

SAINTS GLOBAL

ACTIVITY PLAN

AMERICAN SIGN LANGUAGE

SOCIAL CORE

Version 2026.1



Companion to the BRC: a series of one-hour activity sessions for use on weekly activity night or at home. Each session declares which requirements it contributes to.

THE CULMINATING EVENT

The silent half-hour

In Session 3, the troop runs a structured half-hour with no spoken language. Saints introduce themselves, ask and answer questions, give simple directions, and complete a paired task using only ASL, fingerspelling, gesture, and facial expression. The leader sets the scenario and watches for adaptability when a sign isn't known.

INDOOR — A ROOM LARGE ENOUGH FOR THE GROUP TO MOVE AND SEE EACH OTHER CLEARLY

SESSION 1 · SOCIAL CORE

⌚ 60 min target

Meet the language

Treat ASL as a real language with its own grammar and community.

SESSION AIM

Youth explain what ASL is and who uses it, practice three Deaf-culture attention and conversation norms, and learn the manual alphabet plus numbers 1–10. Each saint leaves with two words he can fingerspell, the date of the silent half-hour on the BRC, and a homework drill for tonight.

🎯 WALK AWAY WITH

- Can explain in one sentence why ASL is a complete language, not a code for English
- Knows three Deaf-culture norms and has practiced each one with a partner
- Can fingerspell his own name and numbers 1–10 from memory
- Has the silent half-hour date written on the BRC

📦 BRING / SET UP

- ASL alphabet and numbers reference card (one per saint) — print the handout
- A short video clip of a fluent ASL signer (a Deaf-led source if at all possible, 2–3 minutes)
- A way to play the clip with the sound off so the group has to read the signing
- Pens and printed BRCs
- Open floor space — saints need to see each other clearly while signing

🕒 THE HOUR**BLOCK 1 · DISCUSSION Opener — A language with no sound**

⌚ 5 min

Ask the group: "If you had to spend the next hour without saying a word, how would you tell the person next to you what you wanted for lunch?" Take three short answers. Don't correct anyone. The point is to put hands and faces into the room before any signing starts. Name the work plainly: over the next four weeks, the troop will learn enough ASL to hold a real conversation and run a half-hour without speaking.

SESSION 1 · MEET THE LANGUAGE (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · DISCUSSION **Name what ASL is**

🕒 10 min

1. Play the short clip with no sound. Ask the room what they noticed — hands, face, body, eyes. Capture answers on the board.
2. Name the differences plainly: ASL has its own grammar, its own word order, and its own community. It is not English on the hands; signed English is a separate, less-used system. The clip just showed ASL grammar at work — the face was carrying as much meaning as the hands.
3. Ask each saint to name one place ASL is used in real life — a Deaf family, a Deaf school, an interpreter at a meeting, a hospital, a church service. Get five or six answers and write them up.
4. Close the block with one sentence each youth has to give back: ASL is a complete language used by the Deaf community for everyday life.

REQ 1A

BLOCK 3 · ROLEPLAY **Practice three Deaf-culture norms**

🕒 18 min

1. Norm one — getting attention. Demonstrate the three respectful options: a tap on the shoulder, a wave in the visual field, or a hand on the table to send a vibration. Then demonstrate the wrong options: yelling, snapping fingers in the face, grabbing the head or hand. Saints pair up and run a 60-second drill: get your partner's attention three different ways, no spoken sound.
2. Norm two — eye contact. In ASL, looking away mid-sentence is the equivalent of interrupting. Saints pair up again and run a 90-second drill: one partner signs his name (using yesterday's handout if needed); the other must hold visual attention the whole time without glancing away. Swap and repeat.
3. Norm three — what to do when you don't catch a sign. Demonstrate the polite ask-again: a small head tilt, a raised eyebrow, and the sign for "again" or "slower." Saints pair up: one fingerspells a short word slowly; the partner has to ask for a repeat at least once before guessing.
4. Pull the group back together. Ask the room which of the three felt least natural and why. Name the takeaway: in Deaf culture, these aren't politeness rules added on top — they are how the language works.

