The Australian
Curriculum

Subjects	Auslan
Year levels	Year 4

acara AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY

Years 3 and 4 Content Descriptions

Communicating

Socialising

Communicate with each other and with teachers about aspects of their personal worlds, daily routines, preferences and pastimes
[Key concepts: self, routines, preferences, pastimes; Key processes: expressing, describing, comparing, recounting, persuading]
(ACLASFC019 - Scootle ↗)

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Elaborations

sharing feelings about important experiences or events, for example:
PRO1 EXCITED HOLIDAY SOON
I am excited about the holidays.
POSS1 FRIEND CHANGE OTHER SCHOOL PRO1 SAD
I was sad when my friend moved away.
▶ | Auslan

discussing preferences in relation to school or community activities, using comparatives and superlatives
PRO1 LIKE MATH, SCIENCE BUT POSS1 FAVOURITE ART
I like maths and science, but my favourite subject is art.
▶ | Auslan

comparing routines or activities, using signs for time, sequence and location, such as:
WHAT TIME PRO2 GO-TO-BED?
What time do you go to bed?
EVERY MONDAY POSS1 CLASS LIST-BUOY-1 READING LIST-BUOY2 MATHS LIST-BUOY-3 SWIMMING. POSS2 CLASS G:WELL?
Every Monday my class has reading, then maths, then swimming. What about your class?
▶ | Auslan
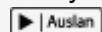
telling each other about daily routines or habits showing aspectual marking on verbs to indicate frequency, such as brushing teeth for a long time

interacting with younger children or with people who are just beginning to learn to sign, adapting language to suit the situation

describing actions and activities using NMFs to show manner, for example, PRO1 **WORK** versus

PRO1 **WORK-**$_{hard}$

participating in online exchanges such as vlogs to compare daily routines or interests with other deaf children or families

using persuasive language in social interactions with each other, for example:
PLEASE POPCORN GIVE-$_{me}$++ BEG?
Please can I have some of your popcorn?

Contribute to class activities and shared learning tasks that involve transacting, planning and problem-solving, using collaborative language
[Key concepts: collaboration, roles, responsibilities, memory; Key processes: negotiating, collaborating, planning, transacting]
(ACLASFC020 - Scootle ↗)

Elaborations

working together in shared tasks such as cooking, craft activities or creating displays, signing questions or statements, for example:
BOOK WHICH WANT MAKE WHICH? PICK.
Which recipe do you want to make? You choose.
PLEASE PRO2 BRING SCISSORS PLUS PAPER?
Can you please bring scissors and paper?
▶ | Auslan

negotiating roles and responsibilities and expressing preferences when working on shared projects, using expressions such as I would prefer to do that; What job do you want to do?
PRO1 FILM PRO2 QUESTION-$_{her}$
I'll film; you ask her the questions.
▶ | Auslan   ▶ | Auslan
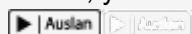
contributing to the development of a set of class rules

engaging in activities such as treasure hunts that involve making choices, solving problems and giving and following directions, for example:
LIBRARY IN DS:turn-right AUSLAN DICTIONARY DS:fat-book SHELF++ THAT. PLEASE BRING-$_{me}$
Go into the library, turn right and the Auslan dictionary will be on the second shelf. Bring that back to me.
▶ | Auslan

playing games that involve the exchange or discovery of hidden information, using descriptive language and appropriate questioning, for example:

HAVE BROWN EYES CURLY HAIR?
Does he have brown eyes and curly hair
CAN COOK WITH?
Can you use it for cooking?
▶ | Auslan

checking on understanding when completing learning activities, for example:
KNOW WHAT PRO1 MEAN?
Do you know what I mean?
THIS PRO2 FINISH THIS?
Do you think that's finished now?
▶ | Auslan

participating in games that involve turn-taking, active watching, memory and information exchange

working together in design projects such as short films or displays to demonstrate content knowledge from different curriculum areas, sharing decisions about content, vocabulary and sequencing

Adjusting and responding to language and behaviour for various purposes in the classroom and wider school community, for example by asking and responding to questions, and indicating understanding [Key concepts: respect, behaviour, protocol, group work; Key processes: clarifying, responding, asking and answering questions, encouraging]
(ACLASFC021 - Scootle ↗)

