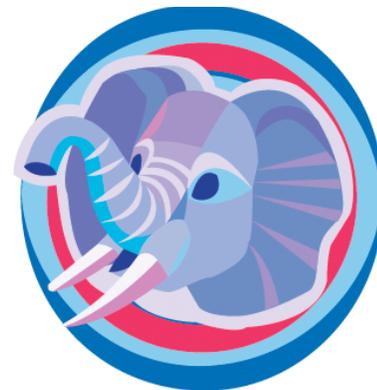


## ASL LESSON PLAN



Focus: Role-Shifting with Dialogue

### **Objectives:**

Students will:

- Demonstrate understanding of role shifting.
- Explain how role-shifting is used during dialogue between two people

**Formative Assessment:** The students will properly role shift using the tape to show who is talking (see #2 & #3 in procedure)

**Summative Assessment:** The students will be able to shift roles without using the tape on the floor and keep the roles consistent. They are able to explain why they need to role-shift when showing dialogue.

### **Materials needed:**

- Masking tape
- Dry-erase markers
- Blackboard
- iPad with *The Baobab* storybook app
- Utilize classroom technology projectors (if applicable)

**Time needed:** 30 minutes

### **Setting up:**

Tape two squares on the floor with masking tape. Make sure the squares are right next to each other and they are both facing the students in class.

### **Motivation:**

Ask the students to share one of the conversations they saw someone have (two different person talking with each other). Observe how they use roleshifting and show who's talking. After they're done giving examples, ask the class, "can they tell who is saying what? how do they know?" Discuss that there are different ways to do this and ask what the word is to describe what's happening? Write down "role-shifting." Do they know what that means? When can they use it? Write down "dialogue (or talking)". These are what we will focus on today.

### **Procedure:**

1. You can start off with using *The Baobab* storybook app told by April as a model of role-shifting in ASL. Initially, you retell the story from page 4, but not using dialogue between the traveler and the girl, simply saying the girl met the old man. Then explain that they will watch April tell the story through the app and ask them to observe what

makes the story more interesting. Ask them what they observed. What did April do? What about the use of eye-gaze? Facial expressions? How did she show who was saying what in the story?

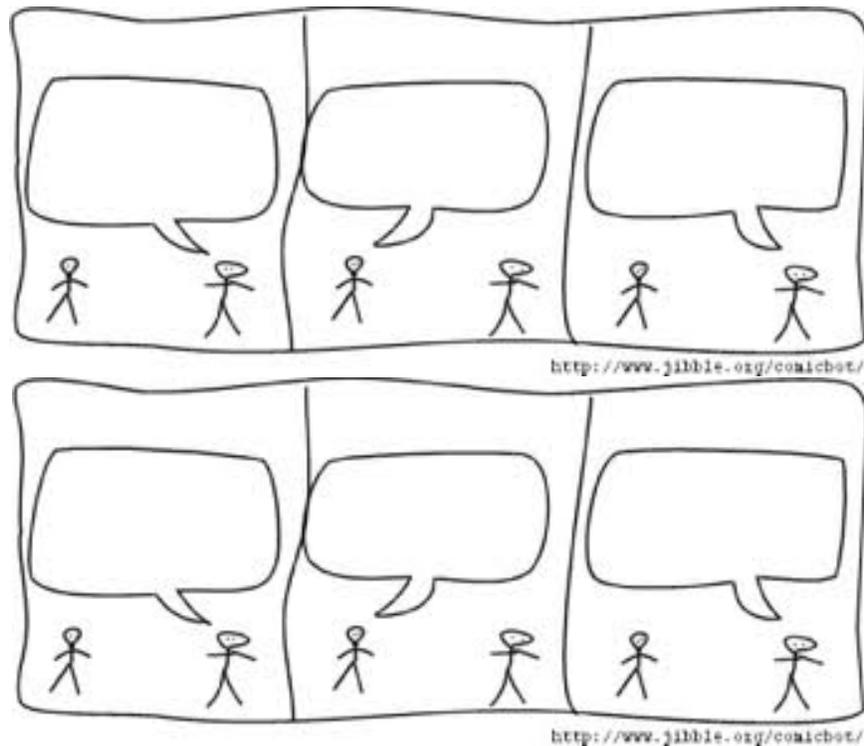


2. Next, have the children think about what one person said and what the other person said. They could use the comic strip below if that will help them.
3. After they are done, explain that there are two squares taped on the floor. Students will assign a character to a square and another character to the other square. For example: this one is me, and the other one is my mother. Discuss the personality difference in two characters. They need to learn to become the character and act like the other character to enhance the role shift.
4. Ask them to take turns, physically step in that square when the student is acting like that character and then step in other square when they are talking as themselves or someone else using appropriate eye-gaze and facial expressions.
5. Next, tell the students that they will tell the story again from the initial sharing activity, but this time, the squares will be gone, and there will be just a taped line. The students should place their feet on both sides of the line. They shouldn't physically move, but just move their head and eyes. They can move their shoulders if they want.
6. Lastly, have them sit at their chair and repeat the conversation without standing, but to imagine that there's a line under their chairs.

**Closure:**

Discuss when do we use role shifting? Why is it important to role-shift? It is when we want to show two or more characters and show who's talking or doing something. How do they feel about this activity? What did they feel was hard or easy?

## Attachment A: Comic Strip Template



Template borrowed from: <http://www.jibbble.org/comicbot/>

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VISUAL LANGUAGE  
AND VISUAL LEARNING

