

Resources compiled by The Fred Hollows Foundation NZ in collaboration with Kate Lambert, secretary of the Auckland Social Studies Association and teacher in charge of Social Studies at Diocesan School for Girls.

SOCIAL STUDIES CONCEPT OUTLINE

Social Action in a Local Setting

Concept Description: This unit of work is based on working with the Social Inquiry framework and provides a practical Social Action your class can organise and participate in. The unit aims to raise awareness on the issue of avoidable blindness around the world with particular focus on the Pacific region. Students will look at medical, environmental and social factors that contribute to this serious issue. Students will also experience the effects of blindness and examine the affects of blindness on people's lives in the Pacific region. Students will examine the work of Fred Hollows and The Fred Hollows Foundation and we see how they can also make a difference.

SOCIAL SCIENCES: In the social sciences, students explore how societies work and how they themselves can participate and take action as critical, informed and responsible citizens.

SOCIAL INQUIRY

Level 4 Achievement Objectives:

- Understand that events have causes and effects
- Understand how formal and informal groups make decisions that impact on communities
- Understand how people participate individually and collectively in response to community challenges

Level 5 Achievement Objectives:

- **Economic decisions impact on people, communities, and nations;**
- Ideas and actions of people in the past have had a significant impact in shaping people's lives and identities in New Zealand's developing society;
- Understand how people define and seek Human Rights

Level 6 Achievement Objectives:

- Understand how individuals, groups and institutions work to promote social justice and human rights

Specific Learning Objectives – students will be able to...

Student will...

- understand the social inquiry framework
- practise making questions
- understand 75% of global blindness is treatable or preventable
- know how many people are affected by avoidable blindness in the Pacific region
- have knowledge of the geographical location of the pacific region
- be able define blindness
- understand the leading causes of global blindness
- understand how blindness and poverty are related
- understand the reasons why avoidable blindness is so high in the Pacific region
- have knowledge of the parts of the eye
- examine the different causes of blindness and their treatments
- understand how people's lives are affected by blindness
- experience what it is like to be affected by blindness/poor vision
- understand who Fred Hollows is and recognise his achievements
- understand the role, aims, values and the achievements of The Fred Hollows Foundation
- practise graphing skills
- practise mapping skills
- participate in Social Action

<p><u>ICT:</u></p> <p>Use of web links Use of Inspiration Online tutorial, quizzes Smartboard activities</p>	<p><u>Thinking Skills:</u></p> <p>Compare contrast, W chat, Y chart, KLW, Questioning, Definitions</p>	<p><u>Key Vocabulary:</u></p> <p>blindness, avoidable, The Fred Hollows Foundation, Fred Hollows, poverty, Pacific region, cataract, trauma, infections, corneal, lens, refractive error, pupil, iris, limbus, sclera, conjunctiva, retina,</p>	<p><u>Key Skills:</u></p> <p>Reading comprehension, mapping, graphing, statistical analysis, inquiry skills</p>
<p><u>Key Competencies:</u></p> <ul style="list-style-type: none"> • Managing self – social inquiry questioning (use to facilitate self –management) • Relating to others- group work, social action, trust activities • Participating and contributing – pair work and interaction, group work, social action organisation • Thinking – compare contract, KWL, Questioning, Y charts, W charts, statistical analysis, reading comprehension • Using language, symbols and texts – picture dictation, diagrams, mapping, graphing 			
<p><u>Assessment:</u></p> <p><i>To be designed at the teachers discretion to align with their or classes adaption of this Social Inquiry</i></p>			
<p><u>Cross-curricular opportunities:</u></p> <ul style="list-style-type: none"> • Science • Health and Physical Education 			

SUGGESTED LEARNING SEQUENCE	TEACHER & STUDENT INPUT/CHOICE	EVIDENCE GATHERING	RESOURCES
<p><u>Generating Questions:</u></p> <ul style="list-style-type: none"> • Introduction/starter material <ul style="list-style-type: none"> - Images - Quotes - In small groups or pairs students will visit each of the starter pack stations - Could also watch NZ Top 100 history makers with AUDIO DELETIONS (DVD program 1) - Using a KWL Chart: from this students will generate statements about what they have learnt from the starter pack (1st column) - Students will then generate statements about what they want to find out (KWL – 2nd column) • Generating focusing questions for the class's Social Inquiry <ul style="list-style-type: none"> - Using each group's KWL charts, share - Settle on Focusing Questions <p>Example: What is blindness? How many people are affected by blindness globally? Who is affected by blindness? Where in the world are these people? How does blindness occur? What are the causes of blindness? Can it be treated? How can it be treated? What is it like to be blind? How are people affected by blindness? How do their lives change? Who is Fred Hollows? What did Fred Hollows do? Why do people admire Fred Hollows?</p>			<p>Starter Station Pack</p> <p>01a – KWL chart</p>

