

Communicating with your
deaf child in...

Ugandan
Sign
Language
2



Book Two

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Thank you

Deaf Child Worldwide would like to thank Nasser Ssenyondo, Robert Nkwangu, Eroku Simon, Aguti Esther, Kepha Ombati, Richard Musau and John Kizza for their help with this book.

Introduction

This book is for parents, guardians, families, carers of deaf children and teachers for deaf children with a basic knowledge of Ugandan Sign Language (USL) to advance their USL skills. This book follows from Ugandan Sign Language Book I, published in 2013.

The content is based on wide consultation from deaf children and youth, their parents/guardians and teachers for the deaf through our partner organisations in Uganda. The deaf children and youth informed us of some of the general areas they would like to be able to communicate with their parents/guardians while the parents/guardians also informed us what issues they would like to be able to communicate to their children and lastly, the teachers for the deaf informed us of some topics parents should be able to sign with their children.

We want this book to:

- Empower families with deaf children to improve their communication skills
- Ensure that deaf children are included in their family life and in their communities
- Empower deaf children and youth to express their own views and values, and develop the social skills they need to lead independent lives
- Allow deaf children to fulfil their potential

How to use this book

Sign language is a visual language using gesture, body movements and facial expressions to communicate. This book has illustrated pictures to show you how to sign different words. The arrows show you the hand movements needed to make the sign correctly.

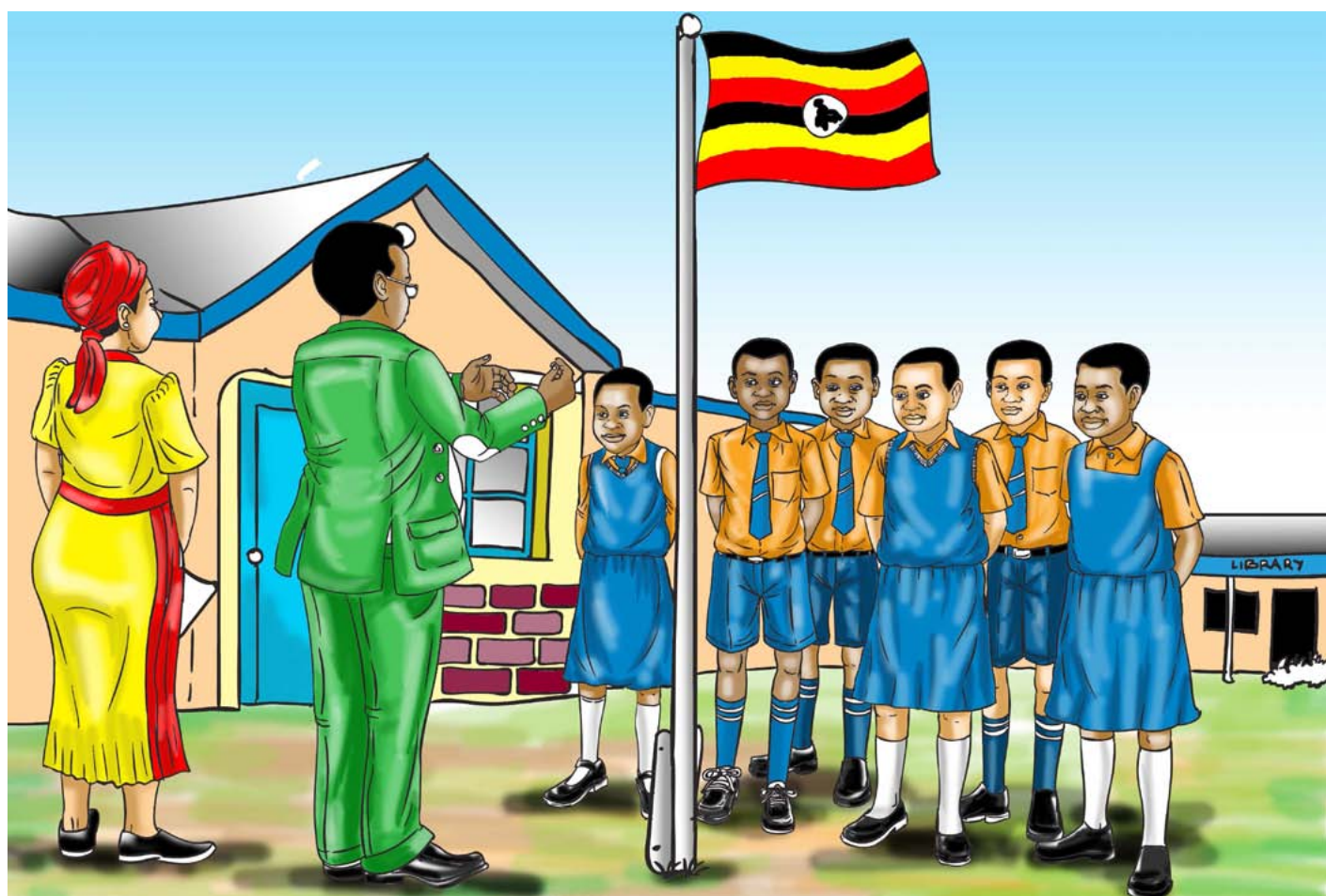
This book is made up of seven chapters, each covering different topic areas. Each chapter has a section on useful vocabulary followed by activities to enable you to practise phrases using the words learned in the chapter. Each sign has the English meaning written below followed by a space to write your local language (LL) if necessary or to write the signs in the way you would easily remember.

