

Body Investigators: The Case File: The Stolen Time

(Year 5 - Ages 10-11):

Lesson 7 of 9

Lesson Overview

Lesson Title:	Body Investigators: The Case File: The Stolen Time
Year Level:	Year 5 (Ages 10-11)
Lesson Duration:	60 minutes
Key Focus Areas:	Empathy, Active Listening, Problem/Solution Analysis, and connecting the metaphors to real-life (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; identify and interpret key points, themes and ideas.• <u>AC9E5LY06</u>: Plan, create, edit and publish imaginative and informative texts...• <u>AC9HS5K07</u>: The roles of groups and individuals in communities and how they contribute to community life and cohesion.

Learning Intentions

- 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

- 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.



Teaching Sequence

Work through this lesson in the following sequence:

Duration	Part	Focus
10 minutes	Part A. The Investigator's Brief	Introduction, Metaphor Review, and Setting up the "Stolen Time" concept.
20 minutes	Part B. Analysing the Case File	Teacher-read story (Active Listening) and filling in the Problem/Solution.
20 minutes	Part C. The Outcome Report	Creative Activity ("Case File Log" Worksheet) and focusing on joy/gratitude.
10 minutes	Part D. Case Closed: Joy Restored	Reflection, Sharing, and connecting the gift to altruism.

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

Step 1. Review and Introduction

- Gather students on the floor. Hold up the Magnifying Glass prop (optional).
- Say: "Hello, Body Investigators! We've studied the Activation Code (Lesson 5) and we've cataloged the Hero's Treasury (Lesson 6). Today, our mission is to see how those heroic acts lead to a real, life-changing result."
- Introduce the Metaphor: "In our file, we have a case of Stolen Time. This isn't stolen clocks or watches—it's stolen freedom, stolen activity, stolen joy that a person lost because of illness. Our mission is to find out how the Hero's Gift gave that time back."

Step 2. Setting the Logbook

- Say: "To solve this, we'll use our Case File Log. We must listen for three things: The Problem (What was stolen?), The Solution (What gift was used?), and The Outcome (What joy was restored?)."

Part B. Analysing the Case File (20 minutes)

Step 1. Active Listening: Reading the Case File

- Introduce the teacher-created resource: "Case File: The Stolen Time."
- Say: "This is a true story of kindness. Listen with your hearts and focus on what the person couldn't do, and what they received."
- Read the story aloud. (Ensure the story focuses on the "before" (frustration/inability) and the "after" (recovered activity/joy), and confirms the gift was a tissue or a specific organ).



Step 2. Filling the Problem/Solution Log (Activity 1)

- Distribute the "The Case File Log" student worksheet.
- Guide students to fill in the first sections:
 - The Stolen Time (Problem): Ask for specific details from the story (e.g., "They couldn't see the whiteboard clearly," or "They couldn't run and play sport").
 - The Hero's Gift (Solution): Remind them of the categories (Jewel of Life / Repair Kit) from Lesson 6 and confirm what kind of gift was given (e.g., a cornea for sight, or bone for walking).

Part C. The Outcome Report (20 minutes)

Step 1. Creating the Joyful Outcome (Activity 2)

- Say: "Now for the best part: the Outcome Report. This is where we celebrate the kindness! Look at your log. The problem is solved. The stolen time is returned! Your job is to capture that joy."
- Instruct students to:
 - Write a happy, celebratory Headline for the good news.
 - Draw a picture of the person using their new health (e.g., drawing clearly, scoring a goal, or dancing without pain).

Step 2. Reflection on Kindness (Activity 3)

- Guide students to the reflection section (Activity 3: The Ultimate Kindness).
- Ask: "Why is it the ultimate act of kindness for the Hero Family to share the gift? Why is that choice so big?" (Guide them to understand the concepts of altruism and helping someone they don't know).

Part D. Case Closed: Joy Restored (10 minutes)

Step 1. Sharing the Good News

- Say: "Investigators, your Case Files are closed, and the outcome is joy! Let's share the good news."
- Ask 3-4 students to share their Headline and describe their Outcome Picture with the class. (Celebrate the positive, life-changing results).

Step 2. Reflection and Conclusion

- Ask: "What did the Hero's Pledge give to the person in our story?" (Guide them: Life, joy, health, the chance to be active, freedom).
- Say: "You all now understand the incredible power of the Hero's Echo. When someone is brave and kind enough to share their wish, that kindness lives on in the life, time, and freedom of another person. Excellent work, Investigators!"



Differentiated Learning

- Extension:
 - Challenge students to write a "Thank You Note" on the back of the worksheet from the recipient to the "Hero Family," using emotional language (e.g., gratitude, hope, joy) to deepen empathetic understanding.
 - Ask students to summarise the entire Process Pathway (Lesson 3) that had to happen to achieve this outcome.
- Learning Support:
 - Provide a pre-filled list of 'The person was given back the time to...' statements to ensure all students can complete the logbook entry focusing on the concept of transformation (e.g., ...to run with their dog, ...to read books again).
 - Offer sentence starters for the reflection (e.g., "Sharing my wish is kind because...").

Teacher Reflection

- Did the "Case File" metaphor successfully transition students from the abstract metaphors to a concrete, positive human story?
- Were students able to clearly differentiate between the initial "Problem" (what was stolen) and the final "Outcome" (joy restored)?
- Did the discussion successfully link the physical act of donation to the abstract concept of altruism and gratitude?
- Was the tone kept respectful, positive, and focused on the life-changing recovery?

Assessment

- Worksheet (Activity 1): Assess the Case File Log. Can students identify the "problem" (stolen time/activities), the "solution" (the tissue/organ), and the purpose of the gift?
- Worksheet (Activity 2): Assess the Outcome Report. Is the headline and picture positive? Does it show the life transformed (not just the body fixed)?
- Worksheet (Activity 3): Assess Altruistic Understanding. Can the student explain why the gift is an important act of kindness (the concept of helping someone in need)?
- Class Discussion: Listen for students' ability to articulate the positive outcome of the story and their empathetic understanding.

Additional Notes:

This lesson is a critical part of the Year 5/6 scaffolding. By deliberately choosing a tissue donation story, you are reinforcing the scientific learning from Lesson 6 and expanding the students' understanding of donation beyond just "hearts and kidneys." This is a mature, empathetic, and scientific adaptation that successfully bridges the gap between metaphors and real-world human impact. Ensure all Safety and Sensitivity guidelines from the "Teacher Content" document are followed

