

# Organ Donation for You and Me

Hong Kong Organ Transplant Foundation  
Junior Secondary Teaching Toolkit





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## About Hong Kong Organ Transplant Foundation

Hong Kong Organ Transplant Foundation [HKOTF] is a non-governmental organization founded by Dr. Ho Kai-Leung, Kelvin and a group of professionals. It is registered as a charitable institution in Hong Kong. The Foundation dedicates to support the needs of patients with organ failure, organ donors and their families, and to promote organ donation. The Foundation aims at raising public awareness on organ donation, especially for the younger generation, through organizing various educational activities and publishing teaching toolkits, while at the same time promoting a culture of organ donation with a view to increasing the organ donation rate.

Since its establishment, the Foundation has been focusing on school education. Up till now, it has held over 170 thematic seminars on organ donation for secondary schools. In addition, the Foundation introduced the “Angels for Life” Program in 2017. The purpose of the Program in 2017 was to raise the awareness and knowledge of students on organ donation through competitions on slogan-making and organizing promotional activities so that they could act as “Angels for Life” to help in the promotion to the community. In 2018/19, together with RTHK Radio 1, the Foundation organized the “Love • Continued” Secondary Schools Short Video Competition, which encouraged students to display their creativity in promulgating the idea of altruism in organ donation through the making of videos.

Apart from educational activities for secondary school students, in 2018, the Foundation made a new attempt to conduct the “Oral History of Hong Kong Organ Donation and Transplant Project” with the Department of History, Hong Kong Baptist University. Facilitated by students from the University and 3 secondary schools, 18 stakeholders were interviewed to gain insights of their experience and challenges in organ donation and transplant. Based on stories of the interviewees, the Foundation published a book named “Love • Continued — Hong Kong Organ Donation and Transplant Oral History for 50 Years” to display the 50-year of history to the general public.

The Foundation believes that a change in mindset and value can only be made through continuous and systematic education. As such, in 2016 it published the “Organ Donation: The Legacy of Love” Senior Secondary Liberal Studies Teaching Toolkit, with nearly 850 copies distributed to more than 170 schools. The toolkit provides teachers with the relevant information so that they could convey correct knowledge and values related to organ donation to senior secondary students. In 2020, the Foundation received funding support from the Quality Education Fund, and compiled the “Organ Donation for You and Me” Junior Secondary Teaching Toolkit, with an aim of bringing out the meaning of life and selfless love behind organ donation from the perspective of moral education. This will help complete the entire secondary school curriculum on the subject.

## Preface

In the past few decades of my career as a nephrologist, I have frequently encountered patients with various kinds of organ failure. Not only did those patients suffer from the disease, their families were also under distress both mentally and financially. Despite medical advancement in recent years, medications were unable to totally cure the diseases. Organ transplant remains the only solution that will give patients and their families the hope of a new life.

In Hong Kong, there were over 50 years of history in organ transplant, and medical techniques were already very well-developed. However, the success of organ transplant still depends heavily on people's willingness to donate their organs. Unfortunately, in the past 50 years, organ donation has been progressing slowly in Hong Kong. There are many reasons for that, including people's knowledge and acceptability towards organ donation, government policy and support, as well as cooperation of frontline medical personnel. Hong Kong is basically a Chinese community with strong traditional culture, hence our thoughts and decisions are often influenced by our religions, customs and culture, and family values. When it comes to organ donation, a topic related to "life and death", we would tend to be more conservative as compared with the western countries. I have always believed that education is the most important way to bring about a change in guiding the younger generation to understand the meaning of organ donation from different perspectives.

"Organ Donation: The Legacy of Love" Senior Secondary Liberal Studies Teaching Toolkit, which was published by the Foundation in 2016, aims at providing youngsters with a deeper understanding of, and fostering their support for, organ donation. From the promotional and educational activities held in the past few years, I have understood that a systematic and continuous education is vital in encouraging the general public to support organ donation in the long run and we have to start instilling correct knowledge and values at a young age. Recognizing that junior secondary students are beginning to develop their own mindsets, the Junior Secondary Teaching Toolkit is designed to deliver knowledge from different perspectives, to help students establish correct values, treasure their health and lives, as well as care for those around them and in the society, and eventually introducing the altruism of organ donation.

I would like to thank everyone who had contributed to the making of this teaching toolkit. I hope that the younger generation will become more aware of organ donation when they grow up, and be ready to spread the correct messages to others.



Dr. Ho Kai-Leung, Kelvin

Founder and Founding President, Hong Kong Organ Transplant Foundation

## Concept and Objective of the Toolkit

Hong Kong owns the reputation of “Asia’s World City”. The education level of its residents has reached that of a developed country, there are good medical personnel and advanced medical equipment and medicine, yet the organ donation rate remains relatively low. There were only 5.59 deceased organ donors per million population (pmp) in 2020, far below those in the western countries. [Reference statistics: In 2020, the United States has 38.03 donors per million population (pmp), the highest in the world.]

Recently, there are more than 2,000 patients in Hong Kong waiting desperately for organ transplant every day. Most of them are patients with organ failure when medicine can only help alleviate their symptoms. Organ transplantation is the only hope for them. In 2019, the average waiting time for individual organs ranged from 15 to 54 months. We undoubtedly need more people to donate suitable organs for transplantation, to save the patients’ lives.

The attitude of Hong Kong people towards organ donation tends to be relatively conservative when compared with that in the western countries. It is, to a large extent, affected by traditional Chinese culture. People seldom talk about death, they want to keep the body intact and do not like to be dissected after death. At the same time, Chinese has strong family ties and respect. When a person has to make decision on whether to donate the organs of his/her deceased family member, he/she mostly would not opt to donate if the family member’s wish was unknown to them. This has resulted in a loss of many transplantation opportunities.

A decisions to donate organs or not depends on one’s personal values and traditional beliefs. To effect a cultural change, it is important to start education as early as possible. We hope that youngsters can explore the meaning and importance of organ donation from different perspectives. We shall help correct their misunderstandings and eliminate their worries, introduce proper knowledge and cultivate the message of selfless love deep in their heart. Only through a conceptual change in people’s mindset can we gain more support on organ donation in the long run.

Besides professional medical knowledge, it is more important for us to recognize the great love and the meaning of life behind organ donation. Students start to foster their cognitive development in junior forms, making it a good time to cultivate moral education. That is why the junior toolkit adopts the approach of using the moral education aspect to bring out the meaning of organ donation. After completion of the lessons in junior forms, teachers can continue to instill knowledge of organ donation in senior forms using the “Organ Donation: The Legacy of Love” Senior Secondary Liberal Studies Teaching Toolkit, which was published by the Foundation in 2016, so as to complete the subject of organ donation in the entire secondary school curriculum.

## Highlights of the Toolkit

“Organ Donation for You and Me” published by Hong Kong Organ Transplant Foundation is the first teaching toolkit in Hong Kong which brings out the knowledge and meaning of “Organ Donation” through three aspects of health and moral education, namely “Holistic Health and Wellness”, “The Values of Life” and “Social Caring”. We believe that a systematic introduction of moral education in junior forms can help the younger generation develop positive value as well as a culture of organ donation at an early age. It also encourages the youngsters to spread out the message of self-caring and caring of others.



The Toolkit consists of four modules, namely “Holistic Health and Wellness” (Module 1), “The Values of Life” (Module 2) and “Social Caring” (Module 3) and the core theme “Organ Donation” (Module 4). The first three modules surround and point to the main theme, “Organ Donation”, intending to bring out the concept and message of organ donation progressively. At the same time, each of the three modules has its own moral perspective. We hope that through interactive activities at class such as games and discussion, the knowledge of youngsters on life values can be strengthened and they can learn to care for others. This will in turn help build up their positive values when they grow up.

**Module 1** brings out the concept and importance of “**Holistic Health and Wellness**” (including “physical”, “mental”, “social” and “spiritual” health). Students are encouraged to cultivate good living habits to avoid serious illness or even organ failure. Living with a healthy life, we can then reduce the burden on our society, both medically and financially.

**Module 2** teaches students the real meaning of “**The Values of Life**”. Life is precious. We should respect and treasure life, and establish a positive outlook on life. Life can influence life. Organ donation demonstrates a way of treasuring and making the best use of life.

**Module 3 “Social Caring”** emphasizes the importance of cooperation and mutual respect in a collective society. We care and help people in need, and at the same time receiving care and help when in need. The act of caring for oneself and others is important. Organ donation shows the spirit of selfless love, to relatives and friends, or even a stranger in the society, which is in fact an act of “social caring”. Only a caring society can stay united and strong, and develop sustainably.

**Module 4 “Organ Donation”** is the core module of the toolkit, and a conclusion of the first three modules. This module introduces the current situation and system of organ donation in Hong Kong through fact and knowledge delivery, games and activities. Besides obtaining knowledge on organ donation, we hope that students can have a better understanding on their roles and responsibilities, and be more willing to share information about organ donation with others.

The four modules of the toolkit have their own themes but they are organized to interconnect and echo with each other, constituting an overall concept of moral education. While the toolkit allows teachers to introduce the different aspects of organ donation systematically, each module can be used independently to suit the needs of different forms, in accordance with the school-based circumstances.

Apart from providing professional and academic knowledge, each module has included different activities, including classroom games, music, videos and case studies, etc.. The diversified and interactive approach is intended to help add interest to the subject.

## Guidelines on Use of the Toolkit

Each module consists of 2 sessions. Each session lasts around 35-40 minutes.

PowerPoint for Teaching is prepared for each module. Teachers may download them for their use.

Each module includes the following 5 components:

- Concept of the module – brief introduction on the theme and the key concept of the module
- Learning points – Each learning point is presented with the corresponding teaching steps, activities/games and the estimated time required. Key points are marked with ★. Teachers are recommended to teach the core parts marked with ★ first.
- Recommended teaching steps - Key steps are marked with ★. Teachers are recommended to teach the core parts marked with ★ first. The parts without ★ can be skipped if there is not enough time.
- Teaching materials – providing worksheets, game cards etc. of the activities/games of the module
- Teacher's reference – providing detailed reference materials for the module

A number of organ donation stories are included in each module. One single story can bring out more than one theme. Teachers can use the stories flexibly in different modules to suit their needs in the lesson.

A number of activities in the toolkit use videos to deliver the messages behind each individual cases. Teachers can search online for the video using the title provided in the Toolkit. For those videos longer than 3-4 minutes, content reminders at different time intervals of the video are provided so as to help teachers select suitable parts for broadcasting in class.

In the lesson, teachers should attempt to arouse students' interest and their participation through an interactive way of teaching, such as questions and answers, simple games, activities and discussion.

Teachers may refer to news reports on urgent calls for organ donation so as to deepen students' understanding and feelings towards organ donation through real life situations. Teachers can visit the website of Hong Kong Organ Transplant Foundation/news center for the relevant news reports.

The Toolkit is not only suitable for use in school assembly or class teacher lessons, it can also be used to promote moral and civic education in schools. Schools may select the relevant parts flexibly according to their own needs.

To support the use of the Toolkit, teachers may invite Hong Kong Organ Transplant Foundation to conduct thematic seminar to help strengthen students' interest and knowledge on the subject of organ donation.

For enquiry on the use of the Toolkit, please call HKOTF at 3595 8555 or email to [info@hkotf.org](mailto:info@hkotf.org).

## Toolkit Resource Center

To facilitate the use of the Toolkit in the long run, Hong Kong Organ Transplant Foundation has established a **resource center** in its website, which provides relevant information of the Toolkit. Teachers may make reference or download the information contained therein according to their own needs. The resource center includes the following items.

- Toolkit E-Version
- PowerPoint for Teaching
- Updated Table of Case Studies and Videos
- Updated Information on Organ Donation

Toolkit Resource Center



<http://hkotf.org/en/portfolio/資料庫/>

Teachers can visit “Organ Donation Knowledge” in HKOTF’s website for the latest information and statistics on organ donation. Besides, teachers may refer to “Organ Donation: The Legacy of Love” Senior Secondary Liberal Studies Teaching Toolkit that was published by HKOTF in 2016. The Senior Toolkit includes information on the general situation of organ donation, donation and allocation mechanism, future development, sharing by organ donors and recipients, as well as the religious point of view towards organ donation, etc. Teachers are welcome to browse it online or make request to HKOTF for a hard copy.





Module 1

# Holistic Health and Wellness

*To be capable of helping others,  
we ourselves must live a healthy life.*





## 1. Concept of the Module

To help students understand the concept and importance of “holistic health and wellness” (including “physical”, “mental”, “social” and “spiritual” health), pay attention to their physical and mental health as well as stress relief, and cultivate good living habits to avoid serious illness or even organ failure. Guide them to understand themselves, establish a positive life and value, and bring out the importance of family/friend relationships and optimism through relevant cases of organ donation. Live a healthy life, we can then reduce the burden on our society, both medically and financially.

## 2. Key Learning Points (key points are marked with ★)

Learning Points	Steps	Activities/Games	Estimated Time
1. The importance of maintaining “holistic health and wellness” (including “physical”, “mental”, “social” and “spiritual” health) and practising it in real life. ★	1-6, 15-22	1-5, 6, 8	about 20 + 35 minutes
2. To take care of our bodies, relieve stress, develop good habits, and avoid bad habits.	6-14	1, 3-6, 8	about 20 - 25 minutes
3. To understand the relationship between lifestyle and illness, and that a healthy lifestyle can help reduce the chance of getting ill. ★	1-5	1, 2, 8, 9	about 20 minutes
4. To acquire a preliminary understanding of organ donation through relevant cases. ★	15, 16, 20	7, 9	about 10 - 15 minutes

Recommended Teaching Steps  
2 sessions (35 - 40 minutes each)

Recommended to teach the core parts marked with ★ first. The parts without ★ can be skipped if there is not enough time.

## Activity/Game

### Activity/Game 1:

#### My Living Habits

Students will fill in their living habits, listing out their eating, resting, leisure and exercise habits. Teachers can then guide the students to review whether they live a healthy life style and allocate time appropriately.

#### Activity 1 Concept

- (1) A healthy life starts with a balanced routine. By reviewing our current habits and ruling out the bad ones, we can lay the foundation for a healthy life.
- (2) Teachers can learn about students' lifestyles for preparation of future teaching.
- (3) By inviting students to give suggestions for teachers, it may help engage students and at the same time help them understand more about teachers' life.

PowerPoint for Teaching



## Session 1

- ★ 1. **Warm-up:** Randomly pick one or two students and ask them to talk about their usual schedule. Then, distribute the "My Living Habits" worksheet (**Activity/Game 1**) and ask students to fill in their eating, resting, leisure and exercise habits. Teachers can fill it out together with students.

Recommended time for asking question + distributing and filling in worksheet: about 10 minutes in total

- ★ 2. No need to collect the finished worksheet. Ask students to review their living habits and guide them to discuss along the following questions:
  - Do you eat regularly, taking breakfast, lunch and dinner everyday?  
Does your favourite food include vegetable and fruit?
  - Do you have exercise? Will you spend more than 2 hours in exercising everyday?
  - Do you go to bed before 11pm?
  - What leisure activity do you have? How much time would you spend on it everyday?
  - Are your living habits healthy?
  - Do you see any area of improvement in your living habits?  
(e.g. increase exercising time, reduce time of playing video games)



- Teachers can consider disclosing their own living habits and say that they may also have areas for improvement, such as long working hours, lack of sleep and exercise, etc. Teachers may ask students to provide suggestions for them.

Recommended time for teaching + interaction: about 5 minutes in total

- After completing the above activities, teachers can bring out the message of “bad habits will affect a healthy life” from some of the students’ habits. Teachers can emphasize that the lack of exercise and sleep, as well as an unbalanced diet will affect one’s health. Teachers then go on to introduce the way to develop a healthy lifestyle - balanced diet and routine, and regular exercise:

- **Balanced Diet**

- Food Pyramid: Follow the “Healthy Eating Food Pyramid” guide as you pick your food. Grains should be taken as the major dietary source. Eat more fruit and vegetables. Have a moderate amount of meat, fish, egg, milk and their alternatives. Reduce salt, fat/oil and sugar, and drink enough fluid. Choose low-fat cooking methods such as steaming, stewing, simmering, boiling or scalding. Also reduce the use of frying and deep-frying.
- Eat the Right Type and Right Amount of Food:  
Different foods have different nutritional values. According to the Food Pyramid, we have to eat a variety of foods among all food groups as well as within each group, and a right amount of food in order to get different nutrients and meet our daily needs.
- Malnutrition can harm a person's health: Overnutrition, such as an excessive intake of total fat, carbohydrates and sugar will lead to obesity, overweight and diabetes, which can result in heart disease, kidney disease, stroke and higher risk of other cardiovascular diseases. Undernutrition can impair health and cause illness. Low fruit and vegetable intake increases the risk of stroke, heart disease and cancers. Deficiency of iron, vitamin A, zinc, iodine and other microelements may also lead to nutritional deficiency syndrome.

- **Regular Exercise**

- Can prolong our life, reduce the risk of heart disease, diabetes, high blood pressure, and colon cancer. It can enhance our fitness, control body weight, reduce depression and anxiety, and improve our mental health.
- Physical activity needs not be strenuous to be beneficial. Physical activity equivalent to 150 Calories per day is already associated with health gains. Students can pick the sports they like to achieve the target.

- **Balanced Routine**

- A regular schedule can help us develop good dietary and living habits, which is good for both our physical and mental health.

Teachers can introduce the website of the Student Health Service of the Department of Health and ask students to browse through information of healthy lifestyle at home. [\[Activity/Game 2-1\]](#)

Recommended time for teaching: about 7 - 8 minutes

5. Teachers can further explain the impact of certain bad habits and ask students to avoid them. Teachers can then show the images of their impact on health so as to create a stronger impression to students. **(Activity/Game 2-2)**

- **Smoking:** both active or passive smokers have a higher risk of stroke, heart disease and various cancers than non-smokers. Most of the lung cancer and oral cancer patients are smokers. E-cigarettes are also harmful to health and they heat up and vaporize chemicals, which can produce harmful substances and carcinogens.
- **Drug Abuse:** Drug is extremely harmful to our body. Many drugs are addictive and can affect a person's emotion and behaviour. Drug abuse can result in many sequelae, including brain damage, frequent urination and incontinence, liver and kidney damage, and heart failure, which in severe cases can be fatal.
- **Alcohol Abuse:** Excessive drinking can damage health, especially the brain, heart, liver, pancreas and immune system. It can lead to arrhythmias, cirrhosis and liver failure and increase the risk of cancer. Alcohol is addictive and can lead to a variety of physical and mental health problems, family problems.
- **Video Game Addiction:** Addiction to video game can lead to social alienation and social barriers. It can be harmful to our eyes, spine and wrist.

In general, it is important to "make good habits as part of our lives" and to get rid of "bad habits".

★ 6. Teacher may further explain what "healthy life" means: apart from physical health, it also includes mental health. Hong Kong is a highly developed city and people living here are under high psychological/mental stress. Ask students: what will be the consequences if the stress is not relieved? Let students answer freely.

[Possible answers: mental stress, depression, anxiety etc., people in serious condition may even commit suicide]

For information on maintaining physical health and the impact of bad habits on our body etc., please refer to the "Teacher's Reference" section of this toolkit on pages 29 - 32.

## Activity/Game

### Activity/Game 2:

#### The Impact of Bad Habits

[2-1] Visit the website of Student Health Service of the Department of Health

[2-2] Powerpoint showing impact of bad habits on health

#### Activity 2 Concept

The provision of official source of information will enable students to obtain a holistic picture of the subject more easily. On the other hand, images showing the impact of bad habits on health can create a stronger impression to students.



7. After students' answers, teacher may take out a plastic balloon and ask: would anyone like to inflate this balloon? **[Activity/Game 3]**
8. Instruct the student to inflate the balloon to a critical size (where it will burst if further inflated). Tie the balloon (not too tight), point to it with a sharp object (such as a pen) and ask: what will happen to the balloon if we poke it with something?
9. Teachers then point out that bursting is inevitable under pressure. Ask the student to release some air until the balloon is deflated, and explain that bursting can be avoided if the pressure is relieved timely. Ask students: how can we avoid being "stressed out"? Let students answer freely.

Recommended time for the balloon activity + teaching + students' answers: about 10 minutes in total

For information on maintaining mental health, please refer to the "Teacher's Reference" section of this toolkit on page 32.

10. Ask students: how can we "relieve stress"? Hold the answer until the next session. Ask students to visit the recommended website without telling them what it is about. **[Activity/Game 4]**
- ★ 11. **Summary:** Teachers can summarise and point out that a healthy life should include both physical and mental health. We must learn to cultivate good habits and quit the bad ones to avoid burdening our organs and impacting our health. We should also learn to face and handle stress properly, and understand that stress can be relieved.

Recommended time for website introduction + summary: about 5 - 7 minutes in total

End here for Session 1 for non-consecutive lessons

### Activity/Game

#### Activity/Game 3: Stressed Out!

Teachers may use ordinary plastic "balloons" as a material, and ask students to blow them up and deflate them, showing the benefits and the necessity of relieving stress.

#### Activity 3 Concept

- (1) To explain that stress can be relieved by inflating and deflating a balloon and let students think about ways to relieve stress through interaction and brainstorming.
- (2) To show students the "power" of stress, and the terrible consequences when it is not properly handled.

#### Activity/Game 4:

#### Stress-relieving Light Music

Teachers can search on the Internet for their favourite "stress-relieving light music", and provide the websites for students to browse at home.

#### Activity 4 Concept

Raise the interest of students and prepare for warming-up in the next session.

## Session 2

★ 12. **Warm-up activity:** Randomly pick some students and ask whether they have browsed the website introduced in the last session. Visit the website **(Activity/Game 5)** and play the music for 2 - 3 minutes if most students have not listened to it yet. If most of them have already listened to it, cut it to about 1 minute.

[1] Depending on the circumstances, teachers may provide students with guidance to increase the effectiveness of the activity, such as:

- ask students to close their eyes while listening and see whether it is easier to calm their minds;
- ask students to pay attention to their own breathing rhythm and see if it becomes slower and more even.

[2] Besides music, teachers can also play the sound of running water, rain and other sounds of nature. If there is no equipment to play the music, ask students to meditate with their eyes closed to attain a similar effect.

### Remark:

This activity can be swapped with Step 14, that is, distribute and complete the worksheet of "My Sources of Stress" **(Activity/Game 6)** first, then play the music **(Activity/Game 5)**. The advantage of this arrangement is to allow students to first find out about their own stress level, then let them experience the effect of music as a solution in relieving stress. The original sequence is intended to use music as a warm-up exercise to help students focus on the subject. The two arrangements have their own merits and teachers can decide which one suits them better.

## Activity/Game

### Activity/Game 5:

#### A Great Tool to Relieve Stress

Teachers can choose their favourite music, or use light music and sounds of nature available online, such as the sound of running water, rain and birds, etc.

Teachers can decide on the length of this part according to the situation. 2 - 3 minutes are recommended.

#### Activity 5 Concept

Warm up the class in a relaxed way, as a continuation to the last session. Introduce some practical and effective methods to relieve stress.



13. After playing the music, teachers can ask the students how they feel after listening to the music? Teachers can then point out that music could help relieve stress, and ask students what other ways could be used to relieve stress? (e.g. hiking, sports, talking with friends) Students can speak freely and teachers can express their own opinions and share ways to relieve stress.

Recommended time for playing music + teaching + sharing:  
about 5 minutes in total

14. Ask students under what circumstances they would feel stressful? Let students answer freely, then distribute the “My Sources of Stress” worksheet (**Activity/Game 6**) and ask students to select their sources and level of stress. No need to collect the worksheets back. After completion of the worksheet, advise students to face their stress problem. Students with high stress level can consult teachers or social workers; students with low stress level are encouraged to help others proactively. Among the “sources of stress”, emphasize the item of relationship with “family” and “friends” as the lack of a healthy “social” network is usually a source of stress for teenagers.

Recommended time for worksheet distribution + teaching:  
about 8 minutes in total

### Activity/Game

#### ★ Activity/Game 6:

##### **My Sources of Stress**

Distribute worksheets to students, and ask them to select their sources and level of stress.

Recommendations are stated in the worksheet. Students with high stress level are recommended to consult teachers or social workers; students with low stress level are encouraged to help others proactively.

##### **Activity 6 Concept**

Help students understand their sources of stress and face the problem. Take the chance to introduce the importance of “social health” by telling them that anyone in need should seek help while those who have the ability should help others.

★ 15. Following on the friend/family relationship as mentioned above, teachers bring out the importance of getting along with family members. Teachers can talk about the story of the Ng sisters **(Activity/Game 7)**, and after that, discuss with students along the following suggested points:

- the importance of family
- the spirit of sacrificing for the family
- the optimism and perseverance of the three sisters
- patients with organ failure need organ donation to start a new life

Teachers can emphasize that family support is of utmost importance when we encounter unfortunate incidents (such as illness and accident).

#### Concept of Ng's story

Ng Miu-Man, a patient with kidney failure, received organ donation from her two sisters successively to extend her life. She then participated in a number of voluntary work and kept contributing to the society. This case shows that family members will always have our back in times of difficulties, and mutual care and support are the best way to overcome difficulties and adversity. The story of the Ng sisters is worth introducing and sharing with students.

Recommended time for teaching + discussion:  
about 8 minutes in total

For details on Ng Miu-Man's case, please refer to the "Teacher's Reference" section of this toolkit on page 35.

For information on social health, please refer to the "Teacher's Reference" section of this toolkit on page 33.

## Activity/Game

### ★ Activity/Game 7:

#### The story of the Ng sisters

Teachers introduce the story of kidney donation by the two sisters of Ng Miu-Man through the use of powerpoint and video.

**Title:** 伍妙敏姊妹情深  
(2021)

[Length: 3'05"]

**Title:** She saved her sister's  
life by donating her  
kidney (2020)  
[Length: 2'06"]  
[in English]

**Article:** 器官捐贈 — 故事分享  
(一切由換腎開始)

#### Activity 7 Concept

Use the case of organ donation to explain that family members are the core of "social health", and at the same time introduce the importance of an optimistic and positive mind.



- ★ 16. Ask students the following questions: are you willing to donate organs to your family? If you know the Ng sisters, what will you say to encourage them? If you are Ng Miu-Man, what will you do? Will you stay optimistic and positive to find a solution, or wait to die while feeling self-pity? Guide students to think about: what kind of person are you? Are you willing to sacrifice for your family? What are your personality traits? Then think about the value of family and friends.
- ★ 17. Distribute worksheets (**Activity/Game 8**) with different personalities (such as kind, lively, indecisive, stubborn, etc.) printed on them, let students circle those that fit them.
- ★ 18. Ask students to identify the positive personalities in the worksheet and point out that those personalities could help them overcome difficulties. On the other hand, guide students to improve their negative personalities with a positive attitude, for example, “indecisive” can be seen as “careful”, and “careless” as “casual”.
- ★ 19. Teachers can share their own views. No need to collect the worksheets. Explain to students that the worksheet can help them understand themselves, and at the same time, bring out to them that a “perseverant” and “optimistic” personality could help overcome adversities in life.

Recommended time for worksheet distribution + teaching:  
about 5 minutes in total

For information on spiritual health, please refer to the “Teacher’s Reference” section of this toolkit on page 34.

### Activity/Game

#### ★ Activity/Game 8:

##### **What kind of person am I?**

Distribute worksheets with a list of different personalities to students and ask them to circle their own personality traits.

##### **Activity 8 Concept**

Let students reflect on their own personality and understand the importance of establishing a positive and optimistic outlook on life.

- ★ 20. Following on the previous personality analysis, teachers emphasize the importance of optimism. Teachers can then prove this point with videos showing the inspirational experience of certain people **[Activity/Game 9]**. Teachers can select appropriate case(s) according to the time available. Recommended cases include:

#### **Concept of Chan Kwok-Ming's Video**

Chan Kwok-Ming suffered from kidney disease and organ failure. After he was granted a new life after organ transplant, he realised how valuable a healthy body was. After recovery, he kept exercising to maintain his health. In recent years, he has completed six World Marathon Majors. In 2017, he even climbed up the Mount Everest Base Camp. He hopes that his positive attitude can help demonstrate that an organ recipient can also live a meaningful life. Chan Kwok-Ming's determination and optimism are worth sharing with students.

#### **Concept of Hui Pui-To's Video**

Hui Pui-To is a retired Principal Fireman. He saved many lives throughout his career and is a hero in the eyes of many people. However, he only survived from his liver disease because of an organ donated by another person. Throughout his life journey, he realized the true meaning of happiness and blessing. His views on life are worth sharing with students.

### **Activity/Game**

#### **★ Activity/Game 9: Stories of Positive Life**

Play interview videos to let students learn about a perseverant and optimistic attitude towards life.

#### **Activity 9 Concept**

Use real cases to help students understand that by upholding the values of optimism and being helpful, it can drive us forward and help us deal with adversity in life.

#### **[1] Chan Kwok-Ming, Peter**

**Title:** 「三腎跑手」跑全馬  
(2019)

[Length: 2'48"]

**Title:** 3腎馬拉松跑者  
Peter Chan (2016)

[Length: 2'47"]

#### **[2] Hui Pui-To, Sam**

**Title:** 善火雄心。真。生命  
影響生命 (2020)

[Length: 7'16"]

0'01" His life attitude and  
value

2'14" Hui's daily life after  
recovering from organ  
transplant

5'18" Outlook on life: with  
sense of appreciation



### Concept of Lai Chi-Wai's Video

Lai Chi-Wai was once a nimble athlete who had won many awards in the bun-snatching events of Cheung Chau. However, a traffic accident forced him to live on a wheelchair for the rest of his life. Instead of giving up, he faced the adversity of life with a positive attitude and shone again after coming through all the pain and struggles. With strong determination, Lai Chi-Wai regained his strength and climbed to the top of Lion Rock, proving that a person can still live well even after experiencing adversity. This story is worthy of sharing.