Emphasis in sign language is only made through facial expressions and the nature of the hand movement. For example, to emphasise a certain issue, you will have to increase the weight of the facial expression and move your hands faster with a lot of energy or move it slowly based on the meaning you want to make. Sign language has its own structure and therefore the revision sentences will follow the structure of sign language.

This is your book, please take it home with you and keep on practising what you have learnt to be good in USL. Remember, your deaf child and their siblings can offer a very interesting opportunity to practise and in some cases, they can also be your teacher at home.

Chapter one

My school, sports and games



Useful Vocabulary



School

.....



Learn

.....



Book

.....



Assembly

.....



Primary
(Level in
school)

.....



Secondary
school

.....



1



2

Pupil

.....



Uniform

.....



Headmaster

.....



Person

.....



Cook

.....



Teacher

.....



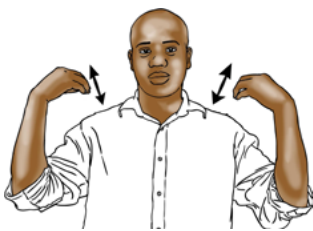
Student

.....



Flag

.....



Sports

.....



Drama

.....



Chalk

.....



Challenge

.....



Win

.....



Jump

.....



Athletics

.....



Football

.....



Score/goal

.....



Stadium

.....



Swim

.....



Volleyball

.....



Equal

.....



Competition

.....

Activity 1: Revision Sentences



Child

.....



Mine

.....



Finish

.....



School

.....



Primary

.....

1. My child finished primary school



School

.....



Uniform

.....



Blue

.....

2. The school has a blue uniform



Month

.....



December

.....



Football

.....



Rain

.....

3. When we played football in December it was raining.

Activity 2: Practice signing out the dialogue below

Father: HALLO M-A-R-Y//

.....

Mary: HALLO FATHER//

.....

Father: SCHOOL HOW

.....

Mary: FINE FOOD GOOD LEARN WELL BUT....

.....

Father: BUT WHAT..... PROBLEM WHAT?

.....

Mary: ME WANT BOOK WRITE-IN/TOOTH PASTE PEN RULER SAME POCKET MONEY//

.....

Father: OK WORRY NOTHING ME BUY ALL TODAY//

.....

Key Points to Remember

Many deaf children are good at sports and games. It is good for a parent to take interest in a child's sport activities and provide the necessary support. For example, if he/she is good at football, or loves football, always find out how their day was and if there was a football game whether they scored a goal and which team won. You can make a visit while they are competing with another school, as long as the school authorities approve.

Activity 3

Try to discuss which teams and / or countries are good in some of the most common sports around the world. You can also discuss the most promising teams in your locality.

Chapter two

Our religion



Useful Vocabulary



Religion

.....



Bishop

.....



Spirit

.....



Fellowship

.....



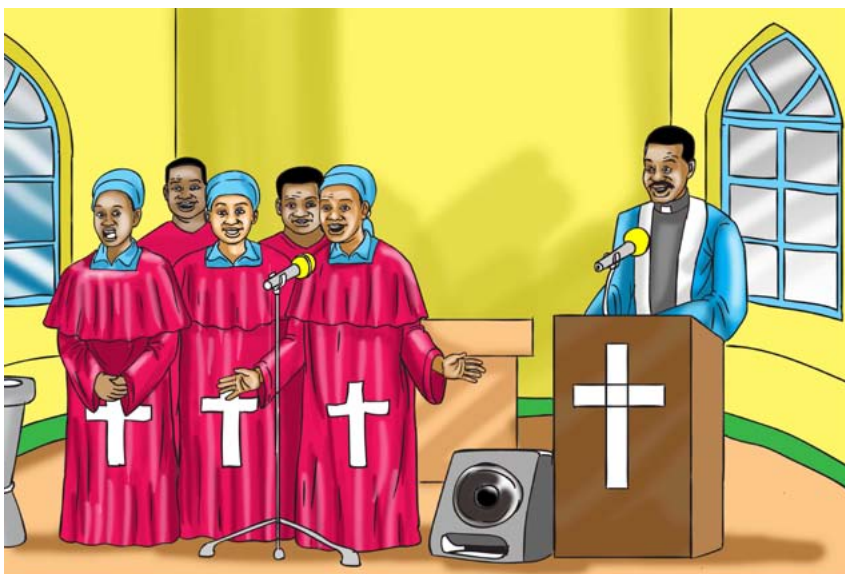
Catholic

.....



