

# ASL FOR KIDS

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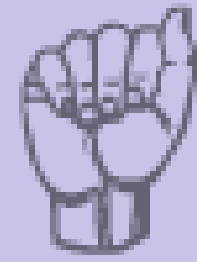
**Enhancing language,  
understanding and inclusion**

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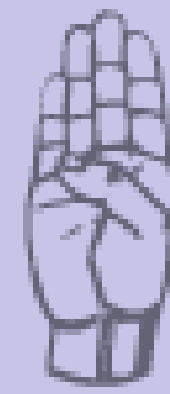
# My Inspiration

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- Wanted to learn myself
- Help implement accessibility
- Inclusivity
- Can't always wait for other people to do things
- Teaching



A



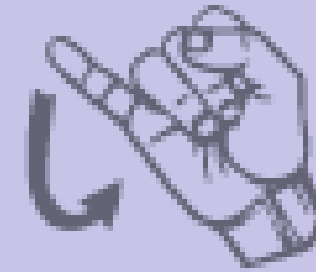
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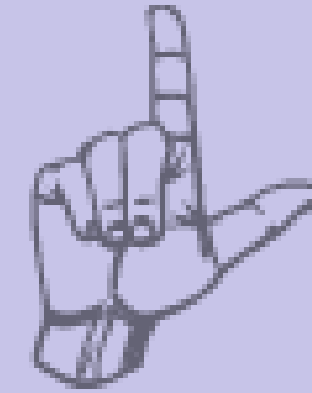
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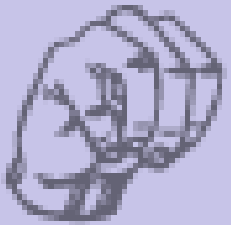
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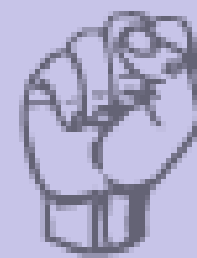
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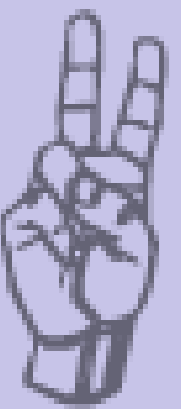
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**HOW CAN I  
EFFECTIVELY  
IMPROVE THE  
ACCESSIBILITY AND  
INCLUSION WITHIN  
YOUNGER  
CLASSROOMS?**





# ACCESSIBILITY AND INCLUSION



## — **Accessibility**

Myself, the lessons, and the content.

## — **Inclusion**

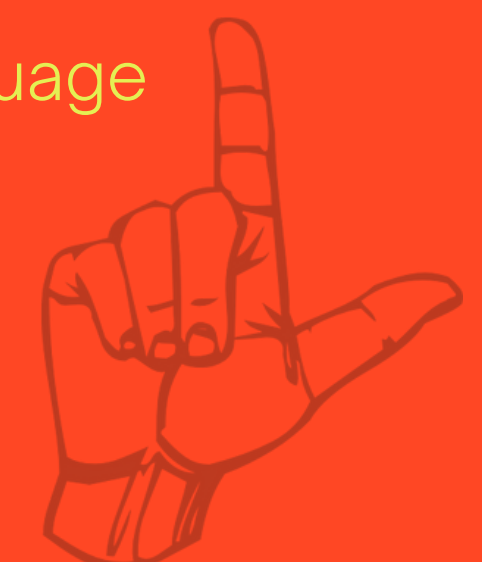
Doing everything together, seeing peers and reflections of themselves within the lessons. Understanding why other people should experience the same.





# WHAT IS ASL?

American Sign Language





"American Sign Language is a natural language that serves as the predominant sign language of Deaf communities in the United States and most of Anglophone Canada. ASL is a complete and organized visual language that is expressed by facial expression as well as movements and motions with the hands."



