

Self-Determination Lesson Plans
Unit 1: The Eye and Sight
Lesson 4: Everyone Has Different Eyes - People

Unit Goal:

Student will describe how the visual system functions and also the nature of his/her individual visual system (cause of specific visual impairment).

Lesson objective(s):

Student will identify at least four ways in which human eyes differ from one another.

Teaching procedures/steps:

Step	Actions	Vocabulary
Anticipatory	Review the parts of the eye and the visual pathway. Use a model or diagram or draw a picture. Discuss some of the interesting things learned about the eyes of animals. How are they different and why are they different?	
Introduction	Discuss some of the interesting things learned about the eyes of animals. "How are they the same and how are they different? Why are they different?" "Just like there are differences between the eyes of different animals, the eyes of different people can also be different."	
Stating the Goal	"We will learn about some of the ways that the eyes of people can be different. You will be able to tell me five different ways that our eyes are unique."	

Step	Actions	Vocabulary
Instruction	<p>You may want to together read one of the books (see "Resources" below) that address visual differences in people and use this as an introduction to the concept.</p> <p>Ask student to think about the eyes of peers and adults. What do they notice are some things that are different?</p> <p>Some things that a student might notice:</p> <ul style="list-style-type: none"> • Color (iris)- brown, blue, green, black, yellow, hazel, etc. • Size - big, small, tiny, etc. • Shape - round, oval • Glasses - some have them, some don't. Different kinds of glasses. • Blinking - Blinking, rubbing, other behaviors associated with eyes. • Droopy - eyelids • Eye contact - don't like to look at you <p>Other things you might bring up:</p> <ul style="list-style-type: none"> • Acuity - Some students are able to see things that are far away. Some kids can see things that are near. • Field - Some students might tend to trip or not see things that are on the floor or off to one side. 	<p>Iris</p> <p>Pupil</p> <p>Epicanthic fold - affects shape of eye</p> <p>Acuity</p> <p>Fields</p> <p>Eye contact</p>
Check for Understanding	<ul style="list-style-type: none"> • Student draws a picture of people, including their eyes, including information that illustrates what makes each one both unique and similar. • Student makes a list or chart, such as a Venn diagram, of types of eyes and how they are the same and how they are different. • Teacher and student discuss the student's product. 	
Closure	<p>"Now we know how eyes can be different, not only between different types of creatures but also between different people. We see that these differences are very common and very natural."</p>	

Rationale:

When a student understands that it is natural for there to be variation in the structure and function and behavior of the eyes of different individuals, it will allow them to view his or her own visual condition as natural and no more or less than that of their peers.

Resources:

- Books
- *Arthur's Eyes* by Marc Brown
- *Does an Owl Wear Eyeglasses?* by Harriet Ziefert
- *Jacob's Eye Patch* by Beth and Jacob Shaw