EMPOWERING YOUNG TRANSLATORS

PILOT ACTION ACTIVITY HANDBOOK

NEW ABC - UK Team members

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NEW abc

Networking the
Educational World:
Across Boundaries for
Community-building

Empowering young translators. Pilot action activity handbook.

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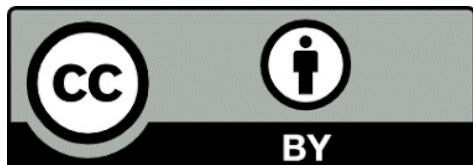Headington Campus
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INTRODUCTION

The NEW ABC project in a nutshell

NEW ABC is a project funded by the European Union's Horizon2020 research and innovation programme. It draws together 13 partners from nine European countries with the aim of developing and implementing nine pilot actions. All NEW ABC pilot actions (activity-based interventions) include children and young people from refugee and migrant backgrounds, but also teachers, families, communities and other stakeholders in education, as co-creators of innovation to empower them and make their voice heard.

If you want to learn more about NEW ABC **this is** the link to the project website where you can find information on the other pilot actions too:

newabc.eu

What is co-creation?

Before we introduce the activities co-created with young people for the *Empowering Young Translators* pilot action, we would like to explain in just a few words the basic features of co-creation.

Co-creation is an innovative methodology that positions stakeholders at the heart of the project design, implementation, and evaluation. Co-creation supports dialogue and collaboration, which encourages democratic partnerships between researchers and community stakeholders, to collectively design an activity-based intervention that is specific and responsive to the needs of the community and context it involves.

Co-creation is a key element of developing a participatory approach to amplify young people's diverse voices. Recognising their 'expertise by experience', it prioritises their wellbeing and engagement, while supporting their skills development and meaningful participation in activities that impact their everyday lives.

Our engagement with co-creation allowed us to:

- Foreground the needs, expectations, concerns and ideas of young people in understanding young translating as a caring activity and recommending change(s);
- Opened up the space for different insights from experience, age, and creativity to facilitate collective explorations of young translating as a caring activity;
- Collaborate and engage in structured discussions, brainstorming, and imaginative storytelling to better draw out challenges, solutions and ideas as part of a safe learning space.

All the activities presented in this handbook have been planned and revised accordingly after consultation with young people, thereby responding to their needs and interests.

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How does this handbook work and who might find it useful?

Empowering Young Translators (EYT) is an evidenced-based learning resource drawing on an intervention (known as a pilot action) to support young people who translate and interpret for peers, family, and the local community. EYT focuses on exploring the social, cultural, emotional and wellbeing aspects of being a young translator and/or multilingual. Young translating can be both a challenging and rewarding activity and so these guidance materials are designed to enable you to open a space for considering the emotional engagement and wellbeing of the language broker through a series of activities. Throughout this handbook, the activities are framed to explore language brokering as a caring activity that young people do for others and raise awareness of the practice of young translating across schools, community groups or youth groups.

You will find this guidance useful if you encounter young translators and:

- Work in a school/college

- Work in the charity/NGO sector

- Engage in research with young people

This pilot action is set up within an educational context, but the activities may also be relevant to other settings (e.g. youth groups). The *Empowering Young Translators* (EYT) handbook provides examples of activities to engage young people, learning objectives, learning processes and required resources (e.g., activity sheets, materials, and audio-visual content) to support your replication journey.

How should I use this handbook?

We recognise that each pilot action experience is uniquely shaped by the geographical, cultural, and social context within which it takes place. The handbook offers examples and ideas for setting up your own young translator club or pilot action activity, whilst recognising you may want to pick out certain activities or to create your own unique, local version. How much time you decide to spend on each activity can be determined by you.

LET'S GET STARTED!

Who is defined as a "young translator"?

We talk about young people as 'young translators', sometimes also known as 'language brokers', when they act as cultural and linguistic mediators for others. This means they often translate and interpret for family members or peers who don't speak the local language, as well as being a cultural bridge between the private world at home and the public world. Language brokers might find themselves having to respond to complex social interactions during which they need to act as brokers of care, thereby prioritising the needs and interests of the person they are translating for. There are also times when young translators report being misunderstood or treated negatively, which can have a psychological impact on them.

Aims and objectives

Our pilot action focused on the following **objectives**:

- To **enhance** young people's **social, cultural**, and **emotional well-being**.

- To better **support young translators** and **multilingual students** so they feel valued and understood within the wider school context.

- To **raise awareness** of young translating as a caring activity through the production of **learning resources** and **materials co-created** with the **young people**.

This is important because...

o Increases in migratory mobilities means that young people are frequently called upon to translate and interpret both outside and inside of school.

o Most programmes supporting young translators and/or multilingual pupils have focused on linguistic skills. While this is important, a deeper focus on the emotional engagement would help understand the different kind of emotional situations and feelings experienced by young people and how it impacts their sense of selfhood. This would enable better support systems.

o Young translating has sometimes been misunderstood and treated negatively. As such many people might feel ashamed and/or unable to talk openly about their experiences.

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HOW TO...

Set up your pilot action

How you set up your pilot action will depend on your context; whether you are an educator, youth worker, in social care or a researcher. If you are working in a non-school setting, types of organisations who could utilise the activities in this handbook are youth centres, charity organisations, or community initiatives (e.g., Welcome centres; children's playgroups). A focal element of our pilot action in the school context was the Young Translators Club - which functioned as a long-term weekly activity. You may find it more useful to run a more focused, short-term, project. For us, a club invites the idea of a shared space for co-creation and dialogue where young people come together. They can also learn new skills to build their confidence.

What worked for us and what you might find helpful doing:

o We put together some promotional materials to publicize the Club: Posters, a presentation and a short video

> **Watch video**

o We ran a couple of 'taster sessions' and offered a 'taste' of what the Club activities might involve.

o We set up a students' advisory group to better understand what young people in our target school wanted or needed out of the club. Student advisors can also work as project advocates and spread the word.

o Struggling to engage young people? You may find it useful to organise an one-off activity such as a two-hour workshop session led by a guest artist or a field trip to a museum/art centre.

