

UC
CE

American Sign Language



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AMERICAN SIGN LANGUAGE BINGO

Find someone who can sign a square acknowledging that they have done that or know the answer

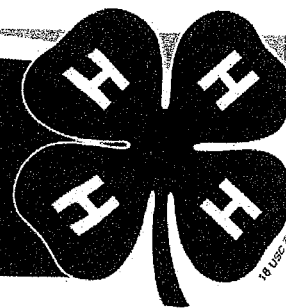
| | | | |
|--|--|---------------------------------------|---|
| Familiarity with local organizations advocating ASL | Knows at least one letter of the American Manual Alphabet | Knows who Thomas Gallaudet is | Knows a deaf person |
| Knows a sign number in ASL | Can name a famous person who was deaf | Can spell their name using ASL | Has never used ASL but is eager to learn |
| | | | |
| | | | |

Depending on the size of group, limit the number of times a person can sign on the same sheet



This We Believe:

- The boy and girl are more important than the projects.
- The member should be their own best product.
- No award is worth sacrificing the reputation of a member or leader.
- Competition is a natural human trait and should be recognized as such. It should be given no more emphasis than other fundamentals.
- Learning how to do the project is more important than the project itself.
- Many things are caught rather than taught.
- A blue ribbon member with a red ribbon project is more desirable than a red ribbon member with a blue ribbon project.
- To learn by doing is fundamental in any sound educational program.
- Generally speaking, there is more than one good way of doing most things.
- Every member needs to be noticed, to feel important, to win, and to be praised.
- Our job is to teach members *how* to think, not what to think.



4-H AMERICAN SIGN LANGUAGE



In this project, youth learn American Sign Language (ASL), the fourth most commonly used language in the United States. Nationally, more than 15 million people have a hearing impairment and nearly 2 million are considered deaf. 4-H youth will learn that deafness is not simply a physical limitation in hearing ability, but has cultural aspects too.

- Learn how to “talk” with their hands and “listen” with their eyes using ASL.
- Explore the language, culture and history of the Deaf community.
- Interact with the Deaf community by learning the basics of ASL.

4-H THRIVE

Help Youth:

Light Their Spark

A spark is something youth are passionate about; it really fires them up and gives them joy and energy. Help youth find what it is about American Sign Language that excites them.

Flex Their Brain

The brain grows stronger when we try new things and master new skills. Encourage youth effort and persistence to help them reach higher levels of success.

Reach Their Goals

Help youth use the GPS system to achieve their goals.

Goal Selection: Choose one meaningful, realistic and demanding goal.

Pursue Strategies: Create a step-by-step plan to make daily choices that support your goal.

Shift Gears: Change strategies if you’re having difficulties reaching your goal. Seek help from others. What are youth going to do when things get in their way?

Reflect

Ask project members how they can use their passion for ASL to be more confident, competent and caring. Discuss ways they can use their skills to make a contributions in the community, improve their character or establish connections.

| Starting Out <i>Beginner</i> | Learning More <i>Intermediate</i> | Exploring Depth <i>Advanced</i> |
|--|---|--|
| <ul style="list-style-type: none"> • Recognize and produce each letter of the American Manual Alphabet. • Fingerspell a variety of names or titles. • Know the common handshapes used in ASL. • Sign the 4-H Pledge. • Learn the signs for common words and phrases. • Recognize and sign numbers 1-10 in ASL. • Learn to sign phrases you would use in a store (what is the price? Is it on sale?) | <ul style="list-style-type: none"> • Research the life of Thomas Hopkins Gallaudet. • Recognize and sign food-related words. • Learn to sign a song and present your song at a club or community event. • Recognize and sign a variety of animals. • Learn how to sign time concepts such as past, yesterday, today, future and tomorrow. • Recognize and practice appropriate nonmanual markers. | <ul style="list-style-type: none"> • Use ASL to tell a personal story. • Job shadow a professional ASL translator. • Change the meaning of signs by modifying the way you sign them. • For one meeting, agree to only use ASL to communicate. • Compare and contrast mainstream programs and special programs for Deaf children. • Learn to ask for and give directions using ASL. |

The activities above are ideas to inspire further project development. This is not a complete list.

Light Your Spark

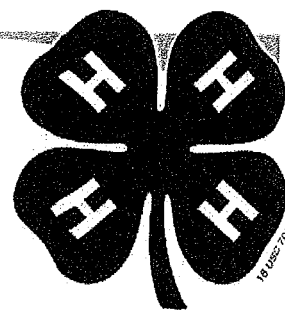
Flex Your Brain

Reach Your Goals

Light Your Spark

Flex Your Brain

Reach Your Goals



Expand Your Experiences!

