

**UNIT 1:**  
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# **The TENT.**

## **ME: BEING A PERSON**



**9<sup>th</sup> Grade**

**Who am I?**

**What is my tent like?**

**I want to pitch the tent, and need to know about  
all of its parts.**

**I need to know myself in order to love myself.**

# 1. Who Am I?

“You have probed me, you  
know me...”

Ps 139:1.



**Revealing to the youth their desire to be a person through amazement at their own existence.**

**ACTIVITY 1-2-3:** Begin the session by inviting the youth to reflect on themselves, using a photograph of a girl looking out the window. With this image, invite them to realize that many times they are so busy looking outside of themselves that they seldom stop to look within. SEEING is different from LOOKING, and hearing is different from listening. Invite them to take a photograph like the one we showed them and to paste it in their workbook. This is one way to get them involved in this project in a personal way, so that they can see themselves reflected in it.

**ACTIVITY 4-5:** The challenge for the youth is to know WHO they are and to reflect on what it means to BE A PERSON. The reflection begins with existential questions that they maybe have never formulated before. Give them some time to answer and to express their difficulties in answering, writing their NAME at the center of the page so that they can feel like the protagonists of their own questions. It is important that they experience that the answers to these questions cannot be found only within themselves.

**ACTIVITY 6:** The aim of this activity is answering the first question: *Where did I come from?* Present two texts for the youth to read and ponder. The first is a brief reflection about all of the things that we take for granted in life, everyday things that are also extraordinary, which relate to the beauty of human life that has its origin in God the Creator, in God who is love. The second text is a fragment of Psalm 139. For the reading of the psalm, it is important to foster a calm environment where the youth can delve into the meaning of the text. The instructor can put on background music and introduce the text or read it in a slow, deliberate, and profound way. Following this, in silence, the young people will re-read it to themselves, trying to apply the words of the psalm to their own concrete lives. You can ask them to underline the verses that touch their heart the most.

It is important that the youth feel moved by the words of the Psalm, that they feel that Someone knows them better than they know themselves; they are protected when they fall, when they feel alone or sad; they are cared for; Someone is always there, attentive and willing. Someone who, in a unique, thought out, desired way, chose a womb in order to create them, to love them. The conclusion is that our life is not the fruit of chance, but that we all have our ORIGIN in God. We were created through the Love of God.

**ACTIVITY 7:** This session serves as the starting point for the ones to follow. We already know where the origin of man is rooted: where do I come from? Nonetheless, this is insufficient. We are going to discover how I am made. Why did God create me in one way rather than another? Invite the youth to think about this by means of two concrete sentences: *“In your soul and in your bones”* and *“God formed you from the dust and gave you his breath”*. The instructor asks the youth questions.

**ACTIVITY 8:** For this activity you need the youth to bring a hard-boiled egg. They will be surprised by this, but it will also create an air of mystery for them. The goal is very practical. You need to remove the shell and ask them: What is this? It will seem obvious and everyone will say an EGG. Then you break the egg in half and ask again: What is inside? And everyone will respond: the yoke and the egg white. The activity concludes with an explanation of how the PERSON is also body and soul. The body is the visible part, like the white of the hard-boiled egg, but he also has a soul, like the yoke. The body and soul form a whole, like the egg. One of the eggs can be decorated by the kids; they can name it and leave it in the group like a “mascot” so it can be used in the rest of the lessons as a reminder of the PERSON.

<b>PHYSICAL DIMENSION</b>	<b>THE BODY</b>	Our structure as persons is completely mediated by our body. It is the visible dimension of the person. Development of motor skills and senses is essential for the development of other areas.
<b>AFFECTIVE DIMENSION</b>	<b>THE HEART AND AFFECTIONS</b>	This is the most subjective dimension of the person. It corresponds to the recognition and management of our emotions and feelings, of our affections.
<b>INTELLECTUAL DIMENSION</b>	<b>REASON AND THE WILL</b>	This no longer makes reference to the corporeal or affective values of the person, but rather implies a further knowledge of human dignity. We develop our ways of thinking and learning, which help us to better understand the world around us.
<b>SOCIAL DIMENSION</b>	<b>RELATIONSHIPS</b>	Human beings live in contact with our surroundings. This is because we are part of an environment that enriches us. This environment is built not only by nature, but also by our friends, family members and society in general. Human beings cannot live in an isolated way; those conditions will make us sick.
<b>SPIRITUAL DIMENSION</b>	<b>FREEDOM AND MORALITY</b>	This is the orientation, future and meaning that we give to our actions and our being, thanks to which we establish a sense and mission for our life.

