

Jesuit Mission Planner

Years 1 and 2

Let's Glow our Hearts



St Ignatius' Spiritual Renewal, places emphasis on the heart and generosity; the offering of oneself to God and His work.

The following unit of work is linked to Ignatian Spirituality, Jesuit Global Identities, Catholic Social Teachings, the 17 Global Goals and the Religious Education curriculum. The overall unit utilises the Ignatius Pedagogical Paradigm (IPP)

The Ignatian pedagogical paradigm is a way of learning and a method of teaching taken from the Spiritual Exercises of Ignatius of Loyola. It is based on St. Ignatius Loyola's Spiritual Exercises and takes a holistic view of the world. The three main elements are Experience, Reflection, and Action.

Background Information on Jesuit Ideology

'If every human being possesses an inalienable dignity, if all people are my brothers and sisters, and if the world truly belongs to everyone then it matters little whether my neighbour was born in my country or elsewhere.'

Pope Francis, *Fratelli Tutti* n 125

Catholic Social Teaching (CST) originates from a combination of Scripture, Tradition, and the Church's ongoing engagement with social issues throughout history. It finds its roots in the Old and New Testaments, particularly the Gospels and the writings of the Apostles. Over time, the Church has developed CST through papal encyclicals, conciliar documents, and the reflections of theologians and other thinkers.

Foundational Elements of CST:

Scripture:

CST draws heavily from biblical teachings, especially the prophetic tradition in the Old Testament and the life and teachings of Jesus in the New Testament. The concept of the "preferential option for the poor," for instance, is rooted in biblical themes of justice and compassion for the marginalized.

Tradition:

The Church's interpretation and application of Scripture, passed down through centuries of teaching and practice, forms a crucial part of CST. This includes the writings of the Church Fathers and the teachings of later theologians.

Engagement with Social Issues:

As the Church has encountered different social challenges throughout history, it has developed CST to address those issues. A key example is Pope Leo XIII's 1891 encyclical *Rerum Novarum*, which addressed the social problems arising from the Industrial Revolution.

Papal Encyclicals and Documents:

Modern CST is significantly shaped by papal encyclicals and other Church documents that address contemporary social issues. These documents provide guidance on topics like human dignity, the common good, solidarity, and the preferential option for the poor.

Reflection and Experience:

CST is not just a set of abstract principles; it's also informed by the Church's lived experience and ongoing reflection on social realities. This includes the experiences of individuals and communities facing social challenges, as well as the insights of theologians and other thinkers.

The Ten Global Jesuit Identifiers

The ten Global Jesuit Identifiers are characteristics that define and guide Jesuit schools and institutions worldwide. These identifiers commit educational works to: 1) being Catholic and offering in-depth faith formation, 2) creating a safe and healthy environment for all, 3) educating on global citizenship, 4) the care of all creation, 5) promoting justice, 6) being accessible for all, 7) educating on interculturality, 8) being a global network at the service of the mission, 9) promoting human excellence, and 10) fostering life-long learning.

- St Ignatius was Catholic.
- Catholic schools support Catholic organisations.
- Jesuit schools are Catholic and prioritise supporting Jesuit organisations.
- Jesuit Mission are a Catholic organisation who follow the Jesuit charism.

The principal activities of Jesuit Mission Australia Limited are to raise funds for the purpose of international relief and development.



As a ministry of the Society of Jesus in Australia, Jesuit Mission Australia Limited draws on the richness and depth of the Ignatian spirituality which guides and shapes how to engage with each other, how to respond to the needs of our world and how to reflect and learn from experiences.

Jesuit Mission Australia Limited partners with Jesuits and other companions overseas to empower women, men and children living on the frontiers to liberate themselves from poverty and injustice through participation in programs that build skills, capacity and resilience to live full and free lives.

These programs directly or indirectly benefit the most marginalised and vulnerable communities. Funds are raised by engaging with individuals and communities who are part of the Jesuit family.

This includes Jesuit supporters, volunteers, schools, parishes, and other Jesuit networks across Australia.

