

The Temporal Shift: Valuing Time

(Year 8 - Ages 13-14)

Lesson 4 of 9

Lesson Overview

Lesson Title:	The Temporal Shift: Valuing Time
Year Level:	Year 8 (Ages 13-14)
Lesson Duration:	60 minutes
Key Focus Areas:	Time Management, Chronic Illness Impact, Empathy, Numeracy.
Curriculum Links:	<p>Australian Curriculum – Health and Physical Education (Foundation)</p> <ul style="list-style-type: none">• <u>AC9HP8P03</u>: Investigate the impact of changes... on relationships and wellbeing. (Focus on the impact of illness on a teen's life)• <u>AC9M8N01</u>: Solve problems involving rates, ratios and percentages. (Focus on calculating time percentages lost/gained)• <u>AC9HS8K04</u>: The freedoms and responsibilities of citizens. (Focus on the freedom provided by health)

Learning Intentions

- 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

- 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.



Teaching Sequence

Work through this lesson in the following sequence:

Duration	Part	Focus
10 minutes	Part A: The Time Hook	Concept: Time as Currency. Video of patient routine.
20 minutes	Part B: The Audit	Worksheet: Calculating personal "Freedom Hours."
20 minutes	Part C: The Tax	Activity: Subtracting the "Dialysis Tax" from their lives.
10 minutes	Part D: The Refund	Reflection: The value of the Transplant.

Part A: The Time Hook (10 minutes)

Step 1. The Concept

- Ask: "What is the most valuable thing you own?" (Phone? Shoes?).
- Say: "It's your Time. Specifically, your Energy to use that time."
- Visual: Play a "Day in the Life" video of a teen on dialysis (e.g., "My Life with Kidney Failure").
- Discuss: "What did they miss out on? Not just big things, but small things like sleepovers or sports?"

Part B: The Audit (20 minutes)

Step 1. The Calculation (Part 1)

- Activity: Students complete Part 1 of the Time Ledger.
- Maths: Ensure they calculate their "Freedom Score" (Total hours - Sleep/School).
- Goal: Visualize how much "wealth" (time) they actually have.

Part C: The Tax (20 minutes)

Step 1. The Simulation (Part 2)

- Scenario: "You have kidney failure. You owe the hospital 25 hours this week. Pay up."
- Task: Students must cross out 25 hours of activities from their list. They cannot skip school or sleep (essential).
- Discussion: "What went first? Gaming? Sport? Friends?"
- Impact: "How does losing 'Sport' change who you are? How does losing 'Friends' change your mood?"



Step 2. The Tether (Part 3)

- Activity: Discuss the travel/energy restrictions. Complete Part 3 table.

Part D: The Refund (10 minutes)

Step 1. The Solution

- Visual: Show a picture of a recipient engaging in sport/travel.
- Say: "The Donor didn't just give a kidney. They gave back the 25 hours. They gave back the school camp. They gave back the future."

Step 2. Reflection (Part 4)

- Task: Students write their "First Thing I Would Do" statement.

Links for Video Hook:

- "Day in the Life" – Dialysis (Teen/Young Person)
 - A Day in the Life of a Teen on Home Dialysis
 - Young person showing nightly dialysis routine, fatigue, and limitations.
 - <https://www.youtube.com/watch?v=Ca4TtvWj6PY>
 - Living on Dialysis – Young Adult Story (Very relatable to teens)
 - Shows daily schedule disruptions, emotions, restrictions.
 - https://www.youtube.com/watch?v=Z1U32U3_WSO
 - Teen Perspective: Life on Dialysis
 - A teenager explains the challenges and how dialysis shapes every day.
 - <https://www.youtube.com/watch?v=hPLBqs2xB0E>
- "Day in the Life" – Post-Transplant (Teen/Young Person)
 - Life After Kidney Transplant – Young Person Story
 - Shows freedom, activity, school life returning to normal.
 - <https://www.youtube.com/watch?v=XTbiTVvKc84>
 - Teen Athlete After Transplant – Day in the Life
 - Shows return to sport and energy post-transplant.
 - <https://www.youtube.com/watch?v=wD2CYwiwxh4>
 - Girl Returns to Normal Life After Kidney Transplant (Child/Teen Age)
 - Huge contrast with her "before" life.
 - <https://www.youtube.com/watch?v=Kc0Kp7FpCco>
- ★ Perfect "Contrast Pairings" for Teaching
 - To create a powerful lesson hook, use pairs such as:
 - Pair 1:
 - Dialysis: https://www.youtube.com/watch?v=Z1U32U3_WSO
 - Post-Transplant: <https://www.youtube.com/watch?v=XTbiTVvKc84>
 - Pair 2:
 - Dialysis: <https://www.youtube.com/watch?v=hPLBqs2xB0E>
 - Post-Transplant Athlete: <https://www.youtube.com/watch?v=wD2CYwiwxh4>
 - These combinations clearly show the before and after transformation that the lesson focuses on.



Differentiated Learning

- Extension:
 - Students calculate the percentage of their "Waking Life" spent on dialysis (25 hours / 112 waking hours = 22%).
- Learning Support:
 - Provide a pre-filled "Average Teen Schedule" for students to modify if they struggle to map their own week.

Teacher Reflection

- Did the "Tax" metaphor help students understand the burden of illness without pitying the patient?
- Was the math component accessible?
- Did the lesson end on a hopeful note (The Refund)?

Assessment

- Worksheet (Part 2): Assess the ability to prioritize and understand the sacrifice required by illness.
- Class Discussion: Assess empathy—do students grasp the emotional weight of the "Time Tax"?

Additional Notes:

This lesson is powerful because it uses the students' own lives as the data set. By threatening (hypothetically) their own hobbies and freedoms, the concept of donation becomes personally relevant. It shifts the narrative from "Saving a Life" (abstract) to "Saving a Lifestyle" (concrete).

