

MODULE 6 - BRAILLE

OUTCOME	LEVEL	PHASES OF DEVELOPMENT
<p>English Writing Students range of purposes range of forms conventions audience, purpose context.</p>	<p>English Writing</p> <p>W 1.1 Produces written symbols with the intention of conveying an idea or message.</p> <p>W 2.1 Writes simple imaginative and informative texts that include some related ideas about familiar topics.</p> <p>W 1.2 Recognises that writing is used by people to convey meaning to others.</p> <p>W 2.2 Recognises some of the purposes and advantages of writing.</p>	<p>English Writing</p> <p>MIDDLE CHILDHOOD The focus for learning in this phase is on:</p> <ul style="list-style-type: none"> • experimentation with written language and the combination of different modes for communication, learning and enjoyment • increasing awareness of purpose and audience <p>Context, purpose and audience</p> <ul style="list-style-type: none"> • writers are active meaning makers • purpose and audience affect choices writers make about text structure and language choices (eg the use of slang and colloquial language may be appropriate in a note or email to a friend) • writers consider audience expectations about texts (eg a story is expected to entertain, a report is expected to inform, and a procedure is expected to provide instructions) • writers consider known and likely audience characteristics (eg interests, likely knowledge, needs) • different text types are appropriate for various writing purposes (eg an information report to document, organise and store factual information; an electronic presentation to organise and present information) • the purposes and structures of writing change in response to social and technological developments (eg writers combine words and images to construct representations using SMS)

<p>English Reading Students read range of texts understanding awareness.</p>	<p>English Reading R 1.1 Role plays being a competent reader and recognises familiar symbols.</p> <p>R 1.2 Makes connections between own knowledge and experience, and the ideas, events and information in texts read aloud.</p> <p>R 1.3 Demonstrates emerging awareness and use of symbols and conventions when making meaning from texts.</p> <p>R 2.2 Understands that print texts are constructed by people and represent real or imaginary experience</p>	<p>English Reading MIDDLE CHILDHOOD Context, purpose and audience</p> <ul style="list-style-type: none"> • readers are active meaning makers • reading can be used for enjoyment, as a tool for learning and everyday activities • purpose influences the way texts are read • information can be located directly and ideas inferred from the words and/or graphics of a text • texts represent events, people, ideas and places in certain ways • groups of people may be represented by stereotypes (eg girls wear pink and play with dolls, boys wear blue and play football) • texts include symbols from which readers make meanings (eg symbols of peace, what colours represent in different cultures) • texts can be designed for specific audiences (eg magazines and websites that target children’s interests)
<p>T&E Technology Process Students apply a technology process to create or modify products, processes, systems, services or environments to meet human needs and realise opportunities.</p>	<p>T&E Technology Process TP 2.1 Investigates and identifies the uses and effects of products, systems, processes, services and environments.</p>	<p>T&E Technology Process MIDDLE CHILDHOOD The focus for learning in this phase is on:</p> <ul style="list-style-type: none"> • the appropriateness of familiar and unfamiliar technologies to particular circumstances, needs and wants <p>Features, properties and use</p> <ul style="list-style-type: none"> • people who use particular technology products and processes might have different ideas about what is useful and appropriate from the people who create products and processes • functional aspects of technologies such as ease of use, legibility, portability and maintenance • certain technologies might apply in particular

<p>T&E Information Students and present information is appropriate solutions to technology challenges.</p>	<p>T&E Information 2.1 Understands that information is used, created, constructed, stored and transmitted in different ways.</p>	<p>T&E Information MIDDLE CHILDHOOD The focus for learning in this phase is on:</p> <ul style="list-style-type: none"> • how purpose and audience will affect the ways information is manipulated and presented • a technology process that can be used to plan, create and react to information products • skill development for the creation of products and processes for intended audiences <p>Context and impact</p> <ul style="list-style-type: none"> • audience and context affect the construction of particular information products (eg the different ways news would be presented to a small group or a whole school assembly, the age of intended readers of a book)
<p>T&E Technology In Society Students understand how cultural beliefs, values, abilities and ethical positions interconnected in the development and use of technology and enterprise.</p>	<p>T&E Technology In Society TIS 2.1 Understands that people may choose to use different technologies and use them in different ways for a variety of reasons.</p>	<p>T&E Technology In Society MIDDLE CHILDHOOD The focus for learning in this phase is on:</p> <ul style="list-style-type: none"> • the various impacts and effects of technology on people, including specific groups in society, and on the environment <p>Systems</p> <ul style="list-style-type: none"> • systems have been developed over time to satisfy human needs and wants • systems change according to different needs and wants

