

NOTES FOR TEACHERS

CHILDREN AND BLINDNESS

Lesson aims: Explore the impact of blindness on children who are blind and children who are living with a family member who is blind

	Overview	Subjects	Materials
Lesson 1	Class activity – true/false blindness statements then complete the crossword	English, HSIE	Teacher copy of true/false statements Copies of info sheet and crossword for students. True / False signs for students to display.
Lesson 2	Journal entries from the perspective of a blind mother and from a man whose sight was restored when he was a child	English, HSIE	Copies of story sheet and question sheet for students
Lesson 3	Day in the life of Simila, a young girl from Kenya whose mother was blind and has now had her sight restored.	English, Geography	Copies of work sheet for students. Students also need access to the internet to read the case studies at www.getfocused.org.au/Children/Real_story/
Lesson 4	List the items you would send in a shoe box to a blind child in a developing country. Explain choices	English, HSIE	Copies of worksheet for students
Lesson 5	Describe a photo. Students work in pairs - one describes an image to the other, who can not see it. As a pair, match captions to images	English, HSIE	For each pair of students: *1 copy of instruction sheet *1 copy of images sheet *1 copy of captions sheet
Lesson 6	Thinking frame activity. Students see only part of an image and make assumptions about it	English, HSIE	Copies of thinking frame for students and a few copies of full image to pass round when activity is complete

Lesson 1 instructions

- Divide students into pairs
- Read out each of the statements. One student in each pair writes down the statements
- In pairs, students discuss the statements and decide if they are true or false. They then write their answer next to the statement
While students are discussing, hand out both a true and a false sign to each student (supplied below)
- As a class, go through each statement individually. Students hold up the piece of paper that corresponds to their answer
- Select pairs at random to explain why they think each one is either true or false.
- Students then read the Children and Blindness information sheet and complete the crossword

Statements:

- | | | |
|-----|---|-------|
| 1. | Childhood blindness in Indigenous children who live in remote Australian communities is rare. | FALSE |
| 2. | Around three-quarters of the world's blind children live in Australia | FALSE |
| 3. | Most conditions that cause childhood blindness can be prevented by improving nutrition and sanitation | TRUE |
| 4. | Most childhood blindness can either be prevented or treated | TRUE |
| 5. | Childhood blindness in developed countries is very common | FALSE |
| 6. | Cataract blindness is like looking into a bathroom mirror that is fogged up with steam | TRUE |
| 7. | Cataract blindness only affects the person with cataract, not their family | FALSE |
| 8. | There is no cure for blindness | FALSE |
| 9. | Vitamin A supplements can help to prevent childhood blindness | TRUE |
| 10. | Children in developing countries that have blind parents are likely to miss out on school so that they can help their parents | TRUE |

Crossword answers

Across

- 2. Scarring
- 6. Rare
- 7. Trachoma
- 8. Glaucoma

Down

- 1. Vietnam
- 3. Antibiotics
- 4. Africa
- 5. Seven

Lesson 5 instructions

Students work in pairs. One is student A, the other is student B for the first activity. The worksheets are only handed to As. Bs are not to see the worksheet until the second activity.

Student A chooses an image and must describe it in detail to B. If necessary, B can close eyes to try and envisage image. Encourage Bs to ask questions about the image. Once B has a clear mental picture, A shows him or her the sheet with all four images. B must then correctly guess which image A was describing.

For activity 2, students work in pairs to discuss the images and match them with the correct captions.

Activity 2 answers: 1C, 2D, 3A, 4B

Lesson 6 instructions

- Students work in pairs or small groups of 3 or 4. Provide each pair/group with a copy of the thinking frame
- In the box nearest to the picture, ask students to write about what they can see in the picture, for example: a man is pushing a bike while a passer-by watches
- In the next box they write about what they think the picture tells them, for example: the man is pushing the bike rather than riding it for some reason
- In the last box they write what they think is possible but might not be sure about, for example: the bike might be broken
- Once students have had time to complete all three boxes, they have a few minutes to look at what other groups have written
- Then, show the class the whole picture and the caption and as a class discuss the assumptions that they made when they were not able to see they whole picture.

FALSE

TRUE