR FIRST fs-IMPRESSION. WHAT”
3. Students are given cards with phrases like “My name is (BLANK), I grew up in (BLANK), my major is (BLANK), and I had (BLANK) animals in my life”
4. Have students come back together as a group and introduce their partners. Their partners will then tell the group what the real answers are.
 - “TIME FINISH SHARE GUESSES WHOLE GROUP ONE PARTNER AT A TIME. OTHER PARTNER TELL GROUP TRUE ANSWERS.”

WRAP-UP

1. How do you feel about your new ASL class?
 - “YOUR NEW ASL CLASS, YOU FEEL HOW?”
2. Do you like your other classes?
 - “YOU YOUR OTHER CLASSES LIKE?”
3. Do you have any questions for me before we finish?
 - “BEFORE FINISH YOU QUESTIONS HAVE?”

Just like in hearing cultures, when meeting someone new, Deaf people ask questions to get to know someone better. Upon first interactions, name signs tend to be exchanged.

End of the lab:

- Read Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can present personal information about my life, using simple sentences.
- I can exchange information related to areas of mutual interest.
- I can ask for and provide information about specific events.



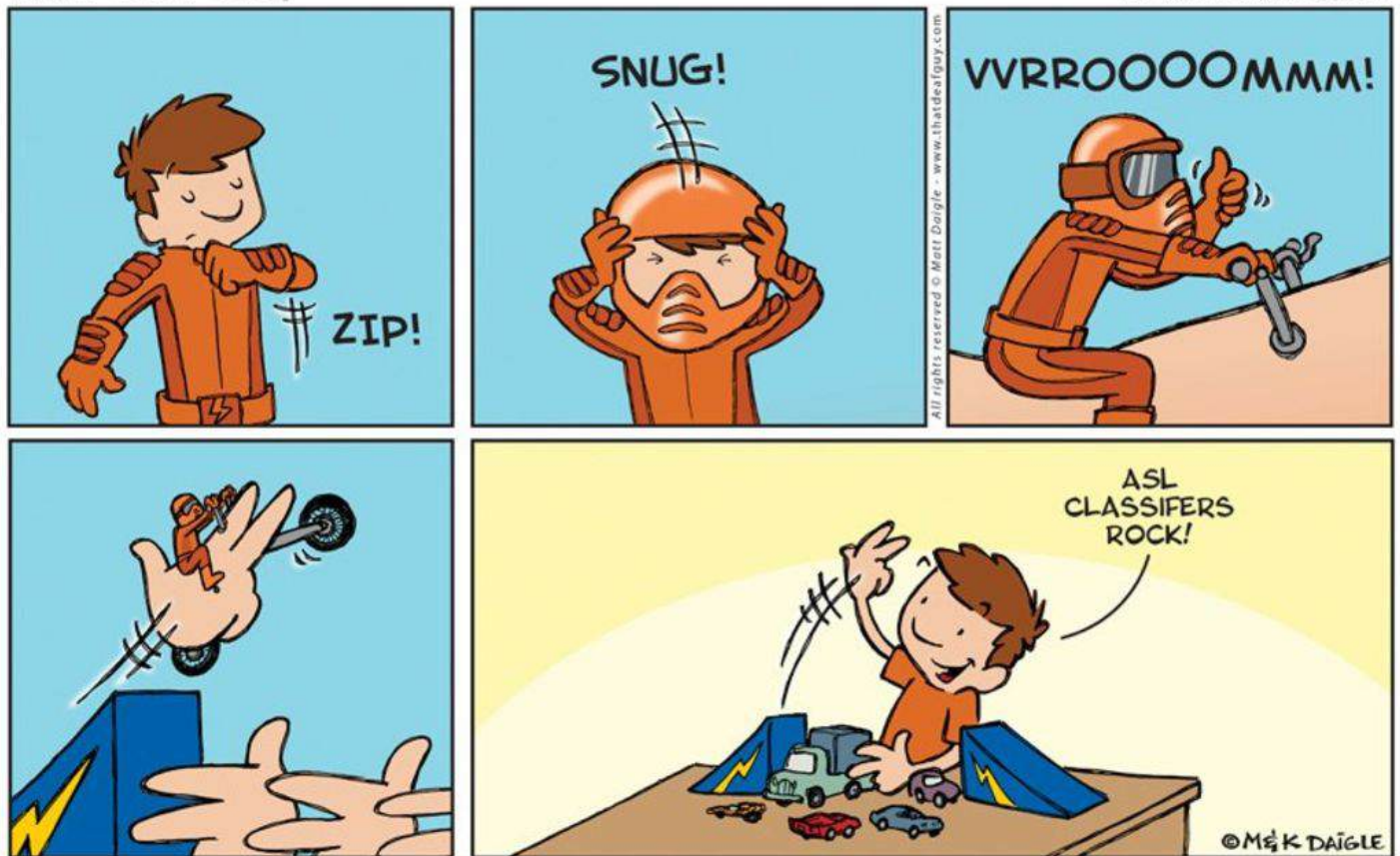
An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=93#h5p-4>

ASL Level 3, Activity 2-Fall Classifiers (Face-to-Face)

THAT DEAF GUY

BY MATT & KAY DAIGLE



“That Deaf Guy” Comic by Matt and Kay Daigle included under fair use as described in the [CBPFUOER](#).

Description:

Students will work in pairs/small groups to discuss a controversial Deaf culture topic. To continue

practicing classifiers students will work in pairs/small groups to create fall scenes out of picture cards and strictly use classifiers to describe the setting.

Semantic Topics: Deaf Culture, Discussion, Fall

Grammatical Structures: Classifiers, Signer's Perspective, Vocabulary

Products: Utilizing classifiers and signer's perspective as well as understanding the point of view of Deaf individuals

Practices: The video encourages students to change their point of view on what it really means to include Deaf people and the main activity allows students to apply signer's perspective and classifiers in a real-world situation

Perspectives: It's important that sign language learners understand the views of Deaf people on controversial topics. Understanding signer's perspective is crucial to clarity in communication through ASL

AATSP Standards for Learning American Sign Language:

- “Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions”
- “Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics”

Idaho Content Standards for World Languages:

- “COMM 1: Interact with others in the target language and gain meaning from interactions in the target language”
- “COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions”

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can take part in a discussion on Deaf culture
- I can use classifiers to describe setting
- I can ask for and provide information on the location of objects

Materials Needed

- [Google Slides](#)
- [Controversial Deaf Topics Video](#)
- [Room Cards](#)
- [Partner Slideshow](#) (CL Images)

WARM-UP**Materials Needed for Warm-up**

- [Google Slides](#)

- [Controversial Deaf Topics Video](#)

1. 5 Minute conversation
 - "START 5-MINUTE CONVERSATIONS DISCUSS LIST-2, 1-VIDEO, 2-WHATEVER"
2. Let's introduce some controversial Deaf topics! This video is highlighting gloves that translate ASL into spoken English.
 - First, talk about the opinion of the students and how they think the Deaf community would react to such technology.
 - "VIDEO FINISH YOU THINK WHAT? DEAF COMMUNITY THINK WHAT?"
3. Next, read the comments of the video and see how the Deaf community truly acted.
 - "NOW COMMENTS FROM DEAF COMMUNITY SHOW-YOU"
4. Have a discussion on why students think the Deaf community would react the way they did. This conversation can get pretty controversial and might stray to conversations about Cochlear Implants and Deaf cultural norms. If this happens, great! This warm-up allows students to think about Deaf culture and express their opinions clearly using ASL.
 - "DEAF COMMUNITY REACT WHY?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Room Cards](#)
- [Partner Slideshow](#) (CL Images)

Fall scene creation (Classifier practice)

1. Split lab up into groups A and B
 - "2 GROUPS LIST-2, 1-A, 2-B"
2. Group A will get a picture card of a room, and choose 4 object cards. Students in B will chat in ASL amongst themselves during this time without watching what group A is doing.
 - "GROUP A 1 PICTURE CARD OF ROOM 4 OBJECT/THING CARDS. GROUP B SIGN ABOUT WHATEVER LOOK GROUP A DON'T"

3. Group A will arrange their object cards where they want them on the room picture card and take a picture of the scene on their phone. Group A will clear their picture cards and hand all materials to Group B.
 - "GROUP A CL-ARRANGE OBJECT/THING CARDS ON ROOM PICTURE. FINISH PHONE PHOTO. REMOVE OBJECT CARDS GIVE TO GROUP B"
4. Using the picture on their phone, Group A will describe the scene using classifiers to inform their partner in Group B as to where the object cards go
 - "GROUP A DESCRIBE OBJECT/THING ROOM WHERE. GROUP B PLACE OBJECT CARDS"
5. Group A and Group B will now switch. Group B can select new object cards if they want!
 - "GROUP A, GROUP B SWITCH. GROUP B NEW CARDS PICK CAN"

WRAP-UP

1. Ask students what they feel they need to work on most. Don't accept "nothing" as an answer.
 - "YOU PRACTICE NEED WHAT?" LIST 3-FINGERSPELLING, VOCABULARY, OTHER, WHICH?

Deaf Culture Notes

The video in this lab is a perfect example of the hearing community attempting to accommodate the Deaf community although this invention only aids the understanding of the hearing person. In order for the Deaf person to understand the hearing person, an interpreter, lipreading, or pen and paper are still required. Common communication is the foundation of the Deaf community.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can take part in a discussion on Deaf culture
- I can use classifiers to describe setting

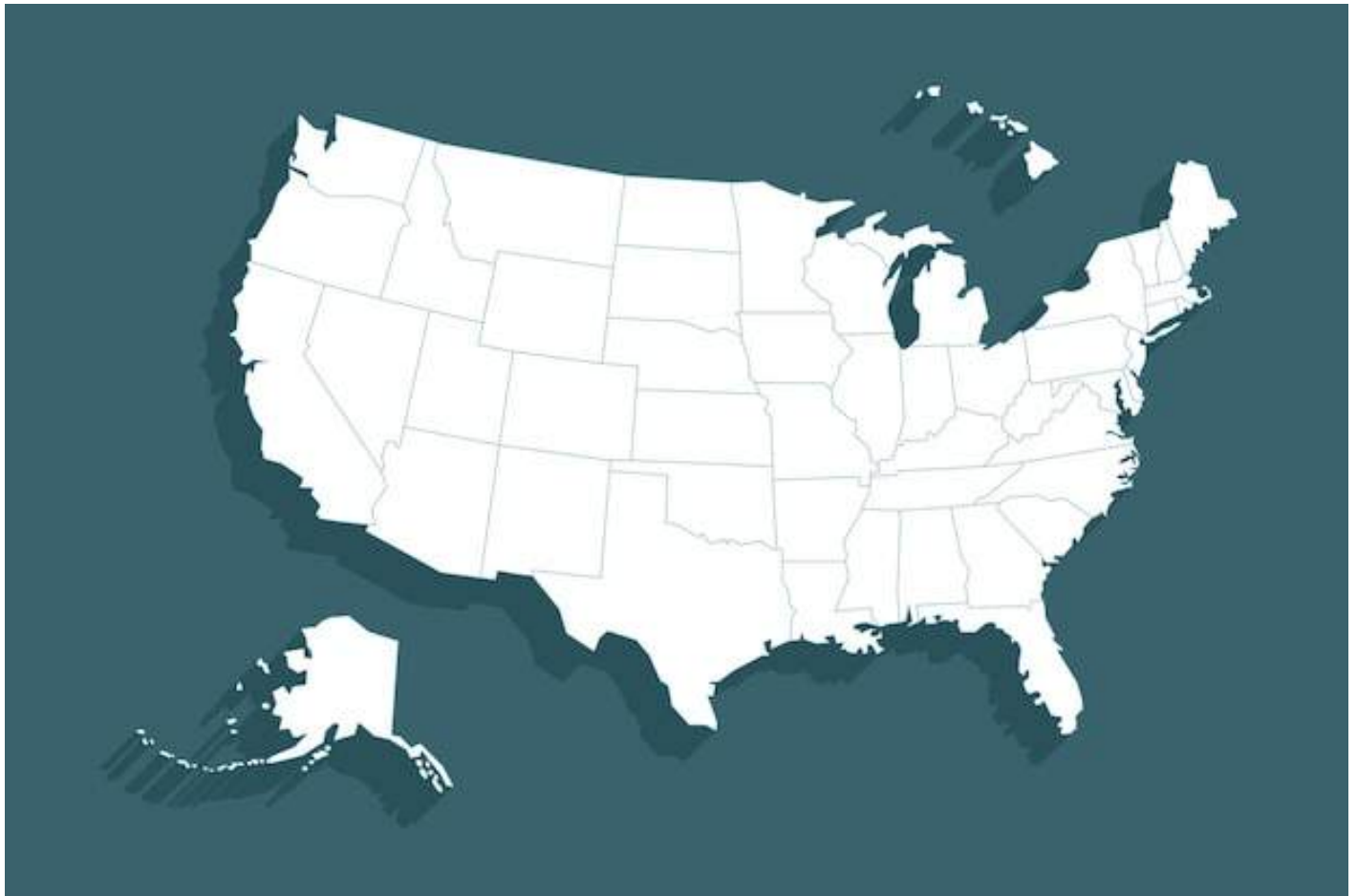
- I can ask for and provide information on the location of objects



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=98#h5p-4>

🇺🇸 *ASL Level 3, Activity 3-Fun with States (Face-to-Face)*



[Picture by Freepik](#)

Description:

Students will work in pairs/small groups to discuss how to translate English sentences to ASL using classifiers. Students will then review the state signs, and discuss unusual laws that each state has.

Semantic Topics: States, Laws, Discussion

Grammatical Structures: Classifiers, Vocabulary

Products: Translating skills, correct use of classifiers, and recalling signs for different states

Practices: English is translated to ASL and classifiers are utilized to explain different situations

Perspectives: English grammar is completely different than ASL grammar so being able to translate while signing is important for understanding

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide

and obtain information, express feelings and emotions, and exchange opinions

- Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics

Idaho Content Standards for World Languages:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language
- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can take part in a discussion using classifiers through translation
- I can review state signs
- I can ask for and provide information about specific events.

Materials Needed

- [Google Slides](#)
- [States Video](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

1. Start with 5-minute conversations
 - “START TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER”
2. Write these sentences on a whiteboard and ask the students to explain and translate each situation, focusing specifically on classifiers:

- “TAKE-TURNS TRANSLATE EVENT/HAPPEN fs-CL FOCUS”
 - Make sure students correctly and clearly explain each situation utilizing classifiers. Show students a variety of options of how to sign the same things using classifiers if possible.
- A man riding a bike gets hit by a car
 - Pancakes stacked on top of each other
 - A car accident where one car flips over
 - Using a pitcher to fill a water glass
 - A metal can with a screw-on lid
 - Two people walking one dog

MAIN ACTIVITY

Materials Needed for Main Activity

- [States Video](#)
- [Google Slides](#)

Fun with States!

- Review state signs: [Video](#) (This is 9 minutes, so it is not needed but can be referred to if needed)
- Review specifically the signs for the states in the answer key

“VIDEO FINISH STATE SIGN PRACTICE”

1. Put the states and law cards out on the table randomly
2. Have students work together to match the states with the law cards and justify why they think they go together
3. Reveal which one goes with which!

“LAW CARD MOVE MATCH STATE CARD. CARD TOGETHER WHY?”

Answer Key:

Arizona – Any misdemeanor committed while wearing a red mask is considered a felony.

Texas – It is illegal to take more than three sips of beer at a time while standing.

California – You are not permitted to wear cowboy boots unless you already own at least two cows.

Oregon – Ice cream may not be eaten on Sundays.

Colorado – It is illegal to permit one’s llama to graze on city property.

Hawaii – Coins are not allowed to be placed in one’s ears.

New York – A person may not walk around on Sundays with an ice cream cone in his/her pocket.

Washington – All lollipops are banned.

Idaho – Riding a merry-go-round on Sundays is considered a crime.

Chicago, Illinois – Law forbids eating in a place that is on fire.

WRAP-UP

1. Are you feeling more comfortable using classifiers?
 - “YOU fs-CL SIGN COMFORTABLE FEEL?”
2. What do you think will help you make classifiers more clear?
 - “fs-CL CLEAR/OBVIOUS BECOME MORE HOW?”

Cultural Notes

Classifiers are very important in Deaf culture to accurately describe a situation/story. Not every English word has a corresponding sign and ASL is very visual so CLs are not just useful, they are crucial to the language.

End of Lab:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/thumbs down or download our student cards.)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can take part in a discussion using classifiers through translation
- I can review state signs
- I can ask for and provide information about specific events.

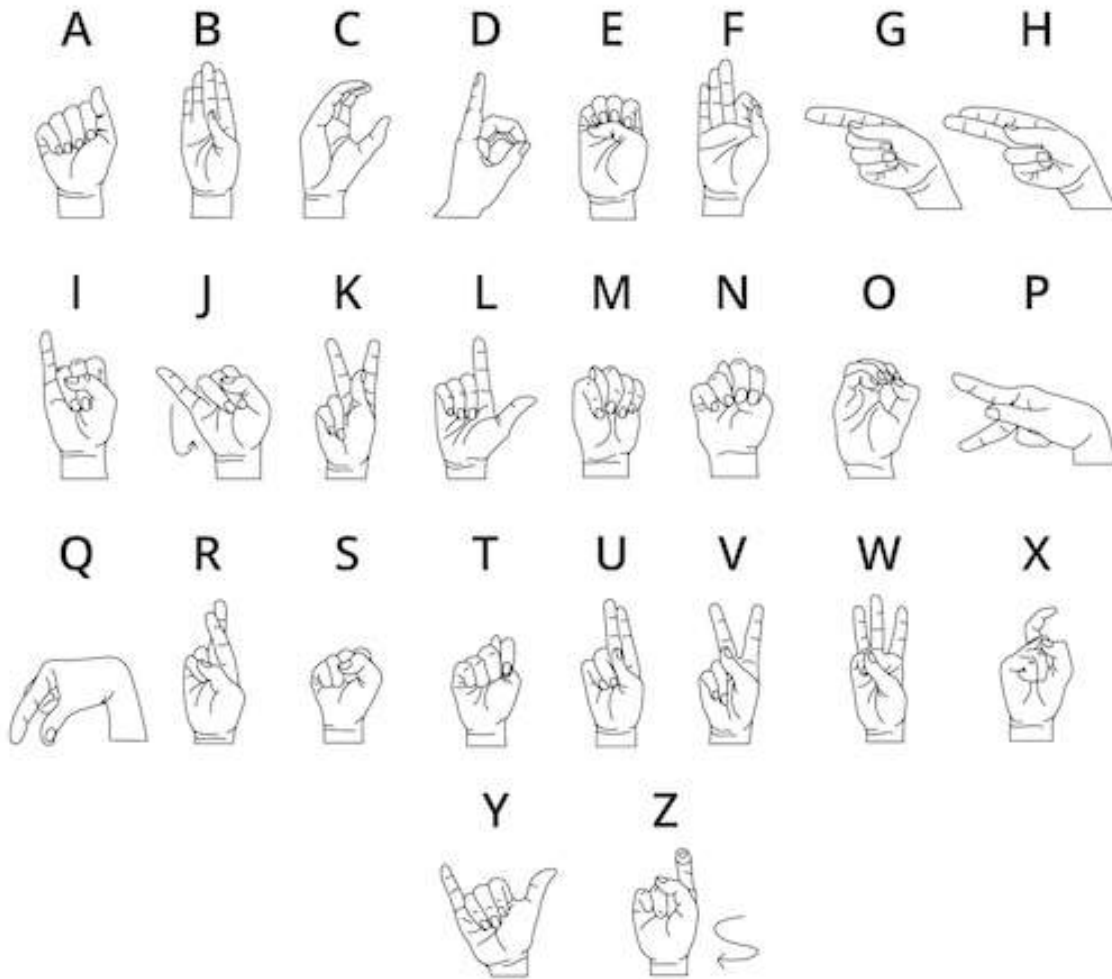


An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=268#h5p-4>

👉 *ASL Level 3, Activity 4-Fingerspelling Quiz
(Face-to-Face)*

HAND DRAWN SIGN LANGUAGE



Description:

Students will have multiple opportunities to practice their receptive fingerspelling comprehension skills. Within this lab, students will have exposure to different speeds of fingerspelling and a variety of letter pairs.

Semantic Topics: Quiz, Skills, Receptive, Comprehensive, Speed, Shapes

Grammatical Structures: Fingerspelling, Classifiers, Signers Space

Products: Receptive skills of fingerspelling

Practices: Understanding different speeds of fingerspelling for difficult words

Perspectives: Everyone signs a little differently especially at a different pace so it's very important to be able to understand fingerspelling no matter who's signing

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics

Idaho Content Standards for World Languages:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language
- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can take part in identifying a picture card based on the classifier clues.
- I can practice fingerspelling words correctly.
- I can practice understanding words when fingerspelled to me.

Materials Needed

- [Google Slides](#)
- [Warm Up Cards](#)
- White Boards
- White Board Makers

Would you like to make changes to the materials?

Access the template(s) below:

(Canva Template, free account required)

- [Warm Up Cards](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)
- [Warm Up Cards](#)

1. Start with 5-minute conversations
 - “START TIME 5-MINUTE CONVERSATION DISCUSS WHATEVER”
2. Understanding statements described with classifiers:
 1. Students will take turns practicing CLs utilizing different shapes as classifiers (Circle, Rectangle, Cylinder, Triangle)
 - “TAKE-TURNS fs-CL PRACTICE SHAPE LIST-4, 1-CIRCLE, 2-RECTANGLE, 3-CYLINDER, 4-TRIANGLE”
 2. Student will begin by signing the shape then utilizing that shape as as a classifier to represent something else
 - Ex: Small rectangle used to describe a broken phone screen
 - “SHAPE DIFFERENT USE fs-CL. ME SHOW-YOU RECTANGLE ci-PHONE SCREEN BROKEN”
3. Classifier Questions
 1. Take turns asking each other questions using a classifier
 2. “TAKE-TURNS ASK QUESTIONS fs-CL USE”
 1. Walk
 2. Car
 3. Group walking
 4. Driving
 5. etc.

MAIN ACTIVITY

Materials Needed for Main Activity

- White Boards

- White Board Markers

Fingerspelling Quiz!

1. Hand out whiteboards to each student.
 - "NOW FINGERSPELL PRACTICE TEST/QUIZ"
2. Have students number their whiteboards 1-10
 - "WHITE BOARD WRITE NUMBER 1-10"
3. The lab instructor will then sign the first 10 words. Sign each word two times (once faster than normal, and once at normal speed)
 - "ME SIGN 10 WORDS TIME 2. 1 FAST, 1 NORMAL"
4. Once all 10 are signed, go over the words with the students and discuss which were hard/why
 - "FINISH HARD WHICH? EASY WHICH?"
5. Repeat this process again with the next ten words.

Only fingerspell each word a maximum of two times

Set 1: PUMPKIN – RUPTURE – OCTOPUS – GOGGLE – GOOGLE – OCTOBER – SPECTACULAR – FRAPPUCCINO – LAMINATION – CONDITIONER

Set 2: CHRISTMAS – OFFICE – HANDLE – PSYCHOLOGY – QUIVER – WALRUS – XYLOPHONE – ROCKSTAR – EMPTY – UNICORN

WRAP-UP

1. How did you feel about the fingerspelling?
 - "YOU FINGERSPELL FEEL HOW?"
2. Do you think you need more practice?
 - "YOU PRACTICE MORE NEED?"
 - Let students know about any resources they can access to improve their receptive fingerspelling skills such as aslpro.com, asl.ms, and youtube fingerspelling quizzes.
3. Ask students if they are concerned about anything and make sure you address those needs.

Utilizing signer's space is very important for accurate communication among the Deaf community. Stories can become as in-depth and elaborate as they are in spoken English so in order to get every detail of the point across the entire signer's space and establishing perspective is necessary.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can take part in identifying a picture card based on the classifier clues.
- I can practice fingerspelling words correctly.
- I can practice understanding words when fingerspelled to me.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=281#h5p-4>

 *ASL Level 3, Activity 5-Construct a Story
(Face-to-Face)*



BLOW OFF STEAM

[Picture by Raw Pixel](#)

Description:

Students will review ASL idioms and use them in context. Students will take pieces of information (setting, time, activity, item) and create a story to share in American Sign Language.

Semantic Topics: Storytelling, Discussion

Grammatical Structures: Sentence Structure, Idioms

Products: Identifying and using idioms

Practices: Learning about idioms and applying them in sentences

Perspectives: Idioms are a great example of signs that aren't usually taught but are commonly used among the Deaf community so ASL students should be familiar with them in order to communicate with Deaf people

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.2 – Students comprehend and interpret live and recorded American Sign Language on a variety of topics
- Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics
- Standard 4.1 – Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.

Idaho Content Standards for World Languages:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language
- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can learn/review idioms in American Sign Language.
- I can use correct ASL grammar.
- I can use the information provided to me to create and share a story in the target language.

Materials Needed

- [Google Slides](#)
- [Idiom Video](#)
- [Idiom Cards](#)
- [Situation Setting Cards](#)
- [Time Cards](#)
- [Miscellaneous Cards](#)
- White Boards
- White Board Markers

Would you like to make changes to the materials?

Access the template(s) below:

- [Idiom Cards](#)
- [Situation Setting Cards](#)
- [Time Cards](#)
- [Miscellaneous Cards](#)

WARM-UP

Materials Needed for Warm-Up

- [Idiom Video](#)
- [Idiom Cards](#)

1. Start with 5-minute conversations
 - “START TIME 5-MINUTE CONVERSATION DISCUSS WHATEVER”
2. Review idioms!
3. Watch [THIS VIDEO](#) that provides a description of idioms in ASL. As a group discuss what their thoughts were on the video and practice a few or all of the idioms (Refer to google doc)

EX:

1. **STOP-IT/“FISH”** – If a mother is at the grocery store and her child is running around, being loud, and playing too close to people, she might use **STOP-IT/“FISH”**
2. **EYE-CATCHING** – All day you’d be waiting on the 4th of July for the fireworks by hanging out with family and BBQing. Finally, you’re able to see the fireworks. At that point, you would use the term **EYE-CATCHING**

MAIN ACTIVITY

Materials Needed for Main Activity

- [Idiom Cards](#)
- [Setting/Situation Cards](#)

- [Time Cards](#)
- [Miscellaneous Cards](#)
- White Boards
- White Board Markers

Create a story!

1. Students will randomly draw a card from each pile (Idiom, Setting, Time, and Misc).
2. Review sentence structure in ASL.
 - “TIME-TOPIC-COMMENT OR TIME-SETTING-MISC” with an idiom thrown in to spice it up!
3. Lab instructor will provide an example first.
4. Students will then create a cohesive story with those cards and take turns sharing them.
 - “TAKE-TURNS STORY CREATE WITH CARDS, fs-IDIOM SHARE WITH GROUP”
5. Continue until cards are expended.

This activity is to mainly practice idioms and hone in on grammar. Be very nit-picky about this. Having the cards separated like this is a good way to identify correct grammar

WRAP-UP

1. What challenges are you having with ASL sentence structure?
 - “fs-ASL SENTENCE ORDER FEEL HOW?”
2. What do you like about ASL idioms?
 - “fs-ASL fs-IDIOMS LIKE WHAT”

Deaf Culture Notes

Idioms are a fantastic example of slang within Deaf culture. They carry weight and meaning that no other sign or phrase could accurately equivocate as well as create a deeper sense of connection and community between signers.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation

- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can learn/review idioms in American Sign Language.
- I can use correct ASL grammar.
- I can use the information provided to me to create and share a story in the target language.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=286#h5p-4>

vs *ASL Level 3, Activity 6-Would You Rather?
(Face-to-Face)*



[Picture by Story Set](#)

Description:

Students will be able to translate scenarios from English to American Sign Language using classifiers and correct sentence structure. Students will also play a game in which they are focusing on differentiating between choices.

Semantic Topics: Game, Story, Translating

Grammatical Structures: Sentence Structure, Classifiers, NMM

Products: Translating, use of classifiers, and expressing opinions

Practices: Translating English scenarios to ASL while using CLs and expression and explanation of different opinions

Perspectives: It is important to utilize CLs when correctly describing scenarios in ASL as well as the ability to express, explain, and defend personal opinions

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics
- Standard 4.1 – Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.

Idaho Content Standards for World Languages:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language
- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can translate scenarios in American Sign Language
- I can use non-manual signs to express thoughts
- I can communicate with my peers on pre-determined topics

Materials Needed

- [Google Slides](#)
- [Would You Rather Cards](#)
- [Scenario Cards](#)

WARM-UP**Materials Needed for Warm-Up**

- [Scenario Cards](#)

1. Start with 5-minute conversations
 - "START TIME 5-MINUTE CONVERSATION DISCUSS WHATEVER"
2. Translate Scenarios
3. Each student will get one scenario card
4. After reading it to themselves, students will practice with a partner to translate the scenario
 - Be sure to use correct sentence structure and classifiers!
 - "PARTNERS ALL GRAB HAPPEN CARD. PRACTICE TRANSLATE TOGETHER. PRACTICE LIST-2, 1-SENTENCE ORDER, 2-fs-CL"
5. Students will then find a new partner and share their scenario
 - "TRANSLATE FINISH NEW PARTNER SHARE HAPPEN CARD fs-ASL SENTENCE STRUCTURE"
6. Main Activity

Materials Needed for Main Activity

- [Would You Rather Cards](#)

Would You Rather!

1. Students will play the game, "Would You Rather" to focus on role shifting.
 - "GAME PLAY NAME fs-WOULD YOU fs-RATHER"
2. Emphasize role shifting and non-manuals when asking questions.
 - "PRACTICE ROLE-SHIFT fs-NMM rhq-WHEN? ASKING QUESTIONS"
3. Make sure students are concentrating on grammar and correct sentence structure
4. Have the pile of Would You Rather cards on the table
5. A student will one at a time draw a card and sign it to the rest of the lab
 - "TAKE-TURNS GRAB 1 CARD SIGN QUESTION ASK GROUP"
6. Each student will then answer accordingly based on the card
 - "ALL ANSWER DISCUSS"
7. Allow for a natural discussion on why students are picking the choice that they did
8. Repeat

WRAP-UP

1. Do you have any questions regarding the content reviewed today?
 - "TODAY QUESTIONS HAVE?"
2. What concepts are you struggling with in American Sign Language?
 - "YOU fs-ASL HARD THINK WHAT?"
3. Is there anything you feel you need to review?
 - "PRACTICE MORE NEED WHAT?"

Culture Notes

Translating from English to ASL grammar is a part of the daily life of Deaf individuals living in a primarily hearing world especially because most Deaf people rely heavily on lip reading because most hearing people don't know sign language.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

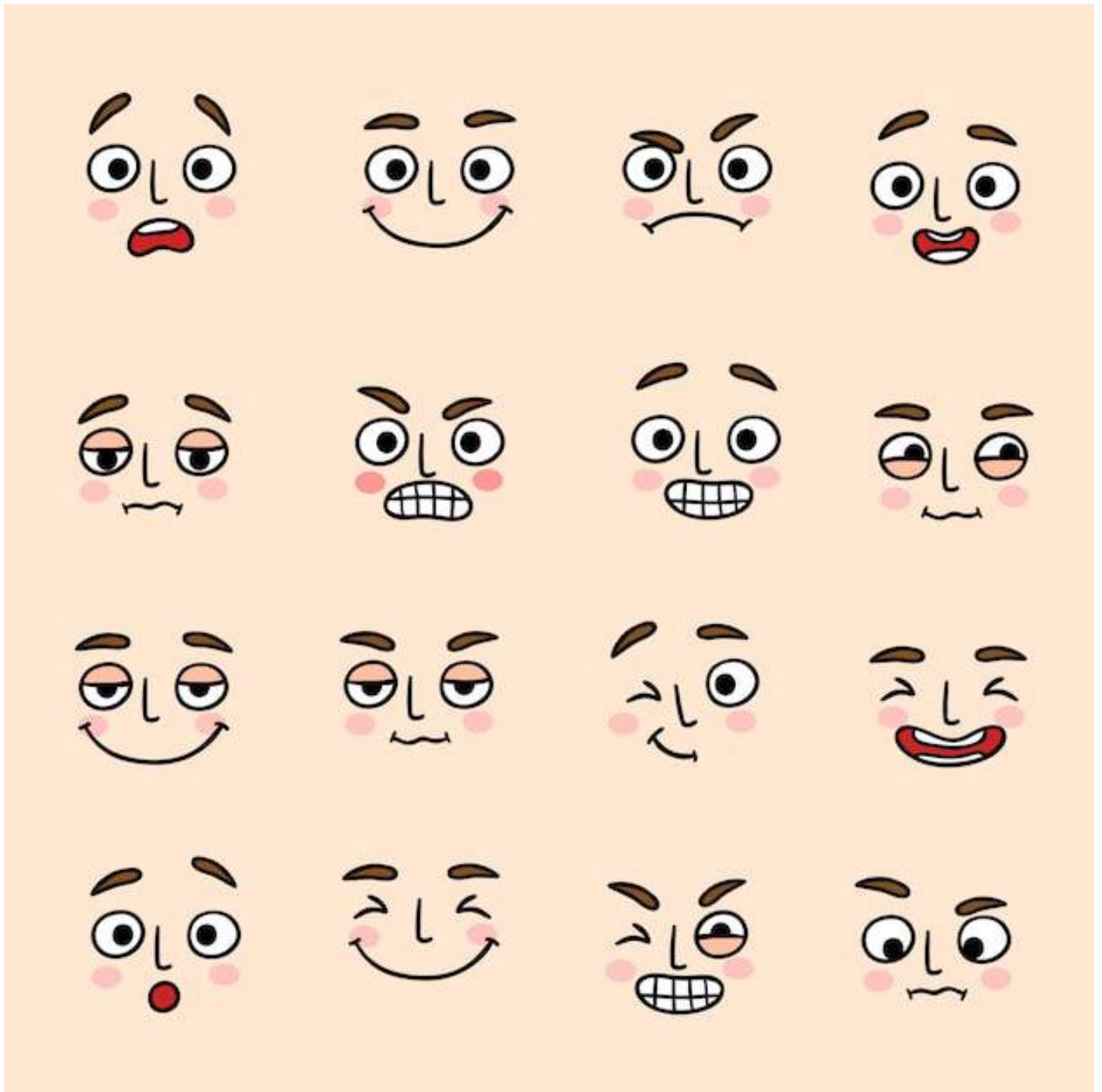
- I can translate scenarios in American Sign Language
- I can use non-manual signs to express thoughts
- I can communicate with my peers on pre-determined topics



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=290#h5p-4>

 *ASL Level 3, Activity 7-Emoji Emotions (Face-to-Face)*



[Picture by Macro Vector Official](#)

Description:

Students will review the signs for emotions and play a game to better understand how to use emotions in conversation. Students will have the opportunity to communicate with peers to defend and explain their choices.

Semantic Topics: Emotions, Game, Explanations, Bingo

Grammatical Structures: Facial expression, Vocabulary

Products: Vocabulary and display of emotion through facial expressions

Practices: Utilize correct signs for emotions in combination with facial expression

Perspectives: Facial expression is a huge aspect of communication in ASL because it is a completely visual language

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics
- Standard 4.1 – Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.

Idaho Content Standards for World Languages:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language
- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can give reasons for my choices.
- I can defend and support my beliefs about predetermined scenarios.
- I can review and remember new signs.

Materials

- [Google Slides](#)
- [Situation Cards](#)
- [Bingo Cards](#)

WARM-UP**Materials Needed for Warm-Up**

- [Google Slide](#)

1. Start with 5-minute conversations in breakout rooms

“START TIME 5-MINUTE CONVERSATION DISCUSS WHATEVER”

2. Review different emotions in ASL. This can be done through conversation, fingerspelling practice, and/or students showing you the sign/you show them the sign.

“NOW EMOTION SIGN PRACTICE. ME NUMBER SIGN IF YOU KNOW SIGN YOU SIGN EMOTION. IF NO-ONE KNOW ME HELP”

1. Mad
2. Happy
3. Sad
4. Excited
5. Embarrassed
6. Sick
7. Scared
8. Surprised
9. Stressed
10. Nervous
11. Tired
12. Depressed
13. Satisfied
14. Worried
15. Annoyed/Irritated
16. Curious
17. Jealous
18. Disappointed

MAIN ACTIVITY

Materials Needed for Main Activity

- [Situation Cards](#)
- [Bingo Cards](#)

1. Pass out emoji bingo cards
2. Using the situation cards translate to the students the different scenarios

“ME HAPPEN/SITUATION CARD TRANSLATE”

1. Students will then pick an emoji they think best describes the situation
 1. This is determined by the emotion (sad scenario=sad emoji)

“YOU fs-EMOJI PICK WITH HAPPEN/SITUATION”

1. Facilitate a discussion in ASL for students to defend their reasoning

“PICK EMOTION WHY?”

1. Students will get to keep that square if their explanation is sound, and they were able to defend it

“EMOTION CORRECT/RIGHT WITH HAPPEN/SITUATION KEEP SQUARE. IF EMOTION WRONG KEEP SQUARE NOT”

1. Whoever gets a Bingo first, wins!

“FIRST fs-BINGO WIN”

WRAP-UP

1. What is the hardest aspect of using facial expressions?
 - “FACIAL-EXPRESSION HARD WHY?”
2. Does it not come naturally, does it make you feel goofy, etc?
 - “FACIAL-EXPRESSION NORMAL, WEIRD WHICH? WHY?”
3. Why are emotions so important in ASL?
 - “EMOTION IMPORTANT fs-ASL WHY?”

Cultural Notes

ASL is a purely visual language which means facial expressions are an imperative part of grammar. The slightest change in Non-Manual markers may completely alter the meaning of what is being communicated. So remember, eyebrows speak louder than words!

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statement

NCSSFL-ACTFL Can-Do Statements:

- I can give reasons for my choices.
- I can defend and support my beliefs about predetermined scenarios.
- I can review and remember new signs.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=292#h5p-4>

☕ *ASL Level 3, Activity 8-Coffee Talk (Face-to-Face)*



[Picture by Freepik](#)

Description:

Students will practice signs for emotions and play a game regarding a wide variety of topics to expand their vocabulary.

Semantic Topics: Conversation, Games, Descriptors

Grammatical Structures: Fingerspelling, Vocabulary

Products: Recalling Vocabulary

Practices: Using emotion signs and signs for different topics that aren't used on a regular basis

Perspectives: Having a wide vocabulary makes sign language conversations more productive and in-depth

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide

and obtain information, express feelings and emotions, and exchange opinions

- Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics
- Standard 4.1 – Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.

Idaho Content Standards for World Languages:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language
- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can express my characteristics/personality traits using ASL.
- I am comfortable with my ability to explain a concept without the use of fingerspelling.
- I am able to express opinions that relate to everyday topics.

Materials Needed

- [Google Slides](#)
- [Emotions Review Video](#) (in Google Slides)
- Coffee & Conversation Cards
 - [Link 1](#)
 - [Link 2](#)
- Markers
- White Board

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)
- [Emotions Review Video](#) (in Google Slides)
- Markers

1. Start with 5-minute conversations
 - “START TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER”
2. Name Personalities!
3. Hand out dry-erase markers.
4. Have students take a few minutes to write down personality traits they have corresponding with their first and last name
5. ex. M-Motivated O-.Outgoing N-Nervous
 - “TIME 3 MINUTES WRITE DESCRIBE WORDS NAME. M-MOTIVATED O-OUTGOING N-NERVOUS”
6. Once everyone is done, have them give some background, an example, or tell a story of why they think they have that characteristic/personality trait.
 - “FINISH TAKE TURNS SHARE WORDS. PICK WHY? EXPLAIN”

MAIN ACTIVITY

Materials Needed for Main Activity

- Coffee & Conversation Cards
 - [Link 1](#)
 - [Link 2](#)
- Markers
- White Boards

1. Coffee & Conversations
2. Lab assistant draws a Coffee Card and provides the sign
 - “ME CARD PICK SIGN SHOW-YOU”
3. Students list on whiteboard all of the things that come to mind based on that topic
 - “YOU WRITE ALL WORDS THINK WITH TOPIC”

4. Explain to students that each round the time will be getting shorter and shorter (30 seconds to start, by the end possibly only 10 seconds)
 - "FINISH NOW NEW CARD NOW TIME SMALL CONTINUE"
5. After time is up, students go around reading off their lists.
 - "TIME FINISH TAKE TURNS LIST READ"
6. If you have the same word written down as someone else, you cross it out.
 - "YOU WORD WRITE OTHER PERSON WORD WRITE SAME cI-CROSS OUT POINT NONE"
7. Students earn points for the words they have that no one else has.
 - "YOU WORD WRITE NO ONE SAME WORD, 1 POINT"
8. Be sure to question words that don't seem relevant and students have to defend them.
9. After each round, the lab assistant asks a question relating to the topic on the card to create a discussion
10. When the game is over count up your points to see who won!
 - "GAME FINISH POINTS COUNT. WIN WHO?"

WRAP-UP

1. What are you wanting to improve on?
 - "YOU IMPROVE WANT WHAT?"
2. Do you feel more confident with your ability to communicate casually?
 - "YOU COMMUNICATE CONFIDENT BECOME MORE?"

Deaf Culture Notes

Organized Deaf events are held at different locations to provide a meeting point for Deaf people or students/individuals learning sign to communicate with one another strictly using sign. These often take place at coffee shops.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can express my characteristics/personality traits using ASL.
- I am comfortable with my ability to explain a concept without the use of fingerspelling.
- I am able to express opinions that relate to everyday topics.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=296#h5p-4>

😊 ASL Level 3, Activity 9-Facial Expressions (Face-to-Face)



[Image by Slideshare](#)

Description:

Students will discuss Deaf culture through the experiences of a Deaf individual. Students will work to

translate scenarios in ASL, while understanding the importance of facial expressions and non-manual signs in conversation.

Semantic Topics: Deaf culture, CODA, Translation

Grammatical Structures: Non-manual signing (NMS), Expression, Sentence Structure

Products: Understanding the importance of facial expression, NMS, and hearing CODA

Practices: Intentional removal of facial expression to understand the importance of its presence.

Perspectives: The need for facial expressions in ASL can be a hard concept for hearing people to grasp but they not only clarify the signer's intentions and tone but they can also completely change the meaning of a sign.

Standards

AATSP Standards for Learning American Sign Language:

- "Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions"

- “Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics”
- “Standard 2.1 – Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture”
- “Standard 4.1 – Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.”

Idaho Content Standards for World Languages:

- “COMM 1: Interact with others in the target language and gain meaning from interactions in the target language”
- “COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions”
- “CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture”

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I am able to understand the need for facial expressions
- I am able to discuss the importance of facial expressions in Deaf culture
- I am able to challenge myself to step outside normal signing parameters

Materials Needed

- [Google Slides](#)
- [Expression Story Cards](#)
- [CODA Comedian Video](#)

WARM-UP

Materials Needed for Warm-Up

- [CODA Comedian Video](#)

1. Start with 5-minute conversations
 - “START TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER”
2. Discussion Questions
 1. Are you looking forward to winter break?
 - “YOU WINTER HOLIDAY LOOK FORWARD?”
 2. What is your favorite part of the fall season?
 - “YOU FALL SEASON FAVORITE WHAT?”
 3. If you had to tell someone why you are learning ASL what would you say?
 - “YOU IMAGINE SOME ONE ASK, YOU LEARN ASL WHY? YOU SAY WHAT?”
3. Watch [THIS VIDEO](#) as a group
4. This is a video of Keith Wann, a child of Deaf adults whose first language is ASL. He tells the story of the day he was born.
5. This video is There is a voice-over in the video; If you think your students can handle no audio, please challenge them.
 - “NOW VIDEO WATCH DEAF CULTURE. STORY CHILD GROW-UP HEARING FIRST LANGUAGE HEARING rhq-WHY? DEAF MOM DAD”
6. As a group discuss different aspects of the video and allow the students to share their thoughts on the video
 - “VIDEO FINISH THINK WHAT?”

MAIN ACTIVITY

Materials Needed for Main Activity

- [Expression Story Cards](#)

Facial Expression Challenge!

The point of this activity is to understand the importance of facial expressions in ASL

1. Discuss as a group if facial expressions are needed when discussing in ASL, if the meanings of signs change based on the facial expressions, and review what the non-manual signs are
 - “FACIAL-EXPRESSION IMPORTANT WHY? SIGN MEANING CHANGE WITHOUT FACIAL EXPRESSION? NMS WHAT”

2. Have students pair up and they each get a stack of cards
3. Partners will take turns translating the situations on the cards to their partner
 - "PARTNERS TAKE-TURNS TRANSLATING HAPPEN CARDS"
4. Explain that the goal is to sign the situations without using any facial expressions
 - "FACIAL EXPRESSION USE NONE"
5. Their partner's job is to point out every time they use facial expressions.
 - "PARTNER B WATCH PARTNER A. PARTNER B STOP PARTNER A IF THEY FACIAL EXPRESSION USE"
6. After each turn have the partners see if they were able to understand the situation without facial expressions
 - "FINISH PARTNER B UNDERSTAND? YES NO WHICH? WHY?"
7. Once they are done signing their cards, come back together as a group and ask them how hard it was to sign without their expressions.
8. What was hard about this?
 - "HARD WHAT?"
9. Is there less understanding when there are no expressions?
 - "FACIAL EXPRESSION NONE UNDERSTAND?"
10. What expression specifically did you find hard to avoid?
 - "FACIAL EXPRESSION USE NOT HARD WHICH?"

WRAP-UP

1. What are you struggling with in ASL?
 - "ASL HARD WHAT?"
2. What is most interesting to you about Deaf culture?
 - "DEAF CULTURE INTERESTING WHAT?"
3. What did you think about the Deaf comedian?
 - "DEAF FUNNY PERSON LIKE DISLIKE WHY?"
4. Do you understand the importance of facial expressions when signing?
 - "FACIAL EXPRESSION WITH SIGN IMPORTANT UNDERSTAND?"

Culture Notes

Facial expressions are important to a full visual language like ASL. For instance, the slight raise of one's eyebrows indicate a new topic, and the shape of one's mouth informs an audience of the intensity and size. Without expression, the meaning of a message is lost.

End of Lab:

- Read can-do statements and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I am able to understand the need for facial expressions
- I am able to discuss the importance of facial expressions in Deaf culture
- I am able to challenge myself to step outside normal signing parameters



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<https://boisestate.pressbooks.pub/pathwaysasl/?p=401#h5p-4>

ASL Level 3, Activity 10-Auction (Face-to-Face)



[Picture by Freepik](#)

Description:

Students will learn about how people sign differently from one another. They will also practice money

signs by reviewing money related vocabulary and selling and buying auction items from each other with fake money given by the lab instructor.

Semantic Topics: Auction, Conversation, Numbers, Persuasion

Grammatical Structures: Fingerspelling, Vocabulary

Products: Money-related signs

Practices: Practicing numbers and buying/selling items

Perspectives: Signs related to money frequently come up in day-to-day conversation

Standards

AATSP Standards for Learning American Sign Language:

- “Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions”
- “Standard 1.2 – Students comprehend and interpret live and recorded American Sign Language on a variety of topics”
- “Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of

viewers on a variety of topics”

- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture

Idaho Content Standards for World Languages:

- “COMM 1: Interact with others in the target language and gain meaning from interactions in the target language”
- “COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions”
- “COMM 2.1 – Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics”
- CLTR 1.3: Function appropriately in diverse contexts within the target culture.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can ask and understand how much something costs
- I can describe objects in a persuasive way
- I can talk about familiar items that I encounter in everyday life

Materials Needed

- [Google Slides](#)
- [Funny Money](#)
- [Auction Cards](#)
- [Auction Paddles](#)
- [Fingerspelling Name Quiz](#)
- [Names – Intermediate ASL](#)
- White Boards and Markers

WARM-UP

Materials Needed for Warm Up

1. [Fingerspelling Name Quiz](#)
2. [Names – Intermediate ASL](#)
3. White Boards and Markers

1. Start with 5-minute conversations
 - “START TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER”
2. Today we are going to watch two different videos that have two different people signing names.
 - “NOW DAY VIDEO WATCH 2. 2 DIFFERENT PEOPLE BOTH SIGN NAMES”
3. Start the video and using a whiteboard and marker students will write down what they see being fingerspelled
 - “VIDEO WATCH YOU WRITE FINGERSPELL NAMES”
4. After each of the videos, discuss any differences they saw
 - “VIDEO FINISH SEE WHAT?”
5. Start a discussion on how different people can sign differently and how we become comfortable and familiar with how individuals sign.
 - “PEOPLE SIGN DIFFERENT HOW?”

MAIN ACTIVITY

Materials Needed for Main Activity

- [Funny Money](#)
- [Auction Cards](#)
- [Auction Paddles](#)

1. Vocabulary Review
 1. MONEY
 2. BUY
 3. PAY YOU/PAY ME
 4. LOAN
 5. APPLY (verb for applying programs, jobs, loans, etc.), APPLICATION, APPLY (verb for apply ideas, hypothesis, thesis, math problem/equation, science laws)

6. One hand movement near forehead- DREAM, CONCEPT, IDEA, PHILOSOPHY, HYPOTHESIS, THESIS
 7. ENOUGH (out), FULL (in- toward your wrist)
 8. THRIVE/ "VALUE-UP"/DEVELOP
 9. DEPRECIATION/"VALUE-DOWN",
 10. COST/PRICE
 11. WORTH/VALUE/PRICE
 12. DOWN-PAYMENT/DEPOSIT
 13. RESERVE
 14. AMOUNT
2. Auction
1. Give each student the same amount of money (they will be in plastic bags, counted already).
 2. Students should receive a total of 10 reds, 5 teals, 6 yellows, 3 greens, 3 purples, 5 oranges, 1 pink
 3. Total of \$1,425
 4. They will also get an equal amount of items to auction off (try and make sure there is an equal distribution of expensive and non cheaper items)
 - "ALL LIST 2-1,425 DOLLAR, ITEMS/THINGS HAVE"
 5. Students will go in a circle one at a time to try and sell their item. They will begin with a description of their item that will try and get the other students to want to buy it.
 - "TAKE TURNS DESCRIBE 1 ITEM"
 6. The other students will sign prices they are willing to pay for an item until the amount gets too high and there is only one person left willing to bid that high.
 - "STUDENTS SIGN THEY PAY HOW MUCH. CONTINUE FINISH"
 7. The person who wins the bid will hand their money to the person selling and the person selling will give them the item.
 - "WIN PERSON PAY MONEY TAKE ITEM/THING"
 8. Then the next student will get the chance to sell an item. This will keep going until all items have been sold or time runs out.
 - "TAKE TURNS CONTINUE"

WRAP UP

1. Do you want to buy some of the items in real life?

- "YOU BUY REAL/TRUE WANT?"
2. In your opinion is there anything expensive?
 - "THINGS/ITEMS EXPENSIVE WHICH?"
 3. Have you ever gone to an auction in real life?
 - "PAST YOU AUCTION GO-TO HAVE?"

Cultural Notes

In 2021, the Cam SOL and FENASEC held their first art auction for the Deaf to raise funding and awareness about Deaf identity and their mission to develop leadership skills.

End of Lab:

- Read can-do statements and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can ask and understand how much something costs
- I can describe objects in a persuasive way
- I can talk about familiar items that I encounter in everyday life



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=403#h5p-4>

👉 *ASL Level 3, Activity 11-Directional Verbs
(Face-to-Face)*



[Picture by Raw Pixel](#)

Description:

Students will be able to practice translating written English to ASL with a focus on directional verbs and classifiers in storytelling.

Semantic Topics: Translating, Storytelling

Grammatical Structures: Directional verbs, Classifiers, Signing space, Signer's perspective

Products: Use of signer's space and perspective and correct execution of directional verbs and classifiers

Practices: Watching a video about directional verbs then applying them to telling a story

Perspectives: Being intentional about CLs and directional verbs is very important to clearly tell a story

Standards

AATSP Standards for Learning American Sign Language:

- "Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions"
- "Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of

viewers on a variety of topics”

- “Standard 4.1 – Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.”

Idaho Content Standards for World Languages:

- “COMM 1: Interact with others in the target language and gain meaning from interactions in the target language”
- “COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions”

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can explain fictional circumstances comfortably
- I can articulate a concept without using specific vocabulary
- I can understand how to translate written English to ASL

Materials Needed

- [Google Slides](#)
- [Story Cards](#)
- [Directional Verb words](#)
- [Directional Verbs Video](#)

WARM-UP

Materials Needed for Warm Up

- [Directional Verbs Video](#)

1. Start with 5-minute conversations

- “START TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER”

2. Today we're going to watch a video about directional verbs
 - "NOW DAY VIDEO WATCH TOPIC DIRECTION VERB"
3. Watch [THIS VIDEO](#) to practice directional verbs
4. We are going to review directional verbs in preparation for the main activity. Discuss directional verbs and provide some examples. Have students discuss the connections between a directional verb and classifiers.
 - "VIDEO FINISH DISCUSS DIRECTION VERB. DIRECTION VERB CL CLOSE SAME HOW?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Story Cards](#)
- [Directional Verb words](#)

Directional Verb practice!

1. Go over the Directional Verb Words Canva link with the group
 - "NOW DIRECTION VERB PRACTICE TOGETHER"
2. Using the story cards each student will read/translate a chunk of the story until they reach the dinosaur (this is the indicator that it is time to switch)
 - "NOW GAME DIRECTION VERB PRACTICE"
3. Go over the first story card first
 - "START ME STORY CARD SHOW-YOU"
4. Have students sign a chunk of the story, making sure they focus on the directional verbs
5. After they reach the dinosaur, have them give the card to the next person
 - "TAKE TURNS STORY SIGN FOCUS DIRECTION VERBS. DINO PICTURE STOP NEW PERSON START"
6. Once the stories are finished each pair of students will take turns drawing a directional verb card and creating a sentence.
7. Remember to stress that the directional verb cards are not to be signed specifically
8. Encourage students to SHOW the card rather than TELL what happened.
 - "STORY FINISH NOW SENTENCE CREATE. TAKE TURNS PICK CARD MAKE SENTENCE. SHOW NOT TELL"

WRAP-UP

1. Do you see the importance of classifiers?
 - “CL IMPORTANT WHY?”
2. How will this help your ASL skills in the future?
 - “CL HELP ASL BECOME BETTER HOW?”

Culture Notes

Classifiers and directional verbs are useful when utilizing signing space and considering signer’s perspective. When signing an elaborate story, it is best to employ directional verbs to further develop one’s ASL grammar and minimize the audience’s confusion. Additionally, the use of directional verbs assists stories in coming alive, thus creating a sense of shared lived experiences between signers.

End of Lab:

- Read can-do statements and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can explain fictional circumstances comfortably
- I can articulate a concept without using specific vocabulary
- I can understand how to translate written English to ASL



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=405#h5p-4>

 *ASL Level 3, Activity 12-Resolving Scheduling Conflicts
(Face-to-Face)*



[Picture by Drazen Zigic](#)

Description:

Students will have the opportunity to practice discussing the concept of time in ASL and working through time conflicts in conversation.

Semantic Topics: Time, Conflicts, Conversation, Schedule

Grammatical Structures: Sentence Structure

Products: Correct grammar use and time-related signs

Practices: Beginning a sentence with the correct time-related sign such as PAST, NOW, FUTURE, RECENTLY, etc., and/or the specific time

Perspectives: Sign language is very direct and clear. Utilizing correct sentence structure is vital for successful communication

AATSP Standards for Learning American Sign Language:

- “Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions”
- “Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics”
- “Standard 4.1 – Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.”

Idaho Content Standards for World Languages:

- “COMM 1: Interact with others in the target language and gain meaning from interactions in the target language”
- “COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions”

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I am able to discuss topics that are interesting to me
- I am able to resolve scheduling issues
- I am able to understand messages portrayed exclusively visually

Materials Needed

- [Google Slides](#)
- [Schedule conflict cards](#)
- [Schedule invite cards](#)

WARM-UP**Materials Needed for Warm-Up**

- [Google Slides](#)

1. Start with 5-minute conversations
 - “START TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER”
2. Begin with a review of signs related to Thanksgiving
 1. “PRACTICE fs-THANKSGIVING SIGN”
 2. THANKSGIVING (3 ways to sign)
 3. TURKEY
 4. MASHED POTATOES AND GRAVY
 5. SWEET POTATOES
 6. PIE (PUMPKIN AND APPLE)
 7. FAMILY
 8. FRIENDS
 9. GATHER
 10. DINNER
 11. FRUIT
 12. VEGETABLE
3. Have a discussion about what students are doing for Thanksgiving along with what their traditions are with their families
 - “YOU THANKSGIVING DO-DO?”
 - “YOUR FAMILY TRADITIONS HAVE?”

MAIN ACTIVITY

Materials Needed for Main Activity

- [Schedule conflict cards](#)
- [Schedule invite cards](#)

Schedule conflicts!

1. Start by going over the schedule invite cards
2. Have students pair up and hand each student a schedule conflict card
 - “NOW GAME PLAY PARTNERS”
3. The card they have tells them what they need to do and by the time of day and activity which they have to do. They will then invite their partner to an event of their choosing that doesn't conflict with their card.

- “PARTNER A CARD READ SEE PICTURE INVITE PARTNER EVENT TIME BEFORE AFTER CONFLICT CARD”
4. The other person will then offer their help, but with a restriction of their own
 5. EX: In response to “I need to finish this paper by midnight” the other person could offer to help review the rubric and help with the organization of the main points of the paper, but only after 10 pm because they have soccer practice that night
 - “PARTNER B CARD READ RESPOND GO-TO TIME CAN CANT”
 6. After both partners are done, have students draw a new card and partner B invites partner A to an event.
 - “FINISH NEW CARD CONTINUE PARTNER B PICK HAPPEN/EVENT”

The point of this activity is to simulate real-life scenarios involving problem-solving and scheduling conflicts. Feel free to have students either make up why they can't help right away, or tell the other person their real schedule. In the example, the other person might really have soccer practice until that time or it might be made up. Have fun with this!

WRAP-UP

1. What are some scenarios where you think you would use this skill?
 - “TIME PLAN DAILY USE SKILL WHEN?”
2. What would you like to review most on for the upcoming finals?
 - “FINAL TEST SOON PRACTICE NEED WHAT?”

Cultural Notes

When making plans in ASL, it's important to keep in mind the structure of a sentence and the use of time. First comes the time, otherwise known as the tense. Followed by the topic, which is the subject. Then the comment, what is being said about the subject. Finally closing with the referent, which refers to the subject one is talking about.

End of Lab:

- Read can-do statements and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I am able to discuss topics that are interesting to me
- I am able to resolve scheduling issues
- I am able to understand messages portrayed exclusively visually



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=407#h5p-4>

ASL Level 3, Activity 13-Universal Classifiers (Face-to-Face)



[Picture by Sign Station](#)

Description:

Students will learn about classifiers and how they are universally useful. They will also practice fingerspelling and take part in a game that will allow them to get to know each other better.

Semantic Topics: Stories, Game

Grammatical Structures: Fingerspelling, Classifiers

Products: Understanding the significance of classifiers and expressing personal information, communication skills

Practices: Possibly utilizing universal aspects of sign language and playing two truths and a lie using facts about yourself

Perspectives: Although sign language is not universal, a person who knows American Sign Language and someone who knows French Sign Language can still communicate on a very basic level. Also, talking about personal information and being open is common in the Deaf community.

AATSP Standards for Learning American Sign Language:

- “Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions”
- “Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics”
- “Standard 4.1 – Students demonstrate an understanding of the nature of language through comparisons of American Sign Language and their own languages.”

Idaho Content Standards for World Languages:

- “COMM 1: Interact with others in the target language and gain meaning from interactions in the target language”
- “COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions”
- “COMP 2: Investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own”

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can discuss topics that are interesting to me
- I can describe facts about myself
- I can understand messages portrayed exclusively visually

Materials Needed

- [Google Slides](#)
- [Visual Vernacular: A Deaf German Lady's Tsunami Story](#)
- [“Unexpected moment” by deaf twins Ouahid](#)

WARM-UP**Materials Needed for Warm-up**

- [Google Slides](#)
- [Visual Vernacular: A Deaf German Lady's Tsunami Story](#)
- ["Unexpected moment" by deaf twins Ouahid](#)

1. Start with 5-minute conversations
 - "START TIME 5 MINUTE CONVERSATION DISCUSS THANKSGIVING WHATEVER WANT"
2. Visual Vernacular!
3. Watch the two videos signed by Deaf people from different parts of the world
 - "NOW 2 VIDEOS WATCH CL DIFFERENT AREA WORLD"
4. When the videos are over have a group discussion.
5. What was understood?
 - "UNDERSTAND?"
6. How did classifiers support your understanding?
 - "CLASSIFIERS HELP UNDERSTANDING HOW?"
7. What do you know about sign language in other countries?
 - "YOU DIFFERENT COUNTRY SIGN LANGUAGE KNOW WHAT?"
8. Reflect on the similarities and differences of the Mexican Sign Language Alphabet
 - "MSL SAME DIFFERENT WHAT?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)

1. Fingerspelling & Game
 1. Have students get into pairs
 2. Each student will pick 5 words to fingerspell to their partners and then switch
 3. Be sure to emphasize that we need to fingerspell clearly
 - "PARTNERS TAKE TURNS FINGERSPELL YOU PICK 5 WORDS"

2. Two Truths and a Lie

1. Each student will come up with two true facts about themselves and one lie
2. Each student will go around and share their facts
3. The rest of the group will guess which is the lie
4. Once everyone has guessed, explain which is a lie and then have that student share some more details on the true facts
 - "TAKE TURNS SIGN 2 TRUTHS 1 LIE. FINISH GROUP GUESS LIE WHICH. EXPLAIN TRUE"
 - "GROUP QUESTIONS ASK FINISH NEW PERSON SIGN 2 TRUTHS ONE LIE CONTINUE ALL"

***The goal of this game is to foster conversation in the target language**

WRAP UP

1. What have you learned about Deaf culture around the world?
 - "YOU DEAF CULTURE ALL WORLD LEARN WHAT?"
2. What is the importance of CLs?
 - "CLS IMPORTANT WHY?"
3. Do you feel comfortable signing information about yourself?
 - "YOU SELF INFORMATION SHARE COMFORTABLE FEEL?"

Cultural Notes

Different sign languages have different signs and customs. This makes it difficult for people to communicate with others in foreign countries via sign language. However, classifiers are universal. A story told exclusively using classifiers can be understood by Deaf individuals/signers around the world.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can topics that are interesting to me
- I can describe facts about myself
- I can understand messages portrayed exclusively visually



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=409#h5p-4>

◆ASL Level 3, Activity 14-Let's Just Chat (Face-to-Face)



[Picture by Freepik](#)

Description:

Students will review holiday signs. Students will have a discussion on Deaf culture and how their thoughts on ASL/Deaf Culture have changed through their learning and experiences.

Semantic Topics: Review, Deaf Culture, Reflection, Conversation

Grammatical Structures: Vocabulary

Products: Increased Vocabulary and understanding of Deaf culture

Practices: Review of holiday signs and discussion and reflection on Deaf culture

Perspectives: Learning a language involves a lot more than just communication. It also involves understanding the culture and the origin of the language and how it has developed.

Standards**AATSP Standards for Learning American Sign Language:**

- "Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide

and obtain information, express feelings and emotions, and exchange opinions”

- “Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics”
- “Standard 4.1 – Students demonstrate an understanding of the nature of language through comparisons of American Sign Language and their own languages.”

Idaho Content Standards for World Languages:

- “COMM 1: Interact with others in the target language and gain meaning from interactions in the target language”
- “COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions”
- “COMP 2: Investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own”

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I am aware of and can act upon Deaf cultural norms
- I am able to express personal experiences
- I can reflect on my personal growth

Materials Needed

- [Google Slides](#)
- [Dear Hearing People](#)
- [Deaf People Tell](#)

WARM-UP

Materials Needed for Warm Up

- [Dear Hearing People](#)

- [Deaf People Tell](#)

1. Start with 5-minute conversations
 - "START TIME 5 MINUTE CONVERSATION DISCUSS THANKSGIVING WHATEVER WANT"
2. Deaf culture!
3. Today we're watching two videos about Deaf culture!
 - "NOW DAY VIDEO WATCH ABOUT (rhq)-WHAT? DEAF CULTURE!"
4. This video is mainly touching on what Deaf people want hearing people to act like with them and what is appropriate behavior. It's showing that Deaf people are just like hearing people in every aspect except the fact that they can't hear.
5. [Dear Hearing People](#)
6. There is a second video that is more of a fun video that asks Deaf people what question they hate most from hearing people. This is more laid back and "real".
7. [Deaf People Tell](#)
8. Have a discussion about these videos, whether or not students have ever come across any Deaf people and experienced adversity with these things or if the lab instructor has experienced anything related to these videos, please feel free to share!
 - "VIDEO FINISH YOU THINK WHAT? PAST YOU DEAF PERSON MEET?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)

Let's just chat!

1. Now we're going to review Holiday signs
2. Review Christmas signs
 1. CHRISTMAS
 2. HAUNIKKA
 3. EID AL-ADAH
 4. EID AL-FITR
 5. CHINESE NEW YEAR

6. CHRISTMAS TREE
 7. MENORAH
 8. NORTH POLE
 9. SNOW
 10. SANTA CLAUS
 11. JINGLE BELLS
 12. ELF
 13. WREATH
 14. ORNAMENT
2. Discuss plans for over break
 1. What are your plans for the break?
 - "YOU HOLIDAY PLAN HAVE WHAT?"
 2. Which holiday do you celebrate?
 - "YOU HOLIDAY CELEBRATE WHICH?"

WRAP UP

Discuss next semester

1. Are you planning to continue ASL next semester?
 - "SEMESTER FINISH YOU ASL CONTINUE?"
2. Are you excited for next semester?
 - "FUTURE SEMESTER EXCITED YES NO WHY?"
3. Are you confident in your signing abilities?
 - "YOU CONFIDENT SIGN PERSON"

Deaf Culture

The Deaf community faces discrimination on a daily basis. Oftentimes, Deaf individuals receive redundant questions about personal aspects or rude inquiries with obvious answers. Despite the daily struggle, most Deaf individuals would not wish to change the way they are and are more than capable of setting and achieving high goals.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence

- (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I am aware and can act upon of Deaf cultural norms
- I am able to express personal experiences
- I can reflect on my personal growth



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<https://boisestate.pressbooks.pub/pathwaysasl/?p=411#h5p-4>

AMERICAN SIGN LANGUAGE LEVEL 3, ACTIVITIES FOR ONLINE INSTRUCTION

👋 ASL Level 3, Activity 1-Introductions, Mad Libs (Online)



[Picture by Freepik](#)

Description:

Students will work in either their whole lab or in breakout rooms of pairs/small groups to get to know everyone and play a game going over lab rules/expectations. They will guess certain aspects of each other's lives (major, name, hometown, pets) by playing a game of mad libs and present their answers in the target language.

Semantic Topics: Introductions, Mad Libs, Game, Sentences

Grammatical Structures: Vocabulary, Sentence Structure, Listing

Products: Listing, presenting personal information, and understanding details about peers

Practices: Answering questions, utilizing proper grammatical structures such as listing, and getting to know their lab mates

Perspectives: Community and knowing one another on a deeper level is very important in Deaf culture

AATSP Standards for Learning American Sign Language:

- “Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions”
- “Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics”
- “Standard 5.2 – Students show evidence of becoming lifelong learners by using American Sign Language for personal enjoyment and enrichment”

Idaho Content Standards for World Languages:

- “COMM 1: Interact with others in the target language and gain meaning from interactions in the target language”
- “COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions”

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can present personal information about my life, using simple sentences.
- I can exchange information related to areas of mutual interest.
- I can ask for and provide information about specific events.

Materials Needed

- [Google Slides](#)
- [Mad Lib Cards](#)
- [Kahoot Game](#)

Would you like to make changes to the materials?

Access the template(s) below:

(Canva Template, free account required)

- [Mad Lib Cards](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)
- [Kahoot Game](#)
 - Username: wlrcstudents@boisestate.edu
 - Password: Osos161!

1. Give students an example of what labs will be like, by introducing yourself comprehensively in American Sign Language. If you have a name sign please share. You can talk about your major(s) and any minor(s), what year, and really anything about yourself you're comfortable sharing with the students.
 - "HELLO, MY NAME (rhq) (Insert Name). MY NAME SIGN (Insert Name Sign). MY MAJOR (Insert Major) MY MINOR (Insert Minor). I (Insert year) HERE (Insert School Name)."
2. Then you will allow each student will introduce themselves providing the information listed below:
 - Name
 - Major
 - Year in school
 - Hometown
 - Hobby
 - Make sure their list is grammatically correct (handshape 5 list)
 - "HELLO, LIST 5-MY NAME (rhq) (Insert Name). MY NAME SIGN (Insert Name Sign). MY MAJOR (Insert Major). I (Insert Year in School). I FROM (Insert Hometown). MY fs-HOBBY WHAT (Insert Hobbies)."
3. Kahoot! This Kahoot goes over lab rules and expectations.
 - Have students take out their phones to join the Kahoot
 - "NOW fs-KAHOOT PLAY YOUR PHONE cl-TAKE OUT"
4. 5-minute open conversation:
 - Introduce 201 students to a regular 5-minute discussion now that students have moved on to a higher level. This is without the lab instructor prompting students to start, to enforce a lab routine of the first 5 minutes of lab being a student-led discussion on any topic for 5 minutes.
 - "NOW 201 PRACTICE CONVERSATION FREE MORE. TIME 5 MINUTE CONVERSATION TALK ABOUT WHAT (rhq) WHATEVER"
 - Lab instructor will typically turn off their video so that they feel less pressure from them, and just focus

on using ASL in conversation. I jump in when/if they alert me they need help with how to sign something.

- This can also be done in breakout rooms where the lab instructor can pop in with their camera off. Breakout rooms are useful here so conversation is only between students at the same level

MAIN ACTIVITY:

Materials Needed for Main Activity

- [Mad Lib Cards](#)

First impression Mad Libs

1. Students will be introducing each other without knowing each other.
 - "NOW, WE GAME PLAY TOPIC FIRST fs-IMPRESSION fs-MAD fs-LIBS."
2. Put students into pairs and send them 2-3 of the cards and send everyone the name of the partner. Give them 2 minutes to take in their first impressions of the person they're paired with and to write down their guesses.
3. Students are given cards with phrases like "My name is (BLANK), I grew up in (BLANK), my major is (BLANK), and I had (BLANK) animals in my life"
 - "ME PARTNER NAME SEND. YOU ALL WRITE/TYPE WHAT (rhq) ANSWERS YOU THINK FOR OTHER PERSON. YOUR FIRST fs-IMPRESSION WHAT. TIME 2 MINUTES."
4. Have students come back together as a group and introduce their partners. Their partners will then tell the group what the real answers are
 - "TIME FINISH SHARE GUESSES WHOLE GROUP ONE PARTNER AT A TIME. OTHER PARTNER TELL GROUP TRUE ANSWERS."

WRAP-UP

1. How do you feel about your new ASL class?
 - "YOUR NEW ASL CLASS, YOU FEEL HOW?"
2. Do you like your other classes?
 - "YOU YOUR OTHER CLASSES LIKE?"
3. Do you have any questions for me before we finish?
 - "BEFORE FINISH YOU QUESTIONS HAVE?"

Deaf Culture Notes

Just like in hearing cultures, when meeting someone new, Deaf people ask questions to get to know someone better. Upon first interactions, name signs tend to be exchanged.

End of Lab:

- Read can-do statements and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can present personal information about my life, using simple sentences.
- I can exchange information related to areas of mutual interest.
- I can ask for and provide information about specific events.



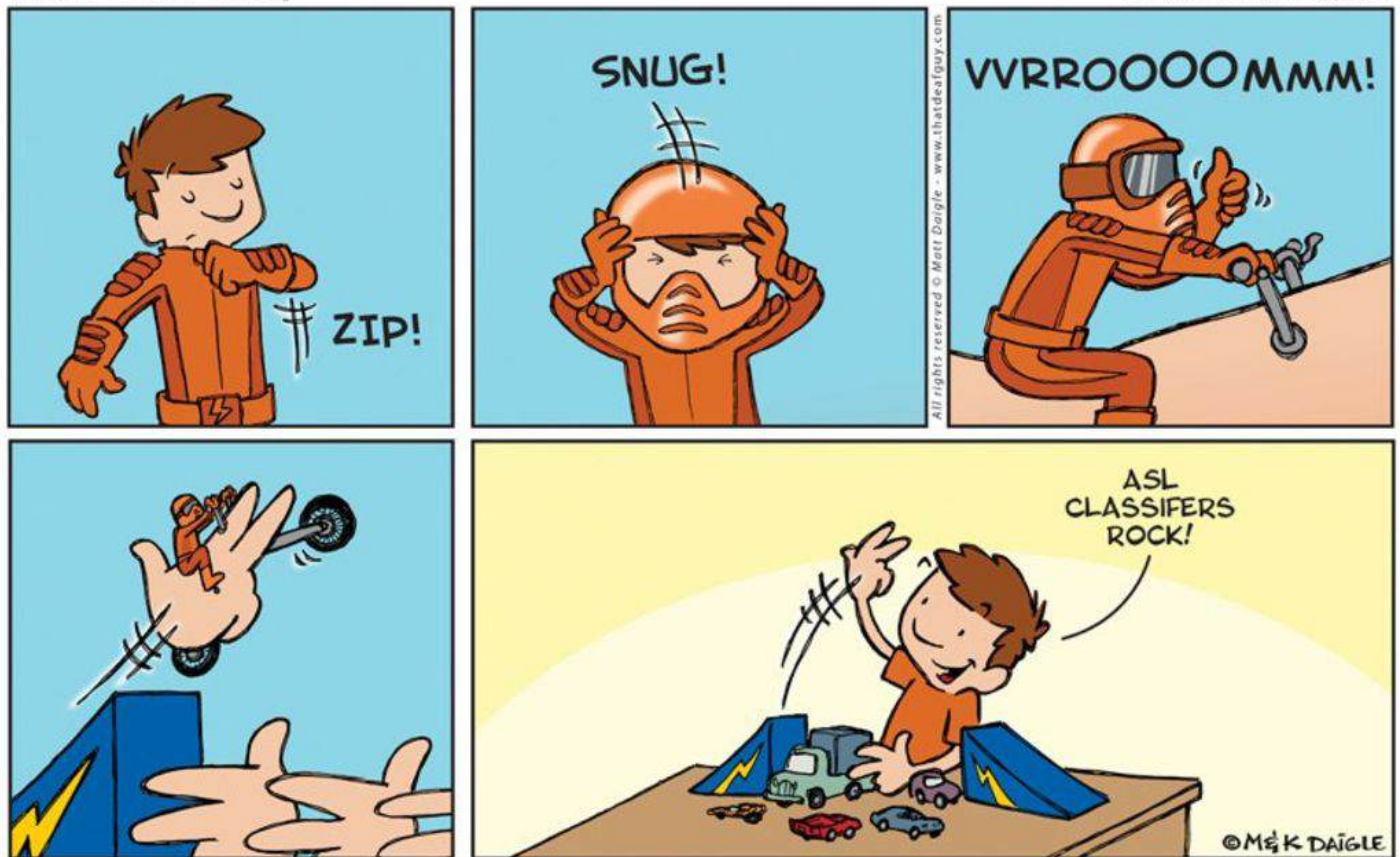
An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=567#h5p-4>

ASL Level 3, Activity 2-Fall Classifiers (Online)

THAT DEAF GUY

BY MATT & KAY DAIGLE



Description:

Students will work in pairs/small groups to discuss a controversial Deaf culture topic. To continue practicing classifiers students will work in pairs/small groups to create fall scenes out of picture cards and strictly use classifiers to describe the setting.

