

Classroom Activities

Activities Using Chits (Especially for Deaf Children)

Objective – Practice and revise vocabulary

Level – Beginners

Material – Slips/chits of papers with vocabulary terms written on them

Activity 1: Family Terms

Procedure:

1. Make 5 sets of chits with family and kinship terms written on them.
2. Distribute one set to each group. Ask them to paste the chits on a plain paper in a hierarchical manner to make a family tree.
3. The activity can be extended by asking the students to write down the names of their family members in the same format.

Activity 2: Household Items and Furniture

Procedure:

1. Make paper slips (5 sets) with names of household items and some bigger slips to denote headings for the household items with “kitchen”, “bathroom”, “living room”, “bedroom” and “house” written on each.
2. Make 5 groups. Each group is given a set of paper slips of the household items and another set with the names of headings.
3. Ask the students to read the slips and group them under the heading where they belong, i.e. bedroom, bathroom, kitchen, living room or house.
4. The teacher can write the headings on the board. Ask one student from each group to come up and write the words under one heading, another group under another heading and so on.

Activity 3: Colour Terms

Procedure:

1. Make two sets of slips—write the names of different colours on one set and on the other set, write the names of things that match the colours.
2. Distribute the chits so that some students have chits with the names of colours, and the others have chits with the names of things on them.
3. Ask the students to move around and find the person who has the chit with the colour matching the object on their slip (e.g. yellow-sun). One colour term may be matched with several items.

Activity 4: Number Names

Procedure:

1. Make slips with number names from one to thirty, then forty, fifty, and so on till hundred.
2. Divide students into groups with 3-4 students per group. Distribute the slips from one-ten to one group, eleven-twenty to another group, twenty one-thirty to a third group and so on.
3. Ask the students to read the numbers and arrange them in order from the lowest to the highest.
4. Ask students from each group to come up and write the numbers in order on the board.

Activity 5: Revision of Vocabulary Themes

Procedure:

1. Divide the class into five groups. Give each group a vocabulary topic and a set of chits with vocabulary terms written on them. Ask one student to pick up a chit, read the word (without showing it to the other team members) and sign it. The other students in the group have to write down the word. The

student who signed the word checks that the other students have written the word correctly. Then next student picks up the next chit and signs the word. And so on. The topic can be announced by the teacher. If students are not able to write the correct English term, then hints could be given. For example, the first letter of the word

2. After each group has completed their topic, give them a different topic.
3. This activity will help revise several topics and will involve all students.

Outcome/Discussion

The chits can be used in a variety of ways and are very useful for deaf children who need exposure to written terms to develop their vocabulary. Doing the activities requires them to read the word on the slip and figure out its meaning and build relations with the other terms, thereby helping to create a semantic network.

Activity: Story Using the PVR Method

Preview View Review (PVR) is a bilingual strategy that is used to make content in a second language comprehensible to language learners by using their first language to preview and then review the lesson. It also helps to develop literacy skills in the second language.

Objective: To develop reading comprehension skills

Level: Beginners

Material: Story entitled “Aaloo Maaloo Kaaloo”

Retrieved from <https://storyweaver.org.in/stories/196-aaloo-maaloo-kaaloo>

Procedure:

Preview (Discussion in Indian Sign Language)

1. Show the cover page of the book and ask the students to guess who Aaloo, Maaloo, and Kaaloo are.
2. Give the students a brief background of the story: The story is about a boy and his dog and their search for potatoes.
3. Ask some questions to build an interest in the story: Have you seen vegetables being grown? Do you have farms in your villages? Do you know how potatoes are grown?

View (Reading the English text)

1. Divide the students into groups of maximum 4 students per group.
2. Give each group a printout of the story.
3. Ask the students to read and discuss the story.
4. Ask them to also discuss the meanings of the new words from the story.

Review (Discussion in Indian Sign Language)

1. Whole class discussion - After all groups have read the story, ask one person from a group to explain the beginning of the story. Then ask another student from another group to explain the next part, and so on.
2. Ask questions to check comprehension of the story: Why did Maaloo yell? Why couldn't he find the potatoes?
3. Ask further questions that require thinking in the real world context: Which other vegetables grow underground? Why do you think Kaaloo found the potatoes and not Maaloo?

Variations:

- a) Ask the students to write a summary of the story.
- b) After the students have understood the story, ask them to enact the story.

V-shesh is a social enterprise working with people with disabilities. The deaf teacher (Sakshi Aggarwal) and hearing teachers (Annu Gautam, Kanchan Kashyap and Neha Kulshreshtha) teach English to deaf students in middle and secondary school using Indian Sign Language as the medium of instruction.

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Activity: Find the Meaning

Objective: To help students develop dictionary-using skills, thereby improving their English reading writing skills.

Level: Class 11

Materials: Smartphone with a working internet connection/Oxford Pocket Dictionary, Blackboard, Chalk, Notebooks, and pens

Procedure:

Web search a new word on the smartphone and use the dictionary to understand its meaning to develop reading skills

1. Start with any short story in English related to the lives of the students. For example, a visit to a historical monument.
2. Discuss the story in ISL.
3. Write a new word from the English story that hasn't been discussed before in class on the board. Ask the students the meaning of the word. Allow them to explain the meaning. If it is wrong, ask them to look for the meaning of the word in the dictionary.

4. Some students may find a meaning that does not match the context of the story.
5. Encourage a variety of answers and discuss how they relate to the context.
6. Also ask the students to do an internet search on the smartphone using Google Images. Instruct the students on how to do it.
7. Students can figure out the meaning and concept by referring to the images that come up in the search and by using the dictionary.

Outcome: This activity helps children to develop independent learning skills by using a simple smartphone and a dictionary. Students can compete with each other in coming up with a good story and the correct answer. Also, this activity gives the students the freedom to use a phone in class, which is enjoyed by all.

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Activity: Sign Language and Written Language

Objective: To practice simple present tense

Deaf students are taught the similarities and differences between the structures of the sign language that they use and written language to help them build language awareness and develop writing skills.

Level: Class 5 upwards

Materials: Board, chalk