- ★ 21. **Summary:** Adversity in life is inevitable, but persistence and optimism in both personality and faith can help us face the challenges. In addition, teachers may mention that religions can also enrich us spiritually.

Recommended time for watching videos + teaching:  
about 10 minutes in total

- ★ 22. **Conclusion:** Teachers briefly summarize the learning points in Session 2. First, we should maintain our physical and mental health, establish good living habits, understand the source of our stress and find the right solution. Moreover, we are members of the society, it is therefore essential to keep a good relationship with people around us, including our family, classmates, teachers, friends, etc. Family and friends will always have our back. On the spiritual side, although we often encounter difficulties in life, we should stay positive in the face of challenges so that we can confront adversity.

**Final Conclusion:** It is important for us to cultivate good living habits and pay attention to our "physical", "mental", "social" and "spiritual" health. To be capable of helping others, we ourselves must live a healthy life.

Recommended time for teaching + concluding:  
about 4 - 5 minutes in total

### Activity/Game

#### [2] Hui Pui-To, Sam

**Title:** 細味人情：復康之路  
下集 (2019)  
[Length: 13'13"]  
[Recommended:  
0"- 8'11"]

- 0'36" Introduction
- 1'39" His father's remarks
- 3'06" His life as a fireman
- 4'18" Regaining his life after a serious illness
- 6'08" His feeling after helping in the Sichuan disaster

#### [3] "The King of Bun Snatching" Lai Chi-Wai

**Title:** 谷底再攀獅頂 —  
黎志偉 (2017)  
[Length: 10'35"]

- 2'18" Learn to face adversity
- 3'32" Starting a new life
- 4'20" Decided to climb Lion Rock
- 5'47" The journey and difficulties he faced in the climb
- 8'01" Fulfilling the dream to reach the top
- 9'59" His feeling and encouragement

**Title:** Inspiring tale of paraplegic climber Lai Chi-wai (2017)  
[Length: 2'53"]  
[in Cantonese with English subtitles]

## Summary of the Module

The definition of "health" should include **physical, mental, social and spiritual** health. We should cultivate good living habits and get rid of the bad ones to avoid burdening our organs and affecting our health. We should also learn to **deal with stress** and know that stress can be relieved. We must **keep a good relationship** with the people around us. Family and friends will always have our back. We should also build a **persevering and optimistic character** which can help us **overcome adversity**. The experience and reflection of organ donors, recipients and their family members can help students fully understand the true meaning of "health".

This toolkit includes four Modules, with many different stories of organ donors, recipients and their family members, in the form of text and video. If time is sufficient, teachers can share stories from other modules with students before or after teaching this module.



## Teaching Materials

### List of activity/game

#### Activity/Game 1

- My living Habits – Worksheet

#### Activity/Game 2

- The Impact of Bad Habits – PowerPoint

#### Activity/Game 3

- Stressed Out! – Balloon Game

#### Activity/Game 4

- Stress-relieving Light Music – Music Playing

#### Activity/Game 5

- A Great Tool to Relieve Stress – Music Playing

#### Activity/Game 6

- My Sources of Stress – Worksheet

#### Activity/Game 7

- The story of the Ng sisters – PowerPoint

#### Activity/Game 8

- What kind of person am I? – Worksheet

#### Activity/Game 9

- Stories of Positive Life – Video Broadcast

## My Living Habits



Please answer the following questions based on your eating, exercise, sleeping and leisure habits.

### 1. Eating Habits

(A) How many meals do you usually have everyday?

Breakfast    Lunch    Afternoon tea    Dinner    Late-night supper

(B) What is your favourite food? How often do you eat it in a week?

---

### 2. Exercise Habits (e.g. playing ball games, jogging, cycling)

(A) Do you exercise regularly?

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(B) If yes, what kind of sports do you usually do?

---

(C) How much time do you spend on exercising in a week?

---

### 3. Sleeping Habits

(A) When do you go to bed at night?

---

(B) How many hours do you sleep everyday?

---



### 4. Leisure Habits (e.g. listening to music, reading, video game, internet surfing)

(A) What is your favourite leisure activity? (You may write more than one activity.)

---

(B) How much time do you spend on leisure activities everyday?

---



### My Sources of Stress

What are the sources of your stress? Please circle your stress level and count the total number of ★.

#### Sources of Stress

- Physical health/illness ★ ★ ★ ★ ★
- Appearance/height ★ ★ ★ ★ ★
- Study/homework ★ ★ ★ ★ ★
- Test/exam ★ ★ ★ ★ ★
- Socializing with friends ★ ★ ★ ★ ★
- Spending time with family ★ ★ ★ ★ ★
- Money and finance ★ ★ ★ ★ ★
- Others (please specify) : \_\_\_\_\_ ★ ★ ★ ★ ★

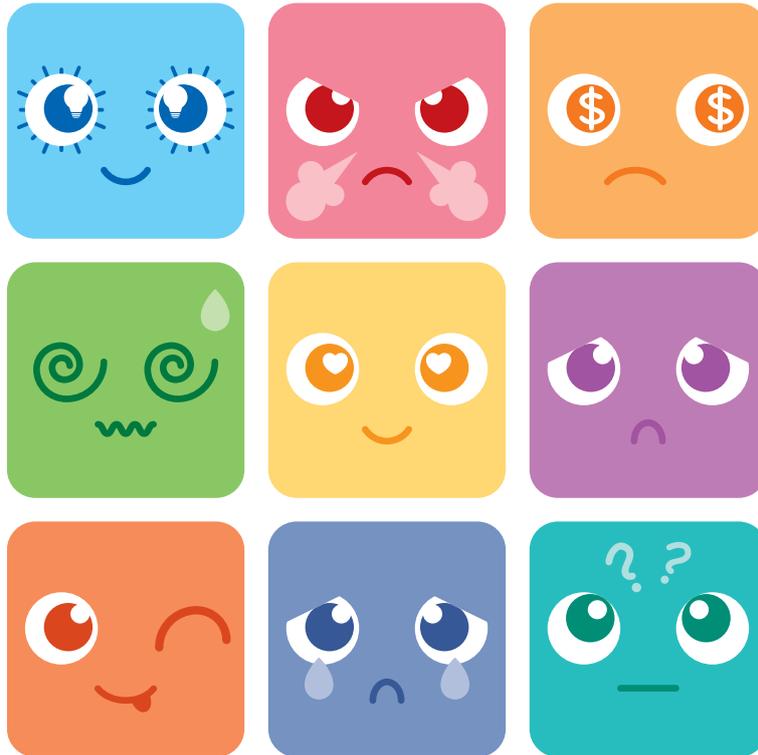
Please circle your stress level 5 ★ as the highest, 1 ★ as the lowest



#### Tips and Suggestions:

- 30 ★ or above You are under a lot of stress! Try to talk to your teacher or a social worker to see if they can help you relieve your stress!
- 20-29 ★ You are under quite some stress! Try to talk to your friends or family members, it may help you relieve your stress!
- 11-19 ★ You are under some stress. Try to review your schedule to see if there is anything you can improve.
- 10 ★ or below Congratulations! You can be a great helper! Try to find if there is anyone around who needs help. Helping others is the source of happiness!

What kind of person am I?



Please circle the words that best describe your personality

- Indecisive
- Thoughtful
- Withdrawn
- Independent
- Careless
- Casual
- Nitpicking
- Perfectionist
- Smart
- Calculating
- Impulsive
- Straightforward
- Quiet
- Approachable
- Determined
- Stubborn
- Confident
- Inclusive
- Generous
- Eager to help
- Steady
- Stingy
- Feisty
- Kind
- Lively
- Brave
- Calm
- Optimistic



## Teacher's Reference

### Holistic Health and Wellness: Physical, Mental, Social and Spiritual

#### • Definition

- ◇ According to the definition set down by the World Health Organization in 1947, "good health" refers to a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity. A person cannot be regarded as having good health if he is not in a good state mentally and socially.
- ◇ In short, the definition of health should include wellness of the four aspects: "physical condition" (physical), "intellectual ability" (mental), "social interaction/integration/relationship with the society" (social) and "emotion/spirituality/meaning of life/religion" (spiritual).
- ◇ These four aspects operate independently but also coordinate with and influence each other. Only when these four aspects function well, holistic health and wellness can be achieved.
- ◇ In other words, holistic health and wellness is a state of complete physical, mental, social and spiritual well-being.
- ◇ The concept of "holism" came from the Greek word "holo", which carries both the meaning of "whole" and "wellness".
- ◇ A person with "holistic health and wellness" has:
  - Physical Health – The body can function well and is in good condition.
  - Mental Health – Good mental state, capable of memorising, reasoning, analysing and making reasonable decisions, and able to cope with stress in daily life.
  - Social Health – Capable of communicating effectively, establishing and maintaining good relationships with others, taking the initiative to care for and respect others, and having a sense of belonging to the society.
  - Spiritual Health – Capable of dealing with emotions such as happiness, anger, sadness, panic and depression, and having a high-level life goal of pursuing truth, goodness and beauty; or having religious beliefs.

- ◇ The four aspects are interrelated, for example:
  - Physical disability (physical) can limit mobility and thus hinder communication, affecting one's social life (social).
  - Discomfort or pain caused by illness (physical) can lead to depression (mental).
  - People suffering from depression (mental) may be afraid of interacting with others (social), leading to social barriers.
  - Organ failure implies an unhealthy body (physical), which can lead to depression and even suicidal thoughts (mental). It can also affect work and interaction with family and friends (social).
  - It is essential to maintain holistic health and wellness (including physical, mental, social and spiritual).

#### • Knowing Our Body

##### The Major Organs:

###### ◇ Heart

- The main function is to assist blood flow in the circulatory system. Blood provides oxygen and nutrients to different organs of the body for maintaining their functions. It also carries metabolic waste to the kidney and liver for breakdown and excretion.
- Risk factors for heart disease include smoking, overweight, lack of exercise, high blood pressure, high blood lipid (cholesterol) level and diabetes, etc.
- From time to time, there are patients requiring heart transplant because of heart failure. Diseases that require heart transplant include: idiopathic dilated cardiomyopathy, coronary heart disease, valvular heart disease, congenital heart disease.
- The size of the heart and the body should be compatible for both the donor and the recipient. The first successful heart transplant in Hong Kong was conducted in Grantham Hospital in 1992.

#### ◇ Liver

- Liver has many functions which include breaking down toxins such as medicine and alcohol; glucose metabolism to maintain a normal blood sugar level; protein synthesis; producing bile to help digestion and excretion.
- The main causes of liver diseases include hepatitis, alcohol and drug abuse, over-work, family heredity etc. Taking toxic food, such as moldy peanuts or toxic fungi may also cause liver problem.
- Diseases that require liver transplant for recovery include cirrhosis, acute liver failure, liver cancer, metabolic liver disease, and other irreversible liver diseases (e.g. polycystic liver disease).
- Liver is the only organ that can regenerate in the human body. Even if the amount of normal liver cells is less than 25%, it can still grow back to the normal size. Therefore, liver is an organ eligible for living donation. The first successful cadaveric liver transplant in Hong Kong was conducted in Queen Mary Hospital in 1991.

#### ◇ Lung

- The main function of the lung is to transfer oxygen inhaled from the air to the blood for transmission to different parts of the body. It will also discharge carbon dioxide from the blood to the air. The lung has five lobes: the right lung has three and the left lung has two.
- Long-term smoking can cause continuous lung inflammation, stimulate mucus secretion, damage the tracheal wall and lung tissue, resulting in chronic bronchitis, emphysema, chronic obstructive pulmonary disease and lung cancer. Long-term exposure to second-hand smoke can also cause the same type of lung diseases.
- Before lung transplant, the body functions of the patient have to be in a good condition so as to achieve a good result in the treatment. Diseases that require lung transplant for recovery include chronic obstructive pulmonary disease (COPD), idiopathic pulmonary fibrosis, and idiopathic pulmonary arterial hypertension.
- The lung of the donor and the recipient should be compatible in size. The first successful lung transplant in Hong Kong was conducted in Grantham Hospital in 1995.

#### ◇ Kidney

- Kidney is part of the urinary system. It produces urine to discharge excess water, metabolic waste and poisons out of the body. Kidney also helps regulate blood pressure, maintain balance of body fluid and electrolyte (such as sodium, potassium, calcium etc.) and release erythropoietin to stimulate the bone marrow to make red blood cells.
- Common causes of kidney disease include: diabetes, glomerulonephritis, high blood pressure, gout, medicine and polycystic kidney.
- When a patient has reached a final stage of kidney failure, kidney transplant is required for a recovery.
- Human beings has two kidneys, but we can live a normal life with only one kidney. Therefore, kidney is an organ suitable for living donation. Hong Kong has rich experience in kidney transplantation. The first successful cadaveric kidney transplant in Hong Kong was conducted in Queen Mary Hospital in 1969.

#### The Major Tissues:

##### ◇ Cornea

- Cornea is a transparent thin layer in the front part of the eye. It allows light to pass through, refract through the lens, and focus on the retina to form images.
- Cornea can be easily scarred by damage or infection, which can lead to blindness in severe cases.
- Cornea transplant is the most common tissue transplant in Hong Kong. It has a higher successful rate than other organ transplant because the chance of rejection is lower. The first successful cornea transplant in Hong Kong was conducted in 1961.



◇ **Skin**

- Skin is the largest tissue of the human body. Its main functions are to provide protection to the body, prevent invasion of bacteria and micro-organisms, minimise evaporation, regulate body temperature (perspiration) and sensation, produce vitamin D and store fat. Skin in different parts of the body has different sensations. Fingers are the most sensitive, especially in touching. Some parts are quite insensitive, such as the soles of the feet.
- Skin can be easily injured. If the wound is small, the body can produce collagen and fibrin to repair it. If the wound is too large (for example, patient of fire injury), skin grafts will be necessary.
- There are two types of skin transplant, autologous and allograft transplant. Autologous transplant allows a patient to transfer part of his skin to another part of the body. It is mainly used to treat serious burnt and surgical revision. Allograft transplant is to transfer skin from a deceased donor, and the transplant enables the coverage of an extensive burnt area.

◇ **Bone**

- Bones can protect and support the organs inside a human body and provide a strong and flexible scaffold for the muscles. Bone marrow, found in the long bone marrow cavity and gap between spongy bone, will produce red and white blood cells. In addition, bones can store minerals (mainly phosphorus and calcium).
- There are two types of bone transplant, autologous transplant and allograft transplant. The former is the transplant of bones in the same person. The later is the transplant of bone from another person, which can both be a cadaveric or living donation.
- Bone grafts are necessary for reconstruction of large sections of bone, femoral or knee joints, or for repair of wounds and coloboma after resection of osteomas.

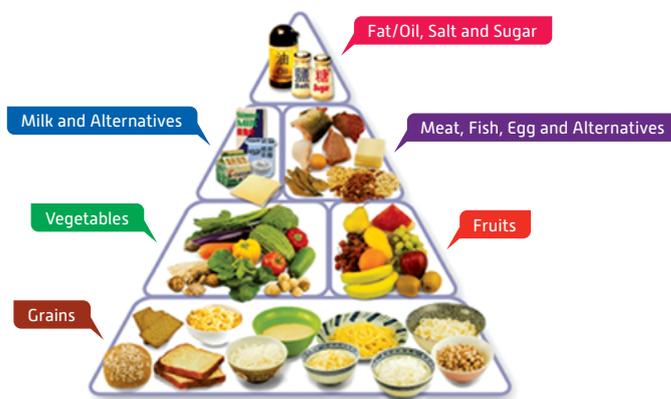
• **Maintaining “Physical Health”**

- ◇ We have many different habits in our daily life, which can be good or bad for our body.
- ◇ Habit is the second nature, we should establish and maintain good habits, including a balanced diet, regular exercise, and balanced routine.

◇ **Balanced diet**

▪ **Food Pyramid**

Balanced diet is a key to stay healthy. Follow the “Healthy Eating Food Pyramid” guide as you pick your food. Grains should be taken as the major dietary source. Eat more fruit and vegetables. Have a moderate amount of meat, fish, egg, milk and their alternatives. Reduce salt, fat/oil and sugar. Trim fat from meat before cooking. Choose low-fat cooking methods such as steaming, stewing, simmering, boiling, scalding or cooking with non-stick frying pans. Also reduce the use of frying and deep-frying. These can help us achieve balanced diet and promote health.



- Eat the Right Food

Since different foods have different nutritional values, it is not possible to obtain all the nutrients we need from a single food. According to the Healthy Eating Food Pyramid, we have to eat a variety of foods among all food groups as well as within each group in order to get different nutrients and meet our daily needs.

- Eat the Right Amount

Neither eating too much nor too little is good for our health. Every day, we need a specific amount of nutrients to maintain optimal health. If we do not eat enough, under-nutrition and symptoms of deficiency are likely to develop; while over-nutrition and obesity can be resulted when we consume an excessive amount of any type of food. Therefore, we have to eat a right amount of food to stay healthy.

- ▲ Eat Most – Grains

- ▲ Eat More – Vegetables and fruits

- ▲ Eat Moderately – Meat, fish, egg and alternatives (including dry beans) and milk and alternatives

- ▲ Eat Less – Fat/oil, salt and sugar

- ▲ Drink adequate amount of fluid (including water, tea, clear soup, etc) every day

[Source: Department of Health, Centre for Health Protection – Health Information].

- Adequate and balanced nutrition obtained from food can facilitate body growth, maintain body function and rehabilitate cells and tissues. Nutrients in food include: carbohydrates, fats, proteins, vitamins and minerals, etc.

- Malnutrition (excess or insufficient nutrition) can harm a person's health

- ▲ Overnutrition, such as excessive intake of total fat, saturated fat, polyunsaturated fat, carbohydrates and sugars, will lead to obesity, overweight and diabetes, which can result in heart disease, kidney disease, stroke and higher risk of other cardiovascular diseases.

- ▲ Undernutrition refers to a lack of essential nutrients such as protein or vitamins. There are many causes of undernutrition, most of which are related to poor eating habits, inadequate nutrition intake and persistent infections. Although nutritional deficiencies are rarely directly fatal, they can impair health and cause illness.

(A) A decrease in dietary fibre intake is associated with a higher risk of colon cancer.

(B) Low fruit and vegetable intake increases the risk of stroke, heart disease and cancers (such as lung and stomach cancer).

(C) Deficiency of iron, vitamin A, zinc, iodine and other microelements may also lead to nutritional deficiency syndrome. Lack of vitamin A can result in blindness.



### ◇ Regular Exercise

#### ■ Proven Benefits of Regular Physical Activity

Regular physical activity of moderate intensity performed on most days of the week improves health in the following ways:

- ▲ Reduces the risk of dying prematurely.
- ▲ Reduces the risk of dying from heart disease.
- ▲ Reduces the risk of developing diabetes.
- ▲ Reduces the risk of developing high blood pressure.
- ▲ Helps reduce blood pressure in people who already have high blood pressure.
- ▲ Reduces the risk of developing colon cancer.
- ▲ Reduces feelings of depression and anxiety.
- ▲ Helps control weight.
- ▲ Helps build and maintain healthy bones, muscles, and joints.
- ▲ Helps older adults become stronger and better able to move about without falling.
- ▲ Promotes psychological well-being.

#### ■ Amount of Physical Activity for Good Health

Physical activity needs not be strenuous to be beneficial. Physical activity equivalents to 150 Calories per day is already associated with health gains. The amount of physical activity is a function of:

- ▲ duration (D)
- ▲ intensity (I)
- ▲ frequency (F)

- People can achieve a moderate amount of physical activity in a variety of ways they like. That is to say, the health impact is the same for a less vigorous exercise performed over a longer time and a more vigorous exercise performed over a shorter period of time. As a simple guide, exercise that makes your heart beat faster and stronger, or makes you feel sweaty or breathe heavily is considered physical activity of moderate intensity.

[Source: Department of Health, Centre for Health Protection - Health Information].

### ◇ Balanced Routine

- A balanced routine and good habits are the basis of “holistic health and wellness”. A regular schedule can help us develop good dietary and working habits, which is good for both our physical and mental health.

### ◇ Seek medical treatment when ill

- Take medicine according to doctor's instructions.
- Prevent the disease from deteriorating. For example, if the disease of kidney or any other organs are not carefully controlled in the early stage, it can lead to organ failure which requires dialysis or organ transplant (such as kidney, heart, lung, liver).

### • Impact of Bad Habits on our Health

#### ◇ Smoking

- Both active or passive smokers have a higher risk of stroke, heart disease and various cancers than non-smokers. Smoking can greatly increase the risk of myocardial infarction, arrhythmia and heart failure. It can also cause blockage of blood vessels and lead to stroke. The tar in cigarettes can damage lung and tracheal cells, increase the chance of airway obstruction, bronchitis, emphysema, lung failure and lung cancer. Smoking can also increase the risk of other cancers such as bladder cancer and prostate cancer; and smokers are 5 times more likely to have periodontal disease than non-smokers. 80% of lung cancer patients and 90% of oral cancer patients are smokers. Apart from that, second-hand smoke contains harmful chemicals and carcinogens, which are equally harmful.
- E-cigarettes heat up and vaporize chemicals, which can produce harmful substances and carcinogens. Hong Kong Council on Smoking and Health commissioned the Hong Kong Baptist University to test 13 e-cigarettes on the market and found that they contained a variety of harmful and carcinogenic materials and can interfere with thyroid secretion, affect reproductive ability and foetal development. In addition, the safety of electronic devices in e-cigarettes is questionable, and there have been examples of e-cigarettes exploding when heated or charged.

[Source: Department of Health, Centre for Health Protection - Health Information].

#### ◇ **Drug abuse**

- Drug is extremely harmful to our human body and can result in many sequelae, including brain damage, frequent urination and incontinence, liver and kidney damage, and heart failure, which in severe cases can be fatal.
- Many drugs are addictive and can affect a person's emotions and behaviours. When a drug taker is angry, anxious or depressed, drugs can further strengthen these emotions. Even for drugs that have a sedative effect, such as tranquillisers, it can induce impulsiveness and affect a person's social behaviour and self-control ability, leading to criminal behaviour that harms oneself and others, with devastating consequences.

[Source: Narcotics Division, Security Bureau]

#### ◇ **Alcohol abuse**

- Minors should not drink alcohol. Alcoholism is defined as an addiction to alcohol that causes cognitive, behavioural, physical, social or interpersonal dysfunction or impairment.
- Excessive drinking can damage health, especially the brain, heart, liver, pancreas and immune system. It can lead to arrhythmias, cirrhosis and liver failure and increase the risk of cancer. Alcohol consumption during pregnancy can affect the foetus. Alcohol is addictive and can lead to a variety of physical and mental health problems, family problems, and could be harmful to oneself and others.

#### ◇ **Video game addiction**

- Addiction to video game can lead to social alienation and social barriers.
- Focusing on screen and keyboard control can be harmful to our eyes, spine and wrist, etc.
- Indulging in the virtual world will result in a waste of time and money, and hinder one's study.

- ◇ Drug abuse, smoking, alcohol abuse and addiction to video games are harmful to our health. They may lead to various types of diseases and in certain serious cases, may result in organ failure, then requiring organ transplant.

#### • **Maintaining "Mental Health"**

- ◇ Mental health is an important part of "holistic health and wellness". It is very important to maintain mental health.
- ◇ Mentally healthy people are in good mental state, capable of memorising, reasoning, analysing, making reasonable decisions, and coping with stress in daily life.
- ◇ People with good mental health will see "changes" as "challenges", instead of a source of stress.
- ◇ A person's physiological system will react to his mental state. In response to stress, our blood will contain higher level of activated platelets and lipids such as cholesterol. This will accelerate atherosclerosis in the arteries walls, harden and narrowing the arteries, increase blood pressure and the chances of heart attack and stroke. Short-term stress can also affect our immune system and increase the chances of contracting infectious diseases.
- ◇ To maintain good mental health and relieve stress, we can do exercise and take part in social activities, etc.
- ◇ **Exercise**
  - Exercise can help us deal with stress. Continuous exercise increases our instinct to deal with all kinds of stress.
  - During exercise, the brain releases endorphins (substances similar to natural morphine), which can make one feel happy.
  - Endorphins inside our body can help us relax, control our emotions and relieve stress.
- ◇ **Leisure activities and hobbies**
  - People are born to enjoy playing. Participating in different recreational and leisure activities will bring people a sense of pleasure.
  - A positive mental state can be achieved through healthy leisure activities (such as family chats, family trips, outings). People who enjoy leisure activities and have hobbies are more likely to be in a good mental state.
  - Hobbies such as playing chess, fishing, keeping pet etc., can help us relax and are good stress relief method.



- **Maintaining “Social Health”**

- ◇ Human being is a social animal, as well as a member of a community. A socially healthy person is able to interact effectively with others, maintain intimate relationships, and respect and tolerate others.
- ◇ People who are “socially healthy” are also able to care for, love and respect others. They can contribute to and build a sense of belonging in their family, the community and society in which they live.
- ◇ **Family**
  - Family is a major component in a society. Chinese places much value on family. Whenever at festivals, Chinese families would meet up and pay respect to each other. This shows the importance of kinship and family to Chinese people.
  - Family is also an important element in other culture. In the Western world, a family made up of parents and children is the core unit in the society. In a family, good parent-child, marital and interpersonal relationships are very important for the physical and mental health of all members of the family.
  - Influenced by the Confucian culture, many people in Hong Kong have the traditional concepts of “respect for superiority and seniority”. However, the rapidly changing social environment in recent years and the differences in life experience may easily create gaps between generations. The generation gap may then lead to disagreements in a family.
  - Tolerance, communication and caring are the keys to solving problems and building good relationships.

- Putting oneself in his family's shoes and trying to understand the difficulties of others can help reduce conflicts. Taking action to care for their needs would also help maintain harmony in one's family.
- If there is a patient of chronic disease in the family, there will be a great deal of pressure on both the patient himself and the family members taking care of him. The patient will feel frustrated when others cannot truly understand his feelings. Family members who take care of him will feel physically and mentally exhausted when they have to give up their time for the patient.
- Life is hard to control. One may not be able to avoid illness and accident but if one has the care and support of family members and can stay positive and optimistic, it is always the best way to cope with adversity.

- ◇ **Friends and community**

- As we are living in a society, we are bound to come into contact with many individuals, such as neighbours, classmates, teachers and friends. A good social life can help strengthen our self-confidence, reduce depressed emotion and help build an optimistic attitude.
- If you can maintain your “social health”, the help and care of your friends can certainly help improve your “physical” or “mental” health. Therefore, one should not isolate themselves even in the face of illness. Try to accept the care of relatives and friends, communicate with other patients, encourage and support each other. This would be beneficial to your recovery.

## • **Maintaining “Spiritual Health”**

- ◇ Spiritual health will affect both mental and physical health. It is an essential part of “holistic health and wellness”.
  - ◇ Spiritually healthy people are capable of dealing with emotions such as happiness, anger, sadness, panic and depression; establishing a high-level life goal of pursuing truth, goodness and beauty; and having a clear outlook on the world.
  - ◇ Religion/philosophy/clear outlook on the world can explain the meaning of existence of an individual, and provide answers to questions such as “What is the meaning of my existence?” “Where did I come from? Where will I end up?” “Why am I born in this world?” “How can I find meaning and satisfaction in my life?” “What is the truth?”.
  - ◇ If people find the meaning and purpose of life, and know how to fulfil their dreams, goals or missions, they will have the will power and motivation to survive, and be able to deal with emotions such as happiness, anger, sadness, panic and depression.
- ◇ Some people have a clear direction in life and a good emotion stance, even though they are physically disabled or in difficulties (such as illness, misfortune, accident, etc.), they are able to face adversity positively and live a meaningful life.
  - ◇ From a religious point of view, faith is the foundation of spiritual health. People with faith have high confidence, hope and commitment in the religion they believe in. True religions give meaning and purpose to one’s existence, provide moral direction (such as the pursuit of “truth, goodness and beauty”), and define what is meaningful in one’s life for the believers.
  - ◇ This belief must include the pursuit of “holistic health and wellness”. Through religious discipline and encouragement, fellowship and spiritual formation, believers will gradually develop perseverance and willpower and practise their beliefs in their daily lives. Therefore, “spiritual health” is also an important cornerstone of “holistic health and wellness”.



## The Case Study of Ng Miu-Man, Maggie

### • The First Transplant

- ◇ Ng Miu-Man, Maggie studied Journalism in the University. She was diagnosed end-stage kidney failure at the age of 23. According to the doctor, the function of her kidney was already very poor at that time. There was no other way of treatment but to receive dialysis for the rest of her life, unless someone was willing to donate a kidney to her. Her sister Ng Miu-Chong, a student nurse at that time, suddenly found out that her sister Maggie was in serious illness. Without much hesitation, Miu-Chong decided to donate her kidney to save Maggie.
- ◇ Instead of worrying about death, the decision of Miu-Chong has given Maggie hope. Both Maggie and Miu-Chong recovered after the transplant operation. Thereafter, Maggie started a new life, she got married and had children.

### • The Second Transplant

- ◇ 30 years later, Maggie suffered from kidney failure again and her health deteriorated badly. The doctor told her that there were only two choices, dialysis or transplant. Maggie originally intended to live on dialysis for the rest of her life as she did not want anyone else to take risk again. In the last 30 years, whenever Miu-Chong was not feeling well, she would tend to relate it to her kidney donation.
- ◇ However, dialysis treatment was not a total cure for her disease. Maggie's other sister Miu-King did not want to see her suffering. She believed that living donation from close relative would reduce the chance of rejection. She then volunteered to donate her kidney to Maggie. The operation was successful and both of them have recovered well.

