

Communicating with your
deaf child in...

Kenyan
Sign
Language



Book One

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Introduction

This book is for parents with a basic knowledge of Kenyan Sign Language (KSL) who want to develop their KSL skills to communicate at a more advanced level with their deaf children using simple phrases and sentences.

The chapters are based on what the parents of deaf children at our partner organisations told us when we asked them about the areas of family, community and social life they wanted to discuss with their children.

We want this book to:

- Empower families to improve their communication skills
- Ensure deaf children are included in their family life and in their communities
- Empower deaf children 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 gestures and facial expressions to communicate. The pictures in this book show you how to make different signs. The arrows show you how you should move your hands as you make each sign.

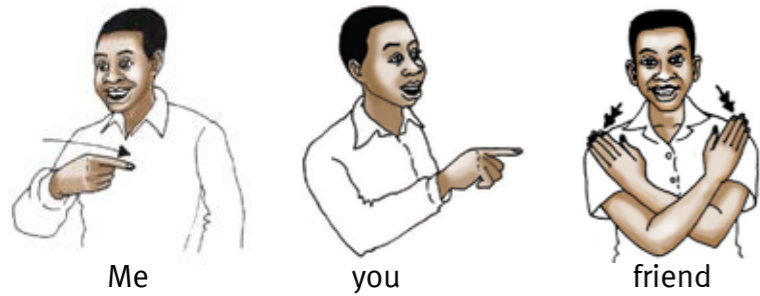
A teacher or trainer should demonstrate the signs for you.

There is space on each page for you (or the teacher or trainer) to write the signs, phrases and sentences in your own local language.

This is your book. Please take it home and practise what you have learned.

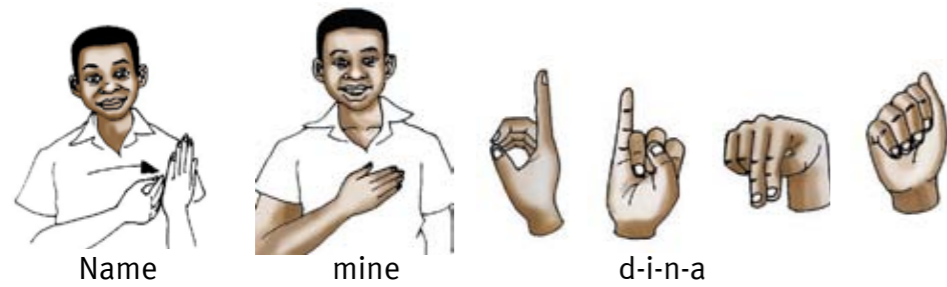
Chapter one

Friends and Family



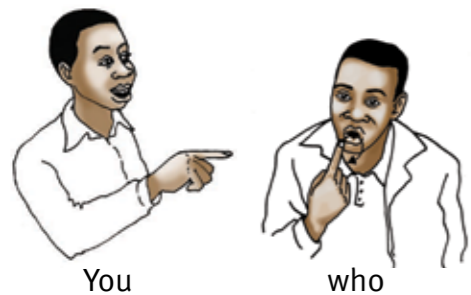
Me you friend

Let's be friends. Local language: _____



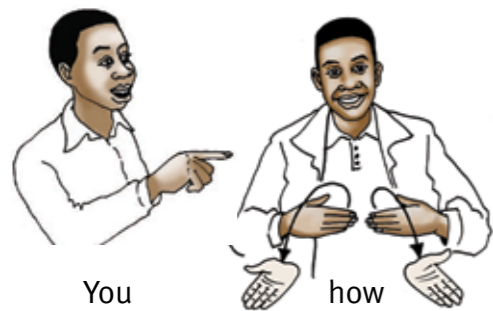
Name mine d-i-n-a

My name is dina. Local language: _____



You who

What is your name? Local language: _____



You how

How are you? Local language: _____

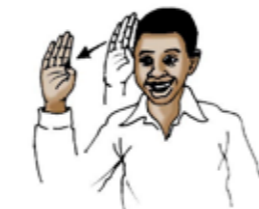
Other friendship signs



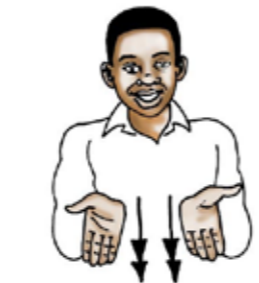
Behaviour



Good



Hello



Now



Polite



Please



help-me

Help me... Local language: _____



Now



you



me



friend

You and I are friends now. Local language: _____



Home



your



where

Where is your home? Local language: _____



Book



your



give-me



please

Please give me your book. Local language: _____



You



good



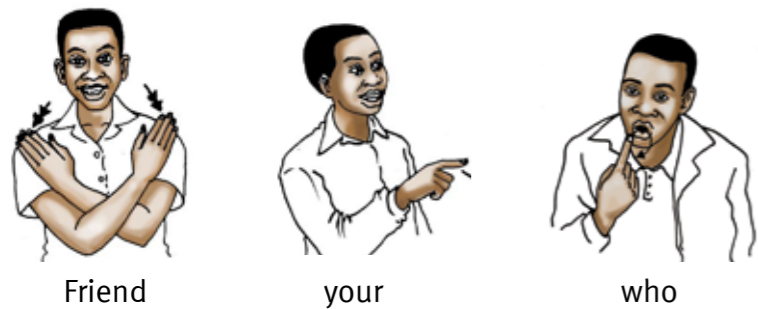
thank-you

Thank you, you behaved well. Local language: _____

Other friendship signs



Wait



Friend your who

Who is your friend?

Local language: _____



Friend mine



j-u-m-a

My friend is called juma.

