

World One  
SELF-ADVOCACY

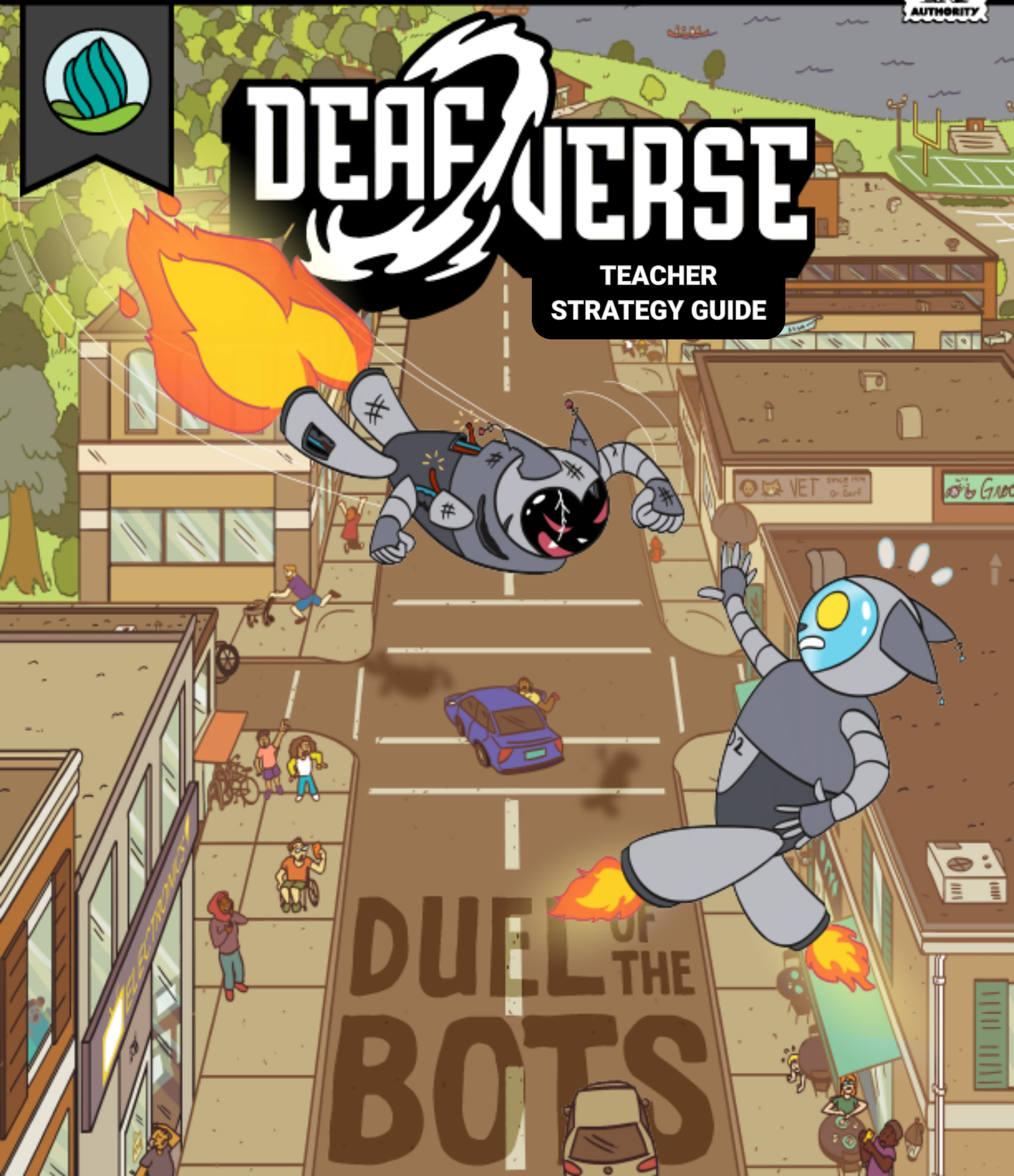
NATIONAL DEAF CENTER

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BY THE  
COMICS  
CODE  
AUTHORITY



# DEAF/VERSE

TEACHER  
STRATEGY GUIDE





# WORLD 1 **DEAFVERSE** **DUEL OF THE BOTS**

## Teacher Strategy Guide



**NDC**  
National Deaf Center  
on Postsecondary Outcomes



**TA&D**  
NETWORK



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This resource was developed under a jointly-funded grant through the U.S. Department of Education's Office of Special Education Programs (OSEP) and the Rehabilitation Services Administration (RSA) #H326D160001. However, the contents do not necessarily represent the positions or policies of the federal government. [www.deafverse.com](http://www.deafverse.com)



