



Exploring Donation



Curriculum Links

PSHE Association Programme of Study (KS4)

- **Relationship Values**

R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours

- **Health-related decisions**

H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help

H15. the purpose of blood, organ and stem cell donation for individuals and society

Relationships and Sex Education and Health Education (RSHE)

By the end of secondary school, pupils should 'know about the science relating to blood, organ and stem cell donation'

Citizenship

KS3

the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

KS4

the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity

How could this lesson fit within a scheme of work?

This lesson could be taught alongside other lessons in PSHE about physical health, vaccinations, family life and relationships or independence and decision-making. It is also important to note that these lessons contain some themes of death, loss and what happens to our bodies, so teaching lessons prior to these that discuss these themes may help students to engage with these lessons more effectively.

About these resources

In this lesson, students learn about the process of, and the importance of, blood, organ and stem cell donation. Real-life stories encourage students to explore the perspectives of those with personal experiences of donation and consider the role of donation in society.

How was this lesson created?

These resources have been created by NHS Blood and Transplant (NHSBT), in collaboration with Anthony Nolan, developed with the support of practising teachers and accredited by the PSHE Association. For more information on NHSBT and Anthony Nolan, see slides 4-5.

How to use this presentation

Slides 2-5: Teachers' notes (these slides will stay hidden in presentation mode)

Slides 6-23: Use with students for the core lesson. Instructions and subject knowledge are included on the notes section of each slide.

What preparation is required?

- This lesson covers a topic that may be sensitive. **It is essential that you familiarise yourself with the Creating a safe learning environment document before delivering this session.**

- Familiarise yourself with the video on slide 17 and check it plays.
- Print out copies of slides 11-14 which contain information about the different types of donation. In the first activity, students will be working in groups to remember as much as they can about one type of donation, so they will need this information at their tables.

Follow-up activities

- The **Introduction to Donation Assembly** can introduce this topic to KS3 and KS4 students.
- Link blood donation to the science curriculum using the **Science of Blood Donation** lesson.
- The second PSHE **Donation and Choices** lesson further cements KS4 students' learning as they consider the individual's choice to donate.

Support for students

If any students are affected by any of the content in this lesson around donation, illness or death, encourage them to speak to a trusted adult, use the schools pastoral system, contact Childline (0800 1111) or visit Mind ([mind.org.uk](https://www.mind.org.uk)) for further support.

About NHS Blood and Transplant

NHS Blood and Transplant (NHSBT) works to **save** and **improve thousands of lives** every year through **blood, organ, tissue** and **stem cell** donation.

Our service relies on the generosity of volunteer donors. Each year in England donors give around **1.4 million donations of blood*** and **4,000 organs***. But **more young donors are needed** to help save more lives.

Our hope is that these resources, developed in collaboration with Anthony Nolan, will **educate** students about blood, organ and stem cell donation, **empower** them to **discuss donation with their families** so they can make **informed decisions**.

[Visit NHSBT
to find out more](#)

In England:



**Nearly 400 new
blood donors
are needed
every day to
meet demand**

**80% of people
are willing to
donate their organs
when they die – but
only 40% of people
have registered
their decision on
the NHS Organ
Donor Register**

*NHSBT donation statistics from 2019-2020

About Anthony Nolan

Anthony Nolan was the **world's first stem cell donor register**; set up in **1974 by Shirley Nolan**, whose young son Anthony needed a stem cell transplant to save his life. Anthony died in 1979, before a match was found. **But his legacy lives on.** Today, there are registers across the world and **more than 16,000 stem cell transplants** have taken place.

Anthony Nolan is not the only stem cell register in the UK; **two other registries exist** and work with Anthony Nolan to get stem cells to those in need:

- [The British Bone Marrow Registry](#) (part of NHSBT)
- [DKMS](#)

[Visit Anthony Nolan to find out more](#)

The Anthony Nolan charity helps three people each day to find that lifesaving match.

Every 14 minutes someone is diagnosed with blood cancer.

Anthony and Shirley Nolan



saving the lives of people with blood cancer

Donation



Discuss:
If someone has
something they
don't need, should
they give it away?

Exploring donation

Learning objective

We are learning what it means to donate blood, stem cells and organs and why donations are needed.