REQ 1B

SESSION 1 · MEET THE LANGUAGE (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · SKILL PRACTICE **Learn the alphabet and numbers 1–10**

⌚ 22 min

1. Hand each saint the alphabet and numbers handout. Walk through the alphabet once at a steady pace, showing each handshape clearly. Have the group sign along — A through Z, one pass.
2. Slow down on the six handshapes that get confused: A and S (thumb position), M and N (fingers on top of thumb), and U and V (fingers together or apart). Hold each one and have the group mirror you. Correct any youth whose thumb is in the wrong place.
3. Pair up. Each saint fingerspells his own first name to his partner three times. The partner watches the handshapes, not the lips. If the partner can read the name correctly twice in a row, switch.
4. Numbers 1–10. Walk through them once. Numbers 1–5 have palm-in orientation; 6–10 have palm-out (in standard ASL). Each saint signs his age, the current month number, and the address number of his house.
5. Quick spelling round. Leader fingerspells five common words: STOP, CHURCH, TRUCK, PIZZA, NAME. Saints write down what they read. Score it together — accuracy matters more than speed.

REQ 2A

BLOCK 5 · REFLECTION **Close — Spell three words tonight**

⌚ 5 min

1. Homework: tonight, fingerspell three things in your room before bed — the name of one object, your last name, and the title of a book on your shelf. Use the handout if you need it. Repeat each one until it's smooth.
2. Schedule the silent half-hour. Pick the Session 3 date and write it on the BRC. The half-hour will run with no spoken language, so the group needs the date in front of them now.
3. Bring the handout back to Session 2. The drill builds on it.

AT THE CLOSE · DEBRIEF

1. Which of the three Deaf-culture norms was the hardest for you to hold to in the drill?
2. Which two handshapes from the alphabet are you most likely to mix up?
3. What part of the no-sound video clip carried the most meaning — hands, face, or body?

☒ Mark Req 1a and 1b after this session. Req 2a is launched here — mark it once each saint can fingerspell his name and numbers 1–10 smoothly, which should land by Session 2.

SESSION 2 · SOCIAL CORE

⌚ 60 min target

Build the vocabulary

Build a working vocabulary and learn how the face carries grammar.

SESSION AIM

Youth sharpen the alphabet to conversation speed, learn at least 25 signs grouped into greetings, people, emotions, and activities, and practice how facial expression changes a sign's meaning. Each saint leaves with a vocabulary reference card, a five-sign personal kit he can sign without checking, and a planned partner for the silent half-hour.

WALK AWAY WITH

- Can fingerspell at conversation speed with accurate handshapes
- Can sign at least 25 vocabulary words across four themes
- Has used facial grammar to change a sign's meaning (question, negation, intensity)
- Has a partner picked for the Session 3 silent half-hour

BRING / SET UP

- Basic ASL vocabulary reference card (one per saint) — print the handout
- The Session 1 alphabet handout (saints bring their own)
- A short video showing the same sentence signed with three different facial expressions (question, negation, surprise) — Deaf-led source if possible, 90 seconds
- A small mirror or phone camera per pair for facial-grammar work
- Open floor space and seating that lets every saint see every other saint

THE HOUR**BLOCK 1 · DISCUSSION Opener — Homework spell-check**

⌚ 5 min

Go around the room. Each saint fingerspells one of his three homework words to the group at conversation pace. The room reads it together. If the room can't catch it, the saint slows down and runs it again. No criticism of speed — the goal is clean handshapes. Anyone who didn't do the homework signs his first name twice instead.

