



Restoring Sight, Transforming Lives

Grade 3 | English Language Arts Lesson Plan



Purpose

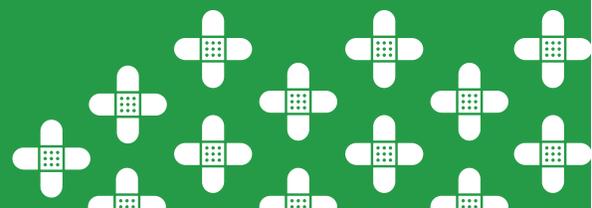
In this lesson, students will explore how dialogue can be used to tell a story, and apply the technique when writing their own original text. Through using a story about healthcare in a fictional Kenyan setting, students will also gain an understanding of life in developing countries, and the work that Alberta organizations do to assist those in need.

The lesson is based on the story, *'Restoring Sight, Transforming Lives'*, by Operation Eyesight, illustrated by Alex Kwizera.

The original story can be found at:
together.acgc.ca

Support Materials

- Story: Restoring Sight, Transforming Lives
- My Eyesight: Handout
- Storyboard Template
- Character Cards
- Story Extension Activity
- Take Action! Glasses Template
- Colouring Page





More about

Operation Eyesight

Operation Eyesight is based in Calgary, Alberta, founded in 1963. We're an international development organization working in Africa and Asia. We help develop eye health by focusing on reducing avoidable blindness — conditions that can be treated or cured, like the need for eyeglasses.

Our work is community-based, helping hospitals improve their ability to deliver eye care services. We build eye health programs on the underlying causes of blindness and take a universal look at the people we help. We work to include eye care with general health care. Working with more than 60 partners from hospitals to health ministries, our donors are mostly Canadian.

www.operationeyesight.com

Resource

Operation Eyesight Universal. Restoring Sight, Transforming Lives. Alberta Council for Global Cooperation, 2017.

Summary: This story was written by Operation Eyesight, a charitable organization based in Calgary, as part of the Together: Alberta's Notebook on the Global Goals.

Found at:

together.acgc.ca/eyesight-2



Outcomes

Alberta Program of Studies - Grade 3 English Language Arts Outcomes

2.2 Respond to Texts

Experience various texts: choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as nonfiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays

2.3 Understand Forms, Elements and Techniques

Understand forms and genres: identify distinguishing features of a variety of oral, print and other media texts; discuss ways that visual images convey meaning in print and other media texts

Understand techniques and elements: include events, setting and characters when summarizing or retelling oral, print or other media texts; describe the main characters in terms of who they are, their actions in the story and their relations with other characters

2.4 Create Original Text

Generate Ideas: Experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts

Structure Texts: Add sufficient detail to oral, print and other media texts to tell about setting and character, and to sustain plot

Alberta Education - Student Competencies

Communication: Expressing ideas or concepts using appropriate language, conventions, or protocols

Critical Thinking: Reflecting upon and evaluating reasoning behind thoughts, beliefs or actions

Global and Cultural Citizenship: Demonstrate responsible citizenship through actions which contribute to healthy and sustainable communities

Introduction

Understand how eyesight contributes to our safety and quality of life

1. **Build Empathy and understanding:** Using the handout, 'My Eyesight' students pick an activity they participate in every day, then write a sentence to explain how their participation would be impacted if they experienced Low Vision or Vision Loss. See WHO Vision Impairment and Blindness Factsheet for definitions and information www.who.int/mediacentre/factsheets/fs282/en

2. **Together, students brainstorm ways to protect their sight.** See CNIB 'Ten Simple Steps to Avoid Vision Loss' at www.cnib.ca/en/your-eyes/eye-care/prevent/Pages/default.aspx

Discuss avoidable blindness in developing countries

3. **Discuss avoidable blindness.** What are some diseases that can cause blindness and how do you prevent them? Find information at www.operationeyesight.com/our-cause

4. **Discuss inequities in access to health care,** both between and within countries. Look at the statistics on vision impairment on the handout 'My Eyesight'. Discuss: Why do you think most people with vision impairment live in developing countries? Does everyone in Alberta have the same access to health care? Why/Why not?

