



Seeing Our World

A CSPE and Transition Year learning resource that explores blindness and human rights around the world

This resource aims to:

1. Expose Irish secondary students to the issues, challenges and actions of a non-governmental organisation, Sightsavers and to reflect on their own attitudes and ideas in relation to our work
2. Deepen the level of understanding about the challenges faced by people who are blind or visually impaired in developing countries
3. Support secondary school teachers in delivering CSPE and Transition Year classes
4. Use human rights education as a platform for exploring the work of Sightsavers on issues such as global health, social exclusion and poverty
5. Provide a range of learning exercises across six activities that can be easily adapted to fit CSPE and Transition Year modules
6. Give students an opportunity to complete a range of action projects, including taking part in Sightsavers' Snap a Sight Photo Competition. Open to secondary students' age 13-18 years nationwide

Credits

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Published by Sightsavers Ireland

70 Upper Georges Street, Dún Laoghaire, Co. Dublin, Ireland

www.sightsavers.ie

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Registered Charity Number: CHY 15437

ISBN: 9780956718570

Front cover: Brothers Mass and Babacar from Senegal both suffered from trachoma so advanced that they underwent trichiasis operations supported by Sightsavers. They sit with their mother Die. ©Javier Acebal/Sightsavers



Sightsavers acknowledges funding received from Irish Aid the government's programme for overseas development. The ideas, opinions and comments herein are entirely the responsibility of Sightsavers and do not necessarily represent or reflect Irish Aid policy.

Introduction

Sightsavers' vision is of a world where no one is blind from avoidable causes and where visually impaired people participate equally in society.

The majority of the people who are blind or visually impaired worldwide live in developing countries where factors such as lack of money and resources, poor diet and sanitation and reduced access to eye health care means that people are at greater risk of contracting blinding eye conditions. For children and adults who are irreversibly blind, they can be last in line to receive an education and so are more likely to be pushed further to the margins of the society in which they live and further into poverty.

Blindness and visual impairment are considered as disabilities. Living in poverty can make people more vulnerable to disabling conditions; at the same time environmental, social or attitudinal barriers can combine to limit the opportunities open to disabled people, meaning they can remain living in poverty.

Since 1950, Sightsavers has supported the treatment of over 370 million people for blinding conditions and helped carry out over eight million operations to save sight. We work with local partners in more than 30 countries across Africa, Asia and the Caribbean.



Nacel Josephine Johnson from Sierra Leone was born blind and attends a Sightsavers supported school © Sightsavers

Why learn about avoidable blindness?

This resource has been written to encourage discussion and debate on

1. the causes of avoidable blindness the need for equal opportunities
2. for people who are blind or visually impaired in the developing world

It is written as part of a wider debate on the unequal shape and structure of our world.

It includes easy to follow activities, action plan projects, a photo competition, online videos and case studies that help to explore the following topics in practice:

- > **Blindness is a cause and effect of poverty in developing countries:** Blindness can lead to poverty and poverty can lead to blindness
- > **It's about health and human rights:** people should not go blind unnecessarily. Four out of five people who are blind in developing countries do not need to be
- > **Everyone is entitled to their human rights:** people who are blind should be able to develop their potential to the full

Lesson plan ideas and activities for CSPE and Transition Year

Wants versus needs; human rights; health covering the prevention and treatment of the causes of avoidable blindness; social inclusion and equality; exploring images. Critical thinking, problem solving and participatory learning are encouraged throughout by asking students to reflect:

- > What do we know about the issues?
- > How do I feel about the issues?
- > What is being done about the issues?

CSPE Concepts

The activities have been designed for teachers to apply them flexibly in lesson planning. The main concepts covered are **human rights and responsibilities, human dignity, equality and development**. As the issues and topics covered are interdisciplinary from the outset, teachers should emphasise four concepts as needed and use this as a guide for deeper class reflection.

Literacy focus

Literacy is a core feature of the activities, which seek to make complex issues engaging and relevant for students in their own lives through a range of suggested teaching styles and problem solving situations. Teachers are invited to build on these activities and to integrate them into lesson plans already developed which link in with oral speaking, listening and responding, social and cultural literacy, group discussion and interaction.

