

# New Zealand Blood Service Teaching Units

## Level 7: Social Studies

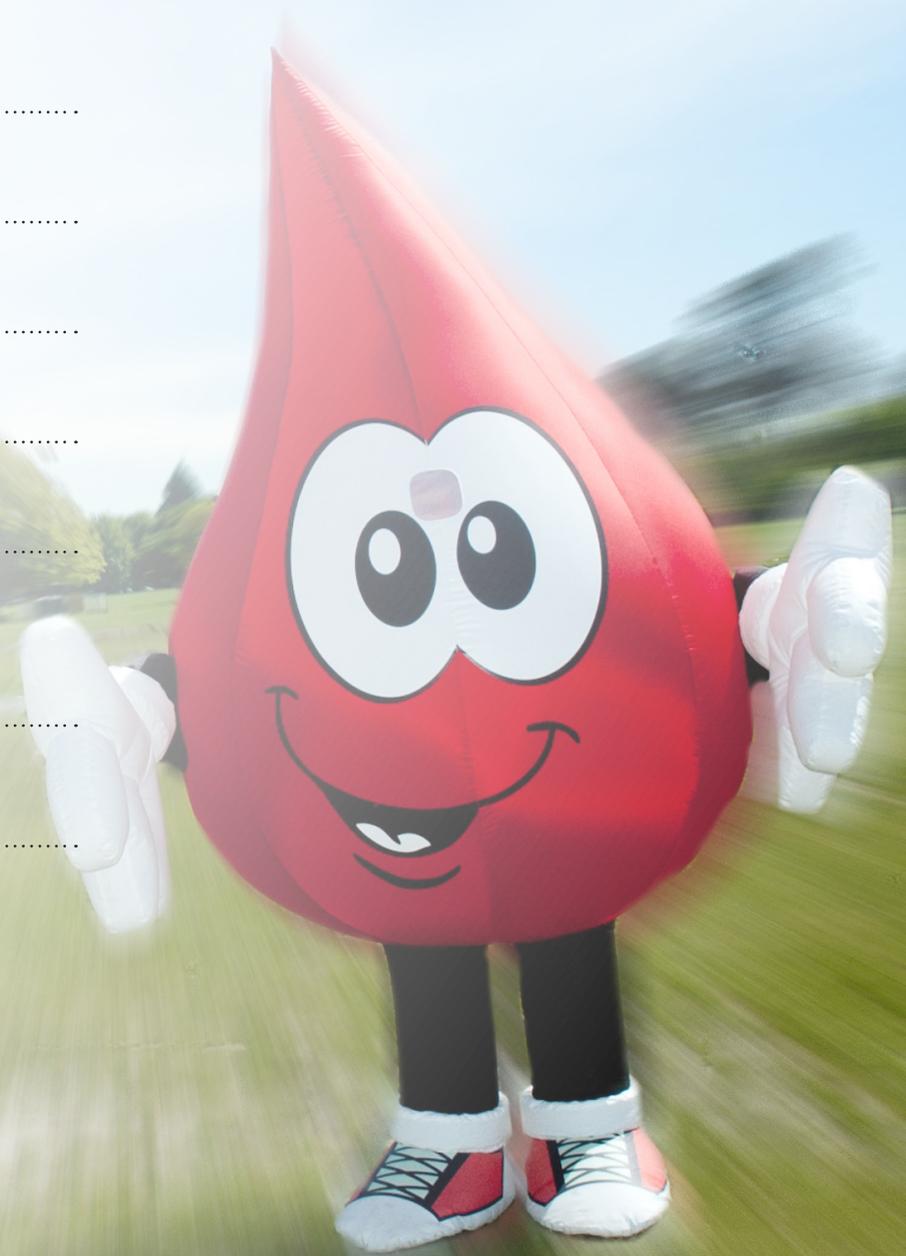


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**NZBLOOD**  
Te Rauanga Toto O Aotearoa

