



# Life Gift

An Organ and Tissue

Donation Adolescent Awareness Curriculum

2017

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**Grades 9-12**

# Blood, Organ, Tissue Donation Lessons

## Standards:

- M-HS.4.1 Articulate ways to communicate care, consideration, and respect for self and others.
- N-HS.2.4 Investigate ways that unhealthy eating behaviors and an inactive lifestyle contribute to chronic disease.
- P-HS.2.1 Analyze the influence of family, peers, culture, the media and technology on health behaviors.
- P-HS.2.2 Assess ways that school, community, and culture support and/or challenge health beliefs, practices, and behaviors.
- P-HS.2.4 Investigate ways that research and medical care influence the prevention and treatment of health problems.
- P-HS.2.6 Examine ways that public health policies, government regulations, and socioeconomic issues affect health promotion and disease prevention.
- P-HS.4.1 Consider ways to seek assistance for enhancing personal health and offering assistance to enhance the health of others.
- P-HS.5.3 Integrate knowledge of body structure and function to make sound decisions related to personal community health (disease prevention, injury prevention, oral health, and organ, eye and tissue donation).
- P-HS.8.2 Explain ways that peers, family, and community can participate in organ, eye and tissue donation.

## Essential Questions

- **What is organ, eye, and tissue donation?**
- **What is the difference between living donation and deceased donation?**
- **How can I impact an increase in the number of people who donate?**

## Lesson 1: Blood, Bone Marrow and Living Donation

### Bell Ringer:

Journal Question – What do you know or have you heard about donating blood? What are the benefits to having people donate blood? Do you know anyone who has donated blood? If so, how did they feel about it? If not, would you be interested?

### Introduction:

Blood Donation: Using the journal questions, discuss blood donation in depth. Introduce the concept of donating other things as a “living donor”. Here are three wonderful resources you can use to be prepared:

## VIDEOS

[From Arm to Arm: Blood Donation Process](#)

[Blood Donation Fact vs Fiction](#)

[Amazing Benefits of Donating Blood](#)

### Going the Next Step - Exercise National Bone Marrow Donor Program:

- Have the students go to <https://bethematch.org/> on their phones, ipads, chromebooks or in a computer lab.
- Once on the homepage, go to the bottom right to a section called “Be The Match Blog” and choose one of the most recent stories and open it
- Read through the story and answer the following questions:
  1. What was the article about?
  2. How old were the people involved?
  3. How did the donor and recipient connect?
  4. What was the outcome?
  5. What do you think?

### Living Organ Donation:

- Have the students go to <https://www.donatelife.net/types-of-donation/living-donation/> on their phones, iPads, Chromebooks or in a computer lab.
- Have the students read and find 4 new facts (encourage them not to pick the first things they see)
- Using the facts they find have an interactive discussion about Living Donation
  - Who can be a donor
  - What are the Types of Living Donation
    - Directed Donation
    - Non-Directed / Altruistic Donation
    - Paired Donation
  - Discuss the risks and help the students see how they can make difference through sound decisions related to personal / community health

### Assignment:

Have the **students’ SHARE** what they learned with their parents then ask them how it influences their decision to give blood or register to be an organ, eye and tissue donor. After the interview, write a paragraph about **the impact** of the information. Explain how you feel about the interview.

Teacher: **SHARE YOUR DECISION** worksheet for the students found at [Donate Life South Carolina - Student Resources](#)

## Lesson 2: Organ Donation (When you Pass Away)

### Bell Ringer:

With a partner, have the students discuss what they wrote in their homework assignment. Have them share with the class if they would like.

### Introduction:

Watch Paul's Story: <https://www.youtube.com/watch?v=65R1e7jsw4M> and ask the students to write a 5-7 sentence response to the video

- Ask the students to get into groups (4-6 per group depending on situation) and use their responses to discuss the video using the following questions:
  1. What do you think was the advantage to Paul donating his organs?
  2. How do you think it impacted his family?
  3. How do you think it impacted the recipients?
- Interesting facts:
  - Anyone can donate tissue (living and deceased). Does age of donor matter? Old people's organs? **This question is meant to perk interest and is covered in the First video the students will watch and discuss in the next part of the lesson.**
  - SC ranks 2nd behind Mississippi with kidney disease, dialysis, need of kidney organ donations. Nutrition & Sweet tea (perhaps tannic acid) are thought to contribute to high rates.
  - Diabetics may be cured with kidney and pancreatic transplant.
  - Every person applying for a driver's license or identification card with the South Carolina Division of Motor Vehicles (SCDMV) will be asked about their donation wishes. Minors aged 13-17 can also sign-up to the registry online at [Donate Life South Carolina](#). Notice: Should minors under the age of 18 become a potential donor, final authorization must be made by a parent(s) or guardian(s).

### Get the facts:

- Watch the *Myths & Facts about Organ Donation - Dr. Chris Barry for Trew friends* <https://www.youtube.com/watch?v=hJOi3vE91tQ> and have the students take notes on the 5 facts. Then have each group take one of the facts and discuss what they have learned and how it could impact themselves or other people signing up to be donors.
- Watch the *PSA Organ Donation 60sec Trew friends #areYOUin?* as way of making it personal <https://www.youtube.com/watch?v=xg-6KjwjMLE> and discuss

Close with a group discussion about how they, as students, could advocate in their area for any form of donation. Encourage them to make a difference.