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# Itineraries

A youth ministry  
that educates to love



**YOUTH  
MINISTRY  
DEPARTMENT**  
*Salesians of Don Bosco  
Rome*

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# Introduction

## 01. What we mean by educational itineraries

In order to deepen the educational criteria proposed in “A youth ministry that educates to love” and strengthen certain social and personal skills, itineraries are presented to promote sound educational-pastoral praxis.

By educational itinerary we mean a path of pedagogical action, a structured and methodological procedure that creates meaningful learning experiences that actively involve people, enabling them to strengthen or acquire new (relational, emotional, cognitive) skills in a practical way that can be applied to everyday life.

Each itinerary provides detailed guidelines through criteria, procedures and rules to achieve the proposed objectives. The methodology we propose focuses on the concrete experience of people and their environment, putting action, active participation and direct involvement at the centre of the learning experience. Participants are not regarded as passive recipients, but subjects capable of monitoring and planning their own learning.

Beginning with observation and concluding with the ability to connect with one’s own experience and that of others, these paths allow the formation of certain personal competences and skills:

### **Relational**

- **Effective communication:** the ability to express oneself clearly and unambiguously while maintaining consistency between verbal and non-verbal messages with respect to situational and cultural context. Effective communication allows one to express opinions and desires with respect for others, but also needs and feelings experienced within one’s own self.
- **Relational competence:** corresponds to the ability to relate to others in a constructive manner by creating and maintaining positive and meaningful relationships in the family environment and society.
- **Empathy:** the ability to listen to and understand the emotions of others, their concerns, difficulties and thoughts. Empathy helps to improve social relations by reducing individualistic tendencies and fostering openness to diversity and exchange, a readiness to human contact and solidarity.
- **Self-awareness:** knowing oneself, one’s needs and desires, strengths and weaknesses, and areas for development. It corresponds to self-knowledge and recognition of one’s thoughts, language and actions. It is the basis for a balanced relationship with oneself and others because it reflects the knowledge of one’s own character with its strengths and weaknesses. Self-awareness is an essential prerequisite for all the other abilities of a person.

### **Emotional**

- **Emotional management:** the ability to recognise one’s own emotions and manage them appropriately (with respect to oneself, to others, and to the context).
- **Stress management:** the ability to recognise the sources of stress in everyday life, to identify their effects on oneself and the ability to regulate, whenever possible, the level of tension and activation.

## Cognitive

- **Problem solving:** the ability to face problems actively, whether they are relational or personal, by seeking a resolution and avoiding their accumulation and irresolution, which would lead to excessive mental and physical stress.
- **Decision-making:** the ability to elaborate decision-making actively, evaluating the various options and the consequences of the possible choices.
- **Critical thinking:** the ability to make judgements about the environment and oneself independently and objectively. Critical thinking helps to recognise, discriminate and evaluate factors that influence one's ideas, individual choices, behavioural consequences and to take a position as consciously and freely as possible.
- **Creative thinking:** a skill that enables people to explore the possible alternatives and consequences of doing or not doing certain actions. It helps to look beyond direct experience and respond flexibly and adaptively to everyday situations.
- **Reflection:** consists of the ability to make decisions constructively by weighing the consequences of one's choices and assuming the associated responsibilities.



Affectivity, sexuality, and the changes of the body and mind have always been part of human life. The fact that kids do not ask questions does not mean that they do not have questions. The role of the adult is therefore to communicate the positive connotations of affectivity and sexuality.

## 2. Objectives

- Further study of the contents of “A youth ministry that educates to love” with and for young people.
- Increase the ability to experience emotions and relationships in a conscious manner which is respectful of oneself and others.
- Encourage the expression of affectivity in interpersonal relationships.
- Have correct information on sexuality issues.
- Improve relational and emotional competences (life skills).
- Promote discussion and reflection on the models, values and choices that have to do with relationships, affectivity and sexuality.
- Promote knowledge and reflection on biblical characters to illuminate one's life starting from the Word of God which is the history of salvation.
- Have a greater awareness of one's own identity.
- Give importance to the plurality of choices and models of identity and behaviour.
- Prevent discrimination, prejudice and violence in relation to gender, sexual orientation and socio-cultural references.

## 03. Unit structure, target audience, duration, context and rules

### Structure

**A. 10 UNITS FOR 10 EDUCATIONAL CRITERIA** (cf. A youth ministry that educates to love)

containing:

1. Guidelines for educators.
2. Operative (or work) sheets at the end of each unit for children/young people exploring the themes, through:



Videos/Short films



Songs/music/meditations/relaxation techniques



Test/Quiz/stimulus sentences



Poems/Stories/Diaries/Nursery Rhymes



Biblical figures



Exercises



Exercises to do at home

**B. Each unit consists of the following parts:**

- Excerpt of an educational criterion from the book “A youth ministry that educates to love”.
- A biblical figure that recalls certain characteristics of the theme.
- Objectives.
- 2 paths containing the following four main learning abilities:

### BEING ABLE TO OBSERVE, RECOGNISE, HIGHLIGHT

- The aim is to develop the skill to identify and bring out certain personal elements starting from certain stimuli (songs, texts, stories, situations, music, experiences, ...).

### KNOWING HOW TO CONNECT, FEEL, BUILD

- The aim is to relate these elements to what they awaken and provoke on a personal level. Starting with oneself, practising certain aspects in a practical manner.

### KNOWING HOW TO BE, KNOWING HOW TO LIVE, AND RELATE

The objective is:

- > To relate what has been acquired to other elements, by building a map of:
  - Resources
  - Opportunities
  - Strategies
- > To help one understand what concrete commitment one can make in daily life, both in terms of reflection and behaviour.

### BEING ABLE TO VERIFY, EXPERIMENT, SYNTHESISE

- The aim is to make a synthesis of emotional, spiritual and experiential meaning and to find situations in which one can **verify** and **experiment** what

one has discovered, recognised and planned, through personal work, which also continues at home. si è scoperto, riconosciuto e progettato, attraverso un lavoro personale, che continua anche a casa.

### Recipients

- The target groups are adolescents and young people. Groups of a maximum of 25 people are recommended.

### Duration

- a. At least two meetings per unit are planned.
- b. Different paths are offered so that each educator can choose the most suitable one according to the target group.
- c. Various exercises are proposed within the paths. The educator can decide whether to use them all or, otherwise, choose according to the group.

### Context

In order to carry out the proposed itineraries it is necessary to have a suitable environment which is welcoming, spacious, and structurally flexible so as to allow both assembly and small group work. The surrounding silence and the brightness of the environment are also important context variables to be taken care of.

Priority should be given to a circular working method, in order to encourage direct communication and the involvement of all participants.

Finally, it is important to have the proper equipment: notebooks, slide projectors, flip charts, pens and paper.

### Communication rules

In order to facilitate the achievement of the set goals in an atmosphere of cooperation, respect and harmony, it is necessary to agree on certain rules that can facilitate group work.

These include:

- The use of first names to foster contact between members and create an atmosphere of closeness and cooperation.
- Secrecy refers to the commitment not to report content that emerges within the group outside the group. This facilitates freedom of expression and participation.
- The interruption of evaluative communication, which emphasises the importance of avoiding criticism, judgement and evaluation of others' communications, by taking responsibility for one's own messages and adopting descriptive language.
- Punctuality, in order to make group work productive; it is important that each participant makes a commitment to be on time at meetings.

Accompaniment is a process of transformation that is organised around the subject to show him that he is the protagonist of his own history.

# Introductory meeting

## Structure

### 01. Getting to know the participants for the first time

- Activation of the self-introduction round: name, activities, expectations.

### 02. Warm-up exercises

Various exercises are presented:

- Hot chair “**Two strengths, two weaknesses**”. The educator invites the participants to take turns sitting on a chair in the middle of the room and to introduce themselves through two personal strengths and two personal weaknesses, i.e. areas for development. To help the young people identify these points, some soft skills could be projected, such as: autonomy, self-esteem and self-confidence, ability to adapt, precision and attention to detail, initiative, being a good communicator, knowing how to negotiate, interpersonal relationship skills, creativity, knowing how to listen, etc.
- **Who I am through photos**. The educator prepares a series of photos or newspaper clips with various subjects (faces, landscapes, objects,...) which he arranges on the floor in a corner of the room, creating a path. As soon as the background music starts, each person must find at least two photos that best describe him in terms of particular personal characteristics. After this moment, each person will show the photo and introduce themselves through the characteristics of the picture.
- **The identity daisy**: On an A4 sheet of paper each person draws a daisy with three leaves and several large petals. In the centre, they write their name and a characteristic on each petal (information about themselves, interests, talents, qualities). On the leaves, each person describes a dream and a feeling that characterises them at that time in their life. In the end, they presents the flower, using it as a cue to describe themselves.
- **The personal map**: each group member is asked to draw a map that represents their life, including important places, significant events and personal interests. Then each participant can present their map to the others, sharing their story behind the choices they have made.
- **Question and answer chain**: The educator asks the participants to stand in a circle and assigns each person a number in order. After introducing himself/herself with his/her name, he/she starts with a general question, e.g. “what is your favourite hobby?”, and the person with number 1 begins. This person answers the question and asks the person with number 2 another question, and so on. In this way, everyone can express and access personal information in a fun and engaging way, thus facilitating the creation of ties.

### 03. Explain the purpose of these itineraries, working methods and communication rules (p. 3- 4).

#### Attitudes and skills to be fostered in the presentation

- To develop in young people a positive and responsible attitude of self-respect and respect for others with regard to the body and relationships, and regarding the dimensions of affectivity and sexuality, also in the light of the use of new technologies and social networks.
- To foster discussion, curiosity, listening and the opportunity to ask questions on the topics of affectivity, development and growth.
- To address issues of the education to sexuality and affectivity, focusing on growth and physical and emotional changes, while respecting the maturity of each individual and the specific needs identified with the support of the educator.