<p>The Questions that your class generates will provide the frame work for the Social Inquiry (lessons)</p> <ul style="list-style-type: none"> - Could put them up around the room and as you answer place information, work around question (simple diagram or complex) - Could have them all in one place and tick them off as you go - Could place questions into a Social Inquiry diagram (see example doc 1b) <p><u>How many people are affected by blindness? Who is affected by blindness?</u></p> <ul style="list-style-type: none"> • What part of the world do students think is most severely affected by AVOIDABLE blindness issues? - student receive outline map of world and an atlas or web links <p>Teacher/students may choose to complete any of the following activities:</p> <ul style="list-style-type: none"> - Identify and locate continents of the world (doc 2a) - Mapping skills (Frame(1), Arrow(1), Colour, Key(1), Title(1), Scale(1) – mark= /5) - Students then identify and locate the continents in the world they believe are most severely affected by AVOIDABLE blindness issues <p>(it is probable that most students will not identify the Western Pacific – the below statistics will show the Western Pacific as having the second highest percentage of avoidable blindness)</p> <ul style="list-style-type: none"> • Statistics - Handout stating the geographical distribution of the world's blindness (blindness and total visual impairments: blindness and low vision) and support handout showing the countries within each region. <p>Teacher/students could choose to complete any of the following:</p> <ul style="list-style-type: none"> - Student create a pie graph or bar graph of statistics 			<p>01b Example questions in Social Inquiry diagram (simple)</p> <p>01c Simple Social Inquiry diagram (Smartboard 1cc)</p> <p>01d Complex Social Inquiry 01dd Complex Social Inquiry with teacher scribbling</p> <p>Atlas</p> <p>http://www.worldatlas.com/webimage/temstmaps/maps.htm</p> <p>http://www.eduplace.com/ss/maps/</p> <p>02 Outline world maps (x3 file types)</p> <p>2a continents 02aa Skills mapping</p> <p>03 Geographical distribution statistics of world blindness and 03 support- grouping of countries according to WHO regions.</p> <p>03a Graphing Skills 03b SKILLS bar graph 03c SKILLS pie graph 03cc SKILLS pie graph excel</p>
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- Statistical Analysis
- student to complete the questions using the statistics and their graph
- Discuss the fact that the countries in the Pacific region feature so highly, who had identified Pacific? In our own back yard? Why did we not think of the Pacific?

- Where in the Pacific?

Teacher/student could choose:

- Online tutorial and game
- Use Google earth
- Mapping – student to use Pacific region outline map and identify and locate countries in our backyard

Revisit Social Inquiry Focus Questions

- Do you want to add any questions?

Example:

- Why pacific features so highly in the statistics of avoidable blindness?
- What countries in the Pacific are worse affected?
- What are the main causes of blindness in the Pacific?

What is Blindness?

- Students are to complete the First and Second definition table using dictionary or online dictionary
- first definition, share definition, dictionary definition, final definition

What are some of the causes of blindness?

 ***Cross curricular opportunity with science – eye***

- **The Eye**
- Use PowerPoint and fact sheets
- Use Eye Opening facts document
- Using eye diagrams, students to label the parts of the eye

04 Statistical analysis fact sheet
04a Statistical analysis questions

http://www.sheppardsoftware.com/Oceania_GL_click.html

05a outline Pacific map
05aa-aaa Labelled pacific map
Doc 02aa Skills mapping

06 Definition Table
<http://www.thefreedictionary.com/>
Dictionary

07a-aa Diagram of the eye
07b-bb Simple diagram of the eye
07c Parts of the eye PowerPoint
07d Functions of the eye fact sheet
07e Eye opening facts

- Could bring in pig's eyes to look at
- Could do a dissection in conjunction for the Science teacher
- Eye conditions
 - Using the 8 photos of the eye conditions, cut up each photo into jigsaw pieces (to the specified group size)
 - Students to pick a jigsaw piece out of the hat and find the other members of the class who will complete their picture.
 - Students are to complete Y chart together
 - Students could then receive a copy of the written description of the cause blindness of their eye.
 - Student prepare a Picture Dictation – where they describe the eye and someone else has to draw following their instructions – students then pair up with someone from another group, dictate instructions then show the partner the photo once complete and tell them what the eye condition was and then swap.
 - Statistics: causes of blindness. Could complete graphing task, analysis or discussion

Can these eye conditions be fixed?