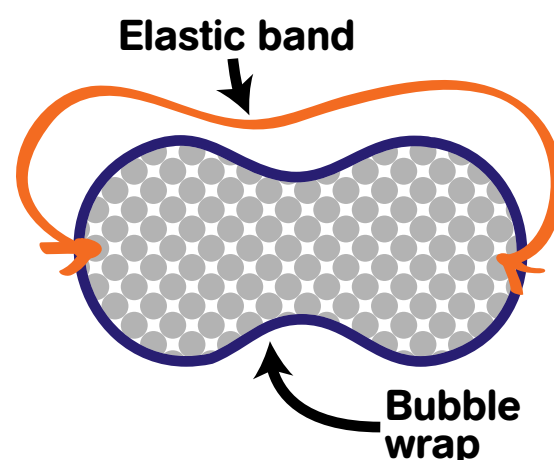
Suggested Timetabling

Ideally classes should be taught over a double class period per week. The activities are inter-connected and it's essential for students to realise that no single issue can be dealt with in isolation from the others. Five hours approximately should be allocated for individual and group research.

Cataract masks and blindfolds Experiencing blindness and low vision in the classroom

Some activities in this resource suggest simulating visual impairment by using blindfolds or a **cataract mask**. Why not encourage a small number of students in the class to wear these masks during each activity? Try alternating the group, so that by the end of the resource, every person will have experienced the simulated visual impairment. Will the other students assist them? Should they?

- > A blindfold can be made using an old piece of material, an eye mask or scarf for example.
- > A cataract mask can be made by cutting out a mask shape from some bubble wrap and attaching an elastic band on either end to hold it on the person's head.



Different ways to use this resource

There are many ways teachers can use this resource. Here are some options!

Option 1

Use as a complete resource from activity 1-5 for Junior Cycle CSPE lesson plans followed by activity 6 as an action project on any of the concepts listed below.

Option 2

Use the action project ideas in this resource to launch your students' exploration on any of the concepts listed below for CSPE or Transition Year projects:

- > Human Rights and Responsibilities
- > Human Dignity
- > Equality
- > Development





Option 3

Use as part of a Transition Unit (TU) on disability rights, equality, media literacy, technology, global issues or human rights. Alternatively, you can use this resource to develop a new TU in your school or to support English, Geography and Information Technology lessons.

Option 4

Use at Junior Cycle and Transition Year levels to support students and prepare them to take part in Sightsavers' *Snap a Sight Photo Competition*. See back cover for more information.

Record your reflection and learning!

-  **Learning folders**
Student should maintain learning and work progress in a learning folder.
-  **Student glossary**
Students should keep a glossary of new terms that they encounter. Lists of key words linked to the various concepts can be displayed in a strategic location in the classroom as these concepts are being taught. The production of such lists with matching visuals should be incorporated into the small scale project work undertaken by students.
-  **Contributing articles**
Students should contribute articles at the start of class that they may have come across in the print media or a snapshot of news from digital media (websites, news apps on phones as well as TV) relevant to the outlined activities.
-  **Download** a short starter quiz as an indicator of student's basic knowledge and attitudes on the issues. Show the video '**A few things to know about avoidable blindness**' (three minutes long) by visiting www.sightsavers.ie/secondaryschools

Download student worksheets and access videos by visiting www.sightsavers.ie/secondaryschools