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Elaborations

asking for repetition and clarification, for example:
WHAT?
What was that?
PLEASE AGAIN SIGN
Please sign that again.
WHAT MEAN?
What do you mean?
▶ | Auslan

responding to instructions when completing work or preparing for class

adopting different roles for effective group or pair-work interactions, such as group leader, note taker or reporter

using appropriate protocols when gaining the attention of a group, such as flashing lights, waving, multiple tapping or foot stomping in some contexts, waiting for eye contact or pauses in signing and

using language such as EXCUSE or SORRY INTERRUPT or QUICK INTERRUPT when interrupting a conversation

responding appropriately to impromptu or more formal class and school announcements, such as assembly procedures

indicating understanding, for example:
RIGHT-YEAH
Aaah, right.
▶ | Auslan

clarifying points of information, for example by asking:
PRO2 MEAN…?
Do you mean …?
THAT RIGHT?
Is that right?
…RIGHT PRO1?
… am I right?
▶ | Auslan

using eye contact and clear signing with peers, teachers, visitors and community members

using an increasing range of interaction skills, such as initiating, maintaining and changing topics, remaining on task and taking turns in conversations

understanding how to walk between signers engaged in conversation without interrupting

developing appropriate conversational behaviours such as sharing ideas, acknowledging and extending others' contributions and making use of discourse markers, fillers and NMFs, such as:
SURPRISE
oooh (with appropriate intonation)
INCREDIBLE
No way!
WOW
Wow!
UM
um
▶ | Auslan

understanding and producing phrases to encourage and praise each other, for example, GOOD, EXCELLENT, CONGRATULATIONS

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Informing

Collect, classify and paraphrase information from a variety of Auslan texts and sources used in school and in the Deaf community

[Key concepts: information, facts, vocabulary, findings; Key processes: recalling, paraphrasing, interviewing, surveying, recording, presenting]

(ACLASFC022 - Scootle ↗)

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Elaborations

recalling specific points of information in signed classroom instructions or descriptions and responding to comprehension questions in Auslan

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

conducting an interview with a member of the Deaf community and reporting back to the class on key points

using factual questions to request information about planned events or activities, for example in relation to details such as place, time or cost

surveying peers about interests, preferences or routines, presenting findings in formats such as profiles, charts or graphs

locating, organising and presenting information from Auslan resources related to other learning areas, such as science materials or cooking demonstrations, for example, Sign & Cook for Kids (Auslan Storybooks)

learning new Auslan vocabulary and language structures through interacting with Deaf visitors and mentors, recording the new language in personal sign dictionaries

Conveying information about aspects of school, culture and community, using knowledge of the intended audience to modify content

[Key concepts: school, cultural events, games; Key processes: conveying information, explaining, planning, rehearsing]

(ACLASFC023 - Scootle ↗)

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Elaborations

assembling an information pack about their school to support newly arrived deaf students using Auslan and visuals, including a signed glossary of the most relevant signs

conveying information about cultural events, for example a digital report about a Deaf visitor for a school newsletter or a class website

presenting factual information related to cultural activities and significant events such as Deaf festivals or sporting events, using visual supports such as a timeline

explaining a favourite computer game, sport or playground game to a younger audience, highlighting key terms and supporting the information with pictures, gestures and demonstrated actions

planning, rehearsing and delivering short presentations on chosen topics that take into account the particular purpose and intended audience

relaying messages between different members of groups/teams during different stages of a group activity such as a cross-country or relay event, noting any changes in meaning or content at the end of the process

signing a weekly informative text such as announcements, news updates or weather forecasts for the school website

Creating

Engage with imaginative texts such as stories, games, poems or cartoons, to demonstrate comprehension and express enjoyment

[Key concepts: story, emotion, expression, humour; Key processes: identifying, expressing emotion, re-enacting, experimenting, shadowing]

(ACLASFC024 - Scootle ↗)

Elaborations

viewing a signed story that involves progressive action, tension and resolution

identifying how signers use space to track a character or location throughout a text

viewing and responding to a range of Deaf poetry for children, for example by creating an alternative ending or extra verse

using NMFs to express changing emotions such as anticipation, fear or relief in response to elements of live or recorded signed stories

viewing and responding to short recorded skits, for example by re-enacting favourite elements and modifying manner or aspect to provide additional emphasis or expression

freezing cartoons or video clips of people/animals in amusing situations, signing a commentary on what has just happened and predicting what might happen next

experimenting with different Auslan parameters to create and perform examples of gestural humour, as modelled in performances by companies such as the Hong Kong Theatre of the Deaf

participating in games that focus on modifying manner or aspect for effect

viewing a theatre performance designed for a deaf audience and sharing their reactions to the experience of viewing a theatre performance designed for a deaf audience

engaging with different examples of Deaf humour or Deaf jokes and comparing them with examples of humour in spoken English or in silent films or mime

shadowing signed elements of theatrical or cinematographic texts that use handshapes, such as the scene with hand-faces in the film Labyrinth

comparing two signed versions of a story such as 'The Hare and the Tortoise' and indicating their preference for one version over the other

responding to elements of signed stories such as refrains or exclamations, for example by shadowing repeated signs, movements or facial expressions

Create or adapt imaginative texts and expressive performances that feature favourite characters, amusing experiences or special effects

