

# Body Investigators: Organs vs. Tissues

(Year 5 - Ages 10-11):

## Lesson 1 of 9

### Lesson Summary

This 60-minute introductory lesson for Year 5 moves students from the role of "heroes" to "Body Investigators." It adapts the "Motivation to Give" theme by exploring altruism (the human drive to help) as a scientific concept. Students will then launch their investigation into the "what" of helping, learning the crucial scientific difference between organs (the body's "machines," like the heart and lungs) and tissues (the body's "materials," like corneas, skin, and bone). This lesson provides the scientific foundation for the Year 5 & 6 unit, explaining how organ and tissue donation are two different, equally heroic ways to give the "gift of life."

### Learning Intentions

Students will .....

- Understand altruism (the motivation to give) as a key human behaviour.
- Investigate and identify the scientific difference between organs and tissues.
- Describe the basic function of key organs (e.g., heart, lungs, kidneys) and key tissues (e.g., corneas, skin, bone, heart valves).
- Recognise that organ donation and tissue donation are two different, powerful ways to help others.

### Success Criteria

Students can .....

- Explain altruism in their own words (e.g., "helping for the sake of helping").
- Correctly sort examples of organs and tissues into two groups.
- Explain the key difference between an organ (a complex "machine") and a tissue (a "material" for the body).
- Complete a "Body Investigator's Report" worksheet, labelling both organs and tissues.

### Lesson Details

Time:	60 minutes
Year Level:	Year 5 (Ages 10-11)
Unit:	This is Lesson 1 of 9 in the series.
Educational Partner:	This lesson is adapted from resources provided by DonateLife

### General Capabilities

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



# Curriculum Mapping and Links

## Australian Curriculum (v9.0)

Subject	Strand	Content Descriptor
Science	Biological sciences	<u>AC9S5U01</u> : Examine how the structure of living things relates to their function... and how components of systems work together.
Health and Physical Education	Personal, Social and Community Health	<u>AC9HP6P01</u> : Describe how body systems work together to support health and wellbeing. <u>AC9HP6P02</u> : Describe and apply strategies that demonstrate consideration for others' feelings, needs and rights.
HASS (Civics and Citizenship)	Knowledge and Understanding	<u>AC9HS5K07</u> : How people contribute to communities.

## Queensland Curriculum (QCAA)

Subject	Syllabus	Content Description
Science	Year 5	Living things have structural features and adaptations that help them to survive in their environment.
Health and Physical Education	Year 5	Describe how body systems work together to enable movement and physical activity.
HASS	Year 5	How individuals and groups contribute to the communities to which they belong.



## Resources Required

- Whiteboard or smartboard.
- Resource: "Organ vs. Tissue Fact Cards" (Simple, laminated cards explaining 3-4 organs (e.g., Heart, Lungs, Kidneys) and 3-4 tissues (e.g., Corneas, Skin, Bone, Heart Valves) and their functions).
- Student Worksheet: "Body Investigator's Report" (A two-part worksheet: a T-chart for sorting organs vs. tissues, and a body outline for labelling).
- A prop "Investigator's Notebook" or "Lab Coat" (optional, for the hook).
- Simple human body encyclopedia or access to online (teacher-safe) research tools.

## Skills

- Scientific Literacy (Anatomy/Biology)
- Critical Thinking (Comparing and contrasting)
- Systems Thinking
- Categorisation and Sorting
- Communication

## Teacher Preparation

- Prepare the "Organ vs. Tissue Fact Cards."
- Prepare the "Body Investigator's Report" worksheets.
- Core Metaphor: "Body Investigators." This is a mature step up from "Detectives" (Year 3) or "Heroes" (Year 4). The focus is on discovery, science, and understanding systems.
- Key Language: This is the first lesson to clearly separate Organs (the body's "machines" or "engines") from Tissues (the body's "materials," "scaffolding," "windows," or "shields"). This is the foundational concept for the entire Year 5/6 unit.

## 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.