Factsheet: Looking at the world

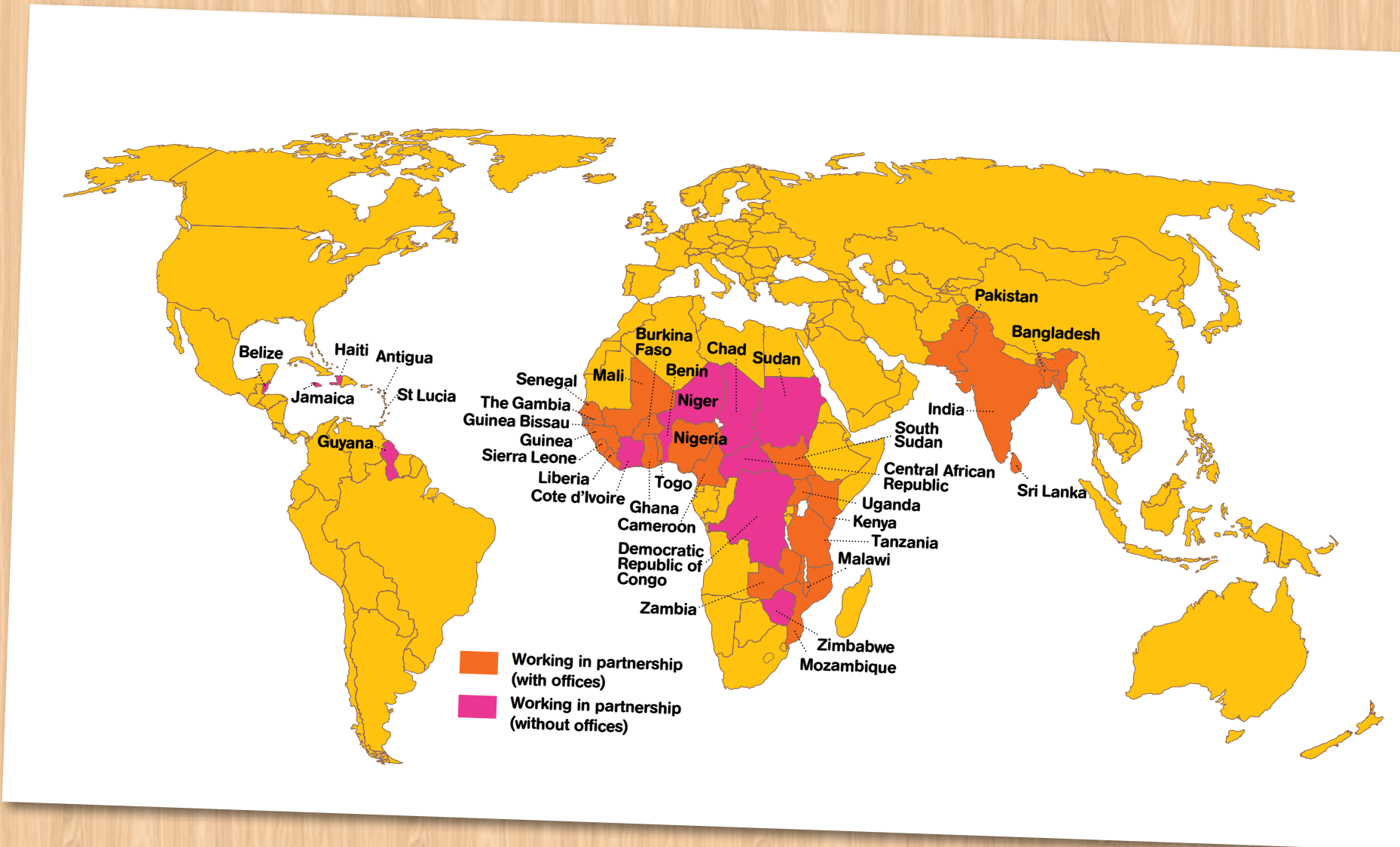
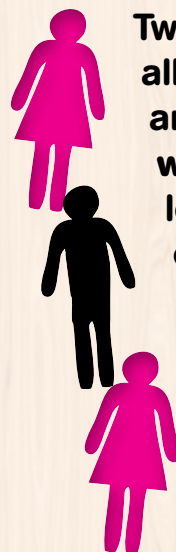
80%
of all
blindness
can be avoided or cured

285 million
people are estimated
to be visually impaired
worldwide

39 million
are blind

246 million
have low vision

Two thirds of all people who are blind are women. The leading causes of avoidable blindness, cataract and trachoma occur more frequently in women

