

# Our Body's Super-Mechanics

(Year 2 - Ages 7-8):

## Lesson 3 of 9

### Lesson Overview

Lesson Title:	Our Body's Super-Mechanics
Year Level:	Year 2 (Ages 7-8)
Lesson Duration:	30 minutes
Key Focus Areas:	Understanding empathy and the reasons for helping others.
Curriculum Links:	Australian Curriculum - Health and Physical Education (Foundation) <ul style="list-style-type: none"><li>• <u>AC9HP2P05</u>: Identify and demonstrate protective behaviours and help-seeking strategies in a range of situations.</li><li>• <u>AC9S2U01</u>: Describe the components of simple systems and show how the components work together to serve a purpose.</li><li>• <u>AC9AVA2C01</u>: Use materials, techniques and technologies to explore art making, and represent ideas and experiences.</li></ul>

### Learning Intentions

- Identify some important organs in our body and their jobs (heart, lungs, kidneys).
- Understand that doctors and nurses are like "body mechanics" who help keep us healthy.
- Recognise that the gift of donation can give someone a new, working organ.

### Success Criteria

- Name two body organs and what they do.
- Describe one way a doctor or nurse helps our bodies.
- Draw and label the organs on my "body blueprint."



# Teaching Sequence

Work through this lesson in the following sequence:

Duration	Part	Focus
5 minutes	Part A. Our Amazing Machines	Introduction and Story Time
10 minutes	Part B. Meet the Super-Mechanics	Class Brainstorm and Interactive "Body Blueprint"
10 minutes	Part C. Building Our Blueprints	Creative Activity & Connecting to the Big Idea
5 minutes	Part D. Our Health Check	Reflection and Sharing

## Part A. Our Amazing Machines (5 minutes)

### Step 1. Review and Introduction

- Gather students on the floor.
- Say: "Hello everyone! Last time, we learned about our wonderful 'Community Web.' Today, we're going to zoom right into ourselves and learn about the most amazing machine in the whole world... our body!"
- Ask: "What are some amazing things your body can do?" (e.g., run, jump, think, see, talk, heal from a scrape).
- Say: "Our bodies are incredible! And just like a complex machine like a car sometimes needs a mechanic to keep it running well, our bodies have special expert helpers too. We're going to call them our body's Super-Mechanics."

### Step 2. Story Time

- Introduce a picture book about the human body, like Me and My Amazing Body by Joan Sweeney.



- Say: "This book will take us on a tour inside our amazing body machines. Let's look at some of the special parts, or organs, and learn what important jobs they do."
- Read the story aloud, pausing to point out key organs like the heart, lungs, and kidneys.

## Part B. Meet the Super-Mechanics (10 minutes)

### Step 1. Class Brainstorm

- Ask: "If our body is a machine, who are the super-mechanics that help us keep it healthy and fix it if it's not working right?" (Guide them to "doctors" and "nurses").
- Say: "That's right! Doctors and nurses are our body's super-mechanics. They are a special part of our community web who have learned all about how our bodies work."

### Step 2. Interactive "Body Blueprint"

- Direct students' attention to the large body outline on the board.
- Say: "This is the blueprint for our amazing body machine. But it's missing some of its most important parts! Let's see if we can help the mechanics and put them in the right place."
- Hold up the pre-cut heart shape. Say: "This is the heart, the body's powerful engine! Its job is to go thump-thump and pump blood and energy all around. Where do you think our engine goes?" Invite a student to place it on the chest.
- Hold up the lungs shape. Say: "These are the lungs, the body's air filters! They breathe fresh air in and push old air out to give us power. Where do our air filters go?" Invite a student to place them in the chest area.
- Hold up the kidneys shape. Say: "These are the kidneys, the body's cleaning crew! They clean all the liquid in our body. Where do our cleaners go?" Invite a student to place them on the lower back.

## Part C. Building Our Blueprints (10 minutes)

### Step 1. Introducing the Creative Activity

- Distribute the "My Body Blueprint" worksheet.
- Instruct: "Now you all get to be super-mechanics in training! On your own blueprint, your mission is to draw the important organs we just learned about. Then, see if you can be a real expert and label the heart, the lungs, and the kidneys."



## Step 2. Creative Time

- Students move to tables with pencils and crayons.
- As they work, circulate and ask questions.
  - "Great! You've drawn the heart engine. What is its important job?"
  - "I see you're drawing the lungs. What do they help us do all day long?"

## Step 3. Connecting to the Bigger Idea

- As they finish, gently introduce the connection.
- Say: "Our body's super-mechanics are very clever and can fix most parts of our body machine if they get a bit broken. But sometimes, a part, like a heart engine or a kidney filter, gets so worn out that it can't be fixed. The person can't run or play anymore. The kindest thing that can happen is for the mechanics to get a new, working part from the gift of donation. A kind family chooses to share a healthy organ, and the super-mechanics can put it in the person's body so their machine can work perfectly again. It's the most amazing repair in the world."

## Part D. Our Health Check (5 minutes)

### Step 1. Sharing Our Blueprints

- Invite a few students to hold up their completed blueprints.
- Ask: "Can you point to one organ on your blueprint and tell us its special job?"

### Step 2. Reflection

- Ask: "What is one amazing thing we learned about our body machines today?"
- Say: "It's wonderful to know we have amazing parts inside us and that there are kind 'super-mechanics' like doctors and nurses to help us if we ever need them."

## Differentiated Learning

- Extension:
  - Challenge students to draw and label another body part they know, like the brain ("the computer") or the stomach ("the food processor").
  - Ask them to write a sentence explaining what one of the organs does.



- Learning Support:
  - Provide pre-cut shapes of the heart, lungs, and kidneys for students to glue onto their blueprint in the correct position.
  - Work with a small group, guiding them to touch the parts on their own bodies (chest for heart/lungs, lower back for kidneys) before drawing.

## Teacher Reflection

- Did the "body mechanic" metaphor work effectively to create a positive and non-threatening context?
- Were students able to identify the three key organs and their simple functions?
- Did the connection between a "broken part" and the "gift of donation" as a "new part" make sense to the students?
- How can I use this positive language about our bodies and helpers in other health-related discussions?

## Assessment

- Observation of participation in discussions about organs and "super-mechanics."
- Ability to correctly place the heart, lungs, and kidneys on the class blueprint.
- Completion of the "My Body Blueprint" worksheet, showing an understanding of where key organs are located and attempting to label them.
- Verbal expression of a simple function of at least one organ.

## Additional Notes:

Ensure the lesson maintains a sense of wonder and fun. The "body mechanic" metaphor is a powerful tool to simplify complex ideas and reduce potential anxiety around topics of health and medicine.

This lesson builds on the concept of the "community web" by identifying doctors and nurses as a key expert group. It provides a logical and gentle introduction to the physical aspect of donation, framing it as a kind and practical solution to help a body "machine" work properly again.

