

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:	Australian Curriculum - Health and Physical Education (Foundation)
-------------------	--

- AC9HP8P10: Plan and implement strategies, using health resources, to enhance... health, safety, relationships and wellbeing. (Focus on health promotion)
- AC9E7LY06: Create... texts, experimenting with text structures and language features... to suit the purpose and audience. (Persuasive writing)
- AC9AMA8C01: ...Design and produce media artworks... to engage audiences and communicate ideas. (Visual design)

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.

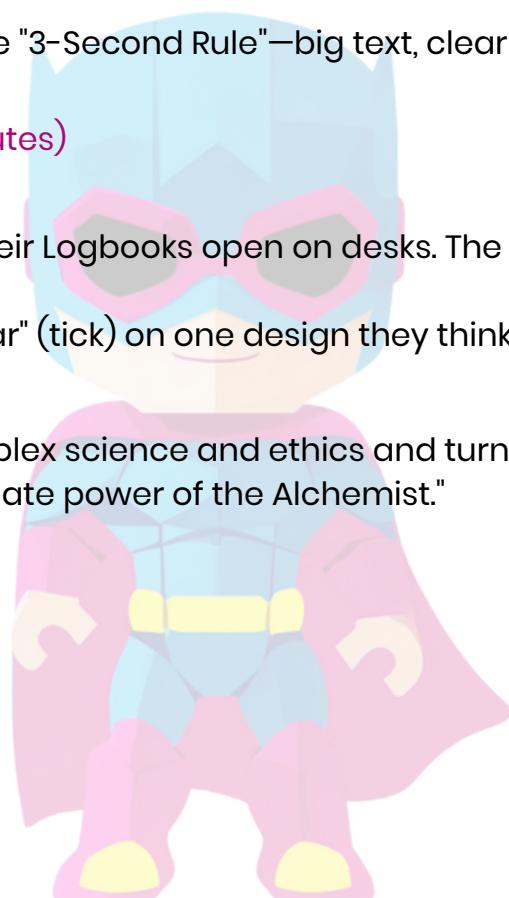
Part D: The Broadcast (10 minutes)

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."

