

Body Investigators: The Case of the Stolen Time

(Year 5 - Ages 10-11):

Lesson 4 of 9

Lesson Overview

Lesson Title:	Body Investigators: The Case of the Stolen Time
Year Level:	Year 5 (Ages 10-11)
Lesson Duration:	60 minutes
Key Focus Areas:	Empathy, perspective-taking, listening comprehension, and the value of tissue donation.
Curriculum Links:	<p>Australian Curriculum – Health and Physical Education (Foundation)</p> <ul style="list-style-type: none">• <u>AC9HP6P02</u>: Describe and apply strategies that demonstrate consideration for others' feelings, needs and rights.• <u>AC9E5LY07</u>: Listen to and respond to spoken texts... analysing and evaluating the purpose and text structures.• <u>AC9E5LY06</u>: Plan, create, edit and publish... informative and persuasive texts... selecting text structures, language features, and visual features to suit the purpose and audience.• <u>AC9HS5S04</u>: Identify and explain different perspectives... on a contemporary issue.

Learning Intentions

- Understand the concept of "quality of life" and how it is impacted when a body part (like a tissue) fails.
- Use empathy and perspective-taking to investigate what "time" is "stolen" by illness (e.g., time to play, learn, see).
- Be introduced to a real-life (age-appropriate) story of a tissue transplant hero.
- Recognise that the "gift of time" also means restoring sight, movement, and quality of life.

Success Criteria

- Identify two ways illness "stole time" or "adventures" from the person in the case file.
- Explain the role of the tissue donor in the hero story.
- Describe how the tissue donation (e.g., cornea) "gave back" the gift of time and quality of life.
- Complete an "Investigator's Report" that outlines the "problem," "evidence (the story)," and "solution."



Teaching Sequence

Work through this lesson in the following sequence:

Duration	Part	Focus
10 minutes	Part A. The Investigator's Briefing	Introduction, Review, and "The Case of the Stolen Time"
15 minutes	Part B. Investigating the "Stolen Time"	Empathy & Perspective-Taking (Worksheet Part 1)
20 minutes	Part C. The "Evidence": A Hero's Story	Story Time ("The Gift of Sight") & Analysis
15 minutes	Part D. Case Closed: The Gift of a Future	Story Time ("The Gift of Sight") & Analysis

Part A. The Investigator's Briefing (10 minutes)

Step 1. Review and Introduction

- Gather students. Say: "Okay, Investigators. We have investigated the 'what' (Organs vs. Tissues) and the 'how' (The Process Pathways). Today, we open our most important case file yet. It's called: 'The Case of the Stolen Time.'"

Step 2. The "Stolen Time" Metaphor

- Say: "In Year 4, we made our own 'Treasure Maps' full of 'Dream Adventures.' But what happens when someone gets sick? It's like their 'Treasure Map' is put on hold. Their time is 'stolen'—not just minutes or hours, but the time to do the things they love."
- Ask: "If a person couldn't see properly, what 'Dream Adventures' would be 'stolen' from their map?" (e.g., "Reading books," "Playing video games," "Seeing their friends' faces," "Riding a bike.")
- Ask: "If a person was in a lot of pain from a bad burn, what 'time' would be 'stolen'?" (e.g., "Time playing," "Time being hugged," "Time just feeling comfortable.")

Part B. Investigating the "Stolen Time" (15 minutes)

Step 1. Introduce the "Case File" Worksheet

- Distribute the "Case File: The Stolen Time" worksheet.
- Instruct: "We are about to hear our first 'real-life hero story' for this unit. It's called 'The Gift of Sight.' As investigators, your first job is to listen for the 'Problem.' In Section 1 of your worksheet, I want you to write down 3 things that were 'stolen' from the person in our story."



Step 2. Story Time: "A Hero's Story: The Gift of Sight"

- Say: "This is our 'evidence.' Listen carefully with your empathy 'tool' ready."
- Read the resource "A Hero's Story: The Gift of Sight" (the teacher-created story about a child who receives a cornea transplant).