# 01. The construction of identity

FOR THE EDUCATOR

"Guiding involves educating and helping the person to achieve important goals in his or her development, such as, for example, the construction of an identity, the realisation of a personal life plan, the dynamics of choice and decision-making, an honest and satisfying working and professional activity in response to the search for meaning and the vocational call, which constitutes the fulfilment of all existence" (p. 101, A youth ministry that educates to love).

"The real question refers to identity: "Who am I?". We must help young people to find an answer to this question, to develop their personality and unfold their individuality, so that today and tomorrow they will be able to live in authentic relationships" (Ib. p. 106).

## objectives

- Developing a sense of identity means developing the perception of oneself as a being gifted with personal characteristics and abilities, learning to get to know oneself and making oneself known as a unique and exceptional person.
- Acquiring awareness of one's individuality is the task of a lifetime, a fundamental task that never ends. For although our identity is identified with certain unchanging characteristics of our personality, it is subject to continuous evolution and is defined in relation to changing situations, other people and the relationship we establish with reality.
- To develop a sense of change of oneself in relation to the world, to become more aware of oneself and reality. This is basically what enables us to act and intervene meaningfully in reality, bringing about positive changes. We acquire identity to the extent that, through our behavior, we are tangibly useful to others and it is by virtue of this that we become aware of our importance.

## Biblical figure: Balaam

### Worksheet no. 1



#### Strengths and achievements:

- Widely known for his powerful curses and blessings.
- He obeyed God and blessed Israel, despite the corruption of King Balak.

#### Shortcomings and errors:

- He encouraged the Israelites to worship idols (Numbers 31:16).
- He returned to Moab and was killed in war.

#### Lessons from his life:

- Motivations are as important as actions
- A person's treasure is found where his heart is.

#### General data:

- Location: lived near the Euphrates River, travelled to Moab.
- Profession: sorcerer, prophet
- Relatives: Father: Beor
- Peers: Balak (king of Moab), Moses, Aaron

#### Key Verses:

*Joshua 24:9-10*

9 Then Balak, son of Zippor, king of Moab, prepared to war against Israel. He summoned Balaam, son of Beor to curse you; 10 but I would not listen to Balaam. On the contrary, he had to bless you, and I saved you from Balak.

"Abandoning the straight road, they have gone astray, following the road of Balaam the son of Beor, who loved payment for wrongdoing, but he received a rebuke for his own crime: a mute beast spoke with a human voice and restrained the prophet's madness" (2 Peter 2:15,16).

The story of Balaam is told in Numbers 22:1-24,25. It is also mentioned in Numbers 31:7, 8, 16; Deuteronomy 23:4,5; Joshua 24:9,10; Nehemiah 13:2; Micah 6:5; 2 Peter 2:15,16; Jude 11; Revelation 2:14.

## Path No. 01.1

**Equipment:** projector, computer, flipchart, printouts, blank sheets, pens.  
**Duration of the meeting:** 2h 30 min  
**Welcome:** 10 min  
**Discussion:** 30 min

### BEING ABLE TO OBSERVE, RECOGNISE, IDENTIFY

**Discussion of the theme: STORY OF THE YOUNG MAN AND THE RIVER**  
WORKSHEET No. 2  
6 min



### KNOWING HOW TO CONNECT, FEEL, BUILD

**How to know yourself in order to find yourself** - 30 min

The young man will return home. In reality, if we want to find ourselves, we must search only within ourselves. The real problem, however, is to realise first of all that, as the girl said, we 'are' not but we 'become'.

I am not the same person as I was last week; I change, and I am transformed moment by moment. Every experience becomes something that makes us reflect, think, and about which we change, perhaps by a little or even less, our general view of the world; we strengthen some ideas, and eliminate others.

**Who are you? What does the story awaken in you?**

#### EXERCISE: Blank sheet

*An exercise is proposed to address the issue of identity.*



The goal is to help you understand who you really are. To do this, you have to start by writing down a list of all the words and possible definitions that describe you. Imagine that you have to introduce yourself to strangers and then tell them who you are so that they understand you; or imagine that you have to play a game in which a person who does not know you has to answer questions about you and you have to somehow give them all the information so that they can answer correctly. Take your time, reflect and write down a comprehensive list.

Now that you have the list, let's see how you can use it to really understand who you are:

- Go through the list and cross out all the words that refer to a behaviour or character trait. When you find a word that refers to your character or the way you behave, cross it out.
- Delete all the words that refer to emotions or otherwise referring to the emotional sphere.
- Also delete all words that refer to social economic status, your profession, whether you are rich or poor, political status, religious status, and also everything about your relationship status.
- From what is left, remove any words that define something you have done in the past or what you intend to do or plan to do in the future.

Having done this, you are left with a list containing **the most important elements from which you can start to understand who you really are.**

If, on the other hand, the page has remained completely blank, then I have helped you realise that all those things you thought were not really you. Obviously you can reflect on this exercise and try to discover, beyond the words that are left on your list or on the blank sheet of paper in front of you, who you really are, thus learning to get to know yourself beyond the schemes that made you cross them off.

We believe this is a fundamental process, in order to eliminate distorted schemes, labels, prejudices, beliefs that limit your life and confine it without you realising it. Of course, I cannot settle for leaving you with fewer beliefs than before, although sometimes having a few is better than having many distorted ones. Self-awareness has to do with the **knowledge of yourself.** Being aware involves being able to identify: one's strengths and one's areas of weakness.

**Exercise:** Poem "Be the best of whatever you are" - Douglas Malloch  
WORKSHEET No. 3  
30 min

The meaning of the poem is encapsulated in the highlighted sentence: "If you can't be a pine tree". It sounds like a difficult concept...

Discovering one's own plan involves growing, learning, getting to know oneself and improving oneself. In the process of growing up, each person will be able to realise his or her own task in life, choosing who they will become, what job they will do and what lifestyle they will adopt.

- Comment on the highlighted sentence. What does it mean to you?
- What would you like to do with your life?
- What would you like your plan to be like?

### KNOWING HOW TO BE, LIVE, RELATE

**Starting from the story...** (10 minutes)

**What happened to the young man after the meeting at the river?** (this can be read or projected or acted out)

He goes back home, he makes peace with himself, he eliminates all misconceptions and confused ideas as you have just done, at which point he begins to devote himself to painting. And it is by painting that he discovers who he really is. This is how. The young man ran breathlessly, arrived at his best friend's house, while the sun was still rising in the sky, and pulled him out of bed. Without too many explanations, he dragged him to the little house in the hills where he used to retire every evening to get a better view of the sunrise of the following day and where he usually painted; then, when they got there, he told him about his discovery.

"Do you remember the little girl I told you about a few months ago?" he exclaimed without waiting for an answer. "Well, just this morning, at sunrise, I picked up my paintbrush because there was a beautiful sky and I wanted to paint it. But as soon as I started to colour the canvas, I realised who I am!" The friend was still half asleep and doubted that the young man was out of his mind.

"See all the colours I use? Turquoise, blue, yellow, and look how beautiful this ivory is," he said pointing to the palette with all the colours. "I am not these colours!"

The friend strongly doubted that the young man was well and smiled.

“Take this paintbrush, it’s not me, it’s just a paintbrush, and look at the canvas, do you think I am this canvas? No, not even!” continued the young man enthusiastically.

“Also, observe my style. Of course, this is so personal, you will think, nobody paints like me, yet I tell you they are not my style either. Not to mention the flowers, and the sky,” and here his friend interrupted him thinking he had really gone mad, ‘and you’re not even the flowers, the sun and the birch trees!

The young man smiled, calmed down and said: ‘I am the painter. You are the painter. The friend was puzzled, feeling he had been called into question and not even knowing how to distinguish light blue from turquoise. The young man realised he had hit the bull’s eye and continued.

“You think you are a carpenter, but you are neither your work nor your talent. Just as I am not the canvas, the colours or even the style with which I paint. We are not these things, we are painters. I wake up today and even if I had been painting for a lifetime with the same style, always the same things and the same colours, today I could change everything. The water in the river, remember?”. The friend was beginning to sense something. “The water is always that of the river, which looks the same, but is always different.

They are not my thoughts, I can change them, just as they are not my emotions, my work, my family, my friends, my choices, my tastes. They are all the pictures I have painted so far. I am the painter, the one who creates his paintings, his art, his masterpiece. That is why I could not find myself and understand who I was. I was looking in the wrong place. I was looking for the wrong thing. I wanted a label, a definition, I wanted to be sure I was something that doesn’t change so that I could know that I am that, that’s all. But if I am the painter, then I do not have this false certainty. I am not, but I become, and I always change, but I am always different. Yesterday I painted a rose, look at it!” he said, showing his friend a canvas with a red flower. “Today I could paint it blue. I create my canvases, I create my life because I am the painter, and my great certainty is that I am always changing. Who am I? A painter who is about to create his daily masterpiece. Can you know me?”

He continued, as his friend had also understood the young man’s revolution: ‘No, not unless you want to find out what I’m going to paint every day. Do you know what I have understood? That I cannot find myself except by looking for myself every day and discovering myself every moment. Because I am the painter, only when I pick up my brush do I discover what I will paint today, using what colours, and what canvas. I have no labels for myself, I would not know which one to use, because I have realised that all of them are small and narrow, that two minutes later they will no longer be good. We are painters, my friend,’ he concluded, ‘there is no point in putting labels on ourselves, actually, each day we are becoming more ourselves, that is my greatest certainty’.

#### Exercise: CHANGING OUR POINT OF VIEW

45 min



**1. DEFINITION:** consists in putting oneself in the place of others.

**2. OBJECTIVES:** to learn to perceive a situation from the point of view of another person in the group.

**3. PROPOSAL:** First they are asked to join together in small groups according to the characteristics they have in common (e.g. cultural group, origin, associations, ...). Each group is assigned one of the groups that have formed..

