



TO DONATE OR NOT TO DONATE?

**ORGAN DONATION IN NEW ZEALAND
SOCIAL STUDIES UNIT (YEARS 9-10)**



CONTENTS

Introduction	3
Activities	7
Social Inquiry	20
Reflection on Learning	21
Further Resources	24



INTRODUCTION

In New Zealand, hundreds of people are on the waiting list for organ transplants. This unit follows a social inquiry process to help students understand how people's beliefs and values influence their views and decisions about organ donation and what effects these views have on individuals and society. Students will explore the process of organ donation in New Zealand, people's views of organ donation, why donor numbers are low, and ways that people can be educated further about organ donation.

LINKS TO THE NEW ZEALAND CURRICULUM

VALUES

The values of individuals, the school, and the community are at the heart of curriculum decision making. In this unit, students will be encouraged to value innovation, inquiry, and curiosity; diversity; community and participation; and respect.

Students will develop their own values and their ability to express them and explore, with empathy, the values of others.

KEY COMPETENCIES

The New Zealand Curriculum identifies five key competencies that people use to learn, live, work, and contribute as active members of their communities. These competencies are the key to learning in every learning area. Students will have opportunities to use and develop the key competencies as they work through this unit:

- managing self – listening to other viewpoints, completing work
- relating to others – listening to and understanding other people's points of view

- participating and contributing – being able to give a point of view and back it up with evidence
- thinking – considering how people acquire their viewpoints and where different viewpoints come from, deciding what they think about this topic themselves
- using language, symbols, and texts – being able to speak coherently about their point of view, writing about their and other points of view, using graphs, data, and evidence to support their argument.

ACHIEVEMENT OBJECTIVES

This unit aligns with the following achievement objectives from the social sciences learning area at level 5:

- Students will gain knowledge, skills, and experience to understand how people define and seek human rights.
- Students will gain knowledge, skills, and experience to understand how cultural interaction impacts on cultures and societies.



SOCIAL INQUIRY

“To Donate or Not to Donate: Organ Donation in New Zealand” is based on a social inquiry process. This is a process for examining social issues, ideas, and themes in an integrated way. During a social inquiry, students find out information, explore values and perspectives, consider responses and decisions, reflect and evaluate, and communicate what they have learned and what responses they can make. To find out more about using a social inquiry, see *Approaches to Social Inquiry* (Ministry of Education, 2008) available at Social Sciences Online (<http://ssol.tki.org.nz>).

THE STRUCTURE OF THIS UNIT

This unit consists of an introduction to the topic, a social inquiry section, and a follow-up section to reflect on the learning. The introduction explores what organ donation is, people’s views on organ donation, the process of organ donation and the role of ODNZ, and the influence of people’s rights, religious beliefs, and cultural views. The introduction also supports students to gather information from primary and secondary sources and plan a survey.

CONCEPTUAL UNDERSTANDINGS

Students will understand that:

- human rights can be defined differently by different people
- the rights of individuals may vary
- people’s values and beliefs influence their decisions
- the decisions that people make about an issue may change if their friends, family, and whānau are personally affected
- social and cultural beliefs and values can impact on individual decisions.

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.



THE UNIT'S SOCIAL INQUIRY PROCESS

During the inquiry phase, students will:

1. decide on a focus topic that relates to the issue of organ donation and complete the planning framework
2. from a range of sources, collect and record information to answer their research questions
3. complete the social inquiry chart to summarise the current situation relating to their focus topic
4. create a perspectives profile for at least three people or groups, explaining each group's point of view on organ donation and linking their view to the larger social issue
5. complete the summary of findings, relating these to the social issue
6. imagine that they are advisors to the New Zealand Government and, having researched the topic, advise the government on actions they could take to increase the number of donors in New Zealand – to do this, students will complete the actions and consequences chart
7. use the inquiry chart, perspectives profiles, summary of findings, and actions and consequences chart to present the results of their inquiry to the class, with each member of the group presenting one section
8. complete an individual evaluation form about their inquiry.

Students will complete steps 1–7 in groups of 2–3 and do step 8 individually.

