

# Body Investigators: The Activation Code

(Year 5 - Ages 10-11):

## Lesson 5 of 9

### Lesson Overview

Lesson Title:	Body Investigators: The Activation Code
Year Level:	Year 5 (Ages 10-11)
Lesson Duration:	60 minutes
Key Focus Areas:	Critical thinking, ethical understanding, communication, and reframing the family conversation as an act of profound kindness and trust.
Curriculum Links:	Australian Curriculum – Health and Physical Education (Foundation) <ul style="list-style-type: none"><li>• <a href="#">AC9HP6P02</a>: Describe and apply strategies that demonstrate consideration for others' feelings, needs and rights.</li><li>• <a href="#">AC9HP6P09</a>: Investigate community health issues... and plan and implement strategies to promote health, safety and wellbeing.</li><li>• <a href="#">AC9HS5K07</a>: The roles of groups and individuals in communities and how they contribute to community life and cohesion.</li><li>• <a href="#">AC9E5LY02</a>: Use interaction skills... to explore and build on ideas, share points of view, and listen to and respond to the views of others.</li></ul>

### Learning Intentions

- Understand that the family conversation is the most important step in the donation process.
- Investigate why a family's consent ("saying yes") is the "activation code" for the "Process Pathway."
- Recognise that sharing your wishes (your "echo") is an act of trust and kindness to your family, making a hard decision easier.
- Understand the fact that families are far more likely to agree when they know their loved one's wishes.

### Success Criteria

- Explain why the family conversation is the "activation code" (or "master key") to the donation process.
- Identify that the family must give the final "yes" for donation to happen in Australia.
- Solve a "Codebreaker" puzzle that shows the family conversation "unlocks" the gift.
- State the key fact: that families are much more likely to say "yes" if they've had the conversation.



# Teaching Sequence

Work through this lesson in the following sequence:

Duration	Part	Focus
10 minutes	Part A. The Locked Case File	Introduction, Hook, and Metaphor Setup (Worksheet Activity 1)
15 minutes	Part B. The Evidence (Key Fact)	Critical investigation of the 8/10 vs 4/10 statistic (Worksheet Activity 2)
20 minutes	Part C. The Cipher and The Code	Solving the "Activation Code" puzzle (Worksheet Activity 3)
15 minutes	Part D. Case Closed	Final Report and Reflection (Worksheet Activity 4)

## Part A. The Locked Case File (10 minutes)

### Step 1. Review and Introduction

- Gather students and review previous lessons: They have investigated the "what" (Organs vs. Tissues) and the "how" ("The Process Pathway").
- Introduce the hook: "Investigators, we have a problem. We know how the 'Helping Hero Team' works, but we've found that the 'Process Pathway' is currently locked."
- Hand out the Worksheet (Activity 1) and a prop "key" or "keycard" (optional).
- Say: "The pathway cannot begin without a special, human 'key' or an 'Activation Code.' Our mission today is to investigate what that code is."

### Step 2. Defining the "Code"

- Say: "In Australia, the entire amazing scientific process can only begin after one thing happens. The 'Helping Hero's' family must give their permission. They must say 'yes.' That family conversation, and their 'yes,' is the 'Activation Code.' It's the essential human key."
- Students complete the definition of the "Activation Code" in Worksheet Activity 1.

## Part B. Evidence Investigation (15 minutes)

### Step 1. Introducing the Evidence

- Say: "As investigators, we base our conclusions on evidence. This is the most important clue we will see in the entire unit."
- Direct students to Worksheet Activity 2: THE "EVIDENCE."



- Write the two key facts on the board:
  - Evidence A: When a family knows their loved one's heroic wish (their "Hero's Echo"), they say "YES" 8 out of 10 times.
  - Evidence B: When a family has to guess their loved one's wish, they only say "YES" 4 out of 10 times.

## Step 2. Investigator's Analysis

- Facilitate a short discussion, guiding students to analyse the evidence.
- Ask: "What does this evidence prove? Why is the 'Hero's Echo' (the conversation) so important?"
- (Guide them: "It makes the family's job easier," "It makes it more likely the Activation Code will be used," "It is the only way to be sure the hero's wish is honoured.")
- Students record their analysis in Worksheet Activity 2.

## Part C. Codebreaker Activity (20 minutes)

### Step 1. The Cipher Task

- Transition students to Worksheet Activity 3: THE "ACTIVATION CODE" (The Cipher).
- Explain the cipher: "The evidence has proven the necessity of the conversation. Now, use this cipher (\$A=1\$, \$B=2\$, \$C=3\$) to decode the final message—the true 'Activation Code' we are seeking."
- (The message decodes to: SHARING YOUR WISH IS THE KEY)

### Step 2. Cipher Solving Time

- Allow students dedicated time to solve the code. Circulate and provide hints as needed.
- Once solved, confirm the message: "SHARING YOUR WISH IS THE KEY."

## Part D. Case Closed (15 minutes)

### Step 1. Connecting the Evidence to Kindness

- Say with a respectful and caring tone: "Investigators, we have solved the case. The 'Activation Code' is the family's 'yes,' and the key to unlocking it is sharing your wish. This isn't just about a promise; it's an act of incredible kindness and trust."
- Ask: "What gift does sharing your wish give to your family?" (It gives them the confidence to honour your wishes; it removes the burden of having to guess during a difficult time.)

### Step 2. Final Report

- Students transition to Worksheet Activity 4: CASE CLOSED (Final Report).
- Task: Based on all the evidence (the 8/10 fact) and the decoded message, students write their final report on why sharing your wish with your family is the greatest kindness you can do for them.
- Circulate, providing feedback and affirming their insightful responses.



## Differentiated Learning

- Extension:
  - Challenge students to write a concise "Investigator's Brief" explaining the key statistic (8/10 vs 4/10) to another class member in a persuasive paragraph, using the metaphor of the "locked pathway."
  - Ask them to identify one specific skill (listening, speaking clearly, empathy) needed to be a good "Activation Code Sharer."
- Learning Support:
  - Provide a pre-written alphabet-to-number chart for the cipher activity.
  - For the Final Report, provide sentence starters such as: "Sharing my wish is kind because it means my family \_\_\_\_\_ instead of \_\_\_\_\_."

## Teacher Reflection

- Did the "Activation Code" metaphor successfully reframe the family conversation as a logical and critical component of the process, rather than a difficult topic?
- Were students able to logically connect the evidence (the 8/10 vs 4/10 statistic) to the necessity of the conversation?
- Did the final discussion reinforce that sharing wishes is an act of love and respect for the family?

## Assessment

- Worksheet (Activities 2 & 4): Assess the student's Investigator's Analysis (Activity 2) for understanding of the key statistic and the Final Report (Activity 4) for their ability to articulate why sharing the wish is an act of kindness to the family.
- Codebreaker (Activity 3): Did the student successfully solve the cipher?
- Class Discussion: Observe students' use of the lesson's metaphors ("Activation Code," "Process Pathway," "Hero's Echo") in context.

## Additional Notes:

**Safety and Sensitivity:** This is the most sensitive lesson in the unit. The focus must not be on telling children to go home and have this talk. The focus is purely on the logical investigation of why the conversation is the most critical step in the overall process, driven by the powerful 8/10 vs 4/10 evidence. The tone must remain profoundly empathetic and respectful towards the family's role.

