



A MATTER OF LIFE AND DEATH

**ORGAN DONATION IN NEW ZEALAND
HEALTH EDUCATION UNIT (YEARS 9-10)**



Organ Donation New Zealand

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INTRODUCTION

The purpose of this unit is to support students to investigate how organ donation relates to the concept of hauora and to explore ways of promoting awareness about organ donation.

Although this unit is aimed at students working at levels 4 and 5 of the health and physical education learning area, it could be used in senior health courses. It links closely with other learning areas, such as social studies and science.

During the unit, students will learn:

- to understand the complexity of the issues involved in organ donation
- how to consider, understand, and accept other people's points of view about organ donation
- that our points of view and responses about organ donation can change depending on the factors influencing us at different times
- how changing situations and roles influence the way we make decisions about organ donation
- how to make informed decisions about organ donation
- how to talk about sensitive topics in an appropriate manner
- how to work constructively in group situations
- how to gather primary data through surveying and interviewing.



LINKS TO THE NEW ZEALAND CURRICULUM

“A Matter of Life and Death: Organ Donation in New Zealand” will support students to become confident, connected members of society who are able to actively contribute to their local, national, and global communities. Students will also explore the values described in *The New Zealand Curriculum*, with a particular focus on diversity, equity, and integrity.

This unit explores the underlying concepts of the health and physical education learning area:

- Hauora – this philosophy of well-being is made up of the four dimensions of taha wairua, taha hinengaro, taha tinana, and taha whānau. Students will explore how each dimension relates to organ donation.
- Attitudes and values – the unit highlights the importance of attitudes and values that promote well-being and encourages students to take responsibility for their own physical well-being and that of others as well as respecting people’s rights, needs, and beliefs.
- A socio-ecological perspective – students will explore how people’s beliefs and values influence their decisions about donation and will gain an understanding of the sensitive nature of this topic.
- Health promotion – students will be encouraged to discuss organ donation with other people and raise awareness about the topic.

LINKS TO THE SENIOR SECONDARY CURRICULUM GUIDES

This unit explores the following key concepts in health education adapted from the New Zealand Curriculum Guides for senior secondary subjects (<http://seniorsecondary.tki.org.nz/Health-and-physical-education/Key-concepts>):

- Critical thinking and action: students learn to think critically in order to analyse and understand the factors that influence well-being, and to decide upon strategies that will help them to respond constructively in challenging situations.
- Social justice involves investigating and promoting fairness, inclusiveness, and non-discriminatory practices. Students explore this concept in relation to its impact on the well-being of themselves, others, and society.
- Health promotion: students learn about how they can support the well-being of their communities. They learn about the power of individual or collective action. Students gain the skills to help manage their own well-being and the well-being of others. They put their learning into action as they make health-enhancing choices, set goals, plan strategies, and take action.



ACHIEVEMENT OBJECTIVES

This unit aligns with the following health and physical education achievement objectives at levels 4 and 5:

LEVEL 4

Relationships with Other People

Relationships:

Students will identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.

Interpersonal skills:

Students will describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.

Healthy Communities and Environments

Community resources:

Students will investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well-being of community members.

LEVEL 5

Personal Health and Physical Development

Personal identity:

Students will investigate and describe the ways in which individuals define their own identity and sense of self-worth and how this influences the ways in which they describe other people.

Relationships with Other People

Identity, sensitivity, and respect:

Students will demonstrate an understanding of how attitudes and values relating to difference influence their own safety and that of other people.

Interpersonal skills:

Students will demonstrate a range of interpersonal skills and processes that help them to make safe choices for themselves and other people in a variety of settings.

Healthy Communities and Environments

Community resources:

Students will investigate community services that support and promote people's well-being and take action to promote personal and group involvement.

IMPORTANT NOTE

Teachers and students need to be aware that some websites promote quite controversial viewpoints. Some organisations promote a view that supports their own personal interest and is not justified by the facts. While students need to draw on a variety of perspectives in their inquiry, please be mindful of possible bias and help them to navigate these viewpoints critically to reach a well-considered conclusion.