Citizenship

- Identify an organization in your state or community that advocates for the Deaf. Partner with this organization to increase community awareness about Deaf culture.
- Learn about the American Disabilities Act and survey how it influences building design in your community. Assist willing businesses in becoming more ADA compliant.

Healthy Living

- Think about how you receive messages about health and nutrition. Identify a health message and create a plan for communicating this message to individuals with impaired hearing.
- Research the sources and decibel levels of noises around the home. Teach others about the dangers of noise and the importance of hearing protection.

Science, Engineering, and Technology

- Visit an audiologist to learn more about hearing tests and how deafness is diagnosed.
- Research modern technologies that assist the Deaf and hard-of-hearing, such as TDD, TDY, cochlear implant, hearing aids and closed captioning.
- Identify and practice signing SET terms. Visit www.shodor.org/deafstemterms for tutorials.

Leadership

- Teach your 4-H community club how to sign the pledge of Allegiance and/or the 4-H Pledge.
- Visit a preschool and read a children's book about the Deaf. Help children understand the unique abilities of deaf individuals.
- Teach others how to fingerspell using the American Manual Alphabet.

Resources

- Book: *Signing for Kids* by Mickey Flodin
- Book: *Signing Is Fun! A Child's Introduction to Signing* by Mickey Flodin
- Book: *Gallaudet Survival Guide to Signing* by Leonard G. Lane
- Signing Savvy www.signingsavvy.com
- American Sign Language Browser aslbrowser.commtechlab.msu.edu
- American Sign Language University www.lifeprint.com
- Deaf Linx www.deaflinx.com
- ASL Info www.aslinfo.com
- Ohio School for the Deaf www.ohioschoolforthe deaf.org
- Laurent Clerc National Deaf Education Center www.gallaudet.edu/clerc_center.html
- National Association of the Deaf www.nad.org

The UC 4-H Youth Development Program does not endorse, warrant, or otherwise take responsibility for the contents of unofficial sites.

Connections & Events

Presentation Days – Share what you've learned with others through a American Sign Language presentation of a presentation on the Deaf community and culture.

Contact your county 4-H office to determine additional opportunities available.

Curriculum

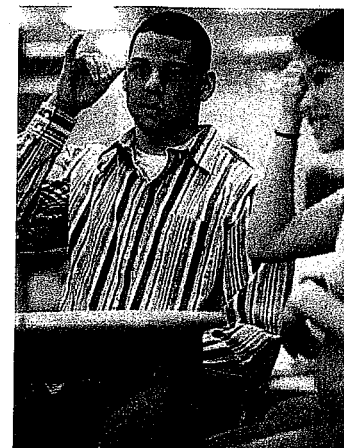
- ASL and Deaf Studies K-12 Curriculum Framework - my.gallaudet.edu/bbcswebdav/institution/ASLCurr/index.htm
- ASL University Lessons - www.lifeprint.com/asl101/lessons/lessons.htm
- Shared Lesson Plans - www.aslpro.com/lesson_plans/shared_lesson_plans.html (open source)

4-H Record Book

4-H Record Books give members an opportunity to record events and reflect on their experiences. For each project, members document their personal experiences, learning and development.

4-H Record Books also teach members record management skills and encourage them to set goals and develop a plan to meet those goals.

To access the 4-H Record Book online, visit www.ca4h.org/4hbook.



University of California Agriculture and Natural Resources

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Reach Your Goals

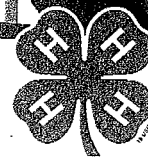
Light Your Spark

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4-H 365.06



American Sign Language

By Marla Berkowitz, MA, CDI, ASLTA Certified—ASL Program at The Ohio State University, and Kara Detty, Clover Bees 4-H Club member and supporter of ASL in Ross County. Special thanks to Abby White, Deaf and Hard of Hearing Educator—Ohio School for the Deaf

American Sign Language (ASL) is the official language used mostly by deaf and hard of hearing people who are immersed in the deaf community. The deaf community includes deaf and hard of hearing people, ASL interpreters, and hearing people who use ASL and are familiar with deaf culture. Different sign languages—such as French, Japanese, British, and many more—are used all over the world.

