

Superhero Check-In

(Year 3 - Ages 8-9):

Lesson 5 of 9

Lesson Overview

Lesson Title:	Superhero Check-In
Year Level:	Year 3 (Ages 8-9)
Lesson Duration:	30 minutes
Key Focus Areas:	Understanding health communication, self-awareness, and help-seeking strategies
Curriculum Links:	<p>Australian Curriculum – Health and Physical Education (Foundation)</p> <ul style="list-style-type: none">• <u>AC9HP4P07</u>: Describe how to seek, evaluate and apply health information, products and services to meet needs.• <u>AC9E3LY06</u>: Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct sentence structure, punctuation and spelling.• <u>AC9AVA4C01</u>: Use art-making skills and techniques to explore and represent ideas and experiences.

Learning Intentions

- Understand the importance of listening to their body's signals.
- Explore how to talk to a trusted adult about their health and feelings.
- Recognise that family conversations are essential for making important decisions about helping others.

Success Criteria

- Identify a signal that one of their organ superheroes might be tired.
- Explain why it's important to talk to a 'Team Manager' (family) about their wellbeing.
- Create a comic strip showing a "Superhero Check-In" conversation.

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Teaching Sequence

Work through this lesson in the following sequence:

Duration	Part	Focus
5 minutes	Part A. The Superhero Signal	Introduction, Brainstorming & The Communication Metaphor
10 minutes	Part B. Calling the Team Manager	Story Time & The Importance of Help-Seeking
10 minutes	Part C. The Check-In Plan	Creative Activity & Connecting to the Big Idea
5 minutes	Part D. The Heroic Conversation	Reflection and Sharing

Part A. The Superhero Signal (5 minutes)

Step 1. Review and Introduction

- Gather students on the floor. Have the Donate Buddies character cards visible.
- Say: "Hello, Superheroes! Last time, we met our amazing Body's Superhero Team. We know they are strong and powerful, but even superheroes need to communicate with their leader. Today, we're going to learn about the 'Superhero Check-In'."

Step 2. The Body's Signals

- Hold up a prop walkie-talkie or "communicator."
- Say: "Our organ heroes can't use a walkie-talkie, so they send us 'signals' to let us know how they're feeling. A signal is just a message."
- Ask: "If Lenny the Lungs was tired from running, what signal might he send?" (A cough, puffing). "What about Izzy the Intestine if you ate too much cake?" (A tummy ache).
- Say: "These signals aren't bad! They are important messages. It's our job to listen to them and report back to our 'Team Manager'."

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Part B. Calling the Team Manager (10 minutes)

Step 1. Story Time

- Introduce a picture book about expressing feelings, like *In My Heart: A Book of Feelings* by Jo Witek.
- Say: "This book is about all the different feelings we can have. It's brave to understand our feelings and even braver to talk about them. The most important person we can talk to is our 'Team Manager'—a trusted adult in our family, like a parent, grandparent or carer."
- Read the story aloud, focusing on the importance of acknowledging and sharing feelings.

Step 2. The Team Manager's Role

- Say: "Your Team Manager is the expert on your superhero team. Why is it so important to tell them when you get a signal from one of your heroes?"
- Brainstorm a list of reasons on the board:
 - They know how to help.
 - They can make you feel safe and comfortable.
 - It's their job to look after the team.
 - Talking about it makes you feel better.

Part C. The Check-In Plan (10 minutes)

Step 1. Creative Activity

- Students move to tables. Distribute the "My Superhero Check-In Comic" worksheet.
- Instruct: "Your mission is to show a Superhero Check-In in action! You will create a two-panel comic strip. In the first panel, draw a child who has received a signal from one of their organ heroes. In the second panel, draw them talking to their Team Manager about it."
- As they work, circulate and talk about their comics.
- "What signal is your character getting? Who are they talking to?"
- "That's a very brave conversation to draw. Well done!"

Step 2. Connecting to the Bigger Idea

- As they are finishing, gently introduce the connection.
- Say with a caring tone: "These check-ins are so important for keeping our teams healthy every day. As we grow up, our families have even bigger team meetings to make important decisions."



- Continue with a sense of respect: "The promise to be an organ donor is a very special and heroic decision. The most important part of that promise is the 'Superhero Check-In' with your family. It's a loving conversation where everyone on the team shares their wishes. When a family knows what a person wanted, they can work together to make that heroic gift happen. It's the ultimate act of family teamwork."

Part D. The Heroic Conversation (5 minutes)

Step 1. Sharing Our Comics

- Say: "It's time to share your heroic conversations. Turn to a partner and show them your comic strip. Explain the signal and how the check-in helped the superhero team."
- Allow a few minutes for students to share their comics in pairs.

Step 2. Reflection

- Gather the class's attention.
- Ask: "How does it feel to know you have a 'Team Manager' you can always talk to about how you're feeling?"
- Say: "Remember, listening to your body and talking about your feelings is not just okay—it's a superhero power! It's the smartest and bravest way to keep your whole team strong. Well done, everyone."

Differentiated Learning

- Extension:
 - Challenge students to write dialogue or captions in their comic strip panels.
 - Ask them to create a third panel showing how the 'Team Manager' helped the organ superhero feel better.
- Learning Support:
 - Provide a list of simple "signals" on the board with pictures (e.g., a cough, a sad face, a tired yawn).
 - Offer pre-drawn comic templates with characters, allowing students to just fill in the details.



Teacher Reflection

- Did the "Superhero Check-In" and "Team Manager" metaphors effectively make the concept of health communication feel safe and empowering?
- Were students able to identify body signals and understand the importance of talking to a trusted adult?
- Did the connection between a daily check-in and the bigger conversation about donation feel gentle and logical for this age group?
- How can I use the "check-in" language to foster open communication about feelings and wellbeing in the classroom?

Assessment

- Observation of participation in brainstorming and discussions.
- Ability to identify a simple body signal and its meaning.
- Creative expression in the comic strip, showing a clear understanding of the help-seeking process.
- Verbal understanding of the importance of communicating with a trusted adult about health.

Additional Notes:

The success of this lesson relies on framing communication as a brave and proactive skill. By using the established superhero metaphor, the lesson normalises conversations about our bodies and feelings. This builds a crucial life skill and provides a respectful, positive foundation for understanding the vital role of family discussion in the donation process.

