



Sightsavers

# Put Us in the Picture

Student workbook

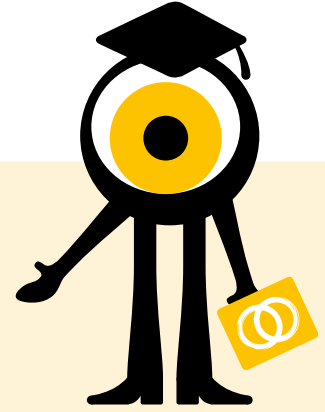
[www.sightsavers.ie](http://www.sightsavers.ie)



Sightsavers

# Welcome to Sightsavers Ireland's Put Us in the Picture workbook for schools

We want to talk to you about school and how to make sure **everyone** is included.



## In this workbook you will learn:

- All about Sightsavers and what we do
- Our history
- How to complete some fun learning activities
- About the Sustainable Development Goals
- Why quality education is important and what school means to you
- What Irish Aid is and how it helps
- Finally, how to enter our Junior Painter of the Year awards



### Teacher note

Links to the curriculum: this workbook links directly to your current school work relating to geography, art, SPHE and SESE.

The issues raised in this workbook may be sensitive for some students, so remember to address these issues with care before embarking on the programme.



# Sightsavers

We have a mission! A world where no one is blind from avoidable causes and where people with disabilities can go to school, find a job, access health care and take part fully in society.



## Our history



**1931:** 12-year-old John Wilson is blinded in both eyes when a school chemistry experiment goes wrong. He is given wrongly labelled chemicals, which causes an explosion.



**1937:** John studies law at university. After finishing his degree, he begins working at the National Institute for the Blind.



**1946:** John goes on a nine-month tour of Africa and the Middle East. He is shocked at the scale of blindness, and returns home determined to take action.



**1950:** With his wife Jean, John starts the charity that we know today as Sightsavers. In the first year, the organisation focuses on education, rehabilitation and welfare.



**1967:** A team from Sightsavers climbs Mount Kilimanjaro accompanied by seven blind men from Kenya, Uganda and Tanzania. Their aim is to encourage blind children to go to school by showing them what they can achieve.



**2003:** Sightsavers Ireland opens its office in Dun Laoghaire in Dublin. The office moves to Talbot Street in Dublin's city centre in 2017.



**2006:** Sightsavers forms a partnership with Irish Aid to carry out programmes in Tanzania, Sierra Leone and Zambia. Over the years, Sightsavers and Irish Aid have worked together in 12 countries across Africa and Asia, and currently work together in Sierra Leone, Liberia, Senegal and Cameroon.



**2017:** Sightsavers celebrates its one billionth treatment to protect against neglected tropical diseases.



**2018:** Ghana becomes the first country in sub-Saharan Africa to eliminate trachoma as a public health risk.



**2019:** Sightsavers Ireland launches its Put Us in the Picture campaign to make sure people with disabilities aren't left behind in the fight against inequality and extreme poverty.

## Since 1950 Sightsavers and our partners have:

- Provided more than 10.2 million operations to restore sight
- Distributed more than 1.1 billion treatments to protect people from neglected tropical diseases
- Helped more than 795,000 health workers to attend short eye care training courses
- Provided rehabilitation and training to 225,000 people with visual impairments and other disabilities
- Distributed more than 4 million pairs of glasses
- Supported almost 63,000 children with disabilities to go to school

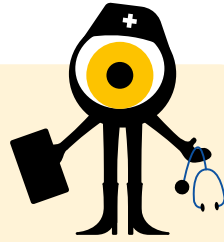


# What we do



## Health care

- Worldwide 253 million people are blind or visually impaired, yet 75% of all blindness could be prevented or cured.
- Almost 90% of people with visual impairments live in low- or middle-income countries.
- We protect sight by providing eye operations for people who need them, and training eye care workers and surgeons to provide sight-saving treatment.
- Through community volunteers, we also distribute medication to protect people from blinding diseases in some of the world's poorest countries.