Learning outcomes

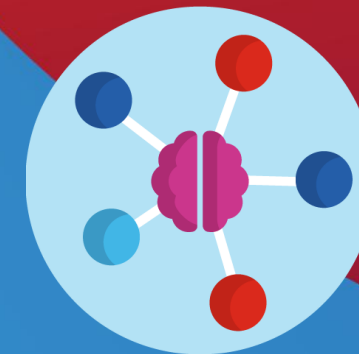
Students will be able to:

- identify the steps involved in blood, organ and stem cell donation
- describe how it might feel to be part of the donation process
- analyse the importance of donation for individuals and for society

Baseline assessment

**What do you
already know
about blood,
stem cell and
organ donation?**

**Create a mini
mind map.**

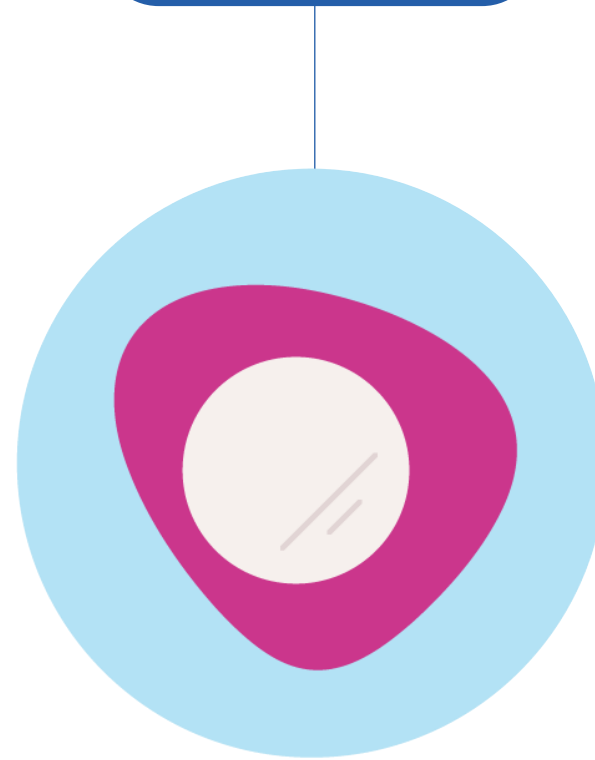


The donation process: What and who is involved?

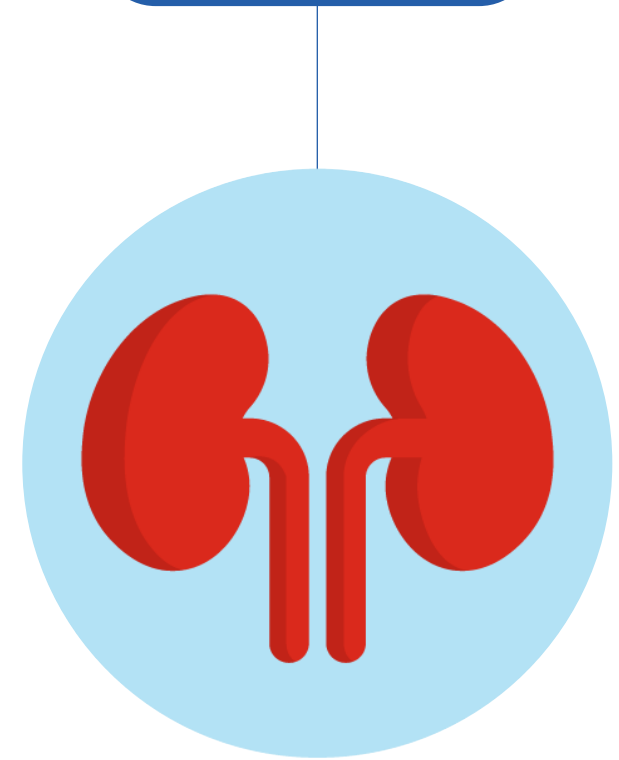
Blood



Stem cell



Organ



Who might need each type of donation?

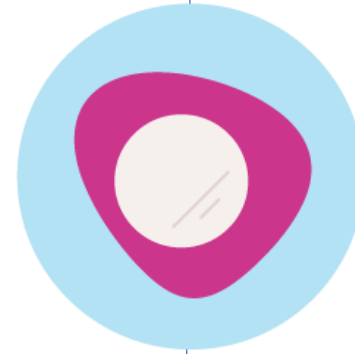
Blood



Who might need a transfusion?

- Anyone!
- Someone experiencing blood loss (for example, from an accident, surgery or child birth)
- Someone with blood cancer or a blood disorder

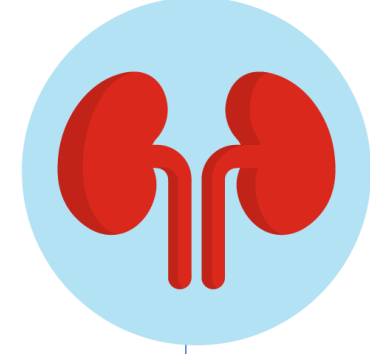
Stem cell



Who might need a stem cell transplant?

