



The Need Today for Organ, Eye and Tissue Donation

Lesson 2

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North Carolina

The Need Today for Organ, Eye and Tissue Donation

Time: 40-50 minutes

Why is organ, eye and tissue donation necessary? This lesson covers the current statistics of those on the transplant list and those that benefit from donation. Through a group activity, students will work identify specific reasons why a person without personal connections should register to be a donor.

Learning Activities	Steps for Facilitators	Performance Objectives
Introductory Activity	Ask for volunteers to tell the class something they learned in the last unit about organ, eye and tissue donation. Ask for a show of hands to see who spoke with someone about what they learned.	Students will review information about organ, eye and tissue donation as a class.
Matching Statistics Handout	Distribute Matching Statistics handout. Ask the class to complete the first section. Review answers and ask students to write three reasons why a person might not be registered as an organ, eye and tissue donor. Have them discuss in pairs or small groups.	Students will complete a handout on organ, eye and tissue donation statistics and work in pairs or small groups to discuss why a person might not be registered as an organ donor.
Letters to a Potential Donor	Divide students into six groups. Each group will receive one of the Scenarios . Students will put themselves in the shoes of the person in each scenario. As a group, students will write a letter to a teenager who has not yet decided whether to be a donor or not. Students will use rationale to express why someone might want to register.	Students will use facts, statistics, and fictional personal information (scenarios) to write letters to a potential donor on the importance of organ, eye and tissue donation.
Alternative Activities		
Class Exploration of OrganDonor.gov	Visit the statistics page for OrganDonor.Gov ¹ . Scroll down to “More Statistics You Should Know”. Explore “Waiting List Statistics”, “Transplantation Statistics”, “Donation Statistics” and “Registration Statistics”.	
Suggested Assignment		
The Interactive Body	Students will explore The Interactive Body ² . They will choose one organ and one tissue to explore further. The assignment is to explain the function of each, one fact about transplantation of the tissue/organ and one other fast fact.	

¹ OrganDonor.Gov URL- <https://organdonor.gov/statistics-stories/statistics.html#glance>

² The Interactive Body URL - <http://www.organtransplants.org/understanding/interactivebody/index.html>



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OVERVIEW

Why is organ, eye and tissue donation necessary? This lesson covers the current statistics of those on the transplant list and those that benefit from organ donation. Through a group activity, students will work together to identify specific reasons why a person without personal connections should register as an organ, eye and tissue donor.

LEARNING OBJECTIVES

1. By the end of this lesson, students will be able to list at least three statistics related to organ, eye and tissue donation.
2. By the end of this lesson, students will identify three reasons why someone should register to become an organ, eye and tissue donor.
3. By the end of this lesson, students will demonstrate the ability to effectively communicate with others about donation.

TIME: 40-50 minutes

NC HEALTHY LIVING CURRICULUM STANDARDS 2011 VERSION COVERED WITHIN THIS LESSON

Objective 9.PCH.1.2. (Personal and Consumer Health) Summarize the procedures for organ donation, local and state resources and benefits.

Objective 1.SE.1. (Socio-Emotional) Integrate personal responsibility into the way you live your life on a daily basis.

FACILITATOR PREPARATION

- Print Matching Statistics handout (Appendix A) for all students
- Print Matching Statistics facilitator guide (Appendix B)
- Print and cut out Scenarios for Letters (Appendix C)

WHY IS THIS LESSON IMPORTANT?

Incorporating organ, eye and tissue donor education into required high school courses enables all students to learn the information, not just those who might have had family to initiate the conversations or those who would



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potentially seek out the information independently (Cárdenas, Thornton, Wong, Spingner & Allen, 2010). Additionally, having a discussion and informing teens about organ, eye and tissue donation and its statistics in a non-crisis situation provides the most insight about individual values (Siebelink, Verhagen, Roodbol, Albers & Van de Wiel, 2017).

PROCEDURE

I. Introductory Activity

5 minutes

- a. Introduce the topic for today. “Today we are going to be talking about the need for organ, eye and tissue donation. Last class (or unit) we discussed the basics.” Ask for a volunteer to tell the class something they learned about donation. Let a few volunteers give answers.
- b. Ask the class for a show of hands of who spoke with someone about organ, eye and tissue donation after the first lesson. It could be a family member, friend, teammate, stranger, etc. Remind the class that it’s good to talk about it and let people close to you know what your beliefs are.
- c. Explain to the class that you will be digging deeper in to why there is a need for organ, eye and tissue donors today.

II. Matching Handout

20 minutes

- a. Pass out the Matching Handout (Appendix A). Ask them to work independently to fill out the top portion (the matching portion).
- b. Walk around to ensure everyone is working. Once you see that a majority of the class is done, begin to review.
- c. Use the Facilitator Guide (Appendix B) to review the answers. Ask for volunteers to guess what the correct answer is. Make sure students write down the correct answers and cross out any incorrect answers.
- d. Once you are done reviewing the matching section. Read the highlighted section, “95% of Americans are in favor of being an organ donor but only 45% are registered.” Ask the class to think independently, “why do you think this is?”
- e. Ask them to write down three reasons they think a person might not be registered as an organ, eye and tissue donor.
- f. Ask students to turn to a partner (or partners if the class size is uneven) and pick one reason to discuss. Ask the pairs to talk about what information they would give a person on organ, eye and tissue donation who had this reason. (*“If a friend told you this was their reason, how could you have a discussion with them, what information might be useful?”*)



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g. Give the pairs a few minutes to discuss. Remind them about the Facts and Myths activity you did in class during the last lesson.

