

Classroom Exercise C (continued)

- 3** *Comparisons.* Do you take a bath instead of a shower? Get up at 7:00 instead of 5:10? Not use makeup? For each scene shown, state in a complete sentence what you do differently.

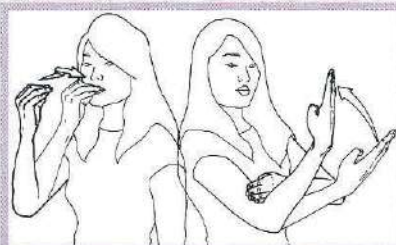


Vocabulary

Morning Routines



To take a bath



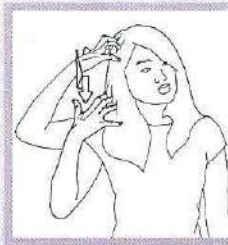
To eat breakfast



To brush one's hair



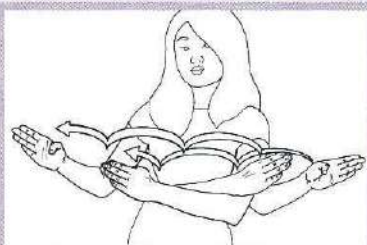
To brush one's teeth



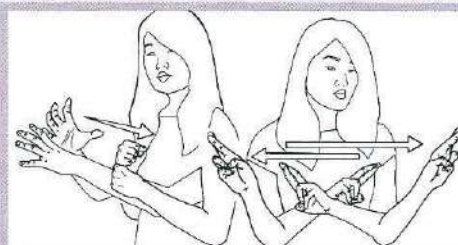
To comb one's hair



To get dressed



To get ready



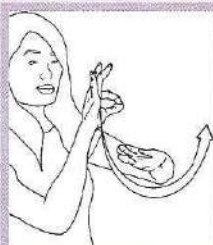
To get ready (2)



To get up



To put on makeup



To oversleep



To shave



To shave (2)



To shower



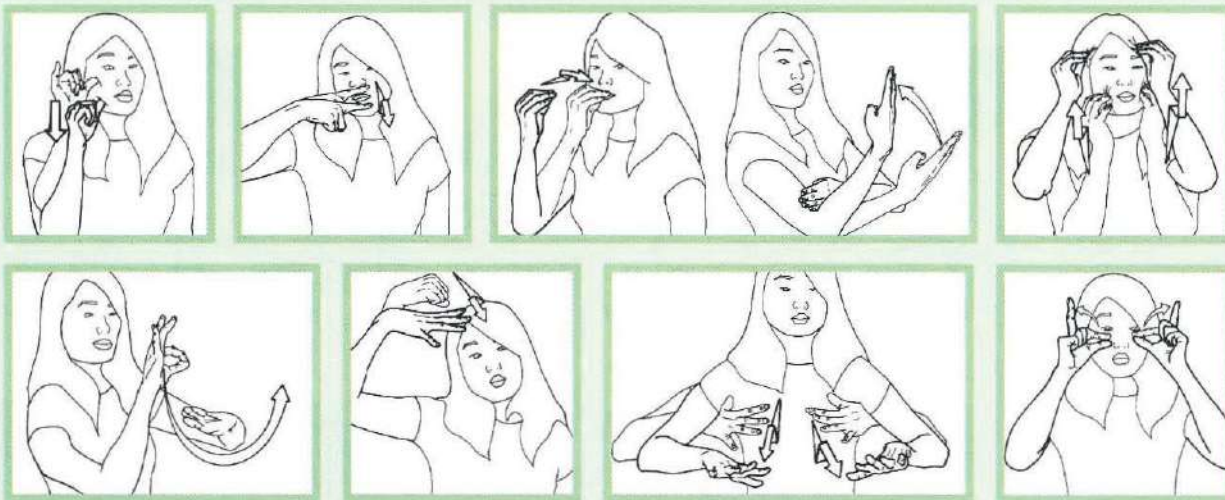
To wake up

See the Accent Step on Page 269 for more about *to shave*.

