

The Ontario Grade 10 Civics Curriculum

contents

Section one:

Introduction, History and Future Directions of Organ and Tissue Donation and Transplantation

Activity One: The Role of Participatory Citizenship

Activity Two: Understanding Levels of Government

Connections to the Curriculum Expectations:

Section two:

The World's Youngest Multi-Organ Recipient Inspires Others: the Sarah Marshall Story

Activity 1: Active Citizenship

Activity 2: Creating a Health Care Rights List

Connections to the Curriculum Expectations:

Section three:

Protecting the Precious Gift: The Rizwana Ramzanali Story (Kidney-Pancreas Recipient)

Activity 1: How Do Citizens Acquire Freedom?

Activity 2: Creating a Bill of Health

Connections to the Curriculum Expectations:

Section four:

Liver Transplantation: Too Many Recipients For Too Few Organs

Activity 1: Government Announcements and Notices

Activity 2: Case study: Chris and Angela

Connections to the Curriculum Expectations:

Section five:

Living Donation: A boy named Lucas and a Stranger

Activity 1: The Responsibilities of Citizens

Activity 2: The Responsibilities of Citizens

Connections to the Curriculum Expectations:

Section six:

Advances in Lung Transplantation: The Brandon Gibson Story

Activity 1: Government Accountability

Activity 2: Citizen Awareness

Connections to the Curriculum Expectations:

Section seven:

Jason Case Study and Donor Family Stories

Activity 1: Issue of consent

Activity 2: How to Amend a Law

Connections to the Curriculum Expectations:

Section eight:

The World of Bone, Cornea and Skin Donation and Transplantation.

Activity 1: Fires and Burn Victims

Activity 2: Bone, Tissue and Cornea activities

Activity 3: The Role of NGOs

Connections to the Curriculum Expectations:

Section nine:

Religious and Ethical Perspectives on Organ and Tissue Donation

Activity 1: Ethical and Religious understandings

Activity 2: A Citizens' Council

Connections to the Curriculum Expectations:

No. 1 Sample Unit of Civics Curriculum

Multi- media presentations

No. 2 Sample Unit of Civics Curriculum

Creating a Portfolio

CURRICULUM

One Life...Many Gifts

The Civics course explores what it means to be a knowledgeable, participating citizen in a democratic society and is organized into the following three strands: informed citizenship, purposeful citizenship and active citizenship.

Active Citizenship...AC

Students need to learn basic civic literacy skills and have opportunities to apply those skills meaningfully, by participating actively, in the civic affairs of their community. Civic literacy skills include skills in the areas of research and inquiry, critical and creative thinking, decision making, conflict resolution, and collaboration. Full participatory citizenship requires an understanding of practices used in civic affairs to influence public decision making.

Informed Citizenship...IC

An understanding of key civics questions, concepts, structures, and processes is fundamental to informed citizenship. In a diverse and rapidly changing society that invites political participation, the informed citizen should be able to demonstrate an understanding of the reasons for and dimensions of democracy.

Purposeful Citizenship...PC

It is important that students understand the role of the citizen, and the personal values and perspectives that guide citizen thinking and actions. Students need to reflect upon their personal sense of civic identity, moral purpose and legal responsibility – and to compare their views with those of others. They should examine important civic questions and consider the challenges of governing communities in which contrasting values, multiple perspectives, and differing purposes coexist.

The activities provided here support the three strands and provide ideas for teachers to use in the civic course. Each activity (there are two per story) involve research and discussion, as well as action steps. Specific expectations are linked to the three strands. All activities focus on the importance of organ and tissue donation in Ontario and tie directly into the focus of responsible citizenship.

Section One: History and Functions of Organ and Tissue Donation and Transplantation

Activity 1: The Role of Participatory Citizenship

How do concerned citizens advocate for changes to government policies?

What if those concerns relate to health policies?

One Life...Many Gifts discusses the importance of donating organs and tissue for those in urgent need. Many citizens of Ontario were actively involved with the government health policies to develop increased awareness about organ and tissue donation.

The Trillium Gift of Life Network was created in December 2000 by the Ontario Government and assumed the role of Ontario's central organ and tissue donation agency with the challenge to significantly increase organ and tissue donation across the province. The Trillium Gift of Life Network along with the Multi-Organ Transplant Program at London Health Sciences Centre and the Kidney Foundation of Canada are working together to increase the knowledge and understanding about donation and the success of transplantation.

Know what to learn

What they know:

Before watching the DVD, discuss with the class what they know about organ and tissue donation. Ask the class to do the Student Questionnaire found in the introduction package. Collect the questionnaire without providing the correct answers.

What they want to learn:

Ask the students what they would like to know about organ and tissue transplantation/donation and the role of citizens, governments and health care providers.

What they have learned:

Provide answers to the Student Questionnaire. Have the students read the answers out loud to each other in class. Students can then watch the DVD One Life...Many Gifts. Discuss with the class how the DVD and the Questionnaire have altered their knowledge and understanding about organ and tissue transplantation/donation.

For Students

What you know:

What you want to learn:

What you have learned:

Exploring the issues

Watch the DVD One Life...Many Gifts. After the viewing, have students work in small groups to discuss the key challenges facing patients in urgent need of organs that were presented in the film. Have a class discussion about why it is important that citizens create forms of information, like posters or flyers, when they want government policies to be communicated within their communities.

Brainstorm different ways of communicating with the public to advocate for change.

Over to you:

1. In a small group discuss the following questions:
 - a) What were the challenges for the families, friends, physicians and doctors?
 - b) What story moved you the most? Explain your choice to a partner.
2. Working with a partner, do online research about the Trillium Gift of Life Network (TGLN) at www.giftoflife.on.ca Research and answer the following questions: What does TGLN do? What would you like to see added to TGLN's mandate? Write a public service announcement (PSA) aimed at people aged 16-25 describing TGLN's mission and work. Compare your announcement with others and discuss what makes the differing PSAs effective; or how they could be improved.
3. Working with a partner, make a list of the reasons why educating the public about organ and tissue transplantation/donation is an extremely important activity for the government.
4. Working with a partner, design and create a poster for your school that presents the story of an organ or tissue recipient and/or donor. Include the following on your poster:
 - a) information from The Trillium Gift of Life Network site.
 - b) the support for organ and tissue donation by well-known people in your community or the province who have been the recipients of organ or tissue transplants, have been donors, or who have demonstrated their support for organ donor foundations.
 - c) information on ways for people to register: Today, you can register your consent at an OHIP office when you renew or register for your health card. If people have the red and white card or have recently renewed their health cards and did not consent to donate, they can go directly to The Trillium Gift of Life Network website (www.giftoflife.on.ca) and download a Gift of Life Consent Form, fill it out and mail it in to the address on the form.
5. You want to reach out to your community in order to share your knowledge about organ and tissue transplantation/donation so that the community can become more aware of the necessity of registering their consent to have their organs and tissue donated and talking to their families about their intentions.
6. Find out about community events by looking in local papers or going online to your community networks. Take your class posters to a local community event which often takes place in local libraries, local schools and local community centres so that you can broaden the education base about the importance of organ/tissue donations.
7. Post your posters online and/or send your poster to interested organizations in your community. You can also display your posters at school and invite the community to attend a poster showing. Ask for feedback so that you can expand the posters to make them more effective.

Activity 2

Understanding Levels of Government

The level of government that deals with health care is provincial but the federal government provides transfer payments to the provinces. Many organizations then

decide in what ways the federal transfer payments can be best used in each province.

