

# The Temporal Shift: Valuing Time

(Year 8 - Ages 13-14)

## Lesson 4 of 9

### Lesson Summary

In Lesson 3, students explored the logistical race against time. In Lesson 4, they explore the experiential value of time.

This 60-minute lesson asks students to confront the concept of "Chronological vs. Quality Time." Using a "Time Audit" activity, students will calculate how many hours of their week are spent on "Freedom Activities" (sports, friends, hobbies). They will then overlay the "Restriction Filter" of a patient with organ failure (e.g., 15 hours/week on dialysis, inability to travel), visualizing the massive loss of freedom. The lesson concludes with a reflective analysis of how a donor doesn't just save a life, but "refunds" thousands of hours of freedom to the recipient.

### Learning Intentions

Students will .....

- Differentiate between Quantity of Life (survival) and Quality of Life (freedom/enjoyment).
- Analyze the impact of chronic illness (organ failure) on a young person's social and emotional development.
- Calculate the "Time Cost" of medical dependency (e.g., dialysis) versus the "Time Freedom" of transplantation.
- Reflect on their own health as a resource that enables their current lifestyle.

### Success Criteria

Students can .....

- Complete a personal "Time Audit" pie chart showing their weekly activities.
- Create a comparative "Shadow Chart" showing how that week would change if they required organ support.
- Explain why a transplant is described as "The Gift of Time" using specific examples (e.g., "It gives back 15 hours of school a week").
- Write a reflective statement acknowledging the value of their own health.

### Lesson Details

Time:	60 minutes
Year Level:	Year 8 (Ages 13-14)
Unit:	This is Lesson 4 of 9 in the series.
Educational Partner:	This lesson is adapted from resources provided by DonateLife

### General Capabilities

Numeracy (Time calculations); Personal and Social Capability (Empathy/Self-awareness); Critical and Creative Thinking.



# Curriculum Mapping and Links

## Australian Curriculum (v9.0)

Subject	Strand	Content Descriptor
Health and Physical Education	Personal, Social and Community Health	<u>AC9HP8P03</u> : Investigate the impact of changes... on relationships and wellbeing. (Focus on the impact of illness on a teen's life)
Mathematics	Number	<u>AC9M8N01</u> : Solve problems involving rates, ratios and percentages. (Focus on calculating time percentages lost/gained)
Civics and Citizenship	Knowledge and Understanding	<u>AC9HS8K04</u> : The freedoms and responsibilities of citizens. (Focus on the freedom provided by health)

## Queensland Curriculum (QCAA)

Subject	Syllabus	Content Description
Health and Physical Education	Year 8	Analyze factors that influence health and wellbeing (Chronic illness impact).
Mathematics	Year 8	Solve problems involving duration and time.
Civics and Citizenship	Year 8	Understanding freedoms and social participation.



## Resources Required

- Whiteboard/Smartboard.
- Resource: "The Restriction Cards" (Cards describing the time limits of different conditions: Dialysis, Cystic Fibrosis, Heart Failure).
- Student Worksheet: "The Time Ledger: Audit & Analysis."
- Visual: A 24-hour clock face or "Pie Chart" template.
- Video Hook: A "Day in the Life" of a teen on dialysis vs. post-transplant.

## Skills

- Data Visualization (Creating charts).
- Empathy (Simulating loss).
- Comparative Analysis (Before vs. After).
- Reflective Thinking (Gratitude).

## Teacher Preparation

- The Metaphor: "The Time Ledger." Explain that time is a currency. We spend it. Illness creates a massive "Debt" or "Tax" on your time. Donation clears the debt.
- Key Data:
  - Dialysis: 3 x 5-hour sessions per week + travel + recovery time = Approx 20-30 hours "lost" per week.
  - Cystic Fibrosis: 2-3 hours of daily physiotherapy/nebulizers = 14-21 hours "lost" per week.
- Sensitivity: Ensure students understand this is a simulation to build empathy, not to make them feel guilty for being healthy. Focus on the value of the gift.

## Additional Information

This lesson appeals to the Year 8 focus on "Identity" and "Independence." By showing how illness strips away independence (the ability to go out, travel, have sleepovers), we make the concept of donation highly relevant to their current life stage. It reframes health not as "not being sick," but as "freedom to live."

