



Teaching *for*
TRANSFORMATION

Gift of Life

Science - 7th Grade Level

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Deep Hope:

My deep hope is that you will discover the talents and strengths you have are unique and God-given. Pursuing these will enable you to develop a passion that is uniquely yours and will guide you to be who God created you to be.

Essential Learning Targets:

- ① I can...recognize that the organization of animals (cell-tissue-organ-system-organism) is essential to the function of the overall organism.
- ① I can...observe how the systems of the body work together.
- ① I can...understand how the breakdown of one organ affects the entire organism.



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Curricular Outcomes:

- 1 - Recognize levels of organization in plants and animals, including cells, tissues, organs, organ systems, and organisms.
- 2 - Identify the main functions of the systems of the human organism, including the circulatory, respiratory, skeletal, muscular, digestive, excretory, reproductive, integumentary, nervous, and endocrine systems.



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See God's Story:

Creation - God created us to have healthy, fully-functioning bodies. We were created in His image.

Fall - Because of sin, organs and tissues fail due to illness or choices we have made against His plan.

Redemption - God sent His son to renew and redeem our world. He is working to restore us and ultimately states, "He will wipe every tear from their eyes. There will be no more death or mourning or crying or pain, for the old order of things has passed away."

Restoration - Being an organ donor allows healthy bodies to be utilized to restore health to someone whose organs are failing/have failed.

Throughlines:

Throughline #1: **Order Discoverers**

Students identified that our bodies are created in a very specific and orderly way. If there is a breakdown of this order, the overall organism (humans) cannot function as we were created to function. Sometimes this means costly medical expenses, or living a life that requires significant time spent attached to machines and away from loved ones. Students had eye-opening experiences, realizing that our major organs are necessary to sustain healthy lives and we must not take for granted the amazing organization of our bodies and how each tissue and organ plays an essential part in our overall health.

Throughlines

Throughline #2: **Creation Enjoyers**

Through conversations with the nurses that work as liaisons between organ donors and recipients and with the executive assistant for LifeGift, a local organ procurement organization, students gained an appreciation for how perfectly and purposefully our bodies are made. God designed us in a way that is orderly and that functions in perfect harmony with all of its systems to keep us balanced and healthy. Seeing a breakdown of these systems helps us appreciate how perfectly we are created.



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Formational Learning Experience:

Real needs: 107,000 people are currently in need of organs to sustain life. Only 2% of people will die in a way that allows for organs to be harvested for donation, which means it is very important to have as many people as possible sign up to be organ donors.

Real people: Students interviewed workers from a local organization who were able to educate them on this real need.

Real work: Students created a stop-motion video with facts about organ donation that will be utilized by LifeGift and will also be sent out in the school newsletter to educate our families about the opportunity to sign up as a donor.



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INVITE

- Students learned about organ donation from an outside organization LifeGift and asked them specifically what they needed. Their greatest need was getting people to sign up to be donors!
- Students brainstormed ways they could best get the word out and voted on their top choice.
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Interview Questions - These are a few of the questions the students came up with:

What was the reason for you to donate your organ?

How long does it take for a patient to recover from an organ procedure?

What is the most commonly donated organ?

How has life changed for you since you have donated?

How does the process go for moving down the line for organ recipients?

How fast do you need to go to keep the person alive while you are searching for a recipient?

How does it feel to give up an organ to a loved one?