[Key concepts: emotion, humour, performance, character; Key processes: creating, performing, adapting, dancing]
(ACLASFC025 - Scootle ↗)

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Elaborations

performing stories for a live audience with a focus on the visual communication of emotion and humour

adapting an element of a familiar cartoon or story to achieve a different effect, for example by varying the use of manner

adapting a signed advertisement for a product popular with their age group to create a change in effect, for example by inserting additional elements, mood or characters

signing stories or participating in play-based activities that require the use of constructed action to represent other people's actions, thoughts, feelings or attitudes

adapting key elements of a popular picture book to create a short signed performance suitable for younger children being introduced to Auslan

experimenting with the genre of storytelling, adapting the use of signing space and signing techniques and changing perspectives according to character

performing an adaptation of a humorous story with two or more characters, using elements of constructed action such as shifting eye gaze and head orientation

creating the next scene, a new character or an alternative ending for a signed fable, short story or cartoon

choreographing and performing music-less dance, focusing on matching timing, beat and rhythm

creating original handshape poetry to present at a school assembly or community festival

playing with light and shadow, handshapes and movement, for example in shadow puppet performances

Translating

Translate high-frequency signs/words and expressions in simple texts such as repeated lines in a story or captions, noticing similarities, differences and instances of equivalence
[Key concepts: literal, difference, meaning, equivalence; Key processes: comparing, matching, identifying, translating]
(ACLASFC026 - Scootle ⬀)

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Elaborations

comparing key signs in Auslan used in versions of children's stories, for example, 'Jack and the Beanstalk', to English words used in written 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 both languages associated with concepts such as weather or animals

discussing the types of words/signs that seem to have direct matches/equivalents and those that equate to chunks of English in a single sign, for example GO-TO meaning to travel to/to attend/to go to in English

identifying the iconicity of some signs, such as RAINBOW or DRINK, and how similar they are to the object/referent, and discussing how this transparency might help 'translatability' of concepts for non-signers

identifying a list of gestures used by deaf people that might be easily understood by hearing people, for example, head nodding and shaking, pointing to the wrist for time, shrugging shoulders for don't know

creating a class signed translation of repeated lines in familiar children's stories, such as I'll huff and I'll puff and I'll blow your house down and filming segments of such stories to screen to younger children in story reading sessions

Create bilingual versions of different types of texts, such as captioned recordings of Auslan phrases or classroom resources such as posters and digital displays

[Key concepts: bilingualism, meaning; Key processes: creating, identifying, categorising]
(ACLASFC027 - Scootle ↗)

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Elaborations

creating captions in English for basic recorded signed texts, for example, a 'welcome to the school' video

creating bilingual texts for the classroom or school community, such as posters including signed images or digital library displays, and discussing how to represent meaning in different languages for different audiences

creating cards for use by younger children that contain pictures, labels and signs, for example, cards relating to different forms of transport

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

Identity

Consider how individual and community relationships combine to create family and social networks, influence social behaviours and contribute to a sense of belonging and identity

[Key concepts: identity, relationship, belonging, place, behaviour, ways of interacting; Key processes: exploring, sharing, describing explaining]

(ACLASFC028 - Scootle ⬈)

Elaborations

creating individual family trees and identifying deaf and hearing family members

interacting with Deaf elders to discuss visual ways of being, interacting and behaving associated with identity

designing visual representations such as concept maps, posters or captioned slide presentations to show individual and group connections within the Deaf community such as friendship, family or sporting groups, or state and national Deaf community associations, discussing how these contribute to a sense of identity

exploring the concept of 'family' as it relates to the Deaf community, considering how it extends beyond the traditional concept to include broader social networks

explaining how deaf families play a key role in language maintenance and shared sense of identity across generations

exploring how name signs are created and form part of an individual identity, for example by providing contemporary examples such as signs for their peers, teachers and Deaf elders

using a vlog journal entry to discuss how having peers who share the same language develops social bonds, personal confidence and a sense of shared identity

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responding to presentations by Deaf visitors to the classroom who share their experiences of education, family life, social networks, community and sense of identity, for example by discussing similarities and differences to their own lives

sharing views on why certain places have special significance to the Deaf community, evoking a sense of belonging and pride and representing particular bonds between people, place and experience, for example, Deaf schools or sites of historic significance such as original Deaf Society/Mission buildings or other former meeting places

identifying how deaf people share modifications to space to maximise visual attention, such as adjusting seating or removing visual obstacles

Reflecting

Describe some ways in which Auslan and associated communicative behaviours are similar to or different from wider community spoken languages and forms of cultural expression
[Key concepts: language, culture, values, similarity, difference, communication; Key processes: noticing, comparing, describing, explaining, questioning, reflecting]
(ACLASFC029 - Scootle ↗)

Elaborations

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

considering the impact of the increased use of Auslan among their hearing peers when members of their school community are learning Auslan, and reflecting on their experience of interacting with these learners

comparing their own and each other's reflections on the experience of learning and communicating in English as a second language

reflecting on similarities and differences in communication that relate to culture, such as the extent of incidental learning available to hearing children compared to deaf children through interaction with their external environment, for example by overhearing conversations or news on the radio

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 differs for hearing students in a spoken language environment

describing how it feels to use Auslan to communicate outside their inner circle or school, or to watch Auslan being used by others, for example by responding to questions such as What are the main differences you notice when observing a conversation between deaf people and one between hearing people?

