



Republic of Zambia

MINISTRY OF EDUCATION

ZAMBIAN SIGN LANGUAGE TEACHING MODULE

EARLY CHILDHOOD EDUCATION (ECE) -TERM 1

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Introduction

The Early Childhood Education (ECE) Teaching Module has been meticulously designed to support teachers in the effective delivery of Zambian Sign Language lessons under the reformed curriculum. The module aims to bridge the gap created by the absence of approved textbooks and to equip educators with practical tools, activities, and assessments tailored to the learners' level and needs.

The Ministry, understands the challenges that come with transitioning to a new curriculum that is Competence Based. The choice of the Competence-Based Curriculum (CBC) marks a transformative step in improving education quality and relevance. This module reflects the Ministry's unwavering commitment to making this journey as smooth as possible for teachers, by providing structured guidance, suggested activities, and formative assessments that align with the CBC's objectives. However, teachers are encouraged to supplement this module with their own research and innovations in order to address any gaps that may arise during implementation.

The suggested activities and assessments provided in this module are designed to foster practical and critical thinking skills in learners while ensuring relevance and adaptability to different school contexts. Teachers are encouraged to tailor these suggestions to their unique classroom dynamics and to explore alternative, acceptable approaches when necessary. This flexibility is key to ensuring that all learners, regardless of their environment, benefit from meaningful and impactful Curriculum

It is envisaged that this module will serve as a valuable resource for teachers as they navigate the new Competence-Based Curriculum, enhancing their ability to inspire and equip learners with essential Sign Language knowledge, skills and positive attitudes desired to create a vibrant and responsive education system.

Topic Title: Names

1. Introduction

- **Overview:** Students will learn how to sign names, including their own, their friends', and their family members'. Deaf children entering school are often given a name sign by a house parent or teacher, typically based on the first letter of their name. Children with Deaf parents, however, usually receive their name sign at birth. Name signs are essential for identifying and referring to individuals, whether they are present or absent. There are two main types of name signs: arbitrary and descriptive. Arbitrary name signs use the first letter of a person's name, combined with specific location and movement according to established linguistic rules. Descriptive name signs, on the other hand, are based on distinctive physical characteristics, such as hairstyle, a mole, or other noticeable features. These are similar to descriptive nicknames. Descriptive name signs are often given by peers and may be replaced by arbitrary name signs as the individual grows older.
- **General Competence(s):**

1. **Communication:**

- ✓ Use appropriate language in different situations
- ✓ Express oneself clearly and effectively
- ✓ Apply good observing, signing and writing skills
- ✓ Express oneself using different media and symbols

2. **Creativity and innovation:**

- ✓ Apply language in different situations
- ✓ Construct simple sentences
- ✓ Compose simple poems, stories, prayers and songs

3. **Problem solving:**

- ✓ Use language to solve real life problems

4. **Critical thinking**

- ✓ Answer comprehension questions
- ✓ Ask and respond to questions
- ✓ Work in groups and engage in discussion
- ✓ Classify items according to their attributes

5. **Emotional intelligence:**

- ✓ Understand self-awareness and self-management
- ✓ Recognise personal emotions and that of others
- ✓ Cope with personal emotions and those of other

Lesson 1: Assigning Name Signs

- **Hook:** Do you know what your name is?

2. Key Terms /Words/Vocabulary

ME, MY, NAME YOU, WHO, YOUR, WHAT.

3. Sub-Topic 1- Own Name

- **Introduction:** Assigning name signs in a classroom requires sensitivity and respect for Deaf culture. While name signs ideally emerge organically within the Deaf community, this procedure can facilitate the process in an educational setting.
- **Specific Competence(s) 0.1.1.1.1 Learners to:** observe and sign own name-signs

Learning Activities

- The teacher will model the process by sharing their own name sign and explaining its origin, helping learners understand how name signs are chosen
- Learners will observe how name signs are chosen.
- Teacher will ask learners to observe each other and think about potential descriptive name signs based on personality or appearance
- Learners will observe each other and consider potential descriptive name signs based on personality or appearance.
- The teacher will facilitate a class discussion about potential name signs for each learner
- Learners will share ideas respectfully and thoughtfully.
- If descriptive signs don't emerge, the teacher will guide learners toward arbitrary name signs based on the first letter of their names.
- The teacher will explain the linguistic rules for these types of signs
- Learners will observe
- Learners will practice assigning and signing names.
- **Consolidation game:** Use games like "Name Sign Bingo" to make learning fun and engaging.
- **Suggested Teaching and Learning materials:** Posters displaying common name signs, ZSL alphabet, Videos or pictures of well-known Deaf individuals and their name signs

