

The Domino Effect of Kindness

(Year 6 - Ages 11-12):

Lesson 1 of 9

Lesson Overview

Lesson Title:	The Domino Effect of Kindness
Year Level:	Year 6 (Ages 11-12)
Lesson Duration:	60 minutes
Key Focus Areas:	Altruism as a civic duty, community contribution, measurable impact of one choice, critical thinking, scale of donation.
Curriculum Links:	<p>Australian Curriculum – Health and Physical Education (Foundation)</p> <ul style="list-style-type: none">• <u>AC9HP6P04</u>: Describe and demonstrate how respect and empathy can be expressed to positively influence relationships. (Focus on empathy and relational kindness)• <u>AC9HP6P09</u>: Investigate different sources and types of health information and how these apply to their own and others' health choices. (Focus on accessing information about donation)• <u>AC9HS6S06</u>: Propose actions or responses to issues or challenges and use criteria to assess the possible effects. (Focus on proposing community action/impact)

Learning Intentions

- Explore the concept of altruism as a proactive choice that creates a significant, positive ripple effect in society.
- Investigate the potential scale of impact of a single organ and tissue donor (e.g., saving up to 7 lives + helping many others).
- Connect the abstract idea of "kindness" to the tangible outcomes of organ and tissue donation for recipients and their families.
- Recognise that active citizenship includes making informed decisions that benefit the wider community.

Success Criteria

- Define altruism using active language, such as "a choice to help many people just because it's the right thing to do."
- Explain the "Domino Effect of Kindness" metaphor by describing how one person's gift can help a minimum of seven people.
- Visualise or map the journey of the 'Gift of Life' from donor to multiple recipients.
- Articulate two ways a donation benefits the community beyond the immediate recipient.



Teaching Sequence

Work through this lesson in the following sequence:

Duration	Part	Focus
10 minutes	Part A. The Kindness Hook	Introduction, Defining Altruism as a Choice, and the 'Magic' Facts
20 minutes	Part B. The Domino Effect	Demonstration, Scaling the Impact (Worksheet Activity 1)
20 minutes	Part C. Ripple Effect Reporters	Worksheet Activity 2 (Analysis) and Peer Discussion
10 minutes	Part D. The Final Domino	Connecting the Gift to the Family Conversation & Reflection

Part A. The Kindness Hook (10 minutes)

Step 1. Warm-up: Altruism vs. Reward

- Ask students to stand. Explain that you will read statements. They move to the left if they agree (Altruism), and to the right if they disagree (Self-Interest/Reward).
 - Statements: "I would help a stranger carry their groceries even if no one saw me." / "I would only offer help if it meant I got a reward." / "Helping people feels good even if it's hard work."
- Discussion: Ask: "Why did most of us choose the 'Altruism' side? What's the biggest reward you get when you help someone?" (Focus on emotional rewards: happiness, pride, connection).

Step 2. The Magical Hook

- Share one or two of the Magical Body Facts (e.g., bone strength or the blood vessel length).
- Say: "Our bodies are amazing machines. We've investigated the parts. Now, we investigate the power of one choice: the choice to help others with these amazing parts."

Part B. The Domino Effect (20 minutes)

Step 1. The Domino Demonstration

- Set up the visual demonstration: Use actual dominoes or the "Kindness Dominoes" cutouts (1 Donor tile, 7 Recipient tiles).
- Say: "This first domino is the Donor. This domino is the kindest choice a family can make. Now watch the Domino Effect!"



- Push the donor tile so it knocks down the 7 recipient tiles.
- Fact Emphasis: Emphasise: "One organ donor can save up to 7 people's lives. That is a massive ripple effect of kindness from a single decision."

Step 2. Scaling the Impact

- Distribute the Student Worksheet: The Ripple Effect Reporter.
- Instruct students to complete Activity 1 (The Domino Effect), focusing on calculating the impact of 10 donors (70 lives saved) and brainstorming the ripple effects on the community.

Step 3. Group Share

- Have students share their "Ripple 1, 2, 3" answers (e.g., Ripple 1: The teacher's students get their teacher back. Ripple 2: The teacher's own kids don't lose their parent. Ripple 3: The whole community benefits from the teacher's contributions)

Part C. Ripple Effect Reporters (20 minutes)

Step 1. Deeper Investigation

- Instruct students to complete Activity 2 (Investigating the Facts) independently.
- Prompt them to use their critical thinking skills (e.g., Why does the rarity of donation make the choice more heroic?).

Step 2. Peer Review

- Have students pair up. Instruct them to compare their answers for Activity 2.
- Focus Question: Encourage discussion around Question 2: "If only 2% of people can be organ donors, how should we talk about this topic? With more respect? More gratitude?" (Focus on gratitude and the immense value of the gift).

Part D. The Final Domino (10 minutes)

Step 1. The Family Conversation

- Gather the class back together.
- Ask: "We've seen that one choice makes a massive impact. But what is the most important step? It's telling your family what you want."
- Review the key fact: 8/10 families say YES if they know, but only 4/10 say YES if they don't.
- Discuss: "Why is the family conversation the most important domino?" (Because it makes the gift possible and gives the family certainty during a difficult time.)

Step 2. Worksheet Activity and Reflection

- Instruct students to complete Activity 3 (The Family Conversation).
- Read some of the Conversation Starters (Activity 3, Q2) aloud (anonymously or voluntarily).

Step 3. Concluding Thought (The Magical Reflection)

- End the lesson by emphasising the theme of proactive kindness.
- Say: "As Year 6 students, you understand community, science, and kindness. Today, you learned that one kind choice can create a massive, magical wave of health and happiness for up to seven people and their families. That is the true power of the Domino Effect of Kindness."



Differentiated Learning

- Extension:
 - Challenge students to research a specific organ recipient story (teacher-approved source) and write a short paragraph describing the measurable change in that person's life (e.g., "They can now run marathons," or "They were able to meet their first grandchild").
- Learning Support:
 - Provide a simplified set of statistics (e.g., 1 donor saves 7 lives) printed clearly on the desk.
 - For Activity 2, pre-highlight the key facts in the body facts sheet to guide their answers.

Teacher Reflection

- Did the "Domino Effect" visual successfully convey the scale of the donation?
- Were students able to connect altruism (kindness) to a civic outcome (community health)?
- How well did students grasp the importance of the family conversation as the final, critical step?

Assessment

- Class Discussion: Observe students' ability to use the language of scale: "ripple effect," "domino effect," and the "up to 7 lives" statistic.
- Worksheet (Activity 1): Assess the accuracy of their calculations and the insight shown in their "Ripple Effect" examples.
- Worksheet (Activity 3): Evaluate the clarity and empathy in their planned "Future Conversation Starter."

Additional Notes:

This lesson leverages the Year 6 capacity for analytical thought and civic responsibility. By framing the gift of donation as a powerful, measurable community action, we move beyond simple empathy towards understanding the magnitude of the selfless choice. The focus remains highly positive, anchoring the discussion in gratitude and the life-saving impact. The key takeaway is the power of communication—ensuring students understand that talking about donation is an important future decision.

