

Body Investigators: The Hero's Treasury

(Year 5 - Ages 10-11):

Lesson 6 of 9

Lesson Summary

This lesson moves from the abstract (the conversation) to the concrete (the gift). Students transition from "Body Investigators" to "Treasure Hunters" to explore the different types of organs and tissues that can be donated. This complex topic is framed using the "Hero's Treasury" metaphor, where donated organs and tissues are presented as rare, life-saving, and life-transforming Treasures of Life. Through a sorting activity and a creative 'Treasure Map' design, students will differentiate between solid organs (the "Jewels of Life") and tissues (the "Repair Kits"), and understand the profound impact each "treasure" has on a recipient's life

Learning Intentions

Students will

- Differentiate between organs (the "Jewels of Life") and tissues (the "Repair Kits") that can be donated.
- Understand the life-saving nature of organs and the life-transforming nature of tissues.
- Investigate which specific organs and tissues can be donated and the basic function each one performs.
- Recognise the profound altruism inherent in the "Hero's Treasury" as an act of saving and transforming lives..

Success Criteria

Students can

- Correctly categorise at least four examples of donated organs (Jewels) and two examples of donated tissues (Repair Kits).
- Explain the difference in function between a life-saving organ transplant and a life-transforming tissue transplant (e.g., sight).
- Use clear, age-appropriate language to describe the job of two different "Treasures of Life" (e.g., the Heart is the pump, the Cornea is the clear window).
- Create a simple "Treasure Map" showing the journey of one donated "Treasure" from the donor to the recipient.

Lesson Details

Time:	60 minutes
Year Level:	Year 5 (Ages 10-11)
Unit:	This is Lesson 6 of 9 in the series.
Educational Partner:	This lesson is adapted from resources provided by DonateLife

General Capabilities

Personal and Social Capability, Ethical Understanding, Critical and Creative Thinking, Literacy, Numeracy (for mapping/categorisation)



Curriculum Mapping and Links

Australian Curriculum (v9.0)

Subject	Strand	Content Descriptor
Health and Physical Education	Personal, Social and Community Health	<u>AC9HP6P02</u> : Describe and apply strategies that demonstrate consideration for others' feelings, needs and rights.
Science	Biological Sciences	<u>AC9S5U01</u> : Investigate and describe how the structure and function of body systems of living things allow them to survive.
English	Literacy	<u>AC9E5LY02</u> : Use interaction skills... to explore and build on ideas, share points of view, and listen to and respond to the views of others.

Queensland Curriculum (QCAA)

Subject	Syllabus	Content Description
Health and Physical Education	Year 5	Describe and apply strategies to promote their own and others' health, safety, and wellbeing.
Science	Year 5	The growth and survival of living things are dependent on interactions, including with the non-living elements of their environment.
English	Year 5	Listen to and contribute to conversations and discussions to share information and ideas, interacting and responding to the views of others.



Resources Required

- Whiteboard or smartboard.
- A large, decorated prop "Hero's Treasury" (a lockable chest or box).
- "Treasure Cards" (laminated cards, one for each major organ/tissue: Heart, Lungs, Liver, Kidney, Cornea, Bone, Skin, Pancreas).
- Two large poster labels: "Jewels of Life (Life-Saving)" and "Repair Kits (Life-Transforming)."
- Student Worksheet: "My Treasure Map and Logbook" (for drawing the journey of one treasure).
- World map or large anatomical drawing of the body (optional, for placing treasure locations).

Skills

- Classification and Sorting (distinguishing organs from tissues).
- Critical Thinking (understanding function vs. impact).
- Creative Design and Visual Literacy.
- Empathy and Perspective-Taking (understanding the recipient's life change).

Teacher Preparation

- Preparation of Resources: Ensure the "Hero's Treasury" prop (chest/box) is decorated and the "Treasure Cards" (Heart, Lungs, Kidney, Liver, Cornea, Bone, Skin, Pancreas) are created and ready for sorting. Clearly label the two classification posters: "Jewels of Life (Life-Saving)" and "Repair Kits (Life-Transforming)."
- Core Metaphor: This lesson uses the "Hero's Treasury" to provide a clear, fun, and safe structure for discussing the specific organs and tissues that can be donated. This fulfills the Year 5/6 requirement to "expand to cover different organ and tissue types."
- Safety and Sensitivity (The Golden Rule): The tone must remain one of wonder, curiosity, and respect. This is a factual investigation into the mechanics of the gift, not a discussion of loss. The focus must be on the altruism—the incredible power of the 'treasure' to save and transform lives.
- Key Distinction: The critical learning point is the difference between life-saving organs ("Jewels") and life-transforming tissues ("Repair Kits," e.g., for sight or mobility). This distinction is a clear, logical way for 10-11 year olds to process the different types of donation.
- Language Use: Consistently use the established, positive language: "Treasures of Life," "Hero's Treasury," "Jewels of Life," and "Repair Kits."

Additional Information

This lesson leverages the positive, inquiry-based learning environment of the "Body Investigators" unit. By introducing the concept of donation as a "Hero's Treasury," we maintain a sense of wonder and safety. The goal is to provide factual, age-appropriate information about what the "Hero's Pledge" makes possible, reinforcing that this incredible act is purely about altruism and kindness—one person's gift saving or transforming the lives of many others. The distinction between 'life-saving' organs and 'life-transforming' tissues provides a clear, memorable structure for this complex knowledge.

