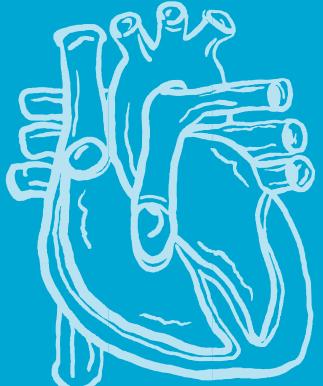


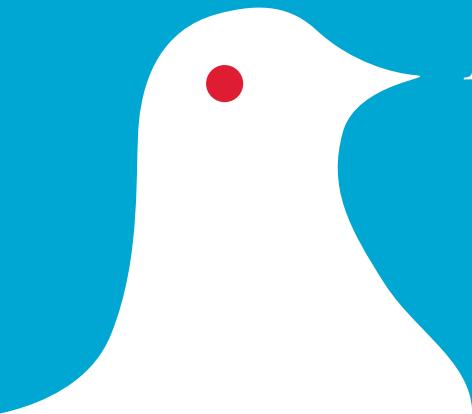
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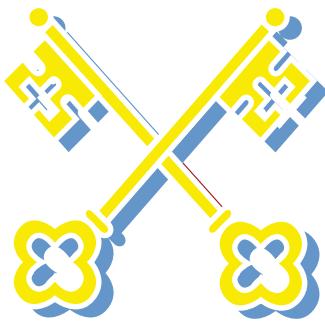


ORGAN
AND TISSUE

Donation and Transplantation







Overview

The One Life...Many Gifts curriculum is designed for seamless integration into several senior secondary school subject areas.

“In Search of the Good /Organ and Tissue Donation” is a resource that weaves some of the common themes found in the Teacher’s Manual In Search of the Good, used in the Grade 12 HRE4M Course, **Church and Culture** into the One Life...Many Gifts program by addressing:

- **the sanctity of life**
- **the Christian vocation to love**
- **the response to the ‘other’ and**
- **freedom and justice in our faith tradition**

This curriculum resource offers five distinct yet connected lessons. The themes of these lessons, which highlight the Catholic perspective on organ and tissue donation, are linked to the recipient and donor stories and social justice concepts found in the full One Life...Many Gifts curriculum.



Dear Friends:

God blesses us each day in countless ways and most notably with good health. However, we are also all too aware that many of us have suffered losses and are often bereaved. It is times like these that remind us to be grateful and call us to reflect on how fragile and precious life is.

There is a crisis in the province of Ontario. Every three days someone in our province dies unnecessarily while waiting for an organ transplant that never takes place. At this very moment, there are approximately 1,500 Ontario residents – men, women and children – who patiently await a life-saving organ transplant and the sad reality is that many of them will die before a matching organ ever becomes available. I recently endorsed a program entitled **“One Life...Many Gifts” (OLMG)**, which educates senior secondary school students about the vital importance of organ and tissue donation.

Every year, Ontario families experience heart-breaking tragedy and are approached about donating the organs and tissue of their loved ones. Many choose not to donate because of a lack of understanding about the process and because they had never discussed donation and did not know the wishes of the deceased.

“One Life... Many Gifts” is a unique high school curriculum which dispels the myths that may hinder people from considering donation. **OLMG** increases knowledge and understanding about donation, and encourages family members to discuss this important subject and communicate their wishes to one another. Not only are the students educated, but a second target audience of parents, siblings and friends is also educated on how vital this issue is to Canadian society.

Reaching our Catholic youth through this curriculum will go beyond educating young people about issues surrounding donation and transplantation. Through hearing authentic stories of donor family members and organ recipients who talk about how their lives have been changed by the selfless acts of others, young people will be assisted in developing the capacity and desire to be empathetic, discerning and responsible citizens. **OLMG** demonstrates to young people that they can make decisions that could potentially save lives and that they can expect to be helped if they are ever in need of a life-saving transplant. The curriculum develops students’ compassion and helps them see how they can contribute to a caring society.

I heartily endorse this program and commend the Catholic educators who contributed to its development. I am confident that the **“One Life... Many Gifts”** program will increase the understanding of Ontario catholic secondary school students about the gift of giving. In addition, while students reflect on what it means to be a compassionate citizen, this program will support them in meeting the Ontario Catholic School Graduate Expectations and in particular develop decision-making, communication and leadership skills.

By using the **“One Life...Many Gifts”** program, we can help save lives and what greater calling can one be entrusted to.

Thank you,

Bruce Rodrigues

Bruce Rodrigues
Director of Education



York Catholic District School Board

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Tel: 905-713-2711, 416-221-5050, 1-800-363-2711, Automated Lines: 905-713-1211, 416-221-5051
Fax: 905-713-1272 • www.ycdsb.ca

September, 2010

Dear Teacher,

I am glad to introduce to you this Catholic curriculum supplement to *One Life...Many Gifts*. In the book of Deuteronomy we are commissioned to “Choose life.” Amidst the tragedy of life-ending situations, new hope can be found not only in spiritual comfort but also in the gift of organ transplants for those in need. God gave us our lives as gifts to celebrate the wonder of being human. We also, however have responsibilities to God and we can return part of this gift by agreeing to the use of organs at death. This is not just a moral stance advocated by the Church but it is also an act of love and compassion for our neighbours.

I encourage Grade 12 teachers of Religious Education to incorporate these lessons into your *In Search of the Good* program. The writers have created an excellent resource which shows how this important theme can be woven into this curriculum. Not only is the Catholic approach to organ donation thoroughly explored, but it is also integrated into the existing curriculum goals of furthering the moral development of students as they approach life beyond high school.

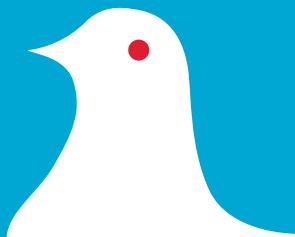
I thank the dedicated and gifted teachers who compiled this resource Marco Donato and Amanda Fazio; the wise leadership and guidance of Religious Education Consultant, Denise Dupuis, and of course Joan Green and Trillium Gift of Life Network for commissioning and supporting this project. I pray that these materials contribute to a more understanding, compassionate and informed approach to decisions regarding our final gifts of life.

A handwritten signature in blue ink that reads "Susan LaRosa".

Susan LaRosa
Director of Education
York Catholic District School Board



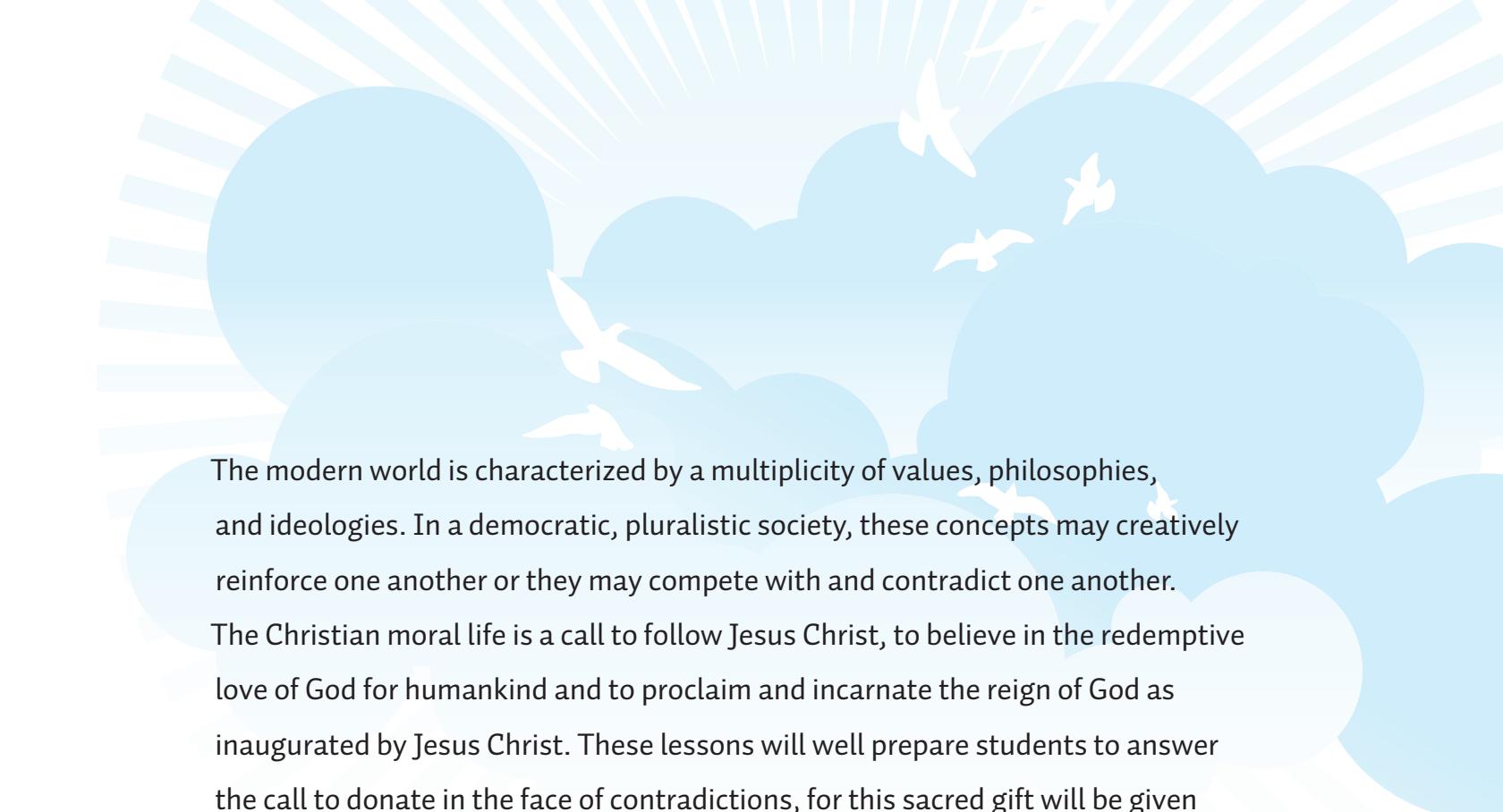
IN
SEARCH
OF THE
GOOD
ORGAN
AND TISSUE
Donation and Transplantation





“In Search of the Good / Organ and Tissue Donation”

creates yet another avenue to experience the foundational beliefs explored in the Church and Culture Grade 12 Religion Course. Through the lens of organ and tissue donation and transplantation, these lessons provide a further understanding of Catholic moral principles and the concrete application of these principles in the lives of students. The foundational beliefs of sanctity of life, the Christian vocation to love and our response to the ‘other’ are rooted in Sacred Scripture and Vatican documents throughout these lessons. By gaining a good understanding of ‘the common good’ in light of organ and tissue donation and transplantation, students will be better equipped to respond to the social teachings of the Church that are rooted in justice and peace and shape Christian life.