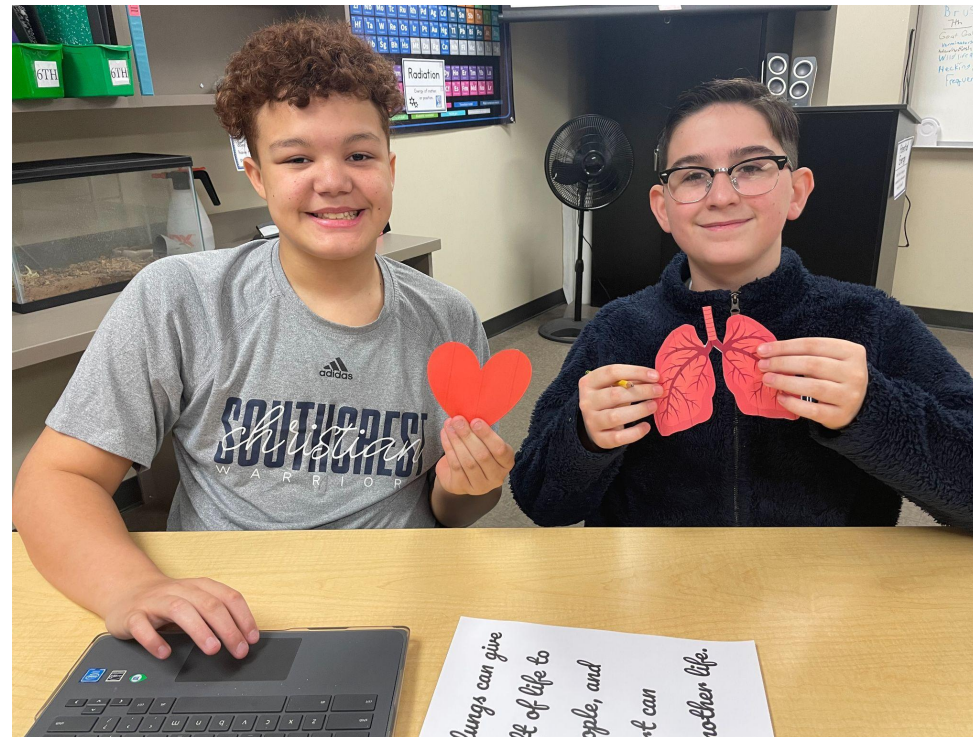


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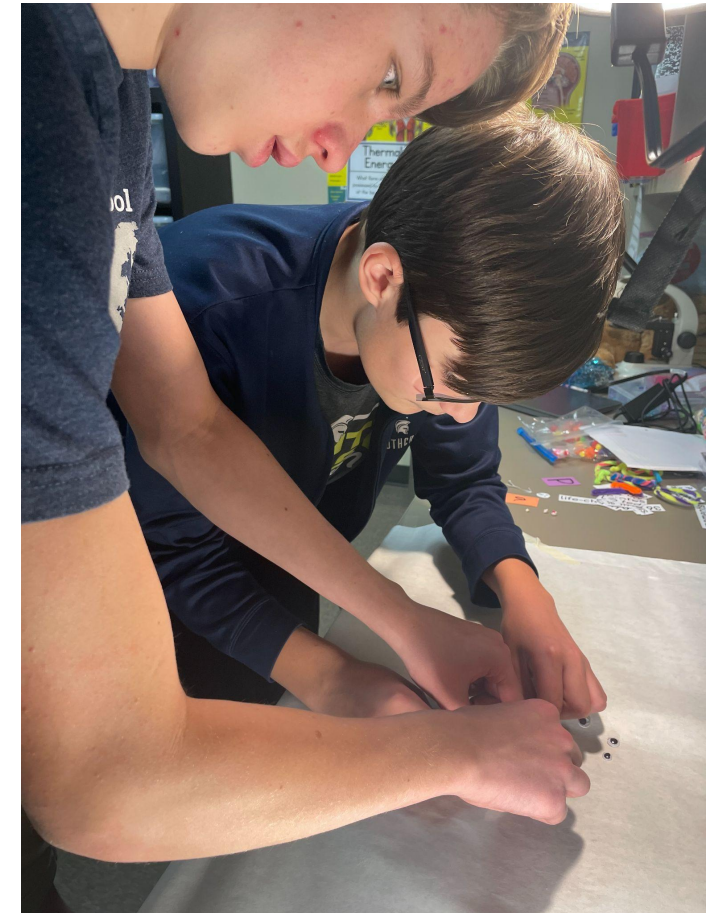
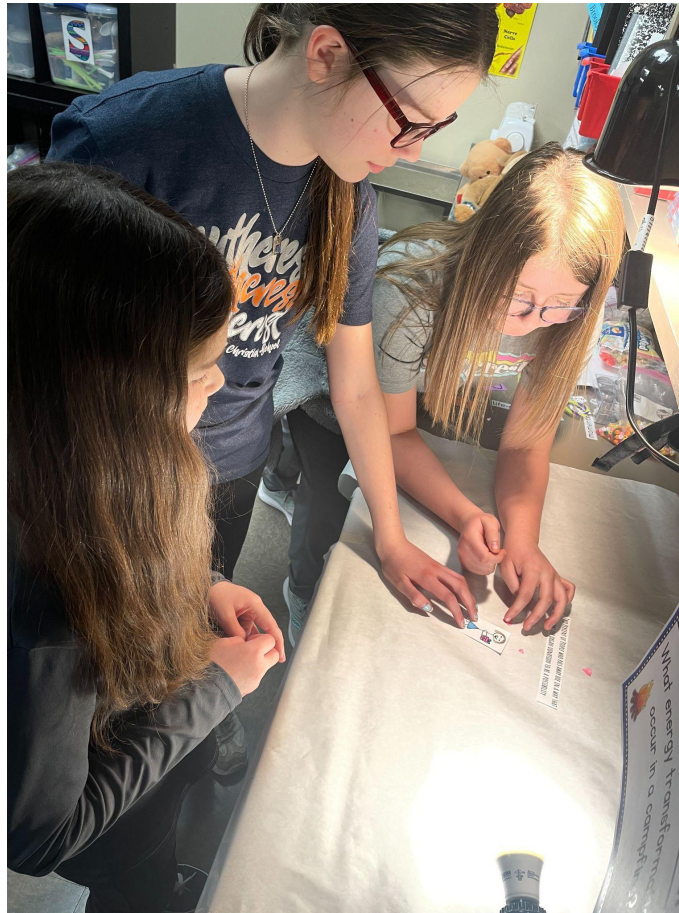
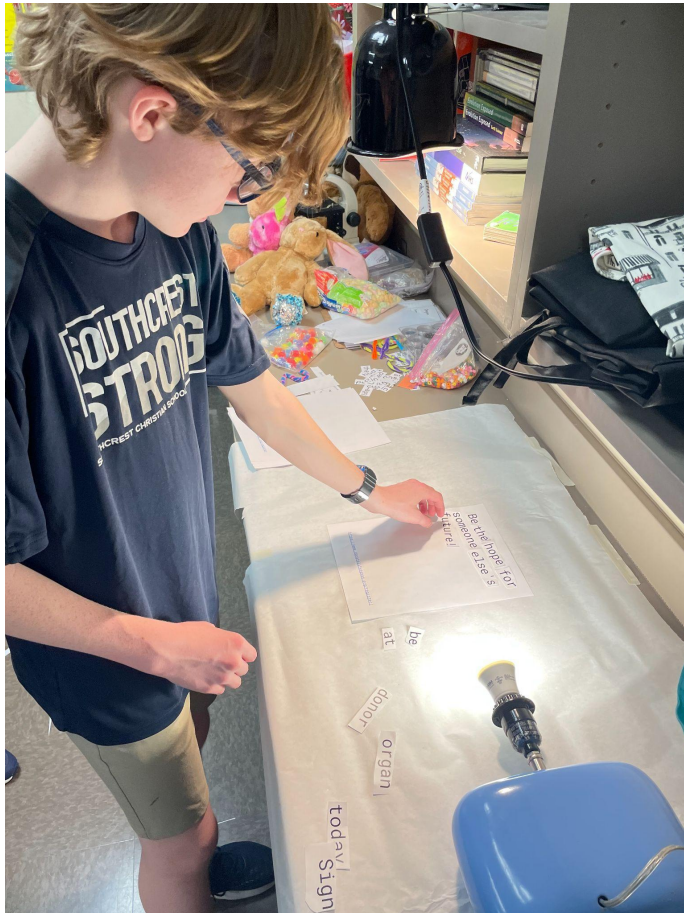
- Prior to creating our stop-motion video, students were encouraged to do research on best practices for creating a stop-motion.



