



2 minutes



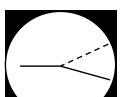
3½ minutes



1½ minutes



5 minutes



6 minutes



1 minute



5½ minutes



4½ minutes



4 minutes



5½ minutes

Science Organization: Class gets oriented to day's lesson

The students are seated in table groups around the classroom. The teacher tells them to ignore the video camera and her microphone, saying they should act normally. She instructs them to take out a sheet of paper for notes, then surveys the class to see who has finished Section 2.4 of their workbook.

Whole-Class Seatwork: Teacher presents an organ donor card

The teacher places an organ donor card on the overhead projector and asks the class if they know what that is. Some students have seen such a card before. The class talks about the legal age when one can register for an organ donor card. The teacher asks students to consider which organs can be donated.

Independent Seatwork: Students consider organs that can be donated

Students write the names of organs they think can be donated. The teacher emphasizes that they need to be thinking about this issue individually. She tells the class that they can ask questions later, but right now they need to be silent and writing.

Whole-Class Seatwork: Class discusses organs that can be donated

Students share their thinking about organ donation. One student says that organ donation can only happen when the person is dead. The teacher asks if other students view this the same way. Someone else offers the possibility of selling organs when one is alive. The discussion continues with which organs can people live without, in addition to the issue that every organ has blood vessels. The teacher tells the class to be silent again and think about a minimum of two advantages for donating organs. She instructs students to write them down, emphasizing that they are to come up with their own answer "because this is a choice that you are going to have to make all by yourself later on as well, and not together with others."

Independent Seatwork: Students write advantages and disadvantages of organ donation

Students write advantages for donating organs as the teacher walks around the room clarifying transplant possibilities with a few students. She announces to the class that they should also write a minimum of two disadvantages.

Whole-Class Seatwork: Instructions for group sharing

The teacher gives the class instructions for how to share their advantages and disadvantages. She tells them they have six minutes to talk about their ideas with the people at their table groups. The teacher also models for them how they might respond, "Oh yes, I never thought about this. Oh right, that's a good one."

Independent Seatwork: Students share their ideas about organ donation

Students are seated in groups of three or four. They share their ideas about the advantages and disadvantages of organ donation. The teacher visits each of the groups during this time to monitor their progress and facilitate the sharing.

Whole-Class Seatwork: Class discusses the advantages and disadvantages of organ donation

The teacher calls the students' attention back to whole-class. She summarizes what she heard while circulating around the room to the different groups. They engage in a discussion about the advantages and disadvantages of organ donation. The teacher then gives instructions for the next activity. She tells the class that they should share with one another what decision they would make at this moment. She shows them the four options listed on the organ donor card, telling them that it is okay for their decision to change later, and that they don't have to agree with one another's decision. The four options are (1) You make your organs and tissues available for transplant after your death. (2) You do not make your organs and tissues available after your death. (3) You leave the decision to your relatives. (4) You leave the decision to a specific person.

Independent Seatwork: Students share their decisions with their groups

Students talk with one another about which option they would choose right now. One group asks the teacher what option she chose since the information on the organ donor card is covered. The teacher replies that she did not want to influence their decisions, but will reveal her choice later.

Whole-Class Seatwork: Class clarifies issues about organ donation

The teacher announces to the class that a couple of important questions have been asked of her, which she wants to share with the whole class. She tells the class that, for option four, they could specify exactly which organs they are willing to donate. They write this information on a form, which can be accessed by hospitals. She also clarifies how organs can continue working after the donor is dead. She tells the class that a person may be brain dead; however, the organs can continue to function if the body is hooked to an artificial respirator. The teacher continues to clarify students' questions. She also reveals to them her personal decision and tells them she has forms for them to discuss with their parents and complete.

**Whole-Class Seatwork:** Teacher assigns homework

Students get their planners out and copy the homework assignment from the board. The teacher announces to the class that they will have an opportunity next time to ask questions about the central exam and about organ donation. The bell rings and students prepare to leave.