



Using the Zoom's Portable Whiteboard

Make the whiteboard visible for students.

- Sign an Auslan sentence and have students type down the English version on the Zoom whiteboard
- Fingerspell something and have students type it down on the Zoom whiteboard
- Type a sentence on the Zoom whiteboard and have students sign the Auslan version. Ask everyone what they think about the Auslan version given, do they think it's right or wrong? Ask them why. Let them make contributions and then give the correct answer yourself.
- Give a handshape to students, and students to contribute as many signs with the same handshape they can think of. Teacher to type their answers on the Zoom whiteboard
(Do the same for other parameters, eg. Location, Movement, and Orientation)
- Teacher to sign something with depicting signs/SASS and students draw it on the Zoom whiteboard. Ask others if it's the correct drawing?
- Play a Hangman game using the Zoom Whiteboard
- With a Real Portable Whiteboard behind the Teacher
Teacher to stick pictures of animals (or any pictures) on a portable whiteboard behind the teacher, which the students can see, and ask students to memorise for 10 seconds, and then out of view, teacher to remove a few pictures from the portable whiteboard, and then bring the portable whiteboard back in view again. Students then use depicting signs/SASS to describe what's missing (without saying what it is).

Other Zoom Friendly Activities Without Zoom Whiteboard

- Teacher to give a depicting sign and students have to guess what it is by fingerspelling the answer, then it's their turn to do the same (give depicting signs). Do the same with signs to do with occupations, animals, iconic signs, etc.
- Pair students and tell them to talk about a topic for 1 minute, e.g.
Talk about your favourite food
Talk about your worst holiday
- Teacher to sign an incorrect sentence, e.g.
Pigs can fly
Bananas are green
Students have to sign, NO YOU WRONG, (then they sign the right answer)
- Teacher sign a map and students draw it down, teacher to use vocabs eg TOP, LEFT, UNDER, etc
- Ask students to work in pairs and explain how to do things step by step using constructed actions and depicting signs:
 1. how do you make coffee?
 2. how do you make a paper airplane?
- Ask students to get paper and scissors and secretly cut a shape, put their shape in front of them (without showing it) and then describe what they did with actions, using the sign, SCISSORS, and PAPER, and depicting signs for using scissors, handling, tracing, and everyone has to cut it out with their own scissors and paper and show their finished shapes. Does their finished shapes match the description of the original shape??
- Do the same as above, instead, students draw a shape, hides it, and and describe their shape for everyone to draw, then at the end everyone shows their drawn shapes, does their drawn shapes match the original shape??
- Students write an English sentence, and then fingerspell it to all, and everyone writes it down. Everyone holds

up their sentence, are they all the same? Then ask everyone, how do they change the sentence into Auslan grammar? Have them guess the correct Auslan grammar, ask what they think, for their feedback, and then give them the correct Auslan grammar.

Sending Picture Cards through the Zoom Chat Button

- For finding out Information Activity

You can use the Zoom Group Chat button and give each student individually their own information card, and everyone has to ask everyone what their card says and write it down, e.g.

Everyone has a sheet of paper with blank lines, e.g.

The girl's name is _____

She is _____ years old

She has a black _____ .

And on the Zoom chat button, you give everyone an information card, e.g.

The girl's name is Mary.

She is 7 years old.

She has a black rabbit.

And everyone has to ask each other what's on their sheet, and write it down, e.g.

GIRL, YOU KNOW HER NAME?

GIRL, HOW OLD SHE?

WHAT SHE HAVE? SOMETHING BLACK? YOU KNOW?

When the game is over, you can use the Zoom's Whiteboard to type in the question from the sheet and ask everyone for the answers. Instead of giving just the answer, ask them to sign the answer in Auslan sentence.

FOR ADVANCED AUSLAN STUDENTS

- For advanced Auslan students, practising on Auslan Grammar with "WHY" questions

Student A: (in English) "Why did you go to the shop?"

Student B: (in English) "because I want to buy food"

Student A: (in Auslan) "WHY YOU GO SHOP?"

Student B: (in Auslan) "ME WANT BUY FOOD"

Student A: WHY?

Student B: have to come up with answer, e.g. "ME FOOD RUN-OUT"

Student A: WHY?

Student B: MY MUM NOT BUY

Student A: WHY?

Student B: I DON'T KNOW

Student A: WHY?

Student B: I DIDN'T ASK HER

Student A: WHY?

Student B: ...

- Next, make it that Student A copies Student B's answers in their "Why?" sentence:

Student A: WHY YOU GO SHOP?

Student B: ME WANT BUY FOOD

Student A: YOU WANT BUY FOOD, WHY?

Student B: ME HUNGRY

Student A: YOU HUNGRY, WHY?

Student B: MY MUM NOT BUY