



# **ORGAN DONATION, AN INFORMED DECISION**

**ORGAN DONATION IN NEW ZEALAND  
HEALTH EDUCATION UNIT (NCEA LEVEL 3)**



Organ Donation New Zealand

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# INTRODUCTION

The purpose of this unit is for students to look critically at an ethical issue about organ donation and explore how this issue affects the well-being of people and society. The unit uses the action competence cycle as an organising framework and supports learning for Level 3 health education contexts involving discussion relating to organ donation. Students will learn how to process information and develop skills that they can use to understand ethical issues in relation to organ donation.

## LINKS TO THE NEW ZEALAND CURRICULUM

“Organ Donation, an Informed Decision” will directly support students to become confident, connected members of society who are able to actively contribute to their local, national, and global communities. Students will 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 hauora relates to organ donation.

- Attitudes and values – the unit highlights attitudes and values such as respect for people’s rights, needs, and beliefs.
- A socio-ecological perspective – students will explore the links between people’s views and their impact on the well-being of people and society.
- Health promotion – students will be encouraged to come up with ways of raising awareness about organ donation in New Zealand.

## LINKS TO SENIOR SECONDARY NEW ZEALAND CURRICULUM GUIDES

This unit will explore the following key concepts of health education 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 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 level 8 health and physical education achievement objectives:

### Personal Health and Physical Development

#### **Safety Management:**

Students will critically analyse dilemmas and contemporary ethical issues that influence their own health and safety and that of other people.

#### **Personal Identity:**

Students will critically analyse the impacts that conceptions of personal, cultural, and national identity have on people's well-being.

