

Body Investigators: The Process Pathway

(Year 5 - Ages 10-11):

Lesson 3 of 9

Lesson Summary

This lesson continues the "Body Investigator" unit by adapting the "Future of Transplantation" theme. Having investigated what can be donated (organs vs. tissues) and why (community perspectives), students now investigate how the process works. As "Scientific Mappers," students will explore the "Process Pathway," learning the basic sequence of events for a transplant. Through a collaborative "flowchart challenge," they will discover the key scientific difference between the pathway for an organ (a 'machine' that must be transplanted quickly) and a tissue (a 'material' that can be stored in a "Tissue Bank"), reinforcing that both are life-saving, heroic gifts.

Learning Intentions

Students will

- Understand that transplantation is a safe, careful, and organised scientific process.
- Investigate the basic sequence of steps for an organ transplant.
- Investigate the basic sequence of steps for a tissue transplant.
- Identify the key difference between the two pathways (i.e., urgency vs. storage).

Success Criteria

Students can

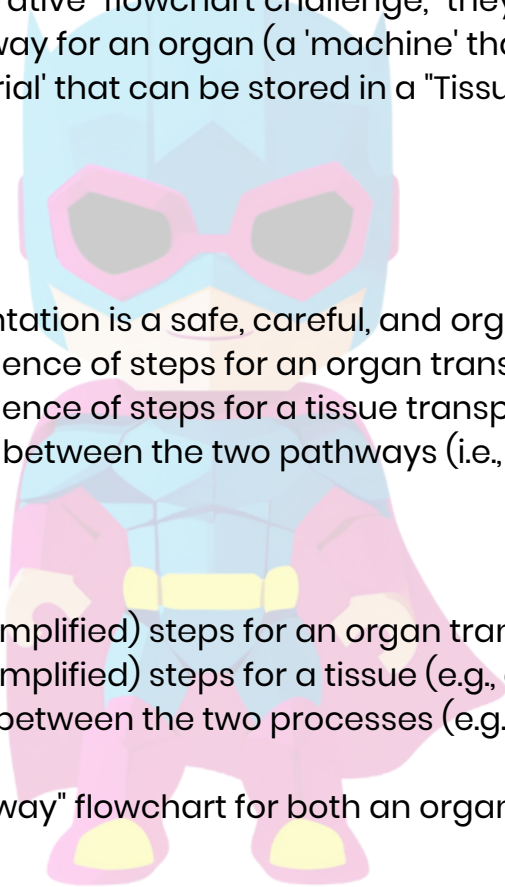
- Correctly sequence the (simplified) steps for an organ transplant.
- Correctly sequence the (simplified) steps for a tissue (e.g., cornea) transplant.
- Explain the key difference between the two processes (e.g., "Organs have to be fast, but tissues can be stored").
- Complete a "Process Pathway" flowchart for both an organ and a tissue.

Lesson Details

Time:	60 minutes
Year Level:	Year 5 (Ages 10-11)
Unit:	This is Lesson 3 of 9 in the series.
Educational Partner:	This lesson is adapted from resources provided by DonateLife

General Capabilities

Personal and Social Capability, Critical and Creative Thinking, Scientific Literacy, Ethical Understanding.



Curriculum Mapping and Links

Australian Curriculum (v9.0)

Subject	Strand	Content Descriptor
Science	Science as a Human Endeavour	<u>AC9S5H02</u> : Investigate how scientific knowledge is used to solve problems and address opportunities... and the new possibilities created through advances in science.
Health and Physical Education	Personal, Social and Community Health	<u>AC9HP6P01</u> : Describe how body systems work together to support health and wellbeing.
Design and Technologies	Processes and Production Skills	<u>AC9TDE5P04</u> : Sequence and document steps in a design process...
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
Science	Year 5	Scientific knowledge is used to solve problems and inform personal and community decisions.
Health and Physical Education	Year 5	Describe how body systems work together to enable movement and physical activity.
Design and Technologies	Year 5	Document and communicate design processes (sequencing).
HASS	Year 5	How individuals and groups contribute to the communities to which they belong... and the importance of civics and citizenship.



Resources Required

- Whiteboard or smartboard.
- Resource: "The Process Pathway Cards" (Two sets of scrambled, colour-coded cards for groups: one set for the "Organ Pathway" and one for the "Tissue Pathway").
- Student Worksheet: "My Investigation of the Process Pathway" (A two-part worksheet with two blank flowcharts: one for "Organ (Machine) Transplant" and one for "Tissue (Material) Transplant").
- A prop "Investigator's Notebook" (from Lesson 1).

Skills

- Scientific Literacy
- Systems Thinking
- Sequencing & Ordering
- Critical Thinking
- Collaboration

Teacher Preparation

- Prepare the two sets of "Process Pathway Cards" for each group.
- Prepare the "Process Pathway" worksheets.
- Core Metaphor: This lesson builds on "Body Investigators" by making them "Scientific Mappers." The focus is on process and logic.
- Key Language: This lesson reinforces the "Organ = Machine" and "Tissue = Material" metaphors. It introduces a new concept: the "Tissue Bank" (a place where "materials" like corneas and skin are safely stored). This is the key scientific difference in the two pathways.

Additional Information

This lesson has been created as part of a program designed to help children explore kindness, empathy, and the importance of helping others. By introducing these concepts in a safe, age-appropriate, and engaging way, children can understand the power of altruism and how their choices can make a big difference.

Organ, eye, and tissue donation is a real-life example of this. One organ donor can save up to seven lives and help many more people through eye and tissue donation. This lesson is the first step in helping students understand this profound act of community kindness.