Levels:	Years 1 and 2	Term and Starting date:
Learning Area	Religious Education	Team Members:

<p>Big Idea:</p> <p>What is the overall understanding that you want the students to achieve?</p>	<p>We glow our hearts when we live not only for ourselves, but when we are men and women for others</p>
<p>Key Concepts:</p> <p>What are the specific areas you will be investigating in order to achieve this Big Idea?</p> 	<p>Jesus shows us how to love others just as He loves us. When we live as Jesus asks us and do loving deeds, our hearts feel joyful, and we are signs of Jesus' love. This is what it means to glow our hearts. Jesuit Mission people live out excellence in humanity, fully alive to God, sparking the fire of change in the world.</p>

Key Competencies:



Personal and social capabilities

- Practice the skills required to include others and make friends with peers, teachers and other adults (**Social awareness & management**)
Name and practise basic skills required to work collaboratively with peers (**Social awareness & management**)
- Relationships and diversity
- Managing self-modify behaviours
- Participating and contributing
- Collaboration
- Active listening
- Communication

Highlight and add those that will be focused on and assessed within this unit

Personal and social capabilities

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Organisational Strategies:

- Brainstorming
- Discussion
- Mind map
- Fact/opinion chart
- Venn diagram
- SWOT analysis
- Four W questions

Thinking Routines:

- Circle of viewpoints
- See, think, wonder
- Compass points
- Think, pair, share
- Creative questions
- Circles of action
- Values identities and actions

- Communication
- Teamwork
- Planning & organising
- Problem solving
- Conflict resolution
- Identify emotions

Critical and Creative Thinking:

- Interpreting
- Analysing
- Evaluating
- Explaining
- Sequencing
- Reasoning
- Comparing
- Questioning
- Inferring
- Designing
- Hypothesising
- Appraising
- Testing
- Creating
- Generalising
- Reflecting
- Generating ideas

Ethical Capabilities:

- Understanding ethical concepts and perspectives
- Decision-making and actions

Intercultural Capabilities:

- Culture, identity and Belonging
- Cultural Diversity

School Value Links:



- **Let's glow our hearts** is adapted for the younger students from the phrase, **"Setting Hearts on Fire"**. This phrase is often associated with Pedro Arrupe, a Jesuit priest who served as the Superior General of the Society of Jesus. It is a passionate call to actively engage with the world and live a faith with such zeal that it would inspire others, essentially **"setting their hearts on fire"** with the love of God and a focus on social justice.

Host Curriculum Area:	Religious Education
Learning Outcomes:	<p>By the end of this unit the students will...</p> <p>Understand that</p> <p>We glow our hearts when we live not only for ourselves, but when we are men and women for others-Pedro Arrupe:</p> <p>Jesus had a heart like a glowing heart that people sometimes call the Sacred Heart of Jesus. This is because He did so many good things for others and His heart was so full of love.</p> <p>Jesuit Mission people are signs of Jesus. They glow their hearts and those of others by helping those in need.</p>

Unit Overview:	<p>Theme: Let's Glow our Hearts is based on "Setting Hearts on Fire", i.e. We glow our hearts when we live not only for ourselves, but when we are men and women for others-Pedro Arrupe: Jesus modelled how to <i>do good</i> and follow Him on the path to God. When we <i>do good</i>, our hearts feel good and have a warm glowing feeling. When our hearts are glowing, people can see that we are signs of Jesus' love. Jesus had a heart like a glowing heart that people sometimes call the 'Sacred Heart of Jesus'. This is because He did so many good things for others and His heart was so full of love.</p>
Sequence:	<ul style="list-style-type: none"> • Discover things that glow and understand that they help us to see in the dark. • Use Bible stories to explore how Jesus teaches us to live our lives and treat others. • Reflect that Jesus' heart is full of love for others and us, so it seems like it is glowing- a Sacred Heart. View examples from folder of artists' impressions. • Explore models who live by <i>doing good</i> for others. View examples • Contemplate ways that we can <i>do good</i>, make our hearts glow and be a shining light for others to follow. • Take action and share with the class the ways we are making hearts glow. • Pray adaptation of Pedro Arrupe's prayer.