Understanding

Systems of language

Identify and demonstrate how the formational elements of handshape and its orientation, movement, location and non-manual features can be arranged in signs which may be iconic, and explore ways of recording Auslan
[Key concepts: orientation, hand dominance, iconicity, non-manual features, recording language; Key processes: identifying, recognising, comparing, distinguishing, comparing, describing, decoding]
(ACLASFU030 - Scootle ⤢)

Elaborations

noticing the orientation of handshapes in signs

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

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

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

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

learning to film themselves and analyse the video or to read simple glosses produced by the teacher, and understanding that the English word used is often not an exact match for the meaning of the sign

Observe that signers can include different information, including gestural overlays, within a single sign, and identify examples of signers using space grammatically through points, depicting signs and

constructed action

[Key concepts: space, function of points, indicating verbs, depicting signs, constructed action; Key processes: recognising, identifying, discussing, comparing]
(ACLASFU031 - Scootle ↗)

Elaborations

recognising that Auslan has fully-lexical signs that are in the dictionary and have a standard handshape, movement and location, and partly-lexical signs that cannot be listed in a dictionary in all forms as they change their form each time they are signed, such as DSs

noticing that fully- and partly-lexical signs can include grammatical information not included in a 'citation' form, for example, the sign TELL -$_{me}$ is not listed separately to TELL (towards neutral space) and GO-TO includes GO-TO -$_{often}$

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

understanding that some verb forms in Auslan indicate who is involved in a verb by changing the direction of the movement or orientation of the handshape

noticing the relationship between the location of referents and the direction of some indicating verbs

recognising who is the actor and undergoer of the verb in a clause

identifying with support examples of DSs and becoming familiar with the terms entity, handling and SASS DSs

comparing English adjectives with SASS DSs

knowing that signers can reconstruct/act out their own or another's talk and/or actions and that this is called CA

Understand that clauses can be enriched through the use of adjectives and adverbs (when, where, how), often produced with non-manual features

[Key concepts: verb types, adverbs, clause structure, questions; Key processes: recognising, exploring] (ACLASFU032 - Scootle ↗)

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Elaborations

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 rather than separate signs, for example, WRITE -_carelessly_

noticing that clauses can be made more vivid by integrating CA or DSs to show with body or hands or by showing adverbial or adjectival meanings

understanding that, in terms of meaning, a basic clause represents: a happening or a state (verb), who or what is involved (noun or nouns) and the surrounding circumstances (adverb or adverbs)

distinguishing between yes/no questions and wh- questions and noticing that each type of question has different NMFs

Understand how signers make different language choices in different types of texts depending on the purpose and intended audience, and explore how space is used in Auslan for purposes of textual cohesion

[Key concepts: textual features, similarity, difference, cohesion; Key processes: identifying, examining, comparing]
(ACLASFU033 - Scootle ↗)

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Elaborations

noticing that differing purposes in the creation of Auslan texts result in differing types and amounts of signing, for example, the use of more CA in narratives

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

identifying with support, examples of signers associating non-present referents with locations in signing space

identifying examples of signers pointing to an established location to refer to something

identifying how signers establish locations and noticing how this helps the audience to recognise who or what the referents are (actor and undergoer)

Language variation and change

Recognise that there is variation in Auslan use, for example in different locations or physical environments
[Key concepts: variation, adaptation; Key processes: identifying, recognising, exploring, considering]
(ACLASFU034 - Scootle ↗)

Elaborations

exploring similarities and differences in Auslan dialects through building webcam relationships with other schools or through identifying and collecting signs that differ in the 'northern' (NSW, Qld and ACT) and 'southern' (Vic., SA, WA, NT and Tas.) dialects, such as DINNER or AFTERNOON

recognising that variation also occurs in spoken languages and noticing some different words for the same thing in English, such as cossie/cozzie, togs or bathers

identifying Auslan signs or informal home signs that might be different from signs used by other people

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

recognising variation in adaptation of signing between different users of Auslan, for example, people who are deafblind use hand-over-hand signing and tactile fingerspelling

