

# Eye Learn About...

## Why Children Wear Eyeglasses



**Prevent  
Blindness**

Our Vision Is Vision.

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## Preschool & Early Childhood Education Lesson

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This lesson plan follows the most up-to-date National Health Education Standards Performance Indicators for Pre-K to 2nd grade. **This lesson is intended for use with children aged 4 to 6 years old.**

The lesson includes learning objectives, activities, and evaluation.

With the acknowledgment that early learning and development guidelines (ELDG's) vary by state but are nonetheless required, we encourage you to review [state ELDG's](#) through the Child Care Technical Assistance Network.

Health education lessons and activities are adapted from evidence-based content belonging to the Prevent Blindness [Star Pupils Eye Health and Safety Curriculum](#) and [Small Steps for Big Vision: An Eye Health Tool Kit for Parents and Caregivers](#).

For any questions about this lesson, please contact [info@preventblindness.org](mailto:info@preventblindness.org)



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# Topic: Why Children Wear Glasses

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**Time:** 20-25 minutes

**Rationale:** Children need to understand the importance of why some children need to wear eyeglasses & how to accept children who wear eyeglasses.

**Objectives:** By the end of the lesson, the children will be able to:

1. Discuss why it is okay for children and peers to wear eyeglasses.
2. Understand the importance of eyeglasses to help children see better.

**Recommended Ages:** 4-6 years old

**Note:** All 3 activities are to be completed to achieve the objectives.

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## Key Points

Use the lessons in Arthur's Eyes to point out the following:

- **Eyeglasses Help People See Better:** Eyeglasses help people see clearly. If we break or knock off eyeglasses, it is hard for the person to see properly.
- **Eyeglasses are Special:** Just like toys or favorite things, eyeglasses are special to the wearer. It is important to be careful with things that are important to others and should not be shared with others.
- **It Might Hurt People:** If we accidentally knock eyeglasses off someone's face, it could hurt the nose or the eyes. We always want to be gentle and kind to others. It is important to never knock eyeglasses off someone's face or break eyeglasses.

### Materials:

#### Activity 1: Arthur's Eyes Book

- Read the book: *Arthur's Eyes* by Marc Brown
- Optional: Plastic eyeglasses

#### Activity 2: Blurry Eyeglasses

- Homemade Eyeglasses
- Plastic wrap
- Eyeglasses cut from cardstock/foam board (*using template of printed eyeglasses worksheet*)
- Masking tape/clear tape
- Tape plastic wrap onto eyeglasses before the lesson

#### Activity 3: "Pin" the Eyeglasses on the Lion

- Printed lion's face
- Printed eyeglasses worksheet (*pre-cut by the teacher*)

### Teaching Methods:

- Circle and Directed Discussion
- Lecture
- Roleplay
- Repetition of Information
- Positive Reinforcement

- **It Makes People Sad:** If we accidentally knock eyeglasses off someone's face. Imagine if something you really liked got broken. It would make you feel sad. The same happens to people when their eyeglasses get broken or knocked off.

Explain to the children that at some point at Head Start, child care or preschool, or the doctor's office, the child might receive a vision screening.

- Emphasize to the children that this is a way to make sure that the children can see everything at home, outside, and at school.
  - Explain the vision screening that the children will be receiving and show the children the chart or instrument (sometimes called a camera) that will be used during the screening.
  - Some children need to go to an eye doctor after the screening and may be prescribed eyeglasses.
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# Activity 1: Arthur's Eyes Book

1. Have the children sit in a circle.
2. Explain to the class that they will be listening to a story about why some children wear eyeglasses and how eyeglasses help those children see.
  - a. Consider bringing plastic eyeglasses and asking the children to identify the eyeglasses.
  - b. Explain that the item is a pair of eyeglasses and people use eyeglasses to help see better.
  - c. Then transition into the story about Arthur.
3. Read Arthur's Eyes by Marc Brown to the children.
  - a. While reading the book, consider pointing out the emotions that Arthur is feeling before and after getting his eyeglasses.
  - b. You can also ask children follow-up questions once the book is finished.
    - i. Example:
      1. *"Why did Arthur need eyeglasses?"*
      2. *"How did Arthur feel when he first got his eyeglasses?"*
      3. *"Who helped Arthur feel better about his eyeglasses?"*

**Potential Activity Enhancements** (as time, resources, and needs of the classroom allow):

- Ask the children to think about a friend, parent, guardian, or family member who wears eyeglasses as a discussion point
- Refer to the attached Book Recommendations list for additional stories to share with the children in the future