Local language: _____

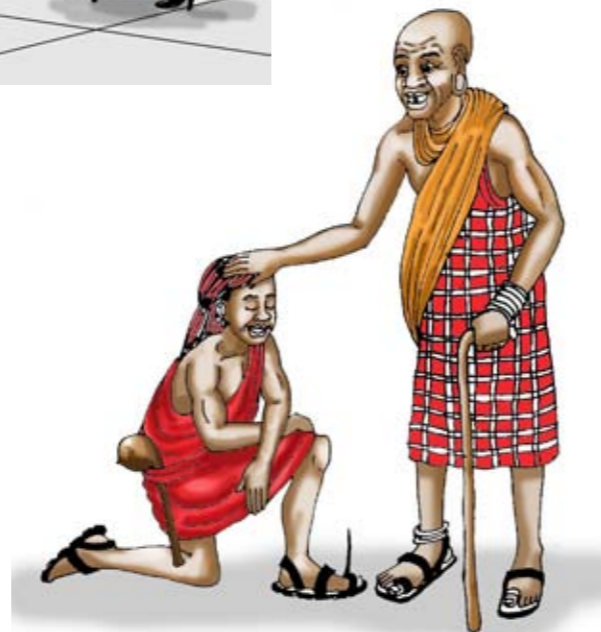
Activity 1

Task 1: In pairs practise greetings and introducing your friend to the group.



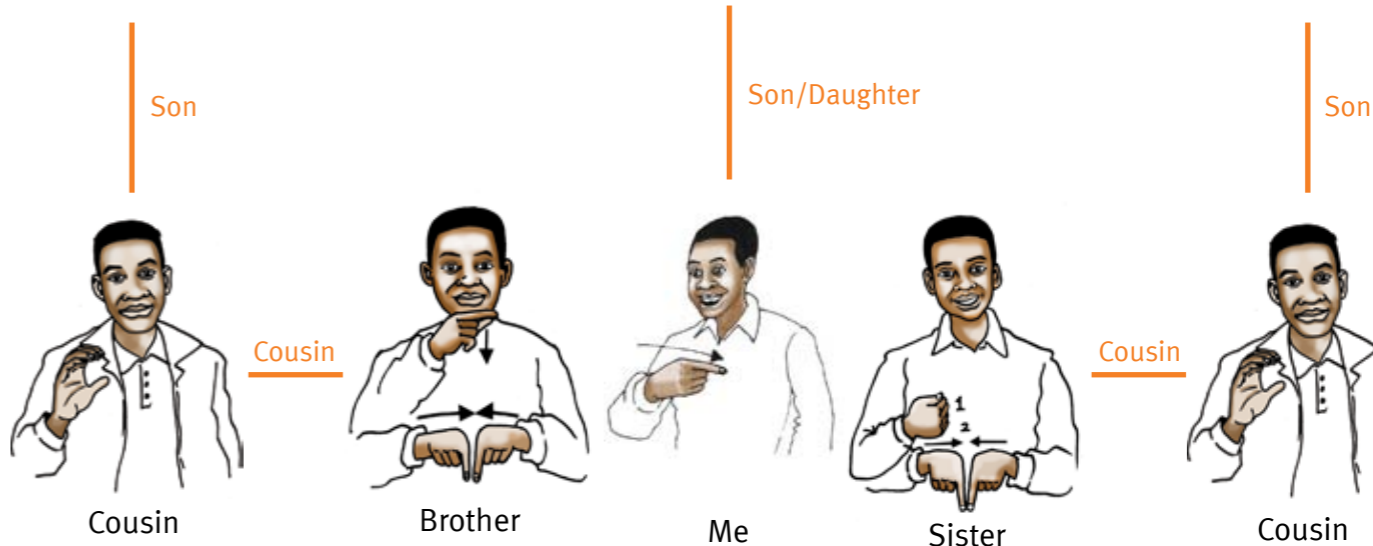
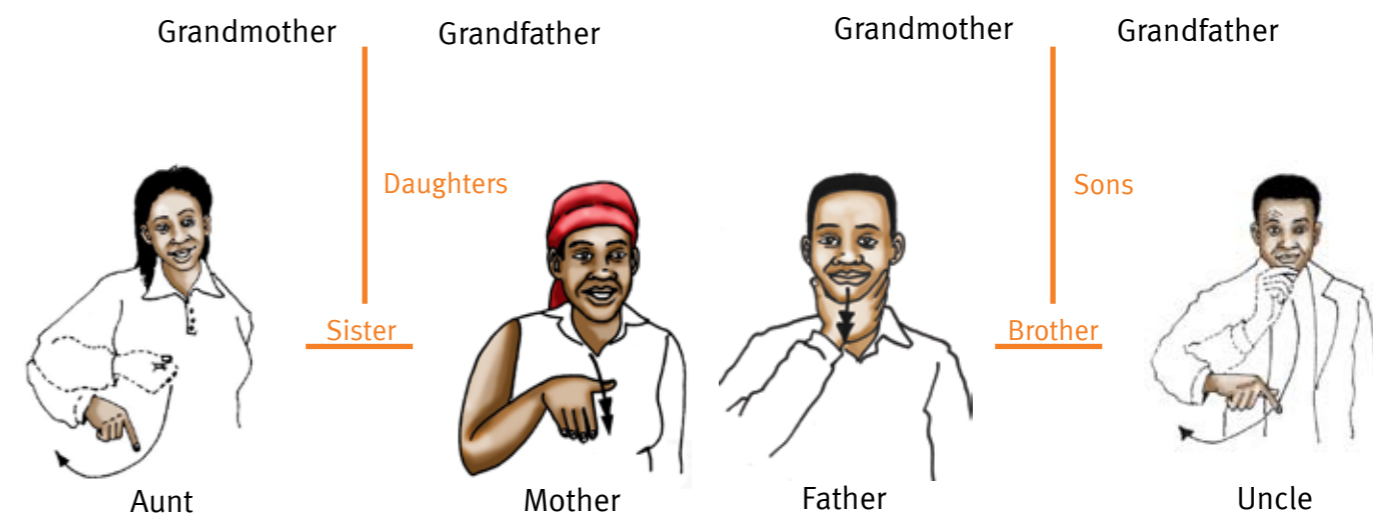
Greeting

Task 2:
Role play
Your deaf child has come home with a friend. You as a parent are asking him/her about his new friend. Sign out your questions to him.