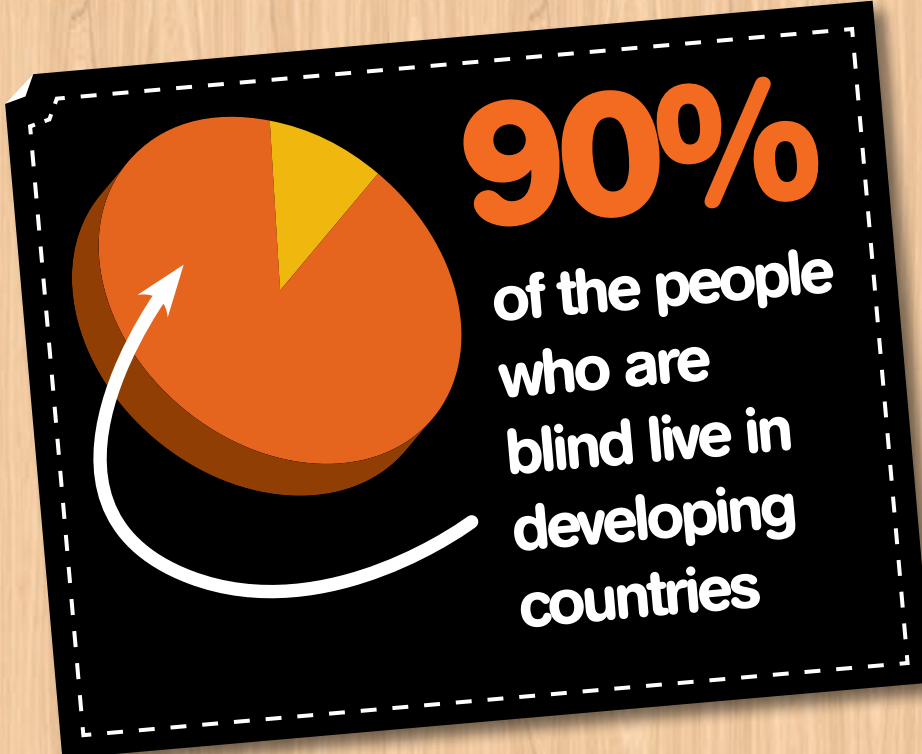


In many countries across Africa less than one third of those who need access to eye care health services have it. On many occasions this falls to only **1 in 10** people who can get access to eye care health services.



90% Over 90% of children who are blind in developing countries do not receive an education.

50% Within two years of becoming blind, 50% of children who are blind will die.



Why do we work in these countries?

We work in the countries where people need the most help. The reasons people go blind in places like Africa and India aren't always the same reasons that people in Ireland are blind. Living in hot dusty places, with lack of clean water, poor sanitation and hygiene, poor diet and reduced access to eye healthcare can cause people to lose their sight in the countries where we work.

153 million people cannot see simply because they don't have glasses

This is due to refractive error caused by the shape of the eye which prevents it from focusing light correctly, resulting in a blurred image. Our partners train eye care workers who identify people with vision problems, who can determine what prescription is needed for their glasses or if a person should be referred to an optometrist.



Mutiyani from Malawi is pictured at the hospital after his cataract operation.

© Zul Mukhida/Sightsavers



Antou from Senegal attends a lesson with his class about face washing to prevent the spread of trachoma.

© Javier Acebal/Sightsavers

Causes of avoidable blindness in developing countries

Cataract

Cataract is the biggest cause of avoidable blindness in developing countries. Cataract makes the lens of the eye cloudy, thus stopping people from seeing. Vision becomes blurred so that you can only see light and dark rather than detail. The cloudy lens can be removed and replaced with a plastic lens in a straightforward operation. Cataract is common throughout the world and in Ireland but in developing countries there is not the same access to treatment.



© Andy Weekes/Sightsavers

Trachoma

Trachoma is a highly infectious and blinding eye condition, which has been eliminated in most developed countries but is still common in hot, dry and dusty countries with poor sanitation and lack of clean water. It is very common in children. Because of this, women are much more susceptible to it than men because they tend to provide the majority of childcare. It is easily spread through the discharge from an infected child's eyes and passed on by hands, on clothing, or by flies that land on the face of an infected child. If they keep getting the infection, the outer layer of the eye becomes dry and after some time the eyelashes can eventually turn inwards, scratching the eyeball. Trachoma is treated

with antibiotic tablets or in its advanced stages an operation can be provided to stop the eyelids turning inwards.



© Javier Acebal/Sightsavers

River blindness

People naturally want to live near rivers around the world; look at the town and city where you are from for instance. In some countries in Africa there is a black fly that also likes living near rivers. But this black fly spreads a worm with its bite. This tiny worm releases larvae into the body which causes irritation and overtime can lead to blindness. The effects of river blindness can mean people may decide to flee the fertile land beside the river or children can be taken out of school to care for their elders who have lost their sight. There are 102 million people at risk of river blindness but a person can be protected from the disease by taking the necessary treatment annually for 10-15 years. Networks of community volunteers are trained by Sightsavers and partners to administer and distribute the treatment for river blindness. Community distributors play a crucial part in the goal to eliminate river blindness for good.



© Kate Holt/Sightsavers

Sightsavers: our work in action

Sightsavers works to both cure people who have reversible eye conditions and prevent people from becoming needlessly blind. This is done through: **health, education, social inclusion** and **community development**.

Health:

Sightsavers tackles the main causes of avoidable blindness including cataract and 'neglected tropical diseases' (river blindness and trachoma) by supporting our partners to provide operations to restore sight, and treatment to protect people from losing their sight in the first place. Local community health workers are trained to identify those in need of further treatment or surgery, as well as ophthalmologists and eye surgeons.