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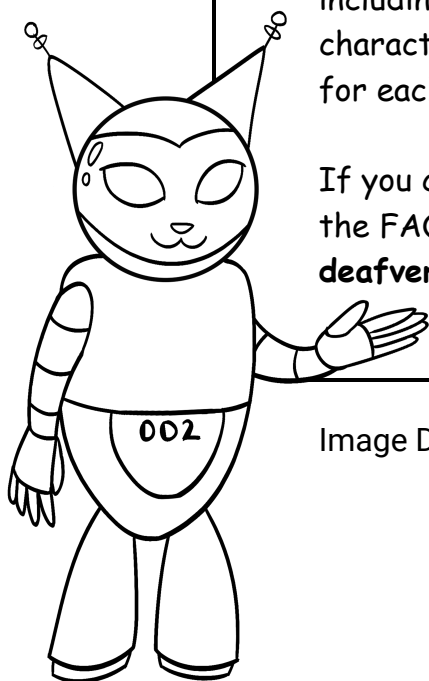
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Hi! I'm Catbot. I'm here to walk you through the Teacher Strategy Guide. This guide is intended to be used with the Player Strategy Guide. Both guides and other resources are available for download from **deafverse.com!**

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!**

Image Description: Catbot

BEFORE  
THE GAME



# ABOUT DEAFVERSE



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](mailto: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](http://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:

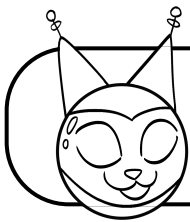
- Identify accommodation options for postsecondary environments
- Evaluate different communication strategies across a range of settings
- Align accommodations with personal communication preferences
- Understand options for accessibility of emergency alerts
- Identify assistive technology options for 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."

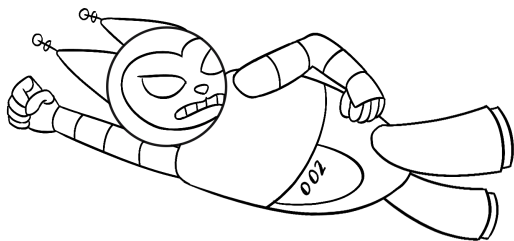
Under WIOA's five required Pre-ETS categories, Deafverse currently focuses on building self-advocacy. A summary of self-advocacy Pre-ETS instruction can be found at the following link: [tinyurl.com/wintac-self-advocacy](https://tinyurl.com/wintac-self-advocacy). Future Deafverse releases will address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

# DUEL OF THE BOTS CHARACTERS



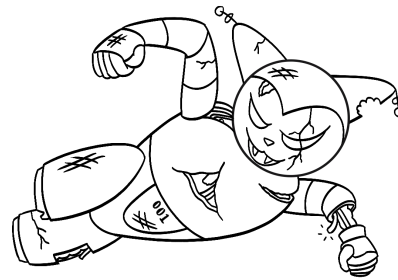
In this story, your students will meet characters that may remind them of themselves, or even friends and role models in their life. Keep this context in mind while discussing the story with your students!



**CB 002**

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**

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**

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**

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.



### BELLA

Bella goes to the nearby college. You know her as Peter's deaf older sister but she has lots of advice to share with you! Don't forget to visit her if you want to learn more about life as a deaf person.

Image Description: Young African-American woman with hair pulled up into a bun, wearing a headband, loop earrings, short sleeved shirt, pants, flip flops, and carrying a backpack.



### DAVID

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.



### ELECTRONICS STORE GUY

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.



### MOVIE THEATER MANAGER

The movie theater manager 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

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.



### PETER

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.

# DUEL OF THE BOTS SUMMARY



Refresh your memory about what happens in the story! You'll also find learning objectives listed under each chapter summary.

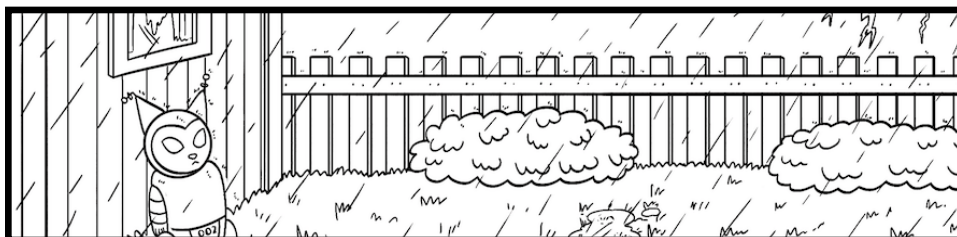


Image Description: Catbot sits outside on a dark and stormy night

## 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**

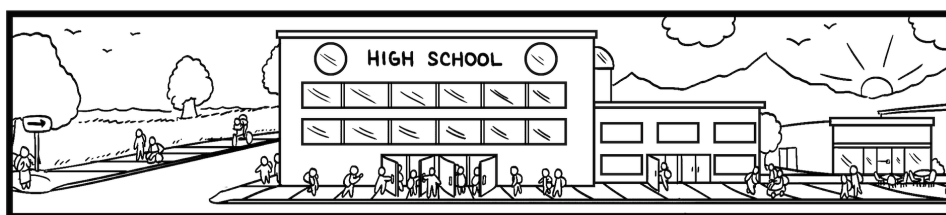


Image Description: Morning at the high school is always buzzing.