Family relations

I can't explain to my deaf child how she is related to the other extended family members.
Parent Mumias



Other family signs



Activity 2

Use the signs given to sign out the sentences the son and father are saying.



Activity 3

Try describing in KSL the following relations to your deaf child.

- Aunt
- Cousin
- Grandmother
- Uncle

Chapter two

Going Shopping



Market

.....



Orange

.....



Irish Potato

.....



Sukuma

.....



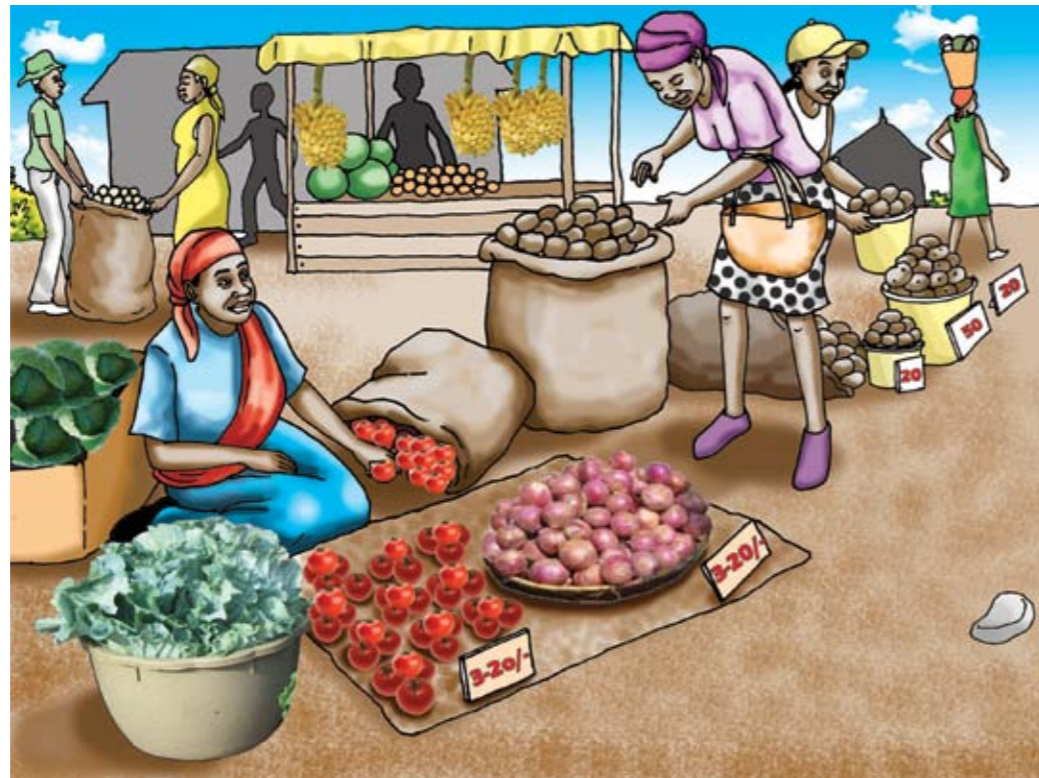
Tomato

.....



Sweet potato

.....



Sugar

.....



Bread

.....



Milk

.....



Meat

.....



Rice

.....



Flour

.....



Tea Leaves

.....



Price list

.....

How can I sign things I want from the local market
Mother of deaf girl, Ngong Kajiado

MAKING PLURALS part one

You can use numbers to make plurals in KSL:



Eleven oranges

Local language: _____

How do I tell my deaf child the amount of milk sugar or meat I need from the market?
parent Kajiado



Wash six tomatoes and bring

Local language: _____



Buy 3 packets of milk

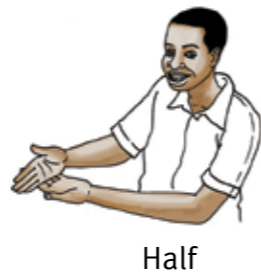
Local language: _____

Activity 1

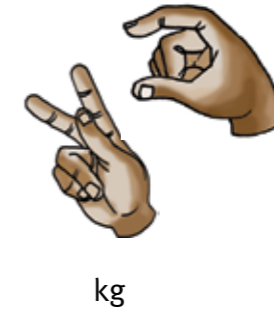
Practise making sentences in KSL each showing plural using numbers

We sometimes buy items in Kilograms and Litres

The signs given below will help you make more sentences



.....



Buy 1kg of Sugar.

Local language: _____



How much do 6 packets of milk cost?

Local language: _____



Ask and check if you have the correct change. Local language: _____

Activity 2

Sign out how you would send a deaf child to the shop to buy the following at one trip:

- 2kg of sugar, 2 packets of milk, 1 cabbage and 5 tomatoes with 500 shillings
- 1 loaf of bread, two oranges
- Rice, salt, tea leaves and sweet potatoes