Semantic Topics: Deaf culture, Discussion, Fall

Grammatical Structures: Classifiers, Signer's perspective, Vocabulary

Products: Utilizing classifiers and signer's perspective as well as understanding the point of view of Deaf individuals

Practices: The video encourages students to change their point of view on what it really means to include Deaf people and the main activity allows students to apply signer's perspective and classifiers in a real-world situation

Perspectives: It's important that sign language learners understand the views of Deaf people on controversial topics. Understanding signer's perspective is crucial to clarity in communication through ASL

Standards

AATSP Standards for Learning American Sign Language:

- "Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions"
- "Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics"

Idaho Content Standards for World Languages:

- "COMM 1: Interact with others in the target language and gain meaning from interactions in the target language"
- "COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information,

reactions, feelings, and opinions”

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can take part in a discussion on Deaf culture
- I can use classifiers to describe setting
- I can ask for and provide information on the location of objects

Materials Needed

- [Google Slides](#)
- [Controversial Deaf Topics Video](#)
- [Room Cards](#)
- [Partner Slideshow](#) (CL Images)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)
- [Controversial Deaf Topics Video](#)

1. Ask students to type ID # for attendance
2. 5 Minute conversation in Breakout rooms
 - “START BREAKOUT ROOMS 5 MINUTE CONVERSATIONS DISCUSS LIST-1 VIDEO 2 WHATEVER”
3. Let’s introduce some controversial Deaf topics! This video is highlighting gloves that translate ASL into spoken English.
 - First, talk about the opinion of the students and how they think the Deaf community would react to such technology.

- “VIDEO FINISH YOU THINK WHAT? DEAF COMMUNITY THINK WHAT?”
4. Next, read the comments of the video and see how the Deaf community truly acted.
 - “NOW COMMENTS FROM DEAF COMMUNITY SHOW-YOU”
 5. Have a discussion on why students think the Deaf community would react the way they did. This conversation can get pretty controversial and might stray to conversations about Cochlear Implants and Deaf cultural norms. If this happens, great! This warm-up allows students to think about Deaf culture and express their opinions clearly using ASL.
 - “DEAF COMMUNITY REACT WHY?”

MAIN ACTIVITY:

Materials Needed for Main Activity

- [Google Slides](#)
- [Room Cards](#)
- [Partner Slideshow](#) (CL Images)

Fall scene creation (Classifier practice)

1. Start by sending everyone the slideshow in the chat. Split lab up into partners in breakout rooms (a group of 3 is fine)
 - “ME cl-SLIDES SEND. BREAKOUT ROOMS PARTNERS GROUPS”
2. Partner A will sign their room along with the fall objects that are placed in the image.
 - “PARTNER A PICK cl-SQUARE/SLIDE SIGN ROOM cl-POINT FALL OBJECT/THING”
3. Partner B will look through the slideshow to see which image best describes Partner A’s use of CL
 - “PARTNER A FINISH PARTNER B SEARCH cl-SQUARE/SLIDE FIND ROOM PARTNER A DESCRIBE WHICH”
4. Partner A and B will switch after the first partner decides which images best fits the description.
 - “PARTNER A PARTNER B SWITCH.”

WRAP-UP

1. Ask students what they feel they need to work on most. Don’t accept “nothing” as an answer.
 - “YOU PRACTICE NEED WHAT?” LIST 3-FINGERSPELLING, VOCABULARY, OTHER, WHICH?

Deaf Culture Notes

The video in this lab is a perfect example of the hearing community attempting to accommodate the Deaf community although this invention only aids the understanding of the hearing person. In order for the Deaf person to understand the hearing person an interpreter, lipreading, or pen and paper are still required. Common communication is the foundation of the Deaf community.

End of Lab:

- Read can-do statements and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

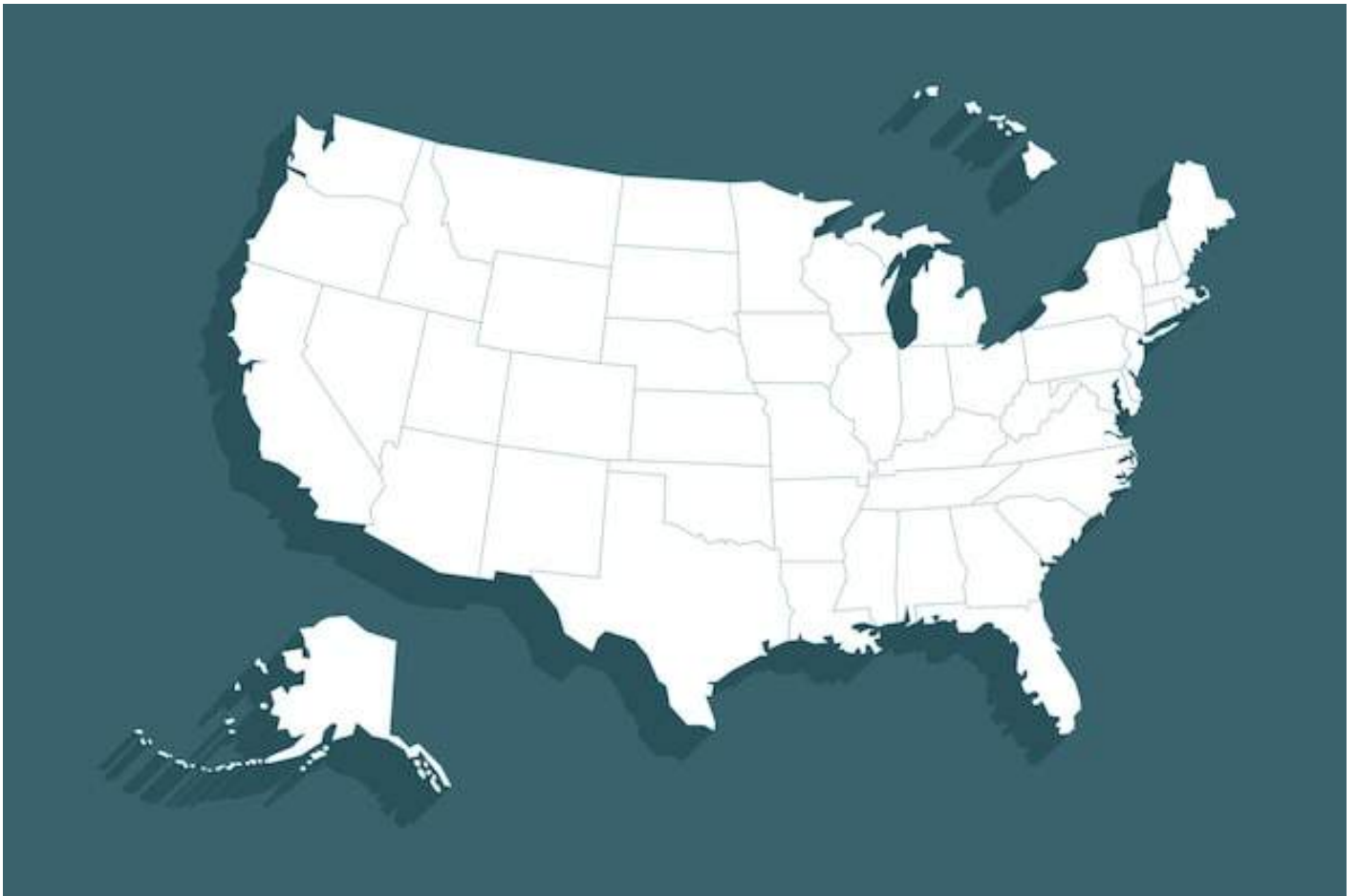
- I can take part in a discussion on Deaf culture
- I can use classifiers to describe setting
- I can ask for and provide information on the location of objects



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=569#h5p-4>

 *ASL Level 3, Activity 3-Fun with States (Online)*



[Picture by Freepik](#)

Description:

Students will work in pairs/small groups to discuss how to translate English sentences to ASL using classifiers. Students will then review the state signs, and discuss unusual laws that each state has.

Semantic Topics: States, Laws, Discussion

Grammatical Structures: Classifiers, Vocabulary

Products: Translating skills, correct use of classifiers, and recalling signs for different states

Practices: English is translated to ASL and classifiers are utilized to explain different situations

Perspectives: English grammar is completely different than ASL grammar so being able to translate while signing is important for understanding

Standards

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide

and obtain information, express feelings and emotions, and exchange opinions

- Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics

Idaho Content Standards for World Languages:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language
- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can take part in a discussion using classifiers through translation
- I can review state signs
- I can ask for and provide information about specific events.

Materials Needed

- [Google Slides](#)
- [States Video](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

1. Ask students to type ID # for attendance
2. Start with 5-minute conversations in breakout rooms
 - “START BREAKOUT ROOMS TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER”
3. Write these sentences on a whiteboard and ask the students to explain and translate each situation,

focusing specifically on classifiers:

- “TAKE TURNS TRANSLATE EVENT/HAPPEN fs-CL FOCUS”
 - Make sure students correctly and clearly explain each situation utilizing classifiers. Show students a variety of options of how to sign the same things using classifiers if possible.
- A man riding a bike gets hit by a car
 - Pancakes stacked on top of each other
 - A car accident where one car flips over
 - Using a pitcher to fill a water glass
 - A metal can with a screw-on lid
 - Two people walking one dog

MAIN ACTIVITY:

Materials Needed for Main Activity

- [States Video](#)
- [Google Slides](#)

Fun with States!

- Review state signs: [Video](#) (This is 9 minutes, so it is not needed but can be referred to if needed)
- Review specifically the signs for the states in the answer key

“VIDEO FINISH STATE SIGN PRACTICE”

1. Sign a random law. Have students try and guess which state the law is referring to.
2. Reveal which one goes with which!

“ME SIGN LAW YOU GUESS STATE”

Answer Key:

Arizona – Any misdemeanor committed while wearing a red mask is considered a felony.

Texas – It is illegal to take more than three sips of beer at a time while standing.

California – You are not permitted to wear cowboy boots unless you already own at least two cows.

Oregon – Ice cream may not be eaten on Sundays.

Colorado – It is illegal to permit one’s llama to graze on city property.

Hawaii – Coins are not allowed to be placed in one’s ears.

New York – A person may not walk around on Sundays with an ice cream cone in his/her pocket.

Washington – All lollipops are banned.

Idaho – Riding a merry-go-round on Sundays is considered a crime.

Chicago, Illinois – Law forbids eating in a place that is on fire.

WRAP-UP

1. Are you feeling more comfortable using classifiers?
 - “YOU CL SIGN COMFORTABLE FEEL?”
2. What do you think will help you make classifiers more clear?
 - “CL CLEAR/OBVIOUS BECOME MORE HOW?”

Cultural Notes

Classifiers are very important in Deaf culture to accurately describe a situation/story. Not every English word has a corresponding sign and ASL is very visual so CLs are not just useful, they are crucial to the language.

End of Lab:

- Read Can-Do statements once more and have students evaluate their confidence. (Use thumbs up/thumbs down or download our student cards.)
- Encourage students to be honest in their self-evaluation.
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can take part in a discussion using classifiers through translation
- I can review state signs
- I can ask for and provide information about specific events.

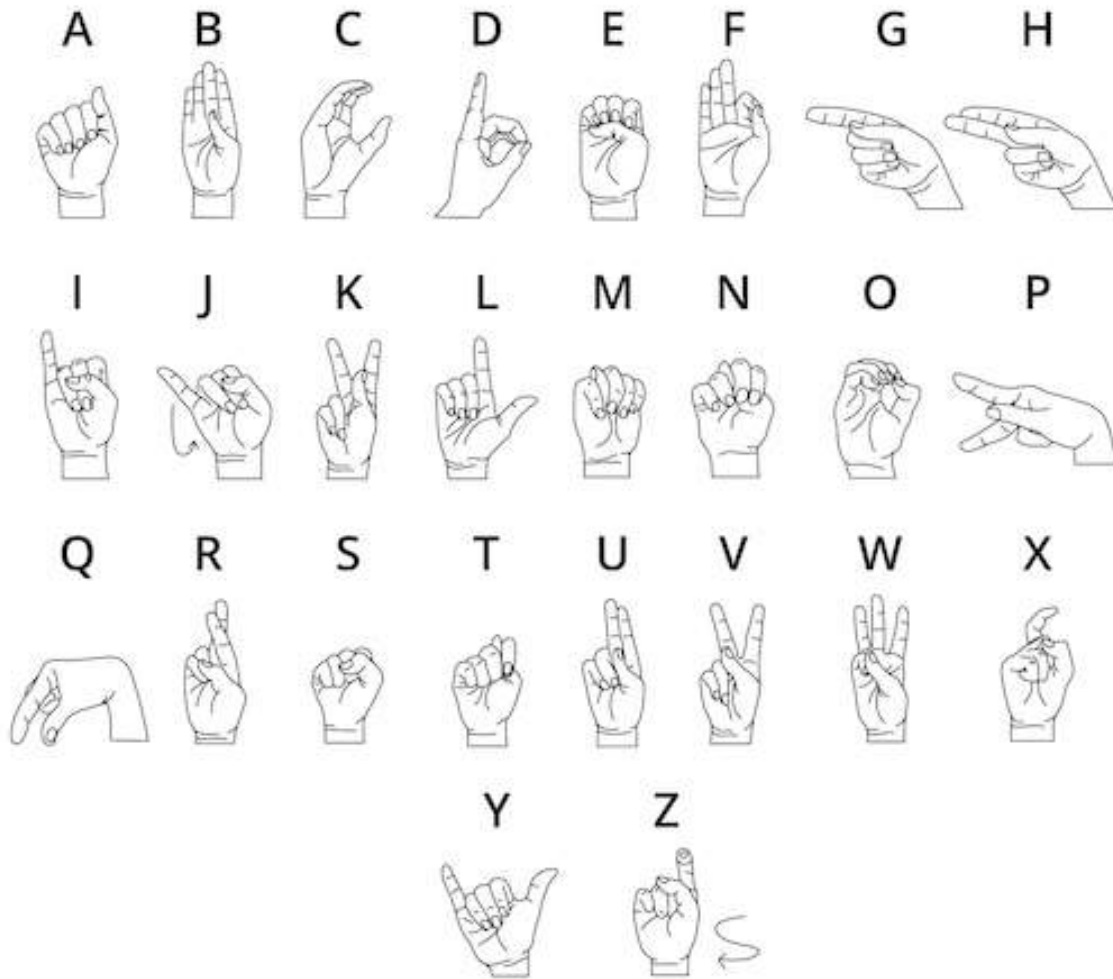


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<https://boisestate.pressbooks.pub/pathwaysasl/?p=571#h5p-4>

 *ASL Level 3, Activity 4-Fingerspelling Quiz (Online)*

HAND DRAWN SIGN LANGUAGE



Description:

Students will have multiple opportunities to practice their receptive fingerspelling comprehension skills. Within this lab, students will have exposure to different speeds of fingerspelling and a variety of letter pairs.

Semantic Topics: Quiz, Skills, Receptive, Comprehensive, Speed, Shapes

Grammatical Structures: Fingerspelling, Classifiers, Signers Space

Products: Receptive skills of fingerspelling

Practices: Understanding different speeds of fingerspelling for difficult words

Perspectives: Everyone signs a little differently especially at a different pace so it's very important to be able to understand fingerspelling no matter who's signing

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics

Idaho Content Standards for World Languages:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language
- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can take part in identifying a picture card based on the classifier clues.
- I can practice fingerspelling words correctly.
- I can practice understanding words when fingerspelled to me.

Materials Needed

- [Google Slides](#)
- [Warm Up Cards](#)

Would you like to make changes to the materials?

Access the template(s) below:

(Canva Template, free account required)

- [Warm Up Cards](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)
- [Warm Up Cards](#)

1. Ask students to type ID # for attendance
 - "TYPE NAME ID NUMBER PLEASE"
2. Start with 5-minute conversations
 - "START TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER"
3. Understanding statements described with classifiers:
 1. Students will take turns practicing CLs utilizing different shapes as classifiers (Circle, Rectangle, Cylinder, Triangle)
 - "TAKE TURNS CL PRACTICE SHAPE LIST 4-CIRCLE, RECTANGLE, CYLINDER, TRIANGLE"
 2. Student will begin by signing the shape then utilizing that shape as as a classifier to represent something else
 1. Ex: Small rectangle used to describe a broken phone screen
 2. "SHAPE DIFFERENT USE CL. ME SHOW-YOU RECTANGLE CI-PHONE SCREEN BROKEN"
4. Classifier Questions
 1. Take turns asking each other questions using a classifier
 2. "TAKE TURNS ASK QUESTIONS CL USE"
 1. Walk
 2. Car
 3. Group walking
 4. Driving
 5. etc.

MAIN ACTIVITY:

Materials Needed for Main Activity

- [Google Slides](#)

1. Fingerspelling Quiz!
2. Have students take out a piece of paper and a pen/pencil.

- "NOW FINGERSPELL PRACTICE TEST/QUIZ GRAB PAPER PEN"
3. Have students number their papers 1-10
 - "PAPER WRITE NUMBER 1-10"
 4. The lab instructor will then sign the first 10 words. Sign each word two times (once faster than normal, and once at normal speed)
 - "ME SIGN 10 WORDS TIME 2. 1 FAST 1 NORMAL"
 5. Once all 10 are signed, go over the words with the students and discuss which were hard/why
 - "FINISH HARD WHICH? EASY WHICH?"
 6. Repeat this process again with the next ten words.
 7. ****Only fingerspell each word a maximum of two times****

Set 1: PUMPKIN – RUPTURE – OCTOPUS – GOGGLE – GOOGLE – OCTOBER – SPECTACULAR – FRAPPUCCINO – LAMINATION – CONDITIONER

Set 2: CHRISTMAS – OFFICE – HANDLE – PSYCHOLOGY – QUIVER – WALRUS – XYLOPHONE – ROCKSTAR – EMPTY – UNICORN

WRAP-UP

1. How did you feel about the fingerspelling?
 - "YOU FINGERSPELL FEEL HOW?"
2. Do you think you need more practice?
 - "YOU PRACTICE MORE NEED?"
 - Let students know about any resources they can access to improve their receptive fingerspelling skills such as aslpro.com, asl.ms, and youtube fingerspelling quizzes.
3. Ask students if they are concerned about anything and make sure you address those needs.

Deaf Culture Notes

Utilizing signer's space is very important for accurate communication among the Deaf community. Stories can become as in-depth and elaborate as they are in spoken English so in order to get every detail of the point across the entire signer's space and establishing perspective is necessary.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence

- (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can take part in identifying a picture card based on the classifier clues.
- I can practice fingerspelling words correctly.
- I can practice understanding words when fingerspelled to me.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=573#h5p-4>

 *ASL Level 3, Activity 5-Construct a Story (Online)*



BLOW OFF STEAM

[Picture by Raw Pixel](#)

Description:

Students will review ASL idioms and use them in context. Students will take pieces of information (setting, time, activity, item) and create a story to share in American Sign Language.

Semantic Topics: Storytelling, Discussion

Grammatical Structures: Sentence Structure, Idioms

Products: Identifying and using idioms

Practices: Learning about idioms and applying them in sentences

Perspectives: Idioms are a great example of signs that aren't usually taught but are commonly used among the Deaf community so ASL students should be familiar with them in order to communicate with Deaf people

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.2 – Students comprehend and interpret live and recorded American Sign Language on a variety of topics
- Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics
- Standard 4.1 – Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.

Idaho Content Standards for World Languages:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language
- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can learn/review idioms in American Sign Language.
- I can use correct ASL grammar.
- I can use the information provided to me to create and share a story in the target language.

Materials Needed

- [Google Slides](#)
- [Idiom Cards](#)
- [Idiom Video](#)
- [Setting/Situation Cards](#)
- [Time Cards](#)
- [Miscellaneous Cards](#)

Would you like to make changes to the materials?
Access the template(s) below

- [Idiom Cards](#)
- [Situation Setting Cards](#)
- [Time Cards](#)
- [Miscellaneous Cards](#)

WARM-UP

Materials Needed for Warm-Up

- [Idiom Video](#)
- [Idiom Google Doc](#)

1. Ask students to type ID # for attendance
2. Start with 5-minute conversations in breakout rooms
 - “START BREAKOUT ROOMS TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER”
3. Review idioms!
4. Watch [THIS VIDEO](#) that provides a description of idioms in ASL. As a group discuss what their thoughts were on the video and practice a few or all of the idioms (Refer to google doc)

EX:

1. **STOP-IT/“FISH”** – If a mother is at the grocery store and her child is running around, being loud, and playing too close to people, she might use **STOP-IT/“FISH”**
2. **EYE-CATCHING** – All day you’d be waiting on the 4th of July for the fireworks by hanging out with family and BBQing. Finally, you’re able to see the fireworks. At that point, you would use the term **EYE-CATCHING**

MAIN ACTIVITY

Materials Needed for Main Activity

- [Idiom Cards](#)
- [Setting/Situation Cards](#)
- [Time Cards](#)

- [Miscellaneous Cards](#)

Create a story!

1. Students will be privately sent a card from each “pile” (Idiom, Setting, Time, and Misc) by the lab instructor
2. Review sentence structure in ASL.
 - “TIME-TOPIC-COMMENT OR TIME-SETTING-MISC” with an idiom thrown in to spice it up!
3. The lab instructor will provide an example first.
4. Students will then create a cohesive story with those cards and take turns sharing them.
 - “TAKE TURNS STORY CREATE WITH CARDS AND fs-IDIOM SHARE WITH GROUP”
5. Continue until cards are expended.

This activity is to mainly practice idioms and hone in on grammar. Be very nit-picky about this. Having the cards separated like this is a good way to identify correct grammar

Wrap-Up Questions

1. What challenges are you having with ASL sentence structure?
 - “ASL SENTENCE ORDER FEEL HOW?”
2. What do you like about ASL idioms?
 - “ASL fs-IDIOMS LIKE WHAT”

Culture Notes

Idioms are a fantastic example of slang within Deaf culture. They carry weight and meaning that no other sign or phrase could accurately equivocate as well as create a deeper sense of connection and community between signers.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can learn/review idioms in American Sign Language.
- I can use correct ASL grammar.
- I can use the information provided to me to create and share a story in the target language.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=576#h5p-4>

VS ASL Level 3, Activity 6-*Would You Rather? (Online)*



[Picture by Story Set](#)

Description:

Students will be able to translate scenarios from English to American Sign Language using classifiers and correct sentence structure. Students will also play a game in which they are focusing on differentiating between choices.

Semantic Topics: Game, Story, Translating

Grammatical Structures: Sentence Structure, Classifiers, NMM

Products: Translating, use of classifiers, and expressing opinions

Practices: Translating English scenarios to ASL while using CLs and expression and explanation of different opinions

Perspectives: It is important to utilize CLs when correctly describing scenarios in ASL as well as the ability to express, explain, and defend personal opinions

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics
- Standard 4.1 – Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.

Idaho Content Standards for World Languages:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language
- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can translate scenarios in American Sign Language
- I can use non-manual signs to express thoughts
- I can communicate with my peers on pre-determined topics

Materials Needed

- [Google Slides](#)
- [Would You Rather Cards](#)
- [Scenario Cards](#)

WARM-UP

Materials Needed for Warm-Up

- [Scenario Cards](#)

1. Ask students to type ID # for attendance
 - "LIST 2-NAME, ID NUMBER TYPE"
2. Start with 5-minute conversations in breakout rooms
 - "START BREAKOUT ROOMS TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER"
3. Translate Scenarios
4. Each student will be privately sent one scenario card
5. After reading it to themselves, students will practice with a partner in breakout rooms for a few minutes to translate the scenario
6. Be sure to use correct sentence structure and classifiers! (This can be sent in the chat before opening breakout rooms)
 - "PARTNERS ALL GRAB HAPPEN CARD. PRACTICE TRANSLATE TOGETHER. PRACTICE LIST-2, SENTENCE ORDER, CL"
7. The lab instructor will then close the room and everyone will take turns and share their translated scenario
8. (Order of who will share can be sent in the chat)
 - "TRANSLATE FINISH TAKE TURNS SHARE HAPPEN CARD ASL SENTENCE STRUCTURE"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Would You Rather Cards](#)

Would You Rather!

1. Students will play the game, "Would You Rather" to focus on role shifting.
 - "GAME PLAY NAME fs-WOULD YOU fs-RATHER"
2. Emphasize role shifting and non-manuals when asking questions.
 - "PRACTICE ROLE SHIFT NMM rhq-WHEN? ASKING QUESTIONS"
3. Make sure students are concentrating on grammar and correct sentence structure
4. Have the pile of Would You Rather cards on the table
5. A student will be sent a card one at a time and sign it to the rest of the lab
 - "ME SEND ONE PERSON CARD THEY SIGN QUESTION TO GROUP"

6. Each student will then answer accordingly based on the card
 - "ALL ANSWER DISCUSS"
7. Allow for a natural discussion on why students are picking the choice that they did
8. Repeat

WRAP-UP

1. Do you have any questions regarding the content reviewed today?
 - "NOW DAY QUESTIONS HAVE?"
2. What concepts are you struggling with in American Sign Language?
 - "YOU ASL HARD THINK WHAT?"
3. Is there anything you feel you need to review?
 - "PRACTICE MORE NEED WHAT?"

Culture Notes

Translating from English to ASL grammar is a part of the daily life of Deaf individuals living in a primarily hearing world. Especially because most Deaf people rely heavily on lip reading because most hearing people don't know sign language.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

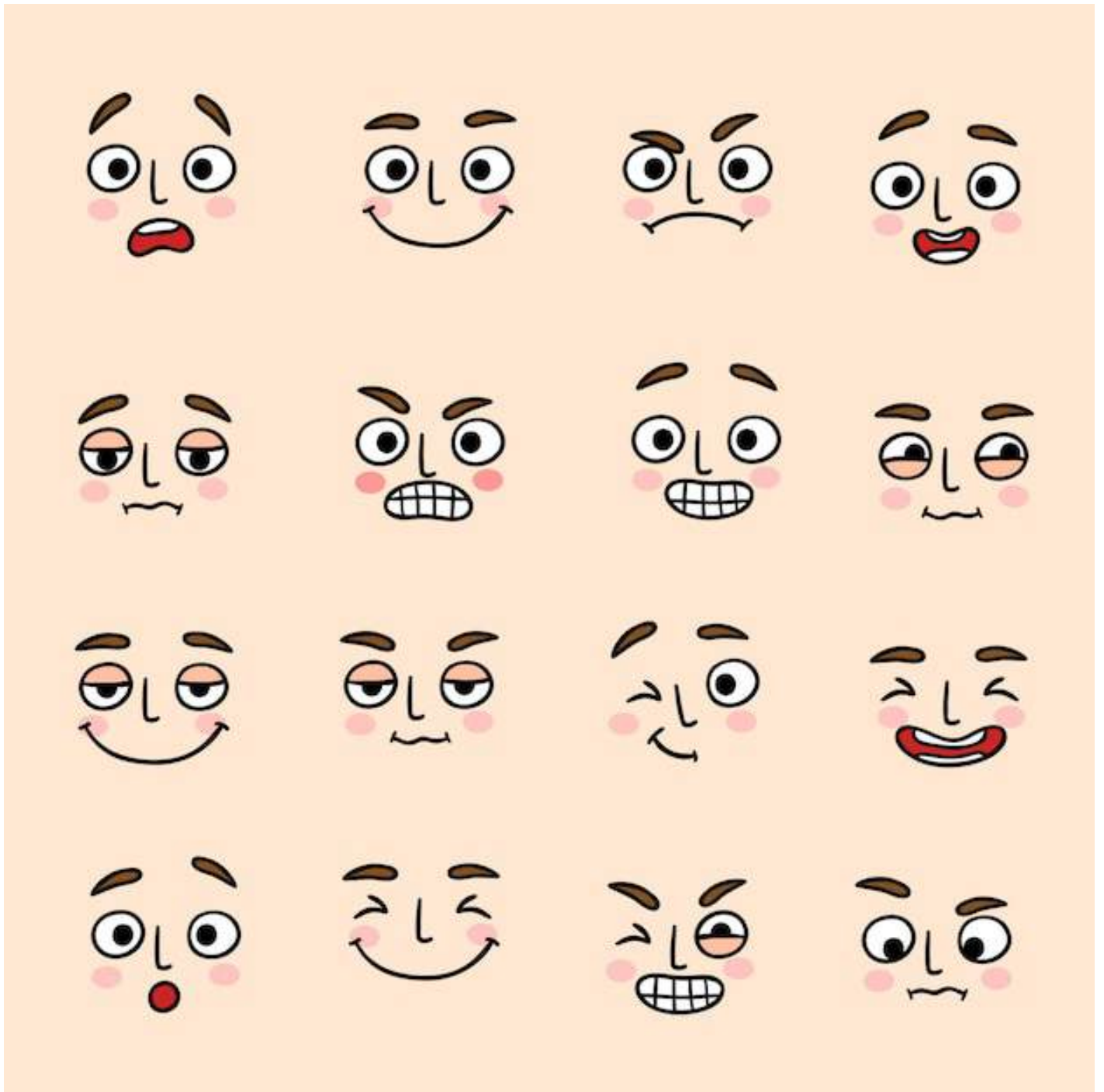
- I can translate scenarios in American Sign Language
- I can use non-manual signs to express thoughts
- I can communicate with my peers on pre-determined topics



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=578#h5p-4>

🗣️ *ASL Level 3, Activity 7-Emotions (Online)*



[Picture by Macro Vector Official](#)

Description:

Students will review the signs for emotions to better understand how to use emotions in conversation. Students will have the opportunity to communicate with peers to defend and explain their choices.

Semantic Topics: Emotions, Game, Explanations

Grammatical Structures: Facial expression, Vocabulary

Products: Vocabulary and display of emotion through facial expressions

Practices: Utilize correct signs for emotions in combination with facial expression

Perspectives: Facial expression is a huge aspect of communication in ASL because it is a completely visual language

Standards

NCSFSL-ACTFL World-Readiness Standards:

- Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide

and obtain information, express feelings and emotions, and exchange opinions

- Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics
- Standard 4.1 – Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.

Idaho Content Standards for World Languages:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language
- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can give reasons for my choices.
- I can defend and support my beliefs about pre-determined scenarios.
- I can review and remember new signs.

Materials

- [Google Slides](#)
- [Situation Cards](#)
- [Bingo Cards](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

1. Start with 5-minute conversations in breakout rooms

“START BREAKOUT ROOMS TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER”

2. Review different emotions in ASL. This can be done through conversation, fingerspelling practice, and/or students showing you the sign/you show them the sign.

“NOW EMOTION SIGN PRACTICE. ME NUMBER SIGN IF YOU KNOW YOU EMOTION SIGN. IF NO-ONE KNOW ME HELP”

1. Mad
2. Happy
3. Sad
4. Excited
5. Embarrassed
6. Sick
7. Scared
8. Surprised
9. Stressed
10. Nervous
11. Tired
12. Depressed
13. Satisfied
14. Worried
15. Annoyed/Irritated
16. Curious
17. Jealous
18. Disappointed

MAIN ACTIVITY

Materials Needed for Main Activity

- [Situation Cards](#)
- [Bingo Cards](#)

- Using the situation cards, translate to the students the different scenarios one at a time without showing the slides.

“ME HAPPEN/SITUATION CARD TRANSLATE”

- Students will then pick an emotion they think best describes the situation
 - This is determined by the emotion (sad scenario=sad emoji)

“YOU EMOTION PICK WITH HAPPEN/SITUATION”

- Facilitate a discussion in ASL for students to defend their reasoning

“PICK EMOTION WHY?”

- Share other possible answers for the situation and try to start a discussion.

“OTHER EMOTION (fill in alternative emotion)MAYBE”

WRAP-UP

1. What is the hardest aspect of using facial expressions?
 - “FACIAL EXPRESSION HARD WHY?”
2. Does it not come naturally, does it make you feel goofy, etc?
 - “FACIAL EXPRESSION NORMAL WEIRD WHICH? WHY?”
3. Why are emotions so important in ASL?
 - “EMOTION IMPORTANT ASL WHY?”

Cultural Notes

ASL is a purely visual language which means facial expressions are an imperative part of grammar. The slightest change in Non-Manual markers may completely alter the meaning of what is being communicated. So remember, eyebrows speak louder than words!

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statement

NCSSFL-ACTFL Can-Do Statements:

- I can give reasons for my choices.
- I can defend and support my beliefs about pre-determined scenarios.
- I can review and remember new signs.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=582#h5p-4>

 *ASL Level 3, Activity 8-Coffee Talk (Online)*



[Picture by Freepik](#)

Description:

Students will practice signs for emotions and play a game regarding a wide variety of topics to expand their vocabulary.

Semantic Topics: Conversation, Games, Descriptors

Grammatical Structures: Fingerspelling, Vocabulary

Products: Recalling Vocabulary

Practices: Using emotion signs and signs for different topics that aren't used on a regular basis

Perspectives: Having a wide vocabulary makes sign language conversations more productive and in-depth

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide

and obtain information, express feelings and emotions, and exchange opinions

- Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics
- Standard 4.1 – Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.

Idaho Content Standards for World Languages:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language
- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can express my characteristics/personality traits using ASL.
- I am comfortable with my ability to explain a concept without the use of fingerspelling.
- I am able to express opinions that relate to everyday topics.

Materials Needed

- [Google Slides](#)
- [Emotions Review Video](#) (in Google Slides)
- Coffee & Conversation Cards
 - [Link 1](#)
 - [Link 2](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

- [Emotions Review Video](#) (in Google Slides)

1. Ask students to type ID # for attendance
2. Start with 5-minute conversations in breakout rooms
 - "START BREAKOUT ROOMS TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER"
3. Name Personalities!
4. Have students take a few minutes to write down personality traits they have corresponding with their first and last name
5. ex. M-Motivated O-Outgoing N-Nervous
 - "TIME 3 MINUTES WRITE DESCRIBE WORDS NAME. M-MOTIVATED O-OUTGOING N-NERVOUS"
6. Once everyone is done, have them give some background, an example, or tell a story of why they think they have that characteristic/personality trait.
 - "FINISH TAKE TURNS SHARE WORDS. PICK WHY? EXPLAIN"

MAIN ACTIVITY

Materials Needed for Main Activity

- Coffee & Conversation Cards
 - [Link 1](#)
 - [Link 2](#)
- [Creamer Cards](#)

1. Coffee & Conversations
2. The lab assistant will copy and paste the topic from a Coffee Card into the chat and provide the sign
 - "ME CARD PICK SIGN SHOW-YOU. YOU BOX TYPE SEND"
3. Students type all of the things that come to mind based on that topic
 - "YOU ALL WORDS THINK WITH TOPIC TYPE"
4. Explain to students that each round the time will be getting shorter and shorter (30 seconds to start, by the end possibly only 10 seconds)
 - "FINISH NOW NEW CARD TIME SMALL CONTINUE"

5. After the time is up, students go around reading off their lists.
 - "TIME FINISH TAKE TURNS LIST READ"
6. If you have the same word written down as someone else, you cross it out.
 - "YOU WORD WRITE OTHER PERSON WORD WRITE SAME cI-CROSS OUT POINT NONE"
7. Students earn points for the words they have that no one else has.
 - "YOU WORD WRITE NO ONE SAME WORD, 1 POINT"
8. Be sure to question words that don't seem relevant and students have to defend them.
9. After each round, the lab assistant asks a question relating to the topic on the card to create a discussion
10. When the game is over count up your points to see who won!
 - "GAME FINISH POINTS COUNT. WIN WHO?"

WRAP-UP

1. What are you wanting to improve on?
 - "YOU IMPROVE WANT WHAT?"
2. Do you feel more confident with your ability to communicate casually?
 - "YOU COMMUNICATE CONFIDENT BECOME MORE?"

Deaf Culture Notes

Organized Deaf events are held at different locations to provide a meeting point for Deaf people or students/individuals learning sign to communicate with one another strictly using sign. These often take place at coffee shops.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can express my characteristics/personality traits using ASL.
- I am comfortable with my ability to explain a concept without the use of fingerspelling.
- I am able to express opinions that relate to everyday topics.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=584#h5p-4>

😬 ASL Level 3, Activity 9-Facial Expressions (Online)



[Image by Slideshare](#)

Description:

Students will discuss Deaf culture through the experiences of a Deaf individual. Students will work to translate scenarios in ASL while understanding the importance of facial expressions and non-manual signs in conversation.

Semantic Topics: Deaf culture, Translation

Grammatical Structures: Non-manual signing (NMS), Expression, Sentence Structure

Products: Understanding the importance of facial expression, NMS, and hearing CODAs

Practices: Intentional removal of facial expression to understand the importance of its presence.

Perspectives: The need for facial expressions in ASL can be a hard concept for hearing people to grasp but they not only clarify the signer’s intentions and tone but can also completely change the meaning of a sign.

Standards

AATSP Standards for Learning American Sign Language:

- “Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions”
- “Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics”
- “Standard 2.1 – Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture”
- “Standard 4.1 – Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.”

Idaho Content Standards for World Languages:

- “COMM 1: Interact with others in the target language and gain meaning from interactions in the target language”
- “COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions”
- “CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture”

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I am able to understand the need for facial expressions
- I am able to discuss the importance of facial expressions in Deaf culture
- I am able to challenge myself to step outside normal signing parameters

Materials Needed

- [Google Slides](#)
- [Expression Story Cards](#)
- [CODA Comedian Video](#)

WARM-UP

Materials Needed for Warm-Up

- [CODA Comedian Video](#)

1. Ask students to type their name and ID # for attendance
 - “YOU LIST 2- NAME, ID NUMBER TYPE”
2. Start with 5-minute conversations in breakout rooms
 - “START BREAKOUT ROOMS TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER”

3. Watch [THIS VIDEO](#) as a group
4. This is a video of Keith Wann, a child of Deaf adults whose first language is ASL. He tells the story of the day he was born.
5. There is a voiceover in the video. If you think your students can handle no audio, please challenge them.
 - "NOW VIDEO WATCH DEAF CULTURE. STORY CHILD GROW-UP HEARING FIRST LANGUAGE HEARING rhq-WHY? DEAF MOM DAD"
6. As a group, discuss different aspects of the video and allow the students to share their thoughts on the video
 - "VIDEO FINISH THINK WHAT?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Expression Story Cards](#)

Facial Expression Challenge!

The point of this activity is to understand the importance of facial expressions in ASL

1. Discuss as a group if facial expressions are needed when discussing in ASL, if the meanings of signs change based on the facial expressions, and review what the non-manual signs are
 - "FACIAL-EXPRESSION IMPORTANT WHY? SIGN MEANING CHANGE WITHOUT FACIAL EXPRESSION? NMS WHAT"
2. Have students pair up and privately message each partner different cards from the link
3. This can also be done in a whole group where one person signs are card at a time
4. Partners will take turns translating the situations on the cards to their partner
 - "PARTNERS TAKE-TURNS TRANSLATING HAPPEN CARDS"
5. Explain that the goal is to sign the situations without using any facial expressions
 - "FACIAL EXPRESSION USE NONE"
6. Their partner's job is to point out every time they use facial expressions.
 - "PARTNER B WATCH PARTNER A. PARTNER B STOP PARTNER A IF THEY FACIAL EXPRESSION USE"
7. After each turn have the partners see if they were able to understand the situation without facial expressions

- “FINISH PARTNER B UNDERSTAND? YES NO WHICH? WHY?”
8. Once they are done signing their cards, come back together as a group and ask them how hard it was to sign without their expressions.
 9. What was hard about this?
 - “HARD WHAT?”
 10. Is there less understanding when there are no expressions?
 - “FACIAL EXPRESSION NONE UNDERSTAND?”
 11. What expression specifically did you find hard to avoid?
 - “FACIAL EXPRESSION USE NOT HARD WHICH?”

WRAP-UP

1. What are you struggling with in ASL?
 - “ASL HARD WHAT?”
2. What is most interesting to you about Deaf culture?
 - “DEAF CULTURE INTERESTING WHAT?”
3. What did you think about the Deaf comedian?
 - “DEAF FUNNY PERSON LIKE DISLIKE WHY?”
4. Do you understand the importance of facial expressions when signing?
 - “FACIAL EXPRESSION WITH SIGN IMPORTANT UNDERSTAND?”

Deaf Culture Notes

Facial expressions are important to a full visual language like ASL. For instance, the slight raise of one's eyebrows indicate a new topic, and the shape of one's mouth informs an audience of the intensity and size. Without expression, the meaning of a message is lost.

End of Lab:

- Read can-do statements and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I am able to understand the need for facial expressions
- I am able to discuss the importance of facial expressions in Deaf culture
- I am able to challenge myself to step outside normal signing parameters



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=586#h5p-4>

ASL Level 3, Activity 10-Auction (Online)



[Picture by Frepik](#)

Description:

Students will learn about how people sign differently from one another. They will also practice money

signs by reviewing money related vocabulary and selling and buying auction items from each other with fake money given by the lab instructor.

Semantic Topics: Auction, Conversation, Numbers, Persuasion

Grammatical Structures: Fingerspelling, Vocabulary

Products: Money-related signs

Practices: Practicing numbers and buying/selling items

Perspectives: Signs related to money frequently come up in day-to-day conversation

Standards

AATSP Standards for Learning American Sign Language:

- “Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions”
- “Standard 1.2 – Students comprehend and interpret live and recorded American Sign Language on a variety of topics”
- “Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of

viewers on a variety of topics”

- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture

Idaho Content Standards for World Languages:

- “COMM 1: Interact with others in the target language and gain meaning from interactions in the target language”
- “COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions”
- “COMM 2.1 – Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics”
- CLTR 1.3: Function appropriately in diverse contexts within the target culture.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can ask and understand how much something costs
- I can describe objects in a persuasive way
- I can talk about familiar items that I encounter in everyday life

Materials Needed

- [Google Slides](#)
- [Auction Cards](#)
- [Fingerspelling Name Quiz](#)
- [Names – Intermediate ASL](#)

WARM-UP

Materials Needed for Warm Up

1. [Fingerspelling Name Quiz](#)
2. [Names – Intermediate ASL](#)

1. Ask students to type ID # for attendance
2. Start with 5-minute conversations in breakout rooms
 - "START BREAKOUT ROOM TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER"
3. Today we are going to watch two different videos that have two different people signing names.
 - "NOW DAY VIDEO WATCH 2. 2 DIFFERENT PEOPLE BOTH SIGN NAMES"
4. Start the video and using a whiteboard and marker students will write down what they see being fingerspelled
 - "VIDEO WATCH YOU WRITE FINGERSPELL NAMES"
5. After each of the videos, discuss any differences they saw
 - "VIDEO FINISH SEE WHAT?"
6. Start a discussion on how different people can sign differently and how we become comfortable and familiar with how individuals sign.
 - "PEOPLE SIGN DIFFERENT HOW?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Auction Cards](#)

1. Vocabulary Review
 1. MONEY
 2. BUY
 3. PAY YOU/PAY ME
 4. LOAN
 5. APPLY (verb for applying programs, jobs, loans, etc.), APPLICATION, APPLY (verb for apply ideas, hypothesis, thesis, math problem/equation, science laws)
 6. One hand movement near forehead- DREAM, CONCEPT, IDEA, PHILOSOPHY, HYPOTHESIS, THESIS
 7. ENOUGH (out), FULL (in- toward your wrist)
 8. THRIVE/ "VALUE-UP"/DEVELOP
 9. DEPRECIATION/"VALUE-DOWN",
 10. COST/PRICE

11. WORTH/VALUE/PRICE
 12. DOWN-PAYMENT/DEPOSIT
 13. RESERVE
 14. AMOUNT
2. Auction
1. Each student will have the same amount of money
 2. Total of \$1,425
 3. Students will take turns auctioning items from the Canva link.
 - "ALL 1,425 DOLLER HAVE, ITEMS/THINGS HAVE"
 4. Students will go in a circle one at a time to try and sell the item on the screen (the lab instructor shares their screen with the group). They will begin with a description of their item that will try and get the other students to want to buy it.
 - "TAKE TURNS DESCRIBE SHOW-YOU ITEM ON SCREEN"
 5. The other students will sign prices they are willing to pay for an item until the amount gets too high and there is only one person left willing to bid that high.
 - "STUDENTS SIGN THEY PAY HOW MUCH. CONTINUE FINISH"
 6. The person who wins the bid will send the amount of money to the person selling in the chat.
 - "WIN PERSON PAY MONEY TYPE SEND"
 7. Then the next student will get the chance to sell an item. This will keep going until all items have been sold or time runs out.
 - "TAKE TURNS CONTINUE"

WRAP UP

1. Do you want to buy some of the items in real life?
 - "YOU BUY REAL/TRUE WANT?"
2. In your opinion is there anything expensive?
 - "THINGS/ITEMS EXPENSIVE WHICH?"
3. Have you ever gone to an auction in real life?
 - "PAST YOU AUCTION GO-TO HAVE?"

In 2021, the Cam SOL and FENASEC held their first art auction for the Deaf to raise funding and awareness about Deaf identity and their mission to develop leadership skills.

End of Lab:

- Read can-do statements and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can ask and understand how much something costs
- I can describe objects in a persuasive way
- I can talk about familiar items that I encounter in everyday life



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=589#h5p-4>

👉 *ASL Level 3, Activity 11-Directional Verbs (Online)*



[Picture by Raw Pixel](#)

Description:

Students will be able to practice translating written English to ASL with a focus on directional verbs and classifiers in storytelling.

Semantic Topics: Translating, Storytelling

Grammatical Structures: Directional verbs, Classifiers, Signing space, Signer's perspective

Products: Use of signer's space and perspective and correct execution of directional verbs and classifiers

Practices: Watching a video about directional verbs then applying them to telling a story

Perspectives: Being intentional about CLs and directional verbs is very important to clearly tell a story

Standards

AATSP Standards for Learning American Sign Language:

- "Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions"
- "Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of

viewers on a variety of topics”

- “Standard 4.1 – Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.”

Idaho Content Standards for World Languages:

- “COMM 1: Interact with others in the target language and gain meaning from interactions in the target language”
- “COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions”

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can explain fictional circumstances comfortably
- I can articulate a concept without using specific vocabulary
- I can understand how to translate written English to ASL

Materials Needed

- [Google Slides](#)
- [Story Cards](#)
- [Directional Verb words](#)
- [Directional Verbs Video](#)

WARM-UP

Materials Needed for Warm Up

- [Directional Verbs Video](#)

1. Ask students to type ID # for attendance
2. Start with 5-minute conversations in breakout rooms

- "START TIME BREAKOUT ROOMS 5 MINUTE CONVERSATION DISCUSS WHATEVER"
3. Today we're going to watch a video about directional verbs
 - "NOW DAY VIDEO WATCH TOPIC DIRECTION VERB"
 4. Watch [THIS VIDEO](#) to practice directional verbs
 5. We are going to review directional verbs in preparation for the main activity. Discuss directional verbs and provide some examples. Have students discuss the connections between a directional verb and classifiers.
 - "VIDEO FINISH DISCUSS DIRECTION VERB. DIRECTION VERB CL CLOSE SAME HOW?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Story Cards](#)
- [Directional Verb words](#)

1. Directional Verb practice!
2. Go over the Directional Verb Words Canva link with the group
 - "NOW DIRECTION VERB PRACTICE TOGETHER"
3. Using the story cards each student will read/translate a chunk of the story until they reach the dinosaur (this is the indicator that it is time to switch)
 - "NOW GAME DIRECTION VERB PRACTICE"
4. Go over the first story card first
 - "START ME STORY CARD SHOW-YOU"
5. Put students into breakout rooms of 2-3 people
6. After they reach the dinosaur, have them give the card to the next person
7. Have students sign a chunk of the story, making sure they focus on the directional verbs
 - "BREAK OUT ROOMS TAKE TURNS STORY SIGN FOCUS DIRECTION VERBS. DINO PICTURE STOP NEW PERSON START"
8. Once the stories are finished lab instructor will privately send a directional verb card to one person at a time and they will use it to create a sentence.
9. Remember to stress that the directional verb cards are not to be signed specifically
10. Encourage students to SHOW the card rather than TELL what happened.

- “STORY FINISH NOW SENTENCE CREATE. ME SEND WORDS TAKE TURNS MAKE SENTENCE. SHOW NOT TELL”

WRAP-UP

1. Do you see the importance of classifiers?
 - “CL IMPORTANT WHY?”
2. How will this help your ASL skills in the future?
 - “CL HELP ASL BECOME BETTER HOW?”

Culture Notes

Classifiers and directional verbs are useful when utilizing signing space and considering signer’s perspective. When signing an elaborate story, it is best to employ directional verbs to further develop one’s ASL grammar and minimize the audience’s confusion. Additionally, the use of directional verbs assists stories in coming alive, thus creating a sense of shared lived experiences between signers.

End of Lab:

- Read can-do statements and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can explain fictional circumstances comfortably
- I can articulate a concept without using specific vocabulary
- I can understand how to translate written English to ASL





An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=591#h5p-4>

 *ASL Level 3, Activity 12-Resolving Scheduling Conflicts
(Online)*



[Picture by Drazen Zigic](#)

Description:

Students will have the opportunity to practice discussing the concept of time in ASL and working through time conflicts in conversation.

Semantic Topics: Time, Conflicts, Conversation, Schedule

Grammatical Structures: Sentence Structure

Products: Correct grammar use and time-related signs

Practices: Beginning a sentence with the correct time-related sign such as PAST, NOW, FUTURE, RECENTLY, etc., and/or the specific time

Perspectives: Sign language is very direct and clear. Utilizing correct sentence structure is vital for successful communication

AATSP Standards for Learning American Sign Language:

- “Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions”
- “Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics”
- “Standard 4.1 – Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.”

Idaho Content Standards for World Languages:

- “COMM 1: Interact with others in the target language and gain meaning from interactions in the target language”
- “COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions”

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I am able to discuss topics that are interesting to me
- I am able to resolve scheduling issues
- I am able to understand messages portrayed exclusively visually

Materials Needed

- [Google Slides](#)
- [Schedule conflict cards](#)
- [Schedule invite cards](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

1. Ask students to type ID # for attendance
 - "LIST 2- NAME ID, NUMBER TYPE"
2. Start with 5-minute conversations in breakout rooms
 - "START TIME BREAKOUT ROOMS 5 MINUTE CONVERSATION DISCUSS WHATEVER"
3. Begin with a review of signs related to Thanksgiving
 - "PRACTICE fs-THANKSGIVING SIGN"
 1. THANKSGIVING (3 ways to sign)
 2. TURKEY
 3. MASHED POTATOES AND GRAVY
 4. SWEET POTATOES
 5. PIE (PUMPKIN AND APPLE)
 6. FAMILY
 7. FRIENDS
 8. GATHER
 9. DINNER
 10. FRUIT
 11. VEGETABLE
4. Have a discussion about what students are doing for Thanksgiving along with what their traditions are with their families
 - "YOU THANKSGIVING DO-DO?"
 - "YOUR FAMILY TRADITIONS HAVE?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Schedule conflict cards](#)
- [Schedule invite cards](#)

Schedule conflicts!

1. Start by going over the schedule invite cards by sharing your screen with the group
2. Before putting students in breakout rooms explain the instructions and privately send each student 4 schedule conflict cards that are different from the partner you are going to assign them to.

- “NOW GAME PLAY BREAKOUT ROOMS ME SEND 4 SCHEDULE TIME CARDS”
3. The card they have tells them what they need to do and by the time of day and activity which they have to do. They will then invite their partner to an event of their choosing that doesn't conflict with their card.
 - “PARTNER A CARD READ SEE PICTURE INVITE PARTNER EVENT TIME BEFORE AFTER CONFLICT CARD”
 4. The other person will then offer their help, but with a restriction of their own
 5. EX: In response to “I need to finish this paper by midnight” the other person could offer to help review the rubric and help with the organization of the main points of the paper, but only after 10 pm because they have soccer practice that night
 - “PARTNER B CARD READ RESPOND GO-TO TIME CAN CAN'T”
 6. After both partners are done, have students draw a new card and partner B invites partner A to an event.
 - “FINISH NEW CARD CONTINUE PARTNER B PICK HAPPEN/EVENT”
 7. Once you've explained everything ask for questions and open the breakout rooms (again make sure partners have different cards)
 - “BEFORE BREAKOUT ROOMS QUESTIONS HAVE?”

The point of this activity is to simulate real-life scenarios involving problem-solving and scheduling conflicts. Feel free to have students either make up why they can't help right away, or tell the other person their real schedule. In the example, the other person might really have soccer practice until that time or it might be made up. Have fun with this!

WRAP-UP

1. What are some scenarios where you think you would use this skill?
 - “TIME PLAN DAILY USE SKILL WHEN?”
2. What would you like to review most on for the upcoming finals?
 - “FINAL TEST SOON PRACTICE NEED WHAT?”

Deaf Culture Notes

When making plans in ASL, it's important to keep in mind the structure of a sentence and the use of time. First comes the time, otherwise known as the tense. Followed by the topic, which is the subject. Then the comment, what is being said about the subject. Finally closing with the referent, which refers to the subject one is talking about.

End of Lab:

- Read can-do statements and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements**NCCSFL-ACTFL Can-Do Statements:**

- I am able to discuss topics that are interesting to me
- I am able to resolve scheduling issues
- I am able to understand messages portrayed exclusively visually



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=593#h5p-4>

ASL Level 3, Activity 13-Universal Classifiers (Online)



[Picture by Sign Station](#)

Description:

Students will learn about classifiers and how they are universally useful. They will also practice fingerspelling and take part in a game that will allow them to get to know each other better.

Semantic Topics: Stories, Game

Grammatical Structures: Fingerspelling, Classifiers

Products: Understanding the significance of classifiers and expressing personal information communication skills

Practices: Possibly utilizing universal aspects of sign language and playing two truths and a lie using facts about yourself

Perspectives: Although sign language is not universal a person who knows American Sign Language and someone who knows French Sign Language can still communicate on a very basic level. Also, talking about personal information and being open is common in the Deaf community.

AATSP Standards for Learning American Sign Language:

- “Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions”
- “Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics”
- “Standard 4.1 – Students demonstrate an understanding of the nature of language through comparisons of American Sign Language and their own languages.”

Idaho Content Standards for World Languages:

- “COMM 1: Interact with others in the target language and gain meaning from interactions in the target language”
- “COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions”
- “COMP 2: Investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own”

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can topics that are interesting to me
- I can describe facts about myself
- I can understand messages portrayed exclusively visually

Materials Needed

- [Google Slides](#)
- [Visual Vernacular: A Deaf German Lady's Tsunami Story](#)
- [“Unexpected moment” by deaf twins Ouahid](#)

WARM-UP

Materials Needed for Warm-up

- [Visual Vernacular: A Deaf German Lady's Tsunami Story](#)
- ["Unexpected moment" by deaf twins Ouahid](#)

1. Ask students to type ID # for attendance
 - "LIST 2-NAME, ID NUMBER TYPE"
2. Start with 5-minute conversations in breakout rooms
 - "START BREAKOUT ROOMS TIME 5 MINUTE CONVERSATION DISCUSS THANKSGIVING WHATEVER WANT"
3. Visual Vernacular!
4. Watch the two videos signed by Deaf people from different parts of the world
 - "NOW 2 VIDEOS WATCH CL DIFFERENT AREA WORLD"
5. When the videos are over have a group discussion.
6. What was understood?
 - "UNDERSTAND?"
7. How did classifiers support your understanding?
 - "CLASSIFIERS HELP UNDERSTANDING HOW?"
8. What do you know about sign language in other countries?
 - "YOU DIFFERENT COUNTRY SIGN LANGUAGE KNOW WHAT?"
9. Reflect on the similarities and differences of the Mexican Sign Language Alphabet
 - "MSL SAME DIFFERENT WHAT?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)

Fingerspelling & Game

1. Explain the instructions then put students into breakout rooms
 1. Each student will pick 5 words to fingerspell to their partners and then switch

2. Be sure to emphasize that we need to fingerspell clearly
 - "BREAKOUT ROOMS TAKE TURNS FINGERSPELL YOU PICK 5 WORDS"
2. Two Truths and a Lie
 1. Each student will come up with two true facts about themselves and one lie
 2. Each student will go around and share their facts
 3. The rest of the group will guess which is the lie
 4. Once everyone has guessed, explain which is a lie and then have that student share some more details on the true facts
 - "TAKE TURNS SIGN 2 TRUTHS 1 LIE. FINISH GROUP GUESS LIE WHICH. EXPLAIN TRUE"
 - "GROUP QUESTIONS ASK FINISH NEW PERSON SIGN 2 TRUTHS ONE LIE CONTINUE ALL"

***The goal of this game is to foster conversation in the target language**

WRAP UP

1. What have you learned about Deaf culture around the world?
 - "YOU DEAF CULTURE ALL WORLD LEARN WHAT?"
2. What is the importance of CLs?
 - "CLS IMPORTANT WHY?"
3. Do you feel comfortable signing information about yourself?
 - "YOU SELF INFORMATION SHARE COMFORTABLE FEEL?"

Cultural Notes

Different sign languages have different signs and customs. This makes it difficult for people to communicate with others in foreign countries via sign language. However, classifiers are universal. A story told exclusively using classifiers can be understood by Deaf individuals/ signers around the world.

Lab Assistant Notes: Remember to record attendance before ending the lab.

End of Lab

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can topics that are interesting to me
- I can describe facts about myself
- I can understand messages portrayed exclusively visually



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=595#h5p-4>

◆ *Level 3, Activity 14-Let's Just Chat (Online)*



[Picture by Freepik](#)

Description:

Students will review holiday signs. Students will have a discussion on Deaf culture and how their thoughts on ASL/Deaf Culture have changed through their learning and experiences.

Semantic Topics: Review, Deaf Culture, Reflection

Grammatical Structures: Vocabulary

Products: Increased Vocabulary and understanding of Deaf culture

Practices: Review of holiday signs and discussion and reflection on Deaf culture

Perspectives: Learning a language involves a lot more than just communication. It also involves understanding the culture and the origin of the language and how it has developed.

Standards**AATSP Standards for Learning American Sign Language:**

- "Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide

and obtain information, express feelings and emotions, and exchange opinions”

- “Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics”
- “Standard 4.1 – Students demonstrate an understanding of the nature of language through comparisons of American Sign Language and their own languages.”

Idaho Content Standards for World Languages:

- “COMM 1: Interact with others in the target language and gain meaning from interactions in the target language”
- “COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions”
- “COMP 2: Investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own”

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I am aware of and can act upon Deaf cultural norms
- I am able to express personal experiences
- I can reflect on my personal growth

Materials Needed

- [Google Slides](#)
- [Dear Hearing People](#)
- [Deaf People Tell](#)

WARM-UP

Materials Needed for Warm Up

- [Dear Hearing People](#)

- [Deaf People Tell](#)

1. Ask students to type their name and ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"
2. Start with 5-minute conversations in breakout rooms
 - "START BREAKOUT ROOMS TIME 5 MINUTE CONVERSATION DISCUSS THANKSGIVING WHATEVER"
3. Deaf culture!
4. Today we're watching two videos about deaf culture!
 - "NOW DAY VIDEO WATCH ABOUT (rhq)-WHAT? DEAF CULTURE!"
5. This video is mainly touching on what Deaf people want hearing people to act like with them and what is appropriate behavior. It's showing that Deaf people are just like hearing people in every aspect except the fact that they can't hear.
6. [Dear Hearing People](#)
7. There is a second video that is more of a fun video that asks Deaf people what question they hate most from hearing people. This is more laid back and "real".
8. [Deaf People Tell](#)
9. Have a discussion about these videos, whether or not students have ever come across any Deaf people and experienced adversity with these things or if the lab instructor has experienced anything related to these videos, please feel free to share!
 - "VIDEO FINISH YOU THINK WHAT? PAST YOU DEAF PERSON MEET?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)

Let's just chat!

1. Now we're going to review Holiday signs
2. Review Christmas signs
 1. CHRISTMAS
 2. HAUNIKKA

3. EID AL-ADAH
 4. EID AL-FITR
 5. CHINESE NEW YEAR
 6. CHRISTMAS TREE
 7. MENORAH
 8. NORTH POLE
 9. SNOW
 10. SANTA CLAUS
 11. JINGLE BELLS
 12. ELF
 13. WREATH
 14. ORNAMENT
3. Discuss plans for over break
 1. What are your plans for the break?
 - "YOU HOLIDAY PLAN HAVE WHAT?"
 2. Which holiday do you celebrate?
 - "YOU HOLIDAY CELEBRATE WHICH"

WRAP UP

Discuss next semester

1. Are you planning to continue ASL next semester?
 - "SEMESTER FINISH YOU ASL CONTINUE?"
2. Are you excited for next semester?
 - "FUTURE SEMESTER EXCITED YES NO WHY?"
3. Are you confident in your signing abilities?
 - "YOU CONFIDENT SIGN PERSON"

Deaf Culture

The Deaf community faces discrimination on a daily basis. Oftentimes, Deaf individuals receive redundant questions about personal aspects or rude inquiries with obvious answers. Despite the daily struggle, most Deaf individuals would not wish to change the way they are and are more than capable of setting and achieving high goals.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I am aware of and can act upon Deaf cultural norms
- I am able to express personal experiences
- I can reflect on my personal growth



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=597#h5p-4>

AMERICAN SIGN LANGUAGE LEVEL 4, ACTIVITIES FOR FACE-TO-FACE INSTRUCTION

👉 *ASL Level 4, Activity 1-Introductions, Questions (Face-To-Face)*



[Picture by Crayon](#)

Description:

Students will introduce themselves with relevant information, name, name sign (if applicable), major, minor, etc. They will participate in a Bingo game that will help students get to know one another as well as re-introduce facial expressions and sentence structure.

Semantic Topics: Introductions, Questions, Response

Grammatical Structures: Listing, Vocabulary, Facial Expression, Sentence Structure

Products: Sharing personal information in sign language and applying the correct use of facial expression and sentence structure

Practices: Using a list of relevant information to introduce themselves and playing a game to get to know one another further by asking questions and using the correct corresponding facial expressions

Perspectives: When asking a yes, no, or rhetorical question the correct facial expression is to raise your eyebrows whereas when asking an open-ended question you furrow them

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.1: Students use American Sign Language to engage in conversations and provide information, express feelings and emotions, and exchange opinions.

Idaho Content Standards for World Languages:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can share information about myself.
- I can identify the main idea and key information in short straightforward conversations.
- I can exchange information in conversation on familiar topics.

Materials Needed

- [Google Slides](#)
- iPad
- [Conversation Bingo cards](#)
- Expo markers
- [Kahoot](#)

WARM-UP**Materials Needed for Warm-Up**

- [Kahoot](#)

1. Start with 5-minute conversations about whatever they want
 - “NOW DAY START TIME 5 MINUTE CONVERSATION DISCUSS TOPIC WHATEVER”
2. Vocabulary Review
 - MAJOR
 - Dominant horizontal “B” hand, palm facing left if right-handed, its bottom edge in contact with top edge of non-dominant “B” hand, dominant hand moves forward twice.
 - MINOR
 - Dominant horizontal “B” hand, palm facing left if right-handed, its bottom edge in contact with bottom edge of non-dominant “B” hand, dominant hand moves forward twice.
 - NURSING
 - Dominant horizontal “U”, palm facing downward. Non-dominant hand “A” with palm facing up. Dominant hand taps the wrist of non-dominant wrist twice.
 - EDUCATION
 - Dominant hand fingerspelling “ED” near the upper side head.
 - PSYCHOLOGY
 - Dominant and non-dominant “flat” with non-dominant parallel to the body and palm oriented outward. Dominant hand palm oriented inward. Bring Dominant hand down between thumb and pointer finger of non-dominant hand, twice.
 - MATH
 - Dominant and non-dominant “M” hands, palm oriented inward facing body. Move hands towards opposite sides of the body so the top and bottom of each hand are grazing each other. Repeat the motion twice.
3. Introduce yourself first using things like name, major, minor, a fun fact, etc.
 - “HI LIST 5- MY NAME, YEAR, MAJOR/MINOR, ME FROM, FUN THING ABOUT ME”
4. Have students introduce themselves using the same information.
 - “NOW TAKE TURNS LIST 5”
5. An optional Kahoot can be added. The Kahoot cannot be provided for this lab since it is based off of Boise State University’s WLRC lab rules. However, you are free to create your own Kahoot using rules for your class or lab.
 - “NOW KAHOOT PLAY PRACTICE LAB RULES”

MAIN ACTIVITY:

Materials Needed for Main Activity

- iPad
- [Conversation Bingo cards](#)
- Expo markers

1. Pass out the Bingo cards to students and introduce the game.
 - "NOW GAME PLAY NAME B-I-N-G-O"
2. Each Bingo card has the same setup but the cards are open to a student's interpretation. For example, there is a picture of a lion with the word "Animals." The students can then open a conversation about animals:
 - "B-I-N-G-O CARD PHOTO LION WORD ANIMAL. TOPIC ANIMAL CONVERSATION"
3. "What is your favorite animal?"
 - "YOUR FAVORITE ANIMAL WHAT"
4. "Do you like animals?"
 - "YOU ANIMALS LIKE"
5. "Do you have any pets?"
 - "YOU PETS HAVE"
6. Students can only cross off the space on the card when they have discussed a chosen square
 - "TOPIC DISCUSS FINISH SQUARE CROSS OFF"
7. Encourage students to stray away from yes or no questions. Students should feel comfortable using open-ended questions and in turn, expanding upon the questions they are asked by engaging in conversation and asking more questions. This will also help re-introduce facial expressions and using the correct eyebrow orientation with open-ended questions.
 - "YES NO QUESTIONS ASK NOT. MAKE CONVERSATION. WH QUESTIONS EYEBROWS DOWN"
8. The "free" space in the middle allows students to come up with their own topic of choice.
 - "FREE SQUARE YOU TOPIC MAKE CAN"
9. Students should not be sticking with one partner but mingling with everyone in the lab as this is their opportunity to know other students with similar language interests.
 - "NEW TOPIC NEW PARTNER. MEET MEET MEET ALL LAB"

WRAP-UP

1. What are you most excited about for the semester?
 - "NOW SEMESTER YOU EXCITED WHAT?"
2. Are you planning to continue on to get your minor in ASL?
 - "YOU MINOR ASL PLAN YES NO?"
3. Are there any questions/concerns about lab hours or outside lab hours?
 - "LAB HOURS UNDERSTAND?"

Deaf Culture

Games are a fun activity across all cultures, even for the Deaf! When picking a game to play in the company of a Deaf person, it is important to consider its accessibility. Bingo is one of many games that are inclusive for the Deaf community.

End of Lab:

- Read can-do statements and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can share information about myself.
- I can identify the main idea and key information in short straightforward conversations.
- I can exchange information in conversation on familiar topics.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=599#h5p-4>

👋👋 ASL Level 4, Activity 2-Introductions (Face-to-Face)



[Picture by Freepik](#)

Description:

Students will practice vocabulary words as a group in the warm-up. For the main activity, they will form a community within their group and engage in getting-to-know-you activities.

Semantic Topics: Introductions, Conversation, Reflection, Presentation

Grammatical Structures: Vocabulary

Products: Recalling vocabulary and forming a community

Practices: Review Vocabulary and engage in get-to-know-you activities

Perspectives: Learning sign language comes with the added benefit of establishing a community with other learners/signers

Standards**NCSFSL-ACTFL World-Readiness Standards:**

- Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide

and obtain information, express feelings and emotions, and exchange opinions

- Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics

Idaho Content Standards for World Languages:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language
- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics
- COMT 1.2: Discuss personal preferences in activities and events both within and beyond the classroom
- COMT 2: Interact and collaborate in communities and the globalized world both within and beyond the classroom

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can interact with others to meet my needs in a variety of familiar situations.
- I can share information about myself.
- I can correct wrong information about myself.

Materials

- [Google Slides](#)
- [Get to Know You](#)
- [Vocabulary Review](#)

WARM-UP

Materials Needed for Warm-Up

- [Vocabulary Review](#)

- [Google Slides](#)

1. Start with 5-minute conversations about whatever they want
 - “NOW DAY START TIME 5 MINUTE CONVERSATION DISCUSS TOPIC WHATEVER”
2. Review signs and explain different contexts
 - “NOW SIGN PRACTICE”
 1. HOLIDAY
 - Two-handed “5” hands with palms facing each other are apart with the thumb tips on the sides of upper chest while the fingers wiggle.
 2. VACATION
 - Two-handed “5” handshapes (palm orientations facing each other), tapping twice on the upper chest (each hand near its shoulder).
 3. ACTIVITY
 - Two-handed “C” handshapes (palm orientations facing downward), sliding from left to right two times.
 4. RESTAURANT
 - Dominant “R” hand in front of the non-dominant side of mouth, palm in, brushes down and then brushes down again on the other side of mouth.
 5. DOG-BREED
 - DOG: Dominant hand with the small “d” handshape where the tips of thumb and middle finger are in contact while the index finger is upright and the palm is up. The middle finger and the thumb snaps a few times.
 - KIND: Dominant “K” hand circles around (forward/backward) and lands on non-dominant “K” hand.
 6. BOARD-GAME
 - BOARD: Two-handed “d” handshapes (palms oriented downward) and outlining a rectangle or square shape.
 - GAME: Two-handed “A” handshapes (palms oriented inward towards the body), tapping knuckles twice.
 7. SEASON (FALL, WINTER, SUMMER, SPRING)
 - Non-dom hand shaped “4” (palm oriented inwards toward the body). Dominant hand shaped “1” with palm oriented downward). Touching

dominant hand finger tip to the top of the non-dom hand fingertip, circulate (forward/backward) around the non-dom hand.

8. PET-PEEVE

- Dominant hand shaped "open 8". Bring middle finger to the temple on the head and twist inward.

9. RELAX

- Two-handed "5" handshapes (palms oriented inward towards the body). Cross dom arm over non-dom and pat chest twice.

10. HOMETOWN

- HOME: Dominant "flat O" handshape touching on the cheek near the mouth and then touching on the cheek again a bit away from the mouth.
- TOWN: Two-handed "flat" handshapes (palms oriented towards each other), tapping the ips of fingers twice.

11. MUSIC-GENRE

- MUSIC: Two-handed "relaxed-flat". Non-dom hand positioned to the side of and perpendicular to the body. Dom hand hovers above the forearm of non-dom arm. Sway dom hand forwards and backward.
- KIND: Dominant "K" hand circles around (forward/backward) and lands on non-dominant "K" hand.

12. TV-SHOW

- Fingerspell "TV Show".

13. SPORTS

- Two-handed "10" (or thumb-up) handshape with palms facing each other, one moves forward while the other one moves backward, alternating a few times.

14. SCHOOL-SUBJECT

- SCHOOL: Dominant flat hand (handshape), palm down (orientation) above non-dominant palm-up flat hand (location), taps twice on the non-dominant palm (movement).
- TOPIC: Two-handed "X" handshapes (palms oriented somewhat outward, somewhat towards each other). Positioned in front of the body, above the shoulders. Slightly twist wrists twice".

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Get to Know You](#)

1. The lab instructor will sign each question from the card to the whole group
2. then the instructor will choose one student to answer the question.
3. A group discussion can happen if people seem interested but for the most part, questions will be answered individually after the question has been signed.
 - The goal of this is to understand the questions being signed and discuss
 - **"ME QUESTION SIGN ONE PERSON ANSWER. NEW QUESTION NEW PERSON CONTINUE"**

WRAP-UP

1. Do you feel more comfortable with your group mates
 - **"YOU GROUP BECOME COMFORTABLE MORE?"**
2. How are you feeling about your signing ability?
 - **"YOU SIGN FEEL HOW?"**

Deaf Culture

Sign language vocabulary is very straightforward whereas in English there are multiple words with essentially the same meaning. The vocabulary list in this lab is a good example of this because in English "genre" and "subject" are completely different but in sign language, the signs TYPE or TOPIC can be used for either English word.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

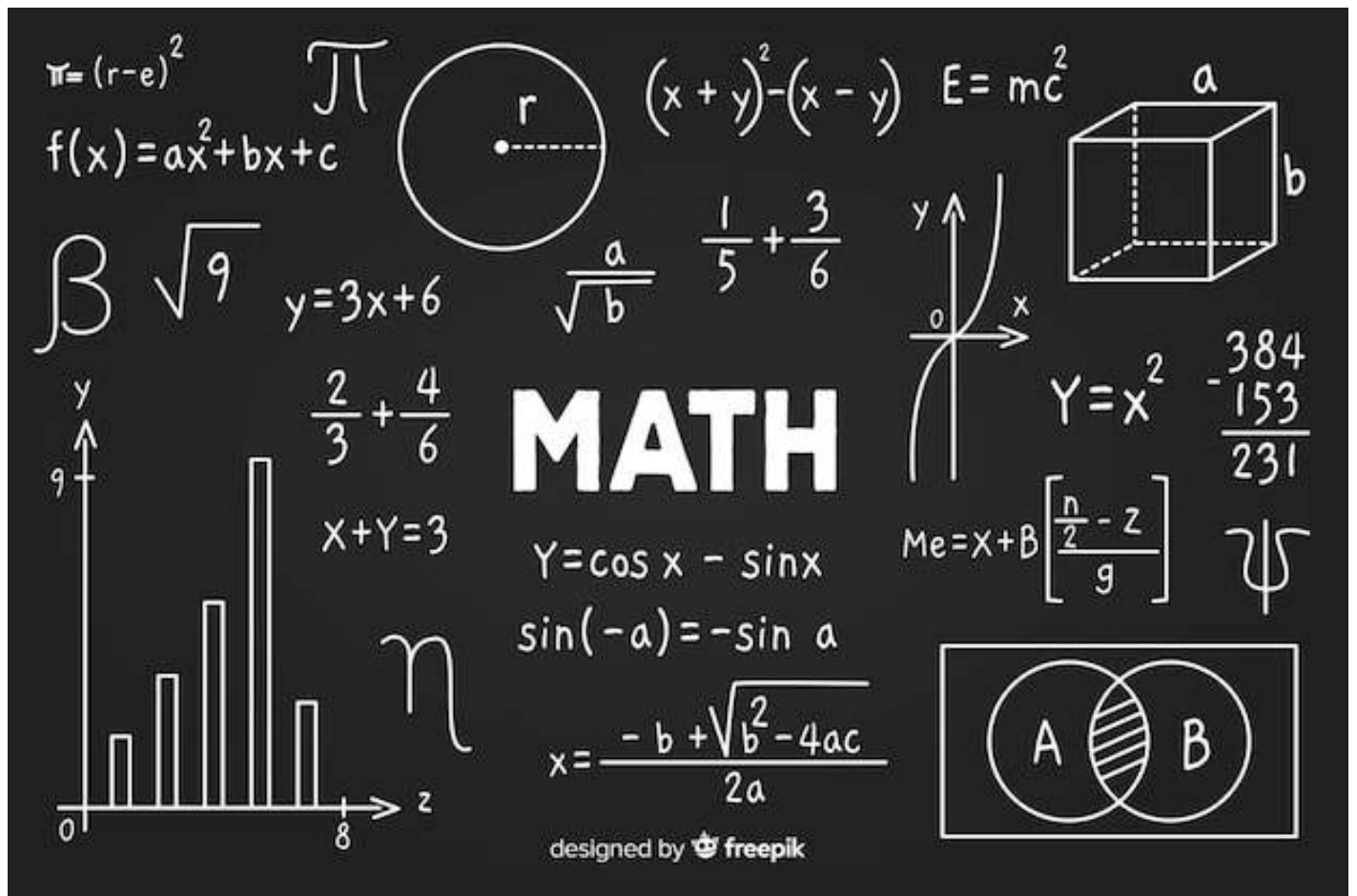
- I can interact with others to meet my needs in a variety of familiar situations.
- I can share information about myself.
- I can correct wrong information about myself.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=601#h5p-4>

100 ASL Level 4, Activity 3-Number Game (Face-to-Face)



[Picture by Freepik](#)

Description:

Students will review numbers and math terminology in American Sign Language. Students will work to

understand different ways to sign numbers in different contexts. Working in teams, students will play a game with a fast-paced review.

