

# The Algorithm of Hope: The Future of Giving

(Year 9 - Ages 14-15)

## Lesson 9 of 9

### Lesson Summary

The Legacy Code has been written. Now, it must be executed. This final 60-minute lesson is a celebration of future possibility. Students will fast-forward to the year 2050. Acting as "Future Historians," they will look back at the "Dark Ages" of organ shortages (2024) and describe how the combination of Science (3D Printing/AI) and Social Change (The Catalyst Conversation) solved the problem.

Students will create a "Future Artifact"—a magazine cover, a blueprint for a bio-lab, or a manifesto for a new society—that represents the success of their generation's efforts. This lesson transforms "hope" from a feeling into a strategy.

### Learning Intentions

Students will .....

- 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

Students can .....

- 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.

### Lesson Details

Time:	60 minutes
Year Level:	Year 9 (Ages 14-15)
Unit:	This is Lesson 9 of 9 in the series.
Educational Partner:	This lesson is adapted from resources provided by DonateLife

### General Capabilities

Critical and Creative Thinking (Future Problem Solving); Personal and Social Capability; Ethical Understanding; Literacy.



# Curriculum Mapping and Links

## Australian Curriculum (v9.0)

Subject	Strand	Content Descriptor
Science	Science as a Human Endeavour	<u>AC9S9H02</u> : Investigate how scientific knowledge... informs personal and community decisions... and future possibilities. (Future tech)
English	Literacy / Creating Texts	<u>AC9E9LY06</u> : Create... texts, experimenting with text structures... to suit the purpose and audience. (Speculative fiction/journalism)
Health and Physical Education	Personal, Social and Community Health	<u>AC9HP10P10</u> : Critique behaviours... and propose strategies to enhance... wellbeing. (Future health promotion)

## Queensland Curriculum (QCAA)

Subject	Syllabus	Content Description
Science	Year 9	Scientific knowledge changes as new evidence becomes available (Innovation).
English	Year 9	Create literary texts that experiment with speculative or future-focused themes.
Health and Physical Education	Year 9	Develop strategies to promote health and wellbeing.



## Resources Required

- Whiteboard/Smartboard.
- Resource: "The Trend Line" (A graph showing donation rates rising towards 2050).
- Student Worksheet: "The 2050 Almanac: Reporting from the Future."
- Art Supplies: Paper, markers, or digital devices (Canva) for the artifact design.
- Music: "Cinematic/Future" soundtrack for the creative phase.

## Skills

- Forecasting (Extrapolating trends).
- Synthesis (Combining complex ideas).
- Creative Design (Visualizing success).
- Agency (Seeing oneself as a change-maker).

## Teacher Preparation

- The Metaphor: "The Algorithm of Hope." An algorithm is a set of rules to solve a problem. We have learned the rules (Ethics, Science, Talk). If we run the code, the result is Hope.
- The Challenge: Ask students to be "Scientific Optimists." Not just "magic happened," but "we invented X and we changed law Y."
- Key Review: Briefly recap the "Black Box" (L3) and "Opportunity Cost" (L4) so they can "solve" these in their future report.

## Additional Information

This lesson validates the intellectual journey the students have taken. It respects their capacity to imagine complex solutions to global problems. It ends the unit not on a note of "sadness" (death), but on a note of "triumph" (life), empowering them to go home and have the conversation that starts it all.

