

## Teacher Resource

# Kidney Day

### FOCUS QUESTIONS

1. Briefly retell Harrison's story in your own words.
2. What is one of Harrison's favourite things?
3. When Harrison was born, his kidney function was \_\_\_\_\_ %.
4. Why are kidneys important?
5. People need two kidneys to survive. True or false?
6. When Harrison's kidney stopped working, he had to go on to dialysis. What does that mean?
7. Which family member gave Harrison a kidney?
8. Why does Harrison need to take special medicine?
9. How did this story make you feel?
10. Send a message of support to Harrison on the BtN story page.

### ACTIVITY

The issues discussed in this activity may be difficult for some students, and teachers should attempt to anticipate and be ready to respond to a range of student reactions. Refer to BtN's [Upsetting News](#) page for support.

#### Remember and understand

- After watching the *Kidney Day* story, respond to one or more of the following questions:
  - How did this story make you feel?
  - What did this story make you wonder?
  - Think of three questions you would like to ask Harrison in the BtN *Kidney Day* story.
  - Leave a message of support in the comments section on the BtN *Kidney Day* story page.
- Why do you think it is important to hear about stories like Harrison's?
  - How does it help raise awareness about our kidneys, how they work and what can go wrong with them?
  - Think of three adjectives to describe Harrison's personality.
  - How has your thinking changed since watching this story?

### KEY LEARNING

Students will develop an understanding of organ donation and how it impacts on people's lives. Students will investigate the role of the kidney and urinary system.

### AUSTRALIAN CURRICULUM

#### Science – Year 5

Scientific knowledge is used to solve problems and inform personal and community decisions ([ACSHE083](#))

#### Science – Year 7

Solutions to contemporary issues that are found using science and [technology](#), may impact on other areas of society and may involve ethical considerations ([ACSHE120](#))

#### Science – Year 8

Cells are the basic units of living things; they have specialised structures and functions ([ACSSU149](#))

Multi-cellular organisms contain systems of organs carrying out specialised functions that enable them to survive and reproduce ([ACSSU150](#))

#### Health and PE – Years 5 & 6



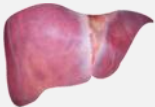



Plan and practise strategies to promote [health](#), [safety](#) and [wellbeing](#) ([ACPPS054](#))

## Apply and analyse







- Write a short description for the following keywords. Brainstorm any other keywords you think could be added to the list. Clarify students' understanding of the words/terms. Discuss as a group how these terms relate to the story. Students will use each word to form their own sentences.

Kidneys	Bladder	Excreted	Urea
Waste	Dialysis	Transplant	Organ

- Below is a table of human internal organs that can be transplanted. Research how each of these organs function, why someone might need an organ transplant and any difficulties with organ transplants. Complete the table with your findings for each internal organ.

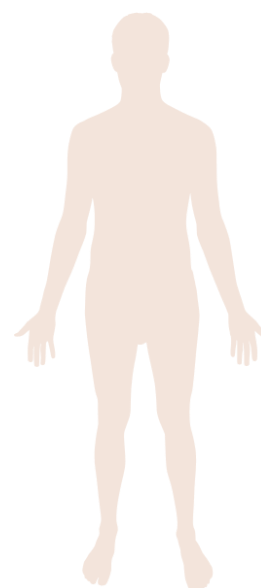
Internal organs	Give a simple description of how the organ works	Why might someone need this organ transplant?	Are there any difficulties with transplanting this organ? Describe.
 Heart			
 Lungs			
 Liver			
 Pancreas			
 Kidneys			
 Intestine			

- As a class, use Edward De Bono's *Six Hat Thinking* to explore organ donation. Make your own coloured hat cut-outs and place on the floor. Students will take it in turns answering questions in relation to what they already know about the issue, what they have learned from the BtN *Kidney Day* story and what they want to learn further about the topic. Ask students the following questions:

 feelings and emotions	How did the <i>Kidney Day</i> story make you feel? How do you feel about organ donation?
 facts and information	What do you know about organ donation? What have you learnt from the story?
 positives	What are some of the positives that you learnt from the story?
 negatives	What are some of the negatives or challenges that you learnt from the story?
 creativity	Why is it important to raise awareness about organ donation? Think of ways to raise awareness about organ donation.
 thinking about thinking	What questions were raised during this activity? What do you want to learn further about this topic?

### Evaluate and create

- Form small groups (2-3 students). Students will trace around a group member lying on a large piece of butcher's paper to create a life size drawing of the human body. The task is to then draw the major internal body organs. Think about size, shape and where they are positioned in the body. What system is each organ part of?
- Choose one organ and learn more about the system that it is a part of, for example, the kidneys and the urinary system. Make a 3D model of the system you have researched and present to the class. Include a written description of how the system works.
- Discuss with a partner whether you would choose to donate organ/s. Why or why not? Write a letter to your family explaining your decision.





## USEFUL WEBSITES

ABC News – Special Gift (video)

<http://www.abc.net.au/news/2015-12-20/special-gift/7044346>

ABC News – Father’s kidney donation saves 8yo son doctors never expected to survive

<http://www.abc.net.au/news/2015-12-20/father-kidney-donation-save-eight-year-old-son/7040476>

Live Science – Urinary System: Facts, Functions & Diseases

<http://www.livescience.com/27012-urinary-system.html>

Kidney Health Australia – What your kidneys do

<http://www.kidney.org.au/your-kidneys/prevent/what-your-kidneys-do>

Organ and Tissue Authority – Facts and Statistics

<http://www.donatelife.gov.au/discover/facts-and-statistics>



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Encourage your students to be active and informed citizens by watching our 10 minute news program each day. Go to the BtN homepage and click on the 3News link.