The modern world is characterized by a multiplicity of values, philosophies, and ideologies. In a democratic, pluralistic society, these concepts may creatively reinforce one another or they may compete with and contradict one another.

The Christian moral life is a call to follow Jesus Christ, to believe in the redemptive love of God for humankind and to proclaim and incarnate the reign of God as inaugurated by Jesus Christ. These lessons will well prepare students to answer the call to donate in the face of contradictions, for this sacred gift will be given in freedom, as an act of love and compassion for their neighbour.

The scripture passage of the Sermon on the Mount, found in Matthew's Gospel – Mt 5-7, lays the foundation for the first of five lesson plans included in this Catholic resource. By inviting the students to explore in particular Mt 6.21: " For where your treasure is, there your heart will be also", a direct connection between this Gospel passage and how organ and tissue donation contribute to the common good is made. Giving the gift of life upholds the true meaning of the sanctity of life – which is the root of each lesson therein.

In the Gospel of John 10.10, Jesus tells us:

"I have come that they may have life, and have it more abundantly"

Are we called to do any less?



Overview of Lessons

lesson	resource: One Life...Many Gifts	religion resources: In Search of the Good and Biblical Texts (<i>including strategies</i>)	activities
LESSON 1 The Sermon on the Mount	INTRODUCTION: History and Future Directions of Organ and Tissue Donation and Transplantation – Chart on p. 21 Number of Patients Waiting for a Transplant DVD: One Life...Many Gifts	CHAPTER 5 Teachers' Manual (TM) 68, 74, ST 85, 92, 99-103 Sermon on the Mount Mt 5-7 Think Pair Share Gallery Walk Journal Reflection	<ul style="list-style-type: none"> A public service announcement Collage, poster, or graphic organizer using one of: Venn diagram T-Chart Mind Map Fish bone Brainstorm Web
LESSON 2 Responsibility to the other	LIVING DONATION: A Boy named Lucas	CHAPTER 5 Think /Pair /Share Heroic Action Role Play	Debate Role Play, Letter composition E-message writing
LESSON 3 The Social Dimension of Personal Choices	THE WORLD's YOUNGEST MULTI ORGAN RECIPIENT: The Sarah Marshall Story	CHAPTER 8 Inside-Outside Circle Think Pair, Share Reflection Sheet Post-It Notes KWL Chart Journal Entry	Mind Map Collage
LESSON 4 Family and its contribution to the common good	JASON CASE STUDY AND DONOR FAMILY STORIES: The White Family	CHAPTER 15 Graffiti, T-Chart Family reflection questions Think Pair Share Journal Entry	Single Media Presentation Mandala or Collage Powerpoint, Visual arts multi-media presentation (paint, clay, plasticine)
LESSON 5 Freedom, Justice and love in our faith tradition	PROTECTING THE PRECIOUS GIFT: The Rizwana Ramzanali Story	CHAPTER 12 Romans 8 Video clips Graffiti T-Chart Venn diagram Newspaper activity	Newspaper or Information Pamphlet Culminating Task

acronyms

CGE (*Catholic Graduate Expectations*)

KWL (*What I Know. What I Would Like to Know. What I Learned.*)

CMV (*Christian Moral Development*)

ST (*Student Text*)

FLE (*Family Life Education*)

TM (*Teacher's Manual*)

OLMG (*One Life... Many Gifts*)

Lesson 1

Organ and Tissue Donation and Transplantation





INTRODUCTION

*History and Future Directions
of Organ and Tissue Donation
and Transplantation –
Rooted in the Sermon on the Mount*

lesson expectations



resource materials

lesson expectations

- To understand the ethical and moral implications of the kingdom of God (TM, p.68)
- To understand our response to God as a responsibility to others (TM, p.68)
- To appreciate Christ as the norm of Christian morality (TM, p.68)
- To be aware of, know more about and consider organ and tissue donation and transplantation (OLMG –Introduction, History and Future Directions of Organ and Tissue Donation and Transplantation)
- To work effectively as an interdependent team member. (CGE)
- To develop attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good. (CMV, 1.07) (CGE, 1d)

resource materials

- In Search of the Good TM, pp.68, 74 and ST, pp. 85, 92, 99-103
- History and Future Directions of Organ and Tissue Donation and Transplantation
http://www.onelifemanygifts.ca/docs/curriculum_booklets/1-INTRO.pdf
- Handout 1:1 Organ Donation in Ontario and Chart (Number of Patients waiting for Transplants in Canada) p.21 OLMG
- Handout 1:2- 1:5 Learning Portfolio Activities
- DVD One Life... Many Gifts

exploring the issues

- 1 The teacher activates prior knowledge through the following activities:
 - a) Students read statistics chart on p.21 in the Introduction: History and Future Directions of Organ and Tissue Donation and Transplantation and Handout 1:1 - Organ Donation in Ontario. In a whole group discussion, students share their first reactions.
 - b) Do you know anyone who has needed an organ or tissue donation? Do you know anyone or any family that has been a donor? Have you discussed this issue with your family? Responses are shared using a “Think Pair Share” strategy.
- 2 Students in pairs, read the Sermon on the Mount (Matthew, pp. 5-7) in ST, p.92 and pay particular attention to Chapter 6. Highlight the significance of verse 21 : “For where your treasure is, there your heart will be also”. Point out the direct connection between the Gospel message and how organ and tissue donation contribute to the common good, i.e. “In everything do to others as you would have them do on to you.” Mt 7:12 . As a whole group, students discuss the connection.

- 3 Students view **One Life... Many Gifts** DVD. With an elbow partner, students discuss five ideas or facts that struck them as the most interesting and prepare a list of questions they would like to explore more fully.



over to you:

The following activity engages the students in a process that further explores the six key dimensions of the ethical nature of the Sermon on the Mount. It is important here that the teacher guide the reflections so that students make a connection between organ and tissue donation and the common good. **In Search of the Good** TM, p.74: *An ethics of...*

- an ethics of the kingdom of God
- an ethics that calls us to perfection
- an ethics that makes us righteous
- an eschatological ethics
- an ethics that states that to be right with God, we must be right with one another
- a gospel ethics

- 1 Work in one of six groups to explore one of the six key dimensions of the ethical message of the **Sermon on the Mount**. Using the **In Search of the Good** text pp. 99-103, read your assigned section, and discuss its contents by using the guiding questions provided.
- 2 Discuss how the message of the Sermon on the Mount relates to giving the gift of life and honouring the sanctity of life. Prepare a summary of your discussion and demonstrate the connection between the text you have considered and the gift of organ and tissue donation. Use one of the following options to reflect this connection:
 - Create public service announcement
 - Design a collage or poster
 - Graphically organize by using:
 - Venn Diagram
 - T-Chart
 - Mind Map
 - Fish Bone
 - Brainstorm
 - Web, etc.
- 3 Post your group's work around the classroom and participate in a gallery walk. You may decide to share your work with other classes or schools in your community.
- 4 Complete a journal entry using the attached Learning Portfolio Activity Sheet (Handout 1:2).

assessment/evaluation

Your teacher will assess the group's products through conferencing with each group during the gallery walk.

Peer-assessment: With your elbow partners, make one positive comment and one suggestion for improvement about your group's work. Discuss what you have learned.

The journal entry will be evaluated for thinking and application based on the key questions posed using a rubric or checklist.

home activity or further classroom consolidation

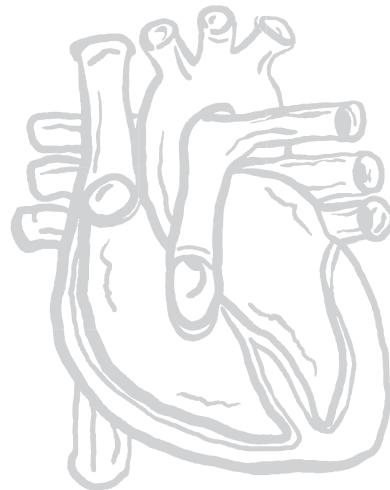
Choose one of the Beatitudes and identify how this Beatitude is lived out in the act of organ and tissue donation. Visuals/graphs may help you make the connection clear.



Handout 1:1

Organ Donation in Ontario

THERE IS A CRISIS IN ONTARIO



Every 3 days someone in the province of Ontario dies unnecessarily while waiting for an organ transplant.