Social inclusion:

People with visual impairment can easily become isolated from their community due to the fact that they generally find it harder to get employment, to attend school or to take part in day-to-day community activities. Social inclusion for people with visual impairment means enabling them to assert their human rights, in order to live a life of dignity and be equal members of society. It also means ensuring that society understands and respects the needs and views of visually impaired people and respects their rights.

Sightsavers believes rehabilitation and inclusive education (see above) are key aspects of social inclusion.

Rehabilitation: teaching basic daily living skills is one of the key ways of enabling people who are irreversibly blind to live with some kind of independence.

Education:

Sightsavers supports the principle of inclusive education, meaning children who are visually impaired are included in mainstream education. Inclusive education focuses on changing the system to fit the student, rather than changing the student to fit the system. Integrated and special education focus only on the individual child rather than challenging or removing the barriers within the education system itself. Sightsavers work with children, teachers, parents and governments by:

- Ensuring teachers are trained to deal with every child's needs
- Provision of specially-trained teachers in order to teach the use of special education resources such as Braille
- Campaigning for changes in the curriculum

Community development:

Community Development is strengthening organisations and communities to develop practical and long-lasting ways to change and increase their quality of life. Sightsavers believes that the best way to provide long term eye care in the developing world is to help to build sustainable infrastructures in the communities where we work, through sustainability and partnership. For example, our local partners help communities to stop the spread of trachoma by setting up local sanitation committees to encourage facial cleanliness, address the necessary changes in community hygiene and sanitation norms and develop sustainable community structures to provide access to clean water.



Activity 1: Wants versus Needs

Aim: to establish the difference between basic wants and needs and also the wants and needs of a person who is visually impaired

Materials: whiteboard, marker, pens, paper (if using the poster idea from this activity you will also need magazines, newspapers etc)

Concept links: human dignity | The Individual and Citizenship

Timeframe: 1 – 2 classes (depending on if the students are making posters or not).

Method:

Step 1: ask the students to **imagine** that they are going to live on an island in the middle of nowhere where the weather isn't too hot or cold. Ask them to choose, in pairs, 10 items they would bring with them, using a brainstorming method with word bubbles; one for 'wants' (phones, internet, music) and one for 'needs' (food, shelter, clothing) ensuring that each pair agrees on the **choices**. Have them share their lists to the rest of the class.



***Extra:** depending on time and resources, students could create a collage or poster using newspaper or magazine cuttings to illustrate each 'want' and 'need'

Step 2: is there agreement/disagreement among the class as to what they 'need' and 'want'? Use student responses to illustrate how different people perceive needs differently. Initiate discussion on the difference between **needs** and **wants** and

the difficulty in making such a distinction. Are some things more important than others?

Does anyone know if we have rights to some of the items on the lists? Ask the group to think about what basic rights they feel should be protected and write these on the board for the class to see. Once they are happy with their list, ask the students whether or not they think everybody in Ireland has access to these rights. If so, why? If not, why not? What about people in the developing world? Do they have the same access to these rights?

***Basic needs definition:** Basic needs are the absolute minimum resources necessary for a person's survival (e.g. food, water and shelter).

Step 3: repeat steps 1 and 2 but this time, the students should imagine that they are visually impaired and compare the answers to the previous step. Do they think people who are visually impaired have the same access to rights – in Ireland and in the developing world? Invite students to add words/images to their posters to reflect how they feel about this.

Follow up: if the students have designed posters, perhaps these could be hung in a student common room, school hall, and communal area to initiate further discussion among other students.

Sightsavers link:

Sightsavers believes that sight is a basic human right and that everyone should have access to the treatment and eye care that they need.

Sightsavers wants to see a world where no one loses their sight unnecessarily and where people with visual impairment have the same opportunities as others.



Activity 2: Introducing human rights and disability rights

Aim: to give young people an opportunity to explore the concept of human rights.

Materials: cut out simplified version of the Universal Declaration of Human Rights (UDHR). Available to print from www.sightsavers.ie/secondaryschools or from The Human Rights Education Association.

Concept links: human rights, human dignity | The Individual and Citizenship, The Community

Timeframe: 2 classes

Method:

"Human rights are what every human being needs to be happy, healthy, to be treated fairly and involved in society. They are entitlements; you have them simply because you are human."

Step 1: present this quote on human rights. In pairs, ask students to think about the quote and brainstorm what rights they feel they have and what rights they should have. Write these up on a poster sheet and discuss the list. Ask why they think these are rights that all human beings should have. Are there any examples they disagree on?

