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| Teachers should use this resource in conjunction with an approved curriculum. For information on Auslan vocabulary see:  Johnston, T. (1998) Signs of Australia: A new dictionary of Auslan *(the sign language of the Australian Deaf Community).* [Auslan signbank](http://www.auslan.org.au/) <http://www.auslan.org.au/> |

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| **Purpose** | Sally & Possum was developed primarily to support profoundly deaf or hard of hearing children to learn literacy and numeracy using Australian Sign Language (Auslan). Sally & Possum’s antics and enthusiasm is infectious and it was recognised that it could also be a tool to support deaf awareness and culture within all classrooms. This resource is to support teachers and educators when exploring perspectives and experiences of others with their students. Its purpose is to offer activity suggestions linked to episodes of the Sally & Possum television series. It is important to recognise that this is not a tool to teach Auslan under the Australian Curriculum, and rather complements the Queensland Kindergarten Learning Guideline and aspects of the Australian Curriculum. | | |
| **Curriculum Opportunities** | **Early Years Learning Framework (EYLF)** | **Queensland Kindergarten Learning Guideline (QKLG)** | **Australian Curriculum – General Capabilities** |
| Children have a strong sense of identity | Identity | Personal and Social Capability |
| Children are connected with and contribute to their world | Connectedness | Intercultural Understanding |

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| **Understanding identity – describing self and others** | |
| **TEACHING AND LEARNING OPPORTUNITIES**  **\*The following does not outline all the students are expected to know but elaborates on the content descriptions to guide teaching and learning opportunities** | **ACTIVITY SUGGESTIONS** |
| * describing themselves and their family * describing themselves as belonging to their family and to social groups such as their class or Deaf community * Identifying and describing physical markers among Deaf/deaf and hard of hearing peers and adults e.g. use of hearing devices * Exploring concepts of difference and sameness e.g. between hearing, Deaf/deaf and hard of hearing * Examining that Deaf/deaf and hard of hearing persons should not have limitations on access, experiences, or expectations based on their ability, or lack of ability to hear * Understanding of Deaf identity encompassing: * hearing loss - Deaf/deaf and hard of hearing * assistive hearing device - hearing aid, Bone conductor aid, Bone Anchored Hearing Aid (BAHA), cochlear Implant, FM system, no device   \*it should not be assumed that the use of assistive hearing devices provides auditory access to spoken language. They may be employed even if they only provide access for environmental sound awareness e.g. for safety purposes   * language/communication choice - Auslan, fingerspelling, spoken language in combination with Auslan, lip reading, auditory-oral, English, written English etc.   \*communication choice varies due to hearing loss, technology, access, culture, family, school, identity etc.   * environmental/accessibility - family language and support, school language etc. * social grouping - Deaf community, hearing community or both * age e.g. older generations signed using fingerspelling alone * sign names - may be fingerspelt, initial letter or sign name depending on age/era/community etc.   \* sign name is bestowed upon individual by a Deaf person and may be based on a physical characteristic, personality trait, habit, interest or profession etc.   * culture and ethnicity e.g. Aboriginal and Torres Strait Islander etc. * audism - discrimination or prejudice based on a person’s ability, or lack of ability, to hear * Understanding of membership of social groupings - Deaf community, hearing community or both - membership because of or irrespective of hearing loss, assistive hearing devices, accessibility, language/communication choice, age, culture and ethnicity * Importance of space and place, such as:   + positioning to provide visual access e.g. semi-circle/circle to allow visual access to all communication partners   + places that facilitate face to face communication e.g. Sally’s kitchen – open plan kitchen, well lit, meeting place   + space to gain attention for talking, waving or using flashing light   + ability to sign over distance such as from Sally’s door to Possum’s tree, through windows etc. | * Identifying and describing themselves and their family e.g. number of people in the family, siblings etc. * Identifying use of assistive hearing devices worn by some Deaf/deaf and hard of hearing peers and adults e.g. hearing aids, cochlear implants etc. * Discussing that the use of or lack of use of assistive hearing devices does not indicate communication