**Lesson 2:  
The life stories behind organ and tissue donation**

**Preparation**

**Context**

Lesson 2 is the second lesson in a sequence of three lessons. This lesson should only be taught after lesson 1, which sets the scene for this unit.

In this lesson students will consider organ and tissue donation from the perspective of three different people: Jess Harris (a young woman waiting for a kidney transplant), Charles Obadiaru (a young man who received a kidney transplant) and Ollie Storey   
(a young man who received a cornea transplant)

In particular, it will highlight why there is a need for more organ donors from black, Asian and minority ethnic communities. People from these groups are more likely to develop conditions such as high blood pressure and diabetes, which may result in organ failure and the need for a transplant. On average people from these groups will wait longer for a kidney transplant than white patients due to the lack of suitable organs from people from the same ethnic background. Blood and tissue types need to match for a successful transplant and people from the same ethnic background are more likely to be a match. We also look at attitudes towards tissue donation and how some ethnic groups are sometimes reluctant to become donors.

It is best if all films can be shown back-to-back and students then answer questions based on the key themes discussed by Jess, Charles and Ollie. In the final part of the lesson students will be asked to discuss three moral dilemmas around organ and   
tissue donation.

**Lesson outcomes**

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| * To be able to describe how someone waiting for an organ or tissue  transplant might feel * To be able to describe how someone who has received a transplant  might feel * To be able to identify the benefits of receiving a transplant * To be able to explain why there is a need for more organ donors from black,  Asian and minority ethnic communities * To be able to describe some of the dilemmas involved in organ and tissue donation. |

**Links to the National Curriculum**

Lesson 2 covers the following **core themes** within the Key Stage 3 and 4 PSHE curriculum (England only):

**Key Stage 3: Core Theme 1: Relationships**

Students will develop communication skills of active listening and assertiveness by listening to different opinions and expressing their own thoughts and feelings about organ and tissue donation.

**Key Stage 3: Core Theme 2: Living in the wider world**

Students will recognise, clarify and, if necessary, challenge their own core values and how they influence their choices. The films will provide information for students to discuss with their peers and consider different perspectives and experiences of organ and tissue donation.

**Key Stage 4: Core Theme 1: Health and wellbeing**

Students will learn where and how to obtain health information and advice about organ and tissue donation and understand that NHS Blood and Transplant’s website — [**www.organdonation.nhs.uk/**](http://www.organdonation.nhs.uk/) is a source of information.

**Resources and lesson contents**

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| * Lesson 2: PowerPoint slides (to use as a visual aid and/or to print off and hand out including the plenary) * Lesson 2: Student activities: * Activity 1: Life stories * Film of Jess Harris’ story * Film of Charles Obadiaru’s story * Film of Ollie Storey’s story * Corresponding questions for both on student activity sheets * Activity 2: Diamond nine cards * Activity 3: Moral dilemmas. |

**Requirements**

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| * Access to the internet to watch the films about Jess Harris, Charles Obadiaru and Ollie Storey on the NHS Blood and Transplant website (or to download beforehand  as part of resource pack). These films can be found here:  [[**nhsbt.nhs.uk/teaching**](https://www.nhsbt.nhs.uk/how-you-can-help/get-involved/download-digital-materials/organ-donation-teaching-resources)**-resources**](https://www.nhsbt.nhs.uk/how-you-can-help/get-involved/download-digital-materials/organ-donation-teaching-resources) |

**Preparation**

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| * Print out lesson plan 2 and corresponding student activity sheets (a set per student or per pair of students) * Print out a set of diamond nine cards (PowerPoint slide 7) for each group, cut up and collate * Print out the three moral dilemmas (PowerPoint slides 9-11) onto cards, cut up  and collate. |

We would also recommend reading through the accompanying teacher guidance, FAQs and the more in-depth information documents about organ and tissue donation before the lesson.

**Teaching the lesson**

**Activity 1: Life stories**

Outcome: To discuss how organ and tissue donation can improve and save the life of another person (15 mins)

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| * Remind students of the key points taught in lesson 1 * Explain and share the lesson 2 outcomes * Explain to the students that they will be watching three films about organ and  tissue donation told from three different perspectives * Divide the class into groups: ask the groups to answer the questions on the student activity sheet about Jess, Charles and Ollie. * After watching the films ask students to pair up, discuss the questions and share their answers * Guidance is included on PowerPoint slides 3 and 4. |

**Activity 2: Diamond nine**

Outcome: To consider the strongest arguments for organ and tissue donation (15 mins)

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| * Using slide ­5 of the lesson 2 PowerPoint, give the students statistics on organ and tissue donation and discuss why there are not enough organs or tissues available * Divide the class into groups of four or five students. Give each group a set of diamond nine cards (including one blank card for them to write their own argument for organ and tissue donation) * Ask each group to arrange the cards in the shape of a diamond, to represent their views on the relative importance of each statement, with what they think is the  most important at the top point of the diamond shape and the least important at  the bottom. (**A diamond four is a simpler version, which can be used with younger children or those with special educational needs**). * You may want to put slide 6 and 7 up on the screen to remind the students about what they need to do to complete the activity * Ask each group to feed back their ideas to the rest of the class. Encourage each group to give reasons for their choices * Summarise that each of the answers is valid. Reinforce that organ and tissue donation benefits society as a whole. |

**Activity 3: Moral dilemmas**

Outcome: To recognise and discuss the dilemmas surrounding transplantation (10 mins)

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| * Split the class into three groups: give each a moral dilemma. The purpose of this activity is to develop critical thinking and communication skills * Tell each group that they need to discuss and decide how they will respond to  each dilemma * Remind students about the importance of respecting other opinions and views,  and that it is okay to change their ideas based on new knowledge or change  their opinion * The dilemmas have also been included on PowerPoint slides 9-11. Responses  to each dilemma are below: * Dilemma 1: The decisions/outcomes will differ on a case by case basis but the doctor will take everything into consideration and people’s wishes will be respected * Dilemma 2: In this country, you do not need to be on the NHS Organ Donor Register in order to receive a transplant - but some people may disagree with this * Dilemma 3: NHS Blood and Transplant will only use organs and tissues for transplantation or research with a family's support– but again, some people may disagree with this * Ask each group in turn to present their dilemma and response to the rest of  the class. |

**Plenary: Looking back on the lesson**

Objective: To summarise what has been learnt (5 mins)

After summarising the lesson using PowerPoint slide 12, ask all students to consider their answers to the questions on slide 13:

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| * Today in class I learnt… * I think that the three strongest arguments for organ and tissue donation are… * Before the lesson I thought… * After the lesson I feel… |

Select several students to share their thoughts with the class.

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