Being specific with what you want



Flour



Ugali



Chapati



Porridge



Work



Market



Who

People at the market

Local language: _____



Sells vegetables



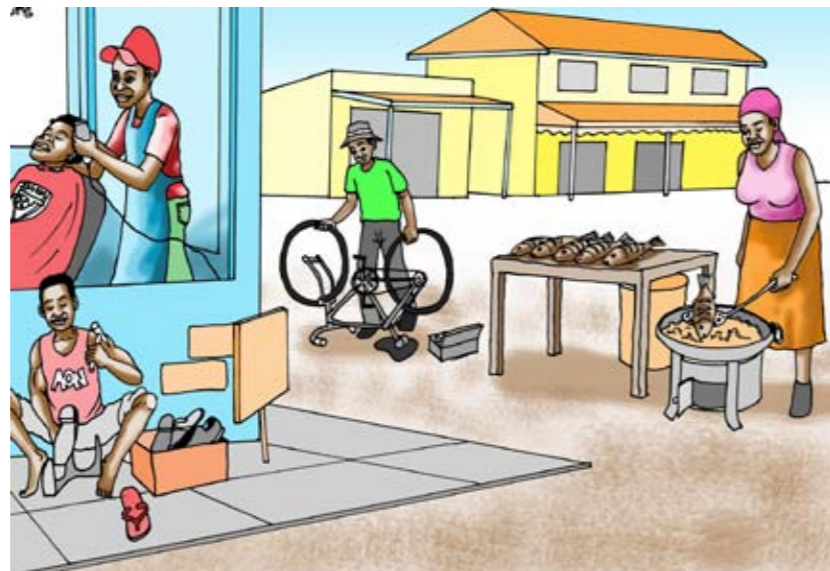
Repairs bicycles/cars



Shaves people

Activity 3

Use the picture below to make sentences on how you would send your child to any of the people on the market.



Important verbs to know



Buy



Give-you



Count



Bring



Look



Run



Ask - you/him



Show



Ask me



Look for



Tell



choose



Peel sweet potato

Practising sentences on sending your child to the market place



Market



Run



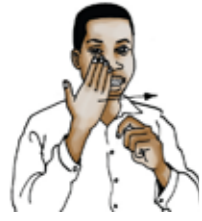
Vegetable



Bring

Run to the market and bring sukama/kales.

Local language: _____



Meat



Half



Kg



change



Check



30



Bring

Activity 4

Practise making sentences based on the two examples given opposite and the main theme market scene.

Local language: _____

Buy half a kilogram of meat and bring back 30 shillings change.

Local language: _____

Key points to remember

- When signing information to a deaf child use short pauses to separate the various instructions you want carried out.
- Not all people at the market will know Kenyan Sign Language, therefore as you sign to the deaf child, let him write out what you need from the market if the items are many. This will help you cross check if what he writes is what you need and also help him communicate to the people at the market clearly. Most shops in the rural areas are dark and not all items are displayed well for the deaf child to point to them.

Chapter three

I need to know signs of things that are around the homestead - cows, broom - so as to send my child parent-Kajiado-Ngong

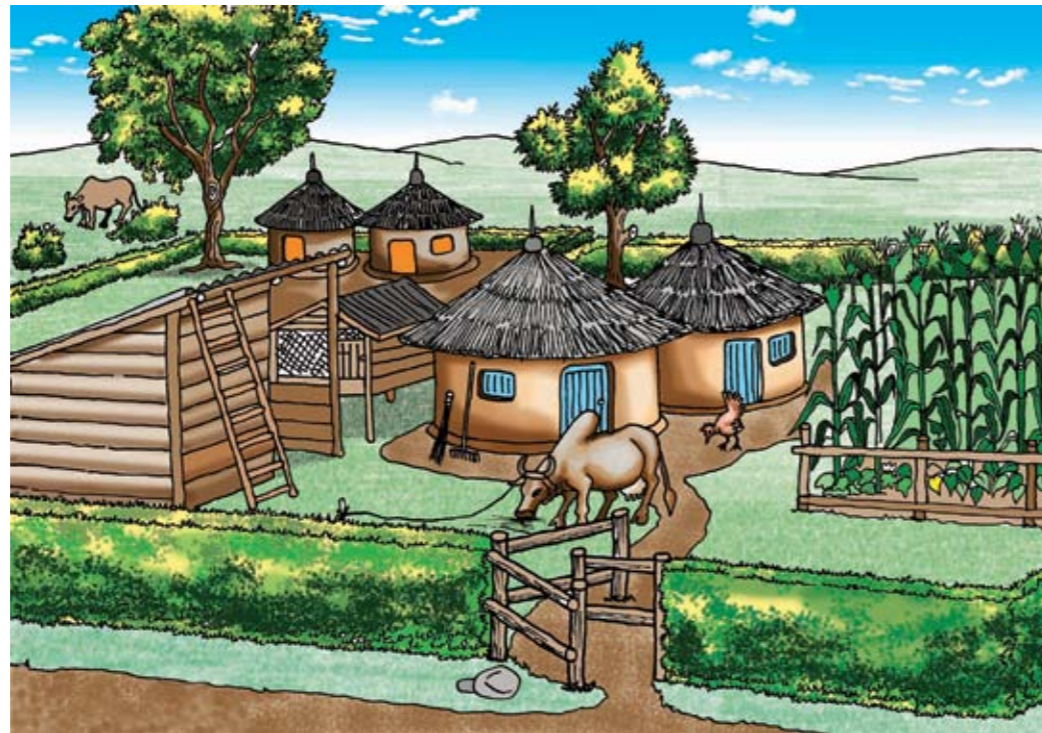
The world around and far away



Environment/Area



Kitchen



Chicken



Ladder



Jembe



Rake



Neighbour



House



Land



Gate

Sentences



Home

Maru's home is neat



M-A-R-U

Local language: _____



neat



House

There are three houses there.



