

New Zealand Blood Service Teacher Notes: *Take Action!*



SAVE LIVES
GIVE BLOOD

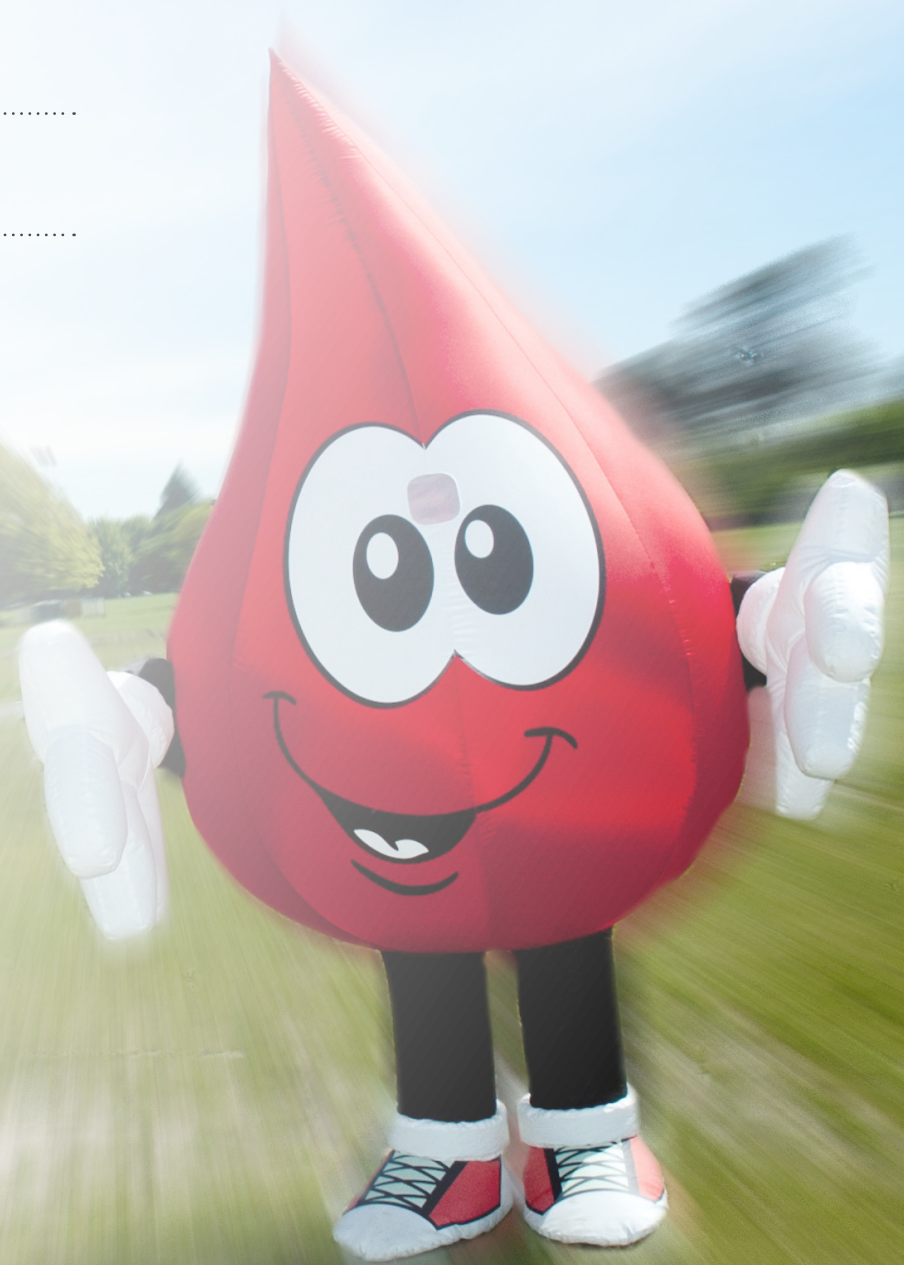
nzblood.co.nz

NZBLOOD
Te Ratonga Toto O Aotearoa

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Introduction

***Take Action!* is part of a set of educational resources linked to the New Zealand Curriculum developed by New Zealand Blood Service (NZBS). These resources provide engaging learning experiences on NZBS topics for teachers to use in the classroom. They are housed on nzblood.co.nz.**

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.

Take Action! can be used as a resource for teaching English at Level 7 of the New Zealand Curriculum with links to the social sciences learning area. It provides opportunities to study the theme of blood donation as an essential part of social sustainability. These teacher notes contain ideas on how to use *Take Action!* to explore the social studies content within the text.



