South Australian

Auslan Supplement

for the
South Australian Curriculum Standards and Accountability Framework for Languages
South Australian

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for the
South Australian Curriculum Standards and Accountability Framework
for Languages

Hearing Impairment Services
West Group of Districts
South Australia
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Introduction

Auslan is the language of the Deaf Community of Australia which, like other Natural Sign Languages (or NSLs), does not have a spoken or written form. The acknowledgment of Auslan as a community language in the National Australian Languages policy and the production of Trevor Johnston’s first dictionary of Auslan in 1989, signified the beginning of ongoing research into how the language is described, used and acquired.

Contrary to popular belief, Auslan is not ‘English on the hands’ nor is it universal. It has a distinct intrinsic grammar and employs a variety of unique organisational, visual and structural features that exploit the use of space and movement to convey linguistic information in a three dimensional form.

The definition of what constitutes language ‘proficiency’, in any language, remains open to academic debate - no less in the field of Auslan teaching and learning. However, the practical concern for educators is the determination of learning outcomes that confirm the validity of curriculum aims. Are children and students learning what we think we are teaching them? Are our expectations reasonable, given the type of program we are providing and the current status of research into how Auslan is acquired? What can we measure and how?

This South Australian Curriculum Standards and Accountability (SACSA) Auslan Supplement is a first attempt by South Australian teachers and educators to generate a practical response to these questions. It documents the collective knowledge and practical experience of educators in the area of Auslan teaching based upon what is currently understood about the language. It outlines clearly articulated outcomes that are consistent with the generic SACSA Framework for Languages, produced by the Department of Education, Training and Employment, South Australia.

Currently, in South Australia, there are approximately 650 students who are using or learning Auslan as a first or second language in school. More learners study the language at the TAFE level or are young children in the home.

Layout and use

The developers’ intention is that the supplement is used as a guide to support teachers to continually reflect, collaborate and strive towards consistent outcomes for all children and students learning Auslan. The supplement assumes an interrelationship between context, input, and what children and students can be expected to achieve.

The main body of the supplement describes learning standards that correlate with the generic standards of the SACSA Framework and with the learner achievement software that teachers will be reporting against in South Australia. Some standards are identical and some have been modified to suit the form of Auslan.

Standards appear in numbered bold italics and are organised by strand and learner pathway. They describe the minimum achievement for learners at different levels of schooling.
Examples of language behaviours that learners may demonstrate are listed below the standards. These are not prescriptive and learner achievement is not limited to these examples.

**Strands**

The macro skills of reading, writing, listening and speaking have been compacted into receptive and expressive skills for Auslan.

1. **COMMUNICATION**
   - Reading
   - Listening
   - Writing
   - Speaking
   - Receptive skills
   - Expressive skills

2. **UNDERSTANDING LANGUAGE**

3. **UNDERSTANDING CULTURE**

   ![Diagram](image)

**Learner pathways**

Four learner pathways are embedded in the framework, under the three strands:

- 1A – Second language learners  R-12
- 1B – Second language learners  8-12
- 2A – Background learners  R-12
- 2B – Background learners  8-12

Learners may undertake different pathways within one class. Options for structuring a Language program that caters for different pathways is determined by contextual influences.
Options for implementation may include:
- providing learners with access to higher year level classes
- providing learners with access to extension classes
- streaming learners within the same year level and offering separate classes
- programming for multi-level teaching and assessment tasks within one class

Background Learners are clearly defined in the introduction of the generic Languages Framework. These are restated below:

- the language is the learner's mother tongue, i.e. the language of the parent/s or caretaking person/s with whom the child or student identifies and exchanges meaning in their early years (pre-schooling)
- the language is the learner's home language, the main medium of communication within the home setting
- the language is the child's or student's first language, the language first learned in a multilingual setting and influenced by interaction with caregivers and peers beyond the home setting, i.e. within the community of target language users
- the language may also be the learner's dominant language in certain areas of life, i.e. within the community, or as a prior medium of education

The South Australian Mapping Checklist (Hearing Impairment Services, West, 2001) may also be used as a companion document, to assist teachers to describe the features that background learners are using, and to support professional judgement to determine which pathway best suits particular students.

The Essential Learnings appear in bold under each of the standards:
- Futures (F)
- Identity (Id)
- Interdependence (In)
- Thinking (T)
- Communication (C)

Key Competencies appear next to the Essential Learnings:
- KC1: collecting, analysing and organising information
- KC2: communicating ideas and information
- KC3: planning and organising activities
- KC4: working with others and in teams
- KC5: using mathematical ideas and techniques
- KC6: solving problems
- KC7: using technology

Programming

Samples of work and activities appear for different levels in a separate section. These act as a springboard for educators to develop their own.

Samples from teacher developed programming and assessment proformas are included. These are intended as a guide and must be modified to suit individual requirements.

To support syllabus design, implementation and evaluation, teachers are strongly encouraged to refer to the 'Australian Language Levels' or ALL Guidelines (1988) produced by the Curriculum Development Centre, Canberra. These are available for borrowing from the Languages and Multiculturalism Resource Centre, located at Robson Road, Hectorville, SA. The centre has an extensive range of language
teaching, learning and assessment resources to support programming. The website for the resource centre is: http://www.nexus.edu.au/divisions/lmc/lmrc/index.html

A note on recording Auslan

As a tool for learners to remember signed sequences, 'glossing' (the written English representation of signs in their citation form) may be useful, however no convention for recording signs in a written form is agreed upon. Because Auslan has no written form and cannot be satisfactorily recorded in writing, the preferred medium of recording is video tape.

A note on language models

Native users of Auslan fulfil an essential role in the provision of language programs that use Auslan. To provide ongoing cultural and linguistic advice and serve as role models, the employment of native users of Auslan in language programs is encouraged and recommended.
Acknowledgments

The SACSA Framework Auslan Supplement could not have been developed without the draft SACSA Framework for Languages which serves as the basis for this Auslan adaptation.

The following people are acknowledged for responding to the invitation to comprise the working party and bring motivation, enthusiasm and time to the task of matching Auslan to a spoken language framework:

Ross Everingham     Brighton CHI
Eleanor Lewis       Brighton CHI
Jan Giorgio         Klemzig CHI
Kim Adams           Elizabeth Park CHI
Liz Beverley        Daws Road HS CHI

Thankyou also to teachers and instructors from schools, services and the TAFE sector who were willing to provide feedback and to those who have been willing to share the samples of work and proformas they have used.

Appreciation to Claire Loades, Kim Adams, Elizabeth Graham and Rosemary Taylor who undertook the task of proofreading and to Vicki Tindall for her assistance with the layout.

There were many Auslan students, teachers and instructors who tolerated an observer to record samples of language at different levels of schooling. Until research makes it possible to document how Auslan develops, these observations have been valuable in confirming the scope of curriculum achievement that may be expected at different levels in Auslan education.

All teachers and Auslan instructors should feel a sense of ownership in this collaborative effort and feel confident to take what is useful, modify what is not and share any research findings that come to hand.

Importantly, supporting linguistic research efforts and working to maintain networks that offer statewide and national opportunities for the exchange of ideas, knowledge and experience, remains a priority.

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AUSLAN & BILINGUAL EDUCATION (1999-2001)
Hearing Impairment Services, West
Department of Education, Training & Employment
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November, 2001
CURRICULUM STANDARDS

PATHWAY 1A - SECOND LANGUAGE LEARNERS R-12

Communication (Comprehension / Receptive skills)

<table>
<thead>
<tr>
<th>The student:</th>
<th>2.1 (towards the end of Yr. 4)</th>
<th>3.1 (towards the end of Yr. 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 (towards the end of Yr. 2)</td>
<td><strong>Makes connections between non verbal communication, signs, and their meaning in signed texts.</strong> In • T • C</td>
<td><strong>Recognises meaning of routine and formulaic sequences and responds in routine classroom activities and social exchanges.</strong> In • T • C • KC2</td>
</tr>
<tr>
<td><strong>Identifies simple, factual information in signed texts, responds to questions and instructions and shares meaning with others.</strong> In • T • C • KC1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples of evidence include that the student:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• maintains eye contact during non-verbal communication</td>
<td>• distinguishes statements from questions</td>
<td>• recognises the use of non manual markers to distinguish purpose (eg. a statement, question, request, command)</td>
</tr>
<tr>
<td>• responds to non-verbal strategies for gaining attention</td>
<td>• responds to questions with single items of information (eg. colour, size, number, shape)</td>
<td>• identifies information about items in signed texts (eg. names, personal details, qualities of objects)</td>
</tr>
<tr>
<td>• follows simple non-verbal classroom instructions</td>
<td>• responds to single items of information with statements of true/false or right/wrong</td>
<td>• selects from options to match specific signed information (eg, pictures, labels, filling in missing information)</td>
</tr>
<tr>
<td>• matches action to non-verbal instruction, for example in visual communication games</td>
<td>• asks WHO or WHY if message is not understood</td>
<td>• responds to questions about self, home life and interests</td>
</tr>
<tr>
<td>• reads own name when fingerspelt</td>
<td>• begins to guess at unknown signs from contextual signs</td>
<td>• works with peers to decipher meaning and to engage in collective responses to instructions</td>
</tr>
<tr>
<td>• copies single signs</td>
<td>• checks own understanding (eg. through questioning, imitation, repetition)</td>
<td></td>
</tr>
</tbody>
</table>
### CURRICULUM STANDARDS

