

Communicating with your
deaf child in...

Kenyan
Sign
Language



Book Two

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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

Leisure



Leisure

Leisure time

Local language:



Making beads



Playing football



Watching TV



Skipping the rope



Activity



you



which



enjoy



Riding bicycle



Swimming



Running



Reading storybook

**'How can I know the activities
my daughter likes to do?'**

Parent, Mumias

Activity 1

Sign out the following sentences.



Book



read



good



time



leisure

Reading a book is a good way to spend your leisure time.

Local language: _____



Swim



alone



river



there



no

Don't swim alone there in the river.

Local language: _____



Game



you



like



more



which

Which game do you like the most?

Local language: _____

Activity 2

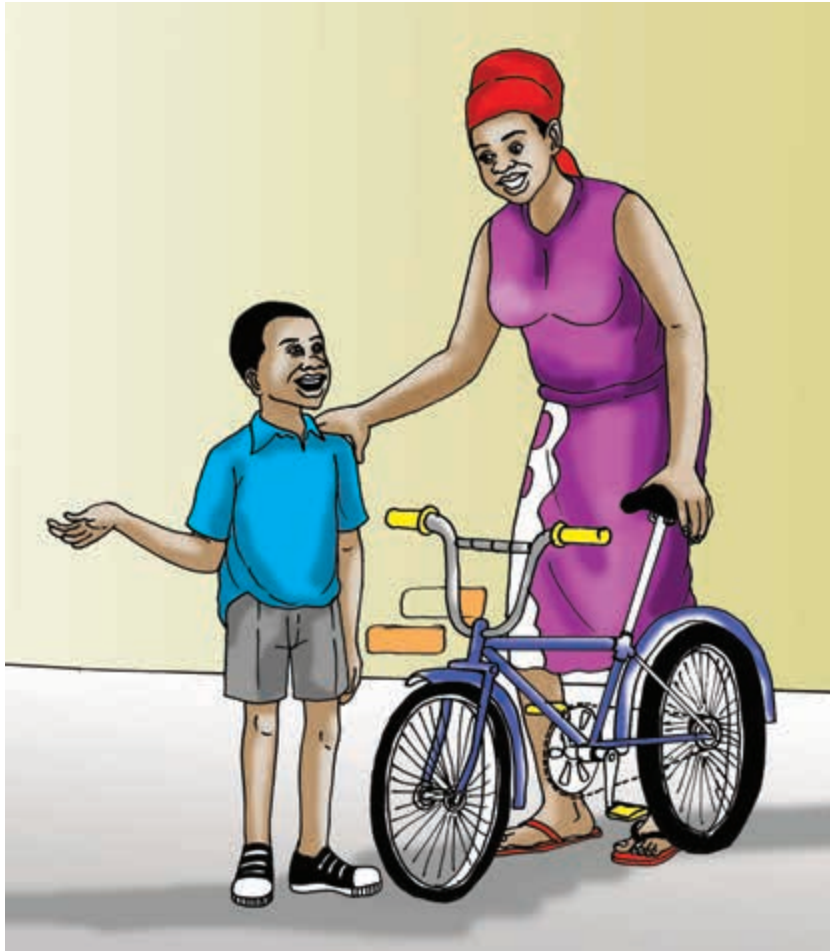
Make similar sentences with your trainer.

Activity 3

Sign out about what your child likes to do for leisure.

Activity 4

Sign out sentences based on the picture below:



Sentences



Time



you



bicycle ride



careful

a) When riding your bicycle be careful.

Local language: _____

'My son is very rough when playing with others and they fear him a lot. How can I control his behaviour?'

Mother, Mumias



Play



sister



brother



well

b) Play with your sister and brother well.

Local language: _____



Fight



same



abuse



no

c) Avoid fighting and abusing others.

Local language: _____



If



play



play



finish



bath

d) Please bath after playing.

Local language: _____

Chapter Two

Clothing and dressing for different occasions



Shirt



Lesso



Blouse



Dress



Sweater



T-shirt



Cap



Pants



Socks



Trousers



Tie

'My child is three years old and I need to know the way to sign different clothes to him.'