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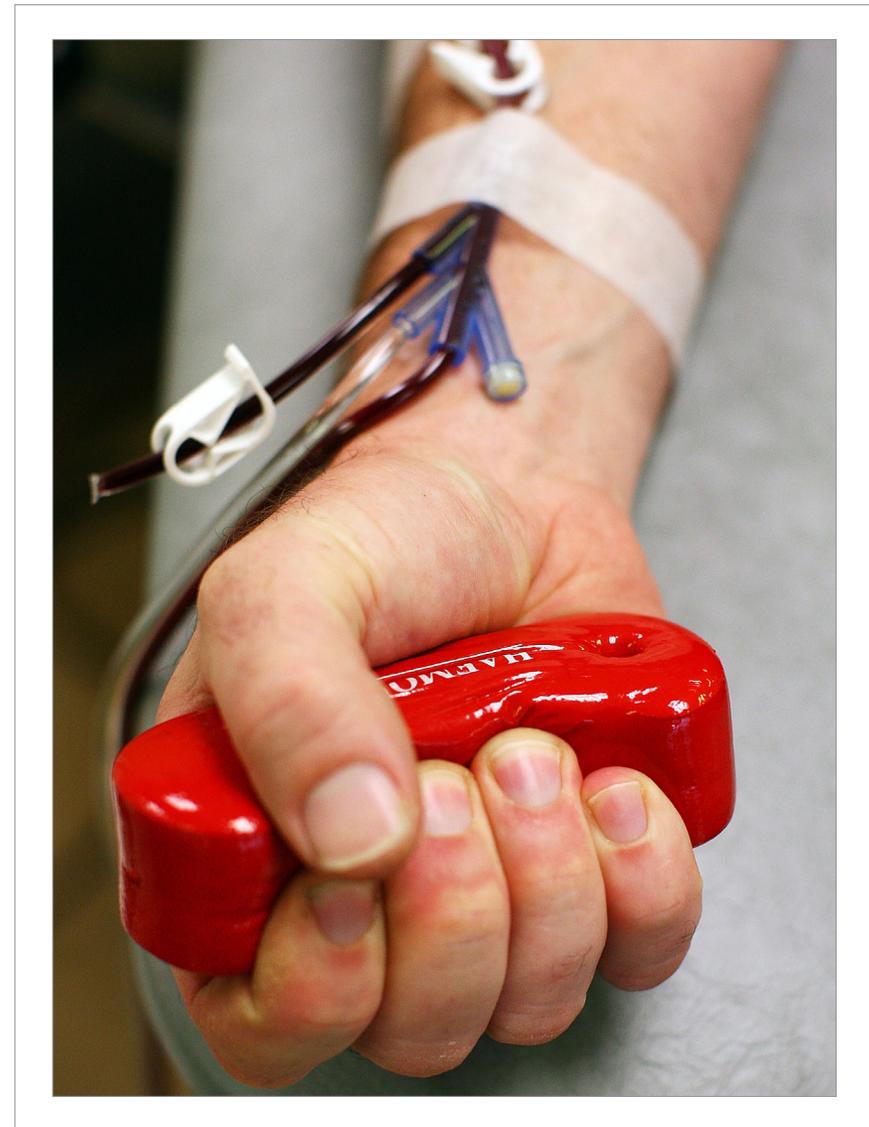
# Introduction

New Zealand Blood Service (NZBS) has developed a range of education resources linked to the New Zealand Curriculum. These resources provide engaging learning experiences on NZBS topics for teachers to use in the classroom.

The resources support teachers to develop their students' knowledge and understanding of blood and blood donation. They provide students with opportunities for personal development and social interaction, and to contribute to their community as an active member of society.

This is a senior social studies unit set at Level 7 of the New Zealand Curriculum. The suggested teaching and learning sequences are based around the concept of social action. Students examine blood donation as an essential part of social sustainability. Learning experiences explore values and perspectives associated with blood donation and the New Zealand Bone Marrow Donor Registry as well as the planning and evaluation skills required to take action. The learning experiences are also aligned with the senior social studies achievement objectives AS91282 and AS91283.

*Note: In order for a social action to occur within an authentic context, it is intended that students will participate in a social action connected with blood donation. Ideally this should take place towards the end of the second unit. Activities such as meeting with NZBS and blood drives require extensive advanced planning so this needs to be taken into account when planning for appropriate social action.*