ASL and its users have influenced our world. For instance, William “Dummy” Hoy (born in 1862) was the first deaf baseball superstar and a graduate of the Ohio School for the Deaf. Hand signals became necessary for Hoy to understand the plays during the games. Other players and the fans found them useful and these signals became commonplace. The football huddle was invented in 1892 by Paul Hubbard, a deaf student at Gallaudet

University, who urged his teammates to “huddle up” to prevent other teams from seeing what they were signing to one another.

Formal education for the deaf began in the early 1800s and many schools for the deaf were built in the United States during this century. Gallaudet University was established in 1864 and was the first university for the deaf and hard of hearing in the world. It is officially bilingual,

Plan Your Project

Use this idea starter AND publication 4-H 365 *Self-Determined Project Guide* as the starting place for your 4-H self-determined project. The *Self-Determined Project Guide* is available from your county OSU Extension office or on the web at www.ohio4h.org/selfdetermined. You may choose to do a little or a lot depending on your level of interest. Be sure to register your project with your county OSU Extension office.

using ASL and English for all instruction, and is located in Washington, D.C.

As ASL became recognized as a language, it cleared the path for various laws leading to the Americans with Disabilities Act in 1990. Most deaf and hard of hearing people now have better opportunities in a wide array of jobs and careers.

Today, awareness of ASL is growing rapidly and classes are now offered in high schools, colleges, and in local libraries, agencies, and other organizations.

Opportunities for jobs and careers include teaching deaf and hard of hearing students, providing services to the deaf community, and interpreting for the deaf and hard of hearing in a wide variety of settings including hospitals, courts, and at public events. Speeches or entertainment are ASL interpreted at the Ohio State Fair, Ohio State University football games, political rallies, and theaters, to name a few. Many of these events are hosted by the deaf community. Enjoy your exploration into this fascinating language and culture!



Six Great Reasons to Learn American Sign Language

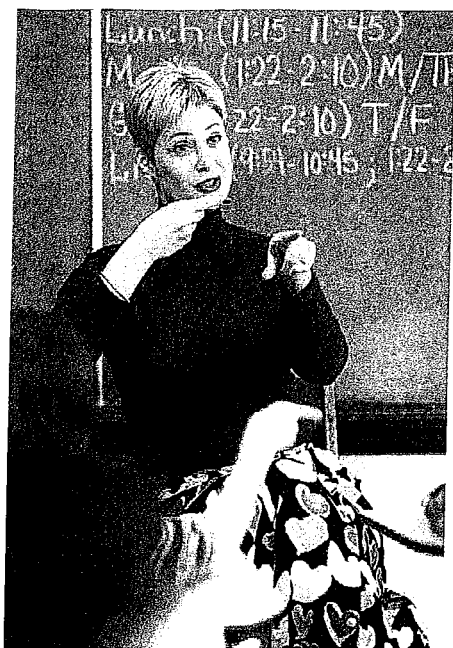
1. To learn a visual-gestural language using your hands, facial expressions, and body language.
2. To learn about the culture and history of American deaf and hard of hearing people.
3. To communicate with members of the deaf and hard of hearing community.
4. To build a foundation for further studies in deaf and ASL-related fields.
5. To gain valuable skills and knowledge that can increase job opportunities within a diverse group.
6. To experience a different way of learning.

Areas of Interest and Things to Do

Every self-determined 4-H project can be broken down into areas of interest. These are the specific things members want to address during their project adventure. Using your 4-H 365 *Self-Determined Project Guide*, identify at least three (3) areas of interest with at least three (3) project activities to explore. Take your ideas from the list below or make up your own.

Components of a Sign

- | | | |
|---|---|---|
| <input type="checkbox"/> To learn about handshape, learn the fingerspelling alphabet (A–Z) and teach a friend. | facial expressions along with hand movements. | different hand movements. Show them to a parent. |
| <input type="checkbox"/> In front of a mirror, practice the signs for the question words (who, what, when, where, why, and how). These signs have | <input type="checkbox"/> Find out about different palm orientations. | <input type="checkbox"/> Use the handshape “a” to make different words in different locations on your body. |
| | <input type="checkbox"/> Learn about single, double, and multiple hand movements to perform a sign. Create a list of ten words that demonstrate | <input type="checkbox"/> Research the five components of a sign and make sure you include it in your project display. |



The History of ASL

- ☐ Research two famous deaf or hard of hearing individuals who used ASL.
- ☐ Create a display that shows how the treatment of deaf and hard of hearing people has changed through the years.
- ☐ Talk to your grandparents or other trusted, older adults about how deaf people were treated when they were growing up.
- ☐ Explore the history of Gallaudet University and share it with your club.