At this time there are almost 1700 Ontario residents – men, women and children – who are waiting for a life-saving organ transplant.

The sad reality is that many die before a matching organ donor becomes available.

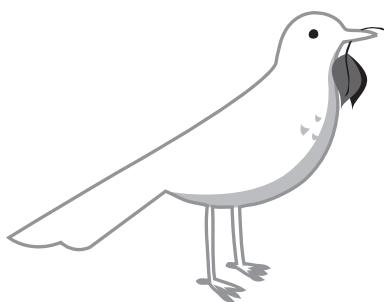
The organ donation rate in Ontario is only 13 donors per million population; this is less than half of what it should be. That means that people who could live – if they had a new heart, lung, liver, kidney, pancreas or small bowel – sit on a waiting list, hoping for a donor.

That wait is often in vain.

Pope John Paul II said: “Transplants are a great step forward in sciences’ service of man, and not a few people today owe their lives to an organ transplant. Increasingly the technique of transplants has proven to be a valid means of attaining the primary goal of all medicine – the service of human life.”

In the Gospel of John 10.10 Jesus tells us:

“I have come that they may have life, and have it more abundantly.”



Are we called to do any less?

Handout 1:2

Learning Portfolio Activity

Name:

Date:

ARE WE CALLED TO DO ANY LESS?

In the Gospels, Jesus teaches us:

“In everything do to others as you would have them do to you.” (Mat 7.12)

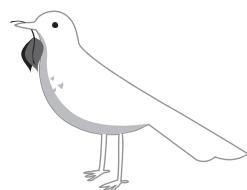
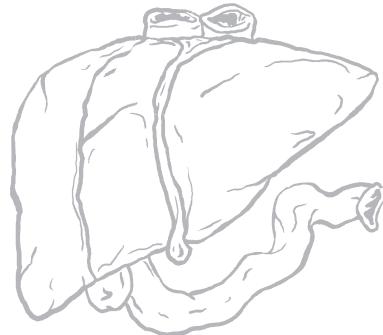
“I have come that they may have life, and have it more abundantly”. (John 10.10)

In the space below summarize major insights gained from prior activities, discussions and viewing the DVD. Be sure to integrate the Gospel passages above.

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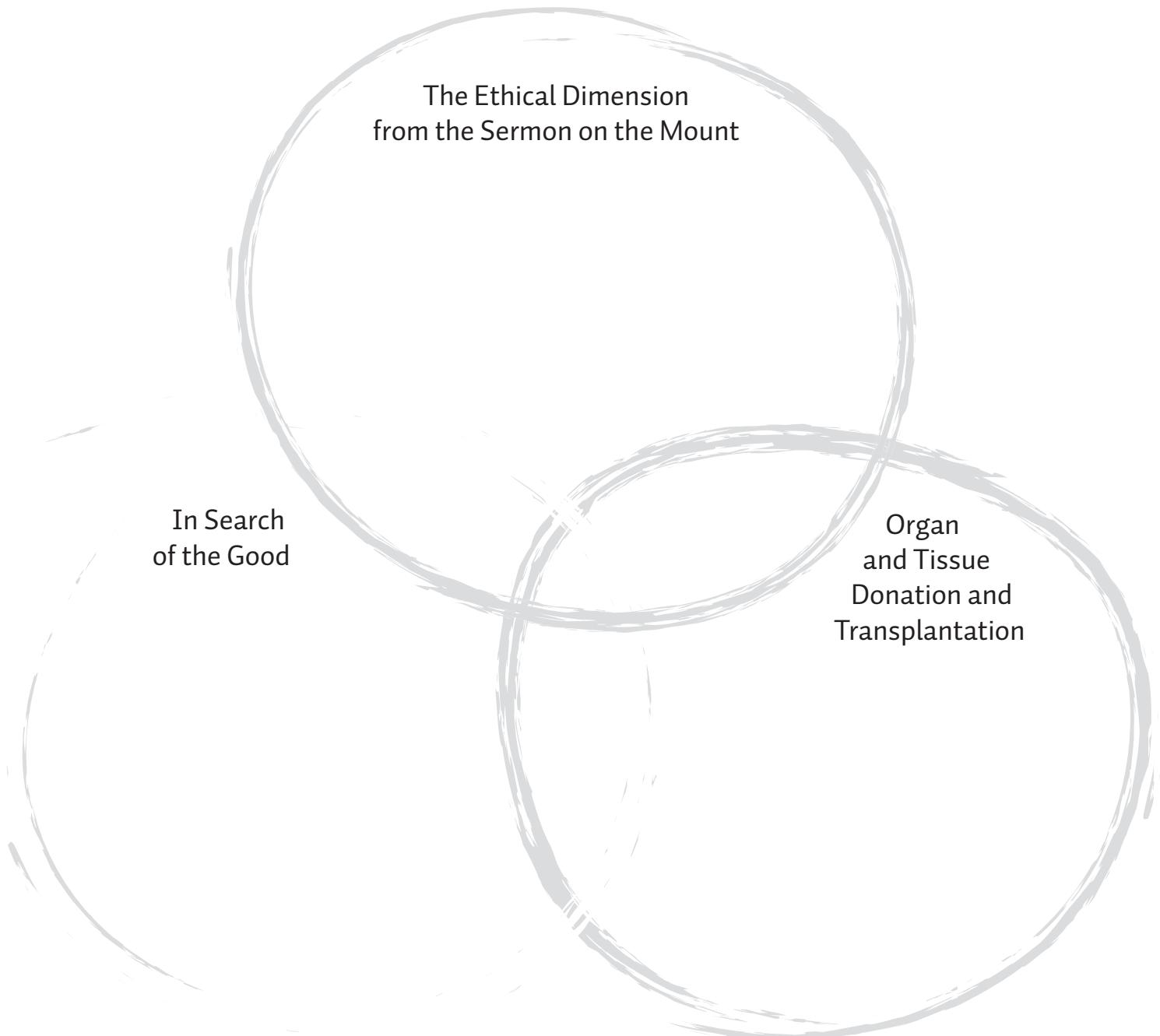
Handout 1:3 Graphic Organizer Option

Name:

Date:

VENN DIAGRAM: *The Sermon on the Mount and Organ and Tissue Donation*

Prepare a **summary** of your discussion and demonstrate the connection between the text you have considered and the gift of organ and tissue donation.



Handout 1:4 Organ Donation in Ontario

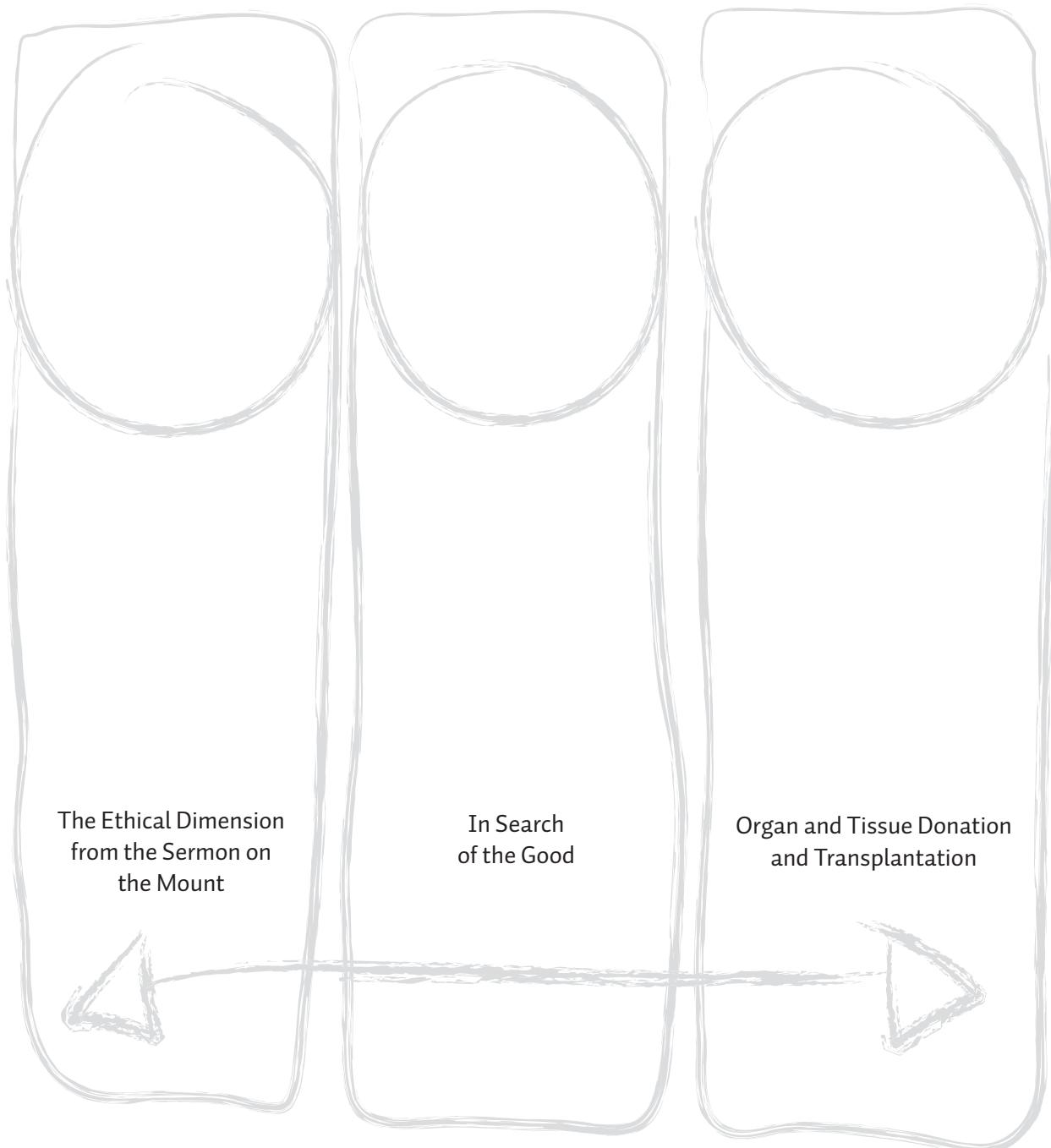
Name: _____

Date: _____

T-CHART:

The Sermon on the Mount and Organ and Tissue Donation

Prepare a **summary** of your discussion and demonstrate the connection between the text you have considered and the gift of organ and tissue donation.