HOW TO USE THIS RESOURCE

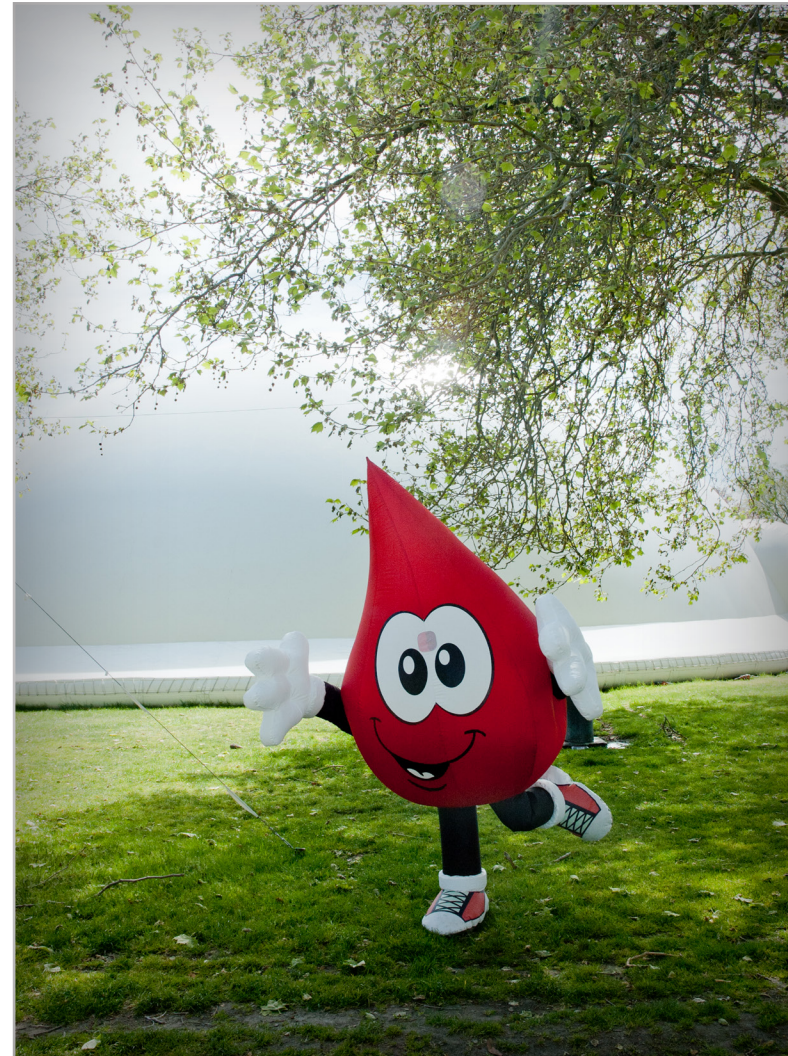
Take Action! is a digital text, so it is recommended that you familiarise yourself with the digital tools before using them in the classroom.

To use the text with a group, you will need a computer and data projector or interactive whiteboard. Students can also view the text on their digital devices.

Open the text from <https://www.nzblood.co.nz/knowledge-hub/digital-resources/>, and use the forward and back arrows to navigate through the pages.

BACKGROUND INFORMATION FOR TEACHERS

For information on blood and blood donation, visit the NZBS website [nzblood.co.nz](https://www.nzblood.co.nz) or search the resource links in the education section of the NZBS site <https://www.nzblood.co.nz/knowledge-hub/external-resources/>.



POSSIBLE ACHIEVEMENT OBJECTIVES AND LEARNING OUTCOMES

The suggested learning experiences in these teacher notes are linked to the New Zealand Curriculum.

Level Seven	
Social Sciences	Social Studies Students will: <ul style="list-style-type: none">Understand how communities and nations meet their responsibilities and exercise their rights in local, national, and global contexts. They will understand that blood donation is a renewable resource that contributes to social sustainability. They will understand that people have different perspectives and values about blood donation.
English	Listening, Reading, and Viewing: Ideas Students will: <ul style="list-style-type: none">Show a discriminating understanding of ideas within, across, and beyond texts. They will be able to analyse the ideas in the text and make connections between blood donation and social sustainability.

ASSESSMENT

As you work through the learning experiences, you will have opportunities to observe student behaviours and interactions in relation to the achievement objective and learning outcomes suggested above. These observations will provide evidence for you to use when carrying out formative assessment.