Exploring the issues

1. Have the students go online to www.health.gov.on.ca/en/public/programs/ohip/ and examine the Ontario Health Insurance Plan (OHIP), which is a government-run health plan for the province of Ontario. OHIP is funded by taxes paid by the residents and businesses of Ontario and by transfer payments from the federal government.
2. Go to the frequently asked questions page. Have the class find the question which addresses organ and tissue donation. The OHIP online site states that "One organ and tissue donor can save up to eight lives and enhance as many as 75 more." Ask the students to talk to a partner about the implications of this statement. Then have them share their interpretations with a large group.
3. The site also explains how to register your consent to donate. Explore the contents of this section with the students to ensure that they are aware that if you are 16 years of age or over, you can register your consent to donate your organs and/or tissue upon your death. Students may choose to complete a Gift of Life Consent Form - Organ and Tissue Donor Registration and submit it to ServiceOntario but that should be entirely at their discretion. No pressure should be exerted to have students fill in their form. The purpose of the curriculum is to provide information so students can make their own decisions. You may also want to refer to the section of the One Life...Many Gifts DVD that deals with registration.

Over to you:

The Ontario Health System Improvements Act, 2007 states that the "government has passed new legislation that will make the health care system more responsive to the needs of the public by strengthening and supporting health professionals and the various programs and services that make up our health care system."

1. In a small group, discuss the ways that citizens can work together to increase the availability of organs and tissue for people living in Ontario.
2. List the ways in which the government is currently helping achieve this goal.
3. In your small group, create a mind map to display your findings from your work on activities #1 and #2. (A mind map is a diagram used to represent words or ideas linked to other words or ideas and arranged around a central key word). In the centre of your mind map put the words: Organ and tissue donation.
4. In the small groups, discuss if the donor site and access to the consent forms are easy to access online and easy to submit. Write a group statement explaining how the consent forms are helping the citizens of Ontario take an active part in the governments' support of organ and tissue donation.
5. Working with a partner write a letter or send an email to the Trillium Gift of Life Network (TGLN) and express your ideas about how to further increase awareness about the importance of organ and tissue donation in Ontario. Include in your letter or email the ways in which you would be willing to be active in helping people learn more about saving lives through donation.

CONNECTIONS

to the Curriculum Expectations:

The Civics course explores what it means to be an informed, participating citizen in a democratic society. The Civics course is organized into the following three strands and Expectations are listed under these three categories:

Active Citizenship AC

1. demonstrate an ability to effectively use strategies within the inquiry process when studying questions of civic importance in their school or local community
2. demonstrate an ability to work collaboratively and productively with others when researching civics topics in their community
3. demonstrate an understanding of the ways in which individual citizens can obtain information and explanations or voice opinions about important civic matters

Informed Citizenship IC

1. demonstrate an understanding of the important role played by regulatory and adjudicative (quasi-judicial) agencies in our democratic society when resolving issues and disputes between individuals and groups, and between individuals or groups and government
2. examine and describe the roles played by elected representatives and interest groups in the political process (e.g., lobbying)
3. identify similarities and differences in the ways power is distributed in groups, societies, and cultures to meet human needs and resolve conflicts (e.g., in families, classrooms, municipalities)
4. explain what it means to be a citizen in diverse political communities

Purposeful Citizenship PC

1. describe and assess the contributions that citizens and citizens' groups make to the civic purposes of their communities
2. explain how democratic beliefs and values are reflected in citizen actions

ACV

1. demonstrate an ability to research questions and issues of civic importance, and to think critically and creatively about these issues and questions

Sarah

Section Two: The World's Youngest Multi-Organ Recipient Inspires Others: the Sarah Marshall Story

Sarah Marshall is in the Guinness World Records book as the world's youngest recipient to receive a multi-organ transplant. In 1997, she required the following organs in order to survive: a liver, bowel, stomach and pancreas.

Activity 1

Active Citizenship

Exploring the issues

1. Have students get into pairs and do online research about the Guinness World

Records, www.guinnessworldrecords.com/ especially those stories related to children.

2. Have students discuss the ways in which Sarah's story is unique. Ask the question:

In what ways is Sarah's story similar to other health challenges facing children around the world? In what ways is Sarah's story unique?

Over to you:

1. Write a speech about Sarah, to recognize the cooperative work of the donors, doctors and health care system, who made this entire remarkable story possible.

2. Explain in your speech how the whole community: donors, doctors, the health care system and Sarah and her family were part of this historic story. Explain in the speech how working together resulted in a positive outcome.

3. After your speech is completed, send a copy to the local paper. This will further support efforts to educate the community about the vital importance about organ and tissue donation.

4. Find the names of your local public officials in both the municipal and provincial governments and send a copy of your speech to them. Remember that letters to public officials need to be addressed properly. e.g. The Honourable (members of Parliament) Your Worship (for Mayors) and Councillor (for City Councillors)

5. Send a copy of your speech to Sarah through the Trillium Gift of Life Network.

6. You may also choose to take on one of the roles of the many people involved in making Sarah's story have a positive outcome. To do this, use this RAFT.

RAFT

Role:

Take a role for your speech. You can be Sarah, her parents, the health practitioners, donors or other involved people

Audience:

Be sure to know your target audience in order to frame your speech

Format:

Prepare a beginning, middle and end to your speech. Decide if it will be formal or informal and/or persuasive

Theme:

The main theme is to recognize the many people who actively helped Sarah gain better health

Connections to the Curriculum Expectations:

Active Citizenship AC

1. demonstrate an ability to research questions and issues of civic importance, and to think critically and creatively about these issues and questions
2. communicate their own beliefs, points of view and informed judgements, and effectively use appropriate discussion skills (e.g., persuasion, negotiation)

Purposeful Citizenship PC

1. articulate clearly their personal sense of civic identity and purpose, and understand the diversity of beliefs and values of other individuals and groups in Canadian society
2. describe and assess the contributions that citizens and citizens' groups make to the civic purposes of their communities

Activity 2

Creating a Health Care Rights List

How would your rights as Canadians be impacted by the availability of organs and tissue should you become ill and urgently require a transplant? Find out your Ontario rights to access excellent health care. In what ways are these human rights? Discuss the ways in which human rights are linked to rights to access to appropriate/necessary health care.

Exploring the issues

1. Ask students what they know about the Canadian Health Care System. How is our system different than other countries around the world? Have the class do online research to health care systems around the world. Students might want to go to sites such as United Nations Educational, Scientific and Cultural Organization (UNESCO), or the World Health Organization (WHO) or the United Nations (UN). At the United Nations site the students can examine the Universal Declaration of Human Rights.
2. After doing research and examining the various world health policies ask the students to get into small groups and make a list of the rights of citizens to access the best health care. Ask students to determine the fundamental principles that relate to access to good health care for all. In what ways do these principles highlight the responsibility among citizens in a community?
3. Have students make a short presentation of their findings. Each group can be responsible for a different international organization or institution on human rights and some groups can present the health policies of different countries. Be sure to have one group include the health policies in Canada.

Over to you:

1. Invite a representative from the Trillium Gift of Life Network or the nearest hospital or transplant program to your school to discuss ways in which governments and citizens can work together to ensure that all citizens receive the organ and tissue transplants they need. You can go to the various websites to send your request. You might be able to have the representative speak to your class over SKYPE.

2. Sarah is a centerpiece for organ and tissue donations. Her rights to good health were supported by the Trillium Gift of Life Network. In small groups, make a collage that demonstrates how Sarah's story of survival exemplifies the Ontario health rights of all children.
3. Send your collage work, along with a letter to your Member of Provincial Parliament (MPP) in your community. Tell them how important it is that they continue to support organ and tissue donation and ask them to write to you and express the ways they are working to ensure the rights of children in Canada to obtain the best health care.
4. You may also decide to create a multi-media presentation.

CONNECTIONS

to the Curriculum Expectations:

Active Citizenship AC

1. demonstrate an ability to contribute to a positive climate in group settings (e.g., respect rights and opinions of others, accept personal responsibility for group duties, provide leadership when appropriate, encourage others to participate)
2. demonstrate an ability to work collaboratively and productively with others when researching civics topics in their community

Informed Citizenship IC

1. research and report on the elements of democratic decision-making (e.g., rights and responsibilities of citizens, rule of law, common good, parliamentary system, majority rule, rights of minorities).