Handout 1:5

Organ Donation in Ontario

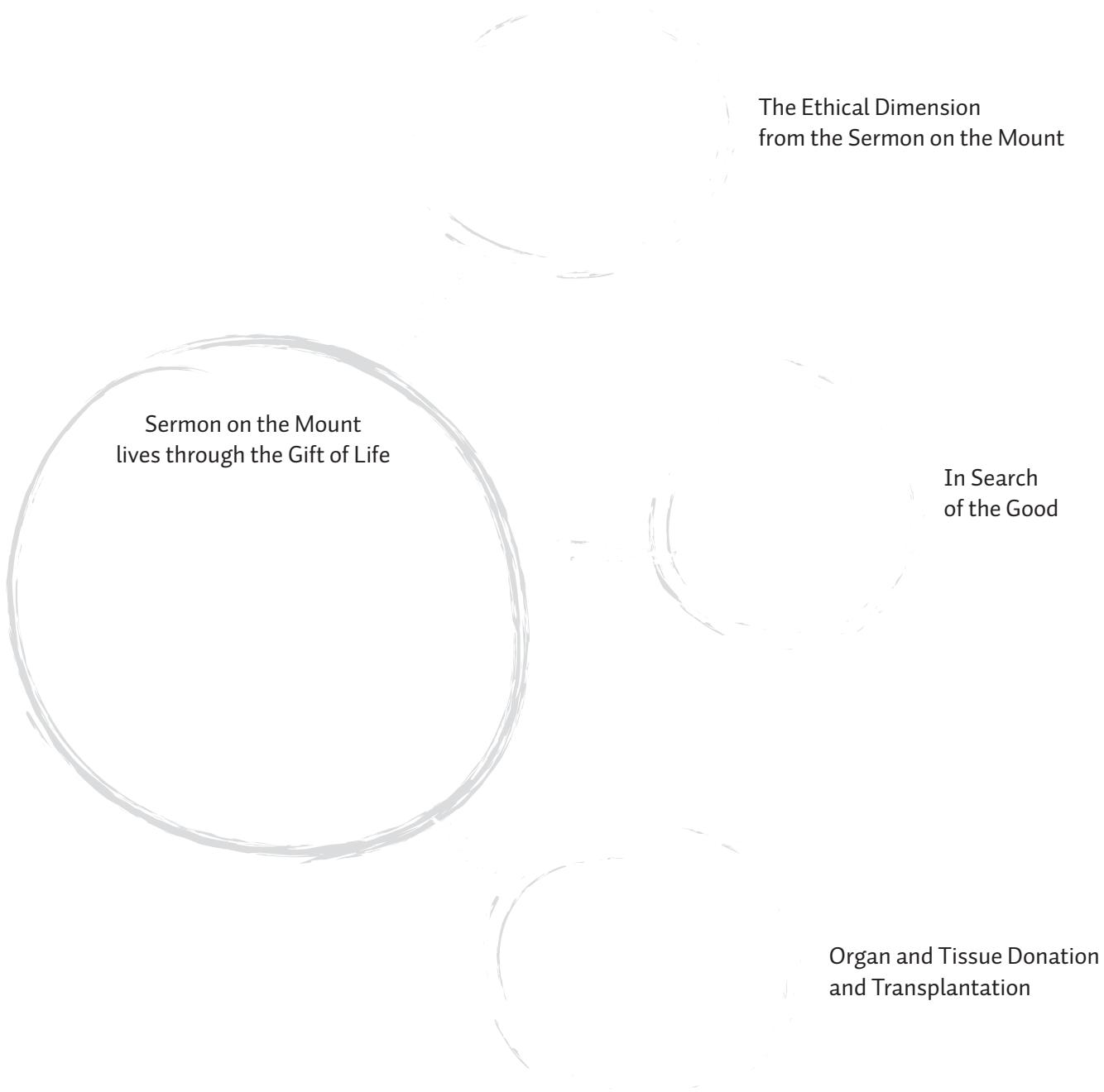
Name:

Date:

MIND MAP:

The Sermon on the Mount and Organ and Tissue Donation

Prepare a **summary** of your discussion and demonstrate the connection between the text you have considered and the gift of organ and tissue donation.



Lesson 2

*Organ and Tissue
Donation and Transplantation*



RESPONSIBILITY

to the “Other” – Our Response

learning goals



resource materials



learning goals

- To understand our response to God as a responsibility to others. (TM, Chapter 5, p.68)
- To demonstrate an understanding of the challenges of Jesus to transform ourselves and society in the spirit of his teaching about the Kingdom of God. (TM, Chapter 5, p.68)
- To be aware of, know more about and consider organ and tissue donation and transplantation.
(OLMG Introduction: The History and Future of Organ and Tissue Donation and Transplantation)
- To work effectively as an interdependent team member. (CGE, 5a)
- To develop attitudes and values founded on Catholic Social Teaching and acts to promote social responsibility, human solidarity and the common good. (CMV, 1.07) (CGE, 1d)

resource materials

- In Search of the Good TM, p. 32 (brief overview of Levinas), p. 68 and ST, pp. 17-20, pp. 97-98.
- Living Donation: A Boy Named Lucas and a Stranger (OLMG)
http://www.onelifemanygifts.ca/docs/curriculum_booklets/5-LUCAS%20AND%20TOM.pdf
- Handout 2:1 How far does the Golden Rule go?
- Handout 2:2 Live Donation: A Heroic Action Role Play



exploring the issues

- 1 Teacher activates prior knowledge by asking the following question: "Who are the others in your life?" Responses are recorded by a student volunteer.
- 2 As a read a-loud, students read ST, pp. 17-20 "Emmanuel Levinas (1905 – 1995): An Ethics of the Face". In pairs, students discuss how one should treat the "other" making reference to Levinas' philosophy.



over to you:

This following activity will focus on the Catholic Social Teaching of solidarity: "Human beings are social by nature and do not exist merely as individuals. When considering the human community, it must be remembered that it consists of individual and social elements." (Rerum Novarum 1891, Pope Leo XIII) The spirit of this teaching encourages us to help those in need and to do for others what we would want them to do for ourselves.

- 1 Working with a partner, complete Handout 2:1, How Far Does the Golden Rule Go ?
- 2 Read the story of Lucas from OLMG, Living Donation: A Boy Named Lucas and a Stranger, pp.3-14. Share your thoughts and impressions about the story with your elbow partner.
- 3 Based on your reading, complete Handout 2:2 , Live Donation: A Heroic Action.

consolidate, debrief, reflect & connect

Reflect on the following question in your journal: Did you reach a consensus with your partner about the wisdom of being a donor, or did you remain divided in your opinion? Be sure to state the reasons for your decision.

assessment / evaluation

(Differentiated Instruction Opportunities):

Your teacher will assess the group ideas presented in the role play activity using a check list

home activity or further classroom consolidation

Reflect upon the activities today by discussing Lucas' story and the possibility of living donation with your families.

Handout 2:1

Organ Donation in Ontario

Name: _____

Date: _____

HOW FAR DOES THE GOLDEN RULE GO?



1. In the Sermon on the Mount Jesus said, "In everything do to others as you would have them do to you; for this is the law and the prophets." Matthew 7.12 . What does this excerpt mean? Discuss.
2. Silently read ST, pp. 97-98. In pairs share some of the insights gained from this reading.
3. Based on the following scenarios, complete the chart below:

If you found out you were a match for a live donation and you could donate part of an organ which you could function normally without (e.g. liver), or a whole organ which you do not need (e.g. one kidney); how would you respond to the questions listed below?

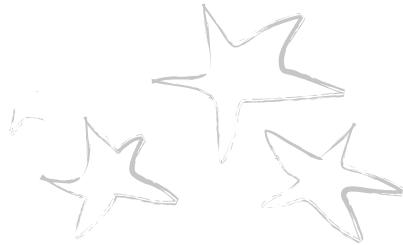
REFLECTION				
People needing a live donation	Who would you donate to?	Who would you not consider?	With whom do you discuss your decision?	What factors did you consider before responding?
1. A family member				
2. A close friend				
3. Someone living in your community				
4. A complete stranger				
5. A person who has not shown respect for their body				

Handout 2:2 Organ Donation in Ontario

Name:

Date:

LIVE DONATION: A HEROIC ACTION



Tom Mildenberger, the man who gave one of his kidneys to Lucas Belisario, stated "I do not think of myself as anyone special. I go to Church and pray for peace on Earth. I hear sermons about helping your fellow **humans**, about going that extra mile and really making a difference. I find now that people don't want to make time for other people. It's always me, me, me. And that's not good enough." (OLMG, Living Donation: A Boy Named Lucas and a Stranger p. 14) We have read about Tom's decision to give one of his kidneys to Lucas. Tom has three sons and a wife, and these circumstances could have affected his decision.

