

The Gift of Time: Quality of Life & Future Maps

(Year 6 - Ages 11-12):

Lesson 4 of 9

Lesson Overview

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| Lesson Title: | The Gift of Time: Quality of Life & Future Maps |
| Year Level: | Year 6 (Ages 11-12) |
| Lesson Duration: | 60 minutes |
| Key Focus Areas: | Time as Quality of Life, Future Planning, Empathy, Reflective Writing, and Health Literacy. |
| Curriculum Links: | <p>Australian Curriculum – Health and Physical Education (Foundation)</p> <ul style="list-style-type: none">• <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).• <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.• <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). |

Learning Intentions

- 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

- 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



Teaching Sequence

Work through this lesson in the following sequence:

| Duration | Part | Focus |
|------------|------------------------------|--|
| 10 minutes | Part A: The Time Hook | Introduction, Review L3, and establishing the "Future Map" Metaphor. |
| 15 minutes | Part B: Mapping My Potential | Individual Activity: Students plot their Goals and Dreams (Worksheet Activity 1). |
| 20 minutes | Part C: The Pause Profile | Teacher-Read Story, Group Analysis of "Stolen Time," and identifying the RESUME Button (Worksheet Activity 2). |
| 15 minutes | Part D: The Gift of Future | Reflective Writing on Quality of Life and the Heroic Act of Giving Time (Worksheet Activity 3). |

Part A: The Time Hook (10 minutes)

Step 1. Review and Introduction

- Say: "We know donation is a heroic act (L1) managed by an amazing system (L3). But what is all that system for? It's for the Gift of Time. Today, we become Future Planners."

Step 2. The Future Map Metaphor

- Introduce the "Future Map" concept. Ask students to brainstorm: "What is one dream you have for when you're older?"
- Say: "Your health is the powerful engine that lets you drive toward those destinations. Time is potential."

Part B: Mapping My Potential (15 minutes)

Step 1. Individual Mapping (Worksheet Activity 1)

- Distribute the "My Future Map" worksheet. Instruct students to fill in their short-term and long-term goals/aspirations. Encourage big and small dreams.

Step 2. Sharing

- Have students share one short-term and one long-term goal with a partner.



Part C: The Pause Profile (20 minutes)

Step 1. The Pause Profile Story

- Say: "Now, we use our empathy. We are going to read 'The Pause Profile,' the story of a person waiting for a transplant. Listen for the moment their map was put on PAUSE." Read the "Pause Profile" story (teacher resource).

Step 2. Analyzing Stolen Time (Worksheet Activity 2)

- Students complete Activity 2, listing the activities or potential that were "stolen" or "stopped" by the illness. Discuss as a class: "What did the illness truly take away?" (Time with family, ability to learn, chance to play).

Step 3. The RESUME Button

- Say: "The donor's decision is the ultimate RESUME button. It gives the person their future back, allowing them to fill their map again."

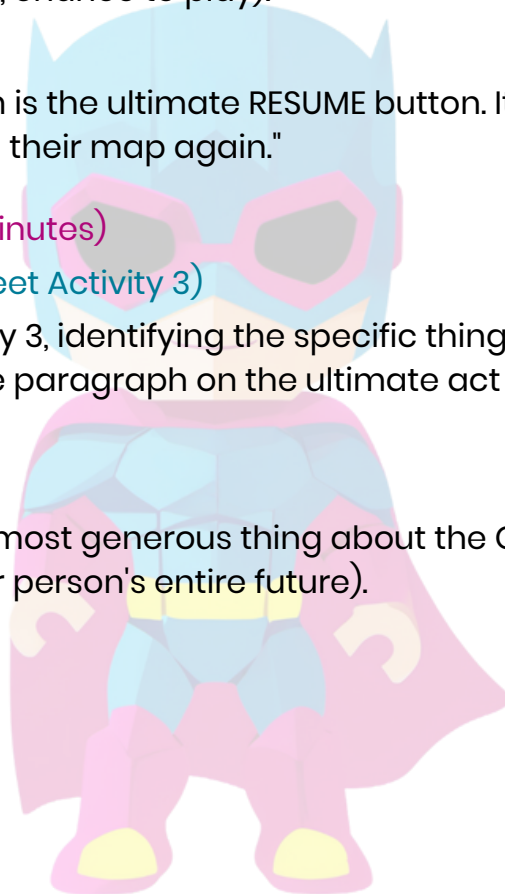
Part D: The Gift of Future (15 minutes)

Step 1. The Outcome (Worksheet Activity 3)

- Students complete Activity 3, identifying the specific things the recipient can now do and writing their reflective paragraph on the ultimate act of giving potential and future time.

Step 2. Final Reflection

- Ask students: "What is the most generous thing about the Gift of Time?" (Guide them: It's giving potential to another person's entire future).



Differentiated Learning

- Extension:
 - Challenge students to create a persuasive slogan about the "Gift of Time" targeted at their parents or community members.
- Learning Support:
 - Provide sentence starters for the reflective writing task in Activity 3 (e.g., "The donor gave the gift of time by allowing the recipient to finally...").

Teacher Reflection

- Did the metaphor of the "Future Map" and the "PAUSE/RESUME" button create genuine empathetic understanding? Did students connect their own value of time to the heroic donor decision?

Assessment

- Worksheet (Activity 1): Completion and breadth of goals (Health Literacy).
- Worksheet (Activity 3): Quality of the reflective writing paragraph, demonstrating the link between donation and future potential.

Additional Notes:

This lesson marks the end of the foundational block (L1-L4). It shifts the conversation from technical details to ethical and emotional consequence, establishing the profound value of the donor's decision. The focus must be entirely on hope, potential, and the restoration of quality of life. The discussion surrounding illness should be handled with extreme care, emphasizing the gift that reverses the suffering.