Baptise

.....





Quran

.....



God/Allah

.....



Holy

.....



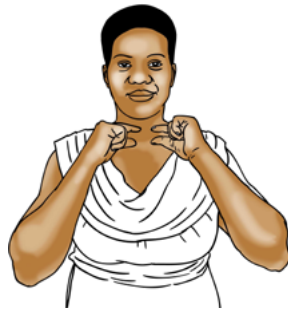
Mosque

.....



Pray

.....



Pastor

.....



Worship

.....



Salvation

.....



Sing

.....



Church

.....

Key Points to Remember

Many children, including the deaf enjoy attending religious ceremonies. A deaf child who uses sign language will be more involved if they attend a service with Uganda Sign Language Interpreter. You can enquire at the Churches/Mosques and any other place of worship about services with USL interpretation.

Activity 1: Revision Sentences



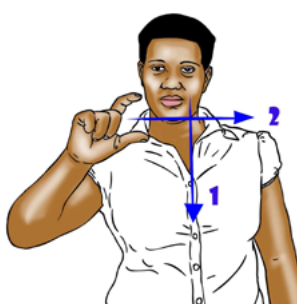
Jesus

.....



Died

.....



Cross

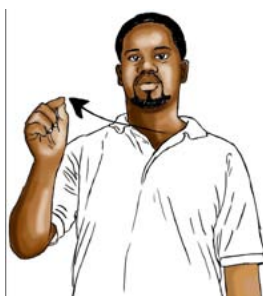
.....

1. Jesus died on the cross



Church

.....



Go

.....



All

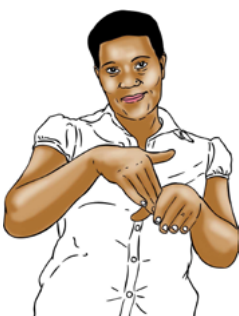
.....

2. All the family members go to church on Sundays



Family

.....



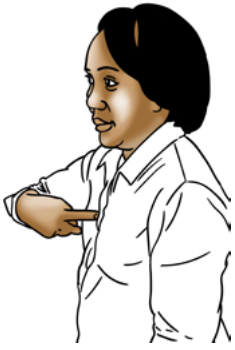
Members

.....



Sunday

.....



Me

.....



Read

.....



Bible

.....

3. I'm reading the bible



Chapter three

Our natural environment and the weather



Useful Vocabulary



Windy

.....



Weather

.....



Sunny

.....



Rain

.....



Hot

.....



Flood

.....



Drought

.....



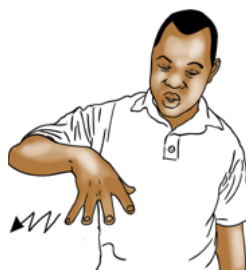
Cold

.....



Cloudy

.....



Water

.....



Noise

.....



Rock

.....



Grass

.....



Forest

.....



Environment

.....



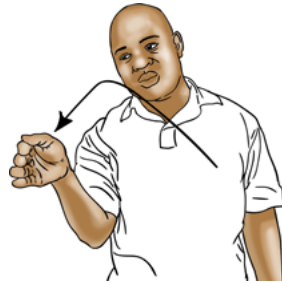
Lake

.....



Hill

.....



Mountain

.....



River

.....



Stars

.....



Swim

.....



World

.....



Moon

.....

Key Points to Remember

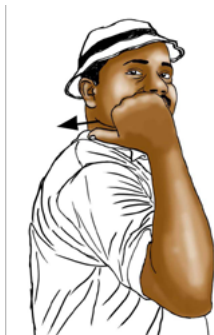
When you are travelling with deaf children, ensure you explain to them where you will be travelling to at least a night to the date of travel. If they have been to the place you will be travelling to, try to remind them of the place. If they haven't, use any helpful materials such as pictures to explain.

Activity 1

Keenly look at the picture below. Try to sign what you can see in the pictures.



Activity 2: Revision Sentence



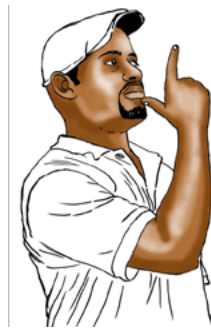
Yesterday

.....



Mother

.....



Lunch

.....



Cook

.....



Late

.....

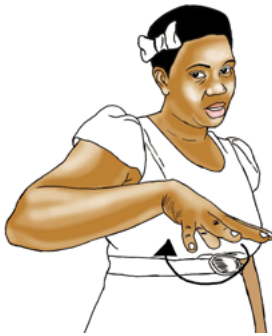
**Yesterday my mother
cooked lunch late**

Chapter four

City life and the work place

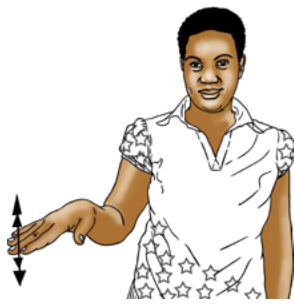


Useful Vocabulary



City

.....