## Activity 2: Blurry Eyeglasses

1. With this activity, the children will experience blurry vision and understand why some children need eyeglasses. Emphasize how children should treat other children who wear eyeglasses.
2. Ask for 2 children to role play how to take eyeglasses on and off.
3. Provide the “blurry eyeglasses” to one child and then have the children switch roles so each child gets to experience the eyeglasses.
4. Ask the child with the “blurry eyeglasses” to say how it feels to have trouble looking at pictures or decorations on the wall of the classroom.
5. Ask the child how it feels to see clearly without any occlusion/blurriness.
6. If time permits, also have the child with the “blurry eyeglasses” demonstrate and describe the experience while looking at the pictures in a book.
7. If time permits, consider giving all children a chance to try the blurry eyeglasses so the children can understand how it feels to have trouble seeing.
8. Ask the children how it felt to not be able to see properly. Remind the children that eyeglasses are needed by children and their classmates to be able to see around the classroom.

**Potential Activity Enhancements** (as time, resources, and needs of the classroom allow):

- Prop glasses and mirrors can be used so children can “try” on the different eyeglasses
- If your program or school has eye charts, these materials could be borrowed as additional tools
- The children with the “blurry eyeglasses” could try looking at puppets or other characters to recognize and differentiate the characters

## Activity 3: “Pin” the Eyeglasses on the Lion

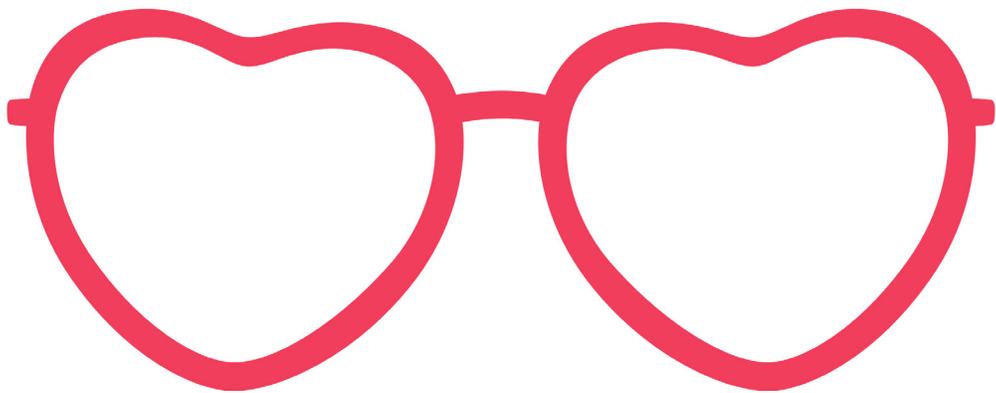
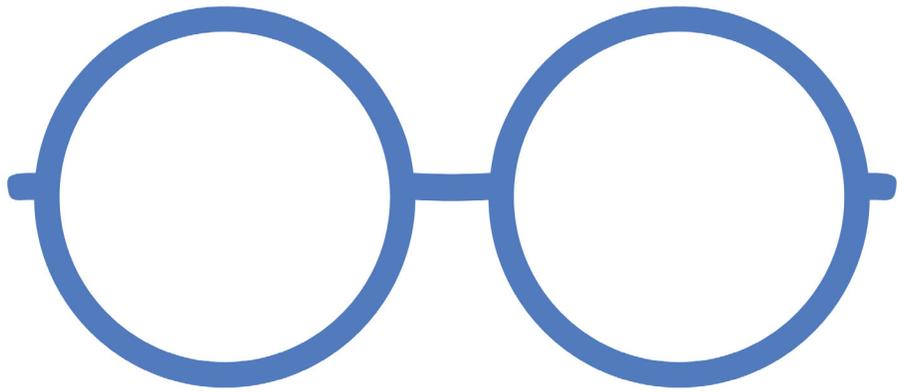
1. With the pre-cut eyeglasses, the children will put different eyeglasses onto the Lion’s face. Remind the class of the lessons learned from Arthur’s Eyes while showing several styles of eyeglasses.
2. Have the children come up to the Lion print-out and try out different eyeglasses.
3. The children will identify their favorite eyeglasses and see how the Lion looks with different styles.
4. Review how the children should treat the Lion with eyeglasses. You can suggest complimenting the eyeglasses, being gentle with the eyeglasses, and being kind towards the Lion in need of eyeglasses.
5. If time allows, show quick Youtube video (QR Code) to children with “Truffles the Kitty” trying on a new pair of eyeglasses



**Potential Activity Enhancements** (as time, resources, and needs of the classroom allow):

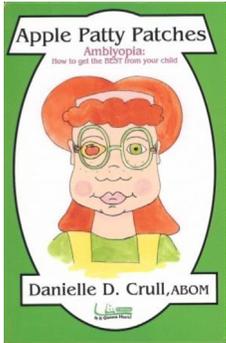
- Laminating the eyeglasses could help make the eyeglasses more sturdy



