

Teacher Resource

Auslan Interpreters

Focus Questions

1. What did the BTN story explain?
2. What is Auslan?
3. What is Auslan short for?
4. Auslan is used in Australia and Britain. True or false?
5. Why do deaf people rely on facial expression while they are using sign language?
6. What is the difference between interpreting a press conference and a rock concert?
7. What is an Auslan interpreter?
8. When would you see an Auslan interpreter?
9. Why is it important to have Auslan interpreters?
10. What did you learn watching the BTN story?

Activity

Before watching the video

Before watching the BTN *Auslan Interpreters* story students will brainstorm what they already know about Auslan.

Record student's responses on the class whiteboard during the discussion.



Activity

Class Discussion

Discuss the BTN *Auslan Interpreters* story as a class, using the following questions to guide the discussion.

- What is Auslan?
- What is the word Auslan short for?
- When and where have you seen Auslan interpreters?
- What surprised you about the story?
- List some facts that you learnt from this story.
- What questions do you have about this story?



Key Learning

Students will investigate the role of Auslan interpreters. Students will develop a wider recognition and understanding of Auslan.

Curriculum

Health and PE – Years 3 & 4

Describe how respect, empathy and valuing diversity can positively influence relationships.

Health and PE – Years 5 & 6

Investigate community resources and strategies to seek help about health, safety and wellbeing.

Identify how valuing diversity positively influences the wellbeing of the community.

September 23rd is the International Day of Sign Language which also coincides with Australia's National Week of Deaf People. **How will your school community recognise this important event?**

Auslan research project

Define: What do I want to know?

Key questions to research

Students can choose one or more of the following questions or come up with their own:

- What is the role of an Auslan interpreter?
- When and where do you see Auslan interpreters?
- What is the history of Auslan?
- Why are facial expressions important in Auslan?
- How is interpreting a press conference similar or different to interpreting a rock concert? Find examples to illustrate.
- What are the different elements of Auslan? (discuss fingerspelling, hand shapes, movement, and expression)
- Who uses Auslan?
- What is fingerspelling?

Locate: Where do I find the information?

What resources will help answer my questions? (Internet, people, resource centre, organisations, print). Discuss with students what a reliable source is.

Select: What information is important for the investigation?

Students may need support to sort through and select relevant information.

Organise: How do I make sense of the information?

Students can organise their research by creating main headings from their questions. Write each heading on a separate piece of paper. Record the information found for each question.

Present: How do we let others know about this information?

Each group needs to discuss then decide on the best way to present the information. Possibilities could include:

- A 'Did You Know' Facts sheet
- Infographic
- Oral presentation
- [Prezi](#) presentation
- Create an infographic using [Canva](#)

Evaluate: What have we learnt?

Each group reflects on what they have learnt about Auslan during their investigation. Students will reflect on their learning and respond to the following.

- What I learned...
- What I found surprising...
- What I would do differently next time...