Purposeful Citizenship PC

1. articulate clearly their personal sense of civic identity and purpose, and understand the diversity of beliefs and values of other individuals and groups in Canadian society
2. demonstrate an understanding of the challenges of governing communities or societies in which diverse value systems, multiple perspectives, and differing civic purposes coexist.

Rizwana

Section Three: Protecting the Precious Gift: The Rizwana Ramzanali Story (Kidney-Pancreas Recipient)

Diabetes is a major health care concern for citizens living in Canada. More than 3 million Canadians (that is one tenth of the population) have diabetes. Many children and adolescents are diagnosed with Type 1 diabetes, which occurs when the pancreas is unable to produce insulin. Insulin is a hormone that controls the amount of glucose in the blood. Approximately 10 per cent of people with diabetes have Type 1 diabetes. This was the health crisis which faced Rizwana Ramzanali when she was only 9 years old. She had to make many major adjustments to her life, including taking needles twice daily. By the time she was a young adult with a small child, she had developed kidney failure. She was desperate for a transplant. After she received a transplant, she was discharged from the hospital and was able to lead a normal life with her family. The organ donation allowed her to regain her

“freedom,” not be dependent on daily needles or dialysis. In this case, Rizwana acknowledges that good health gave her freedom.

Activity 1

How do Citizens Acquire Freedom

Exploring the issues

1. Ask students to work in a small group to discuss what it means to have freedom. Have students discuss: In what ways are our individual freedoms impacted by the freedoms of the community? What laws in Canada allow for us to enjoy freedoms? What laws express individual freedoms and what laws speak to the freedom of the larger community?
2. Have students go online and examine the Charter of Rights and Freedoms. Canadians rights are protected in this document. The guaranteed rights and freedoms include a number of fundamental, democratic and legal rights. Under legal rights, the charter states that “everyone has the right to life, liberty and security of the person.” Have students discuss in small groups how this relates to access to health care.

Over to you:

1. Working in a small group, write the following statement on a piece of paper: “Having rights in a society also includes having responsibilities.”
2. Each person in the group writes a sentence below the statement “Having rights, in a society, also includes having responsibilities,” that provides an example to support the statement. Be sure to include an example about health care.
3. Brainstorm and record ways Canadians can take an active part in promoting good health and supporting health improvements in the lives of others
4. Have a class debate. Debate this topic: It is a government’s responsibility to ensure all citizens receive the best health care. You will need to take a position: yes or no.
5. You should include an examination of the role of individuals and communities.
6. Learn how to do a proper debate. Do research, prepare your defense and a rebuttal, and be prepared to defend your position. Debates often work best when you work in groups to prepare your arguments.
7. To help you think about the beliefs and issues related to the above debate about government responsibilities for health care, you can also create scenarios with fictional people whose situations resemble the case studies/narratives you have read.

Activity 2

Creating a Bill of Health

Exploring the issues

1. Learn the steps to take to create a health bill in Ontario. As a class, read and discuss the stages a bill must go through before becoming law.
2. Bills must be introduced during routine proceedings. A minister or member of the

provincial parliament can move a motion asking permission of the house to introduce a bill.

3. A bill number is given to the bill.
4. There are first and second readings.
5. Amendments are allowed during second readings.
6. A committee is created which examines the bill.
7. The committee creates a report which is provided to the House.
8. There is a third reading.
9. A bill must be voted on and passed. It has to go through a number of chambers, and receive final consent before it becomes law.

Over to you:

1. Work in partners to write a new section for your own bill of health!
2. Provide a name for your new section such as The Best Health Bill for All Ontarians.
3. When writing the new section, answer the following question: In what way will this section address the need for organ and tissue donations in Ontario?
4. Be sure to explain how your new section can ensure that citizens with urgent health needs for organs and tissues will have their needs addressed so that they can be on the road to good health as quickly as possible.
5. Refer to the Religious and Ethical Booklet in the One Life...Many Gifts Curriculum for issues that you might want to consider in your new bill section.
6. Look at the Canadian Charter of Rights and Freedoms to find further material.
7. Compare your new section with another group's and make revisions based on your discussion.
8. Once completed, post your work in the classroom or somewhere in the school for others to see and invite comments on the new section from interested students and teachers.

CONNECTIONS

to the Curriculum Expectations:

Active Citizenship AC

1. demonstrate an ability to effectively use strategies within the inquiry process when studying questions of civic importance in their school or local community
2. analyze approaches to decision-making and conflict resolution that can affect their own lives
3. demonstrate an understanding of the ways in which individual citizens can obtain information and explanations or voice opinions about important civic matters

Informed Citizenship IC

1. research and report on the elements of democratic decision-making (e.g., rights and responsibilities of citizens, rule of law, common good, parliamentary system, majority rule, rights of minorities)

Purposeful Citizenship PC

1. compare the varied beliefs, values, and points of view of Canadian citizens on issues of public interest (e.g., privacy, reducing voting age, freedom of information)

2. analyze a current public issue that involves conflicting beliefs and values, describing and evaluating the conflicting positions
3. describe how their own and others' beliefs and values can be connected to a sense of civic purpose and preferred types of participation
4. explain how democratic beliefs and values are reflected in citizen actions

Janet

Section Four:

Liver Transplantation: Too Many Recipients For Too Few Organs

Janet Brady faced liver failure when she was a young mother of two small children. She went on a waiting list for an organ and waited almost a year before a liver became available for her. Her health deteriorated significantly during this time. She was fortunate to receive an organ, but many others are not as fortunate and die waiting each year.

Activity 1

Government Announcements and Notices

Exploring the issues

1. Have students use the following questions to engage in a group or class discussion.
 - a) How do citizens learn about government policies?
 - b) How do citizens find out the options available to them when it comes to their own health or the health of their family?
 - c) What obligations do governments have in informing citizens about health care policies?
 - d) How do citizens learn about new health policies, many of which may affect their own immediate needs or the needs of their family or friends?
2. Have students research online and in the library about the ways government departments inform citizens about health care issues, such as through public policy announcements or pamphlets. Citizens can also go to government websites to view these documents.
3. In small groups, brainstorm how governments can reach a broader audience in order to inform citizens of important initiatives such as organ and tissue donation. What steps should governments take to reach a larger number of citizens?
4. Go to the Trillium Gift of Life Network website and examine how the Ontario government informs citizens about organ and tissue donations.

Over to you:

1. Create a health care policy announcement or notice.
2. In small groups or with partners, design an awareness announcement or notice related to liver disease and the urgent need for liver donations and living donors. This was the issue facing Janet.
3. Address the following points in your liver disease policy notice.
 - a) Causes of liver disease.
 - b) Liver disease as a result of a person's lifestyle.

- c) Steps you can take to avoid liver damage.
 - d) Government and community responsibilities.
 - e) Individuals' obligations.
 - f) Ways in which schools provide important opportunities to educate on these issues.
 - g) Students may decide to make an awareness announcement related to another organ.
4. You may decide to feature another organ or tissue. Refer to the booklets in the One Gift ... Many Gifts curriculum documents to decide on another organ and to find material.
5. Class groups may also decide to feature different organs and tissue information in the awareness notices, so that all areas are addressed.

Activity 2

Case study: Chris and Angela

Canada has one of the best health services systems in the world. Canadians, however, are often faced with serious challenges in maintaining the best possible state of health. This is the challenge for both Chris and Angela. Chris is 19 years old and experienced a health crisis as a result of his involvement with drugs at a party. He required a liver transplant in order to survive. Angela is a mother who contracted hepatitis C as a result of a blood transfusion when she was 18 years old as a result of a car accident. Both need a transplant. In the end, they were both able to acquire a donor and have transplant surgery.