Language awareness

Develop awareness of the social and cultural nature and context of Auslan and other sign languages, of their different modes of expression and of the related issue of language vitality

[Key concepts: communication, culture, language vitality; Key processes: identifying, describing, recognising, understanding]

(ACLASFU035 - Scootle ↗)

Elaborations

identifying different ways Deaf community members communicate with each other and with members of the wider hearing community, including face to face or via technology such as NRS or VRS, through social media, the use of English or the use of interpreters

describing the visibility and use of Auslan in the wider community, for example in television programs; on the news; at community events, sporting fixtures; and in emergency announcements

recognising that Aboriginal and Torres Strait Islander peoples' use of signed languages is culturally determined and shaped by their beliefs and values

exploring the vitality of Auslan and other spoken and signed languages, appreciating that a language with strong vitality is one used by many people in the home and other domains, across generations, to talk about most topics

understanding that some languages used in Australia such as English have large numbers of users, while others, such as many spoken and signed Aboriginal and Torres Strait Islander languages, are endangered or in the process of being revived or reclaimed

understanding that Aboriginal and Torres Strait Islander signed languages arise from specific needs, for example, certain cultural restrictions on speech, or the presence of deaf people

identifying behaviours, rights, roles and responsibilities in relation to the ownership and maintenance

of Auslan, and identifying how this ownership rests with the Deaf community and is determined by traditional social groupings/families, place, history and stories

Role of language and culture

Explore connections between identity and cultural values and beliefs and the expression of these connections in Auslan

[Key concepts: language, culture, symbol; Key processes: exploring, understanding, noticing, recognising, questioning, making connections]

(ACLASFU036 - Scootle ↗)

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Elaborations

exploring culture as an essential part of human life, understanding that it is shared and passed on between generations and is closely connected to language and to 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 how these understandings apply to themselves as users of Auslan and members of the Deaf community

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

recognising that language reflects values and beliefs, such as in expressions of personal identity or in the recognition of others (sameness and difference), for example by identifying deaf family members as part of introductions, and by relaying cultural information about background and context and shared knowledge when interacting with others

appreciating the social and cultural nature of deaf humour in a visual language

Years 3 and 4 Content Descriptions

Communicating

Socialising

Communicate with each other and with teachers about aspects of their personal worlds, daily routines, preferences and pastimes
[Key concepts: routines, interests, personal worlds; Key processes: recounting, describing, expressing preferences]
(ACLASFC145 - Scootle ↗)

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Elaborations

asking each other about their daily routines, interests or pastimes, for example:
PRO2 ARRIVE SCHOOL HOW? CAR TAXI WALK G:WELL?
How do you get to school?
PRO2 REGULAR GO-TO-BED WHAT TIME?
What time do you go to bed?
WEEKEND OR HOLIDAYS, WHAT D-O?
What do you do in your free time?
▶ | Auslan

recounting personal experiences using specific time-related signs and conjunctions, such as
BEFORE, AFTER, LONG-TIME-AGO, for example:
LONG-TIME-AGO PRO1 FLY NEW ZEALAND
A long time ago I went on a plane to New Zealand.
▶ | Auslan

recounting classroom events using some indicating, plain and depicting verbs

describing activities they have completed, interests or favourite pastimes, using modifications to show manner, for example:
PRO1 WORK LITTLE, LATER WORK-REALLY HARD
I worked on it a little bit, then later I worked really hard on it.
PRO1 SWIM-$_{fast}$ SWIM-$_{slow}$
I swam really fast till I got tired and slowed down.
▶ | Auslan

expressing preferences in relation to people, places or things, for example:
PRO1 LIKE THAT, THAT, BUT THAT BEST BOOK
I like that one, and that one, but that one is the best book.
▶ | Auslan

interacting with members of the Deaf community to share details of their personal worlds

identifying significant people in their lives, such as family members or friends, describing their appearance, characteristics or personality, for example:

PRINCIPAL YOU-KNOW LONG-HAIR GLASSES?
You know the principal? She has long hair and wears glasses.
POSS1 BROTHER OLD++ TALL REAL FUNNY
My brother is older; he's tall and really funny.
▶ | Auslan

Participate in shared learning activities that involve planning, transacting and problem-solving, using simple signed statements, questions and directions
[Key concepts: task, role, responsibility, clarification, encouragement; Key processes: collaborating, following directions, negotiating, asking for help]
(ACLASFC146 - Scootle ↗)