### • The Love of the Ng's Sisters

- ◇ Maggie said that her family acted calmly in the two transplant incidents. The Ng's sisters grew up together and had a close relationship. They are sisters and friends of each other and the relationship would not change after the transplant. They have demonstrated how they faced the adversity in life together.
- ◇ Maggie said that her positive attitude was inherited from her father. When facing difficulties in life, her father would always find ways to solve them.
- ◇ The three sisters continued to participate actively in voluntary work to promote organ donation, hoping that their own experience could inspire and help more people in needed.





Module 2

# The Values of Life

*The values of life are not bounded to oneself,  
everyone in the world has their own values.*





## 1. Concept of the Module

Let students understand the preciousness of life. We should respect and treasure life, establish a positive outlook on life and set ourselves a goal. Life can influence life. Organ donation is also a way to cherish and make the best use of life.

## 2. Key Learning Points (key points are marked with ★)

Learning Points	Steps	Activities/Games	Estimated Time
1. Learn about the journey of life and explore the value and meaning of life through experiential learning. ★	1-5, 12-16	1-4	about 35 + 25 minutes
2. Understand that life can influence life. Learn to be grateful and live a better life.	12-16	4	about 25 minutes
3. Recognize the importance of a “positive outlook on life”, learn to respect all lives, including human, animals and plants	6, 7	3	about 10 minutes
4. With the story of Liu Hsia, bring out the ideas of self-understanding, loving oneself as well as the others. ★	8-13	4	about 35 + 15 minutes
5. A positive outlook on life can help a person to counter adversity. One should help the others when capable of doing so. ★	12-16	4	about 25 minutes
6. Bring out the meaning of organ donation at an appropriate time. ★	12, 15, 16	4	about 10 minutes

Recommended Teaching Steps  
2 sessions (35 - 40 minutes each)

Recommended to teach the core parts marked with ★ first. The parts without ★ can be skipped if there is not enough time.

## Activity/Game

### Activity/Game 1:

#### Happy Birthday to You!

Search for birthday songs in different languages, such as Japanese, Korean, English and Cantonese, or non-vocal versions to play in class.

#### Activity 1 Concept

By demonstrating how people from different places, nations and culture value their birthday, guide students to think about the importance and uniqueness of their own life and be grateful for their birth. Since we are brought into this world, we should treasure our valuable life, treat ourselves well and understand the meaning of it.

PowerPoint for Teaching



## Session 1

- ★ 1. **Warm-up:** at the beginning of the lesson, teachers are recommended to play happy birthday songs of different versions and in different languages for an appropriate of time (**Activity/Game 1**), to raise the interest of the students.
- ★ 2. After playing the songs, point out that everyday, people of different nations, culture, social status would celebrate their own and other people's birthday. We all carry good wishes to bless ourselves and the others. Birthday is the day when a life begins. It is very important to everyone.

Recommended time for playing songs + teaching + interaction:  
about 5 - 10 minutes in total

- 3. See if there is any student having his/her birthday on that day or that month. If time allows, wish them happy birthday or prepare small gifts for them as a surprise.

Recommended time: about 2 minutes



★ 4. Point out that people everywhere would treasure and respect life as it is irreplaceable. There are many important values in our life, such as:

- Health
- A complete family
- Good academic performance
- Having a partner/friends
- Successful career
- Getting compliments in daily life
- Wealth and money
- Fame and social status
- Fulfilling a dream
- Can contribute one's strength at work
- Travel around the world

Teachers may then start **[Activity/Game 2]**.

★ 5. **Summary:** After completing **[Activity/Game 2]**, teachers can make reference to the choices of students and bring out that the values of life are multiple and everyone can pursue their own goals/values, but in any event, we have to treasure, love and respect life. While pursuing our goals, we must maintain a positive outlook on life and live a meaningful life.

Recommended time for teaching + game + analysis:  
about 15 - 20 minutes in total

End here for Session 1 for non-consecutive lessons

### Activity/Game

#### Activity/Game 2:

##### The Value of Life

Distribute game cards of different values of life: Healthy, academic success, wisdom, having a lot of friends, etc.

##### Method A

- (1) Each student draws out one card or more
- (2) Ask them to share whether the value shown on the card is one of their life goals/values. If it is, ask whether there are other goals. If not, ask them what other goals they have and why

##### Method B

- (1) Randomly distribute three cards to each student
- (2) Instruct students to exchange their card with a classmate if they do not want it; they can only exchange it once
- (3) Students can exchange two cards for one, or vice versa
- (4) Analyze and discuss the goals/values that students consider as important

##### Activity 2 Concept

Illustrate the values of life in the form of a game. The use of solid examples to explain abstract concepts can help strengthen the impression of students, responding to the 1st key learning point: exploring the value and meaning of life.

## Session 2

6. Divide students into groups, 4 to 6 students each, and conduct **(Activity/Game 3)**. After finishing the game, no matter whether any egg is broken, teachers may point out that though it is a small egg, a real life is incubated within the fragile shell.
7. Mention that plant is also a form of life. Germination of green beans is a common experiment in primary school. Use this as an example to point out that ordinary food like egg or green bean can contain a valuable life. If we do not protect or nurture them with care, then they will not be able to grow well and life may probably be lost. Teachers may then start the topic of “exploring the meaning of life”.
- ★ 8. Point out that students can celebrate their birthday every year, wake up, and go to school everyday. But this normal life is not guaranteed for everyone.

Imagine that there is a twelve year-old girl, just about the same age as students in class, suddenly suffered from a rare disease which paralysed her lower body, and put her into a wheelchair for the rest of her life. She lost her health and social life all in an instant, and was not able to continue her study at school any more. [This is Liu Hsia’s story. Teachers can hold out the story on students until the teaching/video in Step 12 - 13.]

### Concept of Liu Hsia’s Video

Liu Hsia fell ill at the age similar to junior secondary students. It is believed that students will share her feeling more easily. This session aims at bringing out positive values by showing Liu Hsia’s story of overcoming adversities. Details of the story will be provided at the end of Session 2.

## Activity/Game

### Activity/Game 3: Exploration of Life

- (1) Before class: Teachers to prepare several eggs, and tissue/wet towel/plastic bag for cleaning of broken eggs
- (2) Divide students into groups, 4 – 6 students each, and distribute one egg to each group
- (3) Ask each group to write their group name on the eggshell, and each member to draw a picture/sign their name/write their goals of the year on it
- (4) Teachers can also create their own themes of drawing/writing, or design other tasks, with the purpose of requiring students to handle the matters carefully
- (5) Remind students to handle/draw/write on the egg carefully as it is fragile
- (6) When finished, ask the groups to exchange their eggs and write comments on the eggshell

### Activity 3 Concept

Let students explore and feel the preciousness of life, responding to the 1st key learning point of this module. We may not feel sorry for a broken egg as it is a common food. But in fact, it could contain a precious life which might be lost if we do not handle it carefully.



- ★9. Further point out that life is precious and fragile, and can be influenced by internal and external factors, for example:
  - Internal factors: e.g. congenital defects or disability, diseases or organ failure that requires organ donation, etc.
  - External factors: e.g. accidents or epidemic
- ★10. We have no control over accidents or congenital diseases, which may become serious enough to result in organ failure, and hence requiring transplantation of organ. Just like the girl we mentioned, she fell ill at a very young age and had to face adversity for the rest of her life. Whether we can face it with a positive attitude is the key for us to overcome difficulties and live a great life.
- ★11. Ask the students: what they will do if they encounter adversity as the young girl mentioned above. Let students discuss and answer freely. Possible answers include: self-pity, continue studying and finish their education, seek medical treatment, apply for Comprehensive Social Security Assistance. Write down the comments and solutions provided by students on a paper or the blackboard. Then tell them that this is a true story. Before the end of this Session, teachers will reveal the girl's later life and how she dealt with such hardship.

Recommended time for teaching + discussion:  
about 8 - 12 minutes in total

- ★12. Point out that adversity is inevitable in life, but we can learn from the experience and stories of the others. There are a lot of people in the world who are worth learning from. Teachers can start **(Activity/ Game 4)**, use the video of Nick Vujcic or other local cases (such as organ recipients Chan Kwok-Ming, Wong Yim-Wa, Phan Thanh Vinh or Yim Chor-Pik) to explain the attitude we should have in times of adversity and how those life fighters influence others with their stories. Teachers can play one or more videos, depending on the situation. It is recommended to play Liu Hsia's video at the end (to echo with Step 8).

### Activity/Game

#### ★ Activity/Game 4:

#### Stories of Fighters in Life

Depending on the situation, teachers can play videos of various fighters in life. The recommended videos can be found on the internet. Please find the concept of each video at step 12 on the left.

#### Activity 4 Concept

The stories demonstrate that challenges can be overcome with perseverance. The life fighters have shown the beauty of human nature by influencing other people's life with their own experience, spirit and positive attitude, responding to the 2nd key learning point of influencing life with life, and the 3rd point of positive outlook on life. Students can also learn about the life and spiritual journey of organ recipients through the cases of Chan Kwok-Ming, Wong Yim-Wa and Phan Thanh Vinh, responding to the 6th learning point of this module: the relation between life values and organ donation. Despite the differences in our life journey, every person can be a fighter in life.

### Concept of Nick Vujicic's Video

Both videos are in English with Chinese subtitles, suitable for both Chinese and non-Chinese students. Nick is congenitally disabled and in the eyes of most people, it is impossible for him to achieve anything. However, Nick tried very hard and has become famous internationally and as a "life fighter", his struggle has inspired numerous people who are sad and need help. The positive energy he displays can help students establish a positive outlook on life.

### Concept of Chan Kwok-Ming and Wong Yim-Wa's Video

All organ recipients have experienced the process of illness, organ failure, threat of dying, and rebirth after transplantation. Needless to say, they treasure their lives a lot. Chan and Wong, who have received organ transplant are grateful to their donors, to life and to the society. They use their own experience of overcoming difficulties and climbing Mount Everest to prove that organ recipients can also accomplish great success. Through actions, they have shown that a positive attitude can help change life.

### Concept of Phan Thanh Vinh's Video

Phan Thanh Vinh had congenital heart disease. Since his childhood, he was in and out of hospital and was not able to live a normal life. In waiting for organ transplant, his health condition deteriorated but he still faced it positively and continued with his education. He also received a lot of support from his classmates and friends. Phan's experience of hovering between life and death, and his delight after regaining a new life, may be able to echo with the pulses of students who are at similar age with him. After a number of years, he received heart transplant and was able to do exercise, to continue studying and plan for his future. He can finally live the life of a "normal" person.

The case is also included in Module 4. If teachers plan to teach all four modules in one class, it is recommended to leave the case to Module 4. Otherwise, it is recommended to use the case in this Module.

## Activity/Game

### [1] Nick Vujicic

**Title:** 生命鬥士 勇闖高峰  
振翅翱翔 (2018)  
[Length: 3'29"]  
[English with Chinese subtitles]

**Title:** 我和世界不一樣 (2011)  
[Length: 45'37"]  
[English with Chinese subtitles]

0'01" Sharing of daily life

4'50" Playing game with audience

10'20" His experience in early school days

18'08" How to get away from depression and adversity

25'35" His encouragement to audience

37'41" A rethink of the meaning of life

45'25" Conclusion and audiences' responses

### [2] Chan Kwok-Ming and Wong Yim-Wa

**Title:** 器官移植康復者 一攀上珠峰 (2019)  
[Length: 2'00"]  
[https://youtu.be/FmG5Q\\_NRJzg](https://youtu.be/FmG5Q_NRJzg)

### [3] Phan Thanh Vinh

**Title:** 一個生命鬥士的故事 (2021)  
[Length: 3'39"]  
<https://youtu.be/lbZvpFFQ6LI>



**Concept of Yim Chor-Pik's Video**

Yim Chor-Pik is a local Hong Kong people. She was a happy girl, with a bright future after graduating from the university. Unfortunately, at the best moment in her youth time, she had a car accident. Since then, she had to live on a wheelchair. But Ms. Yim did not give up. She tried hard to walk out of the shadow and create a new world of her own. It is worth sharing with students her story of countering adversity.

**Concept of Liu Hsia's Video**

Liu Hsia fell ill at around 12-13 years old. Though she was diagnosed with a serious disease at a very young age resulting in her disability, she tried very hard to overcome that and had written many motivational books. Her positive outlook and attitude of life have become a great cure to those who have lost their faith. Her story of struggles is an excellent teaching material for secondary school students.

Recommended time for teaching + video:  
about 8 - 12 minutes in total

Find more information on Nick Vujcic, Liu Hsia, Phan Thanh Vinh, and other life fighters in "Teacher's Reference" section of this toolkit on pages 64 - 65.

- ★13. After watching the video of Liu Hsia, reveal that she is the girl mentioned previously in Step 8. Review the students' comments written on the blackboard or paper in Step 11 and emphasise that Liu Hsia chose to face her difficulty with a positive attitude and that she was willing to struggle and live with courage. This attitude is the main reason for her being able to overcome adversity.
- ★14. **Summary:** Ask students what Liu Hsia and the characters in other videos have in common. Summarise after students have discussed and exchanged their ideas.
  - They have all faced adversities without self-pitying;
  - they have accomplished great success with strong will and a positive outlook on life;

**Activity/Game**

**[3] Phan Thanh Vinh**

**Title:** 生命如此 唯有前行 (2017)  
(Length: 13'11")  
<https://youtu.be/S6W-he2LR1Q>

- 0'01" His school life and commendation
- 1'06" Difficulties in his daily life
- 1'56" His social and school life, his illness
- 8'35" The meaning of examination to Phan
- 9'45" Living with the disease, a rethink of his life

**[4] Yim Chor-Pik, Rabi**

**Title:** 輪上小巨人 (2017)  
(Length: 9'24")

- 1'23" An unfortunate incident
- 3'16" Not giving up
- 4'00" The difficulties she came across
- 6'46" Speaking for herself and the others
- 8'31" Her feeling and encouragement

- they have influenced and inspired other lives with their own;
- their stories have delivered a positive message to the society.

★15. Point out that we can get inspirations from the experience of other people. We often hear stories of organ recipients, and how these “fighters in life” live a better life after getting over the hardships. Their positive outlook, passion, perseverance and persistence for life are their weapons in overcoming adversities. Not only do those experiences enrich their own lives, their stories can also help others. That is how lives inspire lives.

★16. **Conclusion:** Briefly conclude the Module by asking students what the values of life are, or simply bring out the following key points. Through the cases of various fighters in life, including Liu Hsia, Nick Vujicic, organ recipients Chan Kwok-Ming, Wong Yim-Wa and Phan Thanh Vinh, we can learn that a positive outlook on life includes the following:

- Treasure our own living and life
- Be perseverance and positive in the face of setbacks
- Seek help if we cannot solve a problem alone
- Try to discover our own potential
- Always uphold a positive attitude in our daily life

(1) Life of human, animal or plant is precious. As we have experienced in the lesson, the life of even an egg or a bean sprout deserves to be respected and cherished.

(2) Adversity is inevitable in life. Even if we suffer from organ failure and need organ transplantation, we have to be perseverant in order to fight against adversity. As we have learned from the cases of organ recipients in this lesson, even if we encounter setbacks, as long as we face them positively and seek help timely, we can still live a wonderful life.

(3) After rain comes the sun. Such experience in life can be beneficial to oneself and even others. We can always influence life with life, and contribute to the society.

## Activity/Game

### (5) Liu Hsia

**Title:** 杏林子 生平介紹(2018)  
(Cartoon) (Length: 4'32")

0'38" Basic information

0'44" The big change in her childhood

2'18" Her way to face adversity

3'52" Contributing to the society

**Title:** 知名作家 杏林子(2012)  
(Length: 10'09")

(Recommend to watch till 5'04", the rest is a repetition)

0'02" Basic information

1'14" How she suffered from illness and overcome adversity

2'22" Her reading and writing style

3'38" Contributing to the society with love



**Last remark:**

The values of life are not bounded to oneself. Everyone in the world has their own values.

Recommended time for teaching + conclusion: about 5 - 8 minutes in total

**Supplementary/Follow-up Activity:**

Prepare a few plastic cups or paper cups. Plunge a hole in the bottom of each cup and stuff wet cotton inside. Divide students into groups, 4 - 6 each. Distribute some green beans to each group, ask students to take care of the beans and wait for them to sprout, either at home or in school. Tell them to look for the germination method online if necessary. Review the progress one week later/ in the next lesson [e.g. are the beans sprouting? What is the length of the longest one?] and bring out that though life is fragile, it can grow well if properly nurtured.

## Summary of the Module

Birth, old age, illness and death are inevitable stages of life. One can best tell the preciousness and **value of life** when they are ill. The meaning of life is “**to be willing to struggle for it, and live bravely no matter what destiny has given you, good fortune or misfortune, happiness or worries.**” (Chinese quote by Liu Hsia)

Patients with **organ failure** have tried their best to survive while waiting for a suitable organ. Their struggle, experience, and finally their rebirth are useful in guiding students to think about the **value of life**.

This teaching toolkit has four modules in total. Apart from the selected stories of Phan Thanh Vinh, Chan Kwok-Ming and Wong Yim-Wa in this module, there are stories of other organ donors and recipients in other modules, in writing or videos. If time allows, teachers can share stories from other modules with students before and after completing this module.



## Teaching Materials

### List of activity/game

#### Activity/Game 1

- Happy Birthday to You! – Music Playing

#### Activity/Game 2

- The Value of Life – Game Card

#### Activity/Game 3

- Exploration of Life – Egg Game

#### Activity/Game 4

- Stories of Fighters in Life – Video Broadcast

# The Value of Life



# The Value of Life



# The Value of Life



# The Value of Life





身體健康  
Healthy



環遊世界  
Round the World



富有  
Rich



幸福家庭  
Happy Family



# The Value of Life



# The Value of Life



# The Value of Life



# The Value of Life





理想工作  
Dream Job



自由自在  
Freedom



好多朋友  
Many Friends



博學多才  
Knowledgeable



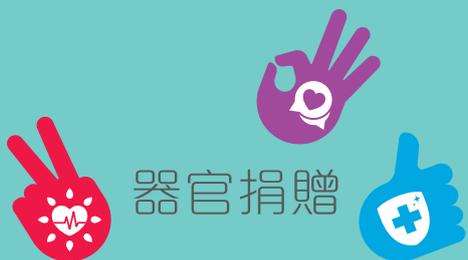
# The Value of Life



# The Value of Life



# The Value of Life



# The Value of Life





美貌  
Beautiful



有型  
Handsome



快樂  
Happy



活得  
有意義  
Meaningful Life



# The Value of Life



# The Value of Life



# The Value of Life



# The Value of Life





有成就  
Achievement



心靈富足  
Spiritual  
Satisfaction



受人敬重  
Respectable  
Person



樓宇業主  
Flat Owner



# The Value of Life



# The Value of Life



# The Value of Life



# The Value of Life





學業有成

Academic Success



經常旅行

Travel Frequently



有名譽  
地位

Reputable

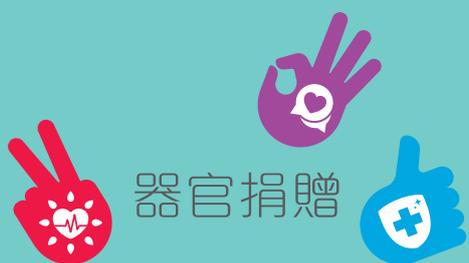


成功人士

Successful  
Person



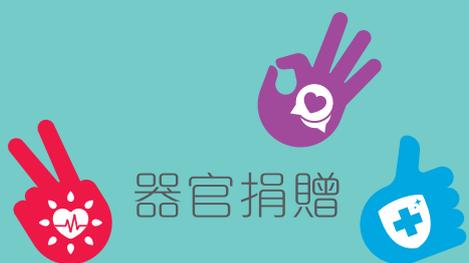
# The Value of Life



# The Value of Life



# The Value of Life



# The Value of Life





高薪厚職  
High Salary



穩定事業  
Stable Career



有智慧  
Wisdom



長壽  
Long Life



# The Value of Life



# The Value of Life



# The Value of Life



# The Value of Life





天賦聰敏  
Intelligent



愛情美滿  
Happy Love



有影響力  
Influential



子女孝順  
Dutiful Children



## Teacher's Reference

### Examples of Life Fighters

#### • Nick Vujcic [Inspire lives with life • Create opportunity with the right attitude]

- ◇ Nick Vujcic is a writer and a Christian evangelist. He was born on December 4, 1982, in Melbourne, Australia, with tetra-amelia syndrome. In 2005, he founded a charitable organisation "Life Without Limbs".
- ◇ Because of tetra-amelia syndrome, Nick has no limbs but a small "foot" with two toes. His parents had a hard time accepting this fact, but soon took it as "a plan of God for their child".
- ◇ His parents did not give up on him. Instead, they raised him with great care, wishing that he can learn and live like a normal person. When Nick was young, he was often bullied by his classmates due to his disability. It was a difficult time, but it made him stronger, more independent, and more capable of facing challenges in the future.
- ◇ He started giving speeches at the age of 19. He shared his stories of overcoming difficulties and his strong belief in life with others in a humorous way. He has also published many inspirational books and videos, encouraging those who see life negatively to "live the miracle of life".
- ◇ He called his small foot "chicken drumstick" and joked about his own body, "I can float in the water because 80% of my body is the lung. The "chicken drumstick" is like a propeller."

#### • Liu Hsia [Life is precious • Stay optimistic and positive]

- ◇ Liu Hsia (April 12, 1942 to February 8, 2003) was a Taiwanese writer. She used the pseudonym "Hsin Lin Tzu" ("Hsin Lin" stands for the medical profession) to commemorate her indissoluble bond with hospitals.
- ◇ At the age of 12, Liu Hsia developed rheumatoid arthritis, which gave her swelling limbs from time to time. The disease caused her a lot of inconvenience and pain, so she once held a negative attitude towards life. When she turned 16, she became a Christian and in that, she experienced the value and preciousness of life. Since then, she developed an optimistic and positive outlook on life.

- ◇ Liu Hsia had to drop out of school at 12 because of the disease. Her highest education on record was "graduating from Beitou Elementary school". Liu Hsia minded it very much at first, but gradually let go of it as it means "all the knowledge she gained afterwards is self-taught" (《感謝玫瑰有刺》, 九歌出版社). Liu Hsia did not give up on her education. She continued self-learning through correspondence school and education radio. A teacher had once published a piece of her work in a newspaper. As a result of her unflinching effort, "Central Daily" published her first contribution around 1961.
- ◇ Liu Hsia continued her writing, and the genres of her works had become more diversified. In addition to prose, she also wrote novels, scripts for radio, TV and stage plays and won many awards.
- ◇ Liu Hsia was a brave challenger of life who accomplished a lot, despite her disability. She inspired the society with her works. Thus, she was known as the most influential writer in Taiwan, and was elected as the Top 10 Outstanding Young Women at the 8th ceremony in 1980.
- ◇ In addition to writing, Liu Hsia was committed to serve disabled people, volunteering for those who, like her, have physical disabilities. Later, she founded the Eden Disability Welfare Foundation (later renamed as the Eden Social Welfare Foundation), showing the importance she attached to both "gospel" and "welfare".
- ◇ In her later years when she could barely write, she still continued to do her writings by oral dictation. Her works show a strong desire to live and are very inspiring.
- ◇ Liu Hsia's extraordinary experience gave her a deep understanding of the meanings of life. In one of her articles (《生之歌》, 九歌出版社), she wrote, "Life..... I can use it well or waste it for nothing. I can use it to live a meaningful life or waste it meaninglessly. It takes just one single thought. I have to be responsible for myself." Despite her disease, she stated, "I would never fail life or let it slip from my hands. No matter what the future is, be it good or bad, happy or sad, I am willing to fight for it, and live bravely." These heartfelt feelings should be her best interpretation of the meanings of life.



### • Phan Thanh Vinh [Inspire lives with life • A new start]

- ◇ Phan Thanh Vinh's parents are both Vietnamese. He has congenital heart disease. The situation got worse and he was diagnosed with heart failure when he was in Form 5. His limbs got swollen, he felt tired easily and needed a wheelchair to move around. He even had to use an oxygen machine when sleeping.
- ◇ In 2018, he had a new life after receiving heart transplant.
- ◇ In an interview with HK01, he said, "After I received heart transplant, I have decided to plan my life ahead. Even if I only have 5 or 10 years to live, I should not just muddle along like before."
- ◇ A radio DJ Suzie Wong had invited him to produce a 5-minute programme (成機對話) weekly. In the hope of inspiring life of others with his own, he opened a YouTube channel (范成榮頻道：「成基分享」) to share some of his moments in life.

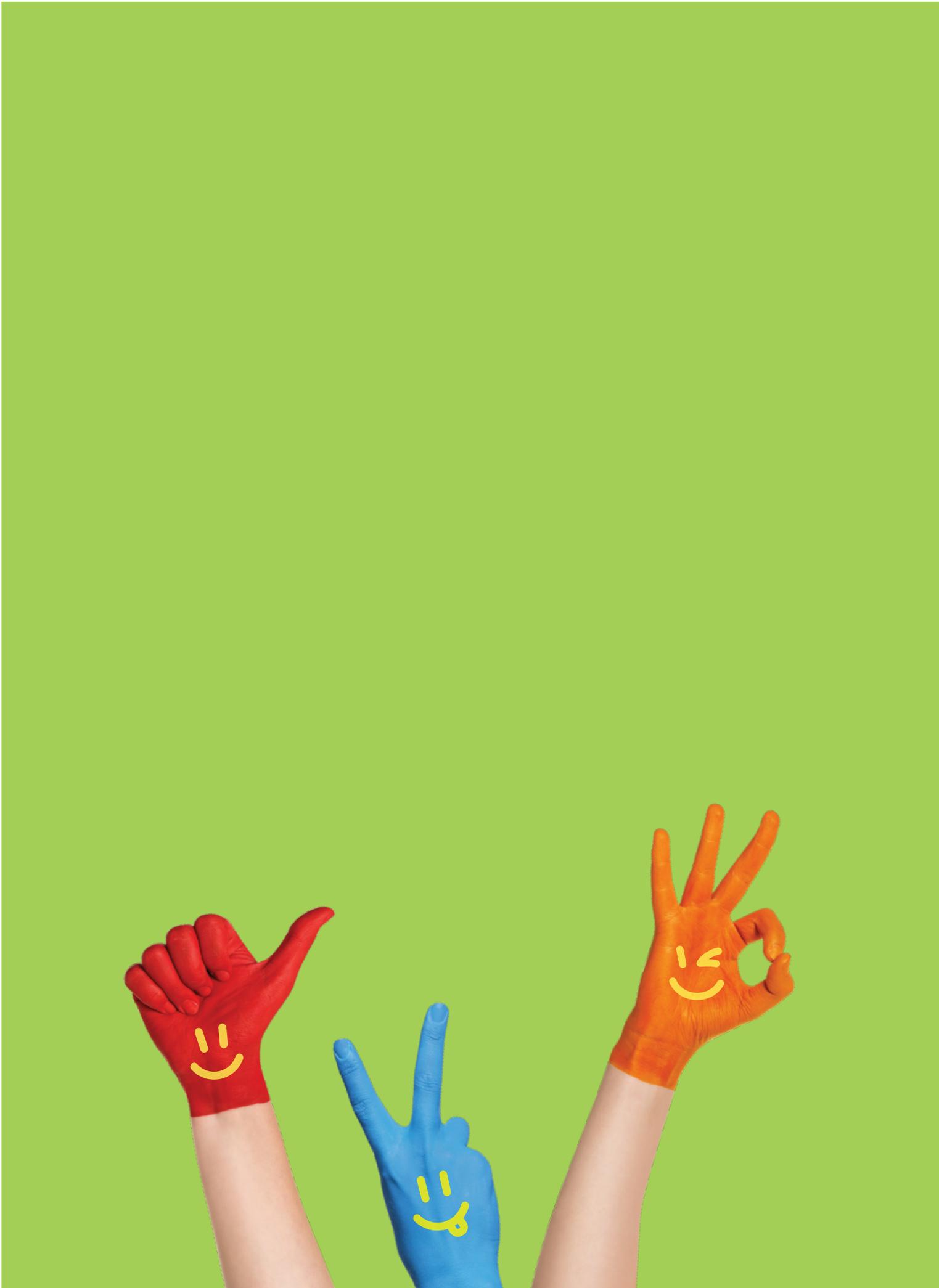
### • Stephen Hawking [Pursuit dreams with gratitude]

- ◇ Stephen William Hawking (January 8, 1942 to March 14, 2018) was a renowned physicist. He was not an outstanding student as a child. But when he went to study at the Academy of Natural Sciences of Oxford University, he graduated with first honour. Afterwards, he moved on to Cambridge University to study cosmology.
- ◇ Hawking was diagnosed with amyotrophic lateral sclerosis (ALS) at the age of 21. His doctor thought that he only had two years to live, but he survived. He lost his mobility and had to use an electric wheelchair to move around, a computer and a speech synthesizer to speak and write.
- ◇ Despite his disability, Hawking did not give up and attained great achievements in physics. He was enthusiastic about cosmology and had made remarkable accomplishments. He had made a lot of contributions to the development of physics in the 21st century. His book, *Brief History of Time*, was translated into different languages and more than 10 million copies were sold. It is a bestseller in popular science.

#### **Famous quote by Stephen Hawking:**

Someone asked Stephen Hawking, "Mr. Hawking, your disease has put you on the wheelchair permanently, don't you think fate has blocked you from many other options?" He replied, "My brain can still think. I have a dream to pursue in my life. I love my family and friends and they love me too. I am grateful to what I have!"





