



## Lesson Plan

Date:

Duration: 2 hours

<p>No. of participants: Level: <b>Beginner level</b> Topic: <b>Introducing Translating and Interpreting Service (TIS)</b></p>	
<p><b>Lesson aims:</b> By the end of the lesson participants should understand what TIS is and when to use it.</p>	
<p><b>Specific learning outcomes:</b> By the end of the lesson, participants should:</p> <ul style="list-style-type: none"><li>• Understand key vocabularies – translating/translator, interpreting/interpreter, organisation/agency,</li><li>• Know about 131450 number</li><li>• Have knowledge about agencies they can call using TIS for free</li></ul>	<p><b>Assessment methods:</b> Facilitators to listen to participants' pronunciation, check understanding on key vocabularies through context learning, class exercises and role play.</p>
<p><b>Previous knowledge assumed:</b> low</p>	
<p><b>Materials and equipment required:</b> Whiteboard, markers, "TIS" flyer and "What services can you call using TIS?" handout</p>	
<p><b>Room layout:</b> O shape</p>	
<p><b>General notes on differentiation / learning styles:</b> facilitating techniques involve auditory, visual and kinaesthetic methods. Role play is optional so "shy" participants do not have to do it.</p>	
<p><b>Anticipated problems and solutions:</b></p> <ul style="list-style-type: none"><li>• <b>There might be some participants who knows about TIS already.</b><ul style="list-style-type: none"><li>○ Facilitators can ask these participants to demonstrate the role play later.</li></ul></li><li>• <b>If people grasp the lesson quickly, there is a good chance we have extra time before 2 hours finishes.</b><ul style="list-style-type: none"><li>○ If the lesson finishes early, facilitators can do a role play.</li></ul></li><li>• <b>People with lower English level may take longer time to understand new vocabularies related to TIS.</b><ul style="list-style-type: none"><li>○ If this happens, facilitators can break the class according to participants' level of English. People in beginners' level can continue learning about TIS. People in intermediate level can do role play.</li></ul></li></ul>	



Time	Facilitator activity	Participant Activity	Resources/Reference/ Materials/Equipment
(10-15 min)	Introduction and ice breaker <ul style="list-style-type: none"> <li>• Meet and greet - Introduction of any new participants (if relevant)</li> <li>• Ice breaker game (optional)</li> </ul>	Introduce themselves to each other Participate in the game (if relevant)	Name tags/stickers Ice breaker handouts (if relevant) Pens
(10-15 min)	Introduce key vocabularies <ul style="list-style-type: none"> <li>• <b>Distribute TIS flyers</b></li> <li>• Establish meaning through images and context – go through the flyer and discuss difficult words</li> <li>• Pronunciation               <ul style="list-style-type: none"> <li>○ Ask participants to repeat difficult words</li> </ul> </li> <li>• Memory through repetition - 131450</li> </ul>	Look at images Listen Repeat the words Write down key vocabularies and phone number	<b>TIS flyers</b> Google translate (for participants at beginners level who struggle to understand through context)
(10-15 min)	Enhance memory through practice and kinaesthetic activity <b>Activity 1:</b> <ul style="list-style-type: none"> <li>- Write TIS numbers on the board - <b>not in order</b> and ask participants to put them in the right order</li> <li>- <b>Chinese whisper game</b> – facilitators to divide class into 2 groups:               <ul style="list-style-type: none"> <li>○ Select 2 participants (group leaders) who have understood the meaning of “translator” or “interpreter”. Allocate a leader in each group. The leader has to tell the first person in the group what the word “translator” or “interpreter” means. Then, the first person passes this information to the second person and so on to the last person.</li> <li>○ The group whose last person’s meaning of the word still correct or make sense, wins.</li> </ul> </li> <li>- Facilitators to ask the group leader to repeat the meaning to the class, to enhance understanding and memory.</li> </ul>	Look at writing Write the right TIS number Play Chinese whisper game	Board/flip chart/paper Markers
(10 min)	Introduce key vocabularies <ul style="list-style-type: none"> <li>• <b>Distribute “What Services Can You Call Using TIS?” handouts</b></li> </ul>	Look at images Listen Repeat the words	<b>“What Services Can You Call Using TIS?” handouts</b>



	<ul style="list-style-type: none"> <li>Establish meaning through images and context – go through the handout and discuss difficult words.</li> <li>Pronunciation <ul style="list-style-type: none"> <li>Ask participants to repeat difficult words</li> </ul> </li> </ul>		
(5 min)	<p><b>Activity 2 - Enhance memory through practice</b></p> <ul style="list-style-type: none"> <li><b>Distribute Exercise – What Services Can you Call Using TIS?</b></li> <li>Ask participants to do the exercise</li> <li>Then, facilitators can call out different participants to give the answer</li> </ul>	<p>Look at images Do the exercise Share answers with the class</p>	<b>Exercise – What Services Can you Call Using TIS?</b>
(5-10 min)	Break – morning tea		
(45 min)	<p><b>Conversation</b> For group more than 10 people, break into small groups (according to English levels)</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>What language do you speak at home? Do you speak any other languages?</li> <li>When you were at school, did you learn any other languages? What language did you learn?</li> <li>Do you think information about TIS is useful? Why?</li> <li>Have you ever be in a situation where you need an interpreter? What is the situation? What did you do in that situation? Did someone help you? Who helped you?</li> <li>Do you think you will call an organisation using TIS in the future? Why? What organisation you think you will call using TIS?</li> <li>Have you ever translated a document into English in Australia? Where did you go? Do you know where to go to translate your document into English?</li> <li>What documents do you think need to be translated into English?</li> </ol>	<p>Share their story in their group or in plenary (for small class)</p>	Paper and pen/markers



	<p>8. Do you have friends or family who work as a translator or interpreter? Do you think it is difficult to be a translator or interpreter? Why?</p> <p>9. Are you interested to be a translator or interpreter one day? What do you think you need to do to be a translator or interpreter in Australia?</p> <p>10. Do you remember TIS number? What is it?</p> <p><b>Role play – how to call TIS (if there is extra time)</b></p> <ul style="list-style-type: none"><li>• Facilitators to choose 4 participants (higher level English or more active students) to be a ‘machine’ operator, ‘person’ operator, interpreter and client</li></ul>		
5-10 min	<p>Conclusion and wrap up</p> <ul style="list-style-type: none"><li>• What have you learn today?</li><li>• Information about next class etc</li></ul>	<p>The chosen 4 participants to read the script in front of the class The rest of the participants to listen and observe</p>	<p>Role play handouts – Making a GP appointment using TIS</p>