**PATHWAY 1A - SECOND LANGUAGE LEARNERS R-12**

**Communication** (Comprehension / Receptive skills)

<table>
<thead>
<tr>
<th>The student:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.1</strong> (towards the end of Yr. 8) <strong>Recognises the main ideas and supporting or qualifying detail in signed texts to provide reasons for a decision or opinion.</strong> In ● T ● C ● KC1</td>
<td><strong>5.1</strong> (towards the end of Yr. 10) <strong>Identifies and analyses major themes, ideas, and cultural aspects in a range of extended signed texts.</strong> In ● T ● C ● KC1</td>
</tr>
</tbody>
</table>

**Examples of evidence include that the student:**

- distinguishes different text types for different purposes (eg. announcement, description, procedure etc.)
- identifies roles and relationships between participants in texts
- identifies key items of information (eg. points of view, events and sequence of events, reasons for opinions or decisions)
- demonstrates connections between ideas (eg. the relationship of time and place)
- shares opinions and personal views

- analyses relationships between ideas (eg. sequence, contrast, comparison, cause / effect)
- analyses the significance of ideas, events and characters
- identifies specific views or positions
- compares opinions and ideas from various sources
- selects and orders information as notes or summaries
- provides reasons or evidence for an action, decision or perspective
CURRICULUM STANDARDS
PATHWAY 1A - SECOND LANGUAGE LEARNERS R-12

Communication (Expressive skills)

<table>
<thead>
<tr>
<th>The student:</th>
<th>2.2 (towards the end of Yr. 4)</th>
<th>3.2 (towards the end of Yr. 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 (towards the end of Yr. 2)</td>
<td>Responds to interactions and experiments with language to make meaning with others.</td>
<td>Engages in social interactions and class discussions, and expresses own ideas.</td>
</tr>
<tr>
<td>Uses non-verbal communication and signs to identify or name objects, in social interaction and class routines, and action related topics.</td>
<td>Id ● C</td>
<td>In ● C ● KC1 ● KC4</td>
</tr>
</tbody>
</table>

Examples of evidence include that the student:

- gains attention non-verbally
- waits for eye contact before engaging in communication
- fingerspells own name
- identifies an object or feature by colour, number, size or shape
- repeats formulaic expressions
- asks simple yes / no questions
- responds to yes / no questions using a single sign or gesture
- initiates non-verbal communication using single signs
- attends to movement, location, orientation, handshape and non-manual features to articulate signs clearly
- fingerspells familiar names
- responds to ‘wh’ questions through mime or gesture if conventional signs are not known
- uses size and shape specifiers to describe objects
- uses possessive nouns, MINE, YOUR to show ownership
- distinguishes between cardinal numbers, ordinal numbers and age
- engages in known school routines (eg. greetings and introductions)
- uses vocabulary related to everyday experience
- uses descriptive classifiers and instrumental classifiers to describe objects and actions
- makes some generalisations about specific structures and applies them in different contexts
- asks ‘wh’ questions including WHEN and HOW
- uses conventional signs, mime or gesture to maintain communication
- expresses likes and dislikes
- provides elaboration or additional information using conventional signs or non-verbal devices
- makes generalisations about specific structures and applies them in a variety of different contexts without prompting
- uses semantic classifiers and body classifiers in spontaneous and rehearsed talk
- uses non-manual markers to intensify verbs and to distinguish questions from statements
CURRICULUM STANDARDS

PATHWAY 1A - SECOND LANGUAGE LEARNERS R-12

Communication (Expressive skills)

<table>
<thead>
<tr>
<th>The student:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.2</strong> (towards the end of Yr. 8)</td>
<td><strong>5.2</strong> (towards the end of Yr. 10)</td>
</tr>
<tr>
<td>Presents information and opinions in social interactions and classroom discussions. In • C • KC2</td>
<td>Engages in sharing information and ideas and presents opinions on topical issues. In • C • KC2 • KC4</td>
</tr>
</tbody>
</table>

Examples of evidence include that the student:

- initiates and concludes an exchange or presentation appropriately
- sustains the interaction, using strategies such as asking for repetition, rephrasing, clarification
- forms factual questions to request information and services (eg. time, place, and price needed to solve a problem or make plans for an outing)
- expresses preferences and reasons in response to questions
- expresses a personal view or opinion with justification
- uses conventions as appropriate to the text type
- sequences or classifies information to present to others
- selects language devices to accurately describe (eg. people, weather, events)
- develops overall textual cohesion including initiating, responding to and concluding an interaction or presentation appropriately
- organises ideas and information and uses cue cards, maps and diagrams to support an argument
- qualifies information provided (eg. to describe the importance of an issue, event and person)
- justifies decisions, opinions and reasons for opposition
- asks for and gives follow-up information to resolve an information gap, or to verify information
- uses plural classifiers in spontaneous and rehearsed sequences
- uses verb-noun agreement consistently
## CURRICULUM STANDARDS
### PATHWAY 1A - SECOND LANGUAGE LEARNERS R-12

#### Understanding Language

<table>
<thead>
<tr>
<th>The student:</th>
<th>2.5 (towards the end of Yr. 4)</th>
<th>3.5 (towards the end of Yr. 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognises the key features of Auslan, and recognises some differences and connections between languages.</td>
<td>Identifies patterns in Auslan and compares how these are represented in English.</td>
<td>Reflects on how language is used to extend, elaborate or modify a message and compares how this is achieved in other languages.</td>
</tr>
<tr>
<td>In ● T ● C ● KC1</td>
<td>In ● T ● C ● KC1 ● KC5</td>
<td>In ● T ● C ● KC1 ● KC2</td>
</tr>
</tbody>
</table>

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**Examples of evidence include that the student:**

- attends to articulation when copying signs or sequences
- recognises phonological features such as handshape, orientation, movement, direction and markers such as eyebrow position and mouth shape
- observes relationships between Auslan and English
- asks questions about language use including 'What is the sign for …?', and 'How can I sign…?'
- recognises that there is a direct relationship between the letters of written English and fingerspelling
- accurately articulates signs
- self corrects within the language structures that have been taught
- attends to conventions in spontaneous language use
- recognises concepts of sign formation (eg. compound signs)
- recognises language features that show spatial reference, verb agreement, ownership, the marking of time, describing objects
- comments on the syntax of languages
- asks questions about language use including 'Why is that the sign for …?' and 'Why is that sign different from ….?'
- uses context to decipher meaning
- expresses events in and through time (eg. by using spatial reference, time markers, aspect)
- elaborates or extends meaning (eg. by using manner, tone, adjectives, non-manual features)
- alters syntax to suit language form and compares the syntax of languages
- makes comparisons with English to identify and describe features of the target language
- identifies ways cultural values are expressed (eg. formality, identity, across languages)
- explains how statements, questions, commands and requests are expressed
## CURRICULUM STANDARDS

### PATHWAY 1A - SECOND LANGUAGE LEARNERS R-12

**Understanding Language**

<table>
<thead>
<tr>
<th>The student:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.5</strong> (towards the end of Yr. 8)</td>
<td><strong>5.5</strong> (towards the end of Yr. 10)</td>
</tr>
<tr>
<td>Applies knowledge of Auslan forms to identify, analyse and describe patterns in language.</td>
<td>Analyses how cultural values and practices are expressed through language texts and in the media.</td>
</tr>
<tr>
<td>In ● T ● C ● KC1 ● KC2 ● KC5</td>
<td>In ● T ● C ● KC1</td>
</tr>
</tbody>
</table>

**Examples of evidence include that the student:**

- modifies language when addressing different audiences (eg. by changing speed of delivery, tone, manner)
- chooses vocabulary that is age appropriate, and context specific
- elaborates or extends the message (eg. by using relative clauses, paraphrasing)
- identifies connections between language and cultural practices
- makes comparisons between languages to explain aspects of Auslan

- appraises how the message varies according to the audience, participants, roles and setting
- identifies how qualifications and elaborations of the message are conveyed
- manipulates own signing to refine the message
- uses manner, tone, aspect, stress to add emphasis to expressive language
- recognises regional, and other variations in language use
- analyses connections between language use and cultural values
## CURRICULUM STANDARDS

### PATHWAY 1A - SECOND LANGUAGE LEARNERS R-12

#### Understanding Culture

<table>
<thead>
<tr>
<th>The student:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.6 (towards the end of Yr. 2)</td>
<td>2.6 (towards the end of Yr. 4)</td>
<td>3.6 (towards the end of Yr. 6)</td>
</tr>
<tr>
<td>Identifies specific cultural practices and values in communities, and recognises commonalities and difference across cultures.</td>
<td>Identifies how cultural values are expressed in language and recognises diversity in practices and values across cultures.</td>
<td>Reflects personally on cultural practices and compares how these are expressed across cultures.</td>
</tr>
<tr>
<td>F • Id • In • T • KC1</td>
<td>F • Id • In</td>
<td>F • Id • In • KC1</td>
</tr>
</tbody>
</table>

#### Examples of evidence include that the student:

- defines ‘Deaf’ as a group of people
- recognises how the lives of Deaf and hearing people might differ
- comments on cultural practices of the Deaf community
- comments on technologies specific to Deaf communities
- incorporates culturally acceptable strategies into language use
- recognises the importance of clear sight lines to access Auslan (eg. lighting, body position, arrangement of groups)
- recognises the significance of capitalised ‘D’ as opposed to lower case ‘d’ in the word Deaf/deaf
- identifies expressions of cultural identity in stories and conversations
- makes, uses, or responds to cultural symbols and images eg. artwork, poetry, performance
- observes how concepts related to cultural values are expressed in language (eg. titles, name signs, family relationships)
- compares cultures and own experience
- observes the significance of events in the Deaf community
- interacts through online sources of information
- explores expressions of cultural identity evident in language, advertising, the media, informational texts, humour
- recognises the cultural implications of being ‘hearing impaired’ as opposed to being ‘Deaf’
- observes patterns of interaction and behaviour amongst Deaf, and hearing communities
- identifies the significance of concepts within the Deaf community (eg. community, technology, communication, education and family)
- makes connections between values and practices across cultures
- uses visual aids to support the communication of ideas and concepts (eg. posters, graphics)
### CURRICULUM STANDARDS

