

The Community Message Mission

(Year 4 - Ages 9-10):

Lesson 2 of 9

Lesson Overview

Lesson Title:	The Community Message Mission
Year Level:	Year 4 (Ages 9-10)
Lesson Duration:	60 minutes
Key Focus Areas:	Communication, perspective-taking, ethical understanding, and critical thinking.
Curriculum Links:	<p>Australian Curriculum – Health and Physical Education (Foundation)</p> <ul style="list-style-type: none">• <u>AC9HP4P10</u>: Describe and apply communication skills that support help-seeking, persuasion, and the expression of opinions and needs.• <u>AC9E4LY02</u>: Identify the audiences and purposes of imaginative, informative and persuasive texts.• <u>AC9HS4K07</u>: The diverse groups in the local community and the importance of laws and rules in relation to belonging and identities.

Learning Intentions

- Understand that different groups of people (audiences) have different interests and values.
- Identify how a message can be adapted to be more effective for a specific audience.
- Recognise that open and respectful communication is the first step in sharing important ideas with a family.

Success Criteria

- Give an example of why you would use different words to explain the same idea to a friend versus a teacher.
- Create a simple "communication plan" (e.g., a poster, a short script) for a specific audience.
- Explain that the most important part of donation is talking about your wishes with your family.



Teaching Sequence

Work through this lesson in the following sequence:

Duration	Part	Focus
10 minutes	Part A: The Detective Briefing	Introduction, "Top Secret" Hook & Warm-up Activity
25 minutes	Part B: The Mission	Group Activity: Creating a Communication Plan
15 minutes	Part C: Presenting the Plan	Group Presentations and Class Discussion
10 minutes	Part D: The Most Important Mission	Connecting to the Family Conversation & Reflection

Part A: The Detective Briefing (10 minutes)

Step 1. Introduction and Hook

- Gather students on the floor. Hold up the large "Top Secret: Mission Files" envelope.
- Say: "Hello, detectives! Last lesson, we learned about the 'Helping Heroes' who give the gift of life. Today, we have a new mission. We are becoming Communication Detectives."
- Say: "Our mission is to figure out the best way to share big, important ideas with our community. The first rule of being a Communication Detective is: Know your audience! An 'audience' is just the person or group you're talking to."

Step 2. Warm-up Activity: "Different Ways to Say..."

- Ask: "If you were thirsty at a friend's house, what would you say to your best friend?" (e.g., "Got any water?" "I'm so thirsty!").
- Ask: "Now, what if you were thirsty at school and had to ask the principal? What would you say?" (e.g., "Excuse me, Mrs. Smith, may I please get a drink of water?").
- Discuss: "Why did you change your words? Is one way 'right' and one 'wrong'?" (Guide them to understand it's about being respectful and effective for that person).
- Say: "Exactly! You changed your strategy for a different audience. That's what a Communication Detective does!"



Part B: The Mission (25 minutes)

Step 1. Explaining the Group Mission

- Divide the class into small "Detective Agencies" (groups of 3-4).
- Say: "Your agency is about to get a case file. Inside, you will find your Mission—an important idea you need to share. You will also get a secret Audience Profile Card—this tells you who you need to convince."
- Distribute one "Mission Scenario Brief" (e.g., "Start a school garden") and one "Audience Profile Card" (e.g., "Your Classmates," "The School Principal," or "Your Parents") to each group. Ensure different groups get different combinations.
- Distribute the "Mission Debrief: Case File" worksheet to each group.

Step 2. Group Work: Creating the Plan

- Instruct: "In your agencies, your job is to complete your Case File."
 - Read your Mission and your Audience.
 - Brainstorm what your specific audience cares about. (e.g., What does a principal care about? What do your friends care about?)
 - Decide on your strategy—a poster? A 1-minute speech? A play?
 - Create a simple version of your plan. If it's a poster, sketch it. If it's a speech, write the first few lines.
 - Be ready to present your plan to the other agencies."
- Circulate around the room, guiding groups.
 - Prompt: "So your audience is your classmates... what would get them excited about a park clean-up? A prize? Making it a race?"
 - Prompt: "Your audience is the principal... what would they want to know? That it's safe? That it makes the school look good?"