## 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**

# DUEL OF THE BOTS SUMMARY (CONTINUED)

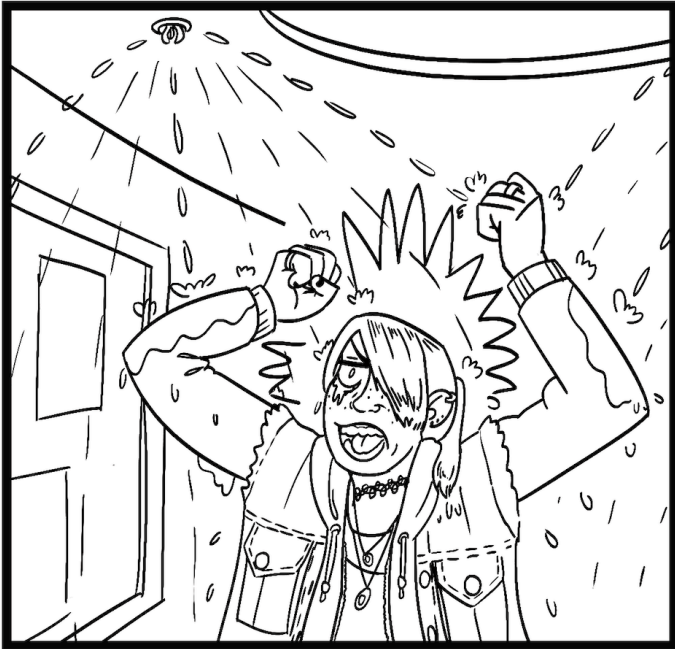


Image Description: The fire alarm goes off and Katie gets sprinkled with water!

## 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**

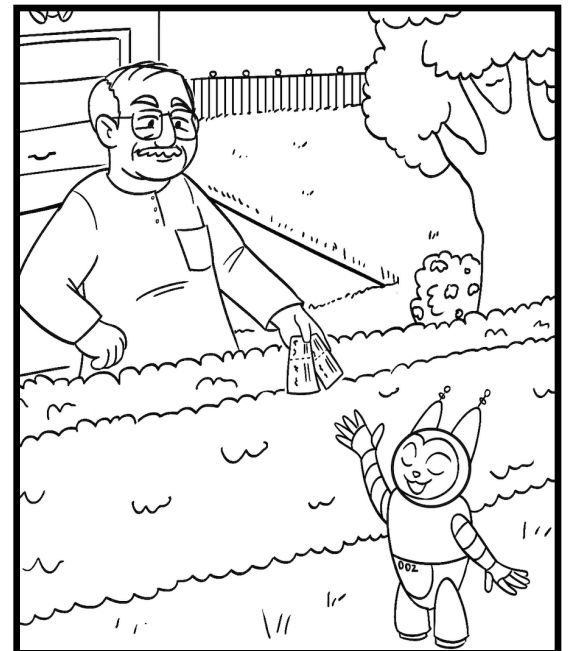


Image Description: Your neighbor Mr. Kandathil gives you and Catbot two free movie tickets.

# DUEL OF THE BOTS SUMMARY (CONTINUED)

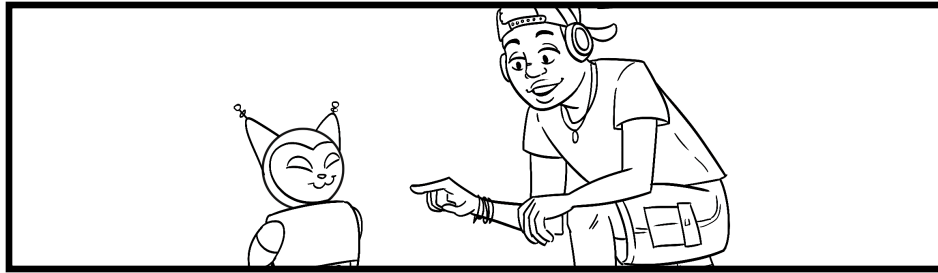


Image Description: Peter and Catbot meet each other.

## 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**

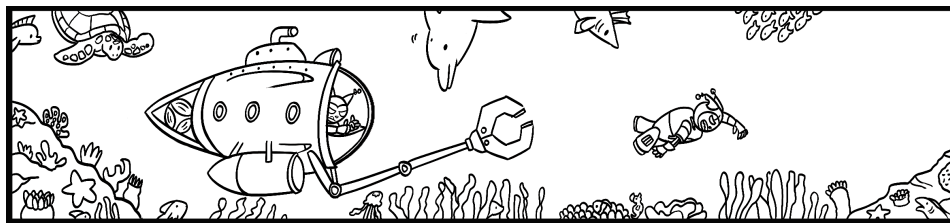


Image Description: Catbot pilots a submersible to chase CB-001 along the ocean floor.

