

Resources compiled by The Fred Hollows Foundation NZ in collaboration with Kate Lambert, secretary of the Auckland Social Studies Association and Senior Leader Curriculum at Mission Heights Junior College.

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/HANDOUTS
<p>PART 1 <u>Generating questions:</u></p> <ul style="list-style-type: none"> • Introduction/starter material <ul style="list-style-type: none"> - Images - Quotes - 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 part 1 presentation (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 questions and knowledge - Settle on Focusing Questions <p>Examples:</p> <ul style="list-style-type: none"> - 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? 			<p>PART 1</p> <p>Part 1 presentation 01a – KWL chart</p> <p>NZ Top 100 history makers: http://www.youtube.com/watch?v=X6hxGWKNRtM</p>

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<ul style="list-style-type: none"> - Who is Fred Hollows? - What did Fred Hollows do? - Why do people admire Fred Hollows? <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 slide) 			

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<p>PART 2</p> <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? <ul style="list-style-type: none"> - 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 (02a) - 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"> • Graph skills <ul style="list-style-type: none"> - Use 04 Handout Global Blindness stating the geographical distribution of the world’s blindness (blindness and total visual impairments: blindness and low vision). <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 using these statistics <ul style="list-style-type: none"> • Statistical Analysis <ul style="list-style-type: none"> - student to complete the questions using the 			<p>PART 2</p> <p>Part 2 Presentation Atlas http://www.worldatlas.com/webimage/temaps/maps.htm http://www.eduplace.com/ss/maps/ 02a-b World maps 02 Map skills checklist</p> <p>04 Global Blindness 03a Graphing Skills 03b SKILLS bar graph 03c SKILLS pie graph 03cc SKILLS pie graph excel</p> <p>04 Global Blindness 04a Statistical analysis questions</p>

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<p>statistics and their graph</p> <ul style="list-style-type: none"> - 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? <ul style="list-style-type: none"> • Where in the Pacific? <p>Teacher/student could choose:</p> <ul style="list-style-type: none"> - Online tutorial and game - Use Google earth - Mapping – student to use Pacific region outline map and identify and locate countries in our backyard <p><u>Revisit Social Inquiry Focus Questions</u></p> <ul style="list-style-type: none"> • Do you want to add any questions? <p>Example:</p> <ul style="list-style-type: none"> - 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? 			<p>http://www.sheppardsoftware.com/Oceania_GL_click.html</p> <p>05a outline Pacific map 05aa-aaa Labelled pacific map Doc 02 Map Skills checklist</p>

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<p>PART 3</p> <p><u>What is Blindness?</u></p> <ul style="list-style-type: none"> • Students are to create a definition using dictionary or online dictionary <ul style="list-style-type: none"> - First definition, share definition, dictionary definition, final definition <p><u>What are some of the causes of blindness?</u></p> <ul style="list-style-type: none"> • The Eye <ul style="list-style-type: none"> - Use PowerPoint and supporting teachers' resource information - Using eye diagrams, students to label the parts of the eye from memory after shown the powerpoint slide with labelled parts of the eye - Could bring in pigs' eyes to look at • Eye conditions <ul style="list-style-type: none"> - Students are to complete Y chart together. - Students could then receive a copy of the written description of the cause blindness of their eye. - Print out copies of the photos and descriptions of each illness and make students match the photos and descriptions. - Statistics: causes of blindness. Could complete graphing task, analysis or discussion <p><u>Can these eye conditions be fixed?</u></p> <p>Students to return to their eye condition groups and read "Can it be treated?" and "How is it treated?" sections of 08b or 08c documents.</p>			<p>PART 3</p> <p>Part 3 presentation http://www.thefreedictionary.com/ Dictionary</p> <p>07a Parts of the eye Teaching resource 07b-c Diagrams of the eye</p> <p>08a Y chart 08b Photos with cause description 08c Cause Fact Sheets</p> <p>08d Blindness Statistics</p>

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<ul style="list-style-type: none"> • Human Continuum <ul style="list-style-type: none"> - 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 <i>(please preview this material to rate suitability for your class)</i> Students could: <ul style="list-style-type: none"> - Students to watch Cataract Surgery DVD - Read Cataract Surgery flowchart (primary) - 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) • 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 without, share experience • How would your life be affected 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>Cataract Surgery DVD (program 2) or visit NZFredHollows YouTube channel: http://www.youtube.com/watch?v=O9rel2PtMw8 09a Surgery Flowchart 09b Surgery procedure mix and match 09c Surgery factsheet Intraocular lens</p> <p>10 Make a cataract mask Foundation cataract Mask Foundation Eye Test charts 10a Vision Chart factsheet 10b Vision test charts 10c Vision chart printing instructions</p>