Religious Education: Catholic Social Teachings: C.S.T. <ul style="list-style-type: none"> • The Bible teaches us to look out and care for the most vulnerable people. 	Global Goals: <ul style="list-style-type: none"> #1 No Poverty #2 Zero Hunger #3 Good Health and Wellbeing #4 Quality Education
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- The C.S.T are about trying to create a fairer and just world for all.

Highlight those that will be focused on within this unit.

These principles are not isolated but rather interconnected, forming a comprehensive vision for social justice and human flourishing. The Bible teaches us to look out and care for the most vulnerable people. It is about trying to create a fairer and just world for all.

1. **Human Dignity:** This principle asserts that every person, regardless of background, is created in the image of God and possesses inherent worth and dignity. This means respecting the life and well-being of all individuals from conception to natural death.
2. **The Common Good:** The common good refers to the sum of social conditions that allow individuals and communities to reach their full potential. It requires a commitment to justice, peace, and the well-being of all, especially the most vulnerable.

- #5 Gender Equality
- #6 Clean Water and Sanitation
- #10 Reduced Inequalities

Jesuit Global Identifiers:

- #3 Global Citizenship
- #9 Human Excellence



3. **Solidarity:** Solidarity emphasizes the interconnectedness of humanity and the need to work together for the betterment of all. It calls for a commitment to justice and peace, recognizing our shared responsibility for one another.

4. **Subsidiarity:** This principle suggests that decisions should be made at the most local level possible, empowering individuals and communities to address their own needs. Higher levels of authority should only intervene when necessary.

5. **Preferential Option for the Poor:** This principle highlights the Church's special concern for the poor and marginalized. It calls for policies and actions that prioritize the needs of those who are most vulnerable and excluded.

6. **Stewardship of Creation:** Catholics are called to be responsible stewards of God's creation, recognizing that the natural world is a gift to be protected and cared for. This includes promoting environmental sustainability and addressing issues like climate change.

7. **Participation:** Everyone has a right and responsibility to participate in society,



contributing to the common good and working for the betterment of their communities.

Prayer and Scripture Opportunities:

Jn 14:6-7 "I am the Way, the truth and the light."
 Zaccheus
 Loaves and the Fishes
 The Good Samaritan
 Hymn: Michael Mangan- "Setting Hearts on Fire"
 Pedro Arrupe's Prayer and the adaptation (by C.B. from J.M.)

View What's it like to have a friend in Jesus:

<https://youtu.be/4Z7gwZ5yo1I?si=Tz8kZW1QJ04F7swI>

Listen to song Jesus is My Friend:

<https://youtu.be/aNcvkINXEXA?si=-cjua9NJ9pDu7QH9>

Personal Prayer of Pedro Arrupe

Grant me, O Lord, to see everything now with new eyes,
 to discern and test the spirits
 that help me read the signs of the times,
 to relish the things that are yours, and to communicate them to others.
 Give me the clarity of understanding that you gave Ignatius.

—Pedro Arrupe, SJ



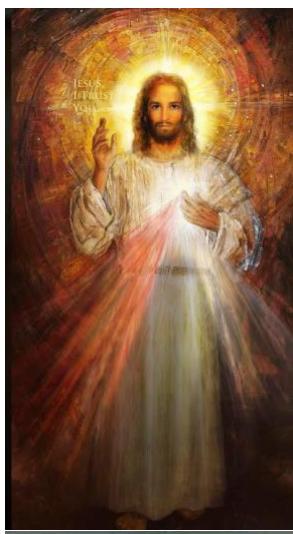
Excerpt from *Hearts on Fire: Praying with Jesuits*, edited by Michael Harter, SJ.

Alternative adaptation (J.M. C. Berger) of Pedro Arrupe's prayer for younger students.

Dear Lord,
 I ask for Your help in seeing things with a loving heart and mind,
 To think carefully and see where people are in need.
 I pray that I look after and appreciate all that is good in the world.
 I ask for St Ignatius' help to understand how to love you with all of my heart.
 Amen.