**Print or write on a blackboard:**

- THE SELF: What is important to me? What makes me unique? What are my strengths and weaknesses? Who and what has made me who I am?
- ONESELF AND OTHERS: What are my favourite friendships (individual or group)?

- Who are my heroes, my role models? What kind of differences do I have and with whom? How do I resolve these differences?
- THE SELF AND SOCIETY: What is my role in the society of today and tomorrow? What influence could I exert on society? To what extent does my existence depend on society?

First, the participants answer as they think the other group would answer. Then they answer the questions from their own point of view. The first set of answers (those “in the place of the others”) is forwarded to the other group, which sends their own reactions after reading it.

**4. ASSESSMENT:** The difference between prejudicial and actual reactions is analysed. The consequences of our prejudices. The current view in our group and the change experienced..

Opportunities to share with the group: **accepting one’s faces**

- Each one of us can more or less recognize our positive or negative aspects. One of the important steps in finding ourselves (and in re-finding ourselves) is precisely the commitment to look at ourselves honestly and in an unbiased way in order to recognise our talents, our weaknesses, our strengths and the aspects we are less proud of in order to grow consciously.
- How much do the judgements of others influence your self-image? Try to describe yourself (mentally or by writing a short text) and then examine the result: how much of what you have produced is the result of self-analysis and how much comes from what other people think of you? Only by accepting to dig deeper into your own self (a solitary and sometimes tiring activity) will you come to know your real traits.

## KNOWING HOW TO CONSTRUCT, VERIFY, EXPERIMENT, SYNTHESISE

**Understanding yourself: who you really are**

And this means that you are the painter, the one who creates your life, every day.

Whatever labels you, or others, use, as you have also discovered through the exercise, are wrong, inadequate, limiting and do not take into account the most important thing: you are not you, but you become. Do not seek certainty in definitions, schemes, or static labels that seem to give you the security of a point of reference. “This is who I am!” is just an illusion.

Understanding ourselves, like finding ourselves, means understanding that we always become different, is that the underlying constant is not what we show, but what we are inside. I cannot give you a definition, because any definition would be inaccurate and wrong in five minutes.

**You are the painter.**

Project or scatter on the table photos of painters, artists, ...

- Try to find situations in which you can express this potential, your resources.
- Try to find situations in which you can try to turn your weaknesses and fragility into possible areas of development.

We are the image and likeness of God! By considering our way of being in the light of God, we are able to accept ourselves as we are: with our talents and virtues, but also with our faults which we humbly acknowledge. True self-esteem requires us to admit that we are not all alike and to accept the fact that other people may be smarter, play a musical instrument better, be better at playing sports.... We all have good qualities that we can perfect and, most importantly, we are all God’s children.

In the end, we will accept ourselves as we are if we do not lose sight of the fact that God lo-

ves us with our limitations, which are also part of our path of sanctification and the object of our struggle. The Lord chooses us, like the first Twelve apostles: ... ordinary men, with their faults, their weaknesses, their word being longer than their deeds. Yet Jesus calls them to be fishers of men (cf. Mt 4:19) ...

#### Exercise to do at home: THE SELF-ESTEEM DIARY



##### 1. Get a notebook or create a digital document.

Get a special notebook or a note-taking app for your mobile phone or device.

2. **List positive characteristics.** List at least one positive characteristic about yourself every day. These characteristics may relate to personality, skills, achievements or even small kind gestures.

3. **Explain why they are special.** After listing the characteristics, write down why these characteristics are special or important to you.

4. **Reflect on your achievements.** In addition to the characteristics, write down your personal achievements or challenges you have overcome. Reflect on how you felt at those moments.

5. **Look back and compare.** From time to time, we suggest you take a look at your self-esteem diary to see how much you have grown and how much you learn about yourself every day.

This exercise can help develop a more positive view of oneself and recognise one's uniqueness. It also encourages reflection on achievements and overcoming challenges, promoting self-confidence and personal growth.

## Path. No. 02.2

**Equipment:** projector, computer, loudspeakers, paper, pens.

**Duration of the meeting:** 2h 30 min

**Welcome:** 10 min

**Discussion:** 30 min

### BEING ABLE TO OBSERVE, RECOGNISE, IDENTIFY

**Discussion of the theme: THE STORY OF THE SAD TREE**

WORKSHEET No. 4

6 min



The moral of the story 'The Sad Tree' is to learn that we are not all the same, each of us has our own strengths, each of us has our own special abilities, and each of us, once we accept our uniqueness with all the negativity and positivity that comes with it, can finally have peace and happiness, because there is nothing more satisfying than finding your own way, accepting yourself and following your heart.

Go forward with determination, don't be too hard on yourself and find your happiness, because remember, everyone deserves it.

### KNOWING HOW TO CONNECT, FEEL, BUILD

**What can we learn from this story?**

*We must listen to ourselves*

What do you do when you want to listen attentively to a person who is talking to you? Certainly you eliminate any sources of distraction, you turn off the television or you try to move away from anyone making annoying sounds. In the same way, to really listen to yourself you need to silence all the little dysfunctional voices that clutter up your mind: how you should be to society or your family, what you should do to be really successful, who you should hang out with, etc. In this way you can listen to the only voice you really need: your own!

TRY THIS EXERCISE

*The importance of being authentic*

As soon as you have brought attention to yourself, try to reflect. How many times have you tried to be like others? Those people who always seem so confident, calm and happy? Only to realise that certain behaviours are quite different from yours...

Each of us has unique characteristics: only if you really observe yourself and discover your strengths can you succeed in following your own path. And it is also important to understand your own weaknesses, those that could make you stumble on your path: they are part of you, you can accept them and improve with the awareness that you can also learn a lot from your mistakes.



*You can change when and how you want*

Being yourself is the key to a fulfilling and happy life. There is no right age to change. Nor a specific way to do it. When you feel that your time has come, you can choose how to deal with it, respecting your own time.

**Excercise:**                    **“ALIKE, AN ANIMATED FOR REFLECTION”**  
WORKSHEET No. 5  
Starting from the video.



*Alike is a video-cartoon by Daniel Martinez Lara and Rafa Cano Mendez that shows all adults, and all educators, how the minds and curiosities of young people should not be switched off.*

**Creativity and imagination are two key words.**

Let us try to answer these questions and reflect on the meaning of the short film.

- How do we learn in life to find the right path for each one of us?
- What are the attitudes and behaviours that do not lose their colour?
- What talents and potential do you think you have to become what you want to be?

To build our identity, it is important to follow our ambitions and to dare. Creativity creates, invents and never stops. It is a ‘mental attitude that must be nurtured’. **It is flexible, open, and respectful thinking.... It includes the ability to learn from failures and the aptitude to explore gaps and inconsistencies’.**

#### **GROUP DISCUSSION ON CERTAIN POINTS**

TWO COMMITMENTS:

##### **1. Follow your inner voice**

True, each of us has an inner voice that can suggest and help us make the right choice, the problem that arises in such cases is the difficulty in following it.

##### **Why do we encounter these difficulties?**

Simply because the right thing to do is hardly ever the easiest, it often requires courage, it often requires strength, but once we take the step, we will steer our path on the best track for us; it will cost effort and it will be difficult, but then it will be fabulous.

##### **2. True change starts with you, make peace with yourself and live by accepting who you are.**

Make peace with yourself! How many times have we heard these words, they are said very often, sometimes even inappropriately, but what does it really mean to make peace with yourself?

Simple! During our lifetime we go through various stages of growth, which put together lead us to mature, get to know ourselves and become people who are aware of our strengths and limits.

Once we have accepted all our characteristics and also our frailties as human beings, once we have become aware that it is normal to make mistakes, to fall, to learn from our mistakes and finally get up again, then we will accept all our mistakes and wrong behaviours because they become an experience; it will be the experience itself that will lead us to understand who we are and to build our personal path.

Only when we have made peace with ourselves and accepted all our mistakes, then and only then can we blossom and show the world the beauty within us.

## **KNOWING HOW TO BE, LIVE, RELATE**

**Knowing oneself helps build identity.**

Being aware means being able to identify:

- one’s strengths
- one’s weaknesses
- one’s way of reacting when faced with situations
- one’s preferences (e.g. in which situations do I feel comfortable and in which do I feel uncomfortable)?
- one’s desires
- one’s needs
- one’s emotions

**Emotional awareness** is the basis of good self-awareness and consists in being able to recognise the emotional signals of our body and naming the emotions we feel and which ‘inform’ us about our preferences, tastes and needs.

Knowing ourselves allows us to predict how we will deal with the various situations that life offers us, being prepared to approach life and therefore able to choose situations, behaviours and attitudes that are functional to our goals.

“ When you are aware, you see the whole process of your thinking and action; but it can happen only when there is no condemnation. When I condemn something, I do not understand it, and it is one way of avoiding any kind of understanding.

J. Krishnamurti

Awareness is the result of observation, an observation without judgement, so it is important to train ourselves to observe, listen and feel from the perceptions of our senses:

- What do I see?
- What do I hear?
- What do I feel in my body (where do I feel discomfort?)

And again:

- When did it happen?
- Who was present?
- Where was I?
- Has this happened before?
- etc.

Awareness of our inner world in the ‘here and now’ can be listened to by asking these 3 questions:

- What do I think?
- What do I feel?
- What should I do? How do I proceed? What actions do I take?

But awareness is also about knowing one’s habitual behaviour (patterns):

- What do I usually think/try/do when...? (a certain situation arises)?
- When... (a certain situation arises) ... then I...