preference but is a combination of hearing loss, technology, auditory access, culture, family, school and identity and thus it is always necessary to ask and not assume communication preference * Expressing own communication preferences and investigating and considering the communication preferences of Deaf/deaf and hard of hearing peers and adults e.g. Auslan, spoken language in combination with Auslan, access to lip patterns, English etc. * Exploring renowned identities who are Deaf/deaf and hard of hearing e.g. explorers, inventors, activists, actors etc. * Game play:   + Guess who? - describing physical features, family, class   + Memory - I went to school and I saw sign name/fingerspelling/physical feature. Next person recalls the list and adds to it. |

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| **Understanding language and culture** | | |
| **TEACHING AND LEARNING OPPORTUNITIES**  **\*The following does not outline all the students are expected to know but elaborates on the content descriptions to guide teaching and learning opportunities** | **ACTIVITY SUGGESTIONS** | **SALLY AND POSSUM EPISODE LINK**  **\*Please use in conjunction with the episode summaries to make sure the learning outcomes are age appropriate** |
| * Notice similarities and differences between Auslan and spoken languages –   + **English** eg. spoken and written form, smallest units being sounds and letters   + **Auslan** eg. visual language, no written form \*GLOSSING is only used for academic purposes not to be introduced to primary school aged children, signs can be analysed into Handshape, Orientation, Location, Movement and facial Expression (HOLME), Gesture, mime * Bridging Auslan to English e.g. fingerspelling, phonological fingerspelling - a non-auditory phonological representation of the patterns within written words to aid decoding (such as graphemes e.g. “ough” and morphological patterns e.g. “pre”, “ing” etc.) * Deaf culture protocols:   + responding to and gaining attention by waving or tapping a shoulder, table or wooden floor   + greeting by waving: Hello, Hi everyone, Bye   + face to face communication   + maintaining eye contact   + two handed signing   + visual access to mouth patterns   + facial expression   + talk at a normal pace - not fast or slow   + applaud by waving in the air instead of clapping   + use of flashing lights to alert e.g. door bell, smoke alarm, mobile phone   + sensing vibrations to alert e.g. tapping on a table, preference of wooden floor, mobile phone on vibrate   + use of glass surfaces to aid visual access e.g. glass doors to see who is at the door   + face to face technology to allow for use of Auslan e.g. face time, messenger, video interpreting etc.   + space between signers to allow visual access to the signing space - hands, face, head to chest areas   + signing over distance   + topic - asking lots of questions before moving on to the next topic   + stories can be written in English to be preserved for generations   + Auslan (similar to Aboriginal and Torres Strait Islander cultures) historically relied on native users to pass down stories through the generations and community   + with technological advances, videos can now be used to document and preserve Auslan for future generations   + games played by hearing populations can rely on auditory oral information but need to be modified for Deaf/deaf and hard of hearing participants e.g. tapping or flashing lights to gain attention, hand signals for stop/go, physical gestures such as knocking on table e.g. bingo, Uno, card games etc. | * Investigating difference and sameness through role play:   + gaining attention of hearing peer compared to Deaf/deaf and hard of hearing peer   + communicating with hearing Vs Deaf/deaf and hard of hearing person e.g. shouting over distance is not appropriate Vs signing over distance is culturally accepted, gesture, mime, pointing, modelling, visuals, written communication etc.   + visiting a hearing family’s house compared to visiting a Deaf family’s house e.g. knocking on the door Vs flashing light doorbell   + calling a friend, making appointments, calling emergency services e.g. using the telephone Vs relay service. * Modifying games that use auditory cues to include Deaf/deaf and hard of hearing populations, for example: * games that require the addition of a visual prompt to alert children to the next step * games that require a differentiated physical prompt to alert children to the next step * experience and identify the similarities and differences in different representations of popular fairy tales, for example: * read and view pictures and or videos of a fairy tale * students use mime, gesture and known signs to portray the fairy tale * View an Auslan translation of the fairy tale.   **Game play:**   * Musical chairs - find a chair when the light flashes * Statues - freeze when the ribbon/flag stops moving. * Duck, duck, goose - tap on different location of the body * Heads down, thumbs up - physical prompt required for Deaf/deaf and hard of hearing to be made aware it’s guessing time. | **Season 2, Episode 10** ‘The large box’- Jay uses gesture and follows Deaf protocols when interacting with Possum.  **Season 3, Episode 5** ‘Possum’s classroom’- Jay uses gesture and follows Deaf protocols when interacting with Sally and Possum- visiting a hearing family’s house compared to visiting a Deaf family’s house e.g. knocking on the door Vs flashing light doorbell  **Season 4, Episode 4** ‘The Kayak’ - Jay uses gesture and follows Deaf protocols when interacting with Possum and Sally. Sally uses depicting signs to communicate with Jay.  **Season 5, Episode 2** ‘Possum meets the neighbour’ - Sally’s neighbour Neville (Skip) is working on Sally’s roof. Possum clapped his hands to get Neville’s attention. Sally explained that Neville is Deaf and he uses Auslan.  **Season 6, Episode 14** ‘Possum spells’- Sally and Possum use fingerspelling to link Auslan with the written English words: Possum and Sally. Sally talks about English words being different to Auslan and made up of letters.  **Season 6, Episode 1** ‘The magnifying glass’- Possum waits until Skip has finished his task so that he can attend to what Possum is saying and his hands are available to use to sign with  **Season 6, Episode 12** ‘The clock’- Possum holds the clock when Sally signs and gives the clock to Sally to hold when he signs. |
| **Understanding Auslan variations** | | |
| **TEACHING AND LEARNING OPPORTUNITIES**  **\*The following does not outline all the students are expected to know but elaborates on the content descriptions to guide teaching and learning opportunities** | **ACTIVITY SUGGESTIONS** | **SALLY AND POSSUM EPISODE LINK**  **\*Please use in conjunction with the episode summaries to make sure the learning outcomes are age appropriate** |
| * + Understanding that there are two main Auslan dialects:   **Southern Dialect** - Victoria  - South Australia  - Western Australia  - Northern Territory  - Tasmania  **Northern Dialect** - Queensland  - New South Wales  - Australian Capital Territory.   * + Dialects result in a variation for some signs e.g. colours red, green, yellow and blue and some numbers e.g. 10,11,12, similar to variations in English e.g. togs (QLD) Vs bathers (VIC, Tas, WA, SA) Vs swimmers or cossies in NSW   + Some Auslan signs are derived from other signed languages such as initialised signs based on one-handed fingerspelling of a) Irish Sign Language (ISL) fingerspelt G=garden, b) America Sign Language (ASL) fingerspelt L= language   + Cultural, community and family influences can result in sign language variations e.g. Indigenous sign languages, home sign language etc.   + Fingerspelling, pointing and use of referents for proper nouns (names of people and places) and words that do not have a direct translation in Auslan   + The variation in ‘handedness’ between signers in relation to signs and fingerspelling. Right handers use their right hand as their dominant hand and left hand as their subordinate hand while left handers use the opposite   + Some Auslan signs and compound signs express a phrase or require more than one English word to be able to translate between the languages e.g. How are you? = HEALTH-GOOD.   + Auslan is a recognised language, different from mime and gesture with its own grammatical structure   + Identifying that Auslan (Australian Sign Language) is used by Deaf people, their families, their community and the Deaf community of Australia   + Identifying the many and varied languages used by their classmates and their families   Awareness that there are many different signed languages used in Australia and around the world e.g. Indigenous sign languages, American Sign Language (ASL), British Sign Language (BSL) etc. | * Identify instances in Sally and Possum episodes when varying dialects are used e.g. colours * Photograph children signing northern and southern dialect variations e.g. colours * Make flash cards of the dialect photographs and use during game play * Using a map of Australia, place the dialect flash cards onto the corresponding area of use.   Games:   * I spy with my little eye something that is “colour” - students locate an item of that colour   Simon ‘signs’ - students follow directions if they are wearing the identified signed colour.   * Survey class peers and adults on the spoken and signed languages used by them and their families * For one word/concept learn the spoken and signed translation of each of the languages used by the class * Learn the Auslan signs and the Indigenous signs for the Australian animals.   **Role play:**   * Act out Australian animal when identified in Auslan (mime) versus the Auslan sign. | **Season 2, Episode 3 ‘The rainbow’** – Possum and Sally use different dialects for the colours yellow and red.  **Season 5, Episode 3 ‘Possum learns to fold’-** Possum and Sally use the varying dialect signs for all of the colours |