**PATHWAY 1A - SECOND LANGUAGE LEARNERS R-12**

**Understanding Culture**

| The student: |  |
|--------------|  |
| **4.6** (towards the end of Yr. 8) | **5.6** (towards the end of Yr. 10) |
| **Analyses cultural references in texts and challenges assumptions about cultural identity, values and practices.** | **Appraises diverse perspectives on personal and community issues in past, present and future times.** |
| F • Id • In • T • KC1 | F • Id • In • T • KC2 |

**Examples of evidence include that the student:**

- identifies generalisations about and diversity within the culture
- analyses and discusses ways in which cultural values are presented in texts
- explores the notion that different cultures exist within Deaf communities and Deaf communities exist within different cultures
- reflects on and questions stereotypical perceptions including those held within the Auslan using community
- explains why particular practices, products and technologies are evident and valued in the Deaf community
- makes connections between values across cultures when expressing personal opinions and ideas about communities
- analyses cultural values and practices that are products of their time and place
- explains and evaluates different cultural perspectives (eg. insider and outsider perspectives)
- reports on personal and collective perspectives on cultural values and practices represented in texts
- shows awareness of idiom and colloquial expressions in a range of contexts (eg. humour)
- explains the concept of 'Deaf culture' and 'hearing culture' in relation to other cultures
### CURRICULUM STANDARDS

**PATHWAY 1B – SECOND LANGUAGE LEARNERS 8-12**

**Communication (Comprehension / Receptive skills)**

<table>
<thead>
<tr>
<th>The student:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.1 (towards the end of Yr. 8)</strong></td>
<td><strong>5.1 (towards the end of Yr. 10)</strong></td>
</tr>
<tr>
<td><strong>Identifies simple factual information and responds to questions or instructions in social and class interactions.</strong></td>
<td><strong>Recognises connections between the main ideas and detail in texts to provide reasons for a decision or opinion.</strong></td>
</tr>
<tr>
<td>T • C • KC1 • KC2</td>
<td>In • T • C • KC1 • KC2</td>
</tr>
</tbody>
</table>

**Examples of evidence include that the student:**

- responds non-verbally, with the use of conventional signs, to simple classroom instructions
- distinguishes the purpose of the message (eg. a statement, question or request)
- identifies key information in signed texts
- understands and completes tasks in relation to matching pictures, labelling, filling in missing information
- responds to questions about self, home life and interests

- distinguishes text types (eg. announcement, description, procedure)
- appraises key items of information in signed texts (eg. points of view, sequences of events)
- selects and orders information as notes or a summary to show how decisions or opinions were arrived at
- demonstrates connections between ideas (eg. time and place)
- inquires about the personal view or opinions of others in relation to signed sequences
| The student: |  
| --- | --- |
| 4.2 (towards the end of Yr. 8) Expresses own ideas in Auslan, during shared social interactions and class discussions. In • C • KC4 | 5.2 (towards the end of Yr. 10) Presents factual information and personal opinions on issues in social and class interactions. In • C • KC2 |

Examples of evidence include that the student:

- attends to articulation and tone of own signs
- engages in routine social exchanges (eg. greetings, introductions)
- asks and responds to open ended ‘wh’ questions (eg. WHY, HOW)
- expresses a reason or personal opinion from modelled language structures
- makes factual statements and provides additional information (eg. place and time, quantity or quality)
- selects language devices to describe people, weather, events
- engages in extended turns and smooth topic changes
- initiates and concludes an exchange or presentation appropriately
- sustains the interaction using different strategies (eg. asking for repetition, rephrasing, clarification)
- forms factual questions to request information and services (eg. time, place and price needed to solve a problem or make plans for an outing)
- formulates and responds to questions related to information to present a coherent message
- expresses preferences, opinions and reasons in discussion
**CURRICULUM STANDARDS**

**PATHWAY 1B – SECOND LANGUAGE LEARNERS 8-12**

Understanding Language

| The student: |  
|---------------|---|
| **4.5 (towards the end of Yr. 8)** | **5.5 (towards the end of Yr. 10)** |
| Reflects on the form and function of signs and signed sequences, and compares how meaning is conveyed across languages. In T C • KC1 | Applies knowledge of language forms and functions to identify, analyse and describe patterns in language. In T C • KC1 |

**Examples of evidence include that the student:**

- identifies language forms used (eg. specifying, questioning, showing ownership, time and place, describing objects and actions)
- applies knowledge of language forms to extend own meaning
- makes connections between language forms, status and cultural values
- deciphers the meaning of new vocabulary using prior and contextual knowledge
- makes comparisons with English to identify and describe features of Auslan

- recognises and uses language conventions to suit different audiences and contexts
- identifies ways to elaborate, modify or extend signed sequences
- recognises regional and other variations in language use
- compares languages to explain aspects of Auslan
- identifies and analyses connections between language use and cultural values across languages
### CURRICULUM STANDARDS

**PATHWAY 1B – SECOND LANGUAGE LEARNERS 8-12**

**Understanding Culture**

<table>
<thead>
<tr>
<th>The student:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.6 (towards the end of Yr. 8)</strong></td>
<td><strong>5.6 (towards the end of Yr. 10)</strong></td>
</tr>
<tr>
<td>Reflects personally on cultural practices and compares how these are expressed across cultures.</td>
<td>Analyses cultural references in texts and the media, and challenges assumptions about cultural identity, values and practices.</td>
</tr>
<tr>
<td>Id ● In ● KC1</td>
<td>Id ● In ● T ● KC1</td>
</tr>
</tbody>
</table>

**Examples of evidence include that the student:**

- observes how everyday formalities are expressed and may vary between cultures (eg. titles, name signs, family relationships, greetings)
- explains the significance of events in the Deaf community
- explores the notion that different cultures exist within Deaf communities and that Deaf communities exist within different cultures
- compares the values and practices across cultures with own experience
- analyses generalisations about cultures and considers alternatives
- identifies diversity within as well as between cultures
- shows understanding of the dynamic nature of values and practices
- analyses ways cultural values are presented in texts
- reflects upon cultural stereotypes and perceptions including those held within the Auslan using community
- explains why particular practices are evident and valued in the culture
- makes connections between values across cultures when expressing personal opinions
Background Learners R-12

Curriculum Standards 2A

South Australian Auslan Supplement
**CURRICULUM STANDARDS**

**PATHWAY 2A – BACKGROUND LEARNERS R-12**

**Communication** (Comprehension / Receptive skills)

<table>
<thead>
<tr>
<th>The student:</th>
<th>1.1 (towards the end of Yr. 2)</th>
<th>2.1 (towards the end of Yr. 4)</th>
<th>3.1 (towards the end of Yr. 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrates comprehension in everyday situations, by responding to instructions, questions, stories and requests.</strong></td>
<td><strong>Expresses personal opinions using concepts and ideas drawn from factual and imaginative signed texts.</strong></td>
<td><strong>Comprehends the connection of ideas in signed texts by using the information to make decisions and solve problems.</strong></td>
<td></td>
</tr>
<tr>
<td>In • C • KC2</td>
<td>T • C • KC1</td>
<td>T • C • KC1</td>
<td></td>
</tr>
</tbody>
</table>

**Examples of evidence include that the student:**

- discerns patterns in aspect, manner and tone
- follows non-verbal classroom instructions
- responds to non-verbal requests for attention and maintains eye contact during signed exchanges
- responds in social exchanges with peers and adults
- answers questions about topic content from other learning areas, in Auslan
- responds to stories that are signed

- identifies the basic message conveyed in Auslan texts
- responds to questions to describe details of content and language in Auslan texts
- expresses personal opinions and ideas in response to signed information
- identifies new information in signed presentations
- uses information from signed sequences to make decisions or suggestions
- records responses to information in specific formats (eg. drawing a picture, sign graphics, checklists, video, tables)

- expresses a personal view on an event or a topic raised in class discussion
- connects new information and ideas with prior knowledge
- orders and summarises key points of information from different Auslan texts
- selects information from signed sequences to solve a problem
- explains causes and consequences of actions and events presented in signed texts
- identifies basic features / patterns in Auslan
- constructs a summary or report of the main ideas presented
**CURRICULUM STANDARDS**

**PATHWAY 2A – BACKGROUND LEARNERS R-12**

**Communication** (Comprehension / Receptive skills)

<table>
<thead>
<tr>
<th>The student:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.1</strong> (towards the end of Yr. 8)</td>
<td><strong>5.1</strong> (towards the end of Yr. 10)</td>
</tr>
<tr>
<td>Analyses overall meaning and supporting details in texts and discusses major themes, issues or ideas.</td>
<td>Analyses ideas, purposes and perspectives in a range of media.</td>
</tr>
<tr>
<td>T • C • KC1</td>
<td>T • C • KC1</td>
</tr>
</tbody>
</table>

**Examples of evidence include that the student:**

- comments on specific views, intentions or attitudes
- recognises different interpretations of issues and events
- identifies different interpretations of different ideas and events
- comments on perspectives and relationships between characters / participants and ideas
- identifies reasons or evidence for an action, decision or perspective
- recognises the language devices used to separate opinions and facts
- expresses a personal opinion on an issue or event presented

- identifies the purpose of a text and its historical and cultural context
- identifies the intention presented in texts
- appraises differing perspectives in relation to the text
- identifies the effect of stylistic devices and tone (eg. sarcasm, bias, pace of delivery)
- makes connections between values and actions presented in texts
- relates own perspectives to those presented in texts
## CURRICULUM STANDARDS