Creating the Stop-Motion



Creating the Stop-Motion



EMPOWER

- Students were empowered to come up with their own facts and their own design ideas.
- Students were involved in every aspect of creating the stop-motion video.

Click link below to view the completed video:

<https://drive.google.com/file/d/1I5ygp9JdWhtgLjvCoulNMhoBbrxqP7Oy/view?usp=sharing>



Student Reflections:

“We are bringing attention to a problem that most people don’t think about.”

“We are building community by reaching out to people who need our help.”

“Everything has to work together in order for our bodies to work.”

Teacher Reflections:

Students were better able to see that the organization of the body is a specific design for a purpose. If there is a breakdown in any aspect of this organization, the body can't function properly! Some breakdown causes illness, while other breakdown can eventually be fatal for the organism.

Additional Information to tell the story:

- LifeGift shared the video on their blog page, as well as with their corporate office and board members. The following link is to LifeGift's blog page, where the video was shared:
<https://www.lifegift.org/blog/southcrest-christian-school-students-encourage-donor-registration/>
- The Stop Motion video was shared in the Southcrest newsletter, along with a link for people to register as an organ donor, if they wanted.
- The students each wrote thank you letters to LifeGift for coming and speaking with them about organ donation.
- Each student received a gift from LifeGift that included a bag, foam ball, cup, and bracelet



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