



This task set was vetted by this project and was not reviewed by the QUILL team

### OALCF Task Cover Sheet for the Deaf Stream

**Task Title:** Observe and tell a story in ASL includes video

<b>Learner Name:</b>	
<b>Date Started:</b>	<b>Date Completed:</b>
<b>Successful Completion:</b> Yes___ No___	
<b>Goal Path:</b> Employment ✓ Apprenticeship___ Secondary School Post Secondary ___ Independence ✓	
<b>Task Description:</b> Learners will watch a story told in ASL and then answer questions to demonstrate their understanding. Learners will then write and sign their own story, using a series of storytelling tips as a guide.	
<b>Competency:</b> A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	<b>Task Group(s):</b> A3: Extract information from films, broadcasts and presentations B1.1: Interact with others B2.1 Write continuous text B4: Express oneself creatively D1: N/A
<b>Level Indicators:</b> A3 Not rated for complexity B1.1 Participate in brief interactions to exchange information with one other person B2.1 Write brief texts to convey simple ideas and factual information B4: Express oneself creatively by telling a story D1: Perform simple digital tasks according to a set procedure	
<b>Performance Descriptors:</b> see chart on last page	

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**Materials Required:**

- "Observe and tell a story in ASL" ASL video, which includes:
  - "My Train Trip in Egypt"
  - "Tips for being a good ASL Storyteller"

<https://www.youtube.com/watch?v=zWNbUb5ctbM&feature=youtu.be>

- Smartboard
- Intervenor (based on client's needs)
- Deaf Instructor (if available)
- Assistive technology or ACC if applicable
- Computer with internet access
- Magazines, drawing material, or clip art
- Paper and pen / pencil

**Support Materials Included:**

- An "Optional Video outline for Instructor and Learner reference" with instructions for this Task Set in both English and ASL
- "Storytelling in ASL" rubric, with examples of storytelling skills at various levels

**Optional Skill building materials:**

- Students and practitioners may use an ASL Video Dictionary to look up signs for the words and phrases needed to tell a story. Students may need to reword/phrase their story and practice the new vocabulary. It may also be necessary for students to make notes to help them remember the signs. Print the vocabulary list they create.



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**Learner Information and Tasks:**

Communicating clear ideas and information are important skills to maintain healthy relationships at home and in the community. Occasionally, companies pay employees to travel and attend workshops. Employees are then asked to share their new learning with other staff. In this task, you will watch a video example of effective storytelling and answer some questions about the story. Then, you will write and sign a story of your own.

**Task 1:** Watch the video "My Train Trip in Egypt"

**Task 2:** What made the story interesting?

**Task 3:** What is the main idea of the story?

**Task 4:** How many characters are there and who are they?

**Task 5:** Tell something about each character.

**Task 6:** Where and when does it take place?

**Task 7:** List three events that happened in the story

**Task 8:** Watch the video "Tips for being a good ASL Storyteller"

**Task 9:** Choose a story you want to share. You could retell a true story from the newspaper or a personal experience. Write or type a summary of your story, and add pictures to help illustrate the story

**Task 10:** Sign your story to the Instructor



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**Optional Video Outline for Instructor and Learner Reference (English):**

**Task 1:** Watch the video "My Train Trip in Egypt"

I have an amazing personal experience that I want to share with you.

A long time ago, in December 1995 my brother and I flew to Egypt. It is beautiful and dry. There are famous Pyramids in Egypt that were built thousands of years ago. Since they are still there it is one of the most historic places to visit and we couldn't miss an opportunity to go and see them.

We stayed in Cairo and took the train north to Alexandria. It is by the Mediterranean Sea with beautiful beaches and lots of historic places to see. My brother and I planned our next adventure, to go to a city in southern Egypt named Aswan. A historic Pharaoh palace was found hidden in the sand there not too long ago. The night before our trip we stayed in a hostel where there were many backpackers. I did not sleep very well that night because I was scratching my body all night long, and we woke up late. As a result we missed the train we were supposed to catch. Later, we discovered many red rash spots all over our bodies. We said to ourselves BEDBUGS! The bites all over our bodies made us feel irritable and we weren't happy.