## What is a developing country?



A developing country is one that has less industry and needs financial aid to support certain areas such as health care and education. There is no universally accepted definition.

What does a developing country mean to you?



## Equality, rights and inclusion

- In many poorer countries people with disabilities are denied the same rights that you or I might have, such as education, employment, healthcare or being allowed to participate in politics.
- In some countries, having a disability more than doubles a child's chance of missing out on education. Girls are more likely to be affected by this than boys. Without education, they risk being unable to train, work and support themselves or a family when they are adults.
- We support inclusive education where children with visual impairments and other disabilities are taught alongside their peers in mainstream schools.
- We encourage governments to ensure that all children with disabilities have access to quality education.
- We want equal opportunities for people with visual impairments and other disabilities, to create a world where everyone can participate in society without fear and without being treated differently.



The majority of people who are blind or visually impaired live in developing countries. Problems like lack of money or resources, poor access to health care, lack of proper nutrition and proper sanitation can all lead to visual impairments that could otherwise be avoided.

Children and adults who are irreversibly blind (and children with other disabilities) are often last in the line to receive education. Left out from school they miss out on the wonderful benefits that education gives a young person and the opportunities that schooling can lead to later in life. We want this to change and we need your help, **because you can really make a difference!**

Follow us through this workbook to become a Sightsavers Inclusion Champion.

# Activity 1: Where we work

1	2				
3	4				
5	6				
7	8				
9	10	11			
12	13	14			
15	16	17	18	19	20
21	22	23	24	25	26
27	28	29	30	31	

## We work in countries where people need the most support.

### Teacher activity notes

**Materials needed:** Atlas/globe

1. Divide the class into groups of five, and ask students to fill in the names of the countries where Sightsavers works.
2. When they're finished, ask the groups to pick one country and research more about it.
3. Groups should create a two-minute presentation about the country they have chosen:
  - i. Population
  - ii. Capital city
  - iii. Currency
  - iv. Climate
  - v. Laws about disability inclusion (optional if students have access to computers with internet).

The reasons people living in low- and middle-income countries lose their sight are often different to the reasons a person living in Ireland might lose their sight. Living in hot dusty places, a lack of clean water, poor sanitation and hygiene, poor diet and reduced access to eye health care can cause people to lose their sight in the countries where we work.

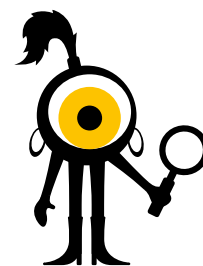
**LET'S  
HAVE A  
THINK!**



#### Discussion points:

Have you heard of any of the countries or do you have any family or friends who live there?

## Case studies: Cameroon



Meet five students with disabilities from Cameroon: Lesline, Stella, Joel, Maurice and Zambo. They are aged between eight and 17, and all attend an inclusive school – that’s a school where children with and without disabilities learn together.

### Lesline:

Lesline had a difficult birth that left her with weaker limbs than other children.

My name is Lesline. I live in Cameroon and I am eight years old. I have brothers and sisters. I’m the eldest in my family. I like going to school. My best friend’s name is Fortuna. I like to read, learn and calculate. I was seven years old when I started going to school. Before I started going to school, I used to wash the dishes in my house. I take a motorbike to get to school; a driver brings me and then I use a wheelchair during the day.

I do jobs in our house to help my family. My friends help me in school with my wheelchair. I like to play games with my friends. I would like to be a teacher when I grow up.



### Stella:

Stella has some problems with movement and balance that can make walking difficult for her.

My name is Stella and I’m 17 years old. I have a younger sister who is 15 years old and we play together. I like going to school; writing is my favourite subject. This is my first year in school. Before going to school, I would work in the fields and help my family. Adora is my best friend and we play dodgeball together. I find some of the subjects in school difficult to understand as I only started going last year. I would love to be a hairdresser when I grow up. I walk to school and it takes me a long time. I find it hard to walk sometimes but I really like going to school.



