

LESSON PLAN

LEARNING TARGET: How we see things when light from objects enter our eyes.
What dangers face someone who cannot see?

LEARNING OUTCOMES:

- able to describe how we can see
- identify dangers around our home.



Science KS1

GLOBAL DIMENSION CONCEPT/S INCLUDED: CONFLICT RESOLUTION / SOCIAL JUSTICE / VALUES & PERCEPTIONS / SUSTAINABLE DEVELOPMENT / INTERDEPENDENCE / **HUMAN RIGHTS** / DIVERSITY / **GLOBAL CITIZENSHIP**

LEVELS

Sc1 Scientific enquiry

Investigative skills

2 a) ask questions [for example, 'How?', 'Why?', 'What will happen if...?']

Sc4 Physical processes

Light and dark

3 a) to identify different light sources, including the Sun

3 b) that darkness is the absence of light

RESOURCES

The supporting PowerPoint for this lesson can be downloaded from our website at www.worldleprosyweek.org under Free lessons Key Stage One

Black blanket
Blind fold

KEY WORDS

Light
Darkness
Sun

LESSON ACTIVITIES

Teacher Notes

You will need to get a blanket ready to investigate how removing light stops us from seeing things around us.

Introduction

Share with the children that it is World Leprosy Week (26 – 30 January). This year The Leprosy Mission is focusing on a project in Chanchaga, a rural village in Nigeria.

There are three parts to the lesson:

- 1) Light - how we see
- 2) Learn how Anika lost his sight
- 3) Help Anika identify dangers around his home

Explain to the children that today we are going to find out how we see. Ask for a volunteer to come up to the front. Sit them on a chair and ask them if they can see the sign in front of them. Explain to the children that we are now going to cover their head in a blanket and put the object just in front of them. What will happen? (Can they predict what will happen?) Why? There will be no light so they will not be able to see the object.

Now cover their head in a blanket. Put an object in front of them, under the blanket, and ask if they can see it? No. Was their prediction correct?

Ask the children to discuss in pairs why they think the volunteer cannot see the object?

What does the blanket do? Stops light from bouncing off the object into the eye.

(If you are experiencing a typical dark British winter day you may be able to turn the lights off and demonstrate the experiment to the whole class).

Show children the ppt file with the diagram of the eye.

Share how the light reflects off the object in front and enters the eye.

Q. Can all people see? No. Some people are blind.

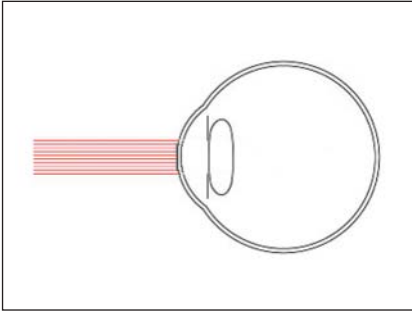
Q. Do you know anyone who is blind?

Q. Why are some people blind? Children should be able to explain why using knowledge just learnt about the importance of light.

Eye lids may not open / disease etc / accident – lost the eye

Q. Should we treat blind people the same as people who can see?

Are they just as important? (cross link with PSHE)



Remind children we are focusing on World Leprosy Week and the effects of Leprosy.

Introduce Anike on the ppt file.

Anike lost his eye sight as a result of leprosy.

If they take the multi-drug therapy early enough it stops leprosy and they will not go on to suffer further nerve damage / loss of sight and fingers etc.

However, if they do not get treatment soon enough they can lose the sense of touch in their hands, feet and go blind. Blindness comes about because they can no longer blink. This results in their eyes being scratched by dirt and dust damaging the cornea which stops light from passing through and resulting in blindness.

Anike lost his sight as a result of leprosy. Although he has now taken the multi-drug therapy which has stopped leprosy from spreading he will never be able to see again.

Q. If Anike cannot see around his home what might happen?

A. Accidents.

Explain that The Leprosy Mission (TLM) as well as providing multi drug therapies also visit leprosy patients in their homes to help them to identify possible dangers.

Explain that TLM wants the children to help identify possible dangers around Anike's home.

Show the children the slide of the Anike sitting outside his house.

Ask the children to identify possible dangers.

Fire – heat can burn his hands (he will not feel the heat)
Steps – could fall down them and break a bone or cut himself
Pots – may trip over pots and other objects he cannot see
Slip – the floor is wet and he could slip over

Show the children the slide with the answers and see if they have identified all the dangers

Plenary

So we have learnt how light enables us to see. We have also found out how the dangers around us if we lose that sight.

Are these dangers still a threat when we can see? Yes.

Finish by thinking about possible dangers around the classroom and at home.