



Language Skill

Skill for Success: Expressive

Task: Request permission from a supervisor to leave early.

Language for Success (LFS)	
Level	SFS Entry / CLB 3-4
CLB relates to SFS (from LFS Framework)	Say a few simple sentences about familiar, everyday topics, needs and experiences.
CLB Skills and Competencies	Expressive: <ul style="list-style-type: none"> Interacting with others
Estimated Time	Approximately 1.5 hours

Knowledge and Context	
Grammar and Language Focus	Teach ASL vocabulary and sentences relevant to work settings. Deaf learners will acquire the skills to effectively request permission from a supervisor to leave early by using ASL.
Workplace Culture	Incorporate an understanding of workplace culture. It will emphasize the importance of respectful communication, appropriate facial expressions when interacting with supervisors in a professional setting.
Equity, Diversity, and Inclusion	Provide an inclusive learning environment for Deaf learners. It will ensure that all Deaf learners have equal access to learning materials and opportunities to practice their expressive ASL skills. Additionally, include discussions on the diverse experiences and perspectives of individuals in work settings.

Learning Activities and Tasks	
Warm Up	Engage learners in a warm-up activity that focuses on building vocabulary related to work settings. Provide visual prompts such as pictures or flashcards of workplace scenarios and ask learners to describe what they see using ASL signs for different actions, objects, and locations. Encourage them to use facial expressions while signing.





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Skill-building Activities	<p>Select one or more of the following activities that best suit your learners' needs:</p> <p>1. Vocabulary Introduction:</p> <p>Introduce and teach the ASL signs for various workplace-related vocabulary words such as "supervisor," "permission," "leave early," and other relevant terms. Use pictures, visual aids, videos, or demonstrations to help learners understand and practice the signs. Provide opportunities for learners to practice signing the vocabulary words individually and in pairs.</p> <p>2. Sentence Formation:</p> <p>Guide learners in forming simple sentences using the vocabulary words they have learned. Start with basic sentence structures such as "Can I leave early?" or "May I have permission to leave?". Model the sentence formation and encourage learners to practice signing the sentences with proper facial expressions.</p> <p>3. Role-Play:</p> <p>Divide learners into pairs or small groups and assign roles as a supervisor and an employee. Provide different workplace scenarios where the employee needs to request permission to leave early. Encourage learners to engage in role-plays, using ASL to communicate their requests effectively. Emphasize the importance of appropriate communication, such as maintaining eye contact and using appropriate facial expressions and body language.</p>
Skill-using Tasks	<p>Select one or more of the following tasks that best suit your learners' needs:</p> <p>1. Real-Life Scenarios:</p> <p>Provide learners with real-life workplace scenarios where they would need to request permission to leave early. These scenarios can include situations such as a doctor's appointment, a family emergency, or personal obligations. Have learners pair up and take turns role-playing the scenarios, using their expressive ASL skills to communicate their request for permission to leave early. Encourage them to incorporate appropriate facial expressions to enhance their communication.</p> <p>2. Group Discussion:</p> <p>Divide the class into small groups and assign each group a specific workplace setting (e.g., office, retail, restaurant). Have the groups discuss and brainstorm different situations in their assigned workplace setting where an employee might need to request permission to leave early. Each group can then present their scenarios to the class, explaining how they would approach the situation using expressive ASL skills. This activity promotes collaboration, critical thinking, and the application of expressive ASL skills in different work contexts.</p>





