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Hi! I'm Catbot. I'm here to walk you through the Teacher Strategy Guide. This guide is intended to be used with the Player Strategy Guide. Both guides and other resources are available for download from deafverse.com!

This book offers guidance before, during, and after the game, including learning objectives as well as a summary of the story and characters. You will also find important vocabulary, activity guides for each chapter, and other supplemental materials.

If you cannot find what you need here, check out our website for the FAQ section, other resources, or contact us at deafverse@nationaldeafcenter.org!
BEFORE THE GAME
Let’s learn a little more about the National Deaf Center and Deafverse! If you have any questions, concerns, or feedback to share - please reach out to us at deafverse@nationaldeafcenter.org!

The National Deaf Center on Postsecondary Outcomes
The National Deaf Center on Postsecondary Outcomes (NDC) is a technical assistance and dissemination center funded by the Department of Education’s Office of Special Education Programs (OSEP).

NDC provides evidence-based strategies to deaf individuals, family members, and professionals at the local, state, and national levels with the goal of closing education and employment gaps for deaf individuals. NDC uses the term “deaf” in an all-inclusive manner, to include people who may identify as deaf, deafblind, deafdisabled, hard of hearing, late-deafened, and hearing impaired.

Deafverse
Deafverse is an interactive game inspired by the choose-your-own-adventure genre of storytelling. This game supports the development of self-advocacy skills as players respond to challenges and conflicts that are part of the deaf experience. These challenges and conflicts are often encountered throughout life, not just in the school environment, thus the need for strong self-advocacy skills.

Deafverse offers a safe environment to apply critical thinking skills while engaging in problem-based learning. The game can be played on computers or mobile devices, and is available at no cost to players. This game can be used at home, in the school environment, in transition programs, or even vocational rehabilitation settings!

World 1: Duel of the Bots
Players jump into a typical high school in a small town with familiar character archetypes. A mysterious mechanical friend seeks the player’s help to capture another robot that roams the streets, causing trouble and making life difficult for deaf people. Will players stop the menace and save the town?

Teacher Strategy Guide
We encourage you to draw upon and modify suggested activities in the Teacher Strategy Guide to accommodate player demographics, settings, and schedules. Players should have a copy of the Player Strategy Guide for their individual use. If you do not have a copy, please download the Player Strategy Guide from deafverse.com. We hope our guide sparks inspiration and growth in your students!
LEARNING OBJECTIVES

These learning objectives were written to accommodate measurable postsecondary goals, match transition assessments, and designed with annual IEP goals related to students’ transition services and needs in mind!

World 1: Duel of the Bots focuses on strengthening’ self-determination skills and preparedness for life after high school. This game was designed to align with state and federal legal requirements and current practices. Players will be able to:

- Identify accommodation options for postsecondary environments
- Evaluate different communication strategies across a range of settings
- Align accommodations with personal communication preferences
- Understand options for accessibility of emergency alerts
- Identify assistive technology options for communication access
- Initiate choices based on personal preferences and interests
- Apply strategies for advocating for greater access across a range of settings
- Evaluate options for responding to social challenges
- Apply strategies for working with interpreters in the classroom
- Understand the responsibility shift in requesting accommodations from high school to college

These learning objectives also reflect the implementation of the Workforce Innovation and Opportunity Act (WIOA). WIOA now requires vocational rehabilitation (VR) agencies to set aside at least 15% of their federal funds to provide "pre-employment transition services" (Pre-ETS) to "Students with Disabilities who are eligible or potentially eligible for VR services."

Under WIOA’s five required Pre-ETS categories, Deafverse currently focuses on building self-advocacy. A summary of self-advocacy Pre-ETS instruction can be found at the following link: tinyurl.com/wintac-self-advocacy. Future Deafverse releases will address other Pre-ETS categories.

If you use this game and strategy guide to address Pre-ETS hours and requirements, please refer to the lesson planning schedule on PAGE 16.
In this story, your students will meet characters that may remind them of themselves, or even friends and role models in their life. Keep this context in mind while discussing the story with your students!

CB-002, also known as Catbot, is a mysterious robot that needs your help. It was built to look for CB-001 and bring it home. Work with Catbot to learn more about what it does and maybe it can help you, too!

Image Description: A robot cat figure with a determined facial expression and the number 002 on its belly.