- Anyone!
- Someone with blood cancer or a blood disorder

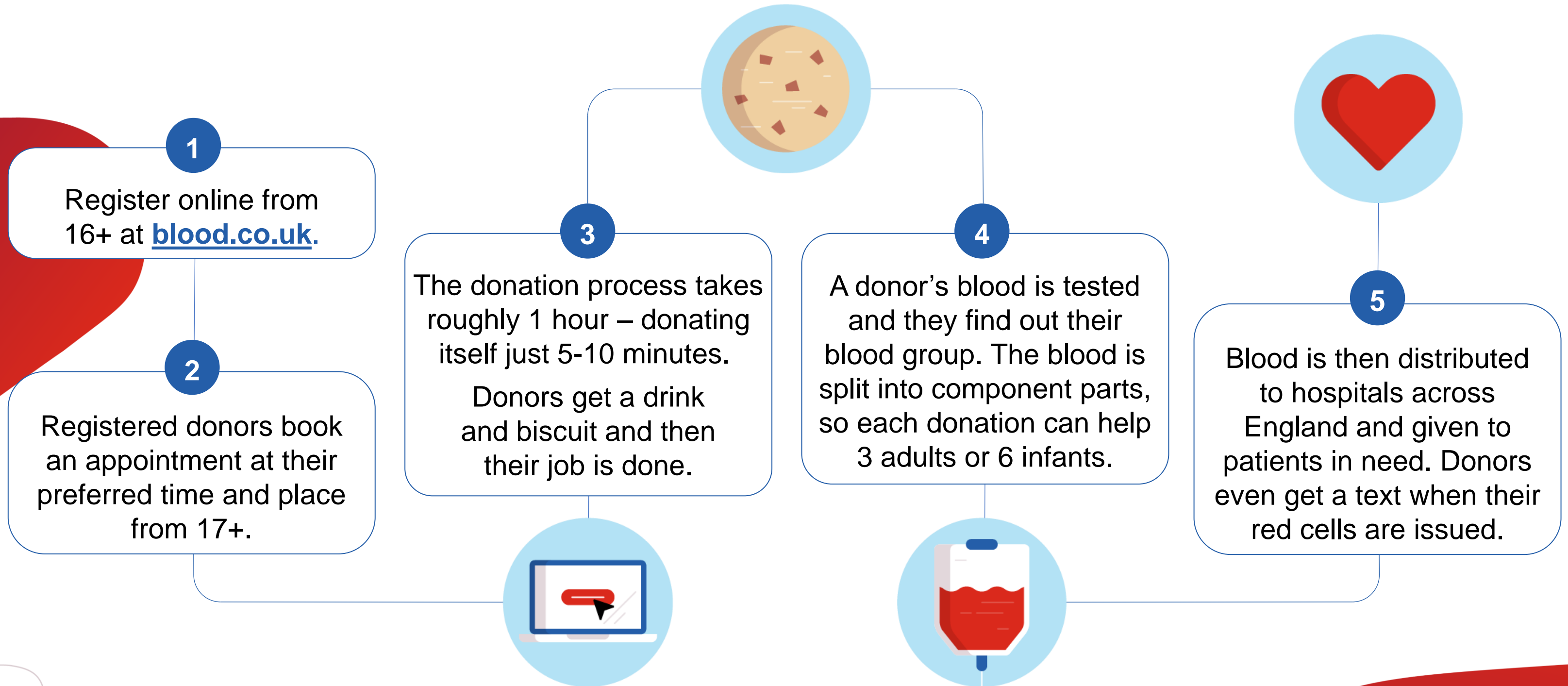
Organ



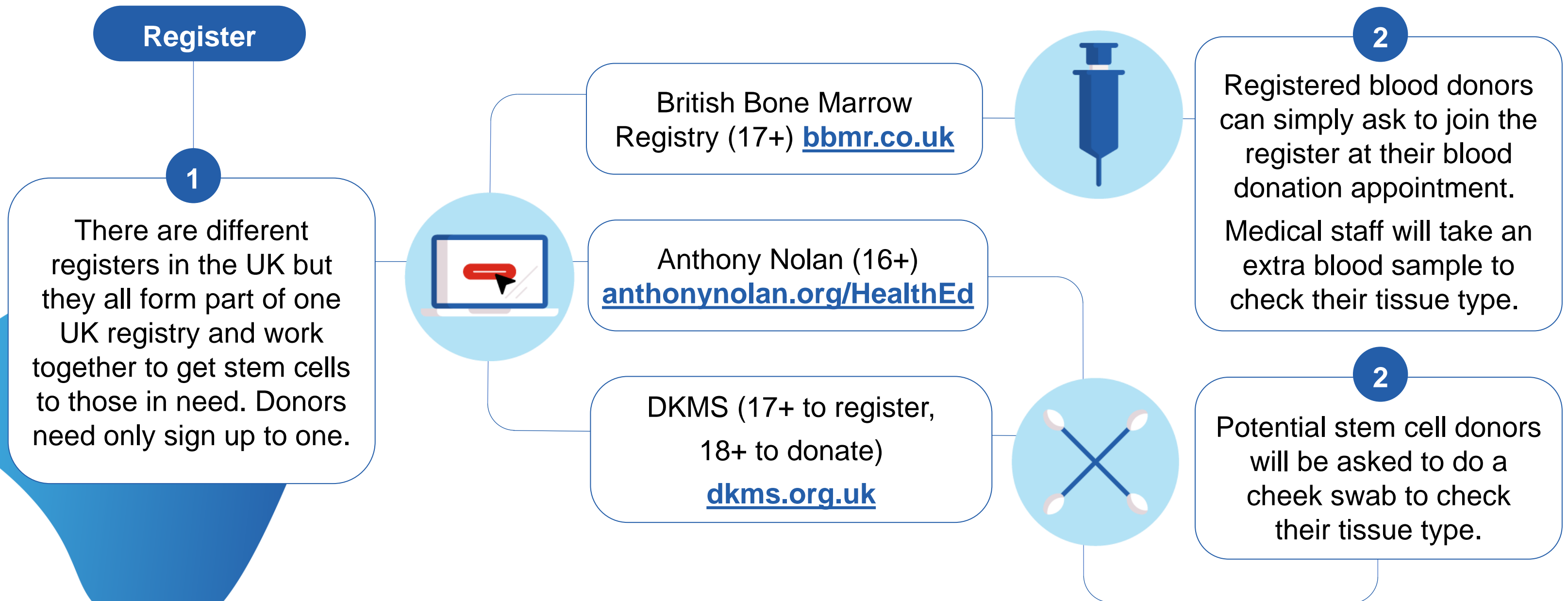
Who might need an organ or tissue transplant?

- Anyone!
- Someone whose organ(s)/tissue has been damaged by disease or injury
- Someone who has a birth defect

