

UNIT 1:
UNIT 1:

The TENT.

ME: BEING A PERSON



9th 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.

3. The Body as an Expression of My Person

“Your whole body is full of light”

Lk 11:36.



Recognizing that the body has a specific language that reveals the vocation of the person.

ACTIVITY 1-2: Introduce the activities with a brief reflection about the era of communication that we are immersed in. Access to relationships with others is very quick and effective. We can communicate at any given moment, and with several people at one time.

Our youth are very used to using emojis in their relationships to emphasize their messages and communicate their feelings.

Present them with a series of emojis and ask them to indicate which feeling each one represents. They will surely know how to interpret them quickly. Invite them to share why they believe they use these “expressive faces”.



1	Disgusted
2	Sad
3	Surprised
4	In love
5	Annoyed
6	Angry
7	Sleepy
8	Happy

After having them share, ask them to explain each one of the feelings that the emojis represent. Surely the answer isn't so easy. And if we ask them to talk about how they feel today, surely they won't be able to find the words.

ACTIVITY 3: Begin the session inviting the youth to reflect individually about how they usually relate with other PEOPLE: what means do they use and what do they want to express through them? Using two images, invite the youth to realize that they communicate with a lot of people through their cell phone or computer, that they are always connected with people but that this type of communication is IMPERSONAL. It is not from one PERSON to another. There is no contact. It is a non-verbal expression, there is no personal feedback, etc. You can have a little debate between two different types of communication and have the youth come up with pros and cons for each. What do they lose and gain with each?



ACTIVITY 4: For this activity, choose four volunteers to act out a little skit. You need two girls and two boys, preferably who know each other or are friends, so that it will be easier for them to act out. One pair waits outside the classroom so that they can't see the other pair's skit and theirs will be original. Ask both pairs to act out a meeting between two friends who are very fond of each other and haven't seen each other in a long time. They should try to express their feelings through words and gestures. The first pair does their skit, followed by the second pair. The rest of the class can make note of the differences they observe between the reunion of the pair of boys and that of the pair of girls, and they can share what they came up with. The girls will hop around more, grab each others' hands and talk more loudly. The boys will show their feelings in a different way, they will give high-fives, use shorter expressions like "that's cool, man" and slap each other on the back.

This activity and the one to follow intend to demonstrate that in our relationships with others we show our desires and affections through our body. The person is expressed through the body and in the body. The body is the means of expression of the PERSON and there is a concrete difference between the bodily expressions of boys and girls - not just the difference between their bodies, which is innate, but also between the way that men and women express themselves.

ACTIVITY 5: Continue along these lines playing charades. Make three groups and give each group four cards with four actions that need to be acted out by four members of each group. You can make more or fewer groups or hand out more or fewer cards, as time allows.

The game consists of acting out the actions using only your body, pantomiming. They are not allowed to talk, make noises, draw or write. Each group will act out their card and the rest have to guess the action. Whoever guesses correctly gets one point. Whichever group gets the most points, wins.

Below are some actions that can serve as an example for the game, but you can make variations with film titles, book characters, etc.

- CHOOSE
- SHOOT HOOPS
- DISCOVER
- CULTIVATE
- PRESSURE
- STOCK UP
- ANSWER
- ILLUMINATE
- REST
- SEDUCE
- BUILD
- SQUEEZE
- WRAP
- HANG
- GO CAMPING

This activity shows that the body has a universal language that we all understand, but at the same time each of us expresses ourselves in a different WAY, because the body expresses the person.

ACTIVITY 6: Present the idea of a trip away from home that lasts a while, like a study abroad program. The teacher tells them about how their parents would communicate when they were away from home. Communication with the family was done through letters, and it was really slow because the mail took over a week. Letters would be exchanged often. This means of communication was a mediated way to express facts and feelings, but you really missed the actual person.



Invite the youth to reflect on the advantages of advancements in communication.

Today, with telecommunication, relationships are more personal. It is fast and instant, and having an image of the person helps you feel closer to them. With only letters, non-verbal communication is lacking. The bodily expression of the person is necessary for communication. With new technology, the only thing missing is contact, which is necessary for more familiar, intimate types of communication.

ACTIVITY 7: The lesson concludes with a broader activity that is important but less evident to the youth because, typically, they seldom reflect on the spirit. Through art, the painting of the Vatican's Sistine Chapel and some words of Pope Benedict XVI, the youth are invited to take conscience of the fact that the person is incomplete with the body alone. In the body dwells the soul, which gives light and mystery to the person. And the body has a language of true love that we must discover and interpret. This is the program's challenge to the youth: to discover in their bodily and spiritual person this desire for true love. For this reason, we invite them to become familiar with the parts of the tent, and to choose where and with whom to set it up.

TIMING AND MATERIALS

This lesson is designed for students in the 9th grade.

ACTIVITY	TIME (minutes)	MATERIALS
Activity 1. Personal reflection	5 min	Emoji worksheet.
Activ. 2: Personal reflection- Sharing	5	Worksheet.
Activ. 3: Personal reflection	5	Worksheet.
Activ. 4: Skits with the group	15	4 volunteers + sheet of paper.
Activ. 5: Charades	20	12 cards with actions + chalkboard to record points.
Activ. 6: Personal reflection	5	Worksheet.
Activ. 7: Personal reflection - Sharing	10	Picture of the Sistine Chapel + sheet with text + Benedict XVI text.
Conclusion.	10	Worksheet.