4. Expected Standard- Names given signed appropriately

5. Summary

- Incorporate name signs into daily classroom activities
- **LESSON 2:** Practicing sitting the right way, feet flat on the floor, back straight like a "Leo/Jumbo," and elbows bent at 90 degrees. No slouching.
 - **Visual Aids:** The teacher displays pictures and/or charts illustrating proper (upright) and incorrect (slouched) sitting postures. "The teacher displays pictures and/or charts illustrating proper (upright) and incorrect (slouched) sitting postures, sometimes referred to as 'Leo' for proper and 'Jumbo' for slouched.")
 - The teacher demonstrates both upright and slouched sitting postures.
 - Learners observe the teacher's demonstrations.
 - **Guided Practice (I do, We do, You do) with Chaining:** The teacher uses the Direct Instruction Model and chaining to reinforce vocabulary related to posture:
 - *I do:* The teacher shows proper (upright) and incorrect (slouched) sitting postures, sometimes referred to as 'Leo' for proper and 'Jumbo' for slouched.")
 - *We do:* The teacher and learners demonstrate proper (upright) and incorrect (slouched) sitting postures.
 - *You do:* Learners perform the sequence independently.
 - **Consolidation Game:** Posture Challenge. In pairs, learners take turns modeling and identifying "upright" (like Leo) and "slouched" (like Jumbo) postures.
 - **Suggested teaching and learning materials:** Charts, pictures, word cards, picture cards, video (optional)

1. Expected Learning Outcome:

- ✓ Sitting posture demonstrated correctly.

2. Summary:

- ✓ Learners practice and reinforce correct sitting posture.

Lesson 3: Introducing Yourself in Zambian Sign Language (Name and Fingerspelling)

- **Hook:** My name is [sign your name]. Do you know your name?"

2. Key Terms /Words/Vocabulary

ME, MY, NAME YOU, WHO, YOUR, WHAT

3. Sub-Topic 1- Own Name

Introduction: The introduction of basic self-introduction skills in Zambian Sign Language (ZSL) to young deaf learners can be a positive and interactive process. Pedagogical approaches should be mindful of the learners' age and individual learning styles.

- **Specific Competence(s)** 0.1.1.1.1 **Learners to:** observe and sign own name-signs

Learning Activities

- The teacher will begin with basic greetings, such as "Hello!"
- The teacher will visually demonstrate and teach the sign for "hello."
- Learners will actively observe and imitate the teacher's demonstrations
- The teacher will ask learners' names using the appropriate sign language question "YOUR NAME WHAT", which translates to "What is your name?"
- Students will practice the sign language structures for stating their name ("(ME NAME)") and asking another's name ("YOUR NAME WHAT?").
- Learners will state their names. (ME)
- The teacher will implement the Direct Instruction model (I do, We do, You do) to facilitate the learning of introductions, specifically focusing on stating and requesting names.
- The teacher will lead a fingerspelling activity where students practice giving and asking for names
- learners will engage in practice of stating and requesting names
- **Consolidation game:** Learners sign "MY/ ME [name]" (fingerspelling) and the class guesses.
- **Suggested Teaching and Learning materials:** Mirrors, posters, charts, and videos

6. Expected Standard- Names given signed appropriately

Summary: Learners will practice introducing themselves to each other in pairs or small groups.

Lesson 4. Responding to One's Name

3. Sub-Topic 1- Subtopic: Own name

Introduction: This lesson focuses on teaching learners how to respond to their names in Zambian Sign Language (ZSL). Effective instruction includes several key components. Crucially, teachers must emphasize Deaf cultural norms, explaining that directly signing or fingerspelling a Deaf person's name without first gaining their attention is considered rude. Therefore, learners should be taught culturally appropriate ways to get someone's attention in ZSL, such as a gentle tap on the shoulder or a wave of the hand.

- **Specific Competence(s) 0.1.1.1.1 Learners to:** observe and sign own name-signs

Learning Activities

- The teacher will facilitate learning of the "name" sign and fingerspelling through direct instruction and practice.
 - Learners will be introduced to and learn the sign and fingerspelling for "name."
 - The teacher will instruct learners on the signs used to indicate presence, including "here" and "present."
 - The teacher will lead learners in practicing the phrase "MY/ME" [fingerspelled name]" and responding with "present" when their name is called.
 - Guided practice, utilizing the I Do, We Do, You Do framework, will facilitate the acquisition of fingerspelling skills and appropriate response behaviors.
 - Positive reinforcement and encouragement will be used to create a supportive learning environment that fosters confidence and motivation in learners as they develop their name response skills
 - **Consolidation game:** Learners practice responding to their signed/fingerspelled names with "present" in a fun, game-like format. This can be structured in a circle or individually.
 - **Suggested Teaching and Learning materials:** Visual representations of the sign for "name," such as flashcards or posters.
4. **Expected Standard-** Responds appropriately when name is (signed/fingerspelled).
5. **Summary:** Incorporate name response practice into routine classroom activities, including attendance and questioning.