Therefore, the answer to the question “How do you develop self-awareness?” is to perform **deep listening with attention and without judgment**, at a time when the intensity of emotions is low (peace of mind, annoyance, trouble) and not high (excitement, fury, worry, pain). But in order to reach this KNOWLEDGE OF SELF we must have the opportunity to observe our own tastes, needs and desires.

*Daily personal work can be proposed in which these questions are answered according to the events.*

## KNOWING HOW TO CONSTRUCT, VERIFY, EXPERIMENT, SYNTHESISE

### Exercise: THE MAP OF MULTIPLE IDENTITIES.

Draw a map representing the different facets of your identity, such as family roles, interests, skills, cultural and personal values, and so on. Each person can then share their map with the group, explaining the various parts of their identity and how they intersect with each other. This exercise fosters the understanding of the diversity of human identities and encourages reflection on the importance of embracing one’s own complexity.



### Exercise: THE LETTER TO THE AUTHENTIC EGO’.

**1. Introduction to the exercise:** Explain to the kids that they will write a letter to themselves, addressed to their ‘authentic ego’. This letter will be a way to explore their personal thoughts, feelings and goals in a sincere and non-judgmental way.



**2. Prepare a pen and paper:** at home they can use pen and paper or, if they prefer, a digital device.

**3. Write the letter:** Ask them to write a letter to themselves, addressed to their “authentic ego”. In this letter they can express who they really are, what they want from life and what makes them unique. Encourage them to be sincere and not to worry about being judged.

**4. Reflect on emotions:** After writing the letter, ask them to reflect on how they felt during the writing process. Did they discover new things about themselves? Did they feel a sense of liberation in being honest?

**5. Keep the letter:** Encourage them to keep the letter in a special place or seal it in an envelope for the future. It will be interesting for them to go back and read it later on to see how they grew and how their authenticity was a key element in their personal development.

*This exercise promotes personal authenticity, encouraging them to explore and accept who they really are. Letter-writing offers them a safe space to reflect on their deepest thoughts and feelings.*

# 02. Conscience and decisions

## FOR THE EDUCATOR

“Is it sufficient to educate children and young people to “behave well”? Teach behaviours or educate the conscience? More than just forming a person in the abstract, education is about helping others and ourselves to bring the best of what is given to us and is within our “measured” power, according to humanly worthy ways. In any case, the educational starting point does not involve concepts, values or projects, but rather the vital situations and the real possibilities in which everyone lives. To educate is to stimulate and help one grow so that they can live their lives with dignity, establish relationships, participate and develop their own and others’ potential, live the uniqueness of their own and others’ vital moments. In terms of value, education works to make everyone’s potential and choices “virtuous”. (ibid., p. 107).

“ Too often we enjoy the comfort of opinion without the discomfort of thought.

J. F. Kennedy

### objectives

Consciously or unconsciously, we are always faced with decisions. Some are so simple that we elaborate them automatically almost without realizing it, while others, much more difficult, require time, method and commitment.

- Critical thinking gives us precisely the ability to use data, information, experiences and situations appropriately and effectively in order to make decisions, act and form the right ideas and opinions in our mind. Even though we are not aware of it, we use critical thinking many times a day. The problem is that, according to research, most of us are not very good at this activity. In fact, we use critical thinking whenever we have to make a decision, evaluate various options, imagine the effects of our decisions or establish the priority of our activities.
- Critical thinking consists of the ability to analyse information, situations and experiences objectively, distinguishing reality from our own subjective impressions and prejudices; it means recognising the factors that influence our and others’ thoughts and behaviour, and for this reason it helps us to keep a clear head when we make choices.
- It enables us to have a better understanding of situations, options, projects and people, constantly evaluating advantages and disadvantages.
- It enables better decision-making and thus better results and performance.
- It allows us to keep an open mind that enables us to communicate and relate better with others.
- It helps us to recognise external factors that influence our own and others’ thoughts and behaviour.

### Why it needs to be developed:

When you do not use critical thinking, you confuse your personal interpretations with the reality of the facts; this makes it difficult to create effective relationships and make good decisions.

# Biblical figure: Ruth and Noemi

## Worksheet No. 6



### Strengths and achievements:

- A relationship where the greatest bond is faith in God.
- A relationship of strong mutual commitment that leads them to make important decisions.
- A relationship in which each one tried to do their best for the other.

### Lessons from their lives:

- The living presence of God in a relationship overcomes the differences that would otherwise create division and disharmony.

### General information:

- Location: Moab, Bethlehem
- Occupation: Wives, widows
- Relatives: Elimelech, Mahlon, Chilion, Orpah, Boaz

### Key Verses:

#### Ruth 1:4-22

4 These married Moabites, one of whom was called Orpah, and the other Ruth; and they dwelt there about ten years. 5 Then Malon and Chilion also died, and the woman was left with nether her two sons nor her husband.

#### (Ru 2:11-12; Mt 19:27-30) (Lu 9:57-58) Is 56:6-7

6 She then made ready to go back from the plateau of Moab because word reached her there that the LORD had visited his people and given them food. 7 She and her two daughters-in-law left the place where they had been living. Then as they were on the road back to the land of Judah, 8 Naomi said to her two daughters-in-law, "Go back, each of you, to your mother's house! May the LORD be kind to you as you were to the departed and to me! 9 May the LORD grant each of you a husband and a home in which you will find rest." She kissed them good-bye, but they wept with loud sobs, 10 and told her they would return with her to her people. 11 "Go back, my daughters!" said Naomi. "Why should you come with me? Have I other sons in my womb who may become your husbands? 12 Go back, my daughters! Go, for I am too old to marry again. And even if I could offer any hopes, or if tonight I had a husband or had borne sons, 13 would you then wait and deprive yourselves of husbands until those sons grew up? No, my daughters! my lot is too bitter for you, because the LORD has extended his hand against me." 14 Again they sobbed aloud and wept; and Orpah kissed her mother-in-law good-bye, but Ruth stayed with her.

15 "See now!" she said, "your sister-in-law has gone back to her people and her god. Go back after your sister-in-law!" 16 But Ruth said, "Do not ask me to abandon or forsake you! for wherever you go I will go, wherever you lodge I will lodge, your people shall be my people, and your God my God. 17 Wherever you die I will die, and there be buried. May the LORD do so and so to me, and more besides, if aught but death separates me from you!"

Her story is told in the book of Ruth, Matthew 1:5 also mentions Ruth.

## Path No. 02.1

**Equipment:** video projector, computer, blank sheets of paper, pens, print card.  
**Duration of the meeting:** 2h 30 min  
**Welcome:** 10 min  
**Discussion:** 30 min

### OBSERVE, RECOGNISE, EXTRACT

**Discussion of the theme:** **CHICKEN LITTLE**  
WORKSHEET No. 7  
6 min



There are many messages that are conveyed through the figure of Chicken Little, but two are the most obvious (and important):

- Firstly, Chicken Little's resilience shows us that, in the darkest moments of our existence, we must never get discouraged, but get back up and keep fighting.
- Finally, and perhaps this is the most emblematic meaning that can be found in the cartoon, because present in the animal that embodies the stereotype of fear, namely the chicken, we find the courage that, present even in the most anxious and insecure people, can make us face the obstacles we are faced with in a different way, making us perceive them as less frightening than they already are.

### KNOWING HOW TO CONNECT, FEEL, BUILD

**Group work:** **RECOGNISING COMMON ERRORS IN HISTORY**

In all the numerous versions of Henny Penny's popular fairy tale, the role of the hen, chicken and rooster (but also the turkey, goose and duck), follows the cliché of the classical 'chicken', the 'naive and not so intelligent animal (although we now know, even from scientific studies, that in fact it is exactly the opposite), while the fox - as in all the best-known fairy tales - represents the cunning and deceitful predator.

'Gullible' people, or those who cannot think for themselves in certain situations, can be fooled, committing 'common errors' (or tricks of logic). If you think about it, you will realise that these mistakes are... very common! A critical thinker, on the other hand, is not easily convinced: he sees things precisely through a 'false logic'. There are many kinds of errors and, the more you think about it, the more easily you will recognise that they are 'around you' every day: especially in advertisements, political discussions, etc.

From these insights, try to catch the dynamics at work.

### Reflection:

- The ‘everyone on the bandwagon’: this is when we believe something just because others believe it too, without checking whether the information is true or false!
- Intimidation tactics: when strong, ‘scary’ stories are used to make someone believe what you believe.
- Appealing to emotions: when you make a ‘fiery’ speech or tell a tragic story to convince someone to follow your thinking.
- False dichotomy: when one claims (wrongly!) that there are only two possibilities in an argument. In Chicken Little, for example, a false dichotomy occurs when the barnyard animals have to believe that the sky is falling or that Chicken Little is lying. The (clever) fox knew, however, that there were other possibilities!

## KNOWING HOW TO BE, KNOWING HOW TO LIVE, RELATE

It becomes important to learn how to make decisions.

### THE COMPASS TECHNIQUE

WORKSHEET No. 8



#### 5 QUESTIONS FOR DECISION-MAKING

Whenever you are at a crossroads, get a piece of paper, a digital notepad or your personal diary. On this blank page, write and answer the following questions.

- Where do you come from? No, ‘Rome, or Madrid, or London, ...’ is not the right answer to this question! Write down on a blank sheet of paper who you were before you reached this point and what you are now; what your origins and your background are; what decisive events in your life brought you to where you are now.
- What really matters to you? Write down four things that you could never give up in your life. What are the milestones without which your existence would no longer be the same. In short, what are North, South, East and West for you?
- Who really matters to you? Which people in your life are able to influence your decisions? Which people do you listen to? Who do you trust? Who frightens you? Complete the list of key people in your life.
- What is holding you back? What frightens you about the new direction you should take? What are the obstacles, people and situations that hold you back?
- What motivates you? What motivates you to make a certain decision rather than another? Why would it be a good idea to go in that particular direction? List the “pros” of the different decisions you are analysing.

