

## **FINGERSPELLING**

Station 2

1 leader for every 3 - 8

15 minutes

### **Purpose:**

- To acquaint the students with fingerspelling and inspire them to continue to learn it on their own

### **Materials:**

- Manual alphabet card for each student

### **Setup:**

- No special setup is required.

### **Procedure:**

- Students and leaders sit in a circle.
- An introductory discussion is held.
- Students are taught the fingerspelling alphabet and asked to learn to fingerspell their names.
- A concluding discussion is held.

### **Hot Tip!**

- Leaders need to be comfortable demonstrating the alphabet. Try to keep your elbow pointing to the floor and your palm facing forward when demonstrating to students.
- You may want to use a spelling list from the classroom for the words the students fingerspell.

## FINGERSPELLING

### Sample Discussion

An element of American Sign Language is FINGERSPELLING.

- What is fingerspelling?  
Each letter of the alphabet has a special hand shape. Fingerspelling uses these handshapes to spell out each of the letters in a word.
- Which do you think is easier to use, fingerspelling or signing? (*Signing-one sign can represent an entire phrase, with fingerspelling every letter has to be spelled out individually*)
- Why do people need to know fingerspelling? (*Fingerspelling is used for proper names such as your name, city or towns, street names, new technology, some words do not have a sign.*)
- Does anyone know how to fingerspell?

We are going to learn to do some fingerspelling today.

(Pass out manual alphabet cards.)

- Let's spell each letter with our fingers. (Point out that after the "I" they have spelled their first word: HI.)
- Sometimes fingerspelling a word becomes a sign, such as TV for television.
- Now try to fingerspell your name. Fingerspelling your name takes time. (If time permits, it is fun to sing the alphabet song slowly while fingerspelling the letters or fingerspell the class spelling list.)

We haven't had much time to work on fingerspelling, but fingerspelling is something you can teach yourselves. You may keep your manual alphabet card. Try to learn all the letters. You can practice with each other or alone in front of a mirror. Maybe you can take turns using your alphabet cards and fingerspell words to your friend to see if he or she can understand the word.

# FINGERSPELLING

## Sample Discussion

An element of American Sign Language is FINGERSPELLING.

- What is fingerspelling?  
Each letter of the alphabet has a special hand shape. Fingerspelling uses these handshapes to spell out each of the letters in a word.
- Which do you think is easier to use, fingerspelling or signing? [Signing is easier because one sign can represent an entire phrase. With fingerspelling every letter has to be spelled out individually.]
- Why do people need to know fingerspelling? [Fingerspelling is used for proper nouns such as your name, city or towns, street names, new technology. Some words do not have a sign and must be spelled out.]
- Does anyone know how to fingerspell?

We are going to learn to do some fingerspelling today.

[Pass out manual alphabet sheets.]

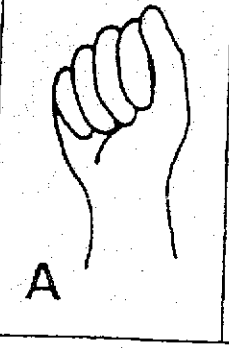
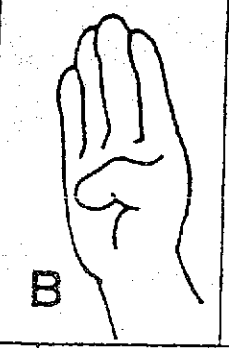
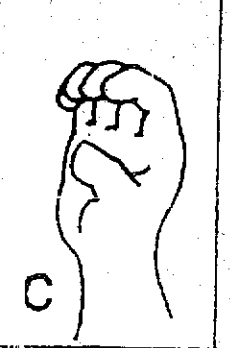
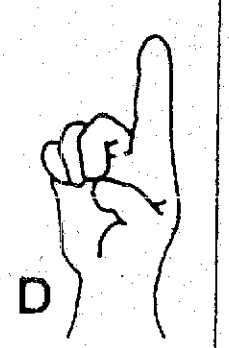
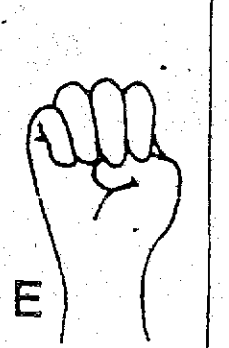