Classroom Exercise

D

- 1** What time? Use *around* or *between* to complete the sentences below.
1. I wake up... (**around 7:30**)
 2. I get up... (**between 8:00-8:15**)
 3. On Saturdays I get up... (**around 10:00**)
 4. My alarm rings... (**around 6:45**)
 5. On the weekends I get up... (**between 11:00 and 12:00**)
- 2** Every morning.... What do people do every morning? Complete each sentence with vocabulary from the list.
1. Every day, people should...
 2. Every morning, I ...
 3. Every day I'm late because I ...
 4. I ___ in the mornings.
 5. People ___ every morning.



Homework Exercise

1

- A** What is your morning routine? Describe what you do every morning in a minimum of six complete sentences.
- B** Do you ever oversleep? Describe how oversleeping for an hour would affect your morning routine. What would happen? Which activities of your morning routine would you do or not do? Why? Explain what would happen in a minimum of six complete sentences.
- C** Write Assignments A or B in ASL gloss.

Accent Steps

Use *between* only when signing about time, as in "I get up between 7:30 and 8:00" or "I have to see the nurse at 10 or 11."



Around



Between

Classroom Exercise

E

- 1 *Routines.* Based on the illustrations shown, explain what the Lees do every day. Use Shoulder-Shifting where needed.

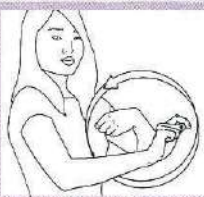


- 2 *What do you do?* Ask a partner what time he or she does the following activities. When done, switch roles and repeat.

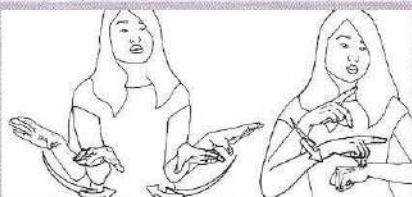
1. What time do you go to bed?
2. When do you eat lunch?
3. What time do you set your clock for?
4. Do you do chores every day? When?
5. What time do you tend to fall asleep?
6. What time do you cook dinner?

Vocabulary

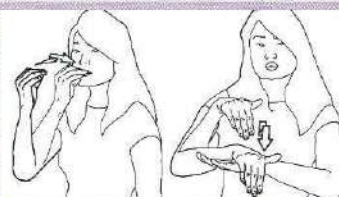
Evening Routines



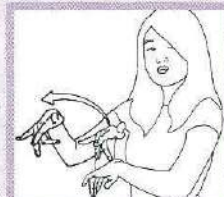
To change
(clothes)



To do chores, duties



To eat dinner/supper



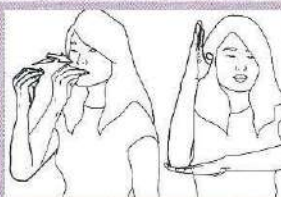
Early



To fall asleep



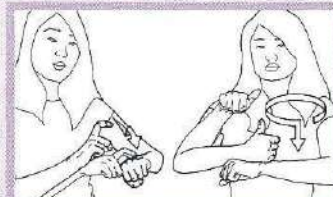
To go to bed



To eat lunch



To rest,
relax



To set a clock/alarm

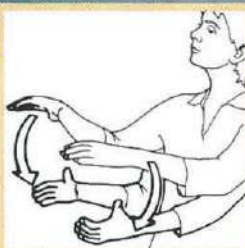
ASL Up Close



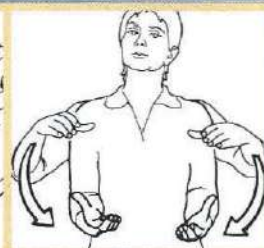
Spatial Organization

The English word “then” is often used to describe a series of events, as in this sentence: “I woke up at nine, then I went to class, then I went to work, and then I went home.” American Sign Language

has a visual way of organizing information into groups of related thoughts, actions, or details. This grouping is called **spatial organization**. Spatial organization uses Shoulder-Shifting and the *group* sign to separate details into related groups. Add a new group and shoulder-shift for each additional series of details. Use spatial organization when signing about several details. Look at the example below to understand how spatial organization is used to sign this sentence: Every morning I get up and brush my teeth. Then in the afternoons I have class and work. At night, I hang out with friends.