Taxi

.....



Coach/bus

.....



Aeroplane

.....



Car siren

.....



Motorcycle

.....



Road

.....



Driver

.....



Photocopy

.....



Office

.....



Computer

.....



Laptop

.....



Director

.....



Manager

.....



Boss

.....



Deputy

.....



Report

.....



Printer

.....



Secretary

.....



Video
Recording

.....



Watchman

.....



Accountant

.....



Camera

.....

Activity 1

Observe the picture below and, in pairs, take turns in signing out what you can see happening in the picture.



Activity 2: Revision Sentence



Me

.....



Go

.....



Kampala

.....



Week

.....



Next

.....

I will go to Kampala next week.



Town

.....



Bus

.....



Many

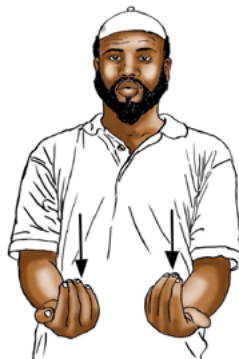
.....

In the city we have many buses



Boss

.....



Now

.....



Office

.....



Work

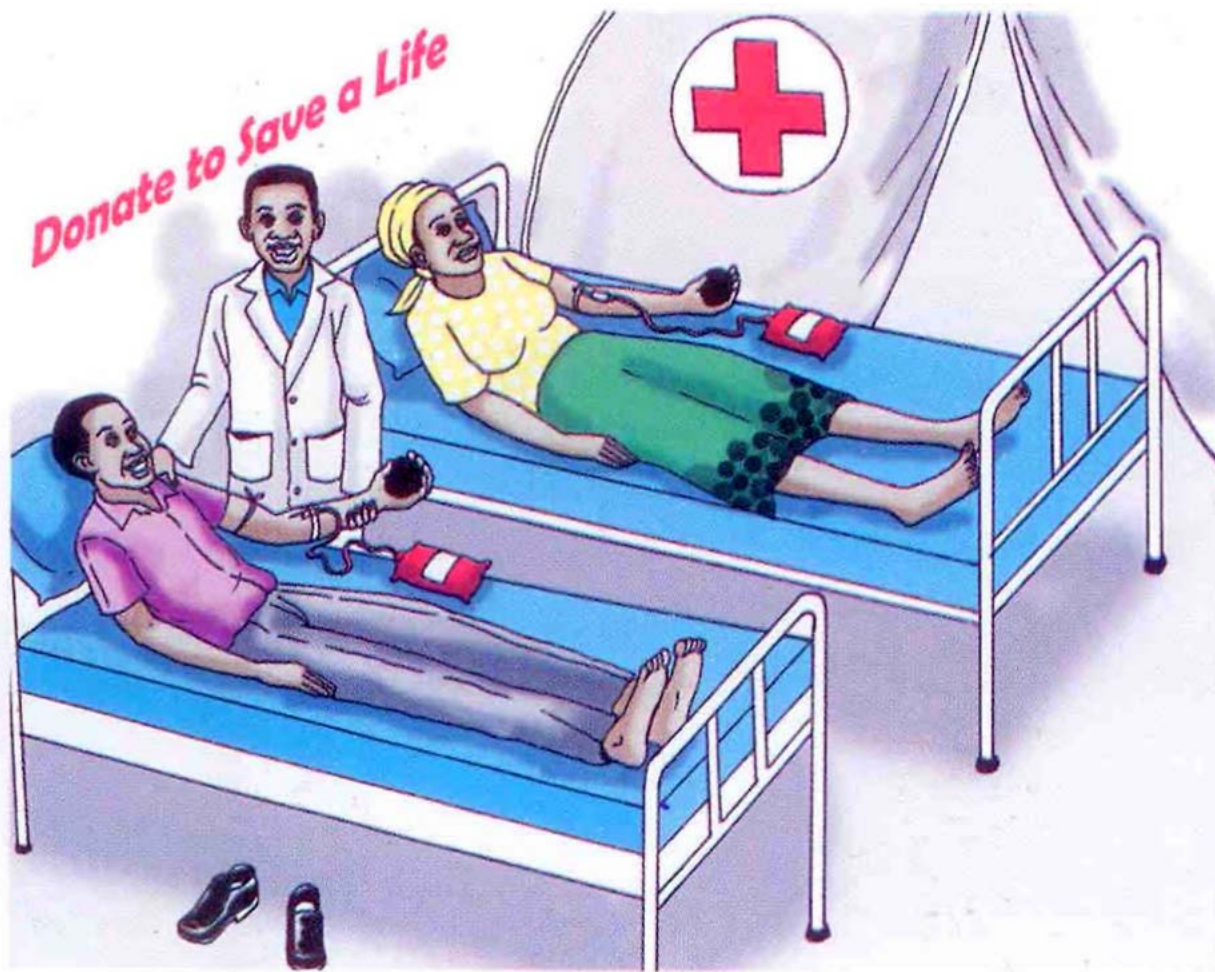
.....