Two hours later, we caught the next train. The trip lasted all day and the train stopped for quite some time. We had no idea what was going on. Feeling frustrated about not knowing what was happening, we tried to use our gestural communication to one of the train employee to see what was happening. We used our visual gestures and the train conductor said that the train "before us crash kill" and we tried to understand what he was saying. "Train kill??" He replied, "Yes train two train crash people killed far

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south". We were really surprised that the train we had missed 2 hours earlier was in deadly crash. My brother and I said to ourselves that we were lucky for being late and for not hopping onto that train. The next morning, we read an Egyptian newspaper in English. We found that it was one of the worst train accidents in Egypt and over 47 people were killed. We were thankful for the bedbugs the night before for saving our lives!



Answer the questions asked in Task 2 through 7 below:

**Task 2:** What made the story interesting?

**Task 3:** What is the main idea of the story?

**Task 4:** How many characters are there and who are they?

**Task 5:** Tell something about each character.

**Task 6:** Where and when does it take place?

**Task 7:** List three events that happened in the story



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**Task 8:** Watch the Video "Tips to be a good ASL story teller"

**Think about your audience and goal:**

Who is your audience (age, gender, culture)? You must keep your audience entertained and confirm their understanding. You also need to think about the reasons you are telling the story. Is it to inform? Is it to entertain?

**Visual Imagery:**

Provide language with your hands, arms, facial expressions, and body movement. Think in ASL, not in English.

**What's the most important part of your story:** Start with the larger details, then move down to smaller details.

**Focus on the surroundings of the story:** Describe the place where the event happens. Then, describe characters in detail. This is called characterization: is the character timid, nervous, happy?

**Time:** Establish a period of time (a long time ago, the future, describe if the character is walking slowly, pause to show suspense, etc.)

**Fingerspelling:** Fingerspell only places, names, and brand names. Use fingerspelling for emphasis and titles too.

**Role shifting:** Use exaggeration when you want to shift characters by shifting your body. Show emotions: fear, anger, happiness, etc.



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**Task 9:** Choose a story you want to share. You could retell a true story from the newspaper or a personal experience. Write or type a summary of your story, and add pictures to help illustrate the story



**Task 10:** Sign your story. Ready, set, go!





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**Optional Video Outline for Instructor and Learner Reference (ASL):**

**Task 1:** YOU WATCH ASL STORY FILM ABOUT "MY TRAIN TRIP EGYPT, E-G-Y-P-T"

ME LOOK BACK YES ME REMEMBER THAT STORY REALLY-INTENSTIFY  
STORY ME NEVER FORGET ME WANT SHARE WITH YOU

OK WAY-BACK D-E-C 1-9-9-5 ME BROTHER TWO-OF-US FLEW THERE  
WHERE E-G-Y-P-T EGYPT THAT PLACE WHERE DRY BEAUTIFUL WHERE  
KNOW FAMOUS MOUNT P-Y-R-A-M-I-D-S WHERE EGYPT LONG-TIME-AGO  
PEOPLE BUILD PYRAMIDS SUPERIOR THAT PAST THOUSAND YEARS AGO  
STILL THERE ALIVE SO GRAB VISIT HISTORIC WOW TOUCH MUST

ALSO THAT CITY AREA STAY NAME CAIRO C-A-I-R-O ME TOOK TRAIN  
NORTH DISTANT NORTH-ALL-THE-WAY-UP TO-THE-TOP (OF THE COUNTRY)  
THERE WHERE WHAT THAT PLACE NAME ALEXANDRIA A-L-E-X-A-N-D-R-I-  
A THERE THAT PLACE BEAUTIFUL BIG CITY THERE STRONG BEACH M-E-  
D-I-T-E-R-R-A-N-E-A-N S-E-A AREA WE LOOK-AROUND HAVE HISTORY  
LIGHT H-O-U-S-E POST LOOK-AROUND AREA C-A-S-T-L-E LONG-TIME-  
AGO HISTORY GRAB LOOK

