

The Treasure of More Time

(Year 4 - Ages 9-10):

Lesson 4 of 9

Lesson Overview

Lesson Title:	The Treasure of More Time
Year Level:	Year 4 (Ages 9-10)
Lesson Duration:	60 minutes
Key Focus Areas:	Empathy, self-reflection, gratitude, future-thinking, and valuing time.
Curriculum Links:	Australian Curriculum - Health and Physical Education (Foundation) <ul style="list-style-type: none">• AC9HP4P03: Describe and apply emotional responses, including the principles of empathy and respect.• AC9HP4P06: Investigate the human life cycle and the changes that occur, and how this impacts health and wellbeing..• AC9E4LY09: Understand and use language effectively... to express and share feelings and opinions.• AC9HS4K08: The importance of cooperation and adherence to rules in communities.

Learning Intentions

- Understand that a lifetime is made of "treasures" (precious memories and future dreams).
- Reflect on their own personal hopes, goals, and dreams for the future.
- Recognise that the gift of donation is the "treasure" of giving someone more time to live their life and make new memories.

Success Criteria

- List two "past treasures" (memories) and two "future treasures" (dreams) on their map.
- Explain, using the "treasure" metaphor, what the "gift of time" means.
- Complete a "My Life's Treasure Map" worksheet with personal reflections.



Teaching Sequence

Work through this lesson in the following sequence:

Duration	Part	Focus
10 minutes	Part A. The Most Precious Treasure	Introduction, Story Time & The Map Metaphor
15 minutes	Part B. Mapping Our "Golden Memories"	Class Brainstorm & Worksheet Activity (Past)
15 minutes	Part C. Mapping Our "Dream Adventures"	Class Brainstorm & Worksheet Activity (Future)
20 minutes	Part D. The Gift of a Future Map	Empathetic Connection, Big Idea, & Sharing

Part A. The Most Precious Treasure (10 minutes)

Step 1. Review and Introduction

- Gather students on the floor. Hold up the prop "Treasure Chest."
- Say: "Hello, explorers! In our last lesson, we learned about the 'Helping Hero Team.' Today, we're going to talk about the reason that team works so hard. We're going to talk about the most precious treasure in the world."
- Ask: "When I say 'treasure,' what do you think of?" (e.g., gold, jewels, money). Open the box to show a few "golden coins."

Step 2. The Treasure Metaphor

- Say: "Gold is precious, but there is one treasure that is even more valuable. It's something we can't buy or touch, but it's what lets us do everything we love. That treasure is TIME."
- Say: "Today, we are all going to be map-makers. We are going to create a 'Treasure Map' of our own lives. A map isn't just a box to hold treasure; it shows you where you've been and where you're going."

Step 3. Story Time

- Introduce a picture book about memories, like Wilfrid Gordon McDonald Partridge or Miss Rumphius.
- Say: "This story is about collecting something precious. For Miss Rumphius, it was making the world more beautiful. For Wilfrid, it was memories. Let's read and think about what makes a life special."
- Read the story, focusing on the value of past memories and future actions.



Part B. Mapping Our "Golden Memories" (15 minutes)

Step 1. Class Brainstorm (Past)

- Say: "Every great treasure map shows where you've already been. We're going to call these our 'Golden Memories.' These are the treasures we've already found."
- On the board, create a mind-map titled "Our Golden Memories."
- Ask: "What are some of your most precious 'Golden Memories'?" (e.g., "My 9th birthday," "Winning the soccer final," "A holiday with my family," "Getting my pet," "Laughing with a friend.")

Step 2. Worksheet Activity (Part 1)

- Students move to their desks. Distribute the "My Life's Treasure Map" worksheet.
- Instruct: "On the first half of your map, in the 'Golden Memories' section, I want you to write or draw at least two treasures you've already found. These are your precious memories."
- Allow students 5-7 minutes to begin this.