Introduce cataracts as one form of low vision, which left untreated, can cause blindness

5. **What are cataracts?** www.operationeyesight.com/our-cause/ataracts

6. **Living with Cataracts:** Using photos or videos found online, demonstrate what a person's vision would be like with cataracts. Discuss: What difficulties would they have at home? What difficulties would they have at school? What do we do in Alberta if we have trouble with our eyesight? For an example, view the Kenyan television commercial from Operation Eyesight titled 'Seeing is Believing' at www.youtube.com/watch?v=Z69tDKKfCms

Sample Activities



LEARN

Pre-Reading Activities

1. **Introduce the Story 'Restoring Sight, Transforming Lives'.** Point out to the students that the story is fictional, but is based on the experience of a real Kenyan girl named Ruth who received help and treatment from Operation Eyesight.
2. **Make predictions:** Preview the photos in the story 'Restoring Sight, Transforming Lives'. What will the story discuss? What do you notice about the setting? How is the setting similar or different from where you live? To get a glimpse inside a Kenyan classroom, watch the video from Operation Eyesight titled *PEEK School Trial*: www.youtube.com/watch?v=2I8RD-xst30
3. **Discuss the distinguishing features of the composition:** What do you notice about the way the story is written? How is reading a dialogue/drama different than reading other stories? What do the italicized lines mean? How do you know which character is speaking?
4. **Review keywords and vocabulary** that students will encounter in the story.

Reading the Story

5. **Read the story together.** Students read aloud, or alternatively, place students in groups of five, assigning each a character to read. Revisit vocabulary as needed.

Post-Reading Activities

6. **Discuss and reflect together:** Why did Ruth hate going to school? What solution to the problem did her father/mother/teacher suggest? How are these solutions similar or different to what we would do in Alberta? How did Operation Eyesight help Ruth?
7. **Demonstrate Understanding:** Using the '**Storyboard**' handout, students retell the story, including details on setting, plot, and characters. Students can cut out the '**Character Cards**' to paste in the storyboard, or draw their own pictures.
8. **Extend the Story:** Using the '**Story Extension**' handout, student create original text, writing their own dialogue between the Teacher and Ruth after her surgery.



SHARE

Discussion and Critical Thinking on Global Issues

Encourage active global citizenship and critical thinking by reflecting on the following questions together:

1. Why does Ruth's father say, 'we can't keep our sons home from school'?

Gender equality and equal access to education for both boys and girls continues to be a problem worldwide. There are many reasons girls are kept from school, including looking after blind family members. According to UNICEF, "Thousands of girls are kept from school due to poverty; institutional and cultural barriers; pressure for early marriage; lack of safety in getting to school; lack of separate latrines for boys and girls; sexual harassment and gender-based violence in schools; and domestic work overload". www.unicef.org/media/media_45452.html

2. Why does Teacher Elizabeth say Ruth must be a 'slow learner'?

In many developing countries, teachers do not have access to the learning and medical specialists needed to support students with special needs. Teacher Elizabeth knows Ruth's eyesight is preventing her from reading or writing as fast as the rest of her peers. However, without having support to address the problem, Teacher Elizabeth's only solution is to ask Ruth to repeat her grade. Once Ruth had access to an eye exam with the help of Operation Eyesight, she learns that a simple surgery would fix her eyesight.



ACT

Take Action as a Global Citizen!

1. **Promote eye health in your school!** Make posters and campaign materials to promote ways to protect your eyesight, using vocabulary and information you learned in the lesson. Colour the '**Colouring Page**' and use on your posters!
2. **Celebrate World Sight Day:** Celebrate World Sight Day, observed annually on the second Thursday of October. Cut out and decorate the '**Glasses Template**' to raise awareness and money to help children avoid blindness!

Keywords and Vocabulary

Operation

a surgery or procedure performed on a patient.

Avoidable blindness

blindness which can be treated or prevented by known, inexpensive means.

Lens

the lens is located near the front of the eye and it focuses on the retina, at the back of the eye. When the lens focuses on the retina, the image we see is formed.

Bi-lateral cataract

a cataract is when the lens of the eye becomes cloudy, When both eyes are cloudy, it is called a bi-lateral cataract.

Ophthalmic nurse

a nurse who helps patients with eye diseases and injuries.

Community Health Worker

a community member trained to provide health information and basic care to others in their community.

Developing countries

countries with a lower national income, and lower human development than average.

Donor

a person who donates, or gives money to an organization or cause.