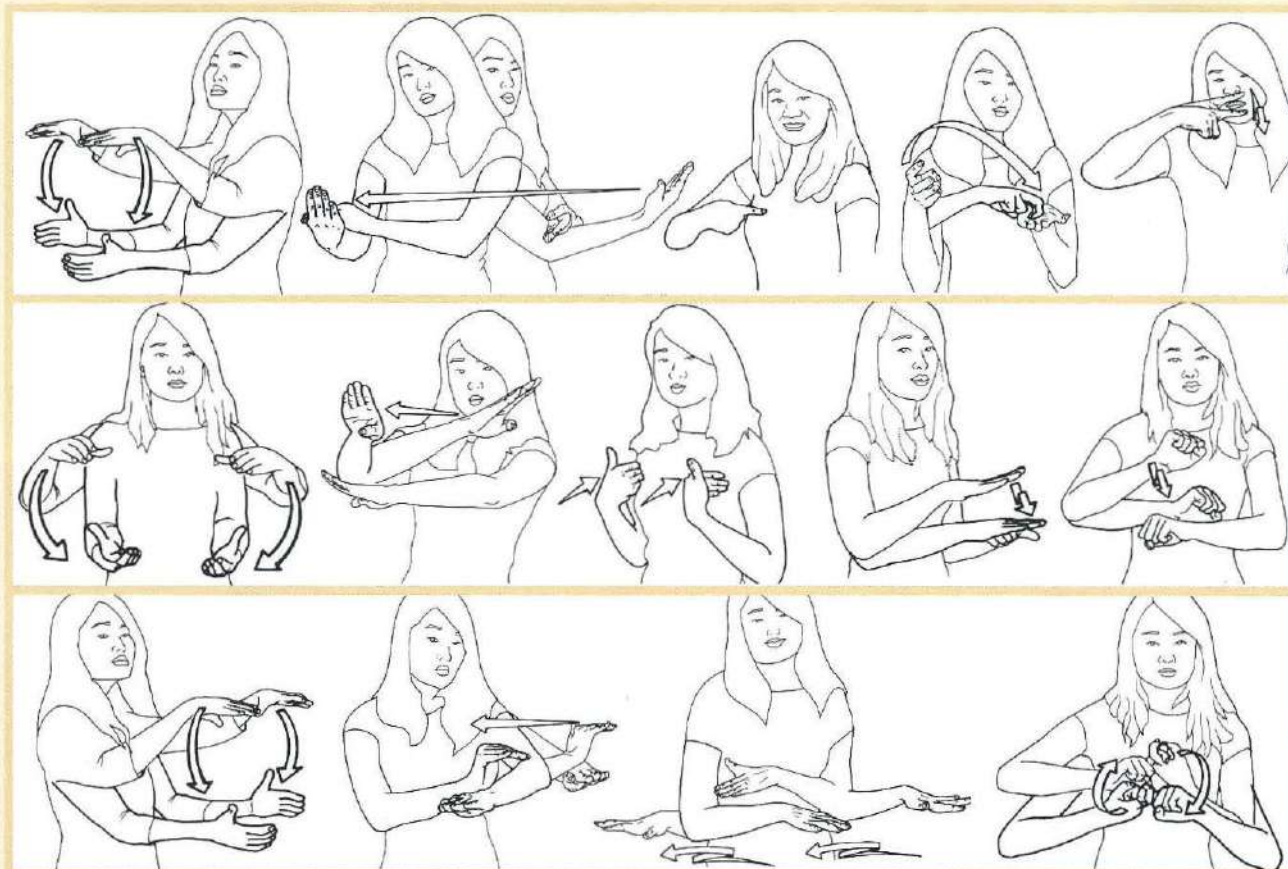
Group 1



Group 2



Group 3



Eyes on ASL #14



Use spatial organization to group related information together.

Along with spatial organization, you may also need to incorporate the Listing and Ordering Technique.