Audiology

- ☐ What is audiology? Research this topic and find out how it relates to ASL.

- ☐ Meet an audiologist and shadow him or her at work.
- ☐ What are hearing aids? What are cochlear implants? Find out why they are so controversial and host a debate with some of your 4-H club members.
- ☐ Take an audiogram test and find out how good your hearing is. Compare your hearing to that of someone who uses a hearing aid, a cochlear implant, or is deaf.
- ☐ Draw an audiogram and use it to explain audiology to your 4-H club.

Deaf Awareness

- ☐ Learn a nursery rhyme to perform using ASL in front of a Cloverbuds club in your area.
- ☐ Create three sentences and learn how to sign them.
- ☐ At your next 4-H meeting, play charades. Compare how the reenactment of words or phrases is similar to signs in ASL.
- ☐ Talk about the value of hearing at a local festival, charity event, or some other local gathering.
- ☐ Create a display for your county fair about the difference between you and your dog, and a deaf person's service dog.

Community Service

- ☐ Teach students in a local elementary school about American Sign Language.
- ☐ Call a deaf school in your area and ask if you may observe a class to see how students interact. If you are allowed to meet them, consider doing so.
- ☐ Host a signing clinic where you teach your students some ASL words they are likely to use.
- ☐ Visit an ASL organization and ask if you can participate in an upcoming community event to raise ASL awareness.
- ☐ At a local talent show, sign an entire song or speech in front of a crowd.

Resources

American Sign Language Program at The Ohio State University:
www.asl.osu.edu

Fingerspelling practice:
www.asl.ms

ASL dictionary:
<http://lifeprint.com>

Deaflympics:
www.deaflympics.com

Best of deaf blogs and vlogs:
www.deafread.com

Deaf Studies Internet Resources:
<http://library.rit.edu/guides/deaf-studies/internet-resources/deaf-studies-internet-resources.html>

www.ohio4h.org/selfdetermined

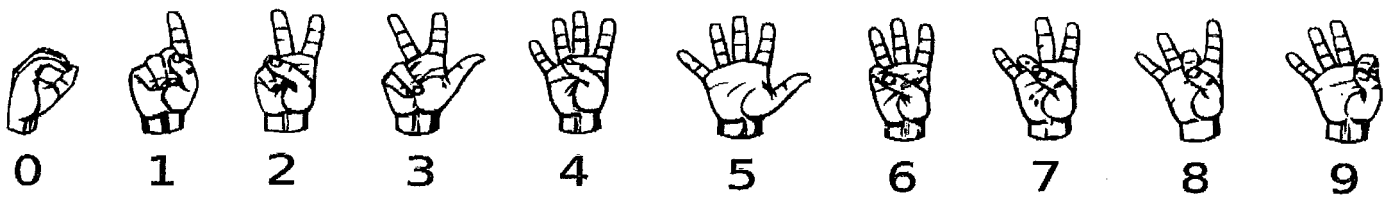
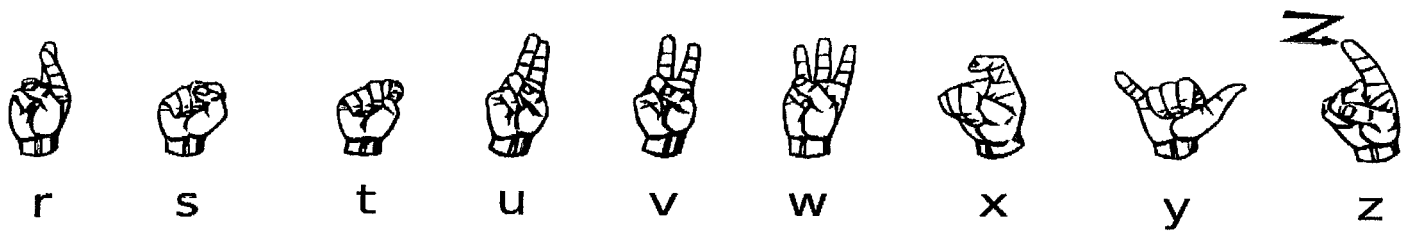
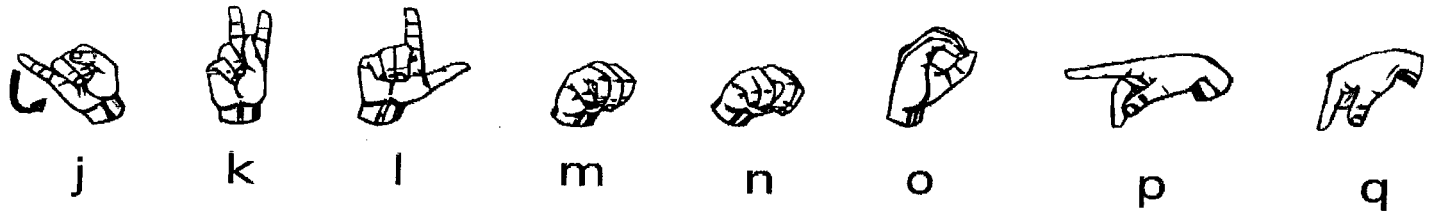
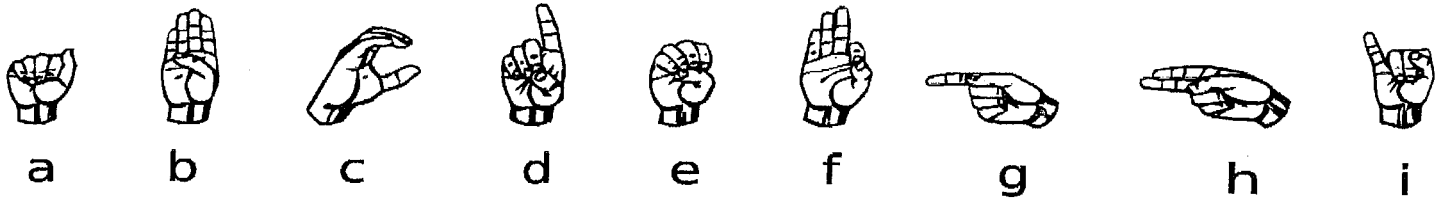


