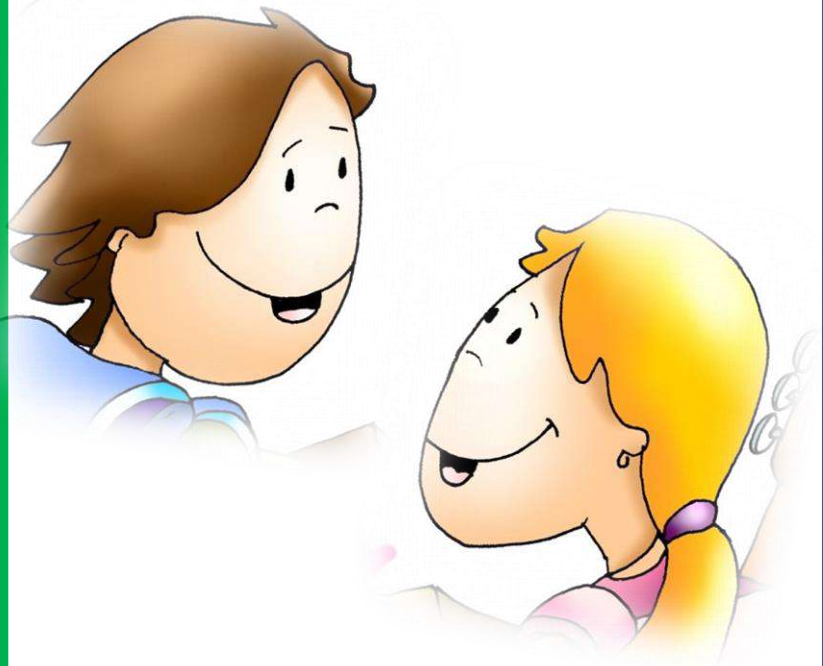




Let's Go  
Camping!

## THE STORY...



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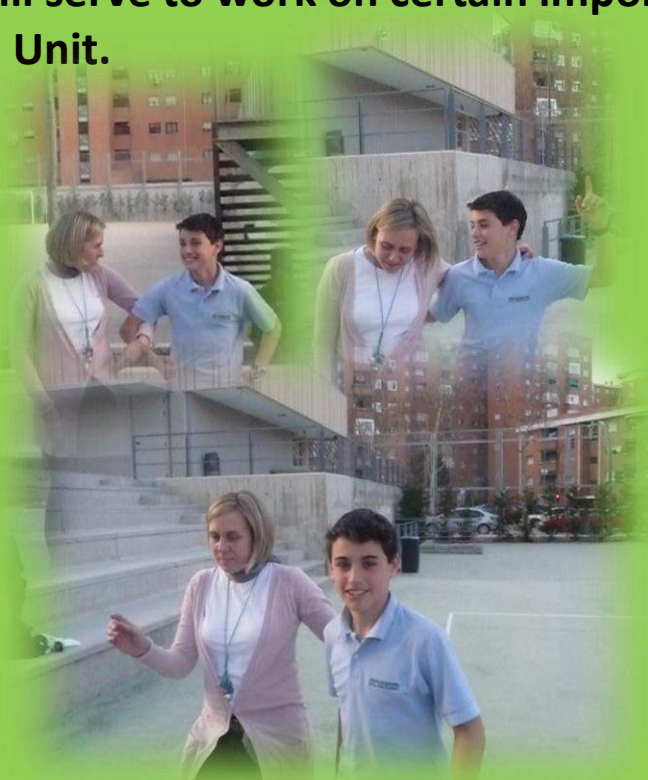
**This is a proposed activity consisting in the elaboration of scenarios that can be implemented across all the units.**

**A series of characters are presented, along with a description of their personalities and personal circumstances.**

**The story of these characters begins in Unit 1, when they go on a group camping trip.**

**The teacher will help the youth to elaborate their own scenarios and situations that correspond to each Unit. In this way, they can create their own story using the characters provided, integrating whatever creative contributions they would like to make.**