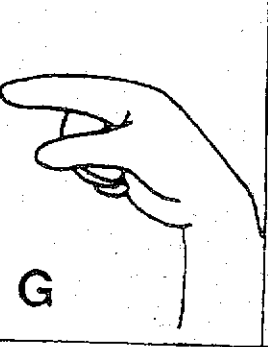
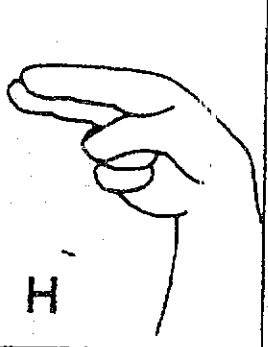
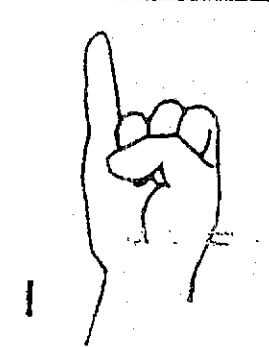
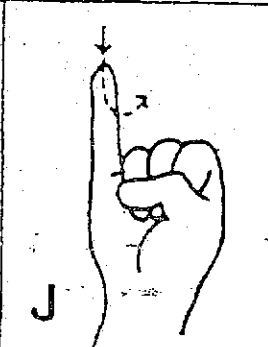
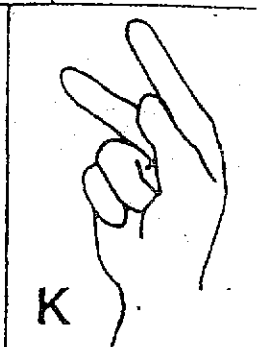
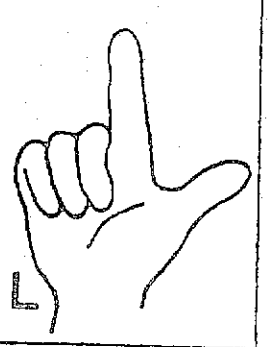
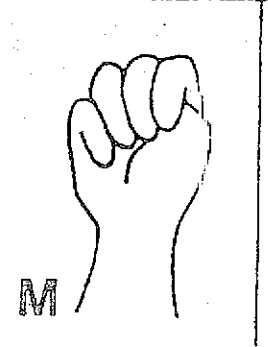
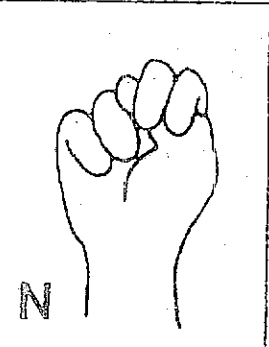
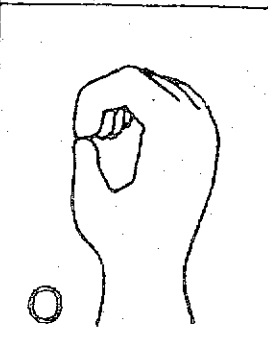
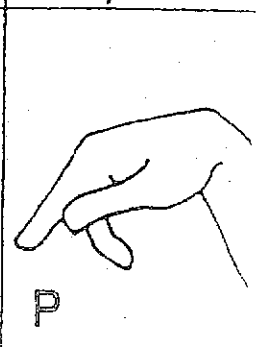
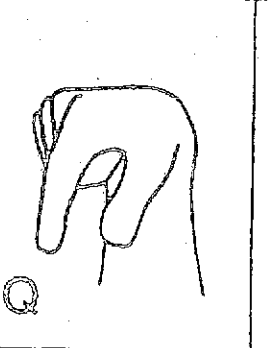
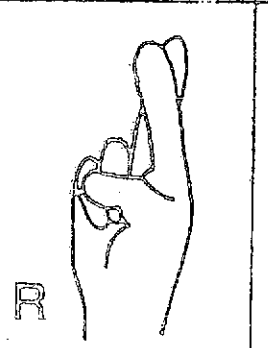
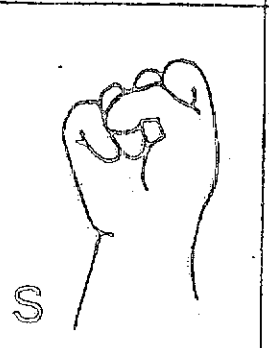
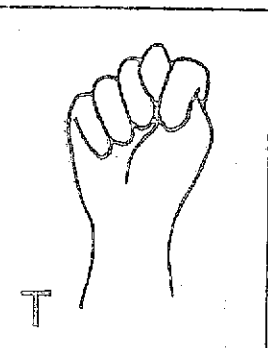
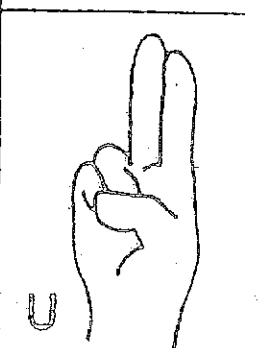
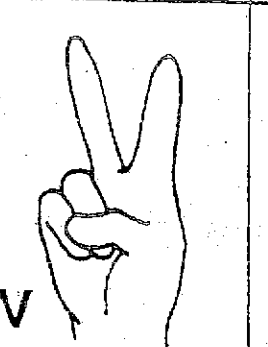
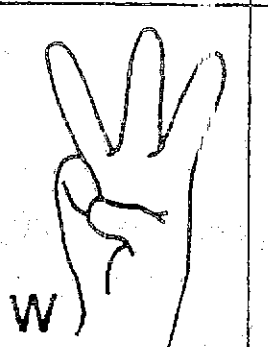
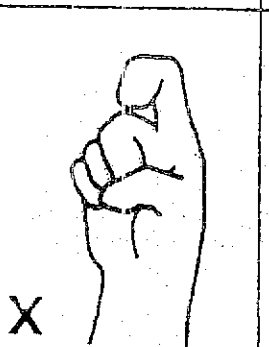
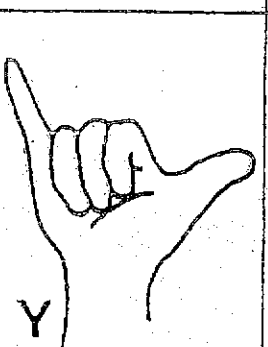
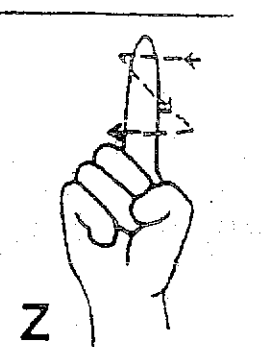
- Let's spell each letter with our fingers. [Point out that after the "I" they have spelled their first word: Hi.]
- Sometimes fingerspelling a word becomes a sign such as TV for television.
- Now try to fingerspell your name. [Ask children to practice spelling their name and then turn to the person next to them and spell their names to each other.]
- Now we are going to take turns spelling words for the group to guess. [There is an envelope with proper nouns. Give each child a chance to spell out their word to the group. Ask the students to wait until the child has completed the name before making a guess.]
- Another option: You can give each student a letter and then spell out a proper noun as a group. [Example: W A Y L A N D – Wayland. You will find some choices in an envelope.]
- If time permits you can sign the alphabet while singing the alphabet.

