

Three to four lesson approach (PSHE/Citizenship)

Session one: What do I think?

(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)



- Begin by watching the introductory film on the website at www.giveandletlive.co.uk. The website also includes an interactive Donor Body, to explore as a whole class on the white board or in smaller groups.
- The Fact sheets provide key facts and information about donation both during life and after death. Download some or all of these pages and use the points as a stimulus for discussion.
- You can also show some of the Real stories provided on the website and on the Student cards.



Individual/group activity (15 Min)



- Challenge students to complete the true or false quiz on Activity sheet 1.
- Discuss the answers and ask the students to consider what might stop someone they know from registering as a donor. What kinds of arguments or concerns have they heard about donation?
- Do any of the students think they might consider becoming a donor? What reasons can they give for wanting – or not wanting – to donate?
- Explain to the class that over the next three weeks/lessons they are going to be working in groups to find out more about donating, and what other people know about the issue. They will be working towards giving a short presentation – perhaps as an assembly – to other people in the school about the importance of donation.

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Session one: What do I think?

(Continued)

Answers (sheet 1):

1. False
2. True
3. True
4. True
5. True
6. True
7. False
8. False
9. True
10. False

Group activity (25 Min)



- The students work in groups of between four and six. Give each group a different **Student card**. Each card includes a real story and information about aspects of donating during life or after death. The cards will focus the groups' attention on the key issues and support them in forming and voicing their opinions. The real stories can also be found online at www.giveandletlive.co.uk.



- The groups should complete the activities on the **Student cards**, which include a topic for debate and ideas for role play. If they are finding the debates difficult, hand out copies of the **additional support card**.
- Give each group 10 to 15 minutes to formulate their views.
- Allow time for each group to feed back their findings to the rest of the class and for a short question and answer session.

Plenary (10 Min)

- Recap on what the students have found out about donating and what their views are.
- Explain that the next task will be to find out what others know and how they feel about donating blood, organs, tissue and bone marrow.

Extension/homework activities (10 Min)

- Ask the students to visit the website www.giveandletlive.co.uk to find out how to register as a donor and which parts of the body can be donated in life and after death.
- Students prepare a fact sheet to inform others about donation. They could then go on to write a paragraph on the following: 'Most people say that donation is a good thing, but only a fraction of the population actually registers to become a donor. In your opinion, why is this the case?'. **Activity sheet 1** supports this activity.



- Play **Body Bingo interactive game** on the website. This activity tests what students have learnt in the course of the lesson.

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Activity sheet 1 – What do I think?

What do you know about donation?

Complete this True or False quiz to find out.



True or False

1. About half the population of the UK are blood donors.
True/False
2. After death, one person can help as many as eight people by donating their organs.
True/False
3. It is important to discuss your wish to be an organ donor with your family.
True/False
4. In the UK people are dying whilst waiting for a bone marrow transplant.
True/False
5. In the UK, on most days there is less than a week's supply of blood stored in blood banks.
True/False
6. Nine out of ten people say they support organ donation as an idea, but only two out of ten have joined the NHS Organ Donor Register.
True/False
7. Your body contains about two litres of blood.
True/False
8. You must die in hospital to be a tissue donor.
True/False
9. Right now, more than 9,000 people in the UK need an organ transplant.
True/False
10. The number of organs donated after death has risen in recent years.
True/False

(Answers on page 2 of Three to four lesson approach)

Most people say that donation is a good thing but only a few people actually join the donor registers. In your opinion, why is this the case?



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Session two: What do other people think?

(Approximately one hour)

Learning outcomes

- **All students will:** begin to consider some of the influences on people's decision to donate or not; know the key questions to include on a questionnaire which seeks people's opinions about donation.
- **Most students will:** understand the influence of religious and cultural beliefs on the decision to become a donor.
- **Some students will:** form a persuasive argument to encourage people to become donors.

Starter activity (10 Min)

- Recap on the main points from Session one, and list some of the facts and opinions that the students discussed in the previous session.
- Have they learned anything more since last time? Have they, for example, talked to their parents or friends about donation, or visited the website?
- Play [Body Bingo interactive game](#) on the website to remind them of the key facts.
- Explain that the main task for this session is to draft a questionnaire to find out what other people in the school and/or their families and friends think about donating.