Students to return to their eye condition groups and read “How is it treated?” section of 08b or 08c documents.

- Human Continuum
 - Without discussing the students are to place themselves on the continuum – treatable at one end, untreatable at the other. (all students should be at the treatable end of the continuum)
 - Discussion how can the different eye conditions be treated?
- Cataract Surgery (*please preview this material to rate suitability for your class*)

Students could:

- Students to watch Cataract Surgery DVD

08 Jigsaw photos

08a Y chart
08b Photos with cause description
08c Cause Fact Sheets

08d Blindness Statistics

Cataract Surgery DVD (program 2)
or visit www.hollows.org.nz
09 Surgery Flowchart
09a Surgery procedure learning guide

<ul style="list-style-type: none"> - Read Cataract Surgery flowchart (primary) - Complete Surgery procedure learning guide - Complete Surgery procedure mix 'n' match - Look at the IOL implant example (teacher to contact The Fred Hollows Foundation NZ if they require a sample) <ul style="list-style-type: none"> • What is it like to have a cataract or refractive error? Students could <ul style="list-style-type: none"> - Make their own cataract mask or use cataract mask provided by Fred Hollows Foundation NZ - Trust game, be lead around by your partner - Use Test Vision Charts with and without mask - People in the class who wear glasses – use test chart with and with out, share experience • How would your life be affect if you had a cataract or refractive error eye condition in which you could not get treatment? Students could <ul style="list-style-type: none"> - Think, pair share - Class discussion - Write a paragraph <p><u>Why are the numbers of avoidable blindness so high in the pacific?</u></p> <ul style="list-style-type: none"> • Profile investigation Teacher/student choice; Fiji, PNG or Timor-Leste • Country background inquiry Students to complete a Background inquiry into the Pacific country they will be profiling. The inquiry could include: <ul style="list-style-type: none"> - Where in the pacific, flag, language, currency, climate, people, traditions, cultures, food, geography, history, <u>economic position</u> etc 			<p>09b Mix 'n' Match surgery procedure 09c Surgery factsheet</p> <p>10 make a cataract mask Foundation cataract Mask Foundation Eye Test charts 10a Vision Chat factsheet 10b Vision test charts 10c Vision chart printing instructions</p> <p>11a-c Country profile factsheets</p> <p>11d Writing question 11e Internet search words 11f What do we know keywords</p>
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<ul style="list-style-type: none"> - Inquiry could simply use the Country profile fact sheets (11a-b) provided or be a mini-research project using library and internet sources (research process steps 11d-g) - Suggested web links could be used - Present findings in any way- teacher or student choice <ul style="list-style-type: none"> • Socio-economic position = poverty an issue in the Pacific <p>Students could</p> <ul style="list-style-type: none"> - look at concept of Rich North/Poor South, Haves/Have nots, Develop/Developing (14, 14a, 14b) - Higher level analysis look at HDI statistics– web link provided. Students can build their own table, use animations - Read factsheet Poverty and blindness and Blindness in Developing Countries article <ul style="list-style-type: none"> • Compare contrast: NZ v Pacific nation <ul style="list-style-type: none"> - students to use the compare/contrast inspiration document using statistic fact sheet and their country profile work - discuss the affect that poverty would have on AVOIDABLE blindness in the Pacific and the barriers that prevent people getting treatment) - fill in the right hand side of Poverty Cycle diagram <p><u>How are people’s lives affected by AVOIDABLE blindness?</u></p> <p>Intro- Students could watch “Deonisia receives the Gift of Sight” DVD (no.3) or visit www.hollows.org.nz/Deonisia – and read Deonisia’s story as class. Then receive individual patient stories.</p> <ul style="list-style-type: none"> • Patient Stories - Students to read the patient profile for their chosen country (14a-14dd) or read on line. 			<p>11g Find relevant text</p> <p>https://www.cia.gov/library/publications/the-world-factbook/ http://news.bbc.co.uk/2/hi/country_profiles/default.stm</p> <p>12 The gap between north and south</p> <p>12a What causes the gap between north and south</p> <p>12b Developing Gap http://hdr.undp.org/en/statistics/</p> <p>12c Poverty and blindness</p> <p>12d Blindness in Developing Countries</p> <p>13 Compare contrast document</p> <p>13 a Compare contrast</p> <p>13b Poverty cycle diagram</p> <p>13bb Right side ideas poverty cycle</p> <p>DVD- program no.3 or visit www.hollows.org.nz/Deonisia</p> <p>14a (higher reading)/ 14 aa (lower reading)</p> <p>14b -14dd Patient story fact sheets</p> <ul style="list-style-type: none"> - 14,b,c,d = higher reading age - 14,bb,cc,dd = lower reading age <p>http://www.hollows.org.nz/Patient_Stories/</p>
