

December Bell Ringers

Signs in Action

Giving • Kindness • Connection

20 BELL RINGERS • BEGINNER THROUGH LEVEL 5

Start class. Start signing.



MONTHLY FOCUS

Giving • Kindness • Helping Others • Empathy • Communication • Expressive Skills • Reflection

TEACHER NOTE

December is intentionally general and not tied to a specific holiday. Use these activities in order, jump around, repeat favorites, or adapt them to your current lessons. Make them yours.

WHAT “GIVING” MEANS THIS MONTH

Not simply material gifts.

- Time
- Attention
- Encouragement
- Help
- Knowledge
- Patience
- Kindness
- Communication

HOW DIFFERENTIATION WORKS

Most activities include Beginner, Intermediate, Advanced, Advanced Plus, and Level 5 options. Some are intentionally marked **All Levels**. Teachers may move students up or down as appropriate.

OUR PHILOSOPHY

ASLdeafined provides a strong starting point while leaving space for teacher judgment, student contribution, and classroom creativity.

WHAT’S INSIDE

20 BELL RINGERS

1	Give Something You Can’t Buy	ALL LEVELS
2	How Can I Help?	
3	Kindness Detective	ALL LEVELS
4	Pass the Compliment	
5	Show Me Kindness	ALL LEVELS
6	Give Me Three	
7	The Gift of Time	
8	Silent Support	ALL LEVELS
9	Teach Me Something	
10	Teacher’s Choice	TEACHER CHOICE

11	What Would You Give?	
12	Make Someone’s Day	ALL LEVELS
13	Read My Face	
14	Giving Directions	
15	The Best Advice	
16	Student Gives the Challenge	STUDENT CHOICE
17	One Small Change	
18	Pay Attention!	ALL LEVELS
19	60 Seconds of Good	
20	What Can I Give?	MONTHLY REFLECTION

1

Give Something You Can’t Buy

ALL LEVELS

Think of something you can give another person that costs nothing. Share your answer with a partner. Examples might include time, help, encouragement, or attention — but try to generate your own idea first.

TEACHER NOTE

Challenge: Explain why your choice has value.

2

How Can I Help?

LEVELED

BEGINNER	Show 3 ways one person can help another.
INTERMEDIATE	Describe a situation where someone needs help.
ADVANCED	Explain how you would respond.
ADVANCED PLUS	Describe different ways of helping depending on the situation.
LEVEL 5	Discuss the difference between helping someone and assuming what they need.

TEACHER NOTE

Big Idea: Communication starts with paying attention.

3

Kindness Detective

ALL LEVELS

Think back over the last few days. Did you see someone do something kind? Describe what happened without giving names. Partners identify what made the action kind.

TEACHER NOTE

Students can invent an example if they prefer.

4

Pass the Compliment

LEVELED

Give a school-appropriate positive observation to another person.

BEGINNER	One simple positive message.
INTERMEDIATE	Add a reason.
ADVANCED	Give a specific example.
ADVANCED PLUS	Express appreciation naturally rather than using a memorized phrase.
LEVEL 5	Give thoughtful feedback using natural ASL discourse.

TEACHER NOTE

Focus on actions, skills, effort, or character — not appearance.

5

Show Me Kindness

ALL LEVELS

Do not sign the word KIND. Visually show an act of kindness. Your partner identifies what happened. Then switch.

TEACHER NOTE

Big Idea: Show the concept rather than label it.

6

Give Me Three

LEVELED

Teacher chooses 3 vocabulary signs from the current unit.

BEGINNER	Produce all 3 accurately.
INTERMEDIATE	Use all 3 in short thoughts.
ADVANCED	Connect all 3 into one message.
ADVANCED PLUS	Create a natural scenario containing all 3.
LEVEL 5	Incorporate them spontaneously without making the vocabulary feel forced.

MAKE IT YOURS

ASLdeafined supplies the structure. The teacher supplies the content.

7

The Gift of Time

LEVELED

TODAY'S QUESTION

“What could you do for another person if you gave them 30 minutes of your time?”

BEGINNER	Identify an activity.
INTERMEDIATE	Explain what you would do.
ADVANCED	Explain why it could help.
ADVANCED PLUS	Describe the interaction.
LEVEL 5	Discuss why time can sometimes be more valuable than something purchased.

8

Silent Support

ALL LEVELS

COMMUNICATE THIS

“I’m here for you.”

Do it without speaking or signing a specific phrase. Students may use facial expression, body language, gesture, space, or ASL. Partners discuss what made the message feel supportive.

9

Teach Me Something

LEVELED

Students have 2 minutes to teach a partner something using ASL or visual communication — how to fold something, draw something, play a simple game, organize something, or perform a movement.