Classroom Exercise

F

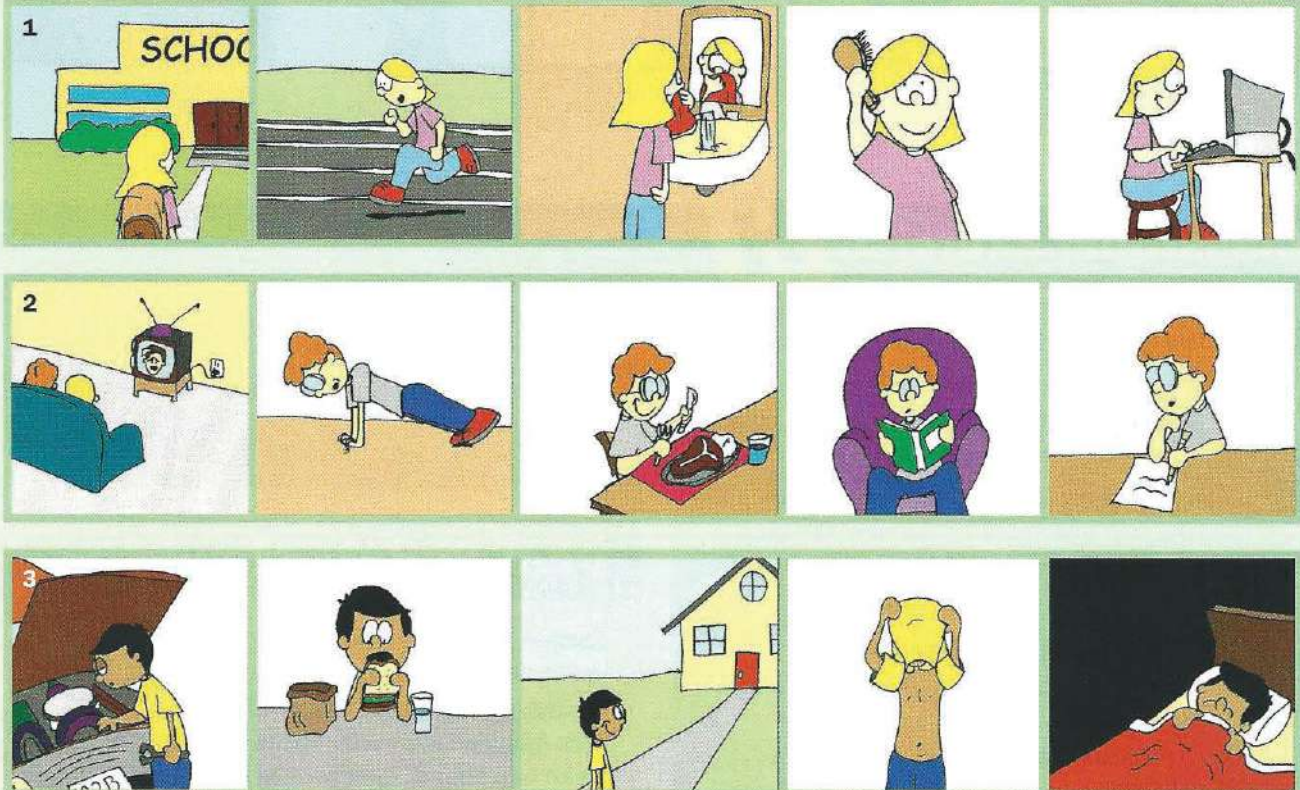
Events. Use spatial organization to organize the following information into *morning*, *afternoon*, and *evening* categories.

- | | | | | | | | |
|----|-----------------------|-------------------------|-----------------------|----|-----------------------|-------------------------|-----------------------|
| 1. | <u>Morning</u> | <u>Afternoon</u> | <u>Evening</u> | 2. | <u>Morning</u> | <u>Afternoon</u> | <u>Evening</u> |
| | Wake up | Go to school | Eat dinner | | Alarm rings | Go to school | Read |
| | Get up | Go to work | Brush teeth | | Wake up | Eat lunch | Cook dinner |
| | Eat breakfast | Relax | Get in bed | | Get up | Watch TV | Go to bed early |
| 3. | <u>Morning</u> | <u>Afternoon</u> | <u>Evening</u> | 4. | <u>Morning</u> | <u>Afternoon</u> | <u>Evening</u> |
| | Go to ASL | Exercise | Study | | Wake up early | Shower | Visit friends |
| | Brush teeth | Do chores | Set clock | | Exercise | Change clothes | Study |
| | Shower | Do homework | Fall asleep | | Work | Go to class | Brush teeth |