## CURRICULUM ALIGNMENT – LEVEL 7 OF THE NEW ZEALAND CURRICULUM

<b>Context for learning</b>	The importance of blood donation
<b>Concept</b>	Social action
<b>Vision</b>	<p>This resource focuses on students being:</p> <ul style="list-style-type: none"> <li>• connected to their community by understanding that social sustainability is multi-dimensional.</li> </ul>
<b>Principle</b>	<p>This resource supports the principle of:</p> <ul style="list-style-type: none"> <li>• future focus: encouraging students to consider the future by exploring future-focused issues such as citizenship, personal responsibility and social sustainability.</li> </ul>
<b>Value</b>	<p>This resource models and explores the value of:</p> <ul style="list-style-type: none"> <li>• community and participation.</li> </ul> <p>Through their learning experiences, students will develop their ability to:</p> <ul style="list-style-type: none"> <li>• critically analyse values, such as social values and actions based on them.</li> </ul>
<b>Key Competencies</b>	<p>This resource fosters in students the key competencies of:</p> <ul style="list-style-type: none"> <li>• thinking: to make sense of information, contexts, perspectives and values</li> <li>• participating and contributing: to understand the importance of contributing to the sustainability of social environments.</li> </ul>

## ACHIEVEMENT OBJECTIVE

The following is the achievement objective relating to these units, from the Social Sciences learning area of the curriculum.

	<b>Level 7</b>
<b>Social Studies</b>	<p>Students will gain knowledge, skills, and experience to:</p> <ul style="list-style-type: none"> <li>Understand how communities and nations meet their responsibilities and exercise their rights in local, national, and global contexts.</li> </ul>

### Social Sciences – NCEA Level 2 (Year 12)

<b>Subject Reference</b>		<b>Number:</b> AS91282 <b>Version:</b> 1			
		<b>Subject reference:</b> Social Studies 2.4			
<b>Title</b>		Describe personal involvement in a social action related to rights and responsibilities			
<b>Level</b>	2	<b>Credits</b>	5	<b>Assessment</b>	Internal

<b>Subject Reference</b>		<b>Number:</b> AS91283 <b>Version:</b> 1			
		<b>Subject reference:</b> Social Studies 2.5			
<b>Title</b>		Describe a social action that enables communities and/or nations to meet responsibilities and exercise rights			
<b>Level</b>	2	<b>Credits</b>	4	<b>Assessment</b>	Internal

## PEDAGOGICAL APPROACH

The pedagogical approach used in these units is teaching for conceptual understanding (social inquiry) through the adoption of processes such as inquiry learning and explicit teaching.

Teaching for conceptual understanding is based on identifying concepts that are complex enough to sustain ongoing exploration by students. It is most widely used in the teaching of social sciences and science but it can be used across all learning areas.

### Conceptual understandings

The conceptual understandings these units focus on at Level 7 are:

- Blood donation is a renewable resource that is essential for social sustainability.
- People have different perspectives and values about social action.
- Effective social action requires planning and evaluation.

These conceptual understandings are derived from the future-focused theme of sustainability. They integrate the blood service context with the achievement objective from the social sciences learning area and inform the learning outcomes for the units.

## Inquiry learning

Inquiry learning can support development of students' understanding of the concepts of blood donation, social sustainability and social action. There are several approaches to inquiry and these vary across subject areas.