FOCUS TOPICS

Students could either choose their own topic or focus on one of the following topics:

- How ODNZ manages organ donation in order to make the process a respectful and supportive one for those involved
- The beliefs or values that different cultures in New Zealand have about organ donation and the impact of these views on individuals and society
- The beliefs or values that different groups of people in New Zealand hold about the human rights relating to organ donation and what factors influence those beliefs or values
- Fewer people are dying in circumstances where donation is possible. What has changed in recent years and how has this affected donor numbers in New Zealand?
- Why beliefs and values are inadequate grounds on which to make law and social policy.

During the unit, students will learn:

- how to develop research questions that are open-ended and relevant and that cover the focus of the research
- how to gather primary data by conducting surveys and interviews
- about the concept of social action – what it is, its purpose, and examples of social action
- about different kinds of consequences, such as positive, negative, unexpected, short term, and economic
- how to consider other people's points of view, weigh up evidence, and identify the effects of these views
- how our points of view and responses can change depending on the factors that influence us at different times
- how to work constructively in group situations
- how to talk about sensitive topics in an appropriate manner.



INTRODUCING THE TOPIC OF ORGAN DONATION

ACCESSING PRIOR KNOWLEDGE

Write the following sentence on the board:

“If you’re prepared to take, then it’s only right that you should be prepared to give.”

Mel Cranston, Ruby’s Story: <http://www.donor.co.nz/index.php/stories/5-recipient/113-rubys-story>

In pairs or groups, students can talk about what the sentence means. Then have a class discussion about their ideas and what they think the topic of the unit might be.

Write on the board:

“To donate or not to donate ... that is the question.”

Explain that they will be learning about organ donation, people’s views about it, and how their views affect society. Ask students to write what they think organ donation is and to draw an image that represents this. Then introduce this definition:

Organ donation means donating tissue or an organ from a living or dead person, which is then transplanted to another person.

Brainstorm what the students know about organ donation; for example, what it is, which organs can be donated, who can donate, and the people who may be involved – such as the donor and their family, a doctor, and the recipient and their family.

Present the following scenario to students:

Alistair’s older brother, John, has been taken to hospital after a serious road accident. Alistair’s family arrives at the hospital, and they are told that John has suffered serious swelling to his brain, which has kept oxygen from getting to his brain. As a result, John is brain dead, which means he is dead. When the ventilator is removed, he will not breathe and his heart will stop beating. After the family have spent time with John, the intensive care doctor asks them if they would consider donating John’s organs. It is a decision that the whole whānau make together.

It might be useful to discuss here how people indicate their wish to be an organ donor (by indicating their willingness on their driver’s licence). However, licence details are only given to a family who are making a decision about organ donation if they request them. Tell students that this means that it is important for people to talk to their families about their wishes relating to organ donation because the immediate family makes the final decision about whether to donate or not.



ACTIVITY 1

HUMAN CONTINUUM

EXPLORING VALUES AND PERSPECTIVES

- What is my view on organ donation?
- What do other people think?

Write “Donate” on a sheet of chart paper and “Do not donate” on another sheet. Display the charts at opposite ends of the classroom. Have students place themselves somewhere between the charts depending on their views of organ donation.

Ask students to state their position (for example, “for”, “against”, “strongly for”, “strongly against”, and so on) and explain their reasons for their position.

- *What did you consider when you made this decision?*

Encourage some debate:

- *Do you agree with all the reasons that have been expressed? Why or why not?*
- *Would you change your position if you or a family member were the donor? Why or why not?*

HELP ME OUT

Encourage students to think about the questions they would want to ask to help them and their families decide whether to donate. For example:

- What organs will be removed?
- What did John think about organ donation?
- Is he really dead?
- Can people recover from brain death?

- Will his body be treated with respect?
- Do my family’s religious, spiritual, or cultural beliefs support organ donation? Can my mum cope with the idea of organs being removed from John’s body before he is buried?
- What will happen if we say yes?
- Will we be able to view the body before the funeral?
- Who or how will organ donation help?

Write students’ questions on a sheet of A3 paper.

LOOKING AT BOTH SIDES

The Organ Donation New Zealand website (www.donor.co.nz) has the donation stories of two young people – Jacob and Helena. Jacob is a donor, and Helena is a recipient. Have students read their stories and as a class, discuss how Helena, Jacob, and their families felt about the donation. Ask:

- *Would you feel the same as Helena, Jacob, and their families or would you feel different?*

At the end of Activity 1, have each student complete a KWL chart (what I Know, what I Want to know, what I Learned).