# MISCONCEPTIONS

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- "Only deaf people use it"
- "It's only for deaf people"
- "There is only one (kind of) sign language"
- "It's only hand movements/gestures"
- "ASL directly translates"
- "It's only fingerspelling"



# BENEFITS

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- Being introduced to the concept of a second language has been shown to be much more effective within children.
- Sign language enhances students' understanding of their first language and language overall with the combination of visual, auditory, and physical information.
- Can enhance academic confidence.
- Is a large step in creating an inclusive and accessible space within a classroom and community.
- Helps students further comprehend the importance of understanding and inclusion.







# CLASS OBJECTIVES — AND GOALS

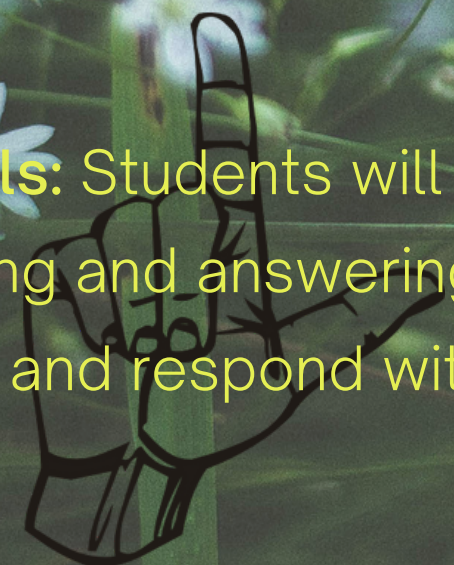


## Expectations and guidelines

**Objectives:** students will learn the importance of inclusion and accessibility while also creating a more inclusive and understanding community. Before starting learning any physical ASL we will discuss what it is and what inclusion is and why it's important. We will not move on until I feel as though the students have a thorough and viable memory/comprehension of the signs.

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**Goals:** Students will be able to communicate through sign language, both asking and answering questions, knowing the translations and being able to sign and respond with out the words being spoken out loud simultaneously.





# What We Learned

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- 01 — The alphabet
- 02 — Fingerspelling
- 03 — Requested words
- 04— Introductory words
- 05 — Questions and responses
- 06 — "Basic" words
- 07 — 5 Ws
- 08— ROYGBIV
- 09 — "你好" and "hola"



# HOW I LEARNED

Teaching myself, videos, reading etc.





# HOW WE LEARNED

Alphabet, requested words, intro words,  
questions, "basics", 5ws, making associations etc.





C

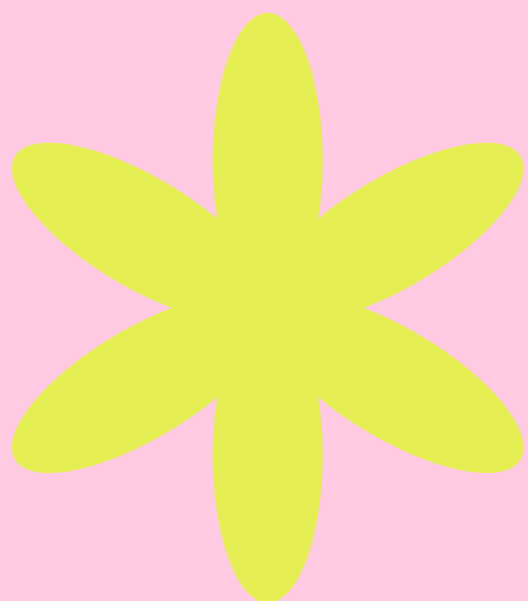
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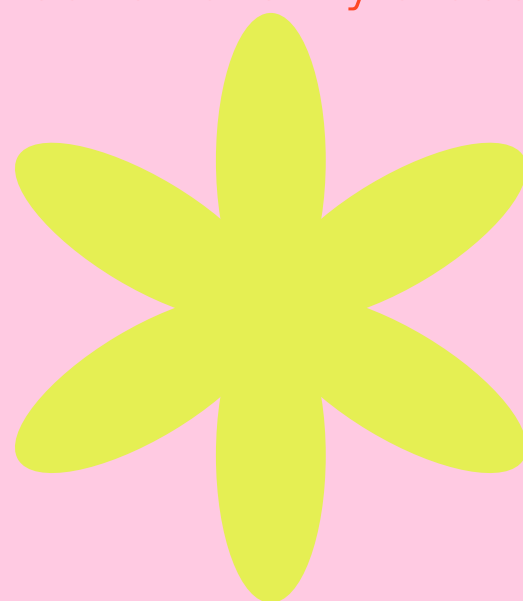
ORIGINAL PLAN