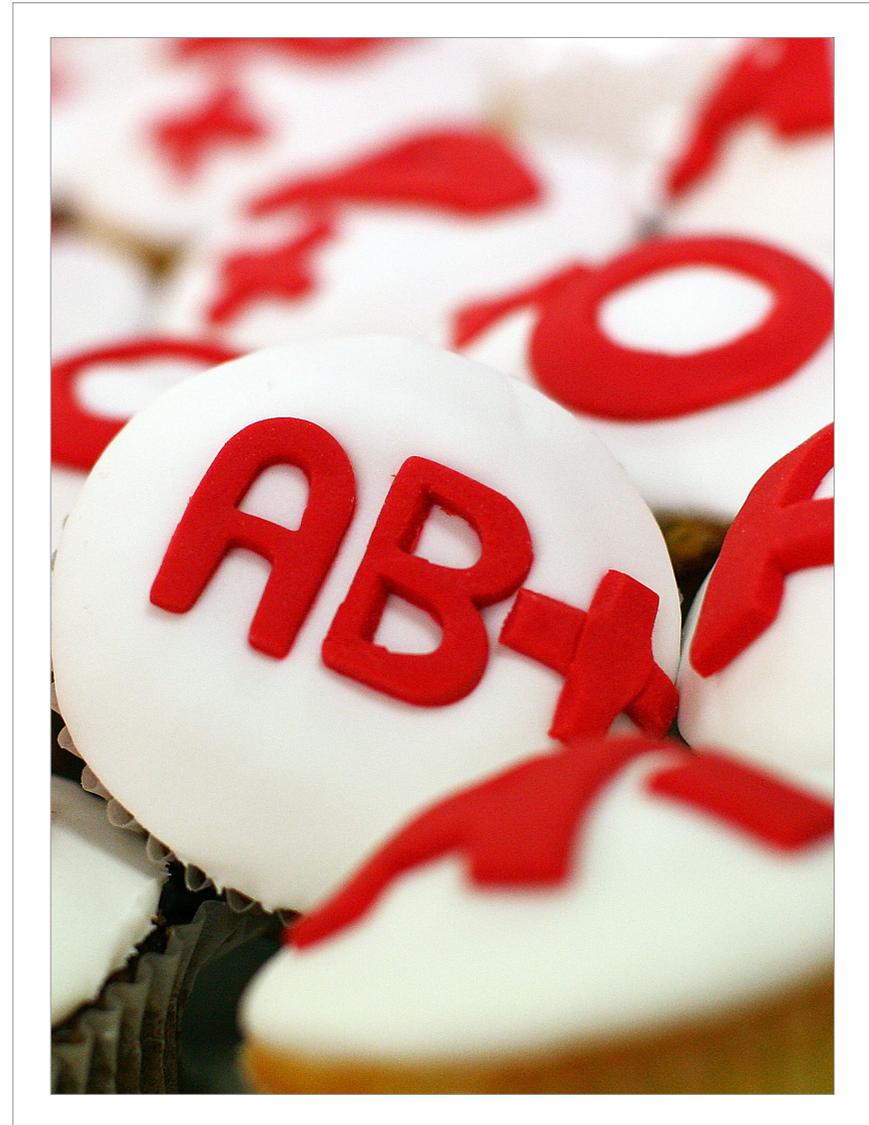
This unit draws on the social-inquiry approach. Using a social-inquiry approach, students:

- ask questions, gather information and background ideas, and examine relevant current issues
- explore and analyse people's values and perspectives
- consider the ways in which people make decisions and participate in social action
- reflect on and evaluate the understanding they have developed and the responses that may be required.

The focuses for this unit are on **examining relevant current issues, exploring and analysing people's values and perspectives, considering the ways people participate in social action, and reflecting and evaluating**. In the third column of the learning experiences table, under "Links to social inquiry and assessment opportunities", you will see question prompts that can be used to focus students' attention on these aspects of social inquiry.

## ASSESSMENT

Assessment opportunities are indicated in the third column of the table under “NCEA assessment information”. Level 2 assessment specifications state that students are not able to use the same social action context (blood donation) for both AS91282 and AS91283. It is envisaged that students would build a portfolio of work over the following two units that can be assessed against the achievement standard they select. Alternative ideas for presentation of the portfolio are suggested on the annotated exemplar section of the NZQA website.



# Unit 1: Social sustainability and social responsibility

## Learning outcome

Students will:

- understand how blood donation is essential for social sustainability.

## Suggested learning experiences

Teaching and learning activities	NCEA assessment information	Links to social inquiry and assessment	What you need
<b>Section One: How does blood donation contribute to social sustainability and social responsibility?</b>			
<b>Activity 1: What does a community need to be socially sustainable?</b>			
<ul style="list-style-type: none"> <li>• To introduce the key concepts for the unit, have the students discuss their existing knowledge of “sustainability”.</li> <li>• Have students work in pairs or small groups to expand the definition to “social sustainability”. Ask the students to work in their groups to brainstorm what a community needs to be socially sustainable. Prompt their discussion with the following questions:               <ol style="list-style-type: none"> <li>1. How do people keep their communities functioning effectively?</li> <li>2. How do people keep their communities healthy?</li> </ol> </li> </ul>	Link to AS91282 or AS91283	<b>Finding out information:</b> What prior knowledge or perceptions do we have about social sustainability?	

<b>Teaching and learning activities</b>	<b>NCEA assessment information</b>	<b>Links to social inquiry and assessment</b>	<b>What you need</b>
<ul style="list-style-type: none"> <li>• Collate the students' ideas on a whiteboard or using an online brainstorming tool projected onto a screen. Make sure students understand that "social sustainability" is a big, multi-dimensional idea.</li> <li>• Work with the students to co-construct a definition of "social sustainability". Compare your co-construction to the following definition: "Social sustainability is embracing the development of the mental and physical wellbeing of all different cultures, ages or social groups and the structure of their communities" (adapted from the Draft Senior Secondary Teaching and Learning Guidelines version 08). Discuss the differences between the definitions and agree on a definition that everyone is happy to use.</li> </ul>			