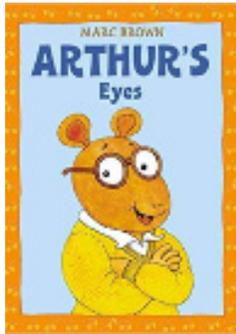


# Book Recommendations

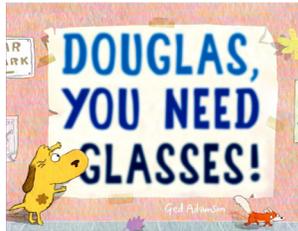
While Prevent Blindness doesn't endorse specific books, we do love those that encourage kids to care for their eyes. These are just a few recommendations we have come across. If you have other favorites, let us know by posting on your social media channels and tagging Prevent Blindness!



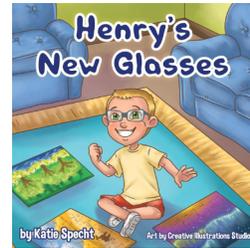
**Apple Patty Patches**  
Danielle Crull



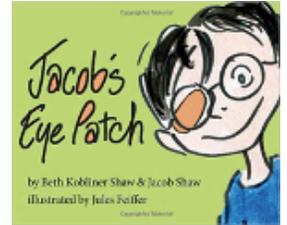
**Arthur's Eyes**  
Marc Brown



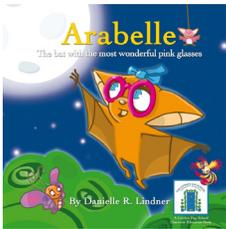
**Douglas You Need Glasses**  
Ged Adamson



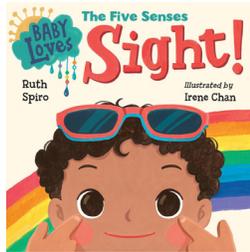
**Henry's New Glasses**  
Katie Specht



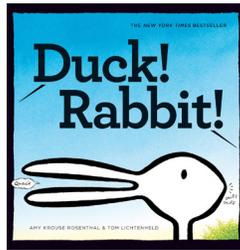
**Jacob's Eye Patch**  
Beth Kobliner Shaw and Jacob Shaw



**Arabelle the Bat with the Wonderful Pink Glasses**  
Danielle R. Lindner



**Baby Loves the Five Senses: Sight!**  
Ruth Spiro



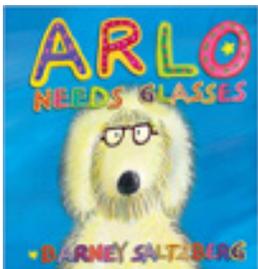
**Duck Rabbit**  
Amy Krouse Rosenthal and Tom Lichtenheld



**I Can See Just Fine**  
Eric Barclay



**Kylie's Eye Check**  
Wendy J. Hall



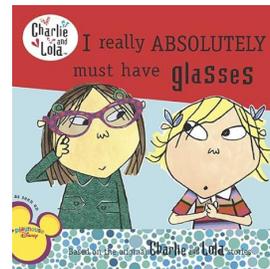
**Arlo Needs Glasses**  
Barney Saltzberg



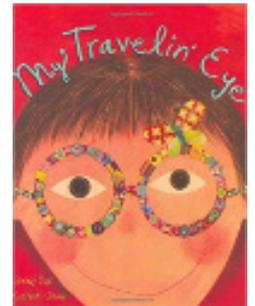
**Backseat A-B-See**  
Maria van Lieshout



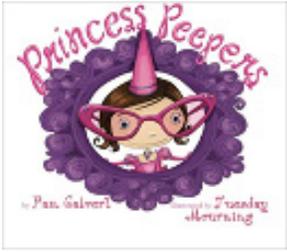
**Fancy Nancy Spectacular Spectacles**  
Jane O'Connor



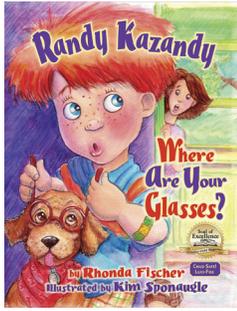
**I Really Absolutely Must Have Glasses**  
Laura Child



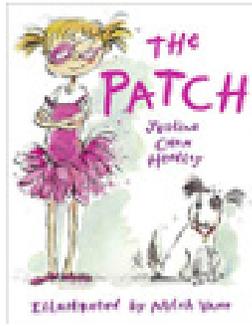
**My Travelin' Eye**  
Jenny Sue Kosteci-Shaw