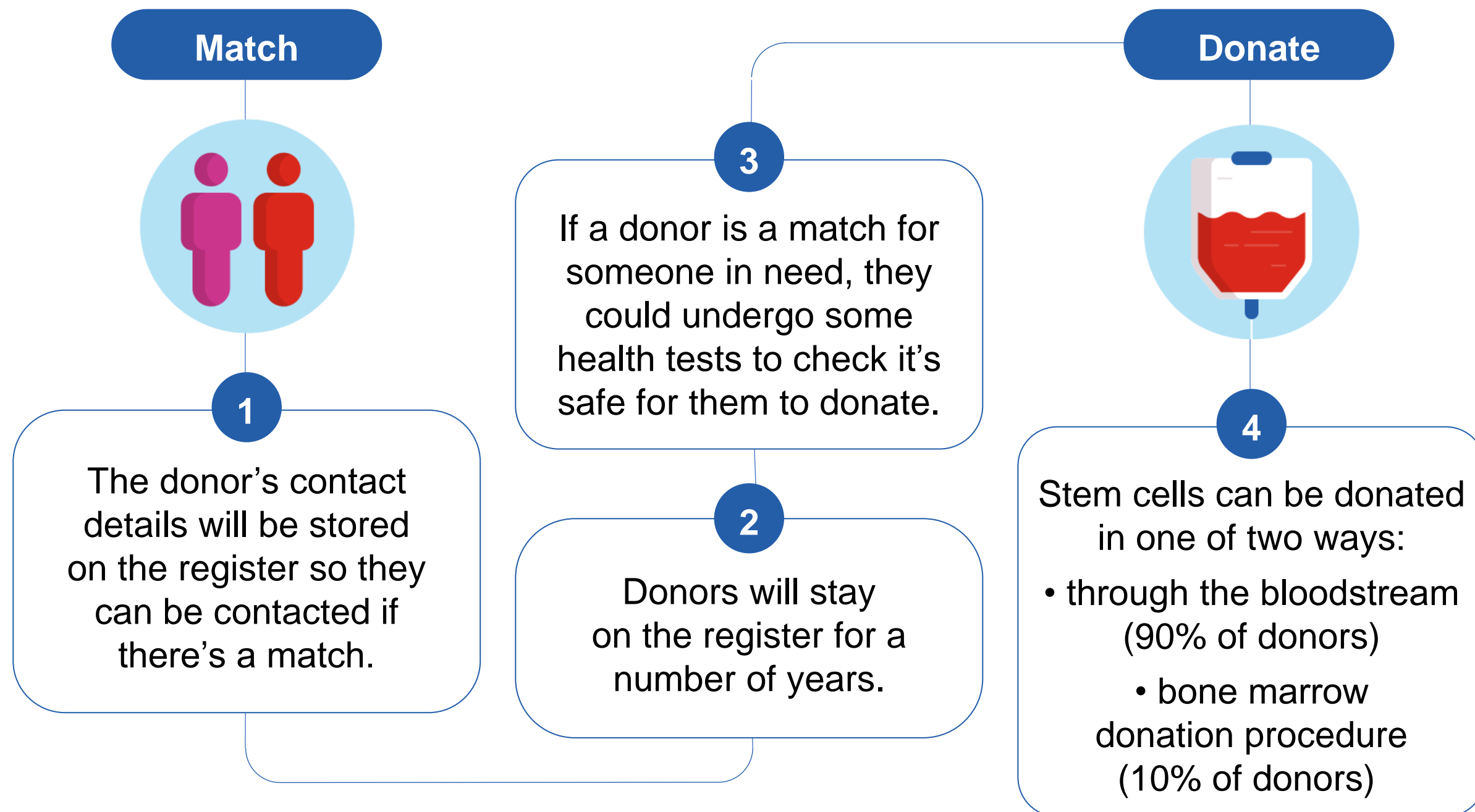
What's involved in being a blood donor



What's involved in being