3

Local language: _____



there



Shamba

The garden near the house has maize.



near



house



maize



grow

Local language: _____



Cow



impossible



gate



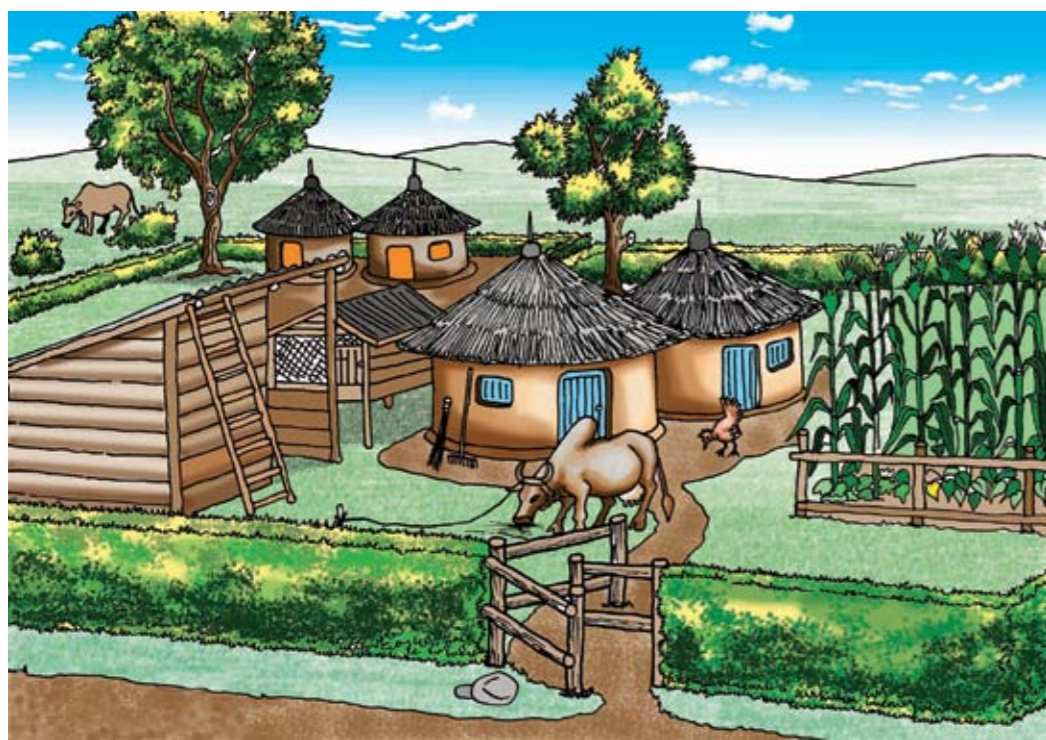
pass

The cow can't pass through the gate.

Local language: _____

Activity 1

Use the scene at the beginning of this chapter to make/sign as many sentences as possible about Maru's home.



Important places to know



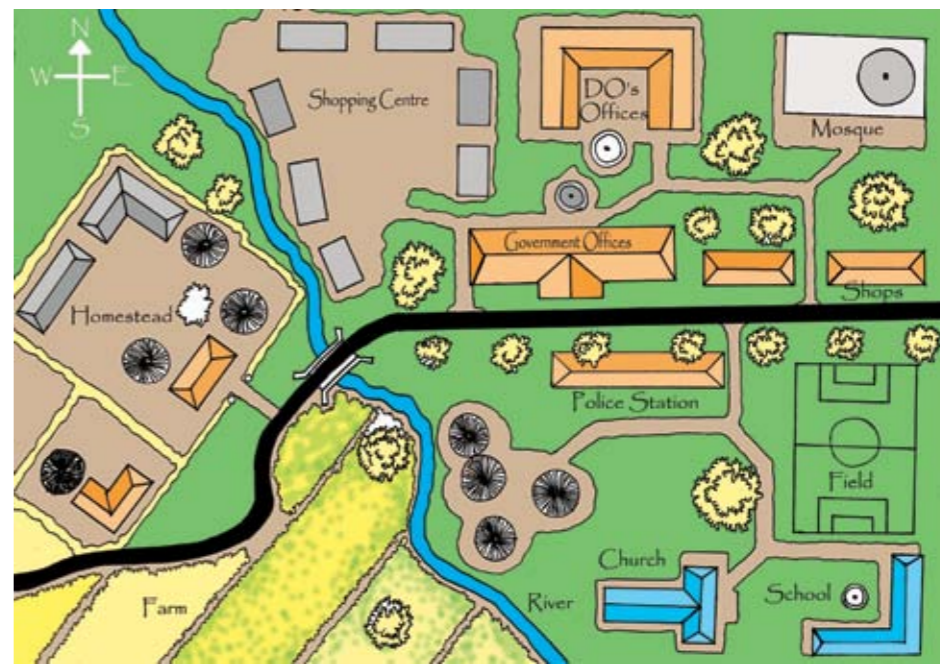
Police station

.....



Hospital

.....



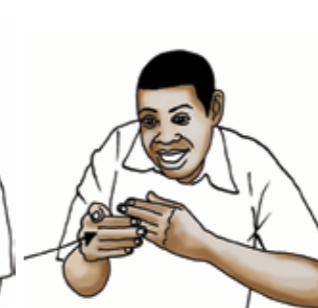
Chief

.....



Far

.....



Near

.....



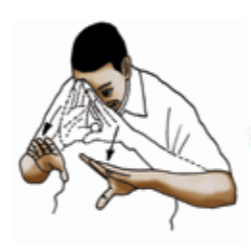
North

.....



South

.....



Mosque

.....



School

.....



River

.....



Direction

.....

Sentences about the map



River



home



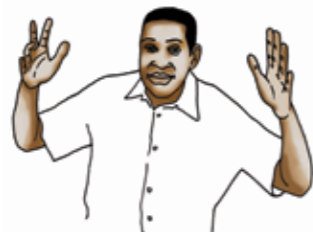
near

The home is near the river.

Local language: _____



Farm



big



sukuma



grow

Sukuma grows in the big farm.

Local language: _____



Area



this



hospital



zero

This area has no hospital!

Local language: _____



Direction



school



please

Help me get directions to the school.

Local language: _____

Point to remember

Using sketches to explain directions to places such as shopping centres helps the deaf child to understand places they have not been to better.

How can I explain directions to somewhere?
father to deaf youth-Kitui

Sentences



Kericho



there



tea



much

A lot of tea grows in Kericho.