### Healthy Communities and Environments

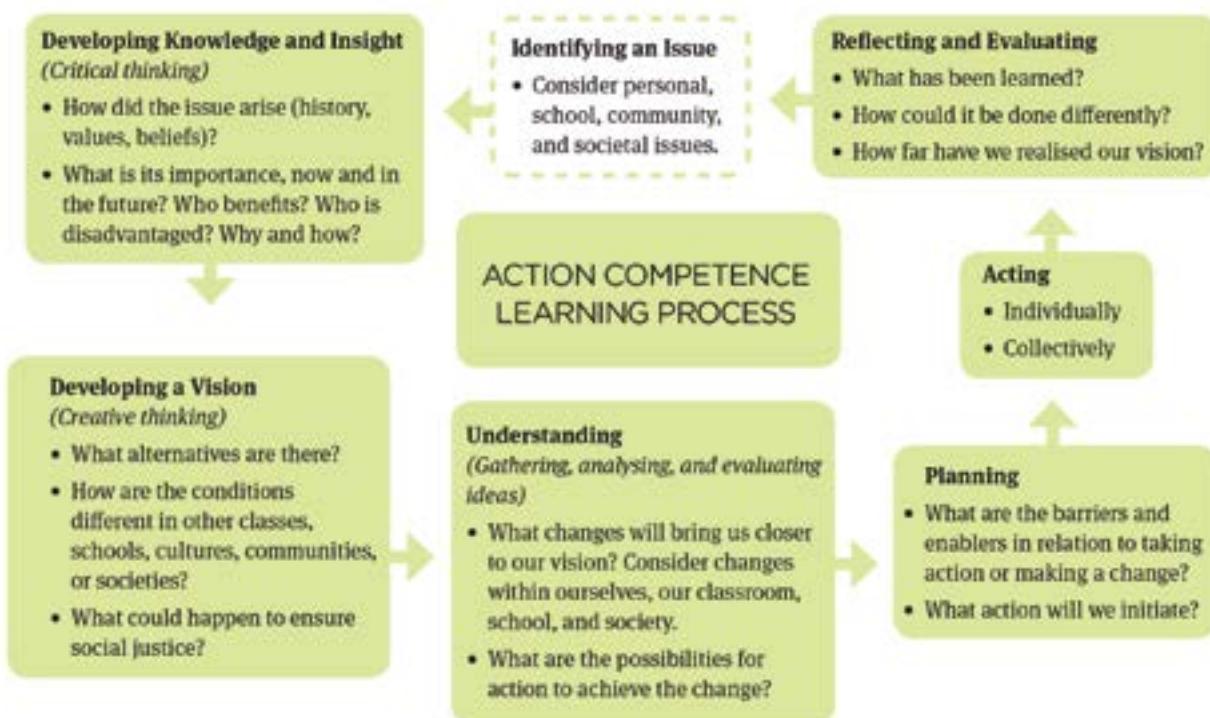
#### **Societal attitudes and values:**

Students will critically analyse societal attitudes and practices and legislation influencing contemporary health and sporting issues, in relation to the need to promote mentally healthy and physically safe communities.

#### **Rights, responsibilities, and laws:**

Students will critically analyse the interrelationships between people, industry, technology, and legislation on aspects of environmental health.

## ACTION COMPETENCE LEARNING CYCLE



based on an original diagram from G. Tasker (ed.), *Social and Ethical Issues in Sexuality Education* (Christchurch: Christchurch College of Education, 2000).



The action competence learning cycle, which is a process that can be applied to health promotion, is used as an organising framework for the unit. Students will develop the competencies (understandings and skills) that enable them to take critical action. To find out more about using the action competence learning cycle, see *The Curriculum in Action: Making Meaning: Making a Difference* (Ministry of Education, 2004, page 28).

For useful information about this approach in relation to health and well-being, see “The action competence learning process” section in Making Sense of Health Promotion in Context of Health and Physical Education Curriculum Learning at <http://nzcurriculum.tki.org.nz/Curriculum-resources/NZC-resource-bank/Health-and-physical-education/Supporting-materials#resource-1122>.

This unit consists of four sections that reflect the steps in the action competence cycle:

- Introducing the Issue provides information on organ donation, the role of ODNZ, related ethical issues and decisions about organ donation, and the relationship of organ donation to well-being.
- Using the Action Competence Cycle introduces students to the cycle before they use it to identify and develop a plan of action to address an issue about organ donation. This section also provides information about conducting interviews on sensitive topics and referencing sources.

- The Assessment activity focuses on the Achievement Standard AS91464 (3.4): Analyse a contemporary ethical issue in relation to well-being. The assessment can be introduced at any appropriate time during the unit.

During this unit, students will:

- use the action competence cycle to investigate an issue about organ donation
- critically analyse their own and others’ attitudes, values, and beliefs about organ donation
- develop and justify strategies that will promote societal well-being and inform people directly and indirectly affected by organ donation.

#### 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.



## ASSESSMENT

For the assessment, students are required to identify and research an ethical issue relating to organ donation and explore its impact on well-being. They can choose their own issue or one of the following:

- People are making uninformed decisions about whether they wish to become an organ donor.
- The waiting list for organ transplants is very long, so the approach to organ donation needs to change in New Zealand.
- There is unfair pressure on people in New Zealand to donate their organs.

## ASSESSMENT POSSIBILITIES

The assessment in this unit focuses on AS91464 (3.4): Analyse a contemporary ethical issue in relation to well-being. As an alternative, you could relate aspects of the assessment from one of the following achievement standards:

- Health education AS91461 (3.1): Analyse a New Zealand health issue (internal)
- Health education AS91463 (3.3): Evaluate health practices currently used in New Zealand (internal). This could relate to how the nurses, doctors, families, and whānau work together to ensure a “respectful approach” within the concept of equipoise. (They could draw on the video clips and case studies on the ODNZ website.)



## ACTIVITY 1

### INTRODUCING THE ISSUE: 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:

- explain their current knowledge of organ donation.

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

- *What do you know about organ donation?*

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

- *What are the different views on organ donation within New Zealand society?*

You could base the activity on selected stories from the ODNZ website.

Ask students 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), “Can you donate your heart if you die at home?” (interesting). However, whether the statements are positive or negative may be influenced by the lens you are using – of recipient or donor.