## 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**



# DUEL OF THE BOTS VOCABULARY



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.

# DUEL OF THE BOTS VOCABULARY (CONTINUED)

**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.

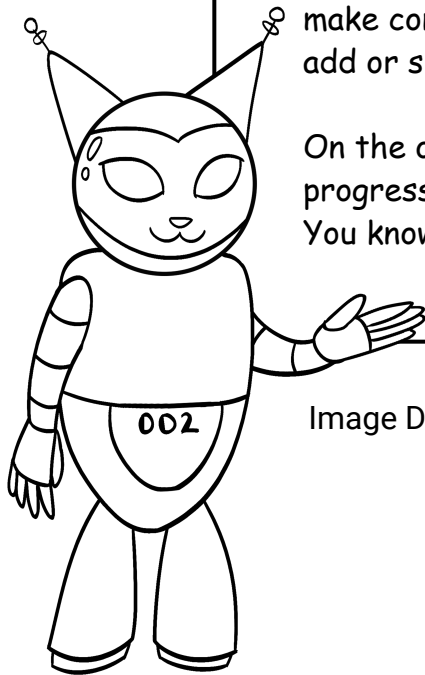
**Transition plan** - This is the plan that students, teachers, parents and service providers create together to help students prepare for life after high school. This transition plan looks different for every student and specially fits their goals as well as accommodations that work best for them.

**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!

Image Description: Catbot

DURING  
THE GAME

# DUEL OF THE BOTS

## Lesson Planning Schedule



World 1: Duel of the Bots is divided into six chapters. These six chapters have an average play time of around twenty minutes each. Some of your students may have a quicker playthrough than others! Be prepared to manage your class's workflow during the Deafverse experience!

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](https://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/ip-tools](https://nationaldeafcenter.org/ip-tools)) 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!

**WHAT DO YOU THINK?**

WOW, I LEARNED SOMETHING NEW TODAY -- ROBOTS EXIST! I ALSO MET MY FIRST DEAF CUSTOMER TODAY. DEAF PEOPLE CERTAINLY COMMUNICATE DIFFERENTLY THAN OTHER PEOPLE. I WONDER HOW I COULD HAVE HANDLED THAT SITUATION BETTER.

**CATBOT PRO TIP**

OFTEN, YOU WILL MEET PEOPLE WHO DO NOT KNOW HOW TO COMMUNICATE WITH YOU. IT'S IMPORTANT TO BE FLEXIBLE AND TRY DIFFERENT WAYS TO HAVE A CONVERSATION. YOU CAN USE A PEN AND PAPER, TEXT BACK AND FORTH ON YOUR MOBILE DEVICE, OR GESTURE WITH YOUR HANDS. YOU'LL NEED TO FIGURE OUT WHAT WORKS BEST FOR YOU. NOT ALL DEAF PEOPLE COMMUNICATE THE SAME WAY!

TRY TEACHING SOMEONE A FEW SIGNALS, OR DOWNLOADING A NEW APP FOR COMMUNICATION!

**WHAT ARE DIFFERENT WAYS TO COMMUNICATE WITH A PERSON OTHER THAN SPEAKING AND SIGNING?**

**DISCUSS**

**TELL YOUR STORY HERE AND TALK ABOUT IT WITH A FRIEND!**

How do you communicate with hearing people? By typing on your phone? Writing? Speaking? Gestures? What works for you in different situations?

**ASK**

**DOES ANYONE HAVE A TIP FOR YOU? ASK A DEAF PERSON AND SHARE WHAT YOU LEARNED!**

How can I improve my communication with hearing people that I meet?

CHAPTER ONE | 7

Image description: Player Strategy Guide, Page 7. Please refer to the Accessible Player Strategy Guide for full image descriptions and alt text.

**TRY THIS**

**GO ON AN ADVENTURE OF YOUR OWN!**

Try out at least three different ways to communicate by going to a store, restaurant, or somewhere people go to have fun. Have a conversation with several hearing people. Come back and share what happened. Think about what did and did not work best for you.

**BUILD WITH CATBOT**

**CREATE SOMETHING THAT THE WORLD NEEDS!**

If you could change the world to help people communicate better, what would it look like? It can be an invention or technology, or it could be something else. Draw and share your ideas!

CHAPTER ONE | 8

Image description: Player Strategy Guide, Page 8. Please refer to the Accessible Player Strategy Guide for full image descriptions and alt text.