Semantic Topics: Math, Numbers, Game, Review

Grammatical Structures: Vocabulary

Products: Use of number-related signs

Practices: Fast-paced review of signs in teams

Perspectives: Number-related signs are important to master for day-to-day conversation

Standards

NCSSEFL-ACTFL World-Readiness Standards:

- Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics

- Standard 5.2 – Students show evidence of becoming lifelong learners by using American Sign Language for personal enjoyment and enrichment

Idaho Content Standards for World Languages:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language
- COME 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can recognize signs surrounding math terminology.
- I can respond to basic math questions using numbers.
- I can comprehend and react when presented with a sign.

Materials Needed

- [Google Slides](#)
- [Video](#)
- [Vocabulary Cards](#)
- Flyswatters

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)
- [Video](#)

1. Start with 5-minute conversations about whatever they want
 - “NOW DAY START TIME 5 MINUTE CONVERSATION DISCUSS TOPIC WHATEVER”

2. Watch Video.
3. Discuss and practice signing different numbers.
 - Addresses/Phone Numbers/Etc.
 - "NOW NUMBER SIGN PRACTICE"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Review of Signs](#)
- [Vocabulary Cards](#)
- Flyswatters

Number Flyswatter

1. Review signs in a [list](#) (on the slideshow)
 - "START NUMBER SIGN REVIEW"
2. Divide students into teams
 - "1 HALF GROUP TEAM A 1 HALF GROUP TEAM B"
3. Spread the cards out in front of the students (tape them to desks so they don't go flying.)
4. Sign a random item from the list
 - "ME SIGN 1 THING"
5. One person from each team will watch the lab instructor sign, using the flyswatter touch the card with the correct vocab word
 - "1 PERSON EACH TEAM FLYSWATTER USE TOUCH CARD WITH SIGN WORD"
6. If they hit the correct card, that team will get a point. If not, then they won't get a point.
 - "RIGHT 1 POINT WRONG NONE"
7. The two students will pass the fly swatters on to the next pair of students, and the game will go on.
 - "NEW STUDENT CONTINUE GAME"
8. When the game is over see which team has more points
 - "GAME FINISH TEAM A TEAM B POINTS MORE WHICH? TEAM WIN"

WRAP-UP

1. Do we feel comfortable with the “can-do” statements?
 - “CAN-DO LIST COMFORTABLE?”
2. Any other questions? (new signs, confused about content in class, etc)?
 - “QUESTIONS? YOU IN CLASS CONTENT UNDERSTAND?”

Deaf Culture

Communication of numbers is crucial in any community, especially at the bank or the store. Unfortunately, Deaf people are used to writing things out, especially numbers in various settings. This is due to the hearing community's lack of knowledge of sign language.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can recognize signs surrounding math terminology.
- I can respond to basic math questions using numbers.
- I can comprehend and react when presented with a sign.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=603#h5p-4>

♥ *ASL Level 4, Activity 4-Valentine's Day (Face-to-Face)*



[Picture by Gpointstudio](#)

Description:

Students will review signs in ASL related to Valentine's day. Focusing on translating from written English to ASL, students will work in small groups to practice correct grammar and signs.

Semantic Topics: Holiday, Translating, Valentine's Day

Grammatical Structures: Sentence Structure, Vocabulary

Products: Use of valentines and holiday-related signs, translating

Practices: Vocabulary review, the practice of correct grammar and signs

Perspectives: Practicing correct grammar and signs helps students become fluent signers with correct sentence structure

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide

and obtain information, express feelings and emotions, and exchange opinions

- Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics

Idaho Content Standards for World Languages:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language
- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics
- COMT 1.2: Discuss personal preferences in activities and events both within and beyond the classroom
- COMT 2: Interact and collaborate in communities and the globalized world both within and beyond the classroom

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can converse about topics that are familiar to me.
- I can exchange preferences with my friends about our likes and dislikes.
- I can understand the difference between statements and questions in people's conversations.

Materials Needed

- [Google Slides](#)
- Twitter #worstfirstdates
 - [Canva](#)
 - [Alternate Cards](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

- Start with 5-minute conversations about whatever they want

"NOW DAY START TIME 5 MINUTE CONVERSATION DISCUSS TOPIC WHATEVER"

- Go over Valentine's Day vocabulary

"NOW VALENTINES DAY SIGN PRACTICE"

1. **Sweetheart**

- Two "10" handshape hands together, both palms oriented toward the torso, on the chest, thumbs moving down and up twice.

2. **Valentines Day**

- VALENTINE: Two "open 8" handshapes, both palms oriented toward the torso. On either left or right side of the chest, outline a heart.
- DAY: Dominant upright "1" handshape is held up in neutral space while the dominant elbow rests on the non-dominant palm-down hand. The dominant hand moves toward the non-dominant arm while the dominant elbow stays on the non-dominant hand.

3. **Chocolate**

- Dom hand "c" hand shape and non-dom hand "flat". With non-dom hand palm oriented toward the ground, rest the dom hand on the back side of the non-dom hand. Move the dom hand in a circular motion.

4. **Angel**

- Two-handed bent flat hands, palms down. Both hands in contact with the shoulders, move upward at the same time turn outward, and flap twice.

5. **Rose**

- Dom hand "R" inside the side of nose moves from there to the other side of the nose.

6. **Flowers**

- Dom hand "flat o" inside the side of nose moves from there to the other side of the nose.

7. **Kiss**

- Both hands "flat o" handshape with palms oriented towards each other. Gently tap fingertips together once.

8. **Break-Up**

- Both hands “S” handshape with palms oriented downward and fists touching at the thumbs. Break fists apart and change hand shapes to “U” then “P”.

9. Single

- Dom hand “1” handshape with palm oriented inward. Move arm in a small circle with wrist position locked in place.

10. Relationship

- Both hands “F” shaped. Interlock hands through the opening made between the first finger and thumb. With the sign positioned in front of the torso, shake the sign moving toward and away from the body twice.

11. Engaged

- Dom hand “E” shaped and non-hand “flat” shaped. Keep non-dom hand perpendicular to the body with palm facing down. With dom hand hovering above the non-dom hand, move it in a clockwise circle, landing on top of the fingers of the non-dom hand.

12. Jewelry

- Use “open 8” had shape as a classifier to describe what jewelry one is wearing.

13. Stuffed Animal

- STUFFED: Both hands “C” shaped with palms oriented outwards away from the body. Squish, or slightly close the handshape and release to the original shape. Repeat the motion two times.
- ANIMAL: Both hands “bent B” handshape, placed on both sides of the chest near the armpit. Move handshapes downward, rotating at the wrist, two times.

14. Sweet

- Dom hand “B-thumb” with palms oriented inward. Fingertips brushing against chin once, becoming bent “B-thumb” or “15” handshape.

15. Date

- Both hands “D” hand shapes with palms oriented towards each other. Tap fingertips twice.

16. Flirt

- Both hands “5” hand shapes, palm down, thumbs in contact, fingers fluttering.

MAIN ACTIVITY

- [Google Slides](#)
- Twitter #worstfirtdates
 - [Canva](#)
 - [Alternate Cards](#)

First Date Horror Stories!

- Students will be given Twitter excerpts of awful first dates.
- Students will then describe to the group what the Twitter excerpt says and say what they would do in that situation.

"TAKE TURNS DESCRIBE DATE. DESCRIBE FINISH HAPPEN YOU DO-DO?"

- Lab Assistant should join in after the student is done, to tell them what they would do to encourage a discussion about each situation.
 - It is also encouraged that students recount their own experiences, but we need to be aware of boundaries and the comfort level of students so do not require students to talk about their experiences.

"PAST HAPPEN YOU CLOSE TO SAME?"

WRAP-UP

- What was one of your worst dates?

"PAST BAD DATE HAPPEN WHAT?"

- How did you feel describing a situation you were unfamiliar with?

"YOU FEEL DESCRIBE HAPPEN DON'T KNOW HOW?"

Deaf Culture

Deaf people go on dates just like anyone else although it is much more common for Deaf people to date other Deaf people because they can communicate freely and share the same values regarding Deaf culture.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can converse about topics that are familiar to me.
- I can exchange preferences with my friends about our likes and dislikes.
- I can understand the difference between statements and questions in people's conversations.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=605#h5p-4>

👁️ ASL Level 4, Activity 5-Taboo (Face-to-Face)



[Picture by Rawpixel](#)

Description:

Students will work with their peers to use their ASL skills to describe the sign to their group in a fast-paced game. Students will practice in small group settings to improve their vocabulary and conversation skills.

Semantic Topics: Game, describing, taboo, circumlocution

Grammatical Structures: Vocabulary, Classifiers

Products: Improved vocabulary and conversation skills

Practices: Fast-paced vocabulary game and small group conversation

Perspectives: Practicing natural conversation is important for expressive and receptive skills

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions

- Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics

Idaho Content Standards for World Languages:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language
- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics
- COMT 1.2: Discuss personal preferences in activities and events both within and beyond the classroom
- COMT 2: Interact and collaborate in communities and the globalized world both within and beyond the classroom

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can describe a concept without using direct vocabulary.
- I can work with a classmate to reach a common goal.
- I can make connections with similar vocabulary in order to convey meaning.

Materials Needed

- [Google Slides](#)
- [Taboo Cards](#)
- [Taboo Prompts](#)
 - Use this document to copy and paste prompts/forbidden words into the chat.

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

1. Start with 5-minute conversations about whatever they want
 - "NOW DAY START TIME 5 MINUTE CONVERSATION DISCUSS TOPIC WHATEVER"
 2. Review Vocabulary
 1. **Dangerous**
 - Dominant hand "10" shaped with side of thumb facing non-dominant palm-down flat hand strikes twice the edge of passive hand in arc motion.
 2. **Exciting**
 - Both hands "Open 8" shape with palms oriented toward the torso. Both tips of the middle fingers on the sides of the torso or chest, alternate in forward circular motion.
 3. **Opposite**
 - Both hands "1" shape with both horizontal index fingers touching at the tips, held in neutral space, then moving sideways in the opposite direction in an arc motion.
 4. **Parents**
 - Dominant hand "5" shaped with thumb making contact at the chin, then moving upwards to make contact with the forehead.
 5. **Exercise**
 - Both hands "S" shaped with palms oriented away from the torso. With both hands slightly above holders, extend arms slightly up and out, then back to the original position. Repeat this movement twice.
 3. Go around in the group and sign a sign having to do with a corresponding letter.
 1. EXAMPLE: The first person will sign "APPLY" the second person will sign "BACON" the third person might sign "CANDY" and so on.
 - "TAKE TURN SIGN WORD WITH LETTER ABC. PERSON 1 SIGN WORD A APPLY. PERSON 2 SIGN WORD B BACON PERSON 3 SIGN WORD C-CANDY. CONTINUE TAKE TURN"
 4. Establish an order of who will be first, second, third, etc.
 5. Go around until you get to the letter Z!
 - "FINISH rhq-WHEN? PERSON SIGN WORD Z"
- Note: It might be easiest to type into the chat the order of the students, just so students know who goes next (since it's hard online and everyone's screen is set up differently).

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Taboo Cards](#)
- [Taboo Prompts](#)
 - Use this document to copy and paste prompts/forbidden words into the chat.

1. The lab instructor will begin by introducing the game of Taboo
 - "NOW GAME NAME fs-TABOO PLAY"
2. One person will pick a card and read their word and the words they cannot use.
 - " 1 PERSON PICK CARD READ THEIR WORD. LIST WORD USE NOT"
3. The word that is marked as the main word is the word that students are trying to guess.
4. The words marked as forbidden words are signs that students are not allowed to sign as they are describing the word.
5. The student with the main word and forbidden words will try to describe their words using CL and other signs that are not words on the forbidden word list.
 - "DESCRIBE WORD USE CL OTHER SIGN LIST NOT"
6. The group will begin guessing as soon as the student with the word begins to describe their word.
 - "GROUP WATCH GUESS WORD"
7. Use a timer to time 30 seconds-1 minute per word. (You can use a phone or computer)
 1. Vary the time based on students' needs/levels.
8. Have students type their guess into the chat while the person is signing or have them sign the word. The first person who guesses correctly "wins". Make sure to go over the sign at the end to make sure everyone understands.
 - "GROUP GUESS TYPE SIGN WHATEVER. GUESS RIGHT WIN"
9. Go around to each person until the allotted time runs out.
 - "GAME CONTINUE TAKE TURNS"

WRAP-UP

1. What did you think of the 1st game? Was it hard or easy?

- “FIRST GAME THINK WHAT? EASY HARD WHICH?”
2. What did you think of the 2nd game? Was it hard or easy?
 - “SECOND GAME THINK WHAT? EASY HARD WHICH?”
 3. Which game do you think helped you improve on vocabulary more?
 - “GAME 1 GAME 2 HELP MORE WHICH?”

Deaf Culture

Deaf people utilize a large vocabulary of signs in their day-to-day communication. Games like Taboo encourage students learning sign to expand their vocabulary. When someone doesn't know a sign, they can always resort to fingerspelling and if they are signing with a Deaf person or someone at a higher level, they can learn a new sign in the process.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can describe a concept without using direct vocabulary.
- I can work with a classmate to reach a common goal.
- I can make connections with similar vocabulary in order to convey meaning.



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<https://boisestate.pressbooks.pub/pathwaysasl/?p=607#h5p-4>

◆ASL Activity 4, Lab 6-Country Game (Face-to-Face)



[Picture by Wirestock](#)

Description:

Students will work in small groups to discuss a variety of topics through the lens of comparing different

countries. These discussions will be facilitated through a board game, and ASL vocabulary will be embedded.

Semantic Topics: Heritage, Countries, Similarities, Numbers, Game

Grammatical Structures: Vocabulary, Questions Facial Expression (eyebrow orientation)

Products: Correct vocabulary and facial expression

Practices: Game to practice country signs and discussion cards used to promote asking questions with correct eyebrow orientation

Perspectives: The use of correct eyebrow orientation is important for clarity when asking questions

Standards

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of

viewers on a variety of topics

Idaho Content Standards for World Languages:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language
- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics
- COMT 1.2: Discuss personal preferences in activities and events both within and beyond the classroom
- COMT 2: Interact and collaborate in communities and the globalized world both within and beyond the classroom

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can converse about topics that are unfamiliar to me.
- I can exchange information on other countries and my personal experiences with them
- I can understand the difference between statements and questions in people's conversations.

Materials Needed

- [Google Slides](#)
- Conversation Starter Cards ([Canva Link/Google Doc](#))
- [Country Game Board \(Google Slides\)](#)
- [Country discussion cards](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)
- Conversation Starter Cards ([Canva Link/Google Doc](#))

1. Start with 5-minute conversations about whatever they want
 - “NOW DAY START TIME 5 MINUTE CONVERSATION DISCUSS TOPIC WHATEVER”
2. Students will pick a “Conversation Starter Card”.
 - “TAKE TURNS CONVERSATION START CARD PICK 1”
3. Students will then sign the question to the group and will have a group discussion until the conversation is finished.
4. Encourage students to talk further about the card
5. Ask questions, share stories, etc.
 - “QUESTIONS ASK. STORY SHARE. DISCUSS DISCUSS”
6. Remind students to use correct eyebrow orientation when asking questions.
 - “WH QUESTION EYEBROW DOWN REMEMBER”
7. These cards are different than normal Conversation Starters because they either have a number in the question itself or the answer.

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Country Game Board \(Google Slides\)](#)
- [Country discussion cards](#)

1. Begin by going over the signs for the countries listed below
 - “NOW COUNTRY SIGN PRACTICE”
2. Each student will take a turn rolling the dice and moving forward on the board.
 - “STUDENTS TAKE TURNS d1-ROLL DICE BOARD MOVE FORWARD”
 - Optional: Instead of rolling have students choose numbers on the board to answer questions.
3. Once the student lands on a space they will first sign the country then draw a card and answer the question.
 - “SQUARE STOP SIGN COUNTRY QUESTION ANSWER”
4. Have a group discussion after each question. Make sure each question is fully expanded on.
5. Encourage the group to discuss for up to 3 minutes.

- "QUESTION FINISH TIME 3 MINUTES GROUP DISCUSS"

Countries:

1. **Germany**

- Dominant "5", dominant side-bottom wrist in contact with passive side-top wrist, fingers of both hands wiggle.

2. **AMERICA**

- Both hands "5" shape. Palms oriented toward each other, interlock hands, but keep fingers straight. Move hands in a small circular motion.

3. **Puerto Rico**

- Dom hand "P" then "R" shapes, non-dominant hand "flat" shape. With non-dom hand palm oriented toward the ground in neutral space, tap the dom-hand "P" middle finger on the back of non-dom hand. Then, change the "P" handshape to a "R" shape and tap on the back of non-dom hand.

4. **Italy**

- Dominant hand "modified X" (X hand shape with thumb sticking forward). In neutral space, make an "S" shape in the air using the handshape.

5. **United Kingdom**

- Fingerspell: U-K

6. **Canada**

- Dominant hand "10" shape with palm oriented toward the torso, then taps twice on the side of the dominant-sided chest.

7. **Australia**

- Both hands "8" shaped and located near the bottom of neutral space. With palms oriented toward the ground, move hands in an arc forward, then flick the "8" handshape open.

8. **New Zealand**

- Both hands "flat" and palms oriented toward each other. Slide dom-hand down non-dom hand then change the dom-hand shape to be "bent". Place the fingertips of the dom-hand in the center of the non-dom hand's palm.

9. **China**

- Dominant hand "1" shaped and draws across from left chest to right chest and then down.

10. **India**

- Dominant hand "A" shaped. Place the tip of the thumb onto the forehead and twist the wrist

twice.

11. Russia

- Dominant hand “1” shaped and draws across the chin, then flicks out and away from the body.

WRAP-UP

1. Do you feel comfortable having a conversation in ASL?
 - “YOU ASL CONVERSATION COMFORTABLE FEEL?”
2. Would you feel comfortable having a conversation with a Deaf person?
 - “YOU DEAF PERSON ASL CONVERSATION COMFORTABLE FEEL?”
3. Were you familiar with the signs for these countries?
 - “PAST YOU KNOW COUNTRY SIGNS WHICH?”

Deaf Culture

Although Deaf culture has a lot of universal aspects, signs for different countries can differ based on region. This means the ASL sign for Italy is different than the Italian Sign Language sign. This is the same as the spoken word for Italy is different in English vs Italian.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can converse about topics that are unfamiliar to me.
- I can exchange information on other countries and my personal experiences with them
- I can understand the difference between statements and questions in people’s conversations.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=609#h5p-4>

◆ ♀ ASL Activity 4, Lab 7-Growing Up Hearing in a Deaf Family (Face-to-Face)



[Picture by Tira Chardz](#)

Description:

Students will learn about CODAs (Children of Deaf Adults) through a video experience and discussion. Students will also change questions from English grammar to ASL grammar structures while having their discussion.

Semantic Topics: CODAs (Children of Deaf Adults), Hearing, Deaf, Culture Family, Discussion, Questions

Grammatical Structures: Vocabulary, Fingerspelling

Products: Understanding of Deaf culture, translating

Practices: Learning about CODA and practicing translating

Perspectives: Learning about all aspects of Deaf culture is important including CODA because even though they aren't deaf, they are still members of the community

Standards

NCSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.3 Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture.

Idaho Content Standards for World Languages:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language.
- COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information,

reactions, feelings, and opinions

- CLTR 1.2 Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.
- CONN 1: Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can appropriately comment on a story told by a native signer
- I can exchange stories about personal family experience

Materials Needed

- [Google Slides](#)
- Video: [CODA Pride](#)
- Growing up Hearing in a Deaf Family Questions (or [discussion cards](#))

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

1. Start with 5-minute conversations about whatever they want
 - "NOW DAY START TIME 5 MINUTE CONVERSATION DISCUSS TOPIC WHATEVER"
2. Have a 3-5 minute discussion about funny things parents do
 - "NOW TOPIC PARENTS DISCUSS FUNNY DO-DO"
 1. Nicknames "SMALL NAME"
 2. Embarrassing story/moment "PAST STORY HAPPEN EMBARRASSING WHAT?"

3. Quirks "FUNNY TRAITS"
4. Weird rules "RULES WEIRD"
5. Generational differences "GENERATION DIFFERENT HOW?"

Note: This can be an open whole-group discussion or you can call on individuals.

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- Video: [CODA Pride](#)
- Growing up Hearing in a Deaf Family Questions (or [discussion cards](#))

1. Watch CODA Pride Video (Using sound & Closed Captions or only Closed Captions)
 - "NOW VIDEO fs-CODA PRIDE WATCH"
2. Students will be put into pairs in breakout rooms and discuss the questions/or do it as a whole group discussion (up to the lab instructor's discretion).
 - "VIDEO FINISH PARTNERS BREAKOUT ROOMS DISCUSS"
3. What do you think it would be like to grow up with Deaf parents?
 - "GROW UP DEAF PARENTS HAVE THINK FEEL HOW?"
4. What challenges or rewards do you think being the only hearing person in your household would have?
 - "HEARING PERSON ONLY GROW UP CHALLENGE REWARD THINK WHAT?"
5. What if your situation was reversed and you were the only deaf person in your home? What do you think it would be like?
 - "DEAF PERSON ONLY GROW UP THINK FEEL HOW?"
6. What do you think the connection is between CODAs and the Deaf community? Explain.
 - "CODA DEAF COMMUNITY CONNECT HOW? DESCRIBE"
7. If you were to have children, and they were deaf, what would you do?
 - "FUTURE YOU KIDS DEAF HAVE DO-DO?"
8. How would you feel if you were a Deaf parent and you had a CODA?

- "YOU DEAF MOM DAD BABY HEARING FEEL HOW?"
9. How do you think being Deaf or being a CODA would impact your college experience?
 - "DEAF PERSON CODA PERSON COLLEGE DIFFERENT HOW"
2. Fingerspelling:
 1. Do a fingerspelling quiz with 10 words/names (if time is running out, do fewer names).
 - "NOW FINGERSPELL PRACTICE"
 1. Aimee
 2. Hayleigh
 3. Xzavier
 4. Nickolas
 5. Lilianna
 6. Khaleesi
 7. Jaitlyn
 8. Gabrielle
 9. Braxton
 10. Brighton

WRAP-UP

1. What did you learn today about Deaf culture?
 - "DEAF CULTURE LEARN WHAT?"
2. How can you use this information in your interactions with Deaf individuals?
 - "YOU INFORMATION LEARN USE HOW?"
3. Has your view changed about Deaf parents?
 - "PAST YOU DEAF MOM DAD THINK DIFFERENT NOW"

Deaf Culture

Children of Deaf Adults (CODA) struggle to fit into the Deaf community but the culture associated with Deaf people is not meant to be exclusive. Most Deaf people accept hearing people that know sign and understand the values the culture is associated with, this includes CODA.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can appropriately comment on a story told by a native signer
- I can exchange stories about personal family experience



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<https://boisestate.pressbooks.pub/pathwaysasl/?p=611#h5p-4>

 *ASL Level 4, Activity 8-Professional Development
(Face-to-Face)*



[Picture by Drobotdean](#)

Description:

Students will participate in discussions about possible accommodations in the workplace for deaf individuals. Additionally, students will participate in a mock interview using American Sign Language to both interviews and be the interviewee.

Semantic Topics: Professional, Job, Accommodations, Office Jobs, Interview, Questions

Grammatical Structures: Sentence Structure, Correct Eyebrow Orientation When Asking Questions

Products: Understanding accommodations for deaf people, correct eyebrow orientation

Practices: Discussion about accommodations and participation in a mock interview

Perspectives: Understanding disadvantages deaf people face in the workforce is important when learning about deaf culture

NCSSFL-ACTFL World-Readiness Standards:

- COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CONN 1.2 Relate information studied in other subjects to the target language and culture

Idaho Content Standards for World Languages:

- Standard 1.1 Students use American Sign Language to engage in conversations and provide information, express feelings and emotions, and exchange opinions.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can discuss information about career pathways.
- I can understand the basic requirements for a career.
- I can understand an interview between an employer and employee.

Materials Needed

- [Google Slides](#)
- [Question Cards](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

1. Start with 5 minute conversations about whatever they want
 - "NOW DAY START TIME 5 MINUTE CONVERSATION DISCUSS TOPIC WHATEVER"

2. Discuss what accommodations could be made in a typical office/cubicle to assist deaf workers?
 - “DEAF WORK PERSON SUPPORT WORK SPACE CHANGE HOW?”
 - Video computer for video chatting abilities, or a captioned phone
 - Emergency notifications (lights instead of beeps)
 - Interpreter for meetings
 - Written notes and memos instead of announcements
3. What other accommodations can you think of?
 - “DEAF WORK PERSON SUPPORT OTHER WHAT?”

MAIN ACTIVITY

Materials Needed

- [Google Slides](#)
- [Question Cards](#)

1. Print out 1 list of questions for each pair of students
2. Have students pick a company they represent, and give them the list of questions they use.
3. Have students pair up and have them ask each other the questions.
4. The lab instructor can also have students switch partners half way through so that students are asking questions with new people.
 - “ALL PICK WORK PLACE. PARTNERS TAKE TURNS QUESTIONS ASK”
5. Remind students to use correct sentence structure and eyebrow orientation when asking questions.
 - “TRANSLATE ENGLISH SENTENCE ASL SENTENCE. WH QUESTION EYEBROWS DOWN Y/N QUESTION EYEBROWS UP”

Questions

1. Can you tell me a little bit about yourself?
2. Why do you want to be a part of this company?
3. Name three things about yourself that you need to work on.
4. Why should we hire you?
5. What are your professional strengths?
6. What are your professional weaknesses?
7. Tell me about a challenge or conflict you've faced at work, and how you dealt with it.

8. What is your greatest professional achievement?
9. Where do you see yourself in five years?
10. How would you go about firing someone?
11. What's your dream job?
12. What is your educational background?
13. How would your boss and co-workers describe you in the work environment?
14. How do you deal with pressure or stressful situations?
15. What are you looking for salary wise?
16. What can you offer us that someone else can not?
17. Are you willing to relocate?
18. Are you willing to travel?
19. Do you have any questions for me?

WRAP-UP

1. Do you think having an interpreter will affect a deaf person's interview?
 - "DEAF PERSON INTERVIEW INTERPRETER CHANGE HOW?"
2. What do you think about the daily obstacles deaf people face in a hearing world?
 - "DAILY PROBLEM DEAF PERSON HEARING WORLD THINK WHAT?"
3. Do you think all companies would be willing to implement deaf friendly accommodations?
 - "ALL WORK PLACE DEAF SUPPORT CHANGE?"

Deaf Culture

People in the deaf community often say that when you're deaf, the anxiety before an interview increases. This is usually due to concerns with how your deafness will be viewed if your access requirements will be met, and worrying it will stand against you.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can discuss information about career pathways.
- I can understand the basic requirements for a career.
- I can understand an interview between an employer and employee.



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<https://boisestate.pressbooks.pub/pathwaysasl/?p=613#h5p-4>

 ASL Level 4, Activity 9-Gift Giving (Face-to-Face)



[Picture by Freepik](#)

Description:

Students will select gifts based on described interests and likes. Students will also tell a story about the best or worst gift they've received.

Semantic Topics: Product, Gift, Give, Interests, Likes, Exchange, Preference, Worst, Best

Grammatical Structures: Vocabulary, Sentence structure

Products: Describing likes and dislikes, storytelling

Practices: Selecting gifts for peers, telling stories of past presents

Perspectives: In order to correctly describe stories of the past you need to understand and apply correct sentence structure

Standards

NCSFSL-ACTFL World-Readiness Standards:

- Standard 1.1 Students use American Sign Language to engage in conversations and provide information,

express feelings and emotions, and exchange opinions.

Idaho Content Standards for World Languages:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can select a gift based on someone's likes and interests.
- I can exchange preferences about which stores, sports, and other interests.
- I can interact with a partner to find out their favorite things.

Materials Needed

- [Google Slides](#)
- Whiteboards
- Whiteboard markers

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

1. Start with 5-minute conversations about whatever they want
 - "NOW DAY START TIME 5 MINUTE CONVERSATION DISCUSS TOPIC WHATEVER"
2. Have a discussion based on the questions below. Encourage students to give detailed answers and stay away from "yes" and "no" questions.

- “NOW GROUP DISCUSS SPRING BREAK QUESTIONS. ANSWER YES NO DONT”
 1. If you could do anything during spring break what would you do?
 - “YOU SPRING HOLIDAY DREAM WHAT?”
 2. Where would you go?
 - “YOU GO-TO WHERE?”
 3. Who would you see?
 - “YOU SEE WHO?”
 4. What would you do?
 - “YOU DO-DO?”

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- Whiteboards
- Whiteboard markers

1. Students will first describe their best and worst gift
 1. Encourage students to describe why they felt so strongly about those gifts
 - “NOW TAKE TURNS PAST YOUR BEST GIFT WORST GIFT DESCRIBE”
2. Gift shopping
 1. Have students introduce themselves including these items
 2. It is helpful to send an order of students’ names in the chat so there is no confusion on whose turn it is to share
 - “TAKE TURNS 1-5 QUESTIONS ANSWER”
 1. Favorite color
 2. Favorite place
 3. Favorite activity
 4. Favorite store
 5. Your personality in one sign
2. Students will then be put into partners in breakout rooms (or as a group) and be tasked to get 3 gifts for each other.
 - “NOW LEARN MORE MEET FINISH BREAKOUT ROOMS 2 MINUTES. 3 GIFT PARTNER GIVE.”

3. After students are done picking gifts, they will share to the group their choices
 - “FINISH TELL GROUP GIFTS PICK WHY”
4. If they finish quickly, have them re-partner and repeat.

WRAP-UP

1. Are you excited for spring break next week?
 - “FUTURE WEEK YOU SPRING HOLIDAY EXCITED?”
2. Was it difficult to think of gifts for your partners?
 - “PARTNER GIFT THINK HARD EASY WHICH?”
3. How are you feeling about your level of sign vocabulary knowledge?
 - “YOU SIGNS VOCABULARY KNOW FEEL HOW?”

Deaf Culture

Deaf individuals tend to be more blunt/straightforward in their communication. This can come off as rude in the hearing community but it is pretty normal in the Deaf community because expression is such a natural part of communication in ASL, even when receiving a gift they may not particularly like.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can select a gift based on someone's likes and interests.
- I can exchange preferences about which stores, sports, and other interests.
- I can interact with a partner to find out their favorite things.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=615#h5p-4>

 *ASL Level 4, Activity 10-Finger Spelling Strategies
(Face-to-Face)*



[Picture by SHEVETS Production](#)

Description:

Students will participate in fingerspelling activities by watching the instructor fingerspell as well as practice fingerspelling with a partner or group. Students will also learn about pro-tactile ASL.

Semantic Topics: Letters, Interpret, Pro-Tactile ASL, Deaf-Blind, Hellen Keller, Speed, Race

Grammatical Structures: Fingerspelling, Dominant Hand, Non-dominant Hand, Sentence Structure

Products: Receptive and expressive fingerspelling, understanding of pro-tactile communication

Practices: Participation in fingerspelling activities and use of pro-tactile ASL

Perspectives: Have you considered how Deaf-Blind people communicate before?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 1.3 Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.

- Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of topics.

Idaho Content Standards for World Languages:

- COMM 2.1 Understand, interpret and analyze what is heard, read, or viewed on a variety of topics.
- CONN 2.2 Analyze the content and cultural perspectives of authentic materials prepared in the target language by or for native speaker

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can fingerspell and understand and interpret what someone else finger spells to me.
- I can interact with a partner or group when given direct instruction.
- I can discuss the possible viewpoints and challenges of people who are Deaf and Blind and analyze Pro-Tactile ASL.

Materials Needed

- [Google Slides](#)
- [Spelling Bee Cards](#)
- [Deaf/Blind Pro-Tactile Video](#)
- [Fingerspelling Jam cards](#)
- [Hellen Keller cards](#)
- White Boards
- Whiteboard markers

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

- [Deaf/Blind Pro-Tactile Video](#)

1. Start with 5-minute conversations about whatever they want
 - “NOW DAY START TIME 5 MINUTE CONVERSATION DISCUSS TOPIC WHATEVER”
2. Pro-Tactile ASL video: Have students watch the video about Pro-Tactile ASL. Follow up with discussion questions
 - “NOW VIDEO WATCH TOPIC rhq-WHAT? fs-PRO-TACTILE ASL”
 - Discussion Questions:
 1. What are the benefits of pro-tactile ASL vs. using Braille and fingerspelling?
 - “BRAILLE FINGERSPELLING COMPARE fs-PRO-TACTILE ASL BETTER HOW?”
 2. What are the differences between pro-tactile ASL and ASL?
 - “ASL PRO-TACTILE ASL DIFFERENT HOW?”
 3. What could be some disadvantages of pro-tactile ASL?
 - “fs-PRO-TACTILE ASL ADVANTAGE NOT WHAT?”
 4. If you had to invent a way for Deaf-Blind people to communicate what would you do?
 - “DEAF-BLIND COMMUNICATE YOU NEW WAY MAKE WHAT?”

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Spelling Bee Cards](#)
- [Deaf/Blind Pro-Tactile Video](#)
- [Fingerspelling Jam cards](#)
- [Hellen Keller cards](#)
- White Boards
- Whiteboard markers

[PICK 2-3] Incorporating different types of fingerspelling skills

1. Receptive (Spelling Bee)
2. Expressive (Fingerspelling Jam)
3. Receptive (Hellen Keller)

4. Expressive (Team Race)

1. Spelling Bee ([Spelling Bee words/ speed progression](#))

1. "NOW FINGERSPELL PRACTICE"

2. The lab assistant will have a card of words to fingerspell for the group

3. The lab assistant will start out slow for the first round of words, then increase speed as the activity goes on

- "START SLOW CONTINUE FAST"

4. When all words are signed, show students the correct answers

- "FINISH 4 GROUP WORDS SHOW RIGHT/CORRECT ANSWERS"

- Round 1

1. Umbrella

2. Bilingual

3. Office

4. Abstract

- Round 2

1. Bookmark

2. Kootenai

3. Giraffe

4. Language

- Round 3

1. Talkative

2. Mountain

3. Practice

4. Toast

- Round 4

1. Taxes

2. Chapstick

3. Everglades

4. Burrito

2. Fingerspelling Jam (Cards will be printed)

1. Hand out a Fingerspelling Jam card to each student, this will be used for all three songs

2. If students get through the card, give them another (do not duplicate)

3. Start with song #1 at the slowest tempo and model how students should fingerspell to the beat
 4. Fingerspell together with the song
 1. You do not have to finish the song, maybe do one or two minutes just to show them what they're doing
 5. Increase in speed by going to song #2, and then #3
 1. slow: <https://www.youtube.com/watch?v=jjr68pehq6A>
 2. medium: <https://www.youtube.com/watch?v=v8B5AOljhsY>
 3. fast: <https://www.youtube.com/watch?v=Q-DmCZcYK6I>
- "FINGERSPELL MUSIC cI-LIST 1-3 1 SLOW 2 MIDDLE 3 FAST. FINGERSPELL CARD WITH MUSIC SPEED"
3. Helen Keller Activity (Cards will be printed)
 1. Students will get in partners, have students choose to be one or two
 - "PARTNERS PRO-TACTILE ASL PRACTICE."
 2. Student one will close their eyes
 - "PARTNER ONE EYES CLOSE"
 3. Student two will fingerspell for them while student one feels their hands to read it
 - "STUDENT TWO FINGERSPELL IN STUDENT ONE HANDS – STUDENT ONE FEEL"
 4. Student one will then repeat back the word to student two while both partners close their eyes
 - "STUDENT TWO FINISH BOTH CLOSE EYES STUDENT ONE FINGERSPELL WORD SHOW STUDENT TWO"
 5. Student two will sign either yes or no to student one while they feel their hands
 - "STUDENT ONE SIGN YES NO STUDENT TWO FEEL ANSWER"
 6. Switch after each word or two
 - "1-2 WORDS FINISH SWITCH CONTINUE"

WRAP-UP

1. What did you think about the Hellen Keller activity
 - "HELLEN KELLER ACTIVITY THINK WHAT?"
2. What round(s) in the fingerspelling quiz was difficult for you?
 - "FINGERSPELLING QUIZ ROUND 1-4 HARD WHICH?"

3. What strategies do you find most helpful for fingerspelling?
 - “FINGERSPELLING HELP HOW?”
4. Resource for more fingerspelling practice outside of class: <https://asl.ms/>
 - “FINGERSPELLING HELP MORE NEED? PRACTICE SELF”

Deaf Culture

Deaf-blind people are accepted into the Deaf community and can really only communicate with those that know sign language using Pro-Tactile ASL or with the help of an interpreter using Pro-Tactile ASL.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can fingerspell and understand and interpret what someone else finger spells to me.
- I can interact with a partner or group when given direct instruction.
- I can discuss the possible viewpoints and challenges of people who are Deaf and Blind and analyze Pro-Tactile ASL.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=617#h5p-4>

🎪 ASL Level 4, Activity 11-Jeopardy! (Face-to-Face)



[Picture by PCH.Vector](#)

Description:

Students will answer questions or recall signs related to holidays, food, classifiers (CL), Deaf culture, and various activities in a game of Jeopardy. Students will also discuss service animals used in Deaf communities.

Semantic Topics: Deaf Culture, Service Animals, Accommodations, Game, Holidays, Food, Activities

Grammatical Structures: Vocabulary, CLs

Products: Recall signs and facts about Deaf culture

Practices: Playing a review game and taking part in a discussion

Perspectives: Recalling signs and information shows how much students are really retaining

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available

through American Sign Language and Deaf culture.

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions

Idaho Content Standards for World Languages:

- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can participate in a conversation with topics that are unfamiliar to me.
- In my own and other cultures, I can understand the needs of Deaf individuals.
- I can recall the vocabulary presented to me and apply knowledge about Deaf culture.

Materials Needed

- [Google Slides](#)
- [Deaf Service Animal Youtube Video](#)
- [Jeopardy!](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)
- [Deaf Service Animal Youtube Video](#)

1. Start with 5-minute conversations about whatever they want
 - "NOW DAY START TIME 5 MINUTE CONVERSATION DISCUSS TOPIC WHATEVER"
2. Video about the positives and negatives of having a service dog and how that process works.

- The captions are permanently on this video. Please discuss with students about the potential positives and negatives of owning and training a service dog.
 - “VIDEO WATCH TOPIC rhq-WHAT? SERVICE DOG GOOD THINGS BAD THINGS BOTH.”

3. Discussion Questions

- Were there ways in the video that a deaf person would use a service dog that you had never thought about?
 - “DEAF PERSON USE SERVICE DOG DIFFERENT WAYS. PAST YOU THINK BEFORE NOT WHICH?”
- Do you know a Deaf person who has a service dog?
- What was their experience?
 - “YOU DEAF PERSON SERVICE DOG HAVE KNOW? THEY HAPPEN FEEL WHAT?”

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Jeopardy!](#)

Jeopardy (password: ASL202)

“NOW GAME PLAY NAME JEOPARDY”

1. Have students participate individually because it makes the most sense for the zoom/online format.
2. Have each student choose a category and number corresponding to a question or sign that a student must answer or sign. It makes things easier and more clear to send the order in the chat.
 - “TAKE TURNS TOPIC NUMBER PICK QUESTION ANSWER”
3. Keeping track of points is optional.

WRAP-UP

1. Were there vocabulary/signs that you had forgotten about?
 - “PAST SIGNS YOU FORGET WHICH?”
2. Overall, was this activity easy or difficult?
 - “GAME HARD EASY WHICH?”

3. Which was the hardest: the signs, classifiers, or deaf culture?
- "cI-LIST 1-3, SIGNS CLS DEAF CULTURE. MOST HARD WHICH?"

Deaf Culture

Service dogs are rarely used within the Deaf community out in public because they can get around just fine on their own but service dogs can be very useful with help around the house.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can participate in a conversation with topics that are unfamiliar to me.
- In my own and other cultures, I can understand the needs of deaf individuals.
- I can recall the vocabulary presented to me and apply knowledge about deaf culture.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=619#h5p-4>

 *ASL Level 4, Activity 12-Newspapers and Storytelling
(Face-to-Face)*



[Picture by Wirestock](#)

Description:

Students will discuss how they (and other students) receive their news. After students will work with materials to create and explain a newspaper.

Semantic Topics: News, Social Media, Newspaper, Advertisement, Product, For, Support, Against, Pitch

Grammatical Structures: Vocabulary, Sentence Structure

Products: Reflection on news and news-related signs

Practices: Discussion and application of news telling

Perspectives: Do Deaf people have a harder time getting news?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.

- Standard 1.3 Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.
- Standard 3.1 Students reinforce and further their knowledge of other disciplines through American Sign Language.

Idaho Content Standards for World Languages:

- COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can exchange opinions with my classmates about topics that are unfamiliar to me.
- I can provide information to promote or oppose a product or idea.
- I can discuss the importance of current issues and opinions

Materials Needed

- [Google Slides](#)
- [Headlines for Activities](#)
- [Gibberish, Pt. 1](#)
- [Gibberish, Pt. 2](#)
- [Photos for articles, Pt. 1](#)
- [Photos for articles, Pt. 2](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

1. Start with 5-minute conversations about whatever they want
 - “NOW DAY START TIME 5 MINUTE CONVERSATION DISCUSS TOPIC WHATEVER”
2. Go over these warm-up questions with students and have a discussion:
 - “GROUP QUESTIONS DISCUSS”
 1. How do students get their news?
 - “STUDENTS NEWS SEE HOW?”
 2. Where do you prefer to get your news from?
 - “YOU NEWS SEE FAVORITE HOW?”
 3. Is a specific site/app you prefer?
 - “YOU INTERNET fs-APP FAVORITE WHICH?”
 4. How many students read newspapers/magazines?
 - “STUDENTS NEWSPAPER MAGAZINE READ HOW MANY?”
 5. Which news sources are popular among which age groups?
 - “AGE GROUP NEWS DIFFERENT HOW?”

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Headlines for Activities](#)
- [Gibberish, Pt. 1](#)
- [Gibberish, Pt. 2](#)
- [Photos for articles](#), Pt. 1
- [Photos for articles](#), Pt. 2

Newspaper Articles!

Please encourage massive creativity with this activity!

1. Students are given a variety of materials (themed title headers, two types of gibberish text, and two sizes of pictures)
 - “ALL THINGS/MATERIAL HAVE”

2. Students will arrange the components at their seats to make a newspaper.
 - “ARRANGE THINGS NEWSPAPER MAKE”
3. The students will then present their newspapers one by one, explaining the story behind the pictures they chose.
 - The gibberish filler text is just there for looks. Maybe if it’s based on a medical theme, the student might choose the gibberish with the professor or doctor as the author.
 - “FINISH TAKE TURNS SHOW NEWSPAPER ARRANGE rhq-WHY? EXPLAIN.
4. Please have students choose at least two pictures (or two articles to expand upon). Get them talking!
5. If there is extra time, redo this activity

Wrap-Up Discussion

1. Was it difficult to describe products that may be unfamiliar to you?
 - “YOU THINGS DON’T KNOW DESCRIBE HARD?”
2. How is advertising to hearing people different than advertising to deaf people?
 - “HEARING DEAF ADVERTISE DIFFERENT HOW?”

Deaf Culture

Deaf people get their news the same ways hearing people do. Closed captions are the only way Deaf people can understand information on TV but to really include the Deaf community an interpreter is also included in a news broadcast.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can exchange opinions with my classmates about topics that are unfamiliar to me.
- I can provide information to promote or oppose a product or idea.

- I can discuss the importance of current issues and opinions



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=621#h5p-4>

🚩👁️ ASL Level 4, Activity 13-Battleship Review
(Face-to-Face)



[Picture by Pixabay](#)

Description:

Students will answer questions based on finals. Students will play Battleship with partners to review signs.

Semantic Topics: Battleship, Games, Review Discussion, Questions, Answer

Grammatical Structures: Vocabulary

Products: Asking and answering questions and recollection of signs

Practices: Discussion and gameplay

Perspectives: In order to be sufficient at ASL students should be able to sign while taking part in other activities like games

Standards

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.

- Standard 1.3 Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture.

Idaho Content Standards for World Languages:

- COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- CLTR 2: Investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied in the target language.
- CONN 1.1 Compare and contrast information acquired from other content areas.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can share my opinion on a given topic using conversation techniques.
- I can identify and discuss questions about Deaf culture.
- I can use my knowledge from other content areas to have meaningful discussions in ASL.

Materials Needed

- [Google Slides](#)
- [Battleship cards](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

1. Start with 5-minute conversations about whatever they want
 - "NOW DAY START TIME 5 MINUTE CONVERSATION DISCUSS TOPIC WHATEVER"

2. Have a discussion based on the questions listed below. Have students discuss questions for 2-3 min each (or have every student go). Start by asking all 3 questions in ASL grammar so students repeat questions in their answers.
 - "NOW QUESTIONS DISCUSS. TAKE TURNS QUESTIONS ANSWER LIST 1-3"

Questions:

1. Do you have any final projects you're working on?
 - "YOU FINAL PROJECTS HAVE?"
2. Do you need any help with signs/structure?
 - "YOU SIGNS SENTENCE ORDER HELP NEED?"
3. Did you know that we have lab during dead week?
 - "DEAD WEEK YOU LAB HAVE KNOW?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Battleship cards](#)

Battleship!

1. Hand out Battleship cards to each student
 - "GAME PLAY NAME rhq-WHAT? fs-BATTLESHIP. ALL CARD HAVE"
2. Have students ask you which signs they're not sure of, but for the most part, these words should be a review for them
 - "CARD LOOK. SIGNS DON'T KNOW WHICH?"
3. Students will then place their ships (one that occupies 4 places, 4 places, 3 places, and 2 places)
 - "CARD 4 TINY BOATS CI-PLACE"
4. Pair students up
 - "PARTNERS GAME PLAY"
5. Students can make a guess as to where their partner's ship is by signing one sign on the top and one sign on the side.

- "TAKE TURNS GUESS SHIP WHERE. 1 SIGN TOP 1 SIGN BOTTOM"
6. Keep playing until every ship is hit
 - "CONTINUE ALL SHIP FIND"
 7. If you finish one set of cards, give students another color (NEW SET NEEDS TO BE MADE)

WRAP-UP

1. Was this activity helpful in practicing signs?
 - "YOU NEW SIGNS PRACTICE HELP?"
2. Were there any signs you didn't know?
 - "YOU SIGNS DONT KNOW WHICH?"
3. How did you feel discussing subjects outside of ASL?
 - "YOU DISCUSS TOPIC CONNECT ASL NOT FEEL HOW?"

Deaf Culture

Not all games are equally Deaf-friendly. Forget spelling bees, Trivial Pursuit, or other auditory-dependent games that have (unintentionally) shunned many a Deaf holiday celebrant. Even games that you would *think* are Deaf-friendly, like Pictionary, pose challenges. Some Deaf friendly board games include Monopoly, Dix It, Chess/Checkers, and Scrabble!

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can share my opinion on a given topic using conversation techniques.
- I can identify and discuss questions about Deaf culture.
- I can use my knowledge from other content areas to have meaningful discussions in ASL.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=623#h5p-4>

◆ASL Level 4, Activity 14-Scattergories (Face-to-Face)



[Picture by Rawpixel](#)

Description:

Students will briefly discuss the difference between speech acquisition between speaking (hearing) and

signing (Deaf/CODA/or Other). Using Scattergories students will think of words and practice their signs. Students will discuss summer plans as well as plans for their future in ASL.

Semantic Topics: Language, Speaking, Signing, Babbling (speaking & signing), Scattergories, Topics, Future, Plans

Grammatical Structures: Baby Sign, Vocabulary

Products: Ability to identify the difference between speech acquisition between speaking (hearing) and signing (deaf/CODA/or Other)

Practices: Discussion and gameplay

Perspectives: Students should be able to recall a variety of signs that aren't always used quickly at this level. Competitive gameplay promotes this.

Standards

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and

obtain information, express feelings and emotions, and exchange opinions.

- Standard 4.2 Students demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own.

Idaho Content Standards for World Languages:

- COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- CONN 2.2 Compare and contrast cultural similarities and differences in authentic materials

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can exchange information on a variety of familiar and unfamiliar topics that I have researched
- I can participate in conversations to compare and contrast communities
- I can elaborate on future plans, including details.

Materials Needed

- [Google Slides](#)
- [From Cooing and Babbling to Utterance in American Sign Language](#)
- [Timer for Scattergories](#)

WARM-UP

Materials Needed for Warm Up

- [Google Slides](#)
- [From Cooing and Babbling to Utterance in American Sign Language](#)

1. Start with 5-minute conversations about whatever they want
 - “NOW DAY START TIME 5 MINUTE CONVERSATION DISCUSS TOPIC WHATEVER”

2. Language Development!
3. Have students watch part of this video on the progression of a child learning ASL.
 - "VIDEO WATCH CHILDREN GROW UP LEARN ASL"
 1. Do you know what your first words were?
 - "PAST YOUR FIRST WORDS KNOW? WHAT?"
 2. Do you think signing babble or verbal babble develops first?
 - "fs-BABBLE SIGN SPEAK FIRST WHICH?"
 3. Do you think speaking or signing develops first?
 - "YOU SPEAK SIGN DEVELOP FIRST THINK WHICH?"
 4. In what ways are signing babble and verbal (speaking) babble the same? In what ways are they different?
 - "fs-BABBLE SIGN SPEAK SAME DIFFERENT HOW?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Timer for Scattergories](#)

Scattergories

1. The lab instructor will display a category and the group will have about a minute to think of as many things that fit the parameter
 1. Ex: Category – Animals
 1. Dog, Cat, Horse, Pig, etc
 - "TIME 1 MINUTE ME SHOW CATEGORY ALL WRITE LIST WORDS IN CATEGORY"
 2. The catch is that if you and your opponent think of the same words, they don't count, so think outside of the box!
 1. Ex: Armadillo, Hedgehog, Porcupine, etc
 - "YOU OTHER PERSON WRITE WORD SAME-AS POINTS NONE. THINK DIFFERENT"
3. Additionally have students sign the words they provide, either all of their words or only the words that are different from the other students.

- "TIME FINISH TAKE TURNS SHARE SIGN LIST. SIGN DONT KNOW FINGERSPELL"

WRAP-UP

1. Are you going to be taking 301 next semester?
 - "FUTURE SEMESTER YOU ASL CONTINUE 301?"
2. What are your summer break plans?
 - "SUMMER HOLIDAY PLANS WHAT?"
3. Are you going home for break or do you live here in Boise?
 - "SUMMER HOLIDAY YOU HOME GO-TO BOISE LIVE WHICH?"
4. What are you most or least excited about for summer?
 - "SUMMER YOU EXCITED WHAT? EXCITED NOT WHAT?"
5. Are you taking any summer classes?
 - "SUMMER YOU CLASSES TAKE WILL?"
6. Are you graduating soon?
 - "SOON YOU GRADUATE WILL?"

Deaf Culture

Not all games are equally Deaf-friendly. Forget spelling bees, Trivial Pursuit, or other auditory-dependent games that have (unintentionally) shunned many a Deaf holiday celebrant. Even games that you would *think* are Deaf-friendly, like Pictionary, pose challenges. Some Deaf friendly board games include Monopoly, Dix It, Chess/Checkers, and Scrabble!

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can exchange information on a variety of familiar and unfamiliar topics that I have researched
- I can participate in conversations to compare and contrast communities
- I can elaborate on future plans, including details.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=625#h5p-4>

AMERICAN SIGN LANGUAGE LEVEL 4, ACTIVITIES FOR ONLINE INSTRUCTION

👉 *ASL Level 4, Activity 1-Introductions, Questions (Online)*



[Picture by Crayon](#)

Description:

Students will introduce themselves with relevant information, name, name sign (if applicable), major, minor, etc. They will participate in a randomized question game based on random topics chosen by a virtual wheel. This will help students get to know one another as well as re-introduce facial expressions and sentence structure.

Semantic Topics: Introductions, Questions, Response

Grammatical Structures: Listing, Vocabulary, Facial Expression, Sentence Structure

Products: Sharing personal information in sign language and applying the correct use of facial expression and sentence structure

Practices: Using a list of relevant information to introduce themselves and playing a game to get to know one another further by asking questions and using the correct corresponding facial expressions

Perspectives: When asking a yes, no, or rhetorical question the correct facial expression is to raise your eyebrows whereas when asking an open-ended question you furrow them

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.1: Students use American Sign Language to engage in conversations and provide information, express feelings and emotions, and exchange opinions.

Idaho Content Standards for World Languages:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can share information about myself.
- I can identify the main idea and key information in short straightforward conversations.
- I can exchange information in conversation on familiar topics.

Materials Needed

- [Google Slides](#)
- [Kahoot](#)
- [Wheel Generator](#)

WARM-UP**Materials Needed for Warm-Up**

- [Google Slides](#)
- [Kahoot](#)

1. Ask students to type their name and ID # for attendance

- “YOU List 2- NAME, ID NUMBER TYPE”

2. Vocabulary Review

- MAJOR
 - Dominant horizontal “B” hand, palm facing left if right-handed, its bottom edge in contact with top edge of non-dominant “B” hand, dominant hand moves forward twice.
- MINOR
 - Dominant horizontal “B” hand, palm facing left if right-handed, its bottom edge in contact with bottom edge of non-dominant “B” hand, dominant hand moves forward twice.
- NURSING
 - Dominant horizontal “U”, palm facing downward. Non-dominant hand “A” with palm facing up. Dominant hand taps the wrist of non-dominant wrist twice.
- EDUCATION
 - Dominant hand fingerspelling “ED” near the upper side head.
- PSYCHOLOGY
 - Dominant and non-dominant “flat” with non-dominant parallel to the body and palm oriented outward. Dominant hand palm oriented inward. Bring Dominant hand down between thumb and pointer finger of non-dominant hand, twice.
- MATH
 - Dominant and non-dominant “M” hands, palm oriented inward facing body. Move hands towards opposite sides of the body so the top and bottom of each hand are grazing each other. Repeat the motion twice.

3. Start with 5-minute conversations in breakout rooms conversations can be about whatever they want

- “NOW DAY START BREAKOUT ROOMS TIME 5 MINUTE CONVERSATION DISCUSS TOPIC WHATEVER”

4. Introduce yourself first using things like name, major, minor, a fun fact, etc.

- “HI LIST 5- MY NAME, YEAR, MAJOR/MINOR, ME FROM, FUN THING ABOUT ME”

5. Have students introduce themselves using the same information.

- “NOW TAKE TURNS LIST 5”

6. An optional Kahoot can be added. The Kahoot cannot be provided for this lab since it is based off of Boise State University’s WLRC lab rules. However, you are free to create your own Kahoot using rules for your class or lab.

- “NOW KAHOOT PLAY PRACTICE LAB RULES”

MAIN ACTIVITY

Materials Needed for Main Activity

- [Wheel Generator](#)

1. Open the wheel of names website and enter topics such as the ones listed below.
 1. Family
 2. Places
 3. Traveling
 4. Food
 5. Classes
 6. Activities
 7. Winter Break
 8. Etc.
2. For this review, each student will have the wheel spun for them and whatever topic appears they will ask a question or start a brief conversation with their lab mates. The response to the wheel can be either a question, asking about preference, or maybe experiences. However, they should be more in-depth than yes or no questions. This will also help re-introduce facial expressions and using the correct eyebrow orientation with open-ended questions.
 - "NOW GAME PLAY. TAKE TURNS (c)-CIRCLE SPIN. SEE TOPIC START CONVERSATION"
 - "YES NO QUESTIONS ASK NOT. MAKE CONVERSATION. WH QUESTIONS EYEBROWS DOWN"
3. If students do not know a sign while giving their explanation ask that they only finger-spell as a last resort. Have students try and use CL (Classifiers) or ask questions to figure out what a sign is.
 - "FINGER-SPELL ONLY IF NEED. CL USE TRY"
4. The point of this activity is for students to work on their conversation skills as well as pose questions using an ASL grammar structure. Students should have their voices off and should refrain from typing questions into the chat.

WRAP UP

1. What are you most excited for this semester?
 - "NOW SEMESTER YOU EXCITED WHAT?"
2. Are you planning to continue to get your minor in ASL?
 - "YOU MINOR ASL PLAN YES NO?"

3. Are there any questions/concerns about lab hours or outside lab hours?
 - “LAB HOURS UNDERSTAND?”

Deaf Culture

Games are a fun activity across all cultures, even for the Deaf! When picking a game to play in the company of a Deaf person, it is important to consider its accessibility. Bingo is one of many games that are inclusive for the Deaf community.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can share information about myself.
- I can identify the main idea and key information in short straightforward conversations.
- I can exchange information in conversation on familiar topics.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=154#h5p-4>

👋 ASL Level 4, Activity 2-Introductions (Online)



[Picture by Freepik](#)

Description:

Students will practice vocabulary words as a group in the warm-up. For the main activity, they will form a community within their group and engage in getting-to-know-you activities.

Semantic Topics: Introductions, Conversation, Reflection, Presentation

Grammatical Structures: Vocabulary

Products: Recalling vocabulary and forming a community

Practices: Review Vocabulary and engage in get-to-know-you activities

Perspectives: Learning sign language comes with the added benefit of establishing a community with other learners/signers

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide

and obtain information, express feelings and emotions, and exchange opinions

- Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics

Idaho Content Standards for World Languages:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language
- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics
- COMT 1.2: Discuss personal preferences in activities and events both within and beyond the classroom
- COMT 2: Interact and collaborate in communities and the globalized world both within and beyond the classroom

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can interact with others to meet my needs in a variety of familiar situations.
- I can share information about myself.
- I can correct wrong information about myself.

Materials

- [Google Slides](#)
- [Get to Know You](#)
- [Vocabulary Review](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

- [Vocabulary Review](#)

1. Ask students to type their name and ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"
2. Start with 5-minute conversations in breakout rooms
 - "START BREAKOUT ROOMS TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER"
3. Review signs and explain different contexts
 - 1.
 - "NOW SIGN PRACTICE"
 - 1. HOLIDAY
 - Two-handed "5" hands with palms facing each other are apart with the thumb tips on the sides of upper chest while the fingers wiggle.
 - 2. VACATION
 - Two-handed "5" handshapes (palm orientations facing each other), tapping twice on the upper chest (each hand near its shoulder).
 - 3. ACTIVITY
 - Two-handed "C" handshapes (palm orientations facing downward), sliding from left to right two times.
 - 4. RESTAURANT
 - Dominant "R" hand in front of the non-dominant side of mouth, palm in, brushes down and then brushes down again on the other side of mouth.
 - 5. DOG-BREED
 - DOG: Dominant hand with the small "d" handshape where the tips of thumb and middle finger are in contact while the index finger is upright and the palm is up. The middle finger and the thumb snaps a few times.
 - KIND: Dominant "K" hand circles around (forward/backward) and lands on non-dominant "K" hand.
 - 6. BOARD-GAME
 - BOARD: Two-handed "d" handshapes (palms oriented downward) and outlining a rectangle or square shape.
 - GAME: Two-handed "A" handshapes (palms oriented inward towards the body), tapping knuckles twice.
 - 7. SEASON (FALL, WINTER, SUMMER, SPRING)

- Non-dom hand shaped “4” (palm oriented inwards toward the body). Dominant hand shaped “1” with palm oriented downward). Touching dominant hand finger tip to the top of the non-dom hand fingertip, circulate (forward/backward) around the non-dom hand.
8. **PET-PEEVE**
- Dominant hand shaped “open 8”. Bring middle finger to the temple on the head and twist inward.
9. **RELAX**
- Two-handed “5” handshapes (palms oriented inward towards the body). Cross dom arm over non-dom and pat chest twice.
10. **HOMETOWN**
- HOME: Dominant “flat O” handshape touching on the cheek near the mouth and then touching on the cheek again a bit away from the mouth.
 - TOWN: Two-handed “flat” handshapes (palms oriented towards each other), tapping the ips of fingers twice.
11. **MUSIC-GENRE**
- MUSIC: Two-handed “relaxed-flat”. Non-dom hand positioned to the side of and perpendicular to the body. Dom hand hovers above the forearm of non-dom arm. Sway dom hand forwards and backward.
 - KIND: Dominant “K” hand circles around (forward/backward) and lands on non-dominant “K” hand.
12. **TV-SHOW**
- Fingerspell “TV Show”.
13. **SPORTS**
- Two-handed “10” (or thumb-up) handshape with palms facing each other, one moves forward while the other one moves backward, alternating a few times.
14. **SCHOOL-SUBJECT**
- SCHOOL: Dominant flat hand (handshape), palm down (orientation) above non-dominant palm-up flat hand (location), taps twice on the non-dominant palm (movement).
 - TOPIC: Two-handed “X” handshapes (palms oriented somewhat outward, somewhat towards each other). Positioned in front of the body, above the shoulders. Slightly twist wrists twice”.

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Get to Know You](#)

1. The lab instructor will sign each question from the card to the whole group
2. The instructor will choose one student to answer the question.
3. A group discussion can happen if people seem interested but for the most part, questions will be answered individually after the question has been signed.
 - The goal of this is to understand questions being signed and discuss
 - **"ME QUESTION SIGN ONE PERSON ANSWER. NEW QUESTION NEW PERSON CONTINUE"**

WRAP-UP

1. Do you feel more comfortable with your group mates
 - **"YOU GROUP BECOME COMFORTABLE MORE?"**
2. How are you feeling about your signing ability?
 - **"YOU SIGN FEEL HOW?"**

Deaf Culture

Sign language vocabulary is very straightforward whereas in English there are multiple words with essentially the same meaning. The vocabulary list in this lab is a good example of this because in English "genre" and "subject" are completely different but in sign language, the signs TYPE or TOPIC can be used for either English word.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

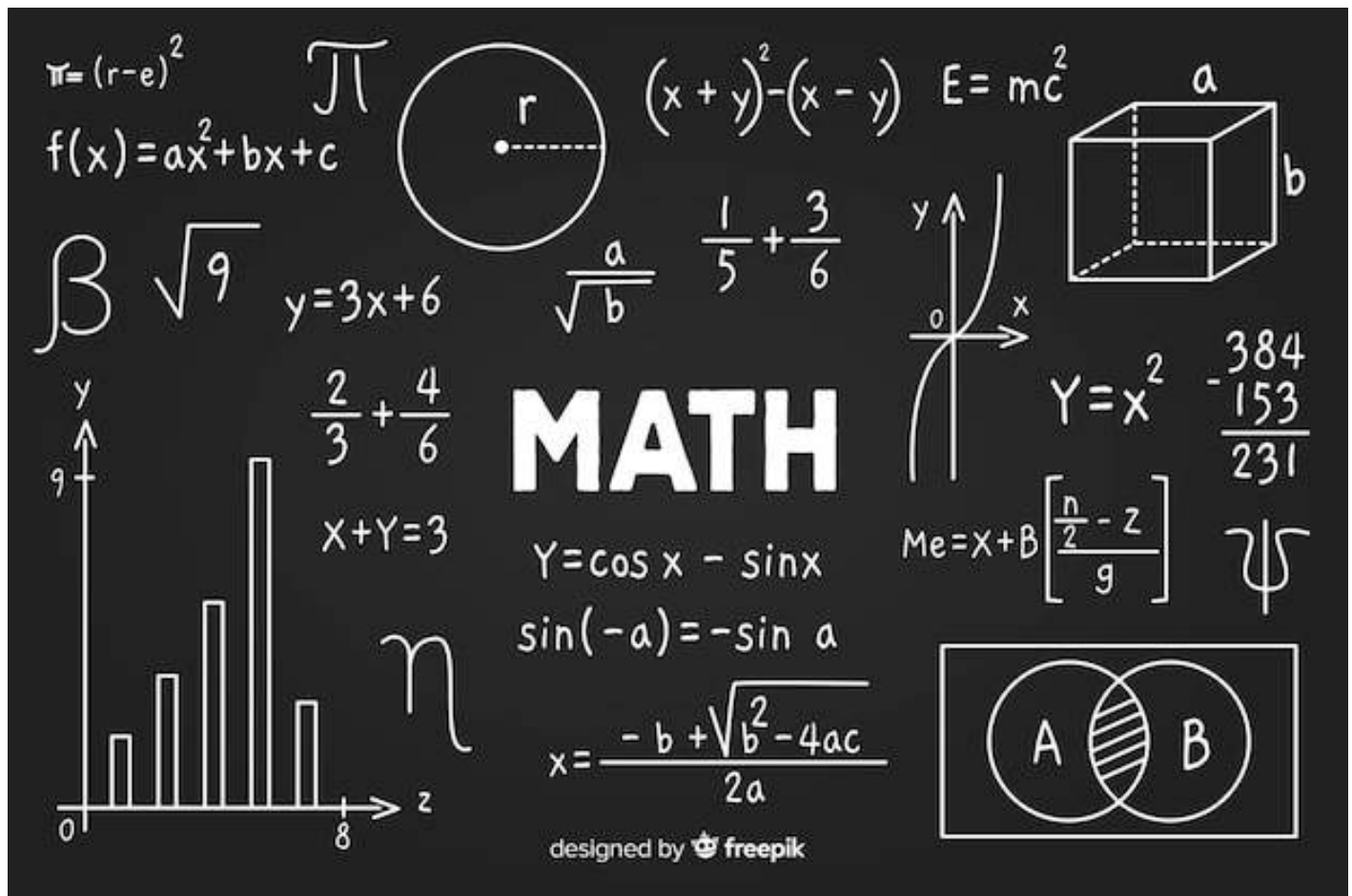
- I can interact with others to meet my needs in a variety of familiar situations.
- I can share information about myself.
- I can correct wrong information about myself.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=165#h5p-4>

100 ASL Level 4, Activity 3-Number Game (Online)



[Picture by Freepik](#)

Description:

Students will review numbers and math terminology in American Sign Language. Students will work to

understand different ways to sign numbers in different contexts. Working in teams, students will play a game with a fast-paced review.

Semantic Topics: Math, Numbers, Game, Review

Grammatical Structures: Vocabulary

Products: Use of number-related signs

Practices: Fast-paced review of signs in teams

Perspectives: Number-related signs are important to master for day-to-day conversation

Standards

NCSSEFL-ACTFL World-Readiness Standards:

- Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics

- Standard 5.2 – Students show evidence of becoming lifelong learners by using American Sign Language for personal enjoyment and enrichment

Idaho Content Standards for World Languages:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language
- COME 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can recognize signs surrounding math terminology.
- I can respond to basic math questions using numbers.
- I can comprehend and react when presented with a sign.

Materials Needed

- [Google Slides](#)
- [Video](#)
- [Vocabulary Cards](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)
- [Video](#)

1. Ask students to type their name and ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"
2. Start with 5-minute conversations in breakout rooms

- “START BREAKOUT ROOMS TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER”
3. Watch Video.
 4. Discuss and practice signing different numbers.
 - Addresses/Phone Numbers/Etc.
 - “NOW NUMBER SIGN PRACTICE”

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Review of Signs](#)
- [Vocabulary Cards](#)

Modified “Number Flyswatter”

1. Review signs in the [list](#) (on the slideshow)
2. Tell students that you are going to be signing a word and they are going to be telling you what they think it is.
 - “ME WORD SIGN YOU GUESS”
3. Each time a word is signed a student will privately message you in the zoom chat to make sure all people have a chance to participate. Zoom settings can be changed so participants can only message the host.
 - “YOU MESSAGE ONLY ME YOUR GUESS”
4. Sign a random item from the list.
5. After the word has been signed and the students have sent you their answers you will reveal the correct answer by fingerspelling or sending it in chat.
 - “NOW ME SHOW-YOU RIGHT ANSWER”
6. You can then reveal who was the first to answer the question correctly but will not say who came in last or who got the answer wrong to try and not “call out” people.
 - “PERSON ANSWER FIRST rhq-WHO?”
7. The game will continue with reviewing words and instructors signing them for students to respond.
8. If there is time left-over have students do 3-5 words of fingerspelling practice.
9. Have the instructor sign the words and students write down or type their answers.

- “NOW TIME HAVE FINGER-SPELL PRACTICE”

WRAP-UP

1. Do we feel comfortable with the “can-do” statements?
 - “CAN-DO LIST CONFORTABLE?”
2. Any other questions? (new signs, confused about content in class, etc)?
 - “QUESTIONS? YOU IN CLASS CONTENT UNDERSTAND?”

Deaf Culture

Communication of numbers is crucial in any community, especially at the bank or the store. Unfortunately, Deaf people are used to writing things out, especially numbers in various settings. This is due to the hearing community's lack of knowledge of sign language.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can recognize signs surrounding math terminology.
- I can respond to basic math questions using numbers.
- I can comprehend and react when presented with a sign.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=174#h5p-4>

♥ *ASL Level 4, Activity 4-Valentine's Day (Online)*



[Picture by Gpointstudio](#)

Description:

Students will review signs in ASL related to Valentine's Day. Focusing on translating from written English to ASL, students will work in small groups to practice correct grammar and signs.

Semantic Topics: Holiday, Translating, Valentine's Day

Grammatical Structures: Sentence Structure, Vocabulary

Products: Use of Valentine's and holiday-related signs, translating

Practices: Vocabulary review, practice of correct grammar and signs

Perspectives: Practicing correct grammar and signs helps students become fluent signers with correct sentence structure

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide

and obtain information, express feelings and emotions, and exchange opinions

- Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics

Idaho Content Standards for World Languages:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language
- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics
- COMT 1.2: Discuss personal preferences in activities and events both within and beyond the classroom
- COMT 2: Interact and collaborate in communities and the globalized world both within and beyond the classroom

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can converse about topics that are familiar to me.
- I can exchange preferences with my friends about our likes and dislikes.
- I can understand the difference between statements and questions in people's conversations.

Materials Needed

- [Google Slides](#)
- Twitter #worstfirstdates
 - [Canva](#)
 - [Alternate Cards](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

1. Ask students to type their name and ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"
2. Start with 5-minute conversations in breakout rooms
 - "START BREAKOUT ROOMS TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER"
3. Go over Valentine's Day vocabulary
 - "NOW VALENTINES DAY SIGN PRACTICE"
 1.
 - **Sweetheart**
 - Two "10" handshape hands together, both palms oriented toward the torso, on the chest, thumbs moving down and up twice.
 - **Valentines Day**
 - VALENTINE: Two "open 8" handshapes, both palms oriented toward the torso. On either left or right side of the chest, outline a heart.
 - DAY: Dominant upright "1" handshape is held up in neutral space while the dominant elbow rests on the non-dominant palm-down hand. The dominant hand moves toward the non-dominant arm while the dominant elbow stays on the non-dominant hand.
 - **Chocolate**
 - Dom hand "c" hand shape and non-dom hand "flat". With non-dom hand palm oriented toward the ground, rest the dom hand on the back side of the non-dom hand. Move the dom hand in a circular motion.
 - **Angel**
 - Two-handed bent flat hands, palms down. Both hands in contact with the shoulders, move upward at the same time turn outward, and flap twice.
 - **Rose**
 - Dom hand "R" inside the side of nose moves from there to the other side of the nose.
 - **Flowers**
 - Dom hand "flat o" inside the side of nose moves from there to the other side of the nose.
 - **Kiss**
 - Both hands "flat o" handshape with palms oriented towards each other. Gently tap fingertips together once.

- **Break-Up**
 - Both hands "S" handshape with palms oriented downward and fists touching at the thumbs. Break fists apart and change hand shapes to "U" then "P".
- **Single**
 - Dom hand "1" handshape with palm oriented inward. Move arm in a small circle with wrist position locked in place.
- **Relationship**
 - Both hands "F" shaped. Interlock hands through the opening made between the first finger and thumb. With the sign positioned in front of the torso, shake the sign moving toward and away from the body twice.
- **Engaged**
 - Dom hand "E" shaped and non-hand "flat" shaped. Keep non-dom hand perpendicular to the body with palm facing down. With dom hand hovering above the non-dom hand, move it in a clockwise circle, landing on top of the fingers of the non-dom hand.
- **Jewelry**
 - Use "open 8" hand shape as a classifier to describe what jewelry one is wearing.
- **Stuffed Animal**
 - STUFFED: Both hands "C" shaped with palms oriented outwards away from the body. Squish, or slightly close the handshape and release to the original shape. Repeat the motion two times.
 - ANIMAL: Both hands "bent B" handshape, placed on both sides of the chest near the armpit. Move handshapes downward, rotating at the wrist, two times.
- **Sweet**
 - Dom hand "B-thumb" with palms oriented inward. Fingertips brushing against chin once, becoming bent "B-thumb" or "15" handshape.
- **Date**
 - Both hands "D" hand shapes with palms oriented towards each other. Tap fingertips twice.
- **Flirt**
 - Both hands "5" hand shapes, palm down, thumbs in contact, fingers fluttering.

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- Twitter #worstfirstdates
 - [Canva](#)
 - [Alternate Cards](#)

First Date Horror Stories!