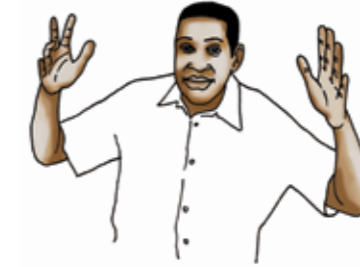
Local language: _____



Nairobi



city



big



Kenya

Kenya's capital city is Nairobi.

Local language: _____



Mombasa



ship



there

Many ships are in Mombasa.

Local language: _____



Sugarcane



grow

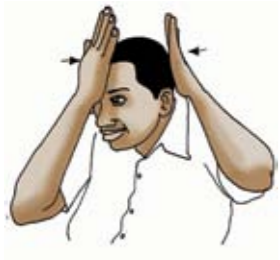


Mumias

A lot of sugarcane grows in Mumias.

Local language: _____

Sentences



Kakamega



Mombasa



far



drive



hour



eleven

I can't sign about different towns to my child
parent to lower primary child-Mumias

Kakamega is far from Mombasa, it is eleven hour's drive.

Local language: _____

Activity 2

Use the modes of transport below to sign sentences about how to get to some places.



Matatu



Boat



Bicycle



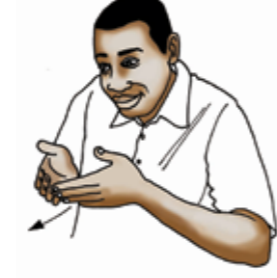
Aeroplane



Train



Motorbike



Ship



Car

Activity 3

1. Sign out simple sentences about various regions in Kenya and the common activities of the region.
2. Pick a card from the basket and sign the name of place on the card and a short story about the area (for example, how to get there, how much bus fare would be needed, what the town is famous for, etc).

Chapter four

Children's rights



Right



child

Child Rights Issues

Local language: _____



Example



good

Good examples

Local language: _____



Example



bad

Examples of rights violations

Local language: _____



Signs that may help you explain and sign about child protection issues

			
Play	Safe/protect	Care	Report
.....			
			
Obey	Advice	Sick	Cheat
.....			
			
Touch	Insult	Secret	Force
.....			
			
Rape	Vagina	Breast	Sex
.....			

Sentences

			
School	good	go	always
It's good to always go to school. Local language: _____			
			
Night	walk	good	nothing
It's not good to walk at night. Local language: _____			
			
Choose	friend	good	
Keep good company. Local language: _____			
			
Trust me	if	problem	there
If you have a problem, trust me. Local language: _____			

Activity 1

In groups of 4 people sign out a short drama that shows the following:

1. Child labour
2. Child denied education
3. A child at risk of sexual abuse
4. A well protected child, well advised and aware of his/her rights

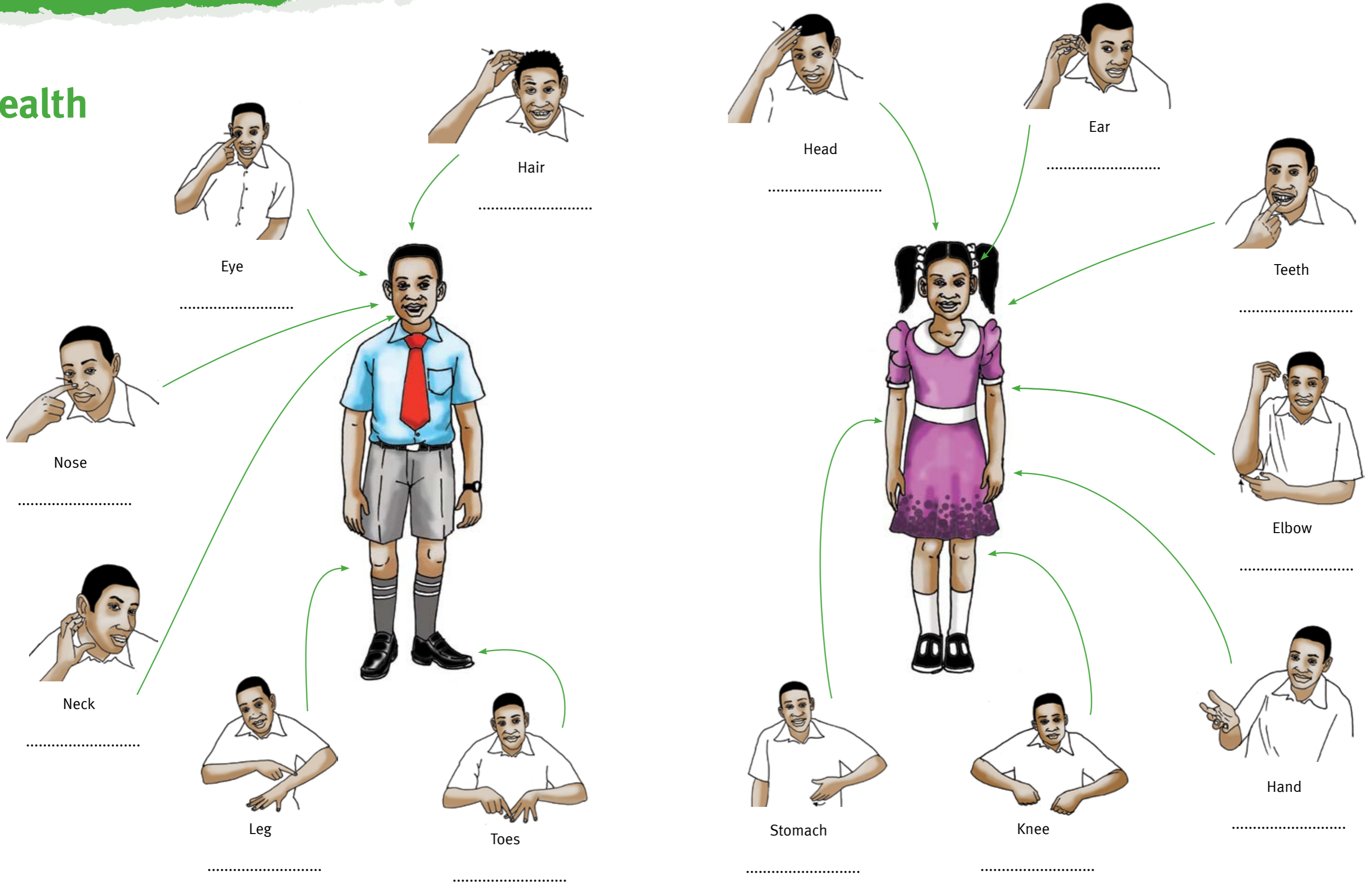
Activity 2

Sign at least 5 sentences based on the picture below.