Set out your own Club session using this template

Ethical issues to consider when working co-creatively

Whether you are setting up a club, developing your own pilot action or just using a few sessions for your own work with young people, working co-creatively can bring to light new and pre-existing issues with the group. This is especially true when discussing the social, emotional and care elements of young translating. Our pilot action recognises young people as independent individuals, capable of making their own informed decisions but in a way that ensures they understand what is expected of them. Some ethical considerations to consider may be:

o **Feeling heard or being silent:** Some young people may be happy to take part in all activities or share lots of personal feelings/experiences. We were also very mindful to respect silence and privacy.

o **Feeling safe:** We found it was very important to establish some core ethical ground rules (see chapter 2). Even so, with our group, we needed to keep returning to conversations about being kind and respectful.

o **Role of technology:** We needed to think very carefully about how we used technology with our young people. Some technology platforms were not appropriate for our young people (e.g. WhatsApp).

o **Privacy and anonymity:** Processes of co-creation and collaboration are based on relationships of trust. The young people did not want their faces in photographs but sometimes asked for their names to be placed on their outputs which could be public. This involved lots of conversation about how we would manage their privacy. We also talked about who will read about their experiences. We explained to students that any mention of their stories/experiences/personal information will remain anonymous.

o **Informed Consent:** It was important that the young people in our pilot action understood that their participation was voluntary. All of the young people were told about the ethics of the project and signed consent forms. Their parents were also asked to consent to their participation.

o **Safety**: Think about safety on different levels:

a) Emotional: Think about how you can prevent any risk/harm caused by the pilot action activities (e.g., discussing difficult situations and/or conflict across club members). As they got to know us, our group often talked about big topics such as bullying, racism and geopolitical events in the world.

b) Personal: Ensure that students are not including their real names in public-facing materials, no photographs showing faces are taken; no disclosure of identifiable information (e.g., locations, names of people or specific physical characteristic).

You might like to... reflect on how young translating impacts the young people you engage with. Some questions for you to explore while planning the activities and getting to know the young people include:

o Is it an activity they talk openly about?

o What might be some challenges you can think of?

o Equally, what might be some opportunities for the young people involved and how can your project support them?

CHAPTERS: ACTIVITIES AND LEARNING AIMS

This handbook is organised in **seven chapters** and includes key learning themes, aims and objectives and key activities. You can find a more detailed overview in the supplementary materials. Each Chapter section will present the **key learning processes** (capacity building, storytelling, and skills development) and provide a list of all **required materials**, to support a smooth replication and evaluation process.

Chapter	Title
Chapter 1	*Taster session*
Chapter 2	*Let's talk about safe research: Ethics & ground rules*
Chapter 3	*Who is a young translator?*
Chapter 4	*What is care and non-care?*
Chapter 5	*Working towards your mini project*
Chapter 6	*Reflection and celebration*
Chapter 7	*What next? Impact and dissemination*

We realise that each pilot action journey is specific to the setting in which it occurs and might therefore differ considerably from our team's initial implementation. Nevertheless, we have shared with you, in this handbook, a description of the different activities our young people engaged with as we worked co-collaboratively with our Young Translators Club.

Within each Chapter, we describe three different types of activities (see table below) that took place during the Young Translator Club. During any club session, we sometimes engaged in all three types of activities. At other times, we split the group into smaller sub-groups and they worked on elements they enjoyed the most. Essentially, you can adapt this to your own needs.

Learning process		Aim of activities
	Games and relationship building	These activities help build trust, rapport and relationships with both the adults and amongst the young people. They are also good for holding the attention of the younger members.
	Sharing experiences	These are interactive and creative activities that help young people share personal stories and experiences in interesting ways.
	Skills building and creative projects	Digital art (logo and poster design) and podcast production training, research skills (interviewing, ethics and consent).

You might like to... receive feedback from participants after each Young Translator Club session. You can dowload templates to collect their feedback here.

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CHAPTER 1. Running a taster session

Aims & Objectives	Introduce pilot action, the team and suggest the **creation of YT Club**.
Learning Sessions	1.1 Introducing 'What is the Club about?'

By the end of this Chapter you and your group members will have...

- Been **introduced to the project** and had the chance **to find out more** about what it involves

- Shared **personal experiences** of **young translating**

- Participated in **interactive dialogue-based activities**

- **Discussed about research** in an interactive and engaging way

We found that taster sessions are a fun and non-committal way for young people to get a sense of what kind of activities they might be engaging in. You can put together a series of interactive activities that young people can complete with their peers during the session. You might also find helpful having examples of previous work to share or outlines of some key project activities you are planning on incorporating. Ultimately, the taster session serves as valuable time for sharing information and will hopefully provide the motivation for students to sign up.

List of materials
World map
Coloured pins
Post it notes
Coloured markers
Laptop

To print:
Research Jeopardy Game print outs (click to access)
Sign-up sheet
Feedback materials

We found that snacks and refreshments were a really important part of our pilot action

Session 1.1 *What's the Club about*

In our first taster session we wanted to explain 1) what the Club might involve, 2) who we are and why we do research and 3) begin to build a relationship with those who attended. If students had any questions, we made sure to leave space for them to ask these as part of the conversation.

Activity 1, GAME: 'Have you ever?' map game

For this initial icebreaker game we used a mapping activity to invite the students to participate and share some information about themselves.

Directions: On a flat surface, lay out a big map of the world and ask students to respond to a set of questions using post-it notes and coloured pins. Read out one question at a time and ask students to write their answer on a post-it and pin it on the corresponding country.

Questions may include:

o Learned a song in a different language?

o Gone on a holiday in a different country?

o Visited a different place in the UK?

o Cooked a dish from a different country?

o Visited or lived in another country?

o Had to explain to someone what a word means in English?

o Spoken to someone whose first language isn't English?

o Dreamt in a different language?

o Being told that your personality/tone of voice changes when you speak a different language?

o Spoken in a different language so someone would not understand what you are saying?