ACTIVITY 2

WHAT ORGANS CAN BE DONATED?

FINDING OUT INFORMATION

- What organs can be donated?

Print colour copies of Resource 1: Organs or copy the images and information into a computer-assisted presentation. Before displaying or handing out the images, warn students that some images are graphic.

In groups, ask students to look at each image, read about each organ, and name each one. Write the organ names on the board and discuss the correct answers.

Give each student a copy of Resource 2: Operation Organ. Ask them to cut out each organ and place it in the correct place on the body outline. They can then label the organs.

Allow three to five minutes for students to write about what they learned about what organs do and the effects of not being able to have a transplant.

GLOSSARY OF IMPORTANT TERMS

Give each student a copy of Resource 3: Mix 'n' Match and ask them to match each term with its correct definition. Then have them move around the class to find out the definitions for any terms they didn't know. Discuss the correct definitions.

In small groups, have students group all the terms into three to five categories, such as medical terms, types of organs transplanted, and the people involved.

RESOURCE LIST

RESOURCE 1: ORGANS
RESOURCE 2: OPERATION ORGAN
RESOURCE 3: MIX 'N' MATCH



ACTIVITY 3

PERSONAL POINTS OF VIEW

EXPLORING VALUES AND PERSPECTIVES

- What is my view of organ donation?
- What do other people think?

Ask students to each draw a speech bubble and to write their view of organ donation in the bubble, such as “agree”, “disagree”, “think it’s gross”, and why they think this. Then have them draw two more speech bubbles and write two other students’ points of view, including their reasons. They should find different points of view from their own.

Ask students to each talk to two people at home about their views on organ donation and to write each view and explanation in a speech bubble.

Add up the total number of people who were for, against, and undecided on organ donation (these results could be used in the social inquiry).

ACTIVITY 4

MANAGING THE ORGAN DONATION PROCESS

FINDING OUT INFORMATION

- Who can donate?
- What is ODNZ?
- What is the organ donation process?
- How is the organ donation process managed in New Zealand?
Who is involved?

Discuss with students the circumstances that make organ donation possible. For example, not everyone can donate organs or tissue. Less than 1 percent of people die in circumstances that make organ donation possible. People who donate their organs (heart, lungs, liver, pancreas, or kidneys) have died in the intensive care unit (ICU) of a hospital as a result of severe and non-survivable brain damage. People who die outside of hospital, such as at the scene of a road accident, can't donate organs for transplantation.

Organ Donation New Zealand (ODNZ)

Using Resource 4: The Team at Organ Donation New Zealand and Resource 5: The Organ Donation Process, students will look at the work Organ Donation New Zealand (ODNZ) does and what happens after a family agrees to organ donation.

Tell students that ODNZ is the national service for organ and tissue donation. It is a small team based in Auckland, and it is involved in all aspects of organ donation, including educating health professionals about organ donation and raising the public's awareness of it.

With the students, watch an interview with Melanie Stevenson from ODNZ on the *Breakfast* show (<http://tvnz.co.nz/national-news/facebook-launches-organ-donation-initiative-video-4862546>).

Then ask:

- *What is Melanie's role at ODNZ?*
- *What do you think about people having their wish to be a donor on their Facebook page? What positive and negative effects might this have?*
- *What is Melanie's personal experience with organ donation?*
- *Why does Melanie believe that it's important to talk to your family about your (and their) wishes about donation?*

Melanie's family found out what her brother had indicated on his licence and chose to follow his wishes. However, this isn't always the case. Licence details are only given if the family requests them, so it is important for people to talk to their families about their wishes relating to organ donation. The family can choose to go against these wishes if they feel that is a better decision at the time. (You only get a new licence every ten years, so a lot can change in that time!)

RESOURCE LIST

- RESOURCE 4: THE TEAM AT ORGAN DONATION NEW ZEALAND
- RESOURCE 5: THE ORGAN DONATION PROCESS
- RESOURCE 6: A DAY IN THE LIFE OF A DONOR CO-ORDINATOR



ACTIVITY 4 CONT...

