

# Our Superhero Helping Teams

(Prep - Ages 5-6):

## Lesson 2 of 9

### Lesson Overview

**Lesson Title:** Our Superhero Helping Teams

**Year Level:** Prep (Ages 5-6)

**Lesson Duration:** 30 minutes

**Key Focus Areas:** Understanding kindness, sharing, and helping others

**Curriculum Links:** Australian Curriculum - Health and Physical Education (Foundation)

- AC9HPFP02: Practise personal and social skills to interact with others with care, empathy and respect.
- AC9HPFP05: Identify and describe emotional responses people may experience in different situations..
- ACAVAM107: Use and experiment with different materials, techniques, technologies and processes to make artworks.

### Learning Intentions

- Identify the different groups and teams we belong to (family, friends, class).
- Describe how people in our teams help each other.
- Understand that working together makes our helping power even stronger.

### Success Criteria

- Name a "helping team" I am part of.
- Give an example of how my team helps each other.
- Help create a classroom "Helping Chain" to show how we are all connected.



## Teaching Sequence

Work through this lesson in the following sequence:

Duration	Part	Focus
5 minutes	Part A. Welcome Back, Superheroes!	Review, Story Time & Intro to Teams
15 minutes	Part B. Our Helping Teams	Brainstorming & Creative Activity
5 minutes	Part C. Teams Helping Teams	Connecting to the Big Idea
5 minutes	Part D. Our Helping Chain	Reflection and Celebration

### Part A. Welcome Back, Superheroes! (5 minutes)

#### Step 1. Review and Introduction

- Gather students on the floor. Ask them to bring the "Helping Hearts" they made in Lesson 1.
- Say: "Welcome back, Kindness Superheroes! Hold up your amazing Helping Hearts. Can anyone remember one way we can use our helping power?"
- Listen to a few responses to reactivate their learning from Lesson 1.
- Say: "Today we are going to learn a secret about being a superhero... our helping power gets even stronger when we work together in a team!"

#### Step 2. Story Time

- Introduce a picture book about teamwork (e.g., Stuck by Oliver Jeffers).
- Say: "This story is about a time when lots of people had to work together as a team to solve a problem. Let's see how they did it."
- Read the story aloud. Afterwards, discuss the teamwork aspect.
  - Ask: "How did the people in the story work together? Did they help each other?"



- Ask: "Was their helping power stronger when they worked as a team?"

## Part B. Our Helping Teams (15 minutes)

### Step 1. Brainstorming Our Teams

- Say: "Just like in the story, we are all part of special Helping Teams. A team is a group of people who care for each other and help each other."
- Lead a discussion to identify the children's own teams.
  - Ask: "Who is in your Family Team at home? How do your grown-ups help you? How do you help them?" (Accept answers like: they make me dinner, I help pack away my toys).
  - Ask: "Who is in your Friend Team here at school? How do you help your friends?" (Accept answers like: we share, we play together, we help if someone falls over).
  - Ask: "Did you know our whole class is a team? We are the Prep Classroom Team! How can we help each other in our classroom?" (Accept answers like: we listen to each other, we help tidy up).

### Step 2. Introducing the "Helping Chain" Activity

- Distribute the paper person cut-outs (2-3 per student).
- Say: "We are going to make a 'Helping Chain' to show how strong our teams are. Each of these little people represents someone in one of your teams."
- Instruct: "Your job is to decorate these little people. One can be you, one can be someone from your family team, and one can be a friend from our classroom team. Make them colourful and happy!"

### Step 3. Creative Activity

- Students move to tables with crayons and markers.
- As they work, circulate and talk to them about who they are drawing.
- "Tell me about this person. Is this someone from your family team?"
- "What a great drawing of your friend! How do they help you?"

## Part C. Teams Helping Teams (5 minutes)

### Step 1. Connecting to the Bigger Idea

- Gather students back to the floor, asking them to bring their decorated paper people.
- Say: "You have all created such wonderful pictures of the people in your Helping Teams! It feels so good to have people who care for us."



- Say with a gentle, thoughtful tone: "Remember the most magical gift we talked about? Sometimes, a whole family team can be very sad because someone they love is very sick and needs a new body part to get better."
- Continue with a sense of wonder: "The most amazing thing can happen. Another family team can make the kindest choice together to help them. They give the most special gift from their team to the other team. It's the biggest way one team can help another team."
- Add: "And there are other special teams that help with this magical gift, like the Doctor and Nurse Team at the hospital."

## Part D. Our Helping Chain (5 minutes)

### Step 1. Assembling the Chain

- Say: "Now, let's see how strong we are when we are all connected. I'm going to link all of our people together to make one giant Classroom Helping Chain!"
- Using a stapler or tape, link each student's paper people together into a long chain. Hold it up for all to see.

### Step 2. Reflection and Celebration

- With the chain displayed, lead a final reflection.
- Ask: "Look at our amazing Helping Chain! How does it feel to see us all connected together like this?"
- Say: "This chain shows that we are all part of a kind and caring team. When we work together, our helping power is super strong!"
  - "Let's take a moment to check in with our feelings.
  - How did you feel when your team helped you?"
  - "What does your heart feel like when you help someone else?"
  - (Encourage pointing to a "Feelings Chart" or show emoji face cards. Acknowledge all responses: 'That's a happy heart!' 'Helping can feel sparkly and warm!')
  - Remind them: Feelings are part of our superhero power too!"
- Display the chain proudly in the classroom as a visual reminder of the lesson.

## Differentiated Learning

- Extension:
  - Encourage students to draw a symbol on their paper person that represents their team (e.g., a heart for family, a smiley face for a



- friend).
- Ask them to explain why their team is good at helping.
- Learning Support:
  - Sit with a small group to help them identify people in their teams before they start drawing.
  - Provide verbal prompts: "Let's draw you first. Now, who helps you at home? Let's draw them next."
  - Focus on the immediate classroom team if family or friend concepts are difficult for a particular child.

## Teacher Reflection

- Were the students able to grasp the concept of moving from an individual "superhero" to a "helping team"?
- Which "team" (family, friend, class) did the students connect with the most?
- How can I use the "Helping Chain" as a visual tool in the classroom to encourage teamwork in the future?
- Was the "team-to-team" explanation of donation understood as a positive and abstract concept?

## Assessment

- Observation of participation in discussions about different "helping teams."
- Engagement in the collaborative "Helping Chain" art activity.
- Verbal expression of teamwork and belonging concepts.

## Additional Notes:

Ensure the discussion remains positive and focuses on the strength of working together. Encourage students to see themselves as valued members of different "helping teams," reinforcing concepts of community and mutual support.

This lesson builds on the individual "Kindness Superhero" by introducing the power of community. It provides a playful, engaging way for young learners to understand that their ability to help is even stronger when they work together as a team.