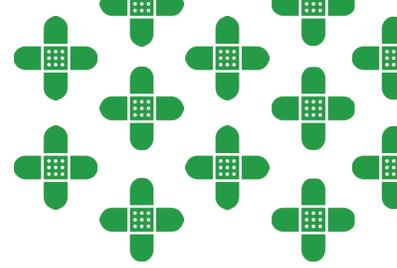
Other Vocabulary:

restore, transform, blackboard, straightforward, mentioned, suggested, clouding, charity

Assessment for Student Learning

Consider ways of assessing students on their reading comprehension demonstrated in the storybard; the creation of the story extension; and the application of their knowledge in the awareness campaign.





Extension

Links to Alberta Program of Studies Outcomes

Social Studies: Grade 3: Using Operation Eyesight and the story of Ruth as an example to explore the following Grade 3 Social Studies outcomes:

3.1.2 How does access to public services affect the communities? (e.g., schools, hospitals, libraries, transportation systems)?

3.2.2 How do international organizations support communities in need throughout the world?

Drama: Divide students into groups of five, assigning character roles to each. Students prepare their lines and props, acting out the story for the class. Alternatively, students may develop their own skit about a trip to the optometrist and perform for the class.

Grade 4 Science Links: Investigate how eyeglasses work, or how the lens of the eye works to focus light on the retina. Invite an optometrist or ophthalmologist into your classroom to discuss how the eye works, and the importance of disease prevention!

References and Additional Background

Together: Alberta's Notebook for the Global Goals, ACGC

www.together.acgc.ca

Girls' Education, UNICEF

www.unicef.org/media/media_45452.html

Our Cause: About Avoidable Blindness In Developing Countries, Operation Eyesight

www.operationeyesight.com/our-cause

PEEK School Trial, Kenya. Operation Eyesight

www.youtube.com/watch?v=2l8RD-xst30

Seeing is Believing Cataract Awareness Television Commercial, Operation Eyesight

www.youtube.com/watch?v=Z69tDKKfCms

Ten Simple Steps to Help Prevent Vision Loss, CNIB

www.cnib.ca/en/your-eyes/eye-care/prevent/Pages/default.aspx

Vision Impairment and Blindness Fact Sheet, World Health Organization (WHO)

www.who.int/mediacentre/factsheets/fs282/en

Vision Atlas, International Agency for the Prevention of Blindness

<http://atlas.iapb.org/>

What are Cataracts? Operation Eyesight

www.operationeyesight.com/our-cause/cataracts

Learn about the United Nations Sustainable Development Goals

- See lessons and resources at www.acgc.ca/resources-publications/teacher-resources
- Read other stories from *Together: Alberta's Notebook for the Global Goals* at www.together.acgc.ca



Restoring Sight, Transforming Lives

Operation Eyesight

Illustrations by Alex Kwizera

Ruth: Mama, I just can't see the blackboard at school, and I already sit right in front of it. I'm 12 years old and still can't read or write.

Ruth: Teacher Elizabeth keeps saying I must repeat my classes and that I'm a slow learner. Everyone laughs at me. They must think I'm dumb. I hate going to school.



Mother: I know it's difficult Ruth, but let's talk to your teacher and see what else we can do. I know you can't see that well, but you're not a slow learner.

Mother: I feel helpless. I just don't know what to do for you.

At home later that evening, Ruth's parents discuss her struggles.

Mother: Teacher Elizabeth says that Ruth has fallen far behind in school. She still can't read or write.

Father: Well, maybe she should stay home and help you look after the house and little ones. It's not what we want for her, but she can't stay in school if she's not learning.

Mother: But if she can't see at school, she can't see at home.

Father: That's true, but she will be more use at home, and we can't keep our sons home from school.

Father: This makes me sad. I know my little girl is smart. But what can we do?



Keywords and Vocabulary

Operation

a surgery or procedure performed on a patient.

Avoidable blindness

blindness which can be treated or prevented by known, inexpensive means.

Bi-lateral cataract

a cataract is when the lens of the eye becomes cloudy. When both eyes are cloudy, it is called a bi-lateral cataract.

Ophthalmic nurse

a nurse who helps patients with eye diseases and injuries.

Lens

the lens is located near the front of the eye and it focuses on the retina, at the back of the eye. When the lens focuses on the retina, the image we see is formed.

Ruth's mother visits Teacher Elizabeth.

Mother: Good morning, Teacher Elizabeth.