### PATHWAY 2A – BACKGROUND LEARNERS R-12

**Communication (Expressive skills)**

<table>
<thead>
<tr>
<th>The student:</th>
<th>1.2 (towards the end of Yr. 2)</th>
<th>2.2 (towards the end of Yr. 4)</th>
<th>3.2 (towards the end of Yr. 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expresses own ideas, responds and interacts in class activities, and social contexts.</strong></td>
<td><strong>Engages in social interaction and class activities, expressing personal opinions and ideas on themes.</strong></td>
<td><strong>Engages in class and social interactions and contributes information and ideas in learning activities.</strong></td>
<td></td>
</tr>
<tr>
<td>Id ● In ● C ● KC1 ● KC2 ● KC4</td>
<td>Id ● In ● C ● KC2</td>
<td>In ● T ● C ● KC2</td>
<td></td>
</tr>
</tbody>
</table>

**Examples of evidence include that the student:**

- responds to questions related to the content of texts (eg. topics, describing people, events or features of the language and expressing a personal opinion)
- expresses likes and dislikes
- asks questions about topics of interest related to learning tasks
- engages in fingerspelling games
- uses alternative communication strategies when conventional signs are not known

- attends to sign articulation
- exchanges personal and factual information with others
- asks and responds to questions to share information / new ideas
- retells or gives personal opinions about stories heard in class
- applies what is known about language to respond in new contexts
- incorporates fingerspelling into language use
- orders information and gives clear instructions
- self corrects within the Auslan structures and vocabulary that are known
- uses paraphrasing when signs are not known

- makes decisions about suitable language use in social interactions amongst peers and adults
- participates in problem solving related to social issues
- offers and expands upon information and ideas in discussion
- plans and sequences information to be presented for a particular audience
- orders information to present a summary or report
- engages in extended turns and smooth topic changes
- uses some stylistic devices (eg. signed metaphors and analogy) to clarify own message
### Communication (Expressive skills)

<table>
<thead>
<tr>
<th>The student:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 (towards the end of Yr. 8)</td>
<td>5.2 (towards the end of Yr. 10)</td>
</tr>
<tr>
<td><strong>Engages in social interactions to inform and entertain on contemporary issues.</strong></td>
<td><strong>Engages with diverse perspectives on contemporary issues in collaboration with others.</strong></td>
</tr>
<tr>
<td>In • T • C</td>
<td>In • C • KC4</td>
</tr>
</tbody>
</table>

### Examples of evidence include that the student:

- organises information and ideas from different sources to convey a coherent position (eg. to mount an argument)
- provides additional detail, or expresses an alternative view on an issue in response to questions
- supports views with evidence, reasons or examples to convince or persuade others
- negotiates to reach consensus on an issue, make decisions or agreements with others
- employs stylistic features (eg. analogy, clauses that show contrast and relativity, facial expression) to add emphasis or weight to an argument
- distinguishes between facts and opinions in presenting own views

- builds on the message by qualifying, contrasting and presenting alternative views or perspectives
- orders and sequences information to present a coherent position
- uses a range of stylistic devices to structure the text and highlight key points (eg. metaphor, analogy, clauses that show contrast and relativity)
- shows sensitivity to the values, beliefs and knowledge of the audience
- justifies facts or opinions by reference to sources and reasoning
- presents to different audiences using different media (eg. live and video presentations)
Understanding Language

<table>
<thead>
<tr>
<th>The student:</th>
<th>2.5 (towards the end of Yr. 4)</th>
<th>3.5 (towards the end of Yr. 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applies the basic conventions of Auslan in own communication.</strong></td>
<td><strong>Identifies patterns and connections between form and function and applies these to own language use.</strong></td>
<td><strong>Analyses and describes aspects of the system of Auslan and applies knowledge of the system to construct own meanings.</strong></td>
</tr>
<tr>
<td>In • T • C</td>
<td>Id • In • C • KC2</td>
<td>In • T • C • KC1 • KC2</td>
</tr>
</tbody>
</table>

**Examples of evidence include that the student:**

- repeats signs and clauses with a focus on conventions of phonology
- applies phonological conventions when forming own signs and clauses
- observes Auslan conventions that separate and / or identify clauses (eg. pausing, head tilt, eyebrow position, mouth shape)
- makes reference to other languages when talking about Auslan (eg. commenting on similarities and differences)
- recognises that there is a direct relationship between the letters of written English and fingerspelling
- shows awareness of eye contact and eye gaze as communicative devices
  
- recognises and uses fingerspelling for proper nouns and brand names
- signs with attention to phonology, morphology, spatial reference
- deciphers the meaning of new vocabulary from context
- identifies basic features of Auslan using specific linguistic terms or lay terms
- compares and contrasts basic features of signed and spoken language
- observes basic glossing conventions used by the teacher
  
- applies knowledge of syntax and morphology to own signed communication
- discusses observations of specific features and structures using either lay terms or specific linguistic terms
- elaborates on the message to extend meaning using devices such as time markers, qualifiers, referents, aspect and manner
- relates understanding by comparing form and meaning across languages
- understands the concept and role of glossing
## CURRICULUM STANDARDS

### PATHWAY 2A – BACKGROUND LEARNERS R-12

**Understanding Language**

<table>
<thead>
<tr>
<th>The student:</th>
<th>4.5 (towards the end of Yr. 8)</th>
<th>5.5 (towards the end of Yr. 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflects on the form and function of linguistic features and how these convey cultural meaning.</td>
<td>Extends and applies knowledge of the language system, and applies that knowledge in creating meaning and analysing texts.</td>
<td></td>
</tr>
<tr>
<td>In ● T ● C ● KC1</td>
<td>Id ● T ● C ● KC1</td>
<td></td>
</tr>
</tbody>
</table>

### Examples of evidence include that the student:

- analyses texts and uses comparative knowledge of language to explain structural, textual and cultural features of language
- demonstrates understanding of 'appropriateness' in different contexts (ie. recognising the need to make linguistic choices in different contexts)
- perceives how relationships between presenter and audience are developed through Auslan
- identifies how mood, intention and emotion are expressed
- conveys the key ideas and intention of a signer to non-users of the language in a non specialised context
- applies the conventions of specific text types in own language use
- analyses how language can be used for positive and negative effects
- appraises and challenges bias expressed in texts
- demonstrates an understanding of change or loss of meaning in translated texts
- demonstrates an understanding of practical uses in basic interpreting, in particular an awareness of the role of context upon linguistic choice
## CURRICULUM STANDARDS
### PATHWAY 2A – BACKGROUND LEARNERS R-12

**Understanding Culture**

<table>
<thead>
<tr>
<th>The student:</th>
<th>1.6 (towards the end of Yr. 2)</th>
<th>2.6 (towards the end of Yr. 4)</th>
<th>3.6 (towards the end of Yr. 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recognises the personal and shared value of cultural knowledge and engages in activities with attention to the significance of cultural practices.</strong></td>
<td><strong>Identifies how language is used to express cultural meanings and how cultural practices shape a sense of identity.</strong></td>
<td><strong>Compares patterns of interaction and behaviour across cultures, reflecting on how individual and group identity is expressed.</strong></td>
<td></td>
</tr>
<tr>
<td>Id • ln • T • KC1</td>
<td>Id • ln • KC1</td>
<td>Id • ln • KC1</td>
<td></td>
</tr>
</tbody>
</table>

**Examples of evidence include that the student:**

- asks questions about cultural behaviours reflected in stories and language
- recognises diversity of images across cultures (eg. urban / rural life, homes, social gatherings, events, dress, food, behaviour)
- generates a list of cultural behaviours and offers reasons for the significance of them
- applies knowledge of cultural conventions in social interactions (eg. greeting conventions and recognising role/position of individuals)
- identifies aspects of national, cultural and group identity in texts (eg. observing the significance of history and the physical, social and built environment to culture)
- identifies and makes comparisons between the ways that cultural values are represented in languages and makes comparisons across cultures
- reflects on the diversity of values expressed in stories and cultural practices
- responds in culturally appropriate ways during interaction with known and unknown peers and adults
- discusses why particular cultural practices are valued
- identifies cultural meanings in texts and discusses relationships between culture, language and identity
- compares symbols and images across cultures to establish commonalities and differences
- recognises diversity within and across cultures
## CURRICULUM STANDARDS

### PATHWAY 2A – BACKGROUND LEARNERS R-12

**Understanding Culture**

<table>
<thead>
<tr>
<th>The student:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.6 (towards the end of Yr. 8)</strong></td>
<td><strong>5.6 (towards the end of Yr. 10)</strong></td>
</tr>
<tr>
<td><strong>Identifies how cultural perspectives are presented in texts, and compares values and perspectives across cultures over time.</strong>&lt;br&gt;Id • In • KC1</td>
<td><strong>Makes judgements about the significance of and reasons for particular practices and values in cultures.</strong>&lt;br&gt;Id • In • C • KC1</td>
</tr>
</tbody>
</table>

**Examples of evidence include that the student:**

- describes how language is used to carry aspects of culture
- compares and contrasts relationships and values across cultures, and across age groups (eg. vocational opportunities, attitudes to age, gender, social status, hearing status, faith)
- identifies personal and collective perspectives on cultural values and practices
- explains how cultural values and practices are products of their time and change over time, and the importance of an historical perspective
- explains the concept of 'Deaf culture' and 'hearing culture' in relation to other cultures
- explains values that influence language and behaviour (eg. social and religious beliefs, power relationships)
- demonstrates how self identity is influenced by culture and is expressed through language
- questions stereotypes when reflecting on how aspects of different cultures are interpreted
- places aspects of culture in an historical context (eg. can explain how the Deaf community has developed a sense of culture and identity over time)
## CURRICULUM STANDARDS

