

My activities – driving

MULTIPLE CHOICE QUESTIONS (Correct answers in bold)

(Competency Objectives)

1. What is a safe way to communicate with your driving instructor if you have hearing loss?

- A) Ignore instructions while driving
 - B) Ask them to use a remote microphone** ✓
 - C) Text while driving
 - D) Drive only during the day
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2. If you see flashing lights and hear sirens behind you, what should you do?

- A) Keep driving
 - B) Turn up your music
 - C) Safely pull over and stop until the emergency vehicle passes** ✓
 - D) Stop in the middle of the road
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3. Which is an example of a visual driving aid for people with hearing loss?

- A) Speedometer
 - B) Rear-view mirror camera with alert display** ✓
 - C) Radio
 - D) Phone
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4. How can you stay aware of your surroundings while still enjoying music in the car?

- A) Use noise-cancelling headphones
 - B) Mute all sounds
 - C) Connect hearing aids to media with environmental mic mixing** ✓
 - D) Only play music loudly
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5. What is one thing you should do before your first driving lesson?

- A) Forget your hearing devices
 - B) Explain your communication needs to the instructor** ✓
 - C) Sit in the back seat
 - D) Refuse help
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LIKERT SCALE QUESTIONS

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

1. I feel comfortable telling someone how to communicate with me while driving.
2. I know what to do if I'm pulled over by police.
3. I can explain how my hearing devices connect to my car's media system.
4. I feel confident I can stay safe and aware while driving with hearing loss.
5. I know which visual cues to watch for when driving.
6. I know how to safely use a remote mic during driving lessons.
7. I understand how hearing loss affects my ability to hear alarms, sirens, or horns while driving.
8. I know how to maintain communication with passengers when driving.

FUN, ENGAGING ASSESSMENT ACTIVITIES

1. “Drive My Way” Simulation Planner

Objective area: Competency + Autonomy

Description:

Students create a driving plan for their lessons or future driving, including:

- Communication needs (e.g. instructor uses FM/remote mic)
- How to manage audio + environmental sound balance
- Visual adaptations in car (mirrors, displays, apps)
- Emergency action steps (e.g. stopped by police)

Age Variations:

- 10–12: Picture-based with icons
- 12–15: Visual chart with labels
- 15–18: Detailed written or slide plan

Assessment Use:

Check for inclusion of all core elements; have students present or discuss.

2. “Start the Conversation” Role-Play Cards

Objective area: Autonomy + Relatedness

Description:

Students practice telling:

- A driving instructor about their hearing needs
- A passenger about how to communicate in the car
- A police officer during a pull-over scenario
- A mechanic about media system preferences

Format:

- Use real scripts or create short videos
- Emphasize clarity, confidence, and safety

Assessment Use:

Rubric or peer feedback on clarity, relevance, and effectiveness.

3. “What Would You Do?” Driving Scenarios

Objective area: Competency

Description:

Present scenarios like:

- “You don’t hear a siren—what are your clues?”
- “Your instructor gives unclear directions—how do you handle it?”
- “You hear static in your remote mic—what’s your backup plan?”

Activity Formats:

- Kahoot or paper quiz
- Group discussion
- Digital decision tree

Assessment Use:

Students choose best response and explain why.

4. “Drive Buddy” Discussions

Objective area: Relatedness

Description:

Students are paired to discuss:

- How they’d manage conversations in the car
- What tech they’d use to stay connected to music, GPS, and sounds
- Why access to passengers and radio is important for fun and safety

Age Variations:

- 10–12: Structured prompts with drawings
- 12–15: Journaling followed by peer chat
- 15–18: Peer panel or roundtable

Assessment Use:

Reflection sheet or quick summary: "What I learned from my Drive Buddy."

5. “Tech in My Car” Hands-On Demo

Objective area: Competency

Description:

Students explore:

- Connecting hearing aids/cochlear implants to Bluetooth in cars
- How to balance streaming and ambient awareness
- Using visual alerts and dashboard features

Tools:

- Bring in demo hearing tech or simulate with phones and videos
- Older students can test with actual cars (if available) or virtual walkthroughs

Assessment Use:

Mini tech guide: "Here’s how I’d set up my car for driving with hearing loss."

6. “Emergency ID Prep” Workshop

Objective area: Autonomy

Description:

Students create:

- Emergency ID bracelet
- ICE (In Case of Emergency) lock screen for phone
- Info card to show to police
- Short script to explain their hearing loss quickly

Assessment Use:

Review for completeness and practicality; optional sharing circle.

7. "Driving Ready Checklist" Challenge

Objective area: Autonomy + Competency

Description:

Students complete a checklist with items such as:

- ☐ I have a plan for how to communicate with a driving instructor
- ☐ I can safely use tech for music/GPS in the car
- ☐ I know how to signal to a police officer if needed
- ☐ I know how to alert others if my hearing tech stops working

- ☐ I've talked to someone about driving with hearing loss

Assessment Use:

Checklist reflection and group discussion: "What's one thing I still need to prepare?"