**The stories will serve to work on certain important aspects of each Unit.**



**An explanatory teacher's guide may be found below.**

# GUIDELINES FOR THE SCENARIOS

1. The class should be divided into 5 or 6 groups. Each group should consist of between 4 and 6 people.
2. One student among them will be the group **moderator**, whose task will be:
  - Being responsible for the other group participants, keeping track of time and the working pace of the group.
  - Ensuring a balance in the levels of participation of each group member.
  - It is important for them to pose interesting questions that raise points of reflection and generate discussions.
  - It would be advisable for them to compile the most important conclusions reached by the group in summary format.
3. Another student will be the **secretary**, who will be in charge of:
  - Taking written notes about the opinions of the group members.
  - Providing a written summary of the conclusions specified by the moderator.
  - Managing the time allotted by the teacher for each scenario.
4. Directions:
  - Read the scenario out loud as many times as necessary for all the members of the group to understand it in depth.
  - Individual work based on the S.C.O.R.E. model (10 min.)
  - Share the S.C.O.R.E model with the other members of the group.
  - Obtain individual conclusions (it's not necessary to arrive at a consensus, but just to gather the individual opinions without mentioning the name of each student) in order to present them to the class.
  - After working in small groups, there will be a reflection with the entire class. In this case, the teacher will moderate, listening, encouraging and asking incisive questions so that the whole class, after working in small groups, will deepen their knowledge of the content of each Unit. The teacher will be necessary when it comes to incorporating the formation pertaining to the Unit, always respecting: the active and participatory methodology and the constructive current underlying this model of learning.

## S.C.O.R.E MODEL

We have adapted the model for problem resolution proposed for Neuro-Linguistic Programming (*Robert Dilts y Todd Epstein*).

We will use the **S.C.O.R.E** model (symptoms, causes, objectives, resources, effects) in order to come up with a conflict-resolution plan and search for solutions.

This model appears to be a very interesting and effective way to tackle the scenarios proposed in these Units.

**S:** This step consists in analyzing the **symptoms** or facts that happen in the scenario. Gather together all of the objective facts that appear in the text, without making any type of judgment or interpretation regarding their behavior or opinions. This type of objectivity provides the student with the ability to not contaminate their lives with judgments, but simply to try to pinpoint the facts that they will analyze at a later time.



When dealing with the whole class, the teacher must be very careful to make the students account for all of the situations, interpretations or judgments that appear in this section, asking the students to point out only those facts, situations, sentences and thoughts that appear in the text, rather than those which they imagine might exist.

Some questions that might be of help for this section are:

- What are the circumstances surrounding the case?
- What concrete facts appear in the case?
- Which characters are involved?
- What characteristics or qualities do the characters have that we can deduce from reading the text?
- What did they say? What do they think? How do they behave?

**C:** This second part corresponds to the **conflict** or problem and the **causes** that can be detected. It is important to correctly formulate what the problem(s) that needs to be resolved is and, if possible, extract its causes from the text as well.

**O:** The **objective**: the objectives or goals that are desired. In order to resolve any type of conflict, it is necessary to know what we want to attain. In all of these scenarios it is necessary to determine where they want to direct their efforts and strategies.

- What is necessary to attain?
- What do the characters in the case need to know, learn or discover?

**R:** The **resources** are the elements that we are going to have to incorporate or “awaken” in the youth, which will be responsible for eliminating the causes and symptoms in keeping with the desired responses directed toward the objective that has been laid out.

**E:** The **effects**, or final cause, are the long-term results that allow for the settling or permanence of the desired state. They are the reasons or ends for which we desire for a new state to exist.

# PRESENTATION OF CHARACTERS



**Martha:** She is the eldest of six siblings. She is a responsible girl, who can sometimes be a bit of a perfectionist. She thinks that things should either be done well or not be done at all; it is very probable that she will re-do her work several times in order for it to be perfect according to her own criteria. Sometimes she focuses too much on mistakes and errors. She is constantly angry. She is neat, organized and methodical, and it is hard for her to delegate or ask for help. She tends to be very critical of herself and others.

She is realistic, very headstrong, and committed, and she has very well-defined ethical values. She always looks at problems in a global way.

**Max:** He is an only child. He lives in a house in the suburbs and has never wanted for anything. He is a leader; he knows how to motivate and inspire others. He is very good at teamwork. He is energetic, able, and hard-working. Sometimes he gets impatient and curt with people he considers to be incompetent or inferior. He tries to always project a role-model image of beauty and perfection, hiding his imperfections. He avoids talking about himself and his feelings. His competitive instinct can betray him and his desire to win or be the best at everything that he does, sometimes leading him to lack principles or scruples.



**Martina:** She is the youngest of two girls. Her parents separated two months ago. She is very sensitive, and needs to express her feelings. She is very empathetic, spiritual and contemplative. She is always asking questions. She is creative and has a very rich imagination.

Sometimes her mood changes very quickly and she loses track of a realistic point of view. She can become unhappy, pessimistic and negative. She concentrates on what she doesn't have, on what she's lacking, and on what others have and are. Sometimes she feels that when she's in this state she can't control her emotions and she is very sensitive to criticism.

