NCIEC Terp Talks Learning Exercise

Keywords: disaster preparedness

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Title of Exercise: Disaster Preparedness

Title of Terp Talk, if different:

Link: http://www.interpretereducation.org/tim/terptalks/item/neu:rx917x527/

Source Language: English

Speaker Info:
   Gender: Male
   Race: Caucasian
   Age: Adult

Duration: 21:00

Type of Task:
   Supervised   Unsupervised
   ✔ Group       Individual
   Student-centered Teacher-centered

Time Required for Activity: 1.5 hours

Topics Addressed in Activity:
   • Preparing for an interpreting assignment
   • Concepts related to disaster preparedness

Course Title: Interpreting English to ASL II

Audience:
   Beginner 1
   Beginner 2
   ✔ Intermediate 1
   ✔ Intermediate 2
   Advanced
   Fluent/Professional

Learning Objectives:
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By the end of this assignment students will:

• Prepare a list of concepts that could be included in a presentation about preparing for a disaster.
• Produce a conceptually accurate interpretation of targeted concepts.
• Write a reflection about the benefits of preparing for an assignment.

Technical Notes:
• Computer access
• Video camera to record interpretation

Description of Learning Exercise:

• What is the instructor expected to do to prepare and deliver the assignment?
  o The instructor will introduce the topic of preparing for a disaster. In small groups, students will discuss and list possible concepts that could be addressed in a presentation about this topic. Groups will then present their lists to the class. The list below contains some of the concepts that are included on the video. The instructor should cover those not brought up by the students.
  o If possible, a guest speaker could attend the class session and bring in items such as a fire extinguisher or “go kit” to demonstrate and allow students to handle. This will aid in their visualization of these items when they do their interpretation. Students could also ask the speaker questions about preparing for a disaster.
• What must users do to successfully complete the assignment?
  o When students are ready, they will record their interpretation of the spoken lecture.
  o When completed, they will write a reflection on their experience interpreting this lecture, specifically addressing the benefits of preparing for the interpretation.
• What, if any, information needs to be shared, and with whom?
  o See above
• What activities need to be performed?
  o See above
• What, if any, supplies are required to complete the assignment?
  o N/A
• What else might users need to know or to do to enhance and successfully complete the assignment?
  o Specific concepts discussed in this video:
    • Natural hazards

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- Technological hazards
- Terrorist hazards
- Evacuation
- Risk
- Mobility disability
- Hand-crank charger
- Solar charger
- Wild land/urban interface
- Disaster
- FEMA
- Fire extinguisher
- Service animals
- NOAA
- Personal sanitation
- Canned food, can opener
- Perishable
- Expiration date
- Advisory/Watch/Warning
- Hydrologic event

Assessment:

Conceptually accurate interpretation of the 20 targeted concepts 20%

Student reflection on the value of preparing for an assignment 20%

Overall interpretation 60%

For the interpreting piece (ASL Interp-1):


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