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Elaborations

working together in collaborative tasks such as cooking or craft activities, using interactional phrases such as:
BOOK WHICH WANT MAKE WHICH? PICK.
Which recipe do you want to make? You choose.
PLEASE PRO2 BRING SCISSORS PLUS PAPER?
Can you please bring scissors and paper?
▶ | Auslan

following directions for activities such as a treasure hunt or creating a garden, using prepositions such as ON, UNDER, BEHIND and entity depicting signs, such as:
DS:turn-left DEAD-END DS:turn-right.
Go left, then at the end turn right.
PLEASE BRING MILK FRIDGE DS:open-door POINT
Please bring the milk; it's at the bottom of the fridge door.
▶ | Auslan

negotiating roles and responsibilities in shared learning activities, using expressions such as:
PRO3 TYPE PRO1 WRITE PRO2 D-O WHAT?
He will type, I'll write, and what are you doing?
▶ | Auslan

playing games that involve identifying and classifying specific points of information, for example, 'Celebrity Heads'

understanding and using expressions of support, encouragement or praise during shared activities, for example, GOOD, EXCELLENT, CONGRATULATIONS

Respond to questions, directions and requests, using non-manual features and simple questions and statements to ask for help, to indicate understanding or agreement and to negotiate turn-taking
[Key concepts: instruction, clarification, turn-taking, back-channel, attention, eye contact; Key processes: responding, asking for help, turn-taking, using back-channel, gaining attention]
(ACLASFC147 - Scootle ↗)

Elaborations

responding to classroom instructions such as
PLEASE WITH-2++ DS:sit-opposite
Please find a partner and sit opposite each other.
DS:line-up PLEASE
Line up, please.
LOOK-AT-me
Look to the front.
▶ | Auslan

attracting attention or asking for help, repetition or clarification, for example:
PLEASE HELP-me?
Can you help me, please?
PLEASE AGAIN SIGN
Please sign that again.
PLEASE EXPLAIN-to self AGAIN
Please explain that again.
WHAT MEAN?
What do you mean?
PRO2 MEAN…?
Do you mean …?
▶ | Auslan
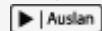
negotiating turn-taking, for example:
PRO1 FIRST YOUR-TURN
It's my turn first, then your turn.
▶ | Auslan

using back-channels, for example, head nodding to indicate understanding, or raised eyebrows or head shaking to indicate lack of understanding

gaining the attention of a group or an individual, for example by flashing classroom lights, waving or multiple tapping or tapping or pointing to alert third parties

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maintaining eye contact when communicating

Informing

Organise and summarise key points of information obtained from different types of Auslan texts
[Key concepts: sequence, information, format; Key processes: organising, summarising, identifying, surveying, retelling, recording]
(ACLASFC148 - Scootle ↗)

📄

Elaborations

retelling key points of information used in classroom interactions and school activities, such as announcements or directions for a game or task

watching Auslan texts that show people expressing likes and dislikes, and recording observations in table form

watching a signed presentation by a teacher, peer or visitor and identifying specific points of information

surveying peers in relation to their interests and preferences, summarising findings in formats such as profiles, charts or graphs

following the steps of a signed demonstration or procedure such as baking/cooking or simple science experiments, checking with each other about ingredients and processes

recounting in correct sequence the main points of a shared event such as an assembly performance or sports carnival

Present information associated with their home, school and community activities and routines, using signed descriptions and visual prompts
[Key concepts: recount, description, sequence; Key processes: presenting, demonstrating, recounting]
(ACLASFC149 - Scootle ↗)

📄

Elaborations

recounting to the class a personal or community experience such as a holiday or weekend event

presenting routine class information, such as weather reports or daily schedules, using visual

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prompts and signed descriptions

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

providing information needed to complete an information-gap activity

demonstrating a simple procedure using gestures, objects and list buoys

Creating

Engage with different types of imaginative texts, identifying favourite elements, characters and events and responding through modelled signing, actions and drawing
[Key concepts: story, character, response; Key processes: responding, comparing, retelling, drawing]
(ACLASFC150 - Scootle ↗)

🗒

Elaborations

viewing short Auslan stories and responding by identifying and comparing favourite elements, characters and events

participating in Auslan games using simple clauses in creative ways, for example, playing the improvisation game 'Space Jump'

engaging with different kinds of Deaf expression such as handshape poems or art, indicating their response using lexical signs such as:
LIKE THAT
I like that one.
DON'T LIKE
I don't like it.
PRO1 HATE THAT
I hate that.
▶ | Auslan
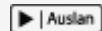
comparing two signed versions of a story such as 'The Hare and the Tortoise' and indicating their preference for one version over the other

retelling favourite elements of a signed story using modelled signing

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drawing a personal interpretation of a 'visual vernacular' description of a character's appearance

Create simple texts that demonstrate imagination and playfulness, using familiar signs, gestures, modelled language and visual supports
[Key concepts: play, imagination, character; Key processes: creating, performing, retelling]
(ACLASFC151 - Scootle ↗)