### Joel:

Joel has had a lot of operations because when he was born he had a mouth that was a different shape and size to other babies. This made breathing and eating difficult.

I am six years old and live with my parents and my family. I started going to school in 2018 but I haven’t been able to finish a full year because of hospital appointments.

I really like school. When I was just in my house and the other children were going to school, I didn’t like it. I play games with my sister and I like drawing.



## Maurice:

Maurice was in a car accident in 2016 and was left very badly injured. He has had many operations but still finds certain things hard to do, like moving around quickly or playing football. He prefers to play computer games, so he doesn't worry about hurting himself.

My name is Maurice and I'm 10 years old. I live with my family in Cameroon. Some of my family live with me and others live in other parts of Cameroon. I have many friends and we play lots of games together. I was seven years old when I started going to school and English is my favourite subject. I like football – Cristiano Ronaldo is my favourite player. I enjoy watching Cameroon playing football as well. Samuel E'to is my favourite footballer from Cameroon. I want to be a doctor when I grow up. I can find maths difficult.



## Zambo:

Zambo has spina bifida – this happens when a baby is growing, and their spine does not develop in the usual way.

My name is Zambo and I'm nine years old. I like to play with my friends. I have loads of friends! I also enjoy singing and dancing. I don't find anything difficult in school. My favourite subject is maths and I want to be a teacher when I grow up. I love Spiderman; my friends and I talk about Spiderman.



## Activity 2: Quiz



1. How does Lesline get to school?
2. What do her friends do to help her in school?
3. Why do you think Joel didn't like being in the house when the other children were going to school?
4. Why has Joel been unable to complete a full year at school? Do you think missing a lot of school would make learning difficult?
5. How long has Stella been going to school?
6. What does Stella want to be when she grows up?
7. Who is Maurice's favourite footballer?
8. What would Maurice like to be when he grows up?
9. How old is Zambo?
10. What are two things that Zambo enjoys?

LET'S  
HAVE A  
THINK!



### Discussion points:

- What age did you start school? Have you noticed a difference in the age when you started school compared to the five students?
- Do you have any similar hobbies to the students you've met from Cameroon?
- What questions would you ask Lesline, Stella, Joel, Maurice and Zambo?





# The Sustainable Development Goals (SDGs): What are they?

The global Sustainable Development Goals (also known as the Global Goals) are a group of 17 goals that aim to tackle extreme poverty and climate change.

They were agreed in 2015 by the United Nations and its 193 member countries, including Ireland, to try to make the world better, safer, kinder and more sustainable (which means long-lasting).



**GOAL 1: No Poverty**  
End poverty everywhere



**GOAL 2: Zero Hunger**  
End hunger, improve nutrition worldwide



**GOAL 3: Good Health and Well-being**  
Ensure healthy lives for all



**GOAL 4: Quality Education**  
Ensure everyone has access to quality education



**GOAL 5: Gender Equality**  
Achieve equality between men and women around the world



**GOAL 6: Clean Water and Sanitation**  
Ensure clean water and sanitation.



**GOAL 7: Affordable and Clean Energy**  
Renewable energy sources such as solar (sun) and wind



**GOAL 8: Decent Work and Economic Growth**  
Empower people in employment and create employment



**GOAL 9: Industry, Innovation and Infrastructure** – build sustainable industries



**GOAL 10: Reduced Inequality**  
Reduce inequalities for all



**GOAL 11: Sustainable Cities and Communities**  
Make cities safe and accessible



**GOAL 12: Responsible Consumption and Production**  
Reduce waste and ensure production and consumption is sustainable



**GOAL 13: Climate Action**  
Actions to combat climate change



**GOAL 14: Life Below Water**  
Sustainably use oceans and seas, protect the species that live in our oceans



**GOAL 15: Life on Land**  
Protect our forests, deserts, take measures to prevent extinction



**GOAL 16: Peace and Justice Strong Institutions** – Promote just, peaceful societies



**GOAL 17: Partnerships to achieve the Goal**  
Work together globally to achieve the SDGs

As you can see, these 17 goals reflect many of the challenges we face around the world. They are all linked to each other and they aim to 'leave no one behind'. These goals, if achieved, will transform our world for the better.