Step 2: give each group an envelope containing all of our human rights (in the UDHR). Groups should compare these rights with the rights they came up with: which ones are the same, which are different. Students should then rank the human rights from most to least important. Each group should present their top three 'human rights' to the class. How do these three rights affect them? What if they lost them?

Explain that human rights are for everyone, everywhere and cannot be separated from each other without impacting on other rights!

(note: this is an opportunity to look at rights in more depth).

Step 3: put the words **The Rights of Persons with Disabilities** on the board. Historically, people with disabilities have been treated in different ways, both negatively and positively. Recall discussions from step 3 in Activity 1 and initiate a walking debate 1) Human rights do not concern me; 2) Human Rights are nice ideas but just not possible in practice; 3) People who are visually impaired have equal access to human rights in Ireland and in the developing world. Brainstorm what steps can be taken to improve some of the issue raised for persons with disabilities and record on the board.

Follow up: ask students to find news stories about human rights from a newspaper or news website. Explain that they can find stories that they think are about human rights, even if the words human rights don't appear. Bring at least one example to the next lesson. Ask students to identify the country, and the human right(s) involved in the story.

Note: this is a starter activity on human rights education and can be integrated into a more detailed set of lessons on human rights.

Sightsavers link:

People who are blind or visually impaired should not be marginalised and be able to participate fully in society and have the right to education and employment.

Sightsavers are advocating that people with disabilities are included in the new framework being negotiated between the world's governments for the Millennium Development Goals for after 2015.

Adapted from: Right Here, Right Now (2008) by the British Institute of Human Rights



Activity 3: Health inequalities around the world: exploring prevention and treatment

Aim: to introduce students to the topics of global health inequalities worldwide.

Materials: watch the following videos that are hosted on www.sightsavers.ie/secondaryschools detailing the challenges that people who are blind or visually impaired in developing countries face:



A few things to know about avoidable blindness (3 minutes long)



The two-part short film Realising Rights Changing Lives (two parts each 9 minutes long)

Activity Worksheet: Download and photocopy *Fulfilling the right to health* available from the above link

Concept links: development, underdevelopment | Ireland and the World, The Individual and Citizenship

Timeframe: 2 class periods

Method:

Step 1: Pick a fact. Introduce the issue of health and global inequality by giving each student one fact from pages 4 & 5 to read out loud and ask them to comment on it.

Step 2: Mind map. Read the following quote from the World Health Organization

“Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.”

Explain that individuals need more than just doctors and hospitals to be healthy. Write the words **“health, prevention, treatment”** on the board. In small groups, ask students to write down on post-its all the factors they believe are related to health in Ireland and

in developing countries. Guiding questions: “what conditions in one’s life can impact health?” and “how might your health be different if you were born somewhere else or under different circumstances?” Give each group 10 minutes to come up with some ideas. Once finished, have students post their ideas around the word “health” on the board.

Examples can include: access; transport; cultural; religion; gender; technology; knowledge about health, barriers to education; living conditions

Explain how just like their ideas, the right to health also encompasses those factors that have an impact on health which includes issues such as income, jobs, education, housing and race. These are known as **social determinants of health**.

Step 3: Making connections. Remind students of Activity 2 that introduced human rights.

Hand out the *Fulfilling the Right to Health* worksheet and ask them to read it. Show the Sightsavers documentary “Realising Rights Changing Lives” (length: 20 minutes on www.sightsavers.ie/secondaryschool). As they watch, ask students to write down the barriers in treating those who are blind or have low vision as presented in the film. Ask them to try to match those barriers with the criteria defined in the worksheet and write them down in the space provided in the boxes (for example limited access to clinics; poorly equipped and unsanitary hospitals; limited health care professionals; shortages of drugs; lack of access to clean water etc.)

Adapted from materials by The Advocates for Human Rights (USA, 2012).



Sightsavers link:

Sightsavers believes that if we are to improve people’s health and well-being and enable families to live healthier lives to be able to work and positively take part in society, we need to have the right health systems in place with universal coverage.

Sightsavers works in partnership with local agencies and governments to help strengthen communities in tackling the main causes of avoidable blindness.



Activity 4: Social inclusion case study

Aim: to encourage students to think about what challenges they would face in their own environment if they were visually impaired and what could be done about it

Materials: blindfolds and/or ‘cataract mask’ (see page 2), copies of the two versions of Vaisha Rani’s story on the next page, pens and paper for note taking, markers and paper for drawing the ‘V’ for victory diagram.



