

Body Investigators: The Hero's Treasury

(Year 5 - Ages 10-11):

Lesson 6 of 9

Lesson Overview

Lesson Title:	Body Investigators: The Hero's Treasury
Year Level:	Year 5 (Ages 10-11)
Lesson Duration:	60 minutes
Key Focus Areas:	Organ vs. Tissue classification, Altruism, Life-Saving vs. Life-Transforming Impact.
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>AC9S5U01</u>: Investigate and describe how the structure and function of body systems of living things allow them to survive.• <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.

Learning Intentions

- 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

- 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.



Teaching Sequence

Work through this lesson in the following sequence:

Duration	Part	Focus
10 minutes	Part A. The Locked Treasury	Introduction, Review of 'Activation Code', and the Treasury Metaphor.
20 minutes	Part B. Jewels & Repair Kits	Guided activity to classify Organs (Jewels) and Tissues (Repair Kits) using Treasure Cards.
15 minutes	Part C. Mapping the Transformation	Worksheet activity focusing on the outcome and impact of one chosen 'Treasure'.
10 minutes	Part D. The Ultimate Gift	Discussion on altruism, the scale of the gift (7 lives saved + many transformed), and final reflection.
5 minutes	Part E. Assessment & Share	Class sharing of logbook entries and assessment check-in.

Part A. The Locked Treasury (10 minutes)

Step 1. Hook & Review

- Gather students and display the prop "Hero's Treasury" (a locked chest or box).
- Say: "Investigators, last time we found the 'Activation Code' (the family conversation). Today, we use it to unlock the Hero's Treasury, where the actual Treasures of Life are stored!"
- Review: Ask a few students what the Activation Code was, and why it's the most important step.

Step 2. Introducing the Treasures

- Say: "Inside, there are two kinds of incredible gifts. Some are the rare 'Jewels of Life', and others are the precious 'Repair Kits'. Our mission is to sort them and understand the magic they perform."
- Hand out the "My Treasure Map & Logbook" student worksheet.



Part B. Jewels & Repair Kits (20 minutes)

Step 1. Classification Activity

- Place the two large labels on the board: "Jewels of Life (Life-Saving)" and "Repair Kits (Life-Transforming)."
- Take out one "Treasure Card" at a time from the prop chest (e.g., The Heart).
- Ask: "Is this a solid super-machine that saves a life (Jewel), or a material that restores sight or movement (Repair Kit)?"
- Guide students to correctly place each card:
 - Jewels (Organs): Heart, Lungs, Liver, Kidneys.
 - Repair Kits (Tissues): Cornea (Eye), Bone, Skin.

Step 2. Worksheet Activity 1

- Instruct students to complete Activity 1 on their worksheet, matching the six treasures to their correct classification (Jewel or Repair Kit).
- Circulate and use Magical Body Facts (from the Teacher Content) to reinforce the function of each item as they work (e.g., the liver can regrow itself!).

Part C. Mapping the Transformation (15 minutes)

Step 1. Focus on the Recipient

- Say: "The greatest value of a treasure isn't what it is, but what it DOES. We are now going to track the journey of one treasure and see the incredible Transformation it creates."
- Guide students to look at the Treasure Logbook (Activity 2) on their worksheet.

Step 2. Individual Logbook Entry

- Instruct students to choose one treasure (Heart, Liver, Cornea, or Bone) and draw a simple 'map' of its journey or the result of the gift (e.g., drawing a child reading a book after receiving a cornea).
- They must complete the Logbook Entry:
 - The recipient was unable to... (e.g., see, breathe easily, walk without pain).
 - Now, thanks to the Hero's Treasure, the recipient can... (e.g., see their family, run, live a full life).

Part D. The Ultimate Gift (10 minutes)

Step 1. The Scale of Altruism

- Gather the class's attention and point to the completed classifications on the board.
- Ask: "Investigators, look at all these treasures. How many people did they help?"
- Reveal the Fact: "One hero's Treasury can contain enough Jewels to save up to seven lives, plus the Repair Kits to transform many more people's lives through the gift of sight, healing, and mobility."
- Discuss Altruism (Activity 3): Discuss why this is called the ultimate act of altruism (kindness). Guide them: It's an unselfish gift given at the hardest time that benefits the entire community.



Step 2. Reflection on Kindness

- Say: "The Hero's Treasury is proof that kindness can multiply. When we choose to make this gift, we are giving a second chance, sight, and mobility to people we will never even meet."

Part E. Assessment & Share (5 minutes)

Step 1. Sharing Logbooks

- Ask a few volunteers to share their Treasure Logbook Entry (Activity 2), focusing on the transformation they described.

Step 2. Teacher Assessment Check-in

- Collect the worksheets.
- Concluding Statement: "Well done, Body Investigators. You now know exactly what the Hero's gift looks like, and the powerful, magical difference it makes in the world. Next time, we will explore the real-life hero stories behind these treasures."

Differentiated Learning

- Extension:
 - Challenge students to research the function of a 'less common' donated item (e.g., Pancreas or Intestine) and create a new "Treasure Card" for it, deciding if it is a Jewel or a Repair Kit.
- Learning Support:
 - Provide a pre-filled list of 'Now, thanks to the Hero's Treasure, the recipient can...' statements to ensure all students can complete the logbook entry focusing on the concept of transformation.

Teacher Reflection

- Did the 'Treasury' metaphor successfully engage students in classifying organs and tissues?
- Were students able to clearly differentiate between the "Life-Saving" and "Life-Transforming" outcomes?
- Did the discussion successfully link the physical act of donation to the abstract concept of altruism?

Assessment

- Worksheet (Activity 1): Assess the classification. Can students correctly sort Organs (Jewels) and Tissues (Repair Kits)?
- Worksheet (Activity 2): Assess the Logbook Entry. Does the student clearly articulate the outcome/transformation (e.g., restoring sight, not just 'getting a new eye')?
- Worksheet (Activity 3): Assess Altruistic Understanding. Can the student explain why the gift is the 'ultimate kindness' (the concept of helping multiple people they don't know)?
- Class Discussion: Observe students' use of the "Jewel of Life" and "Repair Kit" language during the sorting activity, showing comprehension of the categories.



Additional Notes:

This lesson is crucial for the Year 5/6 scaffolding, as it expands understanding of donation beyond just organs. By classifying tissues (Repair Kits) alongside organs, you are reinforcing the scientific learning from Lesson 1 and expanding the students' empathetic and scientific understanding. This is a mature, positive, and engaging way to cover the diverse gifts available through donation. Ensure that the Safety and Sensitivity guidelines from the "Teacher Content" document are followed throughout the classification process.