CB-001 is the original robot built by the National Deaf Center. Damaged in a lab accident, it escaped without being repaired. Now, it roams the town with corrupted programming and remains a danger to everyone!

Image Description: A robot cat figure with mean-looking facial expression, scratches and damages to its armor, and the number 001 on its belly.

Ms. Hayashi is your science teacher. She knows more about robots than you may realize. It wouldn't hurt to ask her about what you found in your backyard!

Image Description: Middle-aged Asian woman with medium length hair in white lab coat holding a clipboard and has an ID badge clipped on her coat collar.

Miss Rose loves being an interpreter. She is friendly but serious about being clear in communicating everything. On second thought, has she interpreted for a robot before?

Image Description: Young Latino woman with short hair wearing a long sleeve top, knee-length skirt, high heels, and a modest necklace.
The electronics store employee has never met a deaf person before. He is a whiz when it comes to repairing old computers and devices. Unfortunately, robots aren't his speciality!

Image Description: An older white man with white hair in a ponytail wearing glasses, a v-neck t-shirt, jeans with a belt and shoes. He is holding a part in his left-hand.

The electronics store employee enjoys watching the latest superhero films. His movie theater is often busy during the weekends and in the summer. Make sure to check in with him for captioning access.

Image Description: A young white man with short hair wearing a polo shirt with company logo and nametag, slacks and belt with keys clipped to belt, and shoes. He is holding four movie tickets in his right hand and has a sad expression on his face.

Katie is the school bully who often picks on you. She doesn't like people who are different. Maybe she is afraid of what she does not understand?

Image Description: Teenage girl with long hair pulled back into a ponytail wearing a varsity style jacket, sweatpants with a rip on her right knee, and gym shoes. She is holding a video tape in her left hand.

David is an interpreter who is new at his job and may seem nervous. If David receives feedback on how to work with people, he will improve and become a better interpreter. Don't be afraid to share tips with people like David!

Image Description: A middle-aged, tall white man with short hair wearing a polo shirt, a watch on his left hand, slacks, and dress shoes.

Peter has been your best friend since forever. He uses sign language with his deaf older sister and knows a lot about deaf culture. Do you have a secret that Peter can help with?

Image Description: African-American teen boy wearing a baseball cap backwards, over-the-ear headphones, t-shirt, shorts, tennis shoes, and watch on his right hand.
CHAPTER ONE

The player finds Catbot outside during a dark and stormy night. Catbot is damaged from a lightning strike on its antennae.

The next morning, the player goes to the nearby electronics store to see if the employee can help with repairing Catbot. The player engages in a conversation with the employee by trying out different communication strategies.

- **Evaluate different communication strategies across a range of settings**

CHAPTER TWO

The player begins school with science class with Ms. Hayashi, and tries to find the best accommodations with Miss Rose, the interpreter. During class, the player may be distracted by bullying, side conversations, or doodling in a notebook.

At the end of the class, the player shows Catbot to Ms. Hayashi. She helps boot up Catbot and the player meets Catbot. Catbot asks the player to help repair it by finding parts for its antennae.

- **Apply strategies for working with interpreters in the classroom**
- **Apply strategies for advocating for greater access across a range of settings**
CHAPTER THREE

In history class with Mr. S, the player struggles to understand David, the substitute interpreter. With David, the player either helps David or chooses to confront the interpreter and the teacher.

As the player leaves class, Katie ambushes them and makes fun of the player’s deafness. During the conflict, the player must find a resolution with three choices: fleeing, confronting Katie, or asking Catbot for help. Later, the fire alarm goes off and the water sprinklers turn on. The player goes outside and finds out more about the alarm. Catbot suggests going back to the electronics store to find parts to repair itself.

- Evaluate options for responding to social challenges
- Understand options for accessibility of emergency alerts

CHAPTER FOUR

The player goes back to the electronics store with Catbot. The store offers to sell parts to the player but they do not have the needed antenna part. The player calls Tekmart to check if they have the antenna part but there are issues with the phone so the player goes home.

The player meets the neighbor. He gives the player a pair of tickets to see a captioned movie. When the player and Catbot go watch a movie, they discover that the captioning devices were broken by CB-001. Catbot suggests that the duo go to NDC for help.

- Identify assistive technology options for communication access
- Identify accommodations that are a good fit for personal preferences

Image Description: The fire alarm goes off and Katie gets sprinkled with water!