Teaching and learning activities	NCEA assessment information	Links to social inquiry and assessment	What you need
<b>Activity 2: Why should we give blood?</b>			
<ul style="list-style-type: none"> <li>• Ask students to consider whether this statement is true or false: “The body produces more blood to replace what is donated” (true). Present the idea that blood is a renewable resource and is part of sustaining healthy communities.</li> <li>• Activate students’ prior knowledge by asking:               <ol style="list-style-type: none"> <li>1. Has anyone here given blood?</li> <li>2. Do you know anyone who has given blood?</li> <li>3. Has anyone here needed donated blood?</li> <li>4. Do you know anyone who has needed donated blood?</li> </ol> </li> <li>• Use stories from the NZBS website as stimulus materials. Have students discuss the stories. Ask: “What is the big idea contained in both stories?” Help students come to the idea that blood donation is a good act and can be categorised as a social action.</li> <li>• Share the definition of social action that is outlined in AS91282 and AS91283: “Social action refers to the ways that people participate in shaping society for the common good”. Facilitate a whole-class discussion about whether blood donation fits this definition. And if it does, how does it?</li> </ul>	<p>Link to AS91282 and AS91283</p>	<p><b>Finding out information:</b> What is our understanding of social action?</p>	<ul style="list-style-type: none"> <li>• Access to the NZBS website:               <ul style="list-style-type: none"> <li>– <a href="https://www.nzblood.co.nz/get-involved/amazing-stories/">https://www.nzblood.co.nz/get-involved/amazing-stories/</a></li> </ul> </li> </ul>

Teaching and learning activities	NCEA assessment information	Links to social inquiry and assessment	What you need
<b>Activity 3: How is social action linked to social sustainability?</b>			
<ul style="list-style-type: none"> <li>• Have students work independently on the top half of graphic organiser A: Personal social action.</li> <li>• Have students share their graphic organisers with a partner. Ask students to work in their pairs to compare the social actions they listed with the definition of social action discussed in activity 2 and to cross out any actions that do not meet this definition.</li> <li>• Have students write the definition of social sustainability that you agreed on in activity 1 on their graphic organiser. Have students work independently to annotate their organiser, highlighting the social actions that link to the components of social sustainability outlined in the definition, such as mental, physical and cultural.</li> <li>• Have each student select from their graphic organiser one social action that links with social sustainability. Ask them to write a paragraph that defines social action and social sustainability and uses their selected example to show the link. Then have students explain (either orally or in written format) the extent to which blood donation is an essential social action.</li> </ul>	<p>Link to AS91282</p>	<p><b>Reflecting and evaluating:</b> How have we been personally involved in social action?</p> <p><b>Formative assessment opportunity:</b> Review the students' understanding of these concepts before progressing.</p>	<ul style="list-style-type: none"> <li>• Graphic organiser A: Personal social action</li> </ul>

Teaching and learning activities	NCEA assessment information	Links to social inquiry and assessment	What you need
<b>Activity 4: Broadening the focus to consider international human rights</b>			
<ul style="list-style-type: none"> <li>• Have students inspect the Universal Declaration of Human Rights. Focus their attention on the covenant articles 12 and 15. Then view article 25 of the Simplified Version of the Universal Declaration of Human Rights. Have students reconsider the stories from activity 2. Then facilitate a whole-group discussion about how blood donation links to the Universal Declaration of Human Rights.</li> <li>• Class debate: Propose the moot, “Blood donation should be a compulsory activity for all citizens aged between 16 and 65”. Organise the class into affirmative and negative teams and allow time for them to come up with their arguments. Run a debate, but rather than following the rules of a formal debate, allow each student to make only one point.</li> <li>• Have a volunteer student or teacher categorise the students’ responses into either the right to receive blood or the responsibility that goes with that right – i.e., the need for citizens to provide blood.</li> </ul>	<p>Link to AS91282 and AS91283</p>		<ul style="list-style-type: none"> <li>• The Universal Declaration of Human Rights <ul style="list-style-type: none"> <li>– Full version: <a href="https://www.un.org/en/about-us/universal-declaration-of-human-rights">https://www.un.org/en/about-us/universal-declaration-of-human-rights</a></li> <li>– Simplified version: <a href="http://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html">http://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html</a></li> </ul> </li> </ul>