The boss is now working in the office



Chapter five

The hospital and health

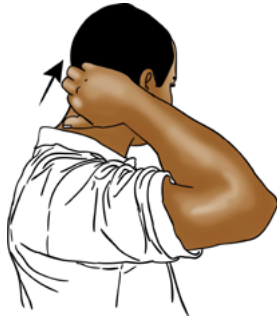


Useful Vocabulary



Hospital

.....



Meningitis

.....



Injection

.....



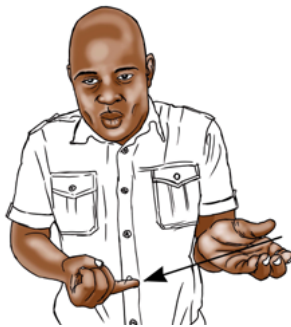
Health

.....



Flu

.....



Aids

.....



Die

.....



Doctor

.....



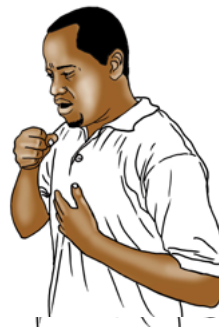
Medicine

.....



Heal

.....



Cough

.....



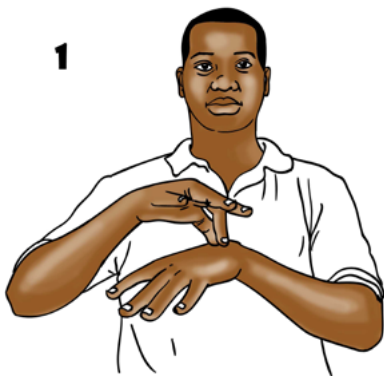
Sick

.....



Vaccine

.....



Malaria

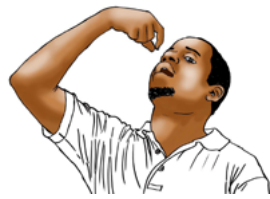
.....

Activity 1: Revision Sentences



Nurse

.....



Vaccinated

.....



Baby

.....



Mine

.....

The nurse vaccinated my baby



Chapter six

Growth and Development



Useful Vocabulary



Development

.....



Respect

.....



Proud

.....



Weak

.....



Action

.....



Cruel

.....



Behaviour

.....



Humble

.....



Think

.....



Kind

.....



Lazy

.....



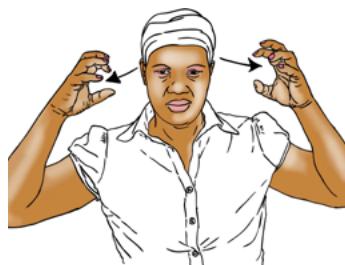
Obey

.....



Sex

.....



Stubborn

.....



Change

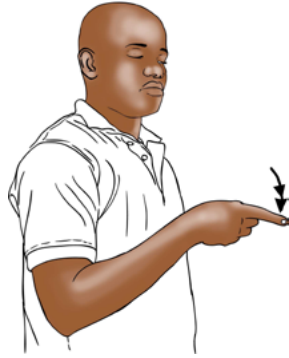
.....





Vagina

.....



Penis

.....



Hips

.....



Breasts

.....



Beard

.....

