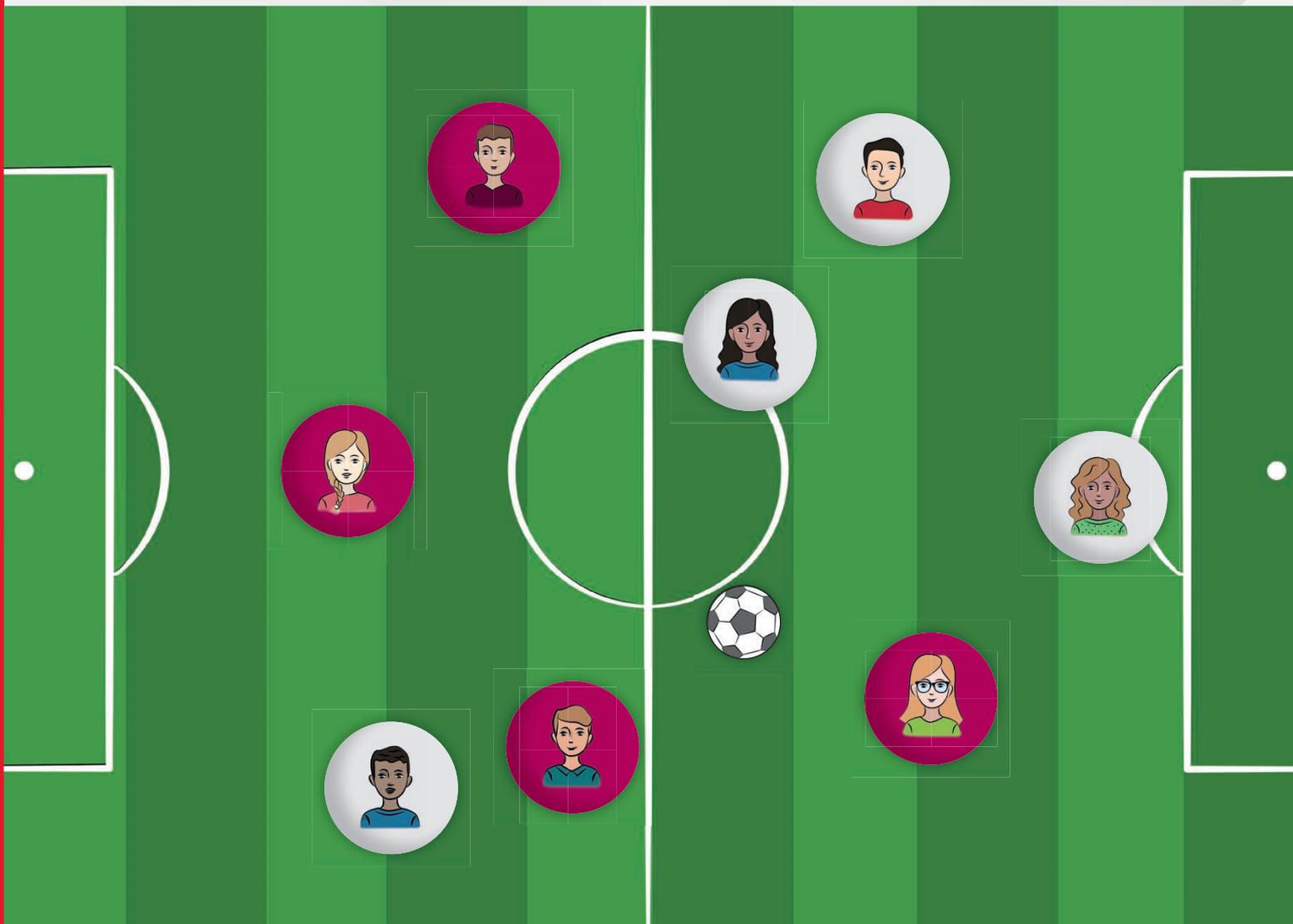


Adult Rehabilitation Kits

SPORTS - IN THE GAME



Learn About the Adult Rehabilitation Kits

Session Plan

Includes Level 1 and Level 2

2. In the Game

- A Hearing Sentence
- Barrier Game
- Getting Ready

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Learn About The Session Plans



indicates *auditory training* goals



indicates *auditory and cognitive processing* goals



indicates *integrating hearing into lifestyle* goals

Note: This Adult Rehabilitation Kit is for a new listener or a listener developing confidence with their hearing technology. If you are unsure where to start, simply begin at Level 1. All recipients will benefit from all activities, even if they seem simple at first. This helps build listening endurance and confidence.