Lesson 5: Names of Friends

- **Hook:** Do you have any special friends? Let's learn how to talk about our friends in sign language.

2. Key Terms /Words/Vocabulary

Friends, Fingerspelling, sign

3. Sub-Topic 0.1.1.2 Friend's Names -

Introduction: In this lesson, we will explore the process of signing friends' names in Zambian Sign Language. This includes learning the manual alphabet for finger spelling and understanding the concept of name signs within Deaf culture."

- **Specific Competence(s)** 0.1.1.2.1 Sign friend's name-signs
 - **Learning Activities**
 - The teacher will begin by reviewing the ZSL manual alphabet and having learners practice finger spelling their own names.
 - The Teacher will explain that in Zambian Sign Language (ZSL), names are often represented through a combination of finger spelling and a distinctive sign referred to as a "name sign."
 - The teacher will introduce name signs, explaining that these personalized signs represent individuals and are often based on physical characteristics, personality traits, or shared experiences."
 - The class will practice finger spelling common names.
 - The teacher will engage learners in a finger spelling game, calling out names for them to finger spell.
 - The teacher will set up a matching activity with pictures and name cards. Learners will match them and then finger spell the names.
 - **Consolidation game:** "Play the "Who Is It?" game: Show a picture, and learners finger spell the name."
 - **Suggested Teaching and Learning materials:** Whiteboard or projector, Markers or pens, ZSL manual alphabet, Pictures of common objects or people
4. **Expected Standard-** Friends' names signed correctly
5. **Summary:** Sing a song with finger spelling (if available) or play a finger spelling game

Learning activities

● LESSON 6: Finger Manipulation Exercises

- The teacher demonstrates various finger manipulation exercises (e.g., making shapes in the air, clutching, finger snapping, molding).
 - **Guided Practice (I do, We do, You do):** The teacher uses the Direct Instruction Model to guide learners in practicing the finger manipulation exercises:
 - *I do:* The teacher demonstrates the exercise.
 - *We do:* The teacher and learners perform the exercise together.
 - *You do:* Learners perform the exercise independently.
 - Learners practice the various finger manipulation exercises, including making shapes in the air.
- **Suggested teaching and learning materials:** charts, pictures, word cards, picture cards, pencils,

Expected standard

- Finger manipulation exercises demonstrated correctly

Summary

Learners practice finger manipulation exercises

Lesson 7: Names of Family Members

- **Hook:** Display Pictures of diverse families (showing various family structures)

2. Key Terms /Words/Vocabulary

- FATHER, NAME, MOTHE, NAME, SISTER, BROTHER, YOUR, WHAT

3. Sub-Topic 1-0.1.1.3 Names of Family Members

Introduction: In this lesson, we will be learning the signs for various family members. This will help us talk about our families in Zambian Sign Language

- **Specific Competence(s)**
 - 0.1.1.3.1 Sign family members' name-signs

Learning Activities

- The teacher should begin with the most common and important family signs (e.g., mother and father)
- The teacher should show pictures of families and clearly sign each family member while pointing to the corresponding picture
- Learners should observe and practice signing the family members shown in the pictures.
- The teacher can ask learners to display family photos (optional). With parental permission, using learners' family photos personalizes the lesson and allows them to sign the family members in their own photos.
- Learners should observe and practice signing the family members in their own photos
- The teacher will demonstrate the sign language equivalents for each family member using the Direct Instruction model (I do, we do, you do).
- Learners will observe and practice the signs.
- The teacher can use real objects to represent family members. For example, while holding a picture of a father and a toy car, the teacher can sign "father" (performing the sign).
- Learners will repeat each sign several times, receiving positive reinforcement and gentle correction.
- **Consolidation game:** "Who is it?" Show a picture and have learners sign the family member.

- **Suggested Teaching and Learning materials**

- Pictures of individual family members (mother, father, brother, sister, etc.)
- Real objects representing family members (e.g., a toy car for "father," a doll for "sister")
- Mirrors (for learners to observe their own signing)
- Video clips of ZSL storytelling about families

4. Expected Standard- Learners sign family member names correctly.

5. Summary: Role-playing: Learners practice signing by pretending to be different family members.

LESSON 8: Tripod Pencil Grip

- Learning Activities

- The teacher demonstrates the correct tripod pencil grip (the pencil rests against the hand and middle finger, while the thumb and index finger control the pencil).
- **Guided Practice (I do, We do, You do):** The teacher uses the Direct Instruction Model to guide learners in practicing the correct tripod pencil grip.
- *I do:* The teacher demonstrates the exercise

- *We do*: The teacher and learners demonstrate the correct tripod pencil grip (the pencil rests against the hand and middle finger, while the thumb and index finger control the pencil).
 - *You do*: Learners perform the exercise independently.
 - Learners practice the correct tripod pencil grip.
 - **Suggested teaching and learning materials**: charts, pictures, picture cards, pencils, books
4. Expected standard
 - Finger manipulation exercises demonstrated correctly
 5. Summary
 - Learners practice the tripod pencil grip.

