

The Body's Helping Heroes

(Year 4 - Ages 9-10):

Lesson 1 of 9

Lesson Overview

Lesson Title:	The Body's Helping Heroes
Year Level:	Year 4 (Ages 9-10)
Lesson Duration:	60 minutes
Key Focus Areas:	Understanding altruism, empathy, community heroes, and introducing organ and tissue donation as a heroic act of help.
Curriculum Links:	<p>Australian Curriculum – Health and Physical Education (Foundation)</p> <ul style="list-style-type: none">• <u>AC9HP4P01</u>: Describe and apply strategies to promote health, safety and wellbeing.• <u>AC9HS4K07</u>: Explain how and why people participate in and contribute to their communities.• <u>AC9AVA4C01</u>: Use art-making skills and techniques to explore and represent ideas and experiences.

Learning Intentions

- Understand that 'helping' can take many forms, from small community acts to significant heroic gestures.
- Recognise that our bodies sometimes need help, like a machine needing a 'spare part' to be repaired.
- Be introduced to the concept of organ and tissue donation as a powerful, kind, and heroic way to help others.

Success Criteria

- List different types of 'heroes' and their 'helping powers' (qualities).
- Explain the 'spare part' metaphor for organ donation.
- Create a 'Thank You' card that expresses gratitude for a 'Helping Hero's' kindness.



Teaching Sequence

Work through this lesson in the following sequence:

Duration	Part	Focus
10 minutes	Part A. What is a Hero?	Warm-up, Brainstorming, and Defining 'Hero'
15 minutes	Part B. The Body's Repair Shop	Introducing the Concept of Needing Help (The Problem)
20 minutes	Part C. The Helping Heroes	Introducing Donation (The Solution) & Creative Activity
15 minutes	Part D. Hero Headquarters Showcase	Sharing, Reflection, and Connecting to the Big Idea

Part A. What is a Hero? (10 minutes)

Step 1. Warm-up: "Hero, Helper, Friend"

- Ask students to stand in a clear space. Call out one of three words: "Hero," "Helper," or "Friend."
- Hero: Students strike a strong "superhero" pose.
- Helper: Students mimic an action of helping (e.g., lifting, passing an item).
- Friend: Students turn to a partner and give a friendly wave or "air high-five."
- Do this 5-6 times to get them thinking about the different words.

Step 2. Class Brainstorm: "Hero Headquarters"

- Gather students on the floor. Ask: "When I say the word 'hero,' who do you think of?" (e.g., superheroes, but also firefighters, doctors, parents, lifesavers).
- Distribute the "Hero Headquarters" Student Worksheet (Activity 1).
- Say: "On the first part of your sheet is a 'Hero Headquarters' shield. Your mission is to fill this shield with all the different types of heroes we know. They can be from movies, from our community, or from our families."
- Ask: "What makes them a hero? It's not just a cape. What is their 'superpower'?" Guide them to words like: Brave, Kind, Strong, Helpful, Caring, Selfless.
- As a class, list these "hero qualities" on the main board.



Part B. The Body's Repair Shop (15 minutes)

Step 1. The "Broken Machine" Metaphor

- Say: "You've all listed amazing heroes who help people. Now let's think about a time when our bodies need help. What happens when a toy or a machine, like a car or a bike, breaks?" (e.g., "It stops working," "You have to fix it," "It needs a new part.")
- Say: "Exactly! Sometimes, a bike needs a new wheel, or a toy needs a new battery. Our bodies are a bit like amazing, magical machines. They work hard every day to keep us running, thinking, and playing. But sometimes, a part of our body can get sick or stop working properly."

Step 2. Introducing "The Problem" (Gently)

- Say: "Imagine a person's body is like a very complicated repair shop. What if one of the most important parts—like the engine (the heart) or the filter (the kidney)—stops working? The person's body can't fix it on its own. They need a spare part to get better."
- Check for understanding: "What happens to the machine if it can't get the spare part it needs?" (It stays broken; it can't work.) "It's the same for a person. They have to wait, and they feel very sick, and they can't run or play."

