

The Catalyst: The Power of the Conversation

(Year 8 - Ages 13-14)

Lesson 5 of 9

Lesson Overview

Lesson Title:	The Catalyst: The Power of the Conversation
Year Level:	Year 8 (Ages 13-14)
Lesson Duration:	60 minutes
Key Focus Areas:	Communication, Consent Statistics, Family Dynamics, Social Barriers.
Curriculum Links:	Australian Curriculum – Health and Physical Education (Foundation) <ul style="list-style-type: none">• <u>AC9HP8P06</u>: ...Select and apply strategies to manage emotional responses and resolve conflict... (Focus on navigating sensitive conversations)• <u>AC9E8LY01</u>: Use interaction skills... to present and justify a point of view... (Focus on articulating values to family)• <u>AC9HS8K04</u>: The freedoms and responsibilities of citizens... (Responsibility to inform next of kin)

Learning Intentions

- Define the role of the Next of Kin in the Australian donation process (The "Soft Opt-in").
- Analyze national data to understand the correlation between "Prior Knowledge" and "Family Consent."
- Investigate the psychological barriers (The "Taboo") that prevent families from discussing organ donation.
- Develop communication strategies to initiate mature conversations about personal values.

Success Criteria

- Explain the "Catalyst Effect": How one conversation doubles the probability of donation (40% vs 80%).
- Identify three reasons why families might refuse donation if they are unsure of their loved one's wishes.
- Create a "Conversation Script" that uses a specific hook (e.g., a news story or school lesson) to introduce the topic naturally.
- Role-play a respectful, non-confrontational conversation opener.



Teaching Sequence

Work through this lesson in the following sequence:

Duration	Part	Focus
10 minutes	Part A: The Catalyst Hook	Video (Chemical Catalyst) & Introduction of the metaphor.
15 minutes	Part B: The Data Dive	Worksheet: Analyzing the 44% vs 80% statistics.
20 minutes	Part C: The Script Lab	Drafting the conversation (Worksheet Activities).
15 minutes	Part D: The Simulation	Pair work: Rehearsing the script & Reflection.

Part A: The Catalyst Hook (10 minutes)

Step 1. The Science

- Visual: Show a "Catalyst" reaction video (e.g., Elephant Toothpaste).
- Ask: "The ingredients were there, but nothing happens. Why?" (Needed the catalyst).
- Link: "In Donation, the 'Ingredients' are the Donor and the Doctors. But the reaction fails without the Family Conversation."

Part B: The Data Dive (15 minutes)

Step 1. The Reality

- Fact: "In Australia, the family always has the final say."
- Activity: Students complete Part 1 of the Student Worksheet.
- Discussion: "Why is it so hard for a family to guess? Imagine guessing a password for a bomb—that's the stress level."

Part C: The Script Lab (20 minutes)

Step 1. The Barriers

- Discuss: "Why don't we talk about it?" (Awkward, taboo, scary).
- Reframe: "It's actually an act of kindness. You are removing the burden of guessing."

Step 2. Drafting

- Task: Students choose a strategy (The Teacher Hook, The Fact Hook) and write their script in Part 3.
- Challenge: Write a response to a "reluctant" parent in Part 4.



Part D: The Simulation (15 minutes)

Step 1. Rehearsal

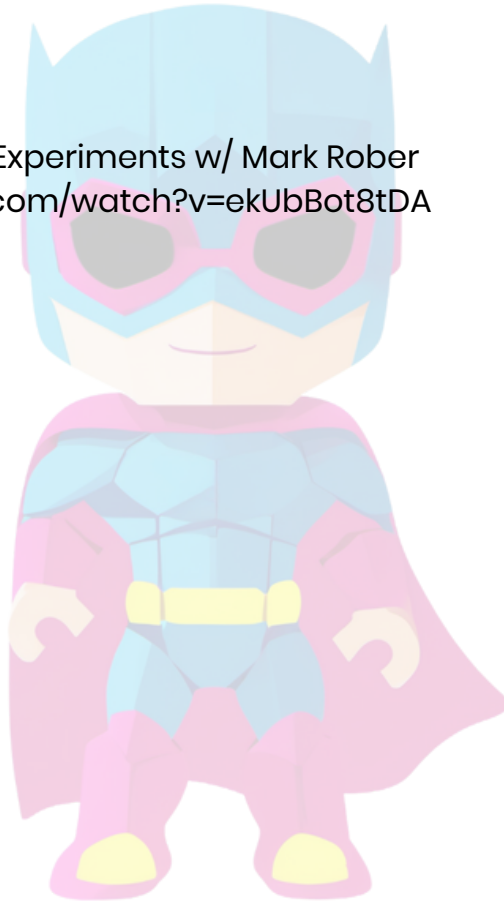
- Activity: In pairs, one student plays the "Parent" (who is busy making dinner), the other plays the "Student."
- Action: Try the script. Does it sound natural?
- Feedback: "Did it feel weird? How did you fix it?"

Step 2. Reflection

- Exit Ticket: "On a scale of 1-10, how ready are you to say this tonight?"

Links for Video Hook:

- "5 Easy At Home Science Experiments w/ Mark Rober"
 - <https://www.youtube.com/watch?v=ekUbBot8tDA>



Differentiated Learning

- Extension:
 - Students research the "Opt-Out" systems in other countries (e.g., Spain) and debate whether families still have a say there (Hint: They usually do).
- Learning Support:
 - Provide "Sentence Starters" on the board for the script section so students can just fill in the blanks.

Teacher Reflection

- Did the "Catalyst" metaphor resonate with their science knowledge?
- Was the role-play managed safely and respectfully?
- Did students understand that the conversation is about helping the family, not just stating a demand?

Assessment

- Worksheet (Part 1): Check understanding of the statistical impact of conversation.
- Worksheet (Part 3): Assess the script for appropriate tone and clarity.

Additional Notes:

This lesson is critical. It transforms the student from a passive learner into an active participant. By giving them the words to say, you remove the biggest barrier to action (awkwardness). Ensure you emphasize that even if their family disagrees, the act of telling them is still a success because it builds honesty and trust.