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The activity can support several processes:

o Create opportunities for dialogue across the group and identify similarities; 'Most of us speak a second language/have family in a different country. What other things might we have in common?'

o Highlight the focus of Club and pilot action: 'Experiences of speaking one or more languages and translating for others is what we'll be focusing on as part of the Club'.

o Establish link with co-creative research activities: 'We are interested to find out more what that means to you, talk about participatory research and create together resources so others can better support you'.

 Activity 2, SKILLS: 'What is research'?

This activity helped us to explore with the group what they knew and understood about 'research'. This is especially useful if you are running your own club activity or intervention, or would like to give your club members useful research skills. We wanted to make it fun, so we used an interactive group jeopardy format.

Directions: Ask students to split into teams of 2-3 students. They can pick a name and choose a team sound. Hand out game sheets (**see Handout**). Read each question and ask teams to discuss amongst themselves and pick an answer. Each team will make a sound when they are ready to share their answer(s). Here are the suggested questions:

o Think of 5 ways of finding information or finding out about something you don't know.

o What is research? Think of 3 points.

 You might like to... initiate a group discussion about why research is important and what they think about its role and use. This might also be a good time to remind them that this is what they'll be learning and training to become!

Ask participants for feedback after the taster session and learn how to improve for the next session

(dowload the feedback card)

CHAPTER 2. Let's talk about safe research: Ethics & ground rules

Aims & Objectives	Introduce notions of **ethical and safe research** and agree on **ground rules** to support collaboration and co-creation. Learn about interviewing.
Learning Sessions	2.1 Understanding participatory research 2.2 Ethical and safe research: some ground rules 2.3. Learning about interviewing

By the end of this Chapter you and your group members people will have...

- Built on **understandings of safe** and **ethical participatory research**

- **Discussed issues of consent, privacy and anonymity, and safety**

- **Completed consent process (parental or student forms)**

Chapter 2 aims to introduce the notion of participatory research.

In addition, this participatory process, as well as focus on the social and emotional aspects of young translating means that it is important for the group to understand and establish some ethical ground rules. This Chapter focuses on activities to support that discussion.

List of materials
1. Laptop
2. Post-it notes
3. Coloured markers
4. Scissors
5. Small ball for icebreaker activity

To print:
Consent forms
Attendance sheet
Feedback materials

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Session 2.1 *Understanding participatory research*

Having successfully completed a taster session, you might find yourself collaborating with an already formed core group of Club members and/or be welcoming new students as they hear more about the Club. After providing a brief overview and recap, it is time to delve more deeply into what it means to do a particular type of research; participatory research. Participatory research is both a methodological approach and an ideological perspective. Participatory approaches usually involve collecting data in a variety of creative ways. Additionally, it is important in participatory research that partners become involved in the process and that their knowledge is respected and valued.

Activity 1, SKILLS: Let's talk about research

Ask students to imagine themselves as a researcher working on a particular research question or topic. It can either be something linked to their translating experiences or a random topic e.g., What type of movie snack is the best?

Directions: Ask your students: What are the different ways you can collect data (i.e. information) about your topic?

Using a flip chart paper sheet and marker pens, make a note of all responses.

Potential answers: Surveys, questionnaires, experiments, interviews, focus groups, media analysis

Activity 2, SKILLS: Let's talk about participatory research

For this activity, you can begin to have a discussion about how participatory research differs from some of the more familiar data collection skills that are taught in school. So, what is participatory research?

a. Participatory research involves working with others.

b. Participatory research approaches believe that everyone has knowledge and skills to contribute.

c. In participatory research, people learn from each other.

d. In participatory research, people make decisions together.

e. Participatory research is focused on challenging injustices and make changes to improve people's lives.

f. All of the above.

Participation access voice
Action choice research
Decision-making stories
Support network trust
Knowledge exchange
Lived experiences
New skills belonging
Co-creation dialogue
Care and compassion
Investment recognition
Democratic participation
Validation community
Social justice imagination
Transformation.

Activity 3, SKILLS: What skills would you need to be a researcher?

The kinds of skills that are needed to become a good researcher are also skills that can be valued within the club and within the general classroom.

Directions: Ask your students: Can you describe what skills you would need to be a good researcher?

Potential answers:

- Social skills
- Listening
- Being respectful
- Being able to ask questions
- Being interested in people's lives
- Being curious about the world

Session 2.2 *Ethical and safe research: some ground rules*

Activity 1, GAME: 'Pass the Ball' statement game

For this icebreaker game invite students to join as a team and share (if they'd like to) some interesting things about themselves.

Directions: Pass over ball while stating a fact about yourself and next person needs to respond and throw ball to someone else. Once everyone has responded we can move onto next statement.

Questions included:

o My favourite colour is

o At home I speak (language)

o I want to travel to

o My favourite thing about translating is

o If I had a superpower it would be

o My least favourite thing about translating is

Activity 2, SKILLS: Creating Ethics and ground rules activity

We found that it was important to collectively agree on some ground rules and core values to ensure that the Club remains a safe space that everyone feels free to express themselves. Sometimes we needed to return to this activity in later sessions, focusing on words like 'empathy'.

Directions: Work as a group to answer the following questions and record all answers on sheets of paper:

o How should people in the Club behave? (5 words)

o What should be the Club Values? (5 values)

You might like to... make sure the Club Values and ground rules are visible and available to look at regularly. We found sometimes had to return to the rules occasionally to reflect on how the Club members behave.