**Enrique:** He is the youngest of four children. His siblings are significantly older than him. His parents work almost all day long. He feels a great need to learn and broaden his mind. He has a great capacity for analysis. He is brilliant, logical, studious, able. He really likes to observe and analyze things, and is thoughtful and in touch with his thoughts and feelings.

He likes to spend time alone, and is more comfortable by himself than he is when surrounded by people. He is very sensitive to people invading his space and prefers to maintain his distance from others.



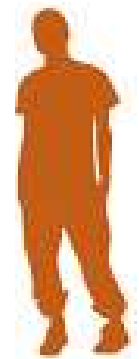
**Anthony:** He is the oldest of three children. He lost his father in a car accident when he was very little. He tends to be really good at resolving problems and mediating conflicts between people. He is proactive and works well as part of a team. He has a sense of humor, is fun and sometimes sarcastic. He is very hard-working, responsible and determined.

Sometimes when he feels insecure he can appear very tense, and his body language expresses fear or anxiety.

**Miriam:** She lives in a small apartment downtown with her parents and younger brother. She is incredibly optimistic, energetic and lively. She is constantly coming up with new ideas. She is creative, clever and imaginative.

She is capable of doing various things at once. She loves life. She is enthusiastic, and her joy is contagious. She tends to turn problems into challenges and opportunities for learning.

Sometimes she runs away from more unpleasant emotions like sadness, anger and fear. When things don't turn out how she wanted, she gets frustrated and impulsive, childish and unfeeling. Her busy and hyperactive lifestyle makes her physically and emotionally drained.



**Michael:** He lives in a group foster home with other kids his age. He lived with various families before but never fit into any of them. He is determined, self-motivated, very intuitive and realistic.

He prefers being a leader over being just another person in the group. Even when he is silent his presence is noted. He might seem tough, but he feels things deeply and fights for justice and truth.

If he feels insecure he tries to avoid his vulnerabilities so no one can hurt him. His communication style can be a little dry, direct and sometimes aggressive. He can become rigid and inflexible.



**Harmony:** She lives with her mother and two sisters. Her parents separated when she was three years old. She is calm, laid-back and stable. She is flexible, diplomatic, and rarely gets angry. She doesn't like to stand out and is very modest. She knows how to listen and accept people as they are, treating them with a lot of respect. She has faith and lives it out deeply. She tends to be patient and tolerant of the thoughts and behavior of others.

In order to attain this calm state, she sometimes can come across a little bit passive and permissive, even becoming "invisible" in order not to call attention to herself. She can say "yes" to something just to please others, even if she wants to say no.

Sometimes she runs away from complications and problems because they upset her too much. It is hard for her to set priorities and differentiate important things from trivial ones. She tends to think that problems "will solve themselves".

**Sam and Grace.....**



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# THE STORY BEGINS!!

## THAT'S ME!!!



Every July, the inter-parish association "St. Mary of the Way" organizes summer camping trips in the Rocky Mountains. For over forty years many young people have been able to see the amazing sights of our country's most beautiful mountains along with other boys and girls from different states.

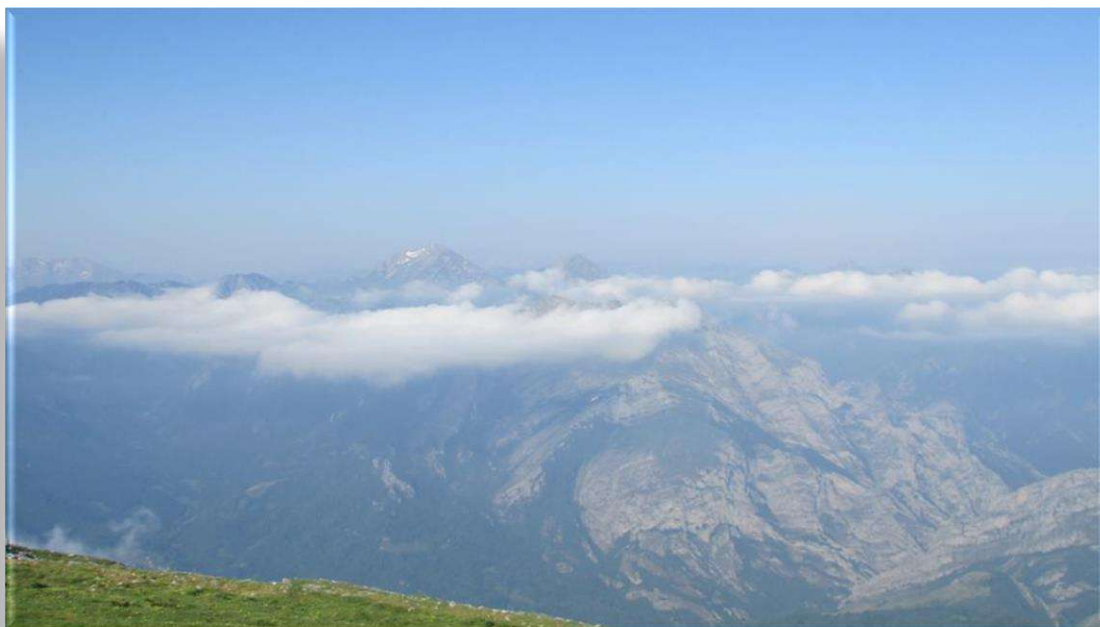
This group has always characterized itself by opening its doors to youth regardless of their economic, cultural or even religious association. Not all of the campers that went on these trips believed in God or attended catechism classes at their parishes. In fact, many of them hadn't set foot in church in a long time. Nonetheless, this was not an obstacle; actually, it was considered to be a enormous opportunity. Just like every other year, these young people got on the bus once again. Some of them, the minority, already knew each other from past summers, but it was the first time that the majority of them were meeting.