1. Students will be given Twitter excerpts of awful first dates.
2. Students will then describe to the group what the Twitter excerpt says and say what they would do in that situation.
 - "TAKE TURNS DESCRIBE DATE. DESCRIBE FINISH HAPPEN YOU DO-DO?"
3. Lab Assistant should join in after the student is done, to tell them what they would do to encourage a discussion about each situation.
4. It is also encouraged that students recount their own experiences, but we need to be aware of boundaries and the comfort level of students so do not require students to talk about their experiences.
 - "PAST HAPPEN YOU CLOSE TO SAME?"

WRAP-UP

1. What was one of your worst dates?
 - "PAST BAD DATE HAPPEN WHAT?"
2. How did you feel describing a situation you were unfamiliar with?
 - "YOU FEEL DESCRIBE HAPPEN DON'T KNOW HOW?"

Deaf Culture

Deaf people go on dates just like anyone else although it is much more common for Deaf people to date other Deaf people because they can communicate freely and share the same values regarding Deaf culture.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence

- (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can converse about topics that are familiar to me.
- I can exchange preferences with my friends about our likes and dislikes.
- I can understand the difference between statements and questions in people's conversations.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=176#h5p-4>

🙄 ASL Level 4, Activity 5-Taboo (Online)



[Picture by Rawpixel](#)

Description:

Students will work with their peers to use their ASL skills to describe the sign to their group in a fast-paced game. Students will practice in small group settings to improve their vocabulary and conversation skills.

Semantic Topics: Game, describing, taboo, circumlocution

Grammatical Structures: Vocabulary, Classifiers

Products: Improved vocabulary and conversation skills

Practices: Fast-paced vocabulary game and small group conversation

Perspectives: Practicing natural conversation is important for expressive and receptive skills

Standards

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions

- Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics

Idaho Content Standards for World Languages:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language
- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics
- COMT 1.2: Discuss personal preferences in activities and events both within and beyond the classroom
- COMT 2: Interact and collaborate in communities and the globalized world both within and beyond the classroom

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can describe a concept without using direct vocabulary.
- I can work with a classmate to reach a common goal.
- I can make connections with similar vocabulary in order to convey meaning.

Materials Needed

- [Google Slides](#)
- [Taboo Cards](#)
- [Taboo Prompts](#)
 - Use this document to copy and past prompts/forbidden words into the chat.

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

1. Ask students to type their name and ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"
2. Review Vocabulary
 1. **Dangerous**
 - Dominant hand "10" shaped with side of thumb facing non-dominant palm-down flat hand strikes twice the edge of passive hand in arc motion.
 2. **Exciting**
 - Both hands "Open 8" shape with palms oriented toward the torso. Both tips of the middle fingers on the sides of the torso or chest, alternate in forward circular motion.
 3. **Opposite**
 - Both hands "1" shape with both horizontal index fingers touching at the tips, held in neutral space, then moving sideways in the opposite direction in an arc motion.
 4. **Parents**
 - Dominant hand "5" shaped with thumb making contact at the chin, then moving upwards to make contact with the forehead.
 5. **Exercise**
 - Both hands "S" shaped with palms oriented away from the torso. With both hands slightly above holders, extend arms slightly up and out, then back to the original position. Repeat this movement twice.
3. Start with 5-minute conversations in breakout rooms
 - "START BREAKOUT ROOMS TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER"
4. Go around in the group and sign a sign having to do with a corresponding letter.
5. EXAMPLE: The first person will sign "APPLY" the second person will sign "BACON" the third person might sign "CANDY" and so on.
 - "TAKE TURN SIGN WORD WITH LETTER ABC. PERSON 1 SIGN WORD A APPLY. PERSON 2 SIGN WORD B BACON PERSON 3 SIGN WORD C-CANDY. CONTINUE TAKE TURN"
6. Establish an order of who will be first, second, third, etc.
7. Go around until you get to the letter Z!
 - "FINISH rhq-WHEN? PERSON SIGN WORD Z"

Note: It might be easiest to type into the chat the order of the students, just so students know who goes next (since it's hard online and everyone's screen is set up differently).

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Taboo Cards](#)
- [Taboo Prompts](#)
 - Use this document to copy and paste prompts/forbidden words into the chat.

1. The lab instructor will begin by introducing the game of Taboo
 - “NOW GAME NAME fs-TABOO PLAY”
2. The lab instructor will privately chat one person with their word and the words they cannot use.
 - “ME SEND 1 PERSON THEIR WORD. LIST WORD USE NOT”
3. The word that is marked as the main word is the word that students are trying to guess.
4. The words marked as forbidden words are signs that students are not allowed to sign as they are describing the word.
5. The student with the main word and forbidden words will try to describe their words using CL and other signs that are not words on the forbidden word list.
 - “DESCRIBE WORD USE CL OTHER SIGN LIST NOT”
6. The group will begin guessing as soon as the student with the word begins to describe their word.
 - “GROUP WATCH GUESS WORD”
7. Use a timer to time 30 seconds-1 minute per word. (You can use a phone or computer)
 1. Vary the time based on students' needs/levels.
8. Have students type their guess into the chat while the person is signing or have them sign the word. The first person who guesses correctly “wins”. Make sure to go over the sign at the end to make sure everyone understands.
 - “GROUP GUESS TYPE SIGN WHATEVER. GUESS RIGHT WIN”
9. Go around to each person until the allotted time runs out.
 - “GAME CONTINUE TAKE TURNS”

WRAP-UP

1. What did you think of the 1st game? Was it hard or easy?

- “FIRST GAME THINK WHAT? EASY HARD WHICH?”
2. What did you think of the 2nd game? Was it hard or easy?
 - “SECOND GAME THINK WHAT? EASY HARD WHICH?”
 3. Which game do you think helped you improve on vocabulary more?
 - “GAME 1 GAME 2 HELP MORE WHICH?”

Deaf Culture

Deaf people utilize a large vocabulary of signs in their day-to-day communication. Games like Taboo encourage students learning sign to expand their vocabulary. When someone doesn't know a sign, they can always resort to fingerspelling and if they are signing with a Deaf person or someone at a higher level, they can learn a new sign in the process.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can describe a concept without using direct vocabulary.
- I can work with a classmate to reach a common goal.
- I can make connections with similar vocabulary in order to convey meaning.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=184#h5p-4>

❖ ASL Level 4, Activity 6-Country Game (Online)



[Picture by Wirestock](#)

Description

Students will work in small groups to discuss a variety of topics through the lens of comparing different

countries. These discussions will be facilitated through a board game, and ASL vocabulary will be embedded.

Semantic Topics: Heritage, Countries, Similarities, Numbers, Game.

Grammatical Structures: Vocabulary, Questions Facial Expression (eyebrow orientation)

Products: Correct vocabulary and facial expression

Practices: Game to practice country signs and discussion cards used to promote asking questions with correct eyebrow orientation

Perspectives: The use of correct eyebrow orientation is important for clarity when asking questions

Standards

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 – Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.3 – Students present information, concepts, and ideas in American Sign Language to an audience of

viewers on a variety of topics

Idaho Content Standards for World Languages:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language
- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics
- COMT 1.2: Discuss personal preferences in activities and events both within and beyond the classroom
- COMT 2: Interact and collaborate in communities and the globalized world both within and beyond the classroom

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can converse about topics that are unfamiliar to me.
- I can exchange information on other countries and my personal experiences with them
- I can understand the difference between statements and questions in people's conversations.

Materials Needed

- [Google Slides](#)
- Conversation Starter Cards ([Canva Link/Google Doc](#))
- [Country Game Board \(Google Slides\)](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)
- Conversation Starter Cards ([Canva Link/Google Doc](#))

1. Ask students to type their name and ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"
2. Start with 5-minute conversations in breakout rooms
 - "START BREAKOUT ROOMS TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER"
3. Students will privately be sent questions from the "Conversation Starter Cards".
 - "ME ALL SEND YOU QUESTIONS FROM CONVERSATION START CARDS"
4. Students will then sign the question to the group and will have a group discussion until the conversation is finished.
5. Encourage students to talk further about the card
6. Ask questions, share stories, etc.
 - "QUESTIONS ASK. STORY SHARE. DISCUSS DISCUSS"
7. These cards are different than normal Conversation Starters because they either have a number in the question itself or the answer.

Note: The Cards on Canva aren't easy to copy and paste. They are typed in a Google Doc to easily copy and paste into a Zoom or Google Classroom Chat.

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Country Game Board \(Google Slides\)](#)

1. Begin by going over the signs for the countries listed below
 - "NOW COUNTRY SIGN PRACTICE"
2. Each student will take a turn rolling the virtual dice and moving forward on the board.
 - "STUDENTS TAKE TURNS d-ROLL DICE BOARD MOVE FORWARD"
 - Optional: Instead of rolling have students choose numbers on the board to answer questions.
3. Once the student lands on a space they will first sign the country and then answer the question.
 - "SQUARE STOP SIGN COUNTRY QUESTION ANSWER"
4. Have a group discussion after each question. Make sure each question is fully expanded on.

5. Encourage the group to discuss for up to 3 minutes.

- "QUESTION FINISH TIME 3 MINUTES GROUP DISCUSS"

Countries:

1. **Germany**

- Dominant "5", dominant side-bottom wrist in contact with passive side-top wrist, fingers of both hands wiggle.

2. **AMERICA**

- Both hands "5" shape. Palms oriented toward each other, interlock hands, but keep fingers straight. Move hands in a small circular motion.

3. **Puerto Rico**

- Dom hand "P" then "R" shapes, non-dominant hand "flat" shape. With non-dom hand palm oriented toward the ground in neutral space, tap the dom-hand "P" middle finger on the back of non-dom hand. Then, change the "P" handshape to a "R" shape and tap on the back of non-dom hand.

4. **Italy**

- Dominant hand "modified X" (X hand shape with thumb sticking forward). In neutral space, make an "S" shape in the air using the handshape.

5. **United Kingdom**

- Fingerspell: U-K

6. **Canada**

- Dominant hand "10" shape with palm oriented toward the torso, then taps twice on the side of the dominant-sided chest.

7. **Australia**

- Both hands "8" shaped and located near the bottom of neutral space. With palms oriented toward the ground, move hands in an arc forward, then flick the "8" handshape open.

8. **New Zealand**

- Both hands "flat" and palms oriented toward each other. Slide dom-hand down non-dom hand then change the dom-hand shape to be "bent". Place the fingertips of the dom-hand in the center of the non-dom hand's palm.

9. **China**

- Dominant hand "1" shaped and draws across from left chest to right chest and then down.

10. **India**

- Dominant hand “A” shaped. Place the tip of the thumb onto the forehead and twist the wrist twice.

11. **Russia**

- Dominant hand “1” shaped and draws across the chin, then flicks out and away from the body.

WRAP-UP

1. Do you feel comfortable having a conversation in ASL?
 - “YOU ASL CONVERSATION COMFORTABLE FEEL?”
2. Would you feel comfortable having a conversation with a Deaf person?
 - “YOU DEAF PERSON ASL CONVERSATION COMFORTABLE FEEL?”
3. Were you familiar with the signs for these countries?
 - “PAST YOU KNOW COUNTRY SIGNS WHICH?”

Deaf Culture

Although Deaf culture has a lot of universal aspects, signs for different countries can differ based on region. This means the ASL sign for Italy is different than the Italian Sign Language sign. This is the same as the spoken word for Italy is different in English vs Italian.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can converse about topics that are unfamiliar to me.
- I can exchange information on other countries and my personal experiences with them
- I can understand the difference between statements and questions in people’s conversations.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=190#h5p-4>

◆ ♀ ASL Level 4, Activity 7-Growing Up Hearing in a Deaf Family (Online)



[Picture by Tira Chardz](#)

Description:

Students will learn about CODAs (Children of Deaf Adults) through a video experience and discussion. Students will also change questions from English grammar to ASL grammar structures while having their discussion.

Semantic Topics: CODAs (Children of Deaf Adults), Hearing, Deaf, Culture Family, Discussion, Questions

Grammatical Structures: Vocabulary, Fingerspelling

Products: Understanding of Deaf culture, translating

Practices: Learning about CODA and practicing translating

Perspectives: Learning about all aspects of Deaf culture is important including CODA because even though they aren't deaf, they are still members of the community

Standards

NCSFSL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.3 Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture.

Idaho Content Standards for World Languages:

- COMM 1: Interact with others in the target language and gain meaning from interactions in the target language.
- COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information,

reactions, feelings, and opinions

- CLTR 1.2 Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture’s view of the world.
- CONN 1: Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can appropriately comment on a story told by a native signer
- I can exchange stories about personal family experience

Materials Needed

- [Google Slides](#)
- Video: [CODA Pride](#)
- Growing up Hearing in a Deaf Family Questions (or [discussion cards](#))

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

1. Ask students to type their name and ID # for attendance
 - “YOU LIST 2- NAME, ID NUMBER TYPE”
2. Start with 5-minute conversations in breakout rooms
 - “START BREAKOUT ROOMS TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER”
3. Have a 3-5 minute discussion about funny things parents do
 - “NOW TOPIC PARENTS DISCUSS FUNNY DO-DO”

1. Nicknames "SMALL NAME"
2. Embarrassing story/moment "PAST STORY HAPPEN EMBARRASSING WHAT?"
3. Quirks "FUNNY TRAITS"
4. Weird rules "RULES WEIRD"
5. Generational differences "GENERATION DIFFERENT HOW?"

Note: This can be an open whole-group discussion or you can call on individuals.

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- Video: [CODA Pride](#)
- Growing up Hearing in a Deaf Family Questions (or [discussion cards](#))

1. Watch CODA Pride Video (Using sound & Closed Captions or only Closed Captions)
 - "NOW VIDEO fs-CODA PRIDE WATCH"
2. Students will be put into pairs in breakout rooms and discuss the questions/or do it as a whole group discussion (up to the lab instructor's discretion).
 - "VIDEO FINISH PARTNERS BREAKOUT ROOMS DISCUSS"
3. What do you think it would be like to grow up with Deaf parents?
 - "GROW UP DEAF PARENTS HAVE THINK FEEL HOW?"
4. What challenges or rewards do you think being the only hearing person in your household would have?
 - "HEARING PERSON ONLY GROW UP CHALLENGE REWARD THINK WHAT?"
5. What if your situation was reversed and you were the only Deaf person in your home? What do you think it would be like?
 - "DEAF PERSON ONLY GROW UP THINK FEEL HOW?"
6. What do you think the connection is between CODAs and the Deaf community? Explain.
 - "CODA DEAF COMMUNITY CONNECT HOW? DESCRIBE"
7. If you were to have children, and they were deaf, what would you do?
 - "FUTURE YOU KIDS DEAF HAVE DO-DO?"

8. How would you feel if you were a Deaf parent and you had a CODA?
 - "YOU DEAF MOM DAD BABY HEARING FEEL HOW?"
9. How do you think being Deaf or being a CODA would impact your college experience?
 - "DEAF PERSON CODA PERSON COLLEGE DIFFERENT HOW"
2. Fingerspelling:
 1. Do a fingerspelling quiz with 10 words/names (if time is running out, do fewer names).
 - "NOW FINGERSPELL PRACTICE"
 - 1. Aimee
 - 2. Hayleigh
 - 3. Xzavier
 - 4. Nickolas
 - 5. Lilianna
 - 6. Khaleesi
 - 7. Jaitlyn
 - 8. Gabrielle
 - 9. Braxton
 - 10. Brighton

WRAP-UP

1. What did you learn today about Deaf culture?
 - "DEAF CULTURE LEARN WHAT?"
2. How can you use this information in your interactions with Deaf individuals?
 - "YOU INFORMATION LEARN USE HOW?"
3. Has your view changed about Deaf parents?
 - "PAST YOU DEAF MOM DAD THINK DIFFERENT NOW"

Deaf Culture Notes

Children of Deaf Adults (CODA) struggle to fit into the Deaf community but the culture associated with Deaf people is not meant to be exclusive. Most Deaf people accept hearing people that know sign and understand the values the culture is associated with, this includes CODA.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can appropriately comment on a story told by a native signer
- I can exchange stories about personal family experience



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=204#h5p-4>

ASL Level 4, Activity 8-Professional Development (Online)



[Picture by Drobotdean](#)

Description:

Students will participate in discussions about possible accommodations in the workplace for Deaf individuals. Additionally, students will participate in a mock interview using American Sign Language to both interview and be the interviewee.

Semantic Topics: Professional, Job, Accommodations, Office Jobs, Interview, Questions

Grammatical Structures: Sentence Structure, Correct Eyebrow Orientation When Asking Questions

Products: Understanding accommodations for Deaf people, correct eyebrow orientation

Practices: Discussion about accommodations and participation in a mock interview

Perspectives: Understanding the disadvantages Deaf people face in the workforce is important when learning about Deaf culture

NCSSFL-ACTFL World-Readiness Standards:

- COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- CONN 1.2 Relate information studied in other subjects to the target language and culture

Idaho Content Standards for World Languages:

- Standard 1.1 Students use American Sign Language to engage in conversations and provide information, express feelings and emotions, and exchange opinions.

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can discuss information about career pathways.
- I can understand the basic requirements for a career.
- I can understand an interview between an employer and an employee.

Materials Needed

- [Google Slides](#)
- [Question Cards](#)

WARM-UP**Materials Needed for Warm-Up**

- [Google Slides](#)

1. Ask students to type their name and ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"

2. Start with 5-minute conversations in breakout rooms
 - “START BREAKOUT ROOMS TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER”
3. Discuss what accommodations could be made in a typical office/cubicle to assist Deaf workers.
 - “DEAF WORK PERSON SUPPORT WORK SPACE CHANGE HOW?”
 - Video computer for video chatting abilities, or a captioned phone
 - Emergency notifications (lights instead of beeps)
 - Interpreter for meetings
 - Written notes and memos instead of announcements
 - What other accommodations can you think of?
 - “DEAF WORK PERSON SUPPORT OTHER WHAT?”

MAIN ACTIVITY

Materials Needed

- [Google Slides](#)
- [Question Cards](#)

1. Have students pick a company they represent, and give them the list of questions they use.
2. Copy and paste the questions into the chat.
3. Put students in breakout rooms and have them ask each other the questions.
4. The lab instructor can also switch the breakout rooms so that students are asking questions to new people.
 - “ALL PICK WORK PLACE. BREAKOUT ROOMS TAKE TURNS QUESTIONS ASK”
5. Remind students to use correct sentence structure and eyebrow orientation when asking questions.
 - “TRANSLATE ENGLISH SENTENCE ASL SENTENCE. WH QUESTION EYEBROWS DOWN Y/N QUESTION EYEBROWS UP”

Questions

1. Can you tell me a little bit about yourself?
2. Why do you want to be a part of this company?
3. Name three things about yourself that you need to work on.
4. Why should we hire you?
5. What are your professional strengths?

6. What are your professional weaknesses?
7. Tell me about a challenge or conflict you've faced at work, and how you dealt with it.
8. What is your greatest professional achievement?
9. Where do you see yourself in five years?
10. How would you go about firing someone?
11. What's your dream job?
12. What is your educational background?
13. How would your boss and co-workers describe you in the work environment?
14. How do you deal with pressure or stressful situations?
15. What are you looking for salary-wise?
16. What can you offer us that someone else can not?
17. Are you willing to relocate?
18. Are you willing to travel?
19. Do you have any questions for me?

WRAP-UP

1. Do you think having an interpreter will affect a Deaf person's interview?
 - "DEAF PERSON INTERVIEW INTERPRETER CHANGE HOW?"
2. What do you think about the daily obstacles Deaf people face in a hearing world?
 - "DAILY PROBLEM DEAF PERSON HEARING WORLD THINK WHAT?"
3. Do you think all companies would be willing to implement Deaf-friendly accommodations?
 - "ALL WORK PLACE DEAF SUPPORT CHANGE?"

Deaf Culture

People in the Deaf community often say that when you're Deaf, the anxiety before an interview increases. This is usually due to concerns with how their deafness will be viewed if their access requirements will be met, and worrying it will stand against them.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation

- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can discuss information about career pathways.
- I can understand the basic requirements for a career.
- I can understand an interview between an employer and an employee.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=209#h5p-4>

🎁 ASL Level 4, Activity 9-Gift Giving (Online)



[Picture by Freepik](#)

Description:

Students will select gifts based on described interests and likes. Students will also tell a story about the best or worst gift they've received.

Semantic Topics: Product, Gift, Give, Interests, Likes, Exchange, Preference, Worst, Best

Grammatical Structures: Vocabulary, Sentence structure

Products: Describing likes and dislikes, storytelling

Practices: Selecting gifts for peers, telling stories of past presents

Perspectives: In order to correctly describe stories of the past you need to understand and apply correct sentence structure

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 1.1 Students use American Sign Language to engage in conversations and provide information,

express feelings and emotions, and exchange opinions.

Idaho Content Standards for World Languages:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions.
- COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can select a gift based on someone's likes and interests.
- I can exchange preferences about which stores, sports, and other interests.
- I can interact with a partner to find out their favorite things.

Materials Needed

- [Google Slides](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

1. Ask students to type their name and ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"
2. Start with 5-minute conversations in breakout rooms
 - "START BREAKOUT ROOMS TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER"
3. Have a discussion based on the questions below. Encourage students to give detailed answers and stay away from "yes" and "no" questions.

- "NOW GROUP DISCUSS SPRING BREAK QUESTIONS. ANSWER YES NO DONT"
 1. If you could do anything during spring break what would you do?
 - "YOU SPRING HOLIDAY DREAM WHAT?"
 2. Where would you go?
 - "YOU GO-TO WHERE?"
 3. Who would you see?
 - "YOU SEE WHO?"
 4. What would you do?
 - "YOU DO-DO?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)

1. Students will first describe their best and worst gift
 1. Encourage students to describe why they felt so strongly about those gifts
 - "NOW TAKE TURNS PAST YOUR BEST GIFT WORST GIFT DESCRIBE"
2. Gift shopping
 1. Have students introduce themselves including these items
 2. It is helpful to send an order of students' names in the chat so there is no confusion on whose turn it is to share
 - "TAKE TURNS 1-5 QUESTIONS ANSWER"
 1. Favorite color
 2. Favorite place
 3. Favorite activity
 4. Favorite store
 5. Your personality in one sign
2. Students will then be put into partners in breakout rooms (or as a group) and be tasked to get 3 gifts for each other.
 - "NOW LEARN MORE MEET FINISH BREAKOUT ROOMS 2 MINUTES. 3 GIFT PARTNER GIVE."
3. After students are done picking gifts, they will share to the group their choices

- "FINISH TELL GROUP GIFTS PICK WHY"
4. If they finish quickly, have them re-partner and repeat.

WRAP-UP

1. Are you excited for spring break next week?
 - "FUTURE WEEK YOU SPRING HOLIDAY EXCITED?"
2. Was it difficult to think of gifts for your partners?
 - "PARTNER GIFT THINK HARD EASY WHICH?"
3. How are you feeling about your level of sign vocabulary knowledge?
 - "YOU SIGNS VOCABULARY KNOW FEEL HOW?"

Deaf Culture

Deaf individuals tend to be more blunt/straightforward in their communication. This can come off as rude in the hearing community but it is pretty normal in the Deaf community because expression is such a natural part of communication in ASL, even when receiving a gift they may not particularly like.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can select a gift based on someone's likes and interests.
- I can exchange preferences about which stores, sports, and other interests.
- I can interact with a partner to find out their favorite things.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=213#h5p-4>

ASL Level 4, Activity 10-Finger Spelling Strategies (Online)



[Picture by SHEVETS Production](#)

Description:

Students will participate in fingerspelling activities by watching the instructor fingerspell as well as practice fingerspelling with a partner or group. Students will also learn about pro-tactile ASL.

Semantic Topics: Letters, Interpret, Pro-Tactile ASL, Deaf-Blind

Grammatical Structures: Fingerspelling, Dominant Hand, Non-dominant Hand, Sentence Structure

Products: Receptive and expressive fingerspelling, understanding of pro-tactile communication

Practices: Participation in fingerspelling activities, videos, and conversations about pro-tactile ASL

Perspectives: Have you considered how Deaf-Blind people communicate before?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 1.3 Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.

- Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of topics.

Idaho Content Standards for World Languages:

- COMM 2.1 Understand, interpret and analyze what is heard, read, or viewed on a variety of topics.
- CONN 2.2 Analyze the content and cultural perspectives of authentic materials prepared in the target language by or for native speaker

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can fingerspell and understand and interpret what someone else finger spells to me.
- I can interact with a partner or group when given direct instruction.
- I can discuss the possible viewpoints and challenges of people who are Deaf and Blind and analyze Pro-Tactile ASL.

Materials Needed

- [Google Slides](#)
- [Spelling Bee Cards](#)
- [Deaf/Blind Pro-Tactile Video](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)
- [Deaf/Blind Pro-Tactile Video](#)

1. Ask students to type their name and ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"

2. Start with 5-minute conversations in breakout rooms
 - “START BREAKOUT ROOMS TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER”
3. Pro-Tactile ASL video: Have students watch the video about Pro-Tactile ASL. Follow up with discussion questions
 - “NOW VIDEO WATCH TOPIC rhq-WHAT? fs-PRO-TACTILE ASL”
4. Discussion Questions:
 1. What are the benefits of pro-tactile ASL vs. using Braille and fingerspelling?
 - “BRAILLE FINGERSPELLING COMPARE fs-PRO-TACTILE ASL BETTER HOW?”
 2. What are the differences between Pro-Tactile ASL and ASL?
 - “ASL PRO-TACTILE ASL DIFFERENT HOW?”
 3. What could be some disadvantages of pro-tactile ASL?
 - “fs-PRO-TACTILE ASL ADVANTAGE NOT WHAT?”
 4. If you had to invent a way for Deaf-Blind people to communicate what would you do?
 - “DEAF-BLIND COMMUNICATE YOU NEW WAY MAKE WHAT?”

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Spelling Bee Cards](#)

Incorporating different types of fingerspelling skills

1. Receptive (Spelling Bee)
 2. Expressive (Dominant hand and Non-Dominant hand fingerspelling)
1. Spelling Bee ([Spelling Bee words/ speed progression](#))
 1. “NOW FINGERSPELL PRACTICE”
 2. The lab assistant will have a card of words to fingerspell for the group
 3. The lab assistant will start out slow for the first round of words, then increase speed as the activity goes on

- "START SLOW CONTINUE FAST"
4. When all words are signed, show students the correct answers
 1. "FINISH 4 GROUP WORDS SHOW RIGHT/CORRECT ANSWERS"
 2. Round 1
 1. Umbrella
 2. Bilingual
 3. Office
 4. Abstract
 3. Round 2
 1. Bookmark
 2. Kootenai
 3. Giraffe
 4. Language
 4. Round 3
 1. Talkative
 2. Mountain
 3. Practice
 4. Toast
 5. Round 4
 1. Taxes
 2. Chapstick
 3. Everglades
 4. Burrito
 2. Dominant Hand/Non-Dominant Hand Fingerspelling
 1. In breakout rooms (2-3 students per room) have students fingerspell words for each other
 - "BREAKOUT ROOMS FINGERSPELL PRACTICE TAKE TURNS"
 2. The students watching can then type their answers into the chat.
 - "STUDENT SIGN OTHER WATCH. STUDENT WATCH TYPE ANSWER"
 3. First, they will fingerspell a few words with their dominant hand.
 - "START 2-3 WORDS DH"
 4. After they both are finished, they will fingerspell words with their non-dominant hand.
 - "FINISH BOTH SWITCH NDH"

WRAP-UP

1. What round(s) was difficult for you?
 - "ROUND 1-4 HARD WHICH?"
2. What strategies do you find most helpful for fingerspelling?
 - "FINGERSPELLING HELP HOW?"
3. Resource for more fingerspelling practice outside of class: <https://asl.ms/>
 - "FINGERSPELLING HELP MORE NEED? PRACTICE SELF"

Deaf Culture

Deaf-Blind people are accepted into the Deaf community and can really only communicate with those that know sign language using Pro-Tactile ASL or with the help of an interpreter using Pro-Tactile ASL.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can fingerspell and understand and interpret what someone else finger spells to me.
- I can interact with a partner or group when given direct instruction.
- I can discuss the possible viewpoints and challenges of people who are Deaf and Blind and analyze Pro-Tactile ASL.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=228#h5p-4>

ASL Level 4, Activity 11-Jeopardy! (Online)



[Picture by PCH.Vector](#)

Description:

Students will answer questions or recall signs related to holidays, food, classifiers (CL), Deaf culture, and various activities in a game of Jeopardy. Students will also discuss service animals used in Deaf communities.

Semantic Topics: Deaf Culture, Service Animals, Accommodations, Game, Holidays, Food, Activities

Grammatical Structures: Vocabulary, CLs

Products: Recall signs and facts about Deaf culture

Practices: Playing a review game and taking part in a discussion

Perspectives: Recalling signs and information shows how much students are really retaining

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available

through American Sign Language and Deaf culture.

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions

Idaho Content Standards for World Languages:

- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can participate in a conversation with topics that are unfamiliar to me.
- In my own and other cultures, I can understand the needs of Deaf individuals.
- I can recall the vocabulary presented to me and apply knowledge about Deaf culture.

Materials Needed

- [Google Slides](#)
- [Deaf Service Animal Youtube Video](#)
- [Jeopardy!](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)
- [Deaf Service Animal Youtube Video](#)

1. Ask students to type their name and ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"
2. Start with 5-minute conversations in breakout rooms

- "START BREAKOUT ROOMS TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER"
3. Video about the positives and negatives of having a service dog and how that process works.
 - The captions are permanently on this video. Please discuss with students about the potential positives and negatives of owning and training a service dog.
 - "VIDEO WATCH TOPIC rhq-WHAT? SERVICE DOG GOOD THINGS BAD THINGS BOTH."
 4. Discussion Questions
 - Were there ways in the video that a Deaf person would use a service dog that you had never thought about?
 - "DEAF PERSON USE SERVICE DOG DIFFERENT WAYS. PAST YOU THINK BEFORE NOT WHICH?"
 - Do you know a Deaf person who has a service dog?
 - What was their experience?
 - "YOU DEAF PERSON SERVICE DOG HAVE KNOW? THEY HAPPEN FEEL WHAT?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Jeopardy!](#)

Jeopardy (password: ASL202)

"NOW GAME PLAY NAME JEOPARDY"

1. Have students participate individually because it makes the most sense for the zoom/online format.
2. Have each student choose a category and number corresponding to a question or sign that a student must answer or sign. It makes things easier and more clear to send the order in the chat.
 - "TAKE TURNS TOPIC NUMBER PICK QUESTION ANSWER"
3. Keeping track of points is optional.

WRAP-UP

1. Were there vocabulary/signs that you had forgotten about?
 - "PAST SIGNS YOU FORGET WHICH?"

2. Overall, was this activity easy or difficult?
 - “GAME HARD EASY WHICH?”
3. Which was the hardest: the signs, classifiers, or Deaf culture?
 - “CI-LIST 1-3, SIGNS CLS DEAF CULTURE. MOST HARD WHICH?”

Deaf Culture

Service dogs are rarely used within the Deaf community out in public because they can get around just fine on their own but service dogs can be very useful with help around the house.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can participate in a conversation with topics that are unfamiliar to me.
- In my own and other cultures, I can understand the needs of Deaf individuals.
- I can recall the vocabulary presented to me and apply knowledge about Deaf culture.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=237#h5p-4>

ASL Level 4, Activity 12-Advertisements (Online)



[Picture by Wirestock](#)

Description:

Students will discuss how they (and other students) receive their news. After students will work as though they are working for an advertising agency and either create a pitch for or against a product of their choice.

Semantic Topics: News, Social Media, Newspaper, Advertisement, Product, For, Support, Against, Pitch

Grammatical Structures: Vocabulary, Sentence Structure

Products: Reflection on news and news-related signs

Practices: Discussion and application of product selling

Perspectives: Do deaf people have a harder time getting news?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.

- Standard 1.3 Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.
- Standard 3.1 Students reinforce and further their knowledge of other disciplines through American Sign Language.

Idaho Content Standards for World Languages:

- COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- COMM 3.1 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can exchange opinions with my classmates about topics that are unfamiliar to me.
- I can provide information to promote or oppose a product or idea.
- I can discuss the importance of current issues and opinions

Materials Needed

- [Google Slides](#)
- [Product Items \(Google Slides\)](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

1. Ask students to type their name and ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"
2. Start with 5-minute conversations in breakout rooms

- “START BREAKOUT ROOMS TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER”
3. Go over these warm-up questions with students and have a discussion:
- “GROUP QUESTIONS DISCUSS”
1. How do students get their news?
 - “STUDENTS NEWS SEE HOW?”
 2. Where do you prefer to get your news from?
 - “YOU NEWS SEE FAVORITE HOW?”
 3. Is a specific site/app you prefer?
 - “YOU INTERNET fs-APP FAVORITE WHICH?”
 4. How many students read newspapers/magazines?
 - “STUDENTS NEWSPAPER MAGAZINE READ HOW MANY?”
 5. Which news sources are popular among which age groups?
 - “AGE GROUP NEWS DIFFERENT HOW?”

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Product Items \(Google Slides\)](#)

Working at an Ad agency

1. You work at an Ad Agency. You are approached with different products. You have to decide how to market/advertise the item or not to advertise it and why.
 - “YOU AD JOB HAVE. DIFFERENT THINGS ADVERTISE DECIDE”
2. You and a partner (or group of 3) are going to choose a product. In breakout rooms, you have to decide if you’re going to try to sell the product or make a case against it.
 - “PARTNERS GROUPS BREAKOUT ROOMS PICK THING. ADVERTISE SUPPORT AGAINST TOGETHER PICK WHICH”
3. If you choose to support the product, make a sales pitch for it! Get creative!

- "IF PICK SUPPORT MAKE SALE PLAN ADVERTISE CREATIVE"
- 4. If you choose to go against the product, explain why. Let your audience know why the product is bad (you can't just say it "because it sucks").
 - "IF PICK AGAINST EXPLAIN THING BAD WHY. DESCRIBE BAD ONLY DON'T"
- 5. Once you've figured out your pitch in breakout rooms, each group will come back and share it with everyone!
 - "FINISH BREAKOUT ROOMS DISCUSS. GROUP SHARE"

Wrap-Up Discussion

1. Was it difficult to support your opinions?
 - "OPINIONS SUPPORT HARD EASY WHICH?"
2. Was it difficult to describe products that may be unfamiliar to you?
 - "YOU THINGS DON'T KNOW DESCRIBE HARD?"
3. How is advertising to hearing people different than advertising to deaf people?
 - "HEARING DEAF ADVERTISE DIFFERENT HOW?"

Deaf Culture

Deaf people get their news the same ways hearing people do. Closed captions are the only way Deaf people can understand information on TV but to really include the Deaf community an interpreter is also included in a news broadcast.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can exchange opinions with my classmates about topics that are unfamiliar to me.

- I can provide information to promote or oppose a product or idea.
- I can discuss the importance of current issues and opinions



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=243#h5p-4>

🚩👁️ *ASL Level 4, Activity 13-Kahoot! (Online)*



[Picture by Leeloo the First](#)

Description:

Students will answer questions based on ASL culture, as well as other fun facts. Students will discuss their answers on Kahoot using ASL.

Semantic Topics: Kahoot, Trivia, ASL Culture, Discussion, Questions, Answer

Grammatical Structures: Vocabulary, Sentence Structure

Products: Asking and answering questions and recollection of signs

Practices: Discussion and gameplay

Perspectives: Students should be able to recall signs quickly at this level. Competitive gameplay promotes this.

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.3 Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture.

Idaho Content Standards for World Languages:

- COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- CLTR 2: Investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied in the target language.
- CONN 1.1 Compare and contrast information acquired from other content areas.

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can share my opinion on a given topic using conversation techniques.
- I can identify and discuss questions about Deaf culture.
- I can use my knowledge from other content areas to have meaningful discussions in ASL.

Materials Needed

- [Google Slides](#)
- [Kahoot](#)

WARM-UP

Materials Needed for Warm-Up

- [Google Slides](#)

1. Ask students to type their name and ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"
2. Start with 5-minute conversations in breakout rooms
 - "START BREAKOUT ROOMS TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER"
3. Have a discussion based on the questions listed below. Have students discuss questions for 2-3 min each (or have every student go). Start by asking all 3 questions in ASL grammar so students repeat questions in their answers.
 - "NOW QUESTIONS DISCUSS. TAKE TURNS QUESTIONS ANSWER LIST 1-3"

Questions:

1. Do you have any final projects you're working on?
 - "YOU FINAL PROJECTS HAVE?"
2. Do you need any help with signs/structure?
 - "YOU SIGNS SENTENCE ORDER HELP NEED?"
3. Did you know that we have lab during dead week?
 - "DEAD WEEK YOU LAB HAVE KNOW?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Kahoot](#)

Have students use a mobile or personal electronic device to connect to the Kahoot game.

"NOW GAME PLAY NAME KAHOOT"

1. Visit "Kahoot.it" on the device & then type in the given code.
2. Have students play by answering the questions on the screen.
3. With Zoom or Google Classroom, you will have to share your screen so students can see the

question and answers.

4. Pause after each question and discuss using ASL!

WRAP-UP

1. Were you comfortable using new signs related to the trivia?
 - "YOU NEW SIGNS COMFORTABLE FEEL HOW?"
2. Was there anything new that you learned about Deaf culture that you didn't know before?
 - "YOU DEAF CULTURE LEARN NEW?"
3. How did you feel discussing subjects outside of ASL?
 - "YOU DISCUSS TOPIC CONNECT ASL NOT FEEL HOW?"

Deaf Culture

Learning about Deaf culture is equally important to learning sign language. Hearing people that know sign language have a responsibility to debunk misconceptions among the hearing community about the Deaf community.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can share my opinion on a given topic using conversation techniques.
- I can identify and discuss questions about Deaf culture.
- I can use my knowledge from other content areas to have meaningful discussions in ASL.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=247#h5p-4>

◆ASL Level 4, Activity 14-Scattergories (Online)



[Picture by Rawpixel](#)

Description:

Students will briefly discuss the difference between speech acquisition between speaking (hearing) and

signing (Deaf/CODA/or Other). Using Scattergories students will think of words and practice their signs. Students will discuss summer plans as well as plans for their future in ASL.

Semantic Topics: Language, Speaking, Signing, Babbling (speaking & signing), Scattergories, Topics, Future, Plans

Grammatical Structures: Baby Sign, Vocabulary

Products: Ability to identify the difference between speech acquisition between speaking (hearing) and signing (Deaf/CODA/or Other)

Practices: Discussion and gameplay

Perspectives: Students should be able to recall a variety of signs that aren't always used quickly at this level. Competitive gameplay promotes this.

Standards

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and

obtain information, express feelings and emotions, and exchange opinions.

- Standard 4.2 Students demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own.

Idaho Content Standards for World Languages:

- COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- CONN 2.2 Compare and contrast cultural similarities and differences in authentic materials

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can exchange information on a variety of familiar and unfamiliar topics that I have researched
- I can participate in conversations to compare and contrast communities
- I can elaborate on future plans, including details.

Materials Needed

- [Google Slides](#)
- [From Cooing and Babbling to Utterance in American Sign Language](#)
- [Timer for Scattergories](#)

WARM-UP

Materials Needed for Warm Up

- [Google Slides](#)
- [From Cooing and Babbling to Utterance in American Sign Language](#)

1. Ask students to type their name and ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"

2. Start with 5-minute conversations in breakout rooms
3. "START BREAKOUT ROOMS TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER"
4. Language Development!
5. Have students watch part of this video on the progression of a child learning ASL.
 - "VIDEO WATCH CHILDREN GROW UP LEARN ASL"
 1. Do you know what your first words were?
 - "PAST YOUR FIRST WORDS KNOW? WHAT?"
 2. Do you think signing babble or verbal babble develops first?
 - "fs-BABBLE SIGN SPEAK FIRST WHICH?"
 3. Do you think speaking or signing develops first?
 - "YOU SPEAK SIGN DEVELOP FIRST THINK WHICH?"
 4. In what ways are signing babble and verbal (speaking) babble the same? In what ways are they different?
 - "fs-BABBLE SIGN SPEAK SAME DIFFERENT HOW?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Timer for Scattergories](#)

Scattergories

- The lab instructor will display a category and the group will have about a minute to think of as many things that fit the parameter
 - Ex: Category – Animals
 - Dog, Cat, Horse, Pig, etc
 - "TIME 1 MINUTE ME SHOW CATEGORY ALL WRITE LIST WORDS IN CATEGORY"
- The catch is that if you and your opponent think of the same words, they don't count, so think outside of the box!
 - Ex: Armadillo, Hedgehog, Porcupine, etc
 - "YOU OTHER PERSON WRITE WORD SAME-AS POINTS NONE. THINK DIFFERENT"

- Additionally have students sign the words they provide, either all of their words or only the words that are different from the other students.
 - “TIME FINISH TAKE TURNS SHARE SIGN LIST. SIGN DONT KNOW FINGERSPELL”

WRAP-UP

1. Are you going to be taking 301/5th year next semester?
 - “FUTURE SEMESTER YOU ASL CONTINUE 301 YEAR 5?”
2. What are your summer break plans?
 - “SUMMER HOLIDAY PLANS WHAT?”
3. Are you going home for break or do you live here in Boise?
 - “SUMMER HOLIDAY YOU HOME GO-TO BOISE LIVE WHICH?”
4. What are you most or least excited about for summer?
 - “SUMMER YOU EXCITED WHAT? EXCITED NOT WHAT?”
5. Are you taking any summer classes?
 - “SUMMER YOU CLASSES TAKE WILL?”
6. Are you graduating soon?
 - “SOON YOU GRADUATE WILL?”

Deaf Culture

Not all games are equally Deaf-friendly. Forget spelling bees, Trivial Pursuit, or other auditory-dependent games that have (unintentionally) shunned many a Deaf holiday celebrant. Even games that you would *think* are Deaf-friendly, like Pictionary, pose challenges. Some Deaf-friendly board games include Monopoly, Dix It, Chess/Checkers, and Scrabble!

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can exchange information on a variety of familiar and unfamiliar topics that I have researched
- I can participate in conversations to compare and contrast communities
- I can elaborate on future plans, including details.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=251#h5p-4>

AMERICAN SIGN LANGUAGE LEVEL 5, ACTIVITIES FOR FACE-TO-FACE INSTRUCTION

⌚ *ASL Level 5, Activity 01-Speed Dating (Face-to-Face)*



[Picture by Pch.Vector](#)

Description:

Students will begin by introducing themselves and getting to know their new lab mates. They will then have 5-7 minutes of open-ended conversation. The main activity allows them to get to know each other further in a “speed dating” game.

Semantic Topics: Speed Dating, Introductions, Likes, Dislikes

Grammatical Structures: Listing, WHQs, Facial Expression with Questions

Products: Asking questions and exclaiming about personal taste.

Practices: Forming complex questions and crafting responses.

Perspectives: What are appropriate answers to complex questions?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.

Idaho Content Standards for World Languages:

- COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames
- I can tell stories about school and community events and personal experiences, using paragraphs across major time frames.
- I can understand people's reactions to their vacation experience

Materials Needed

- [Google Slides](#)
- [Canva link](#)
- iPad/Computer

WARM-UP**Materials Needed for Warm-up**

- [Google Slides](#)

1. Have students introduce themselves:
 1. Name
 2. Major
 3. Year in school
 4. Hometown

5. Hobby
 - "TAKE TURNS LIST 5-NAME, MAJOR, YEAR, FROM rhq-WHERE?, FUN DO-DO?"
2. Review Vocabulary:
 1. BIOLOGY
 - Left and right hand shapes B with palms facing outwards. Left hand moves in a clockwise motion and the right hand moves in a counterclockwise motion.
 2. EDUCATION
 - Left and right hand shapes E located on both sides of head. Change handshape from E to D.
 3. NURSING
 - Dominant hand shaped H tapping twice on non-dominant hand's wrist.
 4. HISTORY
 - Dominant hand shaped H moves in up and down motion twice.
 5. PSYCHOLOGY
 - Left and right hand shaped closed 5 with thumb sticking out. Non-dominant hand's palm facing out. Dominant hand taps in space between non-dominant hand's fingers and thumb twice.
3. Have students take turns and pick one discussion question to answer:
 1. What is your major/minor?
 - "YOUR MAJOR/MINOR WHAT?"
 2. When do you graduate?
 - "YOU GRADUATE WHEN?"
 3. Where is your hometown?
 - "YOUR HOMETON WHERE?."
 4. What are some of your hobbies?
 - "YOUR HOBBIES WHAT?"
4. Discussion:
 1. Have students have a 5-7 minute conversation (fully ASL) with each other.
 - "NOW TIME 5 7 MINUTE CONVERSATION DISCUSS WHATEVER"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Canva link](#)

“Back to School Speed Dating”

1. Have students sit across from one another in two rows (facing each other).
 - “NOW GAME FAST DATE TABLE CI-SEAT FACING”
2. Students will discuss one question for 2-3 minute
 - “2-3 MINUTES PARTNERS 1 QUESTION DISCUSS”
3. Then have one row rotate to new partners after the timer goes off.
 - “TIME FINISH PARTNER SWITCH CONTINUE”

WRAP-UP

1. How did you like the lab activity?
 - “FAST DATE FINISH YOU LIKE DISLIKE WHAT?”
2. Did you have any questions about any of the signs your classmates used?
 - “NEW SIGNS QUESTIONS HAVE?”
3. Did you learn any new signs today?
 - “YOU NEW SIGNS LEARN?”

Deaf Culture

Dating in Deaf culture is very similar to dating in hearing culture although dating outside of the Deaf community is very difficult because most hearing people do not know sign language or understand Deaf culture so options are much more limited.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/thumbs down or download our student cards.)

- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames
- I can tell stories about school and community events and personal experiences, using paragraphs across major time frames.
- I can understand people's reactions to their vacation experience



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1178#h5p-4>

🍔 ASL Level 5, Activity 02-Fast Food Pt.1 (Face-to-Face)



[Picture by Topnpt26](#)

Description

Students will begin by discussing different foods and comparing their health levels. They will then discuss

fast food and their personal habits with eating out and how the Deaf population faces obstacles with fast food.

Semantic Topics: Fast Food, Eating out, Habits, Food, Health, Deaf Culture

Grammatical Structures: Vocabulary, Asking/Answering Questions

Products: Fast food and Deaf culture.

Practices: Making comparisons and discussing healthy habits.

Perspectives: What challenges do Deaf people face with fast food?

Standards

NCSSFL-ACTFL World-Readiness Standards:

- “Standard 4.2 Students demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own.”

Idaho Content Standards for World Languages:

- COMM 3.1 “Standard 4.2 Students demonstrate understanding of the nature of culture through comparisons of

American Deaf culture and their own.”

- CONN 2.2 Analyze the content and cultural perspectives of authentic materials prepared in the target language

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can explain and support my opinion using logical reasoning.
- In my own and other cultures, I can explain the attitudes toward meals, health, and fitness.
- I can understand the logistical adversities of a culture other than my own.

Materials Needed

- [Google Slides](#)
- iPad/Computer
- [New Pizza Shop Video](#)
- [Whopper Sign – Burger King](#)
- [Starbucks Sign Language Cafe](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

1. Start with 5-7 Minute conversations
 - “NOW DAY START TIME 5-7 MINUTE CONVERSATIONS DISCUSS WHATEVER”
2. Review vocabulary:
 1. HAMBURGER
 1. Loosely bent, palm-down dominant hand is in interlock with the non-dominant palm-up hand. Then, switch the palm orientation.

2. **TACOS**
 1. Fingerspelled T-A-C-O-S
3. **SANDWICH**
 1. Non-dominant whole hand bent without fingers and thumb touching in front of the mouth, palm down, fingers and thumb facing right. Dominant "15" handshape or bent whole hand with fingers facing the face in front of the non-dominant hand, palm down, moves sideways twice toward the non-dominant hand between fingers and thumb of the non-dominant hand.
4. **FRENCH FRIES**
 1. Dominant hand shaped F with palm facing downwards. Bunce hand from the current position to the right one time.
5. **ICE CREAM**
 1. Dominant "S" handshape or fist with the top of forefinger facing the mouth moves downward twice.
3. Have students take turns and pick one discussion question to answer:
 1. What is your favorite restaurant and why?
 - "YOUR FAVORITE RESTAURANT WHAT? WHY?"
 2. If you could eradicate one food from existence, what would you pick and why?
 - "IF ONE FOOD YOU ERADICATE, YOU PICK WHAT? WHY?"
 3. What are your thoughts about ____?
 - "YOUR THOUGHTS ABOUT _____ WHAT?"
4. Play Eat This, Not That!
 1. There will be screenshots of the game put on a Google Presentation.
 2. Students will look at the two choices and guess which one is healthier or not.
 - "FOOD 2 DIFFERENT YOU PICK GOOD FOR YOU MORE WHICH"
 3. They will then explain why they think one is healthier than the other.
 - "FOOD GOOD FOR YOU MORE WHY?"
 4. EX: That one has more syrup on it
 5. EX: Greek yogurt seems more healthy to me

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [New Pizza Shop Video](#)
- [Whopper Sign – Burger King](#)
- [Starbucks Sign Language Cafe](#)

Fast Food!

This week, we'll be talking about fast food and restaurants.

1. Open discussion about fast food and restaurants:
 1. Are there any fast food/restaurants you absolutely love that are in your hometown that isn't here?
 - "YOU FAST FOOD HOME TOWN FAVORITE WHICH?"
 2. How often do you go out to eat?
 - "YOU EAT OUT OFTEN HOW?"
 3. On average, how much do you spend on fast food?
 - "YOU FAST FOOD MONEY SPEND HOW MUCH?"
 4. Has anyone ever accidentally given you free food? What did you do in that situation?
 - "PAST SOME ONE MISTAKE FOOD FREE GIVE YOU? YOU DO-DO?"
 5. Do you have any traditions with fast food?
 - "YOU FAST FOOD TRADITIONS HAVE?"
2. Have an open discussion about how hearing people go to fast food drive-throughs and restaurants and how that might compare to how the Deaf interact with those.
 - "HEARING PEOPLE DEAF PEOPLE DRIVE THROUGH COMPARE"
 - "DIFFERENT HOW?"
 2. Brainstorm ideas of how Deaf people would go through a drive-through.
 - "DEAF PEOPLE GO-TO DRIVE THROUGH HOW?"
 3. What fast food restaurants would Deaf people be able to go to?
 - "DEAF PEOPLE FAST FOOD RESTAURANT GO-TO CAN WHICH"
3. If there's extra time, show videos about Deaf culture and the food industry:
 1. [New Pizza Shop Video](#)

2. [Whopper Sign-Burger King](#)
 3. [Starbucks Sign Language Cafe](#)
 - Starbucks opening up the first ASL Starbucks near Gallaudet
- Any thoughts on these things?

WRAP-UP

1. Does anyone have anything else to add about experiences with fast food or restaurants?
 - "YOU FAST FOOD THOUGHTS ADD?"
2. How can the food industry improve to be more inclusive of Deaf people?
 - "RESTAURANT INCLUDE DEAF PEOPLE MORE HOW?"

Deaf Culture

Deaf people are generally expected to adhere to the hearing community by writing things down or having someone interpret for them however some fast-food restaurants are beginning to incorporate a screen so the customer and employee can see each other during the drive-through. This is a great start to including the Deaf community, but an even better way to include them is for employees to learn a little sign!

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/thumbs down or download our student cards.)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can explain and support my opinion using logical reasoning.
- In my own and other cultures, I can explain the attitudes toward meals, health, and fitness.
- I can understand the logistical adversities of a culture other than my own.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1182#h5p-4>

🌮 ASL Level 5, Activity 03-Fast Food Pt. 2 (Face-to-Face)



[Picture by Freepik](#)

Description:

Students will begin by reviewing vocabulary signs for fast-food restaurants. They will then go through an activity based on the inclusion of the Deaf community in the world of restaurants and fast food.

Semantic Topics: Fast Food, Deaf Community, Restaurants, Inclusion

Grammatical Structures: Vocabulary

Products: Restaurants, Deaf inclusion

Practices: Identifying various fast-food restaurants and their signs

Perspectives: How can restaurants be more inclusive for the Deaf community?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 1.3 Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.
- Standard 2.2 Students demonstrate an understanding of the relationship between the products and

perspectives of American Deaf culture.

Idaho Content Standards for World Languages:

- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- CULTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- In my own and other cultures, I can analyze how products of personal and public interest are related to perspectives
- I can understand the cultural struggles of others and propose solutions to these problems
- I can state a viewpoint with supporting evidence on social and professional topics

Materials Needed

- [Google Slides](#)
- iPad/Computer
- [Deaf Inclusion Letter](#)
- [Fast Food Vocab](#)
- Whiteboards (optional)
- Dry Erase Markers (optional)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)
- [Fast Food Vocab](#)

1. Start with 5-7 minute Conversations
 - "START TIME 5-7 MINUTE CONVERSATION DISCUSS WHATEVER"
2. Fast Food Vocab!
 1. We have a presentation on new Fast Food vocab!
 2. Ask students if they've ever seen the sign for these fast food restaurants, if so, what is it?
 - "PAST YOU FAST FOOD RESTAURANT SIGN SEE?" "SIGN SEE WHAT?"
 - MCDONALD'S
 1. Left and right hand shapes M. Begin with both Ms touching side-by-side, then make arches of an M in the air.
 - BURGER KING
 1. Loosely bent, palm-down dominant hand is in interlock with the non-dominant palm-up hand. Then, switch the palm orientation.
 2. Dominant hand shaped K moving from opposite shoulder to the same side (as dominant hand) hip.
 - WENDY'S
 1. Fingerspelled W-E-N-D-Y-'S
 - TACO BELL
 1. Fingerspelled T-A-C-O-B-E-L-L
 - STARBUCKS
 1. Left and right hand shapes 5 where the middle finger is flicking the thumb. While flicking middle finger and thumb, above both hands towards each other and away two times.
3. Have students take turns and pick one discussion question to answer:
 1. What is your favorite restaurant and why?
 - "YOUR FAVORITE RESTAURANT WHAT? WHY?"
 2. If you could eradicate one food from existence, what would you pick and why?
 - "IF ONE FOOD YOU ERADICATE, YOU PICK WHAT? WHY?"
 3. What are your thoughts about ____?
 - "YOUR THOUGHTS ABOUT _____ WHAT?"
4. If it is different than what the lab assistant learned compare signs
5. Continue through the presentation till the end.

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Deaf Inclusion Letter](#)

1. Give students the Deaf Inclusion letter (Starts with "To whom it may concern")
2. Give them some time to brainstorm their plans
 - "YOU TOPIC DEAF INCLUDE CARDS HAVE. YOU IDEA THINK PLAN MAKE"
3. Offer whiteboards to put down their ideas
 - "YOU WHITE BOARD WRITE IDEAS CAN"
4. Have students present what they would do in their situations
 - "FINISH TAKE TURNS IDEAS SHARE"

What the card will say:

To whom it may concern,

We at (insert restaurant from the slideshow) have heard of your great accomplishments in your Deaf Association. We would like to make our chain more inclusive for the Deaf community. Would you offer some suggestions on how to make our services more accessible?

Thank you for your time,

(Restaurant)

WRAP-UP

1. Let's think back to last week and the struggles Deaf people have in different restaurant settings.
 - "PAST WEEK LEARN rhq-WHAT? DEAF PEOPLE RESTAURANT AREA STRUGGLE"
2. Is there anything you would do differently or add to your presentation now hearing others' responses?
 - "SHARE IDEAS FINISH YOU WATCH OTHERS IDEAS NOW YOU ADD WHAT?"

A physically inclusive atmosphere for Deaf people includes open areas/arrangement of desks, glass windows, and good lighting!

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- In my own and other cultures, I can analyze how products of personal and public interest are related to perspectives
- I can understand the cultural struggles of others and propose solutions to these problems
- I can state a viewpoint with supporting evidence on social and professional topics



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<https://boisestate.pressbooks.pub/pathwaysasl/?p=1184#h5p-4>

 *ASL Level 5, Lab 04-Theater Pt.1 (Face-to-Face)*



[Picture by Macro Vector](#)

Description:

Students will begin by having a discussion on theater and productions they have seen in the past. For the main activity, they will watch a video of an interpreter from a production of *Beauty and the Beast* and discuss what they notice about how an interpreter performs differently than in an everyday setting.

Semantic Topics: Theater, Production, Stories, Emotion

Grammatical Structures: Body Shifting, Interpreting, Mouth Shape, Facial Expression, Fingerspelling

Products: Pantomime, non-manual markers, characterization

Practices: Sharing thoughts about how emotion is conveyed, signing style, and how characters interact

Perspectives: What impact do characterization, NMS, and signing style have on storytelling?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.

- Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture.

Idaho Content Standards for World Languages:

- COMM 3.1 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- CONN 2.2 Analyze the content and cultural perspectives of authentic materials prepared in the target language by or for native speakers

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can share my interpretations of a piece of performance art with my peers while also remaining receptive to their own interpretations
- I can explain the meaning behind pieces of performed art and best convey this meaning to my peers.
- I can understand the cultural significance representation in the performing arts means to the Deaf community.

Materials Needed

- [Google Slides](#)
- iPad/computer
- Whiteboards
- Dry Erase Markers
- [Beauty and the Beast clip](#) (youtube)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

1. Begin with 5-7 minute conversations

- “START TIME 5-7 MINUTE CONVERSATION DISCUSS WHATEVER”
2. Vocab Review
 1. DISNEY
 1. Left and right hand shaped C placed on top/sides of head and tapping twice.
 2. BEAUTY AND THE BEAST
 1. Dominant loose open hand, palm in front of face, moves once in a circular motion clockwise while handshape transforms into “flat-O” handshape.
 2. Dominant, loose “5” hand in space in front of signer with palm orientation facing in (toward signer) moves sideways to the right if right-handed at the same time the hand transforms into flat “O” handshape
 3. Left and right hand shapes 5 bent like a claw with palm facing inward touching chest. Slightly push claw hand shape inward, bending fingers and releasing two times.
 3. INTERPRETER
 1. Left and right hand shapes F with palm orientation outward and slightly down. Fs touch at center while dominant hand moved downward and up two times.
 2. Left and right hand shapes B on their side facing straight palms facing one another. Movement straight down parallel to one another.
 4. DRAMA/THEATER
 1. Left and right hand shapes A. Hands will alternate movement of large/medium circles moving from bottom side of head, touching shoulder, then slightly down body.
 3. Have students take turns and pick one discussion question to answer:
 1. Which of the 5 parameters of ASL are you best at?
 - “TOPIC 5 PARAMETERS, ONE YOU BEST WHICH?”
 2. If you become an interpreter, who/what would you interpret for and why?
 - “IF INTERPRETER YOU BECOME, YOU INTERPRET FOR WHAT/WHO? WHY?”
 3. Which Disney movie is your favorite and why?
 - “DISNEY MOVIE YOUR FAVORITE WHAT? WHY?”
 4. Open a discussion about what theater productions students have seen or have heard of. (If a student hasn’t seen a play, have them talk about a movie that really struck a chord with them)
 - “PAST PLAY WATCH WHICH? PLAY WATCH NOT MOVIE WATCH THEATER WHICH?”
 5. What about this production stood out to them?
 - “YOU PLAY REMEMBER WHAT?”
 6. How did the actors portray the storyline?
 - “ACT PERSON STORY SHOW HOW?”

7. What kind of storyline was it? (comedy, horror, romance, etc.)
 - “STORY TOPIC KIND WHICH?”

MAIN ACTIVITY

Materials Needed for Main Activity

- iPad/computer
- Whiteboards
- Dry Erase Markers
- [Beauty and the Beast clip](#) (youtube)

Theater Interpreters!

1. As a group, watch the video (the whole song—from about 1:30-5:30) (4 minutes total).
2. Have students watch how the interpreters integrate certain aspects in their signing style that allow the audience to understand the emotions and storyline they are trying to convey.
 - “YOU VIDEO WATCH INTERPRETER WATCH THEY SIGN HOW?”
3. Students will write their thoughts on the mini whiteboards and then will share them with the rest of the group. (optional)
 - “YOU THOUGHTS WRITE. VIDEO FINISH SHARE”

Some potential important aspects to bring up:

- Body shifting and shoulder movement depicts a dialogue between multiple individuals
- Mouth shape and how the body moves change in response to the tempo of the music (signing can become more legato or staccato depending on how the music is being played) (Ex. When Belle is telling about her favorite part of the story, her face shows her staring off into the distance in a daydream and her signs slow but become more rapid when she begins to talk excitedly about how the story actually turns out in the end).
- Interpreters turn their backs or face each other to show how their characters interact or don't interact with another
- Just like actors act and re-act in response to the other person, the interpreters follow the other for guidance and share the same emotions expressed by the other; emphasizing their character's interaction with one another

WRAP-UP

1. Why do you think not all productions hire interpreters
 - "ALL PLAYS INTERPRETERS HAVE NOT. WHY?"
2. How can Deaf people get the most out of a production designed for hearing people?
 - "DEAF PEOPLE ENJOY PLAY FOR HEARING PEOPLE MOST HOW?"
3. Would hearing people enjoy productions designed for Deaf people?
 - "HEARING PEOPLE PLAY FOR DEAF PEOPLE ENJOY?"

Deaf Culture

Interpreters play a very important role when it comes to the inclusion of the Deaf community in a primarily hearing world. Interpreters are just as important when it comes to entertainment so Deaf people can enjoy different productions too!

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can share my interpretations of a piece of performance art with my peers while also remaining receptive to their own interpretations
- I can explain the meaning behind pieces of performed art and best convey this meaning to my peers.
- I can understand the cultural significance representation in the performing arts means to the Deaf community.



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<https://boisestate.pressbooks.pub/pathwaysasl/?p=1186#h5p-4>

 *ASL Level 5, Activity 05-Theater Pt.2 (Face-to-Face)*



[Picture by Freepik](#)

Description:

Students will watch clips two times and discuss with a partner how they would interpret it. They will then perform their interpretation for the rest of the group.

Semantic Topics: Theater, Preform, Partners, Video

Grammatical Structures: Interpreting, Facial Expression

Products: Interpreting, Non-manual markers

Practices: Watching a short video and retelling the story to a partner

Perspectives: Are there different ways to tell the same story? Why might people sign stories differently?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of topics
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture

Idaho Content Standards for World Languages:

- COMT 2.1 Interpret materials and/or use media from the language and culture for enjoyment.
- COMM 3.1 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- In my own and other cultures, I can analyze how products of personal and public interest are related to perspectives
- I can understand the cultural struggles of others and propose solutions to these problems
- I can state a viewpoint with supporting evidence on social and professional topics

Materials Needed

- [Google Slides](#)
- iPad for Lab Instructor
- 2 iPads with pre-loaded clips
 - [Finding Nemo: First Day of School](#)
 - [Finding Nemo: Short Term Memory loss](#)
- Whiteboards and markers (for notes)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

1. Start with 5-7 minutes of conversation

- “START 5-7 MINUTE CONVERSATION DISCUSS WHATEVER”

2. Vocabulary Review

1. INTERPRET PERSON

1. Left and right hand shapes F touching with palms facing. Dominant hand wrist moves up and down.
2. Left and right hand shapes B on their side facing straight palms facing one another. Movement straight down parallel to one another.

2. EMOTION

1. Left and right hand shapes E facing in located on chest. Movement in a circular motion.

3. ENGLISH

1. Left hand shape closed 5 palm facing the ground. Right hand shape collapsed closed 5 on top of left hand.

4. ACTOR/PERFORMER

1. Left and right hand shapes A with thumbs out located on chest moving in a circular motion towards the body. Palms facing one another.

5. VOICE

1. Dominant hand shaped V, pointer finger on neck moving outward toward chin.

3. Have students take turns and pick one discussion question to answer about interpreting

1. Have you considered becoming an interpreter?

- “YOU INTERPRET PERSON BECOME MAYBE?”

2. In what settings have you seen interpreters?

- “PAST YOU INTERPRET PERSON SEE WHERE?”

3. What intimidates you most about interpreting?

- “YOU INTERPRET SCARED WORRIED WHAT?”

4. How do you feel about switching between ASL and English grammar?

- “ASL CHANGE ENGLISH, ENGLISH CHANGE ASL FEEL HOW?”

5. Do you find it easier to interpret ASL into english or vice versa?

- “ASL CHANGE ENGLISH, ENGLISH CHANGE ASL EASY MORE WHICH?”

MAIN ACTIVITY

Materials Needed for Main Activity

- iPad for Lab Instructor
- 2 iPads with pre-loaded clips
 - [Finding Nemo: First Day of School](#)
 - [Finding Nemo: Short Term Memory loss](#)
- Whiteboards and markers (for notes)

1. Put students into partners and make sure they each have an iPad and whiteboard to take notes.
2. Ask the students to watch one of the clips as they did for the first part of this activity, presented last week, (once to enjoy it, and again to analyze the important aspects of the performance).
 - "NOW PARTNERS VIDEO WATCH TIME 2. FIRST WATCH ENJOY SECOND WATCH PERFORMANCE CLOSE"
3. They will collaborate with a partner and discuss how they would interpret the scene they watch.
 - "VIDEO FINISH PARTNER DISCUSS YOU INTERPRET HOW?"
4. Students will then perform their interpretation for the rest of the group
 - "NOW SHARE YOU PERFORM HOW?"

WRAP-UP

Think back to the Beauty and the Beast video clip from last week.

1. How did your interpretations differ from the interpreters? (Style, speed, grammar)
 - "YOU INTERPRET DIFFERENT HOW?"
2. How long do you think it took the interpreters to interpret the entire story of Beauty and the Beast?
 - "TIME INTERPRETERS TRANSLATE ALL STORY THINK HOW LONG?"
3. How is interpreting different from conversational sign?
 - "LIST 2-INTERPRET, CONVERSATION SIGN DIFFERENT HOW?"

Deaf Culture

Signing styles vary from person to person. In fact, one will find that signers from all over the country sign with varying accents, somewhat mimicking that of spoken accents.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- In my own and other cultures, I can analyze how products of personal and public interest are related to perspectives
- I can understand the cultural struggles of others and propose solutions to these problems
- I can state a viewpoint with supporting evidence on social and professional topics



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 *ASL Level 5, Activity 06-Deaf Education Pt.1
(Face-to-Face)*



[Picture by Freepik](#)

Description:

Students will take turns practicing fingerspelling with the group. They will then discuss what think is an ideal classroom and compare this to the ideal classroom for Deaf students.

Semantic Topics: Deaf Culture, Classrooms, Students

Grammatical Structures: Fingerspelling, Classifiers (CIs), Signing Space

Products: Fingerspelling, classifiers, signing space, classroom, drawing

Practices: Answering questions about classroom preferences and drawing a classroom ideal for teaching Deaf individuals

Perspectives: What aspects should be taken into consideration when designing a classroom for the Deaf?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- “Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.”

- “Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture.”

Idaho Content Standards for World Languages:

- Objective: COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- Objective: CONN 2.2: Analyze the content and cultural perspectives of authentic materials prepared in the target language

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can use my receptive skills to comprehend fingerspelling.
- I can fingerspell accurately.
- I can participate in discussions about the Deaf experience in education.

Materials Needed

- [Google Slides](#)
- Whiteboards
- Dry erase markers
- [Fingerspelling cards](#)

WARM-UP

Materials Needed for Warm-up

- [Fingerspelling cards](#)

1. Start with 5-7 minute conversations
 - “START TIME 5-7 MINUTE CONVERSATION DISCUSS WHATEVER”

2. Vocab Review

1. CLASSROOM

1. Left and right hand shapes C with palms facing outwards. Rotate wrists until pinky fingers touch.
2. Left and right hand shapes 5 flat with fingers together. Palms are parallel and facing inward, then move 90degrees to have palms face each other, thus creating a box shape.

2. DESK

1. Fingerspelled D-E-S-K

3. CHAIR

1. Dominant bent index finger and middle finger to nearly 90 degree, palm down, taps twice on the non-dominant palm-down "H" handshape, where the dominant fingers sits on top of the non-dominant fingers.

4. WHITEBOARD

1. Dominant hand shaped 5 on chest then pulls away with all fingertips touching.
2. Left and right hand shapes L, palms outward, and next to one another to make a frame.
3. Dominant hand shaped as though holding a pencil. Within the frame, pretend to write.

5. WINDOW

1. Two-handed horizontal flat hands, both facing in, the edge of dominant hand taps twice on top of the edge of non-dominant hand.

3. Have students take turns and pick one discussion question to answer

1. If you became a teacher, which grade would you teach?
 - "IF TECAHER YOU BECOME, GRADE YOU TEACH WHICH?"
2. What is your favorite memory of school?
 - "SCHOOL MEMORY YOUR FAVORITE WHAT?"

4. Have the fingerspelling card available at the front, near the lab assistant.

1. The lab assistant will fingerspell the first two words on the card
 - "START ME FINGERSPELL 2 WORDS"
2. Cover up the words on the card except for the next two words
3. Have a student come up, look at the card and fingerspell those two words
 - "ME FINISH LEARN PERSON COME NEXT 2 WORDS FINGERSPELL"
4. The lab assistant will come back to the card, and cover up the words on the card except for the next two
5. Continue till the end of the card

- “FINISH ME COVER WORDS NEW LEARN PERSON NEXT 2 WORDS FINGERSPELL”

MAIN ACTIVITY

Materials Needed for Main Activity

- Whiteboards
- Dry erase markers

1. Hand out whiteboards to each student and tell them to create their ideal classroom (as a student)
 - “YOU WHITE BOARD HAVE WRITE DRAW CLASS ROOM THINK BEST”
2. Discuss some of these prompts:
 1. Do you like clean classrooms?
 - “YOU CLEAN CLASS-ROOM LIKE?”
 2. Do you prefer classroom chairs in straight lines, circles, movable chairs, etc?
 - “YOU CHAIRS LIST 3- cl-LINES cl-CIRCLES CHAIRS MOVE FAVORITE WHICH?”
 3. Do you like when classrooms have colored posters on the wall?
 - “CLASSROOM WALL COLOR POSTER LIKE?”
 4. What kind of learner are you? How would you like the classroom to fit those needs?
 - “YOU LEARN HOW? CLASS-ROOM HELP HOW?”
3. Once they're done drawing their layout, have them explain why it's best for them
 - “YOU DRAW FINISH SHARE EXPLAIN”
4. Afterward, tell them to design a classroom that would be ideal for Deaf students
 - “EXPLAIN FINISH NOW DEAF PEOPLE CLASSROOM DRAW DIFFERENT HOW?”
5. Have a brief discussion about the best layout for Deaf students describe this using CLs
 1. Open floor plan
 2. Seats in a circular set-up
 3. Engaging/relevant posters
 4. Smartboard to show videos, presentations, etc.

WRAP-UP

1. How did you like the activity?
 - "NOW DAY YOU DO LIKE?"
2. Did you learn anything new?
 - "YOU LEARN NEW WHAT?"

Deaf Culture

An open floor plan and seats in a circular setup is the best way to set up a classroom for Deaf students but hearing students can benefit from this engaging atmosphere as well!

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can use my receptive skills to comprehend fingerspelling.
- I can fingerspell accurately.
- I can participate in discussions about the Deaf experience in education.



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<https://boisestate.pressbooks.pub/pathwaysasl/?p=1191#h5p-4>

 *ASL Level 5, Activity 07-Deaf Education Pt.2
(Face-to-Face)*



designed by  freepik.com

Description:

Students will play a game that tests their vocabulary as well as their fingerspelling skills. They will then watch a video about Deaf education and discuss topics related to the video.

Semantic Topics: Education, Class, Deaf Culture, Game, Video, Teaching, Students

Grammatical Structures: Fingerspelling, Vocabulary

Products: Fingerspelling, Deaf culture, education

Practices: Fingerspelling one vocabulary word one letter at a time as a group

Perspectives: What language is the easiest for a Deaf/HoH person to learn?

Standards

NCSSFL-ACTFL World-Readiness Standards:

- “Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture.”
- “Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available

through American Sign Language and Deaf culture.”

Idaho Content Standards for World Languages:

- Objective: CONN 2.3: Compare and contrast cultural similarities and differences in authentic materials.
- Objective: CLTR 2.2: Describe the connections of products from the target culture with the practices and perspectives of the
- culture.

Can-Do Statements

NCSFL-ACTFL Can-Do Statements:

- I can participate in discussions on topics that may be unfamiliar to me.
- I can try to understand education from the Deaf perspective.

Materials Needed

- [Google Slides](#)
- [What Deaf Students Want in a Teacher Video](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

1. Attendance
2. Start with 5-7 minute conversations
 - “START TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER”
3. Vocab Review
 1. ACCESSIBILITY

1. Left and right hand shapes flat. Nondominant hand held horizontally to the body while dominant hand moves under and out nondominant hand two times.
2. **SCHOOL**
 1. Dominant flat hand (handshape), palm down (orientation) above non-dominant palm-up flat hand (location), taps twice on the non-dominant palm (movement).
3. **SUPPORT**
 1. Dominant fist or S hand just below non-dominant S hand moves toward dominant fist. Both palms face signer.
4. **BEST**
 1. Dominant hand shaped flat, located on chin. Move flat handshape to the side off of face into an A hand shape.
5. **EXPERIENCE**
 1. Dominant "half-5" in front of head side near face brushes down twice.
4. Show students [What Deaf Students Want in a Teacher Video](#)
5. Have students take turns and pick one discussion question to answer
6. Use the sentence starters slide to help get things going
 1. What are your thoughts about the video? What did you notice?
 - "VIDEO YOUR THOUGHTS WHAT? YOU NOTICE WHAT?"
 2. Who do you think should teach Deaf children?
 - "DEAF CHILDREN TEACH SHOULD WHO?"
 3. Which language do you think helps Deaf children learn best? Why?
 - "LANGUAGE BEST SUPPORT DEAF CHILDREN? WHY?"
 4. If your child was Deaf which school would you enroll them in?
 - "IF YOUR CHILD DEAF, SCHOOL YOU ENROLL WHICH?"
 5. Do deaf children have the same school experience as hearing children?
 - "DEAF CHILDREN AND HEARING CHILDREN SCHOOL EXPERIENCE SAME?"
7. Game Activity: Sparkle (using education-related signs).
 1. For this game, the lab instructor will sign a word (related to ed.).
 1. "ME SIGN WORD TOPIC rhq-WHAT? EDUCATION"
 2. In a circle, the students will take turns fingerspelling the word, but the students will only be able to fingerspell one letter at a time.
 1. "FINISH FINGERSPELL ONE LETTER (ABC) TAKE TURNS MAKE WORD"
 3. This means if the word was EDUCATION, one student would sign E, the next student would sign D, etc. in a circle. After the whole word is spelled, the next student signs the word SPARKLE.