STEP 1: Would you argue for or against Tom's decision to be a donor?

a) Using a four corners strategy (agree, disagree, right to pass, undecided), discuss your opinion with your corner partners and present and defend your position to the class.

OR

b) Working with a team of three, prepare an argument for or against Tom's decision. Debate your perspective with a team having an opposing viewpoint. Ask a third team to adjudicate the debate and decide which argument is more persuasive.



STEP 2: Choose one of the following:

a) ROLE PLAY

Roles - Tom Mildenberger, his wife, the transplant team, and his three sons. Work in groups of six or seven. Present a role play representing a family discussion about Tom's decision.

Keep in mind the following information as you prepare for this role play:

At the time of the kidney donation, the boys were 15, 14 and 10. In real life, everyone in Tom's family supported his decision; they were very proud of his courage and compassion. However, there is always a risk with surgery and, if Tom were to be involved in an accident or found himself in a situation where his one remaining kidney was damaged, he would have no spare kidney and it is possible that someone else in Tom's family may be in need of a kidney in the future. Tom's decision could have an impact on both his home and work life. (OLMG, Living Donation: A Boy Named Lucas and a Stranger p. 20)

b) LETTER COMPOSITION

Select one member from Tom's family and in their voice compose a letter which describes their feelings about the situation facing Tom and his family.

c) E-MESSAGE WRITING

As a supporter of living donation, write a message about Tom's gift which could be posted on the Trillium Gift of Life Network website, www.giftoflife.on.ca.

Lesson 3

*Organ and Tissue
Donation and Transplantation*



THE SOCIAL DIMENSION OF PERSONAL CHOICES

learning goals



resource materials

learning goals

- To understand the function of norms in promoting and protecting the good life (TM, p. 106)
- To understand natural law as foundational for ethics and moral living (TM, p. 106)
- To appreciate the process of moral decision-making (TM, p. 106)
- To work effectively as an interdependent team member. (CGE, 5a)
- To develop attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good. (CMV, 1.07) (CGE, 1d)

resource materials

- In Search of the Good TM, pp. 106-121 and ST, pp. 147-162
- The World's Youngest Multi-Organ Recipient Inspires Others: The Sarah Marshall Story (OLMG)
http://www.onelifemanygifts.ca/docs/curriculum_booklets/2-SARAH%20MARSHALL.pdf
- Bible: Psalm 119
- Handout 3:1 Journal Entry on Sarah's Story
- Themes of **Catholic Social Teaching**:
<http://www.usccb.org/sdwp/projects/socialteaching/excerpt.shtml>
- Post-It Notes



the issues

- 1 The teacher reads aloud Psalm 119 to the class to elicit the meaning of the scripture passage from the students.
- 2 By using the Inside-Outside Circle strategy, the teacher asks the students the following questions:
 - a) How do you promote and maintain good health in your life?
 - b) In your own words, describe the social dimension of good health: how does your state of health affect others?
- 3 The teacher outlines the depth and richness of the Church's social teaching by reading or explaining the introduction found in the web link listed above: "Themes of Catholic Social Teaching." Each group of three students is given an envelope containing the seven themes of Catholic Social Teachings cut into strips, separating the heading from the descriptions. Students match the descriptions with their appropriate headings. Have students note questions that remain.
- 4 Students read ST, pp. 147-149 Norms for Moral Living, making notes on the main ideas.



THE WORLD'S YOUNGEST
MULTI-ORGAN RECIPIENT
INSPIRES OTHERS
THE SARAH MARSHALL STORY

over to you:

- 1 Read Sarah's story from Module 2 found in OLMG; Sarah is the World's Youngest Multi-Organ Recipient Inspires Others.
- 2 Using a Think Pair Share strategy, reflect on Sarah's story and brainstorm the public dimensions of her challenges and her victory. Answer the following question: Why does Sarah's story concern us? Record your response on a Post-It Note and adhere to the blackboard.
- 3 Reflecting on the discussion from Exploring the Issues section and having thought about Sarah's story, create a mind-map or a collage with two other classmates using these main ideas:
 - good health
 - social implication of state of health, the Catholic Social Teachings, norms, the good life, organ and tissue donation and transplants.
- 4 Post mind-maps and collages around the classroom.
Participate in a gallery walk to view the mind-maps, collages and Post-It Notes.

consolidate, debrief, reflect & connect

Complete Handout 3:1, Journal Entry

assessment / evaluation

(Differentiated Instruction Opportunities):

Your teacher assesses the journal entry for knowledge, understanding, communication and making connections to provide you with feedback to help you improve or extend your work.

home activity or further classroom consolidation

Students look on the Internet for a story about organ donation and transplantation, which they will bring to class and briefly share. Summarize the story you have found and make a brief presentation to a small group or the class about the Gift of Life story you have chosen.

i AM the
YoungEST
PERSON IN
the world TO
have 4 organs
transplanteD
aT ONce.

*Sarah
marshall*

Handout 3:1 Organ Donation in Ontario

Name:

Date:

JOURNAL ENTRY

PART A- Sarah's story

1. What can we learn from Sarah's story and her dedication to helping others?
2. What questions would you like to ask Sarah or other donor recipients? Why?

PART B- Catholic Social Teachings KWL

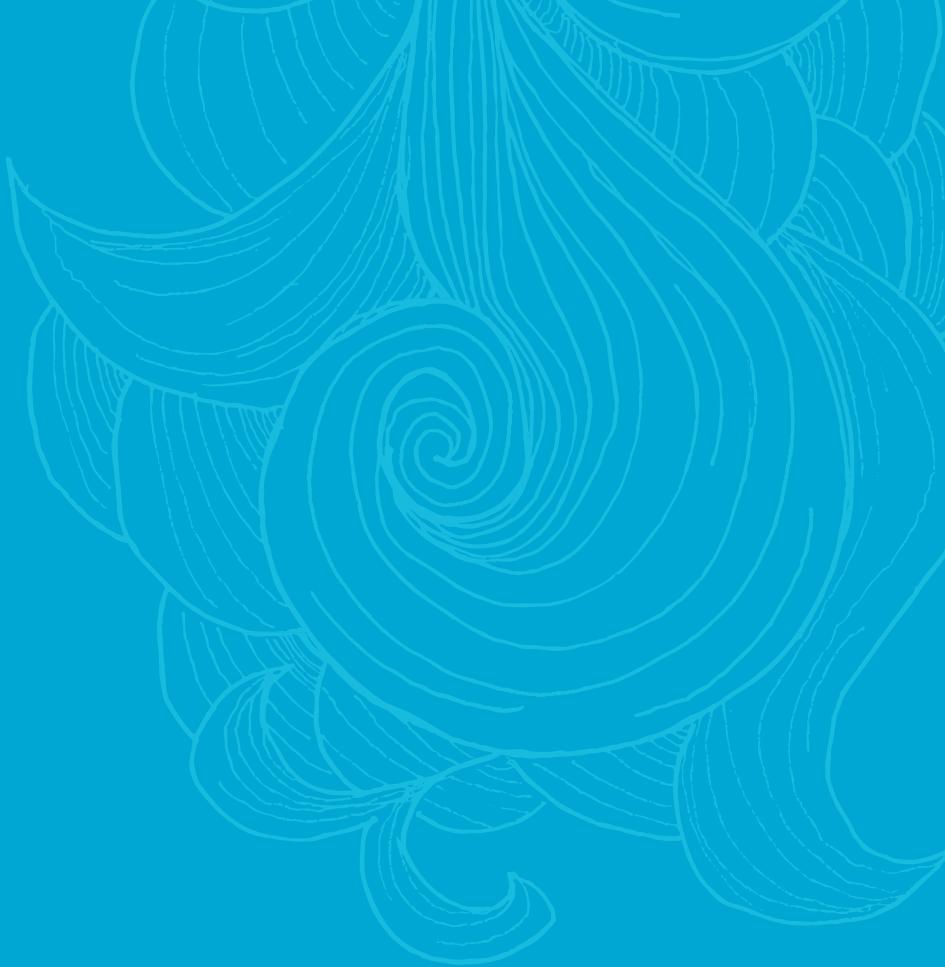
Based on the content of this lesson, complete the KWL chart.
Be sure to include at least three points under each column.



What I KNOW	What I WOULD LIKE TO KNOW	What I have LEARNED
1	1	1
2	2	2
3	3	3

Lesson 4

Organ and Tissue Donation and Transplantation



FAMILY AND ITS CONTRIBUTION TO THE COMMON GOOD

learning goals



resource materials



learning goals

- To be aware of, know more about and consider organ and tissue donation and transplantation. (OLMG: Introduction: History and Future Directions of Organ and Tissue Donation and Transplantation)
- To work effectively as an interdependent team member. (CGE, 1a)
- To develop attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good. (CMV, 1.07) (CGE, 1d)
- To examine the meaning and value of human freedom and commitment, values and conscience and personal and social responsibility in light of the Catholic faith tradition. (FLE, 1.01)
- To demonstrate an understanding of the Church's teaching of the sacredness of human life from conception to natural death. (FLE, 1.08)

resource materials

- In Search of the Good TM, pp. 244-257 and ST, pp. 344-345
- Evangelium Vitae, John Paul II (Handout 4:1)
- OLMG, Loving his Family more than Life Itself: The White Family Story in the Donor Family Stories
http://www.onelifemanygifts.ca/docs/curriculum_booklets/8-DONOR%20FAMILIES.pdf
- T- Chart of Life Values, (Handout, 4:2)
- Paint, clay, plasticine, crayons, pastels for media presentation
- Family Reflection Questions, (Handout, 4:3)

exploring the issues

- 1 The teacher activates prior knowledge by asking the students to share an experience which helped them to understand the sanctity of life.
- 2 The teacher posts the five headings from ST, p. 344 on separate pieces of chart paper around the classroom. Students are invited to go around the classroom using the graffiti strategy to record their ideas under each heading, reflecting their understanding of the concepts.
- 3 Read-aloud “The Christian Family Grows Together in Faith”, from ST, p. 344.

jason case study
and
donor family
stories

over to you:

Read about the Catholic view of how a family grows in faith in the ST, p. 344.

