

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.

4. My Body Changes and My Identity is Built

“When I was a child, I used to talk as a child... When I became a man, I put aside childish things”

1 Cor 13:11.



Accepting and managing the changes in adolescence as an opportunity for personal maturation.

ACTIVITY 1-2: Begin the session by inviting the youth to reflect on how the same person changes throughout the course of their life, passing through the stages of childhood, puberty and adolescence, adulthood and old age.

Show them some disordered photographs of a woman at different stages of her life and ask them to order them chronologically.



1918

1925

1934

1950

1969

1980

1990

2008

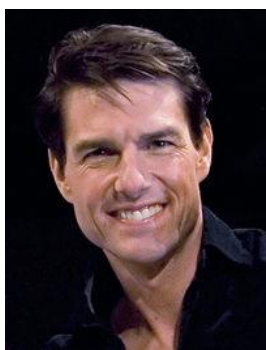
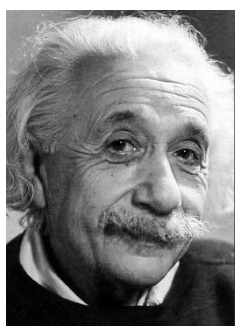
Changes are natural and can be observed throughout the whole body. Our body, too, speaks of years, experiences, joy and pain. We don't express the same things when we are children as we do when we are adolescents or adults. There are changes in our expressions, our gaze, our posture...everything changes!

These changes don't only happen to some people, but to everyone, even though they may occur at different times. Invite them to recognize these changes also in the members of their own families who are older than them, so that they can see these changes up close.

ACTIVITY 3: Propose a fun contest to guess different famous people based on their childhood photographs. You can make two groups and see who guesses the most correctly.

The photographs on the next page appear in the following order: Julia Roberts, Robert de Niro, Iker Casillas, Elton John, Leonardo di Caprio, Albert Einstein, Kristen Stewart, Fernando Alonso, José Mourinho, Tom Cruise, Shakira, St. John Paul II, Michael Jackson, Nicole Kidman, Barack Obama and Cristiano Ronaldo.

You can invite people to discuss the figure of Michael Jackson. Changes in his person, accepting his body, etc.



ACTIVITY 4-5: This activity requires that each one of the youth bring two photographs: one from their childhood and another that is current. You should let them know about this beforehand. Otherwise, you can have them do this activity as homework.

Now they're the ones who have to reflect on the changes they have experienced in their own person.

First, they should do their own personal analysis. Then you can tell them to ask their loved ones how they feel watching them grow up. This will help them to get to know themselves better through the vision of others. It is also important to encourage moments of dialogue and communication between the adolescent and their parents and family members.

ACTIVITY 6: This activity is done in groups. Each group will be in charge of making a summary about the activities typical of small children when it comes to games, independence, schedules and responsibilities, and to compare that to the activities that the youth currently perform.

It is not only the body, the person's visible exterior, that changes; these changes also affect other dimensions. In this way, they can see that in their social dimension they are no longer interested in the same games, that they don't think the same way they did a few years ago, that they no longer have the same responsibilities...

ACTIVITY 7: Invite each young person to look at themselves more in-depth and to try to analyze how they have changed and how they feel in front of these changes.

Invite them to look at their childhood and relive certain memories, and to express the feelings that they evoke.

The aim of this activity is for them to identify the things that they miss about their childhood and the advantages of GROWING UP.

If the teacher considers it appropriate and sees a good group dynamic, he/she can moderate a brief discussion so that the youth can get accustomed to sharing their thoughts and feelings.

The reflection is led toward recognizing changes in our body that are natural and cannot be controlled but can be ACCEPTED. Nonetheless, since not only our outside changes, changes in our state of mind, tastes, interests, friends, can be directed and chosen.

ACTIVITY 8: The lesson concludes with an activity that helps the youth become aware that they are the protagonist in their own life. The youth are shown that through the small decisions that they make each day, they end up choosing who and how they want to be, and in this way begin shaping themselves toward complete mastery over their acts.

The teacher can encourage the youth to journal about the situations in their daily lives where they find themselves faced with various possibilities that they have to choose from. Once they make a decision they should write about how they feel. This will help them get to know themselves better and become aware of their decisions in order to continue to grow and mature.

TIMING AND MATERIALS

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

ACTIVITY	TIME (minutes)	MATERIALS
Activity 1: Observation	5 min	Photos of the same person.
Activ. 2: Observation	5	Sheet of paper (+ photos at home).
Activ. 3: Observation	15	Photos of celebrities.
Activ . 4: Personal reflection	5	Personal photos brought from home.
Activ. 5: Questions for family members	(10 at home)	Questions to take home.
Activ. 6: Group reflection	15	Sheet of paper.
Activ. 7: Personal reflection	10	Worksheet with questions.
Activ. 8: Personal reflection	10	Worksheet.
Conclusion	10	Worksheet.