4. If a student doesn't know the word or doesn't know how to spell it, they are out for the round.
 1. "YOU SIGN DON'T KNOW OUT FOR NOW PLAY AGAIN NEXT WORD"
5. (For example, if the sign was EDUCATION, but the student didn't know the sign, they wouldn't know what letter to do next).
6. Here's a list of possible words to use:
 1. Education
 2. Coach
 3. College/University
 4. Elementary
 5. Study
 6. Kindergarten
 7. Institution (Deaf)
 8. Gallaudet

MAIN ACTIVITY

Materials Needed for Main Activity

- [What Deaf Students Want in a Teacher Video](#)

1. Video:
 - Watch 0:00-1:16 (First question) and 3:05-3:40 (TOTAL 2 minutes)
 - "NOW VIDEO WATCH TOPIC WHAT? DEAF EDUCATION"
2. Deaf Education
 - What were your thoughts about the video? What did you notice?
 - "YOU VIDEO THINK WHAT? NOTICE WHAT?"
 - Who do you think should be teaching Deaf students?
 - "DEAF STUDENTS TEACH SHOULD WHO?"
 - What language helps Deaf/HoH students learn the best? ASL? English? A mix of both?
 - "DEAF LEARN PERSON LANGUAGE LEARN BEST? LAST 3-ASL, ENGLISH, BOTH?"
 - If your child was Deaf, what type of school would you enroll them in? (There's no right answer 😊)
 - "YOU DEAF CHILD HAVE THEY SCHOOL GO-TO WHICH?"

- How does a Deaf student's school experience differ from a hearing kid's? How is it the same?
 - "DEAF SCHOOL HEARING SCHOOL DIFFERENT SAME HOW?"
- 3. Teaching hearing people
 - If every hearing person had to know 5 signs, what signs would you teach them?
 - "IF ALL PEOPLE LEARN 5 SIGNS NEED. TEACH 5 SIGNS WHICH?"
 - How can we as hearing people best support Deaf people?
 - "WE HEARING PEOPLE DEAF PEOPLE SUPPORT BEST HOW?"

WRAP-UP

1. What's one new fact you didn't know before lab?
 - "YOU ONE THING NEW LEARN WHAT?"
2. What was one fact that surprised you?
 - "YOU SURPRISED WHAT?"
3. Was there information you already knew about Deaf Education?
 - "PAST YOU KNOW DEAF EDUCATION WHAT?"
4. Did the facts you learned today coincide with your previous assumptions?
 - "NOW DAY YOU LEARN PAST THOUGHTS SAME DIFFERENT WHICH?"
5. Do you agree or disagree with the current system of Deaf Education? Why or why not?
 - "NOW DEAF EDUCATION YOU AGREE DISAGREE WHICH? WHY?"

Deaf Culture

Sign language is the best way for Deaf students to learn and communicate with their teacher. A teacher of Deaf students should be fluent in sign language and have a well-rounded understanding of deaf culture but other than that, Deaf students want the same things hearing students do out of a teacher, patience, understanding, and an encouraging positive attitude.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

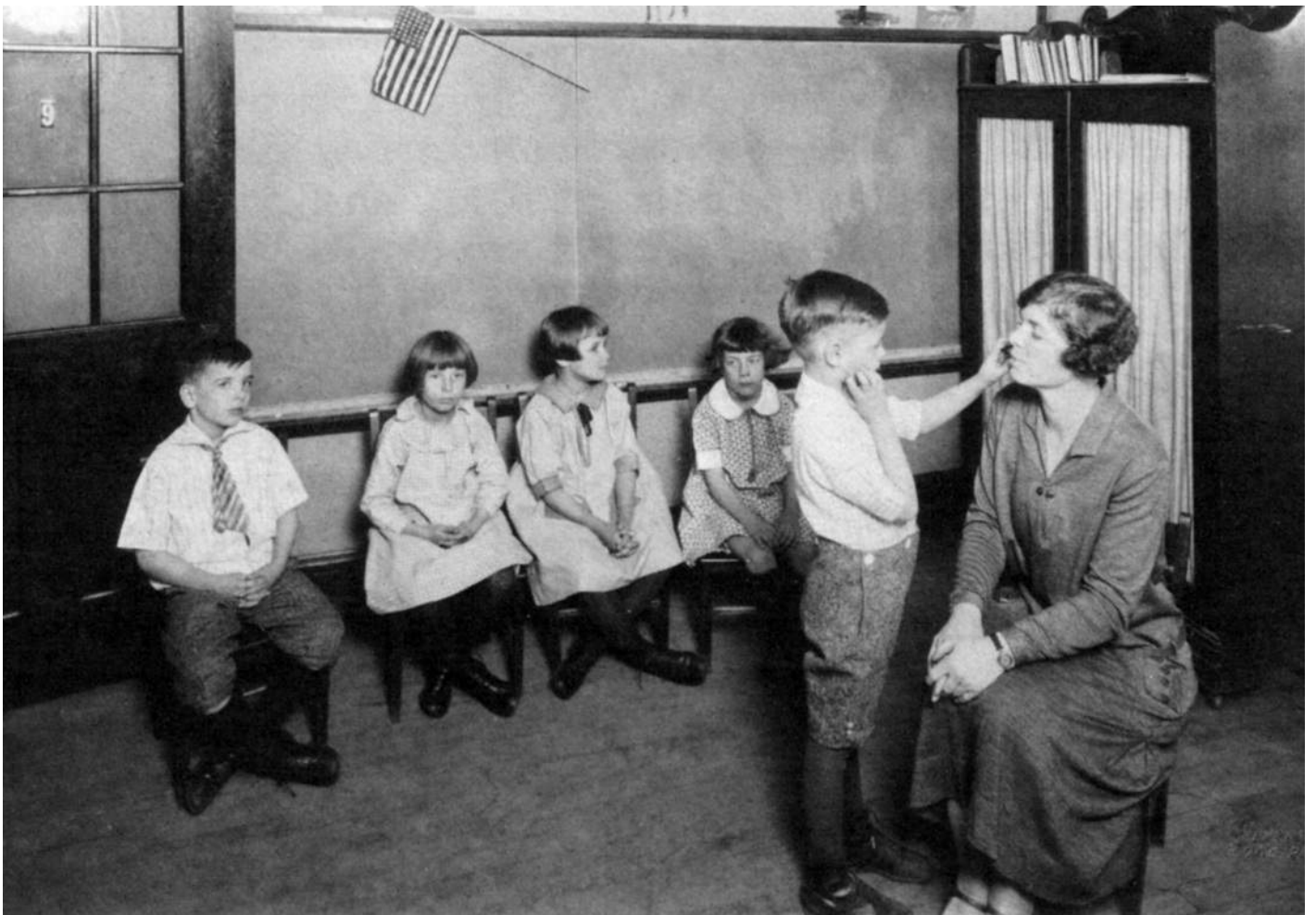
- I can participate in discussions on topics that may be unfamiliar to me.
- I can try to understand education from the Deaf perspective.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1193#h5p-4>

 *ASL Level 5, Activity 08-Family Dynamics
Pt.1(Face-to-Face)*



[Photo from the Paris Review](#)

Description:

Students will begin by discussing different questions related to their childhood. They will then have an open discussion on Deaf culture and the pros and cons of the signing vs oral methods of teaching Deaf children to communicate.

Semantic Topics: Deaf Culture, Childhood, Past, Dreams, Education, Communication, Speaking

Grammatical Structures: Lip Reading

Products: Eugenics, oralism, education, Deaf culture

Practices: Recalling personal experiences, comparison to Deaf experience

Perspectives: How do the childhood experiences of a hearing person compare to those of a Deaf person?

Standards**NCSFL-ACTFL World-Readiness Standards:**

- Standard 4.2 Students demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own.

- Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture

Idaho Content Standards for World Languages:

- Objective: CONN 2.3 Compare and contrast cultural similarities and differences in authentic materials.
- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can analyze Deaf experiences from multiple perspectives.
- I can recognize the differences between my own life and others due to different backgrounds.

Materials Needed

- [Google Slides](#)
- [A Deaf Woman's Journey From Oralism to ASL — See Her Success Today](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)
- [A Deaf Woman's Journey From Oralism to ASL — See Her Success Today](#)

1. Start with 5-7 minute conversations
 - "START TIME 5-7 MINUTE CONVERSATION DISCUSS WHATEVER"
2. Review Vocabulary
 1. **EXPERIENCE**
 1. Dominant "half-5" in front of head side near face brushes down twice.

2. **ORALISM**
 1. Dominant hand shaped double X located in front of mouth, moving in counter clockwise motion.
 3. **TOYS**
 1. Fingerspelled T-O-Y-S.
 4. **PERSONAL**
 1. Dominant hand shaped P located across body to other shoulder, moving in a counter clockwise motion.
 5. **CHILDREN/CHILD**
 1. Left and right hand shapes bent flat. Motion as though patting the air in a downward direction two times.
3. Have students consider these potential differences when answering the following questions as a group:
 1. What toys did you grow up with?
 - "PAST YOU GROW UP TOYS HAVE WHICH?"
 2. Who was your favorite actor?
 - "PAST YOUR ACT PERSON FAVORITE WHICH?"
 3. Who was your favorite teacher?
 - "PAST YOUR TEACHER FAVORITE WHICH?"
 4. What was your favorite subject in school?
 - "PAST YOUR SUBJECT FAVORITE WHICH?"
 5. Have you ever broken a bone?
 - "PAST YOU BONE BREAK YES NO? YES BONE BREAK WHICH?"
 6. Who was your best friend?
 - "PAST YOUR FRIEND BEST WHO?"
 7. What was your favorite band?
 - "PAST YOUR BAND FAVORITE WHICH?"
 4. Watch video
 1. [A Deaf Woman's Journey From Oralism to ASL — See Her Success Today](#)

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)

1. Talk about the Signing Method and Oral Method with a list of pros and cons for each
 - “DEAF COMMUNICATION LIST 2-SIGN, ORAL. GOOD BAD BOTH THINK LIST MAKE”
2. Have an open discussion with students on the pros and cons of each method
 1. If they are leaning towards just pros for one or just cons for the other, encourage them to think outside their perspective and bias to contribute to the other categories
 2. Add responses to a Google doc or a whiteboard that everyone can see
3. Have a natural discussion about what the oral method would look like based on the pros and cons list with these guiding questions:
 1. What games would a child in this situation play?
 - “DEAF CHILD ORAL GAMES PLAY?”
 2. What kind of friends would a child in this situation have?
 - “DEAF CHILD ORAL FRIENDS HAVE?”
 3. What are some potential dynamics between parent and child in this situation?
 - “DEAF CHILD ORAL MOM DAD RELATIONSHIP HOW?”
 4. What are potential experiences this child would have with the hearing world/Deaf world in this situation?
 - “DEAF CHILD HEARING WORLD ORAL HAPPEN?”
 5. What might you think this child’s academic development looks like?
 - “DEAF CHILD ORAL SIGN LEARN GROW HOW?”

WRAP-UP

1. How do your answers differ from a Deaf person using the signing method vs the oral method?
 - “DEAF CHILD GROW UP SIGN ORAL DIFFERENT HOW?”

In 1880, there was a large multi-country conference of Deaf educators called the Second International Congress on the Education of the Deaf. At this conference, a declaration was made by Alexander Graham Bell that oral education was better than manual (sign) education. As a result, sign language in schools for the Deaf was banned. The Congress of 2010 in Vancouver, Canada, announced a formal apology and removed the ban of sign language used in education.

End of Lab:

- Read can-do statements and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can analyze Deaf experiences from multiple perspectives.
- I can recognize the differences between my own life and others due to different backgrounds.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1195#h5p-4>

  *ASL Level 5, Activity 09-Family Dynamics Pt.2
(Face-to-Face)*



[Picture by Freepik](#)

Description:

Students will present stories about family members and relationships to the group. They will then explore what it's like to be a Deaf child of hearing parents or vice versa.

Semantic Topics: Families, Relationships, Dynamics, Deaf, Hearing

Grammatical Structures: Storytelling

Products: Familial relationships, CODA

Practices: Crafting stories, exploring the life of a CODA

Perspectives: In what ways would the life of a CODA be different from children of hearing adults? What are some advantages and disadvantages?

Standards

NCSSFL-ACTFL World-Readiness Standards:

- Standard 4.2 Students demonstrate understanding of the nature of culture through comparisons of American

Deaf culture and their own.

- Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture.

Idaho Content Standards for World Languages:

- Objective: COMM 3.2 Adapt presentation to various audiences of listeners, readers, or viewers.
- Objective: CONN 2.3 Compare and contrast cultural similarities and differences in authentic materials.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can practice explaining relationships.
- I can index while signing a story with many people.
- I can discuss family dynamics other than my own.

Materials Needed

- [Google Docs](#)
- [Canva Cards](#) or [document](#)
- [Children of Deaf Adults Video](#)

WARM-UP

Materials Needed for Warm-up

- [Google Docs](#)
- [Children of Deaf Adults Video](#)

1. Start with 5-7 minute conversation
 - "START TIME 5-7 MINUTE CONVERSATION DISCUSS WHATEVER"

2. Review Vocabulary

1. PARENTS

1. Dominant hand shaped 5 taps chin, then forehead.

2. SIBLINGS

1. Left and right hand shapes 21. Nondominant hand in front of chest. Dominant hand moves from forehead to top of nondominant hand, then to chin and back to top of nondominant hand.

3. GRANDPARENTS

1. Left and right hand shapes 5. One hand's thumb will be placed on forehead, and the other on the chin. Move hands forward two spaces.

4. RELATIONSHIP

1. Left and right hand shapes F and interlocked between thumbs and index fingers. Place in front of body and move back and forth two times.

3. Watch the video on Children of Deaf Adults

- "NOW VIDEO WATCH TOPIC WHAT? CHILDREN GROW UP THEIR MOM DAD DEAF"

4. Discussion on video

1. What did you think about the video?

- "VIDEO YOU THINK WHAT?"

2. What challenges might come with being CODA?

- "CODA CHALLENGES HAVE WHAT?"

3. Have you ever been asked if you are CODA when you told someone you know ASL?

- "PAST YOU KNOW SIGN LANGUAGE TELL PERSON THEY ASK YOU CODA?"

5. Have students take turns and pick one discussion question to answer

1. Do you have a brother or sister?

- "BROTHER / SISTER ME (DON'T HAVE / HAVE). SIBLINGS ____, (NAME AND AGE)"

2. What are your parents' names

- "MY PARENTS NAMES _____ AND _____"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Canva Cards](#) or [document](#)

1. Print out the family tree doc/cards
2. Give students a “family tree” (a list of characters) and a story that utilizes those characters.
 - “ALL FAMILY STORY DIFFERENT HAVE”
3. Give students a couple of minutes to practice those stories.
 - “TIME 2-3 MINUTES STORY PRACTICE”
4. After, students will present their stories to the lab class.
 - “NOW TAKE TURNS STORY GROUP SHARE”
5. See if students understand the story and the relationships between all of the characters. Ask checkpoint questions to make sure they understand (e.g. So who was the brother? What did he do on Tuesday? etc.)

WRAP-UP

1. Explore how you think you would feel if you were:
 - A hearing kid in a Deaf family
 - “YOU IMAGINE YOU HEARING KID DEAF FAMILY GROW UP”
 - A Deaf kid in a hearing family
 - “YOU IMAGINE YOU DEAF KID HEARING FAMILY GROW UP”
 - A Deaf kid in a Deaf family
 - “YOU IMAGINE YOU DEAF KID DEAF FAMILY GROW UP”
2. What are the similarities and differences?
 - “SAME DIFFERENT WHAT?”

Deaf Culture

Children of Deaf Adults (CODA) that learn sign are recognized as members of the Deaf community even though they are hearing. Family ideals on oral vs sign language communication play a huge role in what their children will learn and what kind of school they go to. Unfortunately, children don't have much say when it comes to early education but Deaf kids that communicate orally can make the decision for themselves to learn sign language later in life.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence

- (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can practice explaining relationships.
- I can index while signing a story with many people.
- I can discuss family dynamics other than my own.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1197#h5p-4>

Description:

Students will learn about a variety of different types of Deaf art. They will then discuss and try to make their own version of Deaf inspired art.

Semantic Topics: Art, Deaf, Artists, Music, Poetry, Painting, Dancing, Singing

Grammatical Structures: Vocabulary

Products: The arts, asking questions

Practices: Creating art inspired by American Sign Language

Perspectives: Does Deafness limit the creative abilities of Deaf individuals? Who are some famous Deaf artists?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture

- Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture

Idaho Content Standards for World Languages:

- Objective: COMP 2.3 Compare and contrast authentic materials from the target culture with the learner's culture.
- Objective: COMM 3.2 Adapt presentation to various audiences of listeners, readers, or viewers.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can discuss the different types of Deaf art
- I can explain the differences and similarities between hearing and Deaf art.
- I can integrate ASL into my own art.

Materials Needed

- [Google Slides](#)
- Videos on types of Deaf art
 - [Sample of Daniel Durant's ASL Poetry: "Alone"](#)
 - [Chuck Baird Paintings](#)
 - [The DeafTones beautifully perform Ed Sheeran classic | Auditions Week 3 | Ireland's Got Talent 2018](#)
 - ['DWTS' Contestant Nyle DiMarco Reveals How He Dances Without Hearing Music](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

1. Start with 5-7 minute conversations

- "START TIME 5-7 MINUTE CONVERSATION DISCUSS WHATEVER"
2. Review Vocabulary
 1. IRELAND
 1. Dominant "clawed V" hand, palm down, moves in circular motion then lands onto top of non-dominant palm-down "S" or loose hand.
 2. TALENT
 1. Nondominant hand shaped A. Dominant hand shaped V. Move dominant hand in a circle above nondominant hand then place on top.
 2. Nondominant hand shaped flat and placed vertically in front of body. Dominant hand shaped bent, cupping around the far side of nondominant hand. Slide dominant hand off of nondominant hand away from body.
 3. DANCING
 1. Nondominant hand shaped flat positioned horizontally in front of body with palm facing upward. Dominant hand shaped V hovering above nondominant hand, palm facing downward. Move dominant hand left and right.
 4. CELEBRITY
 1. Left and right hand shapes X. Begin by touching both Xs to chin and spiraling outward direction away from face.
 2. Left and right hand shapes flat. Parallel in front of body, move in downward direction.
 5. ART
 1. Nondominant hand flat, horizontal to body with palm facing upward. Dominant hand shaped I hovers above nondominant hand and moves in a zigzag motion.
 3. Have a short discussion about hobbies
 1. How do you like to spend your free time?
 - "YOU FREE TIME DO-DO?"
 - "ME FREE TIME DO _____."
 2. Do you have any hidden talents?
 - "YOU SECRET TALENTS HAVE WHAT?"
 - "ME SECRET TALENT _____."
 3. What are your favorite hobbies to do alone?
 - "YOU ALONE DO FAVORITE WHAT?"
 - "ME ALONE FAVORITE DO _____."

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- Videos on types of Deaf art
 - [Sample of Daniel Durant's ASL Poetry: "Alone"](#)
 - [Chuck Baird Paintings](#)
 - [The DeafTones beautifully perform Ed Sheeran classic | Auditions Week 3 | Ireland's Got Talent 2018](#)
 - ['DWTS' Contestant Nyle DiMarco Reveals How He Dances Without Hearing Music](#)

1. Watch about a minute of each video to show the different types of Deaf art.
 - "NOW DAY VIDEOS WATCH TOPIC rhq-WHAT? DEAF ART"
2. After each video, have a quick chat about their thoughts. There will be question prompts for each video on the Google slides.
3. After the discussion, ask students to take five minutes to create their own art that involves ASL.
 - This could be a signed poem, part of a signed song, a whiteboard De'via-inspired drawing, etc...
 - "VIDEOS FINISH NOW TIME 5 MINUTES YOU DEAF ART MAKE. POEM, SONG, ART, WHATEVER"
4. After 5 minutes have students share what they came up with.
 - "ART FINISH SHARE WITH GROUP"

WRAP-UP

1. What do you think about Deaf art?
 - "YOU DEAF ART THINK WHAT?"
2. How does Deaf art compare to cultural art?
 - "LIST 2-DEAF ART, CULTURE ART DIFFERENT SAME HOW?"

Deaf Culture

Sign language is a completely visual language, so it makes sense that visual art is prominent in the Deaf community. The main difference Deaf art has compared to other cultures is it incorporates the language; this is because Deaf culture is centered around communication and sign language.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements**NCCSFL-ACTFL Can-Do Statements:**

- I can discuss the different types of Deaf art
- I can explain the differences and similarities between hearing and Deaf art.
- I can integrate ASL into my own art.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1199#h5p-4>

ASL Level 5, Activity 11-Talents (Face-to-Face)



[Picture by Pch.Vector](#)

Description:

Students will begin by participating in a fingerspelling quiz. They will then share one of their talents/hobbies with the group and discuss questions related to their talents

Semantic Topics: Art, Talent, Writing, Painting, Dancing, Hobbies

Grammatical Structures: Fingerspelling, Storytelling

Products: Fingerspelling, arts, storytelling

Practices: Interpreting fingerspelled names, artistically sharing self-expression

Perspectives: Do hearing and Deaf individuals share hobbies? Who are some skilled Deaf individuals?

Standards

NCSSEFL-ACTFL World-Readiness Standards:

- Standard 1.3 Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.
- Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages

Idaho Content Standards for World Languages:

- Objective: COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- Objective: CONN 2.3: Compare and contrast cultural similarities and differences in authentic materials.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can express what I am passionate about to a group using the target language
- I can discuss cultural topics outside of my typical everyday conversation

Materials Needed

- [Google Slides](#)

WARM-UP**Materials Needed for Warm-up**

- [Google Slides](#)

1. Start with 5-7 minute conversations
 - "START TIME 5-7 MINUTE CONVERSATION DISCUSS WHATEVER"
2. Fingerspelling Quiz
 - "NOW FINGERSPELL PRACTICE TEST HAVE 10 WORDS"
3. Review vocabulary
 1. **HOBBY**
 1. Finger spelled H-O-B-B-Y.
 2. **SPORTS**
 1. Two-handed "10" (or thumb-up) handshape with palms facing each other, one moves forward while the other one moves backward, alternating a few times.
 3. **SEWING**
 1. Left and right hand shapes F positioned in front of body. Dominant hand moves in clockwise motion.
 4. **READING**
 1. Dominant palm-down "V" hand, in front of non-dominant flat hand's palm, slides down the palm twice (without touching the palm).
 5. **OUTDOOR ACTIVITIES**

1. Nondominant hand shaped C. Dominant hand shaped 5. Place dominant hand inside of nondominant. Pull dominant hand out and change hand shape to O. Repeat motion twice.
 2. Left and right hand shapes C positioned in front to body, palms facing downward. Move simultaneously left to right twice.
4. Have students take turns and pick one discussion question to answer
 1. "HOBBY YOUR FAVORITE WHAT? WHY?"
 2. "HOBBY YOU START HOW?"

The lab assistant will fingerspell the following ten words to increase the students' exposure to fingerspelling:

1. CAUTION
2. WAITING
3. KINESIOLOGY
4. SKEPTICAL
5. PEDAGOGY
6. INTELLIGENT
7. EDUCATED
8. TOAST
9. SCRUMPTIOUS
10. ENLIGHTENED

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)

Talent Show

1. Students will artistically show their self-expression that they will be sharing in the lab this week.
2. This could include sewing, dancing, poetry, writing, painting, signing a song, unique outfits, etc.
3. Keeping inclusion in mind. For example, students who have had a significant impact from singing can discuss their experience and how they were impacted.
4. Students will share their expressions openly with the group. This should follow a "show and tell" format, allowing students to actively engage the presenter in a dialogue.
 - "NOW DAY TAKE TURNS SHARE EXPLAIN YOUR SELF EXPRESSION"

5. Once everyone has shared the following questions can be used to guide the conversation, as needed:
 1. How did you start this hobby?
 - "YOU DO START HOW?"
 2. Did anyone close to you introduce you to this? Did you introduce this to any of your friends or family members?
 - "PAST SHOW-YOU WHO? YOU SHOW TEACH HOBBY FAMILY FRIENDS WHO?"
 3. How has this impacted your life?
 - "YOU DO LIFE CHANGE HOW?"
 4. Is it something you needed at the time or do you continue to do this activity now?
 - "PAST DO? NOW DO CONTINUE?"
 5. How long have you been doing this?
 - "PAST YOU DO HOW LONG?"
 6. Do you think this is a better representation of who you are than other hobbies you've tried in the past? Why?
 - "YOU DO SHOW SELF PAST DO COMPARE HOW?"
 7. Do you see yourself continuing this passion in the future? Why or why not?
 - "YOU DO CONTINUE? YES NO WHY?"

WRAP-UP

1. How do hobbies look the same/different for Deaf people?
 - "DEAF PEOPLE DO SAME DIFFERENT?"
2. What do you think are common hobbies among Deaf people?
 - "DEAF PEOPLE DO A LOT THINK WHAT?"

Deaf Culture

Hobbies among the Deaf community aren't so different from the hearing community. They can range from dynamic, like parkour, to feeling music using the sound shirt, to calmer pastimes like reading, gardening, or swimming. As more Deaf and hard-of-hearing people explore hobbies and engage with the community based on their interests, they bring diversity to every group.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can express what I am passionate about to a group using the target language
- I can discuss cultural topics outside of my typical everyday conversation



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1201#h5p-4>

ASL Level 5, Activity 12-Sharing Opinions (Face-to-Face)



[Picture by Freepik](#)

Description:

Students will begin by playing a game of 'Would You Rather' with partners/groups. They will then take turns asking and answering questions as a whole group.

Semantic Topics: Games, Would You Rather, Questions, Answers, Partners

Grammatical Structures: Storytelling, Fingerspelling

Products: Asking and responding to questions, fingerspelling, storytelling, games

Practices: Explaining answers to 'Would You Rather' questions

Perspectives: Why is it important to provide reasoning when answering a personal question? What other games are useful for building relationships?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 1.2: Students comprehend and interpret live and recorded American Sign Language on a variety of topics

- Standard 1.3: Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics

Idaho Content Standards for World Languages:

- Objective: COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- Objective: CONN 2.3: Compare and contrast cultural similarities and differences in authentic materials.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can share my opinion in the target language.
- I can respect others' opinions and engage in a healthy discussion.

Materials Needed

- [Google Slides](#)
- Would You Rather cards ([printed](#)) (or linked on [this document](#))
- Question cards ([printed](#)) (or linked on [this document](#))

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)
- Would You Rather cards ([printed](#)) (or linked on [this document](#))

1. Start with 5-7 minute conversations
 - "START TIME 5-7 MINUTE CONVERSATION DISCUSS WHATEVER"
1. Review vocabulary
 2. VALENTINE'S DAY

- Fingertip of Left and right hand middle finger in “open-8” handshape. On left side of chest, draw imaginary heart shape.
- Dominant upright “1” handshape (index finger) is held up in neutral space while the dominant elbow rests on the non-dominant palm-down hand. The dominant hand moves toward the non-dominant arm while the dominant elbow stays on the non-dominant hand.

3. MANDATORY

- Dominant hand shaped “claw”. Nondominant hand shaped flat. Position nondominant hand in front of body with palm facing to the side. Touch fingertips of dominant hand on nondominant hand and move both hands closer to the torso.

4. UNIFORMS

- Both “5” or open hands in front of shoulders or upper torso, palms facing signer, hands alternating brush down the sides of torso.
- Left and right hand shapes Y. Parallel to the ground, draw an imaginary circle in front of torso.

5. MANAGE

- Left and right hand shapes X. Alternate moving one X close to the torso and the other away from the torso.

6. BANNED

- Dominant hand shape L. Nondominant hand shape flat. With nondominant hand in front and on one side of torso and dominant hand on opposite side, move dominant hand to palm of nondominant hand.

1. Have students take turns and pick one discussion question to answer

- “WAFFLES, PANCAKES YOU PREFER WHICH?”
- “BANNED BOOKS, YOUR OPINION WHAT?”

2. Would You Rather?

1. Introduce the game and put students into breakout rooms (pairs or groups of three if there is an odd number).

- “NOW GAME PLAY BREAKOUT ROOMS NAME rhq-WHAT? WOULD YOU RATHER”

2. Send each group a few cards.

- “ME QUESTION CARDS SEND”

3. Students will take turns asking each other the ‘Would You Rather’ question, and then discuss their answers.

- "TAKE TURNS QUESTIONS ASK ANSWERS DISCUSS"
4. After a few minutes, switch up the groups.
 - "TIME 2-3 MINUTES ME GROUPS SWITCH PARTNERS NEW"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- Question cards ([printed](#) out) (or linked on [this document](#))

Question Cards

1. This activity will be done as a whole group.
2. Start by privately giving one student a question card.
 - "ME CARD GIVE ONE LEARN PERSON "
3. The student will sign the question to the group.
 - "LEARN PERSON QUESTION SIGN GROUP"
4. Each student will answer the question and share their opinion.
 - "LEARN PERSON ANSWER EXPLAIN FINISH ALL TAKE TURNS ANSWER SAME-SAME"
5. Once everyone has gone, give the next question card to the next student, and continue.
 - "ALL FINISH NEW LEARN STUDENT QUESTION GIVE CONTINUE"

WRAP-UP

1. Was it easy or difficult to share your opinions in ASL?
 - "YOU OPINIONS SHARE ASL EASY HARD WHICH?"
2. Were there times when you wanted to resort to English in order to truly relay your thoughts?
 - "YOU EXPLAIN BETTER ENGLISH WANT?"

Deaf Culture

The Deaf community's opinions on different subject matters may often be disregarded if they are heard at all. As more

people learn sign language and its corresponding Deaf culture, the more advocacy the community has for their opinions, especially in regard to inclusion.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
 - **“SHOW CAN-DO STATEMENTS AGAIN, STUDENTS EVALUATE THEMSELVES THEY WILL.”**
- Encourage students to be honest in their self-evaluation
 - **“ENCOURAGE HONEST EVALUATIONS”**
- Pay attention and try to use feedback for future labs!
 - **“FOCUS AND TRY TO GIVE FEEDBACK FOR FUTURE”**

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can share my opinion in the target language.
- I can respect others’ opinions and engage in healthy discussion.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1203#h5p-4>

🎮 ASL Level 5, Activity 13-Games! (Face-to-Face)



[Picture by Katemangostar](#)

Description:

Students will play 2 different games to get to know each other better.

Semantic Topics: Games, Truth, Lies, Would You Rather

Grammatical Structures: Fingerspelling, Storytelling

Products: Games, fingerspelling, Deaf culture

Practices: Identifying crucial aspects of Deaf culture, sharing personal experiences

Perspectives: What is an invisible disability? What inventions for the Deaf have also benefited hearing people?

Standards

NCSFL-ACTFL World-Readiness Standards:

- Standard 1.3: Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.

Idaho Content Standards for World Languages:

- Objective: COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can explain facts about myself to others.
- I can tell stories about myself.
- I can engage in discussion in the target language with others.

Materials Needed

- [Google Slides](#)
- [What Not to Say to Deaf People](#)
- Whiteboard and markers
- Never have I ever cards (on [canva](#) or on [doc](#))

WARM-UP**Materials Needed for Warm-up**

- [Google Slides](#)
- [What Not to Say to Deaf People](#)

1. Start with a video on [What Not to Say to Deaf People](#)
2. Discuss the following questions about the video
 1. Are you surprised Deaf people listen to music?
 - "DEAF PEOPLE MUSIC LISTEN TO. YOU SURPRISE?"
 2. How do Deaf people listen to music?
 - "DEAF PEOPLE MUSIC LISTEN TO HOW?"
 3. How does the brain process lip reading?
 - "LIP READING BRAIN PROCESS HOW?"
 4. Does Deafness have a 'look'?
 - "DEAF IDENTITY LOOK HAVE?"

5. Who benefits from subtitles?
 - "SUBTITLES BENEFIT WHO?"
6. Do all Deaf people have the same level of Deafness?
 - "DEAF PEOPLE DEAF LEVE SAME HAVE?"
7. What else did you find interesting?
 - "OTHER FACTS INTERESTING WHAT?"

MAIN ACTIVITY

Materials Needed for Main Activity

- Whiteboard and markers
- Never have I ever cards (on [canva](#) or on [doc](#))

1. Review Vocabulary

1. BONE

1. Two-handed "claw-2" hands (handshape) with palms in (orientation) cross at the wrist (location). The dominant hand taps on the non-dominant hand (movement). Variation: sometimes, signers use the "S" handshape.

2. SURGERY

1. Dominant "10" (handshape), thumb tip in contact with the non-dominant palm (location), palm down (orientation), brushes down the palm once (movement).

3. DISNEYLAND

1. Left and right hand shapes C. On both sides of the head, use hands to make mouse hearts, tap twice on head.

4. FALL IN LOVE

1. Domiant hand shaped 1. Nonodmiant hand shaped flat. Place nondominant hand in front of torso with palm facing up. Place dominant hand with fingertip touching chin. Move dominant hand towards nondominant palm, bouncing twice across ist.

5. SOCIAL MEDIA

1. Left and right hand shapes "open-8", connecting at tips of middle fingers. Twist wrists twice.
2. Lef and right hand shapes 5. With both palms facing torso, position on hand upside down. Circle hands around each other while willing fingertips.

2. Two Truths and a Lie

1. Each person will brainstorm two truths and a lie about themselves. Have students write these down on whiteboards.
 - "NOW GAME PLAY NAME rhq-WHAT? 2 TRUTHS 1 LIE"
 2. Each student will sign their two truths and a lie. The other students will guess which one is the lie.
 - "TAKE TURNS LEARN PERSON SIGN LIST 3-2 TRUTHS 1 LIE. FINISH GROUP GUESS LIE WHICH"
 3. After everyone has guessed, the student will reveal the lie. The student will also elaborate on each truth.
 - "GUESS FINISH LEARN PERSON SHARE LIE WHICH. EXPLAIN TRUTHS"
 4. Then the next student will go.
 - "NEXT LEARN PERSON SHARE CONTINUE"
3. Never Have I Ever
1. Students will take turns receiving a "Never Have I Ever" card
 - "ME ONE LEARN PERSON CARD TOPIC PAST ME NEVER SEND"
 2. The student with the card will sign what the card says
 - "LEARN PERSON CARD SIGN ANSWER YES NO"
 3. Then each person will sign whether or not they have done that or not (this can be done with thumbs up/down)
 - "ALL SHARE PAST DO YES NO WHICH?"
 4. Make sure that each student thoroughly explains their answer if they have done it (What's the story behind it? What happened?)
 - "PAST YOU DO YES? EXPLAIN"
 5. Then the next student will receive a card, and this will continue
 - "NEXT LEARN PERSON NEW CARD HAVE CONTINUE"

WRAP-UP

1. Did you feel like you were able to properly communicate your experiences with others?
 - "YOU PAST DO COMMUNICATE CAN HARD EASY WHICH?"
2. Were there signs that came up that you didn't know?
 - "SIGNS DON'T KNOW WANT USE WHICH?"

Deaf Culture

There are ways to ask Deaf people questions without isolating them more than they already feel but it is not a Deaf person's job to educate hearing people on Deaf culture or which questions are offensive and which aren't...hearing people should educate themselves!

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can explain facts about myself to others.
- I can tell stories about myself.
- I can engage in discussion in the target language with others.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1205#h5p-4>

🌲 *ASL Level 5, Activity 14-Holidays (Face-to-Face)*



[Picture by Mary Markevich](#)

Description:

Students will discuss their plans for break. Then they will play a “flyswatter game” to practice vocabulary. Lastly, students will discuss the effects of “dinner table syndrome” on Deaf people

Semantic Topics: Games, Plans, Holiday, Break, Deaf Culture, Inclusion, Dinner Table Syndrome

Grammatical Structures: Storytelling, Vocabulary

Products: Vacation, making plans, Deaf culture

Practices: Reviewing vocabulary, discussing DTS

Perspectives: What is Dinner Table Syndrome? What can be done to improve DTS?

Standards

NCSSFL-ACTFL World-Readiness Standards:

- Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture.
- Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available

through American Sign Language and Deaf culture

Idaho Content Standards for World Languages:

- Objective: COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CONN 2.3: Compare and contrast cultural similarities and differences in authentic materials.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can discuss my plans for Winter Break
- I can discuss how holiday gatherings affect Deaf people
- I can practice receptive skills

Materials Needed

- [Google Slide](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

1. Start with 5-7 minute conversations
 - "START TIME 5-7 MINUTE CONVERSATION DISCUSS WHATEVER"
2. Have everyone take turns and share what they are doing for break.
 - "FUTURE YOU HOLIDAY DO-DO?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)

1. Do the fingerspelling quiz, fingerspelling each word twice. After the fingerspelling quiz, go over the signs for each word.
 - "NOW FINGERSPELL PRACTICE TEST DO. ME FINGERSPELL 10 WORDS TIME 2"
2. Fingerspelling Quiz Words:
 1. Thanksgiving
 2. Dreidel
 3. Kwanzaa
 4. Ornaments
 5. Fireworks
 6. Christmas
 7. Ham
 8. Hanukkah
 9. Snowman
 10. Gingerbread
3. Review vocabulary
 1. CHRISTMAS
 1. Dominant "C" hand with palm facing out moves in a slight arc motion from left to right in space if right-handed. There is a few information variants.
 2. HANUKKAH
 1. Left and right hand shapes 4. With palms facing outwards, overlap index fingers, then separate by moving outwards to either side of the body.
 3. KWANZAA
 1. Left and right hand shapes 1. with palms facing the torso, overlap index fingers, then separate by moving outwards to either side of the body. During this motion, change hand shapes from 1 to 3.
 4. HOLIDAY
 1. Two-handed "5" hands with palms facing each other are apart with the thumb tips on the sides of upper chest while the fingers wiggle.
 5. GIFT

1. Left and right hand shapes X. Place both hands parallel to body with X hand shapes facing each other. Move from parallel position, to perpendicular.
4. Have students take turns and pick one discussion question to answer
 1. How do you celebrate the holidays?
 - "HOLIDAYS YOU CELEBRATE HOW?"
 2. What is the most memorable gift you gave/received?
 - "PAST BEST GIFT YOU GIVE/RECEIVE WHAT?"
5. Discussion: "Dinner Table Syndrome"
 1. What is dinner table syndrome? What causes it?
 - "DINNER TABLE ILLNESS WHAT? HAPPEN HOW?"
 2. What can hearing people (in families with Deaf people) do to prevent this?
 - "HEARING PEOPLE DINNER TABLE SYNDROME PREVENT HOW?"

WRAP-UP

1. Did you feel like you were able to properly communicate your plans with others?
 - "FUTURE PLANS YOU COMMUNICATE FEEL HOW?"
2. How are you feeling about fingerspelling?
 - "YOU FINGERSPELLING FEEL HOW?"
3. What other aspects of the holidays besides dinner table syndrome might be hard on Deaf individuals?
 - "HOLIDAYS DEAF PEOPLE STRUGGLE HOW?"

Deaf Culture

Holidays often entail large gatherings which makes lip reading or using a translator much more difficult. To be mindful of this while a Deaf person is present, the group can make sure only one person is speaking at a time or even better...learn sign language!

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can discuss my plans for Winter Break
- I can discuss how holiday gatherings affect Deaf people
- I can practice receptive skills



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<https://boisestate.pressbooks.pub/pathwaysasl/?p=1207#h5p-4>

AMERICAN SIGN LANGUAGE LEVEL 5, ACTIVITIES FOR ONLINE INSTRUCTION

⌚ *ASL Level 5, Activity 01-Speed Dating (Online)*



[Picture by Pch.Vector](#)

Description:

Students will begin by introducing themselves and getting to know their new lab mates. They will then have 5-7 minutes of open-ended conversation. The main activity allows them to get to know each other further in a “speed dating” game.

Semantic Topics: Speed Dating, Introductions, Likes, Dislikes

Grammatical Structures: Listing, WHQs, Facial Expression with Questions

Products: Asking questions and exclaiming about personal taste.

Practices: Forming complex questions and crafting responses.

Perspectives: What are appropriate answers to complex questions?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.

Idaho Content Standards for World Languages:

- COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames
- I can tell stories about school and community events and personal experiences, using paragraphs across major time frames.
- I can understand people's reactions to their vacation experience

Materials Needed

- [Google Slides](#)
- [Canva link](#)
- iPad/Computer

WARM-UP**Materials Needed for Warm-up**

- [Google Slides](#)

1. Ask students to type ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"
2. Have students introduce themselves:
 1. Name

2. Major
 3. Year in school
 4. Hometown
 5. Hobby
 - "TAKE TURNS LIST 5-NAME, MAJOR, YEAR, FROM rhq-WHERE?, FUN DO-DO?"
 6. Review Vocabulary:
 1. **BIOLOGY**
 - Left and right hand shapes B with palms facing outwards. Left hand moves in a clockwise motion and the right hand moves in a counterclockwise motion.
 2. **EDUCATION**
 - Left and right hand shapes E located on both sides of head. Change handshape from E to D.
 3. **NURSING**
 - Dominant hand shaped H tapping twice on non-dominant hand's wrist.
 4. **HISTORY**
 - Dominant hand shaped H moves in up and down motion twice.
 5. **PSYCHOLOGY**
 - Left and right hand shaped closed 5 with thumb sticking out. Non-dominant hand's palm facing out. Dominant hand taps in space between non-dominant hand's fingers and thumb twice.
 7. Have students take turns and pick one discussion question to answer:
 1. What is your major/minor?
 - "YOUR MAJOR/MINOR WHAT?"
 2. When do you graduate?
 - "YOU GRADUATE WHEN?"
 3. Where is your hometown?
 - "YOUR HOMETON WHERE?."
 4. What are some of your hobbies?
 - "YOUR HOBBIES WHAT?"
3. Discussion:
1. Have students have a 5-7 minute conversation (fully ASL) with each other.

- "NOW TIME 5 7 MINUTE CONVERSATION DISCUSS WHATEVER"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Canva link](#)

"Back to School Speed Dating"

1. Put students into breakout rooms 2-3 people depending on the size of the group
 - "NOW GAME FAST DATE BREAKOUT ROOMS 2 PEOPLE 3 PEOPLE"
2. Students will discuss one question for 2-3 minutes then close the breakout rooms
 - "2-3 MINUTES PARTNERS 1 QUESTION DISCUSS FINISH ME BREAKOUT ROOMS CLOSE"
3. Then open new breakout rooms (make sure students are all with new partners).
 - "TIME FINISH PARTNER SWITCH BREAKOUT ROOMS NEW CONTINUE"

WRAP-UP

1. How did you like the lab activity?
 - FAST DATE FINISH YOU LIKE DISLIKE WHAT?"
2. Did you have any questions about any of the signs your classmates used?
 - "NEW SIGNS QUESTIONS HAVE?"
3. Did you learn any new signs today?
 - "YOU NEW SIGNS LEARN?"

Deaf Culture

Dating in Deaf culture is very similar to dating in hearing culture although dating outside of the Deaf community is very difficult because most hearing people do not know sign language or understand Deaf culture so options are much more limited.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/thumbs down or download our student cards.)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames
- I can tell stories about school and community events and personal experiences, using paragraphs across major time frames.
- I can understand people's reactions to their vacation experience



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1252#h5p-4>

🍔 ASL Level 5, Activity 02-Fast Food Pt.1 (Online)



[Picture by Topnpt26](#)

Description:

Students will begin by discussing different foods and comparing their health levels. They will then discuss

fast food and their personal habits with eating out and how the Deaf population faces obstacles with fast food.

Semantic Topics: Fast Food, Eating out, Habits, Food, Health, Deaf Culture

Grammatical Structures: Vocabulary, Asking/Answering Questions

Products: Fast food and Deaf culture.

Practices: Making comparisons and discussing healthy habits.

Perspectives: What challenges do Deaf people face with fast food?

Standards

NCSSFL-ACTFL World-Readiness Standards:

- “Standard 4.2 Students demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own.”

Idaho Content Standards for World Languages:

- COMM 3.1 “Standard 4.2 Students demonstrate understanding of the nature of culture through comparisons of

American Deaf culture and their own.”

- CONN 2.2 Analyze the content and cultural perspectives of authentic materials prepared in the target language

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can explain and support my opinion using logical reasoning.
- In my own and other cultures, I can explain the attitudes toward meals, health, and fitness.
- I can understand the logistical adversities of a culture other than my own.

Materials Needed

- [Google Slides](#)
- [New Pizza Shop Video](#)
- [Whopper Sign – Burger King](#)
- [Starbucks Sign Language Cafe](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

1. Ask students to type ID # for attendance
 - “YOU LIST 2- NAME, ID NUMBER TYPE”
2. Start with 5-7 Minute conversations
 - “NOW DAY START TIME 5-7 MINUTE CONVERSATIONS DISCUSS WHATEVER”
3. Review vocabulary:
 1. HAMBURGER
 1. Loosely bent, palm-down dominant hand is in interlock with the non-dominant palm-

up hand. Then, switch the palm orientation.

2. **TACOS**
 1. Fingerspelled T-A-C-O-S
 3. **SANDWICH**
 1. Non-dominant whole hand bent without fingers and thumb touching in front of the mouth, palm down, fingers and thumb facing right. Dominant "15" handshape or bent whole hand with fingers facing the face in front of the non-dominant hand, palm down, moves sideways twice toward the non-dominant hand between fingers and thumb of the non-dominant hand.
 4. **FRENCH FRIES**
 1. Dominant hand shaped F with palm facing downwards. Bunce hand from the current position to the right one time.
 5. **ICE CREAM**
 1. Dominant "S" handshape or fist with the top of forefinger facing the mouth moves downward twice.
4. Have students take turns and pick one discussion question to answer:
 1. What is your favorite food and why?
 - "YOUR FOOD FAVORITE WHAT? WHY?"
 2. If you could eat one for the rest of your life what would you pick and why?
 - "IF ONE FOOD YOU EAT ALL YOUR LIFE, YOU PICK WHAT? WHY?"
 3. Do you have allergies?
 - "ALLERGIES YOU HAVE?"
 5. Play Eat This, Not That!
 1. There will be screenshots of the game put on a Google Presentation.
 2. Students will look at the two choices and guess which one is healthier or not.
 - "FOOD 2 DIFFERENT YOU PICK GOOD FOR YOU MORE WHICH"
 3. They will then explain why they think one is healthier than the other.
 - "FOOD GOOD FOR YOU MORE WHY?"
 4. EX: That one has more syrup on it
 5. EX: Greek yogurt seems more healthy to me

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [New Pizza Shop Video](#)
- [Whopper Sign – Burger King](#)
- [Starbucks Sign Language Cafe](#)

Fast Food!

This week, we'll be talking about fast food and restaurants.

1. Open discussion about fast food and restaurants:
 1. Are there any fast food/restaurants you absolutely love that are in your hometown that isn't here?
 - "YOU FAST FOOD HOME TOWN FAVORITE WHICH?"
 2. How often do you go out to eat?
 - "YOU EAT OUT OFTEN HOW?"
 3. On average, how much do you spend on fast food?
 - "YOU FAST FOOD MONEY SPEND HOW MUCH?"
 4. Has anyone ever accidentally given you free food? What did you do in that situation?
 - "PAST SOME ONE MISTAKE FOOD FREE GIVE YOU? YOU DO-DO?"
 5. Do you have any traditions with fast food?
 - "YOU FAST FOOD TRADITIONS HAVE?"
2. Have an open discussion about how hearing people go to fast food drive-throughs and restaurants and how that might compare to how the Deaf interact with those.
 - "HEARING PEOPLE DEAF PEOPLE DRIVE THROUGH COMPARE"
 - "DIFFERENT HOW?"
 2. Brainstorm ideas of how Deaf people would go through a drive-through.
 - "DEAF PEOPLE GO-TO DRIVE THROUGH HOW?"
 3. What fast food restaurants would Deaf people be able to go to?

- “DEAF PEOPLE FAST FOOD RESTAURANT GO-TO CAN WHICH”
3. If there’s extra time, show videos about Deaf culture and the food industry:
 1. [New Pizza Shop Video](#)
 2. [Whopper Sign-Burger King](#)
 3. [Starbucks Sign Language Cafe](#)
 - Starbucks opening up the first ASL Starbucks near Gallaudet
- Any thoughts on these things?

WRAP-UP

1. Does anyone have anything else to add about experiences with fast food or restaurants?
 - “YOU FAST FOOD THOUGHTS ADD?”
2. How can the food industry improve to be more inclusive of Deaf people?
 - “RESTAURANT INCLUDE DEAF PEOPLE MORE HOW?”

Deaf Culture

Deaf people are generally expected to adhere to the hearing community by writing things down or having someone interpret for them however some fast-food restaurants are beginning to incorporate a screen so the customer and employee can see each other during the drive-through. This is a great start to including the Deaf community, but an even better way to include them is for employees to learn a little sign!

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/thumbs down or download our student cards.)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can explain and support my opinion using logical reasoning.
- In my own and other cultures, I can explain the attitudes toward meals, health, and fitness.

- I can understand the logistical adversities of a culture other than my own.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1254#h5p-4>

🌮 *ASL Level 5, Lab 03-Fast Food Pt. 2 (Online)*



[Picture by Freepik](#)

Description:

Students will begin by reviewing vocabulary signs for fast-food restaurants. They will then go through an activity based on the inclusion of the Deaf community in the world of restaurants and fast food.

Semantic Topics: Fast Food, Deaf Community, Restaurants, Inclusion

Grammatical Structures: Vocabulary

Products: Restaurants, Deaf inclusion

Practices: Identifying various fast-food restaurants and their signs

Perspectives: How can restaurants be more inclusive for the Deaf community?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 1.3 Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.
- Standard 2.2 Students demonstrate an understanding of the relationship between the products and

perspectives of American Deaf culture.

Idaho Content Standards for World Languages:

- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- CULTR 1.2: Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- In my own and other cultures, I can analyze how products of personal and public interest are related to perspectives
- I can understand the cultural struggles of others and propose solutions to these problems
- I can state a viewpoint with supporting evidence on social and professional topics

Materials Needed

- [Google Slides](#)
- [Deaf Inclusion Letter](#)
- [Fast Food Vocab](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)
- [Fast Food Vocab](#)

1. Ask students to type their name and ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"

2. Start with 5-7 minute Conversations

- "START TIME 5-7 MINUTE CONVERSATION DISCUSS WHATEVER"

3. Fast Food Vocab!

1. We have a presentation on new Fast Food vocab!

2. Ask students if they've ever seen the sign for these fast food restaurants, if so, what is it?

- "PAST YOU FAST FOOD RESTAURANT SIGN SEE?" "SIGN SEE WHAT?"

- MCDONALD'S

1. Left and right hand shapes M. Begin with both Ms touching side-by-side, then make arches of a M in the air.

- BURGER KING

1. Loosely bent, palm-down dominant hand is in interlock with the non-dominant palm-up hand. Then, switch the palm orientation.
2. Dominant hand shaped K moving from opposite shoulder to the same side (as dominant hand) hip.

- WENDY'S

1. Fingerspelled W-E-N-D-Y-'S

- TACO BELL

1. Fingerspelled T-A-C-O-B-E-L-L

- STARBUCKS

1. Left and right hand shapes 5 where the middle finger is flicking the thumb. While flicking middle finger and thumb, above both hands towards each other and away two times.

3. Have students take turns and pick one discussion question to answer:

1. What is your favorite restaurant and why?

- "YOUR FAVORITE RESTAURANT WHAT? WHY?"

2. If you could eradicate one food from existence, what would you pick and why?

- "IF ONE FOOD YOU ERADICATE, YOU PICK WHAT? WHY?"

3. What are your thoughts about _____?

- "YOUR THOUGHTS ABOUT _____ WHAT?"

4. If it is different than what the lab assistant learned compare signs

5. Continue through the presentation till the end.

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Deaf Inclusion Letter](#)

1. Give students the Deaf Inclusion letter (Starts with "To whom it may concern")
2. Give them some time to brainstorm their plans
 - "YOU TOPIC DEAF INCLUDE CARD HAVE. YOU IDEA THINK PLAN MAKE"
3. Tell students they can use paper to put down their ideas
 - "YOU PAPER WRITE IDEAS CAN"
4. Have students present what they would do in their situations
 - "FINISH TAKE TURNS IDEAS SHARE"

What the card will say:

To whom it may concern,

We at (insert restaurant from the slideshow) have heard of your great accomplishments in your Deaf Association. We would like to make our chain more inclusive for the Deaf community. Would you offer some suggestions on how to make our services more accessible?

Thank you for your time,

(Restaurant)

WRAP-UP

1. Let's think back to last week and the struggles deaf people have in different restaurant settings.
 - "PAST WEEK LEARN rhq-WHAT? DEAF PEOPLE RESTAURANT AREA STRUGGLE"
2. Is there anything you would do differently or add to your presentation now hearing others' responses?
 - "SHARE IDEAS FINISH YOU WATCH OTHERS IDEAS NOW YOU ADD WHAT?"

A physically inclusive atmosphere for deaf people includes open areas/arrangement of desks, glass windows, and good lighting!

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

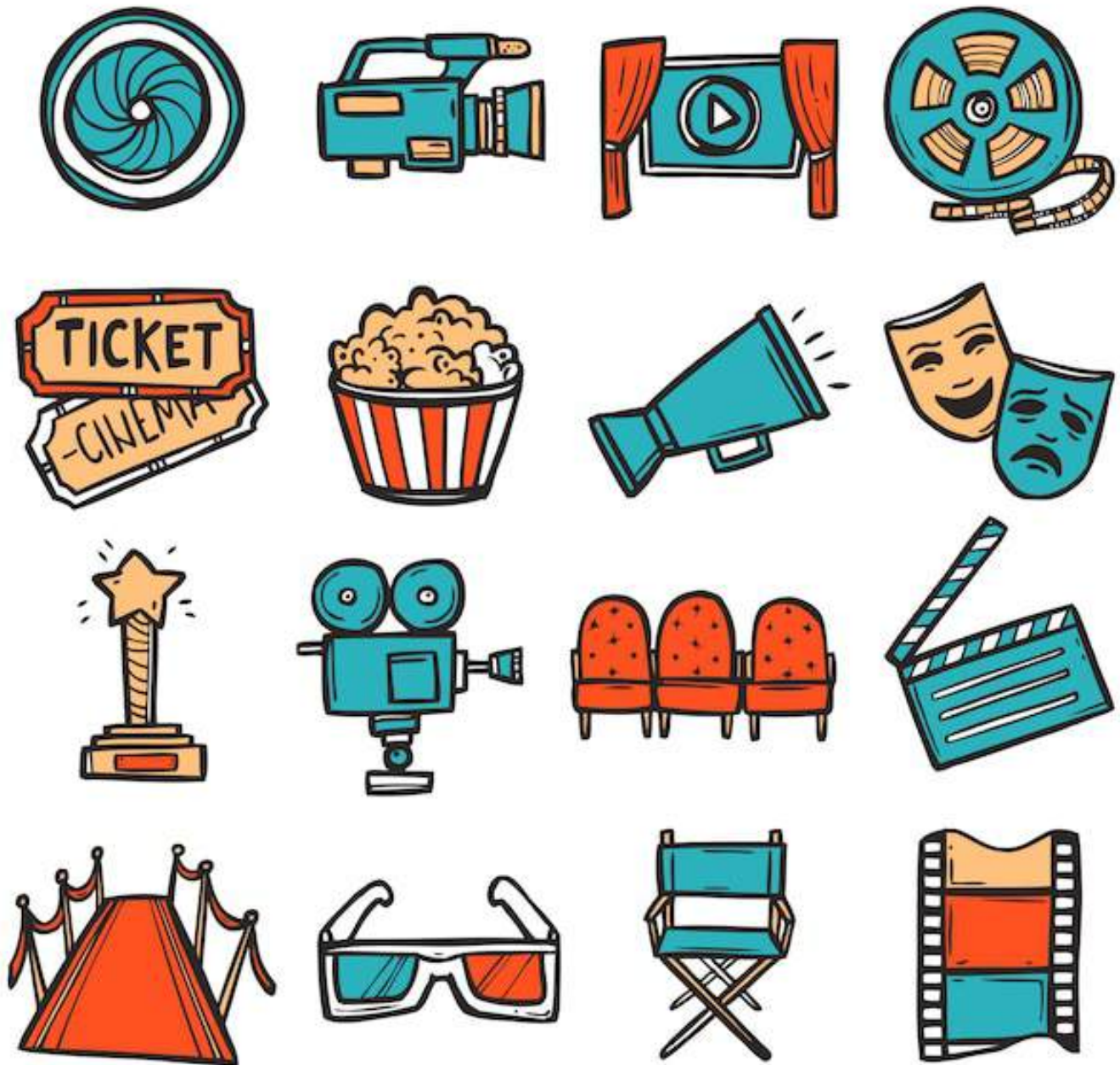
- In my own and other cultures, I can analyze how products of personal and public interest are related to perspectives
- I can understand the cultural struggles of others and propose solutions to these problems
- I can state a viewpoint with supporting evidence on social and professional topics



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1256#h5p-4>

 *ASL Level 5, Activity 04-Theater Pt.1 (Online)*



[Picture by Macro Vector](#)

Description:

Students will begin by having a discussion on theater and productions they have seen in the past. For the main activity, they will watch a video of an interpreter from a production of Beauty and the Beast and discuss what they notice about how an interpreter performs differently than in an everyday setting.

Semantic Topics: Theater, Production, Stories, Emotion

Grammatical Structures: Body Shifting, Interpreting, Mouth Shape, Facial Expression, Fingerspelling

Products: Pantomime, non-manual markers, characterization

Practices: Sharing thoughts about how emotion is conveyed, signing style, and how characters interact

Perspectives: What impact do characterization, NMS, and signing style have on storytelling?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.

- Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture.

Idaho Content Standards for World Languages:

- COMM 3.1 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- CONN 2.2 Analyze the content and cultural perspectives of authentic materials prepared in the target language by or for native speakers

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can share my interpretations of a piece of performance art with my peers while also remaining receptive to their own interpretations
- I can explain the meaning behind pieces of performed art and best convey this meaning to my peers.
- I can understand the cultural significance representation in the performing arts means to the Deaf community.

Materials Needed

- [Google Slides](#)
- [Beauty and the Beast clip](#) (youtube)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

1. Ask students to type their name and ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"
2. Begin with 5-7 minute conversations

- "START TIME 5-7 MINUTE CONVERSATION DISCUSS WHATEVER"
3. Vocab Review
 1. DISNEY
 1. Left and right hand shaped C placed on top/sides of head and tapping twice.
 2. BEAUTY AND THE BEAST
 1. Dominant loose open hand, palm in front of face, moves once in a circular motion clockwise while handshape transforms into "flat-O" handshape.
 2. Dominant, loose "5" hand in space in front of signer with palm orientation facing in (toward signer) moves sideways to the right if right-handed at the same time the hand transforms into flat "O" handshape
 3. Left and right hand shapes 5 bent like a claw with palm facing inward touching chest. Slightly push claw hand shape inward, bending fingers and releasing two times.
 3. INTERPRETER
 1. Left and right hand shapes F with palm orientation outward and slightly down. Fs touch at center while dominant hand moved downward and up two times.
 2. Left and right hand shapes B on their side facing straight palms facing one another. Movement straight down parallel to one another
 4. DRAMA/THEATER
 1. Left and right hand shapes A. Hands will alternate movement of large/medium circles moving from bottom side of head, touching shoulder, then slightly down body.
 4. Have students take turns and pick one discussion question to answer:
 1. Which of the 5 parameters of ASL are you best at?
 - "TOPIC 5 PARAMETERS, ONE YOU BEST AT WHICH?"
 2. If you become an interpreter, who/what would you interpret for and why?
 - "IF INTERPRETER YOU BECOME, YOU INTERPRET FOR WHAT/WHO? WHY?"
 3. Which Disney movie is your favorite and why?
 - "DISNEY MOVIE YOUR FAVORITE WHAT? WHY?"
 5. Start with 5-minute conversations in breakout rooms
 - "START BREAKOUT ROOMS TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER"
 6. Open a discussion about what theater productions students have seen or have heard of. (If a student hasn't seen a play, have them talk about a movie that really struck a chord with them)
 - "PAST PLAY WATCH WHICH? PLAY WATCH NOT MOVIE WATCH THEATER WHICH?"
 7. What about this production stood out to them?
 - " YOU PLAY REMEMBER WHAT?"

8. How did the actors portray the storyline?
 - “ACT PERSON STORY SHOW HOW?”
9. What kind of storyline was it? (comedy, horror, romance, etc.)
 - “STORY TOPIC KIND WHICH?”

MAIN ACTIVITY

Materials Needed for Main Activity

- [Beauty and the Beast clip](#) (youtube)

Theater Interpreters!

1. As a group, watch the video (the whole song—from about 1:30-5:30) (4 minutes total).
2. Have students watch how the interpreters integrate certain aspects in their signing style that allows the audience to understand the emotions and storyline they are trying to convey.
 - “YOU VIDEO WATCH INTERPRETER WATCH THEY SIGN HOW?”
3. Students will write their thoughts on the mini whiteboards and then will share them with the rest of the group. (optional)
 - “YOU THOUGHTS WRITE. VIDEO FINISH SHARE”

Some potential important aspects to bring up:

- Body shifting and shoulder movement depicts a dialogue between multiple individuals
- Mouth shape and how the body moves changes in response to the tempo of the music (signing can become more legato or staccato depending on how the music is being played) (Ex. When Belle is telling about her favorite part of the story, her face shows her staring off into the distance in a daydream and her signs slow but become more rapid when she begins to talk excitedly about how the story actually turns out in the end).
- Interpreters turn their backs or face each other to show how their characters interact or don't interact with another
- Just like actors act and re-act in response to the other person, the interpreters follow the other for guidance and share the same emotions expressed by the other; emphasizing their character's interaction with one another

WRAP-UP

1. Why do you think not all productions hire interpreters

- “ALL PLAYS INTERPRETERS HAVE NOT. WHY?”
2. How can Deaf people get the most out of a production designed for hearing people?
 - “DEAF PEOPLE ENJOY PLAY FOR HEARING PEOPLE MOST HOW?”
 3. Would hearing people enjoy productions designed for Deaf people?
 - “HEARING PEOPLE PLAY FOR DEAF PEOPLE ENJOY?”

Deaf Culture

Interpreters play a very important role when it comes to the inclusion of the Deaf community in a primarily hearing world. Interpreters are just as important when it comes to entertainment so Deaf people can enjoy different productions too!

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can share my interpretations of a piece of performance art with my peers while also remaining receptive to their own interpretations
- I can explain the meaning behind pieces of performed art and best convey this meaning to my peers.
- I can understand the cultural significance representation in the performing arts means to the Deaf community.



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<https://boisestate.pressbooks.pub/pathwaysasl/?p=1258#h5p-4>

 *ASL Level 5, Activity 05-Theater Pt.2 (Online)*



[Picture by Freepik](#)

Description:

Students will watch clips two times and discuss with a partner how they would interpret them. They will then perform their interpretation for the rest of the group.

Semantic Topics: Theater, Preform, Partners, Video

Grammatical Structures: Interpreting, Facial Expression

Products: Interpreting, Non-manual markers

Practices: Watching a short video and retelling the story to a partner

Perspectives: Are there different ways to tell the same story? Why might people sign stories differently?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of topics
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture

Idaho Content Standards for World Languages:

- COMT 2.1 Interpret materials and/or use media from the language and culture for enjoyment.
- COMM 3.1 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- In my own and other cultures, I can analyze how products of personal and public interest are related to perspectives
- I can understand the cultural struggles of others and propose solutions to these problems
- I can state a viewpoint with supporting evidence on social and professional topics

Materials Needed

- [Google Slides](#)
- [Finding Nemo: First Day of School](#)
- [Finding Nemo: Short-Term Memory Loss](#)

WARM-UP**Materials Needed for Warm-up**

- [Google Slides](#)

1. Ask students to type their name and ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"
2. Start with 5-7 minute conversations in breakout rooms
 - "START BREAKOUT ROOMS TIME 5-7 MINUTE CONVERSATION DISCUSS WHATEVER"

3. Vocabulary Review

1. INTERPRET PERSON

1. Left and right hand shapes F touching with palms facing. Dominant hand wrist moves up and down.
2. Left and right hand shapes B on their side facing straight palms facing one another. Movement straight down parallel to one another

2. EMOTION

1. Left and right hand shapes E facing in located on chest. Movement in a circular motion

3. ENGLISH

1. Left hand shape closed 5 palm facing the ground. Right hand shape collapsed closed 5 on top of left hand

4. ACTOR/PERFORMER

1. Left and right hand shapes A with thumbs out located on chest moving in a circular motion towards the body. Palms facing one another

5. VOICE

1. Dominant hand shaped V, pointer finger on neck moving outward toward chin

4. Have students take turns and pick one discussion question to answer about interpreting

1. Have you considered becoming an interpreter?

- "YOU INTERPRET PERSON BECOME MAYBE?"

2. In what settings have you seen interpreters?

- "PAST YOU INTERPRET PERSON SEE WHERE?"

3. What intimidates you most about interpreting?

- "YOU INTERPRET SCARED WORRIED WHAT?"

4. How do you feel about switching between ASL and English grammar?

- "ASL CHANGE ENGLISH, ENGLISH CHANGE ASL FEEL HOW?"

5. Do you find it easier to interpret ASL into english or vice versa?

- "ASL CHANGE ENGLISH, ENGLISH CHANGE ASL EASY MORE WHICH?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Finding Nemo: First Day of School](#)
- [Finding Nemo: Short-Term Memory Loss](#)

1. Send the clip video links in the chat box
 - "PAST WEEK VIDEO WATCH 2. NOW ME VIDEO SEND SAME"
2. Put students into breakout rooms with partners. Ask the students to watch the clips as they did for the first part of this activity, presented last week, (once to enjoy it, and again to analyze the important aspects of the performance).
 - "NOW BREAKOUT ROOMS VIDEO WATCH TIME 2. FIRST WATCH ENJOY SECOND WATCH PERFORMANCE CLOSE"
3. They will collaborate with a partner in breakout rooms and discuss how they would interpret the scene they watch.
 - "VIDEO FINISH PARTNER DISCUSS YOU INTERPRET HOW?"
4. Students will then perform their interpretation for the rest of the group
 - "NOW SHARE YOU PERFORM HOW?"

WRAP-UP

Think back to the Beauty and the Beast video clip from last week.

1. How did your interpretations differ from the interpreters? (Style, speed, grammar)
 - "YOU INTERPRET DIFFERENT HOW?"
2. How long do you think it took the interpreters to interpret the entire story of Beauty and the Beast?
 - "TIME INTERPRETERS TRANSLATE ALL STORY THINK HOW LONG?"
3. How is interpreting different from conversational sign?
 - "LIST 2-INTERPRET, CONVERSATION SIGN DIFFERENT HOW?"

Deaf Culture

Signing styles differ from person to person. In fact, one will find that singers all over the country sign in varying ways, somewhat mimicking verbal accents.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- In my own and other cultures, I can analyze how products of personal and public interest are related to perspectives
- I can understand the cultural struggles of others and propose solutions to these problems
- I can state a viewpoint with supporting evidence on social and professional topics



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1260#h5p-4>

ASL Level 5, Activity 06-Deaf Education Pt.1 (Online)



[Picture by Freepik](#)

Description:

Students will take turns practicing fingerspelling with the group. They will then discuss what they think is an ideal classroom and compare this to the ideal classroom for Deaf students.

Semantic Topics: Deaf Culture, Classrooms, Students

Grammatical Structures: Fingerspelling, Classifiers (CIs), Signing Space

Products: Fingerspelling, classifiers, signing space, classroom, drawing

Practices: Answering questions about classroom preferences and drawing a classroom ideal for teaching Deaf individuals

Perspectives: What aspects should be taken into consideration when designing a classroom for the Deaf?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- “Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.”

- “Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture.”

Idaho Content Standards for World Languages:

- Objective: COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- Objective: CONN 2.2: Analyze the content and cultural perspectives of authentic materials prepared in the target language

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can use my receptive skills to comprehend fingerspelling.
- I can fingerspell accurately.
- I can participate in discussions about the Deaf experience in education.

Materials Needed

- [Google Slides](#)
- [Fingerspelling cards](#)

WARM-UP

Materials Needed for Warm-up

- [Fingerspelling cards](#)

1. As students to type ID # for attendance
2. Start with 5-7 minute conversations
 - “START TIME 5-7 MINUTE CONVERSATION DISCUSS WHATEVER”
3. Vocab Review

1. **CLASSROOM**
 1. Left and right hand shapes C with palms facing outwards. Rotate wrists until pinky fingers touch.
 2. Left and right hand shapes 5 flat with fingers together. Palms are parallel and facing inward, then move 90degrees to have palms face each other, thus creating a box shape.
2. **DESK**
 1. Fingerspelled D-E-S-K
3. **CHAIR**
 1. Dominant bent index finger and middle finger to nearly 90 degree, palm down, taps twice on the non-dominant palm-down "H" handshape, where the dominant fingers sits on top of the non-dominant fingers.
4. **WHITEBOARD**
 1. Dominant hand shaped 5 on chest then pulls away with all fingertips touching.
 2. Left and right hand shapes L, palms outward, and next to one another to make a frame.
 3. Dominant hand shaped as though holding a pencil. Within the frame, pretend to write.
5. **WINDOW**
 1. Two-handed horizontal flat hands, both facing in, the edge of dominant hand taps twice on top of the edge of non-dominant hand.
4. Have students take turns and pick one discussion question to answer
 1. If you became a teacher, which grade would you teach?
 - "IF TECAHER YOU BECOME, GRADE YOU TEACH WHICH?"
 2. What is your favorite memory of school?
 - "SCHOOL MEMORY YOUR FAVORITE WHAT?"
5. Start with 5-minute conversations in breakout rooms
 - "START BREAKOUT ROOMS TIME 5-7 MINUTE CONVERSATION DISCUSS WHATEVER"
6. The lab assistant will open the fingerspelling words list on their own.
 1. The lab assistant will fingerspell the first two words on the list
 - "START ME FINGERSPELL 2 WORDS"
 2. Send the next two words to the first student. They will fingerspell those two words.
 - "ME FINISH SEND LEARN PERSON NEXT 2 WORDS FINGERSPELL"
 3. Continue till the end of the list
 - "FINISH ME SEND NEXT LEARN PERSON NEXT 2 WORDS FINGERSPELL"

MAIN ACTIVITY

Materials Needed for Main Activity

- Paper
- Pen

1. Ask students to take out a piece of paper and a pen/pencil
2. Place students in breakout rooms of 2-3
 - "NOW BREAKOUT ROOMS ALL PAPER PENCIL HAVE"
3. Send them some of these prompts and have them discuss them with their partner:
 1. Do you like clean classrooms?
 - "YOU CLEAN CLASS-ROOM LIKE?"
 2. Do you prefer classroom chairs in straight lines, circles, movable chairs, etc?
 - "YOU CHAIRS LIST 3- cl-LINES cl-CIRCLES CHAIRS MOVE FAVORITE WHICH?"
 3. Do you like when classrooms have colored posters on the wall?
 - "CLASSROOM WALL COLOR POSTER LIKE?"
 4. What kind of learner are you? How would you like the classroom to fit those needs?
 - "YOU LEARN HOW? CLASS-ROOM HELP HOW?"
4. Once they're done drawing their layout, have them explain why it's best for them in the main room.
 - "DRAW FINISH SHARE GROUP SHOW EXPLAIN"
5. Afterward, tell them to design a classroom that would be ideal for Deaf students (this can be done independently in the main room)
 - "EXPLAIN FINISH NOW DEAF PEOPLE CLASSROOM DRAW DIFFERENT HOW?"
6. Have a brief discussion about the best layout for Deaf students describe this using CLs
 1. Open floor plan
 2. Seats in a circular set-up
 3. Engaging/relevant posters
 4. Smartboard to show videos, presentations, etc.

WRAP-UP

1. How did you like the activity?
 - "NOW DAY YOU DO LIKE?"
2. Did you learn anything new?
 - "YOU LEARN NEW WHAT?"

Deaf Culture

An open floor plan and seats in a circular setup is the best way to set up a classroom for Deaf students but hearing students can benefit from this engaging atmosphere as well!

End of Lab:

- Read can-do statements and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

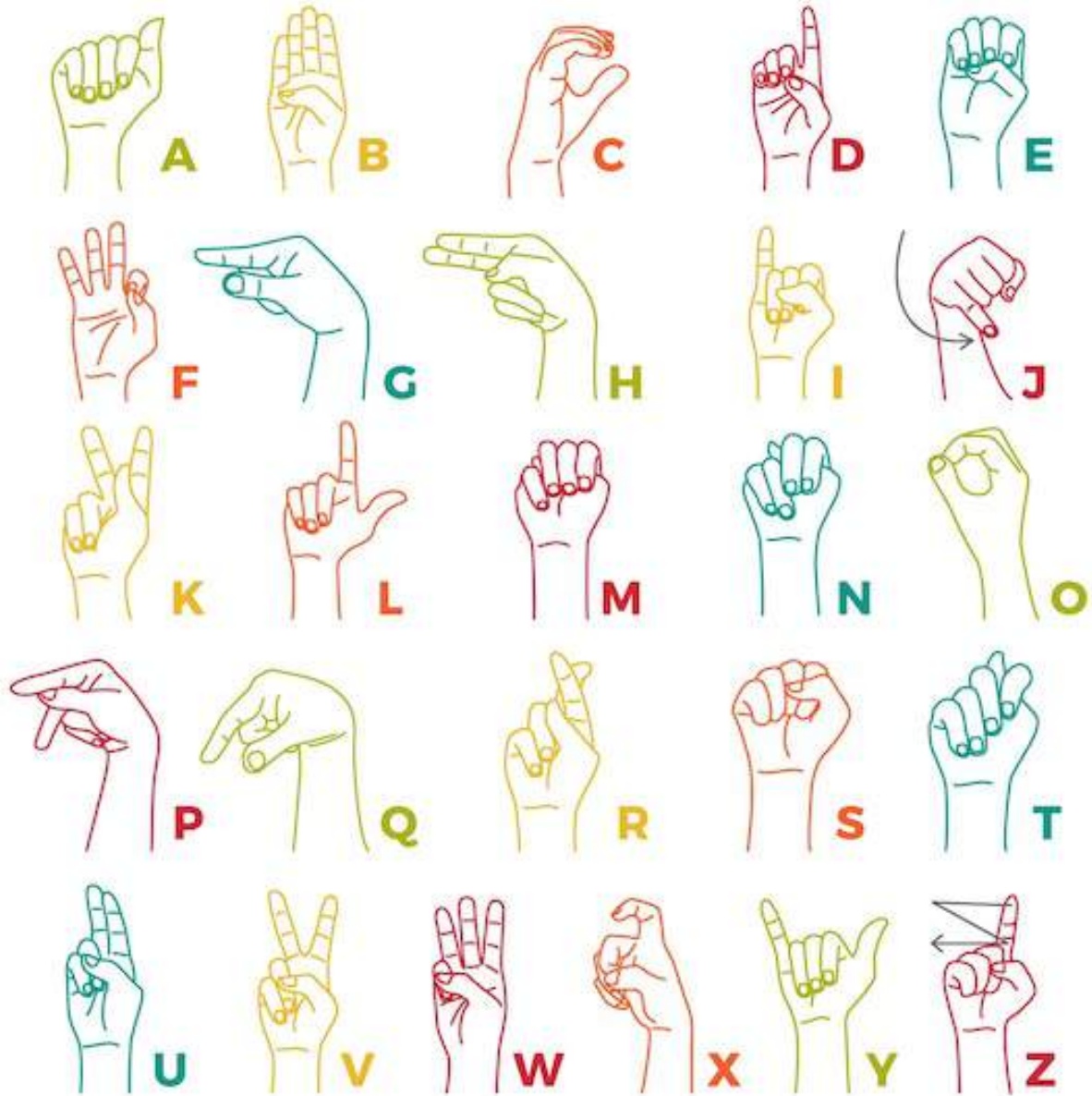
- I can use my receptive skills to comprehend fingerspelling.
- I can fingerspell accurately.
- I can participate in discussions about the Deaf experience in education.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1262#h5p-4>

 *ASL Level 5, Activity 07-Deaf Education Pt.2 (Online)*



designed by  freepik.com

Description:

Students will play a game that tests their vocabulary as well as their fingerspelling skills. They will then watch a video about Deaf education and discuss topics related to the video.