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I'm a 4-H Project Leader: Now What Do I Do?

How do I know who is in my project?

- Your club organizational leader will provide you with the names, addresses and phone numbers of the members enrolled in the project for which you are the leader.
- If you are working on the county level, contact the UCCE for the list of project members.
- The organizational leader may indicate to you if any of the youth have special needs. At your first project meeting, note any other youth that may have special needs.
- You may wish to consult with the parent or your 4-H Youth Development Agent as to how to work with a special needs child.

How often should I hold project meetings?

It is recommended you hold 4-6 meetings that each last 1½ to 2 hours in length. Some projects require more meetings or a longer meeting time to accomplish your goals. Some projects, such as leather craft, may lend themselves to individual project work as members progress on their projects. In this case, you should hold several introductory meetings for all members and then set up a schedule of time for them to sign up for individual help.

When do I start?

Get started as soon as possible! Members' interest in a project is most keen when they are signing up for a project and when they get their project books.

How do I cover the cost of project meetings?

- There is a wide variety of means for covering the cost of project meetings. Some methods used include:
- Each member pays for their share of the expenses or provides a portion of the supplies.
- The club agrees to cover expenses using funds from their treasury. Approval in advance is needed for this.
- Members and leaders can solicit donations/supplies from area businesses.
- Sometimes funds from sources outside your club may be available to cover your project meeting costs.

How do I establish a project meeting schedule?

First, determine when you are available to work with project members. Then determine an initial project meeting date by consulting with your project members.

Publicize the date using one of the following means:

- County and/or club newsletter
- Club meeting or leader association meetings
- Postcards or phone calls to project members

You may not be able to schedule an initial meeting that everyone can attend. Establish a time to meet with those unable to attend before you hold your second project meeting.

Where do I hold project meetings?

Typically project meetings are held at project leader homes, schools, or community buildings. For more information on facility adaptability and liability concerns contact your 4-H Youth Development Agent.

What safety precautions do we need to consider?

Consider the type of safety issues your particular project involves. Request and secure necessary safety items such as ear protection, eye protection and head protection.

How do I let others in my club or other clubs know I am a project leader?

Prior to enrollment ask for time on your club's meeting agenda to let families in your club know you're a project leader and to share some things the kids could do in the project if they enrolled in it. When the project materials are handed out, take the opportunity to inform or remind members that you are their project leader and set an initial meeting date with the group. If no one in your club is in your project, you may wish to offer your services to a neighboring club. Talk to your club organizational leader or county 4-H Youth Development agent about this opportunity.

How do I prepare for the first meeting?

You may want to establish a 4-H resource box where you keep your project materials and any additional resources you will be using. Take time to become familiar with your project literature and talk to others who were project leaders for this project to find out what activities the members enjoyed.

