

The Hero's Pledge

(Year 4 - Ages 9-10):

Lesson 6 of 9

Lesson Summary

This lesson adapts the senior curriculum's complex theme of "Consent Systems" into an engaging, hands-on activity about making choices. Students will become "Community Planners" for the day and participate in "The Classroom Choice," where they explore two different, fair ways a group can make a decision (an "opt-in" model vs. an "opt-out" model) to create a new club. This activity provides a simple, concrete framework for understanding that the "Hero's Pledge"—the kind choice to become a donor—is an active, "opt-in" decision in Australia, and that the most important step in this pledge is sharing it with your family.

Learning Intentions

Students will

- Understand that a "pledge" is a serious and important promise.
- Explore different, fair ways a group can make a big decision together.
- Recognise that the "Hero's Pledge" to donate is a personal, "opt-in" choice that you must make.

Success Criteria

Students can

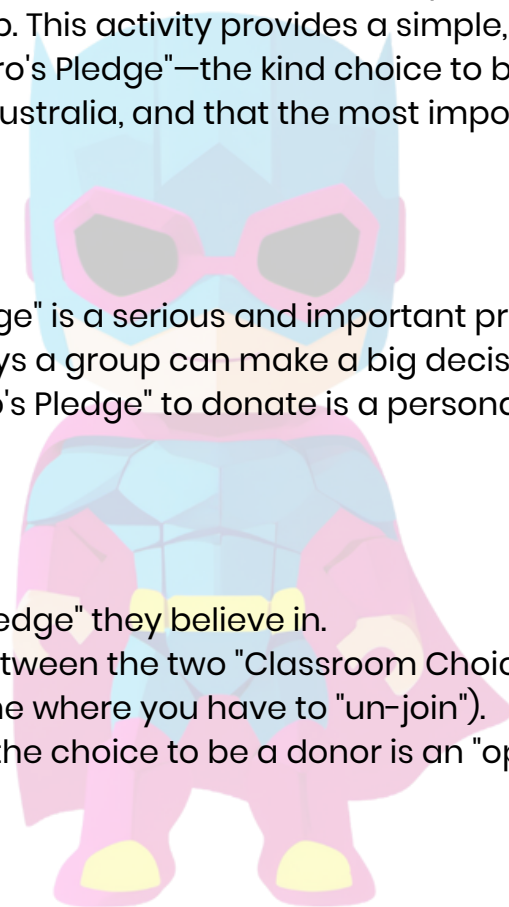
- Give an example of a "pledge" they believe in.
- Explain the difference between the two "Classroom Choice" scenarios (one where you have to "join," and one where you have to "un-join").
- Explain that in Australia, the choice to be a donor is an "opt-in" pledge (you have to sign up for it).

Lesson Details

Time:	60 minutes
Year Level:	Year 4 (Ages 9-10)
Unit:	This is Lesson 6 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, Numeracy.



Lesson Guides and Printables

Lesson Plan



The Hero's Pledge

(Year 4 - Ages 9-10)
Lesson 6 of 9

Lesson Overview

Lesson Title: The Hero's Pledge
Year Level: Year 4 (Ages 9-10)
Lesson Duration: 60 minutes
Key Focus Areas: Understanding ethics, decision-making, pledges, and the Australian "opt-in" system.
Curriculum Links: Australian Curriculum - Health and Physical Education (Foundation)

- **AC:PE6-4-12-2** The roles of local government and the democratic processes. How group decisions are made in the community.
- **AC:PE6-4-12-3** How and why people participate in groups to achieve a shared goal and contribute to community life.
- **AC:PE6-4-12-4** Learned how, community expectations, influence individuals' behaviours, attitudes and actions.
- **AC:PE6-4-12-5** Link interaction skills including, active listening, to express and justify a point of view.

Learning Intentions

- Understand that a "pledge" is a serious and important promise.
- Explore different fair ways a group can make a big decision together.
- Recognise that the "Hero's Pledge" to donate is a personal, "opt-in" choice that you must make.

Success Criteria

- Give an example of a "pledge" they believe in.
- Explain the difference between the two "Classroom Choice" scenarios (one where you have to "join" and one where you have to "opt-in").
- Explain that in Australia, the choice to be a donor is an "opt-in" pledge (you have to sign up for it).

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Student Worksheet

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Name: _____ Class: _____

Student Worksheet

Activity 3 The "Classroom Choice" Reflection

Task: We explored two different, fair ways to make a group decision. Think about your "Kindness Club" activity.

