

# The Catalyst: The Power of the Conversation

(Year 9 - Ages 14-15)

## Lesson 5 of 9

### Lesson Overview

Lesson Title:	The Catalyst: The Power of the Conversation
Year Level:	Year 9 (Ages 14-15)
Lesson Duration:	60 minutes
Key Focus Areas:	Communication, Consent Statistics, Family Dynamics, Social Barriers.
Curriculum Links:	Australian Curriculum – Health and Physical Education (Foundation) <ul style="list-style-type: none"><li>• <u>AC9HP10P06</u>: ...Select and apply strategies to manage emotional responses and resolve conflict... (Focus on managing sensitive conversations)</li><li>• <u>AC9E9LY01</u>: Use interaction skills... to present and justify a point of view and to acknowledge different perspectives. (Focus on articulating values)</li><li>• <u>AC9HS9K04</u>: The freedoms and responsibilities of citizens... (Responsibility to inform next of kin about civic choices)</li></ul>

### Learning Intentions

- Define the legal role of the Next of Kin in the Australian donation process (The "Soft Opt-in").
- Analyze the "Catalyst Effect": How knowing a loved one's wishes effectively doubles the likelihood of a family saying "Yes" (from ~40% to ~80%).
- Investigate the social and psychological barriers (The "Taboo") that prevent families from discussing organ donation.
- Develop communication strategies (scripts) to express personal values to family members clearly and confidently.

### Success Criteria

- Explain why the Australian Organ Donor Register isn't a "set and forget" system (the family is always involved).
- Interpret the "44% vs 80%" statistic as a measure of family certainty and comfort.
- Identify three "Ice-Breaker" strategies (e.g., The News Hook, The Driver's License Hook) to start a difficult conversation.
- Compose a "Conversation Script" that clearly states their opinion on donation to a parent or guardian.



# Teaching Sequence

Work through this lesson in the following sequence:

Duration	Part	Focus
10 minutes	Part A: The Catalyst Hook	Video (Chemical Catalyst) & Introduction of the metaphor.
15 minutes	Part B: The Data Dive	Worksheet: Analyzing the 44% vs 80% statistics.
20 minutes	Part C: The Script Lab	Drafting the conversation (Worksheet Activities).
15 minutes	Part D: The Simulation	Pair work: Rehearsing the script & Reflection.

## Part A: The Catalyst Hook (10 minutes)

### Step 1. The Science

- Visual: Show a "Catalyst" reaction video (e.g., Elephant Toothpaste).
- Ask: "The ingredients were there, but nothing happens. Why?" (Needed the catalyst).
- Link: "In Donation, the 'Ingredients' are the Donor and the Doctors. But the reaction fails without the Family Conversation."

## Part B: The Data Dive (15 minutes)

### Step 1. The Reality

- Fact: "In Australia, the family always has the final say."
- Activity: Students complete Part 1 of the Student Worksheet.
- Discussion: "Why is it so hard for a family to guess? Imagine guessing a password for a bomb—that's the stress level."

## Part C: The Script Lab (20 minutes)

### Step 1. The Barriers

- Discuss: "Why don't we talk about it?" (Awkward, taboo, scary).
- Reframe: "It's actually an act of kindness. You are removing the burden of guessing."

### Step 2. Drafting

- Task: Students choose a strategy (The Teacher Hook, The Fact Hook) and write their script in Part 3.
- Challenge: Write a response to a "reluctant" parent in Part 4.



## Part D: The Simulation (15 minutes)

### Step 1. Rehearsal

- Activity: In pairs, one student plays the "Parent" (who is busy making dinner), the other plays the "Student."
- Action: Try the script. Does it sound natural?
- Feedback: "Did it feel weird? How did you fix it?"

### Step 2. Reflection

- Exit Ticket: "On a scale of 1-10, how ready are you to say this tonight?"

## Differentiated Learning

- Extension:
  - Students research the "Opt-Out" systems in other countries (e.g., Spain) and debate whether families still have a say there (Hint: They usually do).
- Learning Support:
  - Provide "Sentence Starters" on the board for the script section so students can just fill in the blanks.

## Teacher Reflection

- Did the "Catalyst" metaphor resonate with their science knowledge?
- Was the role-play managed safely and respectfully?
- Did students understand that the conversation is about helping the family, not just stating a demand?

## Assessment

- Worksheet (Part 1): Check understanding of the statistical impact of conversation.
- Worksheet (Part 3): Assess the script for appropriate tone and clarity.

## Additional Notes:

This lesson is critical. It transforms the student from a passive learner into an active participant. By giving them the words to say, you remove the biggest barrier to action (awkwardness). Ensure you emphasize that even if their family disagrees, the act of telling them is still a success because it builds honesty and trust.

