



# Deaf awareness and British Sign Language

Activity ideas to promote inclusion  
and develop communication  
skills for learners aged 14–16



Find out more ▶ [asdan.org.uk](https://www.asdan.org.uk)

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## Links to ASDAN courses

The activities in this resource have been taken from ASDAN's Personal Development Programmes (PDP) and Certificate of Personal Effectiveness (CoPE) qualifications at Levels 1 and 2. These courses develop personal, social and work-related skills through activity-based challenges.

They are best suited to learners aged 14+ in mainstream settings, however they can be adapted to suit different ages and abilities.

If young people complete these resources as part of their PDP or CoPE course, assessors must ensure that their evidence meets the requirements for moderation.

Find out more about ASDAN courses at:

[asdan.org.uk/courses](https://asdan.org.uk/courses)



# About this resource



## Activity ideas

This free resource booklet includes activity ideas around the theme of deaf awareness and British Sign Language (BSL). It could be expanded to include other signed methods of communication (eg Makaton).

These activities have been adapted from challenges in ASDAN's PDP and CoPE courses, from the following modules:

- communication
- community and citizenship
- science and technology
- the wider world and international links

The challenges include prompts and ideas for possible topics or projects, linked to the theme of deaf awareness and BSL.

## Resource templates

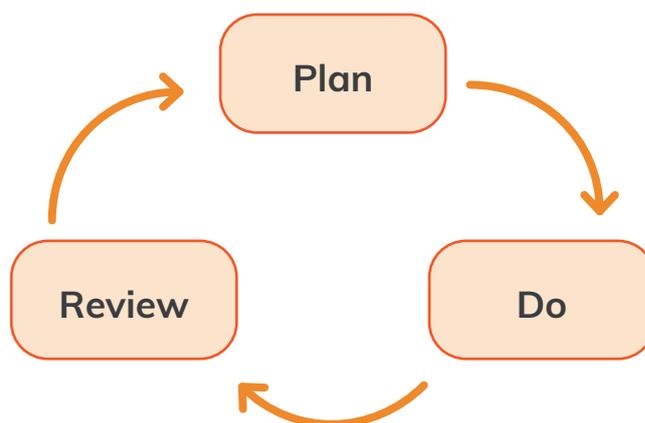
This resource pack includes eight recording templates. These worksheet-style templates can be used to support the activities.

This resource pack also includes fingerspelling alphabet posters, with illustrated diagrams showing right- and left-handed BSL and Makaton signs.

## Planning and reviewing

The activities in this book provide excellent opportunities to practise planning and reviewing learning. The process of plan, do, review is a core part of ASDAN's PDP and CoPE courses. It involves planning how you will approach a challenge, carrying out the activity and reflecting on what went well and what you could improve on next time.

Use the **challenge plan** on page 12 to prepare for any of the activities and set targets for your learning. Complete the **challenge review** on page 13 afterwards to reflect on what you have learned.



# Deaf awareness activity ideas

## Take part in a group discussion

Prepare for and take part in a group discussion and make notes on the main points raised.

Topics could include:

- British Sign Language as a GCSE option
- How schools can become more deaf aware
- How to make venues and events more accessible for people who are deaf or have hearing loss

[ASDAN challenge link: PDP 1A4 | CoPE 1A4](#)

✓ PDP skills links

Ability to learn

Literacy

Other:

✓ CoPE skills links

Discussion

Other:

## Give an illustrated talk on a topic

Give an illustrated talk about a topic of interest to a group of people and answer any questions.

Topics could include:

- Communicating in BSL or Makaton
- Technology and assistive devices for people who are deaf or have hearing loss
- Famous people who are deaf or have hearing loss

[ASDAN challenge link: PDP 1B2 | CoPE 1A1](#)

✓ PDP skills links

Ability to learn

Literacy

Other:

✓ CoPE skills links

Oral presentation

Other:

## Visit public services in your community

Visit and report back on **two** of the following:

- health centre
- magistrates' court
- police station
- council department
- Citizens Advice Bureau
- other

Find out about the accessibility services they provide for visitors who are deaf, have hearing loss or communication difficulties.

[ASDAN challenge link: PDP 2A4 | CoPE 2A9](#)

✓ PDP skills links

Ability to learn

Literacy

Other:

✓ CoPE skills links

Improving own learning and performance



# Deaf awareness activity ideas

## Take photos and use design software to produce a poster

Take photos of the fingerspelling signs (eg BSL, Makaton) and use design software to produce an alphabet poster.

🔗 ASDAN challenge link: PDP 9A9 | CoPE 9A3 or 9A4

<input checked="" type="checkbox"/>	<b>PDP skills links</b>
<input type="checkbox"/>	Ability to learn
<input type="checkbox"/>	IT skills
<input type="checkbox"/>	Other:
<input checked="" type="checkbox"/>	<b>CoPE skills links</b>
<input type="checkbox"/>	Improving own learning and performance

## Create a phrase book or video guide

Create a signing guide (eg BSL, Makaton) and include the signs for **at least ten** useful phrases.

You could present this as a phrase book using photos or diagrams, or as a video guide.

🔗 ASDAN challenge link: PDP 10A1 | CoPE 10A7

<input checked="" type="checkbox"/>	<b>PDP skills links</b>
<input type="checkbox"/>	Ability to learn
<input type="checkbox"/>	IT skills
<input type="checkbox"/>	Other:
<input checked="" type="checkbox"/>	<b>CoPE skills links</b>
<input type="checkbox"/>	Improving own learning and performance

### If you are working towards ASDAN Personal Development Programmes...

These activities can contribute towards Module 13: Combined studies.

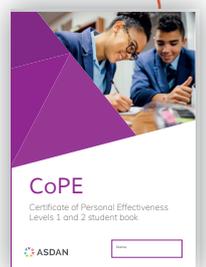
- Complete four Section A challenges over 10 hours for 1 credit.
- Only choose challenges you have not completed previously.



### If you are working towards Certificate of Personal Effectiveness (CoPE) Levels 1 and 2...

These activities can contribute towards Module 13: Combined studies.

- Complete five Section A challenges over 10 hours for 1 credit.
- Only choose challenges you have not completed previously.







# Discussion feedback

[ASDAN challenge link: PDP 1A4 | CoPE 1A4](#)

Ask someone to observe your discussion and complete this sheet to give you feedback.

**Group discussion topic:**

Did the person observed	✓ or ✗	Examples and comments
...provide information relevant to the subject?		
...make contributions that suited the purpose of the discussion? (eg describe events, express opinions, develop ideas)		
...judge when and how much to contribute?		
...make contributions in a way that suited the situation? (eg manner, tone, vocabulary)		
...show listening skills? (eg body language, making relevant comments)		
...ask questions to clarify points?		

**Any other comments or feedback:**

Name and role of observer:



# Presentation planning mindmap

🔗 ASDAN challenge link: PDP 1A4 | CoPE 1A4

Use this sheet to plan your illustrated talk.



☰ Top three key points to include: ✓

1

2

3



📁 Resources I plan to use:  
(eg PowerPoint, poster, objects,  
images, video, audio)

🗨️ Presentation topic:



🗣️ How I will communicate:  
(eg verbally, body language,  
vocabulary, tone, timing)



💬 Questions the audience might  
ask and how I could answer:





# Presentation feedback

🔗 ASDAN challenge link: PDP 1B2 | CoPE 1A1

Ask someone to observe your presentation and complete this sheet to give you feedback.

 **Presentation topic:**

 Who was in the audience?

 How long did the presentation last?

 What resources were used?  
(eg PowerPoint, poster, props)

Did the person presenting	✓ or ✗	Examples and comments
...communicate clearly in a way that suited the situation?		
...keep to the subject?		
...use vocabulary that everyone could understand?		
...use a relevant image and refer to it during the presentation?		

**Any other comments or feedback:**

Name and role of observer:



# Visiting a public service

[ASDAN challenge link: PDP 2A4 | CoPE 2A9](#)

Use this sheet to record your visit to a public services provider in your local community.

**Name of public service:**

 What are the main services that they provide?

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 Photo or logo:

    How can people contact them?

 What accessibility services do they offer for people who are deaf, have hearing loss or communication difficulties?

 What other accessibility services do they offer?



# Visiting a public service

[ASDAN challenge link: PDP 2A4 | CoPE 2A9](#)

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# Challenge plan

[ASDAN challenge link:](#)

What do I want to learn during this challenge?

What two targets am I working towards?

1

2

What evidence will I have to show I have met my targets?

What needs to be done?

When will it be done by?

Date done

What needs to be done?	When will it be done by?	Date done

What help will I need? (eg resources, equipment)

Who will check my progress?

- Teacher
- Tutor
- Trainer
- Supervisor
- someone else:



# Challenge review

[ASDAN challenge link:](#)

What did I learn during this challenge?

What went well? Give an example:

What could have gone better? Give an example:

How did I learn?

- Watching
- Listening
- Doing
- Using pictures and diagrams
- Reading, talking and writing

Which way did I learn best?

Have I met my targets?

Target 1:

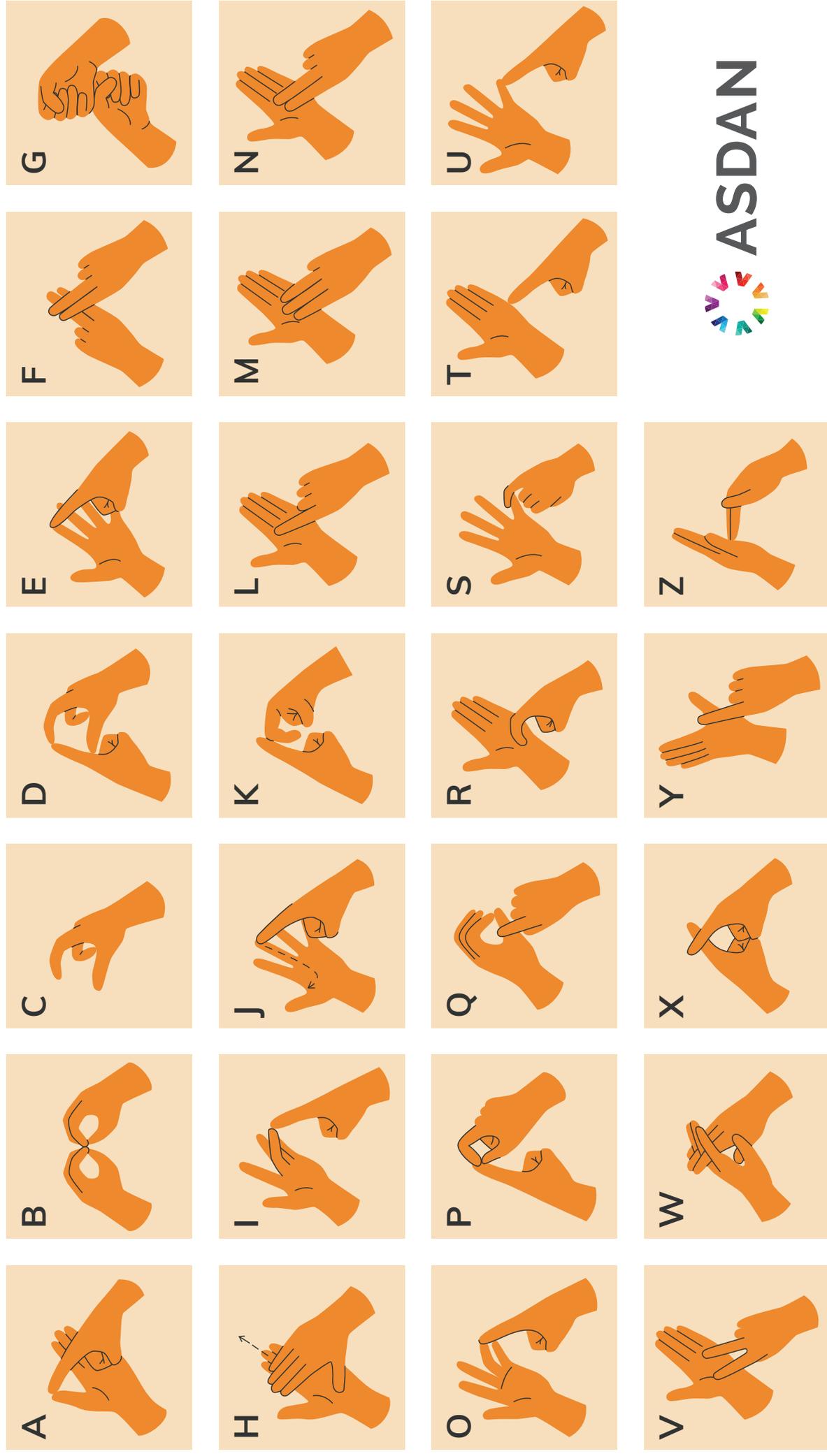
Target 2:

What does my teacher/tutor/trainer/supervisor think I need to do to improve my learning?

# British Sign Language and Makaton alphabet



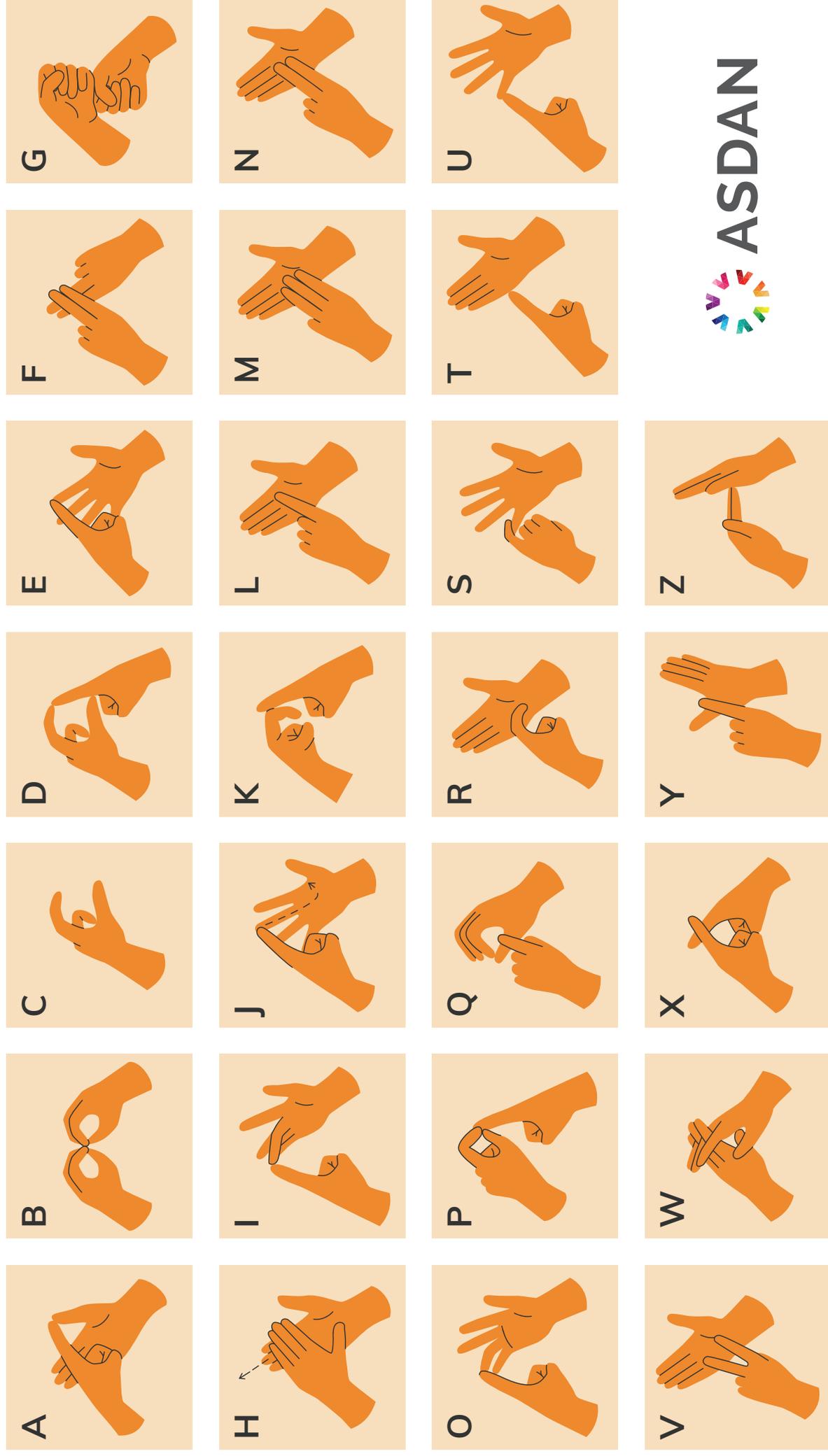
Right-handed fingerspelling



# British Sign Language and Makaton alphabet



Left-handed fingerspelling





**ASDAN**

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✉ [info@asdan.org.uk](mailto:info@asdan.org.uk) | 🌐 [asdan.org.uk](http://asdan.org.uk)