If you prefer, after answering these five questions, you can also construct a mind map, highlighting the key words that distinguish your answers.

These questions will help you shed some light and make an informed decision. However, we often find ourselves not at a crossroads, but at a frightening crossroads with endless roads.

#### 6 COURSES OF ACTION

Thanks to the five questions you will have gathered and organised enough information to make a decision, or rather, to take a course of action. That’s right, because you can’t just decide, you must then act accordingly.

Here are the 6 alternative courses of action suggested by the ‘compass’ decision-making model:

- The path that fascinates you. Which decision fascinates you the most? If in the past you have often followed your instinct successfully, if it is important for you to try new experiences, if those who are close to you have always encouraged you to put yourself to the test, if what holds you back is worth far less than what pushes you, you should follow the path that fascinates you.
- The dreamed path. The dreamed path is not necessarily the life that fascinates you. On the contrary, it is often necessary to make sacrifices in order to realise our most ambitious dreams, which fascinate us very little. To take this path, you must have answered question 5 with VERY solid motivations, motivations that light up in you just by writing them down on your sheet of paper.
- The rational path. What advice do the people you trust and who you think have better judgement give you? Are safety and risk reduction important values to you? Then you must follow the path you consider most rational.
- The way back. We often find ourselves deciding whether or not to abandon a project that is not giving us the desired results. In this case we are faced with a dilemma. Should we continue to invest resources and effort in this project in the hope that it will bear fruit one day, or should we cut our losses as soon as possible? If the motivation is no longer sufficient to drive you, you must carefully consider the way back, i.e. interrupt the project you have undertaken.
- The familiar path. Sometimes, for example in relationships, we have to choose whether to continue along the familiar road or take on a new adventure. If our values and the people we care about are along the familiar path, the decision that will make us feel better will be to continue in that direction, perhaps making the right changes.
- The unfamiliar path. There are times in our lives when each day we spend on the familiar path literally sucks up our vital energy. This happens when we compromise on what really matters to us, when we act out of fear of not meeting the expectations of someone we respect or someone who frightens us. If you answered the five questions on decision-making instinctively, I am sure these elements will have emerged and it will be clear to you that the time has come to take the unfamiliar path, however frightening it may be for you.

## BEING ABLE TO VERIFY, EXPERIMENT AND SYNTHESISE

Critical thinking and the importance of decisions

### THE ETHICAL DILEMMA

WORKSHEET No. 9



Here is a practical exercise to develop critical thinking and decision-making skills:

This exercise encourages critical thinking, the evaluation of consequences and the ability to make informed decisions. It also helps develop a deeper understanding of the ethical dilemmas and decision-making challenges you will have to face in the future.

**1. Choose an ethical dilemma:** take the story that presents an ethical dilemma or tell another one. For example, it could be a conflict between two important values or a situation in which a difficult decision has to be made.

**2. Present the dilemma:** read the ethical dilemma neutrally, without providing any solution or judgement.

**3. Group discussion:** Divide the kids into small groups and ask them to discuss the dilemma. Each group should explore the different options, evaluate the consequences and present arguments for and against the different possible choices.

**4. Share the conclusions:** After the groups have discussed the dilemma, ask them to share their conclusions with the whole group. This encourages the sharing of different points of view and stimulates critical thinking.

**5. Analysis of decisions:** After the discussion, encourage them to reflect on the decisions they have made, their reasons for making them and how they feel about them. Ask them whether they would change their decision in light of the arguments of the others.

**6. Personal application:** Finally, encourage them to reflect on how they can apply what they have learned from the ethical dilemma to their daily lives. How can they make more informed and value-based decisions?

**With regard to the story:**

Possible choices:

**1. Report the fraud:** You can report the fraud to the human resources department or company management, knowing that this action could lead to Anna's dismissal and consequently to an even more difficult financial situation for her and her children.

**2. Face Anna:** you may choose to face Anna directly about her actions and ask her to stop the fraud and solve the problem. This may help her avoid legal consequences and keep her job, but it does not necessarily mean that she will stop committing fraud.

**3. Hiding the fraud:** You may decide to do nothing, ignoring Anna's fraud. This may protect her job and her immediate financial situation, but it may also lead to ethical problems for you and the company if the fraud is discovered in the future.

## Path No. 02.2

**Equipment:** projector, computer

**Duration of the meeting:** 2h

**Welcome:** 10 min

**Discussion:** 30 min

### OBSERVE, RECOGNISE, EXTRACT

**Discussion of the theme:** DIARY PAGES OF A FEW KIDS  
WORKSHEET No. 10



### KNOWING HOW TO CONNECT, FEEL, BUILD

**First moment: GROUP REFLECTION ON THE READING OF THE DIARY PAGES**

- What elements emerge?
- What are the main difficulties?
- What thoughts do you share?
- Which thoughts do you disagree with?

### KNOWING HOW TO BE, KNOWING HOW TO LIVE, RELATE

**Second moment: WHAT DOES IT MEAN FOR ME TO CHOOSE AND MAKE DECISIONS?**

**Some examples:**

- What would you do if an older boy gave pushed you and made you fall?
- Friends invite you to try smoking marijuana with them: what do you do?

We make a decision when we evaluate the different possibilities we have and the consequences that may result. A decision is never good in absolute terms, but is good in relation to a specific context and oneself.

A good decision takes into account the complexity of human beings, of ourselves with:

- our priorities
- our objectives
- our strengths and weaknesses
- our values
- our culture
- our emotions

and context:

- people with the same objectives, values, needs
- relationships between people and the emotional climate
- the environment: objects, spaces, atmospheric climate, etc...
- culture

That is why it is important to have good **self awareness** and **critical sense** in order to make good decisions.

## WHY WE SHOULD TRAIN

Being able to make good decisions means **acting** and not **reacting** to something that happens, in this way we are intentional and create our life.

If we live by reaction we leave our lives in other people's hands, if we are intentional we lead our own lives.

### EXAMPLE N. 1

Think of motorbike races between teenagers: at the traffic lights, a peer approaches, roaring the engine of his motorbike, the boy flirts with his schoolmates who watch him from the pavement, the goal is to prove that he is 'cool', a legend, and when the light turns green, he hits the gas to get there before the other and win the race... or leave his life on the asphalt. It might be different to have a passion for motorbikes, to have the possibility and support of one's parents, and to decide to go racing on a track. Same behaviour: riding a motorbike, but in an appropriate and protected context, therefore **intentional**.

### EXAMPLE N. 2

Just think, I'm a parent of little children, I take them to dinner at friends' who are offended if I refuse, we go to a crowded restaurant, where they make me wait an hour for the first course... the bread on the table has run out, the children start to complain, to get up from the table or even cry, I get nervous and **react** abruptly, taking it out on my bored and... hungry children! That dinner was not a good choice!

## HOW TO DEVELOP THIS SKILL

As always, training should start with simple situations: "What should I eat for breakfast?"; only later will it lead to development in more complex and important situations in life: "Should I change jobs? Which university should I choose?"

We can start with the traditional **pros and cons**, i.e. what good or bad happens if I make this decision? But let's add the **emotional pros** to the list: what are the pleasant and unpleasant emotional consequences I encounter?

| RATIONAL - PRACTICAL                                 |   | EMOTIONAL                             |  |
|--|---|---------------------------------------|--|
| PRO  | CON                                     | PRO                                   | CON  |
| She will be full                                     | Difficult digestion                     | I will experience great pleasure      | I will feel guilty about my diet                           |
| I will do a favour to my grandmother who cooked them | I take in too many calories for my diet | I will be happy to make Grandma happy | I am ashamed because I said I would not eat them any more. |
| ...  | ...                                     | ...                                   | ...  |

## BEING ABLE TO VERIFY, EXPERIMENT AND SYNTHESISE

### Exercise to do at home:



#### Explore your conscience

Remember an important decision you have to make or have recently made.

Reflect on how you dealt with the situation and what thoughts, emotions and values were involved. Ask yourself whether you acted in line with your conscience or whether there were factors that influenced your decision.

#### Personal value

Think about the key values that guide your actions and decisions. What is really important to you? It could be values such as integrity, honesty, freedom, justice, family, creativity, etc. Explore how these values influence your decisions and how you can fulfil them in your daily life.

#### Practising presence of mind

Practising awareness in decision-making. When you are faced with a choice, take a moment to examine the thoughts, emotions and values you have at that moment. Ask yourself whether your decision reflects your conscience and whether you feel at peace with it.

#### Post-decision reflection

After making a decision, take some time to reflect on how you feel. Did you act according to your conscience? If yes, how did you feel? If not, what factors influenced your decision? This reflection will help you learn from your decision-making processes and develop a greater awareness in the future.

# 03. Self-control

## FOR THE EDUCATOR

“For the future of Christianity the choice for or against the body will prove to be full of repercussions. Indeed, changing perspective involves recognizing that we are caught between two extremes: on the one hand, the idea that the journey towards God forces us to relativise our senses, or even give them up; on the other, an indifference to the body that occurs after having ‘tried everything’. The key word between the two extremes could be ‘chastity’, that is, the privileged way to learn to respect the individuality and dignity of the other, when it is not subject to one’s own desires” (ICVM 58). [...] Self-control teaches self-discipline of the heart, as well as that of the eyes, the mind and all the senses. This control (emotional self-regulation) is not something negative. It is authentic dominion over ourselves. Being aware and master of ourselves means recognising each person as a unique and unrepeatable subject, as an end in itself and never as a means to an end. Consequently, chastity involves education and training to overcome any possessive and controlling mentality towards another person. It opposes head-on the utilitarian and narcissistic mentality that tends to use and abuse everything as if we were the arbiters of ourselves, our bodies and drives, as well as the people in the world around us. Love that wants to possess and manipulate the other always ends up being dangerous; in the end it crushes us, suffocates us and makes us unhappy. The logic of love is always a logic of freedom. We acknowledge that we have not given chastity the value it deserves. On the contrary, today’s culture and society no longer contemplate a certain type of chastity, and it is becoming ever more “unthinkable for young people” and adults, such as premarital chastity during courtship or life in general. Self-control and chastity are denigrated and those who practice it are considered “naïve” and are looked down on by their peers (ibid., p. 110-111).