Parent, Mumias

Dressing for different occasions



Kanzu

.....



Nurse uniform

.....



School uniform

.....



Wedding gown

.....



Mechanic's overalls

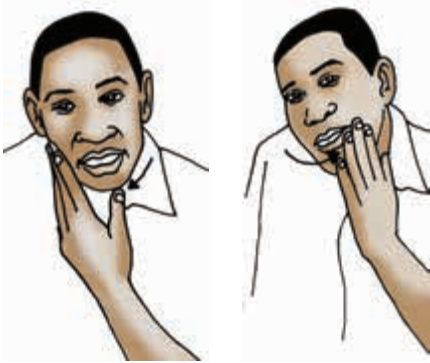
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Maasai warrior's attire

.....

Colours and other features related to clothes



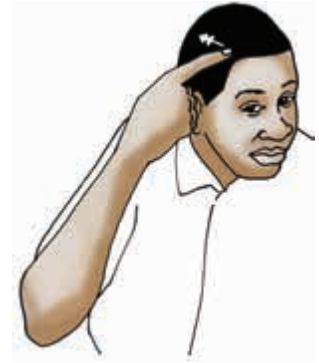
Colour

.....



Blue

.....



Black

.....



White

.....



Green

.....



Stripes

.....



Red

.....



Flowered

.....



Polka dotted

.....



Yellow

.....

Activity 1

Look around the room and try to describe the different clothes that people are wearing. Use sign only.

Sentences



T-shirt



your



stripe

Your T-shirt is striped.

Local language: _____



School



dress



colour



blue

The school tunic is blue.

Local language: _____



Blouse



red



your



where

Where is your red blouse?

Local language: _____



Father



mine



sweater



have



beautiful



colour



green



My father has a beautiful green sweater.

Local language: _____



Maasai



clothes



red



love

Maasai love red clothes.

Local language: _____



Uniform



blue



colour



good



Blue uniforms look good.

Local language: _____



Wedding gown



colour



white



beautiful

The white wedding gown is so beautiful.

Local language: _____



Uniform



your



clean

Your uniform is clean.

Local language: _____

Activity 2

Make five sentences each using the examples above.



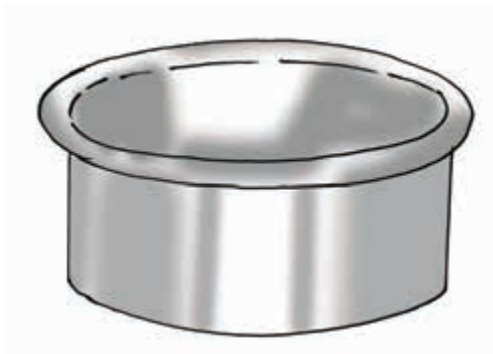
Chapter Three

Food preparation and home chores



Knife

.....



Sufuria

.....



Sieve

.....



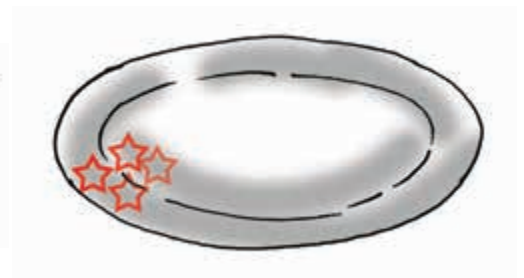
Spoon

.....



Fork

.....



Plate

.....

How do we make tea?

'It is hard involving my deaf child in activities like cooking since I always point at things and do not know the signs to use.'

Parent, Mumias



Tea



make



how

Local language: _____





First



milk



water



mix

Step one: Mix water and milk.

Local language: _____



Wait



boil



add



tea leaves

Step two: Bring to boil and add tea leaves.

Local language: _____



Leave



boil



minute



five



sieve

Step three: Let it boil for 5 minutes then sieve.

Local language: _____



Cup



pour



sugar



add

Step four: Serve hot and add sugar to taste.

Local language: _____

Key Points to Remember:

Deaf children can learn a lot from watching you doing the cooking in your own kitchen. Always involve them when you are cooking and explain the simple processes.