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Assessment Tasks	<p>Role-play Assessment:</p> <p>Assess learners' expressive ASL skills by observing their role-plays during the skill-building activities. Use a rubric or checklist to evaluate their use of appropriate signs, facial expressions, and communication. Provide constructive feedback to each student, highlighting their strengths and areas for improvement.</p>
Reflection	<p>Select one or more of the following reflections that best suit your learners' needs:</p> <p>1. Written Reflection:</p> <p>Ask learners to write a reflection on their learning experience in developing expressive ASL skills for requesting permission to leave early. Prompt them to discuss their progress, challenges faced, and strategies they used to overcome those challenges. This written reflection allows learners to demonstrate their understanding of the lesson content and their ability to self-assess their learning.</p> <p>2. Class Reflection:</p> <p>Conclude the lesson by facilitating a small group discussion on the importance of expressive ASL skills in work settings.</p> <p>Encourage learners to reflect on their own experiences and give suggestions on how to improve their ASL signing and communication skills and share how they believe these skills can positively impact their interactions with supervisors and colleagues.</p> <p>Allow time for reflection on the importance of effective communication in work settings. Emphasize the importance of continued practice to improve their expressive ASL skills in work settings.</p> <p>This reflection encourages learners to think critically about their learning and its practical application in real-life situations.</p>

Resources

Outings and Guest Speakers	<p>1. Workplace Visit:</p> <p>Organize a field trip to a local workplace where Deaf learners can observe and interact with employees who use ASL in their daily work. This provides Deaf learners with a real-life experience of how ASL is used in work settings and allows them to see the importance of expressive ASL skills in action.</p>
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	<p>2. Guest Speaker:</p> <p>Invite a Deaf professional who works in a specific industry or workplace setting to explain to the class. The Deaf guest speakers can share their experiences, challenges, and successes in using ASL to communicate in a professional environment. This allows Deaf learners to gain insights and learn from someone who has firsthand knowledge of the importance of expressive ASL skills in work settings.</p>
Extension Activities	<p>1. ASL Vocabulary Expansion:</p> <p>Provide learners with additional workplace-related vocabulary words and have them create flashcards or a vocabulary poster to further expand their ASL vocabulary. Encourage them to practice signing these new words and incorporate them into their role-plays and conversations.</p> <p>2. ASL Storytelling:</p> <p>Have learners create and present a short ASL story related to work settings. This activity allows them to showcase their expressive ASL skills and creativity while incorporating workplace vocabulary and scenarios. Provide guidance and feedback to help them improve their storytelling techniques and use of facial expressions.</p>
Realia	<p>1. Workplace Objects:</p> <p>Bring in real workplace objects such as a name badge, a time card, or a uniform for learners to observe and discuss. This helps them connect the vocabulary words they have learned with tangible objects commonly found in work settings. Encourage learners to use their expressive ASL skills to describe the objects and their functions.</p> <p>2. Authentic Work Documents:</p> <p>Provide learners with authentic work documents such as a sample permission request form or an employee handbook. Have them discuss the language used in these documents and how they would use expressive ASL skills to communicate the information effectively. This activity enhances their understanding of workplace culture and language while reinforcing the importance of expressive ASL skills.</p> <p>Note: Adapt these activities and materials based on the specific needs and abilities of learners, ensuring equal access to learning materials and opportunities for all learners.</p>





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Websites, Videos, and Other Resources

Here are some websites, videos, books, articles, and other resources that can be utilized to teach expressive ASL skills in work settings to Deaf learners who are newcomers to Canada:

- [ASL at Work: Teacher Manual with CD ROM](#)
- [ASL at Work: Student Set](#)
- [ASL in the Workplace](#)
- [Ensuring Your Workplace, Service or Event is Accessible to Deaf Individuals](#)
- [Breaking the Sound Barriers: Employing people who are Deaf, Deafened or Hard of Hearing](#)
- [How to Create an Accessible Workplace for d/Deaf Employees](#)
- [Accessibility Guide to Businesses & Service Providers](#)
- [Benefits of Offering American Sign Language Classes at Your Company](#)

Note: Reach out to local Deaf community organizations and ask if they have any resources or contacts that can assist in teaching expressive ASL skills in work settings. These organizations may have workshops, guest speakers, or other resources available to support the learning needs of Deaf learners.

It is important to review and assess the reliability and suitability of these resources before using them in the classroom. Additionally, consider the specific needs and abilities of learners when selecting and adapting the resources to ensure equal access and effective learning experiences.

