


The Adventures of Rhet & Tina (1st & 2nd Grade) Summary


 **Introduce Yourself** – Briefly explain what an eye doctor does and share any personal connection you may have with the school.

Blurry Glasses Activity

- Pass blurry glasses out to each student and have them put them on—ask what it’s like to see through them.
- Have students remove blurry glasses and write a simple word on the white board. Have a volunteer read it. Then have all students put glasses back on, and write a smaller word on the board. Pick someone at the back of the room to attempt to read it. (or do ball toss activity listed in full script).
- If doing something as simple as tossing and catching a ball is more difficult with blurry vision, ask the students if they think it would be harder to learn, play on the playground, read, etc. with blurry vision.


Iris / Pupil Explanation


- **Iris:** Have students look at their neighbor’s eyes. Ask, what colors do you see? Did you know the iris is a muscle? The iris flexes to let in more or less light. You remember this by chanting: **“The IRIS (make an “O” over your head with your arms) is a MUSCLE (flex both arms) that LETS IN LIGHT” (make binoculars over your eyes).**
- **Pupil:** Ask, Did you know that the black dot is actually a hole? The iris lets light into the eye like a curtain—by opening and closing the pupil. When the iris gets big, the pupil gets small. When the iris gets small, the pupil gets big.
- **Big Iris/Small Pupil Game:** Select 4-6 volunteers to come up front and hold hands in a circle. Tell them they are the iris and they need to control light. Turn the lights off (children’s circle gets big) and on (circle gets small).
- **Penlight Activity:** Walk around the classroom with penlights and ask the students to watch the pupil to see what happens as you shine the light in your eyes. Demonstrate that when light shines on the pupil it becomes smaller.

 **Play Video Segment One** – Follow with Discussion Questions.


Nearsighted & Farsighted Activity with Posters


- Ask the students how many of them have been to the eye doctor. Explain how often they should get eye exams.
- Ask, How many of you know someone who wears glasses? Many of these people are nearsighted or farsighted. Show examples of what it feels like to be near or farsighted using the poster.
- *“Farsighted makes fairytales fuzzy.”* (Students repeat, faster each time) Explain that close objects like a book or the computer screen are close to you, so they’re hard to see clearly if you’re farsighted.
- *“Nearsighted makes Neptune not clear.”* Planets are far away, just like street signs and words on the board in school, so they are blurry if you’re nearsighted.

 **Play Video Segment Two** – Follow with Discussion Questions.


 **“Doctor Optic Says”** – Have students wiggle their fingers if *true* & cover their ears if *false*. Explain why for each statement after the students guess


- *“Dr. Optic says fireworks are good for our eyes.” (cover ears)*
- *“Dr. Optic says tears are good for our eyes.” (wiggle fingers)*
- *“Dr. Optic says eyelashes are good for our eyes.” (wiggle fingers)*
- *“Dr. Optic says staring at the sun is good for our eyes (cover ears)*
- *“Dr. Optic says going to see the optometrist is a good thing to do.” (wiggle fingers)*
- *“Dr. Optic says playing sports without eye protection is good.” (cover ears)*

 **Play Video Segment Three** – Follow with Discussion Questions.

 **What Am “Eye” Activity** – Have students guess the word/idea as you give them phrases describing the word/object.

- What am I if I can’t see far away; squints and rub my eyes a lot; leaves on the trees are blurry; having trouble reading signs. What am I? *Answer: Nearsighted*
- What am I if I’m the person who examines your eyes; I ask you questions; I treat any eye problems you may have; some people call me an eye doctor. What am I? *Answer: Optometrist or ophthalmologist*
- What am I if I’m the muscle in your eye; I can be blue, green, brown, hazel, or gray; I get bigger or smaller to control the amount of light getting into your eye. What am I? *Answer: Iris*
- What do all these things have in common? Tears, sunglasses, swimming goggles, eyelashes. *Answer: Things that protect your eyes*
- What am I if I let light into your eye; I’m the black dot in the middle of the eye; I get smaller if you shine a light at me; I’m a hole in the eye. What am I? *Answer: Pupil*
- What am I if I can’t see up close; I get headaches at the computer or while reading; My eyes get tired when reading or playing video games. What am I? *Answer: Farsighted*
- What am I if you need me in order to see; you have two; they affect your ability to learn and play sports; your optometrist keeps them healthy. What am I? *Answer: My eyes*

 **Play Video Segment Four** – Follow with Discussion Questions.

 **Summary & Question/Answer Period** – Give student packets & tattoos to the teacher to pass out later. Encourage students to take packets home to complete with their grownups. Remind them of the evaluation and give them any handouts provided.