Activity 3, SKILLS: 'Let's talk about safe research' and informed consent

If you are setting up your own pilot action, this activity focuses on introducing the notion of 'safe research' as well as providing the space to discuss and complete together some key steps in the activities: informed consent. Even if you are an educator in a school, it is useful for students to have a clear understanding that an important part of research is ensuring your participants have a clear understanding about what the research involves. In our Young Translators Club, it was important that the young people consented to be part of the research activities.
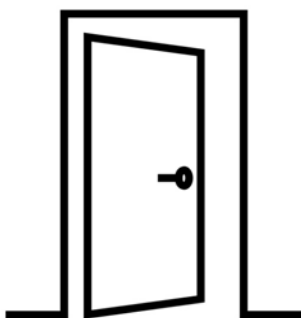
We felt it was important the young people understood that:

It is their choice to participate

They are free to go at any point and to refuse to take part in some activities

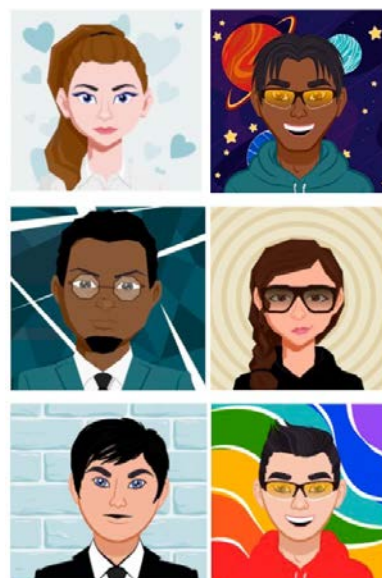They will remain anonymous and no personal information will be shared with anyone else

Things to highlight and check during the discussion:

Some of the avatars developed by our club members

o If you are a research team, do they understand what the research is about?

o Do they understand what kind of data might be recorded?

o Are they happy with the pilot action team members taking notes during and after the Club sessions?

o Are they happy for materials produced during the Club (audio recordings, photographs of activities, text etc) to be used as part of the project's evaluation and dissemination activities?

o Ask young people to pick a pseudonym and create their own Avatar; it can be a drawing or a character with real or imaginary traits

Session 2.3 Learning about interviewing

Interviewing is a common research method but it is also a really useful skill for young people. As part of our pilot action, we included 'interview skills' as part of the Club activities. For example, Club members might interview each other about their translating experiences or conduct interviews with their parents, peers at school, or members of the community.

Activity 1, SKILLS: What makes a good interview?

Directions: Start the session, with a 'bad interview example' – you can find examples of videos online or, if you feel creative you can demonstrate yourself! Ask students what they thought about the interview(s) and list all responses on A3 sheet of paper:

o What worked; what didn't and why?

Potential responses:

What worked well:

o Using open questions,

o Creating a safe environment

o Looking after one's interviewees

o Think about surrounding noises and privacy

o Use positive body language (e.g. nodding, looking interested)

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What doesn't worked well:

- o Talking over your interviewee
- o Not listening to their answers
- o Not making eye contact

Activity 2, SHARING: Interviewing each other

Directions: Ask students to work in teams of two and interview each other in turns to find out **3 interesting facts** about their **partner** and their **young translating**. You might ask your students to develop 3 interview questions on a chosen topic. Once all students have tried being both interviewer and interviewee, gather everyone around and discuss.
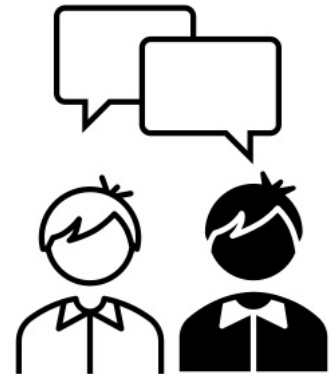
You might like to… suggest to Club members whether they would like to practice their interviewing skills in a different setting; e.g., interview a friend who also translates or a family member for whom they often translate. Encourage them to prepare some questions and if they'd like to make notes of the process and their thoughts afterwards.

CHAPTER 3. Who is a young translator?

Aims & Objectives	Explore **young translating** as an **everyday activity** across different spaces (family home, school, and community).
Learning Sessions	3.1 What does it mean to be a young translator? 3.2 Young Translating, relationships and feelings

By the end of this Chapter you and your group members will have...

- **Come together as a group** through **sharing interesting facts** about themselves and t**ranslating experiences**

- Built on **understandings of young translating** as a **relational and caring activity**

- Practiced **mapping** as a participatory research method

In this Chapter we detail our pilot activities that focused on exploring young translating as a relational, everyday activity that takes place across different spaces (i.e., family home, school, and community). We decided to spread these activities across several weeks.

List of materials
o Laptop
o Mapping board
o Threads of wool (different colours)
o Coloured pins
o Post it notes
o Coloured markers
o Scissors

To print:
Consent forms
Attendance sheet
Feedback materials

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Session 3.1 *What does it mean to be a Young Translator?*

Activity 1, GAME: Young translator bingo

We enjoyed kicking off this session with a **quick icebreaker activity** to support some playful discussion about what it means to be a young translator.

Directions: Hand out bingo sheet print outs to all young people. Read out each bingo point and ask the club members tick those they agree with (e.g., *Someone who likes talking to new people; Someone who watches YouTube videos; Someone who can speak two languages* etc.). Once you've covered all points, use this as a discussion activity. Ask club members what they think translating involves, who do they usually translate for and in what kind of spaces (e.g., supermarket, medical appointments, and school, among others).

Activity 2, SHARING: Reflecting on being a Young Translator

This activity is a nice way to enable young people to think more deeply about their own and others' young translating.

Directions: Start the activity by inviting the young people to watch this short film: **My Life As A Young Translator**.

This short film was produced as part of a research project and features the stories and experiences of young people, aged 15-18 years, who translate for family members and peers in the UK.

As your group watch the film, ask them to make a note of some of the key themes/issues raised by the young people. Follow up questions as part of a discussion may include:

    o What are some of the key points you've picked up/new things you've learned?

    o How would you describe translating to someone else? Can you think of some examples?

    o What does 'translating' mean to you? What do you think of?

    o What does it mean to be multilingual?

    o What kind of activities would you be interested in doing?

Session 3.*2 Young translating, relationships and feelings*

Activity 1, GAME: 'Pass the ball'

'Pass the ball' game invites young people to share interesting facts about themselves while reflecting on different aspects of a translating within a playful and interactive context.