Topic Title: Conversation

1. Introduction

Overview: Greetings are fundamental to any language and culture, and ZSL is no different. They serve not only as polite acknowledgements but also as a way to establish connection and respect within the Deaf community. Using appropriate greetings at different times of the day (Good morning, Good afternoon, Good night) demonstrates cultural awareness and fluency in ZSL. Equally important is knowing how to appropriately get someone's attention before initiating a greeting. This might involve a gentle wave, a tap on the shoulder, or other culturally acceptable methods. Finally, responding to common greetings (e.g., "How are you?" "Fine.") with appropriate ZSL responses is crucial for maintaining a smooth and natural conversation. Mastering these elements of ZSL greetings is essential for effective communication and building positive relationships within the Deaf community.

- **Hook:** Display picture of people greeting

3. Key Terms

- GOOD MORNING, GOOD AFTERNOON, GOOD EVENING, GREETING

4. Sub-topic 1.1.1 Greetings

- **Introduction:** Greeting is a polite way of welcoming or recognising someone and acts as a formal way of addressing people.
 - **Specific competence(s):** 0.1.1.2.1 Use appropriate greetings at different times of the day
- Learning activities**
- **LESSON 9:** Greetings and Attention-Getting Strategies
 - The teacher will use a consistent and engaging visual cue, such as a flashing light, a clap, or a designated "attention" sign, to gain learners' focus

- The teacher will explain in simple terms why we greet each other. For example, "We say hello to our friends to be friendly and show we are happy to see them.
- The teacher will briefly explain some basic aspects of Deaf culture related to greetings, such as the importance of clear signing and expressive facial expressions.
- The teacher will emphasize the importance of maintaining eye contact during ZSL conversations, as it is a crucial part of the language
- The teacher will use clear pictures or real-life examples to illustrate greetings. For example, a picture of the sun rising could be used for "Good Morning."
- The teacher will demonstrate the greeting slowly and clearly, emphasizing handshapes, movements, and facial expressions, slightly exaggerating them for better understanding.
- Learners observe the various greetings presented.
- The teacher will use an attention-getter and then sign "Hello, everyone!" (performing the sign for "Hello")
- Learners will observe and respond to the greeting.
- The teacher will sign "Good morning!" while showing a picture of the sunrise
- Children will sign "Good morning."
- The teacher will sign "How are you?"
- The teacher demonstrates the signs for each new vocabulary
- Learners observe the teacher's signing.
- Guided practice using the "I do, we do, you do" framework will facilitate learning greeting signs and appropriate responses.
- **Paired Practice:** Learners will work in pairs, taking turns signing and observing
- **Creative Activity:** Learners draw pictures depicting different times of the day and consider which greetings would be appropriate for each time.")
- **Consolidation Activity:** Learners practice greeting and responding to each other in pairs

- **LESSON 10: Greetings for Different Times of the Day**
 - **Learning activities**
 - The teacher displays picture cards depicting different times of the day (morning, afternoon, evening).
 - The teacher demonstrates the appropriate greetings for each time of day (e.g., "Good morning," "Good afternoon," "Good evening") using sign language, while learners observe.
 - Guided practice using the "I do, we do, you do" framework will facilitate learning greeting signs and appropriate responses.
 - Learners practice signing the greetings for different times of the day.
 - Learners role-play greeting scenarios appropriate for various times of the day

- **LESSON 11: Responding to Greetings**
 - **Learning activities**
 - The teacher will demonstrate greetings appropriate for different times of the day.
 - The teacher will introduce the learners to simple affirmative responses, including "Fine," "Good," and "Okay."

- The teacher will model a brief greeting exchange, illustrating appropriate initial greetings and corresponding responses.
- Guided practice using the "I do, we do, you do" framework will facilitate learning greeting signs and appropriate responses.
- Learners will practice greeting and responding in pairs, taking turns initiating and responding.
 - Suggested teaching and learning materials: Charts, videos, and visual aids (e.g., pictures, real-life examples) to illustrate greetings.

5. Expected standards:

- Learners will correctly demonstrate appropriate greetings and responses for various times of day.