How to choose a level

			
Level 1	<p>The recipient is learning to discriminate words of differing syllable number.</p> <p>The recipient is learning to understand words when they are at the end of a sentence and when they have differing acoustic characteristics.</p>	<p>The recipient needs support with activities which involve aspects of auditory and cognitive processing. Auditory memory tasks are challenging.</p>	<p>The recipient is working along their journey to life using a hearing implant and is developing confidence in communicating in their wider world.</p> <p>Support is needed to develop communication strategies.</p>
Level 2	<p>The recipient is learning to discriminate words of the same syllable number with differing acoustic characteristics.</p> <p>The recipient is learning to understand words when they are in multiple places in a sentence and when they have similar acoustic characteristics.</p>	<p>The recipient can complete some activities which involve auditory and cognitive processing.</p>	

Tips

This material is suitable for recipients who have had their hearing device fitted or cochlear implant processor switched on for a period of two weeks or more.

Check the recipient's hearing at the beginning of every rehabilitation session using the Ling Six Sound Test.

- Find a strategy for giving the recipient instructions for each activity. You might need to write the instructions down or you can use the instructions on these pages and point to the words as you read them.
- Ensure that the recipient understands all the information that is provided throughout the session. For example, if you speak to another family member, ensure that the recipient can access what was said. It may be necessary to write it down. It is important for the recipient to be included and valued as a participant in all discussions throughout the session.
- It is often helpful to do a trial of each activity together to ensure the recipient knows what they are required to do. Building confidence in recipients is important. Remember that activities that are easy are still useful to build confidence and increase listening endurance. Do not rush to harder activities.
- When using paper or a hand to limit visual access, be sure a good auditory signal is received. Ensure the sound is not muffled by the screen.
- Remember that the activities can be tiring for the recipient. Ensure there are some breaks between activities when the recipient can relax (e.g., getting a drink of water, stretching) before beginning the next activity.
- For Hearing Lifestyle activities, easy access to information is recommended. This can be achieved by allowing access to lip-reading or by reading the information.

Present activities	
1. LISTEN	Auditory alone (use a screen over the mouth)
2. LISTEN LOOK	Auditory-visual (allow lip-reading)
3. LISTEN LOOK READ	Auditory-visual + written word (allow lip-reading and reading the text)

Easier  Harder

CHOICES	
Small number of choices	Large number of choices
Answer alone	Carrier phrase with answer at the end, then in the middle
PRESENTATION	
Auditory-visual (lip-reading, reading the text)	Auditory-alone
Clear speech (slightly slower, well articulated)	Natural speech
Cue <i>ready</i> or <i>listen</i>	No cues
Close	At distance
In quiet	With background noise
CONTENT	
Common vocabulary and ideas	Unfamiliar or advanced vocabulary and ideas
Topic known	Topic unknown
Read through and practise before beginning	No read through or practise
Words with different syllable numbers Words with large sound differences	Words with same syllable number Words with smaller sound differences

Date:

Name: Time Post Implant:

ACTIVITY	GOALS						
6 sounds:	left	ah	oo	ee	sh	s	m
	right	ah	oo	ee	sh	s	m

		
<p>A HEARING SENTENCE</p> <p>Level 1:</p> <ul style="list-style-type: none"> Identifies sentence from small closed-set with known topic <p>RESOURCES</p> <ul style="list-style-type: none"> Shared Pages: 7-8 	<p>BARRIER GAME</p> <p>Level 1:</p> <ul style="list-style-type: none"> Listens to, remembers, and acts on instructions containing up to two key elements <p>RESOURCES</p> <ul style="list-style-type: none"> Shared Pages: 11-12 	<p>GETTING READY</p> <ul style="list-style-type: none"> Learns tips to prepare for a social event in which sport is watched <p>RESOURCE</p> <ul style="list-style-type: none"> Shared page: 13
<p>Level 2:</p> <ul style="list-style-type: none"> Identifies sentence from large closed-set with known topic <p>RESOURCES</p> <ul style="list-style-type: none"> Shared Pages: 9-10 	<p>Level 2:</p> <ul style="list-style-type: none"> Listens to, remembers, and acts on instructions containing two or more key elements <p>RESOURCES</p> <ul style="list-style-type: none"> Shared Pages: 11-12 	

ACTIVITY

2. In the Game

A HEARING SENTENCE



EXPECTED OUTCOMES

Level 1:

- Identifies sentence from small closed-set with known topic

Level 2:

- Identifies sentence from large closed-set with known topic

1. For Level 1, divide the sentences into sets of two or more depending upon the recipients auditory skills. Start with the first set of sentences from the Shared Page. Cover all other sentences. For Level 2, use all sentences as the set.
2. Say each sentence while pointing to it. Have the recipient repeat it. For new recipients, this step may be repeated several times.
3. Say one of the sentences alone without pointing to it.
4. The recipient points to or repeats the sentence. Randomly choose a sentence from this pair and repeat or proceed to the next set.

BARRIER GAME



EXPECTED OUTCOMES

Level 1:

- Listens to, remembers, and acts on instructions containing up to two key elements

Level 2:

- Listens to, remembers, and acts on instructions containing two or more key elements

Print the resources, cut out the pictures of first Shared Page with each person getting a set of one Team. Make two copies of the second Shared Page with each person getting one.

1. Place a barrier between the players so that they cannot see each other's resources.
2. The speaker chooses and then describes a player (e.g., "She has long hair and glasses.").
3. For Level 1, the recipient chooses the player, and the speaker checks to if correct. For Level 2, the speaker does not check and continues onto the next step.
4. The speaker then describes where the player should be placed on the field (e.g., "She is standing beside the flower."). The recipient and speaker then carry out the action.
5. Repeat until all players are on the field.
6. Check to see if the recipient has carried out the actions correctly.

GETTING READY



EXPECTED OUTCOMES

- Understands strategies which will be helpful when attending a sports game.

Tips for anticipating and improving situations while watching a sporting event are provided.

	A HEARING SENTENCE
	Shared Page
	Level 1

LIST ONE

Sentences about Football (known in some countries as Soccer-where this is the case, please substitute the word 'soccer' for 'football')

My favourite team is Manchester United.

I love watching football on TV.

The biggest football ground in England is Old Trafford.

The game will be on Channel Two.

A football game lasts for 90 minutes.

The game starts in two hours.

There are eleven players on each team.

Pele and Ronaldo are famous players.

Lionel Messi is from Argentina.

The San Siro stadium is in Italy.

Kick off is at 2:30.

Football is becoming more popular in the United States.

The 2022 World Cup will be played in Qatar.

France won the World Cup in 1998.

	A HEARING SENTENCE
	Shared Page
	Level 1

LIST TWO

Sentences about Golf

A bunker is filled with sand.

The Old Course at St. Andrews was created in 1764.

There are 4 major championships in golf.

Each round consists of 9 or 18 holes.

I play golf every Sunday.

The rough is an area of long grass.

The first shot is from the tee.

Where are my golf clubs?

A putt is a short shot to the hole.

It is a par 4 hole.

That's gone out of bounds.

One stroke under par is a birdie.

Golf is a very popular game.

My handicap is 21.

	A HEARING SENTENCE
	Shared Page
	Level 2

LIST ONE

Sentences about Basketball

Basketball became an Olympic sport in 1936.