a stem cell donor?



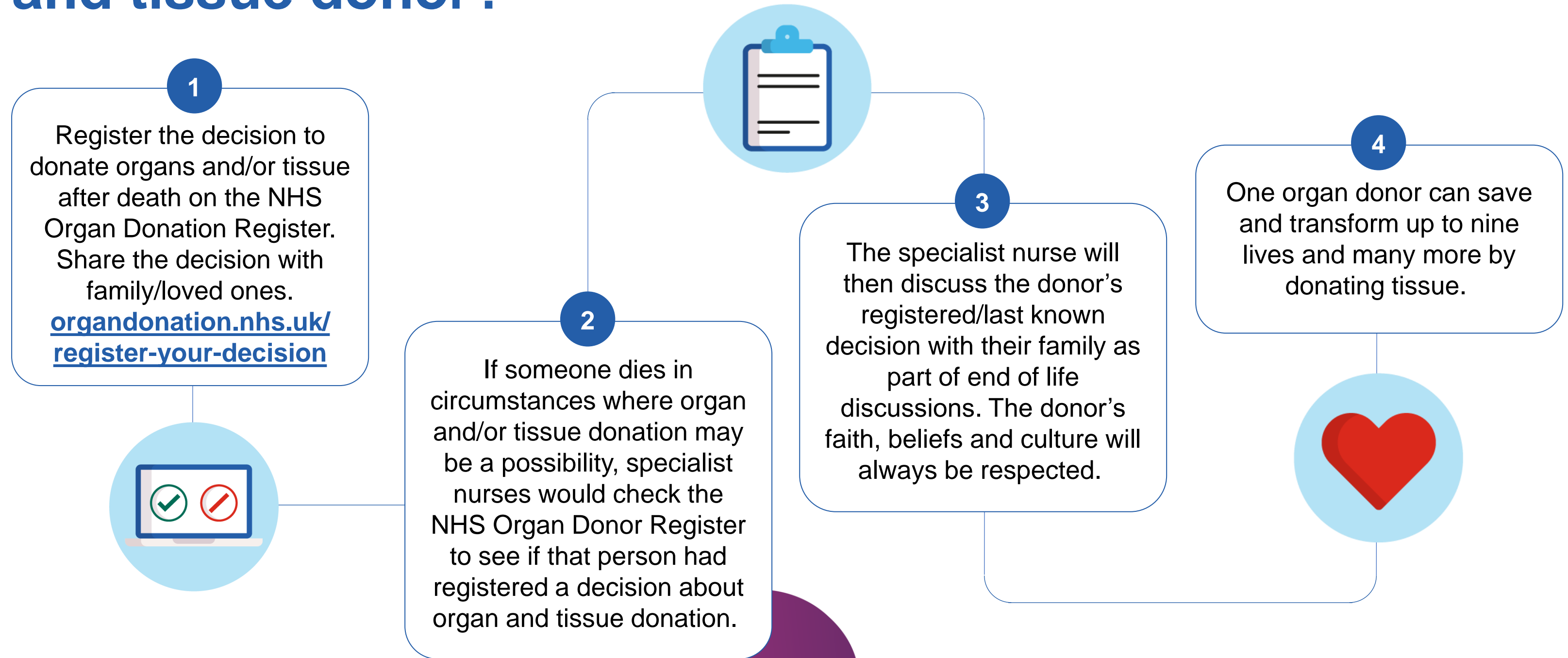
What's involved in being a stem cell donor?