<b>Teaching and learning activities</b>	<b>NCEA assessment information</b>	<b>Links to social inquiry and assessment</b>	<b>What you need</b>
<ul style="list-style-type: none"> <li>• Share the definition of responsibilities from AS91282 and AS91283: “Responsibilities relate to obligations of or duties on individual(s)/group(s). These can be interpreted in different ways in different societies and cultures”.</li> <li>• Have students work in groups to create a diagram showing the interaction between social action, social sustainability and social responsibility, using blood donation as the context. Have each group share and explain their diagram with the class.</li> </ul>			

Teaching and learning activities	NCEA assessment information	Links to social inquiry and assessment	What you need
<b>Section Two: Do people have different values regarding giving blood?</b>			
<b>Activity 1: Getting to know the blood business</b>			
<ul style="list-style-type: none"> <li>• Have students work in groups of three or four to brainstorm questions about blood and bone marrow donation in relation to social sustainability. Collate these into research questions on a chart or whiteboard. If no group has suggested the following (or similar questions), add them:               <ol style="list-style-type: none"> <li>1. What is bone marrow and why is there a register for bone marrow donors?</li> <li>2. Are certain types of blood in demand?</li> <li>3. Can people with any health background donate blood?</li> </ol> </li> <li>• Have each student or group choose one or two questions to research, using the Internet. Give students the links suggested in the “What you need” column as a starting point. If possible, capture the students’ findings in a shared document, using Google Docs, or another programme that allows collaboration.</li> </ul>	<p>Link to AS91282 and AS91283</p>	<p><b>Finding out information:</b> What do we know about giving blood?</p>	<ul style="list-style-type: none"> <li>• Useful links:               <ul style="list-style-type: none"> <li>– <a href="http://nzblood.co.nz">nzblood.co.nz</a></li> <li>– <a href="http://bonemarrow.org.nz/">bonemarrow.org.nz/</a></li> </ul> </li> </ul>

Teaching and learning activities	NCEA assessment information	Links to social inquiry and assessment	What you need
<b>Activity 2: Values and perspectives</b>			
<ul style="list-style-type: none"> <li>• Building on the research activity, ask students, “Are there any particular groups of people that NZBS and the NZ Bone Marrow Donor Registry have targeted?”</li> <li>• Have students work in groups of three or four to produce a values card for one of the people listed on graphic organiser B: Values. Allow time for students to gather information such as statistics and personal experiences for their character.</li> <li>• Have the groups report back to the rest of the class so all value positions are understood. This could be through role play, an expert jigsaw activity or a formal presentation. Students should use their completed graphic organisers for this activity.</li> <li>• Have students add to graphic organiser B: Values as they learn from their peers about the other value positions.</li> </ul>	<p>Link to AS91282 and AS91283</p>	<p><b>Exploring values and perspectives:</b> How do others view blood donation?</p>	<ul style="list-style-type: none"> <li>• Graphic organiser B: Values</li> <li>• Information on jigsaw activities: <ul style="list-style-type: none"> <li>– <a href="https://www.jigsaw.org/">https://www.jigsaw.org/</a></li> </ul> </li> </ul>

Teaching and learning activities	NCEA assessment information	Links to social inquiry and assessment	What you need
<b>Activity 3: Reflection checkpoint</b>			
<ul style="list-style-type: none"> <li>Ask the students to critically evaluate their perspectives from activity 2 through discussion or reflective writing. Ask:               <ol style="list-style-type: none"> <li>Are all perspectives covered?</li> <li>Whose voices are dominant?</li> <li>Why are other perspectives hidden or not always visible?</li> </ol> </li> </ul>			
<b>Activity 4: Participation Log</b>			
<ul style="list-style-type: none"> <li>Participation is a key part of AS91282 and all participation opportunities need to be documented. Progress refers to discussions and activities that prepare students for carrying out the social action, as well as the social action itself. Provide an exemplar for students so that they understand what information they need to capture. Participation logs must be individual work. Allocate regular time to allow students to document their participation. Students may choose to do their log as a written diary, video blog, online blog or some other way.</li> </ul>	Link to AS91282	<b>Formative assessment opportunity:</b> Ensure that students are on track before progressing.	<ul style="list-style-type: none"> <li>Graphic organiser C: Participation log</li> </ul>