Chapter five

Health



Sentences



Health



good

My child needs to know about body and self care, but I do not know how to sign to her all these
Parent – Mumias, Kenya.

Good health

Local language: _____



Body



care



well



eat



well

For a strong body you must eat a balanced diet and care for the body well.

Local language: _____

Common verbs



Washing hands



Washing the utensils



Washing the face



Washing clothes



Washing fruit



Sweep



Clean



Mop

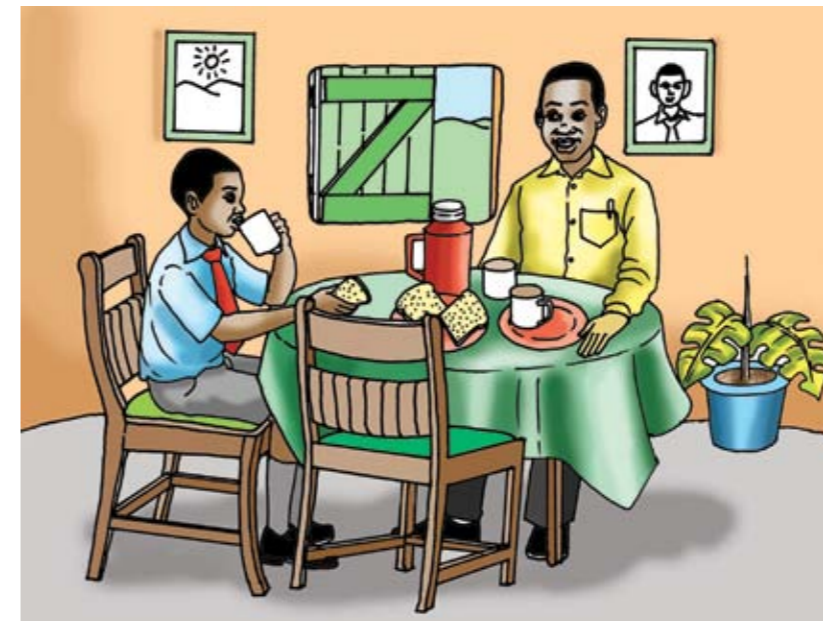


Cut the nails

Activity 1



Sign out what happens after the picture and before the next picture.



Sign out what happens after the picture and where each person goes.

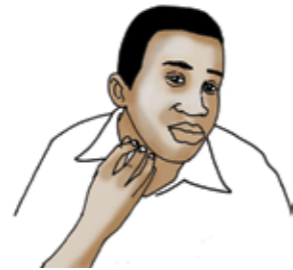
Signs of common diseases and symptoms



Malaria



Common cold



Mumps



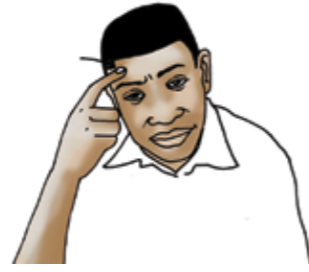
Cholera



AIDS



Cough



Headache



Stomach ache



Tooth ache



Vomiting



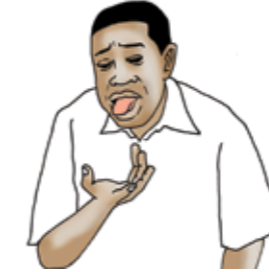
Diarrhoea

I want to understand what my child is saying for example when he is sick, how he is feeling parent, Kitui.

Sentences



Headache



vomit



say

Tell me if you vomit, have a head ache. Local language: _____



Hand wash



before



eat

Wash your hand before eating. Local language: _____



Nail cut short



always

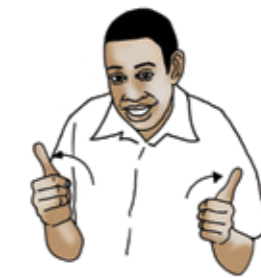
Keep your nails short always. Local language: _____