[Watch this short animation to find out more about what's involved in being a stem cell donor](#)



What's involved in being an organ and tissue donor?



Can you share what you learned?



**Move to a new group –
can you share what you have
learned about blood, stem cell
or organ and tissue donation?**

How does ethnic background relate to donating?

The **closest matches** between donor and recipient are found between people from the **same ethnic background**. For example, donors from Black Caribbean and Black African backgrounds are likely to be the closest match for recipients who are also from a Black Caribbean and Black African backgrounds. This is because their **blood groups** and **tissue types** can be **closely matched**.

Demand is higher than the number of donors for blood, stem cell and organ donations for people from Black African and Black Caribbean backgrounds; Asian backgrounds and minority ethnic backgrounds.

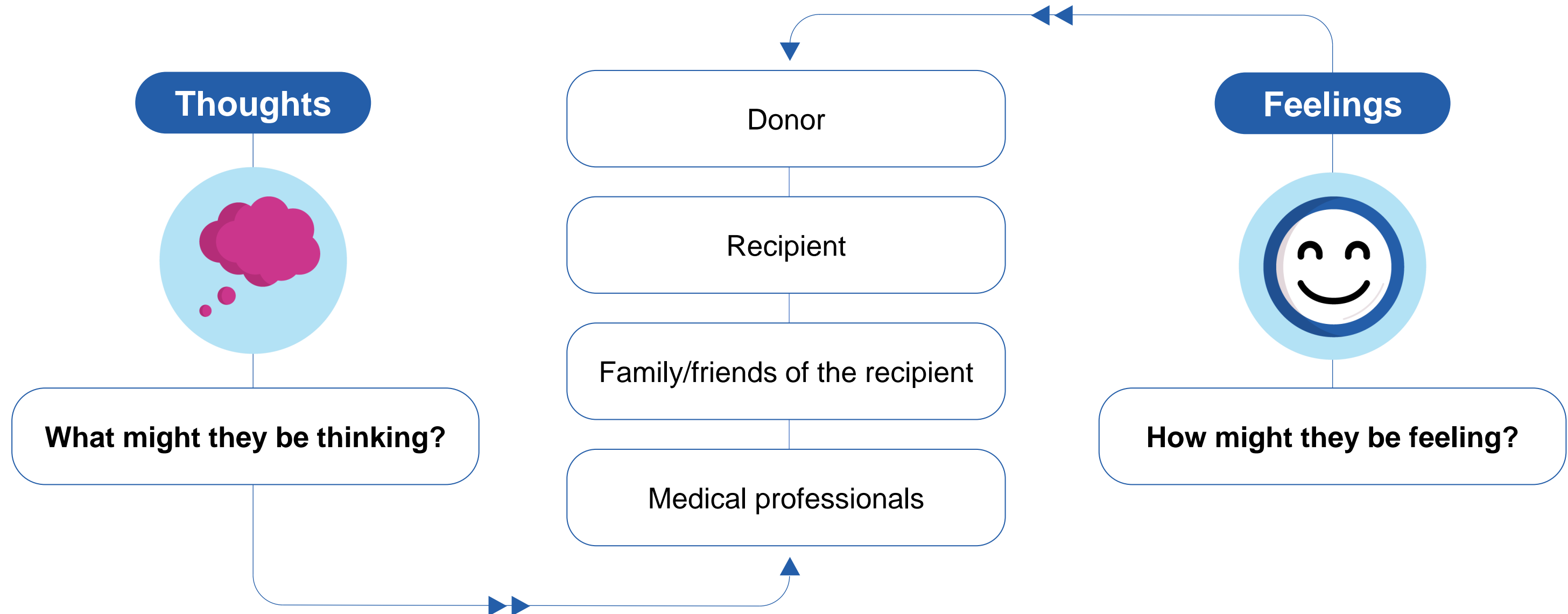
Individuals from minority ethnic backgrounds are also more likely to have rare blood or tissue types that make it harder for them to find a match.