Teaching and learning activities	NCEA assessment information	Links to social inquiry and assessment	What you need
<b>Section Three: Understanding the consequences of social action</b>			
<b>Activity 1: What are the short-term and long-term consequences of blood donation for individuals and societies?</b>			
<ul style="list-style-type: none"> <li>• Facilitate a whole-group discussion to identify consequences of blood donation for individuals and societies.</li> <li>• Have students work in pairs to categorise the consequences into short-term and long-term consequences.</li> <li>• Have students brainstorm the positive and negative consequences of blood donation for individuals and societies.</li> <li>• Give each student a copy of graphic organiser D: Consequences segments, and have them work individually to capture this information.</li> </ul>		<p><b>Considering responses and decisions:</b> Understanding the impact of blood donation.</p>	<ul style="list-style-type: none"> <li>• Graphic organiser D: Consequences segments</li> </ul>

Teaching and learning activities	NCEA assessment information	Links to social inquiry and assessment	What you need
<b>Activity 2: Writing exercise</b>			
<ul style="list-style-type: none"> <li>• Ask: “How does blood donation help communities fulfil their rights and responsibilities?” Have students address this question in either a peer-constructed or individual piece of writing.</li> <li>• As they plan their writing, encourage students to review the activities that have contributed to their knowledge and understanding so far.</li> </ul> <p><i>Note: It is acknowledged that donating blood must safeguard the health of both the donor and the recipient of transfusions. Donating is therefore not permitted where:</i></p> <ul style="list-style-type: none"> <li>• <i>A person may be harmed by donating blood, for example, a person who has heart disease.</i></li> <li>• <i>The blood from a person may cause harm to a recipient, for example, the donor has an infection such as hepatitis B or C, or HIV/AIDS.</i></li> </ul> <p>If required, students can use graphic organiser E: Writing frame.</p>	<p>Link to AS91282</p>		<ul style="list-style-type: none"> <li>• Graphic organiser E: Writing frame</li> </ul>

# Unit 2: Social action

## Learning outcome

Students will:

- understand how blood donation is essential for social sustainability.

## Suggested learning experiences

Teaching and learning activities	NCEA assessment information	Links to social inquiry and assessment	What you need
<b>Section One: Planning for action</b>			
<b>Activity 1: What are the opportunities to become involved?</b>			
<ul style="list-style-type: none"> <li>• Review students’ understanding of the concept of social action by writing a definition.</li> <li>• Have the students brainstorm the following:               <ol style="list-style-type: none"> <li>1. How could you take action to help ensure sufficient blood supplies are maintained? Giving blood is a starting point but what other opportunities are there? (For example: organising a school or community blood drive, or a promotion to raise awareness of the need for blood donors.)</li> </ol> </li> </ul>		<b>Reflecting and evaluating:</b> How can we take action?	

Teaching and learning activities	NCEA assessment information	Links to social inquiry and assessment	What you need
<p>2. How could social networking play a part?</p> <ul style="list-style-type: none"> <li>• Have students work in groups and use the Internet to research blood and bone marrow drive initiatives from NZ and overseas. Have them use graphic organiser F: Get involved – Take action! to collate their ideas before engaging in a class discussion.</li> <li>• Have students share their graphic organisers. Facilitate a discussion where ideas are prioritised and disregarded in order to refine the list of possible actions. One possible method is for the class to agree on criteria for a good idea and rank each idea from strongest to weakest against that criteria.</li> </ul>	<p>Link to AS91282</p>		<ul style="list-style-type: none"> <li>• Graphic organiser F: Get involved – Take action!</li> </ul>

Teaching and learning activities	NCEA assessment information	Links to social inquiry and assessment	What you need
<b>Activity 2: Consulting the stakeholders</b>			
<ul style="list-style-type: none"> <li>Have students work in small groups to prepare interview questions for a meeting with a NZBS representative. Explain that the purpose of the meeting is to explore the viability of the best ideas from activity 1 and think of ways to modify them if necessary. Make sure students know that the meeting may also generate new ideas to be explored.</li> </ul> <p>This ensures that all initiatives are appropriate and aligned. Timing is a key factor here – for example, blood drives at schools need to be organised several months in advance, but other opportunities such as transporting students to an already established blood donor centre or blood drive are a possibility. Have the students capture any feedback on the viability of their ideas to use in activity 3.</p> <p><i>Note: Contact NZBS early to book a time for the school visit as their time is booked well in advance.</i></p>			<ul style="list-style-type: none"> <li>Book a visit from an NZBS representative at <a href="http://www.nzblood.co.nz/Contact-Us">www.nzblood.co.nz/Contact-Us</a></li> </ul>