Bed

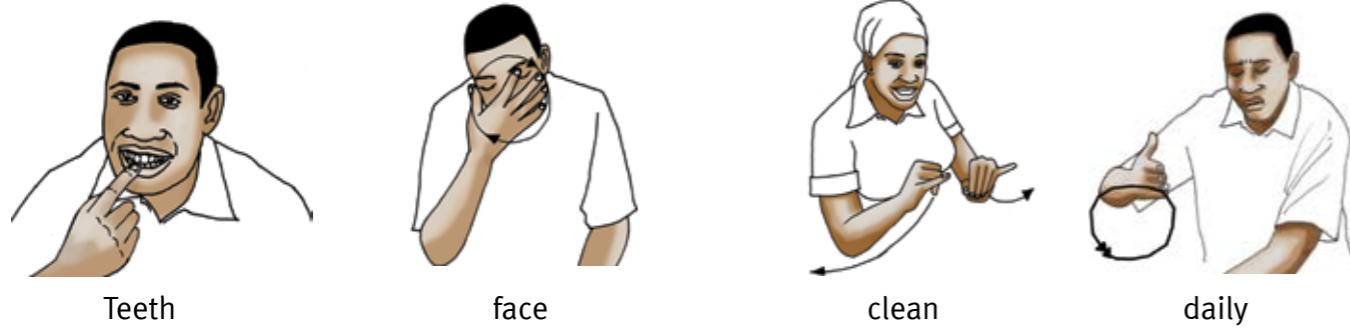


make



well

Make your bed well. Local language: _____



Clean your face and teeth always. Local language: _____

Activity 2

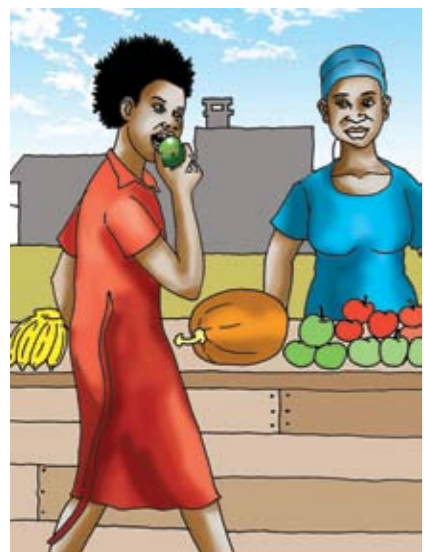
GAME:
Divide into groups of two. One touches a part of their own body as the other signs a sentence about it.

Activity 3

Use the signs you have learnt in this theme to sign out the picture story below :



What activities does the girl not do here?



Activity 4

Use each of these signs below to make a sentence, instruction or question.



A



B



C

Key points to remember

The importance of facial expression!

Your face shows the child when you are sending them, asking a question or just speaking to inform them. Use your face to guide the child always when communicating.

Chapter six

Express yourself



You



feel



how

How are you feeling today?

Local language: _____

My daughter is always silent at home and easily upset.
parent, Kitui.



Happy



Sad



Angry



Worried



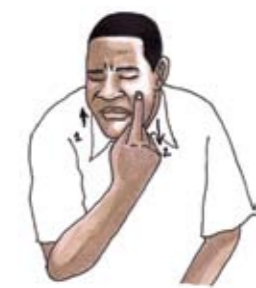
Excited



Serious



Indifferent



Cry



Surprise



Activity 1

Use your face to show the following:

Wide smile	Sneer	Angry face	Inquisitive face
Disappointed face ... Oh no!	Shocked face	Surprised face	Sad face

Sentences

You	sad	why
Why do you look sad?		
Local language: _____		

Me	happy	more
I am very happy!		
Local language: _____		

You	feel	how
Let me know how you feel.		Local language: _____

Me	tired	work	work	work
I worked very much and am tired.		Local language: _____		

Key points to remember

To show the degree or intensity of how you feel you may have to sign the emotion or the action two or three times, or use the sign for 'more' two or three times.' See these examples below:

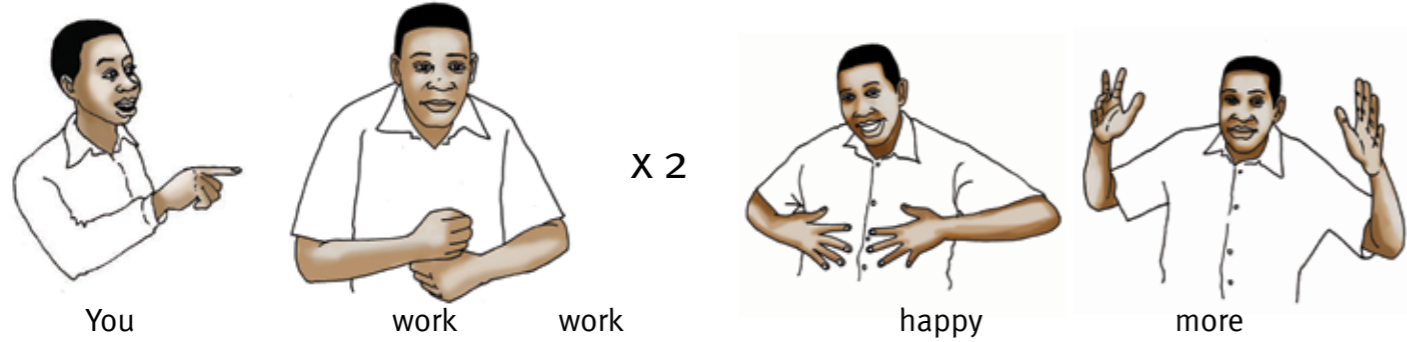
A) Emotion signed twice/three times in a sentence

Me	happy	happy	why
you	exam	pass	
I am very happy that you passed the exam. Local language: _____			

Activity 2

Sign 2 sentences with emotion signed twice like the sentence above.

B) The action signed twice/three times in a sentence

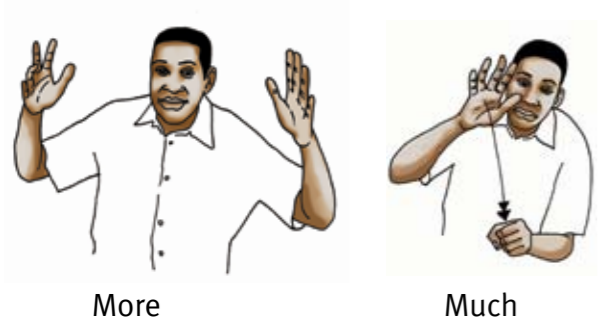


You have worked a lot and are now more happy. Local language: _____

Activity 3

Sign 2 sentences with the action signed twice as in the example above.

C) The use of MUCH and MORE twice in sentences



.....



I am very sad. Local language: _____

Activity 4

GAME:

In pairs, one makes facial expressions to show different emotions while the other signs out the meaning of the facial expressions.

Activity 5

Sign sentences using each of the signs below in each sentence.



Shock

.....



Shout

.....



Miss

.....



Dead

.....



Laugh

.....



Bored

.....



Deaf Child Worldwide

15 Dufferin Street, London, EC1Y 8UR

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