### PATHWAY 2B – BACKGROUND LEARNERS 8-12

**Communication (Comprehension / Receptive skills)**

<table>
<thead>
<tr>
<th>The student:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 (towards the end of Yr. 8)</td>
<td>5.1 (towards the end of Yr. 10)</td>
</tr>
<tr>
<td><strong>Recognises connections between ideas in extended signed texts and uses the information to make decisions.</strong> T ● C ● KC1</td>
<td><strong>Analyses the ways in which meaning is conveyed in signed texts and discusses themes, issues or ideas.</strong> T ● C ● KC1 ● KC2</td>
</tr>
</tbody>
</table>

### Examples of evidence include that the student:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• identifies relationships between ideas in Auslan texts</td>
<td>• identifies the purpose of a text and its historical or cultural context</td>
</tr>
<tr>
<td>• connects new information and ideas with prior knowledge</td>
<td>• discusses specific views, intentions or attitudes of participants / characters in texts</td>
</tr>
<tr>
<td>• identifies reasons or evidence for an action or perspective</td>
<td>• analyses different interpretations of issues and events in Auslan texts</td>
</tr>
<tr>
<td>• orders and summarises key points of information</td>
<td>• identifies the perspectives and relationships between characters / participants</td>
</tr>
<tr>
<td>• expresses a personal view on an issue, topic or event</td>
<td>• compares opinions or facts from different sources to present a position on a social or historical issue or event</td>
</tr>
<tr>
<td>• selects information to solve a problem or make a decision</td>
<td></td>
</tr>
</tbody>
</table>
**CURRICULUM STANDARDS**

**PATHWAY 2B – BACKGROUND LEARNERS 8-12**

**Communication** (Expressive skills)

<table>
<thead>
<tr>
<th>The student:</th>
<th>4.2 (towards the end of Yr. 8)</th>
<th>5.2 (towards the end of Yr. 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Engages in social and class interactions and contributes information and ideas in learning activities.</em></td>
<td><em>Engages in interactions to inform and entertain on issues of interest to young people.</em></td>
<td></td>
</tr>
<tr>
<td>In ● T ● C ● KC2</td>
<td>In ● C ● KC2</td>
<td></td>
</tr>
</tbody>
</table>

**Examples of evidence include that the student:**

- applies knowledge of language features (eg. manner, tone) to interact in the most suitable register for the audience
- incorporates information and ideas from a range of different sources, into own expressive texts
- expands upon information and ideas in discussion or in response to questions (eg. uses analogy or examples from personal experience)
- applies knowledge of language structures to provide evidence, reasons or examples to support a particular perspective
- distinguishes between facts and opinions in presenting own views
- uses the cohesive devices of Auslan to link ideas and create points of reference (eg. pause, head tilt, spatial reference, time markers)
- acknowledges alternative views on an issue and uses language structures that distinguish between fact and opinion
- synthesises information and ideas from different sources to establish a position
- employs stylistic features to add emphasis
- applies knowledge of language structures to support an argument or to convince or persuade others
- negotiates to reach consensus on an issue, or to make decisions and come to agreements with others
## CURRICULUM STANDARDS

### PATHWAY 2B – BACKGROUND LEARNERS 8-12

**Understanding Language**

<table>
<thead>
<tr>
<th>The student:</th>
<th>4.5 (towards the end of Yr. 8)</th>
<th>5.5 (towards the end of Yr. 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyses and describes features of language and applies knowledge of forms and functions in constructing own meanings.</td>
<td>Reflects on the form and function of linguistic features and how these convey cultural meaning.</td>
<td></td>
</tr>
<tr>
<td>T ● C ● KC1</td>
<td>T ● C ● KC1</td>
<td></td>
</tr>
</tbody>
</table>

**Examples of evidence include that the student:**

- applies knowledge of Auslan forms and functions in a variety of text types
- elaborates on the message to convey detailed meanings (eg. through the use of time markers, qualifiers)
- analyses texts and uses comparative language to explain structural, textual and cultural features of language
- makes comparisons between languages (eg. recognises examples of how different functions are realised differently in English and Auslan)
- applies linguistic choices in different contexts
- identifies how mood, intention and emotion are expressed
- analyses and compares languages (eg. can describe the devices that Auslan and English use to express basic functions)
- demonstrates an understanding of change or loss of meaning in translated texts
## CURRICULUM STANDARDS

### PATHWAY 2B – BACKGROUND LEARNERS 8-12

**Understanding Culture**

<table>
<thead>
<tr>
<th>The student:</th>
<th>4.6 (towards the end of Yr. 8)</th>
<th>5.6 (towards the end of Yr. 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Comparés patterns of interaction and behaviour across cultures, reflecting on how individual and group identity is expressed.</em></td>
<td></td>
<td><em>Identifies how cultural perspectives are presented in texts, and compares values across cultures over time.</em></td>
</tr>
<tr>
<td>Id ● In ● C ● KC2</td>
<td></td>
<td>Id ● In ● C ● KC1</td>
</tr>
</tbody>
</table>

**Examples of evidence include that the student:**

- describes how language is used to carry aspects of culture
- discusses why particular products and practices are valued in the particular culture
- identifies cultural meanings in texts and discusses relationships between culture, language and identity
- responds in culturally appropriate ways in a variety of interactions
- establishes commonalities and differences across cultures
- demonstrates how self identity is influenced by culture
- compares and contrasts relationships and values across cultures and age groups (eg. vocational opportunities, attitudes to age, gender, social status, hearing status, faith)
- identifies personal and collective perspectives on cultural values and practices expressed in texts
- appraises bias or inequality in how groups or individuals are portrayed
- reflects on the changing nature of cultural identity
Activity Samples

**Communication**

‘How Many’  
Junior Primary  
(Jan Giorgio)

‘Inspector Gadget’  
Lower Secondary  
(Ros Bissett)

'Survey Grid'  
Middle school  
(Chris Baddams)

**Understanding Language**

‘Sign Elements’  
Lower Primary  
(Jan Giorgio)

**Understanding Culture**

‘Deaf History’  
Primary  
(Jan Giorgio)

‘Mr. Holland’s Opus’  
Primary  
(Jan Giorgio)

'Royal SA Deaf Society'  
Middle school  
(Chris Baddams)
<table>
<thead>
<tr>
<th></th>
<th>How Many?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="#" alt="Frogs" /></td>
</tr>
<tr>
<td><img src="#" alt="Hand" /></td>
<td><img src="#" alt="Stars" /></td>
</tr>
<tr>
<td><img src="#" alt="Hand" /></td>
<td><img src="#" alt="Kites" /></td>
</tr>
<tr>
<td><img src="#" alt="Hand" /></td>
<td><img src="#" alt="Cars" /></td>
</tr>
<tr>
<td><img src="#" alt="Hand" /></td>
<td><img src="#" alt="Balloons" /></td>
</tr>
<tr>
<td><img src="#" alt="Hand" /></td>
<td><img src="#" alt="Leaves" /></td>
</tr>
<tr>
<td><img src="#" alt="Hand" /></td>
<td><img src="#" alt="Apples" /></td>
</tr>
<tr>
<td><img src="#" alt="Hand" /></td>
<td><img src="#" alt="Flowers" /></td>
</tr>
<tr>
<td><img src="#" alt="Hand" /></td>
<td><img src="#" alt="Smiley Faces" /></td>
</tr>
</tbody>
</table>
Draw three characters.

<table>
<thead>
<tr>
<th>Character One: Name:</th>
<th>Character Two: Name:</th>
<th>Character Three: Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

Name them and write three visual characteristics about each character.

Practice using your body to show each character eg: facial expression, movement, gesture and mime.

Show someone near you.

See if he / she can guess your character. Remember – no voice.

Show your best character to the class.
<table>
<thead>
<tr>
<th>Name</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HOLIDAYS WHERE GO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARRIVE 'there' HOW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAY / SLEEP WHERE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAY HOW LONG</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FUNNY THING HAPPEN WHAT</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Ask four other students the questions.
- Make short notes of the answers and then translate them into Auslan for reporting back to the class.

(adapted from M. Power (1996) Surveys Oxford University Press by Chris Baddams, Windsor Gardens Vocational College)
SIGNS HAVE FIVE DIFFERENT ELEMENTS

see

think

<table>
<thead>
<tr>
<th>Same</th>
<th>Different</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

1) Handshape

2) Location (where on the body the sign is made)

3) Facial Expression

4) Movement (how the hand or hands move, e.g., in circles, tapping, etc.)

5) Orientation (the way the hand or hands face, e.g., palm towards the body, palm down, etc.)

*Illustrations constructed using the computer software, 'Sign Graphics'. Contact the Special Education Resource Unit (SERU) for details.
The Area Of Study: Deaf History

<table>
<thead>
<tr>
<th>The Reverse</th>
<th>The What If</th>
</tr>
</thead>
<tbody>
<tr>
<td>List 5 ways Betty Steel’s life would have been different had she been born hearing.</td>
<td>What if interpreters were available to Betty Steel during her trial. Write down 5 possible outcomes for Betty and or the Aust. Deaf Community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Disadvantages</th>
<th>The Combination</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the disadvantages of transportation?</td>
<td>Using a top hat, a ball and a water jug design a children’s game that could have been played in the late 1700s.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Alphabet</th>
<th>The B A R /S.C.A.M.P.E.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many new and interesting words have you learnt through the study of Betty Steel’s life?</td>
<td>Look at the photograph of a Newgate prison cell. Redesign the cell so that it would have been a more comfortable and healthier environment for the prisoners.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Variations</th>
<th>The Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>List 10 different ways of occupying yourself on the long trip from England to Australia by sailing ship?</td>
<td>List ten things that this diagram could represent in the story of Betty Steel.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Prediction</th>
<th>The Different Uses</th>
</tr>
</thead>
<tbody>
<tr>
<td>List 10 ways life will be different for Deaf people living in Australia in the year 2050.</td>
<td>List 10 different uses for a bunch of lavender?</td>
</tr>
</tbody>
</table>
MR. HOLLAND'S OPUS

Who were the main characters in the story?

Mr Holland
Cole
Mrs Holland

How did Cole's mother feel about his Deafness?

She was frustrated because they couldn't communicate and she didn't know what Cole wanted.

How did Cole's father feel about his Deafness?

He was shocked and frustrated.

In the movie, the "experts" had two different views on how to teach Deaf children. Tell me about these different views.

Don't use gestures
Oral method

What do you feel is the best way to educate Deaf children?

Teach them to sign

Do you feel the movie had a happy ending? ☑️ No

Why?

Because Cole and Mr Holland got along better.
Go to the website for the Deaf Society given above. OPEN A WORD DOCUMENT and type or download your answers onto the page as you work through the questions.

1. Download the logo for the South Australian Deaf Society and paste it at the top of your word document.

2. Download the sketch of the Deaf Society building and paste this on your page.

3. What is the Deaf Society's major mission?

4. Look up "What is deafness?" In 2-3 sentences describe what culturally deaf means.

5. Look up "education" under "What is deafness?". What method of education do the deaf prefer?

6. Look up Barry Priori in the 'contact us' list. What is his email address?

7. Go to one of the other deaf societies in the Links. Download and paste their logo on your work page. Write (or cut and paste) one piece of information from that website that you found interesting.

8. Write (or cut and paste) a news item from the "Deaf Notes".

9. Who do you need to contact if you want to do a course in Auslan at the Deaf Society?

10. What is the important piece of information about the Deaf Conference?

11. Look in the Vision Statement and list 4 services that are provided by the Deaf Society.

12. Go to www.yahoo.com and do a search for information on Helen Keller. Write 5 facts about her life.
Programming Samples
South Australian Auslan Supplement
Programming samples

Junior Primary lesson      (Eleanor Lewis - 2001)
Secondary unit (1)        (Chris Baddams - 2001)
Secondary unit (2)        (Ros Bissett - 2001)
AREA OF LEARNING: Languages - Auslan  TERM: 2

Unit/ lesson focus: Affirmative/Negative  Year level: 1/2
Time Frame: 45 mins  Teacher: Eleanor Lewis  Language pathway: 1A/2A

Broad Aims: To
- revise vocabulary from prior lessons
- practise non-manual markers for LIKE/DISLIKE, CAN/CAN'T
- expand repertoire of vocabulary items
- practice topic/comment structure

Objectives: Students will
- follow instructions, respond to familiar expressions, copy signs correctly
- answer simple Y/N questions
- use correct non-manual markers when describing likes/dislikes
- self correct when prompted

<table>
<thead>
<tr>
<th>Key competencies</th>
<th>Curriculum Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Communicating ideas…</td>
<td>Communication</td>
</tr>
<tr>
<td>✓ Collecting, analysing information &amp; analysing information</td>
<td>Understanding Language</td>
</tr>
<tr>
<td>✓ Using mathematical ideas and techniques</td>
<td>Pathway 1A</td>
</tr>
<tr>
<td>✓ Working with others</td>
<td>2.1 - Receptive</td>
</tr>
<tr>
<td>✓ Using technology</td>
<td>1.2 - Expressive</td>
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<tr>
<td>✓ Planning, organising activities</td>
<td>Pathway 2A</td>
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<tr>
<td>✓ Solving problems</td>
<td>1.1 - Receptive</td>
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<tr>
<td>✓ Communicating ideas…</td>
<td>Pathway 2A</td>
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<tr>
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<tr>
<td>✓ Interdependence</td>
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<tr>
<td>✓ Futures</td>
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<td>✓ Communication</td>
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ASSESSMENT

<table>
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<th>When</th>
<th>Collected by whom</th>
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<td>Video anecdotal record</td>
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<tr>
<td>✓ Teacher/student interaction</td>
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<td></td>
<td>Eleanor</td>
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<tr>
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<td>✓ Self assessment</td>
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<tr>
<td>✓ Product analysis</td>
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<td>✓ Other (specify)</td>
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<td>ACTIVITIES</td>
<td>CONTENT (Key vocabulary and grammar)</td>
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<td>shake</td>
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<td>START / FINISH</td>
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<td>LOOK-AT-ME</td>
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<td>LOOK-AT-HER/HIM</td>
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<td></td>
<td>WATCH ME / HIM / HER</td>
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<td>NEXT (person's turn)</td>
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<td>Musical instruments - iconicity</td>
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<td>Animals</td>
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<td>Maintaining eye contact (implicit)</td>
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<td>Gaining attention appropriately (implicit)</td>
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<tr>
<td>Picture cards (prepared by teacher)</td>
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<tr>
<td>Auslan Supplement (for SACSA) for programming</td>
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AREA OF LEARNING: Languages - Auslan

Unit/ lesson focus : Year level:
Time Frame: Teacher: Language pathway:

Broad Aims: To -

Objectives: Students will -

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<td>Understanding Culture</td>
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Essential learnings:
- Identity
- Thinking
- Interdependence
- Futures
- Communication

ASSESSMENT

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| RESOURCES |
# Year 9 Auslan

**Topic:** Understanding Children  
**Theme:** Story telling  
**Time Line:** 4-5 weeks  
**Teacher:** C. Baddams

<table>
<thead>
<tr>
<th>SACSA Learning Outcomes</th>
<th>Vocational Education outcomes</th>
<th>Key Competencies</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 1.6, 4.1, 4.2, 4.5, 5.5 |                               | • Collecting, analysing and organising information  
• Working with others and in teams  
• Communicating ideas and information | • Video - ‘Cameos in Storytelling’  
• Worksheet - ‘Feeding the Ducks’  
• Video - ‘Toddies Tales’  
• Worksheet - ‘Auslan Dictionary’  
• Worksheet - ‘Children’s Story’ |

<table>
<thead>
<tr>
<th>Activities</th>
<th>Key Grammar</th>
<th>Assessment</th>
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</table>
| • Role of fingerspelling in Auslan - cities around Australia - receptive and expressive.  
• Use video excerpt ‘Feeding the Duck’ from ‘Cameos in Story-telling’ - discuss signing styles - classifiers, verb modification - use worksheet.  
• Homework activity - Write a paragraph describing funny/strange/amazing/interesting incident that has occurred to you or you have witnessed. Prepare the story in Auslan and record on video.  
• Noun Classifiers - Use section of ‘Classifiers’ video - discuss with class, practice using classifiers to describe shapes.  
• Blackboard notes - definition of descriptive classifiers. Students do a page in their books on DCL with the definition, 10 different shapes, 4 different handshapes and colour.  
• Dictionary assignment - Familiarisation and practice with using ‘Signs of Australia’ on CD-ROM.  
• Video - ‘Toddies Tales’ - telling stories to children - appraise how language is modified in the telling of stories for young deaf children.  
• Children’s story - Assignment - Design and presentation of a children’s story in book form (English) and in Auslan. | ❐ Movement  
❑ Handshape  
❑ Wh question  
❑ Topic marking  
❑ Verb modification  
❑ Noun modification  
❑ Spatial referencing  
❑ Relative clauses  
❑ Conditionals  
❑ Role shift  
❑ Negation  
❑ Yes/No question  
❑ Fingerspelling  
❑ Facial expression  
❑ Non-manual marker  
❑ Classifiers | X Observation  
❑ Assignment activities  
❑ Tests  
❑ Student self-assessment  
❑ Conversation  
❑ Problem solving activities  
❑ Peer assessment  
❑ Other |
<table>
<thead>
<tr>
<th>SACSA Learning Outcomes</th>
<th>Vocational Education outcomes</th>
<th>Key Competencies</th>
<th>Resources</th>
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<td>Collecting, analysing and organising information</td>
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<td>Working with others and in teams</td>
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<td>Using mathematical ideas and techniques</td>
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<tr>
<td></td>
<td></td>
<td>Communicating ideas and information</td>
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<thead>
<tr>
<th>Activities</th>
<th>Key Grammar</th>
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<tbody>
<tr>
<td></td>
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<td>Observation</td>
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<td></td>
<td>Assessment activities</td>
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<td>Tests</td>
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<td>Student self-assessment</td>
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<td>Conversation</td>
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<td></td>
<td></td>
<td>Problem solving activities</td>
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<td></td>
<td>Peer assessment</td>
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<td></td>
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<td>Other</td>
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</table>
## Windsor Gdns. Vocational College - Ros Bissett (2001)

**PROJECT:** Reconciliation / Auslan

**STRAND(S):** Communication (pathway 1A)

**YEAR LEVEL:** Middle School

<table>
<thead>
<tr>
<th>ESSENTIAL LEARNINGS</th>
<th>KEY IDEAS</th>
<th>KEY COMPETENCIES</th>
<th>VOCATIONAL EDUCATION OUTCOMES</th>
<th>STANDARDS [PERFORMANCE OUTCOMES]</th>
<th>ASSESSMENT STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking</td>
<td>Reconciliation: Looks like - Sounds Like - Acts like Small group work, complete charts and present to class. Class choose what they consider to be the key points and plan ways to translate and present the information in Auslan (with teacher / language aide support)</td>
<td>KC 1 KC 2 KC 4</td>
<td>• Valuing and using prior experience and learning  • Identifying skills and abilities in work tasks</td>
<td>4.1 Comprehension of simple factual information and responds to questions or instructions in social interaction. 4.2 Engages in social interactions and class discussions and responds to questions in both contexts.</td>
<td>Teacher observation - participation in group work. Peer assessment - group work presentations. • Expressing ideas for translation to Auslan • Observation and practice of Auslan vocabulary and structures</td>
</tr>
<tr>
<td>Communication</td>
<td>Black Diamonds (famous Aboriginal athletes) - A4 sheets, large photos, short texts. Partners - develop a set of 'wh' questions about the athlete using Auslan structure, with corresponding answer. Develop script, rehearse and prepare interview for recording in video format (with teacher/language aide support). Class presentation and assessment.</td>
<td>KC 1 KC 2 KC 7 KC 4 KC 3</td>
<td>• Learn from mistakes  • Using initiative and drive  • Being positive and flexible  • Identifying growth points  • Identifying skills and abilities in work tasks</td>
<td>4.2 Engages in social interactions and class discussions and responds to questions in both contexts.</td>
<td>Peer and self assessment • Use of ‘wh’ structure • Use of modelled dialogue • Range and variety of vocabulary choices • Use of syntactical structures • Use of Non-manual markers • Content and information</td>
</tr>
<tr>
<td>ESSENTIAL LEARNINGS</td>
<td>KEY IDEAS</td>
<td>KEY COMPETENCIES</td>
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<td>STANDARDS [PERFORMANCE OUTCOMES]</td>
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Evaluation Samples
South Australian Auslan Supplement
Evaluation samples

Focussed Behaviour Observations (teacher / student) all levels (Heidi Grieg)
Focussed Behaviour Observations (student / student) all levels (Heidi Grieg)
Peer Assessment Year 8 (Ros Bissett)
Self Assessment primary (Heidi Grieg)
FOCUSSED OBSERVATION

**Behaviour:** Sign / Speech distribution

**Purpose:** To record the frequency and distribution of signed versus spoken interaction over one term, between the teacher and learners.

**Time Frame:** Five 10 minute observations recorded once per fortnight

\[Q= \text{Questions} \quad A= \text{Answers} \quad C= \text{Comments}\]

**Teacher:** Heidi Grieg  **Term:** 1  **Year:** Reception class beginning Auslan

<table>
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<tr>
<th>WK</th>
<th>NAME</th>
<th>Purpose</th>
<th>Student Mode</th>
<th>Teacher Mode</th>
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<td>Damien</td>
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<td>X X</td>
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<td>8</td>
<td>Hayley</td>
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<td>James</td>
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FOCUSSED OBSERVATION

Behaviour:
Purpose:
Time frame:

Teacher: Term: Year:

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<th>Teacher Mode</th>
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<td>SPEECH</td>
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</table>
FOCUSSED OBSERVATION

Behaviour: Speech / Sign distribution in Peer Interaction
Purpose: To record communication choices made between learners over one term.
Time Frame: 10 minutes per week during group activity (fruit sharing on Tuesdays)

Teacher: Heidi Grieg   Term: 2   Year: Reception class beginning Auslan

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<td>eg. BE/RB</td>
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FOCUSSED OBSERVATION

Behaviour:
Purpose:
Time Frame:

<table>
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<th>Teacher:</th>
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<table>
<thead>
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<tr>
<td>INITIALS</td>
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</tr>
<tr>
<td>Fingerspell three teachers' names</td>
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<td></td>
<td></td>
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<tr>
<td>Four subject signs</td>
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<tr>
<td>Five days of the week</td>
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</tr>
<tr>
<td>Three classroom numbers</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Sign correct structure for 'Kelly is my Auslan teacher'</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sign correct structure for 'On Monday for lesson three, I will be...'</td>
<td></td>
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<td></td>
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<tr>
<td>Eye contact</td>
<td></td>
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</tr>
<tr>
<td>Preparation</td>
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<tr>
<td><strong>TOTAL / 20</strong></td>
<td></td>
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</table>
My topic was:

The main idea(s):

The audience understood:

(nothing) (about half) (everything)

I presented. I know this because:

I felt:

(no confidence) (nervous but OK) (very confident)

because:

I have learned:

I now have a question (or questions) about:

Out of 10, I give myself:
GLOSSARY

Alternative strategies
Communication strategies that are used when there is a risk of communication breakdown because of limitations in language skills. Alternatives might include mime, gesture, pointing, role playing.

Articulation
The ability to clearly produce the phonological components of a language.

Aspect
Describes the 'internal timing' (Sutton-Spence and Woll, 1999:118) of verbs in relation to another event. Can involve the manipulation or inflection of verbs by changes in movement, speed or repetition

[English eg. I knocked for ages before the door opened.]
and can include pauses, stops and holds,

[English eg. I was about to sit down when the phone rang]
or two different but simultaneous signs to show two events happening at the same time.

English eg. While I was brushing my teeth, my son was tugging at my skirt.

Agreement
Essential for the meaning of the signed sequence. Gives information about the location of participants (nouns) and the processes (verbs) that take place or act on them. Location and directionality are essential components of agreement.

eg. TREE HOUSE MAN RUN SCL point: 'person running'
can have several meanings that are determined by how the signs are located and moved.

The man is running from the house to the tree.
compared with
The man ran past the tree and around the house.

Authentic texts
Text, or sustained language, that matches the context and purpose.

For example, asking learners in class to role play ordering food in a restaurant would produce different language than if they were actually in a restaurant ordering food.

Autonomy
The sense of control and motivation that learners themselves have over the processes of learning a second language.

Classifiers
A class of signs defined by handshape and function. Meaning depends on the context and a shared understanding of what the classifier represents.

Compound signs
A combination of two free morphemes to make a new sign with a different meaning.

eg. THINK+HOLD (believe)
SEE+MAYBE (check)

Context
The surrounding information and the situation. Context is determined by who is taking part (age, cultural background, status, language skills, perspective, values, attitudes), where the communication is happening, and what is being communicated about.

Conventional signs
The usual or commonly agreed upon signs used by the Deaf community.

Directionality
Determines how processes (verbs) occur or act on participants (nouns). An essential component of agreement, directionality makes clear, for example, who is doing what to whom.

Deaf
When capitalised, is used to represent a cultural and linguistic perspective. A Deaf person identifies with the culture and language of the Deaf community.

dead
When not capitalised, describes the physiological state of having a hearing loss. A person who is deaf may or may not identify with the Deaf community.

Facial expression
A non-manual feature and a term that is sometimes used broadly to refer to non-
manual markers. Here, the term is used to refer to the emotive element or tone that the face adds to the communication. It is used separately from non manual markers which include movements of the eyebrows, mouth, cheeks, head and eyes for specific grammatical functions.

**Fingerspelling**
The manual representation of the English alphabet. Used in Auslan for proper nouns and titles, or when a specific English word is needed.

**Formulaic language / expression**
A term used in second language teaching / learning to describe phrases that are understood and used as one unit rather than individual words or signs. A second language learner can use and understand the function of the whole expression but may not understand the individual words or signs that make it up.

eg. \[ y/n \]
FEEL-GOOD ?
[Are you well ? How are you ?]

*English examples:*
Beg your pardon ?
Excuse me please.

**Glossing conventions**
A written English representation of Auslan signs in their citation (most generic) form. It is not a translation of the sign into English and does not serve a purpose in the community. Glossing has limited use mainly for academic purposes and 'conventions' vary.

**Handshape**
A part of phonology. The shape of the hands as the sign is articulated. For a description of the Australian names for handshapes, please refer to 'Signs of Australia' (1998) by Dr. Trevor Johnston.

**Intensify**
A way of modifying signs to show degrees of intensity.

eg: BIG becomes VERY-BIG

Changes in non-manual markers, aspect and manner can be used to change intensity in signs functioning as adjectives and verbs.

**Location**
Where a sign is placed. Primary location occurs on the body whereas secondary location occurs in the signing space. Some signs use both. Consistency of location is essential to show agreement.

**Manner**
How an action occurs. Serves an adverbial function and much of the information is conveyed using non manual markers and changes in movement. Discrete manner adverbs that represent action in time [eg. suddenly, slowly, gradually] fall into the category of aspect.

**Mood**
Shows degrees of possibility or likelihood and distinguishes commands from statements. Also expresses doubt, uncertainty or determination.

In Auslan, mood can be realised by adding signs like SHOULD, MUST, WILL, CAN, MIGHT

and / or by altering the way a verb is signed and the facial expression that accompanies it.

eg: 'could tell' and 'must tell' are signed using different movement and non manual features

**Markers**
Parts of language that signal a grammatical function.

**Metalinguistic descriptors**
The language to talk about Language. Just as Science and Mathematics have specialised language, so does Language as an area of study.

**Metaphor**
Figurative, rather than literal use of language that relies on shared semantic understanding, for example transferring human qualities onto objects (and vice versa).

*English example:*
The car coughed and spluttered into life.

In Auslan, the signer might use a metaphorical form of becoming the car and take on the human characteristics of a car struggling to start.
Morphology
The smallest part of language that carries meaning. Can be free (stand alone) or bound (must be joined to another).

eg: TASTE + GOOD
    (free)     (free)

TWO-YEARS-OF-AGE
    (free)     (bound)

Movement
A part of phonology, movement can describe the direction, speed and type of movement that occurs as a sign is articulated.

Name sign / Sign name
A sign that is given to identify a particular person, place or brand, commonly on the basis of an identifying characteristic and / or initialisation of the name.

Non-manual features
A term used here generally to mean any information that is not conveyed by the hands. Includes for example, non-manual markers, facial expression, role shift, head tilt.