Activity 1

Try explaining how the following local foods are made:

- a) Ugali
- b) Irio
- c) Githeri
- d) Any Maasai food

'I struggle explaining to my child how to do routine chores.'
Parent, Kajiado

Helping at home



Home



Help



Work



Which

Local language: _____



Sister



Help



Sweep



Possible



Utensils wash
clean

Chapter Four

Time



Time

Local language:



Morning

.....



Afternoon

.....



Evening

.....



Daytime

.....



Today

.....



Yesterday

.....



Night

.....



Month

.....



Week

.....



Hour

.....



Minutes

.....

Telling the Time



Time



seven

.....



Time



three



half

.....

Key points to remember:

- Always use the sign 'Time' first when you want to sign the time in KSL. This helps the child to understand the context for the numbers that follow.
- When signing the time in KSL, it is common to use approximations of the time rather than the exact minutes.
- Use 'fifteen' or 'forty-five' to indicate quarter past or quarter to. For example, 'Time Nine Fifteen' or 'Time Eight Forty-Five'.
- You should indicate whether it is morning or evening for clarity.

Activity 1

Try signing out the following times on the clocks below:



Conversation:



Hallo



time



what



now



Hallo, what time is it now?

Local language: _____



Time



eleven



half



now

It is half past eleven.

Local language: _____



Me



late



food



cook



I am late for cooking food.

Local language: _____



Time



one



afternoon



far

1pm is a long way off.

Local language: _____

Days of the week



Monday

.....



Tuesday

.....



Wednesday

.....



Thursday

.....



Friday

.....



Saturday

.....



Sunday

.....

Activity 2

Sign out sentences with the time and days of the week based on the following pictures:



Key point to remember:

The signs for months are made by using the sign for 'month' followed by the number of the month. (January is month one...December is month twelve.)

For example:



Month



One

January

Local language: _____



Month



Five

May

Local language: _____

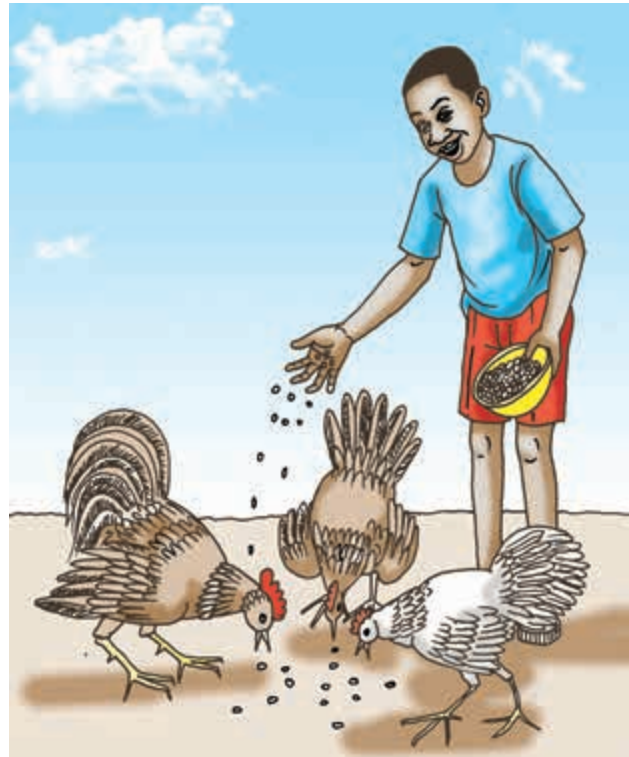
Activity 3

Pick a card with a month written on it. Sign out the month and any activity you know happens in that month. It could be a birthday, school term starting, planting season, holiday time, rainy season, etc. Play this game with your children at home too.



Chapter Five

Home management and social responsibility



'Many times my deaf child does not know what to do around the home.'

Parent, Mwingi



Responsibility



Work



Share



Care



Help



Show

Sentences



Time



two



always



cow



water



give

Always give the cow water at two pm.

Local language: _____



House



keep



clean



must

Always keep the house clean.