Image Description: Your neighbor Mr. Kandathil gives you and Catbot two free movie tickets.
CHAPTER FIVE

The player bumps into Peter, their best friend. A hearing person speaks to Peter, ignoring the player. The player makes a choice to intervene in the situation, educating the hearing person. Peter meets Catbot and suggests they go meet his deaf sister at the college. She may know where NDC is on the campus!

Peter introduces the player to his deaf sister Bella, a college student. The player learns about accommodations in college and how different it is from high school. Bella explains that the player has to request accommodations, instead of accommodations being provided for them. The group arrives at NDC, but the building is locked so they find another way in.

- Identify accommodation options for postsecondary environments
- Compare differences in requesting accommodations in high school and college

CHAPTER SIX

The player enters the NDC lab with Catbot and rescues the scientists. The player sees CB-001 going through a portal and they chase after the evil robot! During this chase, the player experiences action in three different portal worlds: while snowboarding, while fleeing from a lion, and while driving a submersible.

After arriving back at the NDC lab, the player gets to decide how the story ends by: saving both robots, saving one robot, or saving neither of them.

- Initiate choices based on personal preferences and interests
Here’s a list of terms that might be worth discussing with your students! You may find time to introduce these terms before, during, or after playing Duel of the Bots. This is a great tool to enhance discussions, reflections, as suggested topics, and more!

**Accommodations** - Changes made to the environment that make sure a person with disabilities has full access. Examples of accommodations are ramps, sign language interpreters, extended test time, closed captioning and many more.

**Americans with Disabilities Act (ADA)** - The ADA is a civil rights law that protects people with disabilities from being discriminated against in any part of their public life including, work, school, transportation and all public places.

**Audism** - The belief that hearing people are superior to deaf people. Audism is spread by people's negative attitudes and behaviors towards deaf people.

**Disclosure** - When a person explains their disability to someone such as their employer, teacher or counselor. Disclosure often happens when the person with the disability is requesting their preferred accommodations.

**Effective Communication** - Effective communication is a requirement of the ADA and defined as communication with individuals who are deaf that is equitable to communication with persons without hearing loss. Whether the person is receiving or expressing communication, accommodations covered by the ADA are to ensure equitable access.

**FM system** - FM systems transmit a radio signal and can be set to various channels. The speaker wears a lapel mic connected to a transmitter. The listener wears a receiver with a coupling device (such as headphones or a neckloop). FM systems can be used indoors or outdoors and the signal travels well, even if there are posts, podiums, or other objects between the speaker and the listener.

**Interpreter** - Interpreters effectively facilitate communication between deaf and hearing individuals. Interpreters can be deaf or hearing and can specialize in different languages such as American Sign Language, English and Spanish. They can also specialize in different modalities such as ProTactile, Oral, and Cued Speech.

**Self-Advocacy** - The ability to recognize and ask for what you need.
**Self-Determination** - The ability to make choices for yourself. Sometimes these are small choices like what you want to order at a restaurant and sometimes these are big choices like what job you want to interview for.

**Sight Line** - Being able to see without anything blocking your vision. When using sign language, it is very important that the sight lines are clear so people can see each other signing.

**Speech-to-text services** - An accommodation where spoken words and environmental sounds are converted into text in real-time. Types of speech-to-text services include CART, C-Print, and TypeWell. CART provides verbatim transcription while C-Print and TypeWell are meaning-for-meaning transcriptions.

**Transition plan** - This is the plan that students, teachers, parents and service providers create together to help students prepare for life after high school. This transition plan looks different for every student and especially fits their goals as well as accommodations that work best for them.

**Video Relay Service (VRS)** - VRS is a free telecommunication service that allows a deaf person to see an interpreter who can aid in making phone calls by listening and signing what is being said on the phone.

**Video Remote Interpreting (VRI)** - VRI is a paid service where an interpreter can interpret on video from another location for two people who are in the same room.

**Visual Fire Alarm** - Visual emergency alerting system such as flashing lights or message boards that inform deaf people of an emergency so they can evacuate safely.

**Voice Carry Over (VCO)** - Technology that allows deaf people to use their voice during a phone call. In order to understand the hearing caller, deaf people can either use captioning telephone services or video relay services.
Are you ready for an adventure?! In this section, you will find tips for enhancing the activities from the Player Strategy Guide.

Across these six chapters, each activity provides a way for players to make connections, build relationships, and learn self-advocacy. You may add or skip suggestions for enhancing and extending learning.