## Module 3

# Social Caring

*There are many in the world who are dying for a piece of bread but there are many more dying for a little love.*

*– Mother Teresa*





## 1. Concept of the Module

We live in a collective society, which can only progress and develop if we respect and collaborate with each other. Through sharing of true stories, it is hoped that students will understand the needs of the disadvantaged groups, learn to care and help others, and at the same time, realise the importance of helping others and oneself. The spirit of selfless love and giving in organ donation is in fact a kind of “social caring”.

## 2. Key Learning Points (key points are marked with ★)

Learning Points	Steps	Activities/Games	Estimated Time
1. To cultivate a moral sentiment of helping others and oneself and overcoming difficulties (such as overcoming one’s disability to reduce the need of relying on others), and to understand the idea of “it is more blessed to give than to receive”. ★	1-5, 10	1, 2, 6	about 10 - 20 minutes
2. To understand there are different disadvantaged groups (including patients of chronic diseases and organ failure, disabled and elderly people, and those who live in poverty) that require aid from others, learn to care for them and take actions to help. ★	3 -7, 10 -12	1-4, 6, 7	about 40 - 50 minutes
3. To get a general understanding of different volunteer services, encourage students to participate and put love into action.	9	5	about 10 - 20 minutes
4. To understand the meaning of organ donation.	4 - 6	2	about 10 - 15 minutes

Recommended Teaching Steps  
2 sessions (35 - 40 minutes each)

Recommended to teach the core parts marked with ★ first. The parts without ★ can be skipped if there is not enough time.

## Activity/Game

### Activity/Game 1:

#### Small Deeds Great Meanings

Ask students to write down their experiences of “helping others”, “being helped by others” and volunteering (on or off campus) on a game card or a blank sheet of paper. If they are boy scouts or girl guides, they can also write down the service they had participated. Give them about 2 minutes, the time can be adjusted according to the situation.

#### Activity 1 Concept

Teach students not to look down upon themselves. It is actually easy for us to “help others”. We “help” and “get help” all the time in our daily life. One tiny move may make a big difference. When we do someone a small favour, that favour may benefit ourselves as well. This responds to the 1st learning point of this module: feeling and learning the meaning of “helping others and oneself”.

PowerPoint for Teaching



## Session 1

★ 1. **Warm-up:** Ask students (or randomly pick 4 - 5 students) to share an experience of “helping others”/“getting help” and how they felt. Teachers can share their experience of being helped or helping others before asking students. Explain that the experience is not necessarily a big favour, it could be something small, such as:

- Helping teachers to distribute worksheets or circulars
- Helping classmates to solve problems in their homework
- Lending stationery to/borrowing stationery from classmates
- Helping family to do laundry/cook
- Shopping for family members/family members shop for you
- Accompanying family member or friend to see doctor/having them accompanying you to see doctor
- Comforting sad family members/friends
- Showing care to family members/friends
- Offering a seat to/taking a seat from others on public transportation
- Flag-selling/donation to charity groups

After raising examples, let students name a few more. Conduct **(Activity/Game 1)** and guide students to think about:

- Why do we help others? (What are the reasons and motivations?)
- Do we feel happy when/after helping someone?
- How do we feel when we get help from others?

Recommended time for questions + game:  
about 5-10 minutes in total



★ 2. When **(Activity/Game 1)** is finished, ask students to share their experiences and feelings of helping others/ getting help/volunteering. Teachers can then select a special case to illustrate the messages below:

- **It feels good to help others:** helping others is an act of care which gives oneself happiness. It is a blessing to be capable of helping others.
- **Everyone needs help from time to time:** we “help others” and “get help” every day. Whoever we are, we need help from time to time, and it does not mean that we are weak. While we are capable of helping others today, we may need help from others tomorrow.
- **Small deeds could bring great impact:** helping others unconditionally is an act of selflessness. It looks insignificant but could result in great impact. For example:

During the Covid-19 epidemic, we can “help others” and “help ourselves” by bearing our own responsibility: wear masks to prevent the spread of the disease and conduct self-quarantine when necessary.

Help others: prevent the spread of the disease

Help oneself: lower the chance of being infected

- **Help others to support themselves:** besides helping others to overcome difficulties, it is more meaningful to help them support themselves. For example, we can help disabled people to live independently and make their own living, or teach elderly singletons to use cellphones so that they can receive information more readily.
- **Passing on the spirit of caring:** when we help others, other than feeling happy, we are passing on the good spirit of helping others - when someone receive help and care from others, such spirit will be embedded and flourish in future. The sense of empathy will spread and grow into a thriving power for social development.

If everyone can take on their own responsibilities and help others when they are able to do so, the society will run more smoothly. Embracing the spirit of helping others and oneself can bring great meaning and power. Caring for people around us is the first step of caring for the society.

Recommended time for teaching: about 5 - 10 minutes

★ 3. Point out that “disadvantaged groups” are inevitable in a society and we need to give them extra care. Ask students what kind of people need our help in the society nowadays. Let students answer freely and supplement when necessary. Examples include:

- Elderly/elderly singletons
- Poor people
- Patients with chronic diseases (such as those who are suffering from organ failure and require organ transplant)
- Children/minors
- Discharged prisoners
- Physically disabled persons (congenital or acquired)
- Mentally ill persons

Recommended time for discussion: about 3 - 5 minutes

★ 4. Point out that the “disadvantaged groups” as mentioned by students require assistance and care of others, however, many of them are actually capable of helping themselves and even other people. They show the true meaning of “social caring”. We should appreciate and learn from their remarkable lives and the contributions they made. The cases are worth sharing with students. Teachers then conduct **[Activity/Game 2]**. In the cases below, recommend to first play the video of Lui Yip Kit-Ha, Cynthia, bringing out the spirit of selfless love in her liver donation.

## Activity/Game

### ★ Activity/Game 2:

#### Helping People Help Themselves, Care for the Society

If time allows, play different videos about the cases of “helping others to help oneself”. The recommended videos can be found on the Internet. Please refer to step 4 on the left for the concept of each case.

#### Activity 2 Concept

With examples in real life, explain the importance of helping oneself and others and the true meaning of giving back to the society, responding to the 1st learning point of this module: the meaning of “helping oneself and others”; and the 2nd learning point: to learn about the disadvantaged groups. Through the relevant cases, students can also learn about the spiritual experience of organ donors, responding to the 4th learning point: to understand the meaning of organ donation.



### Concept of Lui Yip Kit-Ha, Cynthia's Video

Mrs. Lui showed her great love by donating an organ to a non-blood related friend. She had quite some physical problems when she was a child and even underwent a spine correction surgery, so she understands how much sickness can bother a person. That is exactly why she did not hesitate when she could save her friend by donating part of her liver. Mrs. Lui has lived up to and passed on the spirit of love by "helping others and oneself".

### Concept of Kelly Tang, the Glassy Girl's Video

Kelly suffered from osteogenesis imperfecta, which is also known as "brittle bone disease". She has a small body and cannot stand or move without an electrical wheelchair. However, she did not give up on herself. With the spirit of helping oneself, she keeps on studying and got herself a job. Kelly was elected as one of the 16th Top 10 Regeneration Warriors and nominated as an awardee in the 5th Hong Kong Loving Hearts Campaign.

In addition, she loves writing Chinese articles and has written columns for an online magazine, hoping to encourage people who are suffering from adversity. From her life experience, students can see her resolute and optimistic spirit which is worthy of recognition and respect.

### Concept of Chan Cheuk-Ming's Video

Chan Cheuk-Ming is often called "Ming Gor". He is known for giving out free meals to the grassroots and the poor elderly. Though he is not a rich man, he did whatever he could to help those in need. His kindness has motivated a number of people who join hands with him in contributing to the society. Ming Gor and his team are ordinary people like us. Their kind act proves that irrespective of our age or our position, we can also try our best to help those in need if we wish to do so.

## Activity/Game

### [1] Lui Yip Kit-Ha, Cynthia

**Title:** 愛心捐肝 葉潔霞

(2018)

[Length: 21'51"]

1'28" Her childhood and reason of donation

3'15" The opinion of people around her

7'40" The risk of living donation

10'27" Sharing with the recipient

11'26" The pressure and pain she faced

17'23" Her religious belief and sharing

**Title:** 捐肝救胡校長 (2016)

[Length: 1'30"]

**Article:** 香港活體捐肝的大愛故事 (2017)

### [2] Kelly Tang, the Glassy Girl

**Title:** 「你是主角」第十九集

玻璃天使 (2016)

[Length: 27'32"]

1'51" Basic Information

4'44" Growing up and start learning

7'40" From university to the society

10'02" Comments from her ex-employer and friends

11'49" Joining volunteering services, falling in love

14'40" Restart with the support of her religion

19'16" Sharing of her life experience

**Title:** 「你是主角」第十四集

玻璃天使 (2016)

[Length: 2'29"]

### Concept of Mother Teresa's Video

Mother Teresa was renowned for her selfless spirit, love and care for the people. She established "Home for the Dying" to accommodate and take care of the ill who are at death's door. It shows that she really cared for the disadvantaged groups and took actions to help. She believed that the biggest misfortune of humanity was not poverty or illness, but the lack of help in the face of adversity. Mother Teresa's work has shown great love and care for the people and the society which responds to the key learning points of this Module. In addition, there are a lot of English materials in this case which are particularly suitable for non-Chinese students.

More details of the above cases can be found in the "Teacher's Reference" section of this toolkit on pages 88 - 89.

★ 5. Summarise as follows after watching the video:

- "It is more blessed to give than to receive". Helping others can bring us satisfaction and happiness spiritually.
- In our daily life, everyone needs help from the others, one way or the other; some disadvantaged groups in the society might need more help and care.
- According to the earlier videos and cases presented, even the disadvantaged groups can help themselves and others as long as they are perseverant enough. They can try their best to make contributions to the society.
- To help others, we can start with a tiny move: a warm regard to family or friends, a caring message, giving seat to others, a small donation, a simple volunteer service. Many little things can make a difference.
- Let's start from today.

Recommended time for video + teaching + discussion:  
about 5 - 10 minutes in total

### Activity/Game

#### [3] Chan Cheuk-Ming

**Title:** 明哥：我係補鑊佬(2017)  
[Length: 10'46"]

0'01" The situation of giving out free meals

3'36" Plugging the gap/  
impressive moment

5'53" Future planning

6'28" The belief of helping others

8'23" Words of the volunteers

9'38" Words of Ming Gor

**Title:** 明哥與他的後來者(2020)  
[Length: 3'42"]

0'01" Support of the volunteers

0'59" Thoughts of the volunteers

1'32" The joy of helping others

2'00" Taking action to help

2'25" Giving is a better blessing  
than receiving

#### [4] Mother Teresa

**Title:** 聖德蘭修女生平(2017)  
[Length: 6'48"]

0'01" Basic Information

0'46" Her brought up, believing  
in God

2'00" Set up organisation to  
take care of the poor

3'38" Set up Missionary Sisters  
of Charity

5'02" Passed away, her honour

**Title:** 德蘭修女安息的房間  
(2016)  
[Length: 3'59"]

0'02" Her room

1'13" "Home for the Dying"

2'28" Difficulties she encountered

3'06" The "Children's Home"



★ 6. Teachers can then start **[Activity/Game3]**, using daily life examples to bring out the message that even for something tiny, we will feel happy when we receive help from others.

After the activity, ask students to give some thoughts to the following: even a small gift can make us happy, for patients who are waiting for organ transplant, their joyfulness must be inevitable if they are able to start a new life after organ donation, as the organ recipient in the case of Lui Yip Kit-Ha, Cynthia **[Activity/Game2]**.

Recommended time for teaching + game:  
about 3 - 5 minutes in total

7. Then, point out that there are a lot of people/things around us that are worth caring and helping. We should not be too self-centred or selfish. Instead, we should show more care to the people around us, as well as the different community groups in the society. Give some simple guidance to students, such as:

- Show your concern and send regards to sick classmates/teachers
- Pay attention to the classmates who are absent, find out the situation and show your concern/send regards timely
- Helping classmates to solve problems in their homework
- Send regards to friends you have not seen/contacted for a long time
- Send blessings or small gifts to friends/classmates/teachers on a festival
- Send a blessing to friends/family members on their birthdays [through internet/mobile phone]
- Nod to a neighbour/security guard/janitor with a smile and say "good morning"

"A journey of a thousand miles begins with a single step", let's put words into action. Conduct **[Activity/Game 4]**.

### Activity/Game

#### ★ Activity/Game 3: Helping Others The Source of Happiness

Teachers can prepare a few small gifts, such as a ball pen/a pack of tissue/a mask etc.

- (1) Ask students if any of them has forgotten to bring a ball pen? Tissue? Or need another mask?
- (2) Teachers can then give out small gifts to those students who have expressed their need [draw lots if there are too many]
- (3) Then ask students about their feeling after receiving the small gift

#### Activity 3 Concept

Whoever we are, there may be situations that we need to seek help. It is happy to receive help from others.

- ★ 8. After distributing the “caring cards” (**Activity/Game 4**), ask students to fill it in. Instead of collecting the cards back, encourage students to put their care into action and hand the card to the one they care.

**Summary:** school is the epitome of our society. If we care for everyone and every tiny things around us, we can gradually influence our family and friends, the young and the old, and eventually help bring out the positive energy of our community, as well as a caring atmosphere in the society. We should note that this does not only benefit the disadvantaged groups, but the whole society.

Recommended time for teaching + game + summary:  
about 3 - 5 minutes in total

End here for Session 1 for non-consecutive lessons

## Activity/Game

### ★ Activity/Game 4:

#### Small Favor Big Reward

Distribute “caring cards” to students. Ask students to think of a person or a matter that they want to show their care for, then write down the following information on the card:

- (1) name of teacher, janitor, neighbour, senior, friend or classmate that they want to show their care
- (2) reason/benefit
- (3) the care they wish to deliver
- (4) completion date

#### Activity 4 Concept

A school is a mini-society. The Activity is to encourage students to put words into action and to deliver their care for others. It is hoped that students can put what they have felt, experienced and learned into actions, and start caring for their community, while at the same time feel the happiness of helping others.



## Session 2

9. Ask students whether they understand the work of a volunteer. Suggest raising the following questions:

1. What is volunteer service? [Volunteer service is a voluntary act of an individual or group contributing freely their own time and labour to provide service for people in need.]
2. Why do you want to participate in volunteer service? [Students can answer freely.]
3. What do you think are the requirements of being a volunteer? Can you fulfil these requirements? [Students can answer freely.]

Continue with **(Activity/Game 5)**, and show students the characteristics and nature of volunteer service. Point out that volunteer service requires some preparation work. Distribute the worksheets of **(Activity/Game 5)** and guide students to think about matters that need attention in volunteer service.

Use elderly services (meal delivery, cleaning and computer tutorial) as examples, ask students to answer the following questions in the worksheet, including things in common among the service recipients, things to pay attention to in communication, and preparation work before the service. After they finish the worksheet, pick some students to answer, and elaborate on the following:

### **(1) Things in common among the service recipients**

1. Living alone, feeling lonely with no companion
2. Physical condition: weak and perhaps mobility impaired
3. Have limited knowledge of information technology
4. Not much contact with friends, lack social life
5. Isolated from the society, low social engagement

### **(2) Things to pay attention to in communication**

1. Some elderly have poor hearing, do not speak too fast or too soft
2. Use simple expressions instead of complicated sentences
3. Try to avoid mixing Chinese with English words or new slangs
4. Avoid topics related to family, as that may trigger their negative emotion

## Activity/Game

### **Activity/Game 5:**

#### **Get Ready to be a Volunteer**

- (1) Distribute worksheets to students.
- (2) Remind students that they are going to provide service to elderly people. Ask them questions using meal delivery, cleaning and computer tutorial as examples.
- (3) Give students several minutes to think about the answers and finish the worksheet.
- (4) Pick students randomly and ask them to spell out their answers.
- (5) Teachers to summarise and supplement.

5. Some elderly may have poor memory and slow response, be patient when communicating with them; if they do not understand what you say, repeat and explain it clearly

### (3) Preparation before the Service

1. Contact the voluntary agency in advance
2. Check the service location and traffic arrangement, allow enough time for traveling
3. Wear casual clothing which suits the service, avoid anything extravagant
4. Bring items that suit the type of service, for example, cleaning tools for cleaning service, laptop for computer tutorial, etc.

Teachers are recommended to search for 「香港義務發展局 助人技巧篇」 on the internet for notes on skills in serving different community groups.

There are many different types of volunteer services. Apart from the above elderly service, teachers can introduce other types of service to students so as to improve their understanding on the subject. Other volunteer services/organisations include: service for ethnic minorities (Hong Kong Community Network), service for the disabled (The Neighbourhood Advice-Action Council), service for children with special education needs (Hong Kong Lutheran Social Service) etc. Apart from Agency for Volunteer Service, organisations such as The Community Chest of Hong Kong, Hong Kong Red Cross, Tung Wah Group of Hospitals, Po Leung Kuk, The Hong Kong Federation of Youth Groups, Chinese YMCA of Hong Kong, Hong Kong YWCA will recruit volunteers for their different areas of service.

On the other hand, the Hong Kong Institute of Volunteers under Agency for Volunteer Service will provide training for volunteers. Teachers may search for "Volunteer Link" on the internet (an online platform set up by the Hong Kong Institute of Volunteers) to find out more about ways to participate in volunteer service.

Recommended time for teaching + activity:  
about 15 - 20 minutes in total

## Activity/Game

### Activity 5 Concept

Let students think about and better understand the characteristics of volunteer service through simulating the preparation work involved. Using elderly service as an example, help students understand the needs of others and matters they should pay attention to, so as to prepare them for participating in volunteer service in future.

If time allows, play promotion video of Agency for Volunteer Service before explaining volunteer service to arouse interest of the students.

**Title:** 唔想DRY?! 嚟義務  
工作發展局登記做  
義工啦!! (2016)  
(Length: 1'23")



- ★ 10. After **(Activity/Game 5)**, ask students to share their feelings in preparing for the volunteer service. Then, point out that volunteer service and caring for the others is not only about giving (helping others). In the process of giving, we are getting something out of it (“helping oneself”), such as becoming happier and learnt to care about others. Teachers can then conduct **(Activity/Game 6)**. In the following examples, recommend to play Hui Pui-To, Sam’s video 「善火雄心。真。生命影響生命」 first, using the first part (0’01”-1’00”) of the video to bring out the message of “Helping Others is the Source of Happiness”.

#### Concept of Hui Pui-To, Sam’s Video

Hui Pui-To, also known as “Sam Sir”, is a retired Principal Fireman. When he was a child, his father had already taught him that “helping others is the source of happiness”. Sam Sir has devoted himself to his career and saved many people from danger. Although he was strong, there were times that he needed help from others. When he was told that he had serious liver disease and only organ transplant could save him, he fell to the nadir of his life. After Hui Pui-To recovered from the surgery, he rejoined his life-saving career and has a deeper understanding on the meaning of life. His father’s words, his own life journey and his fireman career have taught him the true meaning of happiness and blessing. His stories of helping others, contributing to the society and views on life are worth sharing with students.

### Activity/Game

#### ★ Activity/Game 6:

#### Self-motivated Care for the Society

If time allows, select different cases to introduce to students. The suggested videos can be found on the internet. Please refer to step 10 on the left for the concept of each case.

#### Activity 6 Concept

Through the real cases and examples, explain the importance of self-motivation which does not only help oneself but the others, and makes contribution to the society.

#### [1] Hui Pui-To, Sam

**Title:** 善火雄心。真。生命影響生命 (2020)

[Length: 7’16”]

0’01” His life attitude and value

2’14” Hui’s daily life after recovering from organ transplant

5’18” Outlook on life: with sense of appreciation

### Concept of Lai Chi-Wai's Video

Lai Chi-Wai had won many awards in the bun-snatching events of Cheung Chau, and so getting the nickname "King of Bun Snatching". His fitness was so good that he was also a world champion in rock climbing. However, in late 2011, a traffic accident forced him to live on a wheelchair for the rest of his life. Despite such a heavy blow, Lai Chi-Wai did not give up. He decided to start all over again and set a goal for himself, which also acted as an example for his son. He finally climbed up to the top of Lion Rock. His self-encouraging and persevering spirit has moved numerous people in Hong Kong and is worth sharing with students.

Recommended time for teaching + video:  
about 5 - 10 minutes in total

### Activity/Game

#### [1] Hui Pui-To, Sam

**Title:** 細味人情：復康之路  
下集(2019)  
[Length: 13'13"]  
[Recommended: 0"-8'11"]  
0'36" Introduction  
1'39" His father's remarks  
3'06" His life as a fireman  
4'18" Regaining his life after a  
serious illness  
6'08" His feeling after helping  
in the Sichuan disaster

#### [2] "The King of Bun Snatching" Lai Chi-Wai

**Title:** 谷底再攀獅頂 —  
黎志偉(2017)  
[Length: 10'35"]  
2'18" Learn to face adversity  
3'32" Starting a new life  
4'20" Decided to climb  
Lion Rock  
5'47" The journey and  
difficulties he faced in  
the climb  
8'01" Fulfilling the dream to  
reach the top  
9'59" His feeling and  
encouragement  
**Title:** Inspiring tale of  
paraplegic climber  
Lai Chi-wai (2017)  
[Length: 2'53"]  
(in Cantonese with  
English subtitles)



★ 11. There are many disadvantaged groups in Hong Kong that require supports, such as those suffering from chronic diseases, poverty and disabilities. Ask students what they can do to show their care. In fact, a card or a word of encouragement such as “Hang in there!” or “We have your back!” is already good enough to give them courage and support. Conduct **[Activity/Game 7]**.

Recommended time for game: about 5 - 10 minutes

12. **Summary:** Use questions to facilitate students’ reflection and briefly conclude the content of this lesson. Ask students the following questions:

- In our daily life, is there anyone around us who may need our help/care? (For example, parents, teachers, grandparents and other seniors, relatives, neighbours, classmates, etc.)
- How can we help them/show our care for them proactively? (For example, prepare food for parents, send regards through messages, collect homework for teachers, comfort classmates in low spirit, etc.)
- Have we paid attention to or tried to understand the disadvantaged groups in the society? (For example, people who suffer from poverty, disability, chronic disease, and those waiting for organ donation, etc.) How can we help them as a student? (For example, donating money, volunteer service, paying attention to people in need around us, etc.)

Recommended time for summary: about 4 - 5 minutes

**Conclusion:**

We can show our care for the society and help others by starting with something simple and small. A pin a day is a goat a year. We participate in volunteer service with an intention of helping the needy. The whole idea of contributing without asking for return and caring for others aligns with the spirit of selfless love in organ donation.

**Activity/Game**

**Activity/Game 7:**

**Caring & Cheering**

- (1) Distribute blank cards to students (or post-it in different colours)
- (2) Ask students to write some cheering words to show support to the disadvantaged group
- (3) Remind students that they can specify the people they wish to cheer, for example, “for those who are feeling low” and “for those who have fallen ill”, etc.
- (4) Collect the cards and post them onto the classroom bulletin board/blackboard. Take a picture as record/memory
- (5) Encourage students to set a date for sending the card to the target recipient

**Activity 7 Concept**

Use the caring cards to help students show their care to the others and encourage them to take action, with a view to deepening the concepts taught in the lesson.

## Summary of the Module

We live in a collective society, which can only progress and develop if we **respect, collaborate with and care for each other**. Caring is not an abstract idea but a form of actual work. Everyone can **start taking care of small things around us, help people in need and receive help when in need**. This is the **true meaning of social caring**.

This toolkit includes four Modules with many stories relating to organ donation. If time allows, teachers can share stories from other modules before and after teaching this module.



## Teaching Materials

### List of activity/game

#### Activity/Game 1

- Small Deeds Great Meanings – Game Card

#### Activity/Game 2

- Helping People Help Themselves, Care for the Society – Video Broadcast

#### Activity/Game 3

- Helping Others The Source of Happiness – Small Gift

#### Activity/Game 4

- Small Favor Big Reward – Caring Card

#### Activity/Game 5

- Get Ready to be a Volunteer – Worksheet

#### Activity/Game 6

- Self-motivated Care for the Society – Video Broadcast

#### Activity/Game 7

- Caring & Cheering – Caring Card



Small Deeds  
Great Meanings

**My experience of "helping others"**  
(describe in words or drawings)

**My feelings** \_\_\_\_\_

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**My experience of "being helped"**  
(describe in words or drawings)

**My feelings** \_\_\_\_\_

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Small Favor  
Big Reward

## Caring Card

The person/matter I want to care for \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reason/benefit \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The care I wish to deliver \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date to complete the caring action: \_\_\_\_\_





**Get Ready to be a Volunteer**

**Service recipients: elderly**

**Service nature: meal delivery, cleaning and computer tutorial as examples**

Answer the following questions.

(1) What are the things in common among the service recipients?

1. Living alone, feeling lonely with no company
2. Physical condition: \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

(2) What should be paid attention to when you communicate with them?

1. As some elderly have poor hearing, do not speak too fast or too soft
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

(3) What needs to be prepared before the service?

1. Contact the voluntary agency in advance
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



# "Caring & Cheering" Card

To \_\_\_\_\_ (write your cheering words below)

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# "Caring & Cheering" Card

To \_\_\_\_\_ (write your cheering words below)

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## Teacher's Reference

### • Lui Yip Kit-Ha [Living Donation • A Selfless Devotion]

◇ Living organ donation is not uncommon in Hong Kong. It is not the first choice for medical personnels because living donors have to bear a certain degree of risk in the surgery. Unless there are no other options, medical personnels would prefer cadaveric donation. Blood relatives are the first choice for living donation, as that could reduce the chance of organ rejection.

#### ◇ **The Great Love of a Liver Donation**

Nevertheless, there were some urgent cases in Hong Kong where living donors were non-blood related with the recipients. Such selfless spirit of sacrifice is a rare example in the utilitarian commercial world nowadays. Living donors are not necessarily tall and strong. A slim lady can help save life as long as she is eager to help.

Lui Yip Kit-Ha is a heroine who donated her liver to save a friend. In 2016, she showed her great love by donating organ to a non-blood related friend. Wu Man-Ming, the organ recipient, was the boss of her husband and a retired principal of Holy Trinity High School of the Episcopal Church. During the interview, Mrs. Lui told the media that she had only met Mr. Wu a few times before the operation. When Mrs. Lui visited Mr. Wu, he was painful and weak while his wife was crying. That triggered her desire to help and make the decision to donate her liver.

#### ◇ **Empathy for the Sick**

Many said that Mrs. Lui had done something great. She emphasized that it was not anything great but she believed that "it is a blessing to be able to help". In fact, Mrs. Lui had quite some physical problems when she was a child and even underwent a spine correction surgery, so she understands how much sickness can bother a person. That is exactly why she had no hesitation in donating part of her liver to save her friend. Mrs. Lui has lived up to and passed on the spirit of love by "helping others and oneself".

### • Kelly Tang, the Glassy Girl [More Help • More Understanding]

◇ Kelly Tang has a congenital disease named "osteogenesis imperfecta", which is also known as the "brittle bone disease". She has a small body like a 2-year-old; her arms and legs could not grow normally and would easily fracture; she cannot live as a normal person, nor receive formal education.

◇ Kelly did not give up. Instead, she showed her passion and perseverance in life. Not only did she attend the course of Bachelor of Arts in Chinese Language and Literature at The Open University of Hong Kong, she engaged actively in the society by visiting schools, churches, private and commercial institutes, as well as hospitals to promote the positive value of life.

◇ Kelly has opened a Facebook account to share her experience in life with the public. There are many enlightening words that deeply impress the readers. She said, "Only by accepting yourself, you can integrate into a community, have a happy social life and take a further step to get engaged in the society. With more help and understanding in the interaction between the disabled and able-bodied people, we can establish our own value and a real inclusive society..... it is a blessing to be loved or helped, but the true meaning of 'love' is to love and give blessings to the others."

◇ Kelly's words have shown her passion for life and care for the society. They are touching and a great ode to life.



• **Chan Cheuk-Ming (Sham Shui Po Ming Gor) [From the Grassroots • Helping Others and Oneself]**

- ◇ Chan Cheuk-Ming is often called “Ming Gor”. He is the owner and chef of a restaurant in Sham Shui Po, Kowloon. He became famous after the media reported his long practice of giving food to the disadvantaged and homeless people.
- ◇ Since 2008, Ming Gor gave out free meals to the grassroots and homeless people in the district. In the last 13 years, he and his volunteers continued giving out free meal boxes, with over 60,000 boxes distributed this year. His kindness has won the support of many volunteers and at the same time, inspired a number of people to join in the action to help others, by extending the service to other districts so as to help more people in the disadvantaged group.
- ◇ In the period of Covid-19 epidemic, though his business was affected, Ming Gor did not lay off any of his staff nor reduce their salary, but continued his action to help the grassroots.

• **Mother Teresa [Pursuing Dreams • with Gratitude]**

- ◇ Mother Teresa of Calcutta (August 26, 1910 to Sep 5, 1997) was a Catholic nun, a missionary and a charity worker.
- ◇ In Calcutta, she established the “Home for the Dying” for the dying poor people. Some were able to recover under Mother Teresa’s care, while others passed away in peace and with dignity. She would also teach the recovered people working skills so that they could start a new life.
- ◇ She once negotiated with the Israeli army and Palestinian guerrillas to secure a truce between the two parties and rescued several children from a hospital in the war zone.
- ◇ In 1979, her benevolence earned her the Nobel Peace Prize for her work undertaken in the struggle to overcome poverty and distress in the world.
- ◇ Mother Teresa believed that the biggest misfortune of humanity is not poverty or illness, but the lack of help in the face of adversity.
- ◇ With her faith, she lived up to her ideals and helped people in need. In her whole life, she established more than 740 hospices in 71 countries.