Activity

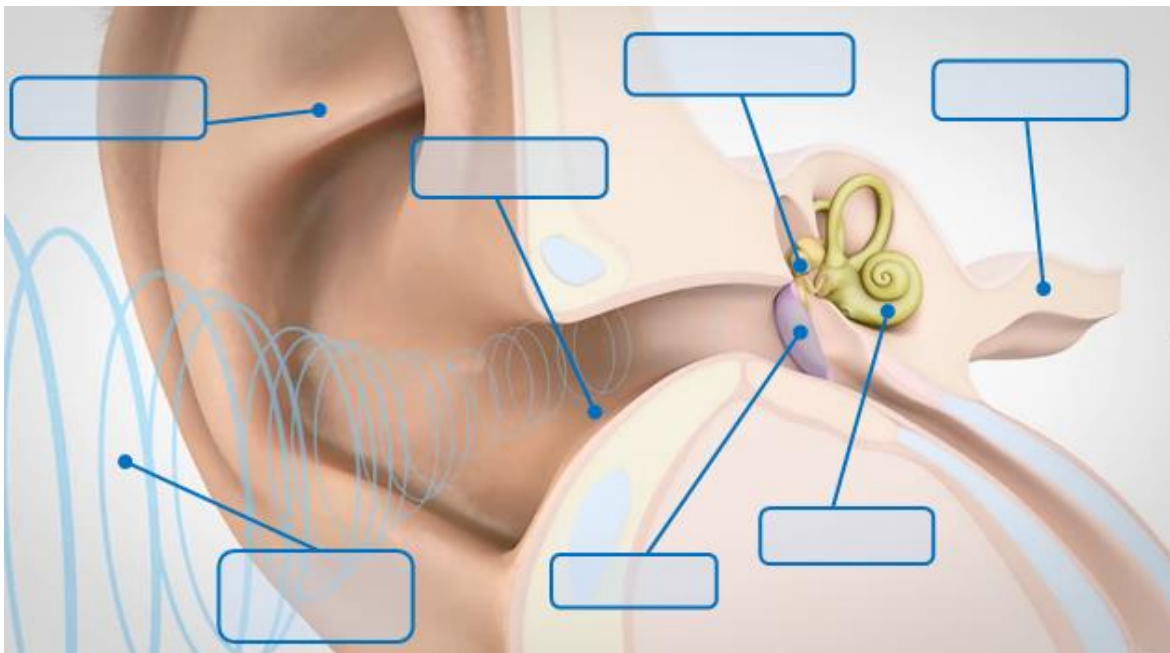
Learn about the ear

Students watch the [How we hear video](#) to learn how sound waves travel into the ear and are interpreted as meaningful sounds by the brain. Ask students to reflect on the following questions:

- What three important facts did you learn watching the video?
- What was the most surprising thing you learnt?
- What do you understand more clearly since watching the video?

Students can test their knowledge of the ear by matching the parts of the ear to the diagram below. Students will then investigate each of the parts in more detail.

Match the parts of the ear



COCHLEAR

OUTER EAR

EAR BONES

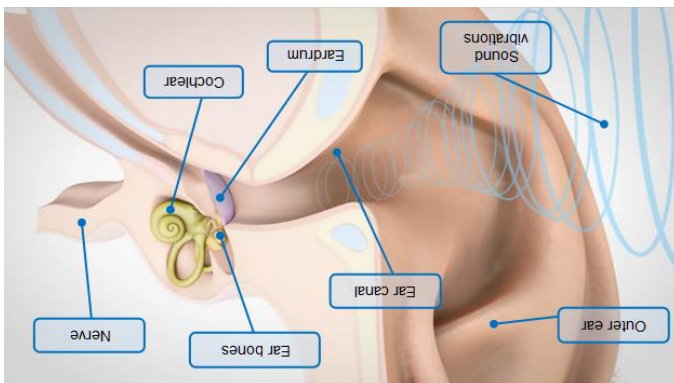
EARDRUM

NERVE

EAR CANAL

SOUND VIBRATIONS

Answers – Parts of the ear



Activity

Focus questions

In this BTN story we meet Tanya, who is deaf. She thought it was important that you enjoy parts of her story exactly as she would - with no sound at all. Students watch the [BTN Hearing Impaired story](#) then respond to the questions below.

1. How long has Tanya been deaf?
2. What is Tanya's level of hearing loss?
3. How does she communicate with her friends?
4. What subject does Tanya like at school?
5. How does she work out which notes she's playing?
6. Which notes vibrate more? Low notes or high notes?
7. What has Tanya done with the help of her teacher?
8. What do you understand more clearly since watching this story?
9. How did you feel watching this video?



The [BTN Signing the News](#) story explains how a group of hearing impaired students have created their own special news service. Students watch the story then respond to the following questions.

1. How do the kids in the BTN story read the news?
2. What is Australian sign language called?
3. Auslan is recognised as an official language in Australia. True or false?
4. Which students learn sign language at Klemzig Primary School?
5. Where might you see Auslan interpreters?
6. Why did the kids set up the newsroom at their school?
7. What are the benefits of having a news service at the school?



Useful Websites

Sign Language Day – BTN

<https://www.abc.net.au/btn/classroom/sign-language-day/10448648>

BTN - Hearing Impaired

<http://www.abc.net.au/btn/story/s4581038.htm>

BTN – Signing the News

<http://www.abc.net.au/btn/story/s4309152.htm>

BTN – Signing Class

<http://www.abc.net.au/btn/story/s3469100.htm>

Auslan Signbank – Finger spelling

<http://www.auslan.org.au/spell/twohanded.html>