Exploring the issues

1. Have students use the following questions to engage in a group or class discussion.
 - a) How do citizens learn about government policies?
 - b) How do citizens find out the options available to them when it comes to their own health or the health of their family?
 - c) What obligations do governments have in informing citizens about health care policies?
 - d) How do citizens learn about new health policies, many of which may affect their own immediate needs or the needs of their family or friends?
2. Have students research online and in the library about the ways government departments inform citizens about health care issues, such as through public policy announcements or pamphlets. Citizens can also go to government websites to view these documents.
3. In small groups, brainstorm how governments can reach a broader audience in order to inform citizens of important initiatives such as organ and tissue donation. What steps should governments take to reach a larger number of citizens?
4. Go to the Trillium Gift of Life Network website and examine how the Ontario government informs citizens about organ and tissue donations.

Over to you:

1. Working with a partner, check The Trillium Gift of Life Network website to discover how organs in Ontario are allocated. Write a note which explains three criteria used to make these decisions. With a partner, discuss possible reasons

behind this policy and write the reasons on chart paper.

2. Working in a small group, role play the positions of the different professionals on the transplant team who had to decide which patient would receive the first available liver. (Your teacher will provide you with information on the role of the Transplant Team)

3. Based on the results of the chart work, and discussions about issues related to maintaining good health, write a summary of your findings which demonstrate the different aspects of maintaining good health. Include comments related to avoiding drugs.

4. Brainstorm ways in which to engage other students in your school about Youth Drug Prevention Programs.

5. Your class can organize a school assembly about the potential consequences of drug use. Invite a speaker from a Youth Drug Prevention Program in your community to speak with the students in your school about the health dangers of drug use. Use the story about Chris and others in your assembly. It is important to point out that Chris' situation was unusual but there are ways to protect the health of our bodies.

CONNECTIONS

to the Curriculum Expectations:

Active Citizenship AC

1. communicate their own beliefs, points of view, and informed judgements, and effectively use appropriate discussion skills (e.g., persuasion, negotiation)

2. demonstrate an ability to work collaboratively and productively with others when researching civics topics in their communities

3. demonstrate an understanding of the ways in which individual citizens can obtain information and explanations or voice opinions about important civic matters

Informed Citizenship IC

1. explain the causes of civic conflict, and identify the need for decision-making processes and structures (e.g., ensure individual and community needs are met, resolve conflict, adapt to change)

2. research and report on the elements of democratic decision-making (e.g., rights and responsibilities of citizens, rule of law, common good, parliamentary system, majority rule, rights of minorities)

Purposeful Citizenship PC

1. analyze a current public issue that involves conflicting beliefs and values, describing and evaluating the conflicting positions

2. describe how their own and others' beliefs and values can be connected to a sense of civic purpose and preferred types of participation

Lucas

Section Five: Living Donation: A boy named Lucas and a Stranger

Lucas became sick at the age of five. He was desperately in need of a kidney transplant. Lucas and his family waited for a donor and worried each day if a donor kidney would appear in time to save him. Suddenly, after waiting a long time, a

stranger appeared who decided to donate one of his kidneys to Lucas. The donor was a private person in the community. He became a donor because it was something he felt called to do, and through his actions, he gave Lucas a chance to live a normal life.

Activity 1

The Responsibilities of Citizens

The issues of citizens helping others bring in major questions about democratic societies and the importance of citizens to actively participate. Citizens have a role to play in ensuring that democratic principles continue to function and thrive in society, which functions best when everyone plays a part in its success. Living donor liver transplantation, made possible by the unique ability of the liver to regenerate within 6-8 weeks, is a powerful example of active citizenship which saves lives through generosity and empathy.

Exploring the issues

1. In small groups, have students brainstorm ways in which people provide support to each other in communities.
2. Obtain local papers in your community, or go online, and have students in your class research newspaper articles about local heroes.
3. Have the class discuss what defines a local hero.
4. Ask students: How do heroic feats often include civic action?

Over to you:

1. In small groups, list the ways in which citizens can support each other.
 2. In your group, create a chart which presents the needs of citizens on one side and ways in which communities can help address citizens' needs on the other side.
 3. Share your ideas by presenting your chart to the class.
 4. Take your chart and put the most important needs at the top. For example, should the needs of a family in your community to find a babysitter, to help with their need for child care go higher or lower on the chart than the needs of a family to find a living liver organ donor for their child? What makes some needs more urgent than others? On the same chart, write next to each need, the ways in which communities can best support those needs.
 5. Finally, write a summary of the group's chart findings and conclusions which illustrates how helping others is part of being a good citizen.
 6. With a partner, complete the following statement: "It is vital that communities support work to increase awareness of the need for organ and tissue donors because ..."
- Compare your sentence with those that others have written.

Activity 2

The Responsibilities of Citizens

What defines a good citizen? Are you a good citizen? Is there an understood “list” of those activities which create a good citizen? Do good citizens have things in common?

Exploring the issues

1. Have a class discussion on what makes a good citizen.
2. Before you begin the discussion come to a consensus with the class on what they think the word “good” means in this context.

Over to you:

1. In partners, go online or look in school texts (civics or history books) and dictionaries which define the word “citizen” and see if the word has different meanings. Decide on a definition on which you and your partner can agree.
2. Go online to different countries to see if there are fundamental elements of citizenship that are common for most countries.
3. Make a list of the ways in which different countries define what makes a good citizen. What are the different definitions of good citizenship in different countries? How do other countries concepts of good citizenship compare to Canada? Is respecting and supporting others in the community one of the fundamental elements of a good citizen? Why or why not? Working with a partner, make a chart of your findings. You may wish to refer to the Religious and Ethical Perspectives Booklet or the Introduction booklet of the One Life ...Many Gifts Curriculum to find support materials.
4. Share your chart with others in your class and see if the findings are the same or different.
5. Add a column to your chart which describes what outstanding would look like. For example, is there a difference between paying taxes on time and helping to keep your neighborhood streets safe by getting to know your neighbors and being helpful to those neighbors who are disabled or in need?
6. Once you have created your chart make a collage or poster or write a song that illustrates outstanding citizenship in action. Include organ and tissue donation in your piece and make the links between good citizenship and promoting organ and tissue donations.
7. Go to the Ontario Ministry of Citizenship and Immigration website to research about the Ontario Medal for Good Citizenship Award. Each year, Ontarians who have made outstanding contributions to their communities, are honoured with the Ontario Medal for Good Citizenship at a ceremony at Queen’s Park. “These individuals demonstrate citizenship in action,” said the Honourable David C. Onley, Lieutenant Governor of Ontario. “The men and women receiving this award are role models who have made their communities better places to live,” said the Honourable Michael Chan, Ontario Minister of Citizenship and Immigration. (quotes taken directly from the government site)
8. Working with a partner, write a letter of invitation to attend the Award Ceremony for the Ontario Medal for Good Citizenship. Include details of what the award is given for and who will be attending the ceremony.

CONNECTIONS

to the Curriculum Expectations:

Purposeful Citizenship...PC

1. analyze a current public issue that involves conflicting beliefs and values, describing and evaluating the conflicting positions
2. describe how their own and others' beliefs and values can be connected to a sense of civic purpose and preferred types of participation
3. explain, based on an analysis of cases in local, provincial, national, and global contexts, how democratic beliefs and values are reflected in citizen actions
4. articulate and clarify their personal beliefs and values concerning democratic citizenship, and determine the influence of significant factors (e.g., community, nation, cultural group, religion, gender, socio-economic status) on their sense of civic purpose
5. explain how democratic beliefs and values are reflected in citizen actions

Brandon

Section Six: Advances in Lung Transplantation: The Brandon Gibson Story

Brandon had cystic fibrosis and two diseased lungs. He had great difficulty breathing and described his experience "like breathing through a straw." Humans cannot live without air, although they can live without many other things. There was real urgency for citizens to respond to Brandon's need for a double lung transplant. Yet he had to wait a long time to receive the miracle of a gift of life and feels incredibly fortunate to have received them as many others die waiting.

Activity 1

Government Accountability

What does our government owe us and what do we owe as individual citizens?