Because of this, patients from these backgrounds often have to wait significantly longer for a successful match than a white patient.

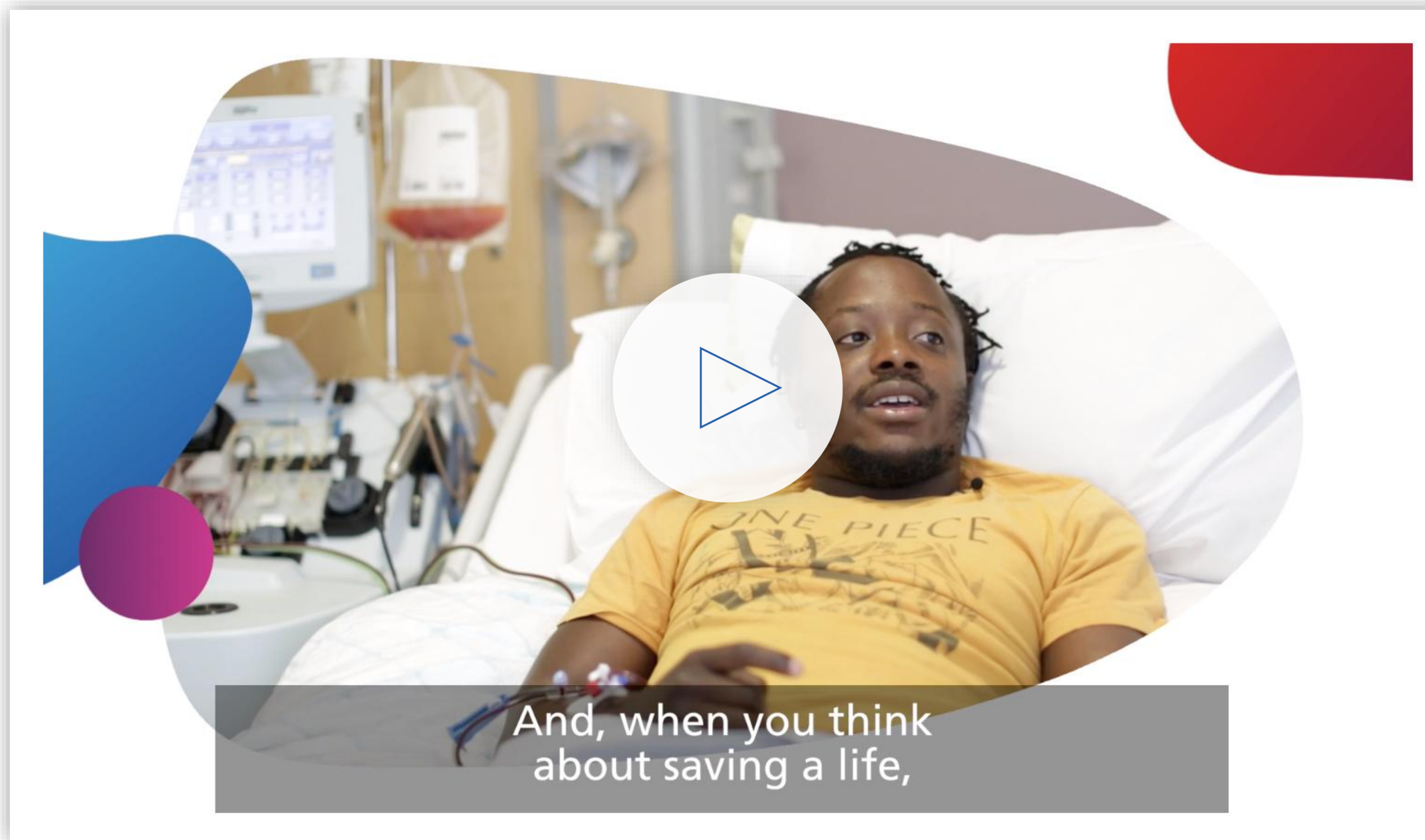


Doug – stem cell donor

The donation process: What's their perspective?



The donation process: What's their perspective?