Directions: Pass over the ball while stating a fact about yourself and next person needs to respond and throw ball to someone else. Once everyone has responded we can move onto next statement. You might like to include a mixture of general and translating-focused questions to encourage conversations about being a young translator. Questions may include:

o *My favourite colour is...*

o *At home I speak (language)...*

o *I want to travel to...*

o *I like to listen to...*

o *My favourite thing about translating is...*

o *If I had a super power it would be...*

o *My least favourite thing about translating is...*

Activity 2, SHARING: Mapping me, mapping my young translating

Using a mapping activity is a great way to invite young people to share their stories of young translating, their relationship with others and how it makes them feel, in a non-threatening way. They may have done different types of mind-mapping exercises before, as part of their schoolwork. Whilst your are doing this activity, you can ask them to give examples of situations. We found this worked better in pairs or small groups, but it is really up to you. This activity is focused on helping young translators make connections between the different social contexts where they may translate (i.e school, doctors, home), the different relationships involved in translating (i.e. for a parent, teacher, sibling, friend) and the varying feelings they might associate to the different contexts and relationships.
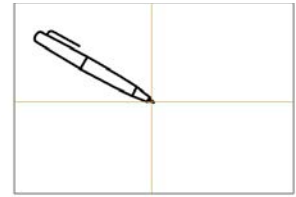
Step-by-step directions:

Step 1: Prepare a large white piece of paper (A2 size), drawing a cross in the middle to create four equal squares.

Step 2: Read out each of the following questions and ask them to write their answer on post-it notes and to place them to the corresponding section using pins:

o Who do you translate for?

o Where does this take place?

o How do you feel?

o Who else is there?

Step 3: Initiate discussion on an one-to-one and/or group basis. Ask about their translating experiences and encourage dialogue across group.

Step 4: Give each student some string/wool and ask them to tie it around the pins to connect the relationships together. Once again, this provides an excellent opportunity to enquire in depth about what relationships and contexts generate particular feelings and why.
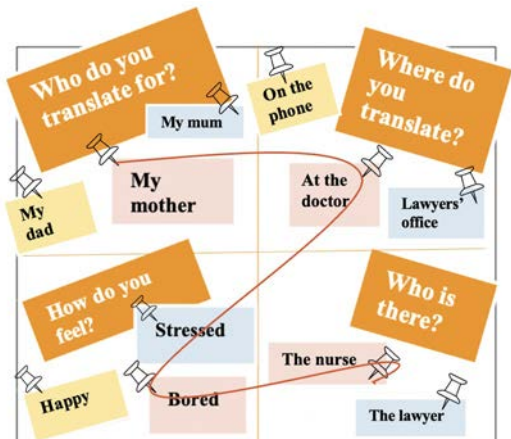
Activity 3, SHARING: Co-creating a 'care' border around the mapping activity

An important aim of the pilot action is to explore how young people understand their role as translators as a position of responsibility and a process of caring for others, while also reflecting on how it shapes their understanding of themselves. To support the connection between translating and caring, we developed the idea of creating a 'care' border or picture frame for the mapping activity. It also meant the other group members had something to do whilst the team worked with the small groups! Creative methods (drawing, poetry, music, dance, performance etc.) are often used in participatory research settings as they can offer 'new vocabularies' to talk about personal and often difficult to share topics.

Step-by-step directions:

Step 1: Cut strips of cardboard to create a picture frame border. Ask students to create artwork inspired by their personal experiences and feelings about translating for others.

Step 2: Encourage young people to think about a specific occasion where they translated about someone else in a specific setting (school, GP surgery, bank, market etc.) and ask them to try and identify within themselves how they felt. It could be one of the activities they mentioned during the mapping activity or a new one.

Step 3: When they feel ready, invite them to choose whatever colors they want and to try to express this feeling on the paper with a drawing that will depict this occasion.

Step 4: Once they have finished working on their drawing ask them to describe what their visual story is about. Instruct them to write at the back of the paper a short recollection including:

o How they **were feeling** at the time

o How they are **feeling now**

o A **title** for their artwork
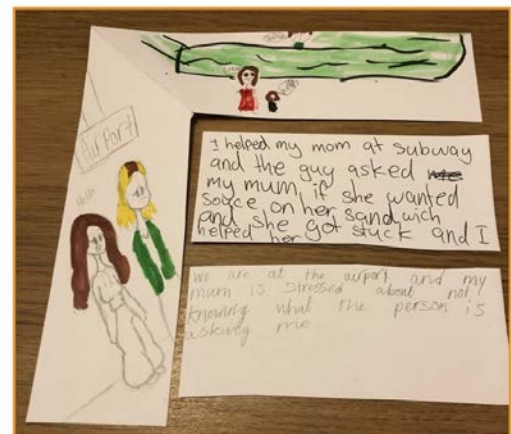
Your group have now created a beautiful mapping and picture frame!

CHAPTER 4. What is care and non-care?

Aims & Objectives	**Working collaboratively** to discuss **young translating** as a **'caring' activity**
Learning Sessions	4.1 Exploring notions of 'care' through words and care mapping

By the end of this Chapter you and your group members will have…

- **Come together as a group** through **sharing interesting facts** about themselves and **translating experiences**

- Explored notions of 'care' and 'non-care' through conversation and real-life examples

- Built on **understandings of young translating** as a **relational** and **caring activity**

Chapter 4 details how we invited the young people to reflect and collectively explore on the notions of 'care' and 'compassion' within everyday life situations and in response to young translating interactions. Given the complexity of these notions, you might find yourself requiring more time to discuss and unpack some of these concepts in order to make the link with young translating as a caring activity. Remember to be guided by students' understandings and try to think of ways to draw in their personal experiences as part of your conversations.

List of materials
1. Laptop
2. Coloured pins
3. Post-it notes
4. Coloured markers

To print:
Consent forms
Attendance sheet
Feedback materials

Session 4.*1 Exploring notions of 'care' through words and care map*

'Care' and 'compassion' can be difficult concepts to explore. For this reason we began by thinking about objects that represent care, as a way to begin a discussion about this complex subject.

Activity 1, SHARING: Care objects

Ask students to think about an object that symbolises care for them. What comes to mind when they think of care; what might care look like if it was an object? E.g., a blanket sewn by someone's family member or a thermal mug bought for those cold morning walks to school. You might ask young people to bring along an object that holds special meaning for them; perhaps a present from a loved one living away or a family heirloom that comes along with an exciting story.

You might like to… put together an impromptu 'exhibition' by placing all objects on a table and asking young people to write a description card about their chosen object. You can also take photos of all the objects and put together a booklet with the images and explanation of the importance of each object by the young people.