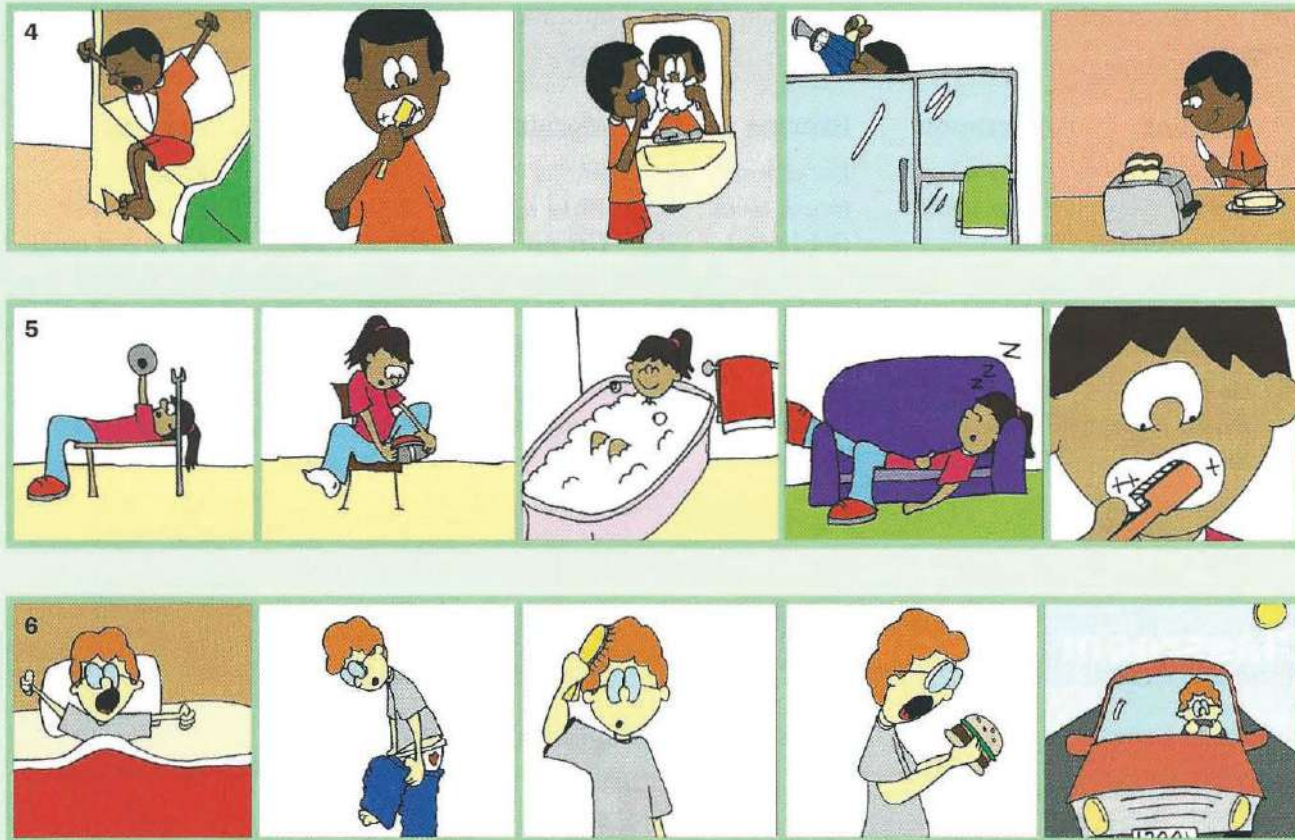
Classroom Exercise

G

Activities. Use spatial organization to describe each person's daily activities.



Classroom Exercise **G** (continued)



Classroom Exercise **H**

- 1 **Dialogue.** Work with a partner to create a dialogue that includes the following:
 1. a greeting
 2. comparing daily routines or activities
 3. making plans to meet again
 4. a farewell
- 2 **Comparing routines.** Explain your daily routine to a partner. What similarities and differences do you have? Prepare to share this information with your classmates.
 1. What time is each activity done?
 2. What are three similarities and three differences?
 3. What are two activities you like and dislike?

Deaf Culture Minute

Earlier you learned that Deaf people use visual or vibrating devices for alarms, doorbells, and other alerts. This includes alarm clocks! Just as hearing people wake to a sound, Deaf people wake to a flashing light or vibration.



International Week of the Deaf and Deaf Awareness Week

International Week of the Deaf (abbreviated as IWDeaf; used to be IWD) is celebrated annually the last full week of September (Monday through Sunday). You may also hear this week called Deaf Awareness Week, but the official name is International Week of the Deaf. It is celebrated by national and regional associations of the deaf, local communities, and individuals worldwide.