ACTIVITY 1

INTRODUCING THE TOPIC: WHAT IS ORGAN DONATION?

LEARNING OUTCOME:

Students will be able to:

- describe their prior knowledge and understandings of organ donation and their experience with making a decision about it.

SUCCESS CRITERIA:

To be successful, students will:

- record their current knowledge and views of organ donation
- record things they still want to know about organ donation.

Have students do a think, pair, and share about organ donation. Ask:

- *What do you know about organ donation?*

Have the students record their knowledge about organ donation on a KWL chart (what I Know, what I Want to know, what I Learned).

Then ask them to group the positive and negative aspects of organ donation using a PMI chart (plus, minus, interesting). For example, “Organ donation may save a life” (plus), “Organ donation most commonly takes place after someone has died” (minus), and “Can you donate your organs if you die from cancer?” (interesting).

Present the following scenario to students:

Mike’s older sister, Jill, has been taken to hospital after a mountain-biking accident. When Mike’s family arrives at the hospital, they are told that Jill has a serious head injury. The swelling inside her brain is so severe that it has stopped blood and oxygen from getting to her brain. The doctors carry out clinical tests which show that Jill is brain dead, which means that Jill has died. When the ventilator is removed, she will not breathe and her heart will stop beating.

After the family has spent time with Jill, the intensive care doctor asks them if they would consider donating her organs. It is a decision that the whole whānau make together.

Have students discuss their responses to this scenario and what decision they might make about whether to donate a loved one’s organs. Ask them to anonymously record what they would do if they were in that situation. They can then add any information that they learned to their PMI charts, including any further questions they might have (in the Interesting column).



ACTIVITY 2

UNDERSTANDING THE TOPIC

LEARNING OUTCOME:

Students will be able to:

- explain the process of organ donation to help them make informed decisions.

SUCCESS CRITERIA:

To be successful, students will:

- record the information they find out about organ donation
- share the information with the class
- find out about other areas of organ donation by listening to other students
- record how the activity has helped them to make informed decisions about organ donation.

Tell students that Organ Donation New Zealand (ODNZ) is the national service for organ and tissue donation. It co-ordinates the process of organ donation in New Zealand and provides information for the public about organ donation. Students can explore organ donation using the information on the ODNZ website (www.donor.co.nz). They could find answers to the following questions:

- Who can donate?
- What organs and tissues can be donated?
- What are some of the statistics on organ donation? (number of donors, number of transplants, outcomes of transplantation, numbers waiting for a transplant)
- How is organ donation managed in New Zealand? Who is involved?

Students could also answer the questions on their PMI charts or in Resource 1: Organ Donation Quiz. Then have them share with the class the information they found out about organ donation.

You could also invite a member of the ODNZ team to visit your school to launch this resource and talk about what ODNZ does. You will need to allow plenty of time to plan this before you start working on the unit.

RESOURCE LIST

RESOURCE 1 : ORGAN DONATION QUIZ



ACTIVITY 3

UNDERSTANDING DIFFERENT SIDES OF THE STORY

(This activity may take up to three one-hour sessions to complete.)

LEARNING OUTCOME:

Students will be able to:

- evaluate secondary source material to understand the different perspectives on organ donation.

SUCCESS CRITERIA:

To be successful, students will:

- identify the key messages in stories about donor families and recipients (case studies)
- share the information with their home group
- agree on the similarities and differences in the case studies.

This activity uses the Jigsaw strategy to enable students to become experts on different aspects of a topic and then share their knowledge with other students. Before starting this activity, print out four case studies (from “Stories” on the ODNZ website) describing organ donation from the perspective of both donor families and recipients.

- Assign each student to a home group of three to six students. In this case, there will be four home groups.
- Each student from the home group will connect with a member from each of the other home groups to make up the expert groups.
- Each expert group will be assigned two case studies – one from the perspective of a donor and one from the perspective of a recipient.

