

## ABOUT MY HEARING TECHNOLOGY

### COMPETENCY

#### Evaluation Criteria:

For each activity, evaluate competency based on:

- **Participation:** Did the student engage with the activity?
- **Accuracy:** Did they demonstrate correct knowledge (e.g., identifying parts, battery size)?
- **Confidence:** Did they seem comfortable explaining their needs or devices?

#### Evaluation Rubric (Positive Focus):

Criteria	Needs Some Help (1)	Doing Well (2)	Great Job (3)	Awesome! (4)
<b>Participation</b>	The student needed a little help to get involved in the activity.	The student joined in and took part in the activity.	The student was very involved and tried their best.	The student was excited, very engaged, and helped others during the activity.
<b>Accuracy</b>	The student was still learning but tried to get the right answer.	The student got most of the answers right and showed good understanding.	The student got everything right and knew the details.	The student knew everything perfectly and even shared extra details!
<b>Confidence</b>	The student needed help feeling comfortable sharing their thoughts.	The student felt okay explaining their needs or devices.	The student spoke confidently and shared their ideas well.	The student spoke clearly, confidently, and was very proud to share!

#### How to Use This Rubric:

- **Participation:** Focus on whether the child took part in the activity, even if they needed a little help to join in. Highlight the effort they made to participate.
- **Accuracy:** Emphasize how much the child knew, even if they were still learning some parts. Celebrate their progress and understanding.
- **Confidence:** Acknowledge the child's effort in speaking up, no matter how nervous they might have been. Recognize their growth in being more comfortable.

#### 1. Trivia Game:

Print the questions shown on the About My Hearing Technology objective section on laminated trivia size cards. Put all the questions from the competency section on them. A student draws a card and asks the question of another student. If the student gets it right, then they keep the card. Cards that are left over are cards they need to work on to learn the answer.

#### Example Questions:

- *“What is the name of the place where you get your hearing aids?”*
- *“What size batteries does your hearing aid use?”*
- *“How often do you need a new earmold?”*

#### 2. Matching Game: “Parts of My Hearing Device”

Create a visual game where students match images of hearing device parts (e.g., earmold, tubing, CI processor) with their names and functions. You can use cards, a whiteboard, or digital tools to make it interactive.

#### 3. Role-Playing: “Explaining My Hearing Needs”

Set up a scenario where students practice explaining aspects of their hearing needs to “classroom teachers” (played by peer mentors). Evaluate based on how clearly and confidently they communicate.

#### Example Scenarios:

- Explaining why they need a DM system.
- Asking for help when their hearing aid isn’t working.
- Letting someone know when background noise is too loud.

#### **4. Creative Activity: “Build Your Device Poster”**

Working in groups, ask students to create a poster or drawing of their hearing devices, labeling parts like earmolds, tubing, or CI processors. They can include fun facts, like battery size or how they clean the device. They can present their poster to the whole group when they are done.

#### **5. Group Activity: “My Helpers Map”**

Provide a worksheet or interactive board where students map out the people who can help them, like parents, audiologists, or teachers. Include prompts like:

- *“Who helps you clean your hearing aid?”*
- *“Who helps you talk to teachers about hearing loss?”*

#### **6. Storytelling: “A Day with My Hearing Device”**

Ask students to write or draw a short story about how they use their hearing aids, cochlear implants, or DM systems during a typical day. Encourage them to describe challenges and how they overcome them.

## ABOUT MY HEARING TECHNOLOGY

### RELATEDNESS:

#### 1. "Who Supports Me?" Connection Map

- **Activity:** Ask students to create a "support circle" on a large piece of paper or digitally. They place themselves in the center and draw connections to people who help them (e.g., parents, teachers, audiologists, friends). Include prompts like:
  - *"Who helps you feel confident in class?"*
  - *"Who listens to you when you need help?"*
  - *"Who helps you with your hearing device when it doesn't work?"*
- **Evaluation:** What connections do they identify. Do they name teachers, peers, and family members, or does their network seem limited?

#### 2. Role-Playing Scenarios: Building Social Connections

- **Activity:** Students role-play scenarios with peer mentors, focusing on how they can communicate their needs and feel included in social or classroom activities. Examples:
  - *"How would you ask a friend to speak louder during a game?"*
  - *"What could you say to your teacher if you missed part of the lesson?"*
  - *"How would you explain your hearing device to a new classmate who is curious?"*
- **Evaluation:** Look for how students express themselves, assert their needs, and maintain a positive, inclusive tone.

#### 3. Group Game: "How Do We Work Together?"

- **Activity:** Create small groups and give them a task (e.g., solving a puzzle, building a structure). Students must work together and adapt to include everyone, regardless of hearing ability. Afterward, hold a reflection discussion:
  - *"How did you feel included in the group?"*
  - *"What helped you work well with your teammates?"*
  - *"What could we do next time to make sure everyone feels included?"*
- **Evaluation:** Observe their teamwork, willingness to collaborate, and whether they advocate for their needs during group interactions.

