

One of the objectives of EDSP 476, "Communicating with Sign Language", is to be able to present concepts and thoughts in American Sign Language (ASL). The students learn how to present their personal history information. In fact, presenting personal information is their midterm project. The students also learn how to use past, present, and future tense in ASL. The "Big Ideas" that I plan to integrate into the course are "Intergenerational Thinking" and "Environmental Stewardship." I will develop a vocabulary word list for the students to learn before I explain the concept of sustainability.

I will ask the students what they think sustainability means. I will select five different students to answer the question in ASL. I will write down their answers on the board. Then I will expand on the concept of sustainability to the students. Afterwards I will use the article "Definitions of Sustainability" based on the handout book from the workshop. I will sign each quote from the article. Then I will explain what kind of lifestyle changes I put into place after the workshop. I will describe how I changed from buying water bottles and use glass bottle to drink water. I also will describe my shopping experience before and after the workshop, where I focused on purchasing local foods to reduce my carbon footprint.

For the classroom activity, I will ask the students to create a number story about the future of earth if we do not make an effort to take care it. A number story is like a poem in which one combine number signs, classifiers, and movements to create a visual story. I will ask the students to work with a partner on this activity. By the end of the class, each pair of students will present their number story to the class.

I will close the class by giving the students reading assignments using the articles provided by the Chesapeake Project. Each article I assign will represent a topic. The topics include Ecological Principles, Food, Community, Transportation, and Consumption and Economy. The students will read five articles and pick one of them to produce a vlog. Based on the article they choose, they need to express the impact of past and present actions and how they will affect future generations (seven generations ahead). Then they will describe what ideal actions they will take to support their topic. The vlog must be 4-5 minutes in length. The students may post their vlogs on a video-sharing website (e.g., YouTube) for everyone to see, or be submitted directly to me. I will assess the students' ability to sign clearly and be able to present their thoughts using the topic of sustainability. I will post the articles on Canvas instead of printing them out.

The following articles will be used (all from Choices for Sustainable Living handout book):

"The Earth is Full" Paul Gilding p. 47 (Ecological Principles)

"The Pringles Problem: Processed Foods and the Planet" Anna Lappe p. 64 (Food)

"To Build Community, an Economy of Gifts" Charles Eisenstein p.80 (Community)

“Chain of Fuels” Amanda Little p. 89 (Transportation)

“The iPhone and Consumer Guilt” p. 110 (Consumption and Economy)

Here is the list of words the students will learn in class.

Vocabulary word list:

Sustainability

Generation

Renewable resources

Carbon footprint

Ecology

Ecosystem

Environment

Earth

Organic

Aribusiess

Local

Community

Consumer

Processed food