

The Algorithm of Hope: The Future of Giving

(Year 9 - Ages 14-15)

Lesson 9 of 9

Lesson Overview

Lesson Title:	The Algorithm of Hope: The Future of Giving
Year Level:	Year 9 (Ages 14-15)
Lesson Duration:	60 minutes
Key Focus Areas:	Future Studies, Synthesis, Speculative Design, Reflection.
Curriculum Links:	<p>Australian Curriculum – Health and Physical Education (Foundation)</p> <ul style="list-style-type: none">• AC9S9H02: Investigate how scientific knowledge... informs personal and community decisions... and future possibilities. (Future tech)• AC9E9LY06: Create... texts, experimenting with text structures... to suit the purpose and audience. (Speculative fiction/journalism)• AC9HP10P10: Critique behaviours... and propose strategies to enhance... wellbeing. (Future health promotion)

Learning Intentions

- Synthesize the key concepts of the unit: Altruism, Bias, Utility, Opportunity Cost, and Consent.
- Analyze current scientific trends to predict the future landscape of transplantation (e.g., The end of waiting lists).
- Evaluate the role of their generation (Gen Z/Alpha) in shifting the cultural norms around donation.
- Create a visionary artifact that communicates a complex ethical success story.

Success Criteria

- Identify three major changes between the donation system of 2024 and their predicted 2050 system.
- Design a "Future Artifact" that visually represents the triumph of the "Legacy Code."
- Write a "Time Capsule Statement" explaining how a small action today (talking to family) led to a big result in the future.
- Use unit vocabulary (e.g., QALY, Ischaemia, Catalyst, Altruism) in their final reflection.



Teaching Sequence

Work through this lesson in the following sequence:

Duration	Part	Focus
10 minutes	Part A: The Time Jump	Introduction: "Welcome to 2050." Analyzing the Trend Line.
15 minutes	Part B: The History Lab	Worksheet: Solving the "Old Problems" (Allocation, Cost, Consent).
25 minutes	Part C: The Future Studio	Creative Activity: Designing the Artifact.
10 minutes	Part D: The Legacy Code	Final Reflection & Commitment.

Part A: The Time Jump (10 minutes)

Step 1. The Setup

- Action: Write "2050" on the board.
- Say: "The waiting list is zero. Hospitals are empty of dialysis patients. How did we do it?"

Step 2. The Trend

- Visual: Show the "Trend Line" (from Teacher Content).
- Discuss: "This graph shows the 'Abundance Era'. What technology or social change caused the spike?"

Part B: The History Lab (15 minutes)

Step 1. Problem Solving (Worksheet Part 1)

- Group Work: Students review the "Old Problems" (L3 Ethics, L4 Economics).
- Task: Invent the "Future Solution."
 - Prompt: "Did we solve the 'Lifeboat' problem with AI? Did we solve the 'Cost' problem with Prevention?"

Part C: The Future Studio (25 minutes)

Step 1. Design Brief

- Task: Students create their Artifact.
- Criteria: It must tell a story of Success.
- Format: Magazine Cover, News Report, or Blueprint.



Step 2. Creation

- Activity: Students draw/design. Encourage bold, sophisticated visuals suitable for Year 9s.

Part D: The Legacy Code (10 minutes)

Step 1. The Statement (Worksheet Part 3)

- Writing: Students write a message to their "Past Self" (2024).

Step 2. Final Words

- Say: "The Code is simple: Help others. Trust science. Speak up. If you run that code, the future takes care of itself. You are the Legacy."

Differentiated Learning

- Extension:
 - Students write a "Code of Ethics" for the AI that manages the 2050 organ list (linking back to Lesson 3).
- Learning Support:
 - Provide "Future Headlines" (e.g., "The Last Waiting List Patient Goes Home") for students to use as prompts.

Teacher Reflection

- Did the futuristic theme allow students to think "outside the box"?
- Did they successfully link the "Hard Science" (L1-4) with the "Soft Skills" (L5-8)?
- Is the class leaving the unit with a sense of agency and optimism?

Assessment

- Worksheet (Part 1): Assess scientific and ethical understanding—are the solutions logical extensions of the unit's themes?
- The Artifact: Assess visual literacy and synthesis of the unit's metaphors.

Additional Notes:

This lesson is the capstone. It validates the students' intellect and creativity. By asking them to "fix the world" in fiction, you empower them to fix it in reality. Ensure you collect the Artifacts—they are a powerful demonstration of student learning.