#### 4. Self-Reflection: "How Do I Feel Supported?"

- **Activity:** Use simple, reflective questions that students can answer verbally, in writing, or with drawings:
  - *"Who do you feel most comfortable asking for help with your hearing loss? Why?"*
  - *"What do your friends do that makes you feel included?"*
  - *"When do you feel most connected to your teacher? What do they do to help you feel that way?"*
- **Evaluation:** Look for signs of positive connections and areas where they might feel disconnected or unsupported.

#### 5. Peer Interview Activity

- **Activity:** Pair students together and have them interview each other using prompts like:
  - *"Do you know anyone who has a similar degree of hearing loss?"*
  - *"Do you feel comfortable talking about your hearing loss with classmates?" What could I do to help you feel more comfortable?"*
  - *"What's something you love doing with your friends?"*
  - *"What do you find tricky about working with others?"*
  - *"What helps you feel included in class or with friends?"*
- **Evaluation:** Listen for their ability to share their feelings and learn about others, fostering a sense of mutual understanding.

#### 6. Creative Storytelling: "My Perfect School Day"

- **Activity:** Ask students to write, draw, or act out their "perfect school day" where they feel connected and supported. Include questions:
  - *"Who helps you during the day?"*
  - *"What do your friends and teachers do to make you feel happy?"*
  - *"What do you do to help others feel included?"*

- **Evaluation:** Analyze their answers for mentions of connection, support, and how they perceive their relationships with others.

## 7. Group Problem-Solving: “What Would You Do?”

- **Activity:** Present challenges related to hearing loss and relatedness, like:
  - “*You’re at a birthday party, and it’s very noisy. How do you tell your friends what you need?*”
  - “*A new student joins your class and doesn’t understand your hearing device. How do you explain it?*”
- **Evaluation:** Observe how they approach the scenarios, their communication strategies, and their ability to consider others’ perspectives.

### Measurement Tools:

1. **Rating Scales:** After activities, use simple emojis or images (e.g., happy face, neutral face, sad face) to let students rate how connected or supported they felt.
2. **Observational Checklists:** During group activities, track behaviors like:
  - Did the student ask for help when needed?
  - Did they make an effort to connect with peers?
  - Did they express feeling included or supported?
3. **Journals or Logs:** Students can keep a simple journal (using words or drawings) to reflect on their daily experiences of feeling connected or supported.

## AUTONOMY

### 1. Responsibility for Device Use and Care

- **Knowledge Questions:**
  - *“What do you do if your hearing device stops working?”*
  - *“How do you know when to change or charge the battery in your device?”*
  - *“What tools do you use to clean your hearing device?”*
  - *“What are some steps you take before wearing your hearing device each day?”*
- **Reflection Questions:**
  - *“Why is it important to take care of your hearing device?”*
  - *“What do you feel proud of when you look after your device?”*
  - *“What is the hardest part about taking care of your hearing device? How do you handle it?”*

### 2. Motivation to Wear Devices

- **Exploration Questions:**
  - *“Why do you think it’s important to wear your hearing device?”*
  - *“What do you like about using your hearing device?”*
  - *“When do you enjoy wearing your hearing device the most?”*
  - *“What situations make it harder to wear your hearing device, and how do you handle them?”*
- **Scenario-Based Questions:**
  - *“If you’re going to play outside and it’s windy, what would you do about your hearing device?”*
  - *“If a classmate asks why you wear your hearing device, how would you explain it to them?”*

### 3. For Responsibility

#### a) Device Care Checklist

Working in groups have students create a simple checklist that would work for them to mark off tasks related to caring for their devices (e.g., cleaning, checking battery).

- *Outcome:* Students report that it is something they would use.

#### b) Problem-Solving Role Play

Conduct a short activity where the student solves common device-related issues (e.g., “Your device isn’t working; what steps do you take?”).

- *Outcome:* Evaluate their ability to independently resolve problems or seek help when needed.

### 1. For Motivation

#### a) Motivation Rating Scale

Use visual scales (e.g., smiley faces or thermometers) for students to indicate:

- How much they enjoy wearing their hearing device.
- How helpful they find it in different situations (e.g., class, recess, at home).

#### b) Preference Journals

Using words or drawings students write about:

- Times they liked wearing their device.
- Situations where wearing it was more challenging and what they did.
- *Outcome:* Gain insights into their intrinsic motivators and barriers.

#### c) Peer Sharing

Facilitate a “show-and-tell” style activity where students explain their device to other group members.

- *Outcome:* Observe their confidence and motivation to discuss and embrace their device.

#### d) Reward-Free Choices

Generate a list of age-appropriate meaningful activities that students might engage in (you might generate this list with the students as a first activity). Then offer them a choice about when or how to use their device during specific activities, and track their decisions. If they choose not to wear their device in a given activity, discuss what strategies they are motivated to use instead.

- *Outcome:* Measure their intrinsic motivation by observing how often they choose to wear the device without external prompting.

## **Fun Activities to Support and Measure Autonomy**

### **1. "What If?" Wheel**

Make a colorful wheel with scenarios (e.g., “The battery is dead!” or “It’s too noisy, and you can’t hear!”). This can be done using a computer-program if you Google spin-wheel for class discussion.

- Students spin the wheel and explain how they would handle the situation.
- *Outcome:* Assess their confidence and problem-solving ability.