Suggested Learning Activities:

Engaging the Students



Resources: Items that glow in the dark. e.g. glow sticks/bangles etc., (Kmart or discount shop) torch, battery tea light candles. a black cloth to act as a tent or a smaller cloth to put over the glowing items.

Learning Intention: We are learning to: understand that Jesus is like a shining light that shows us the way to be closer to God.

Success Criteria: Students give examples of how Jesus' love makes hearts glow. Students can give examples of how they can be loving like Jesus and make their hearts glow.

Success Criteria: I can:

Give examples of how Jesus' love makes hearts glow
Give examples of how I can show love to others...

Activity: Things that glow, shine in the dark and show us the way.
Darken the room and place one glowing item (e.g. a glow stick, battery candle, torch,) in a box under the black cloth. Invite a student to guess what it might be, and then look under the cloth to reveal the item. Repeat with other students.
Announce to the rest of the class what it is.
Repeat with all of the glowing items.



Discussion: What do all these things do?

Glow. Light up. Shine etc.

Why do we use a torch? *To show us the way/to light up things etc. when it's dark and we can't see well.*

Explain: Jesus is a little like that because He shows us how to see good things clearly; not just things but actions, and He helps us find the way to be close to God. Jesus is like a shining light that glows. People say that Jesus' heart is so full of love, that it seems like it glows. It is sometimes called the Sacred Heart of Jesus, which means it is very special and full of so much love.

Show images of Jesus' glowing heart, explaining that the images are people's/artist's interpretation/imagination.

Discussion: Why do you think Jesus' heart might be so glowing in these pictures?

Experience and Exploration



What things did Jesus teach us to do to make hearts glow?

Learning Intention: We are learning to: use the stories that Jesus told to be good friends to others

Success Criteria: I will be successful when I can:

Identify some of the key messages in parables/scripture about friendship

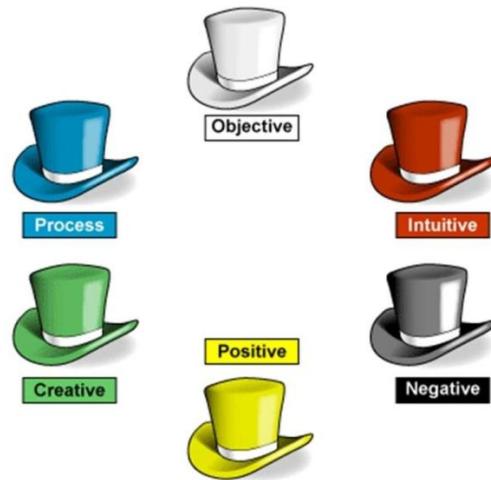
Describe how I can be more like Jesus

Explore the images of Jesus serving and loving others.

Suggested Activities:

Read/watch on YouTube the story of The Good Samaritan explaining that Jesus told this story to teach about love. The Good Samaritan

Discuss using De Bono's "Thinking Hats"



Yellow hat: What were the positive things you saw/heard in the story?

Black hat: What were the not so good things that happened in the story?

Red hat: How did the story make you feel?

Next:

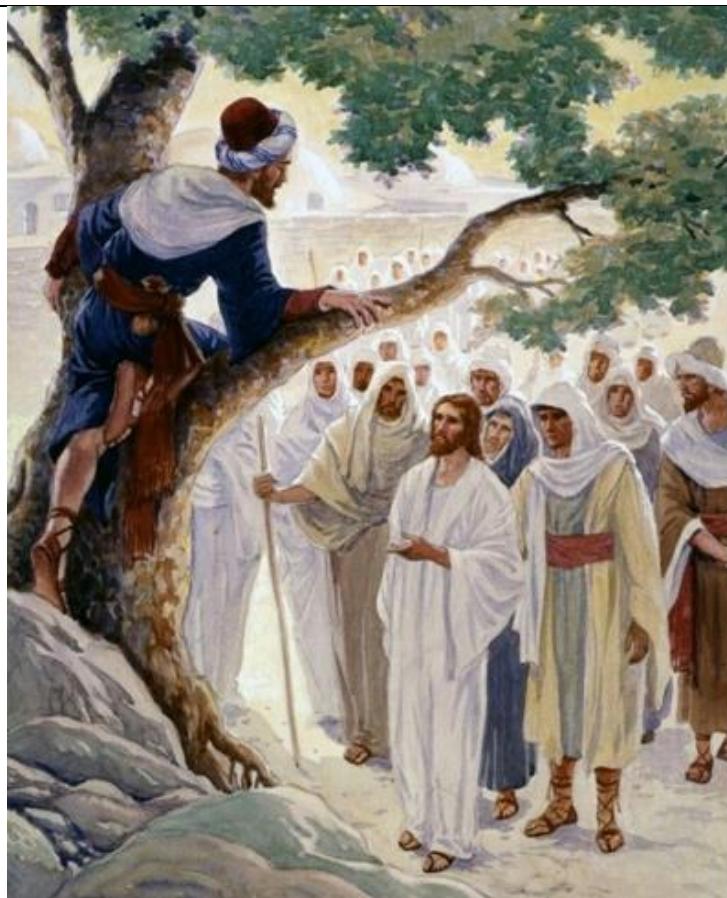
View the animation of the story of **Zaccheus**

Option 1 Zacchaeus

https://www.youtube-nocookie.com/embed/Fe7dTNI6h8?playlist=Fe7dTNI6h8&autoplay=1&iv_load_policy=3&loop=1&start=

Option 2 Zacchaeus

<https://www.youtube-nocookie.com/embed/iBvc2wimT6M?playlist=iBvc2w>



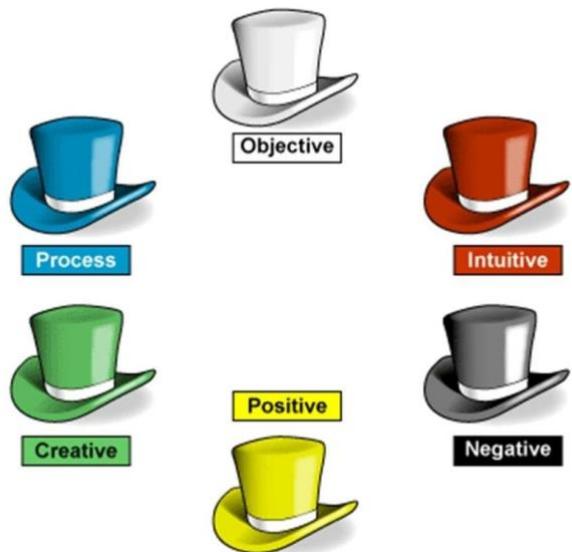
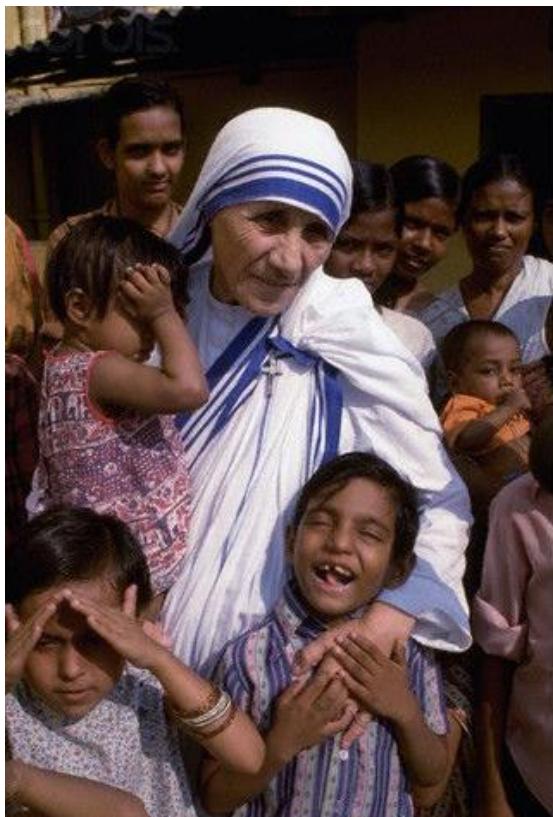
imT6M&autoplay=1&iv_load_policy=3&loop=1&start=

Complete a **sequencing activity** on the whiteboard depicting the story.