Ruth is having trouble seeing the blackboard and I'm wondering if you can move her closer to the front.

Teacher: Madam, moving Ruth to the front won't help. She needs her vision tested.

Mother: But two of my other children have problems with their eyesight. I've had eye issues as well. We've all made do. Surely Ruth can do the same.

Mother: *It's costly to have our eyes treated, and with six children to feed, clothe, and send to school, there's no money left over for treatment.*

Teacher: There's an eye screening camp in our village today, Ruth! I think we should all go. The lady who mentioned it to me is a community health worker, and she suggested we go and have our eyes tested. It's free for everyone.

Ruth: Really, Mama? Yes, I want to go.

Ruth and her mother visit the hospital.

Nurse: Welcome madam. Hello Ruth. I'm Ms. Carolyn, and I'm an ophthalmic nurse.



Mother: Hello nurse. How much does it cost us to have Ruth's eyes tested?

Nurse: It's free for you.

Mother: Really? Free to help Ruth see again?

Nurse: Yes! Thanks to donations to Operation Eyesight from people in Canada, we help restore sight for people like Ruth every day.



Nurse: Can I shine this light in your eyes to see them more clearly, Ruth? Well, you have bi-lateral cataract, which is a clouding over of the lens of your eyes, causing your blindness. It's very straightforward to correct, and can be done today!

Ruth: *I can sit anywhere now because I can see much better. And to think I was ready to drop out of school! I'm so happy and thankful for the nurses at the hospital, and for all the people in Canada who've helped me to see again!*

Mother: *Our little girl can see the world around her. It's a dream come true; our hope is renewed. The gift of sight is also the gift of a brighter future.*

The events in this story are fictional, but inspired by real situations. Many people in the developing countries where we work suffer from avoidable blindness, like the blindness caused by Ruth's condition. Our goal at Operation Eyesight is to one day eliminate avoidable blindness. Thanks to many generous donors, our work to prevent blindness and restore sight is transforming lives and entire communities around the world.

For more information visit operationeyesight.com



Vocabulary and Key Terms

Community Health Worker

a community member trained to provide health information and basic care to others in their community.

Developing countries

countries with a lower national income, and lower human development than average.

Donor

a person who donates, or gives money to an organization or cause.

Other vocabulary:

restore, transform, blackboard, straightforward, mentioned, suggested, clouding, charity



My Eyesight

Think of an activity you do every day, at home or at school. It could be a hobby, a chore, or a task at school. Write a sentence to explain how your participation would be impacted if you had low vision, and if you had vision loss. What would you do so that you could still participate in the activity?

Low vision: Low vision is when you have lost a certain amount of eyesight. Most often this is caused from refractive errors (like nearsightedness or farsightedness), and cataracts.

Vision Loss: Vision loss includes partial sight or blindness. Globally, chronic eye diseases are the main cause of vision loss.

Activity: _____

If I had low vision, I would:



If I had vision loss, I would:



Protecting My Eyesight

Protecting your eyesight is an important way to prevent blindness. How can you protect your sight?

Did you know?

Around the world, an estimated 253 million people live with visual impairment. More than 90% of these people live in developing countries. There is good news: an astonishing 80% of blindness can be prevented or cured!



Character Cards

Name: _____

Class: _____

Cut out these character cards and paste them in the storyboard to help you tell the story.

 <p>Ruth</p>	 <p>Ruth</p>	 <p>Mother</p>	 <p>Mother</p>	 <p>Father</p>	 <p>Teacher</p>	 <p>Nurse</p>
 <p>Ruth</p>	 <p>Ruth</p>	 <p>Mother</p>	 <p>Mother</p>	 <p>Father</p>	 <p>Teacher</p>	 <p>Nurse</p>
 <p>Ruth</p>	 <p>Ruth</p>	 <p>Mother</p>	 <p>Mother</p>	 <p>Father</p>	 <p>Teacher</p>	 <p>Nurse</p>



Storyboard

Name: _____

Class: _____

Use the storyboard to retell the story. Be sure to include details about events, setting, and characters.

1.

2.

3.



Story Extension

Extend the story, "Restoring Sight, Transforming Lives" by writing a dialogue between Ruth and Teacher Elizabeth when she returns to school after her cataract surgery.

