

# Superhero Fuel

(Year 3 - Ages 8-9):

## Lesson 6 of 9

### Lesson Overview

Lesson Title:	Superhero Fuel
Year Level:	Year 3 (Ages 8-9)
Lesson Duration:	30 minutes
Key Focus Areas:	Understanding basic nutrition, health choices, and kindness to oneself.
Curriculum Links:	<p>Australian Curriculum – Health and Physical Education (Foundation)</p> <ul style="list-style-type: none"><li>• <u>AAC9HP4P06</u>: Investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing.</li><li>• <u>AC9S3U01</u>: Identify the basic needs of living things, including food and water.</li><li>• <u>AC9TDE4P02</u>: Generate, develop, and communicate design ideas and decisions.</li></ul>

### Learning Intentions

- Understand that healthy food provides fuel for their organs to work properly.
- Identify different types of "Superhero Fuel" (food groups) and which organs they help most.
- Recognise that making healthy choices is a way of being kind to their own bodies.

### Success Criteria

- Name a healthy food and explain how it acts as "Superhero Fuel."
- Explain why a balanced meal is important for the whole superhero team.
- Design a "Power-Up Meal" that includes different types of healthy foods.

Page 1 of 5



# Teaching Sequence

Work through this lesson in the following sequence:

Duration	Part	Focus
5 minutes	Part A. The Secret Fuel	Introduction, Brainstorming & The Fuel Metaphor
10 minutes	Part B. The Fueling Station	Sorting Game & Connecting Foods to Heroes
10 minutes	Part C. Designing the Power-Up Meal	Creative Activity & Connecting to the Big Idea
5 minutes	Part D. The Superhero Feast	Reflection and Sharing

## Part A. The Secret Fuel (5 minutes)

### Step 1. Review and Introduction

- Gather students on the floor. Have the Donate Buddies character cards visible.
- Say: "Hello, team! Last time, we learned about the importance of a 'Superhero Check-In.' Today, we're going to learn the secret to keeping our heroes powered up and ready for action. We're going to learn about 'Superhero Fuel!'"

### Step 2. The Fuel Metaphor

- Ask: "What is fuel? What does a car need to make it go?" (Petrol). "What do you need when you feel tired and have no energy?" (Food, water, rest).
- Say: "Exactly! Fuel is energy. Our organ superheroes work so hard, and they need the right kind of fuel to do their jobs. The fuel we give them comes from the healthy food we eat!"



## Part B. The Fueling Station (10 minutes)

### Step 1. The Sorting Game

- Create "Fueling Stations" around the room with labels like "Brain Power," "Super Strength," and "Cleaning Crew."
- Give students pictures of different foods (or plastic food items).
- Say: "It's time to sort the fuel! I want you to take your food item and decide which Fueling Station it belongs to. Where does it give our heroes the most power?"
- Have students place their items and briefly explain their choices (e.g., "Fish has good oils for Brain Power," "Pasta gives us energy for Super Strength")

### Step 2. Connecting Fuel to Heroes

- Hold up a few key food pictures and connect them to the Donate Buddies characters.
- Say: "Harriet the Heart loves the fuel from colourful vegetables to keep her strong. Katie & Kenny the Kidneys need lots of water to power their Super-Filter ability. And Izzy the Intestine needs high-fibre fuel from apples and grains to do his job properly."
- Ask: "What happens if we only give the team one type of fuel?" (Guide them to understand that the whole team needs a variety of fuels to work together).

## Part C. Designing the Power-Up Meal (10 minutes)

### Step 1. Creative Activity

- Students move to tables. Distribute the "My Power-Up Meal" worksheet.
- Instruct: "You are now the Head Chef for Superhero Headquarters! Your mission is to design the ultimate 'Power-Up Meal' for the whole team. On your plate, draw a balanced meal that has different types of Superhero Fuel to make every hero strong."
- As they work, circulate and talk about their meal designs.
  - "What fuel have you included for Larry the Liver?"
  - "That looks delicious! How will that help Lenny the Lungs?"

### Step 2. Connecting to the Bigger Idea

- As they are finishing, gently introduce the connection.
- Say with a caring tone: "Designing these meals is a wonderful act of kindness to your own body. When we choose healthy 'Superhero Fuel,' we are looking after our amazing team and keeping them strong for a long, long time."



- Continue with a sense of appreciation: "Our body is a precious gift. Keeping our organ superheroes healthy and well-fueled is the best way we can care for that gift. When a person makes the kind promise to be an organ donor, they are sharing the gift of a strong, healthy superhero that has been well cared for. It's a beautiful way to pass on that gift of health."

## Part D. The Superhero Feast (5 minutes)

### Step 1. Sharing Our Meals

- Say: "Chefs, it's time to present your Power-Up Meals! We are going to do a 'gallery walk.' Leave your meal on your desk and walk quietly around the room to see all the delicious and healthy fuel the other chefs have designed for their teams."
- Allow a few minutes for students to view each other's work.

### Step 2. Reflection

- Gather the class's attention.
- Ask: "What is one new thing you learned today about fueling your superhero team?"
- Say: "It's amazing to know that every time you eat a healthy meal, you are being a kind and caring manager for your own body. You are giving your heroes the fuel they need to be the best they can be. Well done, chefs!"

## Differentiated Learning

- Extension:
  - Challenge students to write the "recipe" for their Power-Up Meal on the back of their worksheet.
  - Ask them to design a "Super Drink" that would give the whole team a special boost.
- Learning Support:
  - Provide a template of a plate divided into food groups (vegetables, protein, grains) to guide their drawing.
  - Create a simple matching game on the board, connecting a food item directly to the organ hero it helps most.



## Teacher Reflection

- Did the "Superhero Fuel" metaphor effectively make the topic of nutrition engaging and empowering for the students?
- Were students able to connect different food types to the health of their organs?
- Did the connection between self-care (healthy eating) and the value of a healthy body feel positive and logical?
- How can I use the "Superhero Fuel" language in the classroom or during lunchtimes to gently encourage healthy choices?

## Assessment

- Observation of participation in the "Fueling Station" sorting game.
- Ability to design a balanced "Power-Up Meal" on their worksheet.
- Verbal explanation of how a specific food helps a specific organ hero.
- Understanding that healthy choices are an act of kindness to one's own body.

## Additional Notes:

The success of this lesson relies on keeping the tone positive and focused on what healthy foods add to our bodies—power, energy, and strength. By framing nutrition as a fun mission to help their beloved superhero characters, students are intrinsically motivated to learn. This lesson builds crucial health literacy skills and reinforces the theme that our bodies are a precious gift worth caring for.