(several examples of posters available from Twinkl but you need to have a membership)

https://content.twinkl.co.uk/resource/49/4b/cfe-rer-2-catholic-zaccheus-the-tax-collector-first-level--differentiated-sequencing-activity_ver_4.pdf

- **Discuss:** At what part of the story did Zacchaeus' heart feel like it was glowing? Place a heart at this point in the sequence posters.
- Zacchaeus was shown kindness, and he changed his old ways. How would his new, kind and glowing heart impact others? Ask students to **recall times when they might have made a poor choice and been forgiven.** How did it make you feel?
- Use **De Bono's Thinking Hats** to **discuss** the story and how Jesus changed the heart of Zacchaeus.



White hat- What are the facts of the story?
 What are the main events?
 Red Hat- Why did the followers of Jesus feel angry? How do you feel about the story?

Yellow Hat What were the positive things you saw/heard in the story?
 Black hat: What were the not so good things that happened in the story?
 Blue Hat- What sort of thinking do we need to use to understand why Jesus chose Zaccheus to have dinner with?
 Green Hat- What ideas does this story give us for when we don't like someone's behaviour?

- Complete a colouring or **sequence** worksheet from Twinkl
<https://www.twinkl.com.au/resource/catholic-zaccheus-the-tax-collector-first-level-differentiated-sequencing-activity-cfe-rer-2>
- or divide a page into boxes to **retell the story in comic style.**

Discuss: When we do good things, how does it make our hearts feel? When our hearts are feeling good and are glowing, we are like Jesus and a light for others to follow Jesus.

Revisit the messages in Zacchaeus & Good Samaritan

View What's it like to have a friend in Jesus:

<https://youtu.be/4Z7gwZ5yo1I?si=Tz8kZW1QJ04F7swI>

Listen to song Jesus is My Friend:

<https://youtu.be/aNcvklNXEXA?si=-cjua9NJ9pDu7QH9>

- Who else teaches us how to make hearts glow?
- **Look at images and students give examples of role-models**

Students draw under each heading:

People who make hearts Glow: At school?
At home? In the community?
and/or

Students complete an **illustration**
depicting themselves making their heart glow.