## ACTIVITY 2

### UNDERSTANDING THE ISSUE

#### LEARNING OUTCOME:

Students will be able to:

- explain the process of organ donation.

#### SUCCESS CRITERIA:

To be successful, students will:

- record the information they find out about organ donation
- share the information with the class.

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](http://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 the process of organ donation managed in New Zealand? Who is involved?
- What is the process for consent for organ and tissue donation in New Zealand?
- How do the donor numbers in New Zealand compare with those in other countries?

Students could also answer the questions on their PMI charts or in Resource 1: Organ Donation Quiz. Have students record the answers and share their information with the class.

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 would 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

### ETHICAL ISSUES

#### LEARNING OUTCOME:

Students will be able to:

- identify an ethical issue relating to organ donation.

#### SUCCESS CRITERIA:

To be successful, students will:

- define what the term “ethical issue” means
- explain what makes the identified issue relating to organ donation an ethical issue.

With the class, brainstorm what is meant by the term “ethical issue” and agree on a definition. Introduce students to some of the ethical issues relating to organ donation. To identify some of these issues, they could read some misconceptions about organ donation, for example, “Organ Donation Myths and Facts” (<http://health.howstuffworks.com/medicine/surgeries-procedures/organ-donation-myths-facts.htm>) and view a video clip of a liver transplant surgeon talking about ethical practices relating to organ donation in “Transplant cells, not organs” ([www.ted.com/talks/susan\\_lim.html](http://www.ted.com/talks/susan_lim.html)).

Discuss students’ views of the article and the video clip. Ask:

- *What ethical issues about organ donation are raised in the article “Organ Donation Myths and Facts”?*
- *What ethical issues does Susan Lim raise about organ donation?*

Discuss with students what they would do if their family had to decide whether or not to donate the organs of a family member following their death. Ask:

- *What ethical issues would you need to consider?*
- *Who would be involved in this decision? Who would make the decision, and what other issues would you consider? Why?*



## ACTIVITY 4

### MAKING ETHICAL DECISIONS

#### LEARNING OUTCOME:

Students will be able to:

- describe the different ethical approaches that can be used to make decisions about organ donation.

#### SUCCESS CRITERIA:

To be successful, students will:

- demonstrate how an ethical approach can be used to make a decision about organ donation.

Introduce students to the different ethical approaches that can be used to make decisions:

- The utilitarian approach is based on ethical actions being those that provide the greatest balance of benefit over harm, for example, providing organs for people who need them as opposed to not being given that option.
- The rights approach is based on the rights of individuals to choose how they will be treated, before and after death. For example, if you know an individual's wishes about whether he or she wants to be an organ donor, do you need to consider the rights of the family? Whose rights are greater?
- The fairness or justice approach is based on the idea that the decision should not unfairly favour or discriminate against an individual, for example, the donor family or the potential recipient.

- The common good approach is about making decisions that will provide the greatest benefit to society. For example, should organ donation be compulsory because there is a greater benefit when all people are healthy and productive members of society?
- The virtue approach is about making decisions based on ideals that we strive for, such as courage, compassion, fairness, and integrity. For example, should I be a donor because that would be the compassionate thing to do?

For further information about these approaches, see "Thinking Ethically: A Framework for Moral Decision Making" ([www.scu.edu/ethics/publications/iie/v7n1/thinking.html#virtue](http://www.scu.edu/ethics/publications/iie/v7n1/thinking.html#virtue))

Bioethical principles, such as beneficence, non-maleficence, autonomy, and justice, are also relevant to this issue. These are part of medical decision making and could be discussed.