# 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.

**WHAT DO YOU THINK?**

I'M HERE TO INTERPRET WHAT IS BEING SAID IN THE CLASSROOM. PLEASE FEEL FREE TO INTERRUPT ME IF YOU DON'T UNDERSTAND OR I NEED TO REPEAT ANYTHING. IT'S OKAY TO HAVE A FRIENDLY CONVERSATION WITH ME BUT ONLY IF I AM NOT WORKING.

**HOW CAN YOU CHANGE THINGS IN THE CLASSROOM IF YOU FEEL LIKE YOU DON'T UNDERSTAND WHAT'S GOING ON?**

**CATBOT PRO TIP**

SOMETIMES YOU MAY MISS INFORMATION IN THE CLASSROOM BECAUSE OF HOW THE ROOM IS SET UP. DON'T LET THIS STOP YOU! YOU CAN ASK THE INTERPRETER TO MOVE SO YOU CAN SEE THEM MORE CLEARLY OR ASK FOR A NOTETAKER SO YOU CAN REVIEW STUFF THAT YOU MAY HAVE MISSED. REMEMBER, YOU CAN CHANGE YOUR ENVIRONMENT AS OFTEN AS YOU LIKE SO YOU CAN UNDERSTAND WHAT IS GOING ON!

**YOU HAVE THE RIGHT TO ASK FOR ADDITIONAL SUPPORT OR TO REQUEST CHANGES IN YOUR ACCOMMODATIONS.**

**DISCUSS**

**TELL YOUR STORY HERE AND TALK ABOUT IT WITH A FRIEND!**  
What is it like working with an interpreter? Do you have good or bad experiences to share?

**ASK**

**DOES ANYONE HAVE A TIP FOR YOU? ASK A DEAF PERSON AND SHARE WHAT YOU LEARNED!**  
How can I improve my communication with interpreters?

CHAPTER TWO | 11

Image description: Player Strategy Guide, Page 11. Please refer to the Accessible Player Strategy Guide for full image descriptions and alt text.

**TRY THIS**

**GO ON AN ADVENTURE OF YOUR OWN**  
Act out the situations from the DISCUSS activity with your friends. Think of solutions for the bad experiences and share what you learned here.

**BUILD WITH CATBOT**

**CREATE SOMETHING THAT THE WORLD NEEDS?**  
How would you change your classroom to make it easier to understand and learn? Draw and share your ideas with Miss Rose!

CHAPTER TWO | 12

Image description: Player Strategy Guide, Page 12. Please refer to the Accessible Player Strategy Guide for full image descriptions and alt text.

# 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.

**WHAT DO YOU THINK?**

THAT ROBOT CREEPED ME OUT! I GUESS IT FEELS FUN TO ME BUT I REALLY SHOULDN'T PICK ON PEOPLE BECAUSE THEY ARE DIFFERENT. I SHOULD OPEN MY MIND TO LEARNING MORE ABOUT DEAF PEOPLE. HOW CAN I LEARN MORE ABOUT YOU?

IF YOUR SCHOOL IS NOT DOING A GOOD JOB OF MAKING YOU FEEL SAFE AND AWARE OF WHAT IS GOING ON, HOW WOULD YOU TELL THEM?

**CATBOT PRO TIP**

YOUR SAFETY IS IMPORTANT. EMERGENCY ALERTS SHOULD BE CLEAR FOR YOU TO UNDERSTAND. MAYBE YOU SHOULD CHECK IF THERE ARE STROBE FIRE ALARMS IN YOUR SCHOOL. AND AT HOME, YOU CAN ALSO SEE IF YOUR SCHOOL HAS A TEXT EMERGENCY ANNOUNCEMENT FEATURE YOU CAN SIGN UP FOR.

SOMETIMES YOU WILL NEED TO HELP INTERPRETERS BY SHARING CLASS INFORMATION WITH THEM IN ADVANCE OR TELLING THEM WHAT SIGNS YOU PREFER TO USE.

**DISCUSS**

**TELL YOUR STORY HERE AND TALK ABOUT IT WITH A FRIEND!**

Were you caught in an emergency at home or your school? What helped improve the situation for you? What do you think could have gone better?

**ASK**

**DOES ANYONE HAVE A TIP FOR YOU? ASK A DEAF PERSON AND SHARE WHAT YOU LEARNED!**

How can I deal with situations where people disrespect me because I am deaf?

CHAPTER THREE | 15

Image description: Player Strategy Guide, Page 15. Please refer to the Accessible Player Strategy Guide for full image descriptions and alt text.

**TRY THIS**

**GO ON AN ADVENTURE OF YOUR OWN!**

Check out the emergency and safety features at home and your school. Are they a good fit for you? Set up a meeting with your parents and somebody at the school to make sure you feel safe. List any changes you made.