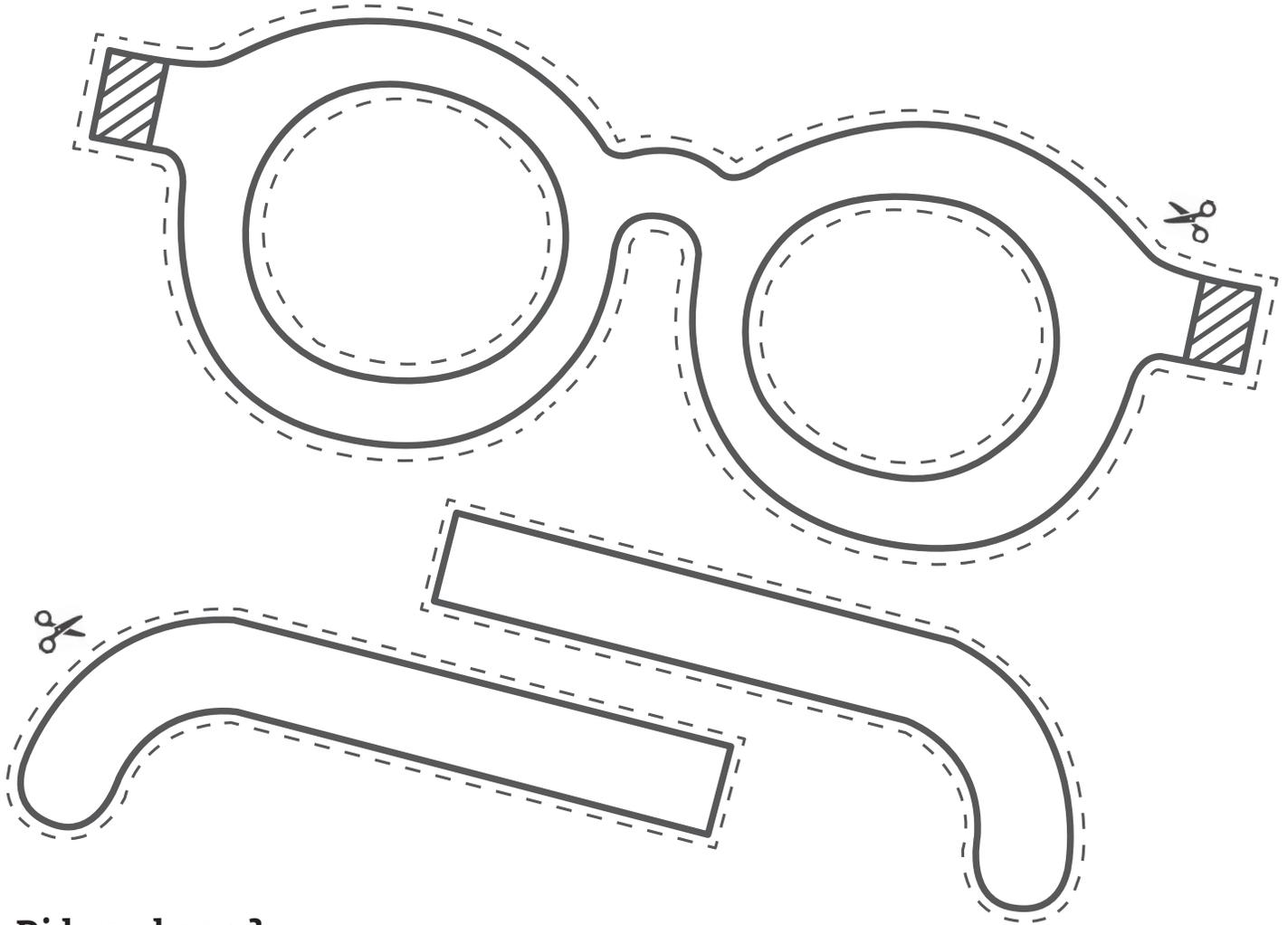


Scene Title: _____



Take Action!

Colour and cut out these glasses to raise awareness about avoidable blindness!



Did you know?

According to the World Health Organization (2017):

- 253 million people are visually impaired worldwide
- Of those_ 253 million, 36 million are blind and 217 million have low vision
- 81% of people who are visually impaired are age 50 and over
- More than 90% of the world's visually impaired live in developing countries.
- Over 80% of all vision impairment can be prevented or cured.



Colouring Page



Contact Us

To read more stories, visit together.acgc.ca



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