**Condensed summary lesson:   
Organ and tissue donation stories**

**Preparation**

**Context**

Often teachers do not have sufficient time within the curriculum to deliver PSHE topics, so this lesson has been designed as a one-hour stand-alone lesson, which explores the main themes of organ and tissue donation covered in lessons 1, 2 and 3.

In this lesson students will watch a film that explores organ and tissue donation from four different perspectives:

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| * Izzy Sewell – a 20-year-old woman waiting for a kidney transplant * Charles Obadiaru – a 17-year-old young man who received a kidney transplant * Ollie Storey – a 21-year-old man who received a cornea transplant * Dawn Smith – the mother of 15-year-old Harry-James Kirkham, who decided to donate her son’s organs after he died. |

**Lesson outcomes**

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| * To be able to describe how organ and tissue donation saves and  improves lives * To be able to explain some of the reasons why people decide to become  organ and tissue donors * To understand why people join the NHS Organ Donor Register and why donor families support their loved one’s decision to donate their organs and tissues. * To understand how to talk to people about organ and tissue donation. |

**Links to National Curriculum**

This lesson 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. Students will consider views on organ and tissue donation from four different perspectives. In addition students will learn how to address loss such as bereavement. In this lesson they will explore how a family came to terms with the death of their son. They will understand the reasons why both parents supported their loved one’s decision to donate their organs and tissues.

**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. Students will discuss and consider different standpoints and views on 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 the NHS Blood and Transplant’s website —www.organdonation.nhs.uk is a source of information.

**Resources and lesson contents**

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| * Condensed summary lesson: PowerPoint slides (to use as a visual aid and/or to print off and hand out) * Condensed summary lesson student activities: * Activity 1: What do you know about organ and tissue donation? * True or false organ and tissue donation quiz * Answers to true or false organ and tissue donation quiz * Activity 2: Life stories * Short film about Izzy, Charles, Ollie and Dawn’s son Harry-James * Student activity sheet with corresponding questions * Activity 3: Poster creation * See PowerPoint slides 7 and 8 for more information * Activity 4: Questionnaire – Looking back on the lesson |

**Requirements**

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| * Access to the internet to watch / download the films * Whiteboards * A3 sugar paper * Post-it notes * Blu-tack to stick posters on the wall (optional) * Board, ballpoint and felt tip pens. |

**Preparation required**

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| * Print out the lesson plan and student activity sheets. |

**Teaching the lesson**

**Activity 1: True or false organ and tissue donation quiz: What do you know? (10 mins)**

Objective: To assess existing knowledge and understanding of organ and tissue donation

Explain the learning outcomes of the lesson to the students. Tell the students that they are going to complete a true or false quiz.

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| * Students can use whiteboards or paper and pens to complete the true or false organ and tissue donation quiz (use PowerPoint slide 3 as a visual aid) * Alternatively the students can complete the quiz on their activity sheet * Go through the quiz and address misconceptions and misunderstandings  (the answers are on PowerPoint slides 4 and 5). |

**Activity 2: Life stories**

Objective: To discuss why organ and tissue donation is important   
(15 mins)

Explain to the students that they are going to watch a short film exploring four different perspectives on organ and tissue donation and answer the questions on their student activity sheets.

Then, in pairs, ask students to compare their answers and select a few to share their thoughts with the class.

Guidance for students is included on PowerPoint slide 6.

**Activity 3: Poster creation**

Objective: To consider how organ and tissue donation can help improve and save people’s lives (20 mins)

**Group discussion:**

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| * Divide the class into small groups of three or four students and give each group the A3 paper, pens, post-it notes and blu-tack * Each group has been asked by NHS Blood and Transplant to design and produce an educational poster for the local community, informing and educating them on the importance of organ and tissue donation * The poster should be based on one of the four stories: Izzy, Charles, Ollie or Dawn and Harry-James. |

**Each poster needs to include the following information:**

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| * **Key words** to include: organ and/or tissue donor, organ and/or tissue recipient, transplant, transplant waiting list, the NHS Organ Donor Register. * **Questions** the poster should seek to answer are: * Why is organ and tissue donation important? * Why do people want to become donors? * Why is there a need for more donors from black, Asian and minority ethnic communities? * How could we raise awareness of the need for more organs and tissues and encourage more people to become donors? * Why is it important to tell your family your donation decision? |

**Sharing with the class:**

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| * Students will be asked to present their work to the class. Give each group blu-tack and ask them to place their poster on the wall of the classroom * Give each group a different poster to peer-assess. As a group they will need to  read their peers’ poster and identify how the poster meets the criteria (what went well). They will also be asked to make a second comment identifying how the  poster could be improved. Students can then write their comments on a post-it note * Ask students to find their own group’s poster, read the comments left by their peers and respond to them by either discussing the points made or amending the poster. If you have time, select three groups to present their poster to the rest of the class and respond to the comments made   Guidance for students is included on PowerPoint slides 7 and 8. |

**Plenary: Questionnaire – looking back on the lesson**

Objective: To assess how the lesson has had an impact on students’ knowledge and understanding of organ and tissue donation (5 mins)

The plenary activity is to assess the students’ learning and judge their understanding. The questionnaire encourages students to reflect on what they have learnt, understood and also to find out what they would like to know more about.

Ask students to individually complete the questions in activity 4 of the student   
activity sheets.