

## My Activities – career planning / jobs

### (Competency)

**1. Which of the following is an important question to ask when planning for your future job?**

- A) What colour should I wear to work?
  - B) What communication skills does the job need? ✓**
  - C) Will I be famous?
  - D) Can I bring my pet?
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**2. If a job requires phone use, which is a good accommodation for someone with hearing loss?**

- A) Turning off the phone
  - B) Using a captioned telephone or Bluetooth streaming ✓**
  - C) Ignoring phone calls
  - D) Asking a co-worker to answer all calls
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**3. Which type of work environment might be challenging for someone with hearing loss?**

- A) Loud and echoey rooms ✓**
  - B) Quiet library
  - C) Outdoor park with low noise
  - D) Soundproofed office
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**4. Where can you go to learn more about career options and accommodations?**

- A) Movie theatre
  - B) Pet store
  - C) Career counsellor or online career planning website ✓**
  - D) Food court
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**5. What is a hearing-related question to ask during a job search?**

- A) Can I bring snacks to the office?
  - B) What's the dress code?
  - C) Are assistive technologies supported for communication? ✓**
  - D) Can I start work at noon?
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### (Relatedness)

**6. What's a good way to start building friendships at work?**

- A) Ignore everyone
  - B) Never ask questions
  - C) Say hello, ask about their day, or join team activities ✓**
  - D) Stay silent
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**7. Do other people at work sometimes need help or accommodations?**

- A) No, I'm the only one
- B) Yes, many people have different needs ✓**



- C) Only managers
  - D) Only if they ask nicely
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### **(Autonomy)**

**8. What law helps protect people with hearing loss in the workplace?**

- A) The Sports Act
  - B) Human Rights or Accessibility Laws (e.g. ADA in the U.S., AODA in Ontario) ✓**
  - C) The Music Act
  - D) The Fashion Code
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**9. When asking for an accommodation, what should you do?**

- A) Complain loudly
  - B) Quit the job
  - C) Clearly explain your need and suggest a solution ✓**
  - D) Wait for your boss to guess
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**10. What is the best way to disclose your hearing loss to a new employer?**

- A) Write it on a sticky note
  - B) Share it in a calm, confident way when discussing job needs ✓**
  - C) Keep it secret forever
  - D) Tell your co-workers only
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### **STUDENT RATING (LIKERT SCALE) QUESTIONS**

(Scale: Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree)

1. I understand the communication skills needed for the job I want.
  2. I know where to go to learn about career options.
  3. I feel confident asking for help at work.
  4. I know how to tell others what I need to do my job well.
  5. I understand the types of environments I do best in (quiet, noisy, etc.).
  6. I believe other people at work also need help or accommodations.
  7. I know what laws protect me in the workplace.
  8. I am comfortable explaining my hearing needs in job situations.
  9. I can ask my employer to make accommodations for me.
  10. I know how to use hearing technology with phones, meetings, and work systems.
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### **FUN & ENGAGING ASSESSMENT ACTIVITIES**

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#### **1. “Future Me Career Vision Board”**

**Objective area:** Competency

**Description:**

Students create a career board or profile with sections:

- My dream job
- Communication needed
- Hearing demands + tech used
- Work setting (quiet/loud?)
- Accommodations I may need



- Where I can go to learn more

**Format:**

- 10–12: Use magazines, drawings, icons
- 12–15: Google Slides or Canva
- 15–18: Digital résumé-style profile with research links

**Assessment Use:**

Presentation or short written/audio reflection on what they learned.

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**2. 🧑‍💻 “Workplace Scenarios: Act It Out!”**

**Objective area:** Autonomy + Relatedness

**Description:**

In small groups, students role-play scenarios such as:

- Asking for an accommodation (e.g. captioning or remote mic)
- Introducing themselves at work
- Explaining hearing needs in a job interview
- Responding to a noisy or confusing situation

**Assessment Use:**

Rubric with categories: clarity, confidence, appropriateness, empathy

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**3. 🧩 “Job Match Puzzle”**

**Objective area:** Competency

**Description:**

Students are given job titles (nurse, chef, software engineer, teacher, construction worker, etc.) and must match:

- The communication needs
- The hearing challenges
- Possible accommodations
- Required technology

**Age Variations:**

- 10–12: Puzzle card match
- 12–15: Sorting chart
- 15–18: Case study matching

**Assessment Use:**

Completion and discussion: “Which job surprised you the most and why?”

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**4. 🗣️ “Disclosure Practice Circle”**

**Objective area:** Autonomy

**Description:**

Students practice how to confidently disclose hearing needs by:

- Writing scripts
- Practicing with a peer or teacher
- Recording themselves (video/audio)
- Creating visual cue cards

**Prompts:**

- “Hi, I’d like to share something about how I communicate best...”
- “I use hearing aids, and in this setting it helps me if...”



**Assessment Use:**

Confidence and appropriateness of language; bonus: peer feedback on clarity

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**5. 🌐 “Where to Learn More: Career Hunt!”**

**Objective area:** Competency

**Description:**

Students complete a scavenger hunt for websites, services, or people who can help them explore career options (e.g., career counsellors, government sites, job boards, Deaf and hard of hearing employment supports).

**Age Variations:**

- 10–12: Teacher-provided links to explore
- 12–15: Students locate and share 3 sites
- 15–18: Students evaluate usefulness of resources and create a short guide

**Assessment Use:**

Checklist + group discussion or short summary

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**6. 🧑🧑 “Ask It! Game: How Do You...?”**

**Objective area:** Relatedness

**Description:**

Students take turns pulling question cards like:

- “How do you ask for help at work?”
- “What do you say when someone doesn’t understand you?”
- “What helps you feel included?”

They answer and discuss in small groups.

**Assessment Use:**

Reflection journal: “What’s one thing I’ll remember when I have my first job?”

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**7. 📰 “My Rights Mini-Zine or Infographic”**

**Objective area:** Autonomy

**Description:**

Students design a pocket-sized zine or infographic about workplace rights and accommodations, including:

- Summary of laws (e.g. ADA/AODA)
- Disclosure tips
- Common tech and supports
- Where to get help

**Assessment Use:**

Creative, accurate, and practical content; optional: display or share with younger students