



INTERPRETING

Suggested Activities

Activity: Concern Based Assessment Model (CBAM)

Each participant will start with a concern:

1. When I think about being a sign language interpreter, I am most concerned about... OR
As a Deaf person I am most concerned about _____ and sign language interpreters
2. Questions I want to have answered today....

Once the participants are done with answering the above questions, each one of them takes his turn to stand in front of the group and display his/her answers via a data projector so that everyone in the class can clearly see the answers to all the four questions. In case there is no data projector, a large piece of paper (preferably a flip board sheet) would be possible.

Activity 2: The Traits and Role of Sign Language Interpreters

This activity aims to help the participants identify what they know about the traits and the role of interpreters. With an elbow partner:

- Identify 5 traits that you think good SLI have?
- What do you think a SLI does?

Activity 3: What are the responsibilities of SLI?

With a small group (3-4 people); flipchart and pens; record your answers:

What do you think are the interpreter's responsibilities?

What are the Deaf and hearing consumer's responsibilities

Be ready to share with large group in 20 minutes...

Activity 4: What is easy? What is hard?

Join a different small group (3-4 people); flipchart and pens; record your answers:

What is easy about the role of a SLI? What is hard?

What are the Deaf and hearing consumer's responsibilities

Be ready to share with large group in 20 minutes...

Activity 5: Think Aloud

With a small group, record your answers:

What is a SLI?

What do effective interpreters do?

What the basic ideas in a Code of Ethics?

What is challenging about being a SLI?



Activity 6: How do I get started?

With an elbow partner, record your answers:

- If your country does not have an interpreter program, how can you become a better interpreter?
- Be ready to share with large group in 8 minutes...

Activity 7: What is an Ally?

With the person next to you – take a minute and share:

- What is an “ally”?
- What might that look like when being part of the Deaf community?
- Why is being an ally be an important piece of our work?

Activity 8: How are you collaborating with the Deaf community?

- Individually, write down 3 ideas: *How are you collaborating with the Deaf community and organizations? Is there anything you can do more of? Less of? Do differently? Anything your interpreter committee or association should be doing?*

Imaginary Case 1:

Ms. JJ is an interpreter working in a school with a deaf student. During the day she decides that she should remove the Deaf child from the classroom and re-teach what the teacher covered in the morning lessons. Is that an ethical decision? Why? Why Not? What do you think is the best decision?

Imaginary Case 2:

Ms. Muna is Deaf and she has only completed her basic education and was not given an opportunity to continue her education. Like many other Deaf women, she faced discrimination and prejudice. She was lucky to have found her skills and managed to find a job. Mr. SS is a sign language interpreter that is hired to go in for the monthly staff meeting. During the meeting the interpreter realizes the Deaf woman is not able to understand the information. The interpreter should do....

Imaginary Case 3:

The interpreter association and the Deaf association are located in the same city. The interpreter association learns of an opportunity from the government to teach sign language to its employees. The interpreters develop a proposal and meet with the government and win the contract. What are the challenges with this decision? What would be more effective and demonstrate collaboration?



Note: *The facilitator will divide the participants in three groups, regardless of how many participants there are. The leader of each three groups will randomly select a card. Each card holds a summary of an imaginary case (see above).. Each team has 25 minutes to create a response to the case study and be prepared to share it with the group.*

Group discussion: The facilitator will guide through the discussion to give each team an opportunity to “cross-examine” other teams’ work. For each team, the facilitator will ask questions:

What are the ethical issues in each case? What are the best options? Why