

The Treasure of More Time

(Year 4 - Ages 9-10):

Lesson 4 of 9

Name: _____ Class: _____

Teacher Preparation

Introduction for Teachers

This lesson adapts the abstract theme of "The Gift of Time" (from the senior curriculum) into a tangible and highly personal metaphor for Year 4 students: "My Life's Treasure Map." This is a conceptual step up from the "Treasure Chest" in Year 2. Where Year 2 focused on collecting past moments, Year 4 introduces the idea of planning and dreaming for the future.

The core objective is to build deep, reflective empathy. By first valuing their own "treasures" (past memories) and "adventures" (future dreams), students can more profoundly understand what is "given" through donation. This lesson frames the gift of donation as the ultimate act of generosity: giving someone the precious chance to add more adventures to their own map.

Teacher Resources

- A prop "Treasure Chest" box (can be a decorated shoebox).
- Prop "golden coins" (to use as a "hook" from the Year 2 lesson).
- A picture book about memories, time, or making a difference (e.g., Miss Rumphius by Barbara Cooney or Wilfrid Gordon McDonald Partridge by Mem Fox).
- Student Worksheet: "My Life's Treasure Map" (double-sided or side-by-side).



Key Concepts & Language for Teachers

- **The "Life's Treasure Map" Metaphor:** This is the central, reflective theme. Introduce it as a valuable, personal document.
 - **Say:** "Today, we are all going to become explorers and map-makers. We are going to create a 'Treasure Map' of the most precious thing in the world: our own time. Our maps show us two things: the amazing places we've been, and the exciting places we dream of going."
- **Defining the Map's Sections:** Help students understand the two parts of their map.
 - **Part 1: "Golden Memories" (The Past):** "This side of our map is for the 'treasure' we've already found. These are our 'Golden Memories'—that amazing birthday party, the holiday with family, a time you laughed so hard, or a day you felt really proud. These are the treasures that make us who we are."
 - **Part 2: "Dream Adventures" (The Future):** "This side of the map is for 'X marks the spot.' These are our 'Dream Adventures'—the things we hope to do. It could be learning to play guitar, visiting a new city, getting a pet, or even what you want to be when you grow up. These are the treasures we're exploring towards."
- **Connecting Health and Time:** Link the ability to "explore" with being healthy.
 - **Say:** "To be an explorer, to go on all these dream adventures and find new treasures, we need one very important thing: a healthy body. Being healthy is what lets us keep adding new, exciting places to our map."
- **Connecting to the Bigger Idea:** This is the most empathetic part of the lesson. Frame donation as giving someone their map back.
 - **Say with a gentle, caring tone:** "This is where our 'Helping Hero' empathy is so important. Imagine someone who is very sick because a 'spare part' in their body isn't working. Their map stops. They can't plan new 'Dream Adventures.' They are stuck in one place, just waiting and hoping. The most incredible treasure anyone can give is the 'Treasure of More Time.' When a 'Helping Hero' family makes the brave and loving choice to give the 'spare part' gift, they are giving that person their map back. They are giving them the chance to plan their own adventures, to find their own 'X marks the spot,' and to fill their life with new 'Golden Memories.' It is the most precious gift of all."



Safety and Sensitivity Considerations

- **Acknowledge All "Treasures":** When students brainstorm past memories, be aware that some may be tinged with sadness (e.g., a memory of a pet or person who is gone). Acknowledge these with empathy. Say: "That sounds like a very precious and important treasure to put on your map. All our memories, happy and sad, make up our special story."
- **Keep "Dreams" Positive:** The "Dream Adventures" section should be a positive, no-pressure activity. Celebrate all dreams, whether they are big (e.g., "be a scientist") or small (e.g., "go to the beach on the weekend").
- **Focus on the GAIN, Not the Loss:** When discussing the recipient, the focus must remain entirely on the joy and hope of what is gained—the chance to plan, dream, and live. Keep the language positive and centred on the act of giving.



Magical Body Facts for Year 4 (Ages 9-10)

- **Brain Power!** Your brain is more creative and complex than the world's most powerful supercomputer. It generates enough electricity to power a small lightbulb!
- **The 7-Meter Maze:** Your small intestine (where your body absorbs food) is curled up inside you, but if you stretched it out, it would be almost 7 meters long—that's as long as a giraffe is tall!
- **Morning Stretch:** You are actually about 1cm taller in the morning when you first wake up than you are at night. This is because gravity gently squashes the cartilage in your spine during the day.
- **Super Sight:** Your eyes are so advanced, they can distinguish between about 10 million different colours, helping you see the beautiful, detailed "treasure map" of the world around you.
- **You are a Cell Factory!** Your body is a non-stop factory. It produces about 25 million new cells every single second to keep your 'Helping Hero Team' strong and healthy.