III. Letters to a Potential Donor

20 minutes

- a. Divide the class into 6 groups
- b. Ask the class to think about some of the themes they discussed in pairs about organ, eye and tissue donation. Let them know you are going to use that information and the statistics you went over to write letters.
- c. Ask the groups to take out a blank piece of paper and elect one person to write. Explain, "I will be handing each group a different card. You are to pretend that you are experiencing whatever is on the card. Your job is to write a letter to a 16-17 year old who has not decided whether or not to become an organ, eye and tissue donor. This person will be going to the DMV next week to apply for their driver's license. "
- d. Distribute the scenarios (Appendix C)
- e. For the purpose of this activity, assume the letter's recipient is in high school and does not know about his option to become a donor.
- f. Encourage the class to use the statistics, facts and information we discussed today and in the last lesson. However, remind them that this is a 16-17 year old and not to get too bogged down in statistics. Really think about the reasons that might be relevant to this person.
- g. Tell the class that you will be collecting the letters at the end of the class and to make sure all of their names are on it.
- h. Allow for at least 10 minutes to write the letter.
- i. Once all letters are turned in, ask the class, "Why do you think I gave you scenarios before asking you to write letters?"
- j. "In these scenarios, did having a personal reason to support organ, eye and tissue donation make it easier or harder to write a letter?" "For people that don't have a personal connection to donation, are there reasons that your group came up with as to why they should register?"

IV. Closing

- a. Thank the class for staying engaged. Remind them about Donate Life NC's website if they are interested in learning more.

ACCESSIBILITY & OTHER

- During the Letters to a Potential Donor activity, create a number of groups that ensures at least 2-3 students are in each group. No more than 6 groups in total. Alternatively, if this is an independent class, you can ask them to write letters individually instead of working on groups. In that case, allow them to share scenarios.



SUGGESTED RESOURCES FOR STUDENTS/PARENTS

Donate Life NC - <https://www.donatelifenc.org/>

Donate Life America - <https://www.donatelife.net/>

United Network for Organ Sharing (UNOS) - <https://unos.org/>

US Government Information on Organ Donation and Transplantation - <https://organdonor.gov/index.html>

American Transplant Foundation - <https://www.americantransplantfoundation.org/>




REFERENCES

Cárdenas, V., Thornton, J. D., Wong, K. A., Spigner, C., & Allen, M. D. (2010). Effects of classroom education on knowledge and attitudes regarding organ donation in ethnically diverse urban high schools. *Clinical Transplantation*, 24(6), 784-793. <http://doi.org/10.1111/j.1399-0012.2009.01200.x>

Siebelink, M. J., Verhagen, A. A. E., Roodbol, P. F., Albers, M. J. I. J., & Van de Wiel, H. B. M. (2017). Education on organ donation and transplantation in primary school; teachers' support and the first results of a teaching module. *PLoS ONE*, 12(5), e0178128. <http://doi.org/10.1371/journal.pone.0178128>

Matching Statistics

Match each number with the correct statement.

_____ 8,000	a. The number of men, women and children currently awaiting lifesaving organ transplants
_____ 8	b. Another person is added to the national transplant waiting list every _____ minutes
_____ 2	c. The number of deaths that occur every year in the U.S. because organs are not donated in time.
_____ 115,000	d. The percentage of patients waiting on the transplant list that are in need of a kidney
_____ 75	e. The number of people that die each day because the organ they need is not donated in time
_____ 10	f. 1 out of 3 deceased donors is over this age
_____ 82	g. If I donated my organs I would be able to save how many lives? 
_____ 50	h. If I donated my cornea, I would be able to restore sight for, how many people? 
_____ 22	i. If I donated my tissue, I would be able to heal the lives of how many people? 



Did You Know?




95% of Americans are in favor of being a donor but only 54% are registered.

List 3 reasons why you think a person might not register:

1. _____
2. _____
3. _____

Matching Statistics - FACILITATOR GUIDE

Match each number with the correct statement.

<u> </u> c. 8,000	a. The number of men, women and children currently awaiting lifesaving organ transplants	
<u> </u> g. 8	b. Another person is added to the national transplant waiting list every _____ minutes	
<u> </u> h. 2	c. The number of deaths that occur every year in the U.S. because organs are not donated in time.	
<u> </u> a. 115,000	d. The percentage of patients waiting on the transplant list that are in need of a kidney	
<u> </u> i. 75	e. The number of people that die each day because the organ they need is not donated in time	
<u> </u> b. 10	f. 1 out of 3 deceased donors is over this age	
<u> </u> d. 82	g. If I donated my organs I would be able to save how many lives?	
<u> </u> f. 50	h. If I donated my cornea, I would be able to restore sight for, how many people?	
<u> </u> e. 22	i. If I donated my tissue, I would be able to heal the lives of how many people?	



Did You Know?

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Scenarios for Letters

Your sister has a chronic kidney disease. She recently went into full renal failure and is surviving off of dialysis. She needs a kidney transplant.

At the grocery store, you meet a young boy passing out flyers to find a match for his dad who needs a Type O kidney transplant.

Your best friend just told you that their mom is going to need a heart transplant if she wants to be alive to see him graduate next year.

Your uncle recently went into liver failure due to Cystic fibrosis. He will need a liver transplant as soon as possible.

A family-friend and local firefighter had a bad accident on a job where a majority of his arm suffered third-degree burns. He will need multiple skin grafts to save his life.

You ran into an old friend from primary school who suffers from corneal degeneration. He is now considered legally blind. If he receives a cornea donation, he will be able to see again.