

# Spokes-Heroes: Sharing the Legacy

## (Year 6 - Ages 11-12):

### Lesson 8 of 9

#### Lesson Overview

Lesson Title:	Spokes-Heroes: Sharing the Legacy
Year Level:	Year 6 (Ages 11-12)
Lesson Duration:	60 minutes
Key Focus Areas:	Consolidation, Health Advocacy, Media Literacy, Persuasion (Positive), and Civic Contribution.
Curriculum Links:	<p>Australian Curriculum – Health and Physical Education (Foundation)</p> <ul style="list-style-type: none"><li>• <u>AC9HP6P09</u>: Investigate different sources and types of health information... and how these apply to their own and others' health choices.</li><li>• <u>AC9E6LY06</u>: Plan, create, edit and publish informative and persuasive texts... selecting text structures, language features, and visual features to suit the purpose and audience.</li><li>• <u>AC9AMA6C01</u>: Develop and apply techniques and processes in art making to express ideas, perspectives, and/or feelings (linked to visual design and persuasion).</li></ul>

#### Learning Intentions

- Consolidate their understanding of all key positive facts and metaphors from Lessons 1-7.
- Understand the civic role of a "Kindness Advocate" or "Spokes-Hero" in sharing accurate, health-related information.
- Analyse how to select key facts and compelling language to create a positive, persuasive message for a specific audience.
- Recognise that sharing the positive Legacy of donation is a vital way to support the wellbeing of the wider community.

#### Success Criteria

- List and explain three key facts/metaphors from the unit (e.g., Domino Effect, Gift of Time, Master Key).
- Identify their target audience's core concern and tailor their message accordingly (linking back to L2).
- Design a cohesive and visually effective campaign asset (poster/flyer) with a clear call to action (e.g., "Have the conversation").
- Articulate why their message is kind, factual, and persuasive.



# Teaching Sequence

Work through this lesson in the following sequence:

Duration	Part	Focus
10 minutes	Part A: The Spokes-Hero Hook	Introduction, review of Legacy (L7), and consolidation of the Unit's Toolkit (Facts and Metaphors).
15 minutes	Part B: The Campaign Briefing	Group Activity: Selecting a Target Audience (L2 Empathy Link) and choosing the best Tools (Facts) to persuade them.
25 minutes	Part C: The Advocacy Workshop	Creative Workshop: Designing a visually persuasive "Good News Poster" (Media Arts/English Link).
10 minutes	Part D: Campaign Launch	Group Presentation and Final Reflection on the role of the Health Advocate.

## Part A: The Spokes-Hero Hook (10 minutes)

### Step 1. Review and Promotion

- Say: "We've learned about Legacy (L7) and the Ethical Pledge (L6). Today, you graduate to Spokes-Heroes—the unit's experts. Your mission is to share the positive truth and stop the confusing stories."

### Step 2. Unit Toolkit Consolidation

- Distribute "The Spokes-Hero Fact Sheet." Have students quickly review and highlight 3-5 facts/metaphors they find most powerful (e.g., Domino Effect, Gift of Time, Master Key, 8/10 Fact).

## Part B: The Campaign Briefing (15 minutes)

### Step 1. Audience Selection (L2 Link)

- Divide students into "Campaign Teams." Instruct them to select a target audience (e.g., Parents, Older Students). Say: "To be persuasive, you must use empathy (L2). What does your audience worry about? Which of our facts will answer that worry?"

### Step 2. Campaign Planning (Worksheet Activity 1 & 2)

- Students complete Activity 1, choosing their audience and defining their Core Question (e.g., Is the process safe and respectful?). They then choose the Best Tool (Fact) to answer it.



## Part C: The Advocacy Workshop (25 minutes)

### Step 1. Design Planning (Worksheet Activity 3)

- Teams plan their poster, focusing on the visual (Media Arts) and linguistic (English) components: Headline/Slogan (Positive), Key Message (Factual), and Call to Action (Gentle).

### Step 2. Creative Design

- Teams design their "Good News Poster" using markers/paper or digital tools. Circulate and check for the central criteria: Is it positive? Is it factual? Is the call to action gentle and age-appropriate?

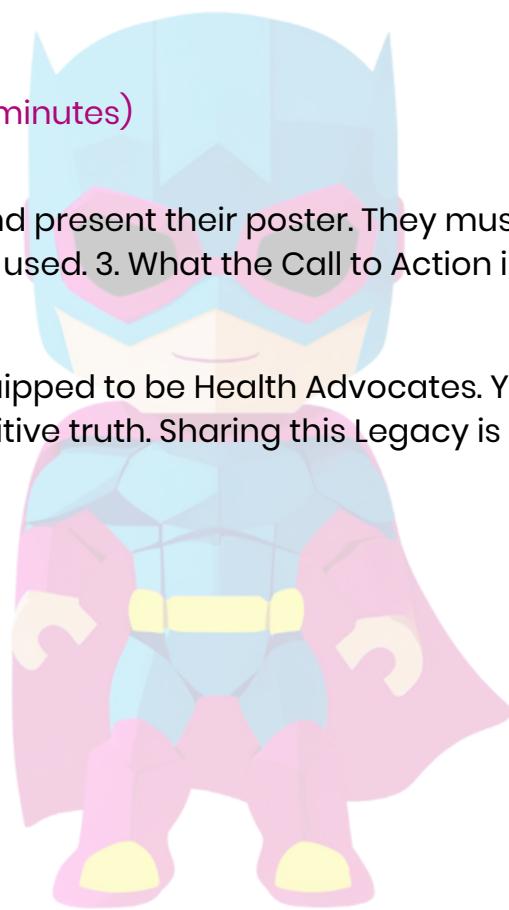
## Part D: Campaign Launch (10 minutes)

### Step 1. Group Pitch

- Ask 3-4 teams to stand and present their poster. They must explain: 1. Who their Audience is. 2. What Tool (Fact) they used. 3. What the Call to Action is.

### Step 2. Final Reflection

- Say: "You are now fully equipped to be Health Advocates. You have the facts and the empathy to share the positive truth. Sharing this Legacy is your final act of civic kindness."



# Differentiated Learning

- Extension:
  - Challenge students to create a second campaign asset, like a 10-second radio ad script, ensuring the Call to Action (e.g., "Have the conversation") is included using persuasive techniques.
- Learning Support:
  - Pre-select 3 simplified, highly visual facts for the Fact Sheet. Provide sentence starters for the persuasive headline (e.g., "Donation is [Adjective] because...").

## Teacher Reflection

- Did the lesson successfully consolidate all unit themes? Did the students feel empowered and confident in their Spokes-Hero role?

## Assessment

- Worksheet (Activity 2): Assess the logical link between the Audience's Question (Empathy) and the Best Tool (Consolidated Fact).
- Poster (Product): Assess if the campaign is positive, factual, and contains the correct, gentle Call to Action.

## Additional Notes:

This lesson is the climax of the unit's practical application. The shift from passively receiving information to actively sharing it makes this a high-level civics and health literacy task. The success of the lesson hinges on celebrating the students' expertise and maintaining a tone that is entirely positive and action-oriented.

