

The Alchemist's Lens: Perspectives & Perception

(Year 7 - Ages 12-13)

Lesson 2 of 9

Lesson Overview

Lesson Title:	The Alchemist's Lens: Perspectives & Perception
Year Level:	Year 7 (Ages 12-13)
Lesson Duration:	60 minutes
Key Focus Areas:	Empathy, Perspective-Taking, Communication Styles, Community Diversity.
Curriculum Links:	<p>Australian Curriculum – Health and Physical Education (Foundation)</p> <ul style="list-style-type: none">• <u>AC9HP8P02</u>: Investigate the benefits of relationships that value diversity and... demonstrate respect and empathy. (Focus on respecting diverse views on health)• <u>AC9HS7K02</u>: How Australia is a secular nation and a multi-faith society... (Focus on understanding diverse beliefs)• <u>AC9E7LY02</u>: Plan, create and edit... texts... selecting text structures, language features and multimodal elements appropriate to audience and purpose.

Learning Intentions

- Understand that Australia is a diverse community where people view health issues through different "lenses" (cultural, religious, and personal values).
- Investigate how empathy (perspective-taking) helps us understand concerns or questions others might have about donation.
- Analyze specific community profiles ("Guilds") to identify their core values (e.g., tradition, safety, scientific proof).
- Demonstrate how to adapt a message to be respectful and effective for a specific audience.

Success Criteria

- Explain why two people might view the same topic (donation) differently (e.g., "The Lens Concept").
- Identify the core value of at least two different "Community Guilds" (e.g., "The Elders value tradition").
- "Transmute" a fact: Rewrite a complex medical fact into a message that respects a specific group's values.
- Use respectful language to discuss diverse viewpoints without judgment.



Teaching Sequence

Work through this lesson in the following sequence:

Duration	Part	Focus
10 minutes	Part A: The Prism Hook	Introduction, Optical Illusions, and the "Lens" Metaphor.
10 minutes	Part B: The Guild Briefing	Introducing the 4 Community Archetypes ("Guilds").
25 minutes	Part C: The Transmutation Lab	Worksheet Activities: Analyzing perspectives and rewriting messages.
15 minutes	Part D: The Synthesis	Sharing messages and reflecting on Empathy vs. Argument.

Part A: The Prism Hook (10 minutes)

Step 1. Optical Illusion

- Visual: Display an optical illusion on the board (e.g., or "The Dress").
- Ask: "Hands up if you see a Duck? Hands up if you see a Rabbit?"
- Discuss: "Neither side is wrong. You are looking at the exact same image, but your brain is interpreting it differently. This is exactly how Organ Donation works in the real world."

Step 2. The Lens Metaphor

- Say: "An Alchemist knows that everyone wears a pair of invisible glasses called a 'Lens.' This Lens is made of their family history, their religion, their culture, and their fears. If you want to talk to someone about donation, you can't just shout facts at them. You have to look through their Lens."

Part B: The Guild Briefing (10 minutes)

Step 1. Defining the Guilds

- Distribute: The Alchemist's Lens Logbook (Student Worksheet).
- Explain: "To make this easier, we have grouped the community into 4 'Guilds.' These aren't strict rules, but they help us understand values."
- Briefing: Go through the 4 Guilds (Traditionalists, Guardians, Facts-First, Spiritualists).
 - Ask: "If I am a 'Guardian' (Parent), what is my #1 fear?" (Safety of my kids).
 - Ask: "If I am 'Facts-First', what do I hate?" (Emotional stories with no proof).



Part C: The Transmutation Lab (25 minutes)

Step 1. The Lens Experiment (Worksheet Part 2)

- Activity: Students work in pairs to complete Part 2 of the worksheet. They must imagine saying "Everyone sign up now!" and predict the negative reaction from each Guild.
- Highlight: Walk around and ensure students are identifying the fear behind the reaction (e.g., "The Spiritualist isn't being difficult; they are worried about their soul").