**Mother Teresa Quotes:**

- (1) Intense love does not measure, it just gives.
- (2) Give until it hurts.
- (3) Love begins at home, we should spread love as we enjoy its fruit.





Module 4

# Organ Donation

*Organ Donation: The legacy of Love*





## 1. Concept of the Module

This Module is the core part of the toolkit and an integration of the first three Modules. Module 4 let students understand the current situation of organ donation in Hong Kong, as well as the donation system and procedures. Students are expected to share the message and meaning of organ donation with their family and friends after they have obtained a fundamental understanding on the subject.

## 2. Key Learning Points (key points are marked with ★)

Learning Points	Steps	Activities/Games	Estimated Time
1. To understand the meaning of organ donation ★	1-4	1, 2	about 35 minutes
2. The current situation of organ donation in Hong Kong, the difficulties and misconceptions encountered. ★	1-3	1, 2	
3. To obtain a preliminary understanding of the “opt-in” and “opt-out” systems in organ donation	8, 9	5	about 10 - 20 minutes
4. To feel and understand the meaning of organ donation, and the difficulties and challenges faced by donors and recipient ★	5-7	3-5	about 35 minutes
5. To review the concepts of the previous modules, including: the importance of holistic health and wellness (Module 1); the values and meaning of life as well as positive outlook on life (Module 2); to love oneself and others and care for the disadvantaged groups (Module 3), and finally bring out the meaning of organ donation. ★	9	–	about 5 minutes

Recommended Teaching Steps  
2 sessions (35 - 40 minutes each)

Recommended to teach the core parts marked with ★ first. The parts without ★ can be skipped if there is not enough time.

## Activity/Game

### ★ Activity/Game 1:

#### Learning about Organ Donation

- (1) Distribute worksheet of quiz game to students, teachers may prepare google form themselves for use of students.
- (2) Allow 10 minutes for students to answer.
- (3) Invite students to speak out their answers, or indicate with a show of hands. If google form is used, the results can be presented all at once.
- (4) After giving out the answers, teachers can explain further on the respective topic.

#### Activity 1 Concept

The game is conducted in an interactive manner where students are first encouraged to think about the answers, followed by detailed explanation from teachers. It is hoped that students will have a better understanding on the subject through an interesting way of learning.

PowerPoint for Teaching



## Session 1

- ★ 1. **Warm-up:** Ask students whether they know what “organ donation” is and how much do they know about it. Let students answer freely. Conduct **(Activity/Game 1)**, after finishing the quiz, teachers can explain the key messages in detail under the following topics and directions:

### [1] Background Information on Organ Donation

#### [1.1] What is organ donation?

- **What are the functions of organs?** (Our organs have specific functions for maintaining daily operation of our body.)
- **Who needs organ transplant?** (Patients suffering from organ failure because of congenital or acquired diseases.)
- **Is it essential for patient with organ failure to receive organ transplant?** (For patient with organ failure, his/her organ is damaged by disease, leading to dysfunctioning of the organ. Medication can only act as a supportive treatment, and the patient can only recover with organ transplant.)

#### [1.2] Organs suitable for donation

- **Which organs/tissues are suitable for donation?** (Kidney, liver, lung, heart, long bone, cornea and skin)
- **Where do the organs come from?** (Living or cadaveric donation)
- **Which organs are suitable for living donation?** (Kidney and liver. Given that living donors are exposed to surgical risk, medical personnels do not normally encourage living donation when other options are available.)



## [2] Difficulties encountered in Hong Kong

### [2.1] Current situation

- **How many patients are waiting for organ transplant every day?** [There are more than 2,000 patients in Hong Kong waiting for suitable organs for transplantation every day. In 2020, there were only 42 cadaveric donors and 33 living donors in Hong Kong.]

### [2.2] Public perception

- **Do our traditional belief and culture support organ donation?** [Chinese people have a traditional belief that one must “keep an intact body after death”. That has brought about certain resistance to the promotion of organ donation.]
- **Are Hong Kong people more willing or less willing to donate their organs than people from other places?** [The donation rate in Hong Kong is rather low and comparable to that of other regions/ countries in Southeast Asia. There is a big difference when compared with some western countries with high donation rates, such as Spain and the United States.]

### [2.3] Misconceptions

- **Are patients not allowed to donate organs?** [It depends on the case. Some patients can donate their organs.]
- **Is there an age limit for organ donation?** [There is no strict age limit for cadaveric donation. In general, organs may be donated by a person as young as a newborn or as old as 75. For tissue donation, the age limit is below 80 for corneas, between 16 and 60 for long bones and 10 or above for skin. For living donation, donors must be aged 18 or above under the Human Organ Transplant Ordinance of Hong Kong.]
- **Once I register as an organ donor, the medical personnel will not save me if I am injured in an accident?** [Absolutely not. Medical personnels will try their best to save you.]
- **My religious belief does not allow me to donate my organs?** [Most religions encourage sharing or giving. Religions such as Buddhism, Taoism, Catholicism, Christianity and Islam recognize the spirit of organ donation and regard it as an act of benevolence and merit.]

### [2.4] Family's wish

- **Does the family of the deceased person have the right to object donating the organs?** [Even if the deceased has already registered as an organ donor, if the family members decide not to donate, the medical personnel will respect the wish of the family.]
- **Is family support important?** [It is very important. Even if the deceased was willing to donate, that cannot be done if the family of the deceased does not support the donation. On the contrary, if the deceased has not expressed objection to donating his/her organs when alive, the family can make the final decision on behalf of the deceased.]

### (3) System and procedures of organ donation

#### (3.1) Donation system

- **Are all deceased persons eligible to donate their organs?** [Currently, “brain death” is the criterion for cadaveric donation in Hong Kong. Only tissues such as corneas and skin are accepted from donors of cardiac death.]
- **What donation system is currently adopted in Hong Kong?** [The “opt-in” donation system is currently adopted in Hong Kong, which means that people who wish to donate their organs after death have to voluntarily register as an organ donor when alive.]
- **Are there other systems besides the “opt-in” system?** [Yes, there is another system called “opt-out”. The “opt-out” system assumes that people agree to donate their organs after death. Those who do not agree must register their wish not to donate organs when alive. Otherwise, they will automatically become donors in appropriate circumstances after death. The “opt-out” system is adopted in some countries, such as Spain and Singapore. There are two approaches under this system, the “soft” and the “hard” approach. In the “soft” approach, consent of the deceased family has to be sought irrespective of whether the deceased person has raised objection to donate when alive [as in Spain]. While under the “hard” approach, the decision made by the deceased when alive will be followed, and family members do not have the legal right to oppose to his/her decision [as in Singapore].]
- **How can we register as an organ donor?** [We can sign up at the Centralised Organ Donation Register (CODR) of the Department of Health as an organ donor. It can be done by registering at CODR website, or completing the registration form and submit it by post or fax to the CODR System Administrator.]
- **Is there an age limit for registering as a cadaveric organ donor?** [There is no age limit for registering as a cadaveric organ donor on CODR. However, make sure that you tell your family about your wish to donate organs after death.]

#### (3.2) Procedures of organ donation

- **What are the current procedures of organ donation?**

Recommend to make use of the donation procedure flowchart to help explain the process, refer to the “Teacher’s Reference” section of this toolkit on page 139.

[“Brain death” is the medical criterion for organ donation in Hong Kong. When a patient is suspected to be brain dead, organ donation can only be carried out after going through the following procedures:

1. Two senior doctors who have no relationship with organ transplant matters are required to conduct two separate tests to confirm the diagnosis of brain death;
2. Medical personnel inform an Organ Transplant Coordinator (OTC) and initiate communication with the patient’s family, providing support and counselling service;



3. Medical team assess and maintain the functions of the deceased's organs;
4. Consent of the deceased's family to donate organs is obtained;
5. Conduct relevant checks and matches to confirm the organs' suitability for donation;
6. Arrange for organ/tissue harvesting and transplantation;
7. Return the body to the ward;
8. The OTC accompanies the donor's family to bid the last farewell)

For more detailed information on organ donation, please refer to the "Teachers' Reference" section of this toolkit on pages 135 - 137.

For students who are interested in finding out more about organ donation, they are advised to visit the Organ Donation webpage of HKOTF and Department of Health.

Recommended time for teaching + quiz:  
about 20 - 25 minutes in total

2. After finishing the quiz, recommend teachers to play the video created by secondary school students **[Activity/Game 2]**. Ask students to pay attention to the messages involved.
- ★ 3. After watching the videos, ask students to share their feelings. Guide them to think and discuss, and bring out the right message about organ donation. The videos cover different key points, including:
  - [1] Champion 《舞·創奇蹟》** — At first, the female protagonist did not understand the meaning of organ donation. She believed that it was a respect to the deceased to keep their body intact. Later when she met her dance partner who regained his life because of organ transplant, she realized the value of organ donation. Teachers can focus on the change of mind of the

### Activity/Game

#### ★ Activity/Game 2:

#### Organ Donation • Love Continued

Recommend to watch the following award-winning videos of the "Love • Continued" Secondary Schools Short Video Competition organised by Hong Kong Organ Transplant Foundation (length of videos: about 3 mins).

#### Activity 2 Concept

The award-winning videos of the "Love • Continued" Secondary Schools Short Video Competition illustrate the understanding and feelings of the younger generation on organ donation, while at the same time carrying messages which allow teachers to discuss with their students and guide them to think about the meaning behind.

#### [1] Champion 《舞·創奇蹟》

With the video, explain the basic concepts of organ donation.

<https://youtu.be/OaL9cVI7JVw>

**Related to topics [1] and [2.2]**

female protagonist and explain that the true respect to her brother is to donate his organs. Teachers should also take note of the statement made by the male protagonist (the elder brother) when alive, that he just “wanted to help others” instead of “being a hero”. A simple thought of “helping others” can be a motivation for organ donation.

**(2) 1st Runner-up & Online Voting Award 《豬肝皆可》** — A family member of the female protagonist needed an organ for transplant, so she intended to find a doctor in the black market to carry out the surgery. Use this video to point out the importance of telling right from wrong, and not believing in hearsays. Students should learn the correct information about organ transplant and rectify misconceptions, such as the nature of organ donation which should not be regarded as a trade. Also, the use of animal organ for transplant as shown in the video is not medically feasible at present. It was to depict the problem of long waiting list and serious shortage of organs for transplant in Hong Kong in a sarcastic way. We need more willing donors to solve this problem.

**(3) 2nd Runner-up 《眼界》** — The protagonist suffered from corneal damage and could not see clearly. Fortunately, she was taken care of by her elder sister, who was very close to her. Later, her sister passed away and donated the corneas to her. She regained her vision after that. Teachers can focus on the true meaning of organ donation, which is to pass on love. Although the protagonist could no longer be looked after by her sister, through donation of her cornea, she passed on her love such that the protagonist can regain her vision and feel grateful for the rest of her life. This has demonstrated the true meaning of organ donation.

**(4) Merits 《彩虹橋》** — The female protagonist recalled a childhood memory when her father donated her mother's organs after she passed away. She did not understand at that time and was even resentful to her father's decision. When she later had to make a decision, she could finally understand why her father did that and realised the importance of family support in organ donation. With the video, explain the importance of family support and that we should stand in other people's shoes and respect the wish of the deceased to donate their organs and pass on their love.

## Activity/Game

### **(2) 1st Runner-up & Online Voting Award 《豬肝皆可》**

With the video, explain that organ donation is not a commercial activity and there is a serious shortage of organs for transplant.

<https://youtu.be/UYyNwMlhDvE>

**Related to topics (1.2), (2.1) and (2.3)**

### **(3) 2nd Runner-up 《眼界》**

With the video, explain that the meaning of organ donation is to pass on love.

<https://youtu.be/5LiVduNwrYA>

**Related to topic (1)**

### **(4) Merits 《彩虹橋》**

With the video, explain the general misconceptions and the importance of family support.

<https://youtu.be/TGAfs77U9S4>

**Related to topics (1) and (2.4)**

Teachers can also choose other award-winning videos:

**Merit 《現在有所改變》**

[https://youtu.be/Tfts\\_vtrtH2s](https://youtu.be/Tfts_vtrtH2s)

**Merits 《心願》**

<https://youtu.be/6dAb5Z2nIRU>



- ★ 4. **Summary:** According to the themes presented in the different videos, elaborate on the concepts about organ donation, and briefly summarise the relevant key learning points, including:
- A true respect to a deceased person is to pay respect to his/her wish. Elaborate on the following: **(related to topic 1 and 2.2)**
    - The spirit of self-sacrifice is a part of Chinese culture, there is no need to be obsessed with the idea of “keeping an intact body after death”
    - Most religions recognize the spirit of organ donation as an act of love
    - We should tell our family if we have the intention to become a donor
  - Acquire correct information about organ transplant. Elaborate on the following: **(related to topic 1 and 2.3)**
    - Clarify the misconception: Medical personnel will not delay treatment to a patient deliberately so as to obtain his/her organs
    - Clarify the misconception: Organ Donation will not disfigure the body of the donor
  - Donating organs is to pass on a legacy of love . Elaborate on the following: **(related to topic 1 and 1.1)**
    - Organ donation is meaningful as it helps people regain their life
    - Organ donation does not only serve the purpose of sustaining life, it represents a continuation of the meaning of life
  - The support and understanding of family members are very important in the process of organ donation. Elaborate on the following: **(related to topic 1 and 2.4)**
    - There are quite a number of cases in Hong Kong where donation of organ was unsuccessful due to objection from family members of the deceased. Therefore, those who wish to donate organs after death should tell your family about your wish.

Recommended time for teaching + video + student interaction: about 10 - 15 minutes in total

End here for Session 1 for non-consecutive lessons

## Session 2

★ 5. Question: We will encounter unpredictable situations from time to time in our daily life. Ask students what options they will choose when they come across the situations below in future. Conduct **[Activity/Game 3]**.

A. The medical personnel has confirmed that your recently deceased family member is suitable for organ donation. Would you be willing to donate his/her organs? What will you consider?

Possible considerations:

- The family member had already registered as an organ donor
- The family member had not registered but showed intention to become a donor
- The family member had not registered nor showed any intention to become a donor
- The family member upheld traditional values
- The family member loved helping others
- The recipient's identity is unknown

B. If a family member (parent/sibling) or close friend/classmate of yours suffers from organ failure and needs organ transplant, would you donate your organ as a living donor? Or, would you recommend him/her waiting for cadaveric donation? Why? What will you consider? Possible considerations:

- Risks and sequelae of the surgery
- Possibility of cadaveric donation
- Importance of the recipient (e.g., whether he/she is the breadwinner of the family)
- Personal health conditions
- Whether there are other potential donors
- Relationship with the family member/recipient

### Activity/Game

#### ★ Activity/Game 3: Crossroads in Life

- (1) Pick one scenario from A, B or C, or any other suitable scenario as teachers consider appropriate.
- (2) Divide students into groups according to their position, and ask them to discuss on the scenario. For example, form two groups under scenario A, with one "agreeing" to donate while the other "opposing".
- (3) Students in each group will write down their arguments of agreeing/opposing to donate. Facilitate the discussion and let students express their views.
- (4) Make a conclusion.

#### Activity 3 Concept

Encourage students to think about the actual situation of organ donation through the different scenarios, and to understand the difficulties and feelings of donors, recipients, and their families. They will learn that it is not easy to make a decision at a crossroads in life.



C. If someone else (for example, your mother’s friend or an unacquainted student of your school) suffers from organ failure and needs organ transplant, would you be willing to donate your organ to him/her? What will you consider? Possible considerations:

- Whether you know the recipient
- Your relationship with the recipient
- Risks and sequelae of the surgery
- Possibility of cadaveric donation
- Personal health conditions
- Whether there are other potential donors

[Teachers can adjust the roll-out of the game according to the actual situation. Teachers can also choose to use just one or all of the scenarios.]

Guide student to rethink: in a simulated situation **[Activity/Game 3]**, those who agree or oppose to donate must have their own reasons. For those who oppose, their decision may not be wrong and we should not exclude them.

**Recommended time for teaching + game:**  
about 15 - 20 minutes in total

★ 6. Point out that after the above activity, students may have a better understanding on the feelings of organ donors and their families, and the considerations behind a decision to donate organs to their family members.

In fact, many people are willing to donate their organs to save their family members when they need an organ transplant. However, there are certain people in the society who would donate their organs to a total stranger, which displayed the donor’s spirit of selfless love. There is also a young organ recipient who wish to repay his parents for raising him **[Activity/Game 4]**. The stories of Hui Sai-Man and Phan Thanh Vinh are worth sharing to students.

### Activity/Game

#### ★ Activity/Game 4:

#### Short Stories • Great Meanings

Recommend to watch the short videos of Hong Kong Organ Transplant Foundation.

#### [1] Hui Sai-Man, Simon

**Title:** HKOTF 香港器官移植基金會 – Simon

許細文 (2020)

[Length: 9’47”]

<https://www.youtube.com/watch?v=MqsqksyG89g>

0’00” There is still love in HK

0’30” Background of his donation

1’11” The process of liver donation and his thoughts

5’11” Hui’s feeling in the process

8’24” Doctor’s advice and appeal for support

### Concept of Hui Sai-Man, Simon's Video

Hui Sai-Man works in Customs and Excise Department. He donated his liver to someone he had never met. It was an act of love and a display of the brilliance of human nature. The stories about sacrifice, selflessness, and altruism that we read in books actually took place in our society, right beside us. This type of true story on good human nature is worth sharing with students.

### Concept of Phan Thanh Vinh's Video

Phan Thanh Vinh had congenital heart disease. Since his childhood, he was in and out of hospital and was not able to live a normal life. In waiting for organ transplant, his health condition deteriorated but he still faced it positively and continued with his education. He also received a lot of support from his classmates and friends. Phan's experience of hovering between life and death, and his delight after regaining a new life, may be able to echo with the pulses of students who are at similar age with him. After a number of years, he received heart transplant and was able to do exercise, to continue studying and plan for his future. He can finally live the life of a "normal" person.

Phan's case is also included in the other modules. Use it in this session if only this module is taught.

### Activity/Game

#### [2] Phan Thanh Vinh

**Title:** 一個生命鬥士的故事  
(2021)

(Length: 3'39")

<https://youtu.be/lbZvpFFQ6LI>

**Title:** 生命如此 唯有前行  
(2017)

(Length: 13'31")

<https://www.youtube.com/watch?v=S6W-he2LR1Q>

0'01" His school life and commendation

1'06" Difficulties in his daily life

1'56" His social and school life, his illness

8'35" The meaning of examination to Phan

9'45" Living with the disease, a rethink of his life

#### Activity 4 Concept

Let students see that the love of organ donation is not just empty words, it actually happens around us every day.



- ★ 7. After watching the video of Hui Sai-Man and/or Phan Thanh Vinh, conduct **(Activity/Game 5)**. Ask students to take note on the part describing how Hui Sai-Man decided to donate his liver (1:30 - 4:10). Guide students to think about what Hui had to consider before the donation: he is single and his parents have already passed away (no family burden), the families of other potential donors (caring for others) etc. Hui's case shows that living organ donation is not a simple decision. It involves rational and thorough considerations, and an emotional aspect of self-sacrifice spirit. For Phan Thanh Vinh, ask students to take note on the earlier part (0:01 - 1.55) of 「一個生命鬥士的故事」 which describes Phan's difficulties in his daily life. Though young, he was seriously ill and had to suffer badly both physically and mentally. However, in the long wait for organ transplant, he has maintained a positive attitude in overcoming the hurdles in life. His experience is worth sharing with students.

Recommended time for video + activity + teaching:  
about 10 - 15 minutes in total

### Activity/Game

#### ★ Activity/Game 5: Their Choices

After watching the videos of Hui Sai-Man and/or Phan Thanh Vinh, teachers can immediately carry out this Activity. Distribute the mindmap worksheet and explain how to complete it:

- (1) Ask students to find out Hui Sai-Man's and/or Phan Thanh Vinh's mentality/ personality/ challenges faced
- (2) Fill in the mind maps on the worksheet
- (3) Ask students to share their own views

#### Activity 5 Concept

With the help of the worksheet, let students stand in the shoes of the organ donors and recipients and give some thoughts to what they have gone through.

**Advanced Section** (Steps 8 to 9), teachers can choose whether to conduct the following section, if not, go straight to Step 10 for a conclusion.)

8. Conduct **(Activity/Game 6)** and briefly introduce the current organ donation system in Hong Kong — the “Opt-In” system:
- A voluntary approach where people who wish to donate organs after death would need to proactively register as an organ donor.
  - It is a system more widely adopted worldwide.
  - The shortcoming of this system is that people lack the initiative and did not feel the urgency to become a donor, thus the rates of registration and donation are rather low.
  - Family members still have the right to object even if the deceased has registered as an organ donor. If the family of the deceased objects, medical personnel will respect their final decision and organ transplant will not be conducted.
  - As the donation rate in Hong Kong has remained low, there has been discussion on “whether another organ donation system should be introduced into Hong Kong to improve the low donation rate”.

## Activity/Game

### ★ Activity/Game 6:

#### Opt-In ? Opt-Out?

Distribute the activity worksheet and ask students to read the comics and answer the questions.

- (1) There are two sets of comics on the worksheet, showing the “opt-in” and “opt-out” situations (without text descriptions)
- (2) Ask students to read the comics and point out the differences between the two situations (question 1 on the worksheet)
- (3) Ask students to differentiate the “opt-in” and “opt-out” situations by circling the corresponding answer (question 2 on the worksheet)
- (4) Show the answers and introduce the two systems

#### Activity A

#### “Opt-In” VS “Opt-Out”

#### Guess What

- (1) Distribute game cards with different country names (12 countries).
- (2) Students will guess which donation system is adopted by the country on their card.
- (3) Show the answers at the end.

This activity will show students that both systems are being adopted by different countries in Europe, America and Asia.



9. Some countries/regions introduce the “Opt-Out” system with a view to improving the number of organ donors. The features of such system include:
- This system assumes that people agree to donate their organs after death.
  - Those who do not agree have to register their wish not to donate when alive, otherwise they will automatically become donors after death.
  - There are two approaches under this system, the “soft” and the “hard” approach. Under the “hard” approach, the decision made by the deceased when alive will be followed and the deceased families do not have the legal right to oppose (as in Singapore). In the “soft” approach, irrespective of whether the deceased has raised objection to donate when alive, consent of the deceased family has to be sought before making a donation (as in Spain).

For more information about organ donation system, please refer to the “Teacher’s Reference” section of this toolkit on pages 138 - 140.

Recommended time for teaching + game + analysis:  
about 15 - 20 minutes in total

### Activity/Game

#### Activity B “Opt-In” VS “Opt-Out”

##### A Debate

- (1) Divide students into two groups to debate whether the “opt-in” or “opt-out” system is more suitable to Hong Kong. Let them express their views.
- (2) Remind students that the “opt-in” system is adopted in Hong Kong and they can pay attention to the unique conditions of the society/ culture of Hong Kong.
- (3) Make a conclusion.

##### Activity 6 Concept

Use an easy approach such as comics, game and debate to help students understand the controversial issues in the subject of organ donation.

★10. **Conclusion:** Review the knowledge on organ donation in this module:

### **Organ Donation**

- Organ donation has a long history in Hong Kong, and transplantation surgery is of a very high standard. Unfortunately, there is a serious shortage of suitable organs for transplantation.
- The organ donation registration service has been launched for many years, and it is very convenient to register online. However, the number of registration and overall organ donation rate remain low, and there is still a long waiting list for organ transplant.
- There were quite a number of cases where donation of organs was unsuccessful due to objection from family of the deceased.
- Enhance the education and promotion of organ donation to the general public, with a view to helping boost the number of registration and raise the organ donation rate.
- As members of the society, students can also contribute by sharing information about organ donation with their relatives and friends.

Teachers can then briefly review and summarize the overall concepts and key points of the four modules in this toolkit:

#### **• Holistic Health and Wellness**

- We should maintain our “physical”, “mental”, “social” and “spiritual” health and cultivate good habits in our daily life.
- A healthy lifestyle can help reduce the risk of suffering from illness and even organ failure, thus reducing the burden on our society (including medical and financial aspects).
- Everyone has the social responsibility to value their own health.
- Live healthily and you will be able to help people in need.

#### **• The Values of Life:**

- Donating organs is an action that pays due respect to the value of life.
- One’s life can inspire the other. We should respect and treasure our lives, set a goal for ourselves and learn to be grateful.
- Be positive in the face of adversity, seek help when necessary.
- Donating useful organs is also a way to cherish and make the best use of life.



- **Social Caring:**
  - Care for the disadvantaged groups in the society (such as patients with chronic disease or organ failure, disabled persons, elderly and the poor) and take action to help them.
  - Learn to share, and cultivate empathy and be helpful to others.
  - Helping others can make us feel joyful and blessed.
  - We live in a collective society, which can only progress and develop if we collaborate with each other.
  - Only a caring society can stay united and strong.
- **Organ Donation:**
  - If we are healthy, we would not add burden on the public health system and may even offer help to other people when in need. The core value of organ donation is to respect and cherish life, as well as an act to show our love and care to others, even strangers.
  - Organ donation has a long history in Hong Kong, and transplantation surgery is of a very high standard. Unfortunately, there is a serious shortage of suitable organs for transplantation. Though the organ donation registration service has been launched for many years, and it is very convenient to register online, the registration and donation rates remain low, and there are still many people waiting for organ transplant. There is still a long way to go for organ donation to become a culture in the society.

### Final conclusion:

Organ donation, a legacy of love. There is a long way to go and we would need the whole society to work together to make the organ donation promotion work more effective. The love and awareness of students are certainly the key to success.

Recommended time for teaching + conclusion: about 5 minutes in total

## Summary of the Module

This is the **core module** of this toolkit, and an integration and summary of the first three modules. It aims to **deliver the concepts and messages about organ donation**. The first three modules, “Holistic Health and Wellness”, “The Values of Life” and “Social Caring” all lead to the core topic of this toolkit — Organ Donation. It is also hoped that the moral aspects of the three modules can help students establish a positive outlook on life.

This module introduces the **current situation and system** of organ donation in Hong Kong through **teaching, games and activities**. We hope that students can obtain more knowledge on organ donation, have a better understanding on their roles and responsibilities, and be more willing to share information about organ donation with other people.