SESSION 2 · BUILD THE VOCABULARY (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE Drill the alphabet to speed

⌚ 12 min

1. Walk through the full alphabet once together at moderate pace. Then run it three more times, each pass a little faster, with the group keeping up. The goal is the handshapes staying clean as the speed climbs.
2. Pair up. Each pair runs a two-minute round: Saint A fingerspells five short words from a list the leader holds (3–5 letters each — words like PLAY, RIDE, COLD, HOUSE, BIKE). Saint B reads. Swap and repeat with a different five.
3. Pull back together. Ask which letters slowed each pair down most. Name the fix: when in doubt, slow the spelling rather than blur the handshape. Speed comes after accuracy is solid.
4. Final round: leader fingerspells the name of a city, a food, and an object at honest conversation speed. Saints write down what they read. Score together.

REQ 2A

BLOCK 3 · SKILL PRACTICE Learn 25 signs in four groups

⌚ 25 min

1. Hand each saint the vocabulary handout. The 25 signs are grouped: greetings (HELLO, GOODBYE, THANK YOU, PLEASE, SORRY), people (MOTHER, FATHER, BROTHER, SISTER, FRIEND, TEACHER), emotions (HAPPY, SAD, ANGRY, TIRED, EXCITED), and activities (EAT, DRINK, WORK, PLAY, SLEEP, LEARN, GO, WALK, HOME).
2. Group one — greetings. Leader demonstrates each sign twice. The group signs it back. Then run a quick chain around the room: each saint signs HELLO to the saint on his right, who signs THANK YOU back, all the way around. Same with the other three greetings.
3. Group two — people. Show each sign and name the location: family signs sit near the chin (MOTHER) or forehead (FATHER); FRIEND and TEACHER live in the neutral space in front of the chest. Each saint signs his family — mother, father, brothers, sisters — in turn.
4. Group three — emotions. Show each sign and note that the face must match the sign. HAPPY with a flat face reads wrong; saints have to bring their face along. Each saint signs one emotion he felt this week.
5. Group four — activities. Show each sign. Then run a closing round: each saint picks three signs (one greeting, one person, one activity) and signs a three-sign sentence to a partner — for example, HELLO + FRIEND + EAT. Partner signs back what he understood.
6. Each saint picks his five strongest signs and circles them on the handout. Those five are his personal kit for the silent half-hour.

REQ 2B

SESSION 2 · BUILD THE VOCABULARY (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · ROLEPLAY Add the face: facial grammar

⌚ 13 min

1. Play the 90-second video showing the same sentence signed with three different faces. Ask the room what changed. Name it plainly: in ASL, the face does the work English does with question marks, exclamation points, and the word 'not.'
2. Demonstrate three faces on one sign — YOU EAT. With raised eyebrows it asks a question (are you eating?). With a head shake and pursed brow it negates (you are not eating). With wide eyes and a strong pulse it intensifies (are you really eating?). Have the group try each.
3. Pair up. Each pair uses a mirror or phone camera. Saint A signs a three-sign sentence three times: once as a statement, once as a question, once as a negation. Saint B watches and tells him which face matched. Swap.
4. Pull back together. Ask each saint which face was hardest for him to make convincingly. Name the takeaway: a sign without the right face reads as a different sentence. Practicing the face is part of practicing the sign.

REQ 2B

BLOCK 5 · REFLECTION Close — Pick your half-hour partner

⌚ 5 min

1. Confirm the Session 3 date and the silent half-hour. Each saint picks a partner for the half-hour now and writes the partner's name on his BRC. Both partners commit to bringing the alphabet and vocabulary handouts to Session 3.
2. Homework: between now and Session 3, sign your five-sign personal kit out loud (silently) to one person at home — a parent, a sibling, anyone willing to watch. Get used to having a real audience.
3. Reminder: come ready to spend a full half-hour without any spoken language in Session 3.

AT THE CLOSE · DEBRIEF

1. Which of the four sign groups felt most natural to your hand — and which felt most foreign?
 2. When you tried the three faces in the mirror, which face was hardest to make convincing?
 3. Which five signs from the handout are you choosing as your half-hour kit, and why those five?
- ☒ Mark Req 2a after the alphabet drill if each saint signs at conversation speed. Mark Req 2b after the vocabulary block — each saint must demonstrate at least 25 signs across the four groups, with facial expression. Confirm partners for the silent half-hour are recorded on each BRC.

