

# The Alchemist's Hourglass: Restoring Time

(Year 7 - Ages 12-13)

## Lesson 4 of 9

### Lesson Summary

In previous lessons, students explored the motivation (Lesson 1), the audience (Lesson 2), and the system (Lesson 3). Now, in Lesson 4, they investigate the Outcome.

This 60-minute lesson explores the profound concept that organ and tissue donation is not just about saving a "biological life"—it is about restoring Time. Using the metaphor of "The Alchemist's Hourglass," students will map their own "Future Maps" (dreams, travel, careers) to understand the value of their own time. They will then investigate "The Frozen Map"—a profile of a teenager on the waiting list whose future is on pause. The lesson culminates in students recognizing that the Donor is a "Time Lord" of sorts—the only person with the power to unfreeze a future and allow a recipient to live out their dreams.

### Learning Intentions

Students will .....

- Analyze the concept of "Quality of Life" versus just "Being Alive."
- Create a "Future Map" to visualize their own goals, dreams, and milestones for the next 50 years.
- Empathize with the experience of "Waiting" by analyzing how chronic illness impacts a young person's ability to plan for the future.
- Articulate how donation acts as a "Catalyst" that restores a person's capacity to participate in society.

### Success Criteria

Students can .....

- Plot at least 5 major future goals on their personal "Future Map."
- Explain the difference between "Sand Running Out" (Waiting List) and "Flipping the Hourglass" (Transplant).
- Identify three specific things (e.g., school, sports, travel) that a transplant recipient gains back besides just their health.
- Write a reflective "Time Capsule" entry expressing gratitude for their own health and potential.

### Lesson Details

Time:	60 minutes
Year Level:	Year 7 (Ages 12-13)
Unit:	This is Lesson 4 of 9 in the series.
Educational Partner:	This lesson is adapted from resources provided by DonateLife

### General Capabilities

Personal and Social Capability (Self-awareness); Ethical Understanding; Critical and Creative Thinking; Literacy.



# Curriculum Mapping and Links

## Australian Curriculum (v9.0)

Subject	Strand	Content Descriptor
Health and Physical Education	Personal, Social and Community Health	<u>AC9HP7P01</u> : Plan and implement strategies... to enhance their own and others' health, safety, relationships and wellbeing. (Focus on Health as a resource for living)
English	Literacy / Creating Texts	<u>AC9E7LY02</u> : Plan, create and edit... texts... selecting text structures and language features... to suit the purpose and audience. (Reflective writing)
Civics and Citizenship (HASS)	Knowledge and Understanding	<u>AC9HS7K04</u> : Investigate how citizens can participate in Australia's democracy... and contribute to the community. (Donation as a contribution to societal wellbeing)

## Queensland Curriculum (QCAA)

Subject	Syllabus	Content Description
Health and Physical Education	Year 7	Analyze how health messages influence health decisions and examine the impact of physical changes on wellbeing.
English	Year 7	Create literary texts that experiment with structures and features to express a personal view.
Civics and Citizenship (HASS)	Year 7	How individuals contribute to the community.



## Resources Required

- Whiteboard/Smartboard.
- Prop: An Hourglass (or a digital timer on screen) to serve as the central metaphor.
- Resource: "The Frozen Map" (A case study of a 13-year-old on the waiting list).
- Student Worksheet: "The Alchemist's Hourglass: Future Mapping."
- Video Hook: A "Before and After" video of a recipient (e.g., someone too sick to walk vs. climbing a mountain).

## Skills

- Future Forecasting (Goal setting).
- Empathy (Understanding the loss of potential).
- Reflective Writing (Expressing gratitude).
- Metaphorical Thinking (Connecting Time to Health).

## Teacher Preparation

- The Metaphor: "The Hourglass." Explain that for most of us, the sand flows slowly, and we have plenty of time. For someone on the waiting list, the sand is running out. The Donor has the power to turn the glass over.
- Sensitivity: This lesson deals with the "future," which can be sensitive for students with their own health issues or anxiety. Keep the focus on goals and dreams rather than the fear of death.
- Prepare the Case Study: Ensure "The Frozen Map" profile is relatable—a kid who loves gaming, soccer, or TikTok, not just a "patient."

## Additional Information

This lesson pivots the unit from "Systems" back to "Self." Year 7 is a time of identity formation. By asking students to map their own future first, we make the concept of "losing it" much more personal and impactful. It moves the motivation for donation from "helping a stranger" to "protecting a future."