Elaborations

assuming the role of a character from a story and responding to signed questions from classmates, such as:
YOUR NOSE DS:long-nose WHY?
Why is your nose so long, Pinocchio?
▶ | Auslan
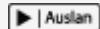
participating in storytelling games or imaginative activities, for example, the joint construction of a progressive story such as I went to market and bought …

retelling a wordless animation, modifying NMFs and lexical signs to indicate manner, for example, walk, sprint, march

creating a humorous skit using constructed action that involves interaction between two characters

using a 'visual vernacular' description to create an imaginary character, incorporating physical attributes and personality traits

working with classmates to use hands to visually represent an object or animal

Translating

Translate high-frequency signs/words and expressions in simple texts such as repeated lines in a story, noticing which ones are difficult to interpret
[Key concepts: similarity, difference, meaning; Key processes: matching, noticing, identifying, translating]
(ACLASFC152 - Scootle ↗)

Elaborations

participating in shared reading of texts such as the Auslan–English versions of 'The Wrong Book' and answering questions about unfamiliar signs and word/sign matches and mismatches in the text

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identifying and comparing key signs and words in Auslan and English versions of favourite stories, for example, 'The Three Little Pigs' and 'The Old Woman Who Swallowed a Fly', noticing how signs can represent concepts which might not have a direct match in English

translating popular children's songs into Auslan, for example, 'Happy Birthday'

playing matching-pair games with Auslan sign-image flashcards and English flashcards, for example, matching cards associated with weather or animals in both languages

collecting and noting a list of gestures commonly used by hearing people when speaking English that have similar meaning when used in Auslan, for example, head nodding, shoulder shrugging, pointing to watch

Create bilingual versions of texts such as English captioned recordings of Auslan phrases
[Key concepts: meaning, representation; Key processes: creating]
(ACLASFC153 - Scootle ↗)

Elaborations

creating captions in English for short recorded signed phrases

creating bilingual texts for the classroom or school community, for example, posters, library displays or digital newsletter items, discussing how to represent meaning in each language for different audiences

developing a simple handshape dictionary

creating cards for use by younger children that include pictures, labels and signs, such as a transport-themed card game

Identity

Consider how their ways of communicating and responding to each other shape and reflect their sense of identity
[Key concepts: identity, similarity, difference, community, membership, communication; Key processes: observing, identifying, creating, noticing, discussing, comparing]
(ACLASFC154 - Scootle ↗)

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Elaborations

using visual representations such as concept maps, posters or captioned slide presentations to identify groups that they identify with, such as friends, family, sporting, interest and community groups

creating a profile to capture their sense of self, for example through creating an avatar or montage, using key signs, fingerspelled letters or simple Auslan expressions in a digital file to identify significant characteristics, traits or experiences

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

identifying markers of identity that may be important across all cultures and communities, for example, family membership, environment, language background, age or gender

Reflecting

Describe ways in which communicating and behaving when using Auslan are similar to or different from their use of their own language(s) and forms of cultural expression

[Key concepts: language, culture, values, similarity, difference, communication; Key processes: noticing, comparing, describing, explaining, questioning, reflecting]

(ACLASFC155 - Scootle ↗)

Elaborations

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

comparing their own and each other's reflections on the experience of learning and communicating in Auslan, and considering whether their attitudes or understandings have changed through this experience

reflecting on similarities and differences in communication that reflect culture, such as visual ways of being among deaf people and ways of sharing storytelling or jokes

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

reflecting on differences in forms of address in signed and spoken languages, for example, not using

a person's name when signing directly to them, unlike the common use of names in Australian English/other languages

identifying assumptions that they bring to the experience of learning Auslan and considering how these may change through the learning experience

Understanding

Systems of language

Identify the movement and location of different signs and notice how they combine with handshape to form signs, and understand that Auslan can be videoed and transcribed to assist learning
[Key concepts: orientation, hand dominance, iconicity, non-manual features, recording language; Key processes: identifying, recognising, comparing]
(ACLASFU156 - Scootle ⬈)

Elaborations

identifying the location of a sign on the body or in space

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)

recognising that handshapes must be performed in a particular orientation

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

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

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

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

learning to film themselves and analyse the video or to read simple glosses produced by the teacher, and understanding that the English word used is often not an exact match for the meaning of the sign

Understand how space is used in Auslan to show who is involved in an event through the meaningful location of nouns and verbs, the use of depicting signs and enacting

[Key concepts: signing space, numeral incorporation, verb modification; Key processes: recognising, discussing, comparing]
(ACLASFU157 - Scootle ↗)