“When I say manage emotions, I only mean the really distressing, incapacitating emotions. Feeling emotions is what makes life rich. You need your passions.

Daniele Goleman

### objectives

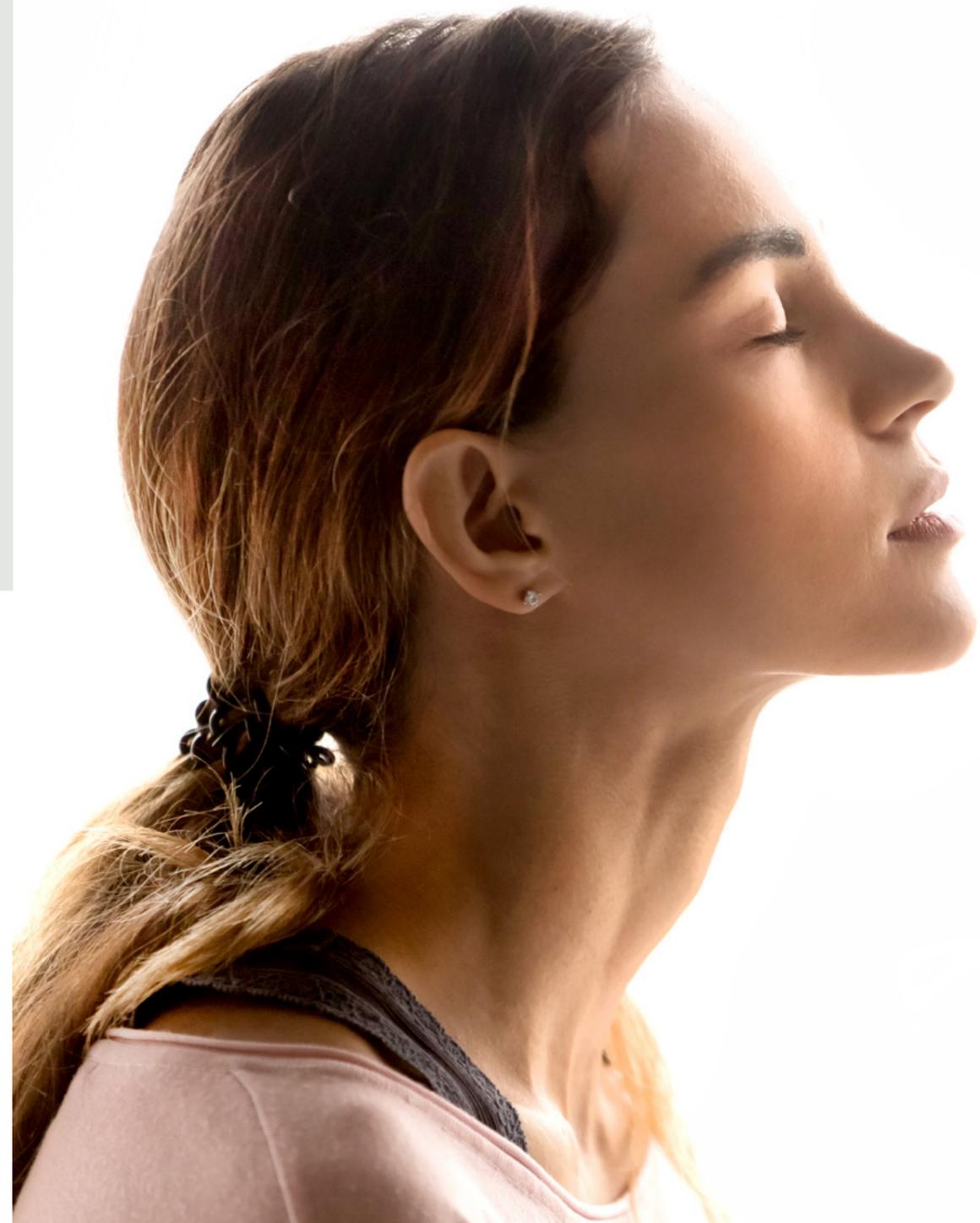
- Developing self-mastery and self-control and being able to recognise all our emotions is crucial, because once we are aware of them, we can choose how to express and react to our feelings.
- It is very important to be able to manage self-awareness, to keep negative emotions under control, otherwise awareness alone remains sterile. Unfortunately, when we are faced with awareness we often do not know how to react, allowing ourselves to be dominated by emotions, especially negative and destructive ones.

- Being able to manage emotions, once we have recognized them, constitutes self-mastery. Being a master of ourselves means possessing the ability to manage and master our emotions, not by extinguishing feelings and spontaneity, but by directing them in the right way.

Every emotion, whether weak or intense, conscious or unconscious, obvious or hidden, triggers one of the following three motivations:

- approach > I want to achieve something more;
- escape > I want to escape;
- attack > I want to do harm.

In general, we should learn to better manage emotions that cause escape or attack.



# Biblical figure: Abishai

## Worksheet No. 11



### Strengths and results:

- Known as one of the heroes among David's warriors.
- An eager and courageous volunteer, deeply loyal to David.
- He saved David's life.

### Weaknesses and shortcomings:

- He had a tendency to act without thinking.
- He helped Moab kill Abner and Amasa.

### Lessons from his life:

- The most effective followers combine reasoning and action.
- Blind loyalty can cause great evils.

### General information:

- Occupation: soldier
- Family:
  - Mother: Sarvia.
  - Brothers: Joab and Asael.
  - Uncle: David

### Key Verses:

#### 1 Samuel 26:6-9

6 David asked Ahimelech the Hittite, and Abishai, son of Zeruah and brother of Joab, "Who will go down into the camp with me to Saul?" Abishai replied, "I will." 7 So David and Abishai went among Saul's soldiers by night and found Saul lying asleep within the barricade, with his spear thrust into the ground at his head and Abner and his men sleeping around him. 8 Abishai whispered to David: "God has delivered your enemy into your grasp this day. Let me nail him to the ground with one thrust of the spear; I will not need a second thrust!" 9 But David said to Abishai, "Do not harm him, for who can lay hands on the LORD'S anointed and remain unpunished?"

"Abishai, brother of Joab, son of Zeruah, was at the head of the Thirty. It was he who brandished his spear over three hundred slain. He was listed among the Thirty 19 and commanded greater respect than the Thirty, becoming their leader. However, he did not attain to the Three" (2 Samuel 23:18,19).

The story of Abishai is narrated in 2 Samuel 2.18-23.19. He is also mentioned in 1 Samuel 26:1-13; 1 Chronicles 2.16; 11.20; 18.12; 19.11,15.

## Path No. 03.1

**Equipment:** projector, computer, printouts of song lyrics.  
**Duration of the meeting:** 1h 15 min  
**Welcome:** 10 min  
**Discussion:** 30 min

### OBSERVE, RECOGNISE, EXTRACT

**In theme:** LOVE MATTERS - Luciano Ligabue  
WORKSHEET No. 12



- **Activation:** Love matters
- **Objective:** To make the young people in the group reflect on love and falling in love.
- **Methodology:** Reading of the proposed song and group discussion with the aid of questions.

**Another proposal:** ask to young people to find song lyrics, passages, readings about love, respect for the body, adventures, self-control or lack of control.

### KNOWING HOW TO CONNECT, FEEL, BUILD

Recognising the body as a means of communication and relating with others, defining what emotions and feelings are, discovering the meaning of emotional ties, friendship, falling in love and love, recognising sexuality as a mode of communication and relating with others.

#### The body as a means of communication

The body is the most immediate means of communication; through our body we create relationships with others and the environment. To communicate, we use not only words, but also our gaze, our hands, our smile, our body position, the way we dress. The body expresses us and often reveals more than words; it anticipates our thoughts and can be a bridge between us and others.

#### EXERCISE No. 1

- **Activation:** states of mind through the body
- **Objective:** to convey messages through non-verbal communication.
- **Methodology:** they are asked to arrange the chairs in a semicircle. They are given cards describing certain moods, through which they can learn to express themselves. They are asked to represent them through the total use of their body, including facial expressions and eye contact. The rest of the group has to recognise what their companions intend to express and note down any discrepancies in non-verbal communication.



Example of states of mind:

- Communicating fatigue;
- Manifesting joy;
- Expressing astonishment;
- Showing affection;
- Expressing anger;
- Expressing opposition;
- Communicating impatience.

At the end of the game, each member says how they felt while performing the exercise. In the event that someone manifests great difficulty in performing the task, the leader may ask a companion to help him/her.

At the end of the game, the leader can open a discussion in which everyone is free to describe how they usually express themselves with their whole body.

Suggestions: The leader must emphasise the importance of the body in communication and how often it is underestimated; they must pay attention to and reinforce every appropriate behaviour, every small step taken by the participants, avoiding judging inappropriate behaviour.

### EXERCISE No. 2



- **Activation:** Reflections on the language of feelings
- **Objective:** to get young people to reflect on how to recognise and manage emotions/feelings.
- **Methodology:** individual or small group worksheets (worksheet no. 13). Ask them to choose from the list some emotions and feelings that the kids have experienced and in which situations. The importance of being able to recognise one's own emotions/feelings and how best to deal with them should emerge from the discussion.

