

LESSON 2

Situation Analysis & Deaf Interpreting

Placement in Curriculum Map: Intermediate to advanced interpreting course

Topics of Discussion: This lesson will address specific situations in which hearing interpreters would benefit from working with Deaf interpreters.

Materials Needed:

Graph of Indicators and the Case Studies provided in the Curriculum Kit.

Student Learning Objectives:

1. Students will be able to recognize specific situations when Deaf interpreters would be beneficial to an interpreted event.
2. Students will be able to list several benefits of using Deaf interpreters.
3. Students will be able to identify aspects of interpreted events that would lead to the use of a Deaf interpreter.

Readings:

Refer to the graph provided in the Curriculum Kit and the Case Studies.

Explanation: Hearing interpreters are often in a position to identify situations in which a Deaf interpreter may be requested. This lesson will focus on the setting and not the consumer. Indicators for a Deaf interpreter based on consumer need is discussed in the next lesson.

Assignment Details:

During this lesson:

- 1) Walk the students through the graph with the indicators listed.
 - a. Define “stakes” for the students.
 - b. Explain how frequently the potential resulting consequences for an interpreted event can guide an interpreter to making a decision about the need for a Deaf interpreter.
 - i. New interpreters will often think that resulting consequences may be about them, the interpreter. You may need to expand on how this refers to potential consequences for their consumer.
- 2) Divide the class into five groups. Give each group one large wall Post-It to write on. Label each Post-It with one of the following: “Very High Stakes,” “High Stakes,” “Moderate Stakes,” “Low Stakes,” and “Very Low Stakes.”
- 3) Ask them to identify as many potential scenarios of their assigned level of

- need for a Deaf interpreter as they can. They should be able to identify the scenario and the potential resulting consequences of this hypothetical assignment.
- 4) After a few minutes have the groups rotate to the right. At their new station, read the previous groups list and add as many new examples as possible.
 - 5) Continue this process one more time. (By now, the students will likely feel as if they have identified all possible scenarios.)
 - 6) As a large group, have the students discuss and expand upon each possible scenario they identified. Assist them and add to their list as needed.
 - 7) Wrap up this lesson by reiterating the need to assess each assignment for potential consequences for the Deaf consumer.

Questions to Consider

1. What kinds of settings can you infer are outlined in the graph provided?
2. What are some potential resulting consequences of a “Very High Stakes” interpreted event? “High Stakes” assignment? “Moderate Stakes” assignment? “Low Stakes” assignment? “Very Low Stakes” assignment?