

**Optional Lesson Plan: Working with an Interpreter****55 minutes total****Lesson Description**

In this lesson, participants explore the challenges of working with an interpreter and discuss strategies for making this relationship effective. The skill of working with an interpreter is essential for ensuring that information is communicated correctly during a workshop.

**Learning Outcomes**

At the end of this session participants will be able to:

1. Identify what to do before a workshop to prepare for working with an interpreter.
2. Develop strategies to effectively work with an interpreter during a workshop.

**Materials**

- Flip chart paper
- Tape
- Markers

**Preparation**

- Read and prepare lesson plan
- Write learning outcomes or lesson description on the flip chart

**Introduction****10 minutes**

1. Tell participants they are going to work in groups of three to practice interpretation. They will number the people in their group from 1 to 3. Participant 1 will whisper a short phrase into the ear of participant 2 (so participant 3 cannot hear). Participant 2 will communicate the message to participant 3 only using gestures and signs. Participant 3 will guess what participant 2 told him/her.
2. Divide participants into groups of 3 and tell them they have 3 minutes to complete the exercise.
3. As a full group, discuss the similarities between this exercise and working with an interpreter. *Your message can be miscommunicated by the interpreter and the person receiving the message. With greater time and preparation you could do a better job of working with the interpreter and ensuring your message is communicated correctly.*
4. Present the learning outcomes or lesson description

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**Preparing to work with an Interpreter****40 minutes**

1. Ask the participants to raise their hands if they have worked with an interpreter before.
2. Ask the participants: “What are some of the challenges of working with an interpreter?” Record their ideas on the flip chart.
3. Tell the participants that they will work in small groups to create strategies for working with an interpreter. Each group will focus on a different topic and will develop a 3-5 minute skit to demonstrate their strategies. The topics are:
  - What to do with an interpreter before a workshop
  - What to do with an interpreter during a workshop
  - What to do when an interpreter translates incorrectly
4. Divide participants into 3 groups and assign each group one of the topics listed above. Give the groups 5-10 minutes to discuss and create their skits.
5. In the full group, present the skits. After each skit, ask the participants watching the skit to identify the strategies they observed and to offer new strategies. Record their ideas.

***Pre-workshop***

- *Pre-workshop meeting to review format of workshop.*
- *Negotiate terms of employment and payment.*
- *Discuss agenda format.*
- *Provide material that will be used (e.g. Participant Manual, PowerPoints, Activities, etc.) for their review.*
- *Provide list of common terminology used during the workshop.*
- *Clearly communicate that they must interpret as close as possible to what you are saying.*
- *Make sure that if they don't understand something they ask for clarification before interpreting.*
- *Plan to double the time for a session when using an interpreter.*

***During the workshop***

- *If they don't understand something, make sure they ask for clarification before interpreting.*
- *Be conscious to keep information in small chunks so the interpreter can keep up without losing too much information.*
- *Ensure that the interpreter is communicating everything that is said during discussions from the participants.*

- *Debrief after the end of day 1 to clarify any issues you or they may have had.*

***When the interpreter is translating incorrectly***

- *Have a very clear discussion with the individual about the problems and how you can work together to fix them.*
- *Review key concepts in advance with the translator to ensure understanding.*
- *Simplify and make sure that your key messages are being communicated.*
- *Look for participants that also have capabilities to translate and get their help to make sure the key messages are being communicated.*

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**Review**

**5 minutes**



1. In pairs, ask the participants to discuss a concern they have about working with an interpreter and if they now feel more confident to address this concern.
2. Share any additional or unresolved concerns with the large group and discuss.

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**Reflections on Lesson**