Concept links: dignity, equality, development, underdevelopment | The Community, The Individual and Citizenship

Timeframe: 2 Classes (preferably on separate days) or two 20 minute sessions

Note for teachers: the first part of this activity should be carried out during an everyday class or lesson for full effect

Method:

Step 1: divide the class into pairs, with one person in each pair wearing a blindfold or cataract mask. Begin the class as normal once the blindfolds or masks are in place. Do not offer any assistance to those who are visually impaired any more than you would the rest of the class. The class can continue as long as the teacher feels is appropriate. Then the visually impaired students should remove their blindfolds or masks. In the pairs, discuss what they felt was difficult and what challenged them during the lesson (for example, not being able to take notes, not knowing if the teacher was talking directly to them or not), making note of the challenges. Ask all of the students to keep these challenges in mind for the rest of the day, in particular after they leave school.

Step 2: during the next class, in pairs ask students to recap some of the challenges they dealt with the previous day. What other issues or challenges did they face after school? Feedback to whole class. Hand out copies of **Meet Vaisha Rani** and show a photo of her on the whiteboard. Ask the students to imagine how life would be for Vaisha if she lost her sight. What challenges would she face? Are they similar to those the class came up with? Which ones? Which are different? How could they be overcome?

Follow up: in pairs, ask students to discuss and come up with ideas as to how people with visual impairments need to be assisted, both here and in India where Vaisha is from. Ask them to copy the **V** diagram and fill it in. What are the challenges faced by visually impaired

people? What can be done to assist them? What is the preferred future for visually impaired people (with help from Sightsavers and local partners they support)?

Once the above has been completed; hand out copies of the full story of Vaisha. Were the students surprised by any elements of the story? Were her challenges similar to those discussed by the class in Step 2?

Case study

Story 1: Meet Vaisha Rani

Vaisha Rani is a 17 year old girl from Daru Village, Neemach, a small town in the Malwa Region of Madhya Pradesh, India. She attends school locally and enjoys it very much. She is top of her class! Vaisha also likes sewing because it means that she can earn some extra money for her family as well.



© Peter Caton/Sightsavers

Story 2: Vaisha's other story

Vaisha Rani has always enjoyed attending school. However a few years ago, her school work began to suffer as she developed cataract in her eyes. She was unable to see the blackboard and to do her homework and would be punished. She also was unable to sew, which helped her family to earn some extra money.



© Peter Caton/Sightsavers

Fortunately for Vaisha, an eye screening camp was held at her school and it was recommended that she visit Gombai hospital for surgery on my eyes. Her eyes were successfully operated on in 2009, and her right in 2012. Both were a great success. Immediately her school work improved and now she is top of the class. She is also able to sew again and their extra income has been very helpful for the family. Vaisha says:

"Everybody has dreams and wishes in life. I just want to study and be of some worth. Now I can see again, I just want to show the world what I have to offer"

Sightsavers link:

Local partners supported by Sightsavers work in communities to identify people with cataract, as well as performing surgery and providing follow up care.

Sightsavers is working to strengthen the leadership, fundraising and technical skills of local organisations who are working to secure the rights of people who are blind.



Activity 5: Exploring images

Aim: to explore, analyse and 'read' the content of photographs and images

Materials: images gathered by the students ensuring there are enough to go around the class, paper, markers, glue and pens (if mounting the pictures)

Concept links: media, human rights, dignity | The Individual and Citizenship, Ireland and the World

Timeframe: 1 class

Preparation: for this activity, teachers must ask students to find a picture/image/advert from a magazine, newspaper or online that illustrates one of the issues that has been covered in the previous activities (for example visual impairment, disabilities, gender inequalities, use of technology, right to education, access to health care, access to clean water, social inclusion etc.)

Method:

Step 1: ensure each student has one image each (or one between two at least). Form smaller groups of 4-6 students. Ask students to share their image with the group and explain why they chose it and what challenges it raises, in relation to previous issues surrounding visual impairment. Each group should then select **one or two images** which they like the most, evokes emotions or raises important issues for them and list **key words** which describe these photos for them (e.g. happy, sad, colourful, striking, powerful, friends, people, landscape etc).

Step 2: groups should then present these to the rest of the class along with their images. The teacher should compile the list on the board for everyone to see.

Note if there are words in common; are they negative? Positive? Agreement? Disagreement? What are the challenges presented in each photo (for those in the photo; for the societies or countries shown; for us here in Europe)? Were there images that were not picked? Why not?