Continue your discussion regarding opportunities for organ and tissue donation and transplantation and giving the Gift of Life with your family.

- 1 Read Loving his Family More Than Life Itself: The White Family Story. (Jason Case Study and Donor Family Stories OLMG, pp.10-13) How does this story relate to your social responsibility? Discuss with your elbow partner.
- 2 Read-aloud with the class, a segment from Pope John Paul II's Evangelium Vitae. (Handout 4:1) Following this task, share questions or insights from the reading in a whole group discussion.
- 3 In small groups, complete the T-Chart provided (Handout 4:2):
 - On the left column, make a list of those life values which are shown in the reading of the White family story and Evangelium Vitae.
 - On the right column of the T-Chart, make a second list of life values which our society clearly promotes.
- 4 In your group:
 - Create a single media representation (eg. mandala or a collage)
 - A powerpoint
 - A visual arts multi-media presentation (using paint, clay, plasticine, crayons, pastels), which illustrates the comparison and contrast of life values depicted from the White family story, Evangelium Vitae, and our society.

consolidate, debrief, reflect & connect

- 1 Journal Entry: Reflect on the following questions:
 - Why do my moral decisions have social implications?
 - Why is my family an integral part of my decision making?
 - What are some examples of how my family promotes social responsibility?
 - Organ donation is a social responsibility; how then, can I encourage this awareness?
- 2 Prior to completing your journal entry, have a conversation with your family about what you have learned from this lesson.

assessment / evaluation

(Differentiated Instruction Opportunities):

Your teacher will assess your media presentation through conferencing with each group.

Peer-assessment: In your media presentation groups;

- Make one positive comment and one suggestion for improvement about your groups work.
- The journal entry will be evaluated for thinking and application based on the key questions posed using a checklist.

home activity or further classroom consolidation

Complete the family reflection on the White family story (Handout 4:3).



Handout 4:1 Organ Donation in Ontario

Name:

Date:

EVANGELIUM VITAE

(The Gospel of Life), John Paul II

Group 1:

“Man (we) is (are) called to a fullness of life which far exceeds the dimensions of his (our) earthly existence, because it consists in sharing the very life of God.”

Group 2:

“The loftiness of this supernatural vocation reveals the greatness and the inestimable value of human life even in its temporal phase. Life in time, in fact, is the fundamental condition, the initial stage and an integral part of the entire unified process of human existence.”



Group 3:

“It is a process which, unexpectedly and undeservedly, is enlightened by the promise and renewed by the gift of divine life, which will reach its full realization in eternity. At the same time, it is precisely this supernatural calling which highlights the relative character of each individual’s earthly life.”

Group 4:

After all, life on earth is not an “ultimate” but a “penultimate” reality; even so, it remains a sacred reality entrusted to us, to be preserved with a sense of responsibility and brought to perfection in love and in the gift of ourselves to God and to our brothers and sisters.”

Handout 4:2

Organ Donation in Ontario

Name: _____

Date: _____

LIFE VALUES T-CHART

INSTRUCTIONS:

In small groups, complete the T-Chart provided, recording at least three values for each column.

- a. On the left column, make a list of those life values which are shown in the reading of the White family story and Evangelium Vitae.
- b. On the right column of the T-Chart, make a second list of life values which our society clearly promotes.

Life Values of the White family and Evangelium Vitae		Life Values of Society	
1		1	
2		2	
3		3	

Discuss any strong differences you have identified between donor values and society's general values.

.....

.....

.....

Handout 4:3

Organ Donation in Ontario

Name:

Date:

LOVING HIS FAMILY MORE THAN LIFE ITSELF: THE WHITE FAMILY STORY

After reading the White family story at home, with your family, answer the following questions together:

1. How does your family feel about the issue of organ and tissue donation and transplantation?

.....
.....
.....
.....

2. Reflecting on what we have discussed in class, what is your response to your family?

.....
.....
.....
.....

3. How can you ensure that your family understands and respects your wishes regarding your decisions about organ and tissue donation?

.....
.....
.....
.....

4. What is your family's responsibility to assist you in the awareness of the importance of faith in Christian living?

.....
.....
.....
.....

Share your family's conclusions with a partner.

Lesson 5

*Organ and Tissue
Donation and Transplantation*



FREEDOM,
JUSTICE
AND LOVE
IN OUR FAITH
TRADITION AND
CULMINATING
TASK

learning
goals



resource
materials



learning goals

- To recognize in the gift of freedom an invitation to give generously of ourselves (TM, p.170)
- To appreciate the gift dimension of life (TM, p.170)
- To understand organ donation as a form of self-giving (OLMG: Introduction: The History and Future of Organ and Tissue Donation and Transplantation)
- To work effectively as an interdependent team member (CGE, 5a)
- To examine the meaning and value of human freedom and commitment, values and conscience and personal and social responsibility in light of the Catholic faith tradition. (FLE, 1.01)

resource materials

- In Search of the Good TM, pp. 170-177 and ST, pp. 227-233
- Protecting the Precious Gift: The Rizwana Ramzanali Story, Kidney-Pancreas Recipient, OLMG
http://www.onelifemanygifts.ca/docs/curriculum_booklets/3-RIZWAA%20RAMZANALI.pdf
- Rizwana T-Chart (Handout 5:1)
- What is Freedom? Venn Diagram (Handout 5:2)
- The **Bucket List** Film Clip
<http://movies.yahoo.com/movie/1809812665/video#4070964>
- **Up** “So Long Boys” Clip
<http://movies.yahoo.com/movie/1810014785>
- Organ and Tissue Donation Newspaper/Pamphlet Activity (Handout 5:3)

exploring the issues

- 1 The teacher activates prior knowledge by asking them to define the word “freedom”.
The teacher records responses on a blackboard in a brainstorm web.
- 2 Show film clip from either The **Bucket List** or **Up** to consolidate this learning; these weblinks are provided in the Resource Materials list.



over to you:

The following activity will help you understand the notions of freedom and justice in relation to the ideas of St. Paul, the Ben Shaw Story and Rizwana's story. It is important to see our freedom as not entirely a personal matter, but one that deals with others in a positive or negative way depending upon choices. Our freedom can be a gift to each other if it helps us recognize and promote the common good in our actions and words.

- 1 Read **In Search of the Good** ST, pp.227-231: the Ben Shaw Story and Paul's letter to the Romans, Chapter 8, in groups of four create a graffiti image to illustrate your learning about the concept of freedom from the ST and film clip previously viewed.
- 2 Independently, read "Protecting the Precious Gift: The Rizwana Ramzanali Story Kidney - Pancreas Recipient," OLMG. When Rizwana is discharged from the hospital she refers to herself as FREE: "For me, there are no more needles, no more insulin and no more dialysis. I am free."
- 3 Choose one of the following options:
 - a) In the same groups of four from the previous activity, answer the following questions on Rizwana's T-Chart (Handout 5:1) provided:
 - What is freedom for Rizwana? Why?
 - What is freedom for you? Why?

OR

- b) Venn Diagram - What is Freedom? (Handout 5:2)
Use the Venn diagram provided to record the differences and similarities between all three accounts (St. Paul, Ben Shaw, and Rizwana) in relation to these perspectives of freedom.
Be sure to include your response to the question posed concerning freedom, your freedom and the freedom of others.

- 4 Culminating Task: Explore the question of freedom and how each of us is a gift to each other by completing one of the following activities: Newspaper Activity or Information Pamphlet Activity (See Handout 5:3).

consolidate, debrief, reflect & connect

Share your completed newspaper or information pamphlet with other students. This could also be shared with other classes or school communities.

assessment / evaluation

(Differentiated Instruction Opportunities):

Your teacher will evaluate the newspaper activity or information pamphlet for knowledge and understanding, communication, thinking and application.

Handout 5:1

Graphic Organizer Option

Name: _____

Date: _____

T-CHART

What is Freedom for Rizwana?

Why?

What is Freedom for you?

