

The Alchemist's Hourglass: Restoring Time

(Year 7 - Ages 12-13)

Lesson 4 of 9

Lesson Overview

Lesson Title:	The Alchemist's Hourglass: Restoring Time
Year Level:	Year 7 (Ages 12-13)
Lesson Duration:	60 minutes
Key Focus Areas:	Quality of Life, Future Planning, Empathy, Health as a Resource.
Curriculum Links:	<p>Australian Curriculum – Health and Physical Education (Foundation)</p> <ul style="list-style-type: none">• <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)• <u>AC9E7LY02</u>: Plan, create and edit... texts... selecting text structures and language features... to suit the purpose and audience. (Reflective writing)• <u>AC9HS7K04</u>: Investigate how citizens can participate in Australia's democracy... and contribute to the community. (Donation as a contribution to societal wellbeing)

Learning Intentions

- 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

- 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.



Teaching Sequence

Work through this lesson in the following sequence:

Duration	Part	Focus
10 minutes	Part A: The Hourglass Hook	Introduction, The Metaphor of Time, and "Future Mapping."
20 minutes	Part B: The Frozen Map	Case Study Analysis (Sam) & Comparison.
15 minutes	Part C: Quality of Life	Defining "Quality" vs "Quantity" & The Alchemist's Gift.
15 minutes	Part D: The Time Capsule	Reflective Writing & Conclusion.

Part A: The Hourglass Hook (10 minutes)

Step 1. The Prop

- Visual: Place an Hourglass on the desk (or project one). Flip it.
- Say: "This sand represents Time. For us, it flows steadily. But for some, the sand is running out. Today, we look at the Alchemist's power to flip the glass."

Step 2. Future Mapping (Worksheet Part 1)

- Activity: Students complete Part 1 of the Student Worksheet. They map their dreams for age 15, 20, 30+.
- Share: Ask 2-3 students to share one "Big Dream" (e.g., Travel to Japan, Become a Vet).
- Say: "This is your Potential. It's waiting for you."

Part B: The Frozen Map (20 minutes)

Step 1. The Case Study (Sam)

- Read: Introduce "Sam" (from Worksheet Part 2). Sam is their age but stuck in ICU.
- Discuss: "Can Sam plan a trip to Japan? Can he become a Vet right now? No. His map is Frozen."

Step 2. The Comparison

- Activity: Students fill in the Comparison Table (My Reality vs. Sam's Reality).
- Key Question: "What is Sam missing? Is he just missing a heart? Or is he missing Time?" (He is missing the experiences/childhood).



Part C: Quality of Life (15 minutes)

Step 1. Defining Quality

- Discussion: Use the Teacher Content to explain Quantity (Living to 80) vs. Quality (Living well).
- Data: Share the "Dialysis Equation" (780 hours a year in a chair).
- Visual: Play a "Before and After" video clip (optional) showing a recipient reclaiming their life.
 - Here are two strong video-clip links
 - Living Liver Transplant Reignites Patient's Life (YouTube) – shows a patient's journey through transplant to renewed living. <https://www.youtube.com/watch?v=olA9HeRKAs4>
 - Kidney donor and recipient recovering after successful transplant (YouTube) – shows before/after recovery for transplantation. <https://www.youtube.com/watch?v=mkyaRH88iDs>
- Visual: Stories of "Cystic Fibrosis Transplant Transformation" or "Heart Transplant Athlete." Seeing the physical transformation is key.
 - Here are two strong video-clip links
 - <https://youtu.be/fC-Udptally?si=jVvSM8h5JnQuATdc>
 - https://youtu.be/FeUDqI_f_hk?si=tbJJpstkkjXLVsm7

Step 2. The Checklist

- Activity: Students complete Part 3 of the worksheet (The Alchemist's Gift checklist). Ensure they realize donation restores normalcy (eating, school), not just survival.

Part D: The Time Capsule (15 minutes)

Step 1. Gratitude

- Say: "We often take our health for granted. Being an Alchemist means recognizing the value of what you have."

Step 2. Writing Task

- Activity: Students complete Part 4 (The Time Capsule). They write to their future self, acknowledging the gift of health that allows them to chase the dreams they mapped in Part 1.

Step 3. Conclusion

- Say: "Donation is the ultimate gift because it gives someone their map back. It turns the hourglass over so they can have the future they deserve."



Differentiated Learning

- Extension:
 - The Maths of Time: Ask students to calculate exactly how many hours Sam loses to dialysis in 5 years (5 hours x 3 days x 52 weeks x 5 years).
 - Creative Writing: Write a short "Day in the Life" diary entry from Sam's perspective after his transplant.
- Learning Support:
 - Visuals: Provide pictures of "Future Goals" (Travel, Job, Sport) for students to cut and paste onto their Future Map instead of writing.
 - Sentence Starters: Provide starters for the Time Capsule (e.g., "I am grateful that I can run because...").

Teacher Reflection

- Did the "Future Map" activity successfully make the concept of "lost time" personal for the students?
- Was the "Hourglass" metaphor effective in explaining the urgency of the waiting list?
- Did the class maintain a respectful and hopeful tone during the discussion of illness?

Assessment

- Worksheet (Part 2): Assess empathy—can students identify specific limitations of the waiting list beyond just "being sick"?
- Worksheet (Part 4): Assess literacy/reflection—does the Time Capsule entry demonstrate an understanding of health as a resource for achieving goals?

Additional Notes:

This lesson pivots the unit from "Systems" back to "Self." Year 7 is a critical time for identity formation. By asking students to map their own future first, we make the abstract concept of "losing it" due to illness much more personal and impactful. It moves the motivation for donation from a theoretical "helping a stranger" to a deeply personal "protecting a future." Ensure the tone remains hopeful—the focus is on the power of the donor to restore time, not just the sadness of the illness.