- The expert group first needs to decide what key messages from the case studies they will use to report back to their home group. They can then read the case studies and take notes.
- Students can then return to their home groups and report the findings of the expert groups. To decide on their messages, they need to analyse and discuss the different data from the experts and identify any similarities and differences between the case studies.
- Students can share the messages with the rest of the class.

As a class, discuss what students have learned. Prompt them to talk about whether their views of organ donation have changed and if so, why.



ACTIVITY 4

EXPLORING THE CONCEPT OF HAUORA THROUGH THE WHARE TAPA WHĀ MODEL

LEARNING OUTCOMES:

Students will be able to:

- identify their understanding of hauora
- identify their own whare tapa whā dimensions.

SUCCESS CRITERIA:

To be successful, students will:

- explain how each dimension of hauora supports the other
- explain how the things that make them feel well relate to the four dimensions of hauora.

With students, review the four dimensions of hauora (a Māori philosophy of well-being), which include physical, social, spiritual, and mental and emotional well-being. Each dimension of hauora influences and supports the others to provide balance and strength, just as all the dimensions of well-being must be in balance for good health.

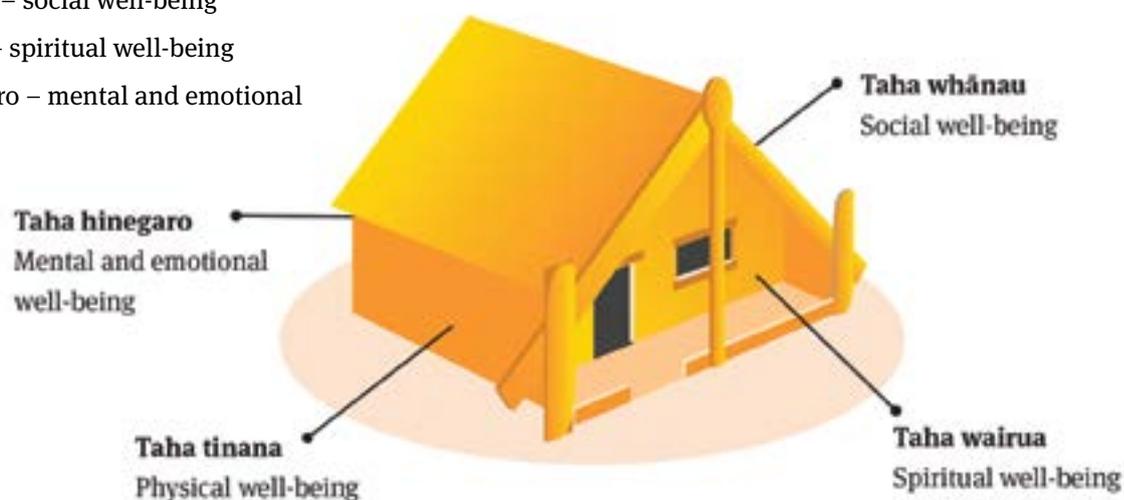
Explore the whare tapa whā model of hauora, which was developed by Dr Mason Durie. Describe and define each aspect of hauora and what kind of support and strength each wall of the whare represents:

- taha tinana – physical well-being
- taha whānau – social well-being
- taha wairua – spiritual well-being
- taha hinengaro – mental and emotional well-being.

Allow students to explore the concept of hauora according to their interpretation of it. Ask them to consider independently how te whare tapa whā relates to a wharenui. How does te whare tapa whā relate to their own hauora?

Then ask students to draw a model of themselves that represents their own well-being. Around the model, have them list elements of the four areas (or posts) that give them strength to cope with all aspects of life, for example, friends, family, and whānau.

Students can then share their ideas with a friend, then with another pair, and finally with the class.



ACTIVITY 5

EXPLORING HAUORA IN RELATION TO ORGAN DONATION

LEARNING OUTCOME:

Students will be able to:

- relate the four dimensions of hauora to organ donation to help them understand how organ donation affects well-being.

SUCCESS CRITERIA:

To be successful, students will:

- explore how one aspect of hauora relates to organ donation
- share their findings with the class
- discuss how the different dimensions of hauora are connected, using examples relating to organ donation.