Step 2. Transmutation (Worksheet Part 3)

- Say: "Now comes the magic. Transmutation is changing the form of something. Your job is to take the raw fact ('1 donor saves 7 lives') and rewrite it so it sounds like 'Gold' to your specific Guild."
- Activity: Students draft their messages in Part 3.
- Example Prompt: "How do we tell a 'Traditionalist' about the 7 lives? We don't talk about stats; we talk about Legacy."

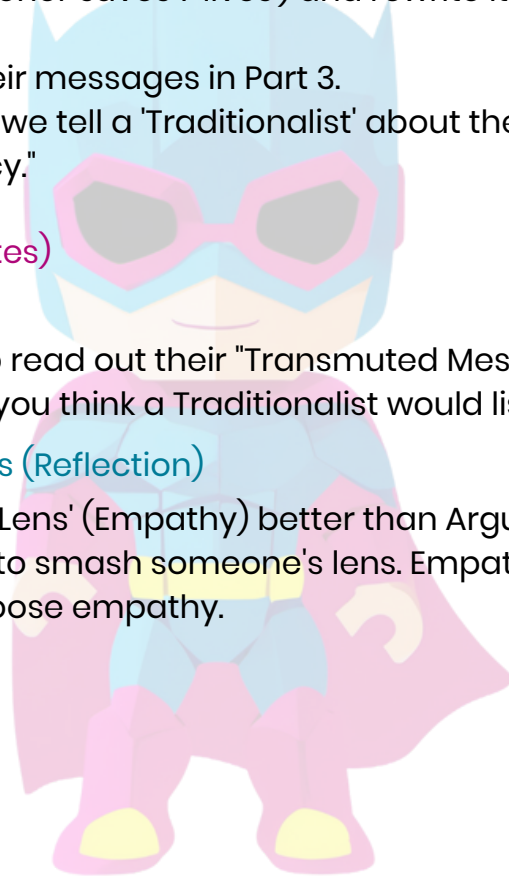
Part D: The Synthesis (15 minutes)

Step 1. Sharing the Gold

- Select: Ask 3-4 students to read out their "Transmuted Message" for a specific Guild.
- Class Vote: "Thumbs up if you think a Traditionalist would listen to that message. Why?"

Step 2. The Empathy Synthesis (Reflection)

- Discuss: "Why is 'Using the Lens' (Empathy) better than Arguing?"
- Conclusion: "Arguing tries to smash someone's lens. Empathy tries to look through it. As Alchemists, we always choose empathy."



Differentiated Learning

- Extension:
 - Students who finish early can complete the "Extension Challenge" on the worksheet—designing a symbol/icon that appeals to a specific Guild (e.g., A Shield for Guardians, A Microscope for Facts-First).
- Learning Support:
 - Provide a "Key Word Bank" on the board for each Guild (e.g., Traditionalist = Respect, History, Family; Facts-First = Data, Numbers, Proof) to help students draft their messages.

Teacher Reflection

- Did the "Guild" terminology help students discuss demographics without stereotyping?
- Were students able to separate the person from the objection (understanding the value behind the fear)?
- Did the optical illusion hook effectively demonstrate the concept of perspective?

Assessment

- Worksheet (Part 2): Assess the student's ability to perspective-take. Can they accurately predict a concern based on a specific value? (e.g., Identifying that a "Guardian" would worry about safety).
- Worksheet (Part 3): Assess the communication skills. Did they successfully adapt the tone and vocabulary of their message to suit the target audience?
 - Success: Using emotive/legacy language for Traditionalists vs. statistical language for Facts-First.

Additional Notes:

This lesson is a critical social-emotional bridge. In Lesson 1, students learned the "Science." In Lesson 2, they learn the "Social Skill." It prepares them for later lessons where they may have to create a real campaign or talk to family members.

The "Guilds" are a gamified way to teach Demographics and Target Audience (English Curriculum) and Diversity (Civics Curriculum). Ensure you reiterate that people can belong to multiple Guilds at once (e.g., a Grandparent who is also a Scientist).