**BUILD WITH CATBOT**

**CREATE SOMETHING THAT THE WORLD NEEDS!**

What would be the best emergency announcement system for deaf people? Does it include lights, vibrations, or another way of communicating alerts? Draw and share your ideas!

CHAPTER THREE | 16

Image description: Player Strategy Guide, Page 16. Please refer to the Accessible Player Strategy Guide for full image descriptions and alt text.

## 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.

**WHAT DO YOU THINK?**

I FEEL PRETTY LOUSY ABOUT NOT BEING ABLE TO HELP THAT DEAF PERSON. I DIDN'T REALIZE THAT THE MOVIE-WATCHING EXPERIENCE COULD BE FRUSTRATING FOR SOME PEOPLE. I WONDER HOW MY MOVIE THEATER CAN IMPROVE FOR THE NEXT TIME.

HOW CAN YOU FIND OUT IF MOVIE THEATERS, OR OTHER PUBLIC EVENTS ARE ACCESSIBLE TO DEAF PEOPLE?

**CATBOT PRO TIP**

ISN'T TECHNOLOGY GREAT? WE CAN WATCH MOVIES ANY TIME WITH THE RIGHT EQUIPMENT-- JUST ASK YOUR LOCAL MOVIE THEATER TO SEE IF THEY HAVE CAPTIONING DEVICES, AND WE CAN ALSO USE TECHNOLOGY TO MAKE CALLS WHENEVER YOU NEED TO, NO NEED TO ASK YOUR PARENTS OR SOMEONE ELSE TO MAKE CALLS FOR YOU. THAT'S WHAT DEAF PEOPLE HAD TO DO IN THE OLD DAYS. IMAGINE THAT!

IF YOU DON'T HAVE A VIDEO RELAY NUMBER YET, GO AND REGISTER FOR ONE! IT'S FREE!

**DISCUSS**

**TELL YOUR STORY HERE AND TALK ABOUT IT WITH A FRIEND!**

Do you enjoy watching movies at the theater or do you prefer to watch movies at home? Is it because of captions? Have you had any frustrating experiences at movie theaters?

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**ASK**

**DOES ANYONE HAVE A TIP FOR YOU? ASK A DEAF PERSON AND SHARE WHAT YOU LEARNED!**

How can I learn more about tools and technology available for deaf people?

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CHAPTER FOUR | 19

Image description: Player Strategy Guide, Page 19. Please refer to the Accessible Player Strategy Guide for full image descriptions and alt text.

**TRY THIS**

**GO ON AN ADVENTURE OF YOUR OWN!**

Call a movie theater near your home by using the phone or a video relay service and plan on watching a movie. Find out about their captioning options. Share what you learned!

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**BUILD WITH CATBOT**

**CREATE SOMETHING THAT THE WORLD NEEDS!**

What would you change about captioning at movie theaters? Draw and share your ideas with the movie theater manager!

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CHAPTER FOUR | 20

Image description: Player Strategy Guide, Page 20. Please refer to the Accessible Player Strategy Guide for full image descriptions and alt text.

# 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.

**WHAT DO YOU THINK?**

REMEMBER, YOU MAY FIND THAT ONE OPTION TO COMMUNICATE WORKS BETTER FOR SOMEONE AND A DIFFERENT OPTION WORKS BETTER FOR ANOTHER. WHAT YOUR FRIEND PREFERS MAY NOT BE THE SAME AS WHAT YOU PREFER. DO WHAT FEELS MOST RIGHT FOR YOU!

WHY MAY DEAF PEOPLE PREFER DIFFERENT WAYS TO COMMUNICATE IN DIFFERENT SITUATIONS?

**CATBOT PRO TIP**

SO, WHEN YOU LEAVE HIGH SCHOOL, THINGS CHANGE. IN COLLEGE OR JOB TRAINING, YOU'LL HAVE TO ASK FOR THE SERVICES YOU NEED. SOME DEAF PEOPLE PREFER TO USE INTERPRETERS, WHILE OTHERS MAY PREFER SPEECH-TO-TEXT SERVICES OR FM SYSTEMS. ASK AROUND TO LEARN MORE ABOUT THE DIFFERENT OPTIONS AVAILABLE AND SEE WHAT YOU WOULD PREFER.

LEVEL UP YOUR HOME BY ADDING YOUR OWN NOTIFICATION SYSTEM WITH FLASHING LIGHT DOORBELLS AND VIBRATING ALARM CLOCKS!

**DISCUSS**

**TELL YOUR STORY HERE AND TALK ABOUT IT WITH A FRIEND!**  
Have you experienced being left out of a conversation with hearing people? Think about how you can improve the situation.

**ASK**

**DOES ANYONE HAVE A TIP FOR YOU? ASK A DEAF PERSON AND SHARE WHAT YOU LEARNED!**  
How can I gain confidence in standing up for myself and my needs as a deaf person?

