

The Gift of Time: Quality of Life & Future Maps

(Year 6 - Ages 11-12):

Lesson 4 of 9

Lesson Summary

This 60-minute lesson introduces the concept of time not just as minutes, but as quality of life, adapting the senior curriculum's "The Gift of Time" theme. Students will be challenged to map their own "Future Maps" (goals, dreams, aspirations) and use empathy to investigate a person whose map is "on pause" due to organ failure. This exercise connects all prior learning (scale, empathy, process) to the profound, human outcome: that the gift of donation is the most generous act of giving someone back their future time and ability to fill their map. The lesson culminates in a reflective writing activity on the value of health and the heroic nature of the donor's decision.

Learning Intentions

Students will

- Analyse the abstract concept of "time" and "quality of life" and how they are intertwined with personal health and future goals.
- Use empathy to compare their own life aspirations to the experience of a person waiting for a transplant, recognizing the profound gift of a future.
- Identify and articulate personal, physical, and social aspects of wellbeing that allow them to pursue their goals (Health Literacy).
- Recognise that the gift of donation is fundamentally the gift of future time, experiences, and potential.

Success Criteria

Students can

- Identify and articulate at least three personal goals or aspirations for their future ("Future Map").
- Explain in their own words how a serious illness (like organ failure) "steals time" and "stops life."
- Describe the donation decision as the ultimate "Gift of Time" that restores an individual's potential.
- Complete a reflective writing task demonstrating the link between a healthy body and the capacity to pursue future goals

Lesson Details

Time:	60 minutes
Year Level:	Year 6 (Ages 11-12)
Unit:	This is Lesson 4 of 9 in the series.
Educational Partner:	This lesson is adapted from resources provided by DonateLife

General Capabilities

Time, Quality of Life, Future Planning, Altruism as a Restorative Act.



Curriculum Mapping and Links

Australian Curriculum (v9.0)

Subject	Strand	Content Descriptor
Health and Physical Education (HPE)	Personal, Social and Community Health	<u>AC9HP6P10</u> : Analyse how behaviours influence the health, safety, relationships, and wellbeing of individuals and communities (linked to valuing one's health and the impact of donation).
English	Creating texts	<u>AC9E6LY06</u> : Plan, create, edit and publish imaginative, informative, and persuasive texts, selecting text structures, language features, and visual features to suit the purpose and audience.
HASS (Civics & Citizenship)	Inquiry and Skills	<u>AC9HS6S06</u> : Propose actions or responses to issues or challenges and use criteria to assess the possible effects (linked to proposing a future path/solution).

Queensland Curriculum (QCAA)

Subject	Syllabus	Content Description
Health and Physical Education (HPE)	Year 6	Analyse how emotional responses influence interactions, and describe strategies for seeking, giving or denying consent effectively and respectfully (linked to empathetic analysis of the recipient's emotional state).
English	Year 6	Create sustained written and multimodal texts, selecting and using text structures, language, and visual features to suit the purpose and audience (linked to reflective writing task).
HASS (Civics & Citizenship)	Year 6	How individuals and groups contribute to the communities to which they belong (linked to contribution and potential restored by health).



Resources Required

- Whiteboard or smartboard.
- Resource: "My Future Map" worksheet (A large sheet of paper or template with sections for short-term and long-term goals/dreams).
- Resource: "The Pause Profile" (A simple, age-appropriate written profile of a hypothetical young person whose life/future map is stalled due to organ failure).
- Markers, coloured pencils.
- Teacher Resource: Picture book or short reflective passage about the value of time or life goals (optional).

Skills

- Empathy and Perspective-Taking
- Goal Setting and Future Planning
- Health Literacy (Understanding Wellbeing)
- Reflective and Creative Writing
- Critical Thinking

Teacher Preparation

- Prepare The Pause Profile: Ensure the profile (resource required) clearly outlines a person's hobbies, family, and future dreams, but describes them as "on hold" because they are too sick or tied to the hospital/dialysis. This makes the concept of "stolen time" tangible.
- Core Metaphor: The Future Map. The lesson should frame life as an exciting map, and illness as a large "STOP" sign placed right in the middle of it. The donation is the key that removes the stop sign.
- Safety Note: Maintain a tone of hope and potential. Do not dwell on the sadness of illness but focus on the amazing possibilities restored by health.
- Key Language: Use "stolen time," "future map," "potential," "quality of life," and "restoring the future."

Additional Information

This lesson provides a deep ethical and personal connection to the unit. By asking Year 6 students to reflect on their own future, we establish a personal value for health and time. This makes the act of altruism in donation—the decision to restore another person's future potential—incredibly powerful and meaningful, concluding the first major block of the curriculum (L1-L4: The Foundation).

