**Adam’s Story: Teacher notes**

**Organ Donation: The gift of life**

After his death, Adam gave new life to 5 people. He was on the Organ Donor Register, he had talked to his Dad about it and his family are really glad that Adam is living on in this way. According to NHS statistics, there are currently 8,000 people on the waiting list of which an average of 3 die each day with no suitable donor found. Only 30% of the UK are on the register.

The following websites provide lots of useful information regarding organ donation.

[**www.giveandletlive.co.uk**](http://www.giveandletlive.co.uk)

[**www.uktransplant.org.uk**](http://www.uktransplant.org.uk)

Please be sensitive to the views and cultural practices of ethnic or religious groups to which your students may belong. Please also be aware that some students may be affected directly by the issues under discussion; for example, someone close to them may be seriously ill and receiving blood regularly or may be waiting for a bone marrow or organ transplant. They may be ill themselves and may have been told that now or in the future they will need a transplant. Or their lives may already have been affected by knowing someone – a family member or friend – who has died and become an organ or tissue donor (information taken from www.giveandletlive.co.uk).

**Curriculum links:**

|  |
| --- |
| **PSHE Health and Wellbeing** |
| **Key Stage 1** | **Key Stage 2** |
| 1. what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
 | 1. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’
 |
| 1. to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet
 |
| 17. which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others |

Ask children to name some organ names and take feedback. Display the following key vocab on the interactive whiteboard, see if children can come and drag each label to the correct place on the body: kidneys, heart, liver, lungs, pancreas, small bowel. Explain how these organs can all be transplanted from one person to another. Discuss why an organ may need replacement by transplant: genetic (inherited) diseases, infection, working environment (e.g. asbestos), lifestyle choices (e.g. alcohol abuse leading to liver disease, smoking causing lung disease, poor diet/lack of exercise contributing to heart disease).

Give the example of Adam donating one of his kidneys and pancreas to a gentleman who was on the organ donation waiting list. Registering to be a blood, organ, tissue or bone marrow donor is an act of great kindness that could save or improve the lives of many people. Explain how Adam was fit and healthy, he enjoyed sports and maintained a balanced lifestyle, meaning his organs were healthy. Explain that the choices they make now and as they are growing will influence their bodies. Explain how some choices could damage their bodies, e.g. illegal drugs and other substances can be harmful to the human body, that they are extremely dangerous and can damage and impair organs such as the brain and heart. Link to science lessons and remind children how to keep their bodies healthy and explain the positive relationship between a good diet, exercise and a balanced lifestyle.

<http://www.giveandletlive.co.uk/en/donation/donor_body/donor_body.html>

Use the interactive body on the above website to explore the different organs and find out important facts about them, and read about donations that have already taken place.

Discuss why someone might consider becoming an organ donor. There are no right answers, just encourage students to think about it and allow them to express their views. Discuss the need for a large pool of potential donors. Most people don’t die in hospital so can’t be donors – their organs can’t be removed quickly enough. Discuss the need for more organ donors, how to register on the NHS Organ Donor Register (which you can do at any age) and how more people can be encouraged to be donors.

Using the EAHC website, http://www.eahconsequences.com/organ-donation.html , show the video of Adam’s parents meeting Mark Smith, the gentleman who underwent an eight-hour transplant operation to receive one of Adam’s kidneys and his pancreas. Explain how they also met Mark’s baby daughter, Emily, who Mark said was a ‘gift from God’ only made possible by Adam becoming an organ donor.

Our pledges: give the children an opportunity to discuss the impact of The Gift of Life and they could reflect in the form of a diary. It may be that the School Nurse could come in and talk to the children about healthy lifestyles.
Ask children to write their own pledges of what their ‘gift’ will be. Show them examples of pledges and encourage them to come up with one of their own, e.g. I pledge to make others happy by saying kind things only.