

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