Activity 2, SHARING: Talking about care

We used this activity to have an in-depth discussion about what care might mean to the group.

Directions: Ask the group the following questions (one on each page):

- o What does it mean **to care**?
- o What does it mean **to not care**?
- o What are some **feelings** we may experience as a result?
- o How might we feel when we **care for someone else**?
- o How do we feel when **someone does not care**?

Using flipchart paper or similar, write down the responses. Invite the group to reflect and discuss. Encourage students to share experiences of when someone cared for them or when they did an act of care. Can they remember how they felt? Questions that might stimulate further discussion are:

o What's the nicest thing a friend has ever said about you?

o Can you give an example when someone was caring towards you? What did they do?

o When was the last time you helped a stranger? What did you do?

o What is empathy? Do you know the word empathy? How do we show empathy to one another?

o How can we tell is someone is sad or not happy? What would you do to help them?

You might like to... encourage young people to reflect upon how/whether they feel translating for someone (mother or school friend) is an act of care and if so, why and in what ways. Depending on their responses and understanding of translating as a caring activity you may decide to co-create some additional creative activities to reflect more.

Activity 3, SHARING: Belonging Exercise: Walking and Photography

In our club we wanted to delve a bit more deeply into the notion of 'care' in schools. Some of our young people talked about incidences of bullying, some of which related to their translating or multilingual practices. As an antidote, we wanted to give the young people a chance to reflect on their sense of belonging and friendship in the school using photography.

Directions: In pairs or small teams of 3, we asked students to think about three different places within the school that they would like to visit as part of the 'Belonging exercise'. These were:

o A place I feel safe

o A place I meet up with friends

o A place I go to have some quiet time

Each young person was asked to take a photo and to talk about 1) why they took the photo of this particular place 2) how it makes them feel and why. Sometimes, they asked a friend to take a photo of them in their 'feel safe' space.

You might like to... print out all photos and share them with a group and invite them to write reflections using post it notes or discuss amongst themselves about the places they picked. Are there any overlaps? What does 'feeling safe'? or 'being with friends' mean for each club member?

CHAPTER 5. Working towards your mini project

Aims & Objectives	Co-collaboratively developing a mini project
Learning Sessions	5.1. Developing a digital storytelling project 5.2. Other activities that contributed to the digital storytelling project

By the end of this Chapter you and your group members will have...

- **Worked as part of a group** while leading a specific project activity

- Supported the **co-creation of pilot action materials** aimed at raising awareness of young translating

- **Developed news skillsets** (e.g., digital, media, and research skills)

As part of our pilot action we wanted to provide an opportunity for our members to bring all their creative work together as part of a mini project. This had the added benefit of finding a way to showcase their work in a creative and interesting way. In our pilot action the young people really liked the idea of creating their own website as part of their mini project, which enabled them to tell their stories digitally through their various activities.

List of materials
1. Laptop
2. Microphones for podcasts
3. A4 paper sheets
4. Post it notes
5. Coloured markers
6. Flip chart paper sheets

To print:
Consent forms
Attendance sheet
Feedback materials

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Session 5.*1 Developing a digital storytelling project*

The website detailed a description of many of the above activities and their related artwork and some podcasts developed from their budding interview skills. Working on a core project with various sub-activities supports a more structured and cohesive process of co-creation and collaboration, as led by young people themselves – driven by their needs, interests, and creativity. However, as a group we also explored other possibilities for the final mini-project (this also depends on your own skills/resources). Ideas might be:

o Creating a short film

o Creating a book/comic

o Recording a radio show

o Putting on an exhibition

Activity 1, SKILLS: Planning a digital storytelling project

When it came to building our website, we were lucky that our young people had access to Google Classroom through their school. However, there are lots of free website builders that are easy to use. Our young people decided to focus on the Young Translators Club as a broad topic of focus. However, your group might have other ideas. What kind of stories are they interested in sharing? Possible themes might be:

1. Translating and family

2. Translating and community

3. Translating and school

4. Translating and my experiences

5. *Any other theme you may like to explore*

Directions:

Our first step was to create an outline or overview of the key areas of the website. We asked the students to think of how the website will be organised and used large flipchart pieces of paper to make a plan. We asked our group what they think about the following elements:

o How many sections or pages will the website have?

o What will each section include?

o What about the website's layout? What kind of colour scheme and visual elements might it include?

o Perhaps they would like to design a logo or some artwork? Who will be responsible for which section?

In our pilot action our club members created the following pages on their website:

> o Introduction to Young Translators Club
>
> o About us (biographies)
>
> o Activities (summary of club activities)
>
> o Storyboard Competition across school
>
> o Podcasts about being a young translator

We asked students what part of the website creation they are most interested in being in charge of. They organised themselves into smaller groups or teams and devoted themselves to either creating a website page or creating artwork/logos that could be uploaded.

Then, let the fun begin! You can see an anonymized mockup example of the students website

<p align="center">youngtranslatorsclub.co.uk</p>

You might like to... pick a website builder that is free to access and make sure that all students have direct access. This means they can upload and save new changes on their own and in between sessions. They will need to be mindful of not deleting or changing other people's work. You might find helpful to complete regular backups of the website or take screenshots on a regular basis to keep track of its development.

Session 5.2 Other activities that contributed to the digital storytelling project

Activity 1, SKILLS: Developing and recording podcasts

Earlier in the handbook (see session 2.3) we described a task where the group learnt about interview skills. They later put these skills to good use when they decided they wanted to record some podcast interviews with each other. For our activity, we took the following steps.

Directions:

> o Decided a focus for the interviews
>
> o Produced a list of questions for podcast conversations
>
> o Had a mock interview – test the equipment and make sure everyone is comfortable with the set up, flow and questions discussed
>
> o Record podcasts with all interested members
>
> o Edit the podcast if needed and then upload to your website

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You might like to... think of some 'guest' appearances; ask the group who else they might like to interview. Perhaps a parent, a school staff member supporting bilingual students or a professional.