Suggested learning experiences

***Take Action!* is an expository text with descriptive and problem and solution elements. You may choose to take a whole-class lesson to help you scaffold your students to think critically and deepen their understanding of the text.**

The following practical teaching suggestions provide strategies on how to support student learning during the lesson. They should be adapted to accommodate the needs of your students.

TEXT FEATURES AND COMPREHENSION STRATEGIES

The learning experiences provide opportunities to focus on two areas of student learning: text features and comprehension strategies.

For example, they prompt critical thinking about:

- the use of informational text features and digital elements, such as pop-ups, hyperlinks and videos that support the ideas in the text and introduce new information
- the use of context, illustrations or written explanations to clarify the meanings of ambiguous or unfamiliar words and phrases
- comprehension strategies, such as making connections, asking questions, drawing inferences using information or ideas that are implicit, determining important ideas and synthesising information
- new vocabulary – before selecting a bold (glossary) word, you could ask students to think about the word's meaning in the context of the text and then to discuss their thinking in pairs or explain it to the group. This approach encourages a more active, engaged class.

GENERAL TIPS

Before the lesson, preview the text for unfamiliar vocabulary, text features, concepts and ideas where your students may need support.

During the lesson the “think-pair-share” strategy is used to encourage students to respond actively to the text. You are welcome to vary this approach.

After the lesson, make the text available for students to revisit independently or in small groups.

Literacy

To begin the lesson, ask the students to look closely at the front cover, including the title, images and other design features. Ask them to predict what sort of text they expect this to be and give their reasons.

Ask the students to do a 20 second skim and scan of the text and then to discuss in pairs their impressions of the text, sharing their thinking about the type of text it is and if it is what they expected. Ask them to compare this thinking with the predictions made from the title page.

After reading through the text, ask the students to draw an inference about the writer’s purpose in writing the text. Ask what the students know about blood and blood donation and what examples they can think of from their background knowledge that relate to the text. Have the students synthesise the information in the text into a short paragraph that could be used as a blurb for the *Take Action!* digital text.

After the lesson, ask:

- “How did the images/illustrations/pop-ups/videos help you to understand the text?”
- “As you read the text, what questions did you ask and answer about blood and blood donation? Where could you find the answers to the questions you could not answer?” Students may seek further information from search engines, websites (such as nzblood.co.nz) and libraries, or from people in the community.

Social Studies

Select the hyperlink on page 1 to read Monica’s story.

Tell the students that while they are reading the story they need to find out who Monica is, what she is doing, and why she is doing it. After reading, have the students share their thoughts in a class discussion. Ask: “Could this happen to you? What is the reason Monica gives for donating blood?”

Page 3 states that “NZBS needs to collect over 4,000 units of blood each week.” Explain that NZBS has a policy of self sufficiency. Have the students investigate the current population and blood donor numbers in New Zealand. Ask: “What ratio or percentage of the population need to give blood to ensure NZBS meets the target of 4,000 units of blood each week? What would the consequences be if there weren’t enough eligible or registered blood donors?”

Review the eligibility criteria by selecting the hyperlink on page 4. One of the criteria is that you can’t donate for three months from the date of having a tattoo or body piercing. As a class discuss why this criteria is a reason for a deferral before clicking on the following link: <https://www.nzblood.co.nz/become-a-donor/am-i-eligible/detailed-eligibility-criteria/>.

On page 6, select “eleven different blood products” to watch the two videos on the page <https://www.nzblood.co.nz/give-plasma/>. Before the students watch the videos, ask them to discuss why plasma is called “liquid gold”. After watching both videos, discuss the important ideas that students noted. Ask: “What would be ‘better’ to donate – whole blood or plasma?” Have the students debate the issue.

Page 8 asks “So, have you considered being a blood donor?” After reading the information on pages 8 to 11 and watching the video “Giving Blood is Super Important” on page 12, ask the students to think about a school blood drive. If your school already participates in a blood drive, discuss what motivates young New Zealanders to donate. If you would like to consider having a blood drive at your school, ask the students to discuss how they would go about planning and promoting it within the school community.

Select the hyperlink on page 11 to learn more about the New Zealand Bone Marrow Donor Registry (NZBMDR). After a quick search of the site, ask the students to discuss, in groups of four, why the NZBMDR is an issue at the present time and what they could or should do as a class about this issue. Bring the class together and categorise their ideas under the following headings: Personal Actions, Cultural Actions, Social/Community Actions.

Ask: “Can you ‘take action’ from any of the suggestions?”