Discussion questions

**Reflect on the activity
and discuss these
questions in pairs.**

All

- Were you surprised by any of the information in the video?
- How might recipients' lives be changed by receiving a donation?
- What might be the barriers to donation?

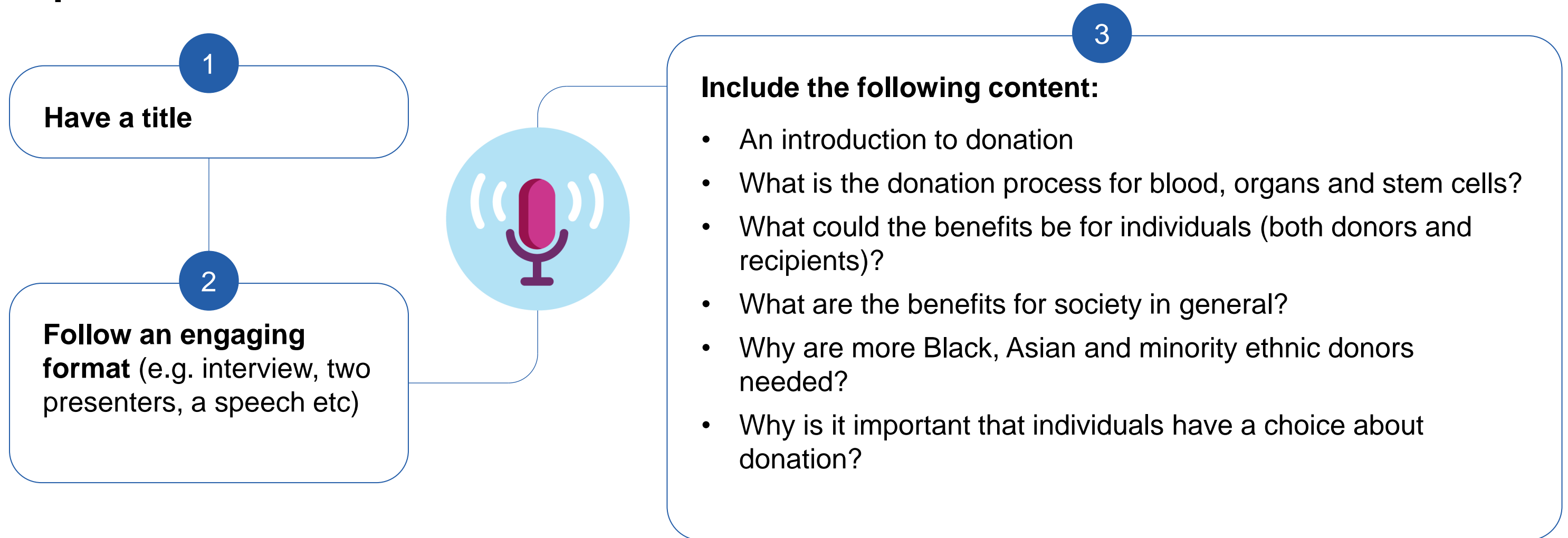
Further challenge

- What might be a reason for/against recipients knowing who their donors are?
- How important is the role of the donor in society?
- Is the topic of donation discussed often?
Why do you think that might be?

Donation podcast

You have been asked by NHSBT to create a short podcast episode about donation.

Your podcast needs to:



Podcast challenge

Pick three of the opinions below to build on, develop or challenge in your podcast:

“Donations save people’s lives.”

“The NHS has limited resources so donation helps support the NHS.”

“The process of blood or stem donation can be very rewarding and a positive experience for the donor.”

“Becoming a donor means joining a social group of people who are making a difference in the world.”

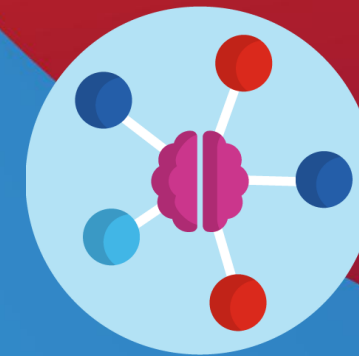
“Anyone might need a donation one day.”

“Organ donation can help families find some comfort in times of loss.”

Follow up assessment

**What do you
know about
blood, stem cell
and organ
donation?**

**What questions
do you still have?**



Message board



My son was kept alive by the generous act of giving blood.

I thank my donor every day for my gift of life. It's my goal not to waste the gift of life I was given.



Since having a transplant, I am healthier, independent and happier now that I've been able to get that normal life that I've always wanted

Donation is my chance to help save even more lives.



Can you add your own message?