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| **Deaf Community and Culture** | | |
| **TEACHING AND LEARNING OPPORTUNITIES**  **\*The following does not outline all the students are expected to know but elaborates on the content descriptions to guide teaching and learning opportunities** | **ACTIVITY SUGGESTIONS** | **SALLY AND POSSUM EPISODE LINK**  **\*Please use in conjunction with the episode summaries to make sure the learning outcomes are age appropriate** |
| * Deaf community/culture comprising of particular beliefs, values, traditions, history, social norms etc. * Influences of culture and ethnicity on sign language and its use e.g. Aboriginal and Torres Strait Islander etc. * Exploring how hearing people, Deaf/deaf and hard of hearing people live in ways that may be different such as the adaptations and supports in the:  1. Home 2. School 3. Community 4. Workplace 5. Emergency services  * Examples of adaptations and supports: * face to face interpreting * National Relay Service (NRS): * SMS relay, speech⭤ text (telephone) * Video Relay Service (VRS), speech⭤ Auslan (smartphone/tablet/computer) * Video Remote Interpreting (VRI) speech⭤ Auslan (smartphone/tablet/computer) * TTY (teletypewriter) * face to face technology e.g. video calling * TV captioning, subtitles * written communication * visuals * flashing lights - door bell, emergency alarms (i.e. smoke alarm, lock down alarm) mobile phone * use of glass surfaces to aid visual access e.g. glass doors to see who is at the door * vibration devices - mobile phone, alarm clock, baby monitor alarm, pager etc. * hearing dog * neutral space between signers to allow visual access to the signing space - hands, face, head to chest areas * signing over distance e.g. from Possum’s tree to Sally’s door * Common meeting place e.g. Deaf families usually gather in the kitchen because of good lighting, open plan, round table etc. | **Discussion:**   * Venn diagram of similarities and differences between a hearing family’s house and a Deaf family’s house e.g. knocking on the door Vs flashing light doorbell, auditory alarm Vs vibrating alarm clock.   **Role play:**   * Differences in gaining attention of hearing peers compared to Deaf/deaf and hard of hearing peers * Communicating with a Deaf person e.g. gestures, showing/modelling, written English * Experiment with communicating using sign language over distance. | **Season 2, Episode 9** ‘The great water mystery’ – Sally has a glass kettle so she has visual access to see when the water has boiled as she can’t hear when the kettle signals it has boiled (whistles etc.)  **Season 3, Episode 4** ‘Kangaroos in the back paddock’ - Sally has a conversation with Possum while he is at the top of his tree.  **Season 3, Episode 5** ‘Possum’s classroom’- use of interpreter in the classroom  **Season 4, Episode 3** ‘Crossing the road’- Unable to hear the whistle, Sally and Possum wait and watch the traffic guard Jay to signal by gesturing “come” before Sally and Possum cross the pedestrian crossing  **Season 4, Episode 9** ‘Police officer Possum’- Sally is not aware the police are knocking on her door until they ring the doorbell which activates the flashing lights in her kitchen which alerts her someone is at the door  When the police visit the school there is an Auslan interpreter to interpret the information  When Sally communicates with the police officers she states she is Deaf, requests to write to communicate and uses gestures  Sally has a TTY on her kitchen bench that Possum presses as he investigates the scene.  Sally requests a pen and paper to use written English to communicate with the police officers  Use of flashing lights on the Police car are used to visually convey the emergency services presence.  **Season 4, Episode 15** ‘The big show’- Sally relays that she had been to the theatre which had an interpreter  **Season 5, Episode 4** ‘The right tool for the job’- Skip has two windows which provides a visual access to see who is coming and going and enables him to communicate with those on the other side of the window  **Season 5, Episode 5** ‘Possum skips breakfast’- Sally is alerted there is someone at the door when the flashing light is activated and she is able to see Possum’s shadow through her ripple glass door.  **Season 5, Episode 8** ‘The great train trip’- Skip’s doorbell activates a flashing light to alert him there is someone at the door  **Season 5, Episode 14** ‘Sally and Possum write a book’- Skip is able to communicate with Possum in his tree top from his Crow’s nest.  **Season 6, Episode 12** ‘The clock’- Possum waves “Hello” and ‘Bye’ to Skip through the glass window  **Season 6, Episode 14** ‘The marble run’- Skip flashes a light from his crow’s nest to signal to Possum in his tree top that it is time to come over as the ‘marble run’ is completed |