# Activity 3: SDGs

Pick one SDG that you think could lead to improvement in the lives of people with disabilities. Explain your choice with two reasons for why you picked this SDG.

**Teacher note:**  
This can be done in groups if preferred.



We want to talk to you about SDG number 4 – Quality Education – which aims to ensure inclusive and quality education. That might sound complicated, but it just means making sure that all children can go to school and that the quality of their education is as good as it can be. Education is very important to improve people’s lives; it empowers people all over the world and means they have a greater chance of finding a job and financially supporting themselves and their families.



## What is literacy?

Literacy is the ability to read and write.

**“Worldwide, there are 150 million children aged three to five who do not have access to pre-school education.”**

Quality education is key if we want to make the world a better place and if we hope to achieve the 16 other Sustainable Development Goals. Worldwide, there are 150 million children aged three to five who do not have access to pre-school education. The majority of children who do not have access to primary education live in low-income countries, such as the places where Sightsavers works. Children with disabilities are more likely to miss out on education. There are many different reasons such as discrimination, accessibility, training of teachers and money for education. Being able to read and write is an important skill but in the countries where we work many people living with disabilities have not been given the opportunity to learn this skill. This means they have less opportunities for training and employment.



## Discussion point:

- How do you think not being able to read and write would affect your life? What sort of things would you find more difficult to do?



# Activity 4: Importance of school



**Materials needed:** You can fill in the sheet below alone or in a group. Markers and flip chart paper can be used if you like.

## Activity sheet

Question	Answer
What do you like about school?	
How do you think school will help you in the future?	
How would you feel if you were not able to go to school?	
How would you feel if one of your friends was not able to go to school?	

## SDG 4: Inclusion in education

Being left out is never a nice feeling. Everyone wants to be included, whether it's playing a game at break time or just being involved in a chat. Many children around the world are left out from being able to attend school. According to UNESCO, in 2017, 64 million children of primary-school age didn't go to school – that's 14 times the population of Ireland. These children have a lack of access to education for many different reasons: they could be living in an area that has been affected by conflict; their family might not have the money to send them to school; or they could have a disability.



Having a disability can be a reason why some people are left out of education. The reasons for this include negative attitudes, discrimination and a lack of understanding about disability, as well as a lack of resources and teacher training. People with disabilities can be left out more than others in many areas of life, not just in school.

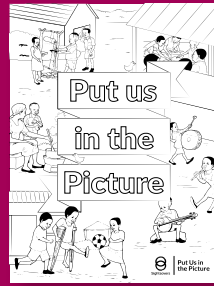
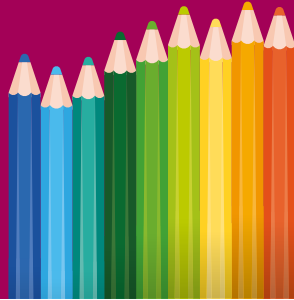


### Discussion point

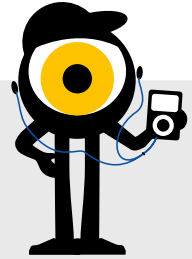
- Have a chat about what being included means to you. How would you describe being left out of a situation and how does that make you feel?
- How does being included feel? Describe a time you were happy to be included in something.
- In what ways does your school ensure that all students are treated equally?

## Activity 5

Colour in the Put Us in the Picture poster, and chat about what you see in the picture.



You can request copies of the poster by emailing [comms@sightsavers.ie](mailto:comms@sightsavers.ie)



### Small activity

Ask the students to write down 3 activities that they would find difficult without their sight.



**Discuss** in the class how important the above activities are to them. What do they think would make it easier for people with a visual impairment to join in, in such activities?