On the other hand, it is perfectly fine if you prefer players to progress independently in their own strategy guide with less support. You know your students best!
DURING
THE GAME
This Teacher Strategy Guide contains activities that may cover approximately four hours of instruction time for each chapter. The recommended schedule of implementation for featuring the game and both versions of the strategy guide (teacher and student) is as follows:

1. Preview the game with players by using deafverse.com as an introductory discussion tool and guide players through the signup process. Make sure everyone has their own, individual account.

2. Deafverse is best played as a single player game. Each player is encouraged to play at their own pace on their own electronic device. Desktop computers, laptops, tablets, or phones are all compatible!

3. Instruct players to **STOP** their progress as soon as they encounter a screen with the “Start Chapter X” (X = 2, 3, 4, 5, or 6) title text. The game has an introduction sequence that sets the mood and ends with “Start Chapter One,” which is a screen that would be a good time to pause as a group and discuss.

4. After each chapter, players can write their responses to the **DISCUSS** prompt in the Player Strategy Guide. Players can also add details and color the comic panels!

5. Once the group is ready, begin the discussion by using the questions and prompts in the **ESSENTIAL QUESTIONS** section.

6. Review the prompts from **CATBOT PRO TIP** to kick off the discussion for the **DISCUSS** prompt. Players may turn to a partner, discuss their response to the prompt, and then share out with the whole group, or this could be a class-wide discussion!

7. The **ASK** and **TRY THIS** activities may be assigned as work outside the classroom. **ASK** activities are an opportunity for players to seek a deaf adult or role model which help builds self-determination. The **TRY THIS** activities encourage players to gain firsthand experience with scenarios and situations introduced in the game.

8. **BUILD WITH CATBOT** activities allow players to be creative and play with ideas. They may also align with activities presented in the **AFTER THE GAME** section of this strategy guide. Use these activities to enhance players’ understanding of themselves as well as many other goals that align with various learning objectives.
CHAPTER ONE

Shake things up with these teaching tools and tips! Remember, you may choose to add some, all, or none of them to your lessons. You’re also free to throw in your own lesson ideas! If you are unsure about any of the sections, review the recommended schedule on page 16.

ESSENTIAL QUESTIONS

Discuss general questions about the story so far:

What happened? How did you feel about the characters? Can you relate to the characters? What do you think happens next?

Discuss the question that a character from the chapter ask in the WHAT DO YOU THINK? Section. If relevant, you may first share an example to start the discussion.

CATBOT PRO TIP

Catbot summarizes the chapter’s events and shares a tip with the players. Use this as a starting point for the DISCUSS activity.

EXTENSION ACTIVITIES

- Players can use the sample student interview questions from NDC (accessed at: nationaldeafcenter.org/iptools) to interview each other and learn more about themselves. Check for understanding and highlight parts of the interview questions that may need further support or clarification. Model the interview process by having students interview you first! Save the completed sheets and review the sheets after Chapter Six.

- As an individual, in partners, or as a group: Develop a strategy guide for communicating with hearing people. The strategy guide can be a slideshow, book, list, or any other visual method!
CHAPTER TWO

Shake things up with these teaching tools and tips! Remember, you may choose to add some, all, or none of them to your lessons. You’re also free to throw in your own lesson ideas! If you are unsure about any of the sections, review the recommended schedule on page 16.

ESSENTIAL QUESTIONS

Discuss general questions about the story so far:

What happened? How did you feel about the characters? Can you relate to the characters? What do you think happens next?

Discuss the question that a character from the chapter ask in the WHAT DO YOU THINK? Section. If relevant, you may first share an example to start the discussion.

CATBOT PRO TIP

Catbot summarizes the chapter’s events and shares a tip with the players. Use this as a starting point for the DISCUSS activity.

EXTENSION ACTIVITIES

- Players write a letter or email to a school official about the accommodations needed in the classroom. Discuss strategies that do and do not work for them and encourage them to recommend or create solutions to unresolved issues. Consider making a plan or list of people who to talk with for questions or concerns. This can be done first as a group and then individually.

- As an individual, in partners, or as a whole group: Discuss the right for communication access for deaf people. Players can become knowledgeable in their rights for full access and comfort with being assertive when there is miscommunication or subpar arrangements.