# OBSTACLES

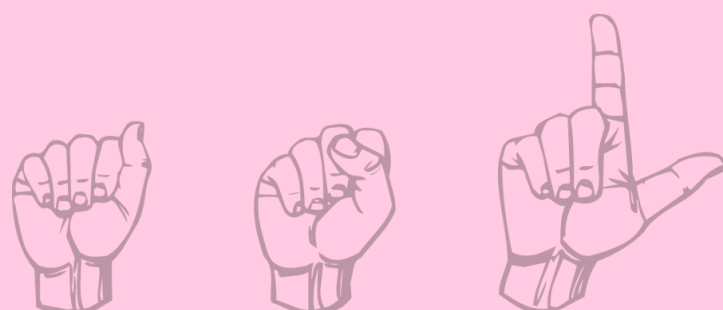
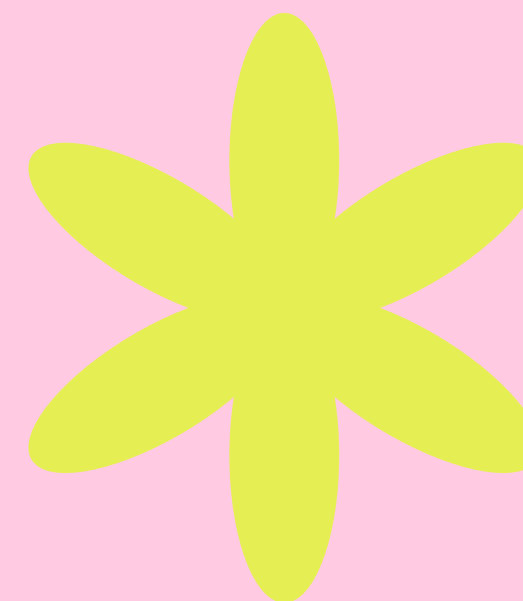
**Corona.** Due to corona, my lessons were fully online while half of my students would be in the classroom and the other half at home.



**Slides.** Greenfield uses Google Meets which resulted in me not being able to share my slides, I tried to remedy it but it did not work. I adapted to have my slides be for me.



**Timing.** The teacher I was working with got sick and was out of school from December to the end of April.



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OBSTACLES OBSTACLES



# OUTCOMES: OUR LAST CLASS

## NEW WORDS

computer, cupcake, sushi, dog, robo hulk, orange, "rainbow", star wars, "the biggest star", mickey, "你好" and "hola", sandwiches, and the colors of the rainbow

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### REVIEW 01

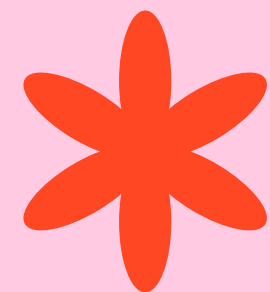
""(Hi/Hello) my name is \_"  
"Nice to meet you"  
"I am learning sign"

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### REVIEW 02

"What's your name?"  
"How are you?" "I'm Fine" "Good" "bad"  
"How do you sign \_\_\_?"

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### REVIEW 03

"Yes" "No"  
"Help" "Please" "Thank you"  
"Who, what, when, where, why"  
"Thank you, Mrs. Gordon"