SESSION 3 · SOCIAL CORE

⌚ 60 min target

Have the conversation

Hold real signed conversations and complete a half-hour without speaking.

SESSION AIM

Youth hold a three-minute signed conversation in pairs, give and receive simple directions using ASL alone, and then run the silent half-hour — a structured thirty minutes with no spoken language. The leader watches for adaptability when a sign isn't known and for the willingness to ask again rather than guess.

🎯 WALK AWAY WITH

- Has held a three-minute signed conversation with another saint
- Has given and followed simple instructions using only ASL
- Has completed thirty minutes with no spoken language
- Has named the moment in the half-hour that was hardest, and what he did about it

📦 BRING / SET UP

- Each saint's alphabet and vocabulary handouts from Sessions 1–2
- Three printed task cards for the silent half-hour — each describes a simple paired task (build something, sort something, follow a short route) in plain English so the leader can hand it over without speaking
- A wall clock or visible timer the whole room can see during the half-hour
- A small notebook or BRC page per saint for the post-half-hour debrief notes
- Open floor space arranged so every pair can see every other pair

🕒 THE HOUR**BLOCK 1 · DISCUSSION Opener — Five-sign warm-up**

⌚ 5 min

Round the room. Each saint signs his five-sign personal kit to the room without speaking. The room reads it together. If anyone is rusty on a sign, run that sign once with the whole group before moving on. The goal is to get every saint's hands and face working before the conversation block — no one comes in cold.

SESSION 3 · HAVE THE CONVERSATION (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE Run the three-minute conversation

⌚ 15 min

1. Pair the saints up with their half-hour partners. Each pair has three minutes to hold a signed conversation: introduce yourself, ask the other's name, ask and answer at least three simple questions, and stay in visual attention the whole time.
2. Suggested question stock for anyone stuck: How are you? Where do you live? How many brothers and sisters? Do you like to eat or sleep more? Where did you go last weekend? Use only signs and fingerspelling — no spoken English, no mouthing of English words.
3. Leader watches each pair for about ninety seconds. Note who is making clean fingerspelling work, who is using facial expression naturally, and who is reaching for English words. Don't correct mid-conversation — note it for the debrief.
4. Stop at the three-minute mark even if pairs are mid-sentence. Quick round-the-room: each saint names one question his partner asked that he had to think about before answering.
5. Switch partners with the next pair over and run a second three-minute round. Repeat partners is fine if the group is small; the point is the second round, not the new face.

REQ 3A

BLOCK 3 · SKILL PRACTICE Give a simple instruction in ASL

⌚ 10 min

1. Demonstrate the move with one volunteer. Without speaking, the leader signs a simple instruction: GO to the door, OPEN it, COME back. Use clear signs, space, and direction. If the volunteer doesn't understand, leader signs SLOWER or AGAIN — does not switch to English.
2. Each saint picks a one-step or two-step instruction from a stock list: bring the chair, sit down, stand up, walk to the window, give the pen to a saint, write your name. Pair off again — same partner from the conversation block.
3. Saint A signs the instruction to Saint B without speaking. Saint B has to either follow it or ask for a repeat using signs only. If after two tries Saint B still cannot follow, Saint A picks a different way to sign it — different word, more space, a fingerspelled key word. No falling back on English.
4. Swap roles. Run two rounds each direction.
5. Pull the room back together. Ask which saints had to change tactic when their partner didn't catch the first signing. Name the takeaway: clarity is your job, not the receiver's. If he didn't catch it, try again differently.