- Further discuss and list as to why advocacy is important. The Deaf President Now protest can be used as a famous example of advocacy in the Deaf community.
CHAPTER THREE

Shake things up with these teaching tools and tips! Remember, you may choose to add some, all, or none of them to your lessons. You’re also free to throw in your own lesson ideas! If you are unsure about any of the sections, review the recommended schedule on page 16.

ESSENTIAL QUESTIONS

Discuss general questions about the story so far:

What happened? How did you feel about the characters? Can you relate to the characters? What do you think happens next?

Discuss the question that a character from the chapter ask in the WHAT DO YOU THINK? Section. If relevant, you may first share an example to start the discussion.

CATBOT PRO TIP

Catbot summarizes the chapter’s events and shares a tip with the players. Use this as a starting point for the DISCUSS activity.

EXTENSION ACTIVITIES

- Use the following question as an alternative or complement for the DISCUSS activity: Share a time when you experienced being misunderstood or had issues communicating. Reflect on how you felt during this situation and compare your experience with classmates.

- Reach out to a local interpreting agency or interpreters working for the school to schedule a time to meet and discuss how feedback can be shared in between clients and interpreters in the classroom or workplace.

- As an individual, in partners, or as a whole group: Develop a presentation that teaches an audience about players’ identity, language needs, and tips for interacting with deaf people like themselves. If possible, schedule a time for the presentation to be given to a classroom, school, or co-workers. Refer to the AFTER THE GAME section for related resources.
CHAPTER FOUR

Shake things up with these teaching tools and tips! Remember, you may choose to add some, all, or none of them to your lessons. You’re also free to throw in your own lesson ideas! If you are unsure about any of the sections, review the recommended schedule on page 16.

ESSENTIAL QUESTIONS

Discuss general questions about the story so far:

What happened? How did you feel about the characters? Can you relate to the characters? What do you think happens next?

Discuss the question that a character from the chapter ask in the WHAT DO YOU THINK? Section. If relevant, you may first share an example to start the discussion.

CATBOT PRO TIP

Catbot summarizes the chapter’s events and shares a tip with the players. Use this as a starting point for the DISCUSS activity.

EXTENSION ACTIVITIES

- Players explore different relay services and identify which ones fit them best. If they do not have a relay service number yet, now would be a good time to help your students register for one and add the relay service to their personal electronic device or home.

- Plan a field trip to go see a movie after arranging for accessibility. Discuss and decide on a planned approach for accommodations including choosing between caption devices or open captions and deciding on a location.

- As an individual, in partners, or a whole classroom: Seek and discuss various technology opportunities that players may capitalize on such as: notepad apps, dictation and translation features, and other communication tools that will support them. Together, make a reference database or chart as a resource for the group.
CHAPTER FIVE

Shake things up with these teaching tools and tips! Remember, you may choose to add some, all, or none of them to your lessons. You’re also free to throw in your own lesson ideas! If you are unsure about any of the sections, review the recommended schedule on page 16.

ESSENTIAL QUESTIONS

Discuss general questions about the story so far:

What happened? How did you feel about the characters? Can you relate to the characters? What do you think happens next?

Discuss the question that a character from the chapter ask in the WHAT DO YOU THINK? Section. If relevant, you may first share an example to start the discussion.

CATBOT PRO TIP

Catbot summarizes the chapter’s events and shares a tip with the players. Use this as a starting point for the DISCUSS activity.

EXTENSION ACTIVITIES

- Players can identify a variety of postsecondary resources in their community like a vocational rehabilitation counselor, career counselor, and other transition professionals. Players are encouraged to learn how they can work with these resources to meet their needs. This would be a good time to explain what vocational rehabilitation is, and invite a counselor to the classroom.

- Players can list the steps to contacting each of these professionals including finding names and specific information, like emails and office addresses. Write and send introductory emails.

- Players select a transition professional to interview in person, on video, or by email. The class can develop 2 general interview questions as a group and each student can add 2 of their own questions.
CHAPTER SIX

Shake things up with these teaching tools and tips! Remember, you may choose to add some, all, or none of them to your lessons. You’re also free to throw in your own lesson ideas! If you are unsure about any of the sections, review the recommended schedule on page 16.

ESSENTIAL QUESTIONS

Discuss general questions about the story so far:

What happened? How did you feel about the characters? Can you relate to the characters? What do you think happens next?

Discuss the question that a character from the chapter ask in the WHAT DO YOU THINK? Section. If relevant, you may first share an example to start the discussion.

