

The Alchemist's Vault: Sealing the Legacy

(Year 7 - Ages 12-13)

Lesson 9 of 9

Lesson Overview

Lesson Title:	The Alchemist's Vault: Sealing the Legacy
Year Level:	Year 7 (Ages 12-13)
Lesson Duration:	60 minutes
Key Focus Areas:	Reflection, Synthesis, Art/Symbolism, Future Commitment.
Curriculum Links:	<p>Australian Curriculum – Health and Physical Education (Foundation)</p> <ul style="list-style-type: none">• <u>AC9HP8P10</u>: Plan and implement strategies... to enhance... wellbeing of individuals and communities. (Final commitment to health advocacy)• <u>AC9E7LY06</u>: Create... texts... to express a personal view or response. (The Artist's Statement/Reflection)• <u>AC9AVA8C01</u>: ...Design and produce visual artworks... to express ideas, perspectives and feelings. (Creating the Artifact)

Learning Intentions

- Synthesize the key scientific, ethical, and civic concepts learned across the 9-lesson unit.
- Reflect on their personal growth and how their perspective on organ and tissue donation has shifted.
- Create a symbolic "Legacy Artifact" (The Philosopher's Stone) that encapsulates their core value.
- Participate in a "Sealing Ceremony" to commit to their future values as active citizens.

Success Criteria

- Identify one key concept from the unit that had the biggest impact on them (e.g., "The 7 Lives," "The Family Conversation").
- Design and create a symbolic artifact (drawing/note) that visually represents this concept.
- Explain the symbolism of their artifact in a short "Artist's Statement."
- Formulate a final statement of intent regarding their future civic contribution.



Teaching Sequence

Work through this lesson in the following sequence:

Duration	Part	Focus
10 minutes	Part A: The Review	Recap of L1-L8 using the "Metaphor Wall" or whiteboard summary.
10 minutes	Part B: The Concept	Explaining the "Philosopher's Stone" and the Time Capsule task.
30 minutes	Part C: The Laboratory	Creative time: Designing and making the Artifacts.
10 minutes	Part D: The Ceremony	Sealing the Vault and Final Dismissal.

Part A: The Review (10 minutes)

Step 1. The Journey

- Activity: Quick-fire revision. Throw a soft ball around the room. Whoever catches it names one thing they remember (e.g., "Hourglass!", "8 out of 10!", "Heart in a Box!").
- Teacher: Write these on the board under the heading "The Ingredients."

Step 2. Selection

- Task: Ask students to silently pick the one ingredient that matters most to them personally. This is their "Core Element."

Part B: The Concept (10 minutes)

Step 1. The Philosopher's Stone

- Metaphor: "In legends, the Stone turned lead to gold. For us, the 'Stone' is the choice to Donate. It turns sadness into life."
- Explain: "You are going to make your own paper 'Stone' or Artifact. On one side, a symbol. On the other, a message to your Year 10/12 self."

Part C: The Laboratory (30 minutes)

Step 1. Drafting (Worksheet Part 2)

- Activity: Students sketch their design and draft their message in the Logbook.

Step 2. Creation

- Activity: Hand out card stock/materials. Play the "Inspiring Music." Students cut, color, and write their final artifacts.
- Focus: Encourage bold symbols (Eyes, Hearts, Keys, Flames) and clear messages.



Step 3. Reflection (Worksheet Part 3)

- Activity: While the glue dries, students complete the "Before and After" reflection in their logbooks.

Part D: The Ceremony (10 minutes)

Step 1. The Deposit

- Activity: Bring the "Vault" (Box) to the front. Students file past and drop their Artifact into the box.
- Optional: They can whisper their "Core Value" (e.g., "Hope," "Courage") as they drop it in.

Step 2. The Seal

- Action: Tape the box shut. Write the "Open Date" on it.
- Final Words: "You have the knowledge. You have the voice. You are the Alchemists now. Class Dismissed."

Differentiated Learning

- Extension:
 - The Curator: Ask a student to write an "Introduction Card" for the Time Capsule, explaining to the future opener what is inside and why.
- Learning Support:
 - Templates: Provide pre-cut shapes (Heart, Shield, Key) so students only need to color and write, rather than cutting/drawing shapes from scratch.

Teacher Reflection

- Did the students engage with the reflective aspect, or just the craft aspect?
- Was the "Ceremony" taken seriously as a moment of closure?
- Do the students seem empowered to speak about this topic outside the classroom?

Assessment

- Worksheet (Part 3): Assess Reflective Thinking. Can the student articulate how their opinion/knowledge has changed?
- The Artifact: Assess Symbolic Representation (Arts). Does the image align with the concept?

Additional Notes:

This is the end of the unit. Ensure you congratulate the students on handling a mature, complex topic like adults. The "Time Capsule" doesn't have to be kept for years if logistics don't allow—it can be a symbolic closing for the day, or displayed in the classroom for a week before being returned. The act of "Sealing" is what matters psychologically

