

PSHE/PSD/PSE lesson

(Approximately one hour)



Learning outcomes

- **All students will:** understand that becoming a blood, organ, tissue or bone marrow donor is an important issue for them to consider as, without the contribution of volunteer donors, people will die.
- **Most students will:** also know that there is a shortage of donors in the UK. They will know that people can donate during life and after death.
- **Some students will:** also understand some of the wider issues about donating and receiving blood, organ, tissue and bone marrow.



Starter activity (10 Min)

Look at the introductory film on the website.

- Following the film, ask the students to identify some of the key points made. For example, did they know there was a shortage of donors? Is this something they have ever thought about before?
- Do any of the students know someone who has received a blood, organ, tissue or bone marrow donation?
- Do they know any donors?
- Have any of them thought about becoming a donor?



Whole class activity (10 Min)

Play the Body Bingo interactive game. Ask the students to give their 'best guess' for each of the questions and take a vote on the most likely answer.

After you have played the game talk about the following:

- What do the students think stops people from becoming donors?
- Relating the idea of becoming a donor to their own lives, what sorts of things might put them off actually doing it?



Talk about real life examples, either from the students' own experience or using the filmed Real stories on the website. The filmed case studies of Victoria Penn and Adrian Turner amongst a series of others can be used for this discussion.



You could look at the Student card about Olivia, whose life was saved by a bone marrow donation, or perhaps Sally Slater who was kept alive by donated blood during her heart transplant.

- Which stories have made the most impact on the students, and why?
- What would have been the outcome for the people they know or those in the case studies if no donors had been found?

Group work (25 Min)

Ask the students to work in small groups to prepare a three minute presentation which raises awareness of the issues around donation. Students can browse the website for information and also use the **Student cards**. Divide the class so that each group includes answers to one or two of the following questions in their presentation.

- Which parts of the body can be donated?
- Which parts can be donated during life and which after death?
- Where and how do we give blood?
- Why do hospitals need a regular supply of donated blood – what do they use it for and how much do they need?
- What is bone marrow? Why do people donate it?
- Examples of how donation has saved someone's life.
- Currently 10,000 people in the UK need an organ transplant, so why do we need millions to join the NHS Organ Donor Register?

They might also include the following:

- How to become a blood donor at 17 or pledge to become one.
- How to sign up on the NHS Organ Donor Register.
- How to sign up on a bone marrow registry.

With less time available or less able students, teachers could consider a poster design activity, instead of presentations.



Ask the students to complete **Activity sheet 1** (page 11) in which they write a letter to the editor of a local newspaper persuading readers to become blood donors or join a blood marrow registry or the NHS Organ Donor Register.

Plenary (15 Min)

Watch the Group work presentations and allow time for questions and constructive comments.

- Ask again how students feel about becoming donors. Have their attitudes changed?
- What are the most powerful arguments for becoming a donor in the future?

Extension/homework activities

You can use these extension activities as the basis for a follow up lesson, or as a homework task to consolidate learning.



Ask a group to select a subject area; blood, organs, tissue or bone marrow, and to choose one or more of the topics for 'Live debate' from the back of the **Student cards**.

- They can extend their understanding of the issues by completing one or more of the topics from 'Getting into their shoes'.



If you have more time you could run the **three to four lesson approach** that you'll find on the website, which is appropriate for PSHE/PSD/PSE and Citizenship teaching.