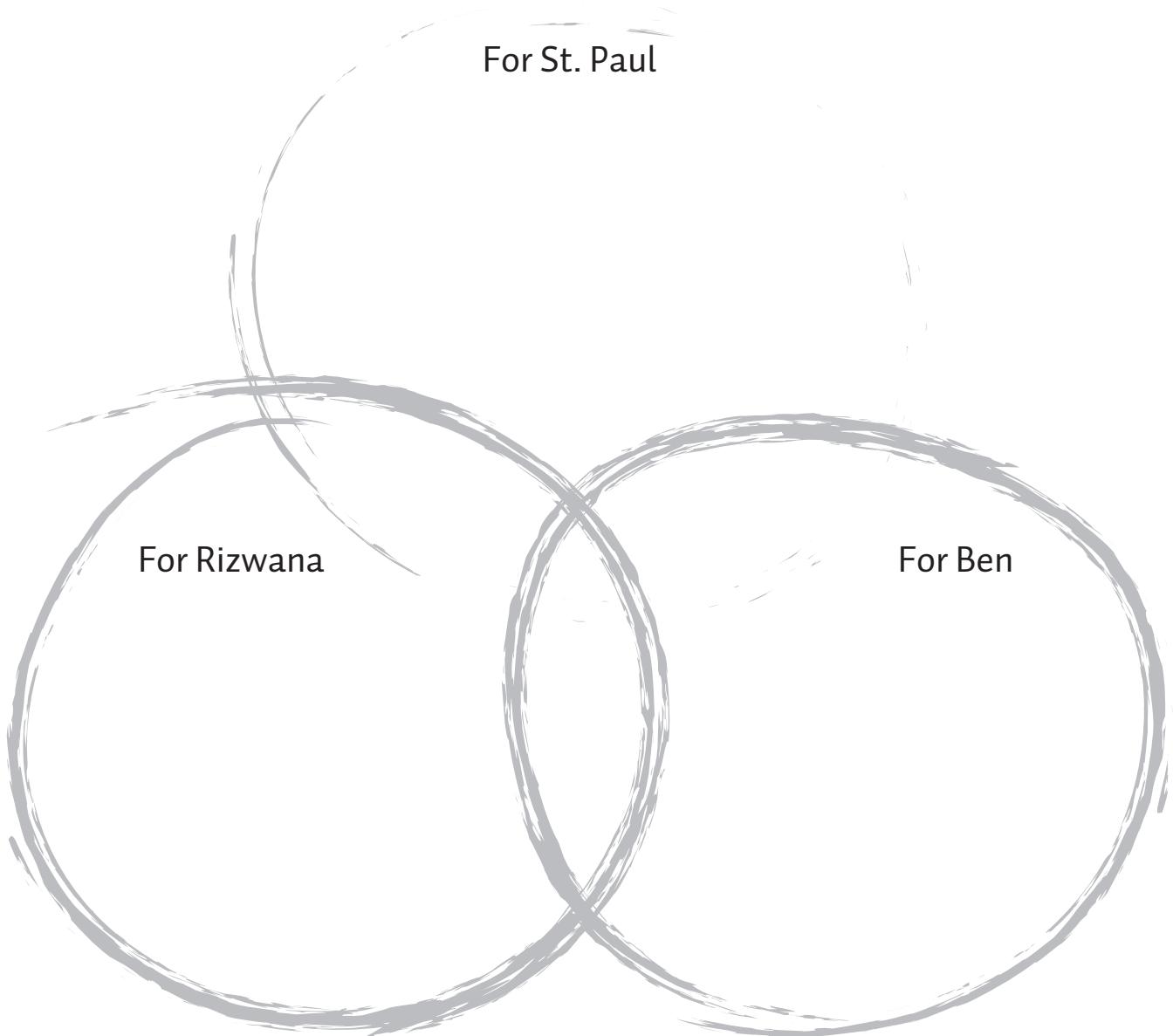
Why?

Handout 5:2
Graphic Organizer Option

Name:

Date:

WHAT IS FREEDOM?



Is your freedom only about you, or is it also about others?

Handout 5:3

Organ Donation in Ontario

Name:

Date:

ORGAN AND TISSUE DONATION NEWSPAPER ACTIVITY OR INFORMATION PAMPHLET

OPTION A: NEWSPAPER ACTIVITY

For this assignment, assume the role of a young Catholic journalist who is reporting on the attitude of the general public towards their freedom and towards organ and tissue donation.

Before starting your work, be sure to visit the Trillium Gift of Life Network at www.giftoflife.on.ca, to gain a more thorough understanding of the state of organ and tissue transplantation and donation in Ontario.

Use the following steps to complete your article:

1. From previous lessons, and through your own research, collect information about statistics and other important information about organ and tissue donation and transplantation in Ontario.
2. Based on your research, write an article that talks about your findings about organ and tissue donation and makes the argument about the importance of donation.
3. Design a graphic and illustrative advertisement on organ and tissue donation and transplantation to accompany your article.

Helpful tips:

- Give your newspaper a catchy title and appearance that engages your audience and lets them immediately know that you are dealing with organ and tissue donation.
- Use graphs and charts to present your information.
- In your article, refer to the Letter of St. Paul and to Rizwana Ramzanali.

Handout 5:3

Organ Donation in Ontario

Name:

Date:

ORGAN AND TISSUE DONATION NEWSPAPER ACTIVITY OR INFORMATION PAMPHLET

OPTION B: INFORMATION PAMPHLET

For this assignment you are to create an information pamphlet offering important information about organ and tissue donation and transplantation.

Before starting your work, be sure to visit the Trillium Gift of Life Network at www.giftoflife.on.ca , to gain a more thorough understanding of the state of organ and tissue transplantation and donation in Ontario.

Use the following steps:

1. From previous lessons, and through your own research, collect and present information about statistics and other important information about organ and tissue donation and transplantation in Ontario.
2. Based on your research, write brief information paragraphs and create illustrations that explain important information about organ and tissue donation.
3. Include a short story of someone who has received an organ or tissue transplant in one of the sections of the pamphlet.
4. Design a graphic and illustrative title page and finishing page with specific information about the Trillium Gift of Life Network.

Helpful Tips:

- Give your pamphlet a catchy title and appearance that engages your audience and lets them immediately know that you are dealing with organ and tissue donation.
- Use graphs and charts to present your information.
- In your article, refer to the Letter of St. Paul and to Rizwana Ramzanali.
- Your pamphlet format could be a one page three-folded or two-folded paper.

Appendices

appendix 1:

COOPERATIVE LEARNING STRATEGIES HANDOUT

Carousel Share:

- One person from each group stays seated in each team's place while the other teams rotate from table to table.
- The team's representative shares the team's information with all the other teams as they rotate through.
- Group members switch roles to ensure that all group members have shared the group's information as well as rotated through the other groups.

Class Share:

- Students work in pairs or groups of four.
- Teacher presents an activity or poses a problem to students.
- Students complete the task.
- Students then share results with the entire class.

Gallery Tour:

- Completed group products are displayed around the room.
- Near each product is a piece of paper for other groups to ask questions or write comments about the products.
- Each team stands in front of their own product in the classroom.
- At the teacher's signal, they pass from one product to the next until they have viewed all the products in the classroom.
- Students are encouraged to ask a question or make a comment about each product they see.
- Students then return to their group and discuss the common ideas they recorded from the products. They can also discuss any questions and comments the other students made about their product.

Pairs Share:

- Students work in pairs.
- Each pair solves all of the problems, shares and compares results/strategies with other pairs.

Brainstorm:

- The teacher poses a relevant problem or topic, or elicits one from students.
- Within the groups of 3 or 4 (or brainstorming can be used in whole groups), the teacher asks students to contribute questions, ideas, examples or suggested strategies.
- Students record their results.
- Groups then share these results with the class; the teacher records them on chart paper.
- Brainstorming results may be referred to during unit of study.

Numbered Heads:

- Students work in groups of four with each one being assigned a number from 1-4.
- Paper is distributed.
- The teacher asks a question/poses a problem.
- The students work together to solve the problem; they ensure each member of group contributes to the answer.
- When the groups appear to be finished, the teacher calls out a number from 1 to 4 and asks that student from each group to respond orally, presenting the answer on their paper or solution on the blackboard/whiteboard.

Roam the Room:

- At a given signal, all students float throughout the room observing the products of other groups.
- At a given signal, all students return to their teams and report on what they found in their roaming.

Pairs Explore:

- Students work in groups of 3 or 4.
- Each group has only 1 pencil and 1 piece of paper. The teacher poses a problem.
- Each student writes one line of the solution then, passes the paper and pencil to the next student.
- This continues until the problem is solved.

Pairs Check :

- Students work in fours and separate into two pairs.
- Within each pair, one member answers a question/solves a problem while the other observes and coaches.
- Students then switch roles. After two questions are answered/problems are solved, the pairs check their solutions/strategies with each other.



Skill-Building Strategies & Tools

FROM
A Guide to Effective
Literacy Instruction

BIBLIOGRAPHY

A Guide to Effective Literacy Instruction
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Literacy Instruction for the Junior Learner
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Skill-Building Strategies & Tools from A Guide to Effective Literacy Instruction

THINK-PAIR-SHARE

STRATEGY

Think-Pair-Share is a cooperative learning strategy that can promote and support higher level thinking. The teacher asks students to think about a specific topic, then pair with another student to discuss their own thinking, and after that, share their ideas with the group.

STEPS

Decide on how to organize students into pairs (# heads, ABAB, male / female, etc.). Pose a discussion topic or a question. Give students at least 10 seconds to think on their own.

Ask students to pair with their partner and share their thinking. Call on a few students to share their ideas with the rest of the class.

HINTS & MANAGEMENT IDEAS

Pre-assign partners. Rather than waiting until the discussion time, indicate in advance who students' partners will be. Otherwise, the focus might become one of finding a partner rather than of thinking about the topic at hand.

BENEFITS

Change partners. Students should be given an opportunity to think with a variety of partners.

Monitor the discussions. It is important to listen to some of the discussions so that common misconceptions can be addressed and unique ideas shared with the whole group.

When students have appropriate "think time", the quality of their responses improves.

Students are actively engaged in thinking. Thinking becomes more focused when it is discussed with a partner.

More of the critical thinking is retained after a lesson in which students have had an opportunity to discuss and reflect on the topic.

Many students find it easier or safer to enter into a discussion with another classmate, rather than with a large group.

No specific materials are needed for this strategy, so it can be easily incorporated into lessons.

Building on the ideas of others is an important skill for students to learn.