**Princess Peepers**  
Pam Calvert



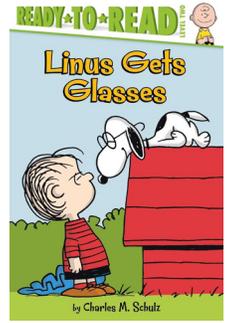
**Randy Kazandy,  
Where Are Your  
Glasses?**  
Rhonda Fischer



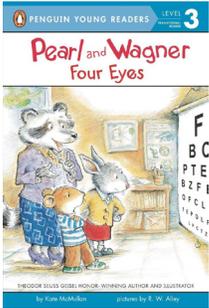
**The Patch**  
Justina Chen Headle



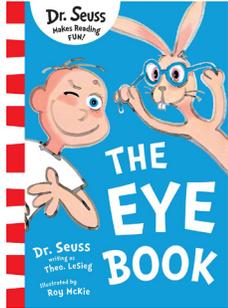
**The Princess Who  
Wore Glasses**  
Laura Hertzfeld Katz



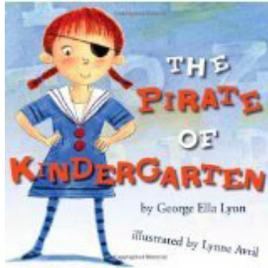
**Linus Gets Glasses**  
Charles M. Schulz



**Pearl and Wagner:  
Four Eyes**  
Kate McMullan



**The Eye Book**  
Dr. Seuss



**The Pirate of  
Kindergarten**  
George Ella Lyon

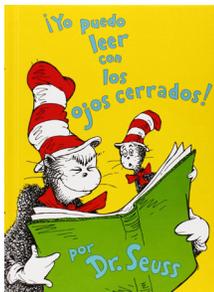


**Why Do I Have To  
Wear Glasses?**  
Greg Williamson  
and Wendy Popko

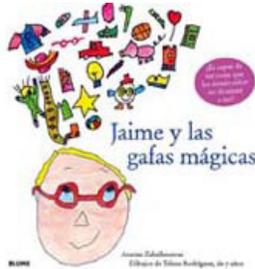


**The Boy in the  
Big Blue Glasses**  
Susanne Gervay

## Books In Other Languages



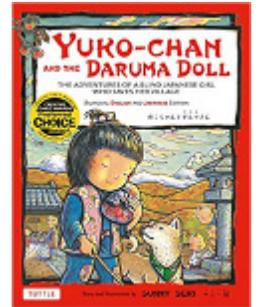
**El libro de los ojos**  
Dr. Seuss



**Jaime Y Las  
Gafas Magicas**  
Gay Talese



**Las Gafas de Guille**  
Bellen Pineiro



**Yuko-chan and the  
Daruma Doll: The  
Adventures of a  
Blind Japanese  
Girl Who Saves  
Her Village**  
Sunny Seki  
(Bilingual English and  
Japanese Text)

# Evaluation Plan

Measurable Objectives	Implementation Activities	Length of Lesson	Methods of Evaluating Objectives and Documentation
<p>By the end of the lesson, children will be able to:</p> <ul style="list-style-type: none"><li>• Discuss why it is okay that children wear eyeglasses.</li><li>• Children will understand how to say something nice to someone with glasses.</li></ul>	<ul style="list-style-type: none"><li>• Children will be participants in a role play scenario guided by the teacher in which children will have the opportunity to wear blurry eyeglasses and express how blurry vision feels compared to non-blurry vision.</li><li>• Children will express their creativity by having the Lion “try” on different kinds and styles of eyeglasses.</li></ul>	<p>20-25 Minutes</p>	<ul style="list-style-type: none"><li>• Observe children’s responses and reactions through the guided roleplay activity.</li><li>• Observe children’s connections back to <i>Arthur’s Eyes</i> as the eyeglasses are put on the Lion.</li></ul>

# Resources

## Fact Sheets for Teachers

- **Recommendations: Books About Children Wearing Eye Glasses** ([English](#)) *Books in other languages at the end of the fact sheet*
- **Eye-Opening Tips for Wearing Glasses** ([English](#))
- **Signs of Possible Vision Problems in Children** ([English](#), [Spanish](#))
- **Think of Vision: A Guide for Preschool Teachers** ([English](#), [Spanish](#))
- **Think of Vision: A Guide for School-Aged Children** ([English](#), [Spanish](#))

**Small Steps for Big Vision:** includes resources for a [turn-key presentation and interactive activities](#) about vision and eye health for families.

## Fact Sheets for Parents

- **Eye-Opening Tips for Wearing Glasses** ([English](#))
- **Signs of Possible Vision Problems in Children** ([English](#), [Spanish](#))
- **What is the Difference Between a Vision Screening and an Eye Examination?** ([English](#), [Spanish](#))
- **How to Schedule an Eye Exam** ([English](#))

## Contact Us

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