**ACTIVITY 9:** Invite the youth to trace their hand on a sheet of paper and to relate it to the utility of a glove, which has five fingers that fit the fingers of our hand perfectly. Reveal to the youth in this way the five dimensions that form the person, and explain each detail of the lesson. The teacher can explain all of the dimensions to the youth or they can make five groups and have each group explain the meaning of one dimension to the rest of the class, looking for examples of each one. This should always be done with teacher supervision so they don't get off track.

**ACTIVITY 10-11:** After looking at the five dimensions, invite the youth to make their own personal analysis, creating their own PROFILE with their five dimensions. The objective, as always, is for them to get to know themselves better.

**ACTIVITY 12:** Work in groups on the same concept using two everyday scenarios as an example of how all the dimensions of the person are at play at all times. Then, indicate the sentences in each scenario that correspond to each dimension of the person.

It's 8 o'clock at night and you're watching TV after a tiring day. Your mom asks you if you did your homework. You don't respond, but she still knows that you haven't finished it yet. She turns the TV off and you get mad. She leaves with the remote. After a while you get up and finish your homework. When you are done you tell your mom and she smiles.



DIMENSIONS	SCENARIO 1	SCENARIO 2
<b>PHYSICAL</b>	Watching TV after a tiring day. You don't respond, but she still knows that you haven't done it.	Your hands are sweating. Your heart starts racing. You squirm in your seat.
<b>AFFECTIVE</b>	You get mad. How do you feel when she takes the remote away? How do you feel when she asks if you finished?	You're nervous, restless.
<b>INTELLECTUAL</b>	After a while you get up, make a decision, and go do your homework.	You try to calm yourself down. You decide to take deep breaths. You think about studying more next time.
<b>SOCIAL</b>	She smiles, you make her happy.	
<b>SPIRITUAL</b>		You pray whatever comes to mind.



In class, your teacher gives you the test questions. You didn't study very well, and you get nervous: your hands are sweating, your heart starts racing...You turn white and start to squirm in your seat. Nervous, restless, jumpy, sad... You take several deep breaths with your eyes closed and try to calm yourself down. You pray whatever comes to mind and decide to study more next time.

**ACTIVITY 13:** This activity concludes the lesson by asking the youth to ponder how sometimes we can't separate the dimensions of the person so easily, since they form a WHOLE made up of the body, the soul and their different dimensions.

Present them with a series of expressions so that they can associate them with each personal dimension and experience this difficulty. For example, in the expression "I admire you", they can ask: what is admiration? Does it come from my affections, from my intelligence or spirituality? From my social dimension? The same can happen with the rest of the expressions:

- I want to be with you.
- I want what is good for you.
- I miss you.
- I love you.

### TIMING AND MATERIALS

This activity is devised for students in the 9th grade, to be completed in two sessions.

ACTIVITY	TIME (minutes)	MATERIALS
Activity 1: Observation	5	Picture of the girl.
Activ. 2: Personal reflection	5	
Activ. 3: Personal photo	Homework	
Activ. 4: Personal reflection	10	Worksheet.
Activ. 5: Personal questions	10	Worksheet.
Activ. 6: Personal reflection	10	Psalm 138.
Activ. 7: Personal reflection	5	Genesis 2.
Activ. 8: Practical example	10	Hard-boiled egg.
Activ.9: Practical example	15	Glove, pencil and paper.
Activ. 10: Personal reflection	15	Worksheet.
Activ. 11: Personal reflection	5	Hand tracing.
Activ. 12: Group reflection	15	Worksheet.
Activ. 13: Personal reflection	5	Worksheet.
Conclusion	10	Graph paper.