What should I do at the initial project meeting?

- At the initial project meeting, here are some ideas of what you might want to cover:
- Find out what the members want to learn and accomplish in the project. The project literature is an excellent source of ideas.
- Review the safety practices that members will need to follow.

- Do an introductory activity related to the project so the members get to know one another
- Have a small project the members can complete and take home
- Talk about how the project meeting supplies will be paid for. Experienced leaders have found it easiest to charge a small fee to cover the cost of the expenses.
- Assess when members are available for additional meetings. You may wish to ask the parents or members to bring along their calendars of family activities.
- Encourage parents to participate in project meetings, especially the initial meeting.

What does a typical project meeting look like after the initial orientation?

Use the experiential learning model (found in the introductory pages of your Helper's Guide) to plan your project meeting. The project helper's guide will provide suggestions for designing a project meeting. Here are some suggestions for each section of the model:

Do

- Plan an activity to focus the project members on what they'll be doing today. Work on the project for that meeting.

Reflect

- Review the process completed
- Discuss what worked and didn't work.
- Talk about how any problems that arose were solved.
- Assist members in documenting their project work for inclusion in their record books/portfolios.

Apply

- Ask the project member the following questions:
- What else have you seen that is similar to this?
- How can you apply what you learned today to other situations?

What resources are available to help me?

- 4-H Project Literature – You will receive project literature through your 4-H club or the UW-Extension office. Typically there is a helper's guide and member literature for three to four levels.
- Other People in my Club & County – There are a number of people in your county who would be willing to share project ideas and tips with you.

These include:

- Project leaders in other clubs
 - County Staff
 - Older youth who have been involved in the project
-
- Media Collection & Public Libraries – Additional resources can be obtained from the Cooperative Extension Media Collection. They have videos, skillathons, displays and resource packages available to support a variety of projects. There is a user fee per item you or your club will be responsible for. You can view their catalog at their website <http://www.uwex.edu/ces/media/>. Check with your local public library to find out what resources they may have or that you can obtain through inter-library loan.
 - 4-H Website – Wisconsin 4-H is continually adding more information and activities to their website. Visit this site at www.uwex.edu/ces/4h/onlinepro/. You may wish to check out websites from other state 4-H programs also.
 - Volunteer Leaders Conferences – Review each issue of your county's newsletter to learn about training sessions for project leaders offered by your county, district or at statewide events. Sessions focusing on new project literature are typically offered at the State 4-H Volunteer Leader Conference held every other year. Periodically statewide conferences focusing on specific project areas are offered in addition to sessions at the volunteer conferences. You can also exchange ideas with other leaders at statewide Field Day.
 - Field Trips – Youth always enjoy the opportunity to see firsthand how things are done and how they work. Consider taking your project group on a field trip or tour of a local business or company to enhance their project experience. An example would be taking your dairy members to a cheese factory or your foods group to a local bakery.
 - Local Experts – Bring in a local "expert" to share their ideas and experiences with your group. One example would be asking a Master Gardener to share information on choosing perennial or trimming shrubs at one of your project meetings.
 - Magazines – Many leaders have found creative ideas to supplement those in the project literature in magazines they have or those at the public library.

How can I incorporate activities not included in the project guide?

We encourage you to use the ideas in the project literature as they have been successfully used with youth. If you have some additional activities you would like to incorporate, consider the following criteria:

- Of interest to kids
- Developmentally appropriate
- Incorporate the experiential learning model
- Youth and adults are involved in determining what will be done
- Enhances the development of member life and project skills
- Research based source of content utilized

What is the relationship between project work and the county fair?

The County Fair is an opportunity for an independent evaluation of life and project skills a member learned through completing a project. County fair entries typically match the activities included in the project literature and may include other activities that are being emphasized in your county. One of your roles is to help maintain the focus of members and parents on the goal of 4-H, which is to develop blue ribbon kids. Talk with members about what they learned about each of their fair entries from the judging process. Help members celebrate their accomplishments regardless of the color of ribbon each project member received at the fair. This may be done through individual encouragement or at a meeting following the fair. While entering and displaying a project at the County Fair is the traditional method of public affirmation, there may be other means of exhibition such as a club tour, open house, community celebrations or others.

Who can I go to if I need someone to help me during the project meetings?

If you are leading beginning level project meetings, ask older members in the project to help you. This is a great leadership experience for them! Parents are another excellent source of help. Don't hesitate to ask them to stay for the meeting and be actively involved in their child's project work.