Activity 2, SKILLS: Storyboard competition

One of our team members liked the idea of speaking to other young translators in the school. Initially they wanted to interview other students but since this was very time-consuming, they came up with the idea of inviting others in the school to be part of a storyboard competition. With the help of one of the school teachers, students aged between 11-12 years old were invited to a workshop to create a storyboard (template here) about 'Stories of Young Translating'. For our Storyboard Competition we:

Directions:

o Create a poster advertising the competition and share this with the wider school. We picked 'Stories of Young Translating: Storyboard and Writing Competition':

Stories of Young Translating

You are ALL invited to take part in our Storyboard and Writing Competition!!!

✸ Have you ever translated for someone else?
✸ Has someone ever translated for you?
✸ Have you ever seen someone else translating?

You might have translated for family or friends in places like school, the bank or the doctors. Perhaps you translate on the phone or in person. You might have seen when someone else has translated. Perhaps someone translated for you while you were on holiday.

When you have thought of a memory you can:

➡ Draw your experience in the storyboard and then tell us what is happening

➡ Not sure about doing a storyboard? You can write about the situation instead.

➡ Not sure about writing? You can record an audio podcast instead

o After the workshop, the members of our Young Translators Club judged the winners. Together we decided the competition criteria and different categories (e.g., Best story, Best presentations, Most impactful and runner up)

o The Storyboards were anonymised and everyone voted for their favourite in each category

o We presented the winners with a certificate and prize which was awarded in a school assembly

Here are a couple of our amazing examples:
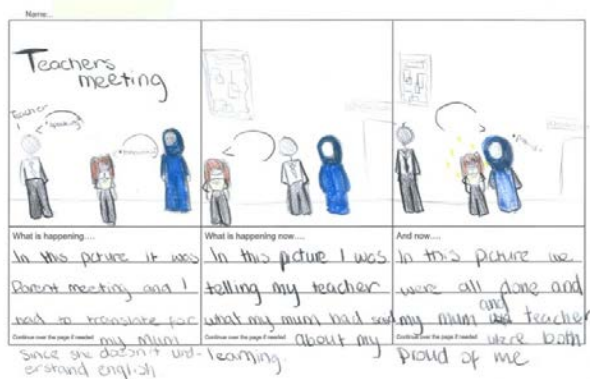
You might like to… further complement the storyboard competition's focus on young translating experiences across school by designing and disseminating an online survey for students about speaking more than one language/translating for others.

Activity 3, SHARING: River of Life activity

After we had been running our club for some months, we found that the students continuously returned to discussing some of the challenges of their life before migration, after migration and aspects of growing up in England, such as going to school. We wanted to give young people the opportunity to share their personal life experiences through art and drew on a well-known method call the Rivers of Life.

Directions:

We followed the excellent guidance developed by Ziad Moussa where your club members are invited to use the symbol of the river to reflect on your own life.

First, ask the students/young people to imagine presenting their life through a river that can include:

o **Key stages** in your life (bends in the river)

o **Tributaries**: positive experiences and influences

o **Rough waters**: difficult challenges (whirlpools and eddies)

Your young people may find it useful if you share your own pre-prepared River of Life. The river can also include key moments where the young people remember translating. Some people choose not to represent their life as a River. Here are a couple of our examples.
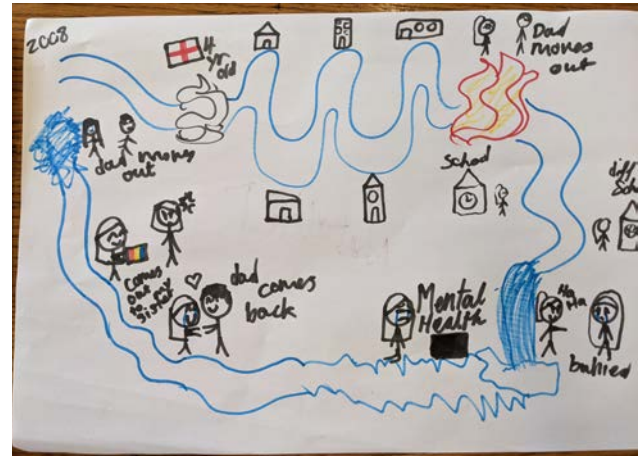
CHAPTER 6. Reflection & Celebration

Aims & Objectives	Capture **participant engagement and feedback**
Learning Sessions	6.1. End of project reflection and celebration

This Chapter will...

- **Provide you with some tools to reflect on your activities**

As you have gathered by now, part of our pilot action has involved running a Young Translators club within a school setting. It was important to us to create space and time for our young people to reflect and provide feedback on the activities. Equally, it is important to include ways to recognise and celebrate their hard work, stories, and unique experiences. You may have used the activities in this handbook in a very different way, so this chapter may be less relevant. In this chapter, we provide some examples of evaluation tools that we developed that reflected our participatory approach.

List of materials
1. Laptop
2. Post it notes
3. Coloured markers
4. Scissors
5. Bed sheet/fabric
6. Fabric marker

To print:
Attendance sheet
Feedback materials

Activity 1: End of project reflection and celebration

As you draw closer to completing your pilot action activities you will have developed a better understanding of how the young people have engaged with the project and what they have enjoyed or struggled with. It is important to capture their journey through their own words/images/stories. Such a journey was only possible because of their generous participation –both in terms of their time as well as the stories they have shared so it is important to celebrate and thank them! Here are some ideas of activities you might like to do:

Feedback Wall: Set up Feedback wall upon arrival. Find a cloth sheet and place on flat surface or vertically on wall. Encourage students to write during session and record their reflections using coloured fabric markers.

Feedback cards: Hand out Feedback cards and ask follow up questions:

> o What did you enjoy the most about Club?
>
> o What did you enjoy the most in terms of the activities?
>
> o What did you learn in relation to young translating? Has that changed your relationship with translating?
>
> o What would you have done differently?
>
> o What is the Club about?
>
> o Leave a message for other club members

As not everyone feels the same level of confidence when writing, you might like to opt for one-to-one feedback chats with individual members (make notes and record via voice recorders).