Divide the students into four groups that are based on their understanding and capability. Allocate one of the four walls of te whare tapa whā to each group (the physical effects of organ donation may be more obvious than the social or emotional effects). Have students explore how organ donation relates to their aspect of hauora. Some examples are:

1. Organ donation gives recipients the chance to survive an otherwise terminal condition: to have a diseased organ replaced with a healthy, functional one and to experience improved quality of physical life (taha tinana).
2. The recipient is likely to experience improved spiritual well-being and mental and emotional health (taha wairua and taha hinengaro) because their family and whānau, working closely with transplant unit staff, provide support both physically and spiritually.
3. The impact on the family whose member receives the donated organ (taha whānau) will also include taha wairua and taha hinengaro as they see the person they love benefit from the transplant.

4. The family who agree to donation will be experiencing grief and loss. Some families may find consolation in the donation their family member has made to the well-being of the recipients and their families (taha whānau, taha wairua, and taha hinengaro). They may, more importantly, see the donation as an expression of the quality of their loved one, and/or of their love for that person.

To prompt student thinking, ask questions such as:

- *What positive and negative physical [social/spiritual/mental and emotional] effects can organ donation have on the donor family and the recipient?*
- *How might the physical [social/spiritual/mental and emotional] aspect of hauora influence the decisions that people make about organ donation?*

Each group can complete a three-column chart with the following headings: Aspect of hauora, Relationship to organ donation, Supporting evidence.

Have students consider the effects of organ donation from the perspectives of potential donors, recipients, and their families. Each group can then present their chart to the rest of the class. Discuss how the four dimensions of hauora are connected.



ACTIVITY 6

EXTENDING THE CONVERSATIONS BEYOND THE CLASSROOM

LEARNING OUTCOME:

Students will be able to:

- conduct an interview about organ donation using appropriate interviewing techniques.

SUCCESS CRITERIA:

To be successful, students will:

- talk about sensitive topics in an appropriate manner
- develop a survey or questionnaire
- gather primary source data.

Tell students that they are going to interview people about their understandings, personal experience, and views on organ donation.

In preparation for the interviews, help students to develop interview questions or a survey. Discuss strategies such as keeping the survey questions brief, using tick boxes rather than writing answers, gathering demographic information, and using open rather than closed questions that highlight attitudes and feelings about organ donation. For example, a simple question might be “Is organ donation a good thing? Why or why not?” or “Would you consider agreeing to become a donor?” A more controversial question might be “How would you feel if you and your family were required by law to agree to be donors?”

Before conducting a survey or interview, students need to be aware of the sensitive nature of this topic. You could use Resource 2: Suggested Interview Questions, Resource 3: Undertaking Interviews on Sensitive Topics, and Resource 4: Interview Tool – Role Plays to help students develop skills to prepare sensitive questions and use appropriate interviewing techniques. These resources could also be used to give students the tools to manage any difficult situations that arise.

As a class or group, students can then generate interview questions by doing a brainstorm or a think, pair, share.

Have students interview from five to 10 people of different ages, ethnicities, and genders about their understandings, personal experiences, and views relating to organ donation.

RESOURCE LIST

- RESOURCE 2 : SUGGESTED INTERVIEW QUESTIONS
 RESOURCE 3: UNDERTAKING INTERVIEWS ON SENSITIVE TOPICS
 RESOURCE 4: INTERVIEW TOOL – ROLE PLAYS



ACTIVITY 7

ANALYSING SURVEY RESPONSES TO QUESTIONS ABOUT ORGAN DONATION

LEARNING OUTCOME:

Students will be able to:

- analyse primary source data.

SUCCESS CRITERIA:

To be successful, students will:

- categorise the interview responses
- combine and summarise any data that is similar
- identify the range of responses
- relate the different viewpoints to the four dimensions of hauora.

As a class, combine the responses that students gathered about organ donation from their interviews in Activity 6. Have them classify the responses into categories such as knowledge, beliefs, and personal experience. Identify the range of responses.

Ask students to explore what these different points of view about organ donation mean in relation to the four dimensions of hauora. Add any new information to the data that was gathered in Activity 5.