Local language: _____



All



farm



go



today

Today all of us are going to the farm.

Local language: _____



Wash



same



iron



clothes

Wash and iron the clothes.

Local language: _____

Activity 1

Sign out some of the home responsibilities you would like to teach your deaf child.



Responsibility



all

Social responsibility.

Local language: _____



Environment



keep



clean

Keep the environment clean.

Local language: _____



Water



use



well

Use water wisely.

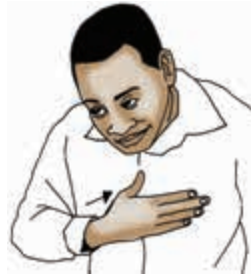
Local language: _____



People



other



respect



must

Respect other people.

Local language: _____



Tree



many



plant



plant



but



cut



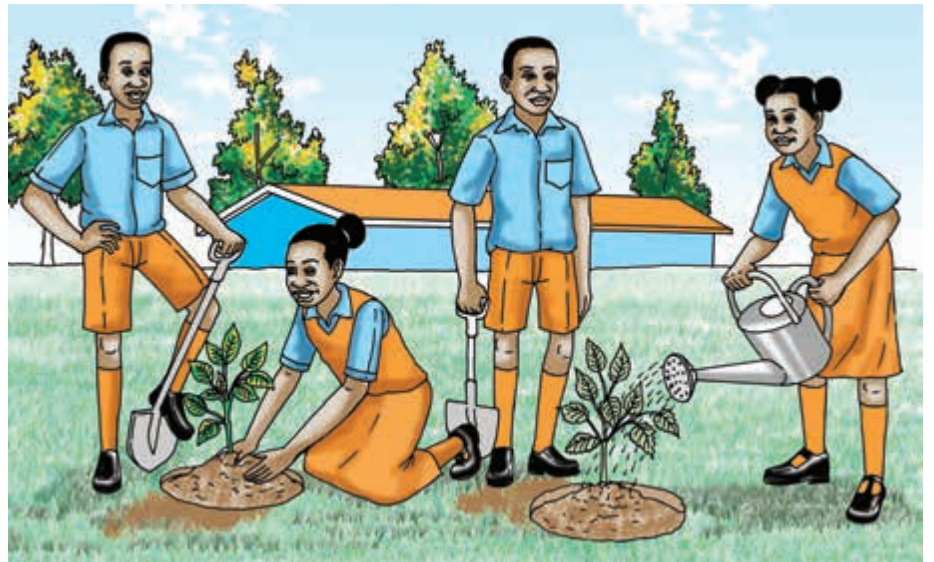
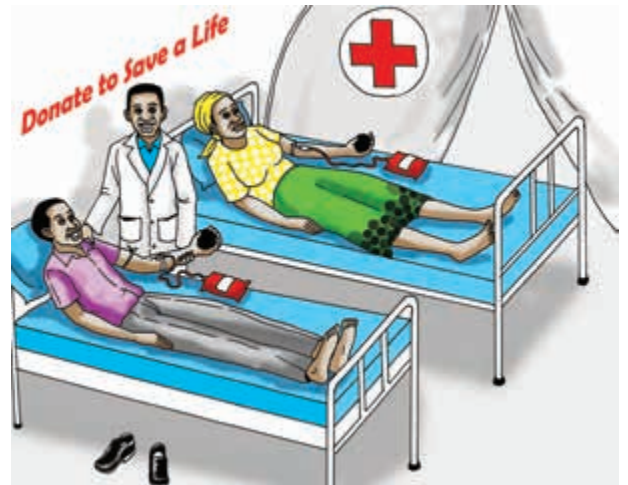
avoid

Plant trees and avoid cutting trees.