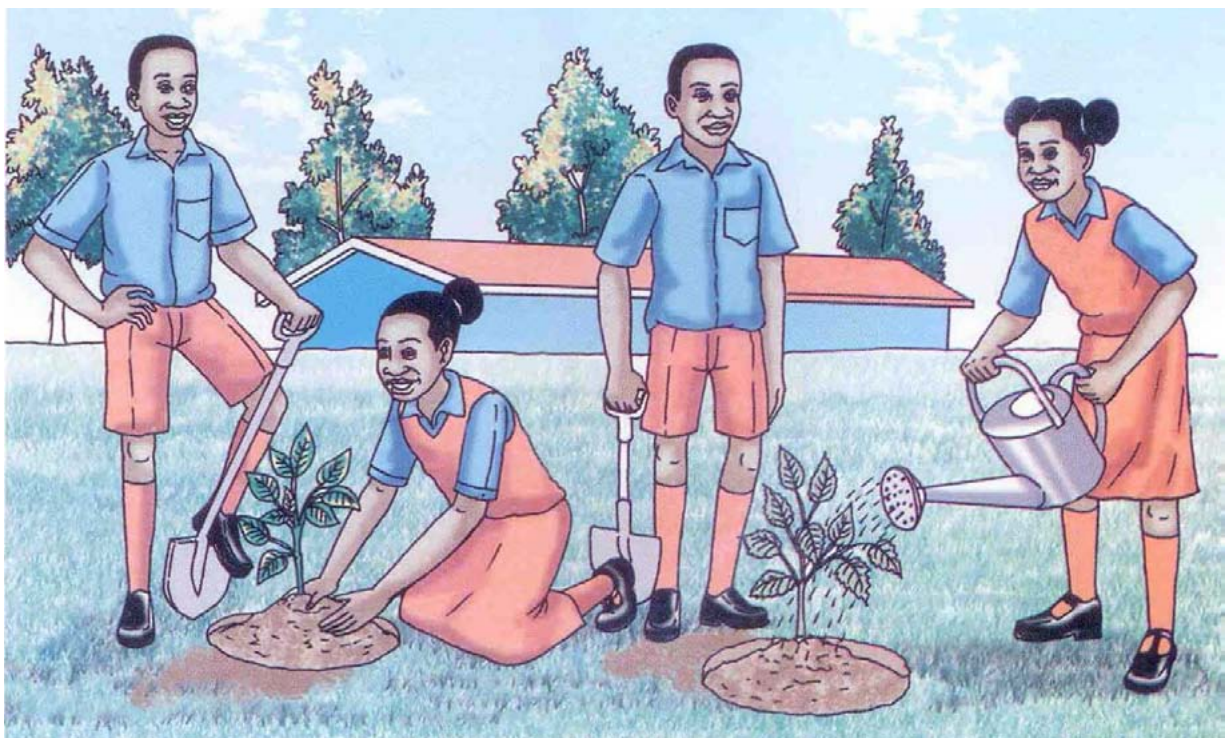
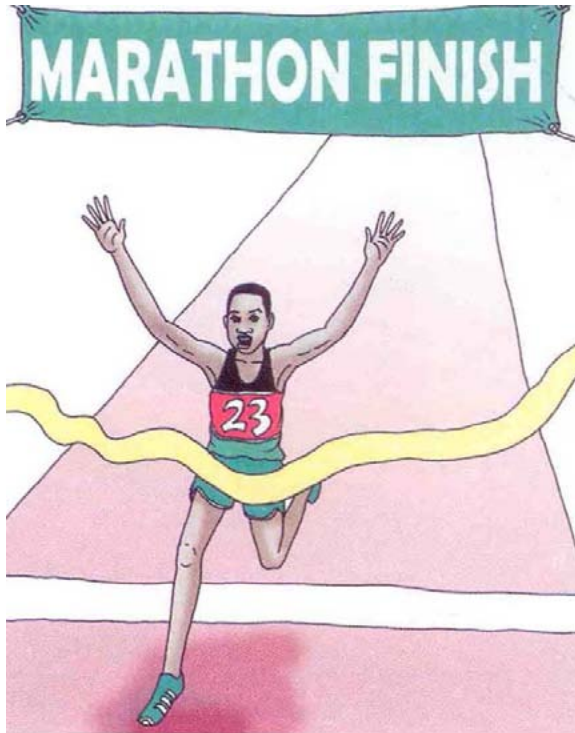


Birth

.....

