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.

## 2. The Body: Is It Something I Have or Something I Am?

"All the parts of the body, though many, are one body"

1 Cor 12:20.



## Accepting and recognizing the bodily reality of the person.

<u>ACTIVITY 1-2:</u> Begin the session challenging the youth to reflect about themselves and to continue learning how to get to know themselves. The challenge is to reflect on their own body: Is my body something I have or something I am?

They can take five minutes to think about the answer to this question, and then write down their choice and their reasons for choosing it. Then, start a debate between two groups: those who think that the body is something we have and those who think that the body is what we are. The teacher will moderate the debate and help extract conclusions. You must always try to get them to give concrete examples from their lives that will help them to better understand the concepts.

<u>ACTIVITY 3:</u> In the next activity, ask the youth about situations when they have had a stomach or tooth ache, or have been cold, and invite them to relate it to their own body. With other examples laid out in the activity book, like a singing boy or a pregnant woman, they can arrive at the conclusion that the body forms part of the whole person. You don't sing only with your voice, it is not only your feet that get cold, and pain does not belong only to your stomach or tooth. It is the entire person who feels cold or pain.

The example of the pregnant woman can help them understand this even better. A woman's body changes with pregnancy, but she also changes in her maternity. Her affections, her relationship with the new creature in her womb, her fears and desires. When she feels the tiny kicks of her baby, she is the one feeling the baby, not just her muscles or her uterus. The same thing happens with the baby; a relationship between persons is established, from one body to another.

<u>ACTIVITY 4:</u> The following activity focuses on connecting this topic to the next one. It goes one step further and looks at the meaning of the body. The body is what I AM and it has a meaning.



"The Lovers", René François Ghislain Magritte

Show them a picture of the painting, "The Lovers" by Francois Ghislain Magritte, which shows two figures that seem to be a man and a woman, with their faces covered by some cloths. Ask whether they are capable of identifying the characters. In contrast, invite them to identify the photos of three famous people: the soccer player Messi, Blessed Teresa of Calcutta, and the singer Julio Iglesias.

The aim of this is that the boys and girls will discover how the body speaks of the person, how it speaks of who I am.







<u>ACTIVITY 5</u>: Lastly, ask them a question about their own bodies, showing them the image of a house built without doors or windows which no one can access or see through. Relate the body to the house. What is the sense of a house without doors or windows? And the body? You can have a little debate and leave the question open for the next step...



## TIMING AND MATERIALS

This lesson was designed for students in the  $9^{\text{th}}$  grade.

ACTIVITY	TIME (minutes)	MATERIALS
Activity 1: Personal reflection	5	Is the body something I have or something I am?
Act. 2: Debate	15	
Act. 3: Personal reflection	10	Examples.
Act. 4: Personal reflection	10	Picture of the painting "The Lovers" by Francois Ghislain Magritte. Photos of famous people.
Act. 5: Personal reflection	10	Image of a house built without doors or windows.
Conclusion.	10	