Step 3. Worksheet Activity (Part 1)

- Give students 5 minutes after the story to fill in Section 1: "The Problem" on their worksheet, listing the "stolen" time/adventures from the story (e.g., "Couldn't see the stars," "Couldn't read books," "Couldn't see her friend's smile").

Part C. The "Evidence": A Hero's Story (20 minutes)

Step 1. Analyzing the "Solution"

- Say: "Okay, Investigators, you've documented the 'Problem.' Now let's analyze the 'Solution.' In Section 2 of your worksheet, let's fill in the evidence."
- Ask the class: "What was the heroic gift that provided the solution?" (The gift of a cornea).
- Ask the class: "Let's check our files from Lesson 1. Is a cornea an Organ ('machine') or a Tissue ('material')?" (A Tissue!).
- Ask the class: "And from Lesson 3, which 'Process Pathway' did this gift follow? The 'Organ Race' or the 'Tissue Bank'?" (The "Tissue Pathway"! It was stored.)

Step 2. Analyzing the "Outcome"

- Instruct: "Now, complete Section 3: The 'Outcome.' The 'Case of the Stolen Time' is solved! What 'Treasure of More Time' did the person receive? What new 'Dream Adventures' can they add to their 'Treasure Map'?"
- Allow 10 minutes for students to complete their "Case File" worksheets.

Part D. Case Closed: The Gift of a Future (15 minutes)

Step 1. Group Debrief (Sharing)

- Ask 2–3 students to be brave "Investigators" and share their "Case File Report."
- Ask them to share the "Problem" (what was stolen) and the "Outcome" (what was given back).

Step 2. Connecting to the Big Idea (Tissues)

- Say: "You've all cracked the case. Today, we investigated a tissue donation. This is an amazing gift. It's not always about saving a life from stopping—like an organ 'machine.' Sometimes, it's about saving a quality of life—like the tissue 'material' that lets you see."
- Say: "A hero who gives their corneas can give the 'Gift of Sight' to two different people. A hero who gives their skin 'material' can heal a firefighter. This is a different, but equally powerful, 'Hero's Echo.'"

Step 3. Final Reflection

- Ask: "What did you learn today about the 'Gift of Time' that you didn't know before?"
- Say: "You've done incredible work, Investigators. You've seen how our scientific knowledge (tissues vs. organs) connects to a real, positive, human story of kindness. Case closed."



Differentiated Learning

- Extension:
 - Challenge students to write a short "thank you" letter on the back of their worksheet, from the recipient to the "Helping Hero" family, explaining what the "Gift of Sight" means to them.
- Learning Support:
 - Before reading the story, pre-teach the key "problem" words (e.g., "blurry," "cornea").
 - Complete Section 2 (The "Solution") of the worksheet as a whole class, filling in the answers on the whiteboard.

Teacher Reflection

- Did the "Case of the Stolen Time" metaphor work to build empathy for a recipient's situation?
- Was the teacher-created "Gift of Sight" story simple, positive, and age-appropriate?
- Were students able to successfully identify the gift as a TISSUE and connect it to the "Tissue Pathway" from Lesson 3?
- Did this lesson successfully introduce the first "real-life story" in a way that was safe, scientific, and inspiring?

Assessment

- Worksheet (Activity): Assess the "Case File" worksheet. Can students identify the "problem" (stolen time/adventures), the "solution" (a tissue/cornea), and the "outcome" (what was given back)?
- Class Discussion: Listen for students' ability to articulate that this was a tissue donation, not an organ donation, and that it followed the "Tissue Bank" pathway.
- Empathetic Understanding: Observe the students' language in their "Outcome" section. Do they use words that show gratitude and an understanding of the joy of the gift?

Additional Notes:

This lesson is a critical part of the Year 5/6 scaffolding. By deliberately choosing a tissue (cornea) donation story, you are reinforcing the scientific learning from Lesson 1 and expanding the students' understanding of donation beyond just "hearts and kidneys." This is a mature, empathetic, and scientific adaptation of the "Gift of Time" theme. Ensure all Safety and Sensitivity guidelines from the "Teacher Content" document are followed.