FINISH WE DISCUSS WITH BROTHER PLAN ME WANT GO-DOWN-DEEP  
SOUTH TO SOUTH TIP EGYPT (SIGNING THE SHAPE OF EGYPT COUNTRY)  
NAME AREA POINT ASWAN A-S-W-A-N THAT THERE FAMOUS PLACE  
INVISIBLE EGYPT HIDDEN BUILDING AREA WHERE SAND S-A-N-D SANK-  
DOWN FOUND MORE EXTRAVATE DIG AROUND FOUND++ MORE  
TREASURES BELOW THERE REALLY HUGE THERE GRAB BROTHER ME WANT  
GO / ME STAY ALEXANDRA

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THERE HAVE SLEEP NAME NOT LIKE HOTEL H-O-S-T-E-L THAT PLACE WHERE PEOPLE BACKPACK TOURST DROP THINGS OFF LIKE CAMPING BUILDING BUT LIKE HAVE BUILDING WITH LOTS OF STAIRS ABOVE REALLY EMPTY-NOT-SO-NICE PLACE BEDS ALL-LINED UP STACKED UP DORM-LIKE SO WE BOTH SLEPT / ME SLEEP ALL NIGHT NOT / WHYQ ITCH ITCH++ ALL-OVER-PLACE ARM NECK LEG HEAD CANT SLEEP CANT BACK-N- FORTH RESTLESS ALL NIGHT UNTIL MORNING WOKE UP LATE MISS TRAIN DARN OH-NO! ME RED SPOTS ALL OVER PLACES WHAT-WRONG Q OH-I-SEE B-E-D-B-U-G-S BITES++ REALIZE DARN GO-AHEAD GET-UP

BROTHER / ME DISCUSS DO-DO GO TRY CATCH OTHER TRAIN THAT MISS TIME AROUND SEVEN GO OTHER TRAIN 9 FINE++ CATCH TRAIN TRAVEL SOUTH ALL DAY /NIGHT TRAIN STOP THEN SHOULD CONTINUE WONDERING WHY LONG STOP TAKE-SO-MUCH-TIME FEELING-MISCOMMUNICATE ASKING PERSON USING GESTURE MAN SPEAKS ARABIC SO WE USE GESTURES-TO-COMMUNICATE (THERE WHAT Q / WE GO Q) ARABIC MAN REPLIED (MAN DEAD CRASH) I REPEAT HIM TO CONFIRM (TRAIN CRASH PEOPLE DEAD Q) ARABIC MAN CONTINUE USING GESTURES (PEOPLE DEAD BAD-TRAIN-ACCIDENT) ME FEELING PUZZLED AND PONDERING MEANING TRAIN CRASH! FRONT TO FRONT! OVER-THERE FIRST TRAIN THAT WE SHOULD TAKE WE MISS LATE PONDERING ME BROTHER DO++ LOOK EACHOTHER ARAB MAN STORY SEEMS RIGHT OH-I-SEE / WE STAY OVERNIGHT IN CAIRO CITY C-A-I-R-O NEWSPAPER HAVE ENGLISH NEWSPAPER OPEN-READ TRUE-BUSINESS TWO TRAIN CRASH! ONE OF THE WORST-DEADLY WORST AROUND OVER 47 PEOPLE DIED ME LOOK WONDERING ME BLESS THANK B-E-D-B-U-G-S



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## **Task 2 – 7:** (DROP-LIST) / ANSWER LIST-QUESTIONS FROM FILM