The organ donation process

To help students understand the organ donation process, have them get into six groups. Give each group a section of the organ donation process from Resource 5 (having cut out each section beforehand). Ask the groups to arrange themselves in the correct order of steps in the process by moving around and talking to and negotiating with the other groups. You can provide guidance until they are in the correct order. (Alternatively students can complete this activity within one group rather than the whole class.) Then have each group read their section of the process to the class. Ask:

- *How is ODNZ involved in each part of the organ donation process?*

Talk about donor co-ordinators, who are experienced registered nurses. Janice Langlands has been a donor co-ordinator for twenty years. Have students read about her role in Resource 6: A Day in the Life of a Donor Co-ordinator and answer the questions.

Now ask students to look at the pros and cons of organ donation by completing a PMI chart (plus, minus, interesting) on the ODNZ team and the organ donation process.

RESOURCE LIST

- RESOURCE 4: THE TEAM AT ORGAN DONATION NEW ZEALAND
- RESOURCE 5: THE ORGAN DONATION PROCESS
- RESOURCE 6: A DAY IN THE LIFE OF A DONOR CO-ORDINATOR



ACTIVITY 5

PRIMARY AND SECONDARY SOURCES

REFLECTING AND EVALUATING

- What different sources of information can we find?

FINDING OUT INFORMATION

- What is ODNZ?
- What is the organ donation process?
- How is the organ donation process managed in New Zealand?
Who is involved?

Talk about the questions that students came up with in Activity 1 (Help me out). Ask:

- *Where would we find the answers to these questions?*

Discuss different kinds of information, such as primary and secondary sources. 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 with the issue, rather than an academic viewpoint?

Ask students to write down primary sources that are found on the Internet, such as articles, blogs, photos, and videos. Then they can do the same for secondary sources.

Tell students that they are going to explore the ODNZ website, which has a variety of information from primary and secondary sources. Discuss the kinds of information that might be on the website. Ask:

- *Do you think the information on the website will be biased or convey a particular point of view? Why?*

QUIZ

Give each student a copy of Resource 7: Organ Donation Quiz. Ask them to find the answers to the questions from the ODNZ website (www.donor.co.nz).

MY STORY

Students can then look at two of the stories on the website in more detail. One should be a donor family story and the other a recipient story. They can then summarise what they learned using Resource 8: My Story.

RESOURCE LIST

RESOURCE 7: ORGAN DONATION QUIZ
RESOURCE 8: MY STORY



ACTIVITY 6



THE HISTORY OF ORGAN DONATION IN NEW ZEALAND

FINDING OUT INFORMATION

- What are the important events in the history of organ donation in New Zealand?
- What are the different types of events in the history of organ donation in New Zealand?

Students can read the information in Resource 9: Organ Donation Timeline to find out about the history of organ donation in New Zealand.

Students can then analyse the types of events on the timeline by:

- placing a heartbeat  next to any medical events
- placing scales  next to any events that relate to law
- placing an exclamation mark next to any events that relate to procedures and protocols (correct ways of doing things).

Students can now evaluate the importance of the events. Ask:

- *Which of these medical events do you think has helped save the most lives? Why? (Answer: the first-ever transplant because this led the way for more transplants of all types.)*

RESOURCE LIST

RESOURCE 9: ORGAN DONATION TIMELINE



ACTIVITY 7

PEOPLE'S RIGHTS

EXPLORING VALUES AND PERSPECTIVES

- Which human rights are the most important in organ donation?

Have a discussion about people's rights relating to organ donation, using the information in Resource 10: Concept Map. Tell students that some people believe that certain rights relating to organ donation are more important than others.

These rights include:

- the individual's right to have their expressed wish in relation to organ donation acted on
- every individual's right to be fully informed about organ donation (Does the would-be donor understand what saying yes or no to organ donation really means? Do family members who make the final decision understand organ donation?)
- the rights of the potential donor's family to say yes or no to the donor's expressed wishes
- the right of the donor to receive full medical support and to be treated with care, dignity, and cultural sensitivity at all times
- the right of the health professionals to behave in accordance with their moral compass
- the possible right of the health professionals to proceed based solely on the expressed wish of the potential donor
- the recipient's right to a transplant.

Using Resource 11: The Rights Involved in Organ Donation, have students each complete a diamond ranking, ranking the right(s) according to those they think are "most important", "important", "not very important", and "least important". Discuss their ideas and look at the differences and similarities of their views, encouraging them to understand that other people (even their classmates) have different views.

