Our Body's Super-Mechanics

(Year 1 - Ages 6-7):

Lesson 3 of 9

Lesson Overview

Lesson Title:	Our Body's Super-Mechanics
Year Level:	Year 1 (Ages 6-7)
Lesson Duration:	30 minutes
Key Focus Areas:	Understanding kindness, helping, and the positive impact of our actions.
Curriculum Links:	Australian Curriculum - Health and Physical Education (Foundation)

- AC9HP2P05: Identify and demonstrate protective behaviours and help-seeking strategies in a range of situations.
- AC9S1H01: Explore how people use science in their daily lives, including when caring for their environment and living things.
- AC9AVA2C01: Use materials, techniques and technologies to explore art making, and represent ideas and experiences.

Learning Intentions

- Identify some important parts of our body and their jobs (heart, lungs, eyes).
- 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 body part that works.

Success Criteria

- Name one body part and what it does.
- Describe one way a doctor or nurse helps our bodies.
- Draw a picture of a healthy body part working correctly on my "body blueprint."

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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 'Caring Circles.' Today, we're going to zoom right into the middle of those circles 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, see, think, hug).
- Say: "Our bodies are incredible! And just like a car sometimes needs a mechanic to keep it running well, our bodies have special 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.

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

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 caring circle that helps everyone in the community."

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 engine! Its job is to go thump-thump and pump energy all around. Where do you think the engine goes?" Invite a student to place it on the chest.
- Hold up the lungs shape. Say: "These are the lungs, the body's balloons! They breathe air in and out to give us power. Where do our breathing balloons go?" Invite a student to place them in the chest area.
- Hold up the eyes shape. Say: "These are the eyes, the body's windows! They help us see the world. Where do our windows go?" Invite a student to place them on the head.

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 parts we just learned about. Draw the heart engine, the lung balloons, and the eye windows in the right places."

Step 2. Creative Time

- Students move to tables with crayons and markers.
- As they work, circulate and ask questions.
  - "Great! You've drawn the heart engine. What sound does it make?"
  - "What important job do the lung balloons do?"

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, 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 part, 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 part on your blueprint and tell us its special job?"

Step 2. Reflection

- Ask: "What is one important thing we learned about our amazing 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 it."

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 about what one of the body parts does.

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- Learning Support:
  - Provide pre-cut shapes of the heart, lungs, and eyes 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, face for eyes) 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 body parts 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 body parts and "super-mechanics."
- Ability to correctly place the heart, lungs, and eyes on the class blueprint.
- Completion of the "My Body Blueprint" worksheet, showing an understanding of where key parts are located.
- Verbal expression of a simple function of at least one body part.

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 "caring circles" by identifying doctors and nurses as a key community helper 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.

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