



Finger-spell

EQUIPMENT

Scrap paper & pencils.

BEFORE

It is essential that students are familiar with "[Finger-bet](#)" - or that they know the finger-spelling element of BSL.

NB. This activity can be easily adapted to ASL.

AFTER

Once students are familiar with BSL finger-spelling:-

- it can be a useful means of reinforcing spellings (see "[Let's get physical](#)" on the Brainboxx website);
- it can form the basis of a number of memory systems;
- students can be encouraged to practice by communicating secretly.

DESCRIPTION

Remind students of the finger-spelling alphabet - by signing the alphabet together. Students should say the letters as they sign them.

Students are encouraged to write a word on a piece of scrap paper without showing anyone. (Students can be encouraged to use dictionaries etc. to check that they have spelt the word correctly.)

The teacher chooses one student to sign their word to the rest of the class. (The teacher can check the spelling before the student starts to sign.) Students should be reminded to sign slowly and clearly, holding their hands at chest height.

The remainder of the group has to guess the word being signed. As an aid, students may write down each letter as it is signed. If necessary, the signing student can be asked to repeat the word

The student who guesses the word correctly is chosen to sign the next word - unless they have already done so, in which case they can nominate a friend.

The activity continues at the teacher's discretion.

Nobody is allowed to speak or call out throughout the exercise - except to tell the teacher their guess (though even this could be signed!)

IDEA: The teacher could challenge the class to see how long it takes to correctly guess 10 words - and attempt to beat this target time next time the activity is played.

IDEA: The teacher could select the words to be signed - perhaps using this week's target spelling-list.

LOGICAL

MUSICAL

INTRA-PERS.



PHYSICAL



LINGUISTIC



INTER-PERS.



NATURALIST



VISUAL