CATBOT PRO TIP

Catbot summarizes the chapter’s events and shares a tip with the players. Use this as a starting point for the DISCUSS activity.

EXTENSION ACTIVITIES

• Refer to the next section, AFTER THE GAME, for activities that expand and support the content discussed in Chapter Six.
“The game ended! What do we do?!” you may say - fear not! We have plenty of things to do after the game.

In the next few pages, we will cover some activities that will allow players to learn more about themselves. What’s more fun than meeting yourself again?!

Image Description: Catbot
AFTER
THE GAME
Players will love filling out information about themselves on their character sheet! Remind them that they really should be talking about themselves, rather than a fictional character. Although, I think they probably could go wild with the illustration part. What do you think?

**GUIDANCE TIPS**

Emphasize the fact that players would benefit from self-reflection before filling out each section. For the items in their pockets and their backpacks, think about what they usually carry with them on a daily basis. A later section will discuss what they should be carrying.

It would be a good idea to give definitions and examples for the personality traits discussed in the character sheet.

For the list of skills, players are encouraged to check off any that feels applicable. It would be helpful if you gave restrictions like choosing only three or five skills. Have players identify and explain why they picked these skills.

**EXTENSION ACTIVITIES**

Players can use the contents of their character sheet to create an expression or creative content through a video autobiography, a brief skit, a poster, a slideshow, or a comic book about themselves.
GUIDANCE TIPS

Players can use content from Chapter Six activities to elaborate on their plans. They can brainstorm and use graphic organizers or outlines to organize their thoughts. Have players review notes from previous chapters, their character sheet, and events from the game.

You can share your own transition story - what you did well and what barriers or failures you had to overcome. Add details about how sometimes, what seems like a failure becomes a win in the end!

Work with the student as a partner to identify what things the student needs and wants within school parameters by first identifying their goals, developing an action plan, and identifying a self-monitoring process to track their progress. Along the way, students should be able to evaluate what they have learned and determine if he or she has met the stated goal.

In the ITEMS (AND APPS) TO USE section, players should think about the tools that would help them reach their goals.

For WHAT PEOPLE NEED TO KNOW ABOUT ME, players are encouraged to reflect on their personal and social identities. Think about topics like deafness, gender, race, sexual orientation, and more. Are there specific groups that your students identify with? This would be a good discussion topic or could even develop into an "About Me" presentation during the annual IEP meeting.

EXTENSION ACTIVITIES

Players can use the contents of their character sheet to create an expression or creative content through a video autobiography, a brief skit, a poster, a slideshow, or a comic book about themselves.
GUIDANCE TIPS

Players can use what they draw on this page as a first draft for future versions. They can recreate or improve the map with more details in a presentation, slideshow, or video essay with on-location filming at each of the locations discussed on the map. You can even encourage students to learn and use various programs to show their creativity!

Players can compare and contrast maps with each other.

EXTENSION ACTIVITIES

Players can create a version of the town map as their ideal city. What does it have to meet their needs as a deaf person? Career aspirations? Educational needs?

Players can redraw a second map with resources they learned from the game. Hint: this could be done as a pre- and post-assessment if a map is created before the game!
THINGS I LEARNED FROM DEAFVERSE

GUIDANCE TIPS

Players may include key terms learned from the game, collect all the tips from DISCUSS or ASK activities, or create a diagram of their choosing.

EXTENSION ACTIVITIES

- Create a portfolio with all of the work done within the Deafverse curriculum. Reflect on strengths, areas of improvement, hobbies, and goals. Set short-term and long-term goals for education and career opportunities.

  Use answers from the interview checklist (nationaldeafcenter.org/iptools) to support students requesting accommodations for after school activities, events, work opportunities, and more.

  As an individual, in partners, or as a whole classroom -

  Give a presentation about a major topic from Deafverse. A possible modification is to give the presentation to younger deaf students to get the presenters to think about not only having role models but being role models as well.
That was fun! Remember, the learning doesn’t end here! At deafverse.com, we have more for you and Deafverse players. Our website will continue to be updated with assessment tools, videos, and a library of resources at nationaldeafcenter.org/resources.

If you have any questions or comments, contact us at deafverse@nationaldeafcenter.org. I’m glad you joined us in our adventure and I look forward to our next one!

This is CB-002, Catbot, signing off!

Image Description: Catbot