

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



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

LEVELS

Sc4 Physical Processes

Light and sound

3 d) that we see things only when light from them enters our eyes.

Breadth of study

Health and Safety

2 b) recognise that there are hazards in living things, materials and physical processes, and assess risks and take action to reduce risks to themselves and others.

RESOURCES

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

Black blanket
Blind fold

KEY WORDS

Light
Eye
Iris
Cornea
Retinal Surface
Lens

LESSON ACTIVITIES

Teacher Notes

It will not be possible to cover all this material in one lesson. You may choose to look at the eye and use that as the first part and follow up with the dangers around the home at a later date. It is also possible to use the dangers around the home material for a PSHE lesson. Please feel free to pick and choose whatever best suits your curriculum objectives.

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. 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.

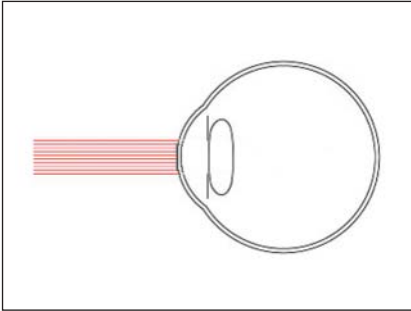
Ask the children to discuss in pairs why they think the volunteer cannot see the object?
What does the blanket do? Stops light from bouncing off the object into the eye.
Show children the PowerPoint file with the diagram of the eye. Share how the light reflects off the object in front and enters the eye. Show slide with the names for the different parts of the eye.

Activity one

Hand out diagram of the eye and ask children to label the sheet and explain how light enables us to see.

Recap

Ask children to close their books.
Now show slide with eye not labelled.
Ask for a child to come up and label the eye (one label per child).
Ask for a volunteer to stand up and using the diagram explain how the eye can see.



- Q. Can all people see? A. 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.
A. 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) A. Yes

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

Introduce Anike on the PowerPoint file.

Anike lost his eye sight as a result of leprosy.

When someone catches leprosy they can take a combination of drugs to kill the bacteria (possible cross link with drugs / some are good and some not). 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 through their inability to 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 treatment for leprosy also visits people affected by leprosy 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.

EXTENSION WORK:

- **Homework:** Identify risks at home.