### Final activity for the whole class

This activity can be done in pairs during a lesson. One pupil will sit through a class session of your choice while wearing the visual impairment glasses provided (you can request more pairs by emailing [comms@sightsavers.ie](mailto:comms@sightsavers.ie)) while the other student completes the session without the glasses.



When the teacher decides it is appropriate the students can remove the glasses and a discussion can take place around the discussion points provided.

#### Discussion point:

- Did you notice anything was particularly challenging during the lesson while wearing the glasses?
- Did you feel that you could participate in the class as you would normally?
- Talk with your partner about what you noticed by wearing the glasses



### What is Irish Aid?

Irish Aid is the Irish government's programme for overseas development. It works to tackle poverty, hunger and inequality around the world.

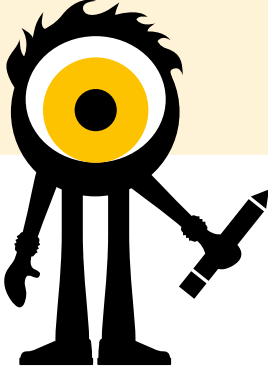
Irish Aid is striving for a better world for everyone and uses the SDGs to guide its work. Irish Aid works with non-governmental organisations such as Sightsavers to help carry out its work as well as partnering with governments so that low- and middle-income countries can develop and grow.

When you buy products in shops, go to a restaurant to eat, have your hair cut, or have a job, you pay tax. Tax is an amount of money that goes to the government to pay for things such as roads, hospitals and schools in Ireland, but taxes also go towards development in other countries through Irish Aid. The children you met earlier from Cameroon are in a school that Irish tax money has supported. This means that you and your family have helped ensure children with disabilities in other parts of the world can go to school.



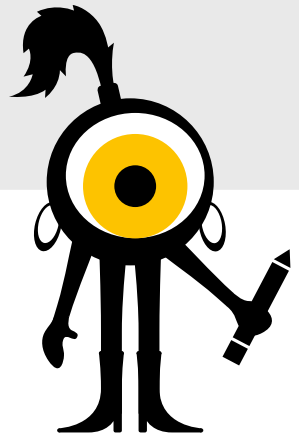


# Notes



Lined area for taking notes, consisting of 18 horizontal lines.

# Notes



Lined writing area with horizontal dotted lines for notes.

## Put Us in the Picture

Around the world, there are one billion people with disabilities. 800 million people with disabilities live in developing countries, and are routinely denied basic human rights – to education, employment, health care and political participation – because of stigma and discrimination.

**We believe that it is unacceptable that people with disabilities are still being denied these rights. Together we can take action to change this and make a more inclusive world a reality.**

Sightsavers' mission is to eliminate avoidable blindness and promote equal opportunities for people with visual impairments and other disabilities. Supporting people with disabilities has been a vital part of our work since the organisation was founded in 1950. Our campaign continues this work to address discrimination and inequality, and with your support we can bring about a fairer, more inclusive world.

In 2018, Ireland ratified the UN Convention on the Rights of Persons with Disabilities (CRPD), which states that countries must guarantee people with disabilities can enjoy their inherent right to life on an equal basis with others. By ratifying the CRPD, Ireland has committed to combatting stereotypes and prejudices, ensuring equal access to education, training, health services and political participation, as well as promoting the advancement of women and girls with disabilities (who often experience marginalisation on the grounds of both gender and disability). Join our campaign at [sightsavers.ie/our-campaign](https://sightsavers.ie/our-campaign)



Special thanks to Lesline, Zambo, Maurice, Stella and Joel for sharing their stories with Sightsavers Ireland.

We would also like to thank Jennifer Guing from Killashee Multi-Denominational National School in Naas, Co Kildare, and Aishling Niland from Rockfield National School in Coolaney, Co Sligo, for their contributions.

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 **Irish Aid**  
An Roinn Gnóthaí Eachtracha agus Trádála  
Department of Foreign Affairs and Trade

  
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