CHAPTER FIVE | 23

Image description: Player Strategy Guide, Page 23. Please refer to the Accessible Player Strategy Guide for full image descriptions and alt text.

**TRY THIS**

**GO ON AN ADVENTURE OF YOUR OWN!**  
Act out the situations from the DISCUSS activity with your friends. Think of solutions for the bad experiences and share what you learned here.

**BUILD WITH CATBOT**

**CREATE SOMETHING THAT THE WORLD NEEDS!**  
Make a small poster or advertisement that compares the services for deaf people in high school and in college. Plan your poster here to share what Bella told you!

CHAPTER FIVE | 24

Image description: Player Strategy Guide, Page 24. Please refer to the Accessible Player Strategy Guide for full image descriptions and alt text.

## 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.

**WHAT DO YOU THINK?**

I'M VERY EXCITED TO WORK WITH YOU! IT IS GREAT THAT YOU WANT TO HELP OTHER PEOPLE. BUT THE MOST IMPORTANT THING IS TO HAVE GOALS OF YOUR OWN. HAVE YOU THOUGHT ABOUT WHAT YOU WANT TO DO IN THE FUTURE?

HOW CAN YOU DEVELOP A PLAN TO REACH YOUR SHORT-TERM AND LONG-TERM GOALS?

**CATBOT PRO TIP**

DURING THIS JOURNEY, YOU'VE LEARNED IMPORTANT SKILLS THAT WILL HELP YOU FEEL CONFIDENT ABOUT DIFFERENT SITUATIONS. AS A DEAF PERSON YOU WILL EXPERIENCE MANY CHALLENGES. I HOPE YOU'VE PICKED UP A FEW NEW STRATEGIES AND FEEL READY TO TRY THEM OUT! YOU KNOW YOURSELF BEST—WHICH DECISIONS DO YOU MAKE TO FEEL CONFIDENT ABOUT YOURSELF?

THE DEAF COMMUNITY IS FULL OF SUCCESSFUL PEOPLE AND BUSINESS OWNERS WHO MIGHT SHARE THE SAME GOALS AS YOU. GO MEET THEM!

**DISCUSS**

**TELL YOUR STORY HERE AND TALK ABOUT IT WITH A FRIEND!**

Have you been in a situation that helped you learn more about skills that you didn't know you had? How did it make you feel?

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**ASK**

**DOES ANYONE HAVE A TIP FOR YOU? ASK A DEAF PERSON AND SHARE WHAT YOU LEARNED!**

What do people do that help them reach their goals?

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CHAPTER SIX | 27

Image description: Player Strategy Guide, Page 27. Please refer to the Accessible Player Strategy Guide for full image descriptions and alt text.

**TRY THIS**

**GO ON AN ADVENTURE OF YOUR OWN!**

Think about what you want to do in the future. Come up with a plan that will support your goals. Have you already started working on your plan yet?

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**BUILD WITH CATBOT**

**CREATE SOMETHING THAT THE WORLD NEEDS!**

What would be the next adventure for you and Catbot in Deafverse? Which skills should you learn next? Draw and share your story idea with Ms. Hayashi!

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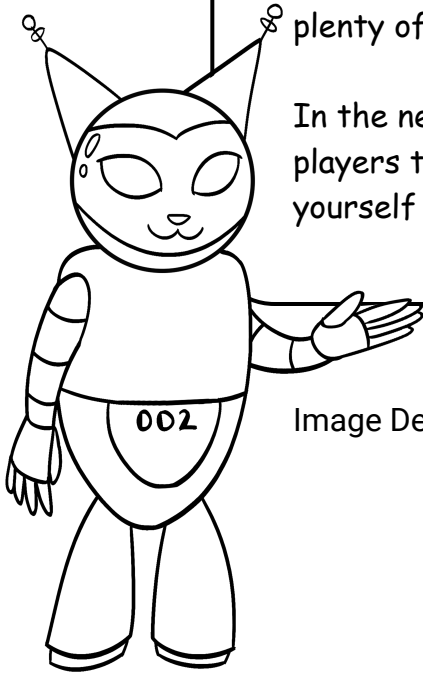
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CHAPTER SIX | 28

Image description: Player Strategy Guide, Page 28. Please refer to the Accessible Player Strategy Guide for full image descriptions and alt text.





"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

# CHARACTER SHEET



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?

Image description: Player Strategy Guide, Page 31. Please refer to the Accessible Player Strategy Guide for full image descriptions and alt text.

## 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.

Image description: Player Strategy Guide, Page 32. Please refer to the Accessible Player Strategy Guide for full image descriptions and alt text.

# CHARACTER STRATEGY GUIDE



THESE PAGES ARE FOR PLAYERS TO CREATE A STRATEGY GUIDE ABOUT THEMSELVES. BOY, WOULDN'T WE HAVE LOVED TO HAVE ONE BACK THEN?! THIS IS AN OPPORTUNITY FOR PLAYERS TO WORK ON THEIR GOALS AND CREATE A PLAN TO REACH THEIR GOALS!