(YOU) COMMENT WHAT YOU THINK / WHAT FASCINATING / STORY Q

YOU COMMENT WHAT YOU THINK STORY SUMMARY SPECIFIC TOPIC WHAT Q

CHARACTERS HOW MANY YOU SEE ALTOGETHER Q

CHARACTERS WHO LIST TELL ME EACH DROP-LIST CHARACTER Q

THAT PLACE HAPPEN WHERE / WHEN Q

STORY YOU WATCH / (DROP-LIST THREE) IMPORTANT HAPPEN TELL-WHAT Q



**TASK 8:** OBSERVE FILM FOR SOME-SUGGESTION / THINK WHAT-TO INCLUDE AS STORY (AGENT)

### **THINK ABOUT YOUR AUDIENCE / GOAL**

WHO YOUR AUDIENCE Q AGE Q GENDER MAN/WOMAN Q CULTURE Q / YOU MUST KEEP YOUR AUDIENCE ENTERTAINED AND GET CONFIRM THEIR ACKNOWLEDGE / YOU ALSO NEED THINK WHAT REASON YOU TELL STORY / STORY TO INFORM (or) TO ENTERTAIN Q

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## **VISUAL PICTURE**

USE ASL WITH YOUR HANDS, ARMS, FACIAL EXPRESSIONS AND BODY MOVEMENT / THINK CREATE ASL / NOT ENGLISH

## **WHAT IMPORTANT PART OF YOUR STORY WHAT Q**

FIRST START BIG DETAIL (DROP-IN-LIST) NEXT SMALL DETAILS (DROP-IN-LIST)

## **FOCUS ENVIRONMENT-AROUND STORY OVERALL**

IMPORTANT EXPLAIN WHAT LOOK-LIKE / WHERE STORY EVENT HAPPEN  
FINISH DESCRIBE CHARACTER WITH SPECIFIC DETAIL LOOK-LIKE Q  
(DROP-IN-LIST) THIS TOPIC CHARACTER / QUESTION CHARACTER QUIET  
Q NERVOUS Q HAPPY Q

## **EXPLAIN TIME LOOK-LIKE**

ESTABLISH SEQUENCE DIFFERENT TIME FROM LONG-AGO / FUTURE /  
DESCRIBE WITH CHARACTER DO-DO WHAT Q WALK SLOW STOP SHOW  
SUSPENSE /OTHER

## **FINGERSPELLING**

SHOW FINGERSPELL ONLY IF PLACE NAME B-R-A-N-D NAME  
FINGERSPELLING USE FOR EMPHASIS AND TOPIC ONLY

## **ROLE SHIFTING**

USE EXAGGERATION-SHIFT WHEN SHOW CHARACTER CONVERSATION  
YOUR BODY SHIFT /ADD EMOTION TO DESCRIBE DIFFERENT ROLE / FEAR /  
ANGRY/ HAPPY/ OTHER





Task prepared for the project "Using Technology to Facilitate Connections between Literacy and the Broader Community" (2014)

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**TASK 9:** STORY YOU CAN PICK / SHARE WITH US / CAN EXPLAIN TRUE STORY FROM NEWSPAPER (or) LIFE EXPERIENCE / PARAGRAPH YOU WRITE SUMMARY YOUR STORY / CAN ILLUSTRATE STORY SHOW / SUGGEST IF NONE Q PICTURE FROM BOOK SHOW



**TASK 10:** TELL US YOUR STORY ASL SIGN READY Q ALMOST / GO!(2h)





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**Answer Key**

**Task 1:** Watch the video "My Train Trip in Egypt"

The learner will have successfully completed this task if they watch the video and maintain focus on the example and instructions

**Task 2:** What made the story interesting?

Answers will vary

**Task 3:** What is the main idea of the story?

Answers will vary, but the main idea of the story is a trip to Egypt, where the storyteller missed a train that ended up crashing

**Task 4:** How many characters are there and who are they?

There are 2 main characters: the storyteller and his brother. Learners may also reference the train employee / conductor as a 3<sup>rd</sup> character

**Task 5:** Tell something about each character.

Answers will vary. If the answer provided reflects characters from "My Train Trip in Egypt", the learner has successfully completed this task

**Task 6:** Where and when does it take place?



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The location is Egypt (learners may reference specific cities, such as Cairo, Aswan or Alexandria). The story takes place in December 1995

