

The Campaign Code: Viral Kindness

(Year 9 - Ages 14-15)

Lesson 8 of 9

Lesson Overview

Lesson Title:	The Campaign Code: Viral Kindness
Year Level:	Year 9 (Ages 14-15)
Lesson Duration:	60 minutes
Key Focus Areas:	Media Literacy, Advocacy, Persuasion, Design.
Curriculum Links:	Australian Curriculum – Health and Physical Education (Foundation) <ul style="list-style-type: none">• <u>AC9AMA10C01</u>: ...Design and produce media artworks... to engage audiences and communicate ideas. (Focus on social impact)• <u>AC9E9LY06</u>: Create... texts, experimenting with text structures... to suit the purpose and audience. (Persuasive campaign)• <u>AC9HP10P10</u>: Critique behaviours and community actions that impact health... and propose strategies... (Health promotion)

Learning Intentions

- Analyze the characteristics of effective social advocacy campaigns (Clarity, Emotion, Call to Action).
- Synthesize unit concepts (Stats, Ethics, Empathy) into a persuasive message.
- Apply "Targeted Marketing" principles to address specific cultural or social barriers to donation.
- Create a campaign prototype that encourages the "Family Conversation" as a social norm.

Success Criteria

- Identify the "Hook" and "Call to Action" in a sample campaign.
- Select a specific target audience (e.g., Gamers, Young Men, Cultural Groups) and explain their chosen strategy.
- Design a campaign asset that uses positive framing to overcome a known barrier (e.g., Fear, Mistrust).
- Critique a peer's design using the "Legacy Lens" (Is it respectful? Is it clear?).



Teaching Sequence

Work through this lesson in the following sequence:

Duration	Part	Focus
10 minutes	Part A: The Viral Lab	Hook: Analyzing "Sticky" messages (Video).
15 minutes	Part B: The Strategy	Worksheet: Choosing Audience, Channel, and Fact.
25 minutes	Part C: The Studio	Creative Activity: Drafting and Designing the Asset.
10 minutes	Part D: The Pitch	Peer Review and Conclusion.

Part A: The Viral Lab (10 minutes)

Step 1. The Analysis

- Visual: Show a famous campaign image (e.g., "Slip Slop Slap" or a modern meme).
- Ask: "Why does this work? What is the CTA?"
- Concept: Introduce the SUCCES model (Simple, Unexpected, Concrete, Credible, Emotional, Stories).

Part B: The Strategy (15 minutes)

Step 1. The Brief

- Task: "You are the Creative Director. Who are you talking to?"
- Activity: Students complete Part 1 & 2 of the Student Worksheet.
- Guidance: Help students match the Channel to the Audience (e.g., Don't use Facebook to talk to Gen Z).

Part C: The Studio (25 minutes)

Step 1. Creation

- Activity: Students sketch their prototype in Part 3.
- Option: If devices are available, allow them to use Canva or a similar tool to mock it up.
- Focus: "Make the CTA big. Make the Headline bold."



Part D: The Pitch (10 minutes)

Step 1. Peer Review

- Activity: Swap Logbooks with a partner.
- Task: "Would you click this? Why/Why not?" Give feedback on the "Hook."

Step 2. Conclusion

- Say: "You have turned knowledge into power. This campaign could be the 'Butterfly Flap' that saves a life."

Differentiated Learning

- Extension:
 - Students write a "Press Release" (1 paragraph) to accompany their campaign, explaining the "Science" behind it to a journalist.
- Learning Support:
 - Provide "Template Layouts" (e.g., Image top, Text bottom) so students can focus on the content rather than the structure.

Teacher Reflection

- Did students engage with the "Influencer/Creator" role?
- Were the messages positive and factually accurate (based on previous lessons)?
- Did the "Pitch" session encourage constructive feedback?

Assessment

- Worksheet (Part 1 & 2): Assess strategic thinking—is the audience/channel match logical?
- The Design: Assess visual literacy and persuasive language skills.

Additional Notes:

This lesson connects the classroom to the real world. It validates the students' consumption of media by asking them to produce it. It serves as a practical application of the Literacy and Civics skills developed throughout the unit.