Semantic Topics: Education, Class, Deaf Culture, Game, Video, Teaching, Students

Grammatical Structures: Fingerspelling, Vocabulary

Products: Fingerspelling, Deaf culture, education

Practices: Fingerspelling one vocabulary word one letter at a time as a group

Perspectives: What language is the easiest for a Deaf/HoH person to learn?

Standards**NCSSEFL-ACTFL World-Readiness Standards:**

- “Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture.”
- “Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available

through American Sign Language and Deaf culture.”

Idaho Content Standards for World Languages:

- Objective: CONN 2.3: Compare and contrast cultural similarities and differences in authentic materials.
- Objective: CLTR 2.2: Describe the connections of products from the target culture with the practices and perspectives of the
- culture.

Can-Do Statements

NCSFL-ACTFL Can-Do Statements:

- I can participate in discussions on topics that may be unfamiliar to me.
- I can try to understand education from the Deaf perspective.

Materials Needed

- [Google Slides](#)
- [What Deaf Students Want in a Teacher Video](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

1. Ask students to type ID # for attendance
2. Ask students to type their name and ID # for attendance
 - “YOU LIST 2- NAME, ID NUMBER TYPE”
3. Start with 5-7 minute conversations

- "START TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER"

4. Vocab Review

1. ACCESSIBILITY

1. Left and right hand shapes flat. Nondominant hand held horizontally to the body while dominant hand moves under and out nondominant hand two times.

2. SCHOOL

1. Dominant flat hand (handshape), palm down (orientation) above non-dominant palm-up flat hand (location), taps twice on the non-dominant palm (movement).

3. SUPPORT

1. Dominant fist or S hand just below non-dominant S hand moves toward dominant fist. Both palms face signer.

4. BEST

1. Dominant hand shaped flat, located on chin. Move flat handshape to the side off of face into an A hand shape.

5. EXPERIENCE

1. Dominant "half-5" in front of head side near face brushes down twice.

5. Show students [What Deaf Students Want in a Teacher Video](#)

6. Have students take turns and pick one discussion question to answer

7. Use the sentence starters slide to help get things going

1. What are your thoughts about the video? What did you notice?

- "VIDEO YOUR THOUGHTS WHAT? YOU NOTICE WHAT?"

2. Who do you think should teach Deaf children?

- "DEAF CHILDREN TEACH SHOULD WHO?"

3. Which language do you think helps Deaf children learn best? Why?

- "LANGUAGE BEST SUPPORT DEAF CHILDREN? WHY?"

4. If your child was Deaf which school would you enroll them in?

- "IF YOUR CHILD DEAF, SCHOOL YOU ENROLL WHICH?"

5. Do deaf children have the same school experience as hearing children?

- "DEAF CHILDREN AND HEARING CHILDREN SCHOOL EXPERIENCE SAME?"

8. Game Activity: Sparkle (using education-related signs).

1. For this game, the lab instructor will sign a word (related to ed.).

1. "ME SIGN WORD TOPIC rhq-WHAT? EDUCATION"

2. In a circle, the students will take turns fingerspelling the word, but the students will only be able

to fingerspell one letter at a time.

1. "FINISH FINGERSPELL ONE LETTER (ABC) TAKE TURNS MAKE WORD"
3. This means if the word was EDUCATION, one student would sign E, the next student would sign D, etc. in a circle. After the whole word is spelled, the next student signs the word SPARKLE.
4. If a student doesn't know the word or doesn't know how to spell it, they are out for the round.
 1. "YOU SIGN DON'T KNOW OUT FOR NOW PLAY AGAIN NEXT WORD"
5. (For example, if the sign was EDUCATION, but the student didn't know the sign, they wouldn't know what letter to do next).
6. Here's a list of possible words to use:
 1. Education
 2. Coach
 3. College/University
 4. Elementary
 5. Study
 6. Kindergarten
 7. Institution (Deaf)
 8. Gallaudet

MAIN ACTIVITY

Materials Needed for Main Activity

- [What Deaf Students Want in a Teacher Video](#)

1. Video:
 - Watch 0:00-1:16 (First question) and 3:05-3:40 (TOTAL 2 minutes)
 - "NOW VIDEO WATCH TOPIC WHAT? DEAF EDUCATION"
2. Deaf Education
 - What were your thoughts about the video? What did you notice?
 - "YOU VIDEO THINK WHAT? NOTICE WHAT?"
 - Who do you think should be teaching Deaf students?
 - "DEAF STUDENTS TEACH SHOULD WHO?"
 - What language helps Deaf/HoH students learn the best? ASL? English? A mix of both?

- “DEAF LEARN PERSON LANGUAGE LEARN BEST? LAST 3-ASL, ENGLISH, BOTH?”
 - If your child was Deaf, what type of school would you enroll them in? (There’s no right answer 😊)
 - “YOU DEAF CHILD HAVE THEY SCHOOL GO-TO WHICH?”
 - How does a Deaf student’s school experience differ from a hearing kid’s? How is it the same?
 - “DEAF SCHOOL HEARING SCHOOL DIFFERENT SAME HOW?”
3. Teaching hearing people
- If every hearing person had to know 5 signs, what signs would you teach them?
 - “IF ALL PEOPLE LEARN 5 SIGNS NEED. TEACH 5 SIGNS WHICH?”
 - How can we as hearing people best support Deaf people?
 - “WE HEARING PEOPLE DEAF PEOPLE SUPPORT BEST HOW?”

WRAP-UP

1. What’s one new fact you didn’t know before lab?
 - “YOU ONE THING NEW LEARN WHAT?”
2. What was one fact that surprised you?
 - “YOU SURPRISED WHAT?”
3. Was there information you already knew about Deaf Education?
 - “PAST YOU KNOW DEAF EDUCATION WHAT?”
4. Did the facts you learned today coincide with your previous assumptions?
 - “NOW DAY YOU LEARN PAST THOUGHTS SAME DIFFERENT WHICH?”
5. Do you agree or disagree with the current system of Deaf Education? Why or why not?
 - “NOW DEAF EDUCATION YOU AGREE DISAGREE WHICH? WHY?”

Deaf Culture

Sign language is the best way for Deaf students to learn and communicate with their teacher. A teacher of Deaf students should be fluent in sign language and have a well-rounded understanding of Deaf culture but other than that, Deaf students want the same things hearing students do out of a teacher, patience, understanding, and an encouraging positive attitude.

End of Lab:

- Read can-do statements and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can participate in discussions on topics that may be unfamiliar to me.
- I can try to understand education from the Deaf perspective.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1264#h5p-4>

ASL Level 5, Activity 08-Family Dynamics Pt.1(Online)



[Photo from the Paris Review](#)

Description:

Students will begin by discussing different questions related to their childhood. They will then have an open discussion on Deaf culture and the pros and cons of the signing vs oral methods of teaching Deaf children to communicate.

Semantic Topics: Deaf Culture, Childhood, Past, Dreams, Education, Communication, Speaking

Grammatical Structures: Lip Reading

Products: Eugenics, oralism, education, Deaf culture

Practices: Recalling personal experiences, comparison to Deaf experience

Perspectives: How do the childhood experiences of a hearing person compare to those of a Deaf person?

Standards

NCSSFL-ACTFL World-Readiness Standards:

- Standard 4.2 Students demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own.
- Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture

Idaho Content Standards for World Languages:

- Objective: CONN 2.3 Compare and contrast cultural similarities and differences in authentic materials.
- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can analyze Deaf experiences from multiple perspectives.
- I can recognize the differences between my own life and others due to different backgrounds.

Materials Needed

- [Google Slides](#)
- [A Deaf Woman's Journey From Oralism to ASL — See Her Success Today](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)
- [A Deaf Woman's Journey From Oralism to ASL — See Her Success Today](#)

1. Ask students to type their name and ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"
2. Start with 5-minute conversations in breakout rooms
 - "START BREAKOUT ROOMS TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER"
3. Review Vocabulary
 1. Start with 5-7 minute conversations
 - "START TIME 5-7 MINUTE CONVERSATION DISCUSS WHATEVER"
 2. Review Vocabulary
 1. **EXPERIENCE**
 1. Dominant "half-5" in front of head side near face brushes down twice.
 2. **ORALISM**
 1. Dominant hand shaped double X located in front of mouth, moving in counter clockwise motion.
 3. **TOYS**
 1. Fingerspelled T-O-Y-S.
 4. **PERSONAL**
 1. Dominant hand shaped P located across body to other shoulder, moving in a counter clockwise motion.
 5. **CHILDREN/CHILD**
 1. Left and right hand shapes bent flat. Motion as though patting the air in a downward direction two times.
4. Have students consider these potential differences when answering the following questions as a group:
 1. What toys did you grow up with?
 - "PAST YOU GROW UP TOYS HAVE WHICH?"
 2. Who was your favorite actor?
 - "PAST YOUR ACT PERSON FAVORITE WHICH?"

3. Who was your favorite teacher?
 - "PAST YOUR TEACHER FAVORITE WHICH?"
 4. What was your favorite subject in school?
 - "PAST YOUR SUBJECT FAVORITE WHICH?"
 5. Have you ever broken a bone?
 - "PAST YOU BONE BREAK YES NO? YES BONE BREAK WHICH?"
 6. Who was your best friend?
 - "PAST YOUR FRIEND BEST WHO?"
 7. What was your favorite band?
 - "PAST YOUR BAND FAVORITE WHICH?"
5. Watch Video
1. [A Deaf Woman's Journey From Oralism to ASL — See Her Success Today](#)

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)

1. Talk about Signing Method and Oral Method with a list of pros and cons for each
 - "DEAF COMMUNICATION LIST 2-SIGN, ORAL. GOOD BAD BOTH THINK LIST MAKE"
2. Have an open discussion with students on the pros and cons of each method
 1. If they are leaning towards just pros for one or just cons for the other, encourage them to think outside their perspective and bias to contribute to the other categories
 2. Add responses to a Google doc while sharing your screen
3. Have a natural discussion about how the oral method would look like based on the pros and cons list with these guiding questions:
 1. What games would a child in this situation play?
 - "DEAF CHILD ORAL GAMES PLAY?"
 2. What kind of friends would a child in this situation have?
 - "DEAF CHILD ORAL FRIENDS HAVE?"

3. What are some potential dynamics between parent and child in this situation?
 - "DEAF CHILD ORAL MOM DAD RELATIONSHIP HOW?"
4. What are potential experiences this child would have with the hearing world/Deaf world in this situation?
 - "DEAF CHILD HEARING WORLD ORAL HAPPEN?"
5. What might you think this child's academic development looks like?
 - "DEAF CHILD ORAL SIGN LEARN GROW HOW?"

WRAP-UP

1. How do your answers differ from a Deaf person using the signing method?
 - "DEAF CHILD GROW UP SIGN ORAL DIFFERENT?"

Deaf Culture

In 1880, there was a large multi-country conference of Deaf educators called the Second International Congress on the Education of the Deaf. At this conference, a declaration was made by Alexander Gram Bell that oral education was better than manual (sign) education. As a result, sign language in schools for the Deaf was banned. The Congress of 2010 in Vancouver, Canada, announced a formal apology and removed the ban on sign language used in education.

End of Lab:

- Read can-do statements and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can analyze Deaf experiences from multiple perspectives.
- I can recognize the differences between my own life and others due to different backgrounds.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1266#h5p-4>

👤🍼 *ASL Level 5, Activity 09-Family Dynamics Pt.2*
(Online)



[Picture by Freepik](#)

Description:

Students will present stories about family members and relationships with the group. They will then explore what it's like to be a Deaf child of hearing parents or vice versa.

Semantic Topics: Families, Relationships, Dynamics, Deaf, Hearing

Grammatical Structures: Storytelling

Products: Familial relationships, CODA

Practices: Crafting stories, exploring the life of a CODA

Perspectives: In what ways would the life of a CODA be different from children of hearing adults? What are some advantages and disadvantages?

Standards

NCSSFL-ACTFL World-Readiness Standards:

- Standard 4.2 Students demonstrate understanding of the nature of culture through comparisons of American

Deaf culture and their own.

- Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture.

Idaho Content Standards for World Languages:

- Objective: COMM 3.2 Adapt presentation to various audiences of listeners, readers, or viewers.
- Objective: CONN 2.3 Compare and contrast cultural similarities and differences in authentic materials.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can practice explaining relationships.
- I can index while signing a story with many people.
- I can discuss family dynamics other than my own.

Materials Needed

- [Google Slides](#)
- [Canva Cards](#) or [document](#)
- [Children of Deaf Adults Video](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)
- [Children of Deaf Adults Video](#)

1. Ask students to type their name and ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"

2. Start with 5-minute conversations in breakout rooms
 - "START BREAKOUT ROOMS TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER"
3. Review Vocabulary
 1. PARENTS
 1. Dominant hand shaped 5 taps chin, then forehead.
 2. SIBLINGS
 1. Left and right hand shapes 21. Nondominant hand in front of chest. Dominant hand moves from forehead to top of nondominant hand, then to chin and back to top of nondominant hand.
 3. GRANDPARENTS
 1. Left and right hand shapes 5. One hand's thumb will be placed on forehead, and the other on the chin. Move hands forward two spaces.
 4. RELATIONSHIP
 1. Left and right hand shapes F and interlocked between thumbs and index fingers. Place in front of body and move back and forth two times.
4. Watch the video on Children of Deaf Adults
 - "NOW VIDEO WATCH TOPIC WHAT? CHILDREN GROW UP THEIR MOM DAD DEAF"
5. Discussion on video
 1. What did you think about the video?
 - "VIDEO YOU THINK WHAT?"
 2. What challenges might come with being CODA?
 - "CODA CHALLENGES HAVE WHAT?"
 3. Have you ever been asked if you are CODA when you told someone you know ASL?
 - "PAST YOU KNOW SIGN LANGUAGE TELL PERSON THEY ASK YOU CODA?"
6. Have students take turns and pick one discussion question to answer
 1. Do you have a brother or sister?
 - "BROTHER / SISTER ME (DON'T HAVE / HAVE). SIBLINGS ____, (NAME AND AGE)"
 2. What are your parents' names
 - "MY PARENTS NAMES _____ AND _____"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Canva Cards](#) or [document](#)

1. Send students each a different “family tree” (a list of characters) and a story that utilizes those characters.
 - “ALL FAMILY STORY DIFFERENT HAVE”
2. Give students a couple of minutes to practice those stories.
 - “TIME 2-3 MINUTES STORY PRACTICE”
3. After, students will present their stories to the lab class.
 - “NOW TAKE TURNS STORY GROUP SHARE”
4. See if students understand the story and the characters’ relationships. Ask checkpoint questions to ensure they understand (e.g., who was the brother? What did he do on Tuesday? etc.)

WRAP-UP

1. Explore how you think you would feel if you were:
 - A hearing kid in a Deaf family
 - “YOU IMAGINE YOU HEARING KID DEAF FAMILY GROW UP”
 - A Deaf kid in a hearing family
 - “YOU IMAGINE YOU DEAF KID HEARING FAMILY GROW UP”
 - A Deaf kid in a Deaf family
 - “YOU IMAGINE YOU DEAF KID DEAF FAMILY GROW UP”
2. What are the similarities and differences?
 - “SAME DIFFERENT WHAT?”

Deaf Culture

Children of Deaf Adults (CODA) that learn sign are recognized as members of the Deaf community even though they are hearing. Family ideals on oral vs sign language communication play a huge role in what their children will learn and what kind of school they attend. Unfortunately, children don't have much say when it comes to early education but Deaf kids that communicate orally can make the decision for themselves to learn sign language later in life.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention and try to use feedback for future labs!

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can practice explaining relationships.
- I can index while signing a story with many people.
- I can discuss family dynamics other than my own.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1268#h5p-4>

Description:

Students will learn about a variety of different types of Deaf art. They will then discuss and try to make their own version of Deaf inspired art.

Semantic Topics: Art, Deaf, Artists, Music, Poetry, Painting, Dancing, Singing

Grammatical Structures: Vocabulary

Products: The arts, asking questions

Practices: Creating art inspired by American Sign Language

Perspectives: Does Deafness limit the creative abilities of Deaf individuals? Who are some famous Deaf artists?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture

- Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture

Idaho Content Standards for World Languages:

- Objective: COMP 2.3 Compare and contrast authentic materials from the target culture with the learner's culture.
- Objective: COMM 3.2 Adapt presentation to various audiences of listeners, readers, or viewers.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can discuss the different types of Deaf art
- I can explain the differences and similarities between hearing and Deaf art.
- I can integrate ASL into my own art.

Materials Needed

- [Google Slides](#)
- Videos on types of Deaf art
 - [Sample of Daniel Durant's ASL Poetry: "Alone"](#)
 - [Chuck Baird Paintings](#)
 - [The DeafTones beautifully perform Ed Sheeran classic | Auditions Week 3 | Ireland's Got Talent 2018](#)
 - ['DWTS' Contestant Nyle DiMarco Reveals How He Dances Without Hearing Music](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

1. Ask students to type their name and ID # for attendance

- "YOU LIST 2- NAME, ID NUMBER TYPE"
2. Start with 5-7 minute conversations in breakout rooms
 - "START BREAKOUT ROOMS TIME 5-7 MINUTE CONVERSATION DISCUSS WHATEVER"
 3. Review Vocabulary
 1. IRELAND
 1. Dominant "clawed V" hand, palm down, moves in circular motion then lands onto top of non-dominant palm-down "S" or loose hand.
 2. TALENT
 1. Nondominant hand shaped A. Dominant hand shaped V. Move dominant hand in a circle above nondominant hand then place on top.
 2. Nondominant hand shaped flat and placed vertically in front of body. Dominant hand shaped bent, cupping around the far side of nondominant hand. Slide dominant hand off of nondominant hand away from body.
 3. DANCING
 1. Nondominant hand shaped flat positioned horizontally in front of body with palm facing upward. Dominant hand shaped V hovering above nondominant hand, palm facing downward. Move dominant hand left and right.
 4. CELEBRITY
 1. Left and right hand shapes X. Begin by touching both Xs to chin and spiraling outward direction away from face.
 2. Left and right hand shapes flat. Parallel in front of body, move in downward direction.
 5. ART
 1. Nondominant hand flat, horizontal to body with palm facing upward. Dominant hand shaped I hovers above nondominant hand and moves in a zigzag motion.
 4. Have a short discussion about hobbies
 1. How do you like to spend your free time?
 - "YOU FREE TIME DO-DO?"
 - "ME FREE TIME DO _____."
 2. Do you have any hidden talents?
 - "YOU SECRET TALENTS HAVE WHAT?"
 - "ME SECRET TALENT _____."
 3. What are your favorite hobbies to do alone?
 - "YOU ALONE DO FAVORITE WHAT?"
 - "ME ALONE FAVORITE DO _____."

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- Videos on types of Deaf art
 - [Sample of Daniel Durant's ASL Poetry: "Alone"](#)
 - [Chuck Baird Paintings](#)
 - [The DeafTones beautifully perform Ed Sheeran classic | Auditions Week 3 | Ireland's Got Talent 2018](#)
 - ['DWTS' Contestant Nyle DiMarco Reveals How He Dances Without Hearing Music](#)

1. Watch about a minute of each video to show the different types of Deaf art.
 - "NOW DAY VIDEOS WATCH TOPIC rhq-WHAT? DEAF ART"
2. After each video, quickly chat about their thoughts. There will be question prompts for each video on the Google slides.
3. After the discussion, ask students to take five minutes to create their own art that involves ASL.
 1. This could be a signed poem, part of a signed song, a whiteboard De'via-inspired drawing, etc...
 - "VIDEOS FINISH NOW TIME 5 MINUTES YOU DEAF ART MAKE. POEM, SONG, ART, WHATEVER"
4. After 5 minutes have students share what they came up with.
 - "ART FINISH SHARE WITH GROUP"

WRAP-UP

1. What do you think about Deaf art?
 - "YOU DEAF ART THINK WHAT?"
2. How does Deaf art compare to cultural art?
 - "LIST 2-DEAF ART, CULTURE ART DIFFERENT SAME HOW?"

Deaf Culture

Sign language is a completely visual language, so it makes sense that visual art is prominent in the Deaf community. The main difference Deaf art has compared to other cultures is it incorporates the language; this is because Deaf culture is centered around communication and sign language.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements**NCSSEFL-ACTFL Can-Do Statements:**

- I can discuss the different types of Deaf art
- I can explain the differences and similarities between hearing and Deaf art.
- I can integrate ASL into my own art.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1270#h5p-4>

ASL Level 5, Activity 11-Hobbies(Online)

x



[Picture by Pch.Vector](#)

Description:

Students will begin by participating in a fingerspelling quiz. They will then share one of their talents/hobbies with the group and discuss questions related to their talents

Semantic Topics: Art, Talent, Writing, Painting, Dancing, Hobbies

Grammatical Structures: Fingerspelling, Storytelling

Products: Fingerspelling, arts, storytelling

Practices: Interpreting fingerspelled names, artistically sharing self-expression

Perspectives: Do hearing and Deaf individuals share hobbies? Who are some skilled Deaf individuals?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 1.3 Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.
- Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of American

Sign Language and their own languages

Idaho Content Standards for World Languages:

- Objective: COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- Objective: CONN 2.3: Compare and contrast cultural similarities and differences in authentic materials.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can express what I am passionate about to a group using the target language
- I can discuss cultural topics outside of my typical everyday conversation

Materials Needed

- [Google Slides](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

1. Ask students to type their name and ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"
2. Start with 5-minute conversations in breakout rooms
 - "START BREAKOUT ROOMS TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER"
3. Review vocabulary
 1. HOBBY
 1. Finger spelled H-O-B-B-Y.

2. SPORTS

1. Two-handed "10" (or thumb-up) handshape with palms facing each other, one moves forward while the other one moves backward, alternating a few times.

3. SEWING

1. Left and right hand shapes F positioned in front of body. Dominant hand moves in clockwise motion.

4. READING

1. Dominant palm-down "V" hand, in front of non-dominant flat hand's palm, slides down the palm twice (without touching the palm).

5. HIKE

1. non-dominant and dominant hand shape 3 palm orientation facing the ground location at the hips movement same as walk

4. Have students take turns and pick one discussion question to answer

1. "HOBBY YOUR FAVORITE WHAT? WHY?"
2. "HOBBY YOU START HOW?"

5. Fingerspelling Quiz

- "NOW FINGERSPELL PRACTICE TEST HAVE 10 WORDS"

The lab assistant will fingerspell the following ten words to increase the students' exposure to fingerspelling:

1. CAUTION
2. WAITING
3. KINESIOLOGY
4. SKEPTICAL
5. PEDAGOGY
6. INTELLIGENT
7. EDUCATED
8. TOAST
9. SCRUMPTIOUS
10. ENLIGHTENED

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)

Talent Show

1. Students will artistically show their self-expression that they will be sharing in the lab this week.
2. This could include sewing, dancing, poetry, writing, painting, signing a song, unique outfits, etc.
3. Keeping inclusion in mind. For example, students who have had a significant impact from singing can discuss their experience and how they were impacted.
4. Students will share their expressions openly with the group. This should follow a “show and tell” format, allowing students to actively engage the presenter in a dialogue.
 - “NOW DAY TAKE TURNS SHARE EXPLAIN YOUR SELF EXPRESSION”
5. Once everyone has shared the following questions can be used to guide the conversation, as needed:
 1. How did you start this hobby?
 - “YOU DO START HOW?”
 2. Did anyone close to you introduce you to this? Did you introduce this to any of your friends or family members?
 - “PAST SHOW-YOU WHO? YOU SHOW TEACH HOBBY FAMILY FRIENDS WHO?”
 3. How has this impacted your life?
 - “YOU DO LIFE CHANGE HOW?”
 4. Is it something you needed at the time or do you continue to do this activity now?
 - “PAST DO? NOW DO CONTINUE?”
 5. How long have you been doing this?
 - “PAST YOU DO HOW LONG?”
 6. Do you think this is a better representation of who you are than other hobbies you’ve tried in the past? Why?
 - “YOU DO SHOW SELF PAST DO COMPARE HOW?”
 7. Do you see yourself continuing this passion in the future? Why or why not?
 - “YOU DO CONTINUE? YES NO WHY?”

WRAP-UP

1. How do hobbies look the same/different for Deaf people?
 - “DEAF PEOPLE DO SAME DIFFERENT?”
2. What do you think are common hobbies among Deaf people?

- “DEAF PEOPLE DO A LOT THINK WHAT?”

Deaf Culture

Hobbies among the Deaf community aren't so different from the hearing community. They can range from dynamic, like parkour, to feeling music using the sound shirt, to calmer pastimes like reading, gardening, or swimming. As more Deaf and hard-of-hearing people explore hobbies and engage with the community based on their interests, they bring diversity to every group.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can express what I am passionate about to a group using the target language
- I can discuss cultural topics outside of my typical everyday conversation



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1272#h5p-4>

ASL Level 5, Activity 12-Sharing Opinions (Online)



[Picture by Freepik](#)

Description:

Students will begin by playing a game of 'Would You Rather' with a partner/group. They will then take turns asking and answering questions as a whole group.

Semantic Topics: Games, Would You Rather, Questions, Answers, Partners

Grammatical Structures: Storytelling, Fingerspelling

Products: Asking and responding to questions, fingerspelling, storytelling, games

Practices: Explaining answers to 'Would You Rather' questions

Perspectives: Why is it important to provide reasoning when answering a personal question? What other games are useful for building relationships?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 1.2: Students comprehend and interpret live and recorded American Sign Language on a variety of topics

- Standard 1.3: Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics

Idaho Content Standards for World Languages:

- Objective: COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- Objective: CONN 2.3: Compare and contrast cultural similarities and differences in authentic materials.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can share my opinion in the target language.
- I can respect others' opinions and engage in healthy discussions.

Materials Needed

- [Google Slides](#)
- Would You Rather cards ([printed](#) or [this document](#))
- [Question cards](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)
- Would You Rather cards ([Printed](#) or [this document](#))

1. Ask students to type their name and ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"
2. Start with 5-7 minute conversations in breakout rooms

- “START BREAKOUT ROOMS TIME 5-7 MINUTE CONVERSATION DISCUSS WHATEVER”
3. Review vocabulary
 - OPINION
 - MANDATORY
 - LOAN
 - MANAGE
 - BANNED
 1. Have students take turns and pick one discussion question to answer
 - “WAFFLES, PANCAKES YOU PREFER WHICH?”
 - “BANNED BOOKS YOUR OPINION WHAT?”
 2. Would You Rather?
 1. introduce the game and put students into breakout rooms (pairs or groups of three if there is an odd number).
 - “NOW GAME PLAY BREAKOUT ROOMS NAME rhq-WHAT? WOULD YOU RATHER”
 2. Send each group a few cards.
 - “ME QUESTION CARDS SEND”
 3. Students will take turns asking each other the ‘Would you Rather’ questions, and then discussing their answers.
 - “TAKE TURNS QUESTIONS ASK QUESTION ANSWERS DISCUSS”
 4. After a few minutes, switch up the breakout rooms.
 - “TIME 2-3 MINUTES ME BREAKOUT ROOMS SWITCH PARTNERS NEW”

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Question cards](#)

Question Cards

1. This activity will be done as a whole group.
2. Start by privately sending one student a question card.
 - “ME CARD SEND ONE LEARN PERSON ”
3. The student will sign the question to the group.
 - “LEARN PERSON QUESTION SIGN GROUP”
4. Each student will answer the question and share their opinion.
 - “LEARN PERSON ANSWER EXPLAIN FINISH ALL TAKE TURNS ANSWER SAME-SAME”
5. Once everyone has gone, send the next question card to the next student, and continue.
 - “ALL FINISH NEW LEARN STUDENT QUESTION SEND CONTINUE”

WRAP-UP

1. Was it easy or difficult to share your opinions in ASL?
 - “YOU OPINIONS SHARE ASL EASY HARD WHICH?”
2. Were there times when you wanted to resort to English in order to truly relay your thoughts?
 - “YOU EXPLAIN BETTER ENGLISH WANT?”

Deaf Culture

The Deaf community's opinions on different subject matters may often be disregarded if they are heard at all. As more people learn sign language and its corresponding Deaf culture, the more advocacy the community has for their opinions, especially in regard to inclusion.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can share my opinion in the target language.
- I can respect others' opinions and engage in healthy discussions.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1274#h5p-4>

ASL Level 5, Activity 13-Games! (Online)



[Picture by Katemangostar](#)

Description:

Students will play 2 different games to get to know each other better

Semantic Topics: Games, Truth, Lies, Would You Rather

Grammatical Structures: Fingerspelling, Storytelling

Products: Games, fingerspelling, Deaf culture

Practices: Identifying crucial aspects of Deaf culture, sharing personal experiences

Perspectives: What is an invisible disability? What inventions for the Deaf have also benefited hearing people?

Standards

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.3: Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.

Idaho Content Standards for World Languages:

- Objective: COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can explain facts about myself to others.
- I can tell stories about myself.
- I can engage in discussion in the target language with others.

Materials Needed

- [Google Slides](#)
- [What Not to Say to Deaf People](#)
- Never have I ever cards (on [canva](#) or on [doc](#))

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)
- [What Not to Say to Deaf People](#)

1. Ask students to type their name and ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"
2. Discuss the following questions about the video
 1. Are you surprised Deaf people listen to music?
 - "DEAF PEOPLE MUSIC LISTEN TO. YOU SURPRISE?"
 2. How do Deaf people listen to music?
 - "DEAF PEOPLE MUSIC LISTEN TO HOW?"
 3. How does the brain process lip reading?
 - "LIP READING BRAIN PROCESS HOW?"
 4. Does Deafness have a 'look'?
 - "DEAF IDENTITY LOOK HAVE?"

5. Who benefits from subtitles?
 - "SUBTITLES BENEFIT WHO?"
6. Do all Deaf people have the same level of Deafness?
 - "DEAF PEOPLE DEAF LEVE SAME HAVE?"
7. What else did you find interesting?
 - "OTHER FACTS INTERESTING WHAT?"

MAIN ACTIVITY

Materials Needed for Main Activity

- Never Have I Ever cards (on [canva](#) or on [doc](#))

1. Review Vocabulary

1. BONE
2. SURGERY
3. DISNEYLAND
4. FALL IN LOVE
5. SOCIAL MEDIA

2. Two Truths and a Lie

1. Each person will brainstorm two truths and a lie about themselves. Have students write these down on whiteboards.
 - "NOW GAME PLAY NAME rhq-WHAT? 2 TRUTHS 1 LIE"
2. Each student will sign their two truths and a lie. The other students will guess which one is the lie.
 - "TAKE TURNS LEARN PERSON SIGN LIST 3-2 TRUTHS 1 LIE. FINISH GROUP GUESS LIE WHICH"
3. After everyone has guessed, the student will reveal the lie. The student will also elaborate on each truth.
 - "GUESS FINISH LEARN PERSON SHARE LIE WHICH. EXPLAIN TRUTHS"
4. Then the next student will go.
 - "NEXT LEARN PERSON SHARE CONTINUE"

3. Never Have I Ever

1. Students will take turns receiving a "Never Have I Ever" card
 - "ME ONE LEARN PERSON CARD TOPIC PAST ME NEVER SEND"
2. The student with the card will sign what the card says
 - "LEARN PERSON CARD SIGN ANSWER YES NO"
3. Then each person will sign whether or not they have done that or not (this can be done with thumbs up/down)
 - "ALL SHARE PAST DO YES NO WHICH?"
4. Make sure that each student thoroughly explains their answer if they have done it (What's the story behind it? What happened?)
 - "PAST YOU DO YES? EXPLAIN"
5. Then the next student will receive a card, and this will continue
 - "NEXT LEARN PERSON NEW CARD HAVE CONTINUE"

WRAP-UP

1. Did you feel like you were able to properly communicate your experiences with others?
 - "YOU PAST DO COMMUNICATE CAN HARD EASY WHICH?"
2. Were there signs that came up that you didn't know?
 - "SIGNS DONT KNOW WANT USE WHICH?"

Deaf Culture

There are ways to ask Deaf people questions without isolating them more than they already feel but it is not a Deaf person's job to educate hearing people on Deaf culture or which questions are offensive and which aren't...hearing people should educate themselves!

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can explain facts about myself to others.
- I can tell stories about myself.
- I can engage in discussion in the target language with others.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1276#h5p-4>

🎄 *ASL Level 5, Activity 14-Holidays (Online)*



[Picture by Mary Markevich](#)

Description:

Students will discuss their plans for the break. Then they will play a “flyswatter game” to practice vocabulary. Lastly, students will discuss the effects of “dinner table syndrome” on Deaf people

Semantic Topics: Games, Plans, Holiday, Break, Deaf Culture, Inclusion, Dinner Table Syndrome

Grammatical Structures: Storytelling, Vocabulary

Products: Vacation, making plans, Deaf culture

Practices: Reviewing vocabulary, discussing DTS

Perspectives: What is Dinner Table Syndrome? What can be done to improve DTS?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture.
- Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available

through American Sign Language and Deaf culture

Idaho Content Standards for World Languages:

- Objective: COMM 2.1: Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CONN 2.3: Compare and contrast cultural similarities and differences in authentic materials.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can discuss my plans for Winter Break
- I can discuss how holiday gatherings affect Deaf people
- I can practice receptive skills

Materials Needed

- [Google Slides](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

1. Ask students to type their name and ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"
2. Start with 5-minute conversations in breakout rooms
 - "START BREAKOUT ROOMS TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER"
3. Have everyone take turns and share what they are doing for the break.
 - "FUTURE YOU HOLIDAY DO-DO?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)

1. Do the fingerspelling quiz, fingerspelling each word twice. After the fingerspelling quiz, go over the signs for each word.
 - "NOW FINGERSPELL PRACTICE TEST DO. ME FINGERSPELL 10 WORDS TIME 2"
2. Fingerspelling Quiz Words:
 1. Thanksgiving
 2. Dreidel
 3. Kwanzaa
 4. Ornaments
 5. Fireworks
 6. Christmas
 7. Ham
 8. Hanukkah
 9. Snowman
 10. Gingerbread
3. Review vocabulary
 1. CHRISTMAS
 - Dominant "C" hand with palm facing out moves in a slight arc motion from left to right in space if right-handed. There is a few information variants.
 2. HANUKKAH
 - Left and right hand shapes 4. With palms facing outwards, overlap index fingers, then separate by moving outwards to either side of the body.
 3. KWANZAA
 - Left and right hand shapes 1. with palms facing the torso, overlap index fingers, then separate by moving outwards to either side of the body. During this motion, change hand shapes from 1 to 3.
 4. HOLIDAY
 - Two-handed "5" hands with palms facing each other are apart with the thumb tips on

the sides of upper chest while the fingers wiggle.

5. **GIFT**
 - Left and right hand shapes X. Place both hands parallel to body with X hand shapes facing each other. Move from parallel position, to perpendicular.
4. Have students take turns and pick one discussion question to answer
 1. How do you celebrate the holidays?
 - "HOLIDAYS YOU CELEBRATE HOW?"
 2. What is the most memorable gift you gave/received?
 - "PAST BEST GIFT YOU GIVE/RECEIVE WHAT?"
5. Discussion: "Dinner Table Syndrome"
 1. What is dinner table syndrome? What causes it?
 - "DINNER TABLE ILLNESS WHAT? HAPPEN HOW?"
 2. What can hearing people (in families with Deaf people) do to prevent this?
 - "HEARING PEOPLE DINNER TABLE SYNDROME PREVENT HOW?"

WRAP-UP

1. Did you feel like you were able to properly communicate your plans with others?
 - "FUTURE PLANS YOU COMMUNICATE FEEL HOW?"
2. How are you feeling about fingerspelling?
 - "YOU FINGERSPELLING FEEL HOW?"
3. What other aspects of the holidays besides dinner table syndrome might be hard on Deaf individuals?
 - "HOLIDAYS DEAF PEOPLE STRUGGLE HOW?"

Deaf Culture

Holidays often entail large gatherings which makes lip reading or using a translator much more difficult. To be mindful of this while a Deaf person is present, the group can make sure only one person is speaking at a time or even better...learn sign language!

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence

- (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can discuss my plans for Winter Break
- I can discuss how holiday gatherings affect Deaf people
- I can practice receptive skills



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AMERICAN SIGN LANGUAGE LEVEL 6, ACTIVITIES FOR FACE-TO-FACE INSTRUCTION

👋 *ASL Level 6, Activity 01- Introductions (Face-to-Face)*



[Picture by Freepik](#)

Description:

Students will get acquainted with their new lab mates by introducing themselves and explaining different aspects of themselves. Students will then go over the structure of the lab and what they need to work on.

Semantic Topics: Introductions, Standards, Major, Minor, History

Grammatical Structures: Fingerspelling, Vocabulary

Products: Introducing oneself, experiences, negotiation

Practices: Exchange ideas and experiences, and negotiate concerning familiar topics

Perspectives: When learning ASL, why is it important to use signs in daily life?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 1.3 Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.
- Standard 3.1 Students reinforce and further their knowledge of other disciplines through American Sign

Language.

- Standard 5.1 Students use American Sign Language within and beyond the school setting.

Idaho Content Standards for World Languages:

- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: COMM 3.2 Adapt presentation to various audiences of listeners, readers, or viewers.
- Objective: CONN 1.2 Relate information studied in other subjects to the target language and culture.
- Objective: COMP 2.3 Compare and contrast authentic materials from the target culture with the learner's culture.
- Objective: COMT 2.2 Explore opportunities to use the target language for personal enrichment/professional advancement/communication skills.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics.
- I can tell stories about school and community events and personal experiences.
- I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics.

Materials Needed

- [Google Slides](#)
- iPad
- Whiteboard
- Whiteboard markers

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

1. Begin with 5-7 minutes of conversation
 - "START WITH 5-7 MIN CONVERSATION."
2. Welcome the students!
 1. How are you?
 - "HOW ARE YOU?"
 2. How was your first week?
 - "HOW YOUR FIRST WEEK?"
 3. How are we feeling about the second week?
 - "SECOND WEEK YOU FEEL HOW?"
3. Introduce how things will be like this semester:
 1. Labs will be held the same time every week
 - "EVERYWEEK LABS SAME TIME WILL."
 2. Email if there are any questions
 - "IF QUESTIONS, EMAIL."
 3. Go over Can Do Statements
 - "CAN DO STATEMENTS SHOW."
 4. Assure them that this is a safe space to talk about personal and professional experiences.
 - "THIS SAFE PLACE TALK ABOUT PERSONAL AND/OR PROFESSIONAL EXPERIENCES."
4. Vocab Review
 1. HOME TOWN
 - Dominant hand collapsed O hand shape on cheek bone move down towards chin
 - Left and right hand shape B finger tips touching non-dom facing in dom facing out move both hands by switching palm orientation
 2. FROM
 - Non-dom hand shape 1 location in front of chest. Dom hand shape X wrist bent down, palm orientation towards the left. Middle of pointer fingers touching, dominant hand moves towards chest away from non-dom

3. LIVE

- L hand shapes on both hands located at lower chest moving up towards the head stopping before the neck palm orientation facing body

4. GROW UP

- Dom hand shape closed 5 palm orientation facing the ground located at the side of the body at the upper waist moving up towards the head

5. MOVE

- Both hands collapsed O hand shapes fingertips pointing down to the ground located in front of the chest palm orientation down and parallel to the ground movement from the left to the right

5. Introduce yourself:

1. Name

- "NAME?"

2. Name Sign

- "NAME SIGN WHAT?"

3. Where you're from

- "YOU FROM WHERE?"

4. What year you're in

- "YOUR YEAR WHAT?"

5. What's your Major/Minor

- "YOUR MAJOR, MINOR WHAT?"

6. Why ASL? What's your ASL story?

- "YOU CHOSE ASL WHY? YOUR ASL STORY WHAT?"

6. Let them introduce themselves

1. FS their name for their turn

7. Click on the Questions slide and ask students if they have any questions about the Lab Rules for the semester.

1. Answer any questions students have.

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- iPad
- Whiteboard
- Whiteboard markers

1. Explain to students that we use ACTFL standards for language learning to gauge their understanding. The next nine slides in purple are examples of Advanced Standards.
 - "THE "ACTFL" OUR STANDARD FOR LANGUAGE LEARNING HELP YOU THE STUDENTS, UNDERSTAND BETTER. NEXT 9 SLIDES PURPLE EXAMPLES ADVANCED STANDARDS."
2. Ask students to use their understanding cards to answer honestly whether or not they would be able to complete each standard.
 - "PLEASE USE YOUR UNDERSTANDING CARDS ANSWER HONESTLY IF YOU CAN OR CAN'T FINISH EACH STANDARDS."
3. The Lab Assistant should take a mental note of students' strengths and weaknesses. If they feel inclined, the Lab Assistant could write down some general topics students are struggling with.
 - "TAKE NOTE OF STUDENTS STRENGTHS AND WEAKNESSES."
4. EX: Law terminology, Social issues, etc.
5. Note: Students are not expected to sign about these standards, but simply gauge their ability level.
6. Flip to the last slide before the wrap-up. The Lab Assistant will ask students based on their strengths, weaknesses, and interests, what types of topics they would like to cover in the upcoming weeks.
7. The Lab Assistant will write these responses on the whiteboard (or type in the responses directly into the Google Presentation).
8. If time allows, encourage a conversation to flow naturally until the end of the lab

WRAP-UP

1. Ask students what goals they have for the semester including one for
 - "GOALS FOR THE SEMESTER INCLUDING LABS, SCHOOL, PERSONAL GOAL WHAT?"
 - Labs
 - School
 - Personal goal

Deaf Culture

This lab focuses on students reacquainting themselves with sign language and identifying areas they can improve in order to finish their collegiate-level sign language knowledge and have the capabilities to actively communicate with Deaf individuals in their community, work, and social lives.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics.
- I can tell stories about school and community events and personal experiences.
- I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1224#h5p-4>

👤 ASL Level 6, Activity 02-Age (Face-to-Face)



[Picture by Freepik](#)

Description:

Students will begin with a few vocabulary words and a conversation about generations and their opinions

on the generation they are a part of. They will then discuss age limitations and their opinions on laws. The second half of the main activity has students reflect on their own childhood and their perception of what their parents' lives were like growing up. The lab will end with a few wrap-up questions to debrief.

Semantic Topics: Age, Limitations, Opinions, Laws, Generations, Perception, Childhood

Grammatical Structures: Numbers, Time, Vocabulary, Sentence Structure

Products: Family, age, subjective storytelling, opinions

Practices: Sharing opinions about one's generation, discussion about childhood experience

Perspectives: Are generational differences the same in Deaf culture?

Standards

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 3.1: Students reinforce and further their knowledge of other disciplines through American Sign Language

Idaho Content Standards for World Languages:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CONN 1.2: Relate information studied in other subjects to the target language and culture.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can express and support my opinion of familiar laws concerning age.
- I can participate in a discussion about the social reform issue of age restrictions.
- I can have a conversation comparing and contrasting my generational experiences with others of different generations.

Materials Needed

- [Google Slides](#)
- [Kahoot Link](#)
- [Additional Questions on Age Limitations](#)
- [Age Conversation Topics](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

1. Begin with 5-7 minutes of conversation

- "START TIME 5-7 MINUTE CONVERSATION DISCUSS WHATEVER"
2. Flip to the Vocabulary slide to review/teach students appropriate signs for the age discussion including:
 1. **GENERATION**
 - Dom hand and non-dom hand bent, closed 5 hand shapes on right side of body, movement hands rolling over one another
 2. **PERCEPTION** (of a person)
 - Dom hand shape 2 palm orientation facing down parallel to the ground. Non dom hand shape closed 5 location palm orientation facing down parallel to the ground with thumb closest to the chin location of both hands to the right of chin. Dom hand movement under stationary non dom hand
 3. **VALUE**
 - Both hand shapes F pointers and thumbs facing one another and moving in a bouncing motion located at the front of the chest
 4. **ESTABLISH**
 - Non dom hand stationary hand shape A palm orientation parallel to the ground with thumb close to the chest pointing to the left. Dom hand shape 10 movement sitting on top of non dom hand with thumb up
 5. **IMAGINE**
 - Dom hand shape I touching the closest side of the forehead moving up and out palm orientation facing the head
 3. Flip to the Your Generation? slide and follow these prompting questions:
 1. Which generation do you fall under?
 - "YOUR GENERATION WHICH?"
 2. Is this surprising to you? Why?
 - "YOU SURPRISED YOU? WHY?"
 3. Do you feel you belong in a different generation?
 - "YOU DIFFERENT GENERATION FEEL BELONG BETTER YOU? YES/NO?"
 4. Does this change your perception of other generations?
 - " NOW YOU PERCEPTION CHANGE OTHER GENERATION HOW?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Kahoot Link](#)
- [Additional Questions on Age Limitations](#)
- [Age Conversation Topics](#)
- White Boards and Markers

Age Limitations!

1. Students will take a look at the picture on each slide and guess via writing out their answer on a whiteboard what the age restriction is for that concept.
 - “ME PICTURE SHOW-YOU. YOU ANSWER GUESS WHITE BOARD WRITE”
 - The answers are shown on the Presenter’s Notes on each slide so make sure the slides are in presentation mode so students can’t see these notes.
2. After the age restriction is established, have a discussion about the opinion of these restrictions.
 1. Is this fair? If not, why?
 - “THAT FAIR? YES [SHIFT] NO?”
 2. Should this be changed?
 - “YOU CHANGE SHOULD THINK?”
 3. Why was this age restriction put in place?
 - “AGE PROTECT ESTABLISH WHY?”
 4. What are some situations where this might be called into question?
 - “SITUATION HAPPEN MAYBE WHEN? HOW?”
 5. Do you know of any other countries that follow this law?
 - “YOU KNOW OTHER COUNTRIES FOLLOW LAW? YES/NO?”

Keep the Presentation on the ‘your generation’ slide while facilitating conversations about age.

1. While this should be in a natural conversation format, follow the included questions to spark discussion.
2. Be sure that all students are contributing to the discussion.

3. The [Kahoot Link](#), [Additional Questions on Age Limitations](#), and [Age Conversation Topics](#) can be used here if the lab requires a more guided discussion but it is not always necessary
1. General age conversation topics:
 1. How was your childhood? Would you change anything from it? Why or why not?
 - "YOUR CHILDHOOD GOOD/BAD/NEUTRAL? YOU WANT CHANGE ANYTHING YOU? WHY/ WHY NOT?"
 2. What kind of parenting style did your parents take on? Would you want that for your own children?
 - "KIND OF PARENTING YOUR PARENTS DO WHAT? SAME PARENTING STYLE FOR YOUR OWN CHILDREN YOU WANT YES/NO?"
 3. Do you want children?
 - "YOU CHILDREN WANT YOU?"
 4. How do you imagine you'll look in the next 10 years, 20, 30?
 - "FUTURE YOU YOURSELF IMAGINE WHERE LIST: 1. 10 2. 20 3. 30 YEARS?"
 1. What are values you hold now that you think will continue later in life?
 - "YOU VALUES HAVE NOW. LATER LIFE YOU THINK YOU CONTINUE WHAT?"
 2. What are values that you once held that no longer are relevant or important in your life?
 - "PAST YOU HAVE VALUES, NOW YOU DON'T HAVE WHAT?"
 3. How do you think children will look at our generation once they are our age? Why?
 - "FUTURE YOU THINK CHILDREN LOOK OUR GENERATION THINK WHAT? WHY?"
2. Millennials topics:
 1. How do you think your parents view our generation as a whole? Is this different than how they see you?
 - "YOU THINK YOUR PARENTS LOOK YOUR GENERATION HOW? THEY SEE YOU DIFFERENT HOW?"
 2. Where do older generations get their perceptions of your generation? Are these correct? Why or why not?
 - "OLDER GENERATIONS GET THEIR PERCEPTION YOUR GENERATION WHERE? THEY CORRECT YES NO? WHY?"
 3. How do you think your generation will view the coming generation? Why?
 - "FUTURE YOU THINK YOUR GENERATION SEE NEW GENERATION HOW? WHY?"

4. How would you like to change or keep the views of our generation?
 - “YOU WANT KEEP [SHIFT] CHANGE OUR GENERATION VIEWS WHICH?”
5. What are some aspects you are proud of in terms of the generation you were born in? What aspects do you disagree with or are not as proud of?
 - “YOU YOUR GENERATION PROUD WHAT? PARTS YOU AGREE [SHIFT] DISAGREE WHAT?”

WRAP-UP

1. What are some topics that you feel passionate about concerning age?
 - “YOU TOPIC AGE FEEL PASSION ABOUT WHAT?”
2. What new signs have you learned today? How can you use these in your everyday life?
 - NEW SIGNS YOU LEARN NOW DAY WHAT? YOU USE SIGNS YOUR EVERYDAY LIFE HOW?”
3. Any other questions?
 - “QUESTIONS OTHER?”

Deaf Culture

Deaf individuals experience the same generation differences that hearing individuals do although the combination of hearing and Deaf family members has an impact on these differences.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements


NCSSFL-ACTFL Can-Do Statements:

- I can express and support my opinion of familiar laws concerning age.
- I can participate in a discussion about the social reform issue of age restrictions.
- I can have a conversation comparing and contrasting my generational experiences with others of different generations.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1226#h5p-4>

 *ASL Level 6, Activity 03-Interpreting in regards to Music (Face-to-Face)*



[Picture by Los Angeles Magazine](#)

Description:

New students will begin by introducing themselves to the group. There will then be an introduction question about interpreting music to lead into the main activity where students will watch videos on interpreting performances and discuss their thoughts.

Semantic Topics: Music, Theater, Deaf Culture, Performance, Practice, Concerts, Songs, Videos

Grammatical Structures: Interpreting, Vocabulary, Sentence Structure

Products: Music Interpretation, grammar

Practices: Watching videos of song interpreters, and discussing surrounding experiences with ASL interpreters

Perspectives: Why is it easier to sign for meaning in a song rather than exactly word for word?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 1.2: Students comprehend and interpret live and recorded American Sign Language on a variety of

topics.

- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.
- Standard 5.1: Students use American Sign Language within and beyond the school setting.

Idaho Content Standards for World Languages:

- Objective: COMM 3.2 Adapt presentation to various audiences of listeners, readers, or viewers.
- Objective: CLTR 2.1 Analyze the significance of a product (art, music, literature, etc...) in a target culture.
- Objective: COMP 1.1 Observe formal and informal forms of language.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can sign detailed information about myself and others
- I can explain how ASL interpreters bring music to life
- I can make inferences about accessibility and barriers for the Deaf community

Materials Needed

- [Google Slides](#)
- [How sign language innovators are bringing music to the deaf – VOX \(7:13\)](#)
- [Sign Language Interpreter goes viral over rap concert – ABC13 Houston \(1:58\)](#)
- [Twista Sign Language interpreter going crazy! \(0:48\)](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

Welcome!

1. Attendance
2. Begin with 5-7 minutes of conversation
 - "START 5-7 MINUTES CONVERSATION."
3. If there are new people ask them to introduce themselves
 - Name&Namesign
 - "NAME [SHIFT] NAME SIGN WHAT?"
 - Where are you from?
 - "YOU FROM WHERE?"
 - What year are you in?
 - "YEAR YOU WHAT?"
 - What is your major and minor?
 - "YOU MAJOR [SHIFT] MINOR WHAT?"
 - Why did you pick ASL? What is your ASL story?
 - "YOU PICK ASL WHY? YOUR ASL STORY WHAT?"
4. Vocabulary Review
 1. MUSIC
 - Non dom hand shape 5 arm bent at a 45 degree angle located in front of chest dom hand shape 5 located behind non dom hand but above non dom arm palm orientation facing chest moving back and forth from chest to non dom hand
 2. GENRE/KIND
 - Both hand shapes K, dom hand moving in a circular motion lading on top of stationary non dominant hand to the left of the chest
 3. SPECIFIC
 - Both hand shapes 1, non dom stationary palm orientation facing out, dom hand moving towards and pointing at non dom hand
 4. INTERESTING
 - Both hand shapes F located in front of chest palm orientation facing up moving in a circular motion connecting pointer and thumb circles on both hands
 5. THEATER
 - fs-THEATER or same sign as play/show-both hands shape 10 thumbs on chest moving in a circular motion towards the chest
5. Opening Question:
 1. If you were an interpreter would you want to interpret for music? All types of music. Jazz, RAP,

RB&B, Classical, Country... ETC.

- "IF YOU INTERPRETER, INTERPRET MUSIC KIND WHICH? ALL TYPES OF MUSIC OR SPECIFIC TYPE?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [How sign language innovators are bringing music to the deaf – VOX \(7:13\)](#)
- [Sign Language Interpreter goes viral over rap concert – ABC13 Houston \(1:58\)](#)
- [Twista Sign Language interpreter going crazy! \(0:48\)](#)

Questions are interchangeable between versions

Version One:

- Watch Video:
 - [How sign language innovators are bringing music to the deaf – VOX \(7:13\)](#)
- Follow-up questions:
 1. Have you heard of Amber Galloway Gallego before? If so when? How?
 - "YOU fs-AMBER GALLOWAY GALLEGO KNOW? YES? [SHIFT] NO? WHEN? HOW?"
 2. What did you think was interesting about the video?
 - "YOU THINK VIDEO INTERESTING WHAT?"
 3. How many hours/days in advance do you think you would have to prepare?
 - "YOU INTERPRET fs-CONCERT YOU PRACTICE DAYS THINK [SHIFTS] HOURS HOW MUCH?"
 4. Did you know that there were interpreters for concerts? If not have you ever thought about it?
 - "PAST YOU KNOW CONCERTS INTERPRETERS HAVE? IF NOT YOU THINK ABOUT IT BEFORE?"
 5. What do you think would be the hardest part about interpreting?
 - "YOU THINK MOST HARD ABOUT INTERPRETING WHAT?"
 6. If you were interpreting a song what song would you interpret?
 - "IF YOU INTERPRET SONG YOU PICK SONG WHICH?"

7. Why do you think it's hard to get interpreters?

- "INTERPRETERS FIND HARD YOU THINK WHY?"

Version Two:

- Watch Video(s):
 - [Sign Language Interpreter goes viral over rap concert – ABC13 Houston \(1:58\)](#)
 - [Twista Sign Language interpreter going crazy! \(0:48\)](#)
- Follow-up questions:
 1. Do you think that you can interpret a song that wasn't planned?
 - "YOU THINK YOU INTERPRET SONG PLAN NOT CAN?"
 2. Have you seen an interpreter at a concert before?
 - "PAST YOU SEE INTERPRETER fs-CONCERT YOU?"
 3. Do you think that because there's an interpreter Deaf people have priority seating at the front?
 - Answer: YES!
 - "YOU THINK IF INTERPRETER PRESENT DEAF PEOPLE PRIORITY SEATING HAVE?"
 4. Do you think that people have lied about being Deaf so that they could sit up front?
 - "PAST YOU THINK PEOPLE SAY THEY DEAF NOT rhq-WHY? SIT FRONT CAN?"
 5. How do you feel about a hearing person impersonating a Deaf person?
 - "HEARING PERSON SAY THEY DEAF PERSON YOU FEEL HOW?"
- (If there's time left over): FS PRACTICE:
 - Human
 - Voyage
 - Friendship
 - Battery
 - Candle

WRAP-UP

1. Have you ever interpreted a song before?
 - "PAST YOU SONG INTERPRET HAVE?"

2. What was it for?
 - "PAST INTERPRET SONG FOR-FOR?"
3. How was it?
 - "PAST INTERPRET SONG YOU DO HOW?"
4. How hard was it?
 - "PAST INTERPRET SONG HARD EASY WHICH?"

Deaf Culture

Interpreting songs is an art form, this is why signs that are more visually appealing are commonly used instead of signs that are exactly grammatically correct.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can sign detailed information about myself and others
- I can explain how ASL interpreters bring music to life
- I can make inferences about accessibility and barriers for the Deaf community



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1228#h5p-4>

👤 ASL Level 6, Activity 04-Relationships Pt.1 (Face-to-Face)



[Picture by Freepik](#)

Description:

Students will begin by discussing Valentine's Day and their past experiences and current plans, this will lead into the main activity on relationship philosophy. Students will be challenged to support opinions they don't necessarily agree with.

Semantic Topics: Relationships, Valentine's Day, Dates, Planning, Experience, Opinions, Philosophy

Grammatical Structures: Vocabulary, Time, Sentence Structure

Products: Sharing experiences, planning, justification

Practices: Agree and disagree cards with justification, discussion about Valentine's Day experiences

Perspectives: Do Deaf and hearing relationships face the same issues? What factor does communication play?

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 5.1 Students use American Sign Language within and beyond the school setting.

Idaho Content Standards for World Languages:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- Standard CONN 1: Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.
- Objective: COMP 1.1 Observe formal and informal forms of language.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can exchange opinions on the pros and cons of different relationship philosophies.
- I can debate with others on beliefs that are both familiar and unfamiliar to me.
- I can participate in conversations regarding past personal experiences.

Materials Needed

- [Google Slides](#)
- [Agree/Disagree cards](#)
 - These should be printed and multiple copies should be made

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

Conversation and Vocabulary

1. Attendance
2. Begin with 5-7 minutes of conversation
 - "START TIME 5-7 MINUTE CONVERSATION DISCUSS WHATEVER"
3. Open up the Google Slides Presentation to the man with the pizza box.
4. Vocabulary
 1. RELATIONSHIP
 - Hand shapes F connected by the pointer and thumb circle bouncing to and from the chest
 2. VALENTINES DAY
 - Both hand shapes 5 with bent middle finger creating the shape of a heart on the left of the chest
 - Non dom hand parallel to the ground across the chest dom hand shape 1 slowly compressing onto the non dom hand with the elbow touching the non dom fist
 3. OPINION
 - Dom hand shape compressed 0 located by the forehead with fingertips facing in moving in a circular motion
 4. DATE
 - Both hand shapes D palms facing one another fingertips moving in and touching once
 5. SWEETHEART
 - Both hand shapes 10 touching at the knuckles palms facing the chest located to the left of the chest with thumbs moving up and down
5. Have a casual conversation with students about Valentine's Day. Here are some guiding questions:
 1. What are you planning on doing this Valentine's Day?
 - "NOW VALENTINES DAY YOUR PLANS WHAT?"
 2. What has been your best experience during Valentine's Day?

- “PAST VALENTINES DAY YOUR FAVORITE MEMORY WHAT?”
3. What’s your opinion of Valentine’s Day? Explain.
 - “YOU VALENTINE’S DAY OPINION WHAT? WHY?”
 4. What would be your ideal Valentine’s Day? Has that changed over time? Explain.
 - “YOU PERFECT VALENTINES DAY THINK WHAT? OPINION SAME BEFORE?”
6. If any vocabulary comes up that students stumbled with, be sure to write that on the whiteboard and go over the sign at the end of the lab.

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Agree/Disagree cards](#)

Relationship Philosophies!

1. Have ready the Agree and Disagree cards mixed together in a stack so that students cannot see which is which.
2. Explain to students that for the next two weeks, they will be covering their morals on relationships as a whole and this lab serves as an introduction.
 - “FUTURE 2 WEEKS RELATIONSHIP THINK FEEL DISCUSS. NOW DAY START”
3. Each slide will have an opinion about relationships.
 - “ALL SLIDES RELATIONSHIP OPINION HAVE”
4. Allow students to read the slide as the Lab Assistant signs the slide.
5. Each student will pick a card from the Agree/Disagree pile.
 - “ALL AGREE DISAGREE CARD HAVE”
6. Whether or not this is their true opinion about the relationship situation, they are to defend their assigned point of view.
 - “YOUR OPINION WHATEVER. YOUR CARD DEFEND”
7. If the students are having trouble getting started, the Lab Assistant can play Devil’s Advocate, suggesting pros and cons for each side.
8. After the conversation dies down, allow the students to express their genuine opinion about the topic.

- “YOUR TRUE OPINION WHAT?”

WRAP-UP

1. How did it make you feel to support the side you were assigned?
 - “YOU FEEL SUPPORT CARD OPINION HOW?”
2. Did someone bring up a point that changed your mind? What was it? Why was that so impactful for you?
 - “OTHER PERSON SAY OPINION YOUR MIND CHANGE? THEY SAY WHAT? IMPACT YOU WHY?”
3. Have you ever experienced a situation like this before, whether personally or someone else you know?
 - “PAST YOU HAPPEN SAME EXPERIENCE? PERSONALLY [SHIFT] OTHER PERSON”
4. Any other opinions about this topic?
 - “OTHER OPINIONS?”

Deaf Culture

Deaf individuals and couples face the same issues with relationships hearing people do, although opinions on Deaf culture and communication can create problems in relationships where one or both people are Deaf that hearing couples do not face.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can exchange opinions on the pros and cons of different relationship philosophies.
- I can debate with others on beliefs that are both familiar and unfamiliar to me.
- I can participate in conversations regarding past personal experiences.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1230#h5p-4>

ASL Level 6, Activity 05-Relationships Pt.2 (Face-to-Face)

LGBTQ+ Flags

[Picture by Shatara King](#)

Description:

Students will begin by discussing dating struggles among the LGBTQ+ community. They will then learn gender-neutral signs which will lead to a conversation about the similarities between the Deaf community and the LGBTQ+ community. The main activity will challenge students to create an idea for a dating app that is more inclusive and progressive.

Semantic Topics: Dating, LGBTQ+, Relationships, Inclusiveness, Community, Dating Apps

Grammatical Structures: Gender Neutral Signs, Vocabulary

Products: Vocabulary, Cultural Discussion, Relationships

Practices: Exploring similarities and Differences between Deaf and hearing experiences in the LGBTQIA+ community.

Perspectives: What challenges do Deaf individuals face within the LGBTQIA+ community? Are these shared experiences with hearing individuals in the community?

Standards

NCSSFL-ACTFL World-Readiness Standards:

- Standard 3.1 Students reinforce and further their knowledge of other disciplines through American Sign Language.
- Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.
- Standard 5.1 Students use American Sign Language within and beyond the school setting.

Idaho Content Standards for World Languages:

- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CLTR 1.1 Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- Objective: CONN 1.2 Relate information studied in other subjects to the target language and culture.
- Objective: COMP 2.2 Compare and contrast appropriate gestures and oral expressions in the target culture with the learner's culture.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can identify products and practices to help me understand perspectives.
- I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using a series of connected sentences and probing questions.

- I can interpret and infer meaning from complex, academic, and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.

Materials Needed

- [Google Slides](#)
- Whiteboards (for each student)
- Dry-erase markers (for each student)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

1. Attendance
2. Begin with 5-7 minutes of conversation (This can be cut short for this lab because there is a lot of content to cover)
 - "NOW START 5 MINUTES CONVERSATION DISCUSS WHATEVER"

Dating Struggles and LGBTQ+ Discussion

1. Open the Google Slides Presentation – make sure you have access to edit the presentation before starting the lab.
2. Vocabulary
 1. **STRUGGLE**
 - Both hand shapes 1 dom hand located close to the chest pointing out towards the non dom hand pointing in towards the dom hand both hands moving in a bouncing motion up and down
 2. **PSYCHOLOGY**
 - Non dom hand shape 5 with curved bend thumb located in front of chest. Dom hand closed 5 finger tips bouncing off the space between the thumb and pointer on the stationary non dom hand
 3. **SOCIAL**

- Both hand shapes S touching at the thumb and pointer palm orientation facing outward from the body located by the chest moving in a circular moving the palms to face inward towards the chest ending with the pinkies touching

4. INCLUDE

- Non dom hand shape collapsed C located in front of chest palm orientation to the left. Dom hand shape 5 closing to hand shape O inside of the non dom collapsed C

5. COMMUNITY

- Both hand shapes B with finger tips touching located at non dom side of the chest moving across the chest to the dom side with palm orientations switching back and forth

3. Ask students to think of some potential struggles Deaf people experience with dating and type out their ideas in the presentation itself.
 - "YOU DEAF PEOPLE DATING STRUGGLE THINK WHAT?"
4. Click on the photo in the presentation to watch a video on a Deaf woman explaining her experience dating.

Gender Neutral Signs

1. THEY
2. NON-BINARY PARENT
3. HONORED GUESTS
4. PARTNER/SWEETHEART
5. NON-BINARY SIBLING
6. NON-BINARY NIECE/NEPHEW
7. SPOUCE

LGBTQ+ Discussion

1. Flip to the LGBTQ+ slide and explain to students the higher population of LGBTQ+ individuals in the Deaf community compared to the hearing community.
2. Have a discussion with these guiding questions:
 1. Why might this be? Is it physiological? Is it social?
 - "THINK PSYCHOLGY [SHIFT] SOCIAL? WHY?"
 2. What are the similarities and differences between the Deaf and LGBTQ+ communities?
 - "SAME [SHIFT] DIFFERENT WITH DEAF [SHIFT] LGBTQIA+ COMMUNITY WHAT?"
 - Oppression
 - Struggles dating

- When to disclose deafness vs. sexuality
- Family dynamics
- Cultural norms

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- Whiteboards (for each student)
- Dry-erase markers (for each student)

Dating App!

1. Explain to students that they will be creating their own dating app that is more inclusive for the Deaf.
 - “NOW ALL DATING APP INCLUDE DEAF MORE MAKE”
2. Scroll through the three different dating app screenshots to give students an idea of what they want to include in their initial profile setup.
3. The lab assistant will hand out whiteboards and markers to students and allow them time to create a company name, logo, and questions they would use to set up their dating app.
 - “ALL WHITE BOARD PEN HAVE. WORK PLACE NAME, PHOTO fs-LOGO, QUESTIONS THINK WRITE”
4. After students have completed their app, they will take turns and share with the group what their app is, who it is intended for, and why theirs is better than others on the market right now.
 - “FINISH SHARE WITH GROUP. YOUR fs-APP BEST WHY?”
5. The students that are not presenting will take a vote on whether or not they would fund the app presented to them. Encourage them to give the presenter some tips on how to make their app more inclusive or popular.
 - “ALL OTHER VOTE GIVE MONEY FOR fs-APP YES NO? WHY?”

WRAP-UP

1. Did you know of any gender-neutral signs other than cousin?
 - “YOU KNOW GENDER NEUTRAL SIGNS OTHER-THAN COUSIN?”
2. Had you thought about the similarities between the Deaf and LGBTQ+ communities before?

- "YOU THINK ABOUT SIMILARITIES WITH DEAF [SHIFT] LGBTQIA+ - COMMUNITIES BEFORE?"

3. Did anything you learned today surprise you?

- "YOU LEARN SOMETHING SURPRISING TODAY? YES? [SHIFT] NO?"

Deaf Culture

Traditional ASL does not accommodate progressive gender identification and pronouns this is why the Deaf community adapts and establishes new signs as times change.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can identify products and practices to help me understand perspectives.
- I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using a series of connected sentences and probing questions.
- I can interpret and infer meaning from complex, academic, and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1232#h5p-4>

 *ASL Level 6, Activity 06-Health Care Pt.1
(Face-to-Face)*



[Picture from ARGO Translation](#)

Description:

Students will begin with fingerspelling practice that will lead to unfamiliar vocabulary. In the main activity, they will discuss healthcare in regard to medical costs for Deaf individuals.

Semantic Topics: Deaf Culture, Healthcare, Cost, Insurance

Grammatical Structures: Fingerspelling, Vocabulary, Numbers

Products: Money, Healthcare, Deaf Culture

Practices: Naming cons of various procedures, discussion surrounding ethics of cochlear implants

Perspectives: What barriers does the Deaf community face concerning healthcare or medical facilities?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture.

- Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.
- Standard 4.2 Students demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own.
- Standard 5.1 Students use American Sign Language within and beyond the school setting.

Idaho Content Standards for World Languages:

- Objective: COMM 3.1 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- Objective: CLTR 1.2 Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.
- Objective: CLTR 2.3 Justify the underlying beliefs or values of the target culture that resulted in the creation of the product.
- Objective: CONN 2.3 Compare and contrast cultural similarities and differences in authentic materials.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can participate in discussions about the benefits and disadvantages of public health care costs.
- I feel comfortable expressing cost without limit.
- I can discuss possible considerations for getting cochlear implants.

Materials Needed

- [Google Slides](#)
- [Cost Cards](#)
- [Procedure Cards](#)
- [Homework Article](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

1. Attendance
2. Start with 5-7 Minute conversations
 - "NOW DAY START TIME 5-7 MINUTE CONVERSATIONS DISCUSS WHATEVER"
3. Review medical vocabulary signs:
 1. **MEDICINE**
 - Tip of middle finger in contact with non-dom up-sided palm moves slightly sideways at the wrist while the fingertip stays on the palm.
 2. **DOCTOR**
 - Fingertips of dominant "bent flat" hand tap twice on non-dominant palm-up wrist.
 3. **NURSE**
 - Non-dom hand shaped "S" with palm facing up. Dominant hand shaped "N" with fingers sticking out. Tap dominant hand fingertips on non-dom hand wrist twice.
 4. **INSURANCE**
 - Dom hand shaped "I" with palm facing outward and shaking left to right.
 5. **BLOOD TEST**
 - Non-dom hand shaped "flat" and dom hand shaped "5". With non-dom hand palm facing torso and dom hand parallel, move dom hand downward while wiggling fingertips.
 - Left and right hand shapes "1" with palm orientation outwards. Start with both hands slightly higher than the shoulders, then move in a downward direction, changing hand shape 1s to X.
 6. **COUGHING**
 - Dom hand shaped "S" hitting chest two times.
 7. **SURGERY**
 - Dominant hand shaped "10" thumb tip in contact with the non-dominant palm, palm oriented down, brushes down the palm once.

8. SICK

- Dominant hand shaped “open-8” with the tip of the middle finger in contact with the middle forehead, palm oriented inward, taps once or twice on the forehead.

9. VOMIT

- Left and right hand shapes “5”. Dom hand positioned closest to chin with palm oriented to face the side. Non-dom hand positioned below dom hand and palm oriented to the other side. Move both hands in downward direction.

10. Have students take turns discussing each question

- In the past, have you gone to see the doctor? What for?
 - PAST, DOCTOR YOU GO TO? FOR-FOR?
- Have you considered becoming a doctor/nurse? Why/why not?
 - YOU CONSIDER BECOME DOCTOR/NURSE? WHY/WHY NOT?

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Cost Cards](#)
- [Procedure Cards](#)

Matching and Discussion!

1. After greeting students to the lab, inform them they will be covering the topic of health care over the next two weeks. Start by asking them the following questions:
 - How much do you think the initial procedure of cochlear implants costs?
 - “YOU THINK START PROCESS FOR COCHLEAR IMPANT COST HOW MUCH?”
 - How much do you think a replacement outer device costs?
 - “YOU THINK COCHLEAR REPLACE COST HOW MUCH?”
 - How much do you think it would cost to drain your ears?
 - “YOU THINK COST DRAIN YOUR EARS HOW MUCH?”
2. Group students into two groups and lay out the Cost cards in front of them, one group with St. Alphonsus cards and the other with St. Luke’s cards.
3. Inform students that these are the real costs for those medical procedures.
4. The Lab Assistant will then take out the Procedure cards and give them to their corresponding groups.

5. Students will work in their groups to match the Cost with the Procedure.
 - “NOW YOU GROUP WORK WITH. COST FIND PROCEDURE TOGETHER”
6. Once students are done, the Lab Assistant will check their work and correct any mistakes made.

Key

St. Alphonsus (red):

1. Cochlear device implantation, with or without mastoidectomy – \$20,678.51
2. Cochlear device includes all internal and external components – \$4,843.00
3. Drainage of the external ear – \$272.00

St. Luke’s (blue):

1. Cochlear device implantation (Treasure Valley)- \$12,652.00
2. Cochlear device implantation (McCall) – \$16,605.00
3. Drain external ear lesion – \$1,503.00

If there is extra time

1. (FS Practice)Instructions: Fingerspell the 4 words and then teach them the signs.
Goal: To improve receptive skills and learn new signs!
 - “NOW FINGERSPELL PRACTICE VOCABULARY LEARN”

FS Words	ASL Signs
1. Tutor	T's Move forward and backward by the forehead
2. Honest	Dom V moving forward on closed Non-Dom 5
3. Drunk	Y moving in front of the nose
4. Lie	Palm down bent B under chin move to the left
5. Steal	V elbow to bent-v by non-dom fist

WRAP-UP

1. Why do you see such a dramatic difference in the cost of these procedures?
 - “YOU THINK BIG COST DIFFERENT WHY?”
2. Do you agree that medical practices should include their costs upfront?
 - “YOU AGREE MEDICAL PRACTICE INCLUDE COSTS UPFRONT SHOULD?”
3. Do you think this affects parents’ decisions to give their child a cochlear implant?
 - “YOU THINK PARENT COST INFLUENCE DECISION GIVE CHILD COCHLEAR IMPLANT?”
4. Do you agree with the current legislation that insurance should cover cochlear implant costs?