Whole class activity (15 Min)

Before the students begin thinking about what they want to find out using their questionnaires, spend a few minutes considering the following:

- How do they think their peers/parents feel about giving blood and bone marrow during their lives and organs and tissue after their death?
- Are there any religious or cultural beliefs that prohibit the giving/receiving of blood, organs, tissue and bone marrow? There is a [Religious Education PowerPoint presentation](#) in the Teachers' Zone which explains the views of major religions towards donation.
- What assumptions might we make, e.g. that some people hate needles and will therefore be scared to donate blood; that others worry about being registered organ and tissue donors in case medical staff make less effort to save their lives because of it.
- There is a discrepancy between positive attitudes towards donation and the relatively low numbers of people who actually give blood or register as donors. What can students suggest that might help to persuade their peers to give blood for the first time or join the NHS Organ Donor Register? How effective are advertising campaigns (e.g. radio, TV, online) compared to posters, personal letters, real-life case studies or an education programme like this one, for example?



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Session two: What do other people think? (Continued)

Group work (30 Min)

- Students work in groups of four to six to plan and draft a questionnaire. Each group lists up to ten questions they would like to ask and also devises a recording system, for example, 'Yes/No/Don't Know'. Encourage the students to include the kinds of questions that highlight attitudes and feelings towards donating. For example, at its simplest level they might ask, 'Do you think giving blood or donating an organ is a good thing? Why/why not?' Or, 'Would you consider becoming a donor?' They can also include some more controversial questions such as, 'Do you think people should be paid for being donors?' or 'Should every adult be required by law to be a donor?' Sample [Survey questions](#) can be downloaded from the Teachers' zone



- [Activity sheet 2](#) will support the students with their planning by demonstrating open and closed questions and by asking them to think about the kind of information they might include in a persuasive presentation.
- The groups should also decide on their survey sample and size, for example, other students in the same year, a younger/older year group, friends, parents, teachers. Suggest they limit the number of respondents to five.
- Clearly, the sample size cannot be considered definitive or a representative sample. The idea is simply to gather some basic information from within a small group of people who are significant to the students.
- Allow time for each group to offer their top three questions and compile an agreed class list of ten that will appear on the final questionnaire.

Plenary (5 Min)

- Make sure the students are clear about who they will be surveying and how they will deliver the questions. For example, they could conduct face-to-face interviews or perhaps email the questionnaire to a number of friends or family members.

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Activity sheet 2 – What do other people think?



Asking closed and open questions

Closed questions can be answered by saying 'yes' or 'no'.

Q. 'Have you ever thought about the need for donors?'

A. 'Yes.'

Open questions allow the interviewee to give a full answer in their own words.

Q 'What would encourage you to join a bone marrow registry?'

A. 'If I knew someone else who had, or someone who needed a transplant.'

Write two open questions for your survey.

1 _____

2 _____

Write two closed questions for your survey.

1 _____

2 _____

A good slogan will encourage people to join in. What do you think about 'Give and Let Live'?

Write a slogan based on an issue raised by one of your questions.

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Session three: Analysing the survey results

(Approximately one hour)

Learning outcomes

- **All students will:** enter their results on a database and write a short summary of their findings.
- **Most students will:** reflect on the quality of their questions and responses; analyse and interpret data.
- **Some students will:** anticipate patterns of responses amongst respondents and reflect on their assumptions compared to the results.

Starter activity (10 Min)

- Having collected data from their sample group, students will spend the bulk of this lesson entering the results on a database and analysing the main findings.
- Before the students enter their data ask them to reflect on their impressions of carrying out the survey by asking them questions such as:
 - Could the respondents understand the questions or did they find any of them ambiguous?
 - Generally speaking, were people co-operative and interested in the subject matter of the survey?
 - Are they expecting to find any patterns of responses once they enter and analyse their data? For example, are they anticipating a difference in attitudes between genders or across age groups?

Group work (20 Min)

- Each group should enter its results into a class database. This can be set up in Excel.
- Next, each group should begin an analysis of its findings. They should record key information such as:
 - total size of the sample
 - date of survey
 - average age of respondents
 - number of males and females.
- The students consider each question in turn and write a short summary of the main findings. Encourage them to describe the results of the question and also to include any key statements or opinions. For example, 'Of the xx males who answered the question "Do you think you would become a bone marrow donor?", yy answered "yes" and zz "no". Some reasons for refusing were...'. **Activity sheet 3** provides a template for the students to record the outcomes.



