

Community Campaigns: The Power of Perspective

(Year 6 - Ages 11-12):

Lesson 2 of 9

Lesson Overview

Lesson Title:	Community Campaigns: The Power of Perspective
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:	Australian Curriculum – Health and Physical Education (Foundation) <ul style="list-style-type: none">• AC9HP6P05: Describe and implement strategies to value diversity in their communities.• AC9HP6P04: Describe and demonstrate how respect and empathy can be expressed to positively influence relationships.• AC9HS6S04: Evaluate sources to determine origin, purpose and perspectives (linked to analysing community profiles).

Learning Intentions

- Understand that different cultural, religious, and family groups within the Australian community have diverse values and beliefs regarding health and donation.
- Investigate how empathy (perspective-taking) is the key tool for designing effective and respectful communication.
- Identify how valuing diversity and inclusion influences the way community messages are created and shared.
- Recognise that sharing clear, kind, and fact-based information helps overcome uncertainty and promotes community cohesion.

Success Criteria

- Identify a key value or potential question for at least two different community profiles (e.g., family, elder, cultural group).
- Explain in their own words why you must change your message depending on who you are talking to.
- Create a respectful, fact-based message tailored to a specific audience's values.
- Use terms like "diversity," "empathy," and "perspective" correctly when discussing communication



Teaching Sequence

Work through this lesson in the following sequence:

Duration	Part	Focus
10 minutes	Part A: The Empathy Challenge	Introduction, Review Lesson 1 (The Domino Effect), and defining Perspective and Values.
10 minutes	Part B: The Campaign Briefing	Introducing Audience Profiles, mapping Audience Values to likely Questions, and setting the Group Mission
25 minutes	Part C: The Design Investigation	Group Activity: Using Empathy (Worksheet Activities 1, 2 & 3) to analyze audience needs and design a targeted, factual campaign message.
15 minutes	Part D: The Final Pitch & Reflection	Group presentations of campaigns, class discussion on why Empathy is the Key Tool, and ethical conclusion.

Part A: The Empathy Challenge (10 minutes)

Step 1. Introduction and Warm-up

- Say: "Investigators, Lesson 1 proved that altruism creates a huge Domino Effect. Today, we learn the secret to setting up those dominos perfectly: Empathy. Your mission is to understand how other people see the world."

Step 2. The Perspective Metaphor

- Ask: "If I said 'School,' what is the first thing you think of? (e.g., Friends, Homework, Lunch). Did everyone have the same answer? (No). Why?" (Because we have different perspectives, based on what we value.)
- Say: "A person's perspective is shaped by their values—like safety, family, tradition, or facts. A good campaigner understands those values before they speak."

Part B: The Campaign Briefing (10 minutes)

Step 1. Introducing the Audience Profiles

- Say: "When people have questions about big ideas like donation, it's often just because their values haven't been met. Your job is to be an empathetic investigator—find the question hidden in their value."



Step 2. The Group Mission

- Divide students into "Campaign Agencies" (groups of 3-4). Distribute one "Audience Profile Card" (e.g., Young Parent, Community Elder, Health Worker) and the "Campaign Challenge Report" worksheet to each group.
- Instruct: "Your mission is to read your profile, figure out their main value, guess their biggest question about donation, and design a message using a positive fact to answer it."

Part C: The Design Investigation (25 minutes)

Step 1. Audience Analysis (Worksheet Activity 1 & 2)

- Groups analyze their card, noting their audience's core value (e.g., safety, tradition). They then use empathy to logically connect that value to a likely question (e.g., If they value Tradition, their question might be: 'Is the donation process respectful of family rites?').

Step 2. Strategy & Design (Worksheet Activity 3 & 4)

- Students select a Campaign Tone (e.g., Emotional, Factual, Civic) and develop a Slogan and Key Fact that directly addresses their audience's concern. Circulate, checking that the Key Fact is factual and positive. Prompt: "How does the fact '8 out of 10 families agree when wishes are known' answer the Elder's question about family respect?"

Part D: The Final Pitch & Reflection (15 minutes)

Step 1. Group Pitches

- Each "Campaign Agency" gives a 1-2 minute presentation, sharing:
 - 1. Their Audience and Core Value.
 - 2. Their Audience's Key Question.
 - 3. Their Slogan and Key Fact, explaining why it works for that audience.

Step 2. Conclusion: Empathy is the Key

- Ask: "Did every group need a different slogan or tone? (Yes!) What did we learn is the most important tool for a successful campaign?"
- Say: "The lesson is that empathy—taking the time to understand another person's value—is the only way to ensure your message of kindness is heard."



Differentiated Learning

- Extension:
 - Challenge groups to research a second concern for their audience and develop a secondary campaign message. Ask them to write a reflection explaining which of the three tones (Emotional, Factual, Civic) they found easiest to use and why.
- Learning Support:
 - Provide a visual aid listing the core Values (Family, Safety, Tradition, Facts) on the board.
 - Work with small groups to help them logically match the audience's Value to their Question before they begin writing the Slogan.

Teacher Reflection

- Did the activity successfully shift the focus from "what I know" to "what they need to hear"? Were students able to use empathetic reasoning to design their campaigns?

Assessment

- Worksheet (Activity 2): Assess if the group logically linked the Audience's Value to a relevant Question.
- Group Pitch: Assess the explanation of why their slogan and fact were targeted at that specific audience's perspective.

Additional Notes:

This lesson is a crucial social-emotional task, building upon the scientific facts learned in Lesson 1. It directly adapts the complex senior curriculum topic of "Understanding Your Audience" into an empowering, age-appropriate Year 6 exercise. The focus must remain on the respectful use of facts and the concept that all questions and concerns, rooted in different values, are valid. The goal is to train students to be empathetic and clear communicators about health matters.

