

TEACHER'S NOTES

ACTIVITY 3B. The map messenger

In this activity, students will...

- Work on active listening, memory skills, accuracy and reformulation under pressure.
- Discuss the challenges of being a messenger

ESTIMATED
TIME

50-60 MIN

How to use this resource

- | | | |
|--------------------------|---|---------------|
| PRELIMINARY STAGE | <ul style="list-style-type: none"> • Show an example of consecutive or liaison interpreting being performed at an event (see chapter 3, section 3.3.3, of the Teacher's Book <i>Inclusion, Diversity and Communication Across Cultures</i>, (https://pagines.uab.cat/eylbid/en/content/teachers-book), for more information about modes of interpreting). There is a list of suggested videos in the Resource Bank, including recordings of interpreting in a press conference, in a diplomatic meeting, and for different public services. You can also ask your students if any of them have previous experience in interpreting. • Ask the class to reflect as a group on the challenges interpreting may entail. <ul style="list-style-type: none"> * Examples: finding the right words in another language, remembering what has been said, having to think quickly, etc. • Announce that you will be playing the messenger game, the goal of which is to do an accurate drawing, following instructions from someone else, in a limited amount of time. The fastest drawing wins... as long as it is accurate! | 15' |
| STAGE 1 | <ul style="list-style-type: none"> • If possible, go to the playground. Divide your students into groups of three. • Student A is to be positioned at one end of the classroom/playground and given the text, which students B and C are not allowed to see. • Student B is to be positioned at the other end of the classroom/playground and given a piece of paper and a pen. • Student C will be the messenger, taking messages from A to B. | 10* |
| STAGE 2 | <ul style="list-style-type: none"> • Student A reads the instructions (one at a time) from the text to student C. A must not let C read the card! • Student C goes over to student B to pass on the original message. Make sure B cannot hear anything other than what C from their own team tells them! If there is not much space between teams, have the students whisper. • Student B uses the instructions provided by student C to do as detailed a drawing as possible. C cannot help B draw, and B must not let other students with the same role see what they are drawing! | 10-15' |
| STAGE 3 | <ul style="list-style-type: none"> • When all the drawings are done, return to your normal classroom setting. Collect the drawings. Project the original text and, optionally, the map with the solutions (available at the Resource Bank). • As a class, rank the drawings and choose the most accurate one. | 5-10' |
| STAGE 4 | <ul style="list-style-type: none"> • Discuss the experience, with prompts regarding the message-conveying process. Examples: Did any messengers go blank when they reached student B? What were the most difficult pieces of information to transmit? Why? Did you get tired/frustrated? Why? • Revisit your earlier group reflection: what challenges does interpreting messages for others entail? | 10' |

* more if you go to the playground

Prep time suggestions

- Optional: choose a video with an example of consecutive or liaison interpreting from the online [Resource Bank](#).
- Print out the text on cards for students A and the map for students B.
- Read chapter 3, section 3.3.3, of the Teacher's Book *Inclusion, Diversity and Communication Across Cultures* for more information about modes of interpreting.
- Allow extra time if you will be going to the playground.

Variations

- You can prepare more texts so that every student can take a turn at being the messenger. Alternatively, use a longer text and split it into three sections, with students swapping roles for each section.
- With bilingual groups or in a world languages class, this activity can also be carried out with a language code switch. Ask student C to pass on the message to student B in a different language that they both speak.

3B. The map messenger**CARD FOR STUDENT A****Instructions**

1. Okay, let's do this! You have to draw a map. Let's start with its main feature, the cathedral, which is located at its centre.
2. To the right of the cathedral there is a history museum, next to which is the old market, where you can buy cheap groceries at any time of day.
3. Behind the old market there is a big park with a playground and a lake with ducks and boats. People really like spending summer evenings there.
4. In front of the cathedral there is a river, giving a really beautiful view from the cathedral's bell tower, which only opens to the public between 10 and 12 o'clock on Sunday mornings.
5. To the right of the park there is a primary school and a very popular café. To the left of the park there is a secondary school and some fast food restaurants offering quick snacks.
6. To the left of the cathedral there is a shopping area where you can find pretty much anything you might need, from clothes and shoes to souvenirs and electronics. The cheapest postcards are sold in the little shop just next to the cathedral.
7. In front of the shopping area there is a bridge that crosses the river and leads to the financial district, where there are large buildings and the city's highest skyscrapers. Some of them have accessible rooftops. The best views are from the communications tower and the sports and media centre.

Described map

