

The Alchemist's Legacy: Finding Light in Loss

(Year 7 - Ages 12-13)

Lesson 7 of 9

Lesson Overview

Lesson Title:	The Alchemist's Legacy: Finding Light in Loss
Year Level:	Year 7 (Ages 12-13)
Lesson Duration:	60 minutes
Key Focus Areas:	Legacy, Grief, Empathy, Gratitude, Family Support.
Curriculum Links:	<p>Australian Curriculum – Health and Physical Education (Foundation)</p> <ul style="list-style-type: none">• <u>AC9HP7P02</u>: ...Demonstrate respect and empathy... and evaluate the impact of emotional responses. (Focus on grief and comfort)• <u>AC9E7LY06</u>: Create... texts, experimenting with text structures and language features... to express a personal view or response. (Focus on sensitive writing)• <u>AC9HS7K04</u>: Investigate how citizens... contribute to the community. (The ultimate contribution: Legacy)

Learning Intentions

- Define "Legacy" as the lasting impact of a person's actions on their community.
- Empathize with the dual emotions experienced by a Donor Family (Deep Grief vs. Fierce Pride).
- Analyze how "Honouring the Wish" (The Pledge) acts as a source of comfort for the family.
- Compose a respectful, empathetic text (Letter) suited to a sensitive audience.

Success Criteria

- Explain the "Phoenix Metaphor": How new life rises from the loss of another.
- Identify the specific "Comfort" a family feels when they know they are fulfilling a loved one's wish.
- Differentiate between "Sympathy" (feeling bad for someone) and "Empathy" (understanding their feelings).
- Write a draft letter that strikes a respectful tone, celebrating the hero without intruding on the grief.



Teaching Sequence

Work through this lesson in the following sequence:

Duration	Part	Focus
10 minutes	Part A: The Phoenix Hook	Introduction to Legacy and the Phoenix Metaphor.
15 minutes	Part B: The Keeper of the Flame	Reading the Story (Ben) and analyzing emotions.
25 minutes	Part C: The Legacy Letter	Writing task (Gratitude to the family).
10 minutes	Part D: The Light	Reflection and "Lighting the Candle."

Part A: The Phoenix Hook (10 minutes)

Step 1. The Myth

- Visual: Show a Phoenix image.
- Ask: "What is the legend of the Phoenix?" (It burns, but rises again).
- Say: "Donation is the closest thing humans have to this magic. Out of the tragedy of loss, new life rises. This is the Legacy."

Step 2. Defining Legacy

- Discuss: "What is a legacy? It's not money. It's the story people tell about you when you're gone."

Part B: The Keeper of the Flame (15 minutes)

Step 1. The Story

- Read: Read the "Ben" story from the Teacher Content.
- Focus: Ask students to close their eyes and imagine being Ben's Mum.

Step 2. The Emotion Mixer (Worksheet Part 1)

- Activity: Students complete Part 1.
- Discuss: "Why did she say it was 'the only light we had'? How did Ben's 'Voice' (Lesson 5) help her?"
- Key Concept: It took the burden of choice away. She was just keeping a promise.



Part C: The Legacy Letter (25 minutes)

Step 1. The Task

- Explain: "In Australia, donor families and recipients can write to each other anonymously. Today, we will practice writing a letter from a Recipient to a Donor Family."

Step 2. Drafting (Worksheet Part 3)

- Guide: Remind students of the "Rules" (Respect, Gratitude, No Pity).
- Tone: "You aren't saying 'I'm sorry'—that sounds like it's your fault. You are saying 'Thank you for your courage'."
- Writing: Allow quiet time for students to draft their letters.

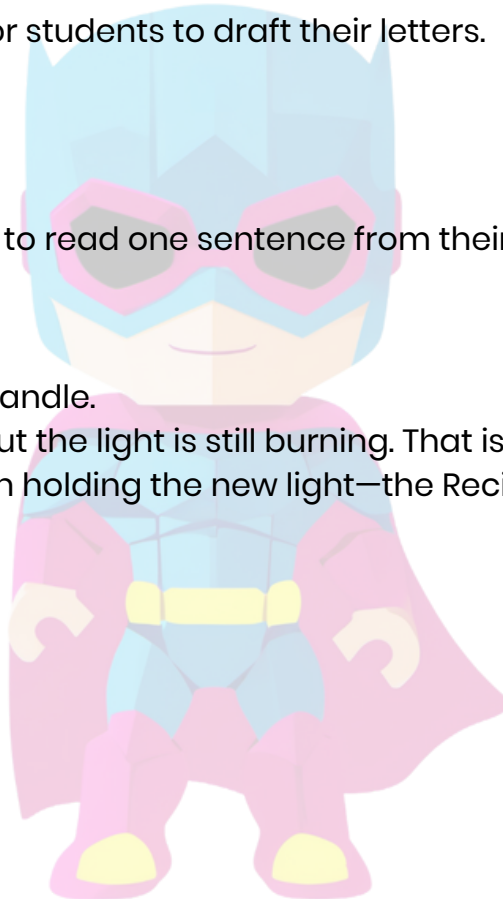
Part D: The Light (10 minutes)

Step 1. Sharing

- Activity: Ask for volunteers to read one sentence from their letter (e.g., their "Thank You" line).

Step 2. Conclusion

- Prop: Turn on the battery candle.
- Say: "The person is gone, but the light is still burning. That is the Alchemist's Legacy. Next lesson, we meet the person holding the new light—the Recipient."



Differentiated Learning

- Extension:
 - The Reply: Ask students to write a short reply letter from the Donor Family back to the Recipient. What would they want to hear? (e.g., "We are so glad Ben's heart is still beating").
- Learning Support:
 - Sentence Starters: Provide specific phrases for the letter: "I am writing to say...", "Your loved one gave me...", "I promise to..."
 - Scribe: Allow students to verbally dictate their letter to a partner or teacher.

Teacher Reflection

- Did the class handle the sensitive topic of grief with maturity?
- Was the "Phoenix" metaphor effective in shifting the focus from "Death" to "Rebirth/Legacy"?
- Did the writing activity demonstrate a high level of empathy?

Assessment

- Worksheet (Part 1): Assess empathy—can students identify the specific comfort found in honoring a wish?
- Worksheet (Part 3): Assess literacy—does the letter maintain a respectful, grateful, and appropriate tone for the audience?

Additional Notes:

This lesson requires a shift in energy. It is quieter and more reflective than the "Systems" lesson. It validates the human cost of donation but frames it as a heroic sacrifice that brings comfort. Ensure you debrief at the end—remind students that while the story of Ben is sad, the outcome (7 lives saved) is a triumph of the human spirit.