RESOURCE LIST

RESOURCE 10: CONCEPT MAP

RESOURCE 11: THE RIGHTS INVOLVED IN ORGAN DONATION



ACTIVITY 8

RELIGIOUS AND SPIRITUAL BELIEFS

EXPLORING VALUES AND PERSPECTIVES

- Looking at organ donation from different points of view.
- How do religion, culture, ethics, and other factors influence values, points of view, and beliefs about organ donation?

Some people's decisions about organ donation are influenced by their religious or spiritual beliefs. Complete the values continuum together. Have students explain the reason for their position.

I am against donation. *I think donation should be up to the individual.* *I am for donation.*

Now students will explore the point of view of a religious or spiritual group towards organ donation. Write the following questions on the board:

1. "I'm thinking about indicating my wish to be an organ donor on my driver's licence. Is it OK if I agree to all my organs being donated after my death?"
2. "My friend needs a kidney transplant. Is it OK if I find out if I am a suitable donor?"
3. "I don't know who will receive my organs. Is that OK?"

Have students choose one of these questions or write one of their own. They can choose a religious or spiritual group that they know about and/or would like to represent. You may need to provide guidance here.

Each student can then research the belief or values of the religion or spiritual group they have chosen and write a letter in reply from the perspective of the believer.

Ask:

- *How do you think members of the religious or spiritual group you have chosen would reply to these questions?*

Have a follow-up discussion with students. Ask:

- *What surprised you about the different views on organ donation?*



ACTIVITY 9

VIEWPOINTS ON ORGAN DONATION

EXPLORING VALUES AND PERSPECTIVES

- How do religion, culture, ethics, and other factors influence values, points of view, and beliefs about organ donation?

As a class, have a discussion about different cultures having their own traditions and beliefs that influence their views about organ donation.

Many cultures don't have a single universally accepted view on organ donation. The perceptions within different cultures come from a range of different sources. People belonging to those cultures will be influenced by their communities and their individual circumstances. These different views have different effects on society.

Resource 12: Māori Viewpoints on Organ Donation includes different Māori views about organ donation. Students could also collect the views of people (family and friends) from two other cultures. They can then explore the reasons for these points of view and their effects by choosing three different views and completing the following chart.

Person	Point of view	Reason for their point of view	How their point of view affects organ donation

RESOURCE LIST

RESOURCE 12: MĀORI VIEWPOINTS ON ORGAN DONATION



ACTIVITY 10

SOCIAL ACTION

Introduce the concept of social action and its intended purpose of raising awareness, instigating change, showing a point of view, or supporting an issue. Ask:

- *In what ways do people promote their rights?*

Encourage students to share their ideas about the ways they have promoted human rights or seen others promoting them, for example, through the actions and choices we make, by talking to people, by donating money to aid organisations, and by presenting petitions to the government to change laws, such as those on civil rights.

Tell students that people such as Professor John McCall, organisations such as ODNZ, and governments around the world all work to provide information about organ donation and ensure it is a respectful and confidential process.



ACTIVITY 11

ASKING QUESTIONS AND GATHERING INFORMATION

FINDING OUT INFORMATION

- Gathering relevant primary data.

As part of their social inquiry, students need to collect information from primary sources. They could do this by undertaking a survey. Either of the following activities will help them develop a survey. You will need to discuss strategies such as keeping the survey questions brief, using tick boxes rather than expecting people to write answers, gathering demographic information, and using open rather than closed questions.

- Students can work in small groups to plan a survey. Each group can list up to ten questions they would like to ask and create a recording system (for example, “Yes/No/Don’t know”). Encourage the students to include the kind of questions that highlight attitudes and feelings towards donation. For example, a simple question might be: “Is giving blood or donating an organ a good thing? Why or why not?” Or “Would you consider becoming a donor?” A more controversial question might be: “Should every adult be required by law to be a donor?” Have students carry out the survey.

- As a class, develop a survey to find out what people know about organ donation and/or their views on an aspect of organ donation. Ask students to interview five people who hold a driver’s licence about their understanding of organ donation.