Part C: Presenting the Plan (15 minutes)

Step 1. Group Presentations

- Ask each "Detective Agency" to stand up and present their "Case File" (their plan).
- Ask them to state:
 - What their mission was.
 - Who their audience was.
 - What their final communication plan was and why they chose it.

Step 2. Class Discussion

- After two different groups have presented (e.g., one for "classmates" and one for "principal"), pause and compare.
- Ask: "Both of those groups had the same mission (e.g., 'start a school garden'), but their plans were very different. Why?" (Guide them to say, "Because their audience was different!").
- Say: "You all did an amazing job! You've proven that you are expert Communication Detectives. You know that to share a big idea, you have to think about who you're talking to."



Part D: The Most Important Mission (10 minutes)

Step 1. Connecting to the "Family Mission"

- Gather the students' attention for a final, important discussion.
- Say with a caring tone: "Detectives, there is one mission that is more important than all the others. It's the 'Family Mission.' Your family, or the grown-ups who care for you, are your most important team."
- Say: "When we want to share a really big, important, heroic idea—like the idea of being a Helping Hero from our last lesson—the strategy is different. It's not about 'convincing' anyone or making a poster."
- Say: "The strategy for your Family Mission is simply love and respect. The mission is to share what you think, and to listen to what they think. That's it. It's the most important conversation. Just talking about it, and listening, means 'Mission Complete!'."

Step 2. Final Reflection

- Ask students to look at the final part of their worksheet ("Activity 2: The Most Important Mission").
- Give them 2–3 minutes to quietly write or think about the answers to the questions.
- Wrap-up: "Incredible work today, detectives. You've learned how to share big ideas, and you've learned that the most important mission of all starts with just talking and listening to your family. Mission complete!"

Differentiated Learning

- Extension:
 - Challenge students to write a full script for their speech or play, or to design a more detailed poster. Ask them to think of a "counter-argument" their audience might have (e.g., "The principal might say it's too expensive") and how they would respond.
- Learning Support:
 - Provide a word bank of "audience values" on the board (e.g., for "Principal": safety, learning, rules, clean school; for "Classmates": fun, friends, playing, fairness). Scribe the main ideas for groups that struggle with writing.

Teacher Reflection

- Did the "Detective Mission" metaphor successfully engage the students?
- Were groups able to identify why their strategies needed to be different?
- Did the final connection to the "Family Mission" feel gentle, safe, and empowering?
- How can I use the "know your audience" language in other subjects, like persuasive writing?



Assessment

- Worksheet (Activity 1 - "Case File"): Assess the group's ability to identify their audience's core values (e.g., "The principal cares about safety and rules," "My friends care about having fun").
- Group Presentation: Observe the students' ability to clearly articulate why their communication plan (e.g., a poster, a speech) was designed to appeal to their specific audience.
- Class Discussion: Listen for students' ability to use the terms "audience" and "strategy" and to explain why the same message needs to be delivered in different ways.
- Worksheet (Activity 2 - "Reflection"): Check for thoughtful completion of the "Family Mission" section, ensuring students grasp the key idea of "talking and listening."

Additional Notes:

This lesson is a direct, age-appropriate adaptation of the "Understanding Your Audience" module from the senior curriculum. The "detective" theme transforms a complex communication theory into a fun, hands-on puzzle about empathy. The final "Family Mission" (Part D) is the most important part of this lesson. It is critical to frame this as a gentle, empowering act of "sharing and listening," not "convincing" or "persuading." The goal is to remove all pressure from the child and reinforce that their family is a supportive team for sharing big ideas.