Summary:

- Learners engage in practice and reinforcement of greetings and responses suitable for various times of day

Lesson 12: Learning to Follow Instructions

- **Hook: Hook:** Display chart/picture/picture cards/video of simple commanding words

2. Key Terms /Words/Vocabulary

- DOOR, CLOSE, PEN GIVE, BOOK, READ

3. Sub-Topic 0.1.2.2 Simple Commands

- **Introduction:** In this lesson, learners will actively engage with simple classroom commands. They will learn to understand and respond to commands, and then take turns giving them. Learners will use signs, facial expressions, and body language to give their own instructions. These skills are vital for classroom participation, social interaction, and overall learning success.

- **Specific Competence(s)**

- 0.1.2.2.1 Observe simple commands and act on them

Learning Activities

- Teachers should use clear facial expressions and gestures when explaining the importance of understanding and following instructions
 - Teachers should present the visual aids for each command one by one
 - Teacher will clearly sign and physically demonstrate each command, simultaneously pointing to the corresponding visual aid
 - Learners should observe and sign each command while pointing to the corresponding visual.
 - Teachers should emphasize the action associated with each command
 - Learners should mimic the action after the teacher's demonstration.
 - Teacher should call out a command (or show the visual) and have individual learners perform the action.
 - Learners demonstrate their understanding by performing the action
 - Teachers should use realia when giving commands to students. For example: "DOOR CLOSE," "PEN GIVE," "BOOK READ."
 - Learners will follow the commands.
 - To reinforce understanding, the teacher should mix up the order of the commands and introduce slight variations (e.g., "COME," " DOOR Go ").
 - Learners will practice giving commands to each other, fostering communication and understanding
 - **Consolidation game:** Use games like "Simon Signs" and " Light Red, Light Green " to reinforce the target commands
 - **Suggested Teaching and Learning materials:**
 - Visual aids: Flashcards or pictures illustrating each command (SIT, STAND, JUMP, COME, GO, CLOSE DOOR, RAISE, HAND, WRITE, READ)
 - Writing materials: Whiteboard or chart paper and markers
 - Realia: Objects to demonstrate commands (e.g., a door, a book, a pen/pencil)
6. **Expected Standard-** Responds appropriately to simple commands

7. Summary

- Learners review all commands

Learning activities

- **LESSON 13: Giving and Responding to Commands**

Introduction: This lesson focuses on playing games to practice giving and responding to simple commands.

- The teacher will show flashcards or pictures of each command, prompting learner responses for example, the teacher might sign " YOUR EAR TOUCH."
- Learners will respond to command flashcards or pictures displayed by the teacher.
- The teacher will use the Direct Instruction Model (I do, We do, You do) to demonstrate and guide learners in signing simple commands.
- Learners will work in pairs to role-play giving and responding to simple commands using flashcards or pictures.
- **Suggested teaching and learning materials:** charts, pictures, word cards, picture cards, video.

4. Expected standards:

- Simple commands given and responded to correctly.

5. Summary

- Giving and responding to simple command

Lesson: 14

- **Hook: Hook:** Display pictures or flashcards depicting situations where permission is needed (e.g., asking to borrow a toy, asking to leave the classroom).

6. Key Terms /Words/Vocabulary

TEACHER, ROOM, PERMISSION, LEAVE, TOILET, PLEASE, GO)

Sub-Topic 0.1.2.3 Asking for Permission

Introduction:

This lesson will focus on teaching early childhood learners with hearing Impairments how to politely ask for permission and respond appropriately when permission is granted. These are essential social skills that help children navigate their environment and build positive relationships. We'll be using visual communication strategies, including sign language, facial expressions, and clear body language to make these concepts accessible. Learning to ask for permission empowers

children and fosters independence, while knowing how to respond respectfully reinforces social understanding. This lesson will provide a foundation for these important interactions in the classroom and beyond.

- **Specific Competence(s)**

- 0.1.2.3.1 Use appropriate language when asking for permission

- **Learning Activities**

- The teacher will teach the concept of "permission" using clear and simple sign language.
- The teacher will provide examples of situations in which permission is necessary.
- The teacher will use facial expressions and body language to effectively convey meaning, as these nonverbal cues are crucial for comprehension.
- The teacher will present visual aids depicting various permission-related scenarios and conduct a discussion with the learners to ensure comprehension of the context
- Learners will discuss and analyze various permission-related scenarios
- The teacher will teach the sign for "can I/may I" (TEACHER PRO-me...).
- Learners will practice and refine their signing, paying attention to handshape, movement, and facial expression.
- The teacher will model dialogues to illustrate how to ask for and grant permission.
- Learners will engage in dialogue practice, focusing on asking for and granting permission.

Teacher: (Shows a picture of a pencil) "Can I borrow this pencil?"

(TEACHER PENCIL ME BPRROW?)