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<p>PART 4</p> <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 - Inquiry could simply use the Country profile fact sheets (11a-c) provided or be a mini-research project using library and internet sources - Suggested web links could be used - Present findings in any way- teacher or student choice • Socio-economic position = poverty an issue in the Pacific Students could <ul style="list-style-type: none"> - Look at concept of Rich North/Poor South, Haves/Have nots, Develop/Developing. - Higher level analysis: look at Human Development Index (HDI) statistics – web link provided. Students can build their own table, use animations - Read factsheet Poverty and blindness and Blindness in Developing Countries article 			<p>PART 4</p> <p>Part 4 presentation</p> <p>11a-c Country profile factsheets https://www.cia.gov/library/publications/the-world-factbook/ http://news.bbc.co.uk/2/hi/country_profiles/default.stm</p> <p>http://hdr.undp.org/en/statistics/ 12a Poverty and blindness 12b Blindness in Developing Countries</p>

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<ul style="list-style-type: none"> • Compare contrast: NZ v Pacific nation <ul style="list-style-type: none"> - Students to use the statistic fact sheet and their country profile work to compare and contrast countries. - Discuss the affect that poverty would have on AVOIDABLE blindness in the Pacific and the barriers that prevent people getting treatment) - Brainstorm ideas about why poverty leads to blindness before showing the Poverty Cycle slide <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 <ul style="list-style-type: none"> - Students to read the patient profile for their chosen country (14a-14dd) or read on line. - 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 • Poverty cycle <ul style="list-style-type: none"> - Return to poverty cycle diagram and students are to fill in ideas about how blindness impacts/compound poverty on the left hand side 			<p>13 Compare contrast fact sheet</p> <p>DVD- program no.3 or visit http://www.youtube.com/watch?v=OUFjJ3mDZiU</p> <p>14a (higher reading)/ 14 aa (lower reading)</p> <p>14b -14dd Patient story fact sheets (14,b,c,d = higher reading age) (14,bb,cc,dd = lower reading age) http://www.hollows.org.nz/Patient_Stories/</p> <p>15 W chart with eye condition 15a W chart after treatment 16 What if cards</p> <p>Poverty cycle diagram slide (Part 4 presentation) 17 Poverty cycle diagram –answers</p>

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<p>PART 5</p> <p><u>A Kiwi making a difference</u></p> <ul style="list-style-type: none"> Who is Fred Hollows? Students could <ul style="list-style-type: none"> Complete close reading activity (18) Read Fred Hollows factsheet (18a) or Fred Hollows at a glance (18bb) Watch NZ's Top 100 History Makers (no audio deletions) - DVD program 4 or visit www.hollows.org.nz Fred Hollows: Inspiring others Students could <ul style="list-style-type: none"> Read about Colin Murdoch who was inspired by Fred Hollows What is The Fred Hollows Foundation and what do they do? Students could: <ul style="list-style-type: none"> Visit the Fred Hollows Foundation website and complete worksheet (20a) Read Fast facts document (20b) or Foundation History (20c) document and complete Twenty questions activity (20d, 20e) The IOL Story – students can complete Twenty Question activity (20d, 20e) Human Rights and Social Justice Students could <ul style="list-style-type: none"> Examine the idea of Human Rights and Social Justice (use slideshow and handouts) 			<p>PART 5</p> <p>Part 5 presentation 18 Fred Hollows close reading 18a Close reading answers 18b Fred Hollows factsheet 18bb Fred Hollows at a Glance http://www.youtube.com/watch?v=X6hxGWKNRtM</p> <p>19 Inspirational kiwi</p> <p>www.hollows.org.nz 20a Website worksheet 20b Fast facts foundation 20c Foundation history 20d Twenty question activity 20e Twenty Questions team quiz</p> <p>21 IOL Story</p>

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<ul style="list-style-type: none"> - Examine the idea of rights and responsibilities (22a) - Key definitions activity (22b) - Complete worksheet on the UDHR using the web links (22c) or read UDHR basic speak sheet and identify HR relevant to this inquiry - Visit UN Enable web site and read about new UN Convention also read Fred Hollows Foundation press release - Discuss implication of convention <p><u>Social action: What can I do?</u></p> <ul style="list-style-type: none"> • Make a Spectacle of Yourself <ul style="list-style-type: none"> - 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 LEARNT’ column</p>			<p>22a Rights and responsibilities 22b Important definitions</p> <p>22c UDHR internet worksheet 22d UDHR Plain speak</p> <p>http://www.un.org/disabilities/</p> <p>22e Press Release</p> <p>23 How to kit 23a Fred Hollows Brochure 23b Fundraising ideas 23c Fred Hollows poster 23d press release 23e Folder label</p>

Teacher's notes