



Finger-bet

EQUIPMENT

Optional - worksheets (or OHT) showing finger alphabet diagrams

BEFORE

It is helpful if students are familiar with "[Finger-vowels](#)" - but not essential.

It is **essential** that teachers familiarise themselves with this activity (and preferably develop some confidence) **before** undertaking this activity with a group of students.

Point out to students that this activity does require some concentration and may take a little time - but also highlight the rewards of being able to sign. (Signing is a kind of "code" that enables you to communicate "secretly" with friends. You could use it to communicate with a deaf person. You will be able to use the finger alphabet to help improve your memory.)

AFTER

Once students are familiar with the finger-spelling alphabet (which is taken from BSL), it can be used as the basis of various memory systems or as a mnemonic device. See "[Let's get physical](#)" webpage on the Brainboxx website.

DESCRIPTION

The following 3 pages show the British Sign Language alphabet. Each of the letter signs is shown as it appears to the signer.

Although some students will be able to learn the whole signed alphabet in a single session, it is probably best to approach this activity in 3 sections. We recommend A-K, L-S, T-Z

Briefly remind students of the "Finger-vowels" (if they have previously learned these.)

The teacher and students say aloud each letter in turn as the teacher demonstrates each sign.

The teacher then demonstrates each letter-sign in turn, pointing out the features of the sign and providing simple memory aids to assist the students.

- **A is a "finger-vowel"**
- **B** is made up of two circles
- **C** looks like a backwards C
- **D** looks like a D
- **E is a "finger-vowel"**
- **F** has two forks
- **G** is a gentle fist-on-fist tap
- **H** is a Hand-swipe
- **I is a "finger-vowel"**
- **J** is a drawn J
- **K** is made from a right-hand angle and a left-hand stick)
- **L** has a single upright - like a lower-case l
- **M** has three uprights - like a lower-case m
- **N** has two uprights - like a lower-case n
- **O is a "finger-vowel"**
- **P** is a right-hand circle and a left-hand stick
- **Q** is a circle with a line
- **R** is a curve like the top of a lower-case r
- **S** is two linked curves
- **T** looks like a T (with a very thick top)
- **U is a "finger-vowel"**
- **V** looks like a V
- **W** is made from lots of angles
- **X** is two crossed lines
- **Y** looks like a Y
- **Z** is "strange" and angular

The teacher and students say aloud each letter in turn, with teacher and students making the signs. Repeat two or three times.

Students sometimes find this exercise easier if the teacher stands sideways on (or almost with their back to the group) so that students can see the sign "the right way round" and compare their performance with that of the teacher.



LOGICAL



MUSICAL



INTRA-PERS.



PHYSICAL



LINGUISTIC



INTER-PERS.



NATURALIST



VISUAL