## Teaching Materials

### List of activity/game

#### Activity/Game 1

- Learning about Organ Donation – Worksheet

#### Activity/Game 2

- Organ Donation • Love Continued – Video Broadcast

#### Activity/Game 3

- Crossroads in Life – Worksheet

#### Activity/Game 4

- Short Stories • Great Meanings – Video Broadcast

#### Activity/Game 5

- Their Choices – Worksheet

#### Activity/Game 6

- Opt-In? Opt-Out? – Worksheet

#### Activity/Game 6A

- “Opt-In” VS “Opt-Out” Guess What – Game Card

#### Activity/Game 6B

- “Opt-In” VS “Opt-Out” A Debate – Debate



## Learning about Organ Donation

### I. Background Information on Organ Donation

- 1. Which of the following organs are suitable for living donation?**
  - A. Kidney, heart
  - B. Liver, pancreas
  - C. Kidney, liver
- 2. Please select the organs and tissues suitable for cadaveric donation.**
  - A. Heart, cornea, long bone
  - B. Kidney, liver, lung, skin
  - C. All of the above
- 3. Which of the following statement(s) about organ donation is/are correct?**
  - A. The surgical risk involved in cadaveric donation is lower than that in living donation
  - B. Organs for transplantation come from either living or cadaveric donation
  - C. Both are correct
- 4. A cadaveric donor can save the lives of up to \_\_\_\_ people.**
  - A. 7
  - B. 6
  - C. 5
- 5. Patients suffering from \_\_\_\_ will require organ transplant.**
  - A. Organ failure
  - B. Diabetes
  - C. High blood pressure



## II. Difficulties of organ donation encountered in Hong Kong

6. In Hong Kong, the organ with the greatest number of people awaiting transplantation is \_\_\_\_.
- A. Lung
  - B. Kidney
  - C. Heart
7. According to the most recent statistics, which of the following places has the highest organ donation rate?
- A. Singapore
  - B. Spain
  - C. Hong Kong
8. In 2020, how many people donated their organs in Hong Kong?
- A. 75
  - B. 183
  - C. 492
9. Generally speaking, what is the suitable age for cadaveric donation?
- A. There is no strict age limit
  - B. 18-40 years old
  - C. 41-60 years old
10. Which of the following situation is incorrect?
- A. There is no strict age limit for cadaveric donation
  - B. For a person who has registered as an organ donor, the medical personnel will still try their best to save his/her life in case he/she is injured in an accident
  - C. People with poor health are not suitable for organ donation



## Activity/Game 1

**11. In 2020, there were around \_\_\_\_ patients in Hong Kong waiting for suitable organs for transplantation.**

- A. 892
- B. 2761
- C. 1543

### III. Systems and procedures of organ donation

**12. Which of the following criteria is essential for cadaveric donation?**

- A. Having registered at the Centralised Organ Donation Register (CODR)
- B. Brain death
- C. Cardiac death

**13. Which of the following statement about the “opt-in” donation system in Hong Kong is incorrect?**

- A. If a person would like to donate his/her organs after death, he/she must register themselves as an organ donor when alive
- B. Even if the deceased has registered as an organ donor when alive, his/her family’s consent is still needed in order for organ donation to take place
- C. If a person has registered as an organ donor, he/she will definitely be able to donate his/her organs after death

**14. Which of the following statement about the “opt-out” donation system is incorrect?**

- A. This system is currently adopted in Hong Kong
- B. This system assumes that people agree to donate their organs after death. Those who object must register their wish not to donate their organs when alive
- C. Families do not have the legal right to decide whether or not the organs of the deceased should be donated



## Activity/Game 1

**15. In which of the following countries is the “opt-in” donation system adopted?**

- A. The United States, South Korea
- B. The United Kingdom, France
- C. South Korea, France

**16. In which of the following countries is the “opt-out” donation system adopted?**

- A. Spain, The United Kingdom
- B. Spain, The United States
- C. South Korea, Australia

**17. Which of the following factors will affect the priority of patients in waiting for organ transplant?**

- (1) Seriousness of the illness
  - (2) Age of the patient
  - (3) Compatibility
  - (4) Waiting time on the register
- A. (1), (2)
  - B. (3), (4)
  - C. (1), (2), (3), (4)

**18. At what age can people register to become organ donors?**

- A. There is no age limit
- B. 18 years old
- C. 21 years old

**19. In Hong Kong, which type of patients may act as cadaveric organ donors?**

- A. Brain death patients
- B. Cardiac death patients
- C. All of the above



**20. The legal age for “living donation” in Hong Kong is \_\_\_\_ .**

- A. 21 years old
- B. 18 years old
- C. 16 years old

**21. Which of the following organ donation system is currently adopted in Hong Kong?**

- A. Opt-out
- B. Opt-in
- C. Random selection

**22. How can we register as an organ donor?**

- A. By registering online at the Centralized Organ Donation Register (CODR) official website set up by the Department of Health
- B. By filling out the organ donation registration form, then post or fax to the Department of Health
- C. All of the above



## Learning about Organ Donation (Answer)

### I. Background Information on Organ Donation

1. C. Kidney, liver
2. C. All of the above
3. C. Both are correct
4. A. 7
5. A. Organ failure

### II. Difficulties of organ donation encountered in Hong Kong

6. B. Kidney
7. B. Spain
8. A. 75
9. A. There is no strict age limit
10. C. People with poor health are not suitable for organ donation
11. B. 2761

### III. Systems and procedures of organ donation

12. B. Brain death
13. C. If a person has registered as an organ donor, he/she will definitely be able to donate his/her organs after death
14. B. This system assumes that people agree to donate their organs after death. Those who object must register their wish not to donate their organs when alive
15. A. The United States, South Korea
16. A. Spain, The United Kingdom
17. C. [1], [2], [3], [4]
18. A. There is no strict age limit
19. A. Brain death patients
20. B. 18 years old
21. B. Opt-in
22. C. All of the above



**Crossroads in Life**

**Scenario A**

**The medical personnel has confirmed that your recently deceased family member is suitable for organ donation. Would you be willing to donate his/her organs? What will you consider?**

Possible considerations:

- The family member had already registered as an organ donor
- The family member had not registered but showed intention to become a donor
- The family member had not registered nor showed any intention to become a donor
- The family member upheld traditional values
- The family member loved helping others
- The recipient's identity is unknown

**1. Supporting arguments** \_\_\_\_\_

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**2. Objecting arguments** \_\_\_\_\_

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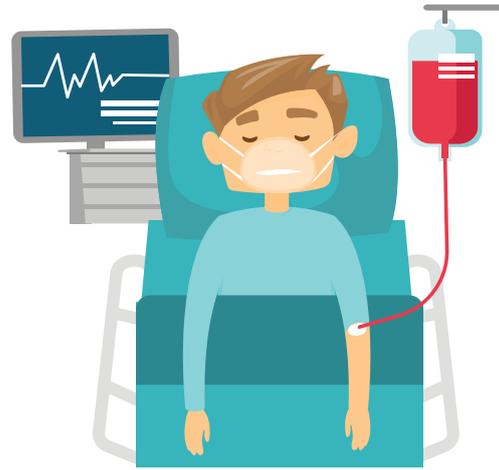
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## Crossroads in Life

### Scenario B

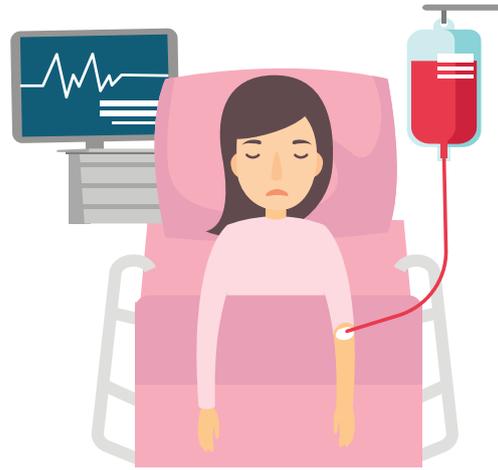
**If a family member (parent/sibling) or close friend/classmate of yours suffers from organ failure and needs organ transplant, would you donate your organ as a living donor? Or would you recommend him/her waiting for cadaveric donation? Why? What will you consider?**

Possible considerations:

- Risks and sequelae of the surgery
- Possibility of cadaveric donation
- Importance of the recipient (e.g., whether he/she is the breadwinner of the family)
- Personal health conditions
- Whether there are other potential donors
- Relationship with the family member/recipient

**1. Supporting arguments** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. Objecting arguments** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



### Crossroads in Life

#### Scenario C

**If someone else (for example, your mother’s friend or an unacquainted student of your school) suffers from organ failure and needs organ transplant, would you be willing to donate your organ to him/her? What will you consider?**

Possible considerations:

- Whether you know the recipient
- Your relationship with the recipient
- Risks and sequelae of the surgery
- Possibility of cadaveric donation
- Personal health conditions
- Whether there are other potential donors

**1. Supporting arguments** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2. Objecting arguments** \_\_\_\_\_

\_\_\_\_\_

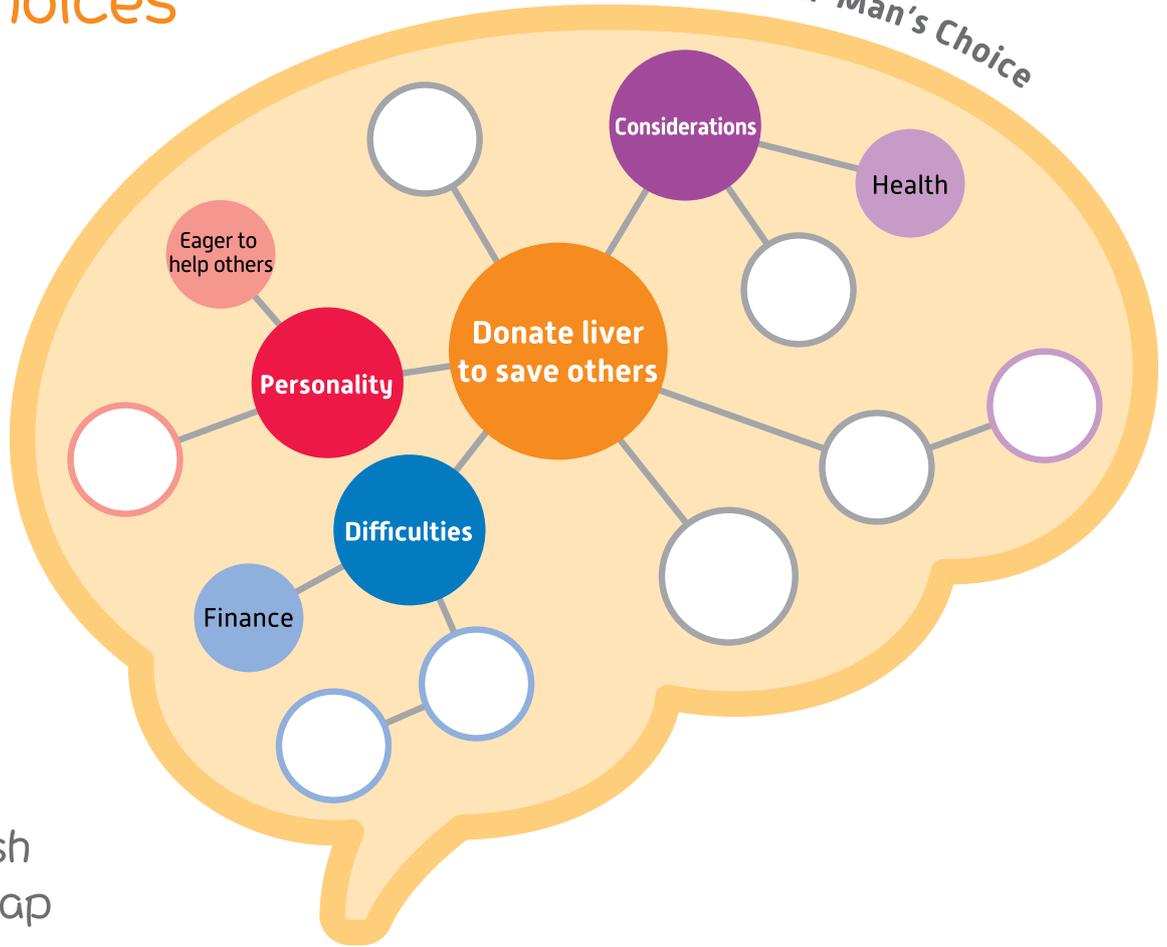
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Their Choices

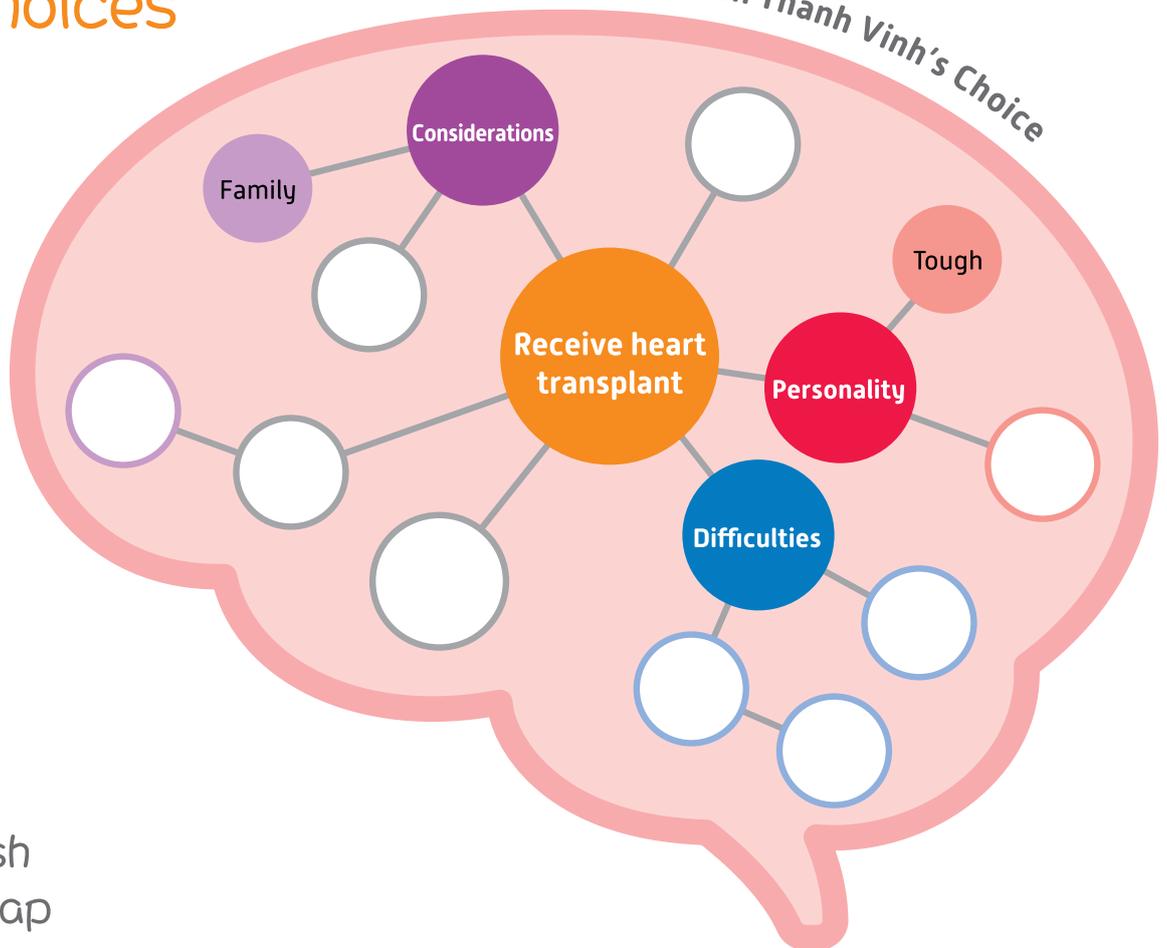
Hui Sai-Man's Choice



Please finish the mind-map

# Their Choices

Phan Thanh Vinh's Choice



Please finish the mind-map



Opt-In? Opt-Out?

Country/Place A



Country/Place B



1. Compare the two situations above.

Similarities: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Differences: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Circle the approaches adopted by the two countries/places above.

Country/Place A: Opt-In/Opt-Out

Country/Place B: Opt-In/Opt-Out



### Opt-In? Opt-Out? (Answers)

#### Country/Place A



#### Country/Place B



**1. Compare the two situations above.**

Similarities: Family members have to decide whether to donate the organs of the deceased person.

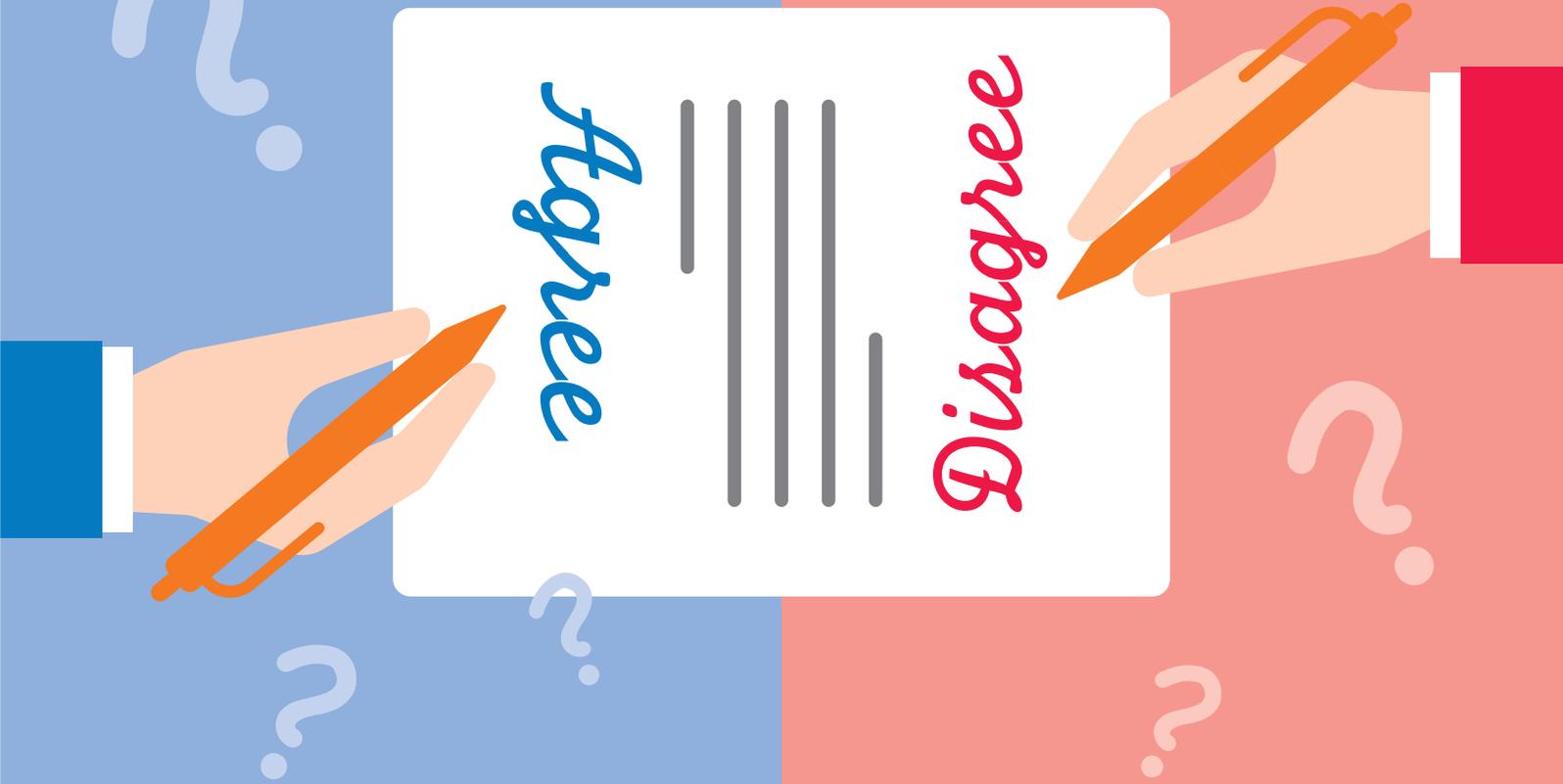
Differences: In Country/Place A, since the deceased person has not registered as an organ donor, the family member was not sure of his intention and did not donate his organs. In Country/Place B, as the deceased person has not raised objection to be an organ donor, his family decided to donate his organs according to his wish.

