

## Topic 16 – Heart to heart



### Learning Intention Hey, why this lesson?



### TO COMPREHEND THAT TO 'HAVE A HEART' IS MUCH MORE THAN JUST THE HUMAN ORGAN

Jesus' heart was pure and he lives in your heart – we need to look at what this means for your actions /thoughts /words etc. To get into our heads that the heart is more than just a human organ.

Hint: Have fun with the sayings so as to create a clear meaning that 'heart' is important to understand.

#### Scripture

*Blessed are the pure in heart, for they will see God.*

– Matthew 5:8

#### ACARA Connection RE Key Understanding

*Connect to your own State/ Territory's key understandings of Religious Education e.g. Christian Living, Religion and Society*

#### About the Heart - Science / Year 7 / Science as a Human Endeavour / Use and influence of science

##### Curriculum content descriptions

People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (ACSHE121).

<https://www.australiancurriculum.edu.au/Search/?q=ACSHE121>

#### About Emotions - Health and physical education / Year 7 and 8 / Personal, Social and Community Health / Communicating and interacting for health and wellbeing

##### Curriculum content descriptions

Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075).

#### Virtues

- **care** – to protect, keep safe to avoid danger
- **empathy** – to share others' feelings, walk in their shoes
- **integrity** – strong morals, honest and virtuous

Concentrate on the concept of 'integrity'. What is a 'moral compass' and where does your conscience come into all of this? Discuss 'right and wrong' and where 'in your heart' you know you have hurt someone. Suggest that students journal this.



## Warm Up and Main Activity – FUN with the HEART

1. See how many of these famous 'HEART' sayings you can figure out without looking them up on a device.... Yep no phones/laptops or iPads!
  - a. Heart \_\_ Heart (1 Point)
  - b. \_\_ \_\_ \_\_ A HEART (1pt)
  - c. W \_\_ \_\_ /Y \_\_ \_\_ /HEART / \_\_ \_\_ /Y \_\_ \_\_ /S \_\_ \_\_ \_\_ (3pts) [Hint – Clothing]
  - d. P \_\_ \_\_ ing /a \_\_ / \_\_ / HEART \_\_ \_\_ \_\_ \_\_ (3pts)
  - e. C \_\_ \_\_ \_\_ / \_\_ \_\_ / \_\_ / HEART (2pts)
  - f. N \_\_ \_\_ / \_\_ \_\_ / \_\_ \_\_ / \_\_ \_\_ t /HEARTED ( 3 pts)
  - g. \_\_ \_\_ \_\_ s / \_\_ \_\_ / HEART / \_\_ \_\_ / h \_\_ \_\_ / \_\_ \_\_ / \_\_ \_\_ ( 3pts) [Jesus died on this]
  - h. P \_\_ \_\_ / OUT /Y \_\_ \_\_ / HEART / \_\_ \_\_ /Someone (3 pts)
  - i. YOU / \_\_ \_\_ \_\_ / \_\_ / HEART / \_\_ \_\_ / G \_\_ \_\_ \_\_ (3pts)
  - j. FROM / \_\_ \_\_ / \_\_ \_\_ \_\_ \_\_ \_\_ / \_\_ \_\_ / \_\_ /HEART (4pts)
2. Either get the students to write down the sayings on page 69 or choose one or two and get them to explain what they actually mean.
3. Complete pages 69 and 70.
4. Emphasise how important it is to have D & Ms (**Deep and Meaningful** OR **Heart to Hearts** – see on page 70). Discuss the need to be honest, and how it is unwise to let emotions rule the conversations – especially anger. Discuss the merits of letting someone get close to you.

### Jesus Connection

### The Beatitudes Matthew 3:1-18

### Prayer/Reflection

God loves us. He loves our soul, but He also loves our minds and bodies. He loves our humanity; our strengths and weaknesses, our gifts and talents, and asks us to be His witnesses by the way we look after, not only our souls, but also our minds and bodies ...  
If we are to serve God effectively, we need to look after ourselves and recognise that we are human beings in need of gentle care.

Fr Rob Galea  
*Breakthrough*

## Reflection Questions

### Reflection Activity

#### The Beatitudes Matthew 3:1-18

Why not let the students read the bible quietly while the following YouTube depicts Jesus speaking

<https://www.youtube.com/watch?v=tJ1V0H9rz8Y>

(This is a very close NRSV version.) Also ask students to underline/highlight the last line in the section that states "Jesus teaches us that it is not enough..."

Ask students to reflect on 'The Heart' and the Ordinary Heroes in their lives. If the answer is 'parents' or 'family', ask them if they 'backchat' these people and how this could be considered NOT Pure of heart!

## Success Criteria

To ensure that students are able to ...

- explore the many sayings about the heart and explain some of them in detail
- explain the meaning of the Helen Keller quote in relation to the heart
- demonstrate areas of their lives where they 'put their heart' into something
- write how 'heart' is crucial when it comes to forming and sustaining relationships.

## Take Away Bag



Select ONE thing from this topic that makes sense to you and write it in the take away box on page 72.

## Extensions

### Extension Ideas

1. St Augustine stated in one of his sermons "It is with the heart one asks, with the heart one seeks, with the heart one knocks, to the heart the door is opened" [Sermon 91, 3, 3]. As a class, discuss how this statement relates to something in your life e.g. friendships, relationships, poverty etc. Select your topic and state how it relates to the St Augustine
2. Ask students to select one of the above sayings about the heart and one of the virtues and write how it means something to you. E.g. My mum 'has a heart of gold' because she always puts others before herself.
3. Stress how important the two virtues will be in their lives - Integrity and Empathy - discuss how they will be perceived if they carry these virtues fully in their lives.
  - a. Heart to Heart
  - b. Have a heart
  - c. Wear your heart on your sleeve
  - d. Pulling at the heartstrings
  - e. Close to my heart
  - f. Not for the faint hearted
  - g. Cross my heart or hope to die
  - h. Pour out your heart to someone
  - i. You have a heart of gold
  - j. From the bottom of my heart

## Solutions

### Relatable Quote

*Because the most beautiful things in life are not seen but felt only by heart.*

– Helen Keller