The Australian
Curriculum

Subjects	Auslan
Year levels	Year 7

![acara logo] AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Years 7 and 8 Content Descriptions

Communicating

Socialising

Initiate and sustain interactions to share ideas and interests, report on experiences, offer opinions and connect with events in their school and local community
[Key concepts: ideas, interests, community, issues; Key processes: comparing, contrasting, discussing, expressing]
(ACLASFC055 - Scootle ↗)

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Elaborations

exchanging opinions about topics such as food, sport, lifestyles, health, music or travel

participating in videoconferencing to compare and contrast aspects of their school experience, for example by communicating online with deaf students from different schools in another state/territory

discussing the relationship between events in their school or local community and interest groups they identify with by conducting an in-class survey

describing aspects of their school, community, home or social lives, for example:
SCHOOL DS(5CLAW):located-at DS(C):l-shape…
The school is located here, and then there's a large L-shaped building on the right.
WEEKEND, I VISIT HEARING FRIEND WE2 WATCH MOVIE OR DS:2-people-walk SHOPS OR SOMETIMES STAY HOME DS:press-console
On the weekends, my hearing friend and I like to go to the movies or the shops, but sometimes we just play video games.
▶ | Auslan

offering opinions about issues under consideration in their class or school community, such as their school policy on social media use

developing narrative and expressive skills by exchanging accounts of personally significant influences, experiences or milestones, identifying common experiences, such as describing their favourite holiday or their personal hero

comparing their experience of involvement in the Deaf community, and sharing their views on the importance of this experience in their lives by describing their relationships with deaf people outside

of school

Engage in collaborative activities that involve planning, project design, problem-solving and evaluation of events or activities
[Key concepts: project design, procedure, direction; Key processes: creating, showcasing, reporting, evaluating]
(ACLASFC056 - Scootle ↗)

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Elaborations

working with a partner to create a visual resource that promotes Auslan as an important subject choice

working in groups to create a series of promotional resources for the school website

organising and participating in visits by respected members of the Deaf community to their school to share knowledge and to promote Auslan skills in the wider community

planning presentations to showcase aspects of Deaf culture likely to be unfamiliar to the hearing community

reporting on and evaluating completed events or activities that they had planned together, for example:
FIRST PRO1 DOUBT I-F WILL GO-WELL, HAVE-A-LOOK GO-ALONG GOOD
At the start, I wasn't sure it would work, but after a while I thought it went well.
PRO1 WRONG NEVER AGAIN DO SAME
I won't do that ever again.
▶ | Auslan

following sequenced directions that involve the use of practical information, for example:
SEE DS:wavy-surface, KNOW WHERE SCRATCH? S-A-N-D POLISH MORE DS:thick-to-thin 2MM SMOOTH
See where the surface is uneven? You sand that back 2 mm and it gets smooth.
▶ | Auslan

working in pairs to create instructional or procedural texts that demonstrate and explain activities

planning and presenting a cultural item for a school open day, such as celebration through drama or visual story of an important member of the Deaf community

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discussing in pairs possible design options for an item such as language flag, artefact or logo that incorporates elements of significance to the Deaf community, presenting reasons for specific design suggestions, then voting as a class on a preferred design

Use interactions to support discussion and debate and to demonstrate culturally appropriate behaviours in and beyond the classroom
[Key concepts: protocol, debate, role, feedback; Key processes: debating, clarifying, eliciting, evaluating]
(ACLASFC057 - Scootle ↗)

Elaborations

following protocols for interacting with sign language interpreters in various contexts in and out of school

using statements and discussion techniques to participate in class and school debates, for example by acknowledging others' opinions and supporting their own with examples and accounts of personal experiences

understanding and adopting different roles in a debate, using more elaborated sentence structures and interactional strategies to support discussion and provide clarification, for example:
PRO2 DIGRESS NEED COME-BACK-TO-POINT
You've gone off the topic. Can you get back to your point?
SUMMARY…
In summary;
PRO2 CONFUSE. PRO1 WIND-BACK
I've confused you; let's go back …
▶ | Auslan

using evaluative language to acknowledge strengths in others' arguments or to challenge others' views in a courteous manner, for example:
RIGHT-YEAH, PRO2 DIFFERENT PERSPECTIVE. PRO1 NEVER THOUGHT
Oh yeah, that's a different take on it. I never thought about it that way.
G:WELL RIGHT-YEAH, BUT I WANT ADD COMMENT
Well, yes, that's true but I'd like to add something.
▶ | Auslan

being a supportive group participant, for example by asking relevant questions, providing feedback, prompting and eliciting contributions from others

Informing

Investigate and synthesise information collected from a range of perspectives and sources, identifying

how culture and context affect how information is presented

[Key concepts: perspective, culture, context, source, representation; Key processes: researching, comparing, critically reviewing, profiling, summarising]

(ACLASFC058 - Scootle ↗)

Elaborations

summarising ideas and information included in presentations by deaf visitors

collecting and summarising information on a selected topic sourced from different contexts, considering how context affects presentation of data

viewing Auslan texts that present different views on an issue of relevance to their age group, such as cochlear implants or social inclusion, considering how context and culture shape perspectives

researching information relating to deaf political movements at different times and in different contexts, drawing comparisons with current deaf organisations, such as the Deaf President Now movement and recruitment of Deaf CEOs

surveying peers or members of their family/community on topics related to deafness and the use of Auslan, discussing how commentaries they collect reflect different viewpoints and cultural perspectives

collecting information from texts such as interviews, documentaries or presentations to use in new forms, for example, to create a profile of notable Deaf Australians, such as Alastair McEwin, Nola Colefax, Colin Allen or Drisana Levitzke-Gray

paraphrasing and evaluating segments of recorded interviews with deaf artists on social media talking about their experience and artistic practice, for example, Deaf Arts Network

Exchange/provide information, opinions and experiences in either formal or informal contexts

[Key concepts: debate, persuasive text, perspective, critical review; Key processes: summarising, comparing, evaluating]

(ACLASFC059 - Scootle ↗)

Elaborations

working in groups to create an informative multimedia text that invites debate of a social or cultural question, such as the medical versus cultural view of deafness

viewing two or more related signed texts on a selected topic, summarising and comparing key points of information and rephrasing for a class presentation

creating texts such as vlogs or advertisements that present information intended to convince or persuade others of the importance of learning Auslan

giving presentations that include different perspectives on a selected issue, for example identifying and evaluating differences in views in relation to Deaf education

creating and presenting explanations about simple biological or mechanical processes, such as how the ear, hearing aids and cochlear implants work

presenting a critical review of media profiles of respected/high-profile members of the Australian Deaf community, focusing on the relationship between texts and contexts

summarising visual ways of communicating, transmitting and receiving information and how these influence group learning and information sharing among Deaf people

working with an interpreter to decide how to present information on a selected topic to a hearing audience

identifying and profiling Deaf artists who make use of music, as in work associated with the Deaf Performing Arts Network

Creating

Interpret a range of texts that involve the creative expression of emotions or ideas and the imaginative representation of people, events and cultural experiences
[Key concepts: imagination, representation, characterisation, artistic practice, Deaf experience; Key processes: paraphrasing, evaluating, exploring, analysing, profiling, shadowing]
(ACLASFC060 - Scootle ↗)

Elaborations

exploring how cultural values in relation to identity are reflected in different forms of artistic expression, such as poetry performances by Walter Kadiki or John Wilson's 'Home'

viewing performances by deaf artists who communicate elements of the Deaf experience through

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different art forms, for example the deaf rapper Signmark or the singer/signer Sean Forbes

analysing performances of Deaf poetry, for example by discussing themes, expression and construction and comparing how sign choice and stylistic techniques combine to convey ideas and emotions

watching performances of Deaf theatre groups such as the Australian Theatre of the Deaf, and identifying all the ways a signer refers to the same referent throughout

recognising the contribution of NMFs to characterisation and emotional expression in signed stories, skits or sketches

identifying the different roles of storytelling in Deaf culture, such as teaching, entertaining, communicating values or traditions, finding examples of these in well-known stories, fables or legends

evaluating Deaf performances or art forms that use technology such as camera and lighting techniques to expressive effect, for example performances by Ian Sanborn or Edan Chapman

exploring and describing the use of colour and images by different deaf artists such as Juan Fernández Navarrete or Nancy Rourke

engaging with signed versions of media texts, comparing visual elements to those for a hearing audience, for example, the teen drama Switched at Birth or teen dramas from BSL Zone

exploring the concept of metaphorical iconicity used in poems and narratives, for example by shadowing selected elements

analysing how elements of theatre performance, such as emotional nuance, are communicated through interpreters in a live setting

engaging with animations made by or about deaf people and critiquing the effectiveness of conveying all parameters of signing, for example, The Long Knife, or Gallaudet: The Film by Braam Jordaan

identifying how Deaf art forms represent people, experiences and Deaf spaces and contribute to the building of a sense of identity and cultural awareness

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Create imaginative and expressive texts that draw from their experience as Auslan users and members of the Deaf community and which support the experience of younger learners

[Key concepts: Deaf experience, emotional expression, signed theatre, signed space; Key processes: composing, performing, creating, re-creating]

(ACLASFC061 - Scootle ↗)

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Elaborations

composing and performing soliloquies that capture elements of the Deaf experience in a hearing world

creating resources to support younger learners of Auslan, such as signed versions of games such as 'Guess Who?', riddles, treasure hunts or amusing tales

creating imaginative texts that present abstract ideas, such as hope, inclusion, friendship, in creative or amusing ways

creating an Auslan version of a popular song, using elements of all parameters to convey key messages and nuance emotional expression

creating a piece of art, such as a drawing, painting or photo collage, that reflects their experience of living in and moving between the Deaf and hearing worlds

engaging with the work of Deaf theatre groups such as the Australian Theatre of the Deaf, using elements of performances as models for their own experimentation with signed theatre

creating a performance for a school or Deaf festival based on the lives of celebrated or historical members of the Deaf community

presenting a short story based on their own experience of being a deaf student in a hearing school community, incorporating key elements of narrative structure, such as character introduction, problem/conflict, resolution

re-creating a theatre set from a two-dimensional image using signed space

Translating

Translate and interpret unfamiliar texts in Auslan or English and compare their translation to those of their classmates, considering why there might be differences in interpretation and how language

reflects elements of culture and experience

[Key concepts: equivalence, representation, meaning, interpretation; Key processes: translating, interpreting, creating, paraphrasing, summarising, shadowing, comparing, explaining, role-playing] (ACLASFC062 - Scootle ☑)

Elaborations

identifying Auslan phrases and expressions encountered in unfamiliar texts that do not translate literally into English, comparing their interpretation with those of their classmates

considering possible consequences of lack of equivalence between Auslan and English words and phrases in terms of intercultural communication, providing examples from their own experience

analysing an Auslan version of a frozen text such as the Australian National Anthem, considering why some words or expressions require freer translation than others

developing in consultation with deaf Aboriginal and Torres Strait Islander students and elders an Acknowledgement of Country in Auslan that is appropriate to their school location for use in gatherings, events and school assemblies

paraphrasing and summarising short Auslan texts containing unfamiliar content, providing simple translations in written English

translating simple filmed texts in Auslan into transcribed written English captions

shadowing quality signed texts in Auslan as a pre-interpreting skill and as a means to enhance presenting skills and confidence as a subset of interpreting skills

comparing translations in Auslan, BSL and International Sign of stories such as 'Little Red Riding Hood' to Auslan versions of the same stories, discussing differences in vocabulary and approaches to translation on a free to literal continuum

comparing their own translations of short set texts in Auslan or English with those of their classmates, noting variations and discussing possible reasons for these

observing and interacting with deaf guests to the classroom who use different signed languages, such as ASL or a traditional signed language used by deaf Aboriginal and Torres Strait Islander people, identifying any differences between languages and acting as interpreter with support

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evaluating different interpretations of selected texts, using translation resources such as Mac software, digital dictionaries and online materials, considering questions such as Does this represent the exact meaning? What other ways could this be interpreted or translated?

explaining the role of accredited Auslan–English interpreters and that of Deaf interpreters in the Deaf community, demonstrating through role-play correct protocols for working with interpreters

exploring metaphors used in Deaf art and discussing whether these translate well to the hearing world

role-playing basic sight translation techniques with simple, school-specific or everyday texts, using an autocue or text and signing the translation to camera

developing a written English glossary of terminology in relation to sign language translation and interpreting

Create bilingual texts to use in the wider school community, identifying words/signs or expressions that carry specific cultural meaning in either Auslan or English
[Key concepts: equivalence, interpretation; Key processes: creating, captioning, transcribing]
(ACLASFC063 - Scootle ↗)

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Elaborations

creating bilingual texts that inform the school community about Deaf culture

captioning examples of deaf poetry, noticing areas of difficulty and considering possible reasons for this, and comparing individual translations with those of classmates to determine if similar challenges were faced by others

creating bilingual public information texts, such as details about Deaf community events such as the National Week of Deaf People schedule and the importance of the event, and posting these on the school website

transcribing short, simple spoken texts such as instructions or procedures into Auslan and filming the translations, for example, recipe requests by food technology teachers for their classes

Identity

Explore the relationship between identity, community and visual ways of being and the nature and significance of relationship between people, culture and place/space

[Key concepts: identity, relationship, Deafhood, place, space, responsibility, ownership, Deaf gain, story, guidance; Key processes: comparing, describing, exploring, discussing, investigating]

(ACLASFC064 - Scootle ↗)

Elaborations

creating and comparing individual biographies, including elements such as family origins, traditions, beliefs, experiences, and considering how these influence their sense of identity

identifying elements of visual awareness in deaf people, such as good observation skills of body language and alertness to hazards in the environment while walking/driving and signing

describing how the concept of Deafhood applies to them and to others by evaluating texts and media portrayals of deaf identity

discussing visual ways of transmitting and receiving information and how these influence group learning and information sharing among Deaf people

exploring how Deaf cultures around the world build shared group identity, for example through gathering formally as national and international communities through activities such as Deaf film festivals, performing arts or sporting events such as Deaf Way, Australian Deaf Games, Deaflympics

discussing when and how they learnt Auslan and how this contributed to their sense of identity

analysing ways in which Deaf people design and adapt spaces in cultural ways ('Deaf space'), for example, by eliminating visual obstacles to signed communication; using circles or semicircles for meeting and learning spaces; and using open-plan areas, lighting and window placement to maximise visual access to information, with reference to Gallaudet University's Deaf space design principles

considering how accounts by different deaf visitors to the classroom of their lives, work, education, interests and experience reflect a sense of identity and relationship with Auslan and Deaf culture

identifying ways in which members of the Deaf community demonstrate responsibility for relationships within the community and between it and the wider 'hearing' society, for example, describing past learning from deaf adults or other deaf peers about navigating relationships

investigating and explaining connections between rules, culture and community, identifying how these are demonstrated in Deaf culture through visual ways of being and using language, for example, exploring the values and beliefs which influence observable behaviours and social rules

suggesting how reciprocity works in relation to community members sharing responsibility for each other's wellbeing, comparing examples of how they themselves negotiate relationships with each other and look out for each other

exploring the concept of 'Deaf gain' and providing examples of how wider society may 'gain' from the Deaf community, for example the benefits of captioning for groups such as elderly people or newly arrived migrants

describing how the Deaf community maintains Deaf places and keeps them relevant to new generations, for example by acknowledging Deaf pioneers in the naming of places and identifying historical links with places

discussing with elders how patterns of ownership and management of Deaf spaces and places impact on the Deaf community

describing their experience of moving between English and Auslan, comparing how this feels and considering changes in their sense of identity when communicating in either language

sharing their understandings of Deafhood and Deaf gain with Deaf elders and comparing these the elders' views on these concepts

Reflecting

Participate in and reflect on intercultural interactions and experiences, for example by considering and comparing their responses and strategies when engaging with hearing people
[Key concepts: intercultural experience, ways of knowing and being, discrimination; Key processes: comparing, analysing, explaining, reflecting, exploring]
(ACLASFC065 - Scootle ↗)

Elaborations

comparing their experience of interacting with hearing people in various domains online or face to face, such as after-school sports clubs, analysing these experiences in terms of their perceptions, understandings or attitudes

reflecting on how differences between signed and spoken language users may be perceived, for

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example in relation to different protocols when joining interactions, taking turns, using names, or passing between people who are communicating with each other

reflecting on the concepts of insider and outsider views of the Deaf community and on their own position as first language learners of Auslan

reflecting on their own and others' social attitudes and responses to differences in behaviours or communicative styles, for example on how they feel when hearing people do not make eye contact during an interaction

reflecting on how their own ways of communicating may be interpreted by hearing people, and on how they need to modify or consider other communication strategies and behaviour, such as the use of eye contact, facial expression or body language

comparing strategies used by deaf and hearing adults to negotiate the physical environment, for example, different behaviours that reflect different perceptual perspectives in contexts such as travelling in a lift

Understanding

Systems of language

Investigate and explain why signs are structured as they are, including with respect to iconicity, and compare transcription of Auslan video annotation software with glosses
[Key concepts: levels and types of iconicity, transcription; Key processes: identifying, recognising, glossing, annotating]
(ACLASFU066 - Scootle ↗)

Elaborations

understanding that signs can be iconic in a number of ways, such as representing a whole object or part of an object

identifying signs with different levels of iconicity, for example, those that are fully transparent, translucent or arbitrary

recognising that signed languages show more iconicity than spoken languages because they are visual not auditory, and that most referents have visual features

identifying and classifying examples of spatial modifications of nouns and verbs in a video text using video annotation software, for example, ELAN

glossing a text independently, identifying what signs are used, any NMFs, and any examples of DSs and CA

beginning to use annotations in a glossed text to show spatial modification of nouns and verbs

Distinguish between character and observer space, categorise different verb types and identify constructed action in a text

[Key concepts: fully- or partly-lexical signs, character and observer space, depicting signs; Key processes: recognising, distinguishing, classifying, observing]
(ACLASFU067 - Scootle ↗)

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Elaborations

noticing that meaning is created in Auslan from fully-lexical signs, partly-lexical signs and non-lexical CA and gesture

recognising that signers can set up referents in the signing space as if they are part of that space (character space, for example, using a bC handshape (use of non-dominant hand) to indicate putting a glass on a table) or as if they are outside it (observer, for example, using 5claw in two locations to represent two houses)

recognising that in character space, signers can use locations for present referents, non-present referents, or abstract referents that do not exist in space

recognising that signers can give information about how a verb happens over time by changing the movement, for example, signing WATCH versus WATCH -for-a-long-time, or with lexical signs such as WATCH AGAIN++

recognising that nouns can be pluralised by locating them repeatedly regardless of their original location

categorising the type of depicting sign being used by a signer

distinguishing between directional and locational indicating verbs

observing examples of CA in an Auslan text and discussing how it was marked

Understand that utterances in Auslan can consist of a mix of gestural and signed components, and that non-manual features are often used to link clauses into equal or unequal relationships

[Key concepts: clause types, sign order, conjunctions; Key processes: recognising, observing, analysing]

(ACLASFU068 - Scootle ↗)

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Elaborations

recognising the nature and function of word classes and understanding that the context of the sign is important and Auslan signs will not always have the same word class as an English word, for example, adjectives can act like verbs in Auslan, for example, PRO3 BIG

recognising that some verbs and nouns use the same sign but change the movement in a regular way making noun-verb pairs, such as SCISSORS versus CUT-WITH-SCISSORS

being able to describe various types of clauses and recognising that these often co-occur with particular NMFs, such as questions, topicalised sentences, negation or conditionals

analysing yes/no questions and wh- questions to identify how NMFs and particular lexical signs are used to make each type of question

recognising how NMFs can create emphasis or stress

recognising that clauses can be joined by conjunctions to make longer sentences and these conjunctions can be shown with separate signs, such as PLUS or THEN, or NMFs, for example by pausing between clauses

noticing with support, when signers are using composite utterances, that is, those that have elements of CA, DSs, points and DSs, and fully-lexical signs in the same utterance

identifying clauses that are linked equally and unequally, where one clause depends on another

Explain the structure and organisation of particular types of texts, such as conversations or information reports, and identify language features used by signers to meet specific purposes and to create cohesion

[Key concepts: grammar, choice, coherence; Key processes: identifying, applying, analysing]

(ACLASFU069 - Scootle ↗)

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Elaborations

analysing linguistic structures and features associated with more dynamic texts, such as back-channels and hesitations used in casual conversations

applying knowledge of choices a signer can make in texts, for example by comparing two signers' texts about the same topic and evaluating different language choices each made, such as when to tell and when to enact, or when to use DSs

analysing signers' use of pausing in a description or information report

identifying all the ways a signer refers to the same referent throughout a text

identifying examples of ellipsis, such as dropping the participants in verbs

recognising that nouns that are being introduced are more frequently overt than when they are given already in a text

recognising signs that function as interjections or discourse markers

Language variation and change

Understand that Auslan has evolved and developed through different periods of influence and cultural and societal change
[Key concepts: change, evolution, contact, technology; Key processes: identifying, recognising, researching]
(ACLASFU070 - Scootle ↗)

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Elaborations

researching how BSL from the 1800s evolved into Auslan, NZSL and modern BSL, for example by finding and classifying examples from Auslan, NZSL and BSL signbanks

understanding that while the structure of individual signs can change over time in regular ways, there is little information about this process in signed languages due to lack of historic records of signing

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understanding that greater contact between signers internationally has led to increased borrowing between sign languages, for example, signs that refer to different nation states and cities around the globe, for example, the old Auslan sign for America versus the current sign, or the ASL vehicle handshape in DSs

identifying changes to Auslan that reflect changes in social relationships and community attitudes, for example in relation to words/signs such as DEAF^DUMB, DISABILITY, HEARING^IMPAIRED/H-O-H, DEAF^WORLD/DEAF^COMMUNITY, HUMAN^RIGHT

interviewing older members of Deaf families or Deaf communities and reporting back to the class about any differences in signing they noticed, such as more use of fingerspelled words, less use of NMFs and depicting signs, or the use of different signs, such as FILM (old sign), TOILET (old sign)

recognising that languages constantly expand to include new words, signs and expressions due to influences such as changing technologies and digital media, for example, COMPUTER, COMPUTER-MOUSE, INTERNET, FACEBOOK, WIFI, SELFIE

Language awareness

Understand historical and contemporary factors that impact on awareness, support and use of Auslan and its vitality in contemporary Australia, comparing it with that of other signed languages around the world

[Key concepts: influence, transmission, vitality, evolution, endangerment; Key processes: investigating, exploring, describing, comparing, analysing, reflecting]

(ACLASFU071 - Scootle ↗)

Elaborations

considering the impact of international historical events such as the Milan Congress (1880) and the linguistic recognition and documentation of signed languages (1960s and 1970s) on the use of signed languages in education and deaf people's feelings of ownership and pride in their languages

analysing the impact of migration and settlement of deaf people from the UK and other countries in Australia on the development of Auslan

investigating the geographical location, origins and history of deaf schools in Australia and the impact of these institutions on the transmission, use and status of Auslan

considering the contemporary influences and pressures on Aboriginal and Torres Strait Islander signed languages and how these may affect their vitality

describing the role religion has played in influencing Auslan in terms of usage and spread, for example, by religious orders, early Deaf Societies and Bible translation projects

exploring multilingualism in the Deaf community, including the use of Auslan, English and other signed and spoken languages such as Irish-Australian sign language, and how and when users typically switch between languages and dialects

investigating the use and impact of generic digital technology and specific forms of communication by Auslan users, for example, video chat, social media, SMS/texting, and NRS and VRS

reflecting on the role of Auslan interpreters in raising awareness and understanding of Auslan in the wider community and in influencing the function and nature of Auslan, for example by the introduction of new signs for temporary use in certain contexts

investigating historical patterns of employment of deaf people in certain trades and fields of work, and the impact of these traditional employment domains on Auslan development

considering ways that Auslan is evolving due to influences such as globalisation and the capacity for new technology to store, record and share sign languages internationally

comparing levels of endangerment of different sign languages, such as NZSL, village sign languages, ASL, Scandinavian, South American sign languages and Auslan, for example by using UNESCO data by reviewing the iSLanDS survey findings

understanding the challenges faced by Auslan and other signed languages due to intergenerational disjunction in language transmission

investigating how new or specialised language associated with domains such as technology, engineering, cooking or fashion are used but not documented in the Deaf community, and how such language impacts on language vitality

identifying contexts and circumstances that support increased usage and acceptance of newly coined Auslan terms, for example, a workplace with several deaf employees

researching the role of the World Federation of the Deaf in mapping and monitoring the vitality of sign languages around the world and in protecting sign language diversity

Role of language and culture

Reflect on how language use is influenced by communities' world views and sense of identity and on how language and culture influence each other

[Key concepts: culture, knowledge, value, transmission; Key processes: explaining, reflecting, exploring, analysing, comparing]

(ACLASFU072 - Scootle ↗)

Elaborations

exploring the nature of culture and how it is related to ways of thinking and using language, for example by comparing the cultural concept of Deaf identity with a medical model of deafness

exploring ways in which language choices, such as sign choices, reflect attitudes towards certain topics, for example, oralism

analysing how concepts related to cultural practices are expressed through language, for example, by identifying particular elements of naming systems, such as the use of pointing, NMFs and name signs, as in the case of number name signs of older deaf people who attended the Victorian School for Deaf Children

identifying and discussing core cultural concepts reflected in Auslan such as the collective nature of the Deaf community, the importance of respect for elders and of reciprocity and responsibility, for example, how signing TAP-MANY, TAP-2H++ reflects understanding of responsibility to share information and pass on knowledge, or greater use of the 'flat hand' rather than the 'point hand' and use of full titles in acknowledgements and forms of address when introducing an esteemed Deaf elder

investigating how Auslan users interact with their social and physical environment, for example, locating other signers, gravitating to spaces that are visually accessible

identifying culturally significant attitudes and beliefs conveyed through Auslan that relate to history, significant individuals, places or events, for example, attitudes to spoken language that reflect the history of suppression of signed languages, as in the use of signs that reference tensions between oral and signing deaf people or between hearing and deaf people, such as the sign for communication breakdown which infers lack of awareness or understanding of cultural values, beliefs and language on the part of the other party

comparing elements of communication in different contexts and exchanges that are culturally specific, such as back-channelling, the use of silence or eye contact, head nodding to indicate understanding rather than agreement, and the implications of such cultural variability in contexts such as courts of law

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observing that concepts may be culture and language specific, for example, in relation to time and space, as in the spatial mapping for timelines in Auslan

understanding how developing sign language literatures which recount significant journeys and events associated with the beginnings of Deaf education and the development of Deaf communities not only map history but also embody values and mores of Deaf cultures, for example, accounts of the Gallaudet and Clerc reciprocal relationship, or the US Civil War deaf soldiers' story as told by Ben Bahan

exploring ways in which the production and affect related to the sign for COCHLEAR-IMPLANT have evolved over time due to shifting values and perceptions of the Deaf community in relation to the implant, noting, for example, the transition from a negative affect to more neutral production of the sign

researching examples of deaf leaders who have established organisations or services which met the cultural needs of their community, for example, Dorothy Shaw and Deaf Action Books, Nola Colefax and the Australian Theatre of the Deaf

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Years 7 and 8 Content Descriptions

Communicating

Socialising

Interact with peers and teachers to exchange information about self, family, friends and interests, describe people and objects and express some feelings and preferences
[Key concepts: interaction, communication, introduction, description; Key processes: socialising, expressing feelings, exchanging greetings, asking/responding to questions]
(ACLASFC091 - Scootle ↗)

Elaborations

exchanging greetings, thanks and apologies, for example, HELLO, HOW-ARE-YOU? GOOD MORNING M-R-J-O-N-E-S, THANK-YOU, SORRY

expressing feelings using lexical signs and affective NMFs, for example:
PRO1 HAPPY
I'm happy.
PRO3 GRUMPY
She's grumpy.

using formulaic language to express wishes for particular occasions or events, for example, HAPPY BIRTHDAY, GOOD-LUCK

making arrangements using simple time-related signs without numeral incorporation, for example, LAST-WEEK, MONDAY and with numeral incorporation, such as THREE-DAYS-AGO, TWO-YEARS-AGO, IN-TWO-DAYS

stating likes, dislikes and preferences using associated NMFs, for example:
PRO1 LIKE TV
I like TV.
DON'T-LIKE DRAWING
I don't like drawing.

introducing self and family and explaining relationships using possessive pronouns, for example:
POSS1 NAME X, PRO1 12-YEARS-OLD
My name is X, and I'm 12 years old.
PRO3 POSS1 BROTHER
He's my brother.

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asking and responding to questions about a familiar topic such as their family, a hobby or an interest, or a recent event, for example:
PAST WEEKEND, YOU GO WHERE?
Where did you go last weekend?
FAMILY PRO1 GO PLAY SOCCER
My family and I went to play soccer.

referring to family members and classmates by fingerspelling a name or by using a sign name and describing their appearance or characteristics, for example:
POSS1 SISTER TALL SKINNY HAVE BLACK HAIR
My sister is tall and thin and has black hair.

describing what they are doing in class activities using plain verbs, for example, PRO1 WRITE, PRO1 READ

Participate in guided group activities such as signing games and simple tasks using repeated language structures, non-manual features and gestures
[Key concepts: game, learning activity, instruction, role-play, task; Key processes: participating, following instructions, classifying, exchanging, transacting, collaborating]
(ACLASFC092 - Scootle ↗)

🗐

Elaborations

participating in games or activities that involve repeated signs, gestures and NMFs, for example, I went to the market and I bought …

following instructions by locating or moving classroom objects in activities that involve concepts such as space, place and memory, such as by hiding a marker pen and playing 'hot/cold' to find the pen

participating in activities that involve exchanging or classifying objects and attributes such as by shapes, colours and amounts

using questions and affirmative and negative answers when participating in role-plays that involve transactions such as ordering food at the tuckshop

participating in barrier games and other information-gap activities

working together in collaborative tasks such as craft or cooking activities

attracting attention or asking for clarification or help to complete a task, for example:
WHAT MEAN?
What do you mean?
PLEASE AGAIN SIGN
Please sign that again.

▶ | Auslan

Develop communication and interaction skills such as asking and responding to simple questions and statements and following protocols for participation in Auslan classes and engaging with the Deaf community

[Key concepts: protocol, greeting, signing space, visual applause; Key processes: recognising, following instructions, gaining attention]
(ACLASFC093 - Scootle ↗)

📄   👥

Elaborations

recognising and using fingerspelled names for roll call and games

exchanging greetings with peers and teachers and stating the day and date

following instructions for class routines, such as:
DS:line-up PLEASE
Line up, please.
PLEASE WITH-2++ DS:sit-opposite
Please find a partner and sit opposite each other.

▶ | Auslan

asking for help or permission, for example:
PLEASE HELP-$_{me}$?
Can you help me, please?
CAN++?
Can I?

▶ | Auslan

gaining someone's attention, for example by waving or tapping a shoulder or table

stopping activities and paying attention when lights are flashed or hands are waved

using NMFs such as focused eye gaze, nodding and head shaking to show affirmation and negation

keeping appropriate signing space between themselves and others

using visual applause to show enjoyment of entertainment or commendation

Informing

Locate specific points of information from signed texts about familiar topics and use the information in new ways
[Key concepts: information, topics, directions; Key processes: identifying, responding, following directions]
(ACLASFC094 - Scootle ↗)

Elaborations

responding to signed information such as class messages or short introductions, for example, by identifying names, numbers or times

identifying and applying specific information in signed texts using visual pictures and props to complete guided tasks such as craft activities

gathering information from peers about topics such as family members or favourite foods

identifying information in simple texts that relate to properties such as colour, size, shape or amount, for example when interacting with materials and concrete objects

following directions for simple activities involving visual cues such as a treasure hunt, for example:
DS:turn-left DEAD-END DS:turn-right
Go left, then at the end turn right.
▶ | Auslan
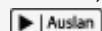
identifying and categorising signs appearing in simple texts according to handshape

watching short Auslan texts about topics such as hobbies or sports, recording key points of information using tables or graphic organisers

Present factual information about familiar topics using signs that have been modelled
[Key concepts: description, procedure, recount; Key processes: describing, demonstrating, recounting, reporting]

(ACLASFC095 - Scootle ⤢)

📄

Elaborations

describing an object, space, animal or person using modelled lexical signs and short phrases, for example, describing the layout of key items in the classroom

contributing to a digital presentation such as a class video by signing a basic description of their own family members

demonstrating simple procedures such as getting ready before school in the morning, using gestures, objects and buoys

recounting an experience they have shared, sequencing events through the use of modelled signs and photos

reporting on aspects of their daily routines, using modelled signs and visual prompts, for example outlining a travel route home from school

producing a series of signs for peers to complete a simple action-based activity such as a sign circle game

Creating

Participate in the viewing of recorded or live imaginative signed texts, responding through drawing, miming, gesture or modelled signs
[Key concepts: story, imagination, Deaf art, gesture, mime; Key processes: viewing, drawing, responding, mimicking, shadowing]
(ACLASFC096 - Scootle ⤢)

📄

Elaborations

viewing narratives in Auslan, for example, from the Auslan Storybooks website, demonstrating understanding through drawing, gesture and modelled signs

responding to short expressive texts that involve the movement of people, animals or vehicles, demonstrating understanding through drawings or familiar signs

responding to key elements of short signed stories, for example by mimicking facial expressions or

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repeated signs

participating in interactions in Auslan that involve imaginative responses to stimuli such as cartoons using gestures, handshapes, facial expressions and simple signs to suggest what happens next in the story

engaging with different forms of Deaf art, such as handshape creations, and responding by creating their own piece of art on a similar theme

shadowing NMFs in short Auslan poems or narratives

retelling favourite events of an Auslan story using modelled signing

engaging in imaginative interactions that involve the creation of mood or momentum through repeated use of signs, handshapes and facial expressions to modify manner or intensify adjectives

responding to performances of Deaf poetry that evoke emotions such as sadness, fear or excitement, for example by indicating enjoyment or different personal feelings

Express imaginative ideas and visual thinking through the use of mime, gestures, drawing and modelled signs

[Key concepts: story, animation, constructed action; Key processes: re-enacting, depicting, constructing, representing]
(ACLASFC097 - Scootle ↗)

▤

Elaborations

re-enacting individual short stories or wordless animations using gestures, actions and modelled signs

depicting the movement of people, animals or means of transport by using handshapes in creative ways

creating amusing sequences of signs using a fixed handshape, such as point in PRO2 THINK PRO1 SHY

using gestures and modelled signs to create their own short stories or mimes

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creating an imaginative scenario that features the movements and characteristics of a particular animal through the use of constructed action

participating in storytelling games or imaginative activities, such as the joint construction of a humorous story

working with classmates to represent objects using combined bodies and hands in amusing or creative ways

changing elements of familiar narratives to create their own versions, with a focus on varying manner or constructed action

adapting an element of a familiar cartoon or story to achieve a different outcome

Translating

Translate familiar words and phrases from Auslan to English and vice versa, noticing similarities and differences in meaning
[Key concepts: meaning, interpretation, translation; Key processes: translating, interpreting, identifying, comparing, recognising, paraphrasing, summarising]
(ACLASFC098 - Scootle ↗)

Elaborations

recognising that every language uses words or signs to make meaning

identifying aspects of Auslan which are the same in English, such as the fingerspelled alphabet

participating in shared reading of age-appropriate high-interest, low-readability books containing images and plain English text, asking and answering questions about unfamiliar words and phrases, working collaboratively to produce an Auslan version of the text

comparing key signs used in Auslan versions of familiar and simple texts, such as stories from the Auslan Storybooks site, to words used in written English texts, and noticing how signs can convey rich, multilayered meaning, which might not have a direct match in English captioning

playing matching-pair games with Auslan sign flashcards and English word cards, matching cards in each language associated with concepts such as weather or animals

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identifying examples of words and signs that seem to have direct matches/equivalents in Auslan and English and examples of those that do not, such as GO-TO in Auslan requiring more than one English word

finding and using phrases that have direct sign-for-word translations between Auslan and English, such as Goodnight, Happy birthday and Happy New Year and others that do not, such as None of your business!

identifying challenges associated with Auslan–English translation, such as multiple meanings for words like run, the fact that meaning is not always literal and that sign translations of a word will vary according to the meaning in context

paraphrasing and summarising short Auslan texts containing familiar content, providing simple translations in written English, and following the reverse process working from texts in written English into Auslan

Create different types of bilingual texts to support their classroom learning

[Key concepts: bilingual, meaning, translation, equivalent; Key processes: translating, labelling, developing, creating, captioning]

(ACLASFC099 - Scootle ↗)

Elaborations

using images of Auslan signs and equivalent words in English to name and label familiar objects, classroom items or school resources, using posters and digital glossaries with captions

developing a handshape dictionary using palm cards or digital means, including equivalent English terms

using photos of family members to create a family tree or chart, captioning and labelling in English each family member with corresponding images of Auslan signs

creating bilingual texts for younger children, such as a mini Auslan–English dictionary of school-specific signs

making their own bilingual dictionaries with English labels, Auslan sign images and simple descriptions of signs, identifying and categorising signs according to handshape

Identity

Explore the concepts of identity, social groupings, relationships, community and place and space, and deaf people's visual ways of being and negotiating these networks

[Key concepts: identity, self, relationship, community, Deafhood, visual ways of being, place, space, reciprocity, responsibility; Key processes: identifying, discussing, exchanging]

(ACLASFC100 - Scootle ↗)

Elaborations

identifying themselves as members of different groups and describing their relationships with deaf, hard of hearing and hearing students, family members, the larger Deaf community and wider 'hearing' world

identifying and describing physical markers of identity among deaf people, such as the use of sign language and/or hearing devices such as hearing aids, cochlear implants and FM systems

creating a poster depicting their own family and labelling immediate and extended family members as deaf/hearing

identifying and discussing family names, given name/s and name signs for themselves and for others

exchanging views on how their individual biographies, including family origins, traditions, beliefs, communicative practices, interests and experiences, shape their sense of identity and impact on their ways of communicating

building an understanding of the concept of Deafhood and how each individual's journey of identity development contributes to social relationships and to the formation of community, for example, by creating an individual identity map or a hand map

discussing visual ways of being, including interacting, transmitting and receiving information and behaving according to Deaf cultural values, and how these influence group learning and information sharing among Deaf people

investigating Deaf cultures around the world and how they shape visual ways of being, for example by considering how Deaf people from different countries and ethnic groups express shared group identity through practices such as gathering formally as a national or international community via opportunities such as Deaf film festivals; performing arts events, for example, Deaf Way; theatrical events; art exhibitions; or sporting events such as ADG, Deaflympics

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responding to deaf people from different groups and backgrounds who visit and present about their education, families, social networks and sense of community/identity, for example by discussing similarities and differences between visitors' reported experiences and their own lives

identifying the importance of place and space in the Deaf community, exploring why some places and spaces make deaf people feel comfortable or promote a sense of belonging, for example by identifying factors that make a classroom 'Deaf friendly', such as U-shape seating, minimisation of window glare/reflection, good lighting and acoustics, flashing lights, suitable interpreter location

identifying examples of deaf people's visual orientation towards the world ('people of the eye'), such as waving in space or using flashing lights to gain attention, visual applause

identifying their own stories, history, roles, responsibilities and links to the Deaf community and considering how these relate to their sense of identity

recognising that signed language is a birthright which establishes their identity with respect to the Deaf community and its traditions

viewing and creating accounts of their own and each other's experience and roles in the Deaf community and identifying examples of the different ways of being deaf that they describe

discussing behaviour associated with cultural practices and traditions, for example, by discussing the concept of reciprocity as a manifestation of how community members share responsibility for each other's wellbeing

Reflecting

Reflect on ways in which Auslan and associated communicative and cultural behaviours are similar to or different from other language(s) and forms of cultural expression
[Key concepts: intercultural experience, ways of knowing and being; Key processes: comparing, analysing, discussing, reflecting]
(ACLASFC101 - Scootle ↗)

Elaborations

comparing aspects of their lives as young deaf people with those of young hearing people as represented in digital images, video clips and narratives, for example, ways of engaging in different games and activities, exchanging stories and interacting socially at school, at home and in the community

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discussing changes or adaptations they make to their communicative style when communicating with non-signers

reflecting on similarities and differences between ways of communicating in Auslan and in Australian English in different social situations, for example, ways of greeting/leave-taking, introducing people and using body language, facial expression and eye contact

reflecting on the need for sustained eye contact when using Auslan in order to understand a message and before teacher instructions can proceed, and considering how this may differ for hearing students in a spoken language environment

reflecting on language differences in forms of address in signed and spoken language, for example, using a person's name when addressing them directly in Australian English but not in Auslan

examining general misconceptions that deaf people may have about hearing people and culture, for example, that hearing people hear and understand everything, or that hearing people can hear from a distance

reflecting on and providing possible explanations for assumptions hearing people might have about deaf people or about signed languages

Understanding

Systems of language

Identify and describe all elements of sign production, including handshape and its orientation, movement, location and non-manual features and understand that signs can look like what they represent
[Key concepts: handshape, orientation, movement, location, hand dominance; Key processes: identifying, recognising, describing, understanding]
(ACLASFU102 - Scootle ↗)

Elaborations

realising that meaning is communicated through the use of signs, pictures, written or spoken words or miming

identifying the handshape of a sign, for example, COCKATOO (hs:5, palm left) and SOCCER (hs:fist, palm towards signer) and identifying signs of a particular handshape

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identifying and demonstrating signs with a change in handshape, for example FIND or BEST

identifying and demonstrating signs with a change in orientation, for example CAN-NOT or HOW

noticing the path movement of a particular sign and identifying signs associated with the major types of path movements, for example, THROUGH (forwards) or FULL (down to up)

describing how the movement changes between groups of related numbers, for example, 5, 15, 50, 5th)

noticing the five major locations of signs on the body or in space, and identifying signs associated with each, such as SEE (head/face), SAY (mouth/chin), WHY (chest), TALK (hand) and ONE (signing space)

understanding that NMFs are important in sign language for showing feelings of the signer or others

identifying single, double and two-handed signs, and recognising which hand is dominant (the pen hand) and which is non-dominant (paper) within two-handed signs

thinking of body-anchored signs, such as HEAD or WHY, and signs that are not body anchored, such as HAVE or STOP, and recognising that non-body anchored signs can be located in space around the signer

understanding that signs can be organised by handshape, for example in Johnston's Auslan dictionaries or localised handshape dictionaries in schools, and that this is useful if an English word for a sign is not known

recognising that some signs are iconic, that is, provide a visual image of a referent, for example, HOUSE, TREE, DRINK, ELEPHANT, and that some are not, such as SISTER, WHY, SIMPLE

experimenting with different methods of capturing the signed language, such as: a class-invented script, drawing pictures, videoing, English glosses or ASL-phabet

Recognise and restrict signing to the standard signing space, and understand that particular signs, depicting signs, some verbs, enacting and pronouns make use of spatial relationships

[Key concepts: signing space, function of points, verb modification, depicting signs; Key processes: noticing, recognising, describing, comparing, distinguishing]
(ACLASFU103 - Scootle ↗)

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Elaborations

describing the range of signing space in normal signed discourse

recognising that non-body-anchored nouns can be located in the signing space and identifying instances of this

noticing that Auslan pronouns are different from English because they don't show gender but they can show the location and a specific number of referents, for example, WE2 (inclusive) and WE3 (inclusive) or WE2-NOT-INLCLUDING-YOU (exclusive)

noticing that a point can refer to a person, place or thing

noticing that enacting a role or modifying the beginning and end locations of some verbs can show the referents involved, for example:
PRO1 ASK PRO3 versus PRO1 ASK-$_{her}$
PRO3 ASK-$_{me}$ CA:I-was-shocked
▶ | Auslan

identifying what sorts of things can be represented in a DS by a particular handshape, for example a distant person, pole or tree can be represented by a point handshape, and a cylinder can be traced by a C handshape

distinguishing between entity, handling or SASS DSs by looking at what the handshape represents in each type:
- entity: the handshape is an object or person

- handling: the handshape represents a person's hands touching or moving another object

- SASS: the handshape traces the shape or size

Recognise and use elements of clause structure, such as noun groups/phrases or verb groups/phrases and using conjunctions to shape structure

[Key concepts: sign class, nouns, adjectives, verbs, adverbs, clause; Key processes: recognising, observing, distinguishing, understanding]
(ACLASFU104 - Scootle ⬈)

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Elaborations

categorising noun signs into those for people, animals, places or things

learning that proper nouns can have a sign name or be fingerspelled

recognising different nouns in clauses, including those that are shown with a pointing sign, such as GIRL READ versus PRO3 READ, or VISIT FRIENDS versus VISIT PRO3

knowing that adjectives describe nouns in different ways, such as how they look (BIG or RED), feel (SOFT or HOT), smell (SMELLY) or sound (LOUD)

understanding that changes in mouth patterns and movement of signs can intensify adjectives, for example, RED-$_{really}$, PLEASED-$_{really}$, TALL-$_{really}$

identifying verb signs (SIT, EAT, FEEL, WONDER, HAVE) and recognising that they are central to a clause

noticing that some signs modify the meaning of verbs, such as WORSE as in WORSE OLD and that these are called adverbs

contributing examples of signs that tell:

- when a verb happens (**IN-2-WEEKS** PRO1 HOLIDAY or WANT LUNCH **NOW**)

- where a verb happens (PRO3 RUN **FAR** or COME **HERE**)

- how a verb happens (**FAST** or **SLOW** or PRO2 **QUICK** FINISH)

understanding that a clause is one or more signs expressing a single idea and that a clause has at least one verb, but often one or more nouns as well, for example:
CALL-$_{him}$
I called him.
MAN THERE GO-TO POSS3 HOUSE
That man went to his house.
BIG MONSTER SCREAM
A big monster screamed.
▶ | Auslan

distinguishing between clauses that are statements and those that are questions

distinguishing between yes/no questions, wh- questions and statements and their corresponding NMFs

knowing that signing involves either telling with signs or showing with DSs and periods of CA, for example,
MAN WALK SLOW
DS(point):man-walks-slowly
CA:man-swinging-arms-nonchalantly

▶ | Auslan

Recognise similarities and differences in language features of different types of texts, and notice how signers build cohesion in texts

[Key concepts: text, textual features, referent tracking; Key processes: recognising, identifying]
(ACLASFU105 - Scootle ↗)

▤

Elaborations

recognising that texts are made up of one or more clauses, which have one or more signs in them, which together make meaning

looking at short recounts or narratives in Auslan and identifying information necessary to communicate with others such as who was involved or when and where the event happened

recognising that different signed texts serve different purposes and discussing and comparing these purposes, for example, a procedure is to explain how, a narrative is to entertain

identifying how signers use space to track participants through a text, for example by pointing back to an established location to refer to a noun referent

identifying the many ways signers can refer to the same referent in a text, for example by using DSs, points or list buoys, and noticing how such strategies help maintain interest and support understanding

Language variation and change

Recognise that there is variation in in how Auslan is used depending on context, environment and influences of other signed languages
[Key concepts: language variation, influence, word-borrowing, change; Key processes: exploring, identifying, classifying, describing]
(ACLASFU106 - Scootle ↗)

Elaborations

exploring different ways to show the same concept, for example though a picture, a spoken word, a

sign, a home sign or a gesture

exploring similarities and differences in the two main Auslan dialects, the northern dialect used in New South Wales, Queensland and the Australian Capital Territory, and the southern dialect used in Victoria, South Australia, Western Australia, Tasmania and the Northern Territory, for example through building webcam relationships with other schools or by identifying and collecting signs that differ in the two forms

noticing different ways that English words are borrowed into Auslan, for example, the use of fully fingerspelled words, such as D-U-E, N-O-U-N, the fingerspelling of the first letter of corresponding English words, for example TOILET, FATHER, or abbreviations of English words, for example, state names: S-A, N-S-W, V-I-C, T-A-S, and organisation names: N-A-B-S, W-A-A-D, N-S-W-A-D, D-C-S-S-A, and lexicalised fingerspelling, such as HOW, BUT, ABOUT, FOR

noticing the variation in 'handedness' between signers in relation to signs and to fingerspelling: right handers using their right hand as their dominant (main) hand; left handers doing the opposite

considering adaptations to language use when communicating in different physical environments, such as in video chats, across a large yard, or when one or both hands are occupied, for example choice of vocabulary, size of signing space, clarity of signs, use of fingerspelling and NMFs

Language awareness

Develop awareness of the sociocultural context, nature and status of Auslan and of the Deaf community in Australia and the impact of this on language change
[Key concepts: communication, transmission, accessibility, language vitality; Key processes: identifying, describing, recognising, investigating, discussing]
(ACLASFU107 - Scootle ⤴)

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Elaborations

identifying where and when different people learnt to sign and whether they are from deaf or hearing families

exploring and providing possible explanations for variation in Auslan fluency among their classmates and members of the Deaf community

understanding the nature of the transmission of Auslan, for example, how in most cases Auslan is not passed on from parent to child, but from child to child (horizontal language transmission) or to children by deaf adults outside the family

investigating the use of digital technology/communication by Auslan users, for example, social media, SMS/texting and NRS and VRS, discussing how these modes of communication impact on accessibility and communication for members of the Deaf community

considering ways that Auslan is evolving due to different influences, including the capacity for new technologies to store, record and share sign languages

discussing the degree to which their classroom/school is an Auslan-accessible and Deaf-friendly environment, and how this might be further enhanced

investigating how Auslan and Deaf culture are promoted in the wider community, for example through the influence of organisations such as Deaf Australia, high-profile individuals such as activists or actors or events such as NWDP, Deaf festivals, Australian Deaf Games or Deaf art exhibitions

Role of language and culture

Explore connections between language, identity and cultural practices, values and beliefs and the expression of these connections in Auslan
[Key concepts: language, culture, identity difference, transmission; Key processes: recognising, exploring, understanding, identifying]
(ACLASFU108 - Scootle ↗)

Elaborations

recognising that people from different places and backgrounds may use different languages and have ways of living and communicating that differ from their own

appreciating that culture and cultural difference means that people may value different things or live differently, noticing observable examples of 'difference', such as ways of greeting (bowing versus shaking hands) or conveying information (through words versus signs)

recognising how they as deaf people live in ways that may be different from how hearing people live and that these ways are primarily visual, for example by responding to prompts such as: Compare how deaf and hearing people get the attention of someone on the other side of the room; and How do deaf and hearing people make sure they wake up at a particular time in the morning?

recognising the importance of facial expression, eye gaze and non-manual features in conveying information in a visual-gestural language and culture

understanding that culture is more than the visible aspects of people's lives, that it also includes

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invisible elements such as beliefs and values, how people think about themselves and others, how they relate to their social and physical environments; and considering how this understanding applies to themselves as users of Auslan

recognising that in each culture there are general rules for what to say and do, when, where and with whom, and that these rules differ from culture to culture, for example, the Deaf culture places greater importance on eye contact than cultures that communicate through spoken languages

identifying the importance of signing space and proxemics in Auslan, particularly in relation to a person passing between two signers, or the positioning of communication partners

recognising that shared experiences shape cultural values in Auslan and in other cultures, for example, the experience of deaf children being excluded from family and social discourse during dinner table conversations or social events gives rise to the value placed in the Deaf community on sharing information with each other

considering how some spaces make deaf people feel comfortable, for example, open-plan spaces with long sight lines allowing easy visual access

Years 7 and 8 Content Descriptions

Communicating

Socialising

Interact appropriately with people in different contexts, sharing experiences, interests and opinions about current events or school and community experience
[Key concepts: protocol, turn-taking, interaction; Key processes: socialising, comparing, turn-taking, clarifying]
(ACLASFC181 - Scootle ↗)

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Elaborations

using signs to agree or disagree on relevant topics, such as:
AGREE YES HOMEWORK SHOULD
Yes, I agree we should do homework.
PRO1 KNOW WHAT MEAN, BUT….
I know what you mean, but …
PRO1 DOUBT
I'm not sure.
AGREE-NOT, PRO1 THINK…
I don't agree; I think …
▶ | Auslan

participating in videoconferencing exchanges with deaf children or other Auslan students from another state to compare and contrast aspects of their school and learning experiences

contributing to online videoconferencing with other Auslan users to compare and contrast aspects of their school and learning experiences

using appropriate NMFs when turn-taking, for example:
HOLD
Hold that thought.
QUICK INTERRUPT
Can I just interrupt you quickly?
WAIT….COME
Can you just wait a moment … Right, what did you want?
▶ | Auslan
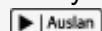
clarifying meaning, for example by using fingerspelling to explain unfamiliar vocabulary, as in, PRO2 MEAN [fingerspell word]?

using appropriate protocols to join or leave conversations, for example, waiting for eye gaze or for the signer to finish and not asking for a full recount

engaging with deaf visitors from different groups and backgrounds and creating a vlog about the visits

Engage in different processes of collaborative learning, including planning, problem-solving, task completion and evaluation

[Key concepts: design, communication, reflection; Key processes: collaborating, designing, creating, presenting, problem-solving, reflecting]
(ACLASFC182 - Scootle ↗)

Elaborations

working in pairs or small groups to design and create visual resources that promote Auslan as an important area of study

brainstorming, planning and working together to advertise and present an intercultural event for their year-level peers

working collaboratively to create instructional or procedural texts for younger learners

preparing for the visit of a member of the Deaf community, discussing how to ensure effective communication between the visitor and deaf and hearing members of the class

providing feedback on completed events or activities, exchanging reflections such as:
FIRST PRO1 DOUBT I-F WILL GO-WELL, HAVE-A-LOOK GO-ALONG GOOD
At the start, I wasn't sure it would work, but after a while I thought it went well.
PRO1 WRONG NEVER AGAIN DO SAME
I won't do that ever again.
▶ | Auslan

problem-solving around collaborative activities such as website design, science experiments or model-building, using wh- questions such as:
WHY FAIL WHY?
Why isn't it working?
WHO THINK CAN FIX?
Who thinks they can fix it?
FINISH, NEXT WHAT?
What do we do next after we finish this?
▶ | Auslan

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giving directions for outdoor activities such as an obstacle course or bushwalk, including expressions such as:
HAVE DS:round-oval FIRST RUN DS:draw-line THEN STOP. NEXT CLIMB DS:climb-over DS:land-on-feet THEN CRAWL DS:crawl-under-flat-thing
There's a big oval. First you will run along one side of it. Then stop at the wall. Next you will climb over the wall then crawl under the net.

▶ | Auslan

Participate in extended interactions by explaining and clarifying answers, responding to others' contributions, asking follow-up questions and observing protocols in and beyond the classroom

[Key concepts: interaction, signing space, discussion, context, environment, protocols; Key processes: responding, commenting, adjusting, contextualising]
(ACLASFC183 - Scootle ⤴)

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Elaborations

contributing to discussion and debate by expressing opinions, responding to others' perspectives and using reflective language, such as:
NEVER THOUGHT YEAH-RIGHT
Oh yeah, I hadn't thought of that before.

▶ | Auslan

responding to signed class and school announcements with more elaborated responses, for example:
YES I CAN COME-TO-YOU HELP BUT CAN-NOT THURS
Yes, I can help you with that, but not on Thursday.

▶ | Auslan

commenting on information provided by others to indicate or to clarify understanding, for example:
NOD INTERESTING
Mmm, interesting.
TRUE WHAT ABOUT…?
True, but what about …?

▶ | Auslan

extending discussion or debate by asking follow-up questions, clarifying their own contributions or suggesting relevant comparisons

organising standing or seated positions and 'signing space' when talking to one or more people, and adjusting the physical environment to be well-lit and without glare to enable effective communication

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adjusting styles of communication according to situation, for example, getting someone's attention for a non-urgent matter versus an emergency situation

investigating appropriate ways to join or take leave of a group interacting in Auslan and following appropriate protocols in interpreting situations outside the classroom, for example in the playground

sharing responsibility for providing information and context for a new participant joining a conversation

Informing

Collate and analyse information accessed through a variety of signed texts to present an overview or develop a position on issues or interests
[Key concepts: perspective, representation; Key processes: collating, analysing, researching, interviewing, evaluating, surveying]
(ACLASFC184 - Scootle ↗)

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Elaborations

viewing signed texts such as media reports on activities such as deaf sports, and providing an overview of different perspectives

researching signed texts such as magazine features, interviews or web posts to select information needed to prepare a signed presentation on a particular event or person

interviewing a member of the Deaf community about a historical or cultural event and using information provided to create and present a signed review

evaluating information obtained from signed media reports, posters, websites and brochures that involve different representations of deafness

surveying friends and family members about views on learning Auslan, analysing findings in terms of variations in understanding and attitudes

obtaining information about high-profile members of the international Deaf community to create profiles for an e-magazine

Present information on different events or experiences to inform, report, promote, instruct or invite action

[Key concepts: action, experience; Key processes: instructing, reporting, persuading, inviting]
(ACLASFC185 - Scootle ⬈)

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Elaborations

creating signed announcements to inform members of the school community about events such as a Deaf theatre performance or National Week of Deaf People

reporting on their own and others' experiences of shared events, such as school camps, holidays or concerts

developing a signed news report or public announcement to inform or alert an imagined audience of a recent or impending natural disaster

providing instructions in an engaging or entertaining style to create interest in a group activity such as a maths game or signing choir

creating digital clips or social media posts designed to persuade, inform or invite response on an issue of relevance to young people of their age

Creating

Interpret different types of texts that involve the expression of feelings or experiences and the representation of imagined people, places and scenarios, sharing and comparing their responses to different elements
[Key concepts: expression, manner, metaphorical iconicity; Key processes: comparing, evaluating, describing, exploring, profiling]
(ACLASFC186 - Scootle ⬈)

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Elaborations

viewing and responding to sign poetry from around the world, for example by comparing differences and similarities in 'visual vernacular'

recognising how a character's feelings and attitudes are expressed through NMFs and manner

evaluating Deaf performances or art forms that use technology such as camera and lighting techniques to expressive effect, for example performances by Ian Sanborn

describing and comparing responses to the use of colour and images by deaf artists such as Juan Fernández Navarrete or Nancy Rourke

identifying and profiling Deaf artists who make use of music, for example members of the Deaf Performing Arts Network

exploring how cultural values and the expression of identity are reflected in different forms of artistic expression, such as poetry performances by Walter Kadiki or John Wilson's 'Home'

comparing visual elements of signed media texts with those of equivalent texts produced for a hearing audience, for example, the teen drama Switched at Birth with teen dramas from BSL Zone

exploring the concept of metaphorical iconicity used in poems and narratives, for example by shadowing selected elements

analysing how elements of theatre performance such as emotional nuance are communicated through interpreters in a live setting

Create and present entertaining individual or collaborative texts that reflect real or imagined people, places or experiences
[Key concepts: improvisation, diorama, role-play, theme; Key processes: creating, improvising, collaborating, re-creating, role-playing]
(ACLASFC187 - Scootle ⤢)

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Elaborations

creating a performance for a class or school talent show, such as a signed song, skit or humorous retelling of an anecdote

participating in improvisation games, such as spontaneous responses to a stimulus, for example, Sixty seconds to make the audience laugh, cry …

working collaboratively to create a static scene or diorama using the hands and bodies of at least two signers

playing with light and shadow as a means of highlighting handshapes and movement, for example in shadow puppet performances

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re-creating a theatre set from a two-dimensional image using signed space

role-playing an imagined interview, incorporating elements of tension or emotion

creating a handshape poem on a selected theme, such as friendship, home or fear

Translating

Translate and interpret less familiar short texts and compare their translations to those of their classmates, considering why there might be differences in interpretation and how language reflects elements of culture and experience

[Key concepts: equivalence, meaning, interpretation, culture, ethics; Key processes: translating, interpreting, comparing, paraphrasing, summarising]

(ACLASFC188 - Scootle ↗)

Elaborations

interpreting Auslan phrases and expressions that do not translate literally, identifying similar English expressions and considering possible consequences of lack of equivalence in terms of intercultural communication

translating simple filmed texts in Auslan into written English captions

sight translating short English texts such as news articles or short speeches into Auslan for review by their peers

translating an Auslan version of a well-known text, such as a song or story, considering why some words or expressions require freer translation than others to achieve equivalence

comparing their own translations of short texts from Auslan to English and vice versa with those of their classmates, noting any variations and discussing possible reasons for these

interpreting very simple interactions between deaf students or guests and non-signers, such as a hearing teacher, librarian or canteen manager

discussing the fact that some words and expressions cannot be translated and are used in their original form in other languages, and considering the impact of such word or sign borrowing on the style and effect of communication

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considering the bimodal nature of Auslan–English interpreting, and discussing the possibility for both consecutive and simultaneous interpreting of information in communicative exchanges

Create bilingual texts to use in the wider school community, identifying words/signs or expressions that carry specific cultural meaning in either language

[Key concepts: equivalence, bilingualism; Key processes: captioning, creating]
(ACLASFC189 - Scootle ☑)

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Elaborations

capturing and presenting stories recorded from interviews in Auslan with members of the Deaf community, captioning the interviews in English

captioning examples of classmates' work in Auslan, such as short stories or poems

creating translations of song lyrics for performance in Auslan

making a short documentary in Auslan about a topical issue, moving through the processes of drafting, translating, editing and captioning, trialling alternative captioning tools

captioning and providing voice-over for student-generated filmed Auslan texts, such as fairytales created for a young deaf audience

creating bilingual versions of short, simple texts such as instructions for a game or procedures for a recipe

Identity

Consider their own and each other's cultural experiences and ways of expressing identity and reflect on the role of Auslan in building and expressing identity for Deaf people
[Key concepts: identity, perspective, belonging, wellbeing; Key processes: reflecting, comparing, describing, discussing, investigating, analysing]
(ACLASFC190 - Scootle ☑)

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Elaborations

exploring how their own biography shapes their sense of identity and ways of communicating, for example by considering elements such as family origins, traditions, beliefs, practices, interests and experiences

noticing and comparing how they use signs or expressions when communicating in English or Auslan and considering which feel closest to their sense of identity

comparing and reflecting on how identity is expressed across cultures and languages, for example by considering the idea of 'belonging' as expressed in different languages and cultures

discussing how their upbringing and personal experience impact on assumptions or attitudes that they bring to interactions with people who have different backgrounds or experiences, considering concepts such as communication, personality, family and community

discussing the impact of language and culture on the shaping of identity and the sense of wellbeing

considering connections and shared identity between local, regional and national communities of deaf people, for example by inviting a deaf guest to share their experiences of travel or international contact

Reflecting

Reflect on their intercultural interactions and experiences, for example by considering their responses when engaging with Auslan users or digital resources, and on how these responses reflect their own languages and cultures
[Key concepts: intercultural experience, ways of knowing and being, discrimination; Key processes: comparing, analysing, explaining, reflecting, exploring]
(ACLASFC191 - Scootle ↗)

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Elaborations

reflecting on their interactions in Auslan and with Deaf culture, for example, through face-to-face or online interactions with other Auslan learners or deaf people, visits to Deaf community places and events or interactions with visitors to the school, analysing these experiences in terms of their previous or existing perceptions, understandings or attitudes

analysing cultural assumptions they made prior to learning Auslan and considering if these have changed through the experience of learning the language and interacting with deaf people

reflecting on the labels deaf and hearing, what these may mean to different people and their implications in terms of status, access, opportunity and privilege

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reflecting on the concepts of insider and outsider views of the Deaf community and on their own position as second language learners of Auslan

reflecting and reporting on how learning Auslan provides general insights into the nature of language and culture and on how their assumptions about deaf people and ways of reading the world are changing as a result of intercultural language learning

reflecting on general social attitudes and responses to differences in behaviours or communicative styles, such as those that characterise communication in Auslan

reflecting on their identity as 'second language learners' and considering whether the experience of learning an additional language/culture impacts on their aspirations, career considerations or social-networking opportunities

reflecting on how their own ways of communicating may be interpreted when interacting with deaf people, and on the need to modify elements of their behaviour, for example in relation to the use of eye contact, facial expression or body language

Understanding

Systems of language

Identify different types of non-manual features and characteristics of signs, including iconicity, and explore the use of software to transcribe and annotate signed texts
[Key concepts: iconicity, annotation, transcription; Key processes: identifying, classifying, glossing, annotating, transcribing]
(ACLASFU192 - Scootle ↗)

Elaborations

identifying, demonstrating and describing the various types of NMFs: movements of the eyebrows, eyes, nose, mouth, cheeks, shoulders and body, and describing their function

understanding that signs can be iconic in a number of ways, such as representing a whole object or part of an object

identifying signs with different levels of iconicity, for example, those that are fully transparent, translucent or arbitrary

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recognising that signed languages involve more iconicity because they are visual not auditory, with most referents having visual features

identify and classify examples of spatial modifications of nouns and verbs in a video text using video annotation software, for example, ELAN

'reading' and transcribing glossed texts, including interpreting the markings that show how a sign is modified in space, NMFs, DSs and examples of CA

Develop knowledge of additional elements of the Auslan grammatical system, analysing
indicating verbs, depicting signs and constructed action
[Key concepts: grammatical use of space, depicting signs; Key processes: understanding, distinguishing, analysing]
(ACLASFU193 - Scootle ☒)

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Elaborations

noticing that meaning is created in Auslan from fully-lexical signs, partly-lexical signs and non-lexical CA and gesture

recognising that signers can use locations for present referents, non-present referents, or abstract referents that do not exist in space

recognising that nouns can be pluralised by locating them repeatedly regardless of their original location

distinguishing between directional and locational indicating verbs

recognising that handshape and movement represent different things in each type of DS, for example:

- *entity DSs*: the handshape is an object or person, and the movement is the movement or location of that object or person

- *handling DSs*: the handshape represents a person's hands touching or moving another object, and the movement shows how the hands move

- *SASS DSs*: the handshape and movement outline the shape or size of something

observing instances of CA in a text and discussing how it was marked

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Understand and control additional elements of Auslan grammar, such as the use of non-manual features for negation or conditional forms, and understand how signers use constructed action and depicting signs in composite utterances

[Key concepts: clause types and their NMFs, composite utterances; Key processes: recognising, analysing]
(ACLASFU194 - Scootle ↗)

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Elaborations

recognising the nature and function of word classes and understanding that the context of the sign is important and Auslan signs will not always have the same word class as an English word, for example, adjectives can act like verbs in Auslan

recognising that signers may include linguistic and gestural elements in a clause, that is, signers can tell, show or do both simultaneously

noticing, with support, when signers are using composite utterances, that is, those that have elements of CA, DSs, points and fully-lexical signs in the same utterance

understanding the different functions of a range of NMFs, such as those used for questions, topicalisation, negation or conditional forms

distinguishing between yes/no questions and wh- questions and statements and their corresponding NMFs

recognising that clauses can be joined by conjunctions to make longer sentences and these conjunctions can be shown with separate signs, such as PLUS, or THEN or NMFs, for example by pausing between clauses

recognising that clauses can be linked equally or unequally where one clause depends on another

Expand understanding of grammatical features and cohesive devices used in a range of personal, informative and imaginative texts designed to suit different audiences, contexts and purposes

[Key concepts: text purpose, choice, coherence; Key processes: identifying, applying, analysing]
(ACLASFU195 - Scootle ↗)

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Elaborations

noticing that differing purposes in text creation result in differing types and amounts of signing, for

example, the amount of fingerspelling used in a public lecture compared to in a private conversation

identifying linguistic structures and features typically associated with texts such as casual conversations, for example the use of back-channels or hesitations

applying knowledge of the choices a signer can make in texts, for example by comparing two signers' texts about the same topic and evaluating the different choices they have made in terms of enacting through DSs or CA

analysing the effect of a signer's use of pausing in a description or information report

noticing how signers construct cohesive and coherent texts through the use of text connectives such as BUT and G:WELL to create links between clauses

Language variation and change

Understand that Auslan has evolved and developed through different periods of influence and cultural and societal change
[Key concepts: change, evolution, contact, technology; Key processes: identifying, recognising, researching]
(ACLASFU196 - Scootle ⤴)

Elaborations

researching how BSL from the 1800s evolved into Auslan, NZSL and modern BSL, for example by finding and classifying examples from Auslan, NZSL and BSL signbanks

understanding that while the structure of individual signs can change over time in regular ways, there is little information about this process in signed languages due to lack of historic records of signing

understanding that greater contact between signers internationally has led to increased borrowing between sign languages, for example, signs that refer to different nation states and cities around the globe, for example, the old Auslan sign for America versus the current sign, or the ASL vehicle handshape in DSs

identifying changes to Auslan that reflect changes in social relationships and community attitudes, for example in relation to words/signs such as DEAF^DUMB, DISABILITY, HEARING^IMPAIRED/FS:HOH, DEAF^WORLD/DEAF^COMMUNITY, HUMAM^RIGHT

interviewing older members of Deaf families or Deaf communities and reporting back to the class about any differences in signing they noticed, such as more use of fingerspelled words, less use of NMFs and depicting signs, or the use of different signs, such as FILM (old sign), TOILET (old sign)

recognising that languages constantly expand to include new words, signs and expressions due to influences such as changing technologies and digital media, for example, COMPUTER, COMPUTER-MOUSE, INTERNET, FACEBOOK, WIFI, FS:PC, SELFIE

Language awareness

Understand historical and contemporary factors that impact on awareness, support and use of Auslan and its vitality in contemporary Australia, comparing it with that of other signed languages around the world
[Key concepts: influence, transmission evolution, endangerment; Key processes: researching, investigating, exploring, describing, analysing, comparing]
(ACLASFU197 - Scootle ↗)

Elaborations

considering the impact of international historical events such as the Milan Congress (1880) and the linguistic recognition and documentation of signed languages (1960s and 1970s) on the use of signed languages in education and deaf people's feelings of ownership and pride in their languages

analysing the impact of migration and settlement of deaf people from the UK and other countries in Australia, on the development of Auslan

investigating the geographical location, origins and history of deaf schools in Australia and the impact of these institutions on the transmission, use and status of Auslan

considering the contemporary influences and pressures on Aboriginal and Torres Strait Islander signed languages and how these may affect their vitality

describing the role religion has played in influencing Auslan in terms of usage and spread, for example, by religious orders, early Deaf Societies and Bible translation projects

exploring the history and acceptance of signed languages and Deaf community and culture around the world, for example by creating a timeline or a research poster

exploring multilingualism in the Deaf community, including the use of Auslan, English and other signed and spoken languages such as Irish-Australian sign language, and how and when users

typically switch between languages and dialects

investigating the use and impact of generic digital technology and specific forms of communication by Auslan users, for example, video chat, social media, SMS/texting, and NRS and VRS

reflecting on the role of Auslan interpreters in raising awareness and understanding of Auslan in the wider community and in influencing the function and nature of Auslan, for example by the introduction of new signs for temporary use in certain contexts

exploring the role of deafblind people in the Deaf community

investigating historical patterns of employment of deaf people in certain trades and fields of work, and the impact of these traditional employment domains on Auslan development

considering ways that Auslan is evolving due to influences such as globalisation and the capacity for new technology to store, record and share sign languages internationally

comparing levels of endangerment of different sign languages, such as NZSL, village sign languages, ASL, Scandinavian, South American sign languages and Auslan, for example by using UNESCO data by reviewing the iSLanDS survey findings

understanding the challenges faced by Auslan and other signed languages due to intergenerational disjunction in language transmission

investigating how new or specialised language associated with domains such as technology, engineering, cooking or fashion are used but not documented in the Deaf community, and how such language impacts on language vitality

identifying contexts and circumstances that support increased usage and acceptance of newly coined Auslan terms, for example, a workplace with several deaf employees

recognising reasons for the shared sense of identity of sign language users and the notion of reciprocity in the Deaf community

researching the role of the World Federation of the Deaf in mapping and monitoring the vitality of sign languages around the world and in protecting sign language diversity

analysing ways in which Deaf people design and adapt spaces in cultural ways ('Deaf space') in order to use a visual language, for example, by eliminating visual obstacles to signed communication; using circles or semicircles for meeting and learning spaces; and using open-plan areas, lighting and window placement to maximise visual access to information, with reference to Gallaudet University's Deaf space design principles

Role of language and culture

Reflect on how language use is influenced by communities' world views and sense of identity and on how language and culture influence each other

[Key concepts: culture, knowledge, value, transmission; Key processes: explaining, reflecting, exploring, analysing, comparing]

(ACLASFU198 - Scootle ↗)

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Elaborations

exploring the nature of culture and how it is related to ways of thinking and using language, for example by comparing the cultural concept of Deaf identity with a medical model of deafness

reflecting on ways that Auslan describes and reflects Deaf culture, comparing this to the relationship between their own hearing/background language and culture

analysing how concepts related to cultural practices are expressed through language, for example, by identifying elements of naming systems such as the use of pointing, NMFs and name signs, as in the case of number name signs of older deaf people who attended the Victorian School for Deaf Children

identifying and discussing core cultural concepts reflected in Auslan, such as the collective nature of the Deaf community, the importance of respect for elders and of reciprocity and responsibility, for example, how signing TAP-2h++ reflects the shared understanding of responsibility to share information and pass on knowledge, or greater use of the 'flat hand' rather than the 'point hand' and use of full titles in acknowledgements and forms of address when introducing an esteemed elder

identifying culturally significant attitudes and beliefs conveyed through Auslan that relate to history, significant individuals, places or events, for example, frustration with the use of 'voice' in front of deaf signers can be traced to the historical oppression of signed languages

comparing elements of communication in different contexts and exchanges that are culturally specific, such as back-channelling, the use of silence or eye contact, head nodding to indicate understanding rather than agreement, and the implications of such cultural variability in contexts such as in courts of law

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observing that concepts may be culture and language specific, for example, in relation to time and space, as in the spatial mapping for timelines in Auslan

exploring ways in which production and affect related to the sign for COCHLEAR IMPLANT have evolved due to shifting values and perceptions within the Deaf community in relation to the implant, noting, for example, the transition from a negative affect to more neutral production of the sign

Years 7 and 8 Content Descriptions

Communicating

Socialising

Interact with peers and teachers to exchange information about self, family, friends and interests and to express feelings and preferences

[Key concepts: self, family, friends, interests, preferences, feelings; Key processes: interacting, describing, comparing, stating, explaining]

(ACLASFC217 - Scootle ↗)

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Elaborations

exchanging greetings, wishes, thanks and apologies, adjusting language to suit the situation, for example:
HOW-ARE-YOU? SEE LATER, GOOD-LUCK, THANKS, SORRY INTERRUPT

describing and comparing people and objects using SASS depicting signs, for example:
POSS1 MATH TEACHER TALL DS:long-wavy-hair
My maths teacher has long wavy hair.
SCHOOL UNIFORM HAVE DS:long-thin-tie
The school uniform has a long thin tie.

comparing routines, interests and leisure activities, using, for example, adverbial phrases of time, frequency and place, such as:
REGULAR SUMMER PRO1-$_{plural}$ GROUP-MOVE-TO BEACH STAY++ THREE WEEK.
We go to the beach for three weeks in summer.
WEEKEND PRO1 GO-TO-AND-BACK++ CAMP
I go camping on weekends.
▶ | Auslan

stating likes, dislikes and preferences using associated NMFs, for example:
PRO1 LIKE WATERMELON. DON'T-LIKE ORANGE
I like watermelon; I don't like oranges.
ART MUSIC? RATHER ART
I prefer art to music.

introducing themselves and their family members and explaining relationships using personal and possessive pronouns, for example:
HAVE ONE SISTER ONE BROTHER
I have a brother and a sister.
THAT BABY HER SISTER

That baby is her sister.

asking and responding to questions about a familiar topic, such as a shared school experience, for example:
PRO2 LIKE AUSLAN?
Do you like Auslan?
PRO2, SUBJECT WHAT STUDY WHAT?
And you, what subjects do you study?
SCHOOL LIKE YOU?
Do you like school?

Collaborate with peers to plan and conduct shared events or activities such as presentations, demonstrations or transactions
[Key concepts: participation, collaboration, negotiation; Key processes: participating, organising, reviewing, transacting]
(ACLASFC218 - Scootle ↗)

Elaborations

participating in games and activities such as enacting scenarios involving being lost and asking for or giving directions

following and giving instructions in groups on topics such as how to use video chat, Signbank or Auslan dictionaries

working collaboratively on learning activities that involve organising, negotiating and prioritising tasks, for example, in devising an activity or game for the class

working collaboratively on tasks that involve assigning and reviewing roles and responsibilities, offering feedback, support and encouragement, for example:
PRO2 TYPE PRO1 WRITE
You type and I'll write.
GOOD TYPING-$_{hard}$ WORK-$_{hard}$
Great typing up; looks like lots of work.
G:FLOP-HAND DOESN'T MATTER NOT WORRY
Oh, it doesn't matter, don't worry about it.

giving, accepting or declining invitations, including making excuses to avoid causing offence or embarrassment, such as:
SORRY PRO1 STUCK, BASKETBALL TRAINING
Sorry, I can't go because I have basketball training.

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participating in hypothetical scenarios that involve transactions, for example, preparing for or participating in a Deaf World workshop

Communicate appropriately and clearly with the teaching team and peers using appropriate Auslan protocols for classroom interaction
[Key concepts: protocol, attention, instruction; Key processes: responding, gaining attention, back-channelling, agreeing/disagreeing]
(ACLASFC219 - Scootle ↗)

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Elaborations

following classroom protocols specific to an Auslan context, such as:

- responding to flashing lights and waving for class attention

- tapping, pointing and waving for peer attention

- maintaining eye gaze

- back-channelling such as nodding

- limiting the use of voice

- maintaining a clear line of sight

following and using classroom language such as instructions for class routines, for example:
PLAY GAME. PLEASE STAND UP
We're going to play a game; please stand up.
LOOK-AT-$_{me}$ PRO1
Eyes to the front.
PLEASE WITH-2++
Please find a partner.

using language to facilitate clear communication, such as asking for help or permission, for example:
PLEASE HELP-$_{me}$?
Can you help me, please?
G:HANDS-UP PLEASE PRO1 NEED TOILET
Can I go to the toilet please?

showing agreement/disagreement, for example, respectful manner, for example:
AGREE YES or PRO1 AGREE
Yes, I agree.
PRO1 KNOW WHAT MEAN, BUT…
I know what you mean, but …
DOUBT
I'm not sure.
AGREE-NOT

I don't agree …

indicating understanding, for example by nodding, or signing SURPRISE, or KNOW++

apologising and thanking, for example:
THANK-YOU HELP-me
Thank you for helping me.
SORRY PRO1 FORGOT
I'm sorry; it was an accident.

asking for repetition or clarification, for example:
PLEASE SLOW SIGN
Could you sign that slowly please?
PRO2 SAY BEFORE WHAT?
What did you just say, sorry?

negotiating turn-taking, for example:
PRO1 FIRST YOUR-TURN
It's my turn first, then your turn.

[▶ | Auslan]

Informing

Identify gist and some points of factual information from a range of signed texts about familiar topics and use the information in new ways
[Key concepts: information, data, summary, procedure; Key processes: gathering information, summarising, sequencing, identifying]
(ACLASFC220 - Scootle ↗)

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Elaborations

gathering information from their peers in relation to their interests and preferences or home and school routines and summarising findings in formats such as tables or graphs

observing informative signed texts such as weather reports or simple public announcements about events and celebrations, identifying key points of information to exchange with a partner in a barrier/information-gap game

collecting information from signed texts about people, time or activities and using the information in new ways, for example, by creating a timeline, diary or timetable to show a sequence of activities

viewing and following procedural signed texts such as cooking demonstrations or craft activities

watching/viewing a signed text and identifying specific points of information such as locations, for example, by labelling key locations on a school map

viewing and responding appropriately to simple class and school announcements and directions

watching short Auslan texts about topics such as hobbies or sports, and recording key points of information using tables or graphic organisers

paraphrasing content of selected community texts, such as public service or promotional announcements on the Deaf Emergency Info website

Present and explain factual information about a range of topics of interest
[Key concepts: routine, report, explanation, procedure; Key processes: describing, reporting, signing, instructing]
(ACLASFC221 - Scootle ↗)

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Elaborations

describing in the correct sequence home and school routines such as weekend activities or their school timetable

reporting to the class about a shared school event, such as Deaf Sports Day or a school camp

creating signed texts to explain a hobby or interest, using visual supports such as photos or props

presenting descriptions of items of school equipment such as those used in woodwork, science or sports, and giving simple signed explanations of how they work

instructing the class in a procedural text such as a simple recipe or instruction guide, using list buoys

sharing selected points of information from their home or local community, such as family traditions or cultural events, conveying key points of information from visual infographics or diagrams

working in groups to create an informative video or display about their school

assembling an information pack about their school to support newly arrived deaf students, including a signed glossary of key people and places and simple directions to navigate the school

explaining a favourite game that can be played in Auslan or English, highlighting key Auslan terms and supporting information with pictures, gestures and demonstrations

Creating

Engage with different types of creative texts, identifying and discussing ideas, characters, events and personal responses
[Key concepts: imagination, play, character, performance, visual text, representation; Key processes: viewing, responding, participating, comparing, shadowing, mimicking]
(ACLASFC222 - Scootle ↗)

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Elaborations

participating in Auslan games and activities using simple clauses in creative ways, for example, 'Sign Circle', or passing on a sign shape, for example a rectangle is signed as a door then by the next person as a jewellery box and the next person as a computer keyboard, and so on

viewing creative Auslan stories, poems and theatre performances and identifying ideas, characters and events, for example, by accessing Auslan Storybooks, and work by the Australian Theatre of the Deaf

viewing and responding to creative visual texts such as handshape art and art produced by and about Deaf people, Deaf culture or signed languages, for example, paintings by Nancy Rourke and animations by Braam Jordaan

comparing different versions of imaginative signed texts and indicating which they prefer, for example, different Auslan versions of 'The Timber Joke', or fairytales

viewing and comparing personal responses to representations of deaf people in different creative texts, performative or entertainment texts, for example, reality television shows with deaf contestants or participants

responding to signed poems and 'visual vernacular' descriptions of a character's appearance by shadowing, mimicking and drawing, for example, work by Frédéric Vaghi

responding to performances of Deaf poetry that evoke emotions such as sadness, fear or

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excitement, for example by indicating enjoyment or different personal feelings

Express imaginative ideas and visual thinking through the use of familiar modelled signs, mime, gestures, drawing and visual supports, with a focus on emotions, appearance and actions
[Key concepts: game, animation, creativity, emotion; Key processes: depicting, collaborating, creating, re-enacting, reinterpreting]
(ACLASFC223 - Scootle ↗)

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Elaborations

participating in games and imaginative activities that involve representation of the appearance, characteristics and relationships between different people, animals or objects

working collaboratively to create and present signed skits or poems to entertain younger learners

re-enacting short stories or wordless animations that include two characters and their interactions through the use of constructed action

reinterpreting creative texts for specific effect, for example by changing emotions or movements through the use of NMFs and manner

using 'visual vernacular' to create and enact a short scenario about an imaginary character and a particular object, using SASS, entity and handling depicting signs and constructed action

creating amusing sequences of signs using a fixed handshape, such as the index finger 'point':
PRO2 THINK PRO1 SHY?
Do you think I'm shy?
▶ | Auslan

Translating

Translate and interpret short texts from Auslan to English and vice versa, noticing which concepts translate easily and which do not
[Key concepts: equivalence, meaning, interpretation, translation; Key processes: translating, interpreting, identifying, comparing, paraphrasing, summarising]
(ACLASFC224 - Scootle ↗)

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Elaborations

recognising that every language uses words or signs to make meaning

identifying aspects of Auslan which are the same in English, such as the fingerspelled alphabet

identifying and comparing key signs and words in Auslan and English versions of familiar texts such as short stories or fairytales on the Auslan Storybooks website, noticing how signs can convey rich, multilayered meaning which might not have a direct match in English

shadowing a story in Auslan as a pre-interpreting skill, noticing which phrases and concepts need more unpacking

demonstrating the use of Signbank, for example by using it to look up various meanings of the word 'run', comparing variations in signs for the concept in different contexts, and using it to translate Auslan into English and vice versa

translating simple filmed texts in Auslan into written English captions

sight translating short English texts such as news articles or short speeches into Auslan for review by their peers

considering the bimodal nature of Auslan–English interpreting and discussing the possibility of consecutive and simultaneous interpreting of information in communicative exchanges

Create bilingual texts and learning resources to use in the classroom

[Key concepts: translation, meaning, transcription, bilingualism; Key processes: translating, captioning, recording, creating]
(ACLASFC225 - Scootle ↗)

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Elaborations

creating English captions for short recorded phrases in Auslan

creating digital glossaries of new sign vocabulary, which can be used to share their personal learning with family members

recording and transcribing into English some simple Auslan 'identity stories' filmed with members of the Deaf community

captioning examples of classmates' work in Auslan, for example, simple short stories

creating translations of song lyrics for performance in Auslan

translating short, simple written or spoken texts into Auslan, for example, instructions for a game or procedures such as recipes

Identity

Demonstrate understanding of the nature of identity in relation to themselves, the Deaf community and the wider hearing community

[Key concepts: identity, community, similarity, difference; Key processes: comparing, identifying, viewing, exploring, discussing, surveying, analysing]

(ACLASFC226 - Scootle ↗)

Elaborations

using visual representations such as concept maps, posters or captioned slide presentations to identify groups that they each identify with, for example, friends, family, sporting, interest and community groups, discussing how these group associations contribute to their sense of identity

discussing how their upbringing and personal experience impact on assumptions or attitudes that they bring to interactions with people who have different backgrounds or experiences, considering concepts such as communication, personality, family and community

noticing and comparing their own and each other's ways of communicating and interacting, identifying elements that reflect cultural differences or influences of other languages

viewing a series of Auslan identity stories, such as those found in the Griffith University Introduction to Deaf Studies Unit 1 set, comparing their experiences to those described by deaf children and adults in the footage

investigating the identity of deafblind people and their connection to the Deaf community by inviting deafblind guests into the classroom to share their personal journeys

exploring ideas about identity through journal writing, documenting challenges and rewards related to second language learning and identity change

analysing ways in which Deaf people design and adapt spaces in cultural ways ('Deaf space'), for

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example, by eliminating visual obstacles to signed communication, using circles or semicircles for meeting and learning spaces, using open-plan areas, lighting and window placement to maximise visual access to information, for example, Gallaudet University's deaf space design principles

surveying deaf people about their experiences and perspectives on the importance and significance of Deaf places that contribute to a shared sense of identity, for example, the Deaf Club, Deaf schools or sites of historic significance such as original Deaf Society/Mission buildings or other former meeting places

identifying and researching Deaf community identities associated with significant historical places, such as William Thomson establishing the first deaf school in WA

Reflecting

Reflect on ways in which Auslan and associated communicative and cultural behaviours are similar to or different from their own language(s) and forms of cultural expression
[Key concepts: language, culture, similarity, difference, communication; Key processes: describing, discussing, examining, reflecting, noticing]
(ACLASFC227 - Scootle ↗)

Elaborations

describing how it feels to use Auslan to communicate, or to watch Auslan being used by others, for example by responding to prompts such as What are the main differences you notice when observing conversations between hearing people and deaf people?

discussing changes or adaptations they have to make to their communicative style when using Auslan, for example waiting until they have a deaf person's visual attention before signing to them, and maintaining eye contact

examining similarities and differences between ways of communicating in Auslan and in Australian English in different social situations, for example, in relation to ways of greeting/leave-taking, introducing people and using body language, facial expression and eye contact

reflecting on the need for sustained eye contact when using Auslan in order to understand a message and before teacher instructions can proceed

noticing differences in forms of address in signed and spoken languages, for example, not using a person's name when signing directly to them, unlike in Australian English

examining general misconceptions held by hearing people about deaf people, Auslan and Deaf culture, for example, that all deaf people can hear with hearing aids, or that deaf people may not drive

reflecting on and providing possible explanations for assumptions deaf people might have about hearing people or about spoken languages

Understanding

Systems of language

Identify and describe all elements of sign production, including handshape and its orientation, movement, location and non-manual features, and look at the link between signs and their referents in terms of iconicity

[Key concepts: handshape, orientation, movement, location, hand dominance, iconicity; Key processes: identifying, noticing, recognising, comparing, understanding]

(ACLASFU228 - Scootle ↗)

Elaborations

realising that meaning is communicated through the use of signs, pictures, written or spoken words or miming

identifying a sign's handshape and its orientation, for example, COCKATOO (hs:5, palm left) and SOCCER (hs:fist)

identifying and demonstrating signs with a change in handshape, for example FIND or BEST

identifying and demonstrating signs with a change in orientation, for example CAN-NOT or HOW

noticing the path movement of a particular sign and identifying signs associated with the major types of path movements, for example, THROUGH (forwards) or FULL (down to up)

noticing the five major locations of signs on the body or in space, and identifying signs associated with each, such as SEE (head/face), SAY (mouth/chin), WHY (chest), TALK (hand) and ONE (signing space)

thinking of body-anchored signs, such as HEAD or WHY, and signs that are not body anchored, such as HAVE or STOP, and recognising that non-body anchored signs can be located in space around the signer

understanding that NMFs can also be an element of a sign and can show emotional states such as a happy expression, or grammatical information, for example, a frown to mark a negative, and identifying examples of NMFs in a text

noticing that in a stretch of connected signing a sign will often be produced differently to the way it is shown in a dictionary

distinguishing between single, double and two-handed signs, and identifying which hand is dominant and which is non-dominant in two-handed signs

noticing that in signed languages meaning can be expressed through whole signs or through fingerspelling

comparing iconic signs that provide visual images of referents, such as DRINK, ELEPHANT with English words that map to the sound images of the referents, such as animal noises, or words for sounds such as bang or woof woof

identifying signs with different levels of iconicity, for example, those that are fully transparent, translucent or arbitrary

experimenting with different methods of capturing signed languages, such as: a class-invented script, drawing pictures, videoing, English glosses or ASL-phabet

Recognise and restrict signing to the standard signing space, and understand that pronouns, depicting signs and verbs can be located meaningfully in that space to show participants in a process

[Key concepts: signing space, pointing, verb modification to show who, depicting signs; Key processes: noticing, identifying, recognising, describing, comparing, distinguishing]
(ACLASFU229 - Scootle ↗)

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Elaborations

describing the range of signing space in normal signed discourse

recognising that non-body-anchored nouns can be located in space and identifying instances of this

comparing and contrasting Auslan and English pronouns, in particular noticing that Auslan pronouns don't show gender but they can show location and a specific number of referents, for example, WE2

(inclusive) and WE3 (inclusive) or WE2-NOT-INCLUDING-YOU (exclusive)

discussing the functions of different pointing signs, such as pronouns, determiners, locatives

noticing that enacting a role or modifying the beginning and end locations of some verbs can show the referents involved, for example:
PRO1 ASK PRO3 versus PRO1 ASK-$_{her}$
PRO3 ASK-$_{me}$ CA:I-was-shocked
▶ | Auslan

identifying what sorts of things can be represented in a DS by a particular handshape, for example a distant person, pole or tree can be represented by a point handshape, and a cylinder can be traced by a C handshape

identifying examples of DSs in an Auslan text, and recognising that handshape and movement represent different things in each type of DS, for example:

- entity DSs: the handshape is an object or person, and the movement is the movement or location of that object or person

- handling DSs: the handshape represents a person's hands touching or moving another object, and the movement shows how the hands move

- SASS DSs: the handshape and movement outline the shape or size of something

Recognise and use elements of clause structure, such as noun groups/phrases or verb groups/phrases and using conjunctions to join clauses
[Key concepts: sign class, noun and verb groups, conjunctions, clauses, sign order; Key processes: recognising, observing, distinguishing, understanding]
(ACLASFU230 - Scootle ↗)

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Elaborations

categorising noun signs into those for people, animals, places or things

learning that proper nouns can have a sign name or be fingerspelled

recognising different nouns in clauses, including those that are shown with a pointing sign, such as GIRL READ versus PRO3 READ, or VISIT FRIEND versus VISIT PRO3

knowing that adjectives describe nouns in different ways, such as how they look (BIG or RED), feel (SOFT or HOT), smell (SMELLY) or sound (LOUD)

recognising that a noun group is a group of signs that relate to a person, place or thing that can include elements such as adjectives or numbers

recognising that expanding a noun into a noun group enriches meaning

identifying verb signs (SIT, EAT, FEEL, WONDER, HAVE) and recognising that they are central to a clause

noticing there is no verb 'to be' in Auslan, which is a significant difference to English

exploring different semantic types of verbs in a text, for example by showing how:

- doing (WALK, WRITE) and saying (TELL, CALL-OUT, ANNOUNCE) verbs in narrative texts give information about a characters' actions

- sensing (SEE, THINK) or possessing (THAT'S-TYPICAL-OF-THEM, OWN) verbs indicate what characters think, feel or own

relating verbs identify or describe a noun (for example, HAVE in PRO3 HAVE LONG-HAIR)

noticing that some signs modify the meaning of verbs, such as READ CAREFUL and that these are called adverbs

contributing examples of signs that tell:

- when a verb happens (IN-2-WEEKS PRO1 HOLIDAY or WANT LUNCH NOW)

- where a verb happens (PRO3 RUN FAR or COME HERE)

- how a verb happens (FAST or SLOW or PRO2 QUICK FINISH)

noticing that sometimes Auslan signers have information about how a verb happens through NMFs not separate signs (for example, WRITE-$_{carelessly}$)

recognising that a verb group is a group of words built up around a verb that may include adverbs which modify the meaning of verbs and that adverbs and DSs can enrich a verb group

understanding that a clause is one or more signs expressing a single idea and that a clause has at least one verb, but often one or more nouns as well, for example:
CALL-$_{him}$

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I called him.
MAN THERE GO-TO POSS3 HOUSE
That man went to his house.
BIG MONSTER SCREAM
A big monster screamed.

▶ | Auslan

noticing that while word order in sentences is often important for meaning, there is flexibility in word order in Auslan and that because parts of a sentence can be signed simultaneously in Auslan, it is hard to establish word order

distinguishing between yes/no questions, wh- questions and statements and their corresponding NMFs

Recognise similarities and differences in language features of different types of texts and in Auslan and English texts of a similar type, and notice how texts build cohesion

[Key concepts: text, textual features, referent tracking; Key processes: recognising, identifying, analysing]
(ACLASFU231 - Scootle ↗)

Elaborations

recognising that texts are made up of one or more clauses, which have one or more signs in them, which together make meaning

comparing a short text in Auslan with an equivalent type of English text (for example, a recount in both languages) and noticing similarities and differences in structure and language features

examining different examples of an Auslan text on the same topic, or telling the same story, and identifying different choices signers made in the production of the text, for example the amount of fingerspelling or CA they used

analysing linguistic structures and features associated with more dynamic texts, such as back-channels and hesitations used in casual conversations

identifying examples of signers pointing to an established location to refer to a non-present referent

identifying how signers use space to make clear the actor or undergoer of a verb through a text, for example by pointing back to an established location to refer to a noun referent

identifying the many ways signers can refer to the same referent in a text, for example by using DSs, points or list buoys, and how such strategies help maintain interest and support understanding

Language variation and change

Explore different dimensions of variation in the structure, development and use of Auslan, including how it has been influenced by English and other signed languages

[Key concepts: language variation, influence, word-borrowing, change; Key processes: exploring, identifying, classifying, describing]

(ACLASFU232 - Scootle ↗)

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Elaborations

exploring similarities and differences in the two main Auslan dialects, the northern dialect, used in New South Wales, Queensland and the Australian Capital Territory, and the southern dialect, used in Victoria, South Australia, Western Australia, Tasmania and the Northern Territory, for example through building webcam relationships with other schools or by identifying and collecting signs that differ in the two forms

researching how BSL from the 1800s evolved into Auslan, NZSL and modern BSL, for example by finding and classifying examples from Auslan, NZSL and BSL signbanks

understanding that while the structure of individual signs can change over time in regular ways, there is little information about this process in signed languages due to lack of historical records of signing

explaining the influence of other signed languages such as BSL, ISL and ASL on Auslan over different periods of time and in different domains of language use, and discussing why this is the case

noticing different ways that English words are borrowed into Auslan, for example, the use of fully fingerspelled words, such as D-U-E, N-O-U-N, the fingerspelling of the first letter of corresponding English words, for example TOILET, FATHER, or abbreviations of English words, for example, state names: S-A, N-S-W, V-I-C, T-A-S, and organisation names: N-A-B-S, W-A-A-D, N-S-W-A-D, D-C-S-S-A, and lexicalised fingerspelling, such as HOW, BUT, ABOUT, FOR

recognising that Auslan includes loan signs from Signed English, such as TOY or DAD, and understanding why some older deaf people are uncomfortable with these changes

looking at style shifts in domains where English is in closer contact with Auslan, such as the use of more English-like structures in formal and educational settings

considering adaptations to Auslan use when communicating in different physical environments, such as in video chats, across a large yard, or when one or both hands are occupied, for example, variations in vocabulary, size of signing space, clarity of signs, use of fingerspelling and NMFs

noticing the variation in 'handedness' between signers in relation to both signs and to fingerspelling: right handers using their right hand as their dominant (main) hand; left handers doing the opposite

Language awareness

Develop awareness of the sociocultural context, nature and status of Auslan and of the Deaf community in multilingual Australia

[Key concepts: communication, accessibility, transmission; Key processes: identifying, investigating, discussing, understanding]

(ACLASFU233 - Scootle ↗)

Elaborations

identifying the importance of place and space in the Deaf community, exploring why some places and spaces ensure that a visual language is more accessible to deaf people and promotes a sense of cultural belonging, for example by identifying factors that make a classroom 'Deaf friendly', such as U-shape seating, minimisation of window glare/reflection, good lighting and acoustics, flashing lights, suitable interpreter location

identifying examples of deaf people's visual orientation towards the world, such as using visual applause or being astute in reading body language

describing how and why deaf people use vibrating devices to alert them to alarms or information, or have flashing lights for the door, phone, alarm clock, baby cry alarm and other systems

understanding cultural values associated with the conferring of name signs on those such as second language learners of Auslan who are joining the Deaf community

explaining the role and function of Auslan–English interpreters and Deaf interpreters and the access and opportunities they provide

identifying and describing physical markers of identity among deaf people, including the use of sign language and/or hearing devices such as hearing aids, cochlear implants and FM systems

exploring variation in Auslan fluency among their classmates and members of the Deaf community,

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identifying the influence of variables such as where and when people learnt to sign and whether they are from a deaf or hearing family

investigating how Auslan and Deaf culture are promoted in the wider community, for example through the influence of organisations such as Deaf Australia; the work of high-profile individuals such as activists or actors; or through events such as NWDP Deaf Festival, Australian Deaf Games or Deaf art exhibitions

understanding the nature of the transmission of Auslan, for example how in most cases Auslan is not passed on from parent to child but often from child to child, or to children by adults outside the family, and knowing that some Deaf people learn Auslan as a late acquired language in early adulthood

exploring the nature of multilingualism in the Deaf community, including the use of Auslan, English and other signed and spoken languages, considering how and when people typically switch between languages and dialects

investigating the use of digital technology/communication by Auslan users, for example, social media, SMS/texting and NRS and VRS, discussing how these modes of communication impact on issues such as accessibility and communication between members of the Deaf community

investigating communication methods used by deaf and hard of hearing members of Aboriginal and Torres Strait Islander communities

discussing behaviour associated with cultural practices, language and traditions, for example, by discussing the concept of reciprocity as a manifestation of how community members share responsibility for each other's wellbeing, or the value placed on the use of sign language for shared understanding and trust

Role of language and culture

Explore connections between language, identity and cultural practices, values and beliefs and the expression of these connections in Auslan
[Key concepts: language, culture, identity, difference, transmission; Key processes: recognising, appreciating, exploring, understanding, identifying]
(ACLASFU234 - Scootle ↗)

Elaborations

recognising that people from different places and backgrounds may use different languages and have ways of living and communicating that differ from their own

appreciating that culture and cultural difference means that people may value different things or live differently, noticing observable examples of such difference, such as ways of greeting (bowing versus shaking hands) or conveying information (through words versus signs)

exploring how deaf people live in ways that may be different from how hearing people live and that they are primarily visual, for example by responding to stimulus questions such as How do deaf people ensure they can always see other people who are signing?

recognising the importance of facial expression, eye gaze and non-manual features in conveying information in a visual-gestural language and culture

exploring the nature of culture as an essential part of human life, understanding that it is shared, passed on between generations and is closely connected to language and identity

understanding that culture is more than the visible aspects of people's lives; that it also includes invisible elements such as beliefs and values, how people think about themselves and others, how they relate to their social and physical environments; and considering how this understanding applies to users of Auslan

recognising that in each culture there are general rules for what to say and do, when, where and with whom, and that these rules differ from culture to culture, for example, the Deaf culture places greater importance on eye contact than cultures that communicate through spoken languages

identifying the importance of signing space and proxemics in Auslan, particularly in relation to a person passing between two signers, or to the positioning of communication partners

recognising that shared experiences shape cultural values in Auslan as in other cultures, for example the experience of deaf children being excluded from family and social discourse during dinner table conversations or social events gives rise to the value placed in the Deaf community on ensuring inclusivity and sharing information with each other

recognising the importance of community and culture in relation to their own lives and communities and in relation to other language groups and their communities

recognising the role of the Deaf community and its networks and significant places in maintaining, reflecting and strengthening Auslan and Deaf culture