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Session three: Analysing the survey results (Continued)

Whole class activity (20 Min)

- Are there any surprising results? For example, did the results bear out – or contradict – any assumptions the students may have made about the attitudes of their survey sample? Did anyone in the survey strongly disagree with the idea of donating? Did more than 5% say that they were already blood donors? Did more than 23% say they were already members of the NHS Organ Donor Register?
- Do the attitudes of others as revealed by the survey support what the students know from previous sessions?
- Are there obvious differences by gender/ethnicity/age?
- How different are parental/family attitudes from those of teenagers?
- Which research method seems to have been the most effective (interviews, self-completion questionnaires)?
- What seems to be the predominant attitude towards giving blood?
- Do people seem to feel more confident about giving blood or bone marrow than donating an organ or tissue?
- What are some of the main concerns and questions raised by the sample group?

Plenary (10 Min)

- Ask the students to think about one of the survey findings; perhaps the one they found most interesting or surprising. What are the implications of this for the future of donation?
- Ask the students to tell you three things they now know about donating that they didn't know before.
- Do they feel any differently about the issue now than they did before the project began?

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Activity sheet 3 – Analysing the survey results

Complete this sheet to help analyse the results from all the data collected through the survey.

Date of survey _____

Size of survey _____

Number of males _____ **Number of females** _____ **Total** _____

Age of respondents

Under 16 ___ **16–20** ___ **21–30** ___ **31–40** ___ **41–60** ___ **Over 60**

Choose three questions from the survey and summarise the results:

Question: _____

Response: _____

Question: _____

Response: _____

Question: _____

Response: _____

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Session four: Spreading the word

(Approximately one hour)

Curriculum links

Citizenship: Advocacy and Representation; Taking informed and responsible action.


Learning outcomes

- **All students will:** understand the key messages about the need for donors and will have included these in a plan for a campaign.
- **Most students will:** also have drafted a leaflet, or other campaign material for a target audience, considering how persuasive arguments can be effectively delivered.
- **Some students will:** have an outline plan for putting their ideas into action.

Starter activity (10 Min)

- Recap on the facts and opinions that students learned from their investigations. Do they agree that there is a real need to alert society to the importance of donation? How is it possible to make people aware of the need and take action?
- Which group of people needs more information about donation? Who might be inspired to convert good intentions towards donating into action, e.g. parents, teenagers, teachers, community leaders?
- Why have other successful campaigns, such as 'Don't drink and drive!' and 'Stranger Danger', worked so well?

Group work (40 Min)

- Students identify their target audience and write a few key words as a profile. For example, their key audience might be school leavers. How would they describe them? What are their interests? What might engage their interest?
- Plan how best to 'reach' the target audience. Would they respond well to an advertising campaign or a drama, or would it be more effective to make a short film?
-  **Activity sheet 4** includes a fact file that the students can use to help them write a letter to the editor of a local newspaper encouraging readers to think about donation. They should use a persuasive tone and provocative words and phrases.
- What key messages do students want to tell their target audience?
- By the end of the session students should have an outline plan and possibly some first-draft material such as a leaflet, a powerful slogan, a letter or the storyboard for an advertisement or piece of drama.

Plenary (10 Min)

- Students comment on each others' draft ideas.
- If there was one key message the students would like everyone to know about donating blood, organs, tissue or bone marrow, what would it be?

Extension/homework activity

- Some students may be keen to put their planning into action either in a school assembly or otherwise, for example by making a short film.

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Activity sheet 4 – Spreading the word

Fact file

- There is a constant demand for donated blood, but only 5% of the people in the UK who can give blood do so.
- The number of people needing an organ transplant is far greater than the number of organs being donated.
- In the UK people are still dying while waiting for a bone marrow transplant.
- A major reason for the shortage of organs is that many people have not recorded their wishes about donation or discussed it with their families.

Have your say

Write a letter to the editor of your local newspaper in which you persuade the readers to become blood donors, join a bone marrow registry or join the NHS Organ Donor Register. Include one or more of the facts and use persuasive phrases.

Dear editor