REQ 3B

SESSION 3 · HAVE THE CONVERSATION (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · ROLEPLAY **The silent half-hour**

🕒 25 min

1. Leader announces — by signing — that the next twenty-five minutes are spoken-language-free for the whole room, including the leader. No spoken English, no mouthing, no whispered cheats. If a saint must communicate something the language doesn't cover yet, he uses gesture, points, fingerspells, or asks the leader using signs.
2. Hand each pair a task card (printed in plain English so the leader can pass it silently). The three task cards: (1) build a free-standing tower from the chairs and any objects in the room, at least four feet tall; (2) sort the saints in the room into two groups by birthday month, without asking aloud; (3) plan a route around the church building that visits four specific places, and the pair walks it together. Pairs rotate cards every eight minutes so every pair runs at least two tasks.
3. Leader's job during the half-hour: stay silent, watch, and intervene only if safety is at risk or a pair is genuinely stuck for more than two minutes. When intervening, sign or gesture — do not break the silence.
4. Two minutes before time, the leader signs WAIT and TIME-COMING. At time, signs STOP and gathers the group in a circle.
5. Quick written debrief — give each saint two minutes to write one moment when communication broke down and what he did about it. This is the journal entry the close will draw on.

REQ 3C

BLOCK 5 · REFLECTION **Close — Name the breakdown moment**

🕒 5 min

1. Quick round the circle, still silent if you like. Each saint signs or speaks one sentence about a single moment in the half-hour when communication broke down and what he did to recover. One moment per saint, no follow-up.
2. Confirm Session 4 is the final session. Each saint brings the alphabet handout, the vocabulary handout, and the BRC.
3. Homework before Session 4: think about two ways you could keep using ASL or supporting the Deaf community after this badge — a class, a friend, a service, a community event. Bring two specific ideas, not categories.

AT THE CLOSE · DEBRIEF

1. Which question from the three-minute conversation did your partner ask that made you stop and think?
 2. In the half-hour, when communication broke down, did you ask again, change tactic, or guess? Which one worked best?
 3. What surprised you about how tiring (or not) thirty minutes without speech actually was?
- 📝 *Mark Req 3a after the conversation block, Req 3b after the instruction-giving block, and Req 3c after the silent half-hour. All three should be markable for nearly every saint by the end of this session.*

SESSION 4 · SOCIAL CORE

⌚ 60 min target

Account for it

Review what changed and pick two real next steps.

SESSION AIM

Youth write an honest reflection on what learning ASL changed in their awareness of communication and inclusion, lock in two specific next steps for continuing engagement with the Deaf community, and run a closing signed round so the language goes home with them, not just the certificate. The session ends with a one-on-one BRC walkthrough per saint.

WALK AWAY WITH

- Has a written reflection naming specific changes in how he listens and pays attention
- Has two concrete next-step commitments with dates or contact names
- Has signed a short story or testimony to the group
- Has a signed BRC, or an outstanding-requirements plan with deadlines

BRING / SET UP

- Reflection half-sheets (one per saint) — four prompts down the page
- Next-steps worksheet (one per saint) — two boxes for action plus deadline plus contact
- Each saint's printed BRC
- A list the leader has researched in advance: local ASL classes, Deaf community organizations or events in the area, any congregation members who use ASL, online Deaf-led learning resources. Saints will pull next steps from this list — do not show up empty-handed.
- Open floor space for the closing signed round

THE HOUR**BLOCK 1 · DISCUSSION Opener — One moment from the half-hour**

⌚ 5 min

Round the room. Each saint names one moment from the silent half-hour that has stayed with him in the week since. It can be the breakdown moment from the close, or a different one that surfaced later. One sentence per saint, no follow-up. The goal is to put the half-hour back in the room before the reflection block opens.

SESSION 4 · ACCOUNT FOR IT (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · REFLECTION Write the awareness reflection

⌚ 15 min

1. Hand out the reflection half-sheet. Four prompts down the page: (1) Name one moment from these four weeks when you had to slow down to be understood — what changed? (2) Where this past week did you notice yourself paying more visual attention than you used to? (3) What did the silent half-hour show you about how much you usually rely on words to fill a gap? (4) If you had to tell a younger saint why ASL is worth learning, what would you say?
2. Twelve minutes of silent writing. Saints write in their own handwriting. The leader circulates but does not interrupt — saints often need the full time and a quiet room.
3. In the last two minutes, each saint reads one of his four answers aloud to the room. Just one. No discussion after — the reading is the work, not the discussion.
4. Each saint keeps the half-sheet — it goes home with him, not into a folder.

