

# Sharing Spare Parts

**Subjects:** Science, Health

**Grade Level:** 6-12

**Time Required:** One class period

**Overview:** They will watch the online presentation, The Living DoNATION, to learn about kidneys, treatment options, and living donation heroes. Students will research statistics on donation and transplantation in the US and in their state. Students will perform a critical thinking writing exercise.

**PA Standards Met:**

Science: 3.4.6.D2, 3.4.6.D3, CC.3.6.6-8.A, CC.3.6.6-8.B, CC.3.6.6-8.E, CC.3.6.6-8.F, 3.4.8.E4, 3.4.7.B3, 3.4.10.E1, 3.4.12.A3

Health: 10.1.6.E, 10.2.6.A, 10.1.9.E, 10.1.12.B, 10.1.12.E

**Objectives:**

1. Students will learn the basics about kidney health, risk factors for kidney disease, treatment options, living donation and transplantation by watching The Living DoNATION presentation online.
2. Students will review waitlist data and complete the statistics worksheet.
3. Students will explain in writing the benefits of living donation compared to deceased donation. They will use critical thinking to determine if they would rather wait for a deceased donor or try to find a living donor.
4. Students will create an outreach method they could use to find a living donor.

**Lesson:**

1. Watch The Living DoNATION presentation online at [www.thelivingdonation.com](http://www.thelivingdonation.com).
2. Review national and statewide data at <https://optn.transplant.hrsa.gov/data/>. Complete the Google Docs worksheet, Sharing Spare Parts - Statistics.
3. Describe in writing the benefits of living donation compared to deceased donation. Provide a written response: If you needed a kidney transplant, would you wait for a deceased donor or try to find a living donor? Why?
4. Activity: Pretend that you are looking for a living kidney donor. Design an outreach method, such as a flier, letter, business card, social media post, etc. to find potential living donors. Be creative!