- "YOU AGREE NOW LEGISLATION SAY INSURANCES PAY-FOR COCHLEAR IMPLANT SHOULD COSTS"

Lab students need to be sent the [Homework Article](#) in the chat and come prepared with at least one question and one comment for next week's lab on Health Care Pt. 2

Deaf Culture

Members of the Deaf community and parents of Deaf children face not only the challenges of controversial views on cochlear implants among the Deaf community but also the financial burden the procedure comes with.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

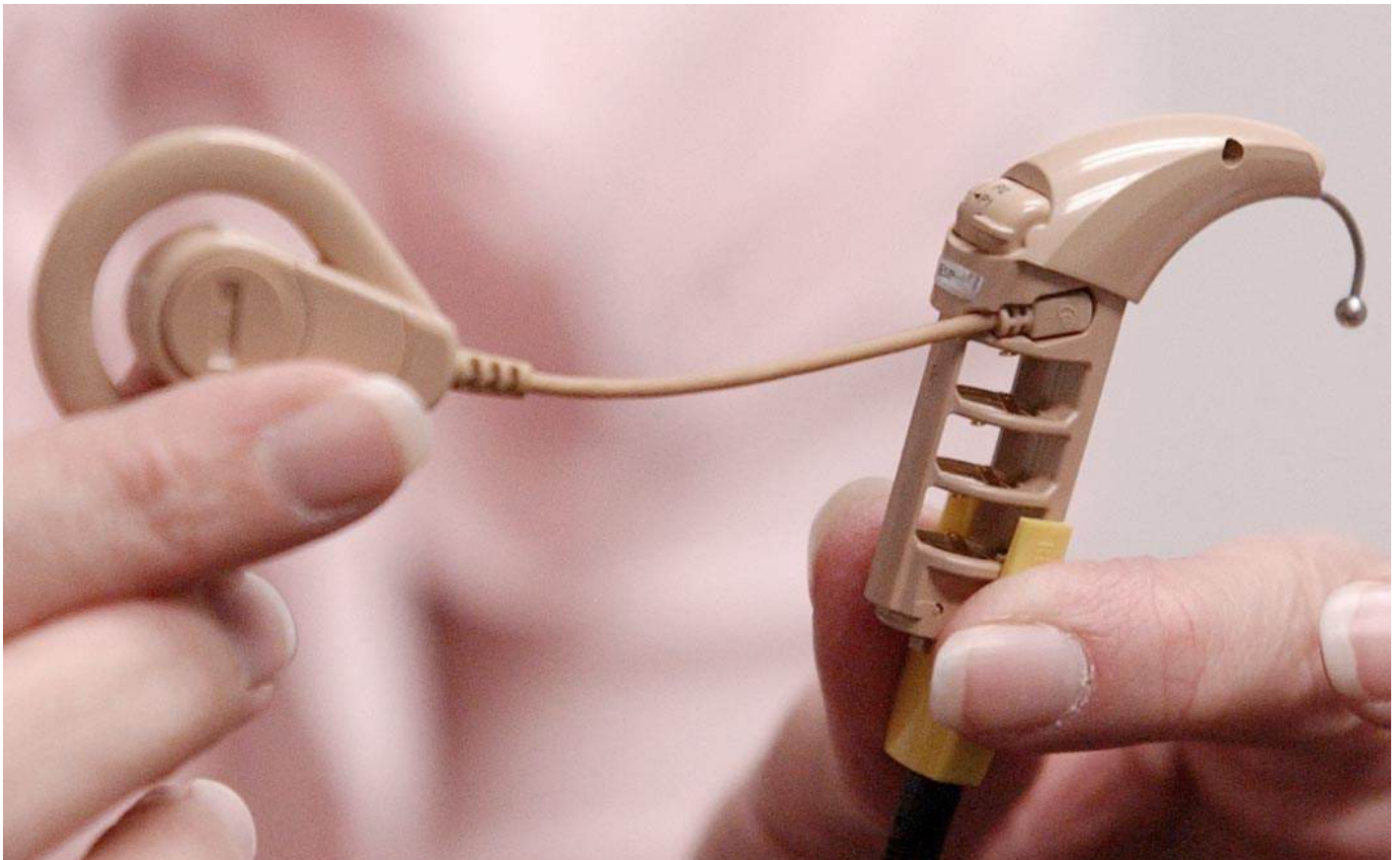
- I can participate in discussions about the benefits and disadvantages of public health care costs.
- I feel comfortable expressing cost without limit.
- I can discuss possible considerations for getting cochlear implants.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1234#h5p-4>

◆ASL Level 6, Activity 07-Health Care Pt.2 (Face-to-Face)



[Picture from TIME](#)

Description:

Students will begin by watching a video on cochlear implants and discussing the video. This will lead to

the main activity which will include a debate on cochlear implants and different factors relating to Deaf culture.

Semantic Topics: Cochlear Implants, Health Care, Deaf Culture, Video, Debate, Opinions, Learning, Children, Inclusion

Grammatical Structures: Vocabulary

Products: Healthcare, Cochlear Implants, Debate, Deaf Culture

Practices: Debating the topic of cochlear implants

Perspectives: Why might Cochlear Implants cause uproar within the Deaf community?

Standards

NCSSFL-ACTFL World-Readiness Standards:

- Standard: 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture.

Idaho Content Standards for World Languages:

- Objective: COMM 3.1 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can recognize fundamental themes of Deaf culture.
- I can participate in discussions on Deaf culture-related topics, including thoughtful personal insight.
- I can use articles and videos to support my opinion on Deaf culture.

Materials Needed

- [Google Slides](#)
- [Cochlear Implants Video](#)
- [Article](#)
- Whiteboards

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)
- [Cochlear Implants Video](#)

1. Start with 5-7 Minute conversations
 - “NOW DAY START TIME 5-7 MINUTE CONVERSATIONS DISCUSS WHATEVER”
2. Open up the Google Slides Presentation
3. Vocabulary
 1. COCHLEAR IMPLANT

1. Dom hand shape X tapping behind the dominant side ear
 2. **SITUATION**
 1. Same as HAPPEN-Both hand shapes 1 palms oriented facing one another move wrists to twist palms to be parallel to the ground
 3. **IMPACT**
 1. Located on the dom side of the chest dom hand shape S moving forward and pressing knuckles on stationary non dom hand shape 1
 4. **POPULATION**
 1. Located at lower waist both hands shaped P palms facing down to the ground both moving in a circular motion outward from the body
 5. **FACTORS**
 1. Non dom hand shape 5 at chest palm orientation facing chest and dom hand shape 1 moving my pointing at each of the 5 fingers on the non dom hand
4. introduce the lab via the video about cochlear implants
 5. Follow up with a discussion using the following guiding questions:
 1. What stood out to you in the video, both positively and negatively? Why was that so impactful for you?
 - "VIDEO FINISH YOU GOOD BAD THINK WHAT? YOU IMPACT YES NO WHICH?"
 2. What more would you want to know about their situation?
 - "SITUATION YOU KNOW MORE ABOUT WHAT?"
 3. Did you understand the signing in the video? Which parts were unclear?
 - "YOU SIGNING UNDERSTAND? NOT CLEAR PART WHAT?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Article](#)
- Whiteboards/Markers

Cochlear Implant Debates

** Lab students were emailed a week before their lab to read the [following article](#) and come prepared with at least one question and one comment **

1. Flip to the lightbulb slide in the Presentation, click out of the presentation, pass out whiteboards
 1. This will allow students to write their questions and comments from the article on their whiteboards. Make sure that their responses are displayed for all to see.
 2. This will serve as proof they read the article.
2. Students will share their questions and comments with the group.
 - “TAKE TURNS QUESTIONS THOUGHTS GROUP SHARE”
 - The lab assistant will do their best to answer any questions students have, allowing for peer discussion about the questions.
3. After students have discussed their contributions, use the following guiding questions to further the discussion (if not discussed already):
 1. What is your personal opinion of CIs?
 - “YOUR PERSONAL OPINION CI'S WHAT?”
 2. Since you have started taking/learning ASL, has your view(s) on CIs changed? Why or why not?
 - “PAST START LEARN ASL, YOUR VIEWS CHANGE? WHY [SHIFT] WHY NOT?”
 3. If your child was born deaf would you elect for them to get a Cochlear Implant? Why or why not?
 - “YOUR CHILD BORN DEAF YOU COCHLEAR IMPLANT FOR THEM WANT? WHY [SHIFT] WHY NOT?”
 4. Before adopting sign language, do you think your opinion of CIs would have been different? How is this reflective of the general population?
 - “IF YOU ASL DON'T KNOW YOU YOUR OPINION CI DIFFERENT THINK YOU? YOU YOUR OPINION SAME-AS HEARING POPULATION THINK YOU?”
 5. What factors may lead to the decision of someone getting a CI or not?
 - “FACTORS LEAD SOMEONE GET CI [SHIFT] NOT WHAT?”
 2. Socioeconomic
 3. Family Culture
 4. Distribution of time
 1. Spending more time on mastering the skill to speak rather than on school, friends, or extracurricular activities)
 5. Timing of operation (e.g. after being deaf for 10 years compared to months after birth)
 6. Who's choice? Parent's or child's?
 - “CHOICE PARENT [SHIFT] CHILD WHO?”
 6. What are some social, psychological, and developmental benefits for children with cochlear implants?

- "LIST: 1. SOCIAL 2. PSYCHOLOGICAL 3. DEVELOPMENTAL BENEFITS FOR CHILDREN WITH COCHLEAR IMPLANTS WHAT?"
2. What are some comparable costs for children with cochlear implants?
- "COMPARABLE COSTS FOR CHILDREN WITH COCHLEAR IMPLANT WHAT?"

WRAP-UP

1. Are people with cochlear implants still considered a part of the Deaf community? Why or why not?
 - "YOU THINK PEOPLE WITH COCHLEAR IMPLANTS IN DEAF COMMUNITY? WHY [SHIFT] WHY NOT?"

Deaf Culture

Cochlear implants contribute to the controversial topic of whether or not Deaf people should be taught to speak or strictly sign. Deaf individuals who do not learn sign have a hard time being accepted by both the Deaf and hearing communities.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can recognize fundamental themes of Deaf culture.
- I can participate in discussions on Deaf culture-related topics, including thoughtful personal insight.
- I can use articles and videos to support my opinion on Deaf culture.

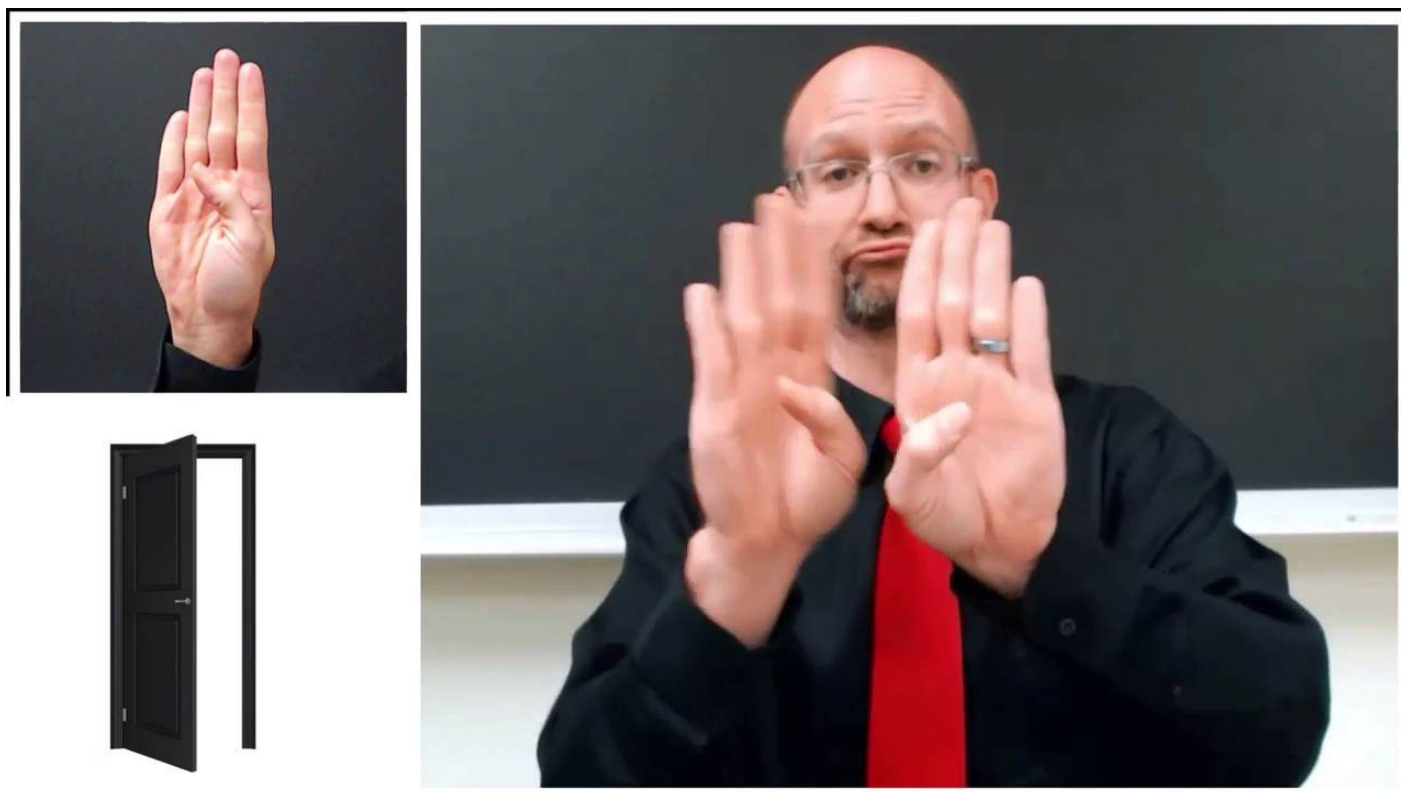




An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1236#h5p-4>

◆ASL Level 6, Activity 08-Classifiers (Face-to-Face)



Picture by ASL That included under fair use as described in the CBPFUOER.

Description:

Students will begin by practicing classifiers in the context of different locations which will lead into a discussion about spring break and travel plans. The main activity has students practice classifiers further specifically physical descriptions by playing a character guessing game

Semantic Topics: Locations, Characters, Descriptions, Games, Plans, Spring Break

Grammatical Structures: Classifiers (CLs), Signing Space, Physical Descriptions

Products: Characterization, Vacation, and Planning

Practices: Characterization of iconic figures, making plans for spring break

Perspectives: What elements go into characterization? What happens when one element is removed?

Standards

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.3 Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.
- Standard 5.1 Students use American Sign Language within and beyond the school setting.

Idaho Content Standards for World Languages:

- Objective COMP 1.2 Identify patterns and explain discrepancies the sounds and the writing system in the target language.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can exchange personal stories across all time frames.
- I can perform and follow the complex chronology of a play's plot.
- I can understand anecdotes recounted from a fictional character's perspective.

Materials Needed

- [Google Slides](#)
- [Classifier Pictures](#)
- [Character cards](#)
- [Character Cards Master Sheet](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)
- [Classifier Pictures](#)

Imagination collaboration

1. Attendance
2. Begin with 5-7 minutes of conversation
 - "START TIME 5-7 MINUTE CONVERSATION DISCUSS WHATEVER"
3. Vocabulary
 1. **SPRING**
 - Non dom hand shape C stationary with palm oriented facing chest and dom hand shape compressed 5 inside of non dom C moving upward to spread out hand shape 5
 2. **HOLIDAY**
 - Both hand shapes 5 touching chest with thumbs in a bouncing motion with palms facing the ground

3. **BREAK**
 - Non dom hand shape 5 with pointer and middle connected and separate from ring and pinky connected fingers palm facing chest. Dom hand shape B palm oriented facing the ground bouncing inside opening in non dom hand
4. **TRAVEL**
 - Bent V hand shape palm facing the ground moving in a zig zag motion away from the chest
5. **DESCRIBE**
 - Both hand shapes F palms facing each other with pinkies parallel to the ground moving by switching from front to back
4. The students will be shown pictures from various places to visit for Spring Break (slides 5-8).
 1. Use the [Classifier Pictures](#) slides for this activity
5. At each picture, all students will collaborate to describe one part of the image using almost exclusively classifiers.
 1. Encourage students to get up, and engage with others' signs.
 2. **"ME PICTURE SHOW YOU WORK TOGETHER SIGN PICTURE CL USE"**
6. Once all pictures are thoroughly signed, start a casual conversation using the following guiding questions:
 1. What are your plans for Spring Break?
 - **"SPRING BREAK PLANS WHAT?"**
 2. Do you usually do something for Spring Break or stay home?
 - **"NORMALLY YOU TRAVEL [SHIFT] STAY HOME?"**
 3. What was your favorite experience during Spring Break in the past?
 - **"YOUR FAVORITE MEMORY FROM SPRING BREAK WHAT?"**
 4. Do you have any plans to travel in the near future? Where will you be going and why?
 - **"YOU HAVE PLANS TRAVEL? YOU GOING WHERE? WHY?"**
 5. Encourage students to use their newly practiced CL skills to vividly describe their experiences.
 - **"YOU CL PRACTICE USE DESCRIBE EXPERIENCE"**
 6. Various locations/destinations will be displayed on the presenter's screen
 7. Flip to slide 7 to show the first picture
 8. Students are to take turns using classifiers describing one aspect of the picture at a time to contribute to the full image

- "TAKE TURNS CL USE DESCRIBE ONE PART OF PICTURE"
9. Students will take turns until there are no more outstanding aspects of this picture left to explain
 10. This will continue through slide 10

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Character cards](#)
- [Character Cards Master Sheet](#)

Character Collaboration

1. Flip to the Character Collaboration slide (slide number 9)
2. The lab assistant will hand out Character cards to each student.
 1. Make sure students are able to pair up with others.
 - "NOW PARTNER HAVE"
3. If there are 4 students, hand out 4 different character cards.
4. Students will not show their character to others.
 - "ALL PERSON CARD HAVE SHOW NOT"
5. Each student will sign their characters using only classifiers. Students are not allowed to fingerspell.
 - "YOU PERSON CARD DESCRIBE CL USE ONLY FINGERSPELL NOT"
6. The other students will try to guess which character they have until they are correct. Then the partner who was guessing will now sign their character card using only CLs"
 - "PARTNER GUESS PERSON WHICH SWITCH"
7. When partners finish guessing give everyone a new card
8. Continue with this activity until time runs out

WRAP-UP

1. Do you think classifiers present a universal component to sign language?
 - "YOU THINK CLASSIFIERS IMPORTANT PART ASL?"

2. Do Classifiers limit or expand sign language vocabulary?
 - “YOU THINK CLASSIFIERS LIMIT [SHIFT] EXPAND SIGN LANGUAGE VOCABULARY?”
3. Do classifiers need to be specific or are they mostly open-ended?
 - “YOU THINK CLASSIFIERS NEED SPECIFIC [SHIFT] MOSTLY OPEN-MINDED?”

Deaf Culture

The ability to utilize and understand classifiers is important for complex communication in sign language among the Deaf community. Changing one of the 5 parameters can change the entire meaning of a sign.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can exchange personal stories across all time frames.
- I can perform and follow the complex chronology of a play's plot.
- I can understand anecdotes recounted from a fictional character's perspective.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1238#h5p-4>

ASL Level 6, Activity 09-Debate (Face-to-Face)



Picture by Sign1 News included under fair use as described in the CBPFUOER.

Description:

Students will begin with reviewing and learning some new vocabulary words, they will then take part in a group debate on different controversial topics.

Semantic Topics: Review, Debate, Topics, Controversial, Challenge

Grammatical Structures: Vocabulary, Questions, Sentence Structure

Products: Debate, Questions

Practices: Debate controversial topics and craft questions

Perspectives: Why is it easier to get directly to a point in ASL than it is in English?

Standards

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.3 Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.
- Standard 3.1 Students reinforce and further their knowledge of other disciplines through American Sign Language.

Idaho Content Standards for World Languages:

- Objective: COMM 3.1 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- Objective: CLTR 2.3 Justify the underlying beliefs or values of the target culture that resulted in the creation of the product.
- Objective: CONN 1.2 Relate information studied in other subjects to the target language and culture.

- Objective: COMP 1.1 Observe formal and informal forms of language.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can apply my knowledge and intuition to a wide range of controversial topics in a debate setting.
- I can participate in a debate on topics that are atypical in standard discourse.

Materials Needed

- [Google Slides](#)
- [Moderator/Yes/No Cards](#)
- [Controversial Topics Cards](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

1. Attendance
2. Begin with 5-7 minutes of conversation
 - "START 5-7 MIN CONVERSATION."
3. Vocabulary/FS Practice
 1. MARS – "PLANET FS: Mars"
 2. BAN- "ILLEGAL"
 3. TRUST
 4. ENCOURAGE- "TO MOTIVATE"
 5. HOROSCOPE – "STAR SEE-FUTURE"
 1. ARIES – horns with 'R' handshape

2. TAURUS – Y on the forehead
3. GEMINI – FS
4. CANCER – CRAB
5. LEO – FS
6. VIRGO – WOMAN
7. LIBRA – FS
8. SCORPIO – SCORPION
9. SAGITTARIUS – FS: SAG or ARROW
10. CAPRICORN – GOAT
11. AQUARIUS – FS: AQ
12. PISCES – FS or FISH

MAIN ACTIVITY

Materials Needed for Main Activity

- [Moderator/Yes/No Cards](#)
- [Controversial Topics Cards](#)

Debate

Note: The lab assistant should model the Moderator role before choosing a student to lead the discussion.

1. The lab assistant will separate the class into two groups.
 - “NOW DEBATE 2 GROUPS”
2. From there, the lab assistant will randomly choose one student to be the Moderator and hand them the “I am the Moderator”, “I am team yes!”, “I am team no!” and “Controversial topics” cards.
 - “ONE PERSON fs-MODERATOR GROUP ONE YES GROUP 2 NO”
3. The Moderator will pick a topic from the sheet and then lead the debate with students.
 - “fs-MODERATOR TOPIC PICK DEBATE LEAD”
4. The Yes and No teams will work together to support their side of the debate, providing at least three points to contribute.
 - “TEAM WORK TOGETHER SUPPORT YES NO. BOTH TEAMS 3 POINTS NEED”
5. Once the group is done with their debate, the Moderator will hand over all the cards to another student who will serve as the Moderator and the yes and no teams will switch.

- “FINISH fs-MODERATOR SWITCH NEW TOPIC PICK YES NO TEAMS SWITCH DEBATE CONTINUE”

WRAP-UP

1. How do you feel about your signing ability when it comes to having a debate?
 - “YOUR SIGNING SKILLS DURING DEBATE, YOU FEEL GOOD/BAD? WHAT?”
2. Do you feel that the simplicity of sign language limits in-depth conversation?
 - “YOU FEEL SIMPLE SIGN LANGUAGE LIMITS CONVERSATION DEPTH? WHY/WHY NOT?”

Deaf Culture

Native signers tend to make points a lot quicker when it comes to explaining and discussing different topics. This is because there are not several words with the same meaning as there are in English. In a way, this simplifies the language overall but it also makes for efficient debates!

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can apply my knowledge and intuition to a wide range of controversial topics in a debate setting.
- I can participate in a debate on topics that are atypical in standard discourse.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1240#h5p-4>

◇ASL Level 6, Activity 10-Deaf Games! (Face-to-Face)



[Picture by Suzy Hazelwood](#)

Description:

Students will begin by learning about 2 commonly played games in the Deaf community. They will then play the games as a group and have a conversation about inclusivity and differences of games in the Deaf vs hearing community, this will lead into a game of Taboo that will challenge students to use signs outside their comfort zone and recall signs they may not have used in a while.

Semantic Topics: Games, Deaf Culture, Childish, Challenge

Grammatical Structures: Vocabulary, Sentence Structure

Products: Deaf Culture, Comparison

Practices: Compare Deaf and hearing cultures in the realm of games

Perspectives: What aspects make a game 'Deaf friendly'?

Standards

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture.
- Standard 4.2 Students demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own.

Idaho Content Standards for World Languages:

- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CLTR 2.1 Analyze the significance of a product (art, music, literature, etc...) in a target culture.
- Objective: CONN 2.3 Compare and contrast cultural similarities and differences in authentic materials.

- Objective: COMT 2.1 Interpret materials and/or use media from the language and culture for enjoyment.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- I can make comparisons between products and practices to help me understand perspectives.
- I can interact at a competent level in familiar and unfamiliar contexts.

Materials Needed

- [Google Slides](#)
- [The Elephant Game](#)
- [Deaf Telephone](#)
- [Taboo Cards](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)
- [The Elephant Game](#)
- [Deaf Telephone](#)

1. Attendance
2. Begin with 5-7 minutes of conversation
 - "START 5-7 MINUTES CONVERSATION."
3. Vocabulary
 1. TELEPHONE/CELL PHONE

- Hand shape Y located on cheek
- Hand shape C located on cheek

2. REJECTED

- Hand shape 10 with extended arm facing up and movement twists wrist to point thumb to the ground facial expression unhappy/disapproval

3. BARRIERS

- both hand shapes B with arms crossed located at the chest and moving up towards the head

4. CURRICULUM

- Non dom hand shape compressed 5 palm oriented to the left. Dom hand shape C located at the top of non dom hand movement into hand shape M at the bottom of the non dom hand

5. MAINSTREAM

- Both hand shapes 5 located at shoulders palms facing the ground outward movement with dom hand overlapping non dom

4. Introduce the elephant game and play the video

- "PAST YOU NAME ELEPHANT GAME KNOW?"

5. Play a few rounds of the elephant game with the whole group

- "VIDEO FINISH. NOW ELEPHANT GAME PLAY"

6. Introduce 'Deaf Telephone' and play the video

7. Play a few rounds of 'Deaf Telephone'

1. "VIDEO FINISH. NOW GAME PLAY DEAF TELEPHONE"

2. Ask students if they've ever seen an actual telephone for Deaf people

- "PAST YOU SEE TELEPHONE FOR DEAF PEOPLE YOU?"

3. Explain that the actual name for a **Telecommunications Device for the Deaf (TDD)** is a teleprinter

4. Spark a conversation about interpreters and distant communication among Deaf people

8. Have a group conversation about inclusivity and Deaf games

1. Do you think hearing people are excluded in the context of "Deaf games"

- "YOU THINK HEARING PEOPLE PUSH-AWAY FROM DEAF GAMES YOU?"

2. Can most games be altered to include the Deaf community?

- "CAN MOST GAMES CHANGE INCLUDE DEAF COMMUNITY? WHY/WHY NOT?"

3. Are there games that can be enjoyed by both the Deaf community and non-signing hearing people?
 - "THERE GAMES ENJOYED BOTH DEAF COMMUNITY [SHIFT] SIGN NON HEARING PEOPLE?"
4. Do you think the language barrier has a greater impact on Deaf children or adults?
 - "YOU THINK LANGUAGE BARRIER HAVE BIG IMPACT DEAF CHILDREN OR ADULTS? WHY?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Taboo Cards](#)

Taboo!

1. Introduce the game
 - "NOW GAME PLAY NAME fs-TABOO"
2. The lab instructor will give one person a Taboo card
 - "ME ONE PERSON CARD GIVE WITH WORD WITH LIST WORDS USE CANT"
 - The word that is marked as the main word is the word that people are trying to guess
 - The words marked as forbidden words are signs they are not allowed to sign as they are describing the word
3. The group will begin guessing
4. Use a timer to time 30 seconds for each word. (You can use one on your phone or computer).
 - "TIME 30 SECONDS HAVE GROUP GUESS WORD"
 - If you decide that it is harder online or easier, adjust the time to the needs of your lab.
5. Have students sign guesses while the person is signing. The first person to guess correctly "wins." Make sure to go over the sign at the end to make sure everyone knows it.
 - "ALL GUESS FIRST CORRECT WIN"
6. Go around until the allotted time runs out.
 - "ME NEW PERSON WORD SEND GAME CONTINUE"

WRAP-UP

1. How can deaf culture education impact inclusivity?
 - “DEAF CULTURE EDUCATION IMPACT INCLUSIVITY HOW?”
2. Should the ASL alphabet be implemented in the mainstream curriculum?
 - “SHOULD ASL ALPHABET INCLUDED IN MAINSTREAM EDUCATION?”
3. How is a Deaf child who grows up going to a hearing school impacted socially among the Deaf community?
 - “DEAF CHILDREN GROW-UP GOING-TO HEARING SCHOOL IMPACTED SOCIALLY IN DEAF COMMUNITY HOW?”
4. With today’s access to technology, do you think Deaf people still own teleprinters?
 - “REGARDING PRESENT DAY TECHNOLOGY, YOU THINK DEAF PEOPLE STILL OWN TELEPRINTERS? YES/NO WHICH?”

Deaf Culture

Deaf children growing up with a community of other Deaf people and kids establishes Deaf culture, acceptance, and pride at an early age. This is shown with children’s games commonly known and played among the Deaf community.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

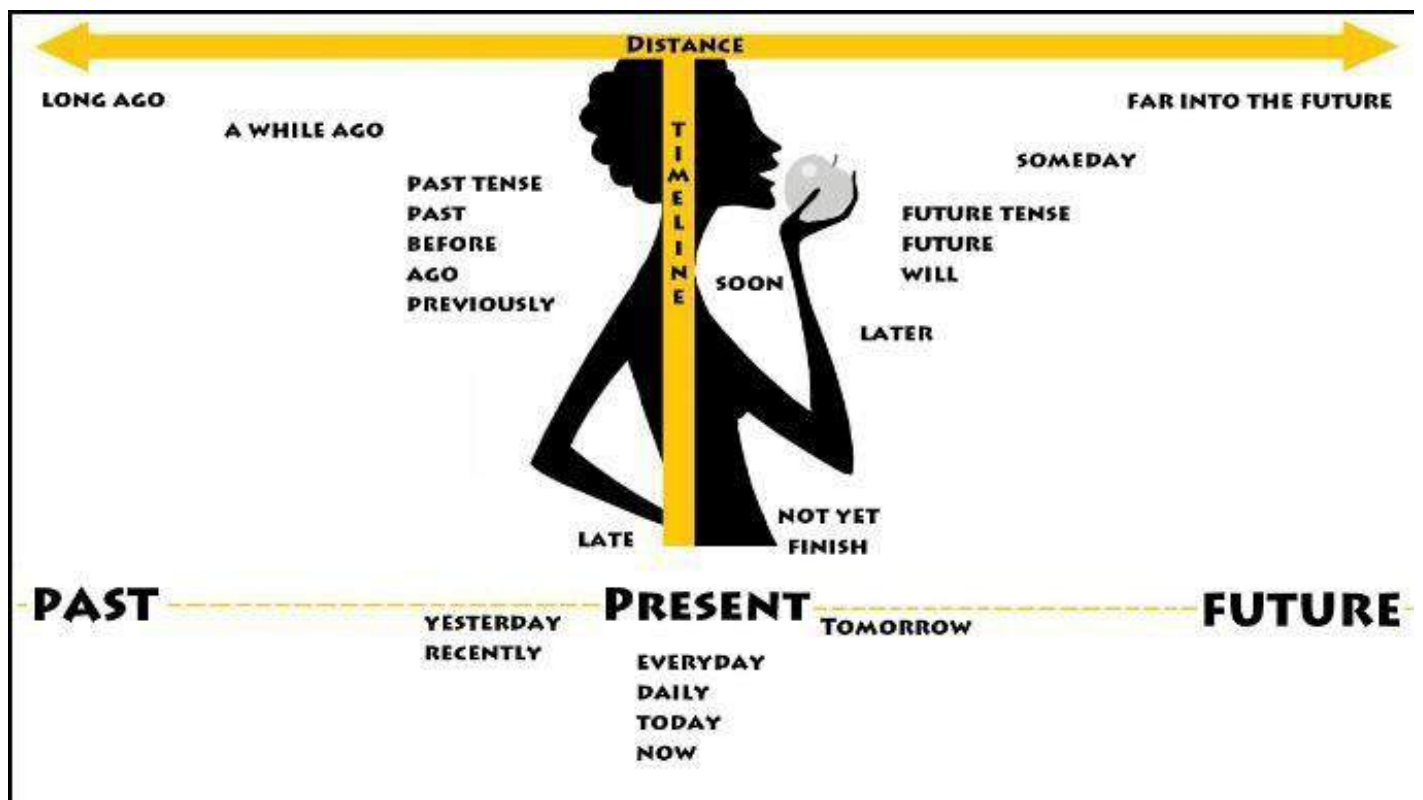
- I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- I can make comparisons between products and practices to help me understand perspectives.
- I can interact at a competent level in familiar and unfamiliar contexts.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1836#h5p-4>

ASL Level 6, Activity 11-Future of Sign Language (Face-to-Face)



Picture from ASL University included under fair use as described in the CBPFUOER.

Description:

Students will begin with a fingerspelling quiz and vocabulary review, they will then watch 2 videos on technological advances in regard to sign language. This leads to a discussion on the future of sign language.

Semantic Topics: Deaf Culture, Technology, Future, Controversial

Grammatical Structures: Fingerspelling, Vocabulary

Products: Deaf Culture, Technology

Practices: Discussion surrounding how technology is impacting the Deaf community

Perspectives: As technology advances, what advantages and disadvantages do the Deaf community face?

Standards

NCSSFL-ACTFL World-Readiness Standards:

- Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.
- Standard 4.2 Students demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own.

Idaho Content Standards for World Languages:

- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CLTR 1.2 Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.
- Objective: CLTR 2.2 Describe the connections of products from the target culture with the practices and perspectives of the

culture.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can interpret and infer meaning from complex, academic, and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.
- I can objectively evaluate products and practices and mediate perspectives.

Materials Needed

- [Google Slides](#)
- ["MSU develops breakthrough sign language translation technology" \(0:44\)](#)
- [New Technology Breaks Through Sign Language Barriers](#)
- [Future of Sign Language](#)

WARM-UP

Materials Needed for Warm-up

- ["MSU develops breakthrough sign language translation technology" \(0:44\)](#)
- [New Technology Breaks Through Sign Language Barriers](#)

1. Attendance
2. Begin with 5-7 minutes of conversation
 - "START TIME 5-7 MINUTE CONVERSATION DISCUSS WHATEVER"
3. (FS Practice)
 1. Instructions: Fingerspell the 6 words and then teach them the signs!
 2. Goal: To improve receptive skills and learn new signs!
 - "NOW FINGERSPELL PRACTICE 6 WORDS. FINISH NEW SIGNS LEARN"

FS Words	ASL Signs
INTERNATIONAL	"I" circle
HINDERED	B's cross each other
ECHO	L: open 5 R: touches ear (1) hits L (Closed fist), open-5, fingers wiggling
DISABILITY	D-A
DISAPPEAR	L: Open-5 R: "1" downwards
ACCEPT	Mod C - close

1. Review Vocabulary:

- **DISABILITY**
 - Dom hand shaped "D" with palm oriented outwards. Slide dom hand to the side while simultaneously changing hand shape to "A".
- **DEAF**
 - Dom hand shaped "1", tip of dom forefinger points to the ear and then to the tip of mouth.
- **INTERNATIONAL**
 - Both left and right hand shaped "I". With dom hand resting on top of non-dom hand. Begin to rotate one time fully around non-dom hand and ending in the starting position.
- **LANGUAGE**
 - Both left and right hand shapes "L" with pal orientation downward. Connect both hands at the thumbs, then slide hands outwards to either side of torso.

2. Have students take turns answering the discussion question

1. What other signed language would you want to learn?

- **OTHER SIGNED LANGUAGE YOU WANT TO LEARN WHAT?**

3. Opening Video:

- ["MSU develops breakthrough sign language translation technology" \(0:44\)](#)

4. Link to article: (Share with students!)

- [New Technology Breaks Through Sign Language Barriers](#)

5. Opening Question:

- How do you feel about this new technology that was proposed in 2019?
 - **"NEW TECHNOLOGY PROPOSED 2019 YOU FEEL HOW?"**

MAIN ACTIVITY

Materials Needed for Main Activity

- [Future of Sign Language](#)

We will be talking about the future of ASL!

“NOW DAY FUTURE ASL DISCUSS”

Lab instructor instructions:

- Students have to sign the questions in ASL gloss!
- Have a printed copy for reference
- Students can work in pairs or as a whole group

“ME PAPER WITH QUESTIONS GIVE ALL. QUESTIONS ASL fs-GLOSS SIGN TAKE TURNS”

WRAP-UP

1. Why do you think there is such a common misconception that sign language is universal?
 - “THE MISCONCEPTION SIGN LANGUAGE UNIVERSAL YOU THINK WHY?”
2. How do you explain to someone that Deaf people need to know how to read and write to be able to function in society?
 - “YOU DEAF PEOPLE KNOW READ [SHIFT] WRITE NEED JOIN SOCIETY YOU EXPLAIN HOW?”
3. Would it be possible to have a universal sign language without a universal spoken language?
 - “UNIVERSAL SIGN LANGUAGE WITHOUT UNIVERSAL SPOKEN LANGUAGE POSSIBLE HAVE?”

Deaf Culture

It is considered offensive to call a Deaf person disabled. Most Deaf people take pride in their identity and prefer being labeled as Deaf.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation

- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can interpret and infer meaning from complex, academic, and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.
- I can objectively evaluate products and practices and mediate perspectives.

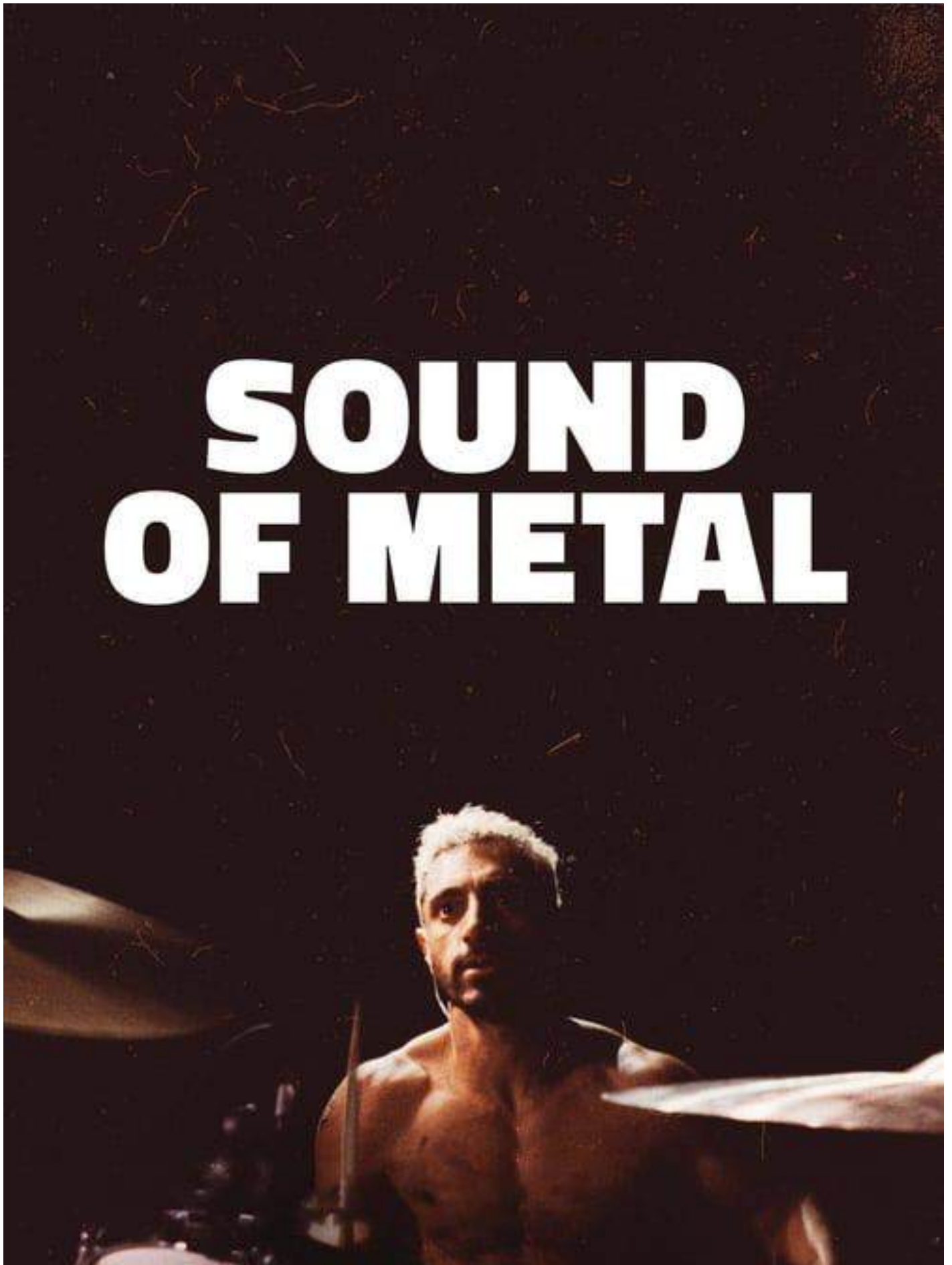


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<https://boisestate.pressbooks.pub/pathwaysasl/?p=1244#h5p-4>

 *ASL Level 6, Activity 12-Stories (Face-to-Face)*

SOUND OF METAL



[Picture from Vortex Culture included under fair use as described in the CBPFUOER.](#)

Description:

Students will begin with a fingerspelling quiz that will lead to vocabulary. The main activity introduces students to the movie "Sound of Metal" and has students take turns answering questions that spark stories and interesting conversations that will allow them to get to know one another better.

Semantic Topics: Stories, Storytelling, Questions, Answers, Memories, Movies

Grammatical Structures: Vocabulary, Fingerspelling, Time, Sentence Structure, Signers Perspective, Facial Expression

Products: Storytelling, Questions, Grammatical Structure

Practices: Sharing personal experiences, questioning what changes one would experience in becoming Deaf

Perspectives: What are some common ways hearing people may become deaf?

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.3 Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.
- Standard 3.1 Students reinforce and further their knowledge of other disciplines through American Sign Language.

Idaho Content Standards for World Languages:

- Objective: COMM 3.1 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- Objective: CLTR 2.1 Analyze the significance of a product (art, music, literature, etc...) in a target culture.
- Objective: COMP 1.1 Observe formal and informal forms of language.
- Objective: COMT 1.2 Discuss personal preferences in activities and events both within and beyond the classroom.

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can interpret and infer meaning from complex, academic, and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.
- I can deliver extended presentations on abstract or hypothetical issues and ideas ranging from broad general interests to my areas of specialized expertise, with a precision of expression and to a wide variety of audiences, using spoken, written, or signed language.

Materials Needed

- [Google Slides](#)
- [Sound of Metal Video](#)
- [Story Questions](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

1. Attendance
2. Start with 5-7 Minute conversations
 - "NOW DAY START TIME 5-7 MINUTE CONVERSATIONS DISCUSS WHATEVER"

3. FS Practice

1. Instructions: Fingerspell the 5 words and then teach them the signs!
2. Goal: To improve receptive skills and learn new signs!

FS Words	ASL Signs
1. TALENTED	Non-dom: Closed 5 Dom: cup pull out
2. CREATIVE	Dom&Non-Dom: 4's out from the forehead
3. MAGIC	Dom&Non-Dom: O's - 5's
4. DRAGON	Dom: S - 5 wiggle
5. WITCH	Dom: X on nose tap

3. Review Vocab

- **MUSIC**
 - Left and right hand shapes "flat". Bend non-dom arm and bring dom hand above the bent forearm. Dom hand does a sweeping back-and-forth motion three times.
- **BECOME**
 - Left and right hand shapes "flat" with fingertips touching. One hand's palm orientation is inward, the other is outward. Twist wrists so the palm orientation of both hands switches.
- **LOUD**
 - Left and right hand shapes "5" with thumbs touching ears, then moving outward, away from the head and torso.
- **SUPPORT**
 - Dom hand shaped "S" hand just below non-dom "S" hand moves toward dom fist. Both palms face signer.
- **COMMUNITY**
 - Left and right hand shapes "flat" with fingertips tapping once. One

hand's palm orientation is inward, the other is outward. Twist wrists so the palm orientation of both hands switches and tap fingertips one more time.

4. Have students take turns asking and answering the discussion question
 - Have you signed with Deaf people outside of class?
 - "OUTSIDE CLASS, DEAF PEOPLE YOU SIGN WITH?"
 - Have you ever experienced tinnitus?
 - "PAST, TINNITUS YOU EXPERIENCE?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Sound of Metal Video](#)
- [Story Questions](#)

Sound of Metal Video

Questions for Sound of Metal:

1. Do you think if you became Deaf would it be hard for you to accept it?
 - "IF YOU BECOME DEAF, YOU ACCEPT HARD EASY WHY?"
2. What would be the hardest part of going into Deafness?
 - "DEAF BECOME HARD WHAT?"
3. What would be the easiest part of going into Deafness?
 - "DEAF BECOME EASY WHAT?"
4. How do you think it would impact your life?
 - "DEAF BECOME YOUR LIFE IMPACT HOW?"
5. What would you miss the most about hearing?
 - "YOU DEAF BECOME HEARING MISS MOST WHAT?"
6. Now that you know ASL, do you think that would be one less hurdle to overcome?
 - "NOW YOU KNOW ASL, YOU BECOME DEAF EASY MORE?"

Stories

1. Print out a few copies of the “Story Questions” document and pass them out
 - “ME STORY QUESTIONS GIVE ALL”
2. Have students take turns answering questions. This can either be done as a group or in pairs depending on the size of the lab.
 - “NOW TAKE TURNS QUESTIONS ASK ANSWER ALL”

WRAP-UP

1. Are you planning to watch the “Sound of Metal” movie?
 - “FUTURE YOU WATCH MOVIE “SOUND OF METAL” YOU?”
2. Do you feel you know the majority of signs you see on TV, in movies, and in plays?
 - “YOU KNOW MOST SIGNS YOU SEE IN TV, MOVIES AND PLAYS YOU?”
3. Did you learn more about your lab mates from the story questions?
 - “YOU YOUR LAB-MATES LEARN MORE ABOUT FROM STORY QUESTIONS YOU?”

Deaf Culture

Establishing signer’s space and perspective is very important in Deaf culture when telling a story or having a conversation. This is because stories can get very complex and establishing these structures allow individuals to get their point across. This is also why facial expression is so important, it adds emphasis and clarifies meaning especially when contextual signs are used.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can interpret and infer meaning from complex, academic, and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.

- I can deliver extended presentations on abstract or hypothetical issues and ideas ranging from broad general interests to my areas of specialized expertise, with a precision of expression and to a wide variety of audiences, using spoken, written, or signed language.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1246#h5p-4>

🎓 *ASL Level 6, Activity 13-Future Plans (Face-to-Face)*



[Picture by Nirat.pix](#)

Description:

Students will begin with fingerspelling practice that will lead to vocab review. They will then answer a series of questions about their plans after they graduate.

Semantic Topics: Plans, Future, Graduation

Grammatical Structures: Vocabulary, Fingerspelling

Products: Graduation, Planning

Practices: Sharing future plans

Perspectives: What career fields do Deaf people tend to go into? What limitations do they face when applying for jobs?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and

obtain information, express feelings and emotions, and exchange opinions.

- Standard 5.2 Students show evidence of becoming lifelong learners by using American Sign Language for personal enjoyment and enrichment.

Idaho Content Standards for World Languages:

- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: COMT 1.2 Discuss personal preferences in activities and events both within and beyond the classroom.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
- I can participate fully and effectively in spontaneous spoken, written, or signed discussions and debates on issues and ideas ranging from broad general interests to my areas of specialized expertise, including supporting arguments and exploring hypotheses.

Materials Needed

- [Google Slides](#)
- [Plans After Graduation Questions](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

1. Start with 5-7 Minute conversations
 - “NOW DAY START TIME 5-7 MINUTE CONVERSATIONS DISCUSS WHATEVER”

2. (FS Practice)

- Instructions: Fingerspell the 5 words and then teach them the signs!
- Goal: To improve receptive skills and learn new signs!

FS Words	ASL Signs
1. VACATION	Open 5 - Bounce - chest
2. SPRING	MOd o to open 5
3. BOISE	B shake
4. NAMPA	N - honk
5. FLOWERS	Mod o each side

3. Review Vocabulary

- **FUTURE**
 - Dom hand shaped “flat” with palm oriented inward and positioned flat near side of head. Extend arm out directly in front, keeping arm slightly bent.
 - **PLAN**
 - Left and right hands shape “flat”. Hands parallel to one another with several inches between. Start on one side of the body, then slide to the opposite side.
 - **GRADUATE**
 - Dom hand shaped “G” and non-dom hand shaped “flat.” Non-dom hand palm is oriented upward and dom hand is hovering above. Dom hand wrist makes one full circle, then lands on top of non-dom hand.
4. Have students take turns asking and answering the discussion questions:
1. Are you about to graduate?
 - “FUTURE SOON YOU GRADUATE?”
 2. What are you looking forward to the most about graduating?
 - “GRADUATE FINISH LOOK FORWARD WHAT?”

MAIN ACTIVITY

Materials Needed for Main Activity

- [Plans After Graduation Questions](#)

Plans after graduation

1. Go through the questions on the document with the students and have an open conversation

- “NOW GRADUATE FINISH PLANS DISCUSS”

WRAP-UP

1. Do you feel that you've gotten to know your peers within the ASL program at BSU?
 - “KNOW YOUR LAB-MATES BSU ASL PROGRAM ALLOW KNOW BETTER YOU?”
2. Did obtaining a minor in ASL have an impact on your future plans?
 - “YOU ASL MINOR FINISH. FUTURE PLANS IMPACT?”

Deaf Culture

Professions and future plans have always been limited for Deaf individuals. However, as more people learn sign language and about Deaf culture, more doors are open for the Deaf community and they are slowly looked at as equals rather than disabled.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCCSFL-ACTFL Can-Do Statements:

- I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
- I can participate fully and effectively in spontaneous spoken, written, or signed discussions and debates on issues and ideas ranging from broad general interests to my areas of specialized expertise, including supporting arguments and exploring hypotheses.





An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1248#h5p-4>

◇ASL Level 6, Activity 14-Reflection on Lab Experience
(Face-to-Face)



[Picture by Way Home Studio](#)

Description:

Students will reflect on their lab experience as their ASL career comes to an end with their last semester then they will play a game of heads up for the main activity.

Semantic Topics: Reflection, Wrap-up, Past, Future

Grammatical Structures: Fingerspelling Vocabulary, Time

Products: Heads up, Sharing experiences and plans

Practices: Reflecting on ASL learning and practice experience

Perspectives: How do you plan to continue using ASL beyond the classroom?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 3.1 Students reinforce and further their knowledge of other disciplines through American Sign Language.

- Standard 5.2 Students show evidence of becoming lifelong learners by using American Sign Language for personal enjoyment and enrichment.

Idaho Content Standards for World Languages:

- Objective: CONN 2.2 Analyze the content and cultural perspectives of authentic materials prepared in the target language by or for native speakers
- Objective: COMT 1.2 Discuss personal preferences in activities and events both within and beyond the classroom.
- Objective: COMT 2.2 Explore opportunities to use the target language for personal enrichment/professional advancement/communication skills.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can reflect on the positive and negative aspects of my language learning experience.
- I can consolidate my personal experiences into cohesive responses.
- I can work with a team to explain a tangible concept.

Materials Needed

- [Google Slides](#)
- Access to the Heads Up application
- iPad and stand for recording responses
- [Discussion on Lab Experience Questions](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

- iPad and stand for recording responses
- [Discussion on Lab Experience Questions](#)

1. Attendance
2. Start with 5-7 Minute conversations
 - “NOW DAY START TIME 5-7 MINUTE CONVERSATIONS DISCUSS WHATEVER”
3. (FS Practice)Instructions: Fingerspell the 5 words and then teach them the signs!Goal: To improve receptive skills and learn new signs!

FS Words	ASL
1. EXPRESS	Dom&nondom: S-claw
2. PROMISE	Dom: 1-open 5 NonDom: S
3. HIGHWAY	Dom&nondom: U's (opposite directions)
4. BETTER	Dom: Closed-5 to A
5. YOUNG	Dom&nondom: Bent closed-5 upwards on shoulders

4. Review Vocabulary
 - EXPERIENCE
 - Dom hand shaped “half-5” in front of head side near face brushes down twice.
 - REAL WORLD
 - Dom hand shaped “1”. Located in front of chin and moves forward/down.
 - Left and right hands shape “A”. Located on lower part of torso and moves upward.
 - READY
 - Left and right hand shape “R” with palm orientated outward and at either side of the torso. Rs shake.
 - EXCITED
 - Left and right hand shape “open-8” palms facing in, both tips of the middle fingers on the sides of the torso or chest, alternate in forward circular motion (movement).
5. Discussion on their lab experience
 - “NOW fs-LAB EXPERIENCE DISCUSS”
6. Responses can be recorded to share with future labs if students are willing.
 - “YOUR ANSWERS RECORD IF YOU OKAY. FUTURE SHOW LEARN PERSON”

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- Access to the Heads Up application

1. The Lab Assistant and students will play Heads Up.
 - "NOW GAME PLAY NAME HEADS UP"
 - Make sure students are staying in the target language the entire time.

WRAP-UP

1. Do you feel ready to enter the "real world" when it comes to using sign language outside of the classroom?
 - "YOU JOIN DEAF COMMUNITY OUTSIDE CLASSROOM YOU READY FEEL YOU?"
2. Have you done much signing with non-students?
 - "PAST YOU SIGN WITH NON-STUDENTS MANY YOU?"
3. How do you think having a hearing teacher would have affected your experience as a sign language learner?
 - "YOU HEARING TEACHER HAVE YOUR EXPERIENCE LEARNING SIGN LANGUAGE CHANGE HOW?"
4. Do you plan to use sign in your career?
 - "FUTURE YOU USE SIGN FOR YOUR CAREER PLAN YOU?"

Deaf Culture

Conversation labs are important to give sign language learners consistent practice with natural conversation. This is the closest thing to imitating a real-world conversation had by Deaf individuals.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation

- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can reflect on the positive and negative aspects of my language learning experience.
- I can consolidate my personal experiences into cohesive responses.
- I can work with a team to explain a tangible concept.



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<https://boisestate.pressbooks.pub/pathwaysasl/?p=1242#h5p-4>

AMERICAN SIGN LANGUAGE LEVEL 6, ACTIVITIES FOR ONLINE INSTRUCTION

👋 *ASL Level 6, Activity 01-Introductions (Online)*



[Picture by Freepik](#)

Description:

Students will get acquainted with their new lab mates by introducing themselves and explaining different aspects of themselves. Students will then go over the structure of the lab and what they need to work on.

Semantic Topics: Introductions, Standards, Major, Minor, History

Grammatical Structures: Fingerspelling, Vocabulary

Products: Introducing oneself, experiences, negotiation

Practices: Exchange ideas and experiences, and negotiate concerning familiar topics

Perspectives: When learning ASL, why is it important to use signs in daily life?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 1.3 Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.
- Standard 3.1 Students reinforce and further their knowledge of other disciplines through American Sign

Language.

- Standard 5.1 Students use American Sign Language within and beyond the school setting.

Idaho Content Standards for World Languages:

- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: COMM 3.2 Adapt presentation to various audiences of listeners, readers, or viewers.
- Objective: CONN 1.2 Relate information studied in other subjects to the target language and culture.
- Objective: COMP 2.3 Compare and contrast authentic materials from the target culture with the learner's culture.
- Objective: COMT 2.2 Explore opportunities to use the target language for personal enrichment/professional advancement/communication skills.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics.
- I can tell stories about school and community events and personal experiences.
- I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics.

Materials Needed

- [Google Slides](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

1. Begin with 5-7 minutes of conversation in breakout rooms

- "START BREAKOUT ROOMS TIME 5-7 MINUTE CONVERSATION DISCUSS WHATEVER"

2. Welcome the students!

1. How are you?

- "YOU HOW?"

2. How was your first week?

- "FIRST WEEK HOW?"

3. How are we feeling about the second week?

- "FEELING SECOND WEEK HOW?"

3. Introduce how things will be like this semester:

1. Labs will be held at the same time every week

- "LABS HAPPEN SAME TIME EVERY-WEEK."

2. Email if there are any questions

- "QUESTIONS HAVE? EMAIL."

3. Type your ID Number into chat upon entering every week.

- "ID NUMBER TYPE CHAT EVERY WEEK."

4. Go over Can Do Statements

1. Assure them that this is a safe space to talk about personal and professional experiences.

- "SAFE SPACE WE TALK ABOUT PERSONAL [SHIFT] PROFESSIONAL EXPERIENCES."

4. Vocab Review

1. HOME TOWN

- Dominant hand collapsed O hand shape on cheek bone move down towards chin
- Left and right hand shape B finger tips touching non-dom facing in dom facing out move both hands by switching palm orientation

2. FROM

- Non-dom hand shape 1 location in front of chest. Dom hand shape X wrist bent down, palm orientation towards the left. Middle of pointer fingers touching, dominant hand moves towards chest away from non-dom

3. LIVE

- L hand shapes on both hands located at lower chest moving up towards the head

stopping before the neck palm orientation facing body

4. GROW UP

- Dom hand shape closed 5 palm orientation facing the ground located at the side of the body at the upper waist moving up towards the head

5. MOVE

- Both hands collapsed O hand shapes fingertips pointing down to the ground located in front of the chest palm orientation down and parallel to the ground movement from the left to the right

5. Introductions:

1. Name

- "YOUR NAME WHAT?"

2. Name Sign

- "YOU HAVE NAME SIGN? WHAT?"

3. Where you're from

- "YOU FROM WHERE?"

4. What year you're in

- "YEAR WHAT?"

5. What's your Major/Minor

- "YOUR MAJOR [SHIFT] MINOR WHAT?"

6. Why ASL? What's your ASL story?

- "YOU PICK ASL WHY? YOUR ASL STORY WHAT?"

6. Let them introduce themselves

1. FS their name for their turn
2. Don't forget to type questions into the chat so they can refer back to them

7. Click on the Questions slide and ask students if they have any questions about the Lab Rules for the semester.

1. Answer any questions students have.

MAIN ACTIVITY

- [Google Slides](#)

1. Explain to students that we use ACTFL standards for language learning to gauge their understanding. The next nine slides in purple are examples of Advanced Standards.
 - “THE “ACTFL” OUR STANDARD FOR LANGUAGE LEARNING HELP YOU THE STUDENTS, UNDERSTAND BETTER. NEXT 9 SLIDES PURPLE EXAMPLES ADVANCED STANDARDS.”
2. Ask students to use their understanding cards to answer honestly whether or not they would be able to complete each standard.
 - “PLEASE USE YOUR UNDERSTANDING CARDS ANSWER HONESTLY IF YOU CAN OR CANT FINISH EACH STANDARDS.”
3. The Lab Assistant should take a mental note of students’ strengths and weaknesses. If they feel inclined, the Lab Assistant could write down some general topics students are struggling with.
 - “TAKE NOTE OF STUDENTS STRENGTHS AND WEAKNESSES.”
4. EX: Law terminology, Social issues, etc.
5. Note: Students are not expected to sign about these standards, but simply gauge their ability level.
6. Flip to the last slide before the wrap-up. The Lab Assistant will ask students based on their strengths, weaknesses, and interests, what types of topics they would like to cover in the upcoming weeks.
7. The Lab Assistant will write these responses on the whiteboard (or type in the responses directly into the Google Presentation).
8. If time allows, encourage a conversation to flow naturally until the end of the lab

WRAP-UP

1. Ask students what goals they have for the semester including one for
 - “GOALS FOR THE SEMESTER INCLUDING LABS, SCHOOL, PERSONAL GOAL WHAT?”
 - Labs
 - School
 - Personal Goal

Deaf Culture

This lab focuses on students reacquainting themselves with sign language and identifying areas they can improve in order to finish their collegiate-level sign language knowledge and have the capabilities to actively communicate with Deaf individuals in their community, work, and social lives.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements**NCCSFL-ACTFL Can-Do Statements:**

- I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics.
- I can tell stories about school and community events and personal experiences.
- I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1280#h5p-4>

ASL Level 6, Activity 02-Age (Online)



[Picture by Freepik](#)

Description:

Students will begin with a few vocabulary words and a conversation about generations and their opinions

on the generation they are a part of. They will then discuss age limitations and their opinions on laws. The second half of the main activity has students reflect on their own childhood and their perception of what their parents' lives were like growing up. The lab will end with a few wrap-up questions to debrief.

Semantic Topics: Age, Limitations, Opinions, Laws, Generations, Perception, Childhood

Grammatical Structures: Numbers, Time, Vocabulary, Sentence Structure

Products: Family, age, subjective storytelling, opinions

Practices: Sharing opinions about one's generation, discussion about childhood experience

Perspectives: Are generational differences the same in Deaf culture?

Standards

NCSFSL-ACTFL World-Readiness Standards:

- Standard 1.1: Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 3.1: Students reinforce and further their knowledge of other disciplines through American Sign Language

Idaho Content Standards for World Languages:

- COMM 1.1: Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- COMM 3.1: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- CLTR 1.1: Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- CONN 1.2: Relate information studied in other subjects to the target language and culture.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can express and support my opinion of familiar laws concerning age.
- I can participate in a discussion about the social reform issue of age restrictions.
- I can have a conversation comparing and contrasting my generational experiences with others of different generations.

Materials Needed

- [Google Slides](#)
- [Kahoot Link](#)
- [Additional Questions on Age Limitations](#)
- [Age Conversation Topics](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

1. Ask students to type their name and ID # for attendance

- "YOU LIST 2- NAME, ID NUMBER TYPE"
2. Start with 5-7 minute conversations in breakout rooms
 - "START BREAKOUT ROOMS TIME 5-7 MINUTE CONVERSATION DISCUSS WHATEVER"
 3. Flip to the Vocabulary slide to review/teach students appropriate signs for the age discussion including:
 1. GENERATION
 - Dom hand and non-dom hand bent, closed 5 hand shapes on right side of body, movement hands rolling over one another
 2. PERCEPTION (of a person)
 - Dom hand shape 2 palm orientation facing down parallel to the ground. Non dom hand shape closed 5 location palm orientation facing down parallel to the ground with thumb closest to the chin location of both hands to the right of chin. Dom hand movement under stationary non dom hand
 3. VALUE
 - Both hand shapes F pointers and thumbs facing one another and moving in a bouncing motion located at the front of the chest
 4. ESTABLISH
 - Non dom hand stationary hand shape A palm orientation parallel to the ground with thumb close to the chest pointing to the left. Dom hand shape 10 movement sitting on top of non dom hand with thumb up
 5. IMAGINE
 - Dom hand shape I touching the closest side of the forehead moving up and out palm orientation facing the head
 4. Flip to the Your Generation? slide and follow these prompting questions:
 1. Which generation do you fall under?
 - "GENERATION YOU WHICH?"
 2. Is this surprising to you? Why?
 - "YOU SURPRISED YOU? WHY?"
 3. Do you feel you belong in a different generation?
 - "YOU DIFFERENT GENERATION FEEL BELONG BETTER YOU? YES/NO?"
 4. Does this change your perception of other generations?
 - "NOW YOU PERCEPTION CHANGE OTHER GENERATION HOW?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Kahoot Link](#)
- [Additional Questions on Age Limitations](#)
- [Age Conversation Topics](#)

Age Limitations!

1. Students will take a look at the picture on each slide and guess via typing their answer and privately messaging the lab instructor about what the age restriction is for that concept.
 - "ME PICTURE SHOW-YOU. YOU ANSWER GUESS TYPE SEND ONLY ME"
2. The answers are shown on the Presenter's Notes on each slide *make sure the slides are in presentation mode so students can't see these notes*
3. After the age restriction is established, have a discussion about the opinion of these restrictions.
 1. Is this fair? If not, why?
 - "THAT FAIR? YES [SHIFT] NO?"
 2. Should this be changed?
 - "YOU CHANGE SHOULD THINK?"
 3. Why was this age restriction put in place?
 - "AGE PROTECT ESTABLISH WHY?"
 4. What are some situations where this might be called into question?
 - "SITUATION HAPPEN MAYBE WHEN? HOW?"
 5. Do you know of any other countries that follow this law?
 - "YOU KNOW OTHER COUNTRIES FOLLOW LAW? YES/NO?"

Keep the Presentation on the your generation slide while facilitating conversation about age.

1. While this should be in a natural conversation format, follow the included questions to spark discussion.
2. Be sure that all students are contributing to the discussion.
3. The [Kahoot Link](#), [Additional Questions on Age Limitations](#), and [Age Conversation Topics](#) can be used here if the lab requires a more guided discussion but it is not always necessary

1. General age conversation topics:

1. How was your childhood? Would you change anything from it? Why or why not?
 - "YOUR CHILDHOOD GOOD/BAD/NEUTRAL? YOU WANT CHANGE ANYTHING YOU? WHY/ WHY NOT?"
2. What kind of parenting style did your parents take on? Would you want that for your own children?
 - "KIND OF PARENTING YOUR PARENTS DO WHAT? SAME PARENTING STYLE FOR YOUR OWN CHILDREN YOU WANT YES/NO?"
3. Do you want children?
 - "YOU CHILDREN WANT YOU?"
4. Where do you imagine you'll be in the next 10, 20, 30 years?
 - "FUTURE YOU YOURSELF IMAGINE WHERE LIST: 1. 10 2. 20 3. 30 YEARS?"
5. What are values you hold now that you think will continue later in life?
 - "YOU VALUES HAVE NOW. LATER LIFE YOU THINK YOU CONTINUE WHAT?"
6. What are values that you once held that no longer are relevant or important in your life?
 - "PAST YOU HAVE VALUES, NOW YOU DON'T HAVE WHAT?"
7. How do you think children will look at our generation once they are our age? Why?
 - "FUTURE YOU THINK CHILDREN LOOK OUR GENERATION THINK WHAT? WHY?"

2. Millennials topics:

1. How do you think your parents view our generation as a whole? Is this different than how they see you?
 - "YOU THINK YOUR PARENTS LOOK YOUR GENERATION HOW? THEY SEE YOU DIFFERENT HOW?"
2. Where do older generations get their perceptions of us? Are these correct? Why or why not?
 - "OLDER GENERATIONS GET THERE PERCEPTION YOUR GENERATION WHERE? THEY CORRECT YES NO? WHY?"
3. How do you think our generation will view the coming generation? Why?
 - "FUTURE YOU THINK YOUR GENERATION SEE NEW GENERATION HOW? WHY?"
4. How would you like to change or keep the views of our generation?
 - "YOU WANT KEEP [SHIFT] CHANGE OUR GENERATION VIEWS WHICH?"

5. What are some aspects you are proud of in terms of the generation you were born in? What aspects do you disagree with or are not as proud of?
 - "YOU YOUR GENERATION PROUD WHAT? PARTS YOU AGREE [SHIFT] DISAGREE WHAT?"

WRAP-UP

1. What are some topics that you feel passionate about concerning age?
 - "YOU TOPIC AGE FEEL PASSION ABOUT WHAT?"
2. What new signs have you learned today? How can you use these in your everyday life?
 - NEW SIGNS YOU LEARN NOW DAY WHAT? YOU USE SIGNS YOUR EVERYDAY LIFE HOW?"
3. Any other questions?
 - "QUESTIONS OTHER?"

Deaf Culture

Deaf individuals experience the same generation differences that hearing individuals do although the combination of hearing and Deaf family members has an impact on these differences.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can express and support my opinion of familiar laws concerning age.
- I can participate in a discussion about the social reform issue of age restrictions.
- I can have a conversation comparing and contrasting my generational experiences with others of different generations.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1282#h5p-4>

 *ASL Level 6, Activity 03-Interpreting in regards to Music (Online)*



[Picture by Los Angeles Magazine](#)

Description:

New students will begin by introducing themselves to the group. There will then be an introduction question about interpreting music to lead into the main activity where students will watch videos on interpreting performances and discuss their thoughts.

Semantic Topics: Music, Theater, Deaf Culture, Performance, Practice, Concerts, Songs, Videos

Grammatical Structures: Interpreting, Vocabulary, Sentence Structure

Products: Music Interpretation, grammar

Practices: Watching videos of song interpreters, and discussing surrounding experiences with ASL interpreters

Perspectives: Why is it easier to sign for meaning in a song rather than exactly word for word?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 1.2: Students comprehend and interpret live and recorded American Sign Language on a variety of

topics.

- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.
- Standard 5.1: Students use American Sign Language within and beyond the school setting.

Idaho Content Standards for World Languages:

- Objective: COMM 3.2 Adapt presentation to various audiences of listeners, readers, or viewers.
- Objective: CLTR 2.1 Analyze the significance of a product (art, music, literature, etc...) in a target culture.
- Objective: COMP 1.1 Observe formal and informal forms of language.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can sign detailed information about myself and others
- I can explain how ASL interpreters bring music to life
- I can make inferences about accessibility and barriers for the Deaf community

Materials Needed

- [Google Slides](#)
- [How sign language innovators are bringing music to the deaf – VOX \(7:13\)](#)
- [Sign Language Interpreter goes viral over rap concert – ABC13 Houston \(1:58\)](#)
- [Twista Sign Language interpreter going crazy! \(0:48\)](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

Welcome!

1. Ask students to type ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"
2. 5-7 Minutes of conversation in breakout rooms
 - "START BREAKOUT ROOMS TIME 5-7 MINUTE CONVERSATION DISCUSS WHATEVER"
3. If there are new people ask them to introduce themselves
 1. Name&Namesign
 - "NAME [SHIFT] NAME-SIGN WHAT?"
 2. Where they're from?
 - "YOU FROM WHERE?"
 3. Year?
 - "YEAR WHAT?"
 4. Major/Minor? Why?
 - "YOUR MAJOR [SHIFT] MINOR WHAT? WHY?"
 5. Why ASL & What's your ASL story?
 - "YOU PICK ASL WHY? YOUR ASL STORY WHAT?"
4. Vocabulary Review
 1. **MUSIC**
 - Non dom hand shape 5 arm bent at a 45 degree angle located in front of chest
dom hand shape 5 located behind non dom hand but above non dom arm
palm orientation facing chest moving back and forth from chest to non dom hand
 2. **GENRE/KIND**
 - Both hand shapes K, dom hand moving in a circular motion lading on top of stationary non dominant hand to the left of the chest
 3. **SPECIFIC**
 - Both hand shapes 1, non dom stationary palm orientation facing out, dom hand moving towards and pointing at non dom hand
 4. **INTERESTING**
 - Both hand shapes F located in front of chest palm orientation facing up
moving in a circular motion connecting pointer and thumb circles on both hands

5. THEATER

- fs-THEATER or same sign as play/show-both hands shape 10 thumbs on chest moving in a circular motion towards the chest

5. Opening Question:

1. If you were an interpreter would you want to interpret for music? All types of music. Jazz, RAP, RB&B, Classical, Country... ETC.
 - "IF YOU INTERPRETER, INTERPRET MUSIC KIND WHICH? ALL TYPES OF MUSIC OR SPECIFIC TYPE?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [How sign language innovators are bringing music to the deaf – VOX \(7:13\)](#)
- [Sign Language Interpreter goes viral over rap concert – ABC13 Houston \(1:58\)](#)
- [Twista Sign Language interpreter going crazy! \(0:48\)](#)

Questions are interchangeable between versions

Version One:

- Watch Video:
 - [How sign language innovators are bringing music to the deaf – VOX \(7:13\)](#)
- Follow-up questions: (Copy & Paste Questions in chat before breakout rooms)
 1. Have you heard of Amber Galloway Gallego before? If so when? How?
 - "YOU AMBER GALLOWAY GALLEGO KNOW? YES? [SHIFT] NO? WHEN? HOW?"
 2. What did you think was interesting about the video?
 - "YOU THINK VIDEO INTERESTING WHAT?"
 3. How many hours/days in advance do you think you would have to prepare?
 - "YOU INTERPRET CONCERT YOU PRACTICE DAYS THINK [SHIFTS] HOURS HOW MUCH?"
 4. Did you know that there were interpreters for concerts? If not have you ever thought about it?
 - "PAST YOU KNOW CONCERTS INTERPRETERS HAVE? IF NOT YOU THINK ABOUT IT BEFORE?"

5. What do you think would be the hardest part about interpreting?
 - "YOU THINK MOST HARD ABOUT INTERPRETING WHAT?"
6. If you were interpreting a song what song would you interpret?
 - "IF YOU INTERPRET SONG YOU PICK SONG WHICH?"
7. Why do you think it's hard to get interpreters?
 - "INTERPRETERS FIND HARD YOU THINK WHY?"

Version Two:

- Watch Video(s):
 - [Sign Language Interpreter goes viral over rap concert – ABC13 Houston \(1:58\)](#)
 - [Twista Sign Language interpreter going crazy! \(0:48\)](#)
 - Follow-up questions: (Copy & Paste Questions in chat before breakout rooms)
1. Do you think that you can interpret a song that wasn't planned?
 - "YOU THINK YOU INTERPRET SONG PLAN NOT CAN?"
 2. Have you seen an interpreter at a concert before?
 - "PAST YOU SEE INTERPRETER CONCERT YOU?"
 3. Do you think that because there's an interpreter Deaf people have priority seating at the front? Do you think they should have to pay more?
 - Answer: YES!
 - "YOU THINK IF INTERPRETER PRESENT DEAF PEOPLE PRIORITY SEATING HAVE?"
 4. Do you think that people have lied about being Deaf so that they could sit up front?
 - "PAST YOU THINK PEOPLE SAY THEY DEAF NOT rhq-WHY? SIT FRONT CAN?"
 5. How do you feel about a hearing person impersonating a Deaf person?
 - "HEARING PERSON SAY THEY DEAF PERSON YOU FEEL HOW?"
- (If there's time left over): FS PRACTICE:
 - Human
 - Voyage
 - Friendship
 - Battery
 - Candle

WRAP-UP

1. Have you ever interpreted a song before?
 - "PAST YOU SONG INTERPRET HAVE?"
2. What was it for?
 - "PAST INTERPRET SONG FOR-FOR?"
3. How was it?
 - "PAST INTERPRET SONG YOU DO HOW?"
4. How hard was it?
 - "PAST INTERPRET SONG HARD EASY WHICH?"

Deaf Culture

Interpreting songs is an art form, this is why signs that are more visually appealing are commonly used instead of signs that are exactly grammatically correct.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can sign detailed information about myself and others
- I can explain how ASL interpreters bring music to life
- I can make inferences about accessibility and barriers for the Deaf community



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1284#h5p-4>

👩👨 ASL Level 6, Activity 04-Relationships Pt.1 (Online)



[Picture by Freepik](#)

Description:

Students will begin by discussing Valentine's Day and their past experiences and current plans, this will

lead into the main activity on relationship philosophy. Students will be challenged to support opinions they don't necessarily agree with.

Semantic Topics: Relationships, Valentine's Day, Dates, Planning, Experience, Opinions, Philosophy

Grammatical Structures: Vocabulary, Time, Sentence Structure

Products: Sharing experiences, planning, justification

Practices: Agree and disagree cards with justification, discussion about Valentine's Day experiences

Perspectives: Do Deaf and hearing relationships face the same issues? What factor does communication play?

Standards

NCSFSL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 5.1 Students use American Sign Language within and beyond the school setting.

Idaho Content Standards for World Languages:

- Objective: COMM 1.1 Interact and negotiate meaning (spoken, signed, written conversation) to share information, reactions, feelings, and opinions
- Standard CONN 1: Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.
- Objective: COMP 1.1 Observe formal and informal forms of language.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can exchange opinions on the pros and cons of different relationship philosophies.
- I can debate with others on beliefs that are both familiar and unfamiliar to me.
- I can participate in conversations regarding past personal experiences.