REQ 4A

BLOCK 3 · CREATIVE Pick two next steps and lock them in

⌚ 20 min

1. Frame the work plainly. ASL is a real language used by a real community. The point of the next-step assignment is to keep practicing the language and to stay connected to the community — not to perform service onto someone. The verbs are 'learn,' 'attend,' 'practice with,' 'support,' not 'help.'
2. Show the leader's researched list: local ASL classes, Deaf community organizations and events, ASL-using congregation members, Deaf-led online learning resources. Walk through it briefly so saints know what is actually in reach.
3. Hand out the next-steps worksheet. Each saint picks two actions from the list (or proposes his own) and writes for each: the specific action, a date or deadline, a contact name or URL, and one sentence on why he picked it.
4. Twelve minutes of solo work. Leader circulates and helps any saint whose two ideas are vague — push for specifics. 'Learn more ASL' is not a next step. 'Sign up for the community center ASL class starting June 3' is.
5. Pair up in the last three minutes. Each saint reads his two commitments to a partner; the partner asks one sharpening question. Both partners write a note to follow up with each other in thirty days.

REQ 4B

SESSION 4 · ACCOUNT FOR IT (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · SKILL PRACTICE **Sign a short story together**

⌚ 15 min

1. Form a single circle. Each saint will sign one short sentence from a shared story — a four-week recap, signed around the room sentence by sentence.
2. Leader starts: signs (without speaking) FOUR WEEKS AGO, I MET MY TROOP. WE LEARNED A NEW LANGUAGE. Then nods to the saint on his right.
3. Each saint adds one or two signed sentences. He can use vocabulary from the handout, fingerspell where needed, and use facial grammar. The sentence can be a memory, a thank-you, a struggle, a thing he learned. One contribution per saint, around the full circle.
4. When the circle finishes, the leader signs THANK YOU once to the group and the group signs THANK YOU back.
5. Pull the room together. Ask the saints how the closing round felt different from the silent half-hour. Name the takeaway: in three weeks the troop went from no shared signs to a working vocabulary each saint can use to say something he actually means.

BLOCK 5 · REFLECTION **Close — BRC sign-off**

⌚ 5 min

1. Walk through the BRC with each saint, one requirement at a time. Mark what is complete. Note what is still outstanding.
2. For any outstanding requirement, set a concrete next step and a deadline before the next Board of Review or Court of Honor. Write it on the BRC, not on a phone note.
3. Confirm both of each saint's next-step commitments are written on the BRC with dates. Sign-off on Req 4b is conditional on those commitments being specific.

AT THE CLOSE · DEBRIEF

1. Which of your four reflection prompts was the hardest to answer honestly?
 2. Of the two next steps on your worksheet, which one is going to be harder to actually do — and why that one?
 3. What sentence from another saint in the closing circle do you want to remember?
- ☒ *Mark Req 4a after the reflection block (half-sheet completed) and Req 4b after the next-steps worksheet (two specific commitments with dates). Any requirement still outstanding gets a concrete deadline written on the BRC. Final sign-off completes once the written reflection is in the leader's hands.*

HANDOUT 1 OF 2

FROM SESSION 1 — LEARN THE ALPHABET AND NUMBERS 1–10

ASL Manual Alphabet & Numbers 1–10

Print one per saint. Use it during fingerspelling drills and bring it home for tonight's homework.

AMERICAN SIGN LANGUAGE · REFERENCE

Drill the handshape, then the speed.

Each letter has a handshape. Get the handshape clean first; conversation speed comes after.