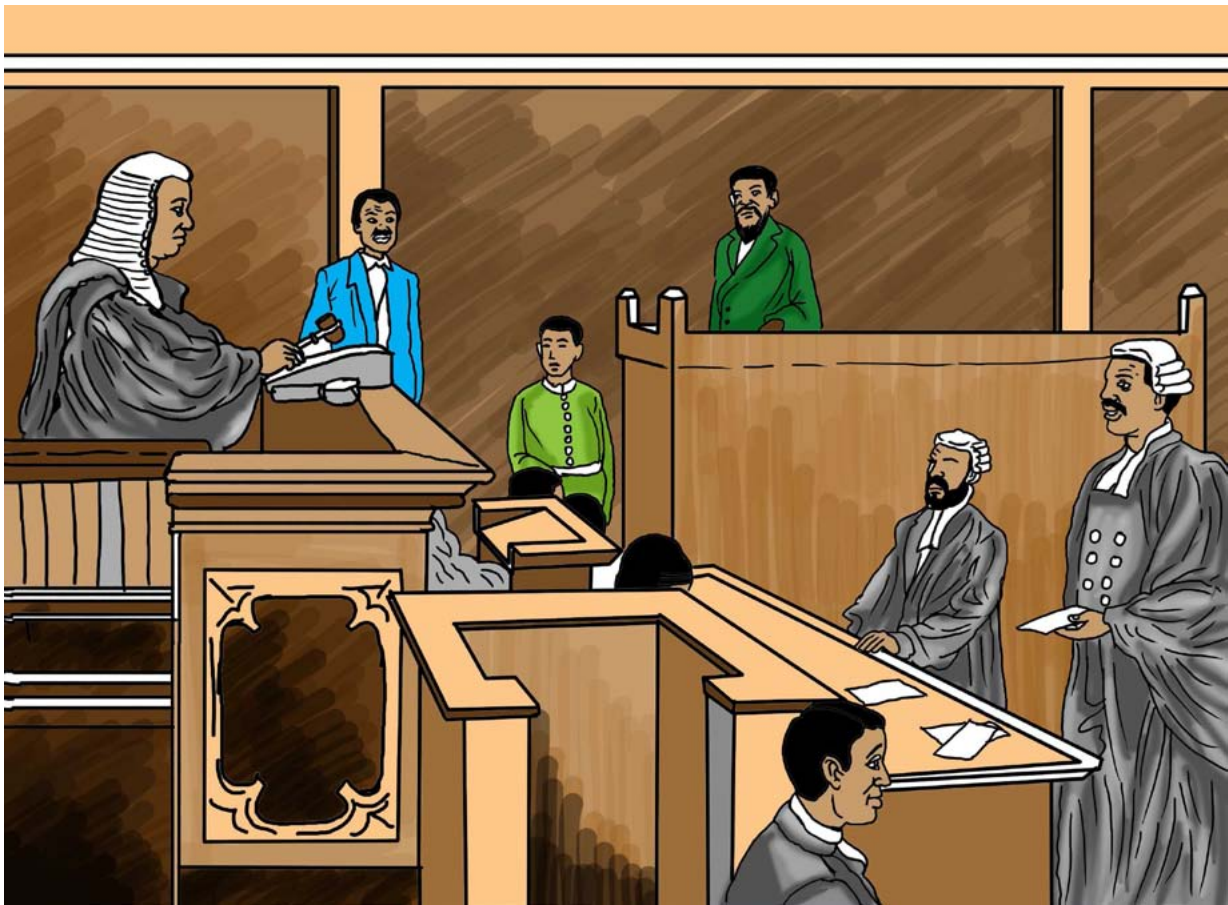
Activity 1

Kindly go through the following pictures. In groups, using USL, try and discuss what happening in each and how it can apply to the deaf children.



Chapter seven

Parliament, court and children's rights



Useful Vocabulary



Court

.....



Arrest

.....



Jail

.....



Judge

.....



Thief

.....



Human

.....



Witness

.....



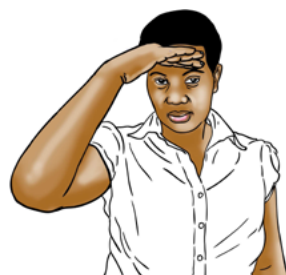
Law

.....



Lawyer

.....



Police

.....



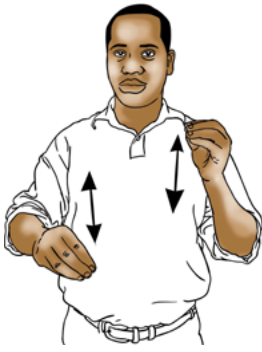
Constitution

.....



Parliament

.....



Vote

.....



Speaker

.....



Member of Parliament

.....



Government

.....



Mayor

.....



Minister

.....



Campaign

.....



Chief

.....



Neutral

.....



Gun/Shoot

.....

Activity 1

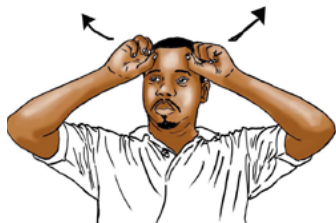
Look at the scenes below and try and sign out what you can see in the picture.



Activity 2

Who are the political leaders in your area? Discuss them and try and identify their respective sign names. What can parents do to ensure that their needs and rights of deaf children are prioritised in the local government?

Activity 3: Revision Sentences



President

.....



Lead

.....



Uganda

.....

**The president
leads Uganda**



Right

.....



Your

.....



Life

.....



Cloth

.....



Food

.....



Shelter

.....



Rest

.....



Play

.....



Privacy

.....



Religion

.....



Protection

.....



Participate

.....



Health

.....



Education

.....

Your right to:

- Life
- Clothing
- Food
- Shelter
- Rest
- Play
- Privacy
- Religion of your choice
- Protection
- Participation
- Health
- Education

Chapter eight

Describing objects and telling time



Useful Vocabulary



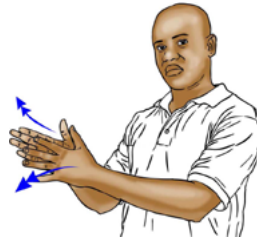
After

.....



Before

.....



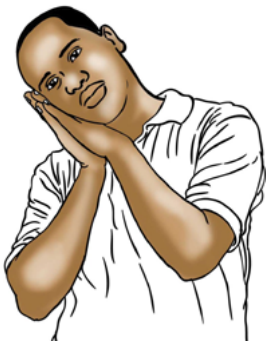
Description

.....



Rest

.....