## ACTIVITY 4 CONTI

Revisit students' conversations in Activity 3 about whether to donate a family member's organs. Ask:

- *What did you consider when you made your decision?*
- *What ethical approach is your decision based on?*

To further explore ethical thinking in relation to organ donation, you could do either of the following activities with students:

1. Discuss the questions in the Ethical Problem Solving section of the article “Thinking Ethically: A Framework for Moral Decision Making”.
2. Use the tools on the Science Learning Hub. For the online tool, see [www.sciencelearn.org.nz/Thinking-Tools/Ethics-thinking-tool](http://www.sciencelearn.org.nz/Thinking-Tools/Ethics-thinking-tool). For a paper-based tool, see [www.sciencelearn.org.nz/Thinking-Tools/Ethics-thinking-tool/Student-activity-Using-ethical-frameworks](http://www.sciencelearn.org.nz/Thinking-Tools/Ethics-thinking-tool/Student-activity-Using-ethical-frameworks)

Have students record their new ideas and thinking in their journals.



## 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 relates to well-being.

#### SUCCESS CRITERIA:

To be successful, students will:

- explain how the different aspects of hauora are connected in the context of organ donation.

Review the concept of hauora and Dr Mason Durie's whare tapa whā model with students. Discuss how the aspects of hauora relate to organ donation. For example:

1. Organ donation gives recipients the chance to survive an otherwise terminal condition: to have a damaged organ replaced with a 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 organ donation 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 in both the short and long term?*
- *How might the physical [social, spiritual, or mental and emotional] aspect of hauora influence the decisions that people make about organ donation?*

Have students consider the effects of organ donation from the perspectives of potential donors, recipients, and their families. Discuss how the four dimensions of hauora are connected.



# USING THE ACTION COMPETENCE CYCLE

## ACTIVITY 6

### IDENTIFYING AN ETHICAL ISSUE

(INTRODUCING THE ACTION COMPETENCE CYCLE)

#### LEARNING OUTCOME:

Students will be able to:

- explore an ethical issue in relation to organ donation in New Zealand.

#### SUCCESS CRITERIA:

To be successful, students will:

- choose an issue to explore
- identify questions that they will use to explore the issue.

Tell students that they will use the action competence cycle to explore an ethical issue relating to organ donation. The amount of teaching you will need to do on the action competence cycle will depend on your students' understanding of and experiences with this approach.

As a conversation starter, use Ruby's story from the ODNZ website ([www.donor.co.nz/index.php/stories/5-recipient/113-rubys-story](http://www.donor.co.nz/index.php/stories/5-recipient/113-rubys-story)) to explore the ethical issue of supply of and demand for organs. While reading the case study, students can consider the following questions:

- What are the rights of people who need transplants?
- What are the rights of people who are able to donate organs?
- Is it OK to be unwilling to donate your organs? Why or why not?
- At any time, how many people need an organ, compared with the number of people who donate organs?
- What are the responsibilities of people who wish to donate organs?

Then use Resource 2: The Rights Involved in Organ Donation to explore the links between rights and responsibilities.

Students could also undertake research into the issue of the limited availability (supply) of donor organs in New Zealand. They can use the following resources:

- Organ Donation: A Waiting Game: [www.donor.co.nz/index.php/newsroom/3-organ-donation-a-waiting-game](http://www.donor.co.nz/index.php/newsroom/3-organ-donation-a-waiting-game)
- United Network for Organ Sharing – the United States equivalent to ODNZ ([www.unos.org](http://www.unos.org))

Ask students to investigate how this limited availability compares with donor availability in other countries. They could then compare donor availability in New Zealand and other countries with the numbers of people on waiting lists (demand) in New Zealand and overseas.

#### RESOURCE LIST

RESOURCE 2: THE RIGHTS INVOLVED IN ORGAN DONATION



## ACTIVITY 7

### DEVELOPING BACKGROUND KNOWLEDGE

#### ABOUT ORGAN DONATION

(FOLLOWING THROUGH THE ACTION COMPETENCE CYCLE)

#### LEARNING OUTCOME:

Students will be able to:

- explain the approaches to organ donation in New Zealand and another country.

#### SUCCESS CRITERIA:

To be successful, students will:

- demonstrate their knowledge of organ donation in New Zealand and another country.

To further develop students' background knowledge about organ donation, have them explore the approaches to organ donation in New Zealand. This could include the process of organ donation, legislation relating to it, raising awareness about organ donation, how people make informed decisions about it, and how they indicate their wishes. They can then choose another country, such as Scotland, England, the United States, Canada, or Australia, and compare and contrast this country's approaches to organ donation with those in New Zealand. Students could use some of the questions in Resource 3: Organ Donation Quiz as the basis for their research for each country.

Have students work in groups to find information to answer the following questions:

- How is the process of organ donation managed in New Zealand?
- How is organ donation managed in the other country you have chosen?
- How is awareness of organ donation promoted in New Zealand?
- How is awareness of organ donation promoted in the other country you have chosen?

- How are people in New Zealand helped to make informed decisions about organ donation? What is an informed decision?
- How are people in your chosen country helped to make informed decisions about organ donation?

To do their research, students could investigate the following websites:

- ODNZ website: [www.donor.co.nz](http://www.donor.co.nz)
- organ donation in the UK: Organ donor opt-out program: [http://debatepedia.idebate.org/en/index.php/Debate:\\_Organ\\_donor\\_opt-out\\_program](http://debatepedia.idebate.org/en/index.php/Debate:_Organ_donor_opt-out_program)
- organ donation in Australia: [www.donatelife.gov.au](http://www.donatelife.gov.au)
- organ donation in Scotland: [www.organ-donationscotland.org/faqs-and-common-myths](http://www.organ-donationscotland.org/faqs-and-common-myths)
- organ donation in Canada: [www.transplant.ca/pubinfo\\_orgtiss.htm](http://www.transplant.ca/pubinfo_orgtiss.htm)
- organ donation in Malaysia: [www.mst.org.my/main.html](http://www.mst.org.my/main.html)

#### RESOURCE LIST

RESOURCE 3: ORGAN DONATION QUIZ



## ACTIVITY 8

### UNDERSTANDING ORGAN DONATION (FOLLOWING THROUGH THE ACTION COMPETENCE CYCLE)

Learning outcome:

STUDENTS WILL BE ABLE TO:

- conduct an interview to gather useful information about organ donation, using appropriate interviewing techniques.

SUCCESS CRITERIA:

To be successful, students will:

- talk about the sensitive topic of organ donation in an appropriate manner
- demonstrate strategies to facilitate a successful interview.

To prepare for the assessment activity, students could carry out interviews to gather information about current understandings and attitudes towards organ donation in New Zealand.

Ask the following questions to prompt discussion that will help students to formulate questions:

- How effective is New Zealand's current practice for indicating that you wish to be an organ donor?*
- What are the current understandings or beliefs about organ donation in your community or school?*
- What pressure is there for people to indicate their willingness to donate?*

Discuss strategies such as keeping the interview questions brief, gathering demographic information, and using open rather than closed questions that highlight attitudes and feelings. As a class or group, students can then generate interview questions by doing a brainstorm or a think, pair, share.

Before conducting a survey or interview, students need to be aware of the sensitive nature of organ donation. You could use Resource 4: Suggested Interview Questions, Resource 5: Undertaking Interviews on Sensitive Topics, and Resource 6: Interview Tool – Role Plays to help students develop skills to prepare sensitive questions and use appropriate interviewing techniques. These activities will also equip students with the tools to manage any difficult situations that may arise.

Encourage students to reflect on the challenges that they face when talking about organ donation. Explore how they could deal with these challenges.

#### RESOURCE LIST

RESOURCE 4: SUGGESTED INTERVIEW QUESTIONS

RESOURCE 5: UNDERTAKING INTERVIEWS ON SENSITIVE TOPICS,

RESOURCE 6: INTERVIEW TOOL – ROLE PLAYS



## ACTIVITY 9

### DEVELOPING A VISION FOR ORGAN DONATION (FOLLOWING THROUGH THE ACTION COMPETENCE CYCLE)

#### LEARNING OUTCOME:

Students will be able to:

- describe an alternative approach to organ donation in New Zealand.

