

Magical Helpers and Their Amazing Tools

(Prep - Ages 5-6):

Lesson 3 of 9

Lesson Overview

Lesson Title:	Magical Helpers and Their Amazing Tools
Year Level:	Prep (Ages 5-6)
Lesson Duration:	30 minutes
Key Focus Areas:	Understanding kindness, sharing, and helping others
Curriculum Links:	<p>Australian Curriculum – Health and Physical Education (Foundation)</p> <ul style="list-style-type: none">• <u>AC9HPFP06</u>: Identify actions that promote health, safety and wellbeing (focus on people who can help).• <u>AC9SFH01</u>: Explore how people use science in their daily lives, including when caring for their environment and living things.• <u>ACAVAM107</u>: Use and experiment with different materials, techniques, technologies and processes to make artworks.

Learning Intentions

- Identify some of the special people who help us when we are sick (doctors, nurses).
- Recognise that these helpers use special tools to understand and care for our bodies.
- Understand that doctors and nurses are a kind and important "Helping Team."

Success Criteria

- Name a person who is part of a "Hospital Helping Team."
- Draw a picture of a "magical helping tool."
- Say one way doctors or nurses help people.



Teaching Sequence

Work through this lesson in the following sequence:

Duration	Part	Focus
5 minutes	Part A. A Visit from a Magical Helper	Introduction and Story Time
15 minutes	Part B. The Magical Helper's Bag	Interactive "What's in the Bag?" & Creative Activity
5 minutes	Part C. The Most Important Job	Connecting Helpers to the Big Idea
5 minutes	Part D. Show and Tell	Reflection and Sharing

Part A. A Visit from a Magical Helper (5 minutes)

Step 1. Review and Introduction

- Gather students on the floor. Point to the "Helping Chain" created in Lesson 2.
- Say: "Look at our amazing Helping Chain! It reminds us that we are all part of special Helping Teams. Can anyone name one of their teams?" (Listen for "family," "friends," "our class").
- Say: "Today, we are going to learn about another very important helping team. This team helps us when our bodies are not feeling well. Can anyone guess who they are?" (Guide them towards "doctors" and "nurses").
- Say: "That's right! The Doctor and Nurse Team! They are magical helpers who know all about our amazing bodies."

Step 2. Story Time

- Introduce a picture book about visiting the doctor.
- Say: "This story is about a character who meets some of these magical helpers. Let's see what happens and what special things the helpers do."
- Read the story aloud, pointing out the kind actions of the doctor or nurse characters

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Part B. The Magical Helper's Bag (15 minutes)

Step 1. The Mystery Bag

- Bring out your "Magical Helper's Bag." Shake it gently.
- Say with excitement: "I have a very special bag with me today. It's a Magical Helper's Bag, just like a doctor or nurse uses. Inside, there are some amazing tools they use to help us. Should we see what's inside?"

Step 2. "What's in the Bag?" Interactive Activity

- Pull out the props one by one, giving them a magical name and demonstrating their use in a playful way.
 - Stethoscope: "Ooh, what's this? This is a Heart Listener! It lets the helpers listen to the thump-thump-thump of our helping heart to make sure it's beating strong and happy." (Let a few children listen to their own heart).
 - Penlight: "Wow! A Magic Looking Light! Helpers use this to look into our eyes and ears to make sure everything is sparkly and bright inside." (Shine it on your hand, never in eyes).
 - Magnifying Glass: "Look! A Super-Seeing Eye! This helps them look very closely at our skin to see any little spots or scratches we might have."
 - Bandages: "And what are these? Magic Healing Stickers! They help our bodies feel better when we get a little scrape."

Step 3. Introducing the Worksheet

- Distribute the "My Magical Helper's Bag" worksheet.
- Instruct: "Now it's your turn to be a Magical Helper! On this sheet is your very own helper's bag. Your job is to draw all of the magical tools we just discovered inside your bag. You can even add some glitter glue 'magic healing potion' to make it extra special!"
- Students move to tables to begin the creative activity.

Part C. The Most Important Job (5 minutes)

Step 1. Connecting Helpers to the Big Idea

- As students work, circulate and talk about the helpers.
- Say: "The Doctor and Nurse Team are amazing helpers, aren't they? They work in special places called hospitals where they help lots of people feel better."



- Connect to the previous lesson's theme: "Remember we talked about how one family team can help another family team with the most magical gift of all? The Doctor and Nurse Team have the most important job. They are the special team that helps this kind and magical gift happen safely. They are true Kindness Superheroes."
- Keep the focus on the doctors and nurses as a kind, caring team that facilitates the "gift."

Part D. Show and Tell (5 minutes)

Step 1. Sharing Our Bags

- Invite a few students to come to the front and share their completed worksheet.
- Ask: "Can you show us one magical tool in your bag? What does it do?"
- Praise their drawings and their understanding of what the tools are for.

Step 2. Reflection

- Ask the group a final question to consolidate their learning.
- Ask: "What is one kind thing that the Doctor and Nurse Team does to help people?"
- Say: "It's wonderful to know there are so many magical helpers in our community who are part of a team that looks after us!"

Differentiated Learning

- Extension:
 - Challenge students to invent and draw their own "magical helping tool" and explain what it does.
 - Ask them to think about another type of community helper (e.g., firefighter, teacher) and what tools might be in their bag.
- Learning Support:
 - Have pictures of the four tools available for students to refer to as they draw.
 - Sit with a small group and guide the drawing process: "Okay, first let's draw the Heart Listener. What shape was it?"



Teacher Reflection

- Were the students able to grasp the concept of moving from an individual "superhero" to a "helping team"?
- Which "team" (family, friend, class) did the students connect with the most?
- How can I use the "Helping Chain" as a visual tool in the classroom to encourage teamwork in the future?
- Was the "team-to-team" explanation of donation understood as a positive and abstract concept?

Assessment

- Observation of student engagement during the "What's in the Bag?" activity.
- Ability to name a community helper (doctor, nurse) and one of their "magical tools."
- Creative expression in the worksheet, showing an understanding of the tools discussed.

Additional Notes:

Ensure the lesson maintains a playful and positive tone, framing medical tools as "magical" and helpers as "kind" to demystify the healthcare environment. The goal is to build curiosity and trust, not to explain medical procedures.

This lesson connects the abstract idea of helping to the real-life "Helping Team" of doctors and nurses, reinforcing that our communities have dedicated people who care for us and help make the "magical gift" of donation possible.