1. In Choice 1 ("Opt-in"), what did you have to do to join the club? (e.g. "We had to...")
2. In Choice 2 ("Opt-out"), what did you have to do to not be in the club? (e.g. "We had to...")
3. In Australia, the "Hero's Pledge" to be a donor is an "Opt-in" choice. What does this mean you must do to make this pledge? (Hint: is it automatic, or do you have to choose to do it?)

Choice 1	Choice 2	Hero's Pledge

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Teacher Content Info

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Name: _____ Class: _____

Teacher Preparation

Introduction for Teachers

This lesson adapts the senior curriculum's most complex topic, "Debating Consent Systems", into a safe, non-threatening, and tangible activity for Year 4 students. "The Classroom Choice" The goal is not to have students debate the ethics of consent. The goal is to explain how the Australian system works using a simple metaphor.

Students will explore two different, fair ways to make a group decision (an "opt-in" vs. "opt-out" model) by pretending to form a "Kindness Club." This neutral activity provides the language and a conceptual framework to understand that the "Hero's Pledge" (the decision to donate) is an "opt-in" choice in Australia. This powerfully reinforces the theme from Lesson 5 because it is a choice you must opt in to, showing that choice with your family (the "Hero's Echo") is the most important step.

Teacher Resources

- Resource: "Classroom Choice Scenario Cards" (one for "opt-in" one for "opt-out")
- A poster: "KINDNESS CLUB SIGN-UP SHEET (Opt-in)"
- A poster: "KINDNESS CLUB NO THANK YOU SHEET (Opt-out)"
- Student worksheet: "My Hero's Pledge"
- A picture book about making a choice or a promise (e.g. The Promise by Nicola Davies).

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Curriculum Mapping and Links

Australian Curriculum (v9.0)

Subject	Strand	Content Descriptor
Health and Physical Education	Personal, Social and Community Health	AC9HP4P09 : Examine how... community expectations... influence individuals' behaviours, decisions and actions.
HASS (Civics and Citizenship)	Knowledge and Understanding	AC9HS4K09 : The roles of local government and the democratic processes... how group decisions are made in the community. AC9HS4K07 : How and why people participate in groups to achieve a shared goal and contribute to community life.
English	Literacy	AC9E4LY02 : Use interaction skills including... active listening... to express and justify a point of view.

Queensland Curriculum (QCAA)

Subject	Syllabus	Content Description
Health and Physical Education	Year 4	Examine influences on behaviours, decisions, and actions.
HASS	Year 4	How and why people participate in and contribute to communities... and how group decisions are made.
English	Year 4	Use appropriate interaction skills, including active listening... and justifying a point of view.



Resources Required

- Resource: "Classroom Choice Scenario Cards" (one for "Opt-in," one for "Opt-out").
- A large poster labelled: "KINDNESS CLUB SIGN-UP SHEET (Opt-In)."
- A large poster labelled: "KINDNESS CLUB 'NO, THANK YOU' SHEET (Opt-Out)."
- Student Worksheet: "My Hero's Pledge" (a worksheet for personal reflection).
- A picture book about making a choice or a promise (e.g., The Promise by Nicola Davies).

Skills

- Critical thinking
- Ethical Understanding
- Decision-making
- Communication
- Collaboration
- Numeracy (tallying votes)

Teacher Preparation

- Prepare the two "Classroom Choice" posters and the scenario cards.
- The core of this lesson is critical: It translates the extremely complex and sensitive "Debating Consent Systems" (16+) into a simple, non-threatening "Classroom Choice" activity.
- Safety: This lesson is not a debate about which system is "better" for donation. It is a simple exploration that two fair systems exist. The focus must immediately shift to explaining that Australia uses the "opt-in" model (you must choose it), and that the most important part of any choice is sharing it with your family (the "Hero's Echo" from Lesson 5).

Additional Information

This lesson has been created as part of Donate Buddies, a program designed to help young children explore kindness, sharing, and the importance of helping others. By introducing these concepts in a fun, age-appropriate, and engaging way, children begin to understand the power of kindness and how their actions can make a big difference.

Organ, eye, and tissue donation is a real-life example of this kindness, where one person can help save the lives of many others. While most people can donate tissue, only a small number of people who pass away in hospitals can become organ donors. One organ donor alone can save up to seven lives and help many more people through eye and tissue donation.