⊟

Elaborations

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

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

noticing that single-digit numbers can be separate lexical items or merged into other signs (numeral incorporation) such as those for ages (for example, 5-YEARS-OLD) or adverbs of time (for example, 3-WEEKS-AGO) or pronouns (WE3, WE4)

understanding that some verb forms in Auslan indicate who is involved in a verb by changing the direction of the movement or orientation of the handshape

noticing the relationship between the location of referents in real space and the direction of some indicating verbs in a text

identifying instances of DSs with appropriate support

comparing English adjectives with SASS DSs

Understand that clauses can be enriched through the use of adjectives and adverbs (when, where, how), often produced with non-manual features

[Key concepts: verb types, adverbs, clause structure, questions; Key processes: recognising, distinguishing, observing]
(ACLASFU158 - Scootle ↗)

⊟

Elaborations

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 (BELONG, OWN) verbs indicate what characters think, feel or own

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

understanding how DSs and adverbs can give extra information about an activity

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)

understanding that, in terms of meaning, a basic clause represents: a happening or a state (verb), who or what is involved (noun or nouns) and the surrounding circumstances (adverb or adverbs)

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

Understand how signers make different language choices in different types of texts and compare this with English versions of text types, and notice how texts build cohesion

[Key concepts: textual features, similarity, difference, cohesion; Key processes: recognising, discussing, comparing]
(ACLASFU159 - Scootle ↗)

▤

Elaborations

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

discussing and comparing the purposes of familiar texts such as class discussions or stories

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comparing a short text in Auslan with an equivalent English text, noticing similarities and differences in their structure and language features

observing how texts build cohesion, for example by using different signs to refer to the same person

Language variation and change

Recognise that there is variation in Auslan use, for example in different locations or physical environments
[Key concepts: variation, adaptation; Key processes: identifying, recognising, exploring, considering]
(ACLASFU160 - Scootle ↗)

Elaborations

exploring similarities and differences in Auslan dialects through building webcam relationships with other schools or through identifying and collecting signs that differ in the northern (Qld and NSW) and southern (Vic., SA, WA and Tas.) dialects, such as DINNER or AFTERNOON

recognising that variation also occurs in spoken languages and noticing some different words for the same thing in English, such as cossie/cozzie, togs or bathers

identifying Auslan signs or informal home signs that might be different from signs used by other people

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

recognising variation in adaptation of signing between different users of Auslan, for example, people who are deafblind use hand-over-hand signing and tactile fingerspelling

Language awareness

Develop awareness of the social and cultural nature and context of Auslan and other sign languages, of their different modes of expression and of the related issue of language vitality
[Key concepts: communication, language vitality, culture, accessibility; Key processes: identifying, describing, recognising]
(ACLASFU161 - Scootle ↗)

📄   ↭

Elaborations

identifying different ways Deaf community members communicate with each other and with members of the wider hearing community, including face to face or via technology such as NRS or VRS, through social media, the use of English or the use of interpreters

identifying how deaf people modify space to maximise visual attention, such as adjusting seating or removing visual obstacles

exploring different expressions for gaining attention or signalling enjoyment, such as tapping, waving, stomping or using visual applause, and their suitability for visual language users

recognising that Aboriginal and Torres Strait Islander peoples' use of signed languages is culturally determined and shaped by their beliefs and values

understanding cultural values associated with the conferment of name signs to people, such as second language learners of Auslan who are joining the Deaf community

exploring the vitality of Auslan and other spoken and signed languages, appreciating that a language with strong vitality is one used by many people in the home and other domains, across generations, to talk about most topics

understanding how and why some deaf children face challenges with communication in hearing families or in social settings

understanding that some languages used in Australia, such as English, have large numbers of users, while others, such as many spoken and signed Aboriginal and Torres Strait Islander languages, are endangered or in the process of being revived or reclaimed

recognising the important role of deaf families and deaf schools in preserving and maintaining Auslan and cultural identity

understanding that Aboriginal and Torres Strait Islander signed languages arise from specific needs, for example, certain cultural restrictions on speech, or the presence of deaf people

exploring relationships between place, space and people, considering why some places and spaces make deaf people feel comfortable and promote a sense of cultural belonging and pride

identifying behaviours, rights, roles and responsibilities in relation to the ownership and maintenance

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of Auslan, and recognising that this ownership rests with the Deaf community and is determined by traditional social groupings/families, places, history and stories

Role of language and culture

Explore connections between identity and cultural values and beliefs and the expression of these connections in Auslan
[Key concepts: language, culture, identity, symbol; Key processes: exploring, understanding, noticing, recognising, questioning, making connections]
(ACLASFU162 - Scootle ↗)

Elaborations

exploring culture as an essential part of human life, understanding that it is shared, passed on between generations and is closely connected to language and to 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 how this understanding applies to themselves as users of their first language and as learners 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

recognising that language reflects values and beliefs, for example in expressions of personal identity or in the recognition of others (sameness and difference), for example by identifying deaf family members as part of introductions, and by relaying cultural information about background and context and shared knowledge when interacting with others