INSIDE-OUTSIDE CIRCLE

[“http://genetics-education-partnership.mbt.washington.edu/cool/images/circles.gif”](http://genetics-education-partnership.mbt.washington.edu/cool/images/circles.gif) * MERGEFORMATINET

STRATEGY

During this strategy, students form two different circles: half of the group stands in a circle facing outward while the other half forms a circle around them facing inward. Students exchange information until the teacher signals the outer circle to move in one direction so that the students have a different partner with whom to exchange.

STEPS

Decide which students will be in each circle (inside and outside). Put a question or statement on the board or smartboard. Give students at least 10 seconds to think on their own. Ask students in the inside circle to share their response with the classmate facing them in the outside circle. When they have done this, ask them to say "pass", at which point the students in the outside circle will share their responses with the classmate facing them. Have the outside circle move one step to the left or right and discuss the same question with the new partner. Option: post a new question for another discussion.

HINTS & MANAGEMENT IDEAS

Pre-assign groups. You can use letters (a-b) to divide the class into two group!: (or however many groups are wanted).

Change partners. Move the outside or inside circle at least one step to the right or left, so that students have the opportunity to communicate with more than one partner. Monitor the discussions. It is important to listen to some of the discussions so that you can address common misconceptions and make sure that students are on task.

BENEFITS

When students have appropriate "think time", the quality of their responses improves.

Students are actively engaged in thinking with different questions and different partners.

The activity encourages community building among students while incorporating movement and interaction.

Many students find it safer or easier to enter into a discussion with another classmate, rather than with a large group.

No specific materials are needed for the strategy, so it can be easily incorporated into lessons.

Skill-Building Strategies & Tools from A Guide to Effective Literacy Instruction

PLACE MAT

INCLUDEPICTURE

["http://www.myread.org/images/placemat.gif"](http://www.myread.org/images/placemat.gif) *

MERGEFORMATINET

STRATEGY

This cooperative learning strategy allows students to think about, record (usually around the outside area of a large piece of paper), and then share their ideas. Afterwards, they may compare what each group member has written, and compile the common items in the centre of the paper.

STEPS

Form groups of up to four members.

Give each group a piece of chart paper and each student a pen or pencil.

Divide the paper into parts, based on the number of members in the group, and leave a central square or circle.

Have students write their ideas in the designated spaces, and after sharing their ideas, the group can write common ideas in the centre of the paper.

HINTS & MANAGEMENT IDEAS

Inform students that they should be prepared to share their responses.

Encourage independent thinking as well as group sharing.

Monitor the discussions. It is important to listen to some of the discussions so that common confusions can be addressed with the whole group.

BENEFITS

When students have appropriate “think time”, the quality of their responses improves.

Students are actively engaged in the thinking, and independent thinking is encouraged.

More of the critical thinking is retained from a lesson in which students have had an opportunity to discuss and reflect on the topic.

Many students find it safer or easier to enter into a discussion with a smaller group.

It is important for students to learn how to build on the ideas of others, and be able, as a group, to combine common thoughts and write them down.

GRAFFITI

STRATEGY

During the Graffiti strategy, students brainstorm ideas and record them on large sheets of chart paper. This is a creative way to collect thoughts from all or most of the students in the classroom.

STEPS

Place students in groups of three or four.

Provide each group with a large piece of paper divided into three or four sections, with a topic written in the middle (the topic can be the same or different for all groups).

Give students 2 minutes to think and record their ideas on their paper.

Have them stop writing, stand up, and move as a group to a different piece of paper.

All groups continue the above process until each group has contributed to all pieces of paper.

Bring the whole class together to review everyone's contributions and to identify patterns and categories in what has been written.

HINTS & MANAGEMENT IDEAS

Use a “numbered heads” strategy (i.e., give students a number) to form groups.

To make the activity more interesting, introduce graffiti as a concept, explain its history, and what it means.

Use coloured markers to make the activity more engaging. Using colours will also help to identify the writers, which will make students more accountable for staying focused and writing appropriate responses.

Remind students not to read the other responses. Whether or not they write the same thing is irrelevant.

Allot “think time” as well as “writing time” in order to help the groups stay on task.

An alternative method might be to pass the paper around instead of having the groups move around.

BENEFITS

Graffiti is an inclusive activity that can involve all students (including ESL students) in the class. Students can choose to draw pictures instead of writing. Graffiti is an independent activity in which students can think and write their responses freely. Anxiety over presenting their own information is eliminated. The end product is the collective thoughts/ideas of all the class members on the given topic. When students have appropriate “think time”, the quality of their responses improves. At the end of the activity, students can summarize all the ideas listed on their paper and present the results to class.

Skill-Building Strategies & Tools from A Guide to Effective Literacy Instruction

FOUR CORNERS

STRATEGY

The Four Corners strategy is an approach that asks students to make a decision in relation to a problem posed or a question asked. Possible responses (strongly agree, agree, disagree, strongly disagree) are placed in each of the four corners of the classroom. Students move to the corner that best aligns with their thinking. They share their ideas within their corner and then come to consensus. One member of each group shares the result of the discussions with the whole class.

STEPS

Present a statement or issue, or pose a question. Provide four alternate responses (strongly agree, agree, disagree, strongly disagree), and place one response in each corner of the classroom.

Give students at least 10 seconds to think on their own (“think time”).

Ask students to choose the corner with the response that best represents their point of view. Ask students to pair with a partner in their corner and share with their partner the reasons behind their decision.

Ask each group to come to consensus and select one person to share the group’s reasoning and decision with the whole class.

HINTS & MANAGEMENT IDEAS

Inform students that they should be prepared to share their own responses or their partner’s responses if asked. Give “think time” (at least 10 seconds) in order to encourage independent thinking and prevent students from simply going to the corner a friend selects.

Make sure that students get into groups of no more than two or three, which will make them more accountable for their reasoning and give them time to talk.

Monitor the discussions. It is important to listen to some of the discussions so that common confusions can be addressed and unique ideas shared with the whole group.

BENEFITS

When students have appropriate “think time”, the quality of their responses improves.

Students stay on track because they are accountable for sharing with the rest of the class. More of the critical thinking is retained after a lesson in which students have had an opportunity to discuss and reflect on the topic.

Many students find it safer or easier to enter into a discussion with a classmate, rather than with a large group.

It is important for students to learn that, by listening to different point of views, they can build on the ideas of others.

Skill-Building Strategies & Tools from A Guide to Effective Literacy Instruction

JIGSAW

STRATEGY

This cooperative learning strategy allows a student to become an “expert” in some aspect of a topic and then return to a “home” group to share what he or she has learned. Expertise is developed, acknowledged, and shared among the members of each group as they encourage each other in the learning process. Note: Previous work in pairs and small groups will help students to be successful with this sophisticated strategy.

STEPS

Decide how to divide students into Home groups of no more than four.

Ask the students in the groups to each assign themselves a letter (A- D).

Have students form new groups (of all A's, 8's, etc.) to become Expert groups.

Ask one member of each group to pick up sheets providing information and questions concerning their topic.

Allot enough time for students to become familiar with their topic, jot down notes, and check their understanding.

Have students thank their Expert group and return to their Home group. The A's present their expert information to their

Home groups first, the 8's do so next, until everyone has presented and shared the research on their topic, and has checked that the information has been understood.

HINTS & MANAGEMENT IDEAS

Pre-assign groups. You can incorporate letter heads (a-d) and divide the class. Give ample time for Expert and Home groups to gather, discuss, and share their research (15 minutes is a reasonable time).

Make sure that your instructions are clear, and are visible for students to see

Monitor the discussions. It is important to listen to some of the discussions to make sure that common confusions are addressed and students are staying on track

BENEFITS

When students have appropriate “think time”, the quality of their responses improves.

Students are actively engaged in the thinking and in becoming ‘mini’ experts on the topic assigned to them.

The activity facilitates interaction among students and gives them time to communicate and check for understanding prior to presenting to the Home group.

Many students find it safer or easier to enter into a discussion with a classmate, rather than with a large group. In this activity, everyone gets a chance to share.

One Life...Many Gifts is a curriculum resource to educate senior secondary school students about the vital importance of organ and tissue donation and transplantation. It brings to life the drama, generosity and the life-saving promise of donation and transplantation.

Funding for this project has been provided by the provincial Ministry of Education and the Ministry of Health and Long-Term Care. This project would not have been possible without their support or the generosity of an anonymous Ontario resident whose contribution ensures that students in the province understand the life-saving promise of organ and tissue donation and transplantation. The Steering Committee sincerely thanks all of our supporters.

The development of this curriculum has been co-sponsored and coordinated by the Trillium Gift of Life Network, the Multi-Organ Transplant Program at London Health Sciences Centre and The Kidney Foundation of Canada.

Educating secondary school students and their families about the need for organ and tissue donation and the success of transplantation was originally initiated in the London region in 2000. With funding received from The Kidney Foundation of Canada, the Multi-Organ Transplant Program at London Health Sciences Centre had the vision to develop a unit of study, *One Life...Many Gifts*, working with both the Thames Valley District School Board and the London Catholic District School Board. The original program was used in Healthy Active Living Education, Grade 11, Open (PPL30) in Ontario's curriculum. The curriculum resource before you builds on the vision and foundation provided by this original program and the Steering Committee gratefully acknowledges the dedication and pioneering effort of all those involved in the original program.

This curriculum is dedicated to the many Ontarians who have given the gift of life through the donation of organs and tissue and to the many others who will in the future.

For more information on the *One Life...Many Gifts* curriculum program please contact the Director of Communications, Trillium Gift of Life Network at 1-800-263-2833 or visit: www.onelifemanygifts.ca

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Medical health-care professionals from the field of organ and tissue donation and transplantation and educational advisors were involved in the development and implementation of the *One Life...Many Gifts* project.

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