

Body Investigators: The Case File: The Stolen Time

(Year 5 - Ages 10-11):

Lesson 7 of 9

Lesson Summary

This lesson transitions students from the scientific metaphors (Lessons 5 & 6) to the real, positive human stories of donation. Students adopt the role of "Case File Investigators" to analyze a simple, age-appropriate, and uplifting narrative (a fictionalized case study) of a recipient who received a tissue donation (e.g., bone or cornea). The theme is "The Stolen Time," representing the lost activities and joy due to illness. Students will use the "Case File Log" to identify the "Problem" (what was stolen), the "Hero's Solution" (the tissue/organ), and the joyful "Outcome" (the recovered time and activity). This reinforces that donation is about both saving and transforming lives.

Learning Intentions

Students will

- Comprehend an age-appropriate story about the positive impact of tissue/organ donation.
- Use empathy to understand the recipient's feelings (frustration/joy) and the donor's kindness (altruism).
- Analyse how the "Hero's Pledge" and "Hero's Treasury" lead to a real-life change in someone's life.
- Express gratitude and understanding by summarising the story's joyful outcome.

Success Criteria

Students can

- Identify the "stolen" activity or freedom in the case file story.
- Distinguish between the initial "Problem" and the final "Outcome" in the story.
- Create a "Case File Outcome Report" that clearly expresses the positive result of the gift.
- Explain that the gift of donation is about restoring a person's life, not just extending it.

Lesson Details

Time:	60 minutes
Year Level:	Year 5 (Ages 10-11)
Unit:	This is Lesson 7 of 9 in the series.
Educational Partner:	This lesson is adapted from resources provided by DonateLife

General Capabilities

Personal and Social Capability (Empathy, Gratitude); Ethical Understanding (Altruism, Community Contribution); Critical and Creative Thinking (Problem/Solution Analysis, Creative Expression); Literacy (Active Listening, Summarising)



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.
English	Literacy / Creating Texts	<u>AC9E5LY07</u> : Listen to and respond to spoken texts; identify and interpret key points, themes and ideas. <u>AC9E5LY06</u> : Plan, create, edit and publish imaginative and informative texts...
HASS (Civics and Citizenship)	Knowledge and Understanding	<u>AC9HS5K07</u> : The roles of groups and individuals in communities and how they contribute to community life and cohesion.

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.
English	Year 5	Listen to, comprehend, and respond to spoken texts; identify and interpret key points, themes, and ideas. Create written and multimodal informative texts, using language and visual features to suit the purpose and audience.
HASS (Civics and Citizenship)	Year 5	How individuals and groups contribute to the communities to which they belong.... and the importance of civics and citizenship.



Resources Required

- Resource: "Case File: The Stolen Time" (A simple, 1-page, teacher-read story about a recipient who regained an activity, like seeing clearly to play their favourite sport, or walking again. This must be a tissue donation story—e.g., cornea or musculoskeletal—to reinforce Lesson 6).
- Student Worksheet: "The Case File Log" (Template with sections for: Problem, Solution, Outcome/Joy).
- Magnifying Glass prop (optional hook).
- Markers and coloured pencils.

Skills

- Empathy & Perspective-Taking
- Active Listening & Note-Taking
- Critical Thinking (Problem/Solution Analysis)
- Creative Expression (Summarising the outcome)

Teacher Preparation

- Crucial: Prepare the "Case File: The Stolen Time" resource. This fictional-but-realistic story is the core of the lesson. It must be safe, positive, and focus on life and joy (the "after"), not illness or loss (the "before").
- Focus: This lesson connects all previous learning (Altruism, Organs vs. Tissues, Process Pathway) to a single, powerful, real-world outcome. By deliberately choosing a tissue donation story, you are reinforcing the scientific learning and expanding the students' understanding of donation beyond just "hearts and kidneys."

Additional Information

This lesson represents a significant point in the unit where abstract concepts are grounded in human experience. The investigation approach allows students to explore feelings of sadness (the time that was "stolen") and immense joy (the time that was given back) in a safe, structured way. This directly fosters empathy and deepens their appreciation for the profound altruism involved in the Hero's Pledge.