**CHARACTER STRATEGY GUIDE**

HOW DO YOU REACH YOUR GOALS? WELL, OF COURSE, FIRST YOU NEED TO KNOW WHAT YOUR GOALS ARE! THEN YOU CAN FIGURE OUT WHAT YOU NEED DURING THE JOURNEY. IT'S ALSO WISE TO KNOW WHAT TO SHARE WITH PEOPLE YOU MEET ALONG THE WAY.

**CHARACTER GOALS**

In five years, I will

I will reach my goals by

CHARACTER STRATEGY GUIDE | 33

Image description: Player Strategy Guide, Page 33. Please refer to the Accessible Player Strategy Guide for full image descriptions and alt text.

## 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.

**ITEMS (AND APPS) TO USE**

FOR COMMUNICATION

FOR LEARNING

FOR TIME MANAGEMENT

FOR FUN

**WHAT PEOPLE NEED TO KNOW ABOUT ME**

MY IDENTITY IS

GET TO KNOW ME BY

BEST WAYS TO WORK WITH ME

OTHER

CHARACTER STRATEGY GUIDE | 34

Image description: Player Strategy Guide, Page 34. Please refer to the Accessible Player Strategy Guide for full image descriptions and alt text.



# MY TOWN MAP

## 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!

**MY TOWN MAP**

SHOW ME WHERE YOU LIVE! WHAT DOES GO ON AROUND YOUR NEIGHBORHOOD? DO YOU HAVE A PLACE YOU HAVEN'T BEEN TO, YET? REMEMBER WHAT YOU LEARNED FROM YOUR ADVENTURE WITH ME AND FIND OUT ABOUT THESE PLACES NEAR YOU. MARK THEM ON THE MAP SO YOU CAN VISIT THEM SOON!

**DRAW A MAP**

**DRAW A MAP OF YOUR NEIGHBORHOOD AND MARK THESE LOCATIONS**  
Your home, your school, local colleges, places you want to work at, places where employees know how to communicate with you, movie theaters that have captions, Vocational Rehabilitation offices, interpreting agencies, deaf-friendly restaurants, deaf businesses, hangout spots, and places to have fun

35 | MY TOWN MAP

Image description: Player Strategy Guide, Page 35. Please refer to the Accessible Player Strategy Guide for full image descriptions and alt text.

# THINGS I LEARNED FROM DEAFVERSE

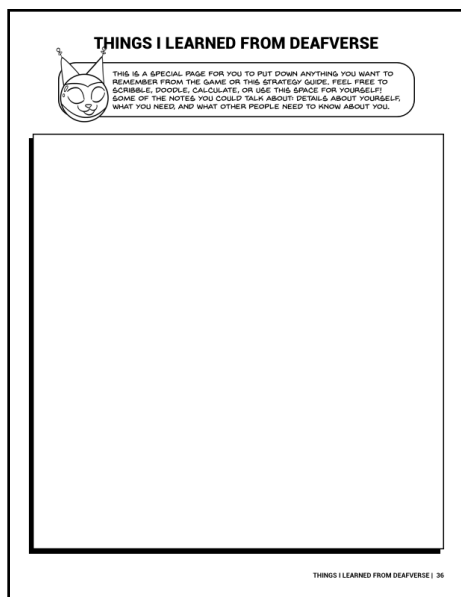


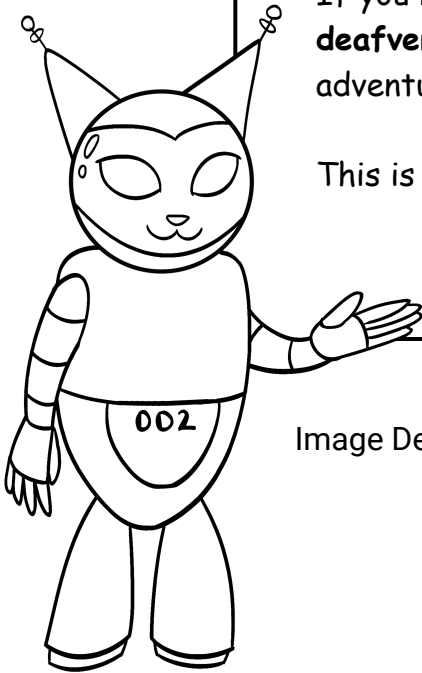
Image description: Player Strategy Guide, Page 36. Please refer to the Accessible Player Strategy Guide for full image descriptions and alt text.

## 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](http://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](https://nationaldeafcenter.org/resources)**.

If you have any questions or comments, contact us at **[deafverse@nationaldeafcenter.org](mailto: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



