

New Zealand Sign Language Level One: Community Education Curriculum

Statement

This curriculum provides guidelines for content and learning objectives of New Zealand Sign Language (NZSL) level one teaching and learning in adult community education. The curriculum is intended for approximately one year of NZSL teaching and learning (equivalent to approximately sixty hours of NZSL tuition). The nine units allow NZSL teachers and learners to continuously build on their NZSL teaching and learning.

This document has been developed in consultation with experienced NZSL teachers.

Main Goals

By the end of this course, learners will be able to:

- understand and use NZSL in simple conversations on familiar topics.
- understand and use basic grammatical structures of NZSL in simple sentences or questions.
- appropriately use visual conversational behaviours in NZSL.
- show basic understanding and awareness of Deaf culture and community in New Zealand.

Content

Unit	Unit name	Learning outcomes
1	Meeting and greeting	Learners will: <ul style="list-style-type: none">exchange greetings and make introductionsunderstand simple class instructionslearn about the role of facial expression in NZSLlearn to get, and give, eyegaze before signing (requirements for visual attention)learn numbers 1-10learn the fingerspelling alphabet, spell their own name, and ask for repetition
2	Our class	Learners will: <ul style="list-style-type: none">identify people in the classname language(s) they are learninggive and follow simple instructions and action commandsask for clarification, correction and confirmationask and tell where something is in the classuse appropriate phrases for arriving late to classuse numbers for counting (0-20) and simple time phrases in relation to class activities

Unit	Unit name	Learning outcomes
3	Needs and wants	Learners will: <ul style="list-style-type: none"> • name common food and drink items • make and respond to requests and offers for basic wants and needs • ask and tell locations of familiar objects and locations in the immediate environment • express likes and dislikes • understand basic signs about emergency exit procedures
4	Family and friends	Learners will: <ul style="list-style-type: none"> • tell about immediate family/whānau and relationships (e.g. friends, colleagues) • give and ask personal information about self and others such as where one lives and their pets • use numbers for counting, age, ranking
5	Everyday activities	Learners will: <ul style="list-style-type: none"> • communicate about simple home and leisure daily routines and activities • express feelings about activities • use calendar and clock time phrases
6	Small talk	Learners will: <ul style="list-style-type: none"> • start conversations with known and unknown people • make compliments (e.g. appearance, clothing) and congratulations • ask and tell about general wellbeing, health and everyday life • discuss the weather • close a conversation
7	Community and work	Learners will: <ul style="list-style-type: none"> • communicate about essential services and locations in their community (e.g. doctor, bank, library) • describe occupations, tasks and transport in relation to work and community activities • negotiate appointments and bookings • discuss prices on use of services and purchases, and ways of payment
8	My place	Learners will: <ul style="list-style-type: none"> • invite others, accept and decline invitations to their home • give and ask for addresses and contact details (e.g. email, mobile number) • describe identifying features of their home (e.g. two storey, brick, white fence) • understand and give simple directions to their homes • identify rooms in the house • name essential household items relevant for visitors (e.g. meals, toilet paper)

Unit	Unit name	Learning outcomes
9	Events and celebrations	Learners will: <ul style="list-style-type: none"> • communicate about events, celebrations and holidays • talk about destinations (places) and modes of travel • describe and discuss plans • make interruptions (e.g. to ask a third person for information or suggest a different idea)

Grammar

This course will introduce basic grammar and sentence structures in NZSL:

- Personal, possessive and plural pronouns
- Plain statements, negated statements, topic-comment statements
- Yes/No questions, Wh questions
- Use of agreement and spatial verbs
- Contrastive structure, listing and ranking
- Basic classifiers
- Number forms (cardinal, time, age, ordinal, money)

NZSL Conversation Skills

This course will introduce the following conversation behaviours and strategies in NZSL:

- Getting and maintaining eye gaze in a conversation
- Turn taking
- Opening and ending a conversation
- Confirming and clarifying information
- Asking for repetition
- Interrupting appropriately
- Giving listener feedback

Learners will also develop basic understanding and awareness of Deaf culture and community in New Zealand through simple class discussions, use of selected resources, and participation in local Deaf community events as guided by the NZSL teacher.