The survey could look like this:

1. Have you indicated your willingness to be an organ donor on your licence?				
Yes	No	Don't know		
2. Do you think your wishes (as indicated on your licence) can be acted on legally?				
Yes	No	Don't know		
3. Who do you think should have the final decision about organ donation?				
You (the would-be donor)	Your family (the family of the would-be donor)	Doctors	The New Zealand Government through laws	Other

RESOURCE LIST

- RESOURCE 13: SUGGESTED INTERVIEW QUESTIONS
 RESOURCE 14: UNDERTAKING INTERVIEWS ON SENSITIVE TOPICS
 RESOURCE 15: INTERVIEW TOOL - ROLE PLAYS



ACTIVITY 11 CONT...

Students can collate the results into a shared table (on the board) and copy it into their books. They can count the results and record them on a graph. They can then analyse the answers to the third survey question and write a generalised statement to summarise the findings. Ask:

- *What do these results indicate about people's views and/or knowledge about organ donation?*

Before conducting a survey or interview to collect data for their inquiry, students need to be aware of the sensitive nature of this topic for many people. You could use Resource 13: Suggested Interview Questions, Resource 14: Undertaking Interviews on Sensitive Topics, and Resource 15: Interview Tool – Role Plays to help students develop skills to prepare sensitive questions and use appropriate interviewing techniques. These activities will also help to give students the tools to manage any difficult situations that may arise.

RESOURCE LIST

- RESOURCE 13: SUGGESTED INTERVIEW QUESTIONS
- RESOURCE 14: UNDERTAKING INTERVIEWS ON SENSITIVE TOPICS
- RESOURCE 15: INTERVIEW TOOL – ROLE PLAYS



SOCIAL INQUIRY

EXPLORE CONCEPTUAL UNDERSTANDINGS:

- How people define and seek human rights.
- How cultural interaction impacts on cultures and societies.

In groups of 2–3, students can choose from the list of focus topics below or provide their own topic on an aspect of organ donation that they would like to research. From their findings, they can suggest possible reasons for New Zealand’s low organ donor numbers (compared to those of other developed countries).

Hand out copies of Resource 16: Social Inquiry, which details the steps the students have to undertake to complete the inquiry.

To support their inquiry, students can use the resources from this unit as secondary sources because finding suitable online information for some topics is difficult for students at this level. There are also articles under the Newsroom tab on the ODNZ website and in online newspapers.

Focus topics:

- *How ODNZ manages organ donation in order to make the process a respectful and supportive one for those involved.* Students could use Resource 6: A Day in the Life of a Donor Co-ordinator, Resource 17: How Are Organs Allocated?, and Resource 18: ODNZ Support Activities to help them. They could email questions to ODNZ to gather primary evidence.
- *The beliefs or values that different cultures in New Zealand have about organ donation and the impact of these views.* Encourage students to survey or interview people from different cultures to find out what they feel about organ donation. Think about how their views might affect themselves, their family members, transplant waiting lists, and others involved in the organ donation process.
- *The beliefs or values that different groups of people in New Zealand hold about the human rights relating to organ donation and what factors influence those beliefs or values.* Examples include donor and recipient stories from the ODNZ website, and www.scoop.co.nz (search site for: organ donation). Students should conduct a survey that includes a tick box question about factors that influence people’s views about organ donation, such as religion, personal experience, family views, and cultural beliefs.
- *Individuals or groups in New Zealand who are taking social action on this issue, what they are doing, and the impact of their actions.* Examples include petitions, interviews, blogs, submissions to government on organ donation legislation, ODNZ Thank You Day, and Walk ‘n’ Talk in Tauranga 2009.
- *Fewer people are dying in circumstances where donation is possible. What has changed and how has this affected donor numbers in New Zealand?* Students could look at the statistics from the ODNZ website on organ donor numbers and cause of death statistics (<http://www.critic.co.nz/features/article/1770/new-zealands-dis-organ-isation>).
- *Why beliefs and values are inadequate grounds on which to make law and social policy.*

RESOURCE LIST

RESOURCE 6: A DAY IN THE LIFE OF A DONOR CO-ORDINATOR
 RESOURCE 16: SOCIAL INQUIRY
 RESOURCE 17: HOW ARE ORGANS ALLOCATED?
 RESOURCE 18: ODNZ SUPPORT ACTIVITIES



REFLECTION ON LEARNING

ACTIVITY 1

CONSIDERING RESPONSES AND DECISIONS

- What responses has Israel made to the need for organ donation?
- What are the possible effects of their responses?

