

SASS- ANDREW WELSHE



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**SIZES, SHAPES, & PATTERNS- ANDREW WELSHE**



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## PRE-VIEWING



Experiment with using SASS to describe different types of balls. Consider a wide variety of size, shape, patterns, and texture. How can we clearly show 3D shapes, texture and patterns without our hands?

Viewing Andrew's video on patterns, size and shape (Auslan Video Resource page) prior to completing this activity will also

help bolster your students' understanding of SASS.

## ACTIVITY 1

### Equipment

At least 5 different types of balls. *E.g. tennis ball, soccer ball, basketball, spikey ball, football, foam ball etc...* Try to have a couple of similar ones to make things a little more challenging! You may choose to use images instead.

### How to play

1. Line up one or two lines of students.
2. Have all students face the back of the room, except for the two leaders at the front of the line.
3. Show the leaders a ball of your choice. They must memorise the appearance, shape, texture and any relevant pattern, and describe it to the person behind them, using SASS only. They then share the information to the student behind them, and so on.
4. The last student must look at the selection of balls and pick up the one they think the leader described. If you used an image, students can point to the one they think is correct.

## ACTIVITY 2

Hold up one of the balls/image of a ball to the class.

- How do we describe it using SASS? Consider shape, pattern, size, weight, texture. Comment if many students appear to show similar use of SASS and encourage them to recognise their instincts (confidence building!)

-How does the ball move? Can we use any part of our body as entity to represent the ball moving around?

- How would we move our eyes/heads if we watched the ball:

- Bounce up and down across the room
- Bounce off the walls and ceiling
- Roll across the floor
- Disappear off to the far distance

Do this for each ball.

### ACTIVITY 3

1. Play Guess What? This game is a bit like celebrity head, but place a picture of a different ball above each student's head (have them sitting in front of the whiteboard).
2. Students must ask if they have certain features, i.e. *Me, smooth? Me spikey?, Me \*hold up size/shape\* etc...*
3. Then they can guess what type of ball they are by demonstrating the sport (i.e Tennis ball- Pretend to throw a tennis ball and hit with a racquet) or fingerspelling the type of ball they are.