#### SUCCESS CRITERIA:

To be successful, students will

- explain their vision for organ donation in New Zealand.

Encourage students to think creatively to develop a vision of an alternative approach to organ donation in New Zealand. For example, they could explore the following ethical issue, which is one of the assessment topics: The waiting list for organ transplants is very long, so the approach to organ donation needs to change in New Zealand.

To generate discussion, ask:

- *What positive and negative implications could changing the approach to organ donation have for people who are directly affected by organ donation, for those associated with them, and for society in general?*
- *How can communities avoid the negative implications of changing the approach to organ donation?*
- *How might changing the approach to indicating your wish to be a donor affect the well-being of various groups?*
- *How might changing the legislation relating to organ donation (such as injury protection laws) or the way hospitals process accident victims (as potential donors) affect the well-being of various groups?*

Students can further explore another country's approach to organ donation. They can describe the positive and negative aspects of this approach on a T-chart. Have them share the information with the rest of the class.

Students can then develop their own vision for organ donation in New Zealand. They need to suggest an alternative approach, for example, one that creates opportunities for people to learn about and discuss organ donation.

#### RESOURCES

- Debate in the United Kingdom: Organ donor opt-out program: [http://debatepedia.idebate.org/en/index.php/Debate:\\_Organ\\_donor\\_opt-out\\_program](http://debatepedia.idebate.org/en/index.php/Debate:_Organ_donor_opt-out_program)
- Invite people from ODNZ to talk to the class
- Organ Transplantation: Protecting Donor Dignity ([www.scu.edu/ethics/practicing/focusareas/medical/organ-donation-after-cardiac-death.html](http://www.scu.edu/ethics/practicing/focusareas/medical/organ-donation-after-cardiac-death.html))
- ODNZ video clips (on the ODNZ website, [www.donor.co.nz](http://www.donor.co.nz)).



## ACTIVITY 10

### PLANNING (FOLLOWING THROUGH THE ACTION COMPETENCE CYCLE)

#### LEARNING OUTCOME:

Students will be able to:

- explain how they would change the current approach to organ donation in New Zealand.

#### SUCCESS CRITERIA:

To be successful, students will:

- identify approaches to improve understanding about organ donation in New Zealand
- develop a plan of realistic practical action.

Explore with students the ways that the school community could raise awareness about organ donation, for example, by having sensitive, thoughtful discussions. They could also investigate how to improve the community's understanding about organ donation. They need to create a plan that has goals and practical actions for achieving these goals.



## ACTIVITY 11

### ACTING (FOLLOWING THROUGH THE ACTION COMPETENCE CYCLE)

#### LEARNING OUTCOME:

Students will be able to:

- demonstrate their plan of action.

#### SUCCESS CRITERIA:

To be successful, students will:

- explain their plan of action.

Have students take their plan of action to improve awareness and understanding of organ donation to their whānau or class. You will need to set up a process to do this, such as leading discussions in form class time.



## ACTIVITY 12

### REFLECTING AND EVALUATING (FOLLOWING THROUGH THE ACTION COMPETENCE CYCLE)

#### LEARNING OUTCOME:

Students will be able to:

- identify what part of their plan was successful and what further actions would improve it.

#### SUCCESS CRITERIA:

To be successful, students will:

- evaluate the success of their action.

After students have carried out their plan of action, it's important to evaluate the outcomes and identify any further actions. They could do this by creating a questionnaire or reflecting and evaluating the actions in group discussions. Ask:

- *How successful was the plan of action?*
- *What could you have done differently?*
- *What would you like to continue in relation to this plan?*

You could explore whether this work on the action competence cycle could be used to meet the requirements for other achievement standards, such as the preparation for the external standard AS91465 (3.5): Evaluate models for health promotion.



## ACTIVITY 13

### REFERENCING

#### LEARNING INTENTION:

Students will be able to:

- accurately identify their sources of information.