Choose some emotions/feelings to put in the second column of the table and say when you felt them and how you behaved, colouring your emotion. (you can also use the same colour more than once).

|             |                |
|-------------|----------------|
| joy         | disappointment |
| sadness     | marvel         |
| anger       | immensity      |
| love        | love           |
| annoyance   | vitality       |
| beauty      | envy           |
| amazement   | irritability   |
| freedom     | tenderness     |
| solidarity  |                |
| anxiety     |                |
| esteem      |                |
| happiness   |                |
| serenity    |                |
| enthusiasm  |                |
| fear        |                |
| emotion     |                |
| humiliation |                |
| hatred      |                |
| loneliness  |                |
| pain        |                |

### EXERCISE No. 3



- **Activation:** The many ways of loving
- **Aim:** To recognise the various ways of communicating one's feelings of love without having a sexual relationship, broadening the young people's view of sexuality.
- **Methodology:** the youngsters are invited to reflect on some of the ways indicated below and to propose others, writing them on a poster or on the blackboard. When it is handed in, the richness of expressions of affection should be emphasised: words of reassurance, encouragement, compliments, sharing of special moments, gestures of service, small gifts, exchanges of affection and intimacies.
  - Holding hands
  - Dancing together
  - Hugging and embracing
  - Smiling at each other
  - Going to the cinema together
  - Getting to know friends
  - Talking about one's feelings
  - Listening to music together
  - ...

## KNOWING HOW TO BE, KNOWING HOW TO LIVE, RELATE

### Developing and practising self-mastery (self-control): FIVE DIMENSIONS

Not only do our emotions and moods influence our capacity for self-control and self-mastery, but they also have an effect on others.

- Have you ever realised that mood is contagious?

Think about the effects happy people or people with a positive attitude have on you: many times they are able to change your negative mood. The opposite can also happen when you approach people with a negative attitude.

In reality, even the happiest and most positive person experiences negative emotions: the difference is that they are aware of them and find the best way to react to them.

Then take time to reflect on emotions, choosing an appropriate response based on your values and expectations, rather than reacting impulsively to the emotion.

Therefore, if you want to begin to control your emotions better, try the following tips.

**1. Evaluate the typical reactions to your emotions.** Examine the reactions to your emotions and plan new thoughts in response to them, eliminating old harmful and useless reactions, replacing them and practising them with more positive ones (self-control).

**2. Learn to manage your non-verbal communication.** You must also begin to manage your non-verbal communication, because your emotions can be communicated not only with words, but especially with body language. It is also important to pay attention to the non-verbal communication of others (adaptability), both to understand their emotions and to guide them better.

**3. Come to terms with yourself.** Admit your choices and mistakes, face the consequences and try not to blame others when things go wrong. You will be more confident and conscientious!

**4. Learn to manage stress in private and outside.** Practice techniques that help you achieve calm, such as meditation, breathing, prayer, sleeping well, recreation, exercise and avoiding any kind of abuse. A little stress in life can be good because it motivates, but too much stress can have a negative effect: if you feel stressed, it is very difficult to manage your emotions effectively, whereas without stress you are more innovative and creative.

**5. Carefully identify your values.** Identify well what guides and motivates you, so that you can make your choices based on this and have no doubts when faced with moral or ethical choices.

## BEING ABLE TO VERIFY, EXPERIMENT AND SYNTHESISE

Identifying your values will certainly help you alleviate stress or difficulties at times when you have to make difficult choices with strong emotional charges, which may cause you to take paths you will later regret.

Your self-mastery will make you feel more confident and intrinsically motivated.

**Story:**

**THE BOAT OF WISDOM:  
LEARNING TO GOVERN EMOTIONS**  
WORKSHEET No. 14



**Exercise**

Answer the following questions:

1. Have you ever experienced intense emotions such as anger or sadness?  
How did you usually react at those times?
2. Can you identify a recent situation in which you could have applied the 'boat' approach to managing your emotions differently?
3. What strategies or techniques do you currently use to manage your emotions?
4. What do you think would happen if you started to observe your emotions without judging and without reacting impulsively?
5. How could you share this teaching with others in your life to improve relationships and mutual understanding?
6. What are the everyday situations in which you could apply emotional awareness to make more thoughtful decisions?
7. How do you think self-mastery can affect your mental health and general well-being?



## Path No. 03.2

**Equipment:** projector, computer, speakers, cardboard prints, objects with different shapes and smells, bottles of water, wrapped chocolates, etc.

**Duration of the meeting:** 3 h

**Welcome:** 10 min

**Discussion:** 40 min

## OBSERVE, RECOGNISE, EXTRACT

**To get back on topic:**

Divide the kids into small groups and ask them to find a video, a song, a 'tik tok', that expresses their idea of emotions and how they experience them at their age. Time: 15'

Then project the various videos.

## KNOWING HOW TO CONNECT, FEEL, BUILD

Managing emotions does not mean controlling them, but using them as tools to **act**, without being overwhelmed or carried away by emotions, that is, **reacting**.

Managing your emotions makes you the master of oneself, because it allows you to remain lucid and effective without losing your mind: it means choosing your behaviour, thus being intentional in your choices by evaluating their effects on yourself and others.

Emotions contain important information about our values and knowing how to manage them allows us to choose our actions, that is, to ACT rather than REACT to stimuli.

**MANAGING EMOTIONS:**

- Does not mean controlling them
- improves self-mastery
- makes us become intentional in our choices

**WHY DEVELOP THIS SKILL**

Knowing how to manage emotions allows us to:

- transform unpleasant emotions (or not useful to the context) into pleasant emotions,
- motivate ourselves
- be able to master an emotion, without putting it aside, but living it until we understand its message, meaning and/or significance.

Knowing how to manage our emotions makes us masters of ourselves, effective and serene.

**HOW TO DEVELOP IT**

We can transform unpleasant emotions into pleasant ones, but only after we have acknowledged them. This is why self-awareness is also the basis for good self-management.

Therefore, in order to train our ability to manage emotions, it is very important first of all to have good self-awareness and to choose the right moment: **never** when emotions are strong!!! As in sport, we train a lot to come prepared for the competition with the strongest opponent!!!

How can I turn a strong, unpleasant emotion into a pleasant one?

It is important to bear in mind that emotions are neither negative nor positive, they are either **pleasant or unpleasant**, in the sense that all emotions are useful and functional, even anger and fear... emotions are fine, they are neither right nor wrong! It is the behaviour that needs to be changed

First of all, recognise that the feeling I am experiencing is an **emotion** and not, for example, hunger or fatigue.

Tell myself before others that it is pleasant or unpleasant.

Give the emotion a NAME, e.g. 'anxiety'.

Feel in which part of the body I feel it.

Decrease the intensity of the emotion by letting **time** go by:

1. telling someone how i am
2. writing
3. singing
4. going for a run

Only afterwards, when the emotion I feel is less intense and approaches calmness, can I make it more pleasant, until I reach serenity and, why not, enthusiasm.

Points 1 to 4 are important steps of **awareness**, without which it is not possible to manage emotions intentionally.

#### Exercise

#### EXPLORATION OF THE SENSES (TASTE AND SMELL) AND THE MIND



- Stimulating awareness of the association between scents and emotions
- Learning to distinguish and become aware of different scents and flavours.

How?

- Smell the flowers - you can also use oranges, tea bags or other scents.
- Linking food to its taste.
- Martian exercise. Pretend you are a Martian who knows nothing about his surroundings, choose food and ask for help in understanding what it is. Start with sight (what colour is it?), shifting to touch (is it rough?) and smell (does it have a smell?). Finish with hearing (like cereal 'crackling' in milk in the case of breakfast) and taste. In the end, have him tell you what he has discovered with your experiments.

**Tools:** Objects with different shapes and smells, bottles of water, wrapped chocolates, ...  
con i vostri esperimenti.

## KNOWING HOW TO BE, KNOWING HOW TO LIVE, RELATE BODY AWARENESS

The awareness and acceptance of our body is fundamental in many respects, both physically and psychologically.

When we talk about body awareness we mean a total knowledge and acceptance of our bodies and our limitations, so that we can live with ourselves as best we can, treat ourselves with respect and give ourselves the attention we deserve.

There are two basic themes: the **outside** and the **inside**.

The path of acceptance has the greatest impact on our outward appearance, how we see ourselves in the mirror and how much our mind can distort reality, manipulated by the expectations imposed by society and the people around us.

The inner part, on the other hand, is about fully understanding how our organism speaks to us, telling us what we need and when we need to stop.

#### Exercise: BODY SCAN



Body Scan: GUIDED MEDITATION WITH BACKGROUND MUSIC

Guided body scan meditation is a powerful tool for deepening body awareness.

This type of meditation focuses on the physical sensations of the body. The practice is accomplished by 'scanning' one's awareness of the whole body and attention is given to every inch of the body.

Body scan meditation works on different aspects, such as attention, awareness, letting go, relying on unpleasant sensations, appreciation, venting. By consciously choosing to put our mind on a specific area of the body, we are training our ability to pay attention.

By living through our bodies, we tune into a way of perceiving that is more central, and directly in touch with the world around us, rather than always being distracted by a thousand complicated thoughts and concepts.

**Equipment:** Comfortable clothing and a surface to lie on (blankets or mat)

#### GUIDED MEDITATION WITH BACKGROUND MUSIC

WORKSHEET No. 15

#### Results of the practical exercise

People who practise body scanning have reported a deeper ability to observe and take in bodily sensations, the capacity for awareness, at all times and in different parts of the body, experiencing breathing and the body. The exercise usually produces a sense of relaxation in mind and body. By practising the exercise regularly, the person develops a deeper understanding and perception of the body, noticing how the body is constantly changing and improves at identifying body sensations.

#### Questions and considerations

As we move through the various bodily sensations, we can also discover sensations that we do not like: discomfort and pain, irritation and boredom, sadness and numbness are all common experiences for people practising body scanning. Our usual way of encountering these sensations is to escape from their unpleasantness by distracting, ruminating or struggling with them.