THE MANUAL ALPHABET — A TO Z

one note per letter — what to watch in the hand

A thumb tucked at fingers	B flat hand, thumb in palm	C curved hand, palm side	D index up, rest on thumb	E fingers curled to thumb	F thumb and index pinch
G index points sideways	H two fingers, sideways	I pinkie up, fist	J I, traced as a small J	K index up, middle out	L thumb and index form L
M three fingers over thumb	N two fingers over thumb	O fingers meet thumb	P K rotated, palm down	Q G rotated, palm down	R index and middle crossed
S fist, thumb across front	T thumb under index	U two fingers, together	V two fingers, apart	W three fingers up	X index bent at knuckle
Y thumb and pinkie out	Z index traces a Z	WATCH THESE LOOK-ALIKE PAIRS A vs S — A: thumb beside the fingers. S: thumb across the front. M vs N — M lays three fingers over the thumb. N lays only two. U vs V — U keeps two fingers touching. V spreads them apart.			

NUMBERS 1 TO 10 — PALM ORIENTATION IS THE RULE

5 palm toward you · 6–10 palm toward the reader

1 TO 5 — PALM FACES YOU

Index up for 1. Two fingers up for 2. Thumb-index-middle for 3. Four fingers for 4. Open hand for 5.

1

2

3

4

5

6 TO 10 — PALM FACES THE OTHER PERSON

Pinkie meets thumb for 6. Ring meets thumb for 7. Middle meets thumb for 8. Index meets thumb for 9. 10 is a shaken A.

6

7

8

9

10

TONIGHT

Fingerspell three things in your room before bed — one object, your last name, and the title of a book.

Practice the handshapes slowly first. Speed comes after the shapes are reliable.

Print this handout for in-person reference during session 1 — learn the alphabet and numbers 1–10.

HANDOUT 2 OF 2

FROM SESSION 2 — LEARN 25 SIGNS IN FOUR GROUPS

Basic ASL Vocabulary — 25 Signs in Four Groups

Print one per saint. The 25 signs are the vocabulary floor for the silent half-hour.

AMERICAN SIGN LANGUAGE · REFERENCE

Learn the sign, match it with the face.

Twenty-five signs grouped by theme. In ASL the face carries grammar, so practice the face with the sign.

1

Greetings

five signs · chin and chest space · use these first

HELLO

Flat hand, salute off the forehead, palm forward, wave the fingers down flat hand, off the chin, push forward toward person.

GOODBYE

Open hand, palm forward, wave the fingers down

THANK YOU

Flat hand, off the chin, push forward toward person.

PLEASE

Flat hand on the chest, rub in a small circle.

SORRY

Flat hand on the chest, rub in a small circle.

2

People

six signs · family lives at the face · friend and teacher live at the chest

MOTHER

Open hand, thumb on chin.

FATHER

Open hand, thumb on forehead.

BROTHER

Touch the forehead, then sign SAME at chest level.

SISTER

Touch the chin, then sign SAME at chest level.

FRIEND

Touch the chin, then sign SAME at chest level.

TEACHER

Touch the chin, then sign SAME at chest level.

3

Emotions

five signs · the face must match the sign — a flat face reads as a different sentence

HAPPY

Flat hand brushes up the chest, open hands slide down the face, fingers spread at the chest, pull up sharply.

SAD

Open hands slide down the face, fingers spread at the chest, pull up sharply.

ANGRY

Open hands slide down the face, fingers spread at the chest, pull up sharply.

TIRED

Both bent hands on the chest, double fingers, alternate brushing up the chest.

EXCITED

Both bent hands on the chest, double fingers, alternate brushing up the chest.

4

Activities

nine signs · neutral space in front of the body · pair these with people and emotion signs

EAT

Flat-O hand taps the mouth.

DRINK

C-hand tips toward the mouth.

WORK

Two S-hands, top fist taps the back of the bottom.

PLAY

Y-hands shake side to side.

SLEEP

Open hand slides down the face, fingers spread for each — practice these three live.

LEARN · GO · HOME

Open hand slides down the face, fingers spread for each — practice these three live.

A sign without the matching face reads as a different sentence. Practice both at once.

Print this handout for in-person reference during session 2 — learn 25 signs in four groups.