- Learner: (Chooses to sign either "Yes, you can" or "No, you cannot")
- (YES/NO)
- Learners practice requesting permission in pairs or small groups, using visual aids or realia to support their practice.
- The teacher provides instructional guidance and feedback, addressing any inaccuracies in sign language or comprehension.
- The "I do, we do, you do" framework—where the teacher models, then practices with the learners, and finally allows learners to practice independently—will facilitate learning of granting and requesting permission.
- **Consolidation game:** Learners consolidate their learning through "Permission Charades," acting out permission scenarios for others to guess.

- **Suggested Teaching and Learning materials:**

- Flashcards with examples of situations requiring permission (e.g., asking to borrow a toy, asking to leave the classroom).
 - Realia: Objects to help learners understand the permission scenarios (e.g., a toy, a book).
 - Whiteboard, chart paper and markers.
 - Worksheet or activity sheet (optional)
7. **Expected Standard-**: Applies appropriate vocabulary when requesting permission in different situations.
8. **Summary:** Provide a concise summary of the concept of permission and its attendant significance.

Lesson: 15

- **Hook: Hook:**

- Display pictures or flashcards depicting situations where permission is needed (e.g., asking to borrow a toy, asking to leave the classroom).

9. **Key Terms /Words/Vocabulary**

BOOK **CRAYON**, **WANT**, **MAY-I**, **TEACHER**, **POSSIBLE**, **ROOM**, **PRO-me**, **LEAVE**
YES, **PENCIL**, **RUBBER**, **MY**, **USE**, **NO**, **"THANK-YOU**.

Sub-Topic 0.1.2.3 Asking for Permission

Introduction: This lesson addresses the vital communication skill of responding to requests for information or permission. We will explore appropriate responses to both positive and negative replies, considering the influence of context, interpersonal dynamics, and cultural considerations

- **Specific Competence(s)**

- 0.1.2.3.1 Use appropriate language when asking for permission

- **Learning Activities**

- The teacher will model asking permission using correct ZSL signs. Examples include:
 - “CRAYON WANT, (TEACHER POSSIBLE ROOM PRO-me LEAVE?”
 - "(YES PENCIL/ RUBBER MY, USE, NO)
- The teacher will emphasize the importance of facial expressions and body language, such as a polite expression and slightly raised eyebrows when making requests.

- Learners will observe and practice requesting permission using signs
- Teacher demonstrates granting permission using "YES" or "OKAY" with a positive head nod and smile.
- Learners will practice giving permission.
- The teacher should model the appropriate response after signing "YES": signing "THANK-YOU" with a sincere expression, perhaps including a nod or smile.
- Learners will practice responding to permission in different classroom situations, such as asking to borrow a pencil or use the restroom.
- learners will observe a brief demonstration of how to respond when permission is denied.
- Learners will learn that sometimes the answer is "no," and that it's important to respond respectfully
- Learners will observe the teacher model polite and respectful responses to "no," noting the subtle expression of disappointment.
- Activity: Role-Playing - Learners will practice requesting permission. The teacher will model granting and denying permission, providing guidance on appropriate signs and facial expressions.
- Game: " TEACHER POSSIBLE....PRO-me..... " - The teacher holds up an object, and learners take turns asking permission to use it.

- **Suggested Teaching and Learning materials:**

- Pictures or realia representing classroom activities (e.g., book, crayon, toy). (Using "realia" is more formal)
- Materials: Flashcards with ZSL signs for basic classroom requests and responses (need, want, may-I, yes, no, thank you).
- whiteboard or chart paper.
- Markers.

4. Expected Standard-: respond appropriately when permission is granted or denied.

5. Summary: Briefly review key signs and concepts.

0.1.2 Topic Title: Story Telling

1. Introduction

- **Overview:** Signing simple stories to early childhood education learners with hearing Impairments is a powerful tool for language acquisition, cognitive development, and social-emotional growth. Just as hearing children benefit from spoken stories, children with hearing Impairments thrive on narratives presented in their visual language. This topic will explore the importance of incorporating signed stories into early childhood education for learners with hearing Impairments, covering techniques for effective storytelling, selecting appropriate narratives, and maximizing the benefits for language development and overall learning.