or/and complete

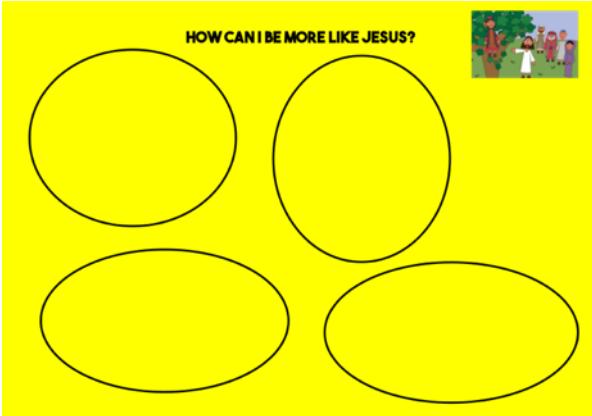
A Cube Strategy

<https://www.media4math.com/library/math-clip-art-net-cube>

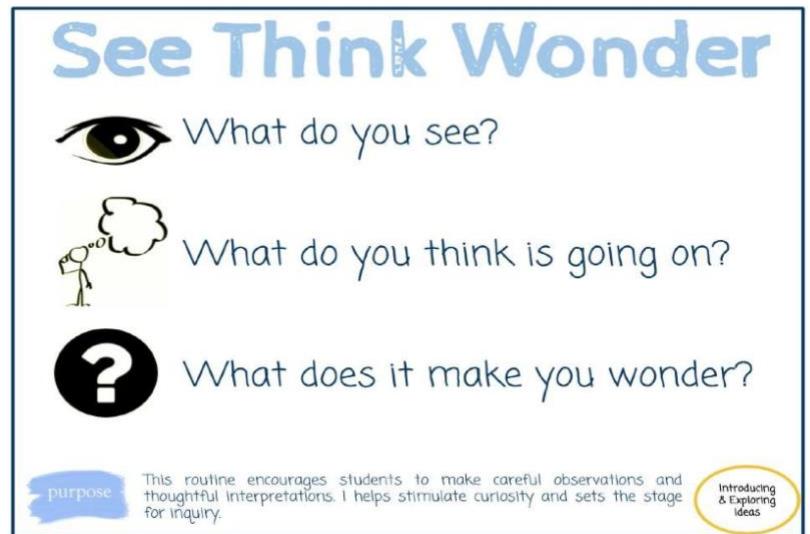
	<p>Students choose a person who has lived or currently lives the Word of God. They make a 3D cube, and on each face of the cube they:</p> <ul style="list-style-type: none"> – write the person's name – draw a picture of this person – list the qualities of this person – write down something this person has done – write/draw someone this person has helped – write/draw a way the student can be like this person. <p>Display cubes hanging around the classroom.</p> <p>Jesuit Mission are living examples of people who make hearts glow through their actions.</p> <p>Explore pictures on a slideshow of Jesuit Mission helping others</p> <p>Use the See, Think, Wonder Thinking routine (in Resources) to understand what is happening in the pictures.</p> <p>Make a list on the whiteboard of the areas J.M. are making hearts glow i.e. Education, Food (Security,) Refugees, Health, Access to Water etc.</p> <p>Discuss how Jesuit Mission are able to help others i.e. through fundraising money, volunteers and donations.</p>
<p>Reflection:</p>	<p>Students reflect: Think, pair, share.</p> <ul style="list-style-type: none"> • Think: Students are given time to individually consider a question or problem, allowing them to process

	<p>information and formulate their own thoughts.</p> <ul style="list-style-type: none"> • Pair: Students then pair up and discuss their ideas with a partner, allowing them to refine their thinking and gain support from peers. • Share: Finally, students share their ideas with the larger group, encouraging participation and promoting a deeper understanding of the topic. <p>What did I do today that made my heart or someone else's heart glow? How can I continue to make hearts glow?"</p> <p>Complete a mind map indicating the impact and flow-on effect of the <i>something good</i> that they did. Begin with the good deed written/drawn inside a glowing heart. In the centre of the page.</p>
<p>Taking Action</p>	<p>Making Hearts Glow.</p> <p>What actions can I take at school/home/ in the community to make my hearts and those of others glow?</p> <p>Use the free download 40 Acts of Kindness cards to assist with ideas. https://www.twinkl.com.au/resource/40-acts-of-kindness-cards-t-tp-6957</p>

	<p>Trace around hands and write how you can help someone on each finger. Include acts of caring for the environment. Sing together, Setting Heart on Fire by Michael Mangan explaining the song is about making heart glow.</p>
<p>Teacher's Reflection:</p>	<p>What went well? What might you do differently in this unit next time?</p>

<p>Resources: Many resources are available on (see twinkl.com.au) to support helping and friendship topics. Make a classroom display e.g. In Kindergarten We Help Each Other (see twinkl.com.au)</p> 	<p>Prayer: Prayer of Generosity (also available as a hymn) Dearest Lord, Teach me to be generous, Teach me to serve you as you deserve; To give and not to count the cost, To fight and not to heed the wounds, To toil and not to seek for rest, To labour and not to ask for reward, Save that of knowing that I do your holy will. Attributed to St. Ignatius of Loyola, Founder of the Jesuits</p>
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Sample of 40 Acts of Kindness Cards. Free @
<https://www.twinkl.com.au/resource/40-acts-of-kindness-cards-t-tp-6957>



 SEE I notice...	 THINK I think that...	 WONDER I wonder...



<h1>See Think Wonder</h1>		
 SEE What do you see?	 THINK What do you think is going on?	 WONDER What does it make you wonder?

Adapted by Alice Vigors 2017

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