**Task 7:** List three events that happened in the story

Answers will vary, but could include seeing pyramids, a Pharaoh's palace, staying in a hostel, bedbugs, traveling by train, the train crash, etc. If the answer provided reflects events that happened in the story "My Train Trip in Egypt", the learner has successfully completed this task

**Task 8:** Watch the video: Tips for being a good ASL Storyteller

The learner will have successfully completed this task if they watch the video and maintain focus on the tips

**Task 9:** Choose a story you want to share. You could retell a true story from the newspaper or a personal experience. Write or type a summary of your story, and add pictures to help illustrate the story

Answers will vary. The learner will have successfully completed this task if they write or type a personal story, and add at least one picture (drawing, clip art, cut from a magazine, etc.) to illustrate their story

**Task 10:** Sign your story to the Instructor

The learner will have successfully completed this task if they are able to tell you their story in ASL. Watch for facial expression, and that the learner maintains eye contact.

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<b>Performance Descriptors</b>		<b>Needs Work</b>	<b>Completes task with support from practitioner</b>	<b>Completes task independently</b>
<b>B1.1</b>	<ul style="list-style-type: none"> <li>• shows an awareness of factors such as social, linguistic and cultural differences that affect interactions in brief exchanges with others</li> </ul>			
	<ul style="list-style-type: none"> <li>• chooses appropriate language in exchanges with clearly defined purposes</li> </ul>			
	<ul style="list-style-type: none"> <li>• participates in short, simple exchanges</li> </ul>			
	<ul style="list-style-type: none"> <li>• signs clearly in a focused and organized way</li> </ul>			
	<ul style="list-style-type: none"> <li>• uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures)</li> </ul>			
<b>B2.1</b>	<ul style="list-style-type: none"> <li>• demonstrate a limited understanding of sequence</li> </ul>			
	<ul style="list-style-type: none"> <li>• conveys simple ideas and factual information</li> </ul>			
	<ul style="list-style-type: none"> <li>• uses highly familiar vocabulary</li> </ul>			
<b>A3</b>	<ul style="list-style-type: none"> <li>• extracts information from video to identify aspects of effective storytelling in ASL</li> </ul>			
<b>B4</b>	<ul style="list-style-type: none"> <li>• uses properties of ASL storytelling in their personal story</li> </ul>			
<b>D1</b>	<ul style="list-style-type: none"> <li>• follows simple prompts</li> </ul>			



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	• follows apparent steps to complete tasks			
	• interprets brief text and icons			
	• locates specific functions and information			
	• requires support to identify sources and to evaluate and integrate information			
	• begins to perform simple searches (e.g. internet, software help menu)			

**This task:** was successfully completed\_\_\_\_  
needs to be tried again\_\_\_\_

<b>Learner Comments</b>

\_\_\_\_\_  
Instructor (print)

\_\_\_\_\_  
Learner Signature

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**"Storytelling in ASL" Rubric**

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Use of ASL Sign, Pacing/ Flow</b>	The pace (rhythm and sign and grammar) fits the story line and helps the audience really "get into" the story. Great use of facial expressions and body language.	Occasionally signs too fast or too slowly for the story line. The pacing (rhythm and voice punctuation) is relatively engaging for the audience. Good Use of facial expressions and body language.	Tries to use pacing but lacks knowledge of ASL signs and grammar makes presentation very slow and not fluid. Audience is not consistently engaged.	No attempt to match the pace of the storytelling to the story line or the audience.
<b>Visual Presentation</b>	Images create a distinct atmosphere or tone that matches different parts of the story. Images are creative and help tell the story.	Images create an atmosphere or tone that matches some parts of the story. The images sometimes help tell the story.	An attempt was made to use images to create an atmosphere / tone but it needed more work. Image choice is not logical, rarely helped in telling the story.	Little or no attempt to use images to create an appropriate atmosphere/ tone.
<b>Creativity in story</b>	Establishes a purpose early on and maintains a clear focus throughout.	Establishes a purpose early on and maintains focus for most of the presentation.	There are a few lapses in focus, but the purpose is fairly clear.	It is difficult to figure out the purpose of the presentation.