<p>SOSE Time, Continuity And Change Students understand that peoples' actions and values are shaped by their understanding and interpretation of the past.</p>	<p>SOSE Time, Continuity And Change</p> <p>TCC 3 The Student understands that the stories of people, important people and events are woven into the narrative history of a particular time period.</p> <p>TCC 3.1 Understands that there have been significant events, people and ideas in communities and societies at particular times in the past</p> <p>TCC 3.2 Understands that at particular times there are various factors which result in change</p>	<p>SOSE Time, Continuity And Change MIDDLE CHILDHOOD</p> <p>The focus for learning in this phase is on:</p> <ul style="list-style-type: none"> • historical stories from Australia or Western Australia that reflect social, cultural, religious and ethnic diversity • using time markers for describing time and sequencing • the interrelationship between people, events and ideas • linking people's motives and causes of events • change that can occur quickly or slowly and is for the better or for the worse • Australia's heritage and the development of systems of law and governance <p>People, events and ideas</p> <ul style="list-style-type: none"> • people, events and ideas are woven into historical stories • types of events (eg one-off events or episodes; political, social, economic or cultural events) • people, events and ideas are considered important for different reasons (eg their contribution to change) and this varies with place and over time • ideas impact on people and events and are linked to people, their experiences and motives • historical evidence can be used to challenge what is known about people, events and ideas
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CONTENT

This English Module would use Braille to provide an integrated and interactive language learning approach. This module would also incorporate cross curricular outcomes based on Technology and Enterprise through the exploration of how the production and distribution of Braille is achieved through the use of computers and assistive Technology and Society and the Environment outcomes in the examination and investigation of associated History

- Secret messages – Using the Braille alphabet write a message to a friend in Braille. [WORKSHEET E-Braille](#)
- Labeling items in the classroom with Braille.
- Invite a person who is blind to teach your students the basics of Braille. Give all the children a copy of the Braille alphabet and encourage them to write messages.
- Brainstorm a list of things in the local community that could be translated to Braille. [WORKSHEET A Braille World](#)
- Consider ways that the community could assist Blind and Vision impaired people in their daily lives. Eg. More sound cues; traffic crossing alerts...recorded explanations of history and views at points of interest. Braille labels in shopping centres evaluate the feasibility of implementing such changes. Consider factors of cost and justification of the need to the wider community.
- Letter exchange program using Braille writing to children with vision impairments / blind.
- Braille Board games.
- Write menus in Braille.
- Write instructions to a game or procedure for a craft in Braille.
- Write directions in Braille as a map.
- Braille scavenger hunt [WORKSHEET Scavenger Hunt](#)
- Collection of books in Braille.
- Memory game – Braille [WORKSHEET Memory](#)
- Complete a History project on one of the key players in the development of Braille see the following weblink for the names of major players. <http://www.brailleur.com/braillehx.htm>
- Write diary entries detailing the daily events in the life of a blind child in the mid 1800's
- Investigate other types or forms of non written communication eg semaphore
- Provide students with opportunities to experiment with the development of their own visual codes
- Experiment with techniques for making embossed cards or paper. Use sheets of art tissue dipped in wallpaper glue. Lay the wet sheets over raised letters or common objects and allow drying. Paste the completed embossed paper on a backing card.
- Try other embossing techniques with your students the weblink provides some good information on "How to" <http://familycrafts.about.com/od/embossing/>

EXTERNAL WEB LINKS

Web link : Games in Braille for kids <http://www.afb.org/braillebug/Games.asp>

Web Link: A History of Braille <http://www.braille.com/braillehx.htm>