**\*\* Impress on the students that this is a non verbal activity. This activity should be calm and quiet with minimum talking.**

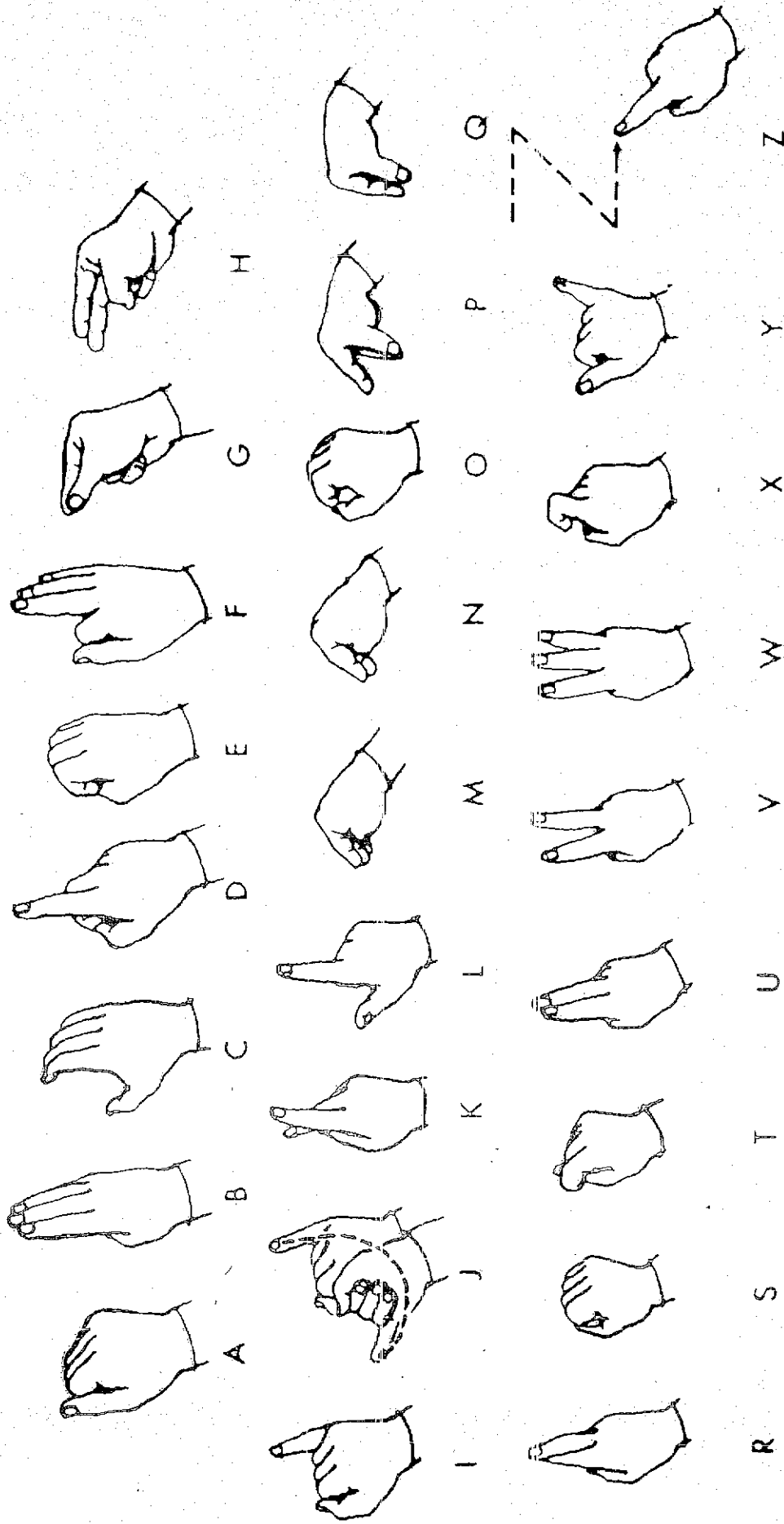
We haven't had much time to work on fingerspelling, but fingerspelling is something you can teach yourselves. You will be given an alphabet sheet to take home with you. Try to learn all the letters. You can practice with each other or alone in front of a mirror. Maybe you can take turns fingerspelling words to your friend to see if he or she can understand the word.

# Sign Language Alphabet

Name \_\_\_\_\_

 <p>A</p>	 <p>B</p>	 <p>C</p>	 <p>D</p>	 <p>E</p>	 <p>F</p>
 <p>G</p>	 <p>H</p>	 <p>I</p>	 <p>J</p>	 <p>K</p>	
 <p>L</p>	 <p>M</p>	 <p>N</p>	 <p>O</p>	 <p>P</p>	
 <p>Q</p>	 <p>R</p>	 <p>S</p>	 <p>T</p>	 <p>U</p>	
 <p>V</p>	 <p>W</p>	 <p>X</p>	 <p>Y</p>	 <p>Z</p>	

(as seen by the sender)



## ASSISTIVE TECHNOLOGY

Station 3

1 leader for every 6 - 8 students

5 minutes

### **Purpose:**

- To introduce the students to some of the assistive technology and equipment available to people who have some type of hearing loss
- To discover how equipment can help a person who is deaf or hard of hearing do everyday tasks more easily and independently
- To recognize examples and benefits of universal design

### **Materials:**

- Story on card
- Envelope containing pictures of:
  - Cochlear Implant
  - Telephone with amplifier
  - Videophone
  - Text messaging
  - Closed captioning
  - Assistive listening devices
  - Hearing ear dog
- Items to display on the table
  - Behind-the-ear hearing aid, In-the-ear hearing aid
  - Kaci Koala bear with a cochlear implant
  - Alarm clock
  - Smoke alarm, doorbell light
  - TDD

### **Setup:**

- Display the equipment and pictures allowing sufficient room for students to sit around the table.

### **Procedure:**

- Students and leaders sit at the table.
- Read the story to the students. Each student can point to the piece (or picture) of the assistive technology and tries to answer the following questions:
  1. What do you think it is and how does it help a person who is deaf or hard of hearing?
  2. Would a hearing person use this? How?