

Body Investigators: The Community Case Files

(Year 5 - Ages 10-11):

Lesson 2 of 9

Teacher Preparation

Introduction for Teachers

This lesson adapts the senior curriculum's "Understanding Your Audience" module into a more sophisticated "Body Investigator" mission. In Lesson 1, students investigated the what (the science of organs vs. tissues). In this lesson, they become "Social Investigators" to explore the who and why.

The goal is to move beyond the Year 4 concept of a single "communication mission" and have students, as investigators, explore that a community is made of diverse groups with different values, perspectives, and questions. This lesson reframes the 16+ concept of "barriers" into the more empathetic and respectful "community perspectives." The objective is for students to understand why sharing the positive, clear facts about donation is so important—to answer the different, valid questions that different people have.

Safety and Sensitivity Considerations

- **Empathy, NOT Debate:** This is the most important rule. This is not a debate about which perspective is "right" or "wrong." The goal is 100% about empathetic understanding—seeing the world through another's eyes.
- **Avoid Stereotypes:** The "Case Files" must be based on values (e.g., "values safety," "values science," "values tradition"), not on broad, harmful stereotypes about specific religions, cultures, or races. Keep the profiles generic and values-focused.
- **Positive Facts are the Solution:** Do not introduce or "bust" any myths. This can be confusing. The answer to all questions in this lesson is to provide the positive, kind facts that students have already learned. If a "Case File" has a question, the students' job is to find the fact that answers it.
- **Respect All Questions:** Create a safe space where students see that "having questions" is a normal, smart, and good thing to do.

Teacher Resources

- A "Top Secret Investigator" envelope (to hold the case files).
- Resource: "Community Case Files" (4-5 simple profiles of different community "types" and their values).
- Student Worksheet: "Investigator's Case File Report."
- Large sheets of butcher's paper for group work.
- The "Kindness Ambassador's Fact Sheet" from Year 4 (or a new Year 5 version) for students to use as their "fact file."



Key Concepts & Language for Teachers

- The "Social Investigator" Metaphor: This is the central theme, evolving from Lesson 1.
 - Say: "Okay, Investigators. In our last case file, we investigated the 'what'—the scientific difference between organs and tissues. Today, we open a new case file: the 'who.' We are moving from body investigators to social investigators. Our mission is to understand our community."
- Defining "Perspectives" and "Values" (The "Audience"): This is the age-appropriate adaptation of "barriers."
 - Say: "As social investigators, we must understand that our community is made of many different people and groups. They have different 'perspectives'—or ways of seeing the world. These perspectives are shaped by their 'values'—the things that are most important to them, like family, tradition, science, or safety."
 - Say: "It's not that any perspective is 'right' or 'wrong.' A good investigator's job is not to judge, but to understand. We're going to look at some 'Community Case Files' to practice this."
- Investigating the "Case Files": This is the main activity.
 - Example: "Let's look at Case File #1: A Community Elder. Their profile says their top 'values' are 'Tradition' and 'Family.' What kind of questions might a person with these values have about a new idea like donation?" (e.g., "Is it respectful?" "Is it safe for families?").
 - Example: "Now, Case File #2: A Young Scientist. Their 'values' are 'Facts' and 'Innovation.' What questions might they have?" (e.g., "How does the science work?" "What's the success rate?").
 - Say: "Look at that! The same topic, but two very different sets of questions. This is why our 'Fact Sheet' from Lesson 1 is so important."
- Connecting to the Bigger Idea (Empathy and Facts): This is the core takeaway.
 - Say with a respectful tone: "Our investigation shows that people have different questions because they have different values. This is normal and good. When people seem worried or uncertain about donation, it's often just because they have a question that hasn't been answered."
 - Say: "The best way to be a 'Helping Hero' is to be an empathetic investigator. We must first listen and understand their perspective. Then, we can respectfully share the clear, kind, positive facts (like 'organs vs. tissues,' or 'it's an 'opt-in' pledge') to help answer their specific questions. This is how we build community trust and help everyone understand the true, positive story of donation."



Magical Body Facts for Year 5 (Ages 10-11)

- **Brain Power (Organ):** Your brain, an organ, is the most complex thing in the known universe. It has over 86 billion nerve cells, creating more connections than there are stars in our galaxy.
- **Your Skin Shield (Tissue):** Your skin is your body's largest organ (though it's also a collection of tissues!). You shed about 30,000 to 40,000 dead skin cells every minute. You get a whole new "shield" about once a month!
- **The Liver's "Superpower" (Organ):** The liver is a "super-machine" with over 500 jobs, from cleaning your blood to storing energy. It's also the only organ that can regenerate—it can regrow itself!
- **The See-Through Window (Tissue):** Your cornea (the "window" of your eye) is one of the only tissues in your body that has no blood vessels at all. It gets its oxygen directly from the air! This is one reason it can be transplanted so successfully.
- **A Bone "Factory" (Tissue/Organ):** Your bones are not just "scaffolding" material; they are also living "factories." The marrow inside your large bones produces over 2 million new red blood cells every second.
- **Heart's Electrical Team (Organ):** Your heart is so powerful it has its own electrical system (like a built-in 'team') that tells it to beat. This is why a heart can continue to beat for a short time even when separated from the body.
- **The "Spare Part" We Can Give Twice (Organ):** A person can donate a whole kidney (one of their "spare machines") while they are still alive to help a family member or friend.

