



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

OALCF Task Cover Sheet for the Deaf Stream

Task Title: Sign directions to a local retail store includes ASL video

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes____ No____	
Goal Path: Employment ✓ Apprenticeship____ Secondary School____ Post Secondary ____ Independence✓	
Task Description: The learner will read either a paper or digital map and give directions to a local retail store.	
Competency: A. Find and Use Information B. Communicate ideas and information D. Use Digital technology (optional)	Task Group(s): A1. Read continuous text A2. Interpret documents A3. Extract info from films, broadcasts, and presentations B1. Interact with others D. N/A
Level Indicators: A1.1 Read brief texts to locate specific details A2.1 Interpret very simple documents to locate specific details A3 Tasks in this group are not rated for complexity B1.1 Participate in brief interactions to exchange information with one or more people. D.2 Perform well-defined, multi step digital tasks.(Optional)	

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Performance Descriptors: see chart on last page

Materials required:

- "Directions" ASL video
<https://youtu.be/NYlw-QvoxdY>
- Smartboard
- Intervenor (based on client's needs)
- Deaf Instructor (if available)
- Assistive technology or ACC if applicable
- Maps: tactile, large print, or devices with Internet access and Google Maps (or similar)
- Pen or pencil

Support Materials Included:

- An "Optional Video outline for Instructor and Learner reference" with instructions for this Task Set in both English and ASL

Suggested Skill Building Activities to prepare for this Task Set:

- Explore apps and Google maps.
- Use a computer, tablet, or smartphone to find directions to a nearby store.
- Walk in the community and practise with instructors directional and indexical signs to increase fluency.
- Create quick videos or ask the learners to work with a partner to test their ability to stay within their signing space and maintain eye contact.
- Review "directional signs". Discuss face expressions.



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Learner Information and Tasks:

Deaf use many directional signs. Signing directions clearly can help you develop communication skills.

Your instructor may ask you questions about the store you choose.

Task 1: Watch the video about ASL directions to see an example.

Task 2: Choose a local store and look up the store's address.

Store name: _____

Address: _____

Task 3: Decide how to get from where you are to the local store you chose. You can highlight or draw a line for the route on the map if you have a paper map. If you have a tablet or computer, you could take a screen shot of the map or print it for your reference.

Task 4: Sign directions to the store to the instructor. Make sure you re-phrase to confirm understanding.

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

Task 1: Watch an example of directions

P1: Hello.

P2: Hi.

P1: Can you tell me where the nearest burger restaurant is?

P2: Do you like Mc Donald's?

P1: Yes, that's fine.

P2: Let's check the map. Hmm... You are here at CNIB on Baseline Road. Walk west towards Wellington Road. Cross the street and turn left. Walk about 500 meters and McDonald's restaurant is on your right.

P1: Thanks.

P2: Welcome.



Note: this graphic indicates a place where you can pause the video to allow time to learners to or prepare for reflect on the task.

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Task 2: Choose a Store

Choose a local store and look up the store's address. Write them down.



Task 3: Choose Directions

Decide how to get from where you are to the store you chose. You can highlight or draw a line for the route on the map if you have a paper map. If you have a tablet or computer, you could take a screen shot of the map or print it for your reference.



Task 4: Sign Directions

Sign directions to the store to the instructor. Make sure you re-phrase to confirm understanding.



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

Task 1: TASK NUMBER ONE, YOU WATCH(2h) FILM EXAMPLE EXPLAIN ABOUT-DIRECTIONS WHERE GO Q.

P1: HELLO

P2: HI

P1: BURGER(t) NEAR RESTAURANT WHERE Q

P2: MCDONALDS(t) YOU KISS-FIST Q

P1: YES FINE(affirm)

P2: M-A-P(t) SEE CHECK. "hummm" YOU HERE CNIB "point where on the map cnib" B-A-S-E-L-I-N-E ROAD "point where on the road map". YOU WALK CL:B STRAIGHT WEST TOWARD W-E-L-L-I-N-G-T-O-N ROAD INTERSTECTION-STOP. YOU CROSS-STREET-STRAIGHT, LEFT-ARM TURN STRAIGHT WALK A-BIT AROUND 500 M MCDONALDS RESTAURANT RIGHT-THERE RIGHT-ARM THERE.

P1: THANKS!

P2: THUMBS-UP



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Task 2: Choose a Store

NOW TASK NUMBER TWO, YOU SEARCH (OR) KNOW ONE STORE NAME NEARBY UNDERSTAND(rhet) ADDRESS YOU KNOW(affirm) PUT-DOWN PAPER.



Task 3: Choose Directions

TASK NUMBER THREE, MAP(t) CAN PAPER (OR) GOOGLE INTERNET show find (OR) DRAW YOU CAN SHOW-<E HERE 1-CL(2h) "draw". IPAD (OR) COMPUTER YOU HAVE Q. CAN TAKE-PICTURE, (OPTIONAL) PRINT FOR YOURSELF.



Task 4: Sign Directions

TASK NUMBER FOUR, YOU SIGN LANGUAGE ASL EXPLAIN DIRECTIONS HERE TO-STORE NAME THERE. PRACTICE AGAIN++ MAKE SURE CLEAR PEOPLE CAN UNDERSTAND RIGHT DIRECTION.





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Answer Key

Task 1: Watch the video about ASL directions to see an example

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

Task 2: Choose a local store and look up the store's address

Answers will vary

Task 3: Decide how to get from where you are to the local store you chose. You can highlight or draw a line for the route on the map if you have a paper map. If you have a tablet or computer, you could take a screen shot of the map or print it for your reference.

The learner will have successfully completed this task if they are able to plan a route between their current location and the store of their choice, using the maps you provide

Task 4: Sign directions to the store to the instructor. Make sure you re-phrase to confirm understanding.

The learner will have successfully completed this task if they are able to communicate directions to their choice of store in ASL. Watch for facial expression, and that the learner maintains eye contact.

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Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
A1.1	<ul style="list-style-type: none"> reads short texts to locate a single piece of information 			
	<ul style="list-style-type: none"> follows the sequence of events in straightforward chronological texts 			
	<ul style="list-style-type: none"> follow simple, straightforward instructional texts 			
A2.1	<ul style="list-style-type: none"> scans to locate specific details 			
B1.1	<ul style="list-style-type: none"> Gives short, straightforward instructions or directions 			
	<ul style="list-style-type: none"> Repeats or questions to confirm understanding 			
	<ul style="list-style-type: none"> Uses and interprets non-verbal cues (eg. body language, facial expressions, gestures, etc.) 			
A3	<ul style="list-style-type: none"> Tasks in this group are not rated for complexity 			
D.2	<ul style="list-style-type: none"> Performs simple searches using keywords. (if applicable) 			



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

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This task: was successfully completed____
 needs to be tried again____

Learner Comments

Instructor (print)

Learner Signature