Materials Needed

- [Google Slides](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

Conversation and Vocabulary

1. Ask students to type their name and ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"
2. Start with 5-minute conversations in breakout rooms
 - "START BREAKOUT ROOMS TIME 5 MINUTE CONVERSATION DISCUSS WHATEVER"

3. Open up the Google Slides Presentation to the man with the pizza box.
4. Vocabulary
 1. **RELATIONSHIP**
 - Hand shapes F connected by the pointer and thumb circle bouncing to and from the chest
 2. **VALENTINES DAY**
 - Both hand shapes 5 with bent middle finger creating the shape of a heart on the left of the chest
 - Non dom hand parallel to the ground across the chest dom hand shape 1 slowly compressing onto the non dom hand with the elbow touching the non dom fist
 3. **OPINION**
 - Dom hand shape compressed 0 located by the forehead with fingertips facing in moving in a circular motion
 4. **DATE**
 - Both hand shapes D palms facing one another fingertips moving in and touching once
 5. **SWEETHEART**
 - Both hand shapes 10 touching at the knuckles palms facing the chest located to the left of the chest with thumbs moving up and down
5. Have a casual conversation with students about Valentine’s Day. Here are some guiding questions:
 1. What are you planning on doing this Valentine’s Day?
 - **“VALENTINE’S DAY YOUR PLAN WHAT?”**
 2. What has been your best experience during Valentine’s Day?
 - **“PAST VALENTINES DAY YOUR FAVORITE MEMORY WHAT?”**
 3. What’s your opinion of Valentine’s Day? Explain.
 - **“YOU VALENTINE’S DAY OPINION WHAT? WHY?”**
 4. What would be your ideal Valentine’s Day? Has that changed over time? Explain.
 - **“YOU PERFECT VALENTINE’S DAY THINK WHAT? OPINION SAME BEFORE?”**
6. If any vocabulary comes up that students stumbled with, be sure to write that on the whiteboard and go over the sign at the end of the lab.

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)

Relationship Philosophies!

1. Have ready the Agree and Disagree cards mixed together in a stack so that students cannot see which is which.
2. Explain to students that for the next two weeks, they will be covering their morals on relationships as a whole and this lab serves as an introduction.
 - "FUTURE 2 WEEKS RELATIONSHIP THINK FEEL DISCUSS. NOW DAY START"
3. Each slide will have an opinion about relationships.
 - "ALL SLIDES RELATIONSHIP OPINION HAVE"
4. Allow students to read the slide as the Lab Assistant signs the slide.
5. Each student will pick a card from the Agree/Disagree pile.
 - "ALL AGREE DISAGREE CARD HAVE"
6. Whether or not this is their true opinion about the relationship situation, they are to defend their assigned point of view.
 - "YOUR OPINION WHATEVER. YOUR CARD DEFEND"
7. If the students are having trouble getting started, the Lab Assistant can play Devil's Advocate, suggesting pros and cons for each side.
8. After the conversation dies down, allow the students to express their genuine opinion about the topic.
 - "YOUR TRUE OPINION WHAT?"

WRAP-UP

1. How did it make you feel to support the side you were assigned?
 - "YOU FEEL SUPPORT CARD OPINION HOW?"
2. Did someone bring up a point that changed your mind? What was it? Why was that so impactful for you?
 - "OTHER PERSON SAY OPINION YOUR MIND CHANGE? THEY SAY WHAT? IMPACT YOU WHY?"
3. Have you ever experienced a situation like this before, whether personally or someone else you know?

- “PAST YOU HAPPEN SAME EXPERIENCE? PERSONALLY [SHIFT] OTHER PERSON”
4. Any other opinions about this topic?
- “OTHER OPINIONS?”

Deaf Culture

Deaf individuals and couples face the same issues with relationships hearing people do, although opinions on Deaf culture and communication can create problems in relationships where one or both people are Deaf that hearing couples do not face.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can exchange opinions on the pros and cons of different relationship philosophies.
- I can debate with others on beliefs that are both familiar and unfamiliar to me.
- I can participate in conversations regarding past personal experiences.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1286#h5p-4>

ASL Level 6, Activity 05-Relationships Pt.2 (Online)

LGBTQ+ Flags

[Picture by Shatara King](#)

Description:

Students will begin by discussing dating struggles among the LGBTQ+ community. They will then learn gender-neutral signs which will lead to a conversation about the similarities between the Deaf community and the LGBTQ+ community. The main activity will challenge students to create an idea for a dating app that is more inclusive and progressive.

Semantic Topics: Dating, LGBTQ+, Relationships, Inclusiveness, Community, Dating Apps

Grammatical Structures: Gender Neutral Signs, Vocabulary

Products: Vocabulary, Cultural Discussion, Relationships

Practices: Exploring similarities and Differences between Deaf and hearing experiences in the LGBTQIA+ community.

Perspectives: What challenges do Deaf individuals face within the LGBTQIA+ community? Are these shared experiences with hearing individuals in the community?

Standards

NCSSFL-ACTFL World-Readiness Standards:

- Standard 3.1 Students reinforce and further their knowledge of other disciplines through American Sign Language.
- Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages.
- Standard 5.1 Students use American Sign Language within and beyond the school setting.

Idaho Content Standards for World Languages:

- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CLTR 1.1 Analyze the cultural practices/patterns of behavior accepted as the societal norm in the target culture.
- Objective: CONN 1.2 Relate information studied in other subjects to the target language and culture.
- Objective: COMP 2.2 Compare and contrast appropriate gestures and oral expressions in the target culture with the learner's culture.
-

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can identify products and practices to help me understand perspectives.
- I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using a series of connected sentences and probing

questions.

- I can interpret and infer meaning from complex, academic, and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.

Materials Needed

- [Google Slides](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

1. Ask students to type their name and ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"
2. Start with 5-7 minute conversations in breakout rooms
 - (This can be cut short for this lab because there is a lot of content to cover)
 - "START BREAKOUT ROOMS TIME 5-7 MINUTE CONVERSATION DISCUSS WHATEVER"
3. Dating Struggles and LGBTQ+ Discussion

Dating Struggles

1. Open the Google Slides Presentation – make sure you have access to edit the presentation before starting the lab.
2. Vocabulary
 1. STRUGGLE
 - Both hand shapes 1 dom hand located close to the chest pointing out towards the non dom hand pointing in towards the dom hand both hands moving in a bouncing motion up and down
 2. PSYCHOLOGY
 - Non dom hand shape 5 with curved bend thumb located in front of chest. Dom hand closed 5 finger tips bouncing off the space between the thumb and pointer on the

stationary non dom hand

3. SOCIAL

- Both hand shapes S touching at the thumb and pointer palm orientation facing outward from the body located by the chest moving in a circular moving the palms to face inward towards the chest ending with the pinkies touching

4. INCLUDE

- Non dom hand shape collapsed C located in front of chest palm orientation to the left. Dom hand shape 5 closing to hand shape O inside of the non dom collapsed C

5. COMMUNITY

- Both hand shapes B with finger tips touching located at non dom side of the chest moving across the chest to the dom side with palm orientations switching back and forth

3. Ask students to think of some potential struggles Deaf people experience with dating and type out their ideas in the presentation itself.

- "YOU DEAF PEOPLE DATING STRUGGLE THINK WHAT?"

4. Click on the photo in the presentation to watch a video on a Deaf woman explaining her experience dating.

Gender Neutral Signs

1. THEY
2. NON-BINARY PARENT
3. HONORED GUESTS
4. PARTNER/SWEETHEART
5. NON-BINARY SIBLING
6. NON-BINARY NIECE/NEPHEW
7. SPOUCE

LGBTQ+ Discussion

1. Flip to the LGBTQ+ slide and explain to students the higher population of LGBTQ+ individuals in the Deaf community compared to the hearing community.
2. Have a discussion with these guiding questions:
 1. Why might this be? Is it physiological? Is it social?
 - "YOU THINK PSYCHOLOGY [SHIFT] SOCIAL? WHY?"
 2. What are the similarities and differences between the Deaf and LGBTQIA+ communities?
 - "SAME [SHIFT] DIFFERENT WITH DEAF [SHIFT] LGBTQIA+ COMMUNITY WHAT?"

2. Oppression
3. Struggles dating
4. When to disclose deafness vs. sexuality
5. Family dynamics
6. Cultural norms

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)

Dating App!

1. Explain to students that they will be creating their own dating app that is more inclusive for the Deaf.
 - “NOW ALL DATING APP INCLUDE DEAF MORE MAKE”
2. Scroll through the three different dating app screenshots to give students an idea of what they want to include in their initial profile setup.
3. The lab assistant will ask students to take out a piece of paper and a pencil and allow them time to create a company name, logo, and the questions they would use to set up their dating app.
 - “ALL PEN PAPER NEED. WORK PLACE NAME, PHOTO fs-LOGO, QUESTIONS THINK WRITE”
4. After students have completed their app, they will take turns and share with the group what their app is, who it is intended for, and why theirs is better than others on the market right now.
 - “FINISH SHARE WITH GROUP. YOUR fs-APP BEST WHY?”
5. The students that are not presenting will take a vote on whether or not they would fund the app presented to them. Encourage them to give the presenter some tips on how to make their app more inclusive or popular.
 - “ALL OTHER VOTE GIVE MONEY FOR fs-APP YES NO? WHY?”

WRAP-UP

1. Did you know of any gender-neutral signs other than cousin?
 - “YOU KNOW GENDER NEUTRAL SIGNS OTHER-THAN COUSIN?”
2. Had you thought about the similarities between the Deaf and LGBTQ+ communities before?

- "YOU THINK ABOUT SIMILARITIES WITH DEAF [SHIFT] LGBTQIA+ - COMMUNITIES BEFORE?"

3. Did anything you learned today surprise you?

- "YOU LEARN SOMETHING SURPRISING TODAY? YES? [SHIFT] NO?"

Deaf Culture

Traditional ASL does not accommodate for progressive gender identification and pronouns this is why the Deaf community adapts and establishes new signs as times change.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements


NCSSFL-ACTFL Can-Do Statements:

- I can identify products and practices to help me understand perspectives.
- I can maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using a series of connected sentences and probing questions.
- I can interpret and infer meaning from complex, academic, and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.



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<https://boisestate.pressbooks.pub/pathwaysasl/?p=1288#h5p-4>

 *ASL Level 6, Activity 06-Health Care Pt.1 (Online)*



[Picture from ARGO Translation](#)

Description:

Students will begin with fingerspelling practice that will lead to unfamiliar vocabulary. In the main activity, they will discuss healthcare in regard to medical costs for Deaf individuals.

Semantic Topics: Deaf Culture, Healthcare, Cost, Insurance, Money

Grammatical Structures: Fingerspelling, Vocabulary, Numbers

Products: Money, Healthcare, Deaf Culture

Practices: Naming cons of various procedures, discussion surrounding ethics of cochlear implants

Perspectives: What barriers does the Deaf community face concerning healthcare or medical facilities?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture.

- Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.
- Standard 4.2 Students demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own.
- Standard 5.1 Students use American Sign Language within and beyond the school setting.

Idaho Content Standards for World Languages:

- Objective: COMM 3.1 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- Objective: CLTR 1.2 Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.
- Objective: CLTR 2.3 Justify the underlying beliefs or values of the target culture that resulted in the creation of the product.
- Objective: CONN 2.3 Compare and contrast cultural similarities and differences in authentic materials.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can participate in discussions about the benefits and disadvantages of public health care costs.
- I feel comfortable expressing cost without limit.
- I can discuss possible considerations for getting cochlear implants.

Materials Needed

- [Google Slides](#)
- [Cost Cards](#)
- [Procedure Cards](#)
- [Homework Article](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

1. Ask students to type their name and ID # for attendance
 - “YOU LIST 2- NAME, ID NUMBER TYPE”
2. Start with 5-7 Minute conversations in breakout rooms
 - “NOW DAY START BREAKOUT ROOMS TIME 5-7 MINUTE CONVERSATIONS DISCUSS WHATEVER”
3. Review medical vocabulary signs:
 1. Review medical vocabulary signs:
 1. **MEDICINE**
 - Tip of middle finger in contact with non-dom up-sided palm moves slightly sideways at the wrist while the fingertip stays on the palm.
 2. **DOCTOR**
 - Fingertips of dominant “bent flat” hand tap twice on non-dominant palm-up wrist.
 3. **NURSE**
 - Non-dom hand shaped “S” with palm facing up. Dominant hand shaped “N” with fingers sticking out. Tap dominant hand fingertips on non-dom hand wrist twice.
 4. **INSURANCE**
 - Dom hand shaped “I” with palm facing outward and shaking left to right.
 5. **BLOOD TEST**
 - Non-dom hand shaped “flat” and dom hand shaped “5”. With non-dom hand palm facing torso and dom hand parallel, move dom hand downward while wiggling fingertips.
 - Left and right hand shapes “1” with palm orientation outwards. Start with both hands slightly higher than the shoulders, then move in a downward direction, changing hand shape 1s to X.
 6. **COUGHING**

- Dom hand shaped “S” hitting chest two times.

7. SURGERY

- Dominant hand shaped “10” thumb tip in contact with the non-dominant palm, palm oriented down, brushes down the palm once.

8. SICK

- Dominant hand shaped “open-8” with the tip of the middle finger in contact with the middle forehead, palm oriented inward, taps once or twice on the forehead.

9. VOMIT

- Left and right hand shapes “5”. Dom hand positioned closest to chin with palm oriented to face the side. Non-dom hand positioned below dom hand and palm oriented to the other side. Move both hands in downward direction.

10. Have students take turns discussing each question

- In the past, have you gone to see the doctor? What for?
 - PAST, DOCTOR YOU GO TO? FOR-FOR?
- Have you considered becoming a doctor/nurse? Why/why not?
 - YOU CONSIDER BECOME DOCTOR/NURSE? WHY/WHY NOT?

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Cost Cards](#)
- [Procedure Cards](#)

Matching and Discussion!

1. After greeting students to the lab, inform them they will be covering the topic of health care over the next two weeks. Start by asking them the following questions:
 1. How much do you think the initial procedure of cochlear implants costs?
 - “YOU THINK START PROCESS FOR COCHLEAR IMPLANT COST HOW MUCH?”
 2. How much do you think a replacement outer device costs?
 - “YOU THINK COCHLEAR REPLACE COST HOW MUCH?”

3. How much do you think it would cost to drain your ears?
 - “YOU THINK COST DRAIN YOUR EARS HOW MUCH?”
2. Group students into two groups in breakout rooms and send the Cost cards to them, one group with St. Alphonsus cards and the other with St. Luke’s cards.
3. Inform students that these are the real costs for those medical procedures.
4. The Lab Assistant will then take out the Procedure cards and give them to their corresponding groups.
5. Students will work in their groups to match the Cost with the Procedure.
 - “NOW YOU GROUP WORK WITH. COST FIND PROCEDURE TOGETHER”
6. Once students are done, the Lab Assistant will check their work and correct any mistakes made.

Key

St. Alphonsus (red):

1. Cochlear device implantation, with or without mastoidectomy – \$20,678.51
2. Cochlear device includes all internal and external components – \$4,843.00
3. Drainage of the external ear – \$272.00

St. Luke’s (blue):

1. Cochlear device implantation (Treasure Valley)- \$12,652.00
2. Cochlear device implantation (McCall) – \$16,605.00
3. Drain external ear lesion – \$1,503.00

If there is extra time

1. (FS Practice)Instructions: Fingerspell the 4 words and then teach them the signs!Goal: To improve receptive skills and learn new signs!
 - “NOW FINGERSPELL PRACTICE VOCABULARY LEARN”

FS Words	ASL Signs
1. Tutor	T’s Move forward and backward by the forehead
2. Honest	Dom V moving forward on closed Non-Dom 5
3. Drunk	Y moving in front of nose
4. Lie	Palm down bent B under chin move to the left
5. Steal	V elbow to bent-v by non-dom fist

WRAP-UP

1. Why do you see such a dramatic difference in the cost of these procedures?
 - “YOU THINK BIG COST DIFFERENT WHY?”

2. Do you agree that medical practices should include their costs upfront?
 - "YOU AGREE MEDICAL PRACTICE INCLUDE COSTS UPFRONT SHOULD?"
3. Do you think this affects parents' decisions to give their child a cochlear implant?
 - "YOU THINK PARENT COST INFLUENCE DECISION GIVE CHILD COCHLEAR IMPLANT?"
4. Do you agree with the current legislation that insurance should cover cochlear implant costs?
 - "YOU AGREE NOW LEGISLATION SAY INSURANCES PAY-FOR COCHLEAR IMPLANT SHOULD COSTS"

Lab students need to be sent the [Homework Article](#) in the chat and come prepared with at least one question and one comment for next week's lab on Health Care Pt. 2

Deaf Culture

Members of the Deaf community and parents of Deaf children face not only the challenges of controversial views on cochlear implants among the Deaf community but also the financial burden the procedure comes with.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

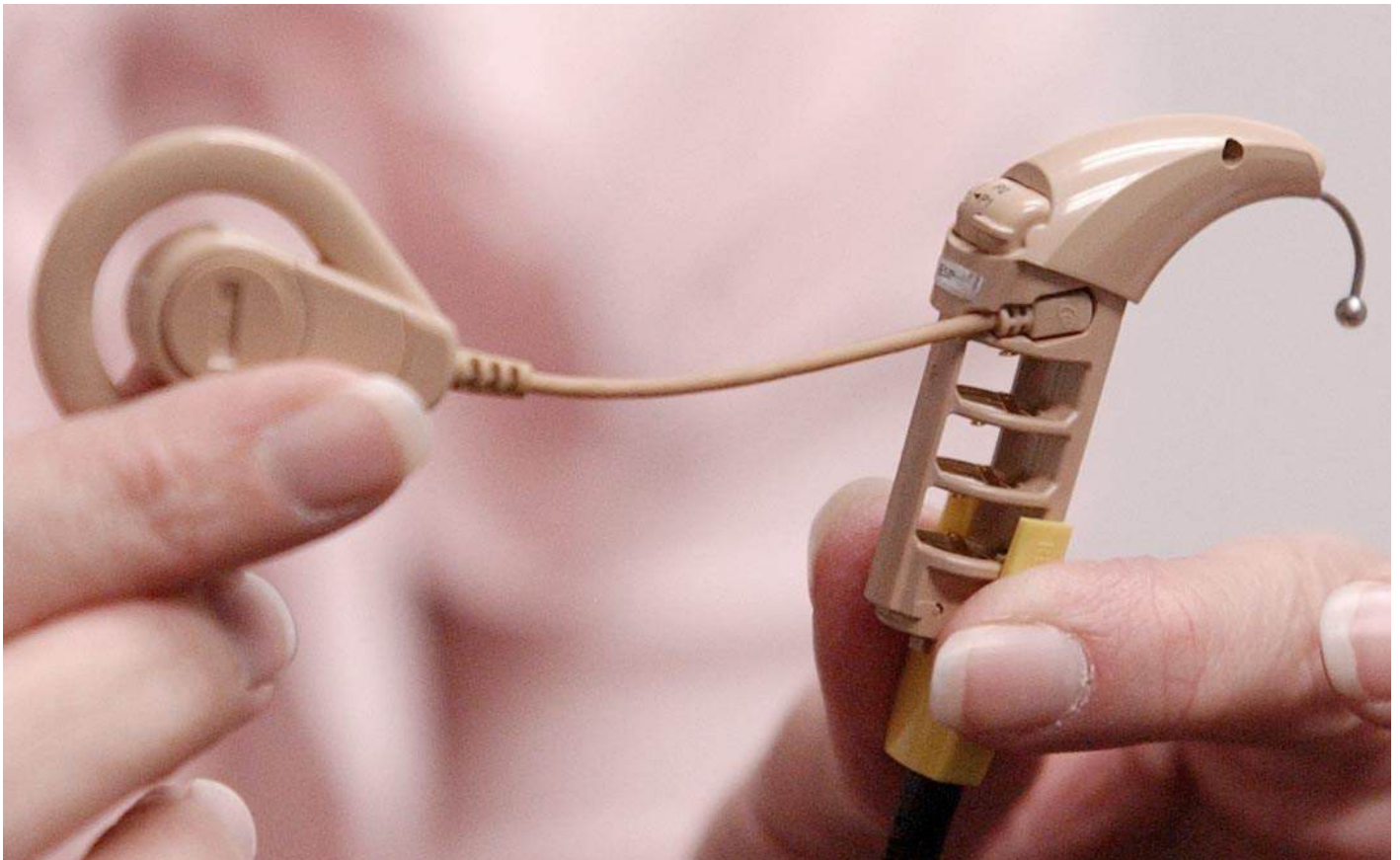
- I can participate in discussions about the benefits and disadvantages of public health care costs.
- I feel comfortable expressing cost without limit.
- I can discuss possible considerations for getting cochlear implants.



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An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1300#h5p-4>

❖ASL Level 6, Activity 07-Health Care Pt.2 (Online)



[Picture from TIME](#)

Description:

Students will begin by watching a video on cochlear implants and discussing the video. This will lead to

the main activity which will include a debate on cochlear implants and different factors relating to Deaf culture.

Semantic Topics: Cochlear Implants, Health Care, Deaf Culture, Video, Debate, Opinions, Learning, Children, Inclusion

Grammatical Structures: Vocabulary

Products: Healthcare, Cochlear Implants, Debate, Deaf Culture

Practices: Debating the topic of cochlear implants

Perspectives: Why might Cochlear Implants cause uproar within the Deaf community?

Standards

NCSSFL-ACTFL World-Readiness Standards:

- Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture.

Idaho Content Standards for World Languages:

- Objective: COMM 3.1 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can recognize fundamental themes of Deaf culture.
- I can participate in discussions on Deaf culture-related topics, including thoughtful personal insight.
- I can use articles and videos to support my opinion on Deaf culture.

Materials Needed

- [Google Slides](#)
- [Cochlear Implants Video](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)
- [Cochlear Implants Video](#)

1. Ask students to type their name and ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"
2. Start with 5-7 Minute conversations in breakout rooms
 - "NOW DAY START BREAKOUT ROOMS TIME 5-7 MINUTE CONVERSATIONS DISCUSS WHATEVER"
3. Open up the Google Slides Presentation
4. Vocabulary

1. **COCHLEAR IMPLANT**
 1. Dom hand shape X tapping behind the dominant side ear
 2. **SITUATION**
 1. Same as HAPPEN-Both hand shapes 1 palms oriented facing one another move wrists to twist palms to be parallel to the ground
 3. **IMPACT**
 1. Located on the dom side of the chest dom hand shape S moving forward and pressing knuckles on stationary non dom hand shape 1
 4. **POPULATION**
 1. Located at lower waist both hands shaped P palms facing down to the ground both moving in a circular motion outward from the body
 5. **FACTORS**
 1. Non dom hand shape 5 at chest palm orientation facing chest and dom hand shape 1 moving my pointing at each of the 5 fingers on the non dom hand
5. introduce the lab via the video about cochlear implants
 6. Follow up with a discussion using the following guiding questions:
 1. What stood out to you in the video, both positively and negatively? Why was that so impactful for you?
 - "VIDEO FINISH YOU GOOD BAD THINK WHAT? YOU IMPACT YES NO WHICH?"
 2. What more would you want to know about their situation?
 - "SITUATION YOU KNOW MORE ABOUT WANT WHAT?"
 3. Did you understand the signing in the video? Which parts were unclear?
 - "YOU SIGNING UNDERSTAND ? NOT CLEAR PART WHAT?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Article](#)

Cochlear Implant Debates

** Lab students were emailed a week before their lab to read the [following article](#) and come prepared with at least one question and one comment **

1. Flip to the lightbulb slide in the Presentation and have students type into the chat
 1. This will allow students to type their questions and comments from the article right onto the chat. Make sure that their responses are displayed for all to see.
 2. This will serve as proof they read the article.
2. Students will share their questions and comments with the group.
 - "TAKE TURNS QUESTIONS THOUGHTS GROUP SHARE"
 - The lab assistant will do their best to answer any questions students have, allowing for peer discussion about the questions.
3. After students have discussed their contributions, use the following guiding questions to further the discussion (if not discussed already):
 1. What is your personal opinion of CIs?
 - "YOUR PERSONAL OPINION CI'S WHAT?"
 2. Since you have started taking/learning ASL, has your view(s) on CIs changed? Why or why not?
 - "PAST START LEARN ASL, YOUR VIEWS CHANGE? WHY [SHIFT] WHY NOT?"
 3. If your child was born deaf would you elect for them to get a Cochlear Implant? Why or why not?
 - "YOUR CHILD BORN DEAF YOU COCHLEAR IMPLANT FOR THEM WANT? WHY [SHIFT] WHY NOT?"
 4. Before adopting sign language, do you think your opinion of CIs would have been different? How is this reflective of the general population?
 - "IF YOU ASL DON'T KNOW YOU YOUR OPINION CI DIFFERENT THINK YOU? YOU YOUR OPINION SAME-AS HEARING POPULATION THINK YOU?"
 5. What factors may lead to the decision of someone getting a CI or not?
 - "FACTORS LEAD SOMEONE GET CI [SHIFT] NOT WHAT?"
 2. Socioeconomic
 3. Family Culture
 4. Distribution of time
 1. Spending more time on mastering the skill to speak rather than on school, friends, or extracurricular activities)
 5. Timing of operation (e.g. after being deaf for 10 years compared to months after birth)
 6. Who's choice? Parent's or child's?
 - "CHOICE PARENT [SHIFT] CHILD WHO?"
 6. What are some social, psychological, and developmental benefits for children with cochlear implants?

- "LIST: 1. SOCIAL 2. PSYCHOLOGICAL 3. DEVELOPMENTAL BENEFITS FOR CHILDREN WITH COCHLEAR IMPLANTS WHAT?"
2. What are some comparable costs for children with cochlear implants?
- "COMPARABLE COSTS FOR CHILDREN WITH COCHLEAR IMPLANT WHAT?"

WRAP-UP

1. Are people with cochlear implants still considered a part of the Deaf community? Why or why not?
 - "YOU THINK PEOPLE WITH COCHLEAR IMPLANTS IN DEAF COMMUNITY? WHY [SHIFT] WHY NOT?"

Deaf Culture

Cochlear implants contribute to the controversial topic of whether or not Deaf people should be taught to speak or strictly sign. Deaf individuals who do not learn sign have a hard time being accepted by both the Deaf and hearing community.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can recognized fundamental themes of Deaf culture.
- I can participate in discussion on Deaf culture related topics, including thoughtful personal insight.
- I can use articles and video to support my opinion on Deaf culture.

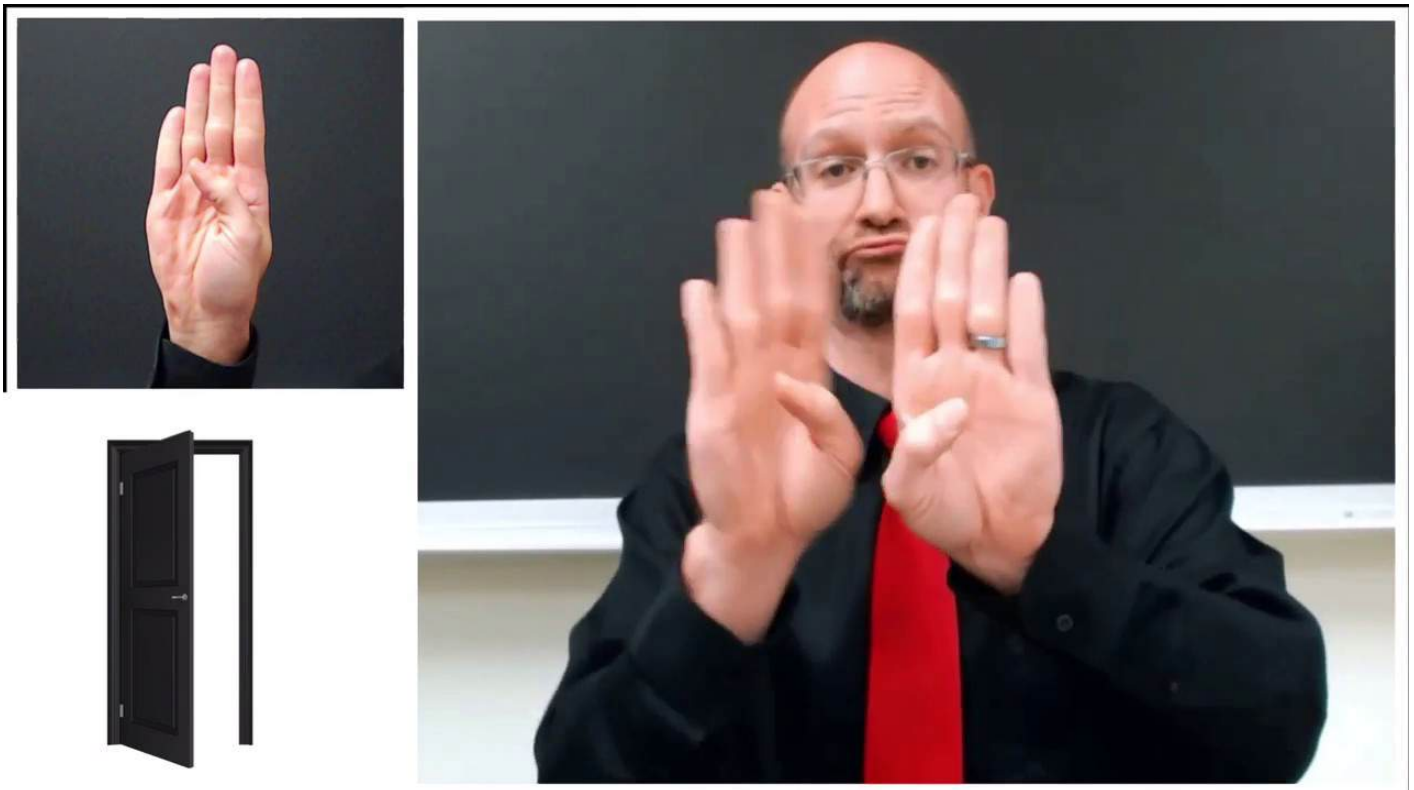




An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysas/?p=1294#h5p-4>

◆ASL Level 6, Activity 8-Classifiers (Online)



[Picture by ASL That](#)

Description:

Students will begin by practicing classifiers in the context of different locations which will lead to a discussion about spring break and travel plans. The main activity has students practice classifiers further specifically physical descriptions by playing a character-guessing game

Semantic Topics: Locations, Characters, Descriptions, Games, Plans, Spring Break

Grammatical Structures: Classifiers (CLs), Signing Space, Physical Descriptions

Products: Characterization, Vacation, and Planning

Practices: Characterization of iconic figures, making plans for spring break

Perspectives: What elements go into characterization? What happens when one element is removed?

Standards

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.3 Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.
- Standard 5.1 Students use American Sign Language within and beyond the school setting.

Idaho Content Standards for World Languages:

- Objective COMP 1.2 Identify patterns and explain discrepancies the sounds and the writing system in the target language.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can exchange personal stories across all time frames.
- I can perform and follow the complex chronology of a play's plot.
- I can understand anecdotes recounted from a fictional character's perspective.

Materials Needed

- [Google Slides](#)
- [Classifier Pictures'](#)
- [Character Cards Master Sheet](#)

WARM-UP**Materials Needed for Warm-up**

- [Google Slides](#)
- [Classifier Photos](#)

Imagination collaboration

1. Ask students to type their name and ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"
2. Start with 5-7 minute conversations in breakout rooms
 - "START BREAKOUT ROOMS TIME 5-7 MINUTE CONVERSATION DISCUSS WHATEVER"
3. Vocabulary
 1. **SPRING**
 - Non dom hand shape C stationary with palm oriented facing chest and dom hand shape compressed 5 inside of non dom C moving upward to spread out hand shape 5
 2. **HOLIDAY**
 - Both hand shapes 5 touching chest with thumbs in a bouncing motion with palms facing the ground

3. **BREAK**
 - Non dom hand shape 5 with pointer and middle connected and separate from ring and pinky connected fingers palm facing chest. Dom hand shape B palm oriented facing the ground bouncing inside opening in non dom hand
4. **TRAVEL**
 - Bent V hand shape palm facing the ground moving in a zig zag motion away from the chest
5. **DESCRIBE**
 - Both hand shapes F palms facing each other with pinkies parallel to the ground moving by switching from front to back
4. The students will be shown pictures from various places to visit for Spring Break
 1. Use the [Classifier Pictures](#) slides for this activity
 2. Send the Classifier Pictures Slides into the chat so students can assess the pictures in breakout rooms
5. At each picture, students will collaborate in short breakout room sessions to describe one part of the image using almost exclusively classifiers.
 - **"ME PICTURE SHOW YOU WORK TOGETHER BREAKOUT ROOMS SIGN PICTURE CL USE"**
6. Once all pictures are thoroughly signed, start a casual conversation in the main room using the following guiding questions:
 1. What are your plans for Spring Break?
 - **"SPRING BREAK PLANS WHAT?"**
 2. Do you usually do something for Spring Break or stay home?
 - **"NORMALLY YOU TRAVEL [SHIFT] STAY HOME?"**
 3. What was your favorite experience during Spring Break in the past?
 - **"YOUR FAVORITE MEMORY FROM SPRING BREAK WHAT?"**
 4. Do you have any plans to travel in the near future? Where will you be going and why?
 - **"YOU HAVE PLANS TRAVEL? YOU GOING WHERE? WHY?"**
 5. Encourage students to use their newly practiced CL skills to vividly describe their experiences.
 - **"YOU CL PRACTICE USE DESCRIBE EXPERIENCE"**
 6. Various locations/destinations will be displayed on the presenter's screen
 7. Flip to slide 7 to show the first picture
 8. Students are to take turns using classifiers describing one aspect of the picture at a time to

contribute to the full image

- "TAKE TURNS CL USE DESCRIBE ONE PART OF PICTURE"

9. Students will take turns until there are no more outstanding aspects of this picture left to explain
10. This will continue through slide 10

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Character cards](#)
- [Character Cards Master Sheet](#)

Character Collaboration

1. Flip to the Character Collaboration slide (slide number 9)
2. The lab assistant will privately send Character cards to each student.
 1. Make sure students are able to pair up with others when you place them in breakout rooms.
 - "NOW BREAKOUT ROOM PARTNER HAVE"
3. If there are 4 students, privately send 8 different character cards (2 each).
4. Students will not show their character to others.
 - "ALL PERSON 2 CARD HAVE SHOW NOT"
5. Each student will sign their characters using only classifiers. Students are not allowed to fingerspell.
 - "YOU PERSON CARD DESCRIBE CL USE ONLY FINGERSPELL NOT"
6. The other students will try to guess which character they have until they are correct. Then the partner who was guessing will now sign their character card using only CLs"
 - "PARTNER GUESS PERSON WHICH SWITCH"
7. Once both partners have guessed their partner's cards they will continue with the next character card
 - "FINISH NOW SECOND CARD GUESS"
8. Close the breakout rooms once the time has run out.

WRAP-UP

1. Do you think classifiers present a universal component to sign language?
 - "YOU THINK CLASSIFIERS IMPORTANT PART ASL?"
2. Do Classifiers limit or expand sign language vocabulary?
 - "YOU THINK CLASSIFIERS LIMIT [SHIFT] EXPAND SIGN LANGUAGE VOCABULARY?"
3. Do classifiers need to be specific or are they mostly open-ended?
 - "YOU THINK CLASSIFIERS NEED SPECIFIC [SHIFT] MOSTLY OPEN-MINDED?"

Deaf Culture

The ability to utilize and understand classifiers is important for complex communication in sign language among the Deaf community. Changing one of the 5 parameters can change the entire meaning of a sign.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can exchange personal stories across all time frames.
- I can perform and follow the complex chronology of a play's plot.
- I can understand anecdotes recounted from a fictional character's perspective.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1298#h5p-4>

ASL Level 6, Activity 09-Debate (Online)



[Picture by Sign1 News](#)

Description:

Students will begin with reviewing and learning some new vocabulary words, they will then take part in a group debate on different controversial topics.

Semantic Topics: Review, Debate, Topics, Controversial, Challenge

Grammatical Structures: Vocabulary, Questions, Sentence Structure

Products: Debate, Questions

Practices: Debate controversial topics and craft questions

Perspectives: Why is it easier to get directly to a point in ASL than it is in English?

Standards

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.3 Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.
- Standard 3.1 Students reinforce and further their knowledge of other disciplines through American Sign Language.

Idaho Content Standards for World Languages:

- Objective: COMM 3.1 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- Objective: CLTR 2.3 Justify the underlying beliefs or values of the target culture that resulted in the creation of the product.
- Objective: CONN 1.2 Relate information studied in other subjects to the target language and culture.

- Objective: COMP 1.1 Observe formal and informal forms of language.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can apply my knowledge and intuition to a wide range of controversial topics in a debate setting.
- I can participate in a debate on topics that are atypical in standard discourse.

Materials Needed

- [Google Slides](#)
- [Moderator/Yes/No Cards](#)
- [Controversial Topics Cards](#)
- [Taboo Cards \(doc\)](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

1. Ask them to type ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"
2. Begin with 5-7 minutes of conversation
 - "START BREAKOUT ROOMS TIME 5-7 MINUTE CONVERSATION DISCUSS WHATEVER"
3. Vocabulary/FS Practice
 1. MARS – "PLANET FS: Mars"
 2. BAN- "ILLEGAL"
 3. TRUST

4. ENCOURAGE- "TO MOTIVATE"
5. HOROSCOPE – "STAR SEE-FUTURE"
 1. ARIES – horns with 'R' handshape
 2. TAURUS – Y on the forehead
 3. GEMINI – FS
 4. CANCER – CRAB
 5. LEO – FS
 6. VIRGO – WOMAN
 7. LIBRA – FS
 8. SCORPIO – SCORPION
 9. SAGITTARIUS – FS: SAG or ARROW
 10. CAPRICORN – GOAT
 11. AQUARIUS – FS: AQ
 12. PISCES – FS or FISH
 13. ZOMBIE – FS or act out
 14. SLAVE – Vocabulary

MAIN ACTIVITY

Materials Needed for Main Activity

- [Moderator/Yes/No Cards](#)
- [Controversial Topics Cards](#)

Debate

Note: The lab assistant should model the Moderator role before choosing a student to lead the discussion.

1. The lab assistant will randomly choose one student to be the Moderator and send them the "I am the Moderator" card so everyone can see it in the chat
 - "START ME PICK ONE PERSON fs-MODERATOR MESSAGE SEND ALL SEE"
2. The lab assistant will separate the class into two breakout rooms and assign each group the "I am team yes!", or the "I am team no!" cards so each group knows what side they will be supporting.
 - "NOW BREAKOUT ROOMS 2 GROUPS. ME SEND GROUP TEAM YES TEAM NO"
3. The Moderator will pick a topic from the sheet of "Controversial topics" cards they will then lead the debate with students.

- “fs-MODERATOR TOPIC PICK DEBATE LEAD”
4. The Yes and No teams will work together to support their side of the debate, providing at least three points to contribute. The groups will collaborate to come up with these points in breakout rooms.
 - “BREAKOUT ROOMS YES NO TEAMS WORK TOGETHER 3 POINTS THINK SUPPORT THEIR SIDE”
 5. Once the breakout rooms have had about 5 minutes to come up with an argument the breakout rooms will close and the group will debate as a whole.
 - “BREAKOUT ROOMS FINISH GROUP DEBATE”
 6. Once the group is done with their debate, the lab assistant will assign a new Moderator and they will choose a new topic to debate.
 - At this point, the groups can be switched around or you can simply switch which team is team yes and which team is team no.
 - Continue debating until time runs out and make sure everyone gets to be the moderator at least once.
 - “FINISH fs-MODERATOR SWITCH NEW TOPIC PICK YES NO TEAMS SWITCH DEBATE CONTINUE”

WRAP-UP

1. How do you feel about your signing ability when it comes to having a debate?
 - “YOUR SIGNING STRENGTH YOU FEEL CONFIDENT [SHIFT] NOT CONFIDENT WHEN HAVING DEBATE?”
2. Do you feel that the simplicity of sign language limits in-depth conversation?
 - “YOU THINK SIMPLICITY SIGN LANGUAGE LIMITS DEPTH CONVERSATION?”

Deaf Culture

Native signers tend to make points a lot quicker when it comes to explaining and discussing different topics. This is because there are not several words with the same meaning as there are in English. In a way, this simplifies the language overall but it also makes for efficient debates!

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can apply my knowledge and intuition to a wide range of controversial topics in a debate setting.
- I can participate in a debate on topics that are atypical in standard discourse.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1296#h5p-4>

◆ASL Level 6, Activity 10-Deaf Games! (Online)



[Picture by Suzy Hazelwood](#)

Description:

Students will begin by learning about 2 commonly played games in the Deaf community. They will then have a conversation about inclusivity and differences of games in the Deaf vs hearing community, this will lead to a game of taboo that will challenge students to use signs outside their comfort zone and recall signs they may not have used in a while.

Semantic Topics: Games, Deaf Culture, Childish, Challenge

Grammatical Structures: Vocabulary, Sentence Structure

Products: Deaf Culture, Comparison

Practices: Compare Deaf and hearing cultures in the realm of games

Perspectives: What aspects make a game 'Deaf friendly'?

Standards

NCSSEFL-ACTFL World-Readiness Standards:

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture.
- Standard 4.2 Students demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own.

Idaho Content Standards for World Languages:

- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CLTR 2.1 Analyze the significance of a product (art, music, literature, etc...) in a target culture.
- Objective: CONN 2.3 Compare and contrast cultural similarities and differences in authentic materials.

- Objective: COMT 2.1 Interpret materials and/or use media from the language and culture for enjoyment.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- I can make comparisons between products and practices to help me understand perspectives.
- I can interact at a competent level in familiar and unfamiliar contexts.

Materials Needed

- [Google Slides](#)
- [The Elephant Game](#)
- [Deaf Telephone](#)
- [Taboo Cards](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)
- [The Elephant Game](#)
- [Deaf Telephone](#)

1. Ask them to type ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"
2. Begin with 5-7 minutes of conversation
 - "START BREAKOUT ROOMS TIME 5-7 MINUTE CONVERSATION DISCUSS WHATEVER"
3. Vocabulary

1. TELEPHONE/CELL PHONE
 - Hand shape Y located on cheek
 - Hand shape C located on cheek
 2. REJECTED
 - Hand shape 10 with extended arm facing up and movement twists wrist to point thumb to the ground facial expression unhappy/disapproval
 3. BARRIERS
 - both hand shapes B with arms crossed located at the chest and moving up towards the head
 4. CURRICULUM
 - Non dom hand shape compressed 5 palm oriented to the left. Dom hand shape C located at the top of non dom hand movement into hand shape M at the bottom of the non dom hand
 5. MAINSTREAM
 - Both hand shapes 5 located at shoulders palms facing the ground outward movement with dom hand overlapping non dom
4. Introduce the elephant game and play the video
 5. Introduce 'Deaf telephone' and play the video
 6. You will now facilitate a few rounds of deaf telephone
 - "VIDEO FINISH. NOW GAME PLAY DEAF TELEPHONE"
 - 1. Create a breakout room and adjust the settings to allow participants to join and leave the breakout room
 - "GAME PLAY BREAKOUT ROOM"
 - 2. Assign one person to think of a sentence and start the game
 - "ONE PERSON SENTENCE THINK YOU GAME START"
 - 3. This person will join the breakout room alone
 - 4. We will refer to this person as Player 1
 - "PERSON 1 JOIN BREAKOUT ROOM ALONE"
 - 5. Establish an order and type it into the chat so everyone knows when it's their turn to join the breakout room
 - "ME ORDER SEND"

6. The first person (player 2) will join the breakout room with Player 1.
 - "PERSON TWO JOIN BREAKOUT ROOM WITH PLAYER ONE"
7. Player 1 will sign their sentence to Player 2 ONLY ONCE then they will leave the breakout room.
 - "PLAYER ONE SIGN SENTENCE ONLY ONCE. FINISH LEAVE BREAKOUT ROOM"
8. Once Player 1 returns to the main room Player 3 will now join
 - "PLAYER 1 COME MAIN ROOM PLAYER 3 JOIN BREAKOUT ROOM WITH PLAYER 2."
9. Player 2 will sign the sentence to them as they remember it
 - "PLAYER 2 SIGN SAME SENTENCE THEY REMEMBER WHAT"
10. This will continue until the last person joins and leaves the breakout room. They will then share the sentence with the whole group and Player 1 will reveal what the original sentence was.
 - "GAME CONTINUE LAST PERSON JOIN MAIN ROOM SIGN THEY THINK SENTENCE WHAT"
11. Play a few rounds of 'Deaf telephone' depending on how fast the rounds are going.
12. Ask students if they've ever seen an actual telephone for Deaf people
 - "PAST YOU SEE TELEPHONE FOR DEAF PEOPLE YOU?"
13. Explain that the actual name for a **Telecommunications Device for the Deaf (TDD)** is a teleprinter
14. Spark a conversation about interpreters and distant communication among Deaf people
7. Have a group conversation about inclusivity and Deaf games
 1. Do you think hearing people are excluded in the context of "Deaf games"
 - "YOU THINK HEARING PEOPLE FEEL REJECTED DEAF GAMES?"
 2. Can most games be altered to include the Deaf community?
 - "YOU THINK MOST GAMES CAN CHANGE FOR DEAF COMMUNITY INCLUDE?"
 3. Are there games that can be enjoyed by both the Deaf community and non-signing hearing people?
 - "YOU THINK HAVE GAME CAN ENJOY BOTH DEAF COMMUNITY [SHIFT] NON-SIGNING HEARING PEOPLE?"
 4. Do you think the language barrier has a greater impact on Deaf children or adults?
 - "YOU THINK LANGUAGE BARRIER HAVE BIGGER IMPACT FOR DEAF CHILDREN [SHIFT] ADULTS?"

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Taboo Cards](#)

Taboo!

1. Introduce the game
 - “NOW GAME PLAY NAME fs-TABOO”
2. The lab instructor will privately chat one person with their word and the words they cannot use.
 - “ME SEND ONE PERSON WORD WITH LIST WORDS USE CAN’T”
 - The word that is marked as the main word is the word that people are trying to guess
 - The words marked as forbidden words are signs they are not allowed to sign as they are describing the word
3. The group will begin guessing
4. Use a timer to time 30 seconds for each word. (You can use one on your phone or computer).
 - “TIME 30 SECONDS HAVE GROUP GUESS WORD”
 - If you decide that it is harder online or easier, adjust the time to the needs of your lab.
5. Have students type their guesses into the chat while the person is signing. The first person to guess correctly “wins.” Make sure to go over the sign at the end to make sure everyone knows it.
 - “ALL TYPE GUESS FIRST CORRECT WIN”
6. Go around until the allotted time runs out.
 - “ME NEW PERSON WORD SEND GAME CONTINUE”

WRAP-UP

1. How can Deaf culture education impact inclusivity?
 - “DEAF CULTURE EDUCATION IMPACT INCLUSIVITY HOW?”
2. Should the ASL alphabet be implemented in the mainstream curriculum?
 - “ASL ALPHABET ADD MAINSTREAM CURRICULUM? YES? NO?”

3. How is a Deaf child who grows up going to a hearing school impacted socially among the Deaf community?

- "DEAF CHILD GROW UP HEARING SCHOOL THAT IMPACT DEAF COMMUNITY HOW?"

4. With today's access to technology, do you think deaf people still own teleprinters?

- "TECHNOLOGY TODAY, YOU THINK DEAF PEOPLE HAVE TELEPRINTERS?"

Deaf Culture

Deaf children growing up with a community of other Deaf people and kids establishes Deaf culture, acceptance, and pride at an early age. This is shown with children's games commonly known and played among the Deaf community.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

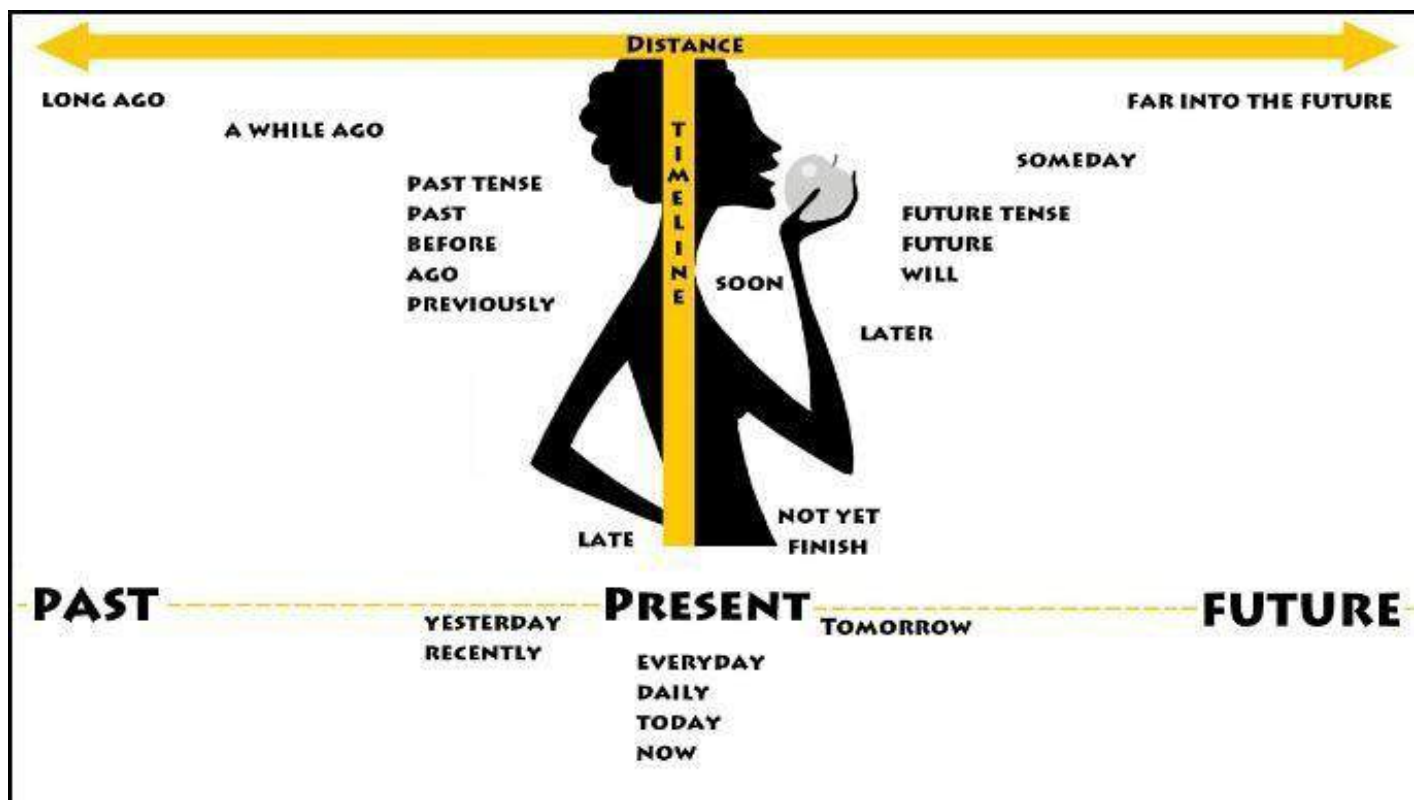
- I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- I can make comparisons between products and practices to help me understand perspectives.
- I can interact at a competent level in familiar and unfamiliar contexts.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1839#h5p-4>

ASL Level 6, Activity 11-Future of Sign Language (Online)



[Picture from ASL University](#)

Description:

Students will begin with a fingerspelling quiz and vocabulary review, they will then watch 2 videos on technological advances in regard to sign language. This leads to a discussion on the future of sign language.

Semantic Topics: Deaf Culture, Technology, Future, Controversial

Grammatical Structures: Fingerspelling, Vocabulary

Products: Deaf Culture, Technology

Practices: Discussion surrounding how technology is impacting the Deaf community

Perspectives: As technology advances, what advantages and disadvantages do the Deaf community face?

Standards

NCSSFL-ACTFL World-Readiness Standards:

- Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture.
- Standard 4.2 Students demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own.

Idaho Content Standards for World Languages:

- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: CLTR 1.2 Explain the relationship between cultural practices/behaviors and the perspectives that represent the target culture's view of the world.
- Objective: CLTR 2.2 Describe the connections of products from the target culture with the practices and perspectives of the

culture.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can interpret and infer meaning from complex, academic, and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.
- I can objectively evaluate products and practices and mediate perspectives.

Materials Needed

- [Google Slides](#)
- ["MSU develops breakthrough sign language translation technology" \(0:44\)](#)
- [New Technology Breaks Through Sign Language Barriers](#)
- [Future of Sign Language](#)

WARM-UP

Materials Needed for Warm-up

- ["MSU develops breakthrough sign language translation technology" \(0:44\)](#)
- [New Technology Breaks Through Sign Language Barriers](#)

1. Ask students to type their name and ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"
2. Start with 5-7 minute conversations in breakout rooms
 - "START BREAKOUT ROOMS TIME 5-7 MINUTE CONVERSATION DISCUSS WHATEVER"
3. (FS Practice)
 1. Instructions: Fingerspell the 6 words and then teach them the signs!
 2. Goal: To improve receptive skills and learn new signs!

- "NOW FINGERSPELL PRACTICE 6 WORDS. FINISH NEW SIGNS LEARN"

FS Words	ASL Signs
INTERNATIONAL	"I" circle
HINDERED	B's cross each other
ECHO	L: open 5 R: touches ear (1) hits L (Closed fist), open-5, fingers wiggling
DISABILITY	D-A
DISAPPEAR	L: Open-5 R: "1" downwards
ACCEPT	Mod C – close

1. Review Vocabulary:

- **DISABILITY**
 - Dom hand shaped "D" with palm oriented outwards. Slide dom hand to the side while simultaneously changing hand shape to "A".
- **DEAF**
 - Dom hand shaped "1", tip of dom forefinger points to the ear and then to the tip of mouth.
- **INTERNATIONAL**
 - Both left and right hand shaped "I". With dom hand resting on top of non-dom hand. Begin to rotate one time fully around non-dom hand and ending in the starting position.
- **LANGUAGE**
 - Both left and right hand shapes "L" with pal orientation downward. Connect both hands at the thumbs, then slide hands outwards to either side of torso.

2. Have students take turns answering the discussion question

1. What other signed language would you want to learn?

- **OTHER SIGNED LANGUAGE YOU WANT TO LEARN WHAT?**

3. Opening Video:

- ["MSU develops breakthrough sign language translation technology" \(0:44\)](#)

4. Link to article: (Share with students!)

- [New Technology Breaks Through Sign Language Barriers](#)

5. Opening Question:

- How do you feel about this new technology that was proposed in 2019?
 - **"NEW TECHNOLOGY PROPOSED 2019 YOU FEEL HOW?"**

MAIN ACTIVITY

Materials Needed for Main Activity

- [Future of Sign Language](#)

We will be talking about the future of ASL!

“NOW DAY FUTURE ASL DISCUSS”

Lab instructor instructions:

1. Students have to sign the questions in ASL gloss!
2. Send the questions link in the chat
3. (There's a character limit, so you may need to split them in half)
4. Put them into breakout rooms (2-3 per group)
5. Pop into rooms and join in the convo!
6. This activity can also be facilitated as a group discussion
 - Make sure students take turns signing the questions to the group

“ME QUESTIONS SEND. BREAKOUT ROOMS QUESTIONS ASL fs-GLOSS SIGN TAKE TURNS”

WRAP-UP

1. Why do you think there is such a common misconception that sign language is universal?
 - **“MANY PEOPLE THINK SIGN LANGUAGE UNIVERSAL WHY?”**
2. How do you explain to someone that Deaf people need to know how to read and write to be able to function in society?
 - **“YOU DEAF PEOPLE KNOW READ [SHIFT] WRITE NEED JOIN SOCIETY YOU EXPLAIN HOW?”**
3. Would it be possible to have a universal sign language without a universal spoken language?
 - **“UNIVERSAL SIGN LANGUAGE WITHOUT UNIVERSAL SPOKEN LANGUAGE POSSIBLE HAVE?”**

Deaf Culture

It is considered offensive to call a Deaf person disabled. Most Deaf people take pride in their identity and prefer being labeled as Deaf.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can interpret and infer meaning from complex, academic, and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.
- I can objectively evaluate products and practices and mediate perspectives.

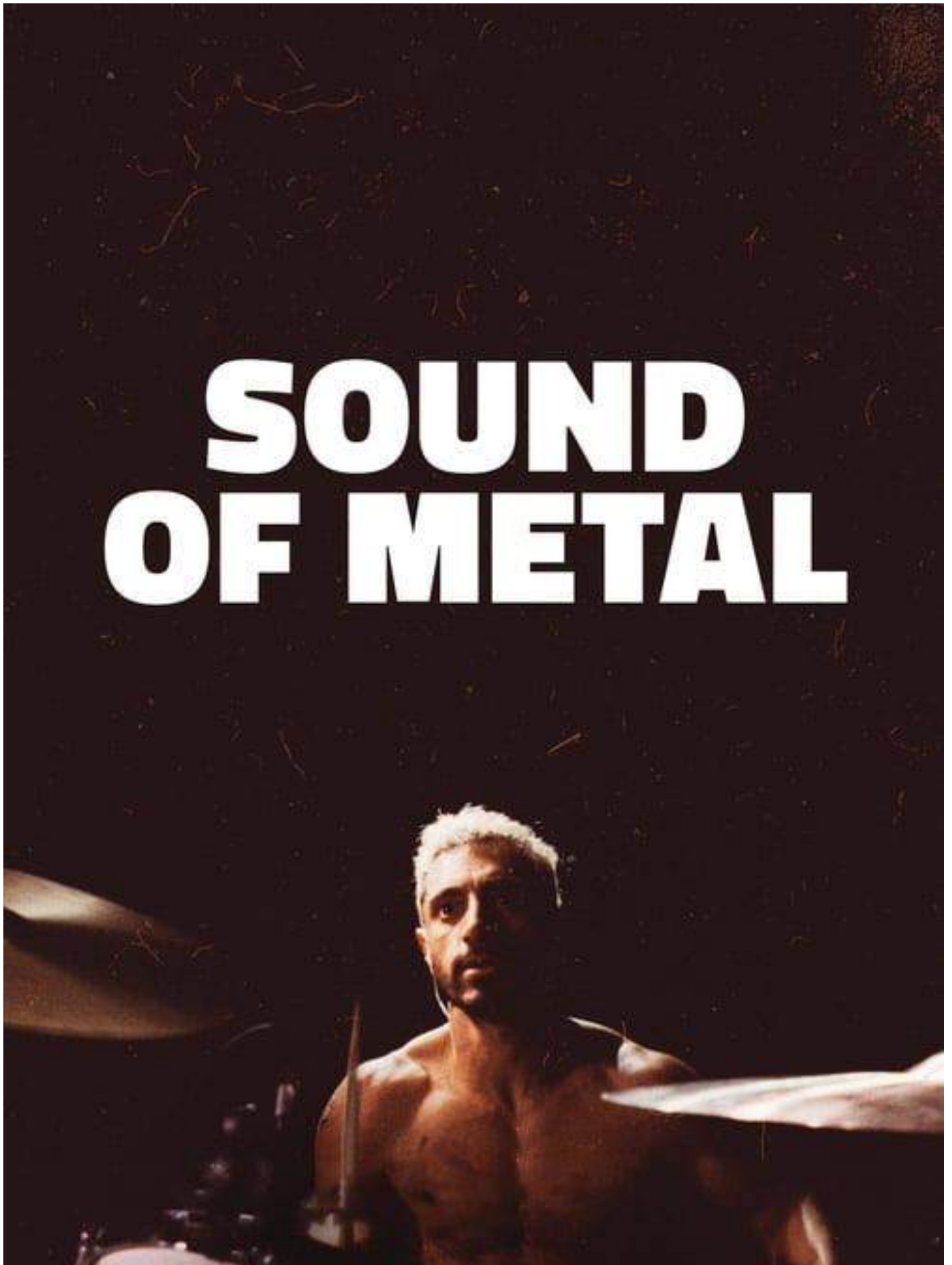


An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1290#h5p-4>

 *ASL Level 6, Activity 12-Stories (Online)*

SOUND OF METAL



[Picture from Vortex Culture](#)**Description:**

Students will begin with a fingerspelling quiz that will lead to vocabulary. The main activity introduces students to the movie "Sound of Metal" and has students take turns answering questions that spark stories and interesting conversations that will allow them to get to know one another better.

Semantic Topics: Stories, Storytelling, Questions, Answers, Memories

Grammatical Structures: Vocabulary, Fingerspelling, Time, Sentence Structure, Signers Perspective, Facial Expression

Products: Storytelling, Questions, Grammatical Structure

Practices: Sharing personal experiences, questioning what changes one would experience in becoming Deaf

Perspectives: What are some common ways hearing people may become deaf?

NCSSFL-ACTFL World-Readiness Standards:

- Standard 1.3 Students present information, concepts, and ideas in American Sign Language to an audience of viewers on a variety of topics.
- Standard 3.1 Students reinforce and further their knowledge of other disciplines through American Sign Language.

Idaho Content Standards for World Languages:

- Objective: COMM 3.1 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media in the target language.
- Objective: CLTR 2.1 Analyze the significance of a product (art, music, literature, etc...) in a target culture.
- Objective: COMP 1.1 Observe formal and informal forms of language.
- Objective: COMT 1.2 Discuss personal preferences in activities and events both within and beyond the classroom.

Can-Do Statements**NCSSFL-ACTFL Can-Do Statements:**

- I can interpret and infer meaning from complex, academic, and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.
- I can deliver extended presentations on abstract or hypothetical issues and ideas ranging from broad general interests to my areas of specialized expertise, with a precision of expression and to a wide variety of audiences, using spoken, written, or signed language.

Materials Needed

- [Google Slides](#)
- [Sound of Metal Video](#)
- [Story Questions](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

1. Ask students to type their name and ID # for attendance
 - “YOU LIST 2- NAME, ID NUMBER TYPE”
2. Start with 5-7 Minute conversations in breakout rooms
 - “NOW DAY START BREAKOUT ROOMS TIME 5-7 MINUTE CONVERSATIONS DISCUSS WHATEVER”
3. FS Practice
 1. Instructions: Fingerspell the 5 words and then teach them the signs!
 2. Goal: To improve receptive skills and learn new signs!

FS Words	ASL Signs
1. TALENTED	Non-dom: Closed 5 Dom: cup pull out
2. CREATIVE	Dom&Non-Dom: 4's out from the forehead
3. MAGIC	Dom&Non-Dom: O's - 5's
4. DRAGON	Dom: S - 5 wiggle
5. WITCH	Dom: X on nose tap

3. Review Vocab
 - **MUSIC**
 - Left and right hand shapes “flat”. Bend non-dom arm and bring dom hand above the bent forearm. Dom hand does a sweeping back-and-forth motion three times.
 - **BECOME**
 - Left and right hand shapes “flat” with fingertips touching. One hand’s palm orientation is inward, the other is outward. Twist wrists so the palm orientation of both hands switches.
 - **LOUD**
 - Left and right hand shapes “5” with thumbs touching ears, then moving outward, away from the head and torso.
 - **SUPPORT**
 - Dom hand shaped “S” hand just below non-dom “S” hand moves toward dom fist. Both palms face signer.

- **COMMUNITY**
 - Left and right hand shapes “flat” with fingertips tapping once. One hand’s palm orientation is inward, the other is outward. Twist wrists so the palm orientation of both hands switches and tap fingertips one more time.
4. Have students take turns asking and answering the discussion question
- Have you signed with Deaf people outside of class?
 - “OUTSIDE CLASS, DEAF PEOPLE YOU SIGN WITH?”
 - Have you ever experienced tinnitus?
 - “PAST, TINNITUS YOU EXPERIENCE?”

MAIN ACTIVITY

Materials Needed for Main Activity

- [Sound of Metal Video](#)
- [Story Questions](#)

Sound of Metal Video

Questions for Sound of Metal:

1. Do you think if you became Deaf would it be hard for you to accept it?
 - “IF YOU BECOME DEAF, YOU ACCEPT HARD EASY WHY?”
2. What would be the hardest part of going into Deafness?
 - “DEAF BECOME HARD WHAT?”
3. What would be the easiest part of going into Deafness?
 - “DEAF BECOME EASY WHAT?”
4. How do you think it would impact your life?
 - “DEAF BECOME YOUR LIFE IMPACT HOW?”
5. What would you miss the most about hearing?
 - “YOU DEAF BECOME HEARING MISS MOST WHAT?”
6. Now that you know ASL, do you think that would be one less hurdle to overcome?

- “NOW YOU KNOW ASL, YOU BECOME DEAF EASY MORE?”

Stories

1. Send the link to the “Story Questions” document to the chat
 - “ME STORY QUESTIONS SEND”
2. Have students take turns asking and answering questions. This can either be done as a group or in breakout rooms depending on the size of the lab.
 - “NOW TAKE TURNS QUESTIONS ASK ANSWER ALL”

WRAP-UP

1. Are you planning to watch the “Sound of Metal” movie?
 - “FUTURE YOU WATCH MOVIE “SOUND OF METAL” YOU?”
2. Do you feel you know the majority of signs you see on TV, in movies, and in plays?
 - “YOU KNOW MOST SIGNS YOU SEE IN TV, MOVIES AND PLAYS YOU?”
3. Did you learn more about your lab mates from the story questions?
 - “YOU YOUR LAB-MATES LEARN MORE ABOUT FROM STORY QUESTIONS YOU?”

Deaf Culture

Establishing signer’s space and perspective is very important in Deaf culture when telling a story or having a conversation. This is because stories can get very complex and establishing these structures allow individuals to get their point across. This is also why facial expression is so important, it adds emphasis and clarifies meaning especially when contextual signs are used.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCCSFL-ACTFL Can-Do Statements:

- I can interpret and infer meaning from complex, academic, and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken, written, or signed.
- I can deliver extended presentations on abstract or hypothetical issues and ideas ranging from broad general interests to my areas of specialized expertise, with a precision of expression and to a wide variety of audiences, using spoken, written, or signed language.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1292#h5p-4>

ASL Level 6, Activity 13-Future Plans (Online)



[Picture by Nirat.pix](#)

Description:

Students will begin with fingerspelling practice that will lead to vocab review. They will then answer a series of questions about their plans after they graduate.

Semantic Topics: Plans, Future, Graduation

Grammatical Structures: Vocabulary, Fingerspelling

Products: Graduation, Planning

Practices: Sharing future plans

Perspectives: What career fields do Deaf people tend to go into? What limitations do they face when applying for jobs?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 1.1 Students engage in conversations and correspondence in American Sign Language to provide and

obtain information, express feelings and emotions, and exchange opinions.

- Standard 5.2 Students show evidence of becoming lifelong learners by using American Sign Language for personal enjoyment and enrichment.

Idaho Content Standards for World Languages:

- Objective: COMM 2.1 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Objective: COMT 1.2 Discuss personal preferences in activities and events both within and beyond the classroom.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
- I can participate fully and effectively in spontaneous spoken, written, or signed discussions and debates on issues and ideas ranging from broad general interests to my areas of specialized expertise, including supporting arguments and exploring hypotheses.

Materials Needed

- [Google Slides](#)
- [Plans After Graduation Questions](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)

1. Ask students to type their name and ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"

2. Start with 5-7 Minute conversations in breakout rooms

- “NOW DAY START BREAKOUT ROOMS TIME 5-7 MINUTE CONVERSATIONS DISCUSS WHATEVER”

3. (FS Practice)

- Instructions: Fingerspell the 5 words and then teach them the signs!
- Goal: To improve receptive skills and learn new signs!

FS Words	ASL Signs
1. VACATION	Open 5 - Bounce - chest
2. SPRING	MOd o to open 5
3. BOISE	B shake
4. NAMPA	N - honk
5. FLOWERS	Mod o each side

1. Review Vocabulary

- FUTURE
 - Dom hand shaped “flat” with palm oriented inward and positioned flat near side of head. Extend arm out directly in front, keeping arm slightly bent.
- PLAN
 - Left and right hands shape “flat”. Hands parallel to one another with several inches between. Start on one side of the body, then slide to the opposite side.
- GRADUATE
 - Dom hand shaped “G” and non-dom hand shaped “flat.” Non-dom hand palm is oriented upward and dom hand is hovering above. Dom hand wrist makes one full circle, then lands on top of non-dom hand.

2. Opening Question:

1. Are you about to graduate?
 - “FUTURE SOON YOU GRADUATE?”
2. What are you looking forward to the most about graduating?
 - “GRADUATE FINISH LOOK FORWARD WHAT?”

MAIN ACTIVITY

Materials Needed for Main Activity

- [Plans After Graduation Questions](#)

Plans after graduation

1. Go through the questions on the document with the students and have an open conversation
 - “NOW GRADUATE FINISH PLANS DISCUSS”

WRAP-UP

1. Do you feel that you've gotten to know your peers within the ASL program at BSU?
 - “KNOW YOUR LAB-MATES BSU ASL PROGRAM ALLOW KNOW BETTER YOU?”
2. Did obtaining a minor in ASL have an impact on your future plans?
 - “YOU ASL MINOR FINISH. FUTURE PLANS IMPACT?”

Deaf Culture

Professions and future plans have always been limited for Deaf individuals. However, as more people learn sign language and about Deaf culture, more doors are open for the Deaf community and they are slowly looked at as equals rather than disabled.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
- I can participate fully and effectively in spontaneous spoken, written, or signed discussions and debates on issues and ideas ranging from broad general interests to my areas of specialized expertise, including supporting arguments and exploring hypotheses.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://boisestate.pressbooks.pub/pathwaysasl/?p=1303#h5p-4>

◆ASL Level 6, Activity 14-Reflection on Lab Experience (Online)



[Picture by Way Home Studio](#)

Description:

Students will begin with a fingerspelling quiz/vocabulary review then in the main activity they will reflect on their lab experience as their ASL career comes to an end with their last semester

Semantic Topics: Reflection, Wrap-up, Past, Future

Grammatical Structures: Fingerspelling Vocabulary, Time

Products: Heads up, Sharing experiences and plans

Practices: Reflecting on ASL learning and practice experience

Perspectives: How do you plan to continue using ASL beyond the classroom?

Standards**NCSSFL-ACTFL World-Readiness Standards:**

- Standard 3.1 Students reinforce and further their knowledge of other disciplines through American Sign Language.

- Standard 5.2 Students show evidence of becoming lifelong learners by using American Sign Language for personal enjoyment and enrichment.

Idaho Content Standards for World Languages:

- Objective: CONN 2.2 Analyze the content and cultural perspectives of authentic materials prepared in the target language by or for native speakers
- Objective: COMT 1.2 Discuss personal preferences in activities and events both within and beyond the classroom.
- Objective: COMT 2.2 Explore opportunities to use the target language for personal enrichment/professional advancement/communication skills.

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can reflect on the positive and negative aspects of my language learning experience.
- I can consolidate my personal experiences into cohesive responses.
- I can work with a team to explain a tangible concept.

Materials Needed

- [Google Slides](#)
- [Discussion on Lab Experience Questions](#)
- [Heads Up Cards](#)

WARM-UP

Materials Needed for Warm-up

- [Google Slides](#)
- [Discussion on Lab Experience Questions](#)

1. Ask students to type their name and ID # for attendance
 - "YOU LIST 2- NAME, ID NUMBER TYPE"
2. Start with 5-7 Minute conversations in breakout rooms
 - "NOW DAY START BREAKOUT ROOMS TIME 5-7 MINUTE CONVERSATIONS DISCUSS WHATEVER"
3. (FS Practice)Instructions: Fingerspell the 5 words and then teach them the signs!
Goal: To improve receptive skills and learn new signs!

FS Words	ASL
1. EXPRESS	Dom&nondom: S-claw
2. PROMISE	Dom: 1-open 5 NonDom: S
3. HIGHWAY	Dom&nondom: U's (opposite directions)
4. BETTER	Dom: Closed-5 to A
5. YOUNG	Dom&nondom: Bent closed-5 upwards on shoulders

4. Review vocabulary
 - Review Vocabulary
 - EXPERIENCE
 - Dom hand shaped "half-5" in front of head side near face brushes down twice.
 - REAL WORLD
 - Dom hand shaped "1". Located in front of chin and moves forward/down.
 - Left and right hands shape "A". Located on lower part of torso and moves upward.
 - READY
 - Left and right hand shape "R" with palm orientated outward and at either side of the torso. Rs shake.
 - EXCITED
 - Left and right hand shape "open-8" palms facing in, both tips of the middle fingers on the sides of the torso or chest, alternate in forward circular motion (movement).
5. Discussion on lab experience
 1. This can be done as a group or in breakout rooms
 - "NOW fs-LAB EXPERIENCE DISCUSS"
 2. Responses can be recorded to share with future labs if students are willing.
 - "YOUR ANSWERS RECORD IF YOU OKAY. FUTURE SHOW LEARN PERSON"
 - Using the record option on Zoom will record the rest of the lab in its entirety

- Lab assistant can record their computer screen using their phone to get individual responses
 - This will give students the option to opt out of recording

MAIN ACTIVITY

Materials Needed for Main Activity

- [Google Slides](#)
- [Heads Up Cards](#)

1. The Lab Assistant and students will play Heads Up. Although it will look very different online.
 1. "NOW GAME PLAY NAME HEADS UP"
 2. The lab assistant will be the only one who can see the 'Heads-Up' cards document
 3. A timer will be set for 1.5 minutes and one student will begin by choosing a category in which the lab assistant will share options.
 - "TIME 1.5 MINUTES ONE LEARN PERSON TOPIC PICK"
 4. Students will take turns asking yes or no questions to their lab mates to try and guess as many items on the list as they can.
 - "TAKE TURNS YES NO QUESTIONS ASK. GROUP GUESS ALL THEY CAN"
 5. As they guess one right the lab assistant will send everyone but the person guessing the next item on the list
 - "GUESS RIGHT NEW PERSON GUESS. ME SEND ALL BUT NEW PERSON ITEM"
 6. When the timer goes off the number of correct guesses will be added and the next student will go.
 - "TIME FINISH CORRECT GUESS ADD. NEW PERSON CONTINUE"
7. Make sure students are staying in the target language the entire time.

WRAP-UP

1. Do you feel ready to enter the "real world" when it comes to using sign language outside of the classroom?
 - "YOU JOIN DEAF COMMUNITY OUTSIDE CLASSROOM YOU READY FEEL YOU?"
2. Have you done much signing with non-students?

- “PAST YOU SIGN WITH NON-STUDENTS MANY YOU?”
3. How do you think having a hearing teacher would have affected your experience as a sign language learner?
 - “YOU HEARING TEACHER HAVE YOUR EXPERIENCE LEARNING SIGN LANGUAGE CHANGE HOW?”
 4. Do you plan to use sign in your career?
 - “FUTURE YOU USE SIGN FOR YOUR CAREER PLAN YOU?”

Deaf Culture

Conversation labs are important to give sign language learners consistent practice with natural conversation. This is the closest thing to imitating a real-world conversation had by Deaf individuals.

End of Lab:

- Sign or show Can-Do statements once more and have students evaluate their confidence
 - (Use thumbs up/ thumbs down or have them rate 1-5 on how they feel after the activity)
- Encourage students to be honest in their self-evaluation
- Pay attention, and try to use feedback for future labs!

Can-Do Statements

NCSSFL-ACTFL Can-Do Statements:

- I can reflect on the positive and negative aspects of my language learning experience.
- I can consolidate my personal experiences into cohesive responses.
- I can work with a team to explain a tangible concept.



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This is where you can add appendices or other back matter.