Local language: _____

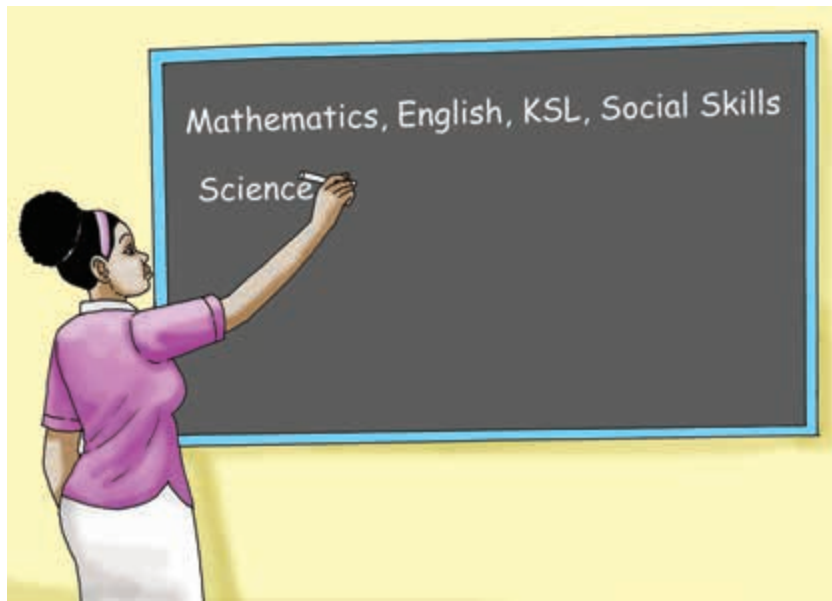
Activity 2

Using the pictures below, sign out how you would communicate with your deaf child about social responsibility.



Chapter Six

Going to School



Learn



Rules



Class



Subject



Mathematics



English



Science



Religious Studies



Social Studies

'How do I sign about school to my deaf girl? I mean the subjects and if she is well at school?'

Parent, Mumias

Sentences



Monday



Friday



school



always



go

Go to school from Monday to Friday.

Local language: _____



School



go



early



must

Go to school early.

Local language: _____



Stay



clean



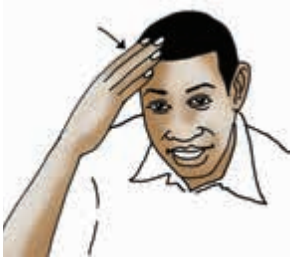
same



smart

Be clean and smart always.

Local language: _____



Polite



always



you



must

Be kind and polite to others.

Local language: _____



School



compound



always



keep



clean

Keep the school compound clean.

Local language: _____



Teacher



all



you



must



obey

Obey all the teachers.

Local language: _____

Activity 1

Practise signing out the conversation below:

Father: Hallo M-A-R-Y

Local language: _____

Mary: Hallo Father

Local language: _____

Father: School How

Local language: _____

Mary: Fine Food Eat Well Learn Well But...

Local language: _____

Father: But What... Any Problem

Local language: _____

Mary: Me Want Book Write-In Toothpaste
Pen Ruler Same Pocket Money

Local language: _____

Father: OK Worry Nothing Me Buy All Today

Local language: _____

Signs to help you



Toothpaste



Pen



Ruler



Problem



Learn

.....

Activity 2

Use the signs below to make sentences to your deaf child about school.



See

.....



Teacher

.....



Pass Exam

.....



Education

.....