Step 3: introduce students to the idea of the Snap a Sight Photo Competition as outlined on the back cover. Initiate a discussion around their thoughts on if they lost their sight what sight would they miss seeing. Ask them to think about how they can apply what they have learned in this activity to their own picture for the competition.

Follow up: ask the class to pick one picture per group and mount it on some paper, surrounding it with the words the class come up with in order to stimulate further thinking about their own pictures for the competition.

Sightsavers link:

Sightsavers is committed to adhering to and promoting the Dóchas Code of Conduct on Images and Messages, which are based on the paramount principles of:

- > **Respect for the dignity of the people concerned**
- > **Belief in the equality of all people**
- > **Acceptance of the need to promote fairness, solidarity and justice**



Nadine from Cameroon is one of the many teenagers who takes treatment to protect her from river blindness © Mike Goldwater/ Sightsavers



Activity 6: Evaluation and action projects

Aim: to critically reflect on previous learning ideas and for students to complete an action project

Method:

Step 1: have a walking debate in the class with 'Agree' and 'Disagree' marked at either sides of the room. Facilitate students to respond to the following set of statements:

- I was challenged by what I learned from these activities (ask them why, why not etc).
- I was shocked by some of the things I learned
- I can do something about this

Step 2: present the outlined action projects ideas on this page to the class and ask them to select one to work on, either individually or as a class. Roles should be agreed in advance if group work is preferred. Alternatively, challenge the class to negotiate an action project themselves based on anything they have learned during the duration of the activities. What impact would they like their project to make, and to whom?

Extended activity: design and deliver peer-learning to another class (older or younger) based on a key point or experience that they have learned over the duration of the resource.

Action project ideas:

- ☆ Social media can be a powerful tool in helping to raise the awareness of important causes. Find and report on some examples of social media campaigns raising awareness of issues in the developing world using www.pambazuka.org and www.allAfrica.com
- ☆ Watch the video **Global Trachoma Mapping Project** on www.sightsavers.ie/secondaryschools. Research and report about how mobile phone technology plays a key role for mapping areas where trachoma has not yet been identified. Research how there is an increase in the use of technology in Sightsavers' projects which can make an enormous difference in helping people with disabilities live more independently (technology for life)
- ☆ Assign students to scan a national or regional newspaper daily for articles about famous or noted people with disabilities. Create a collage of clipped headlines and articles in your classroom highlighting the many accomplishments of these people in order to show that disabilities need not stop the disabled from achieving their goals. Display prominently in the school. Contact the student newspaper about doing a story on the making of the collage, and interviewing students about this topic
- ☆ Review Millennium Development Goals (MDGs) through the lens of disability rights or water and sanitation rights. Include a reference to Sightsavers advocacy work to include disabilities within the MDGs. For more info visit – www.sightsavers.ie

- ☆ Invite a person who is blind or has low vision to talk to the class
- ☆ Interview a person who is disabled who has experienced discrimination, exclusion or prejudice. Ask how he or she has been treated and record specific examples. Has this changed over time? Write up the interview for publication in a student magazine
- ☆ Invite your class to come up with a fundraising idea, in conjunction with their action projects, to support the valuable work that Sightsavers delivers to prevent avoidable blindness and rehabilitate people who are blind in the developing world

Students may find the following websites useful:

www.sightsavers.ie for more information about Sightsavers' work

www.developmenteducation.ie introductory guides, blogs and statistics on key human rights and development topics

www.pambazuka.org news website about social justice for Africa produced by Pan-African community of some 2,600 citizens and organisations - academics, policy makers, social activists, women's organisations, civil society organisations, writers, artists, poets and bloggers

www.theguardian.com/global-development global development news with a focus on the millennium development goals

www.who.int World Health Organization website is full of student-friendly Health Topics (including blindness) with statistics, Ten Facts and multimedia supports

Now that you've completed *Seeing Our World* – tell us about it!

1. Contact our schools coordinator to order free certificates for your class on completion of your project
2. Take pictures of your action projects and posters and share them with us to be featured on our website through a shared Flickr gallery
3. Enter Sightsavers' Snap a Sight Photo Competition open to secondary school students. By entering this competition, students can also use their own social media channels to be part of the campaign to raise the awareness of avoidable blindness in developing countries
4. Invite a Sightsavers speaker to visit your school to present your work and hear more about us



For all of this and more contact our schools coordinator:
schools@sightsavers.ie or visit: www.sightsavers.ie/secondaryschools

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Visit Sightsavers Ireland on Youtube

Contact our school coordinator on 01 663 7666