It was a pretty unique panorama. Some of the youth seemed enthusiastic, talking and introducing themselves to everybody. Others were wearing sunglasses and just taking up a seat, not talking to anyone. Even without looking too hard, you could see faces of joy, excitement, indifference, anger, boredom, fear... In the end, it was no different from the 39 previous trips. The trip home would be a whole nother story, but let's not get ahead of ourselves.



Many of these kids had never even left their neighborhoods, so it wasn't unusual to see a lot of jaws dropping going down the wide and windy highways that wound through the mountains. Even the ones who couldn't care less where looking over the tops of their sunglasses, astonished by the monumental sights.

- **Miriam:** Oh my goodness! That mountain is huge!
- **Michael:** It's ok.



Once they got to the base camp, the camping leader gathered everyone together, gave them a warm welcome, and explained the rules of the camp, which everyone accepted without hesitation.

After this first meeting the campers were divided into the groups that they would share meetings, games, jobs, etc. with for these two weeks.

It is right at this moment that we find ourselves. The first group meeting, when no one knows each other. Nine boys and girls who will share many experiences and memories.

In this first group meeting, Sam and Grace are the counselors of the group that we are going to get to know and with whom we are going to learn.



The group is made up of nine campers, five girls and four boys. They all introduce themselves, some enthusiastic and some more scared. They have to cut Martha off, but getting Enrique to talk is like pulling teeth.

**-Sam:** Well, guys, why did you come on this camping trip? What are you hoping to get out of it?

**-Michael** (has moved from family to family over the last four years and now lives in a group home with other youth. He prefers to be a leader than just another one of the group. Sometimes a little direct. He takes off his sunglasses, rolls up his sleeves a little to show a tattoo on his right arm that totally totally overshadows his bold piercings). I came because they forced me to and to see if I can score (smirking).

**-Martha:** Well, I don't know what you're thinking, man, because with that horrible tattoo and those ears and nose full of holes you don't have to do much.

**-Michael:** Excuse me, my body is mine and I can do what I want with it. If I tattoo my whole body what do you care? Or could it be that you like me?

**-Grace:** (the other counselor) steps in:- Okay, guys, calm down. Michael said something interesting and I would like to ask you guys a question. Is the body something I have or something I am? Is it meant for me to use, or for me to *be*?

Everyone's face is different, but Michael doesn't hesitate for a second:

**- Michael:** The body is meant to be used and shown off. It doesn't really matter what you do with it.

-**Sam:** What do you guys think?

-**Martha:** (eldest of six siblings, responsible, perfectionist, with very defined ethical values) answers Michael, annoyed by what he said before.  
- Dude, you're tripping! My body is part of who I am; without my body I can't relate to people or communicate or even exist. Everything that happens to my body happens to me and what goes on on a deeper or more emotional level is reflected in my body.

A few seconds of complete silence follow Martha's comment. Even Michael looks a little confused. Sam takes advantage of the moment to ask another question:

-**Sam:** Guys, I want to ask you some other questions that can maybe give us a hand: When do we or other people don't accept our bodies? Does that make *us* feel like we're not accepted? Why were we created with bodies? Is it possible that our identity is inscribed in our body? Who are you guys?

The kids think about it and are kind of stunned trying to respond to questions that they had never asked themselves before, so the counselors decide to conclude the meeting, encouraging everybody to think about it some more.