**2. Circle the approaches adopted by the two countries/places above.**

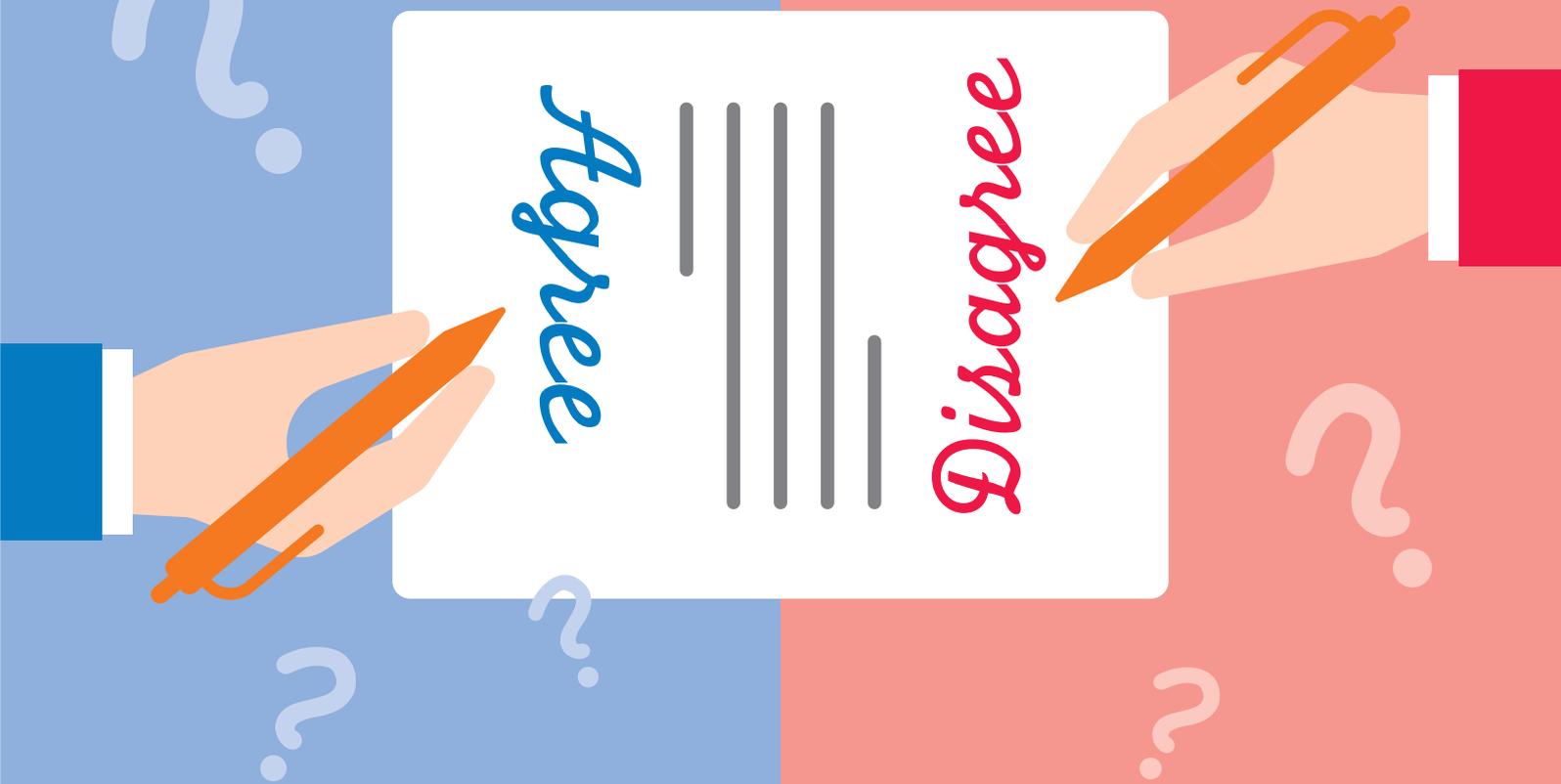
Country/Place A: Opt-In/Opt-Out

Country/Place B: Opt-In/Opt-Out

"Opt-In" VS "Opt-Out"  
Guess What



"Opt-In" VS "Opt-Out"  
Guess What



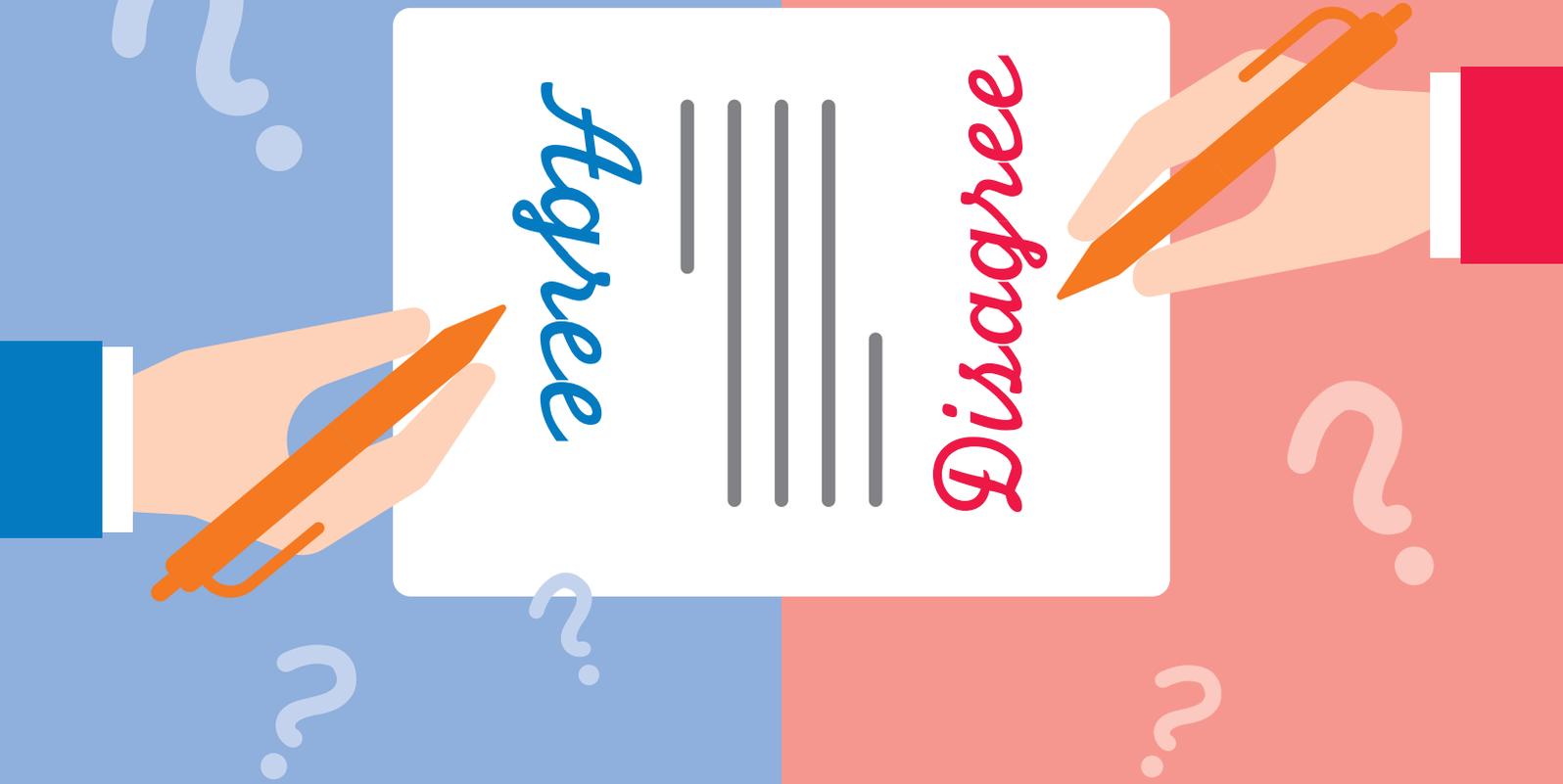


西班牙 Spain

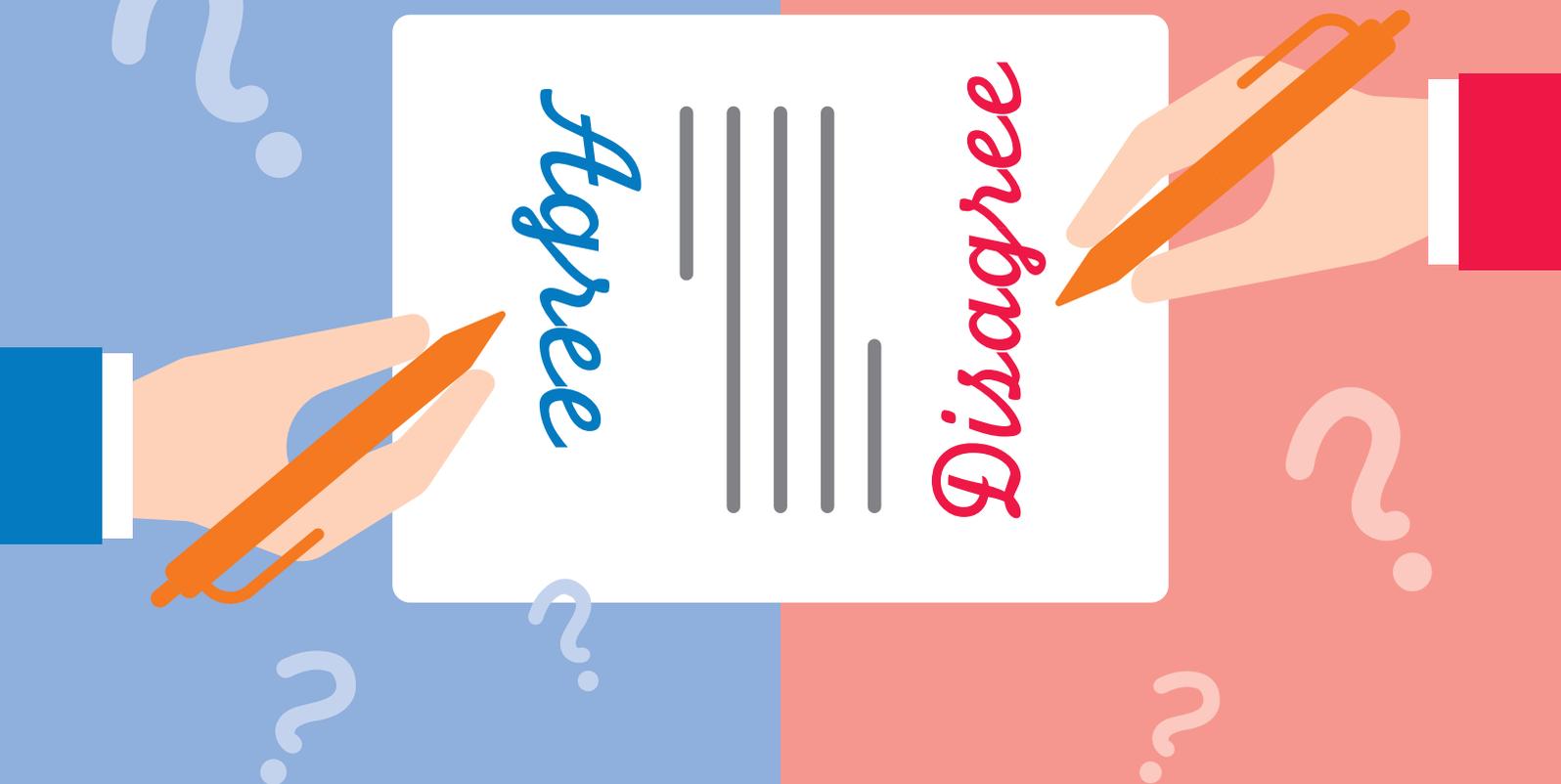


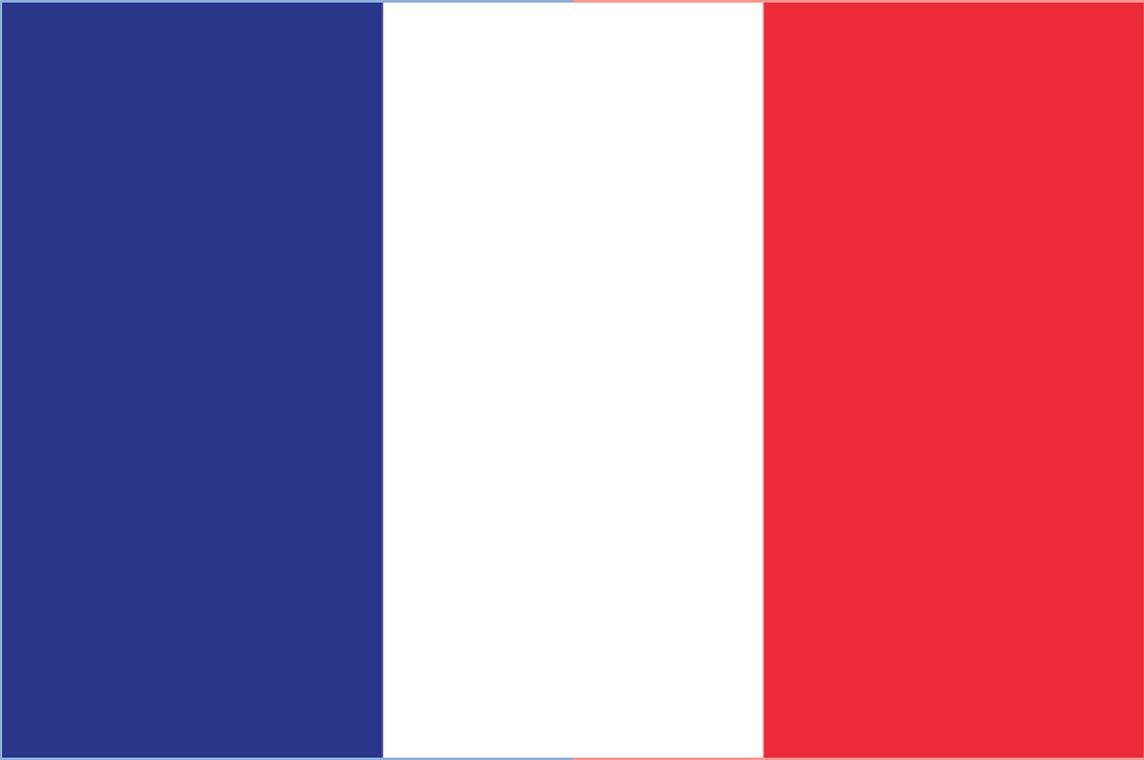
美國 USA

"Opt-In" VS "Opt-Out"  
Guess What



"Opt-In" VS "Opt-Out"  
Guess What



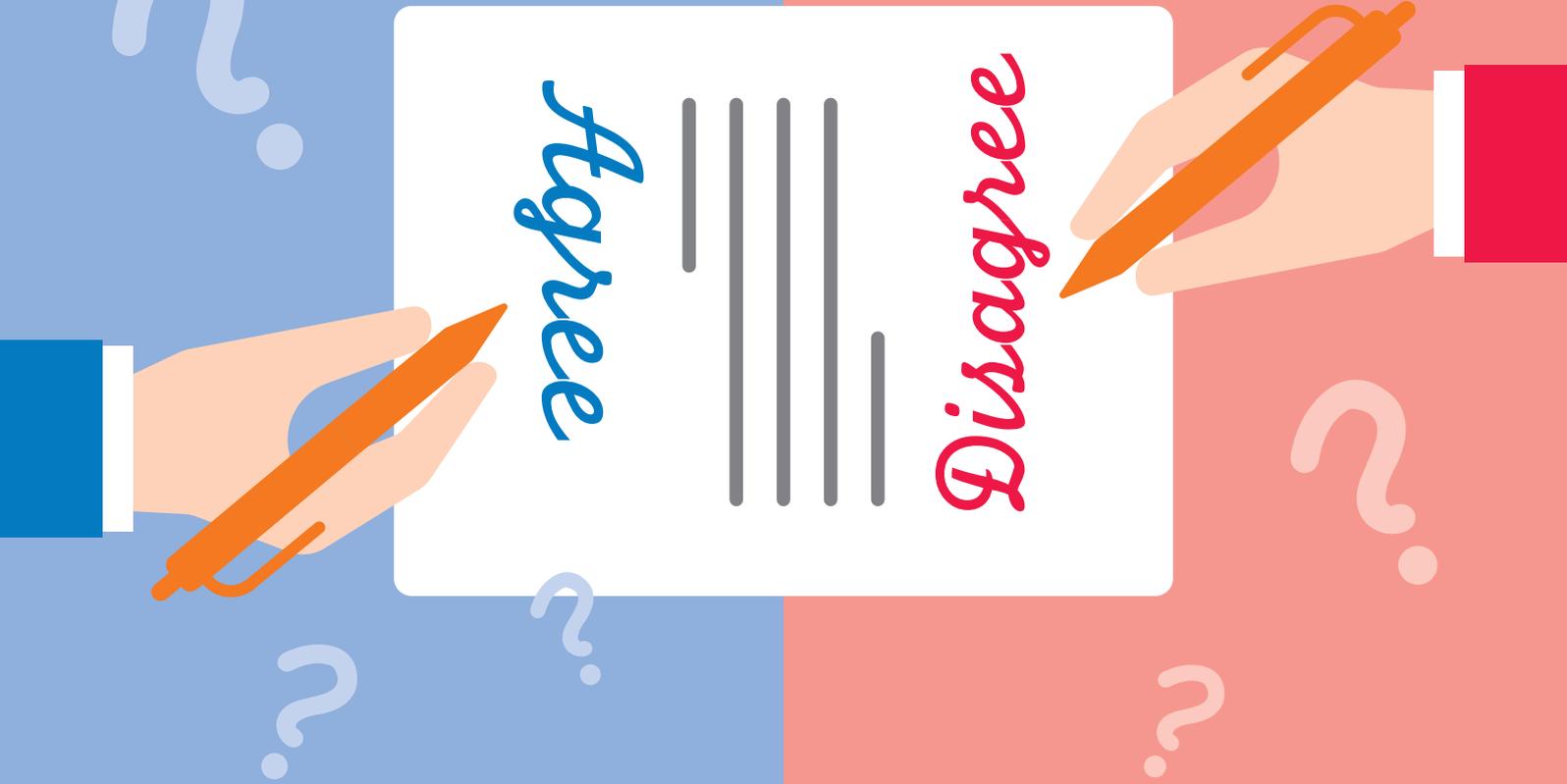


法國 France

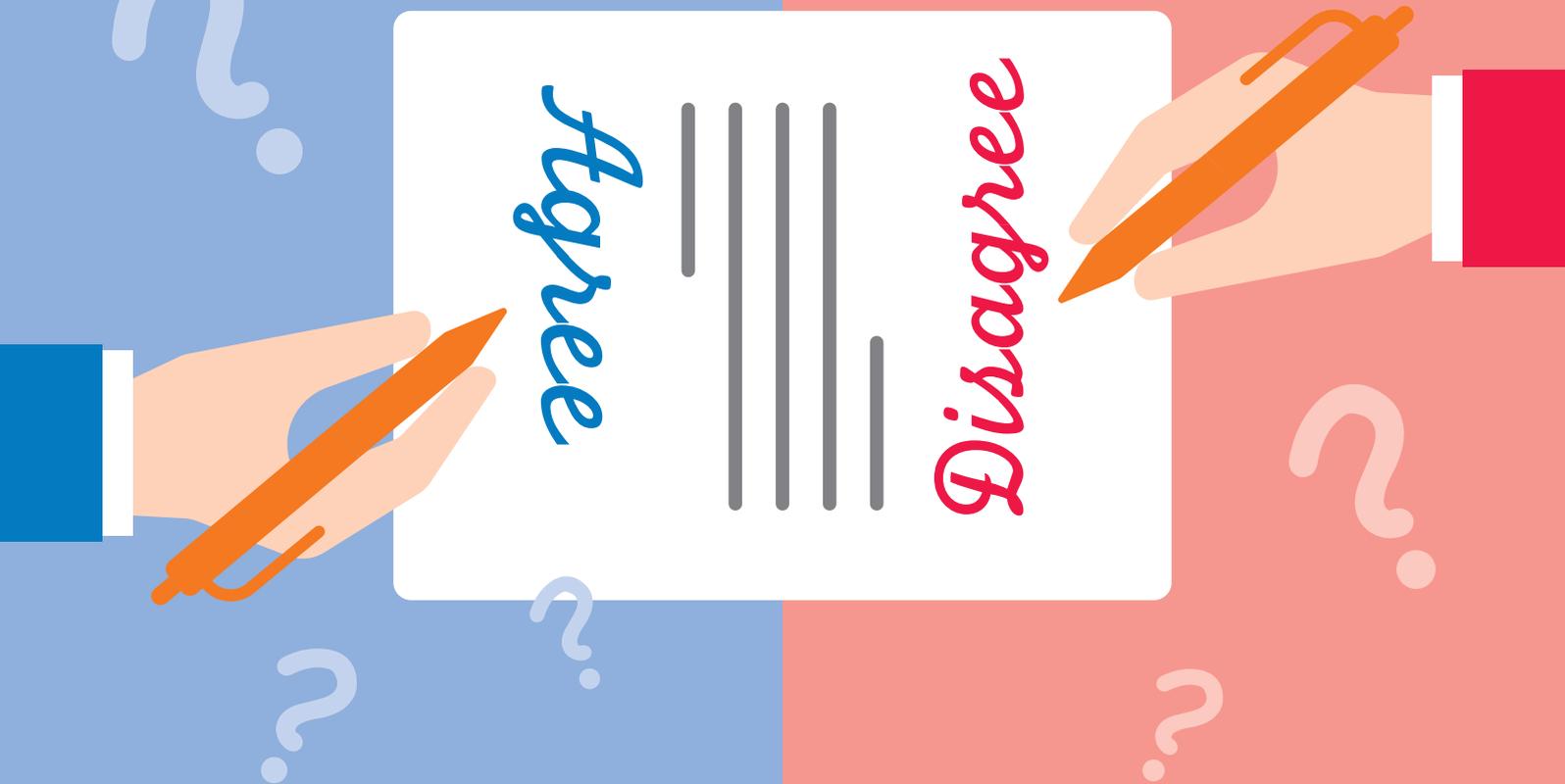


比利時 Belgium

"Opt-In" VS "Opt-Out"  
Guess What

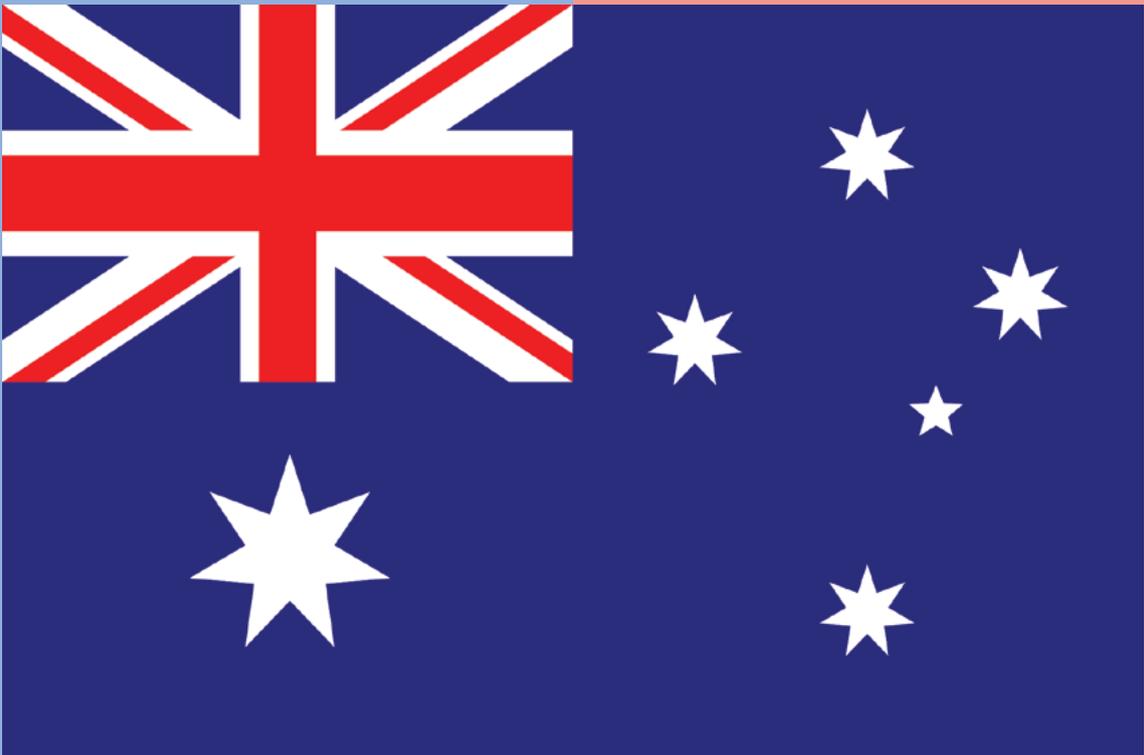


"Opt-In" VS "Opt-Out"  
Guess What



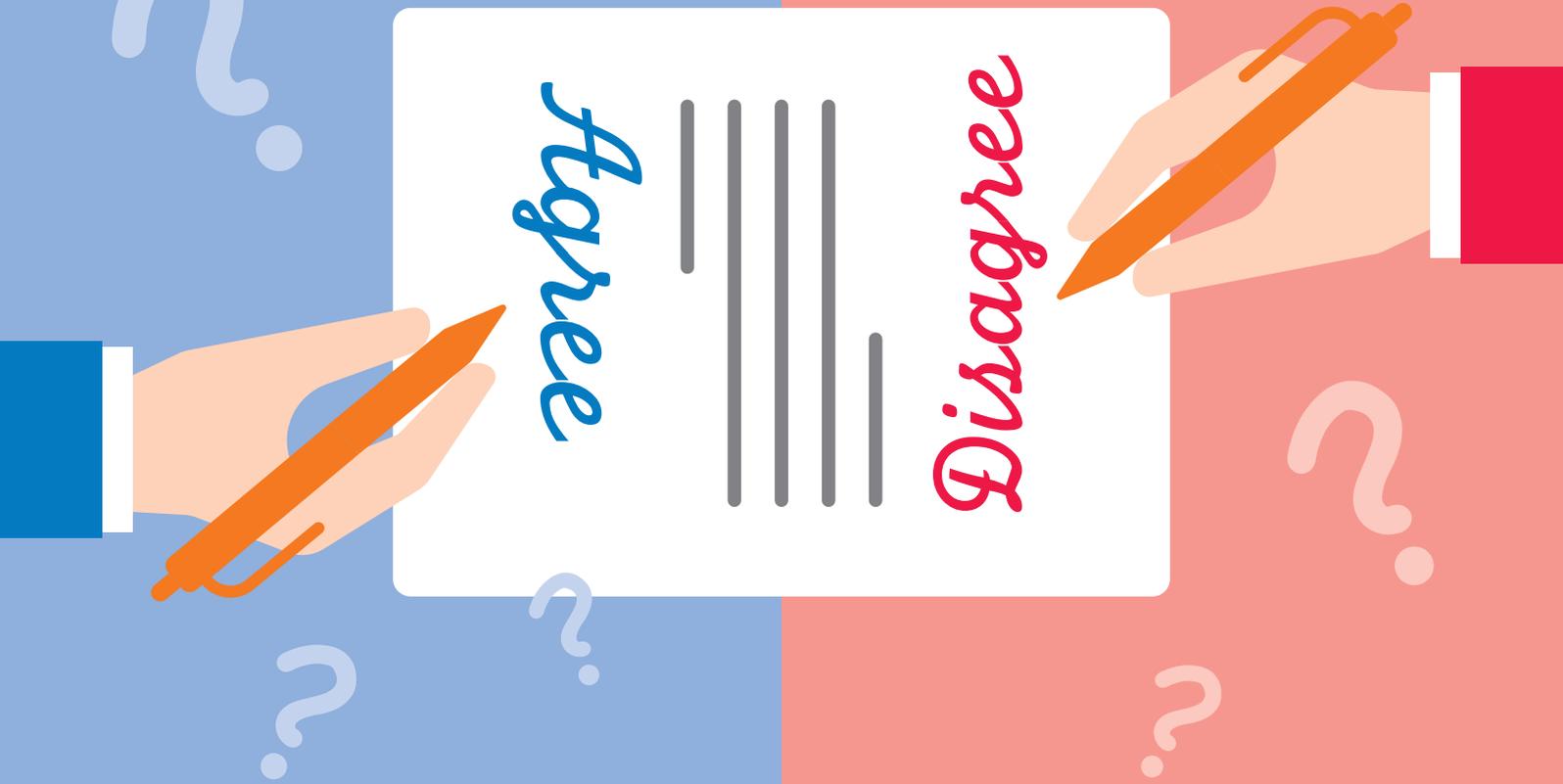


意大利 Italy

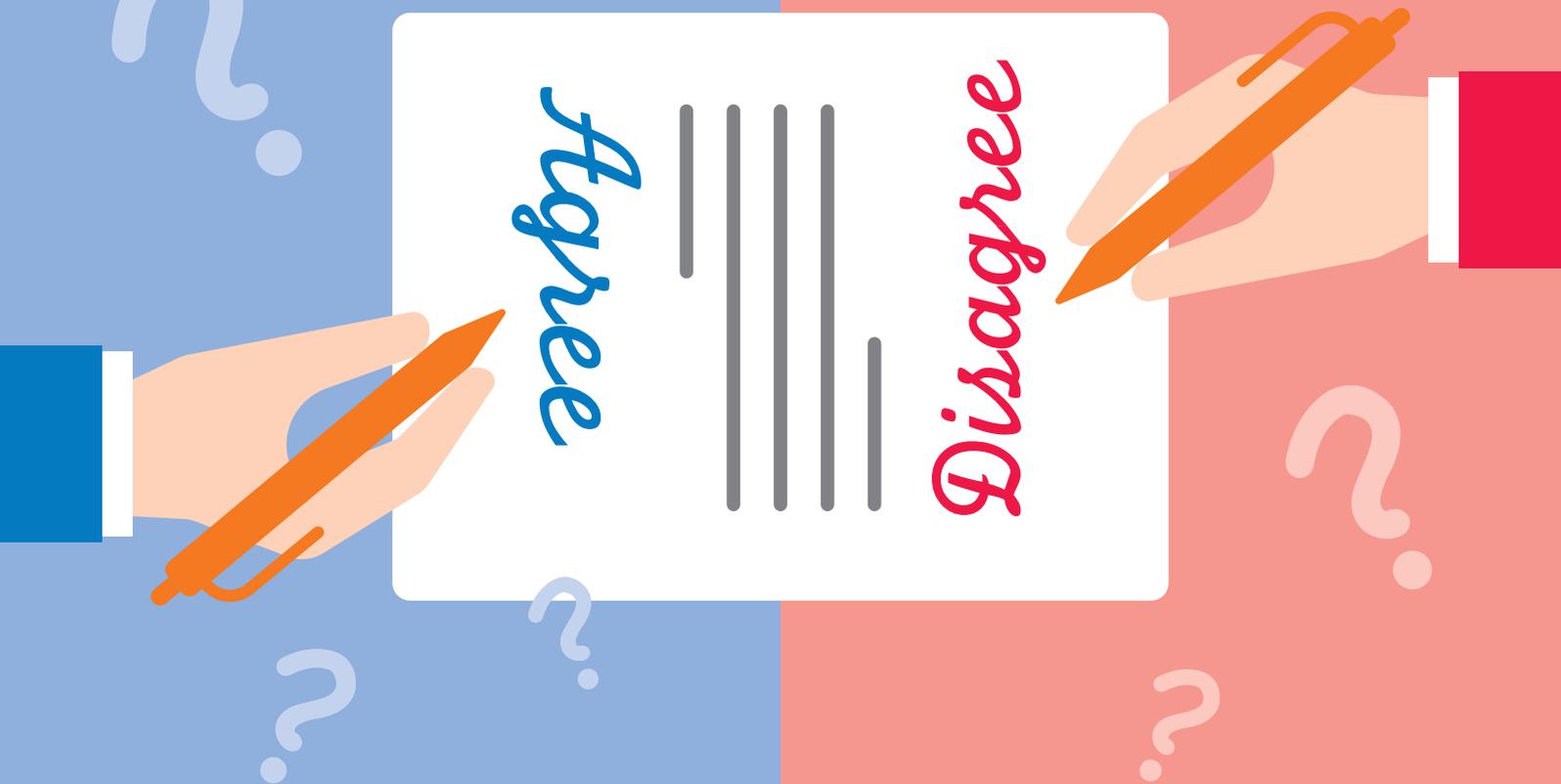


澳洲 Australia

"Opt-In" VS "Opt-Out"  
Guess What



"Opt-In" VS "Opt-Out"  
Guess What



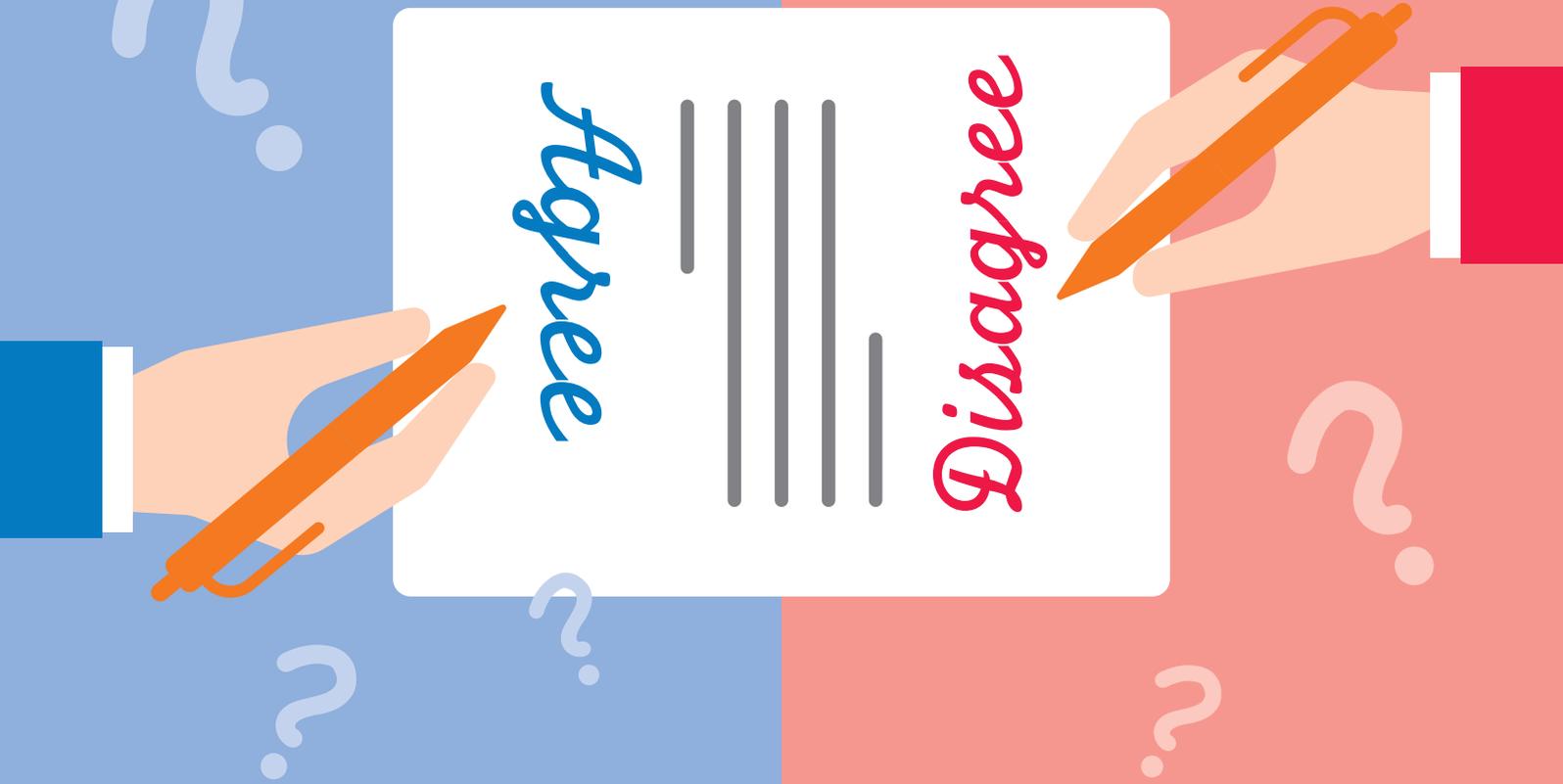


以色列 Israel

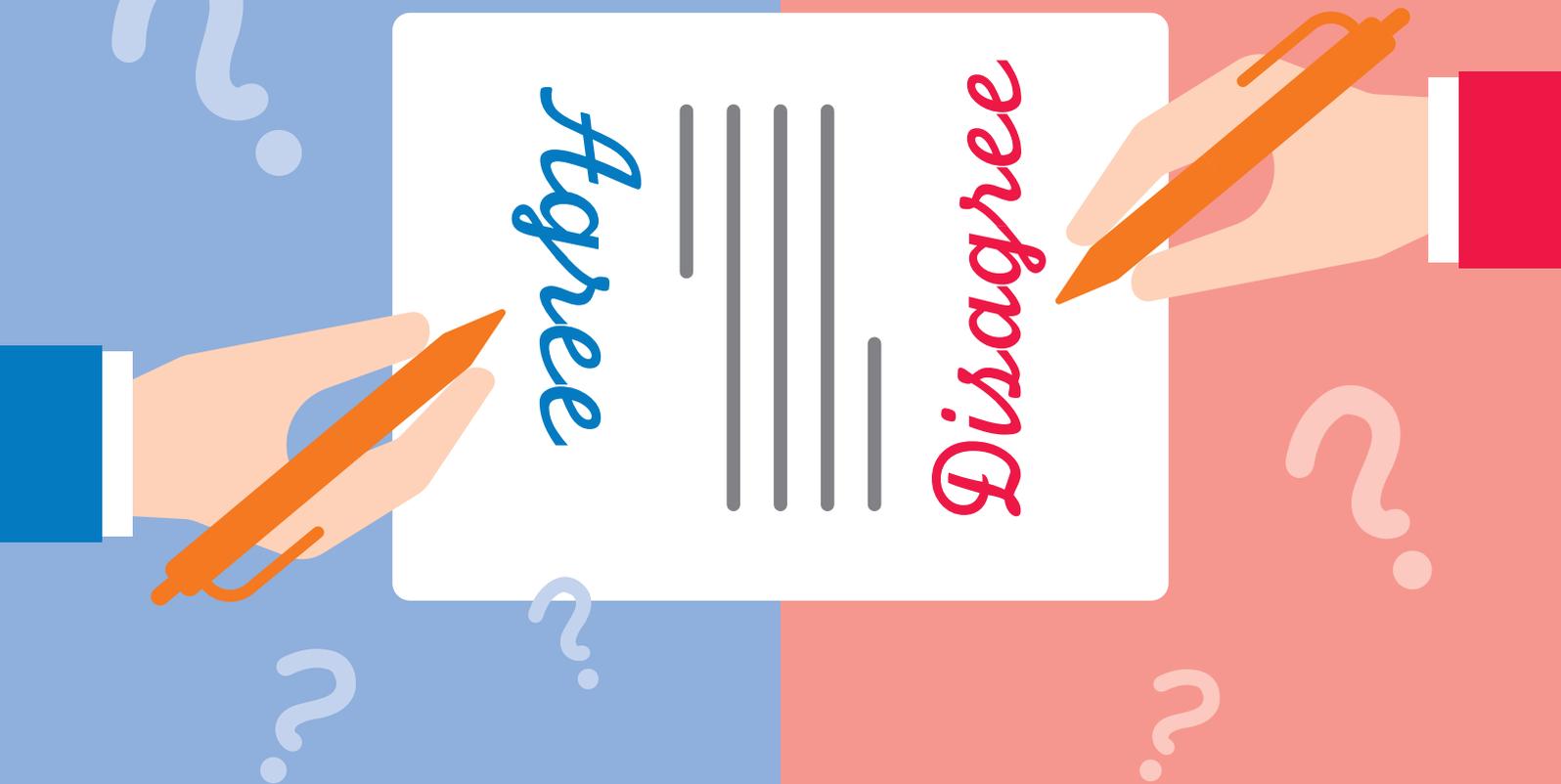


智利 Chile

"Opt-In" VS "Opt-Out"  
Guess What



"Opt-In" VS "Opt-Out"  
Guess What



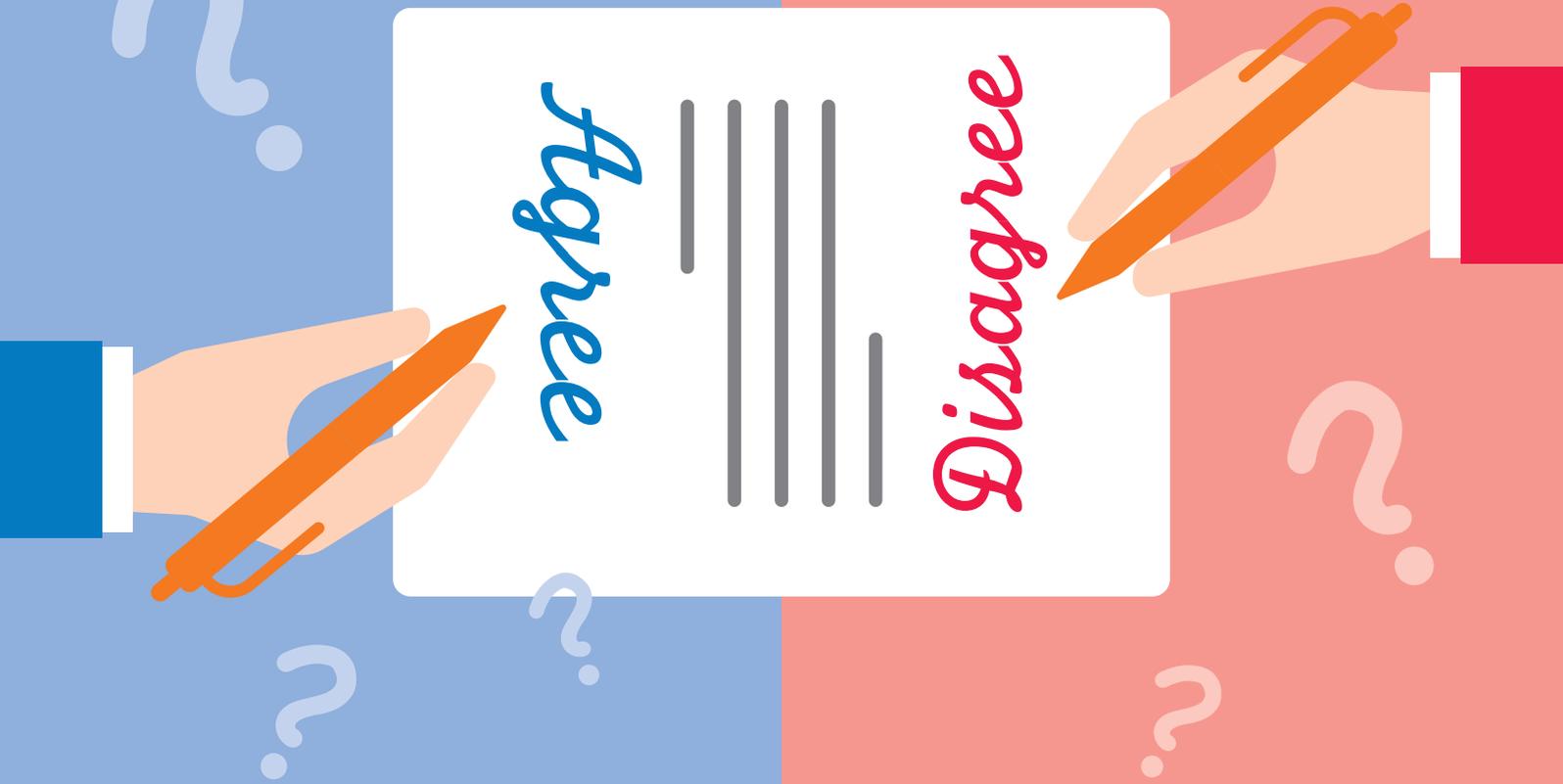


南韓 South Korea

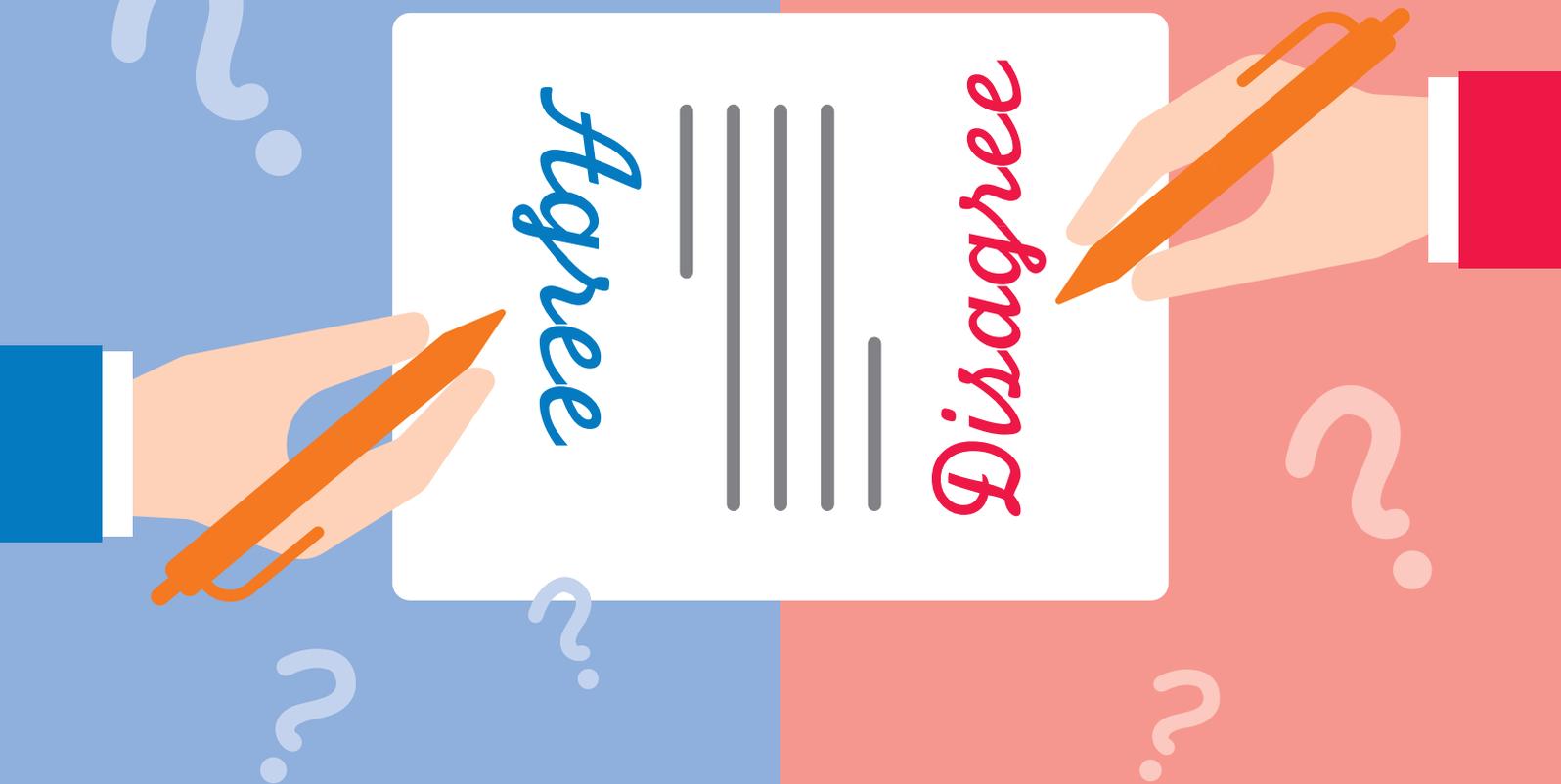


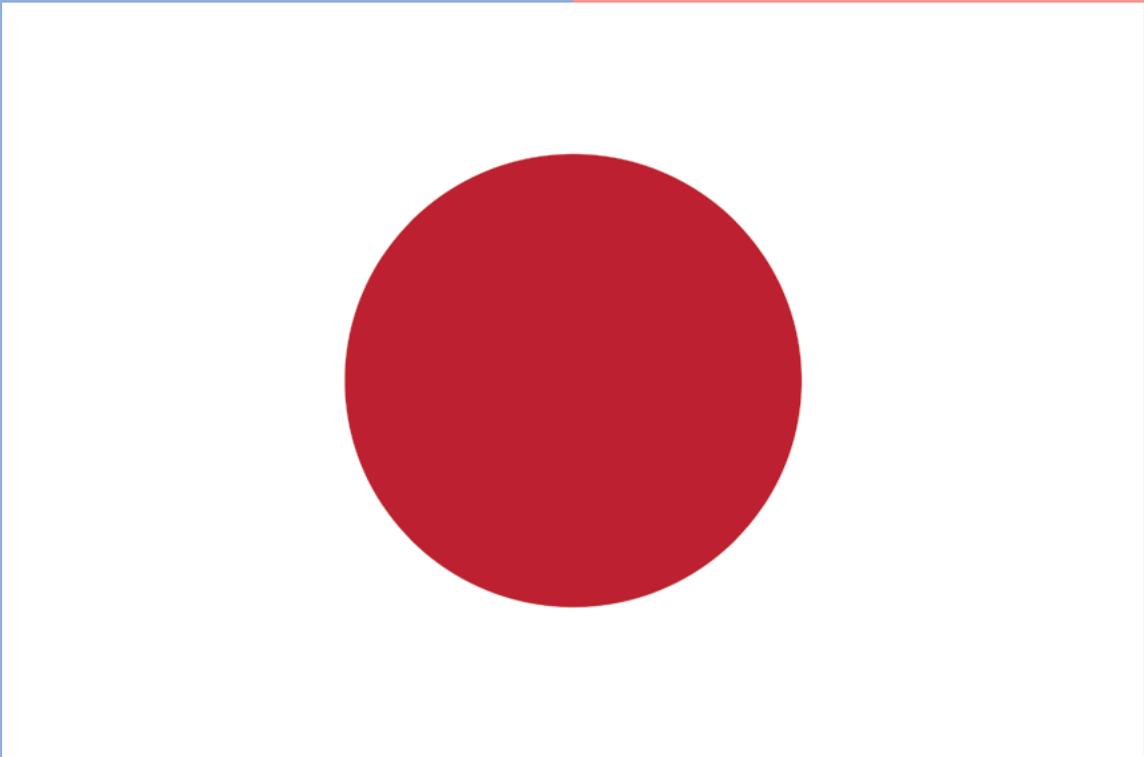
中國 China

"Opt-In" VS "Opt-Out"  
Guess What

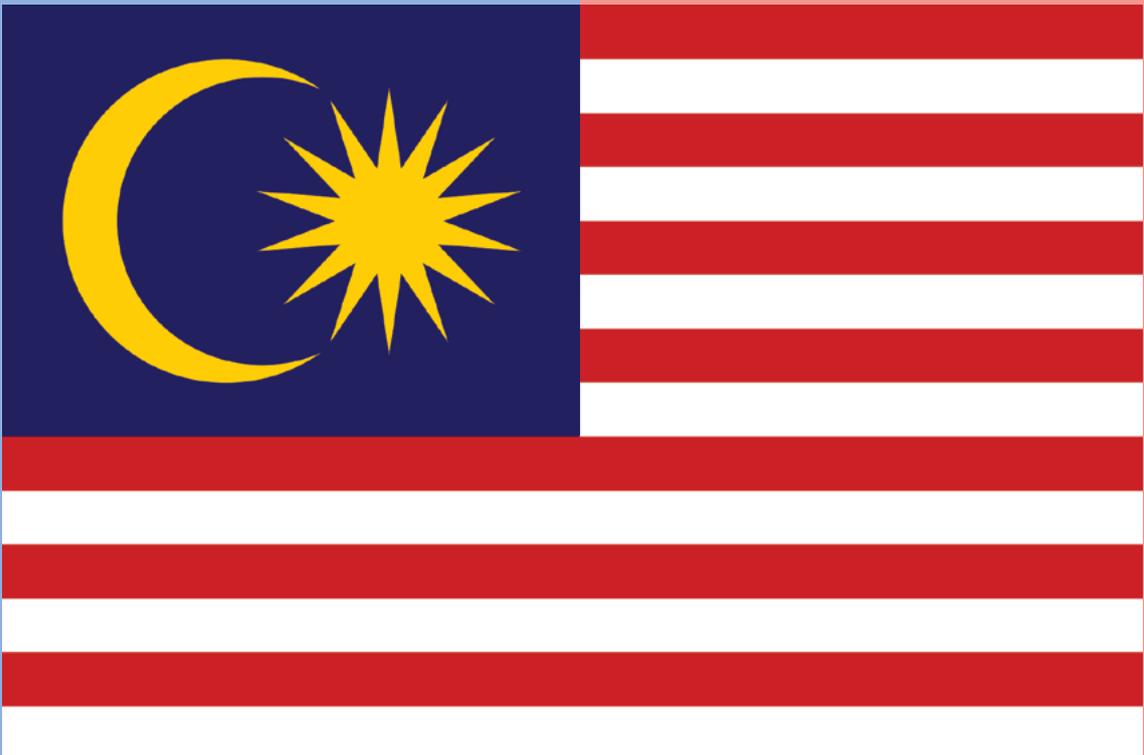


"Opt-In" VS "Opt-Out"  
Guess What





日本 Japan



馬來西亞 Malaysia



"Opt-In" VS "Opt-Out" Guess What (Answers)

Opt-In	Opt-Out
 USA	 Spain
 Australia	 France
 Israel	 Belgium
 South Korea	 Italy
 China	 Chile
 Malaysia	 Japan



## Teacher's Reference

### • Background Information about Organ Donation

#### ◇ The need for organ donation

Although there are a lot of medical breakthroughs in recent years, many diseases are still incurable, among which organ failure is one of them. When the function of an organ has deteriorated to a stage of organ failure where normal treatment methods are no longer effective, organ transplant would be the only hope for the patients. Organ transplant does not only help them regain their lives, it will greatly improve their quality of life. Without a suitable organ, patients can only struggle with the disease and rely on medical equipment and medicine to extend their life. Some patients will even pass away very soon.

#### ◇ Organs suitable for donation

Organs suitable for transplantation include heart, lung, liver and kidney. Some tissues can also be donated, including cornea, skin and long bone.

#### ◇ Sources for donation

Organs donated are coming from two sources, living donation and cadaveric donation. The organs suitable for donation are different under the two sources.

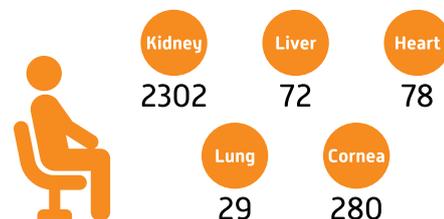
- Living Donation: Kidney and liver are suitable for living donation.
- According to the Human Organ Transplant Ordinance, living donors must be 18 years of age or above.
- The Human Organ Transplant Board was established under the Human Organ Transplant Ordinance to handle applications for living organ transplants, including cases where the donor and recipient are not blood-related, or a couple has been married for less than three years, or a blood relation which cannot be proved. The purpose is to prevent organ trading.

- Living donors have to bear the pain, the risk of complications and even death associated with the surgery. Therefore, the best way of organ donation is always cadaveric donation.
- Cadaveric Donation: Kidney, liver, heart, lung, cornea, bone and skin are suitable for cadaveric donation.
- Brain-dead patients donate their healthy organs or tissues to those with organ failure without compensation, so that the later can regain their lives. In such cases, the cadaveric donor was not subject to any risk.
- There is no strict age limit for cadaveric donation. In general, organs may be donated by someone as young as a newborn or as old as 75. As for tissue donation, the age limits are between 16 and 60 for long bones, below 80 for corneas, and 10 or above for skin.

#### ◇ Current situation in Hong Kong

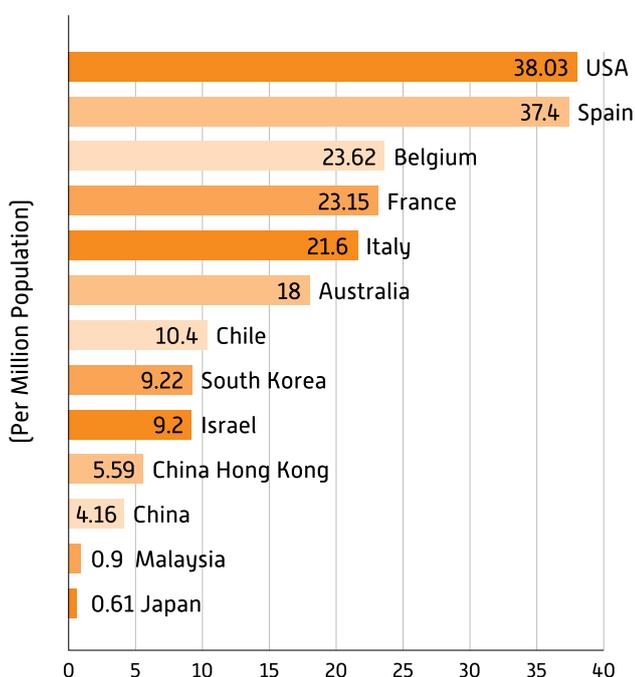
Everyday, there are more than 2,000 patients with organ failure in Hong Kong waiting desperately for organ transplants (figure below shows the waiting list for individual organ). Unfortunately, the cadaveric donation rate in Hong Kong remains low. There were only 42 deceased donors and 33 living donors in 2020. Quite a number of patients suffering from organ failure died while waiting for suitable transplants.

**No. of Patient Waiting for Transplantation  
(As at 31.12.2020)**



Despite the advancement of medical technology in Hong Kong, there is a serious short of suitable organs for transplantation. According to the International Registry in Organ Donation and Transplantation, Hong Kong is one of those regions with the lowest donation rates in the world, with only 5.59 donors per million population in 2020. There is a huge gap between Hong Kong and countries with high donation rates, such as Spain where the donation rate is 37.40 donors per million population.

**No. of Actual Deceased Donors Per Million Population in 2020**



◇ **Current system and procedures in Hong Kong**

▪ **Opt-in system**

The opt-in system is currently adopted in Hong Kong, which means that people who wish to donate their organs after death would need to proactively register as an organ donor when alive. However, even if a deceased person has registered as an organ donor, donation can only be done with the family’s consent. Therefore, people should tell their family about their wish to donate after they have done the registration.

▪ **Registration**

The Department of Health set up the Centralised Organ Donation Register (CODR) in 2008 to facilitate voluntary registration of prospective donors. The register can record the donor’s wish reliably and securely, and enables medical personnel concerned and the donor’s family to be informed of the deceased’s wish, so that the organs can be arranged for transplant efficiently. If you wish to become an organ donor, you may register through the methods below:

1. Register at the CODR website: [www.codr.gov.hk](http://www.codr.gov.hk), or
  2. Complete the registration form in the the organ donation leaflet, then submit by post or fax.
- There is no age limit for registration as an organ donor at the CODR, but it is important to inform your family of your wish.



### ◇ Organ Donation procedures

- “Brain death” is the medical criterion for organ donation in Hong Kong. When a patient is suspected to be brain death, the following procedures will be carried out:
  1. Two independent senior doctors who have no relationship with organ transplant matters are required to conduct two separate tests to confirm the diagnosis of brain death;
  2. Medical personnel inform an Organ Transplant Coordinator (OTC) and initiate communication with the patient’s family, providing support and counselling service;
  3. Medical team assess and maintain the functions of the deceased’s organs;
  4. Consent of the deceased’s family to donate organs is obtained;
  5. Conduct relevant checks and matches to confirm the organs’ suitability for donation;
  6. Arrange for organ/tissue harvesting and transplantation;
  7. Return the body to the ward;
  8. The OTC accompanies the donor’s family to bid the last farewell.

### ◇ Allocation mechanism

- Each organ has its own waiting list and scoring system. After verifying the state of illness, the patient will first register at the Centralised Organ Transplantation Register of the respective organ. The organ distribution order will then be determined by an established mechanism based on the patient’s score. Those with higher score will have higher priority. The scoring items include:
  1. Seriousness of the illness (higher score for more serious illness)
  2. Age (higher score for younger patients)
  3. Waiting time on the register (higher score for those who waited longer)
  4. Compatibility (higher score for higher compatibility)
  5. Health condition (lower score for poor general health condition)
  6. Comorbidity (lower score for those with complication of diseases)

### ◇ Common misconceptions

- The public have some misconceptions on organ donation due to a lack of understanding. For example:

1. There is an age limit for organ donation. We may be too old to donate organs.
  - ▲ There is no strict age limit for cadaveric donation. In general, everyone below the age of 75 are suitable organ donors, including newborn babies. As for tissue donation, the age limits are between 16 and 60 for long bones, below 80 for corneas, and 10 or above for skin.
  - ▲ For living donation, donors must be aged 18 or above under the Human Organ Transplant Ordinance of Hong Kong.
2. We cannot donate our organs or tissues as a patient.

Only very few people are refrained from donating their organs, such as those suffering from serious infectious disease and most cancer patients. Although cancer patients are in general not suitable for organ donation, they can still donate corneas after death (with the exception of lymphoma, blood cancer, bone marrow cancer and malignancies that involve the eye). In any case, the medical team responsible for transplantation will conduct assessment on each donor before deciding whether the organs are suitable for transplantation.

3. My religion does not support organ donation.

Most religions encourage sharing or giving. In fact, many religions such as Buddhism, Taoism, Catholicism and Christianity agree with the spirit of organ donation.

4. The appearance of the donor’s body will be affected by the removal of the organ.

In the process of organ transplant, the body will be treated with full respect by medical personnel and the incisions will be sutured properly. The incision will normally be covered by the shroud so as not to affect the appearance of the body.

## • Advanced Organ Donation Knowledge

### ◇ Opt-in and opt-out systems

#### ▪ Opt-in

- ▲ Under the “opt-in” system, people who wish to donate their organs after death would need to register proactively as an organ donor when alive. Many countries/regions adopt the “opt-in” system, including Hong Kong, Taiwan, the United States and Australia, etc.