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<ul style="list-style-type: none"> - Complete two W charts, one for with eye condition and a second for after treatment - Could assembly students into groups of three (each with a different patient) and share their patient's story. - Complete What if... activity after group sharing/discussion using What if cards (x5) and recording their ideas on a A3 poster <ul style="list-style-type: none"> ● Poverty cycle - Return to poverty cycle diagram (13) and students are to fill in ideas about how blindness impacts/compound poverty on the left hand side <p><u>A Kiwi making a difference</u></p> <ul style="list-style-type: none"> ● Who is Fred Hollows? Students could - Complete close reading activity (18) - Read Fred Hollows factsheet (18a) or Fred Hollows at a glance (18b) and create a business card or talking stone (18c,d) - Watch NZ's Top 100 History Makers (no audio deletions)- DVD program 4 or visit www.hollows.org.nz (or use later- Fred Inspiring others- section 22) <ul style="list-style-type: none"> ● What is The Fred Hollows Foundation and what do they do? Student could - Student's to visit the Fred Hollows Foundation website and complete worksheet (19) - Read Fast facts document (19a) or Foundation History (19b) document and complete Twenty questions activity (19c, 19cc) - The IOL Story – students can complete Twenty Question activity (19c or 19cc) 			<p>15 W chart with eye condition 15a W chart after treatment 16 What if cards</p> <p>13a Poverty cycle diagram 17 Poverty cycle diagram –answers</p> <p>18 Fred Hollows close reading 18a Close reading answers</p> <p>18b Fred Hollows factsheet 18bb Fred Hollows at a Glance 18c Business card 18d Talking Stone</p> <p>www.hollows.org.nz 19 Website worksheet 19a Fast facts foundation 19b Foundation history 19c Twenty question activity 19cc Twenty Questions team quiz 20 IOL Story</p>
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<ul style="list-style-type: none"> • UN Convention on the Rights of persons with Disabilities Students could - Examine the idea of Human Rights and Social Justice (21, 21a) - Examine the idea of rights and responsibilities (21b) - Examine what our needs are (21c) - Key definitions activity (21d) - Complete worksheet on the UDHR using the web links (21e) or read UDHR basic speak sheet and identify HR relevant to this inquiry - Visit UN Enables web site and read about new UN Convention also read Fred Hollows Foundation press release - Discuss implication of convention <ul style="list-style-type: none"> • Fred Hollows: Inspiring others Students could - Read about Colin Murdoch who was inspired by Fred Hollows - Watch NZ Top 100 History Makers (without audio deletions- DVD program 4) also available from Foundation website; www.hollows.org.nz <p><u>Social Action: What can I do?</u></p> <ul style="list-style-type: none"> • Make a Spectacle of Yourself - Event to promote awareness of the issue of AVOIDABLE blindness and how it is affecting people in our backyard and to raise funds for the Fred Hollows Foundation NZ - Use How to kit, brochure, poster, fundraising ideas, labels and press release (22a-e) <p>Return to KWL chart – student to fill in What have we LEARNED column</p>			<p>21 Human rights and social justice 21a What are our basic human rights 21b Rights and responsibilities 21c What do we need 21d Important definitions 21e UDHR internet worksheet 21f UDHR Plain speak</p> <p>http://www.un.org/disabilities/ 21g Press Release</p> <p>22 Quotes describing Fred Hollows 22a Inspirational kiwi</p> <p>23 How to kit 23a Fred Hollows Brochure 23b Fundraising ideas 23c Fred Hollows poster 23d press release 23e Folder label</p>
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Teacher's Notes