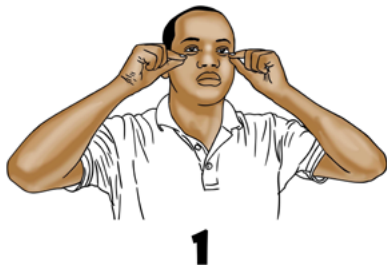
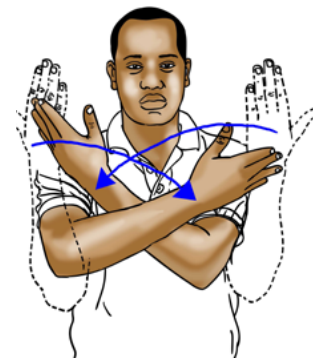
Sleep

.....



Supper/dinner

.....



1



2

Wake up

.....



Brown
(person)

.....



Drink

.....



When

.....



Where

.....



Which

.....



Who

.....



What

.....



How

.....



Disco

.....



Youth

.....



Smart

.....



Brown
(colour)

.....



Very ugly

.....



Old

.....



Handsome

.....



Beautiful

.....



Age

.....



Slim

.....



Short

.....



Tall

.....



Fat

.....



Thin

.....



Black

.....



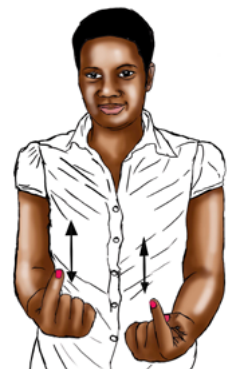
Colour

.....



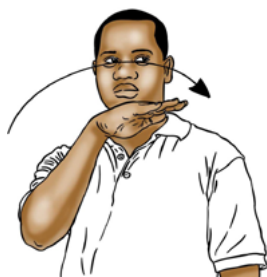
White

.....



Cooking

.....



Afternoon

.....



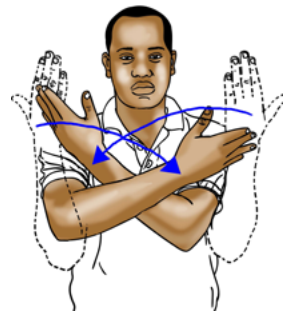
Early

.....



Late

.....



Night

.....



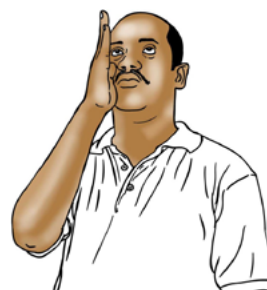
Morning

.....



Day/clear

.....



Noon

.....



Later 1

.....



Later 2

.....



Today

.....



Minute

.....



Hour

.....



Evening

.....

Key points to remember:

- Always indicate the sign TIME first when you want to sign time in USL. This helps the child to understand the numbers you will sign after in context.
- When signing time in USL approximations are used more than the exact minutes unless you are telling what the time is exactly. The concept for quarter past or quarter to is mainly signed as TIME NINE FIFTEEN.
- Indicate whether it is morning or evening for clarity.

Activity 1

Try signing out the following times as indicated on the clock faces below:



Activity 2

Sign out sentences explaining when the following activities happen. Indicate the time and days if possible.



Months of the Year



Month

.....



January

.....



February

.....



March

.....



April

.....



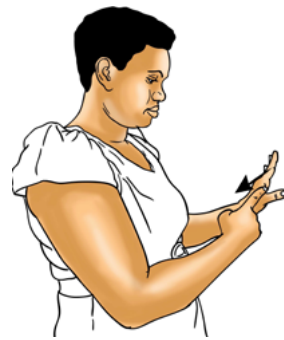
May

.....



June

.....



July

.....



August

.....



September

.....



October

.....



November

.....



December

.....

Key points to remember

We tell months by signing the sign MONTH and the specific sign for that month.

For example:



Month

.....



December

.....

Days of the Week



Days

.....



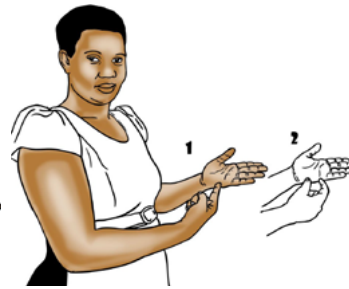
Week

.....



Monday

.....



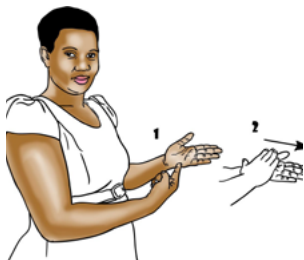
Tuesday

.....



Wednesday

.....



Thursday

.....



Friday

.....



Saturday

.....



Sunday

.....

Activity 3

You will pick a paper/card with a month written on it. Sign out month and any activity you know happens in that month. It could be a birthday, schools open, planting season, holiday time, rainy season, etc. Play this game with your children at home too.



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Deaf Child Worldwide is the international arm of the
National Deaf Children's Society (NDCS).
NDCS is a registered charity in England and Wales
no.1016532 and in Scotland no.SCo40779.

www.deafchildworldwide.org