Kindness Inventions

(Year 3 - Ages 8-9):

Lesson 3 of 9

Lesson Overview

Lesson Title:	Kindness Inventions
Year Level:	Year 3 (Ages 8-9)
Lesson Duration:	30 minutes
Key Focus Areas:	Understanding problem-solving, creativity, and the connection between science and kindness.
Curriculum Links:	Australian Curriculum - Health and Physical Education (Foundation)

- AC9HP4P10: Investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts.
- AC9S3H01: Investigate how science is used in people's daily lives and why it is important.
- AC9TDE4P02: Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques.

Learning Intentions

- Understand that science and creativity can be used to help people.
- Explore the process of identifying a problem and inventing a solution.
- Recognise that organ transplantation is a real and amazing "invention" that helps save lives.

Success Criteria

- Describe a problem that a "Kindness Invention" could solve.
- Explain how their invention helps people.
- Design and label their own "Kindness Invention."

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Teaching Sequence

Work through this lesson in the following sequence:

Duration	Part	Focus
5 minutes	Part A. The Inventor's Workshop	Introduction, Prop Exploration & The Inventor Metaphor
10 minutes	Part B. Finding a Problem to Solve	Story Time & Brainstorming Problems
10 minutes	Part C. Designing Our Kindness Inventions	Creative Activity & Connecting to the Big Idea
5 minutes	Part D. The Invention Convention	Reflection and Sharing

Part A. The Inventor's Workshop (5 minutes)

Step 1. Review and Introduction

- Gather students on the floor. Have the "Inventor's Kit" prop box at the front.
- Say: "Hello, everyone! Last time, we learned about the 'Friendship Key.' Today, we're going to put on our thinking caps and become inventors! What do you think an inventor does?" (Guide them to ideas like 'makes new things,' 'solves problems').

Step 2. Exploring Inventions

- Pull out some simple inventions from the kit or show pictures (glasses, bandaid, crutches).
- Ask: "What problem does this invention solve?" (Glasses solve blurry vision; bandaids solve cuts).
- Say: "Exactly! These are all 'Kindness Inventions' because they are clever ideas that help our bodies. Today, you are all going to become Kindness Inventors and design your own!"

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Part B. Finding a Problem to Solve (10 minutes)

Step 1. Story Time

- Introduce a picture book about inventing or problem-solving, like The Most Magnificent Thing by Ashley Spires.
- Say: "This story is about a character who has a wonderful idea for an invention. Let's watch to see how she works through her plan, even when it gets tricky. Every inventor starts with an idea to solve a problem."
- Read the story aloud, focusing on the creative process of identifying a need and trying to meet it.

Step 2. Brainstorming Problems

- Say: "Every great invention starts with a problem. What are some small problems our bodies have that a Kindness Invention could fix?"
- Brainstorm a list of simple problems on the board (e.g., "I feel sad sometimes," "My legs get tired on long walks," "It's hard to hear whispers," "I wish I could reach the top shelf"). Encourage both real and imaginative problems.

Part C. Designing Our Kindness Inventions (10 minutes)

Step 1. Creative Activity

- Students move to tables. Distribute the "My Kindness Invention" worksheet.
- Instruct: "It's time to get inventing! First, choose one problem from our list, or think of your own. Then, draw the blueprint for your amazing Kindness Invention that solves that problem. Don't forget to add labels to show how all the clever parts work!"
- As they work, circulate and talk about their inventions.
    - "What a brilliant idea! Tell me how this part of your invention works."
    - "What problem does your invention solve for people?"

Step 2. Connecting to the Bigger Idea

- As they are finishing, gently introduce the connection.
- Say with a sense of wonder: "Inventors, these designs are incredible! You've used your creativity to solve problems. One of the most amazing real-life Kindness Inventions wasn't made in a workshop, but was discovered by clever doctors and scientists."
- Continue with an inspiring tone: "For a long time, if a person's heart or liver was too sick to work, there was no solution. But then, they 'invented' transplantation. It's the incredible idea of a kind person giving a healthy organ to help someone else. It's a real-life invention that mixes science with incredible generosity to save lives."

Part D. The Invention Convention (5 minutes)

Step 1. Sharing Our Inventions

- Say: "Welcome, inventors, to our first ever Invention Convention! We are going to do a 'gallery walk.' Please leave your invention on your desk and walk quietly around the room to see all the other amazing ideas. Be ready to share one thing you liked about someone else's invention."
- Allow a few minutes for students to view each other's work.

Step 2. Reflection

- Gather the class's attention.
- Ask: "What was your favourite part about being a Kindness Inventor today?"
- Say: "It's amazing to see how your clever and kind brains came up with so many ways to help people. It shows that science, creativity, and kindness are a powerful team, and you all have the brilliant mind of an inventor!"

Differentiated Learning

- Extension:
  - Challenge students to write a short "advertisement" for their invention, explaining what it does and why people need it.
  - Ask them to think about what materials their invention would be made from.
- Learning Support:
  - Provide a list of "problem and solution" pairs on the board for students to choose from (e.g., Problem: Can't reach the top shelf. Solution: Springy shoes).
  - Work with a small group to verbally design an invention together before they begin drawing.

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Teacher Reflection

- Did the "Kindness Inventor" metaphor effectively engage students and make the concept of innovation accessible and fun?
- Were students able to identify a problem and design a creative solution?
- Did the connection between their imaginative inventions and the real-life "invention" of transplantation feel positive and inspiring?
- How can I use the language of "problem-solving" and "inventing" in other curriculum areas to foster creativity and resilience?

Assessment

- Observation of participation in brainstorming and discussions.
- Ability to identify a problem and design a solution for it.
- Creative expression and use of labels in the "Kindness Invention" worksheet.
- Verbal understanding that science and kindness can work together to help people.

Additional Notes:

The success of this lesson relies on celebrating creativity over practicality. Encourage wild and magical ideas to empower students and make them feel like capable inventors. This lesson powerfully reframes complex medical science as an act of creative problem-solving, allowing students to connect with the topic of transplantation through a lens of curiosity, imagination, and respect for human ingenuity.

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