Exploring the issues

1. Have students discuss the following:
 - a) In what ways are government representatives accountable to the needs of citizens?
 - b) Who, for example, would you contact if you had an urgent health emergency?
 - c) What are the responsibilities of hospitals and doctors?
 - d) What government agencies make decisions about hospitals and health care?
 - e) What limitations do health care workers face?

Record the results of the discussion electronically or on a flip chart

Over to you:

1. In small groups, make a list of your basic health needs and then research how the government addresses those needs.
2. Working with a partner, create a PSA or a short video that describes how the Trillium Gift of Life Network help support doctors, patients and hospitals to access organs and tissue? (To respond to this question, refer to the One Life...Many

Gifts DVD and to the Introductory Booklet)

3. Place Brandon's story in the centre of a piece of chart paper and then all around Brandon's story, demonstrate the steps the Trillium Gift of Life Network, including the doctors, hospitals and donors, had to take in order to provide new lungs for Brandon.

(For more information: go online to the hospital transplant websites such as the London Health Sciences Centre transplant program website.
www.lhsc.on.ca/About_Us/MOTP/)

Post the chart papers in your classroom and discuss the results.

Activity 2

Citizen Awareness:

What are our strengths? What are our challenges? What can we do about them?

Exploring the issues

1 Have students research online and discuss:

- a) What are some of the myths, beliefs, values and points of view Canadian citizens have about organ transplants?
- b) How might these views affect the speed at which organs become available?
- c) How do citizens access correct information about organ and tissue donation and transplantation?

2 Dr. Keshavjee understood the urgent need for Brandon to receive an organ donation as soon as possible. He said, "Your parts wear out. You have to replace them, and Canadians just don't donate enough organs. Everything else is secondary; people need to know how urgent the problem is, and they have to respond."

3. Discuss in a small group what Dr. Keshavjee meant by this comment. With a partner, express his idea in your own words.

4. Dr. Wall has been a transplant surgeon for 30 years. He adds, "Transplantation is without question one of the greatest achievements of modern medicine. The benefits to patients have been enormous. Patients facing certain death have their lives saved and transformed. However, the tragic irony today is that there has never been a worse time to be on the transplant waiting list. More people are waiting than ever before, they are waiting for a longer time, and their chances of dying while waiting have never been so high. Their needs are not being met because of the lack of donated organs." Write an email to Dr. Wall at the London Health Sciences Centre summarizing your reaction to this powerful statement,

5. Discuss in a small group how you feel about Dr. Wall's comments:

- a) How could this impact your friends and family who might need organs and/or tissue in the future?
- b) How might a lack of organs changed Brandon's story?
- c) What can we do to increase organ availability in Ontario?

Over to you:

1. Call a meeting of students in your school who would be interested in advocating

for the Trillium Gift of Life Network. These students would take the lead in educating the student body about organ and tissue donations. Your Civics class may decide to take the lead.

2. At your meeting organize an assembly where guest speakers attend and former transplant patients tell their stories. Show the DVD: One Life... Many Gifts.

3. At the Assembly: Hand out the Gift of life Consent Form. Explain what it means to sign the consent forms.

4. Invite the community and/or media so that your message is widely spread.

5. You may also decide to organize a larger event, such as an Awareness Week, to educate and support organ and tissue donations. To advertise the Awareness Week activities, and to gather community support, write a local paper press release and/or a media ad, which communicate to the public the need for organ transplants and the ways in which your school is taking action.

6. Decide what activities your school would like to take:

a) Find support from others such as local entertainers.

b) Find ways for the school to work together: organize meetings.

c) Decide together on the key content information for your ad and media release.

d) Research the names of local newspapers and make contacts.

e) Create and circulate a petition (which demands greater education on this topic), which all students in your school sign so that you can include the results in your press release.

f) Organize a school event and then write about it to advertise for the Trillium Gift of Life Network.

g) Invite other schools, your local Councilor, or Member of Provincial Parliament to your event

h) Connect with local agencies for resources and information such as Hospital Transplant Units

i) Book donor, receipting, and agency speakers for classrooms.

j) Assign student groups organ donation topics to research and present during lunch hour to the rest of the student population.

k) Advertise the awareness event on daily announcements.

l) Set up awareness booths and engage the student population in a variety of interactive activities.

CONNECTIONS

to the Curriculum Expectations:

Active Citizenship AC

1. demonstrate an ability to collaborate effectively when participating in group inquiries and community activities

2. demonstrate knowledge of different types of citizenship participation and involvement

3. demonstrate an understanding of the ways in which individual citizens can obtain information and explanations or voice opinions about important civic matters

Informed Citizenship IC

1. compare contrasting views of what it means to be a "citizen"

2. research and report on the elements of democratic decision-making (e.g., rights and responsibilities of citizens, rule of law, common good, parliamentary system, majority rule, rights of minorities)

Purposeful Citizenship PC

1. examine beliefs and values underlying democratic citizenship, and explain how these beliefs and values guide citizens' actions
2. articulate clearly their personal sense of civic identity and purpose, and understand the diversity of beliefs and values of other individuals and groups in Canadian society
3. demonstrate an understanding of the challenges of governing communities or societies in which diverse value systems, multiple perspectives, and differing civic purposes coexist
4. describe and assess the contributions that citizens and citizens' groups make to the civic purposes of their communities

Jason

Section Seven:

Jason Case Study and Donor Family Stories

Jason Edwards had fallen from a ladder, which resulted in extensive damage to his brain. His family was told that Jason had become brain dead as a result and they asked his parents to consider donating Jason's organs and tissue for transplant. Jason had registered to be a donor and, when he was in the hospital, the staff found it in his wallet, which meant that he had given permission for his organs and tissue to be donated. But when his parents were asked, they hesitated due to their lack of knowledge about the position of their religion and faith leader. This was a topic which Jason and his family had not previously discussed.

Activity 1

Issue of Consent

Exploring the issues

1. Have a class discussion to agree on a definition of the word "consent."
2. Discuss the ways in which people can ensure that they are free to make choices, especially if it involves decisions about health care.
3. Discuss what choices people should be free to make and what choices should require a legal document for support. Why do you think we require legal documents to support the right of a person to give permission for something?
4. Discuss what does it mean to have "rights"? In what ways are our rights protected? How do governments and society define the ways in which citizens may exercise their rights?
5. Ask the class if they believe that young people should have different rights than adults? Once students reach the age of 16 years old they obtain certain rights. Have students research the specific rights they obtain at the age of 16. They can, for example, consent to donate their organs and tissue. Discuss if 16 year olds should have more or less rights? Why? (These are all good questions to examine and discuss as students learn about participatory democracy.)

Over to you:

1. Working in a small group, make a list of those things which you believe young people, 16 years of age and older, should be allowed to do without their parents consent.
2. Now make another list that contains those things which you think parents should continue to provide consent.
3. Explain your choices in written form at the bottom of your lists.
4. Have a class or group discussion which answers these questions: Should there be a limit when it comes to another person's rights? Could limited rights endanger others? Could unlimited rights endanger others? Should rights be limited if it supports the good of all citizens?
5. Go online and examine parts of the Ontario Human Rights Code, specifically relate to youth, and see what legal rights are guaranteed to 16 year olds living in Ontario.
6. Make a list of the legal rights you found, which are part of the Ontario Human Rights Code, and compare it to the list you have created so far. Discuss the differences.
7. Write a paragraph which explains why 16 year olds should be able to give consent to donate their organs and tissues.
8. At home, have a discussion with your family about why it is important for 16 year olds to have the right to register their consent to donate organs and tissues to those in urgent need.

Use a Venn Diagram to explain Activity One to class. Circle One: Parents decide, Circle Two: Youth decide, Circle Three: Human Rights Code. Have students draw a VENN diagram in their workbooks and then examine where the positions overlap. Discuss the implications.