Lesson 16:

- **Hook:** "Are you ready for a fun story?"
- **Key Terms /Words/Vocabulary**
STORY, LOOK, HAPPEN, WATCH, START, END

Sub-Topic:0.1.3 Simple Stories

- **Introduction:** signing simple stories to young deaf learners is not just about entertainment. It's a fundamental part of their language development, cognitive growth, social-emotional well-being, and future literacy. It provides a crucial foundation for their overall development and empowers them to become confident communicators and learners.
- **Specific Competence(s)**
- 0.1.3.1.1 Observe short signed stories

Learning Activities

- To support vocabulary development and provide a framework for activities, teachers will select a weekly theme or a specific story.
- To engage learners, teachers will briefly introduce the story's theme or topic and display related pictures or props
- Teachers shall utilize flashcards or pictures to introduce 3-5 key vocabulary signs from the story, providing clear demonstrations and facilitating learner repetition.
- Learners will observe the key vocabulary signs from the story and repeat them, practicing their signing skills
- The teacher will sign the story expressively, utilizing facial expressions, body language, and classifiers to convey meaning.
- The teacher will use props to dramatize parts of the story.

- Learners shall engage with the props through tactile and kinesthetic interaction
- The teacher will facilitate learner participation by asking simple questions throughout the story (e.g., "What do you think will happen next?" "Where is the...?") and encouraging them to sign along, especially repeated phrases and key vocabulary.
- Teachers should prioritize creating a space where learners can process their experiences. This includes acknowledging and responding appropriately to both joyful moments (allowing time for laughter) and difficult ones (addressing sadness).
- Teachers should actively connect the signs with the pictures in the book to reinforce vocabulary and build comprehension
- **Story Retelling Activity:** Learners retell parts of the story using signs and props. Teachers prompt them with questions or by showing pictures from the book.
- **Role-Playing Activity:** Teachers act out scenes from the story with learners, assigning roles and providing props.
- **Suggested Teaching and Learning materials:**
 - Story books
 - Story-related props
 - Flashcards or pictures of key vocabulary
 - Story basket with the book and related items
- 4. **Expected Standard-** Learners will develop accurate comprehension and signing skills for short signed stories
- 5. **Summary.**
 - Story Retelling

Lesson 17: Sequencing Stories

- **Hook: Hook:**

"Which picture shows the beginning? The middle? The end?"

- **Key Terms /Words/Vocabulary**
- First, Next, End, Beginning, Middle,
- **Sub-Topic 0.1.3.1** Simple Stories

Introduction: Picture sequencing is a valuable pedagogical tool for developing comprehension and narrative skills in learners with hearing impairments. The activity of arranging pictures chronologically supports their understanding of story structure, causal relationships, and sign language narrative skills. Furthermore, it strengthens visual literacy and supports early literacy development.

Specific Competence(s)

- 0.1.3.1.1 Observe short signed stories

- **Learning Activities**

- Introduce sequencing by signing clear visual examples in Zambian Sign Language. For example, sign "FIRST ME WAKE UP, THEN, ME BATH, NEXT SCHOOL ME GO," emphasizing each step in the sequence
- To demonstrate sequencing, sign a simple three-picture story while simultaneously arranging the pictures in the correct order.
- Model the process by choosing a set of picture cards. Show each card individually and ask learners to describe what they see in ZSL, encouraging the use of descriptive signs and facial expressions.
- Invite learners to arrange the pictures on the magnetic board, using guiding questions and prompts like "What happened FIRST?" and "What happened NEXT?"
- With the pictures in order, have learners retell the story in ZSL, prompting them to use complete sentences and descriptive language.
- Provide scaffolding and support to learners as they progress.
- Repeat the process, using two or three additional sets of picture cards. Gradually increase the complexity of the stories and the number of pictures.
- To teach picture sequencing, use the "I do, we do, you do" framework: model the process, practice with learners, and then allow them to practice independently.
- **Suggested Teaching and Learning materials:**
 - Sets of 3-5 picture cards depicting simple, age-appropriate stories (e.g., a child brushing their teeth, a dog getting a bath, a plant growing). Laminate for durability
 - Magnetic board or whiteboard with magnets/tape.
- **Activity:** Pair learners and distribute picture cards. Learners will sequence the cards and create a story to present.

4. Expected Standard:

- Accurately sequenced short picture stories

5. Summary:

- Sequencing and Storytelling Review Activities

Lesson 18: Retelling Stories in Our Own Way

- **Hook:** "Can we tell stories in different ways? How?"

Key Terms /Words/Vocabulary

STORY, TELL/TELLING, BEGINNING, MIDDLE, END

Sub-Topic – 0.1.3.1 Simple Stories

Introduction: Storytelling is a critical component of language development, particularly for early childhood education (ECE) learners with hearing impairments. This lesson will address strategies for delivering engaging stories to these children and encouraging them to retell narratives, thus promoting their expressive and receptive sign language skills and their understanding of narrative structure. The lesson will explore techniques such as the use of visual aids, the incorporation of movement and role-playing, and the adaptation of stories to individual language levels