GIVE TO RECEIVE

Revisit with students the introductory sentence: “If you’re prepared to take, then it’s only right that you should be prepared to give.” Ask:

- *What does this sentence suggest about organ donation?*

Tell students that this is the view of Mel Cranston, whose daughter Ruby had a liver transplant when she was nine months old. Mel often asks parents whether they would allow their child to have an organ transplant if it was needed. The answer is always yes. She then replies, “OK, so you would accept an organ, but would you donate one?” Mel says that this really gets people thinking.

Ask:

- *Do you agree with Mel’s point of view? Why or why not?*

Tell students that people in Israel agree with this view and that in 2010, Israel’s law about organ donation changed so that those on the donor register in Israel receive organs before those who are not on it. The government hopes that this law will encourage more people to register as donors.

However, this change in law could result in such things as the creation of a black market for organs, protests about the effects of this law on human rights, doctors having to say no to patients because they are not listed as donors, and people “sneaking” onto the list only when they need an organ.

Ask students to research this Israeli law and the effects it has had. They can then use Resource 19: Consequences Cascade to consider some of the positive, negative, and economic effects of this law.

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

Ask:

- *Are you surprised by what you learned about organ donation?*
- *Have you found out all the things you wanted to learn?*

RESOURCE LIST

RESOURCE 19: CONSEQUENCES CASCADE



ACTIVITY 2

NOW WHAT? (COMMUNICATING WHAT WE HAVE LEARNED)

- Now what might be done about it?

NOW WHAT

Write this line on the board:

“NZ’s organ donor rate worst in Western world”.

(byline from TV3 news story, 8 April 2010)

Have students do a think, pair, and share about how New Zealand could increase its organ donor rates, such as by changing laws and raising awareness.



ACTIVITY 3

SO WHAT?

- How is what I have learned important for me and/or others?

NOW WHAT?

- What responses could we make (decisions and/or actions)?

REFLECTING AND EVALUATION

- What have I learned?
- What more could I learn to help me make decisions about organ donation?

CREATING A POSTER

To encourage further discussion about organ donation, present the following scenario to students:

You run a successful advertising agency. To encourage more people to consider becoming organ donors, your advertising agency has been hired to create a billboard poster to raise awareness about organ donation and the need for people to talk to their families about their wishes.

Have students work in small groups to create a poster. They will need to think about the best way to get the message about organ donation across.

Display the posters around the class and have each group present their poster to the class.

TALKING TO FAMILY

Remind students of the importance of discussing their wishes about organ donation with their families. It is a sensitive subject for many people, and so students need to think about the language they will use and what they will say when they discuss it with their families.

In class, students could practise the conversations they might have with their families about organ donation (see Resource 14: Undertaking Interviews on Sensitive Topics for ideas on how to do this).

In the Intensive Care Unit, the doctors will discuss the option of organ donation with the family. They don't routinely check the driver's licence information before they do that. Most commonly, families carry out what their loved one wanted, if it's been discussed. We're always trying to encourage people to discuss their wishes with their families in advance.

Janice Langlands, donor co-ordinator, ODNZ

Allow students a few days to discuss organ donation with their families, then have a follow-up discussion. Ask students about what issues arose, whether talking to their family reinforced or changed their mind about organ donation in some way, or if any family or individual decisions had already been made about indicating a wish to donate.

RESOURCE LIST

RESOURCE 14: UNDERTAKING INTERVIEWS ON SENSITIVE TOPICS



FURTHER RESOURCES

- ODNZ website (www.donor.co.nz)
- ODNZ video clips – interviews with 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.
- The interview with Melanie Stevenson about Facebook’s organ donation initiative: <http://tvnz.co.nz/national-news/facebook-launches-organ-donation-initiative-video-4862546>
- Posters and pamphlets can be ordered through www.donor.co.nz under “Resources”.
- *New Zealand Listener* article “Should NZ consider paying for organs?”, 26 May 2012 at www.listener.co.nz/current-affairs/should-nz-consider-paying-for-body-parts

Published 2013 for Organ Donation New Zealand by Learning Media Limited,
Box 3293, Wellington 6140, New Zealand.
www.learningmedia.co.nz

Text copyright © Organ Donation New Zealand 2013
All rights reserved. Enquiries should be made to the publisher.

ISBN 978 0 7903 4302 0