Part C. The Helping Heroes (20 minutes)

Step 1. Introducing "The Solution" (The Heroes)

- Say: "This is where a new kind of hero comes in. We call them 'Helping Heroes.' These are the most generous, kind, and altruistic people you can imagine."
- Say: "A Helping Hero is a person who, with their family, makes the kindest choice of all. They decide that if they ever pass away and don't need their body parts anymore, they would want to give their 'spare parts' to someone who is sick and waiting."
- Reinforce the language: "This amazing gift is called organ and tissue donation. That one 'Helping Hero' can give their 'spare parts' and repair the 'broken' bodies of lots of different people. They give them the gift of life. They are real-life heroes."

Step 2. Story Time

- Read an age-appropriate story about kindness, resilience, or helping (e.g., *The Invisible Boy* by Trudy Ludwig, or *What is Given* from the Heart by Patricia C. McKissack).
- After the story, ask: "How did the person in that story show a 'hero quality'? How did their kindness 'repair' something (like a friendship or someone's sadness)?"

Step 3. Creative Activity: A Card for a Hero

- Distribute the Student Worksheet (Activity 2).
- Say: "Now it's our turn to say thank you. On the second part of your sheet is a template for a 'Thank You' card. I want you to design a beautiful card for a 'Helping Hero' and their family. What message would you want to send them for their incredible kindness? You can use pictures, symbols, or words."
- Play some quiet music while students work on their cards.



Part D. Hero Headquarters Showcase (15 minutes)

Step 1. "Gallery Walk" or "Partner Share"

- Have students find a partner ("Partner A" and "Partner B").
- Partner A shares their "Hero Headquarters" shield and explains the most important hero quality they listed.
- Partner B shares their "Thank You" card and explains one picture or word they used.
- Swap. (Allow 5–7 minutes for this).

Step 2. Class Reflection

- Gather the class's attention. Ask a few guiding questions:
- "Did you need a cape and superpowers to be on our 'Hero Headquarters' shield?" (No!)
- "What was the most important 'hero quality' our class found?" (e.g., Kindness, Helping Others).
- "Why do we call organ donors 'Helping Heroes'?" (Because they are brave, kind, and selfless, and they give the gift of life).

Step 3. Concluding Thought

- Say: "Today, we learned that heroes are all around us. They are firefighters, doctors, and our families. And some of the most incredible heroes are the 'Helping Heroes' who make the kind and selfless choice to give their 'spare parts' to help save someone's life. It's one of the most powerful and kindest ways to help another person."

Differentiated Learning

- Extension:
 - On the back of their worksheet, challenge students to write a short "Hero Profile" for an organ donor, describing their "powers" (e.g., Power: Generosity, Power: Kindness).
 - Ask them to design a "Helping Hero" logo or symbol for donation.=
- Learning Support:
 - During Part A, provide a word bank of "hero qualities" on the board (e.g., Kind, Brave, Helps, Cares, Shares).
 - In Part C, work with a small group and brainstorm simple symbols for their cards (e.g., hearts, smiley faces, sunshine, flowers) before they start drawing.



Teacher Reflection

- Did the "repair shop" and "spare part" metaphors work for this age group? Was the language clear?
- Were students able to connect their existing ideas of "heroes" to the new concept of "Helping Heroes" (donors)?
- Did the "Thank You" card activity allow students to process the topic with empathy and gratitude?
- How can I reinforce the "Helping Hero" language in future lessons?

Assessment

- Worksheet (Activity 1): Observe the types of heroes and qualities students list on their "Hero Headquarters" shield.
- Worksheet (Activity 2): Assess the "Thank You" card for its expression of gratitude and understanding (e.g., use of positive symbols like hearts, life, helping hands).
- Class Discussion: Listen for students' ability to use the terms "Helping Hero" and "spare part" in the context of the lesson.

Additional Notes:

This lesson is the first introduction to the concept of donation. The focus must remain positive, hopeful, and empowering, anchored in the language of 'heroes,' 'kindness,' and 'helping.' Avoid any medical or technical details. The "spare part" metaphor is a simple, non-scary way to frame a complex idea for 9-10 year olds.