- **Specific Competence(s)** - 0.1.3.1.1 Observe short signed stories
 - **Learning Activities**
 - To introduce retelling, explain that it means saying the story in your own way, using your own signs and expressions
 - Play the pre-selected story video in ZSL, ensuring both clear signing and visual accessibility.
 - Teacher to ask learners simple comprehension questions about the story in ZSL using a variety of question types (e.g., "WHO," "WHAT," "WHERE," "WHEN," "WHY").
 - Teacher will Review any unfamiliar signs or vocabulary from the story with the learner.
 - Guide learners to pay close attention to the story, particularly the characters, setting, and plot
 - Lead a guided retelling of the story, asking learners to contribute one part at a time.
 - Provide prompts and support: Observe learners and offer assistance as needed.
 - **Activity:** Pair learners and have them retell and share their own versions of the story
 - **Suggested Teaching and Learning materials:**
 - Age-appropriate stories
 - Story-related pictures and props
 - Markers and whiteboard/chart paper
- 4. Expected Standard-:** Appropriate story retelling
- 5. Summary:** Storytelling/Retelling Review

Lesson 19: Signing with Visuals

- **Hook:** Where's the [specific object]? It's hiding!"

Key Terms /Words/Vocabulary

PICTURE, COLOR, SHAPE, BIG, SMALL, SAME, DIFFERENT, HERE, THERE, THIS, THAT,

Sub-Topic – 0.1.3.2 Picture Stories

Introduction: Visuals are key to making sign language learning accessible and engaging for early childhood education (ECE) learners with hearing impairments. This lesson explores how to use pictures, objects, and other visual aids to introduce and reinforce signs, build vocabulary, and develop expressive and receptive signing skills.

- **Specific Competence(s)** - 0.1.3.2.1 Use visual and pictorial cues to make meaning
- **Learning Activities**
 - Show learners how pictures can tell stories and provide information.
 - Teach learners to look carefully at pictures to understand what's happening.
 - Teach learners to be "picture detectives" who look closely at pictures for clues.
 - Model the process: Choose a simple picture set, show each picture individually, and describe what you see in ZSL.
 - Model using descriptive signs, facial expressions, and body language. For example, sign: "The child is wearing a blue uniform. They are walking towards the school bus. It looks like they are going to School."
 - For guided practice, show the next picture and ask learners to describe what they see.
 - Provide prompts and support: Observe learners and offer assistance as needed.
 - To teach Visual Cues and Signing, follow the "I do, we do, you do" framework: First, model the process. Then, practice with learners. Finally, allow them to practice independently.
- **Suggested Teaching and Learning materials:**
 - Simple Picture Sets (3-5 pictures).
 - Large, Detailed Scene Pictures with Multiple Elements
 - Whiteboard or chart paper and markers.
 - Object Picture Cards: Small cards featuring objects from the detailed scene pictures, designed for vocabulary development and storytelling.
- 4. **Expected standard:** Correct use of visual and pictorial cues
- 5. **Summary:** Signing with Visuals Review Activities

Lesson 20: 0.1.3.3.1 Story Retelling

- **Hook:** "What do you think is the most important part of this story?"

Key Terms /Words/Vocabulary

Beginning, Middle, End,

Sub-Topic – 0.1.3.3 Simple Stories

Introduction: Learning to retell stories effectively strengthens our memory, deepens our understanding of narratives, and enhances our communication skills. This lesson will focus on practicing and improving story retelling.

Specific Competence(s) - 0.1.3.1.1 Observe short signed stories

- **Learning Activities**
 - The teacher will sign the story, emphasizing key vocabulary and plot points through clear and expressive signing."
 - "The teacher will engage learners in a discussion in ZSL, using questions to check their comprehension, including: 'Who are the main characters?', 'Where does the story take place?', and 'What happens in the beginning, middle, and end?'"
 - The teacher will explicitly teach and model key techniques."
 - The teacher will teach role-shifting through body language and facial expressions.
 - The teacher will teach learners how to use facial expressions to convey emotions and add emphasis
 - The teacher should provide instruction and demonstrations on the use of classifiers to depict objects and characters within the narrative
 - The teacher will explain and demonstrate techniques for using eye gaze to direct audience attention and create visual interest
 - The teacher will guide learners in using space to represent locations and character relationships
 - The teacher and learners will discuss the fundamental components of narrative structure: the beginning, middle, and end.
 - The teacher will use storyboards and other visual aids to demonstrate the sequence of events.
 - The class will retell the story together, with each learner contributing a part to the narrative.
 - Learners will pair up and take turns retelling the story to their partner.
 - The teacher will provide learners with picture cards or sentences and ask them to sequence the story
 - **Activity:** The teacher will have each learner retell the story independently.
- **Suggested Teaching and Learning materials:**

- Storybooks, visual Aids and Storyboards

6. Expected Standard-: Simple stories signed accurately

7. Summary:

- Summarize the story and its main points.