

Lesson 4: Guard Your Heart

WE ARE LEARNING: That our hearts need protecting.

To list things we need to guard our hearts from.

BORIS ASKS: Can the children suggest things they need to guard their hearts from?

RESOURCES: Heart post-it notes; sellotape; large space.

Explain to the children that just like we have to be careful what we put in our bodies (our food), we also have to be careful of what goes into our hearts. Explain, it's a little bit like guarding our heart.

In pairs ask the children to think of as many different sorts of guard as they can (e.g. a guardian, a fence, a fire guard, a mouth guard, a security guard, a guard at a station, etc.). See which pair has the most answers. Ask them what the role of those things or people are and reinforce that in each circumstance those guards are protecting something or someone.

Explain that being HeartSmart means we need to guard our hearts. Our hearts can produce kindness, good decisions, good thoughts, power, confidence and peace. We need to look after them!

Guard Your Heart Game

You will need a large playing area for this game – the school hall or playground would be ideal. You will also need a heart post-it note (or heart shaped piece of paper) per child and some sticky tape. Mark out the playing area. Tape a heart shape to each of the children's backs. Tell them that the aim is to guard their own heart whilst trying to grab other people's hearts in a set amount of time. No pushing or turning each other around is allowed.

The children will usually assume that the object of the game is to collect the most hearts, when in fact the most important aim is to keep their own heart. Usually, those who have collected lots of hearts have actually lost their own, and those who have successfully guarded their own may not have collected many - but you then remind them that the name of the game was 'Guard your Heart'.

Finish with a discussion on what it means to guard our hearts and be HeartSmart in real life. What sort of things could we guard our heart from? (e.g. nasty films and video games, unkind people, untrue thoughts...)



R&HE

CF5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

PSHE

R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

BIBLE REFERENCE

In conclusion, my friends, fill your minds with those things that are good and that deserve praise: things that are true, noble, right, pure, lovely, and honourable. Philippians 4:8

HERE ARE SOME WAYS IN WHICH THIS RELATES TO THE CURRICULUM:

SMSC

The spiritual development of pupils is shown by their:

- sense of enjoyment and fascination in learning about themselves, others and the world around them

SIAMS

Strand 2: Wisdom, Knowledge and Skills

Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy