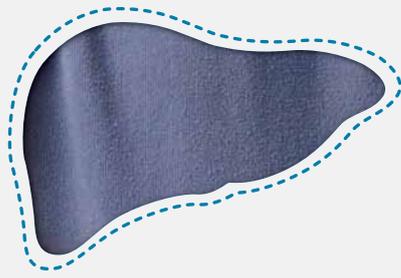


Lesson plans



**I've had
another
chance.**

Cliff Dixon liver recipient

1. Introduction to organ donation

Aims

- To provide a broad understanding of organ donation and transplantation and its importance to society.
- To make pupils aware of the legislation governing organ donation.
- To prompt discussion on some moral issues.



Introduction

Play the 15-minute film at the beginning of the lesson.

[Link to full film](#)

Topic - Organs



Discussion

Ask the class to name the main organs of the body and to discuss which ones are suitable for transplant.



Activity

Use Activity sheet 4 showing the body and ask the class to mark the positions of the main organs.



Slide 1

Displays the correctly labelled diagram of the body and the position of the main organs.

Discuss organ functions using the remaining slides to reveal facts about each organ and why they might need to be transplanted (use information from Activity 1 identifying organs and tissues).

Topic – Who regulates organ transplantation?



Slide 8-14

State some simple facts about the Human Tissue (Scotland) Act 2006.

Who can be a donor?

How can people express their wish to become donors.

How does this happen if the person dies without expressing their wishes.



Activity

Working in groups, allocate the questions one/two per group. Set time to do research/discussion and then regroup to discuss findings and look for consensus.

1. (This question would be common to each group) Should people be able to attach conditions to organ donation?
2. What would the conditions be? If someone had committed a crime should they be a donor? Should a criminal be a recipient of an organ? Does the severity of the crime matter to you?
3. Who sets these conditions? Who should set conditions? What is the role of the NHS? Who monitors the role of the NHS in organ allocation?

2. People involved in transplantation

Aims

- To provide a broad understanding of organ donation and transplantation and its importance to society.
- To make pupils aware of people dealing with long-term medical conditions and the social impact it has.
- To prompt discussion about people who work in.



Introduction:

Play the 15-minute film at the beginning of the lesson.

[Link to full film](#)



Activity

Use the handouts and ask the class to take the transplant quiz (on page 97). Take them through the answers (on page 102).



Activity

Ask the class to read Story 1 of Peggy Murray.

[Link to Peggy Murray story page 61](#)

Encourage them to express how they felt when they read the story.



Discuss with them if the recipient should know anything about the donor. Should the donor's family know who the recipients are? What difficulties may arise in these situations?



Activity

Ask the class to read "A day in the life of a Specialist Nurse – Organ Donation" page 43.

Set them a group task to:

- List all the people Lesley would see and talk to in this typical day? (they will need to go through Lesley's day to answer this)
- Assess what Lesley regards as the most important part of her role? What are her reasons?
- Discuss what would have been the most emotional or moving times in her day.

Video still and link to Carolyn Reid video

3. Religious and ethical issues

Aims

- To provide a broad understanding of organ donation and transplantation and its importance to society.
- To make pupils aware that all major religions in the UK support the principles of organ donation.
- To generate discussion about some potentially awkward situations arising around organ donation.



Introduction:

Play the 15-minute film at the beginning of the lesson.

[Link to full film](#)



Discussion

Ask the whole class what they feel about the following statements:

“I won’t consider donating blood, organs or bone marrow because it’s against my religion.”

“I won’t accept a blood, organ or bone marrow donation because it’s against my religion.”



Activity

Explore with the class how the major religions view blood and organ donation using the slides.



Slides 1-8



Discussion

Why do almost all the main world religions support organ donation and transplantation? What are the general shared principles they hold regarding human life?

Consider the views held by the Shinto religion regarding the dead human body. What do you think about their ideas?



Discussion

Ethical dilemmas

Organ transplantation is not just a part of medical history. Today it has become a moral and major ethical challenge: to whom shall we give these organs when there are so few available?

More people need organs than there are available and this discrepancy in supply and demand gives rise to many ethical dilemmas about recipients.

Discuss these situations:

1. Robert has died and he carries a donor card and has signed the NHS Organ Donor Register. The transplant co-ordinator approaches Robert's wife, and she says 'no' to donation.

What is the right thing to do?

Do you follow Robert's wishes or his wife's?

2. Michael is suffering from chronic liver disease, caused by alcohol-related problems. Without a transplant he will die. Michael is known to be a very heavy drinker.

Should Michael be given a liver transplant? Should he be given another chance?

Would there be any conditions?

3. Kate is 17 years old. Her mum has a serious kidney disease and has been on dialysis for over 2 years. Kate, distressed by her mum's suffering, offers to donate her kidney to her mum. They approach the transplant co-ordinator and surgeons to discuss this possibility.

What do you think the professionals' response to this offer would/should be?

4. What if in Scotland there was an 'opt-out' system rather than 'opt-in'.

Should a person who has 'opted-out', and clearly indicated his or her refusal to donate organs, be entitled to receive an organ in order to save his or her life?

5. What about smokers?

Should they have as equal a chance as others to receive a life-saving organ?

6. A convicted killer imprisoned in Scotland requires a heart transplant and after several months on the list, he receives a heart transplant.

How do you feel about this? How do you think the donor would have felt?

7. America is moving closer to allowing payment for organ donation. Presently this is illegal, both in America and here in the UK.

However, in the face of a severe shortage of organs, do you think financial rewards and incentives should be offered?

What concerns might be raised about financial reward for organs?

8. Luisa lives in a shanty town in Brazil. She has 7 children, and struggles every day to provide food for them. She decides to sell one of her kidneys to a wealthy family in Brazil whose 11-year-old son is seriously ill awaiting a kidney.

What are Luisa's motives in offering her kidney? Do you think this arrangement should proceed? Think of the obvious advantages and less obvious disadvantages.

9. Patricia is 67 years old, and is determined to be an altruistic kidney donor. She has been communicating with someone via an internet chatroom. She has never met him in person.

Should the operation go ahead?

10. Jim sends off his form to the NHS Organ Donor Register but writes on it 'I do not want my organs to go to anyone who is not Scottish'.

Will his wishes be respected?

The photographs used on the cover and section dividers are of models, used for illustrative purposes only