

## 1. Checklist of documents

- List of key words
- Key messages
- TAP Reading glasses E-Chart.

## 2. Checklist of equipment

- Tablets / computers
- Head phones
- Notebook and pen
- Reading glasses in a range between +1 - +3
- Tools and spare parts for basic reading glass maintenance and repairs. For example, mini screwdrivers, magnifier, spare parts for reading glasses (depending on the type of reading glasses being provided).

## 3. Group discussion opportunities and activities to prepare for

Topics with interactive sections		Suggested instruction and mentor's planning notes
<b>Lesson one: Introduction</b>		
<b>Topic two: Description of standard reading glasses</b>	<b>Discussion</b> Are reading glasses commonly available in your area? Where are they available, and in what strengths?	This is a good opportunity to make sure everyone is clear about the difference between reading glasses and prescription glasses.
	<b>Activity</b> Have a close look at the reading glasses available to you. <ul style="list-style-type: none"> <li>• Are there different frame sizes? If so, what are the differences?</li> <li>• What strengths do they come in?</li> </ul>	Make sure learners have access to the reading glasses that will be available to them to provide.
	<i>(At the end of topic 2, which is the last topic in the lesson)</i> <b>Discussion forum</b> If you have any questions or comments, post them on the discussion forum	Mentors to clarify for learners if they should use the discussion forum on the TAP platform, or a different chat – e.g. local WhatsApp group.
<b>Lesson two: Providing reading glasses</b>		
<b>Topic one: Select</b>	<b>Activity</b> Look at the reading glasses E-Chart. Note that the chart has five rows of Es of different sizes. The smallest is N8 and the largest is N63. The numbers describe a standardized font size. Which is the smallest row that you can clearly see?	Make sure learners have the reading glasses E-Chart.

Topics with interactive sections		Suggested instruction and mentor's planning notes
<b>Topic three: Use</b>	<b>Activity</b> Identify any screws on the reading glasses you have available to provide. Check whether you have a screwdriver / screwdrivers available that fit the screws you have identified. Practise gently tightening the screws.	Make sure learners have mini screw drivers and spare screws to practice this skill.
<b>Topic four: Follow up</b>	<b>Discussion</b> Do you, or do you know someone who has presbyopia? If yes, think about the experience you, or the person you know, has had with presbyopia. Has it changed over time? What happened?	
	<b>Activity</b> Using a spare pair of reading glasses, practice: <ul style="list-style-type: none"> <li>Replacing a missing screw in the hinge</li> <li>Removing and replacing a nose pad.</li> </ul>	Make sure learners have tools and spare parts (if available) to practice this skill.
<b>After completing this module learners need to practice providing reading glasses through:</b> <ol style="list-style-type: none"> <li>Supervised role play with colleagues</li> <li>Supervised practice with clients.</li> </ol> Mentors may use the skills checklist to monitor and discuss the learner's progress in gaining competency (safe and efficient practice).		