Informal conversations: Throughout our project we had informal conversations with the young people and the adults who are connected with them. This would provide us with an ongoing understanding of how they were experiencing the activities and whether they had new directions or suggestions for change.
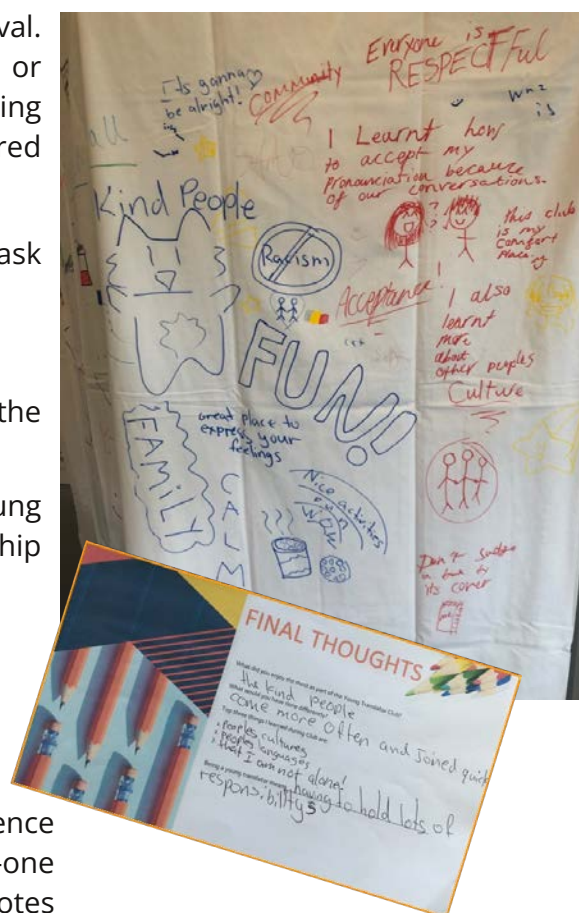
Thank you! At the end of our year in the club we had a celebration where we were able to thank our young people (and the adults!) for all their support and contributions. We gave out certificates and knowing how much they like snacks, gave each member a sweet hamper.

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CHAPTER 7: What next? Impact and dissemination

Aims & Objectives	To support young people's participation in decision-making processes by co-designing impact and dissemination activities to showcase participant-produced work and raise awareness
Learning Sessions	7.1: Create an advice leaflet to be shared with professionals supporting young translators in educational and community settings 7.2: Participate in an end-of-project presentation to the school's senior leadership team

By the end of this Chapter, you and your young people will have…

Provide you with some tools to reflect on your activities

As you have gathered by now, part of our pilot action has involved running a Young Translators club within a school setting. It was important to us to create space and time for our young people to reflect and provide feedback on the activities. Equally, it is important to include ways to recognise and celebrate their hard work, stories, and unique experiences. You may have used the activities in this handbook in a very different way, so this chapter may be less relevant. In this chapter, we provide some examples of evaluation tools that we developed that reflected our participatory approach.

List of materials
1. Laptop
2. Post it notes
3. Coloured markers
4. Scissors
5. Bed sheet/fabric
6. Fabric marker

To print:
Attendance sheet
Feedback materials

Session 7.1: *Co-creating an advice leaflet*

A key focus of our pilot action was to explore and build upon understandings of young translating as a caring and compassionate activity, which involves a significant amount of emotional investment. During our club sessions, young people shared personal stories about the emotional responsibility of such a role; the sense of accomplishment of speaking multiple languages; as well as experiences of feeling differentiated or being bullied because of their accent or pronunciation. We all agreed on how difficult it can be when arriving in a new country and having to learn everything from scratch, including the language. Our young people shared their own memories of feeling disconnected and not being able to participate in school activities because of language and/or cultural constraints.

Their care and willingness to share their experiences to help others, led us to co-create an advice leaflet that identifies key challenges and aims to offer suggestions for organisations and professionals engaging with multilingual young people on how to better support them.

First, we identified some of the key challenges they think a young translators may encounter. The young people talked about how speaking a different language can be a solitary experience and can even lead to negative experiences of bullying or racism. During our club sessions, the young people spoke a lot about mispronunciation or having an accent as a marker of difference and how they had been picked on by their peers in different instances. It was therefore important to include these experiences as part of their advice leaflet.

We then explored advice and recommendations that can create a more inclusive and safe experience within school and other learning environments. We also thought about how the leaflet would look and what sections it would have, including an introduction and a note about its authors - the young people involved. Once we were happy with the content and

sections, we used CANVA, a free online design platform to design the leaflet, which offers access to free templates and graphic design material. The advice leaflet was shared with all involved stakeholders, our local school partner, and the wider NEW ABC international community. We also shared hard copies during our feedback briefing presentation at our school partner's senior leadership team.

You can read and download a copy of our advice leaflet here: read version and print version

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Session 7.2: *Co-presenting at the school's senior leadership team*

Together with the young people we participated in an end-of-project feedback presentation to the school's senior leadership team. During our last three sessions we started working on the presentation and discussed about the activities we'd like to present as well incorporated the young people's reflections on what they have learned. To make sure the students felt comfortable and prepared for the presentation, we also had a preparation session during which we checked the presentation, allocated specific slides and had a quick rehearsal round.

The presentation was a great opportunity for the young people to actively participate in the dissemination of our pilot action activities. They were offered the chance and space to share their reflections from the pilot action, their personal experiences of translating and more importantly, to offer recommendations to the school's key decision-making audience regarding ways to better support young people with translating experience. Their suggestions included continuing the Young Translators Club for younger students and setting up a buddy system to welcome and help new students as they navigate a new school environment. The school has expressed their interest in continuing the Young Translators Club programme and incorporating the handbook as part of the learning programme. They will also share the advice leaflet with newly arrived students as part of their welcome packs.

Thank you very much for your attention!

We hope that our Handbook has been helpful in setting in motion the co-creation of your own 'Young Translators Club' experience. The most important point to take away from our handbook is that the club's focus and activities should be centred around the interests, aspirations and ideas of the young people involved.

Acknowledgements
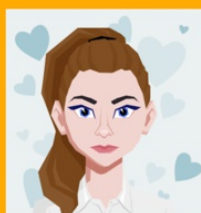
Participant-produced avatars of the Young Translators Club members and their pseudonyms