BEGINNER	Demonstrate basic steps.
INTERMEDIATE	Sequence 3–4 steps.
ADVANCED	Give clear visual instructions.
ADVANCED PLUS	Adjust instructions when the partner doesn’t understand.
LEVEL 5	Teach naturally and check comprehension throughout.

TEACHER NOTE

Giving knowledge is still giving.

10

Teacher’s Choice

TEACHER CHOICE

December gets busy. What would help your students most right now? Review something. Play something. Revisit something. Or repeat a Bell Ringer they loved.

TEACHER NOTE

Permission granted: You do NOT need to invent something new every day.

11 What Would You Give?

LEVELED

TODAY'S QUESTION

"You have an unlimited supply of one non-material thing that you can give to people. What would it be?"

BEGINNER	Identify it.
INTERMEDIATE	Explain why.
ADVANCED	Describe who might benefit.
ADVANCED PLUS	Explain its possible impact.
LEVEL 5	Defend why your choice might matter more than another choice.

12 Make Someone's Day

ALL LEVELS

You have five minutes and no money. How could you make someone's day a little better? Think, partner, and share. Then the class creates a list of ideas.

TEACHER NOTE

Student Challenge: Actually do one sometime today if appropriate. It is an invitation, not an assignment.

13 Read My Face

LEVELED

Partner A communicates an emotion or attitude using only NMS and body language. Partner B identifies it.

BEGINNER	Basic emotions.
INTERMEDIATE	Emotion plus intensity.
ADVANCED	Subtle differences.
ADVANCED PLUS	Emotion within context.
LEVEL 5	Nuanced attitudes such as uncertainty, reluctance, skepticism, or reassurance.

Then switch.

14 Giving Directions

LEVELED

Give someone directions!

BEGINNER	Give 2 simple directional instructions.
INTERMEDIATE	Explain how to get somewhere familiar.
ADVANCED	Establish locations in signing space.
ADVANCED PLUS	Give detailed directions with landmarks.
LEVEL 5	Give natural directions and repair misunderstandings when necessary.

TEACHER NOTE

A little play on the word "giving."

15 The Best Advice

LEVELED

Think of good advice someone could give a student. It doesn't have to be advice you've personally received.

BEGINNER	Communicate one idea.
INTERMEDIATE	Explain it.
ADVANCED	Give an example.
ADVANCED PLUS	Explain when the advice might be useful.
LEVEL 5	Discuss why advice isn't equally useful for everyone.

16 Student Gives the Challenge

STUDENT CHOICE

Today the student gives something to the class: the Bell Ringer. Create a 5-minute ASL challenge. Teacher chooses one.

BUILD IT AROUND

- Visual communication
- Vocabulary
- Receptive skills
- NMS
- Storytelling
- Fingerspelling

17 One Small Change

LEVELED

TODAY'S QUESTION

"What is one small thing that could make your classroom, school, or community a little better?"

BEGINNER	Identify it.
INTERMEDIATE	Explain why.
ADVANCED	Propose how it could happen.
ADVANCED PLUS	Discuss possible challenges.
LEVEL 5	Present the idea and respond to another viewpoint.

18 Pay Attention!

ALL LEVELS

Partner A signs a short message. Partner B must respond with one follow-up question based specifically on what Partner A said. Then switch.

TEACHER NOTE

The challenge isn't signing — it's listening visually. Giving someone your attention is a form of respect.

19 60 Seconds of Good

LEVELED

Talk about something good: something you learned, something funny, something you're proud of, something you're looking forward to, or something someone did.

BEGINNER	20 seconds.
INTERMEDIATE	30–45 seconds.
ADVANCED	60 seconds.
ADVANCED PLUS	Organized 60-second response.
LEVEL 5	Spontaneous natural ASL response with elaboration.

TEACHER NOTE

No forced gratitude. Just something good.

20 What Can I Give?

MONTHLY REFLECTION

FINISH THE THOUGHT

"Something I can give to others is..."

It cannot be something you buy.

BEGINNER	Identify one thing.
INTERMEDIATE	Explain how.
ADVANCED	Give an example.
ADVANCED PLUS	Explain how it could affect another person.
LEVEL 5	Reflect on how communication itself can be a form of giving.

TEACHER NOTE

Teacher Wrap-Up: Ask, "What can we give each other in this classroom that makes learning better?"

December uses giving as a broad human theme rather than a holiday theme.

Students practice giving time, attention, knowledge, support, encouragement, ideas, and communication — while continuing to strengthen ASL skills.

PRACTICED ACROSS THE MONTH

NMS	Receptive Attention	Spatial Referencing	Directions
Procedural Discourse	Vocabulary	Expressive Fluency	Repair Strategies
Perspective-Taking			

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Which ones worked?



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