Teaching and learning activities	NCEA assessment information	Links to social inquiry and assessment	What you need
<b>Activity 3: What's the best plan?</b>			
<ul style="list-style-type: none"> <li>Introduce students to the skill of planning, by presenting the sample plan and critiquing it together. Ask questions, such as:               <ol style="list-style-type: none"> <li>Is this a good plan? Why/why not?</li> <li>What essential features does it contain that ensures effectiveness?</li> <li>Do any modifications need to take place for the NZ context?</li> <li>Does it fit with the information gained from the NZBS meeting?</li> <li>Is it sensitive to the values we have examined?</li> <li>In what ways does it consider the rights and responsibilities of others?</li> </ol> </li> </ul>			<ul style="list-style-type: none"> <li>Sample social action plan:  <a href="https://www.nzblood.co.nz/get-involved/teamred/">https://www.nzblood.co.nz/get-involved/teamred/</a> </li> </ul>
<b>Activity 4: Creating a modified plan</b>			
<ul style="list-style-type: none"> <li>Allocate time for students to work in groups to plan their social action. Have the students use Graphic organiser G: Social action plan feedback sheet as a planning tool. AS91282 allows for this to be done in groups and be based upon an existing plan. The plan must consider the rights and responsibilities of others.</li> </ul>	Link to AS91282	<b>Reflecting and evaluating:</b> What improvements can we make?	<ul style="list-style-type: none"> <li>Graphic organiser G: Social action plan feedback sheet</li> </ul>

Teaching and learning activities	NCEA assessment information	Links to social inquiry and assessment	What you need
<b>Activity 5: Show and tell – Simulated business pitch</b>			
<ul style="list-style-type: none"> <li>• Have groups present their plans to the rest of the class, who act as the clients. Have the clients ask questions and fill in graphic organiser G: Social action plan feedback sheet, offering ideas to improve the plan.</li> <li>• Alternatively, the groups could present their plans visually in a mini-exhibit. All the groups could circulate at the same time, looking at the other plans and providing feedback.</li> <li>• After all the groups have presented or the mini-exhibit has taken place, have the groups modify their plans to take in the feedback.</li> </ul>	Link to AS91282	What improvements can we make?	<ul style="list-style-type: none"> <li>• Graphic organiser G: Social action plan feedback sheet</li> </ul>
<b>Section Two: Personal connections</b>			
<b>Activity 1: What are the benefits of getting involved?</b>			
<ul style="list-style-type: none"> <li>• Have students work in groups to discuss the benefits of their planned social action. Ask: “What are the strengths of personal involvement? What are the weaknesses or risks?”</li> <li>• Have students work individually to complete graphic organiser H: Exploration of the benefits of social action, documenting their personal view.</li> </ul>		<b>Considering responses and decisions:</b> What are the consequences of personal involvement?	<ul style="list-style-type: none"> <li>• Graphic organiser H: Exploration of the benefits of social action</li> </ul>

Teaching and learning activities	NCEA assessment information	Links to social inquiry and assessment	What you need
<b>Activity 2: Justifying our positions</b>			
<ul style="list-style-type: none"> <li>Have students explain their personal opinion of how their social action contributes to the broader concept of social sustainability. Students could also refer to the perspectives activity in section two, to understand where their personal viewpoint sits in relation to the perspectives involved in the social action. Ideas to document this include a speech, a piece of writing, a comic strip/ cartoon or a short movie using flip cameras.</li> </ul>	Link to AS91282	<b>Reflecting and evaluating:</b> How could we improve the effectiveness of personal involvement?	
<b>Activity 3: Conducting our planned social action</b>			
<ul style="list-style-type: none"> <li>Support the students to carry out their social action plans.</li> </ul>		<b>Reflecting and evaluating:</b> How could we improve the effectiveness of personal involvement?	

Teaching and learning activities	NCEA assessment information	Links to social inquiry and assessment	What you need
<b>Activity 4: Evaluating our social action</b>			
<ul style="list-style-type: none"> <li>Have students use graphic organiser I: Evaluation of social action to evaluate their participation in the social action.</li> </ul>	Link to AS91283		<ul style="list-style-type: none"> <li>Graphic organiser I: Evaluation of social action</li> </ul>
<b>Activity 5: Sharing our learning</b>			
<ul style="list-style-type: none"> <li>Have the students organise a way to share their learning with NZBS. This could be a class presentation, photos, posters or video clips about the social action.</li> </ul>			