#### SUCCESS CRITERIA:

To be successful, students will:

- record the sources they used
- demonstrate the differences between citations and references.

Discuss with students the importance of using authentic sources and providing references and citations. These acknowledge that the writer is basing their work on other people's ideas, help avoid plagiarism, and let the reader know that the information is accurate.

Emphasise to students that although the Internet is a valuable research tool, they should use it carefully as the information is not always accurate or authentic. Tell students that if they are doing online research, they should check out who is providing the information. For example, is it an organisation with a particular view or bias? Is it a blog or view of someone in New Zealand or another country who has personal experience of the issue, rather than an academic viewpoint?

Establish expectations about how students will identify their sources of information. You could:

- discuss the difference between citations and references
- use examples of different referencing conventions to develop a template or provide students with a template they can use to write references
- get students to practice referencing sources that they have already used.

For information about how to write references and citations see [www.mondofacto.com/study-skills/writing/how-to-reference/05.html](http://www.mondofacto.com/study-skills/writing/how-to-reference/05.html)



# ASSESSMENT

## LEARNING OUTCOME:

Students will be able to:

- describe an ethical issue relating to organ donation and analyse its impact on well-being.

## SUCCESS CRITERIA:

To be successful, students will:

- explain the ethical issue relating to organ donation
- explain the impact of the issue on the well-being of people and society
- develop a plan of what needs to be achieved during the assessment.

For the assessment, students are required to identify and research an ethical issue relating to organ donation and explore its impact on well-being (achievement standard 3.4). Use NCEA Resource Health 3.4B: Researching and Reporting on an Ethical Issue to guide the assessment.

Students can choose an issue from the case studies on the ODNZ website or use one of the following:

1. People are making uninformed decisions about whether they wish to become an organ donor.

Possible questions to generate discussion:

- How are people in New Zealand encouraged to make an informed decision about their willingness to become an organ donor?
  - What does an informed decision mean?
  - What information is available for people wanting to become an organ donor?
  - How much do people generally know about organ donation?

- How can people be helped to make informed decisions?
- What could be done to help people become comfortable with discussing donation with their family?
- If people make an informed decision about organ donation (including that they do not wish to donate), what does this imply for people directly affected by organ donation, for those associated with them, and for society in general?
- If more people indicated their wish to become organ donors, how would this affect the well-being of various groups?



## ASSESSMENT CONT'D

2. The waiting list for organ transplants is very long, so the approach to organ donation needs to change in New Zealand.

The following questions could be asked to generate discussion:

- What are the positive implications of changing the approach to organ donation for people who are directly affected by organ donation, for those associated with them, and for society in general?
- What are the negative implications of changing the approach to organ donation for these same groups of people and for society in general?
- How can communities avoid the negative implications of changing the approach to organ donation?
- How might changing the approach for indicating your wish to be a donor affect the well-being of various groups?
- How might changing the legislation relating to organ donation (such as injury protection laws) or the way hospitals process accident victims (as potential donors) affect the well-being of various groups?

3. There is unfair pressure on people in New Zealand to donate their organs.

The following questions could be asked to generate discussion:

- How do people in New Zealand indicate their wish to donate?
- Can you identify any pressures to become an organ donor?
- What might this pressure imply for people directly affected by organ donation, for those associated with them, and for society in general?
- How can we avoid the negative implications of promoting awareness of organ donation?



## REFLECTION ON LEARNING

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

- How have your beliefs about organ donation changed or developed?
- Has your decision about whether you would donate or not changed? If so, why?
- How successful was your learning?
- How could you have improved your learning?
- What questions do you still have?
- How will you find the answers to these questions?
- What would you like to explore further in relation to this learning?



## FURTHER RESOURCES

- ODNZ website ([www.donor.co.nz](http://www.donor.co.nz))
- ODNZ video clips – real-life stories from people involved in the organ donor process.
- ODNZ may be able to provide speakers (a member of a donor family, recipient, or 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](http://www.donor.co.nz) under “Resources”.

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