Part C. Mapping Our "Dream Adventures" (15 minutes)

Step 1. Class Brainstorm (Future)

- Say: "Now for the most exciting part of any treasure map: 'X marks the spot!' This is your future. We'll call this side of the map our 'Dream Adventures.' These are the treasures you are exploring towards."
- On the board, create a new mind-map titled "Our Dream Adventures."
- Ask: "What are your hopes and dreams for the future? What adventures do you want to go on?" (e.g., "Learn to surf," "Visit Japan," "Become a vet," "Get a dog," "Go to high school," "Build a robot.")

Step 2. Worksheet Activity (Part 2)

- Instruct: "Now, on the second half of your map, in the 'Dream Adventures' section, write or draw at least two 'X marks the spot' treasures. What are you looking forward to?"
- Allow students 5-7 minutes to complete this side.

Part D. The Gift of a Future Map (20 minutes)

Step 1. The Empathetic Connection

- Say: "Everyone, hold up your maps. Look at them. They are so full of amazing Golden Memories and exciting Dream Adventures. What is the one thing you absolutely need to be able to go on all those adventures?"
- Guide them to answers like "being healthy" or "time."
- Say: "You need to be healthy, and you need time. Now, let's use our 'Helping Hero' empathy from Lesson 1. Imagine someone whose 'spare part'—like their heart or their lungs—isn't working. Their map... stops. They can't plan new adventures. They are stuck in one spot, just waiting and hoping for a 'Repair Shop' miracle."



Step 2. Connecting to the Big Idea

- Ask: "When a 'Helping Hero' family makes that brave, kind choice to give the 'spare part' gift, what are they really giving that person? Are they just giving them a 'part'?"
- Guide them to the answer: "They are giving them time."
- Say: "That's exactly it. They are giving that person their map back. They are giving them the chance to plan their own 'Dream Adventures' and collect their own 'Golden Memories.' They are giving them the Treasure of More Time. It is the most generous, precious, and heroic gift in the world."

Step 3. Sharing Our Treasures (Gallery Walk)

- Have students stand up and place their map on their desk.
- Instruct: "We're going to do a silent 'Gallery Walk.' I want you to walk around and look at all the amazing memories and dreams our class has. It's a reminder of how precious time is."
- Give students 3-4 minutes to walk around.
- Gather back and ask a few students: "What was a 'Dream Adventure' you saw on someone else's map that you thought was amazing?"

Differentiated Learning

- Extension:
 - Challenge students to write a short paragraph on the back of their map titled, "My Most Precious Treasure and Why."
 - Ask them to add a "Treasure" they want to give to someone else (e.g., "help my brother learn to ride his bike").
- Learning Support:
 - Provide a word bank of "Memories" (e.g., Birthday, Friends, Family, Pets, School) and "Dreams" (e.g., Holiday, Learn, Play, Job, Help) with simple icons.
 - Work with a small group to verbally identify their treasures and scribe them onto their maps.

Teacher Reflection

- Did the "Treasure Map" metaphor effectively help students value both their past and their future?
- Were students able to make the empathetic leap to understand what it means to be "stuck" without a future map?
- Did the connection between the "gift of donation" and the "Treasure of More Time" feel powerful and positive?
- How can I use this "Treasure Map" or "Golden Moments" language to help students practice gratitude in the classroom?



Assessment

- Worksheet (Activity): Assess the "My Life's Treasure Map" for completion. Did the student list at least two "Golden Memories" (past) and two "Dream Adventures" (future)?
- Class Discussion: Listen for students' ability to use the "treasure," "map," and "time" metaphors in context.
- Empathetic Link: Observe the students' responses during Part D. Do they show a basic understanding that "giving a part" is the same as "giving time" and "giving a future"?

Additional Notes:

This lesson is a powerful, reflective, and empathetic exercise. The focus must remain positive. Celebrate the joy and excitement of having a full map. When discussing the recipient, the focus is not on their illness, but on the hope and joy of them receiving their map back. This frames the "Gift of Time" as an empowering and generous act, which is the core of the 16+ curriculum, made accessible for 9-10 year olds.

