

When a Superhero Needs a Hero

(Year 3 - Ages 8-9):

Lesson 7 of 9

Lesson Overview

Lesson Title:	When a Superhero Needs a Hero
Year Level:	Year 3 (Ages 8-9)
Lesson Duration:	30 minutes
Key Focus Areas:	Understanding empathy, help-seeking, and the concept of transplantation through storytelling.
Curriculum Links:	<p>Australian Curriculum – Health and Physical Education (Foundation)</p> <ul style="list-style-type: none">• <u>AC9HP4P09</u>: Describe and implement strategies to value diversity in their communities. (Links to valuing others' needs).• <u>AC9E3LY06</u>: Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout.• <u>AC9AMA4C01</u>: Create and shape media artworks to share ideas, experiences and emotions with audiences.

Learning Intentions

- Understand that sometimes our organ superheroes can get tired or unwell.
- Explore the concept of one person's hero helping another person's hero.
- Recognise that organ donation is a story of heroes helping heroes.

Success Criteria

- Explain in their own words that even heroes sometimes need help.
- Describe how one organ superhero can help another.
- Create a "Hero Story" comic strip showing an act of organ donation.

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Teaching Sequence

Work through this lesson in the following sequence:

Duration	Part	Focus
5 minutes	Part A. A Hero in Trouble	Introduction, Story Hook & The Helping Metaphor
10 minutes	Part B. The Hero Story	Story Time & Understanding the Solution
10 minutes	Part C. Creating Our Hero Stories	Creative Activity & Connecting to the Big Idea
5 minutes	Part D. A Library of Heroes	Reflection and Sharing

Part A. A Hero in Trouble (5 minutes)

Step 1. Review and Introduction

- Gather students on the floor. Have the Donate Buddies character cards visible.
- Say: "Hello, heroes! In our last lessons, we've met our amazing Body's Superhero Team and learned how to keep them strong with 'Superhero Fuel' and 'Superhero Check-Ins.' But today, we're going to learn about what happens when a hero gets tired and needs help."

Step 2. The Helping Metaphor

- Ask: "Have you ever seen a superhero in a movie that needed help from another superhero?" (Allow students to share examples).
- Say: "Exactly! Even the strongest heroes sometimes need a helping hand. Our organ superheroes are the same. It's nobody's fault, but sometimes one of them can get too tired to do their job, and the whole team is in trouble."



Part B. The Hero Story (10 minutes)

Step 1. Story Time ("When Harriet the Heart Needed a Hero")

- Introduce your simple, teacher-created storybook.
- Say: "I'm going to read you a very special 'Hero Story.' It's about a person whose Harriet the Heart hero became very tired. Her superpower was fading, and her whole team was losing energy."
- Read the simple, fictional story. The story should cover three parts:
 - The Problem: The person's Harriet the Heart is tired.
 - The Heroic Gift: Another person's life has ended, and their family makes the kind, heroic choice to share their loved one's strong Harriet the Heart.
 - The Happy Ending: The new Harriet the Heart joins the team, making the person healthy and strong again.

Step 2. Understanding the Solution

- Ask: "In our story, what was the problem?" (Harriet the Heart was tired).
- Ask: "And who came to the rescue?" (A new Harriet the Heart from a kind person).
- Say: "This is a story about heroes helping heroes. The person who shared their hero is a hero. Their family are heroes for making that kind promise. And the person who is healthy again can go on to be a hero in their own life."

Part C. Creating Our Hero Stories (10 minutes)

Step 1. Creative Activity

- Students move to tables. Distribute the "My Hero Story Comic Strip" worksheet.
- Instruct: "Now it's your turn to be a storyteller! You will create your own three-panel comic strip about a Donate Buddy who needs help. You can choose any of our organ heroes. Your comic needs to show the problem, the heroic gift, and the happy ending."
- As they work, circulate and talk about their stories.
 - "What a great story! Tell me about the hero who needs help in your first panel."
 - "How are you showing the 'heroic gift' in your second panel?"

Step 2. Connecting to the Bigger Idea

- As they are finishing, reinforce the connection to real life.



- Say with a caring and respectful tone: "Your hero stories are so powerful. They show that you understand the most amazing act of kindness. This isn't just a story; it's something that really happens. This is what organ and tissue donation is all about: it's a real-life story of heroes helping heroes, where one person's incredible, kind gift can save another person's life and make their whole superhero team strong again."

Part D. A Library of Heroes (5 minutes)

Step 1. Sharing Our Stories

- Say: "Storytellers, it's time to share your amazing work. We are going to create a 'Library of Heroes.' Turn to a partner and take turns sharing your comic strip story with them."
- Allow a few minutes for students to share their stories in pairs.

Step 2. Reflection

- Gather the class's attention.
- Ask: "What is the most important message from all of our hero stories today?" (Guide them to ideas like 'it's brave to help,' 'kindness saves the day,' 'we can all be heroes').
- Say: "You are all right. The most important message is that even when things are sad, kindness and heroism can create a happy ending. You have all done a wonderful job of telling this very special story." (Give out optional "Helping Hero" certificates).

Differentiated Learning

- Extension:
 - Challenge students to add speech bubbles or captions to their comic strip to tell the story with words and pictures.
 - Ask them to design a "thank you" card from the person who received the new hero to the family who gave the gift.
- Learning Support:
 - Provide a pre-drawn comic strip with empty spaces for students to fill in the characters.
 - Work with a small group, verbally telling a story together panel by panel before they begin drawing.



Teacher Reflection

- Did the "Hero Story" metaphor provide a safe and positive way to introduce the concept of transplantation?
- Were students able to understand and represent the three key stages of the story (problem, gift, resolution)?
- Did the connection between the fictional story and the real-life act of donation feel gentle, respectful, and empowering?
- How can I use the "heroes helping heroes" language to discuss other instances of altruism and community support?

Assessment

- Observation of participation in the story time discussion.
- Ability to sequence a simple narrative in the three-panel comic strip.
- Creative expression in their "Hero Story," showing an understanding of the core concept.
- Verbal understanding that organ donation is a heroic act of helping.

Additional Notes:

This is a sensitive but crucial lesson in the unit. The success of this lesson relies on keeping the narrative simple, fictional, and consistently focused on the positive, heroic outcome. By using the familiar and friendly Donate Buddies characters, students can explore the concept of transplantation at a safe emotional distance, allowing them to grasp the fundamental kindness of the act without fear or anxiety.