Activity 2

How to Amend a Law

What steps does it take to make amendments to an act, code or law? If your class wanted to suggest changes to an act of code, what steps would you take? In a small group, discuss what you know about the rights of youth in Ontario. Do you think that allowing youth to have more rights will help the broader community? Would governments be more likely to support new rights for youth if those rights are also supported in the broader community?

Exploring the issues

1. Have students examine the role of the Human Rights Commission by going online to www.ohrc.on.ca to see how the code protects the people in Ontario.
2. Discuss ways in which your class can become more active in youth programs which bring together youth and human rights issues in their communities, in Ontario, in Canada and in a global context.
3. Discuss the ways in which your school can become involved in human rights issues related to the health of youth in Ontario.

Over to you:

1. Work with a group to create a school event which demonstrates that human rights also involve the work of governments to protect the health rights of its citizens.
2. Use the event to educate students and the community on health-related issues and as an opportunity to raise awareness.
3. Do some/all of the following at your school event:
 - a) Organize interactive workshops that provide the real life stories of organ and tissue transplants. Provide opportunities for students to find ways to support organ and tissue donation and make informed decisions regarding this important issue.
 - b) Organize a school healthy cooking event, local food market or local music/drama evening.
 - c) Have every department in the school participate.
 - d) Obtain flyers from the Trillium Gift of Life Network and other health and wellness organizations to distribute at your school event.
 - e) Invite speakers and set up tables for groups to share materials.
 - f) Organize a panel discussion about the importance of organ and tissue donation and some of the myths that stop people from donating.
 - g) Take photos of your event and post them online and send them to your local newspaper.

CONNECTIONS

to the Curriculum Expectations:

Active Citizenship AC

1. demonstrate an understanding of the ways in which individual citizens can obtain information and explanations or voice opinions about important civic matters

Purposeful Citizenship PC

1. describe fundamental beliefs and values associated with democratic citizenship (e.g., rule of law - describe and assess the contributions that citizens and citizens' groups make to the civic purposes of their communities)
2. describe ways citizens can be involved in responding to issues in which contrasting value systems, multiple perspectives, and differing civic purposes co-exist, and determine their own sense of responsibility in relation to these opportunities for involvement
3. articulate and clarify their personal beliefs and values concerning democratic citizenship, and determine the influence of significant factors (e.g., community, nation, cultural group, religion, gender, socio-economic status) on their sense of civic purpose;
4. describe how their own and others' beliefs and values can be connected to a sense of civic purpose and preferred types of participation

Section Eight:

The World of Bone, Cornea and Skin Donation and Transplantation

Burn patients face a number of challenges in their path to survive. Tissue donations play a major impact in their successful outcomes. Bone, tissue and eye banks in Ontario provide a vital service and a gift of life for patients who

require transplants.

Activity 1

Fires and Burn Survivors

How tissue donation saves lives

Exploring the issues

1. Have students go online to find stories, reported in newspapers, which discuss the impact of fires on victims. Find out what causes most fires and how can they be prevented in your community?
- 2 Find stories, like the ones presented in this document, about burn survivors and how tissue donors help provide a new life for burn survivors.
3. Have students research the work of burn-care teams who respond to burn survivors and present their findings to the class.

Over to you:

1. In small groups, create a photo collage based on newspaper articles about fires. Be sure to include photos and information about burn survivors and the supportive work of fire fighters.
2. Include The Trillium Gift of Life Network work to support the work of tissue banks for burn survivors. Add material on how to prevent fires.
3. You can also write a newspaper article that provides information about preventing fires. The article can relate to prevention at home, in school and out in the community.
4. Include a description of the burn unit work and the importance of The Trillium Gift of Life Network and tissue banks to provide tissue for burn victims. Explain what they do at the burn unit and why it is so vital to our society.
5. Send your collage and written articles to local newspapers and post online.

Activity 2

Bone and Cornea

How tissue donation enhances lives

Exploring the issues

We have 206 bones in our body. Many things can cause our bones to deteriorate and break. Our eyes, which provide us with sight, can be injured or become damaged. In Ontario, hundreds of patients benefit from bone, tissue and cornea transplants. Refer the students to the One Life ... Many Gifts booklet entitled The World of Bone, Cornea and Skin Donation and Transplantation, which provides stories about the many people who require bone and cornea transplants each year, from tiny babies to people in their late eighties.

1. Have the students examine the human skeleton online or through an illustrated text and discuss with the class the ways in which our bones are vulnerable to damage and how quickly we can develop a medical need for bone and tissues

transplants.

2. Have the students examine the ways in which the eye functions and brainstorm any possible dangers to the eye.

Over to you:

1. Look at a detailed picture of the human skeleton. In a small group, discuss the ways that our 206 bones provide support for our vital organs and allow us to perform daily activities. Choose one major bone in the body and describe what limitations there would be if that bone were damaged or diseased.

2. In your group, create a poster to show the ways in which our eyes can be scarred and damaged. Brainstorm five things in your life that would be very different if you could not see.

3. In partners, write a poem or short fiction story (about one page) that describes the difficult situation of a person who needs a bone or cornea transplant. Consider the person's feelings and the reaction of their friends and/family.

a) Begin your poem/story by describing your main character.

b) In the middle of your poem/story have the main character face a crisis such as an accident or an illness.

c) At the end of the poem/story describe the ways in which bones and cornea donors, medical teams and hospitals help provide a happy ending.

d) Add a reflection on how we can ensure that tissue donations increase in order to provide for the growing need.

e) Post your poem/story online or send it to your local papers.

Activity 3

The Role of NGOs

NGOs are non-governmental organizations. Over the years, NGOs have been developed to address humanitarian issues, developmental aid, and sustainable development. They often work together with governments to support common goals.

Exploring the issues

Introduce the concept and the work of NGOs. They are largely funded by private and/or government donations. For example, from its inception, organizations such as the United Nations recognized that NGOs would be integral to furthering its mission. Have students go online with a partner to explore the work of one NGO and present their findings to the class. Using the examples the students have researched, create a chart with the class to illustrate how NGOs support the work of governments.

Over to you:

1. The Trillium Gift of Life Network (TGLN) was created by the Ontario government and is Ontario's central organ and tissue donation coordinating agency. In some parts of the world, the work of finding and coordinating tissue and organ donations is performed by an NGO. TGLN's mission is: Saving and enhancing more lives through the gift of organ and tissue donation in Ontario. Go online to research how the TGLN works directly with the government to achieve their mission. Write an

introduction which you could give at a school assembly to describe the work of TGLN. You might want to use the story of a donor or recipient to make your introduction interesting. Some of their work is summarized here:

2. Trillium Gift of Life Network Act, outlines the Network's mandate, which includes:

- a) Plan, promote, coordinate and support activities relating to the donation of organs and tissue for transplant.
 - b) Coordinate and support the work of designated facilities in connection with organ and tissue donation and transplant.
 - c) Manage the procurement, distribution and delivery of organs and tissue.
 - d) Establish and manage waiting lists for organ and tissue transplants and establish and manage a system of fair allocation.
 - e) Undertake to ensure that patients and their families have the appropriate information and opportunities to consider whether to consent to the donation of organs and tissue and facilitate the provision of that information.
 - f) Provide education to the public and to the health care community about organ and tissue donation and facilitate the provision of such education by others
3. In partners, brainstorm a list of the contributions organizations such as The Trillium Gift of Life Network can make. Choose another NGO that works on children's issues or the environment and create a similar list.
4. Organize a class debate. Use the following statement for your debate: "To achieve a specific goal, such as organ and tissue donation, it is more effective to have a specific government agency than it is to place the responsibility within a bigger government department, such as the Ministry of Health."

5. Working in a small group, identify health issues related to youth in a global context. You can get ideas from the Youth and the United Nations site: <http://www.un.org/esa/socdev/unyin/index.html>. The UN Programme on Youth is the focal point on youth within the United Nations. It aims to build an awareness of the global situation of young people, as well as promote their rights and aspirations. The Programme also works towards supporting greater participation of young people in decision-making as a means of achieving peace and development. Choose one issue that interests you and create an outline of the objectives of an NGO addressing this issue.