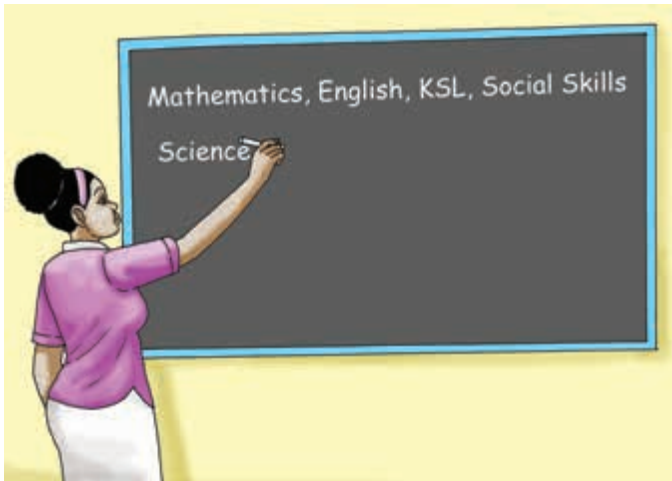
Friend

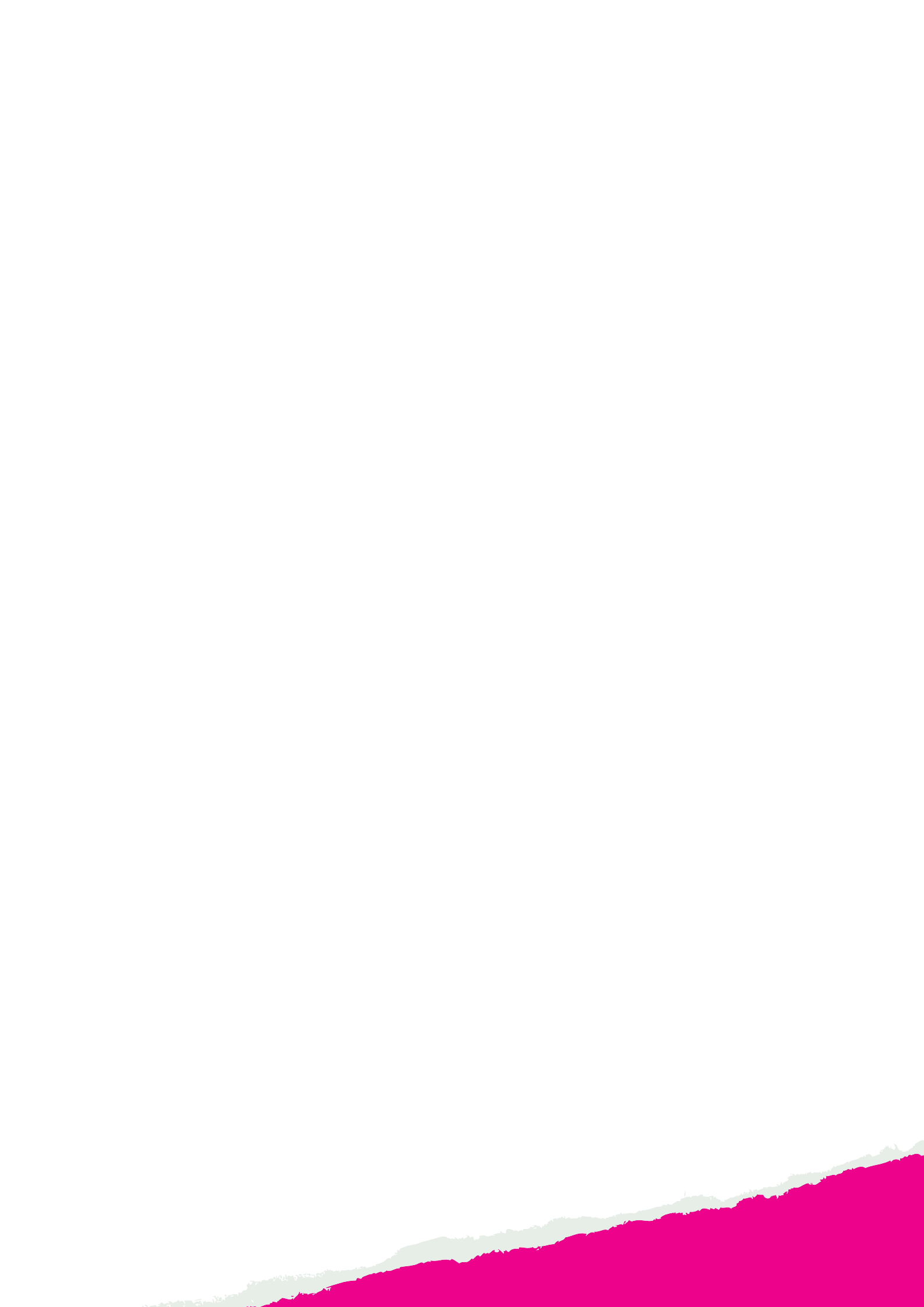
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Respect

.....







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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. SC040779.

www.deafchildworldwide.org