

# The Alchemist's Broadcast: Spreading the Gold

(Year 7 - Ages 12-13)

## Lesson 8 of 9

### Lesson Overview

|                   |   |
|-------------------|---|
| Lesson Title:     | The Alchemist's Broadcast: Spreading the Gold   |
| Year Level:       | Year 7 (Ages 12-13)   |
| Lesson Duration:  | 60 minutes  |
| Key Focus Areas:  | Advocacy, Media Literacy, Synthesis of Knowledge, Persuasion.   |
| Curriculum Links: | <p>Australian Curriculum – Health and Physical Education (Foundation)</p> <ul style="list-style-type: none"><li>• <u>AC9HP8P10</u>: Plan and implement strategies, using health resources, to enhance... health, safety, relationships and wellbeing. (Focus on health promotion)</li><li>• <u>AC9E7LY06</u>: Create... texts, experimenting with text structures and language features... to suit the purpose and audience. (Persuasive writing)</li><li>• <u>AC9AMA8C01</u>: ...Design and produce media artworks... to engage audiences and communicate ideas. (Visual design)</li></ul> |

### Learning Intentions

- Consolidate key facts and metaphors from the unit (e.g., The Multiplier Effect, The Catalyst, The Hourglass).
- Analyze how to tailor a health message to a specific target audience ("Guild").
- Apply literacy and visual design skills to create a persuasive, positive campaign asset.
- Recognise that advocacy (speaking up) is a powerful form of active citizenship.

### Success Criteria

- Select three key facts from previous lessons to support their message.
- Identify a target "Guild" and explain why their chosen tone (e.g., emotional vs. factual) appeals to them.
- Design a "Broadcast" (Poster/Flyer) that includes a clear Call to Action (e.g., "Talk to your family today").
- Critique a peer's design using the "Alchemist's Lens" (Empathy/Clarity).



# Teaching Sequence

Work through this lesson in the following sequence:

| Duration   | Part                     | Focus   |
|------------|--------------------------|---|
| 10 minutes | Part A: The Viral Hook   | Introduction to "Spreading Ideas" and analyzing sample campaigns. |
| 10 minutes | Part B: The Briefing     | Reviewing Key Facts ("The Codex") and selecting a Target Guild.   |
| 30 minutes | Part C: The Campaign Lab | Drafting and Designing the Broadcast (Main Activity).             |
| 10 minutes | Part D: The Broadcast    | Gallery Walk (Peer Review) and Conclusion.                        |

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

### Step 1. Analyzing Impact

- Visual: Show two images. Image A is a boring text document. Image B is a powerful DonateLife poster (or similar).
- Ask: "Which one makes you want to look? Why?"
- Discuss: "Alchemists don't just have good ideas; they package them so people want them. Today, you are designing the package."

### Step 2. The Mission

- Say: "You need to take the 'Gold' (the truth about donation) and broadcast it to one specific Guild."

## Part B: The Briefing (10 minutes)

### Step 1. The Codex (Revision)

- Board Work: Brainstorm the "Greatest Hits" facts from the unit.
  - L1: Multiplier Effect (1 saves 7).
  - L4: The Hourglass (Restoring Time).
  - L5: The Catalyst (Talking = 80% Consent).
- Task: Students choose one fact to be the centerpiece of their campaign.

### Step 2. Worksheet Part 1

- Activity: Students complete Part 1 of the Logbook, selecting their Target Guild and Tone.



## Part C: The Campaign Lab (30 minutes)

### Step 1. Drafting (Worksheet Part 2)

- Activity: Students write their Headline and Call to Action.
- Teacher check: Circulate and ensure the language is positive. Correct any "Guilt" messages (e.g., change "Don't let them die" to "Give them a future").

### Step 2. Designing (Worksheet Part 3)

- Activity: Students sketch their design. If using devices, they can start building in Canva or PowerPoint.
- Focus: Remind them of the "3-Second Rule"—big text, clear image.

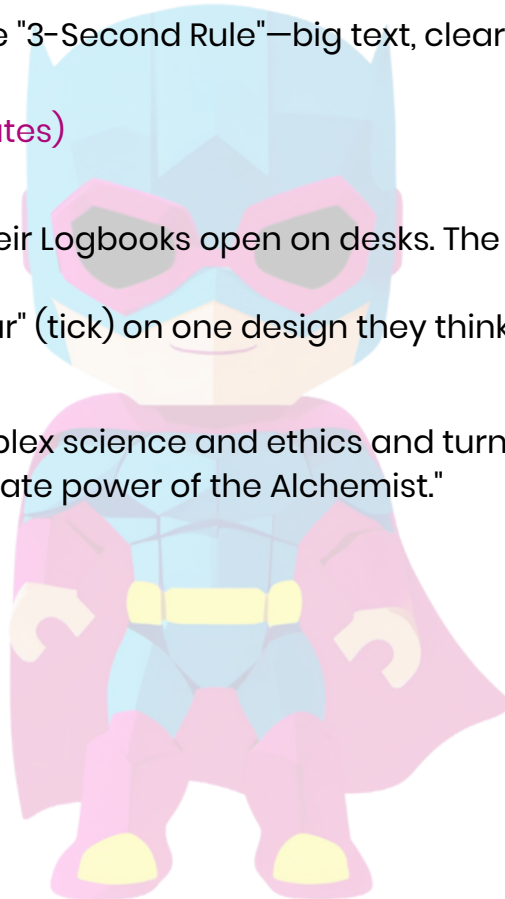
## Part D: The Broadcast (10 minutes)

### Step 1. Gallery Walk

- Activity: Students leave their Logbooks open on desks. The class walks around (museum style) to view the designs.
- Task: Students leave a "Star" (tick) on one design they think is highly effective.

### Step 2. Conclusion

- Say: "You have taken complex science and ethics and turned it into a message that can save lives. That is the ultimate power of the Alchemist."



## Differentiated Learning

- Extension:
  - Students create a 15-second "TikTok/Reel" script instead of a poster, focusing on a verbal hook and visual transition.
- Learning Support:
  - Templates: Provide a "Fill in the Blanks" poster frame where students just add the specific fact and an image, rather than designing the layout from scratch.

## Teacher Reflection

- Did students successfully avoid "scare tactics" and stick to positive messaging?
- Were the "Guild" personas helpful in focusing their language choices?
- Did the Gallery Walk provide a sense of pride and accomplishment?

## Assessment

- Worksheet (Part 2 & 3): Assess the student's ability to select relevant facts and adapt their language to a specific audience (Literacy/HPE).
- Final Design: Evaluate visual literacy—is the message clear and the layout effective?

## Additional Notes:

This lesson is about Synthesis. It proves the students have internalized the content well enough to teach it to others. It is also a celebration of their learning journey. If possible, display the finished posters in the classroom or school hallway to validate their work as "Real World Advocacy."