6. Present your findings about the issues related to youth that you researched to another group. Listen to what they discovered about the NGO they chose. Together, create a possible action plan for your school for one of these issues or for increasing awareness of organ and tissue donation in your school and communities.

CONNECTIONS

to the Curriculum Expectations:

Active Citizenship AC

- 1. demonstrate an ability to effectively use strategies within the inquiry process when studying questions of civic importance in their school or local community
- 2. demonstrate an ability to work collaboratively and productively with others when researching civics topics in their community
- 3. demonstrate an understanding of the ways in which individual citizens can obtain information and explanations or voice opinions about important civic matters

Informed Citizenship IC

1. evaluate civic actions of individuals and non-governmental organizations that have made a difference in global affairs
2. analyze contemporary crises or issues of international significance

Purposeful Citizenship PC

1. describe and assess the contributions that citizens and citizens' groups make to the civic purposes of their communities
2. articulate and clarify their personal beliefs and values concerning democratic citizenship, and determine the influence of significant factors (e.g., community, nation, cultural group, religion, gender, socio-economic status) on their sense of civic purpose;
3. describe how their own and others' beliefs and values can be connected to a sense of civic purpose and preferred types of participation

PERSPECTIVES

Section Nine: Religious and Ethical Perspectives on Organ and Tissue Donation

There are many ethical issues that are raised when discussing organ and tissue donation and transplantation. However, almost all major religions support organ and tissue donation as an honoured and compassionate expression of generosity and love.

Activity 1

Ethical and Religious Considerations

Exploring the issues

1. Have students read the One Life Many Gifts Religious and Ethical Perspectives on Organ and Tissue Donation booklet explaining the position of all religious groups and the various ethical and religious reasons affecting the question of organ and tissue donations and the decision to donate.
2. In small groups have students discuss what they think some of the myths and concerns about the issue of organ and tissue donation might be. Have students consider these questions:
 - a) What steps can concerned citizens take to ensure that all religious communities become aware of the organ and tissue positions recommended by their religious groups?
 - b) Why do you think so many people do not know those positions?
 - c) What steps can citizens take to ensure that all religious groups inform members about their position on organ and tissue donations?
 - d) What are the myths and misunderstandings that often hinder efforts to educate all communities?

Review the brochures on organ and tissue donation put out by the Canadian Catholic Bioethics Institute, the Canadian Council of Imams and the Toronto Board of Rabbis in co-operation with the Trillium Gift of Life Network.

Over to you:

1. There are numerous ways to educate citizens. Creating posters, press releases,

flyers and ads are all excellent formats. In small groups, decide which format you want to use to educate your community and youth in particular on the various religious and ethical issues related to organ and tissue donations. The format you choose will help engage your community in a dialogue about the importance of organ and tissue transplants in saving lives. You will find it helpful to use the information provided in booklets in the One Life ... Many Gifts curriculum to support the creation of your flyer, poster or ad. Your communication tool should clearly provide information about the ways in which each religious group is supporting organ and tissue donations. Try and include visuals as well. Your group may also find it helpful to refer to the Charter of Rights and Freedoms to obtain quotes and ideas for your work. Post your ads and posters on the walls of the school and post in the local community such as public libraries, community centres, local stores, religious sites, and public spaces.

2. In a small group, examine the brochures put out by the Catholics, Muslims and Jews, and choose the one that you think is most effective. Write an email to that group congratulating them on what you found helpful about their pamphlet.

Activity 2

A Citizens' Council

A Citizen's Council engages citizens in discussions about specific policy questions so that government policies can better reflect the needs of the people. In 2009, the Ontario government, for example, appointed 25 Ontarians from all walks of life to participate in a Citizens' Council. They discussed and provided their opinions on the values that reflect the needs, culture and attitudes of Ontario citizens about government drug policy in the province.

Exploring the issues

1. Have a class discussion: What is a Citizens' Council? Discuss why democratic governments should include the voices of citizens to help create or improve government policies.
2. Have students research the new Ontario Citizens' Council related to drug policies by going online to: http://www.health.gov.on.ca/en/public/programs/drugs/councils/citizens_council.aspx
3. In small groups, have students discuss and write answers to the following questions:
 - a) What is the purpose of this Ontario Citizen's Council? Why was it formed?
 - b) In what ways can this Citizen's Council provide an opportunity for ordinary citizens to engage in discussions with the government about policy concerns?
 - c) What could be the positive outcomes of a Citizen's Council like this one?
 - d) What might be some of the Challenges? Advantages?
 - e) How does one get chosen to be on the Citizen's Council?
 - f) What other Citizens Councils would you like to see in Ontario?

Over to you:

1. Create your own Classroom Citizen's Council. This is a mini-version of the Ontario Citizen's Council. This would also be different from a Student Council

which addresses issues related to school matters. Your Classroom Citizen's Council will address issues related to organ and tissue donations. Follow these steps:

- a) To begin: Organize a meeting to decide what specific issues you would like to examine in your Citizen's Council.
- b) Bring in community leaders to provide support and direction. Have the leaders visit your classroom through SKYPE or in person. Prepare questions for the visitors.
- c) Have a class discussion to consider the ways your Classroom Citizens' Council can work to address the urgent need for organ and tissue transplants in your community.
- d) Then organize a second meeting to create a plan of action.
- e) Invite members of the community to join your Classroom Citizens' Council to discuss the ways to increase community awareness of the need for organ and tissue donations.
- f) Have the Classroom Citizens' Council decide on next steps. You may also conduct online or phone interviews with leading members of the community and then decide to role play their parts in your Classroom Citizens' Council. Take on different roles and see if your position changes.
- g) Based on the investigations and decisions of your Classroom Citizens' Council, prepare a written submission and send the submission to your local Municipal and Provincial representatives.

CONNECTIONS

to the Curriculum Expectations:

Active Citizenship AC
Purposeful Citizenship PC

AC

1 demonstrate an understanding of the ways in which individual citizens can obtain information and explanations or voice opinions about important civic matters

PC

1. describe ways citizens can be involved in responding to issues in which contrasting value systems, multiple perspectives, and differing civic purposes coexist, and determine their own sense of responsibility in relation to these opportunities for involvement
2. articulate and clarify their personal beliefs and values concerning democratic citizenship, and determine the influence of significant factors on their sense of civic purpose
3. analyze a current public issue that involves conflicting beliefs and values, describing and evaluating the conflicting positions;
4. describe how their own and others' beliefs and values can be connected to a sense of civic purpose and preferred types of participation
5. describe how their own and others' beliefs and values can be connected to a sense of civic purpose and preferred types of participation

1. Sample

Unit of Civics Curriculum

Multimedia Presentations

Introduction:

Multimedia is the combination of more than one type of media. Types of media include text, graphic images, animation, audio, and visuals. Multimedia projects can be created by using word processing software, by creating a PowerPoint with text and visuals, and through the creation of a presentation that includes visuals, films and/or text. This project provides an opportunity for students to work together collaboratively to produce a multimedia presentation about the importance of organ and tissues donations. Students will take the material from the One Life ... Many Gifts curriculum booklets and use that as a foundation for their material. They may decide to do further research to provide additional information for their presentation. What is central to this project is the link between the need for citizens to donate organs and our understanding of responsible citizenship.

Period one:

Introduction and planning.

1. Have students watch the DVD One Life...Many Gifts. Have a class discussion about the film. What is the central issue and how does this film reflect the role of responsible citizenship as examined in the civics course?
2. Discuss presentation formats. Discuss the elements involved in multimedia presentations.
3. Ask students to read the individual story booklets from the One Life... Many Gifts Curriculum and decide the central elements of each booklet story. Ask students how they will decide which stories to feature in their presentations.
4. Have the class make a list of their initial plans and then decide on groups. Remember that the focus must reflect on the ways in which citizens have a responsibility to other citizens when it comes to organ and tissue donation.
5. Have students decide which booklet stories will be included and in what ways students will demonstrate the importance of citizen participation.
6. Explain assessment and evaluation procedures. Hand out the rubric for multimedia presentations.