Two teams play.

Two teams are tied for winning the most NBA Championships.

The game will be on ESPN.

Michael Jordan is a very famous player.

The game starts in five minutes.

A basket can be worth two or three points.

The tallest player is usually the center.

The score is 78-52.

Michael Jordan scored 5,987 points in the playoffs.

The NBA is the top professional league in the world.

A basketball court is rectangular.

The point guard is usually the fastest player on the team.

Dribbling is the act of bouncing the ball with one hand while taking steps.

The LA Lakers colours are purple and gold.

	A HEARING SENTENCE
	Shared Page
	Level 2

LIST TWO

Sentences about Cricket

Cricket is very popular in India.

In test cricket, players wear white.

The pitch is twenty metres long.

The game will be on BBC Sport.

In 20-20, players bat for 20 overs.

A cricket ball is made of leather.

Test cricket takes 5 days.

Lord's Cricket Ground is described as the home of cricket.

ODI stands for One Day International.

Imran Kahn is a cricketer who became a politician.

The Ashes is played between England and Australia.

A cricket bat is wooden.

The India team is known as the Men in Blue.

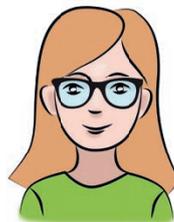
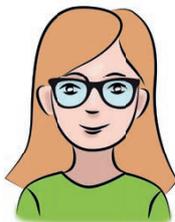
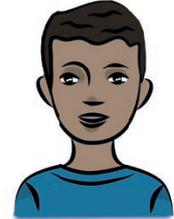
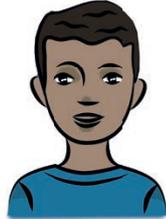
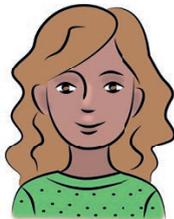
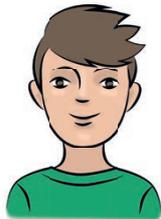
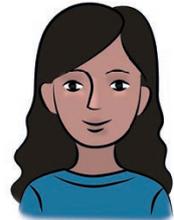
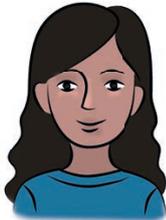
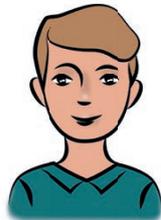
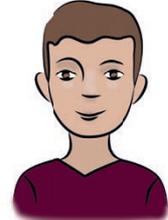
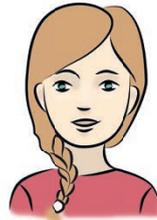
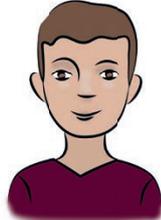
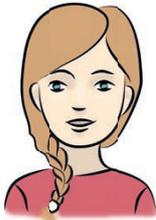
Famous cricketer Lance Cairns has a cochlear implant.

Cricket is fun.

