SCHOOL'S UNDERSTANDING OF HL

MULTIPLE-CHOICE QUESTIONS (COMPETENCY)

1. **Which of the following is a common misunderstanding about hearing loss?**
   A) All people with hearing loss use sign language
   B) Hearing loss can be different for everyone ✅
   C) Hearing aids restore perfect hearing
   D) All of the above ✅

2. **Which of these is a good way for schools to support students with hearing loss?**
   A) Letting students sit in the back
   B) Speaking quickly to get through lessons
   C) Turning on captions during videos ✅
   D) Not using the microphone

3. **Which statement is true?**
   A) If someone wears a hearing aid, they don't need help
   B) Hearing aids or cochlear implants fix hearing completely
   C) People with hearing loss may still miss parts of conversations ✅
   D) Students with hearing loss don't need accommodations

🎲 **ASSESSMENT ACTIVITIES – COMPETENCY**

🔵 **Ages 10–12: "True or Not True?" Sorting Race**

- Prepare a mix of "true" and "not true" statements on slips (e.g., *"Hearing loss always looks the same"*, *"Captions help everyone"*)
- In teams, students race to sort statements into two bins.
- Debrief with a quick quiz game ("Which one surprised you?").

Time: 10 minutes | **Why it works:** Builds awareness, uses movement and team energy.

🟠 **Ages 12–15: "Misunderstanding Makeover" Comic Strip**

- In pairs, students choose a common myth/misunderstanding (e.g., *"You don't look deaf"*).
- They draw or digitally create a short comic where the myth is corrected through a character interaction.
- Gallery walk at the end to display and share insights.

Time: 12 minutes | **Why it works:** Supports creativity and reframing myths.

🔴 **Ages 15–18: "If They Only Knew…" School Message Wall**

- Students write one thing they wish teachers or classmates understood about hearing loss (can be anonymous).
- Place responses on a wall, digital board, or hallway poster.
- Option: turn it into a letter to school admin or staff PD session.

Time: 10–12 minutes | **Why it works:** Encourages authentic expression and system-level advocacy.

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(2) RELATEDNESS Objectives

- How do misunderstandings affect friendships and belonging?
- What does it feel like when someone understands your hearing needs?
- What can peers do to support you?

✅ **MULTIPLE-CHOICE QUESTIONS (RELATEDNESS)**

4. **What might happen if classmates don't understand hearing loss?**
   A) They will offer to help
   B) You might feel left out ✅
   C) You'll get extra homework
   D) Nothing changes

5. **How can classmates show understanding and support?**
   A) Talk louder than usual
   B) Help explain a missed instruction ✅
   C) Tease about devices
   D) Sit far away in group work

🎲 **ASSESSMENT ACTIVITIES – RELATEDNESS**

🔵 **Ages 10–12: "Friendship Builders" Match-Up Game**

- Create scenario cards (e.g., *"You missed part of the game instructions"*)
- Match with supportive peer responses (e.g., *"I'll explain it to you"*)
- Discuss: *Which ones have happened to you? Which would you like to try?*

Time: 10 minutes | **Why it works:** Builds empathy and peer awareness.

🟠 **Ages 12–15: "Belonging Barometer"**

- Students rate statements on a Likert scale:

    - *"I feel included when my friends help me in class."*
    - *"I feel left out when people ignore my communication needs."*
- In small groups, they share 1 statement and one time they felt understood or not understood.

Time: 12 minutes | **Why it works:** Supports peer dialogue and recognition of social needs.

🔴 Ages 15–18: "Invisible Impact" Reflection

- Students read 2–3 short anonymous quotes from students with hearing loss (e.g., *"I felt invisible when they turned away from me"*)
- In small groups, they answer:
    - What assumptions might have caused this?
    - How could classmates change that experience?
- Follow-up: each group writes a "Do's and Don'ts" for peer support.

Time: 10–12 minutes | **Why it works:** Encourages reflection and peer allyship.

🧭 (3) AUTONOMY Objectives

- How comfortable are you telling others about your needs?
- What helps you explain your hearing differences?
- When would you want to speak up or stay quiet?
- How can you decide what's best for you?

✅ MULTIPLE-CHOICE QUESTIONS (AUTONOMY)

6. **What helps you explain your hearing needs to others?**
   A) Practicing what to say ✅
   B) Staying silent
   C) Letting others assume things
   D) Changing the subject

7. **When might you choose NOT to speak up?**
   A) When it's a trusted adult
   B) When you feel nervous or embarrassed ✅
   C) When you want help
   D) When it's a friend you trust

🎲 ASSESSMENT ACTIVITIES – AUTONOMY

🔵 Ages 10–12: "What Would I Say?" Practice Cards

- Use flashcards with school-based prompts:
    - *"Your teacher forgot the mic—what do you say?"*
    - *"You didn't hear the page number—what now?"*

- Students pair up and role-play responses.
- Option to add emotion faces to identify how they might feel.

Time: 10 minutes | **Why it works:** Encourages expression and role confidence.

🟠 Ages 12–15: "Advocacy Power Picks"

- Students get a list of school situations.
- They choose:
  - *"Would I speak up, stay quiet, or ask for help another way?"*
  - *"Why?"*
- Then they reflect: *"What could help me feel more confident next time?"*

Time: 12 minutes | **Why it works:** Builds internal decision-making and self-awareness.

🔴 Ages 15–18: "Own Your Voice" Choice Mapping

- Use a worksheet or digital form.
- Students list 3 real or imagined situations where they've had to explain or advocate for their hearing needs.
- For each:
  - What did I do?
  - How did I feel?
  - What helped or didn't?
  - Would I do anything differently next time?
- Bonus: plan a 30-second "self-intro" for a new teacher or peer.

Time: 10–12 minutes | **Why it works:** Builds metacognition and prepares students for future independence.