Period two:

Planning and organization.

1. Have the class read and discuss the Introduction Booklet from the booklet, A Future is Yours to Give to provide further support for your work. Have students decide what is unique about each booklet story and what the stories have in common.
2. In small groups, have the students make choices about what booklet stories they will include in their presentations and how they will make the central links among the stories they choose.
3. Students must decide who is responsible for which work and their central focus.
4. Have the groups look at the activities in the Over to You section of each booklet story unit and see if the suggestions in these activities are useful for their presentation.

5. Each group will be selective and choose a few stories to include in their presentation. Most if not all the stories will be covered by the different groups. They must think of the resources that they will use and how they will communicate their narratives.

Period three & four:

Review and complete.

1. These are work periods to share group materials. Each student group brings to the class all their researched materials. Now it is time to bring the materials together. Be sure students use a variety of resources.
2. Ask students to think of ways in which their materials can work together with the others in the group. Provide support so that each group has a clear focus.
3. Ask students to include this focus: How does responsible citizenship play a central role in linking your material together?
4. Student groups now make a trial run through of their presentation. They need to confirm the technical/media resources they will require and arrange to have them on the day of their presentation.
5. Students must be reminded to ensure that their presentation is organized and information is clear.
6. Have students follow the multimedia presentation rubric to ensure that they create an effective presentation.

Period five & six:

Presentations.

1. Have students complete their presentations.
2. Have students explain to the class why they chose to present the booklet stories in the way that they did and their central focus.
3. Have a class discussion after each presentation to encourage further dialogue.
4. Have students share their ideas with each other.
5. Have a class discussion after each presentation to encourage further dialogue.
6. Have students share their ideas with each other.

Period seven:

Follow-up.

1. Discuss all the presentations and the central narrative of citizenship. What does good citizenship means to students? Discuss "next steps."
2. Have the class present their multimedia presentations to other civics classes or at an assembly for the whole school. This way the important work of the Trillium Gift of Life Network will be explained to all students in your school. The students should poll the groups they present to in order to find out how their audiences might chose to be involved as a result of their presentation. Have the students write a reflection on their work to see in what ways they could make improvements in the next assignment. What parts worked well and what parts might they have changed?

3. Hand out the rubric evaluations.

Some of these activities may take more time than indicated here. Some teachers may decide to have students work more in class and less at home. This would extend some of the research and planning.

2. Sample

Unit of Civics Curriculum

Creating a Portfolio

Introduction for Portfolio:

Portfolios are collections of student work representing a selection of their performance. A portfolio may be a folder containing student work. Portfolios provide an opportunity for students to organize, summarize, share information and ideas and evaluate personal growth. The reflective/meta-cognitive process of portfolio development can be as important as the final product. Students may wish to do an electronic folder by placing their materials into a folder on the computer. Have the students develop criteria for their portfolios. What is central to this portfolio is to link materials in the civics course to the work of The Trillium Gift of Life Network. How do the materials from the civics course support the vital need to increase donations and provide support for transplant medical teams? How can students link the work of responsible citizenship and participatory democracy with the objectives of The Trillium Gift of Life Network, which is to provide organ and tissues for all those in need?

period one:

Introduction and planning.

1. Have the class watch the DVD One Life...Many Gifts. Have a class discussion about the film. What is the central issue and how does this film reflect the role of responsible citizenship as examined in the civics course?
2. This unit involves the creation of a portfolio, which contains material about responsible citizenship, the role of education and the work of the Trillium Gift of Life Network. Many people believe that one of the major roles of public education is to ensure that students understand the rights and responsibilities of being a responsible citizen. This would also include an understanding of the ways in which responsible citizens help support a democratic society as active citizens. One way that citizens can be responsible to each other is through their participation in organ and tissue donation.
3. Explain assessment and evaluation procedures. Hand out the rubric for Portfolios.

Period two:

Planning and organization.

1. Have students read and discuss the introductory chapter called A Future is Yours to Give in the introductory booklet to provide further support for their portfolio

work. Ask: What is unique about each booklet story and what do these stories have in common? How do these stories reflect responsible citizenship?

2. Have students get into partners and make an outline for their portfolio. The portfolios will examine responsible citizenship and the role of education. Students must decide how to communicate good citizenship in their portfolio narrative. They must also decide which organ and tissue organ donor stories they want to include and how they will link the material together. Since they are in partners, they must decide who is responsible for which work.

3. Have students examine the activities in the Over to You section of each story unit and see if they provide some support and suggestions for their work.

4. Students must decide which stories support the main focus of their portfolio. Students must find a way to organize their materials to include some of the donor stories.

5. Students can go to the library or online to find other resources to use in their portfolios and to support their focus.

6. The portfolio should begin with an examination of what defines a responsible citizen and in what ways citizens can demonstrate responsibility for each other. You may want to refer to the Ontario Human Rights Code to provide additional information for students' research and consideration. The students' work should demonstrate a link between responsible citizenship and organ and tissue donation.

Period three & four:

Review and complete.

1. This is a work period to share materials. Now it is time to bring the materials together with their partners. Be sure students use a variety of resources.

2. Help students find ways for their materials to work together. Be sure that responsible citizenship plays a central role in linking the portfolio material together.

3. Have students work towards creating a portfolio which is clear, organized and contains accurate information.

4. Have students examine the portfolio rubric to ensure they have created an effective product.

Period five & six:

Presentations.

1. Have students display and present their portfolio work.

2. Have students explain to the class why they chose specific donor and recipient stories in the way that they did and the central focus to the portfolio.

3. Have students explain their perspective on responsible citizenship.

4. Have a class discussion about each portfolio through small presentations or discussions.

5. Have students share their ideas with each other.

Period seven:

Follow-up.

1. Discuss all portfolio work with the class. Discuss the ways in which the work of the Trillium Gift of Life Network supports the central narrative of responsible citizenship.
2. Discuss “next steps.” Have the students present their portfolios to other civics classes or post selections from them to raise awareness of the issue in the school.
3. Have the students write a reflection on their work to see in what ways they could make improvements in future assignments. Ask them to reflect on the work which they feel best represented their objectives and what work would they have changed?
4. Hand out the rubric evaluations.

Some of these activities may take more time than indicated here. Some teachers may decide to have students work more in class and less at home. This would extend some of the research and planning.

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

© Queen's Printer for Ontario, revised 2009.

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.

Steering Committee:

Frank Markel, President and CEO, Trillium Gift of Life Network

Dr. William Wall, Transplant Surgeon, Multi-Organ Transplant Program, London Health Sciences Centre

Jim O'Brien, Executive Director, The Kidney Foundation of Canada, Ontario Branch

Project Support Team:

Carrie Hoto, Education Project Manager, Trillium Gift of Life Network

Cate Abbott, Information & Resources, Multi-Organ Transplant Program, London Health Sciences Centre

Mahms Richard-Mohamed, Transplant Donor Coordinator, Multi-Organ Transplant Program, London Health Sciences Centre

Wendy Kudeba, Director of Marketing and Communications, Pam Logan, Communications Manager, The Kidney Foundation of Canada, Ontario Branch

Cade Sanders, Teacher, Sir Wilfrid Laurier Secondary School

Adam Summers, Student Success Teacher, Central Secondary School

Sharon Young-Kipp, Physical and Health Education Department Head Central Secondary School

Writer:

Rose Fine-Meyer

Educational Consultant and Program Advisor:

Joan Green

Design:

Niki Fleming

The Steering Committee gratefully acknowledges and thanks the many individuals who contributed to the success of this project. Donor families, recipients, health-care professionals, educators and community members were all very generous with their time and expertise. One Life...Many Gifts is richer because of their participation.