Non-manual markers
A term used here specifically for grammatical information that is not conveyed by the hands. Includes for example, question markers conveyed by the eyebrows or aspect markers conveyed by mouth or cheek shape.

Non-specialised context
A context that does not require knowledge or experience of specialised language or concepts.

Orientation
A part of phonology, orientation describes the direction that the palm of the hand faces as the sign is articulated.

Phonology
The smallest unit of a sign. Phonological components include handshape, orientation, location, movement and non-manual markers.

Proper nouns
The name or title of people and places. In Auslan, these are commonly fingerspelled.

Referent
A location that is nominated in or away from the sign space and may be referred to during the signed sequence. Once the space is given an object, person or place, it can be referred back to by pointing, without renaming or reidentifying what is being talked about. Examples in English would be words like 'it', 'he' or 'she', which can serve a similar function.

Register
Different degrees of formality, depending on the context and audience.

Role Shift
A feature of Auslan that occurs through slight movement of the upper body, and eye gaze. Role shift can serve a similar function to direct speech in English, or can be used to depict behaviours and responses of participants in a signed sequence.

Sign graphics
A computer program used in some schools that allows learners to construct signs using pictures of body parts, arrows and facial expression.

Size and Shape Specifiers
Sometimes abbreviated as SASSes, these are a type of classifier that specifically give information about the size and shape of objects.

Spatial reference
The action of making use of referents and agreement in the signing space.

Syntax
The order in which signs are sequenced.

Textual cohesion
Language devices that are used so that a signed text flows and makes sense.

Tone
The part of mood that is conveyed through facial expression.

Verb agreement
See agreement.
USEFUL RESOURCES

Organisations

ACT Deafness Resource Centre
actdrc@dynamite.com.au

Adelaide Institute of TAFE
English language and Literacy Service
120 Currie Street.
ADELAIDE SA 5000

Australian Association of the Deaf
http://www.aad.org.au

Australian Association of Teachers of the Deaf
PO Box 6221
Halifax Street
ADELAIDE SA 5000

Australian Caption Centre
http://www.auscap.com.au

Australian Communication Exchange
http://www.aceinfo.net.au/
http://www.aceinfo.net.au/Resources/index.html

Australian Deaf Blind Council
http://internex.net.au/~dba/

Australian Deaf Sports Federation Ltd.
http://deafsports.org.au

Australian Deafness Research Foundation
354 Victoria Street
DARLINGHURST NSW 2010

Australian Federation of Deaf Societies

Australian Hearing
http://www.hearing.com.au

Australian Sign Language Interpreters Association
bartperk@eisa.net.au

Australian Theatre of the Deaf
Suite 6/245 Chalmers Street
REDFERN NSW 2016

Catholic Association for Deaf and Hearing Impaired People of Australia
69 Alison Street
GLENELG SA 5045
Centre for Deafness Studies and Research, Griffith University
http://www.edu.gu.au/general/cdsr/

Deafness Forum

Deafness Resources Australia
http://www.aceinfo.net.au/Pages/DRA/dra.html

Gallaudet University
http://www.gallaudet.edu/

Griffith University
http://www.edu.gu.au/general/cdsr/

Languages and Multiculturalism Curriculum Unit, Newton (DETE - SA)

Lions Hearing Dogs

National Institute for Deaf Studies and Sign Language Research (LaTrobe University)

National Relay Service
http://www.aceinfo.net.au/Services/NRS/index.html

Parents of Hearing Impaired Children
http://www.users.on.net/phisa/index.html

Renwick College - NSW
Private Bag 29
Parramatta NSW 2124
Phone (v/tty) : 02 9872 0303
Email : renwick@menewcastle.edu.au

Royal Institute for Deaf Blind Children (RIDBC)
http://www.ridbc.org.au

Royal South Australian Deaf Society
sadeaf@sadeaf.org.au

SA Association of the Deaf
262 South Tce
ADELAIDE SA 5000

SA Deaf Recreation Association
PO Box 285
UNLEY SA 5061

Telstra National Directory Service
TTY Directory
TTY@ventnds3.telstra.com.au

VDSC - Victorian Services for Deaf Children
http://www.vsdsc.org.au

Vicdeaf
http://www.vicdeaf.com.au
Refer also


**Dictionaries**


**Language description**


**Language Curriculum Design**


**General resources**


**Teaching resources recommended by Brighton Centre for Hearing Impaired -**


**Teaching resources recommended by Windsor Gardens Vocational College Centre for Hearing Impaired** -


**Videos**

The following organisations are referred to in this section:

Australian Training Products  
GPO Box 5347BB  
Melbourne  
Victoria 3001  
Phone: 03 9630 9836  
Email: atp@anta.gov.au

Centre for Deafness Studies and Research, Griffith University  
Faculty of Education  
Griffith University  
Queensland 4111  
Email: Resource information and ordering email link via -  
http://www.edu.gu.au/general/cdsr/

Deafness Resources Australia  
33 Argyle Street  
Parramatta  
NSW 2150  
Phone: 02 9204 2970  
Fax: 02 9204 2972  
Email: dra@aceinfo.net.au

NIDSSLRP - National Institute of Deafness Studies and Sign Language Research  
LaTrobe University  
Plenty Road  
Bundoora 3038  
Phone: 03 9479 2283  
Fax: 03 9479 3074  
Email: h.pausacker@latrobe.edu.au
Australian Training Products videos

- Auslan – Deaf Culture and Community 1-3
- Auslan 1-5, 6-9, 10-13, Teacher’s Guide
- Auslan for Social Settings, Teacher’s Guide
- Australian Deaf History, Teacher’s Guide
- Certificate I and II in Auslan, Curriculum Framework
- Certificate III in Auslan, Curriculum Framework
- Certificate IV in Auslan, Curriculum Framework
- Deaf Clubs, Teacher’s Guide
- Deaf Culture and Community Jokes.
- Deaf Culture and Community, 1, 2 and 3, Teacher’s Guide
- Deaf History, Impact of Historical Events on the Deaf Community, Teacher’s Guide.
- Forum on Deaf Issues
- Historical Events of the Deaf Community, Teacher’s Guide
- History of Deaf Education, Teacher’s Guide
- Identity, Teacher’s Guide
- International Signs and Communication, Teacher’s Guide
- Language and Culture 1-5, 6-9, 10-13 (Video, Teacher’s Guide and Learners Workbook)
- Sport and the Deaf Community, Teacher’s Guide
- The Development of the Deaf Community
- Variation in Auslan
- Welfare and Community Services, Teacher’s Guide


Centre for Deafness Studies and Research, Griffith University Press videos

- A Piece of Cake: Communicating with Deaf People (video and manual)
- An Interview with David Wood: Conversing with Deaf children
- Deaf Festival - Celebrating the Deaf Community
- Deaf Studies Program, 1997
- Passport Without a Country: Hearing Children of Deaf Parents
- Signs of Language – Australian Sign Language, 1992
- Signs of Life - Australia’s Deaf Community, 1989
- Sign to Voice - Interpreting Skill Development Kit, Stages 1-4, 1992
- Understanding Hearing Loss: A Video Simulation of Hearing Loss, 1991

Deafness Resources Australia videos

- Auslan Bible, The Books of Jonah, Mark and Ruth, 1999
- Auslan Practice Video - Vocabulary and Sentences for Auslan 1, 1998
- Breaking Through : Successful Young Deaf People at Work
- Deaf Culture - Steve Ripley, 1987
- Disability Discrimination Act
- Hands Up for a Story
• Heritage in Our Hands - Stories from the Deaf Community of NSW, 1989
• Talking Hands, Noisy Lives, 1991
• Working with an Interpreter, Carol Lee Aqualine, 1987


NIDSSLRP videos
• Animal Families (video, teacher text, student workbook), 1995
• Cameos for Storytelling, 1995
• Contextualisation in Auslan, 1995
• Fingerspelling in Auslan 1, 1995
• Fingerspelling in Auslan 2, 1995
• Food and Health in Multicultural Australia (video, teacher text, student workbook), 1995
• Introduction to Auslan 1, (program, student resource book, teaching video tapes) second edition, 1995
• Introduction to Auslan 2
• Sport and the Australian Deaf Community
• The Use of Space in Auslan
• Understanding Classifiers in Auslan

Auslan Myths, Legends, Tales, Anecdotes and Other Stories, 1995 (with Monash University)
• Storyline in Auslan – Beginners
• Storyline in Auslan – Intermediate
• Storyline in Auslan – Advanced
• Storyline in Auslan for Young People 1
• Storyline in Auslan for Young People 2
• Storyline in Auslan for Adults

Sign on Series, 1995
• Sign on SBS 1-6
• Sign on SBS 7-12
• Sign on SBS 13-26 (1-7)
• Sign on SBS 13-26 (8-14)

TAFE Frontiers
• Deaf Culture and Community Jokes
• Deaf Culture and Community 3
• Language and Culture Video episodes 1-9
• Language and Culture Video episodes 1-9, Teaching Guide
• Language and Culture Video episodes 1-9, Learner's Guide
• Language and Culture Video episodes 10-13
• Language and Culture Video episodes 10-13, Teaching Guide
• Language and Culture Video episodes 10-13, Learner's Guide
• Language and Culture Video episodes 14-17
• Specialised Language Video - Education
• Specialised Language Video - Employment
• Specialised Language Video - Finance
• Specialised Language Video - Government
• Specialised Language Video - Law
• Specialised Language Video - Medical/Health
• Specialised Language Video - Meetings
• Specialised Language Video - Sport

Telstra Corporation Ltd. (1999). *No Worries, No Hassles*. Disabilities Services Unit, Telstra Limited.