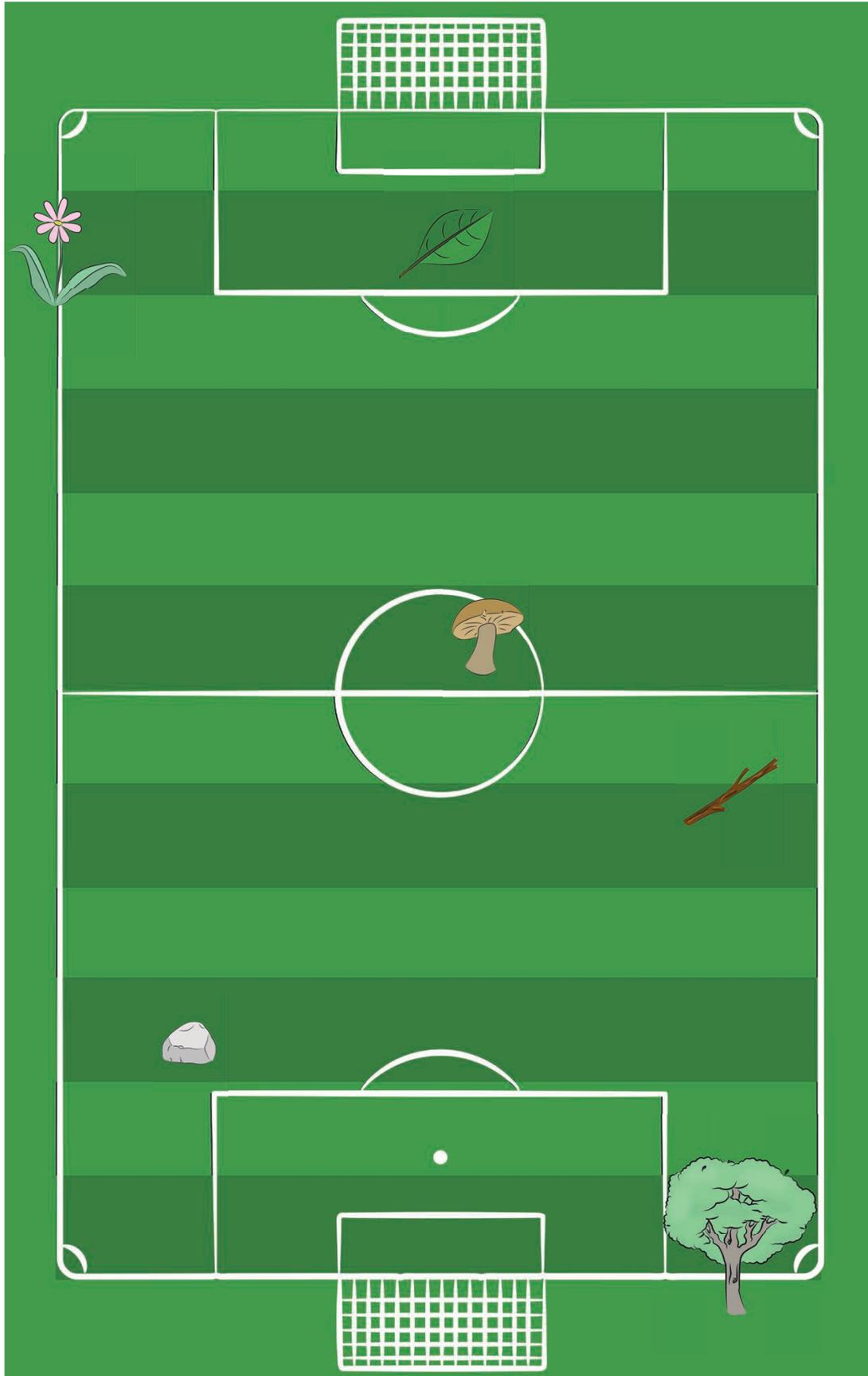
	BARRIER GAME
	Shared Page
	Level 1 and 2

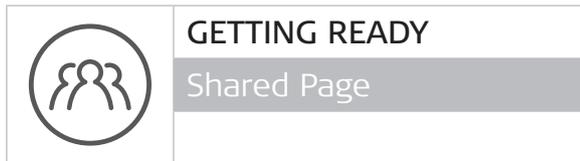
TEAM 1

TEAM 2



	BARRIER GAME
	Shared Page
	Level 1 and 2





Live sports games can be very noisy places. Hearing those around you might be very challenging in this environment.

Watching sport at a friend's house or social gathering place can also be difficult.

Remember that these environments are also challenging for typically hearing people, so don't be too worried about being able to manage there - actually it's difficult for everyone!

Here are some tips to help when watching sport live or at a social gathering place:

- Look for the best position to watch and hear in. It will generally be best to move away from any speakers which are broadcasting the game commentary as this will help you to hear your friends.
- Make sure that you are sitting next to the person you will most want to talk to during the game.
- Prior to the game, familiarize yourself with the players names and numbers (if applicable).



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