History

The first International Day of the Deaf was first celebrated by the World Federation of the Deaf (WFD) in 1958. The day of awareness was later extended to a full week, becoming the International Week of the Deaf (IWD).

The World Federation of the Deaf (WFD) is an international, non-governmental organization of national associations of Deaf people and is recognized by the United Nations (UN) as their spokes-organization to promote the human rights of Deaf people.² The WFD is composed of 130 national associations of the deaf³ and represents approximately 70 million Deaf people worldwide.

International Week of the Deaf is recognized by Deaf communities internationally. The World Federation of the Deaf celebrates International Week of the Deaf the last week of September to commemorate the first World Congress of the World Federation of the Deaf, which took place in September 1951. Many countries, like the United States, also celebrate the International Week of the Deaf the last week of September, but there are some countries that choose to observe the week at a different time.¹

National affiliates and regional partners of the World Federation of the Deaf help to lead International Day of the Deaf across the world. The National Association of the Deaf (NAD) represents the United States at the General Assembly and World Congress of the World Federation of the Deaf and they promote Deaf Awareness Week in the United States.³

Purpose

The purpose of Deaf Awareness Week is to increase public awareness of deaf issues, people, and culture. Activities and events throughout Deaf Awareness Week encourage individuals to come together as a community for both educational events and celebrations.

Messages during Deaf Awareness Week include:

- Celebrate the culture, heritage, and language unique to deaf people of the world.
- Promote the rights of Deaf people throughout the world, including education for Deaf people, access to information and services, the use of sign languages, and human rights for Deaf people in developing countries.
- Recognize achievements of deaf people, including famous deaf individuals.
- Educate about the misconceptions of being deaf and the challenges the deaf population face during everyday life.
- Learn about types, degrees, and causes of hearing loss.
- Be exposed to sign language and other ways deaf and hard of hearing people communicate.
- Learn about the types of educational programs, support services, and resources that are available to the deaf and hard of hearing community, including children.
- Gain a better understanding of deaf culture.
- Understand that deaf and hard of hearing individuals are just as capable, able, and intelligent as hearing individuals. There is a difference in the way those that are deaf and hard of hearing communicate, but it is not a handicap or disability.
- Events and Activities
- The World Federation of the Deaf (WFD) and the National Association of the Deaf (NAD) encourage organizations and local communities to recognize Deaf Awareness Week through events that educate and bring the community together.

Types of events vary, but may include:

- Awareness events, public information campaigns, and distribution of material
- Displays, exhibit booths, and information tables – possibly found anywhere from a shopping mall to your local health center, community center, pool, club house, or park.
- Interpreted story hours (libraries are a good place to check)
- Open houses in schools that have deaf and hard of hearing programs or at facilities that offer educational and community resources.
- Events put on by Deaf Ministry Programs in Churches
- Sign Language lessons or courses for the public
- Hearing screening
- Events with guest speakers, workshops, or panel discussions
- Film screenings

- Sign Language concerts or performances
- Games and other entertainment events for the community

You may see events in your local community from any of the following:

- Deaf and Hard of Hearing organizations or clubs
- Schools, colleges, and universities
- Libraries
- Churches
- Businesses
- Sign Language classes (for example, sometimes high school sign language students will do community outreach events during Deaf Awareness Week)
- Community groups and public venues

For more ideas, see the NAD Guide on Celebrating International Week of the Deaf.

Themes

The World Federation of the Deaf (WFD) suggests the International Week of the Deaf is celebrated by focusing on "Human Rights through Sign Languages."⁷ Since 2009, the WDF has created themes for International Week of the Deaf.

Past themes include:^{5, 9}

- 2009 - Deaf People's Cultural Achievements
- 2010 - Deaf Education
- 2011 - Accessibility to Information and Communications
- 2012 - Sign Bilingualism is a Human Right!
- 2013 - Equality for Deaf People
- 2014 - Strengthening Human Diversity
- 2015 - With Sign Language Rights, Our Children Can!⁶
- 2016 - With Sign Language, I Am Equal
- 2017 - Full Inclusion With Sign Language
- 2018 - With Sign Language, Everyone is Included!

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