- ▲ In Hong Kong, anyone who wish to become an organ donor can register at the Centralised Organ Donation Register (CODR) or carry an organ donation card. As the system takes a voluntary approach, some potential donors have not registered because they are too busy and do not feel an urgency to do so. As of 13 September 2021, 338,357 people had registered on the CODR, accounting for only about 4.5 percent of the total population.
- ▲ Even if the deceased has registered as an organ donor, family members would still have the final decision to donate or not. The medical personnel will respect the decision of the family. Organ donation will not take place without the family’s consent. The Department of Health has pointed out that over 90% of people are willing to donate the organs of their deceased family member if they are aware of such wish. Therefore, people should tell their family about their wish to donate after making registration.

#### ▪ Opt-out

- ▲ The “opt-out” system is adopted in other countries, including Singapore, Spain, France, Italy and the United Kingdom.
- ▲ Under this system, it is assumed that people agree to be organ donors after death, unless they have registered their wish not to donate when alive. There are “soft” and “hard” approaches under the “opt-out” system. The difference is whether the family can make the final decision.
- ▲ In the “soft” approach, the family has the final say. Consent of the deceased’s family has to be sought irrespective of whether the deceased person has raised objection to donate when alive. This approach is adopted by Spain, the United Kingdom and Croatia.

- ▲ In the “hard” approach, the decision made by the deceased will be followed and the bereaved families do not have the legal right to oppose. In this case, if someone has not registered his/her objection to donate when alive, the organs will be donated after death and there is no need to consult the deceased’s family. This approach is adopted in Singapore and Austria.

#### ▪ The Spanish experience

- ▲ The donation system is only one of the factors affecting the organ donation rate. The donation rate can be very different in places where the “opt-out” system is adopted. Using Spain and Singapore as an example, both adopt the “opt-out” system but Spain has the highest donation rate in recent years, with 37.4 cadaveric donors per million population in 2020. While in Singapore, the “opt-out” system was introduced many years ago but there were only 5.1 cadaveric donors per million population in 2010 [latest data available].
- ▲ In the 10 years since Spain introduced the “opt-out” system through legislation, the donation rate did not rise. Later in 1989, Spain established the National Transplant Organization to organise and promote organ donation matters, which then started pushing up the organ donation rate every year.
- ▲ According to the data released by the International Registry in Organ Donation and Transplantation (IRODaT), the rate of organ donation in Spain has increased sharply since the establishment of the National Transplant Organization, with the number of donors per million population rising from 14.0 in 1989 to 37.4 in 2020.

#### ▪ “opt-in” and “opt-out”

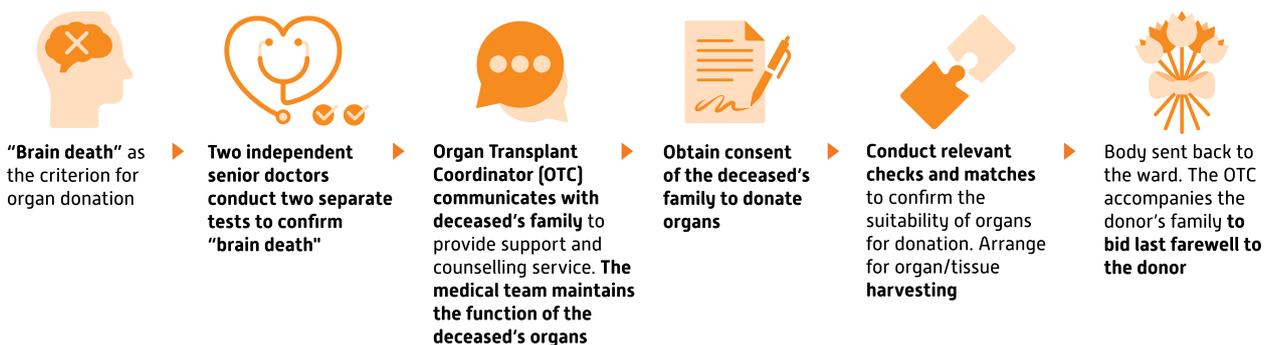
- ▲ Both systems are being used in many different countries, having different organ donation rates. In fact, no matter which system is adopted, we should try to promote and educate the public so that they can avoid the misconceptions, understand the need and meaning of organ donation. People will only be willing to become organ donors when they are convinced of the importance of organ donation.



◇ **Organ donation procedures**

- Currently, “brain death” is the criterion for cadaveric donation in most cases in Hong Kong. Only tissues such as corneas, sclera and skin are accepted from donors of cardiac death.
- Brain death refers to a condition where there is a complete and irreversible loss of a patient's brain stem function. The patient can only rely on medical equipment to maintain breathing and heartbeat. That is equivalent to death of the patient.
- When a patient shows signs of brain death, medical personnel such as doctor and Organ Transplant Coordinator (OTC) will make a preliminary assessment of the patient and contact the family to learn about the situation. If the patient's condition is likely to deteriorate, or if the patient has fallen into a deep coma, the hospital will send two senior doctors to conduct a brain death test.
- There are clear and strict rules for determining brain death, and two tests have to be conducted independently by two senior doctors who are not involved in organ transplant matters. The purpose of the test is to confirm that the patient's brain stem reflexes are completely lost and irreversible. There are two prerequisites for conducting a brain death test. Firstly, it should be confirmed that the cause of the coma is irreversible. Secondly, when the patient stops breathing on his own, other factors that might cause temporarily coma or loss of brain stem reflexes must be excluded. Only then, the 7 clinical tests of brain death shall be performed.
- When the doctors confirm that the diagnosis of brain death, the medical personnel will inform the patient's family and give them time to accept the fact. The OTC will take into consideration the emotions of the family and accompany them patiently to ease their grief. OTC will only introduce the idea of organ donation to the family when appropriate, and will respect their decision.
- If the deceased has already agreed to donate organs when alive, the medical personnel will explain the whole procedure to the family in detail. After they have a clear understanding, they will be asked to sign the “Organ Donation Consent Form” and confirm the organs or tissues that will be harvested. At this time, the medical personnel will maintain the operation of medical equipment such as the ventilator so as to ensure that the function of the organs can be kept.
- The transplant team will conduct a detailed examination of the condition and function of each organ. If the organ is suitable for transplant, it will be harvested in the operating theatre as soon as possible, and transported to the hospital where the transplantation is conducted. At the same time, the medical personnel will identify suitable patients in the Centralised Organ Transplantation Register and arrange examination for them at the hospital with a view to selecting the most suitable recipient for the transplant.
- The body of the deceased will be treated with full respect in the process and the incision will be sutured properly after the operation. The incision will normally be covered by the shroud so as not to affect the appearance of the body. The body will be returned to the ward after the operation. The OTC will then accompany the donor's family to bid the last farewell.

**Organ Donation Flow Chart**



#### ◇ **Organ Transplant Coordinator (OTC)**

- The Hospital Authority currently operates four major organ transplantation centres at Queen Mary Hospital, Queen Elizabeth Hospital, Prince of Wales Hospital and Princess Margaret Hospital respectively. There are OTC at each centre to coordinate organ donation matters. The Hospital Authority Eye Bank also has Eye Donation Coordinator who is responsible for cornea donor identification.
- OTCs are senior medical personnel who are responsible for matters relating to organ donation. They play a very important role in organ donation and transplant. Brain death, which can be caused by stroke, traffic or other accidents, usually occurs all in a sudden. Therefore, the family of the deceased will likely be emotional. The OTC will help ease their grief, provide support and counselling service, give them time to accept the fact, and accompany the deceased's family to bid the last farewell. At present, there are 9 OTCs, responsible for 43 hospitals in 7 clusters of the Hospital Authority in Hong Kong.

#### ◇ **Compensated donation**

- Apart from organ donation registration systems, other schemes employed to encourage organ donation are also worth exploring, such as compensated donation. Compensated organ donation means that people who are willing to be a living donor can receive some symbolic rewards.
- For example, in 2009, Singapore established the Kidney Live Donor Support Fund which provides kidney donors who have financial difficulties with a lump sum compensation and medical insurance related to kidneys.

- The Australian government also runs a live donor support program to help reduce the financial burden on donors. Noting that donors need time to recover after transplant operation and cannot work to earn their living, the government would reimburse donors for the costs involved in organ donation and pay a minimum wage of up to 342 hours to donors who are at work. This serves as a support to living donors, help relieve their financial burden in the recovery period, and at the same time an appeal to employers for their support.
- However, some people consider that compensated organ donation may obscure the genuine intention of helping others. It is controversial and may fall into a grey area morally. Hong Kong has all along adopted a donation system without compensation. People generally believe that donating organs is a spirit of love, and "compensated donation" may give people a wrong impression of organ trading. The medical care community in Hong Kong generally does not support such approach.
- In recent years, however, the Government has made some breakthroughs in paying tribute to deceased donors, which is more acceptable to the general public. In 2017, the Board of Management of The Chinese Permanent Cemeteries set up the "Endless Love - Healing Act" area at the Garden of Remembrance at Junk Bay Chinese Permanent Cemetery, where ashes of cadaveric donors can be scattered. Moreover, they put the donors' name onto a memorial wall to openly recognise their contributions to the end-stage organ failure patients and the society at large.
- In addition, the government built the "Garden of Life" at Kowloon Park to recognise the good deeds of organ donors and to pay tribute to them and their families. The garden has a distinctive landscape and architecture design. The pillars there are carved with the thoughts of donors' families, recipients and medical personnel, highlighting the theme of "lighting up your lives".

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