ACTIVITY 8

RAISING AWARENESS ABOUT ORGAN DONATION

LEARNING OUTCOMES:

Students will be able to:

- discuss ways for recording a person's wish to be a donor
- identify ways of raising awareness about organ donation.

SUCCESS CRITERIA:

To be successful, students will:

- present information to raise awareness about organ donation.

Investigate the current process in New Zealand for indicating your wish to become a donor (indicating on a driver's licence application). Ask students to find out whether this means that someone's organs would be automatically donated in the event of their death (see: www.nzta.govt.nz/licence/photo/organ-and-tissue-donation.html).

Ask:

- *Who is involved in the decision about donating organs from a person who has just died?*
- *What factors would be considered when this decision is made?*

Encourage students to think about whether this process could be changed, and if so, how and why, and then how to raise awareness about organ donation in the community.

In groups, have students create and give a presentation to raise awareness about organ donation. It could be a computer presentation, a poster, or other social media. They will need to think about what their message is, the issues that are involved, the target audience (for example, a school, a community group, or family and friends), and the best way to get their message across.



ACTIVITY 9

WHEN IS A DECISION NOT A DECISION?

LEARNING OUTCOME:

Students will be able to:

- explain the personal, interpersonal, and societal influences on decisions about organ donation.

SUCCESS CRITERIA:

To be successful, students will:

- recognise and describe examples of personal, interpersonal, and societal influences in a scenario and in real life.

Introduce students to the concept of personal, interpersonal, and societal influences, which can all have a positive or negative impact on well-being.

- Personal influences are a person's beliefs, attitudes, needs, wants, values, and behaviours.
- Interpersonal influences are a result of people's interaction and communication with those around them.
- Societal influences are the ways that cultural attitudes, economic circumstances, social norms, and the media affect individuals and communities.

Explain to students that we are constantly subjected to different factors that influence the decisions we make. Understanding what those influences are can help us manage them and make better decisions. When someone is asked to make a decision about organ donation, interpersonal influences can override other influences.

Present the following scenario to students:

After having a stroke, a woman is determined to be brain dead. At an earlier time, she and her husband had discussed organ donation and agreed that they would like to become donors. A doctor in the intensive care unit asks the family to

consider donating her organs. The woman's two daughters are very distressed at their mother's death and say that they don't want her body to have to go through anything else.

Their father tells his daughters that their mother expressed the wish to donate her organs and explained why she had made this decision. He tells them that donating her organs could benefit up to six people. The father reminds his daughters about the TV programme on the benefits to the recipients that the family had watched together. The daughters are still adamant that they don't want their mother's organs to be donated.

The husband and father is in a very difficult situation. In the end, he decides not to donate his wife's organs because he doesn't want to cause any more distress for his daughters or harm his future relationship with them. However, he knows that he hasn't followed his wife's wishes, which would have benefited a number of people waiting for transplants.

ACTIVITY 9 CONT...

Discuss with students the different influences that are involved in this situation.

- *What personal influences affected the decision the man made? What were the interpersonal influences? What were the societal influences?*

Prompt students to examine the kinds of influence that have affected their own views about organ donation. Explore how interpersonal influences can override other influences.

Ask:

- *How have other people's opinions influenced you?*
- *What influences have affected the decision you have made about whether to become a donor?*



REFLECTION ON LEARNING

Revisit the KWL and PMI charts from Activity 1 and have students add what they have learned during the unit.

Have students discuss in groups:

- what they have learned (skills and understandings about organ donation)
- whether their beliefs about organ donation have shifted or developed
- whether their personal decision about whether they would donate has changed.



FURTHER RESOURCES

- ODNZ website (www.donor.co.nz)
- ODNZ video clips – interviews with people involved with organ donation.
- ODNZ may be able to provide speakers (a member of a donor family, a recipient, or a staff member) to visit schools that are using this unit. Contact ODNZ through their website to request a speaker.
- Posters and pamphlets can be ordered through www.donor.co.nz under “Resources”.

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