Sometimes, however, there is nothing we can do to make them go away voluntarily. Therefore, instead of increasing our misery by struggling with it, body scanning teaches us how to gently lean into discomfort. Although this seems counter-intuitive, focusing on the part of our body that causes us discomfort reduces the power of the unpleasant sensations and helps us take our eyes off of them. Although unpleasant sensations may sometimes occur, when we approach the sensory experience with interest, in addition to looking away from the negative sensations we also let go of our attachment to the stressful thoughts and reactions that are typically attached to them.

When we pay attention with awareness, we come to observe and feel that in reality everything is always changing. We notice how stress arises when we try to maintain pleasant sensations and/or reject painful ones, and we see how sensations move, shift, rise and decrease in intensity all the time.

We can also see how we are no longer so engaged in ourselves when we let go of our fixed sense of identity ('My leg hurts!') and encourage awareness of the aspects and processes of experience ('There is pain right now, and a thought about that pain'). Disconnecting from erroneous assumptions about how things are - and how we are - can begin to bring some relief.

It is important to remember not to try to relax, because this thought will only create further stress. What you will do instead is become aware of each passing moment and accept what is happening within you, seeing it as it is. Let go of the tendency to want things to be different from how they are now and let things be exactly as you find them. Just watch the activity of your mind, letting go of critical and judgmental thoughts when they arise, and just doing what the exercise guides you to do the best you can.

#### Or short form: BODY AWARENESS EXERCISE

This exercise helps to notice and distinguish two parts of you: your 'Observing Self', which is responsible for awareness, attention and concentration (it is the part of you that observes thoughts, memories, images, but is unable to produce them) from your 'Thinking Self', which produces thoughts, judgements, memories, fantasies...



In this exercise, you are asked to notice a series of things. Each time, hold your attention for about ten seconds before moving on to the next one.

- Bring attention to your feet (10 sec)
- Bring your attention to the position of your legs (10 sec)
- Bring attention to the position and curve of your spine (10 sec)
- Bring your attention to the rhythm, speed and depth of your breathing (10 sec)
- Bring your attention to the position of your arms (10 sec)
- Bring attention to what you feel in your neck and shoulders (10 sec)
- Bring attention to your body temperature and which parts feel warmer or cooler (10 sec)
- Bring attention to the air on your skin (10 sec)
- Shift your attention along your body, starting from your head and reaching down to your toes, and notice if there is any stiffness, tension, pain or discomfort anywhere (10 sec)
- Shift your attention along your body, from your head to your toes, and notice if there are any sensations of pleasure or comfort (10 sec)

Source: Harris R. (2010). *The happiness trap. How to stop struggling and start living.* Erickson (p. 123)

## BEING ABLE TO VERIFY, EXPERIMENT AND SYNTHESISE

Short story:

MARCO: THE CAPTAIN OF HIS BODY AND MIND

WORKSHEET No. 16



#### Exercise to do at home

Try doing the body self-awareness exercise in peace and quiet and in private. Body scanning helps people to become friends with their body, to nourish it with appropriate and wise attention and to live life to the fullest.

By becoming more in tune with their body, people can better identify the bodily expressions of their emotions, thus reducing the tendency to eat as a response to unpleasant emotions such as stress, sadness or boredom.



# 04. Affection

## FOR THE EDUCATOR

In order to become capable of humanly meaningful relationships, we must gradually learn the grammar of affections; we must be «initiated» into the art of loving. It is important to **educate to recognise different feelings**.

Plato said that «the purpose of education is to teach one to desire what is good». Therefore, serious accompaniment educates to the reading and interpretation of desire.

Desire education does not repress desires, nor does it ridicule or deny them (pp.111-112).

### objectives

- **Emotional awareness:** helping people to understand their own emotions, to recognise and name the different feelings they have and to develop a greater awareness of the emotions of others.
- **Managing emotions:** teaching strategies to manage emotions in a healthy and effective way, how to recognise and express emotions appropriately, self-regulate to deal with stress and anxiety and develop positive mechanisms.
- **Empathy:** fostering the development of empathy, i.e. the ability to put oneself in the shoes of others and understand their feelings and points of view, contributes to building stronger and more positive interpersonal relationships.
- **Effective communication:** teaching communication skills to express one's emotions and needs in a clear and empathetic way, fostering open and respectful communication with others.
- **Healthy relationships:** promoting the concept of healthy and respectful relationships, whether in families, friendships or romantic relationships, through the awareness of one's personal boundaries and interpersonal dynamics.

## Biblical figure: Priscilla and Aquila

### Worksheet No. 17



#### Strengths and achievements:

- An outstanding husband and wife team who served in the early Church.
- They continued to build tents while serving Christ.
- Close friends of Paul.
- They explained the full message of Christ to Apollo.

#### Lessons from their lives:

- Couples can have an effective ministry.
- The home is a valuable tool for evangelisation.
- Every believer must be well instructed in the faith, regardless of their role in the Church.

#### General data:

- Location: from Rome, he moved to Corinth, then to Ephesus.
- Profession: tent maker
- Peers: Emperor Claudius, Paul, Timothy, Apollo

#### Key verse:

##### Acts 18:2

Paul met a Jew named Aquila, a native of Pontus, who had recently come from Italy with his wife Priscilla, because Claudius had ordered all the Jews to leave Rome. He went to visit them.

##### Romans 16:3-5

3 Greet Priscilla and Aquila, my co-workers in Christ Jesus, 4 who risked their necks for my life, to whom not only am I grateful, but also all the churches of the Gentiles. 5 Greet also the church at their house. Greet my beloved Epaenetus, who was the first fruits in Asia for Christ.

Their story is told in Acts 18. They are also mentioned in Romans 16:3-5; 1 Corinthians 16:19; 2 Timothy 4:19.

## Path No. 04.1

**Equipment:** projector, computer, printing table, blank sheets and pens.  
**Duration of the meeting:** 2 h 30 min  
**Welcome:** 10 min  
**Discussion:** 40 min

### KNOWING HOW TO LOOK, KNOWING HOW TO UNDERSTAND

**Discussion of the theme:** A FATHER TELLS HIS DAUGHTER WHAT EMOTIONS ARE  
WORKSHEET No. 18



#### Emotions

1. What are emotions?

*An emotion is an “intense affective reaction with acute onset of short duration determined by an environmental stimulus (internal or external). Its appearance causes a somatic, vegetative and psychic modification” (Galimberti, 1992).*

Emotions are experiences that bring with them reactions on a physiological, visceral, expressive and psychological level and last for a very short time.

We should not confuse them with feelings, which can be long-lasting, I will give you an example: you can be in love (you feel a feeling) and feel joy (you feel an emotion) when you see your loved one, sadness when you have not seen them for a while, jealousy if you feel they are interested in another person.

Thus, while the feeling of love (or hate or regret) is lasting, the emotion is brief and momentary, linked to a temporary stimulus.

2. What are the main emotions:

- Fear
- Joy
- Anger
- Sadness
- Boredom
- Shame
- Disgust
- Guilt
- Envy
- Jealousy

Emotions can be experienced at different levels. We can, in fact, experience mild frustration or feel enraged, in both cases we are talking about the emotion of anger at different levels: imagine a hypothetical internal thermometer: we could say that in the first case we experience anger at level 1, while in the second case at level 10.

### EMOTION THERMOMETER

WORKSHEET No. 19



If you think about it, while when we experience an emotion with a very strong intensity it is easier to recognise it and give it a name it (e.g. if we are angry), at a minimal level it becomes more difficult to define it (e.g. we may feel slight discomfort, a slight unease, and it is difficult to tell whether it is slight sadness or slight anger).

Learning to distinguish emotions on a minimal level is the first useful step in beginning to be able to manage them. Knowing how to recognise and manage emotions is the first essential step in fighting anxiety and panic!

**A good exercise** can be to start with mild unpleasant emotions: the next time you experience such an emotion, try asking yourself: **“Which emotion does what I am feeling most resemble?”** and if you don’t remember them, it can be helpful to go back and read what they are. Try it!



### KNOWING HOW TO CONNECT, FEEL, BUILD

#### What are emotions for?

Recognising one’s emotional experiences, instead of repressing them, is very important for more effective relationships. Emotions are our road signs that tell us something about ourselves, something very important.

Anger, for example, is a bit like a red light, telling us to stop because something is not going right and we need to try to understand what it is and possibly review our goals or the way we are trying to achieve them.

Joy, on the other hand, is like a green light: it tells us that things are going the way we want and that it is worth continuing on this path.

Fear is like a yellow light, it warns us that there is danger and that we must be careful.

Sadness is a slightly different red light in the sense that it tells us to stop because we have ‘lost’ something and we need to regain the energy to find a way to move on despite what we have lost. As you can imagine, deciding to repress an emotion or not listen to it means losing a wealth of important information about who we are and what we desire, and above all, it means risking pursuing paths other than the ones we really want.

In this sense, we can strongly affirm that there are no such things as negative emotions, but pleasant and unpleasant emotions, because all emotions have a purpose for us and are therefore positive.

In fact, I’ll tell you more: the more unpleasant our emotions are, the more positive they are, in the sense that they are important signals that we need to take into account in order to change something, inside or outside ourselves, to strive for greater well-being.

Everyone has their favourite emotion ...

Unfortunately, it is not so obvious and easy to recognise the emotions we feel, most times we have not been taught to listen to ourselves emotionally, on the contrary, sometimes the people who have cared for us have told us that certain emotional expressions are not accepted and so we have grown up with the mistaken belief that it is better to repress them.

Let me give an example: if every time a child expresses anger his mother gets annoyed or frightened, saying “You are a naughty child!” because she herself is not used to accepting anger, the child will gradually learn to repress this emotion.

This is an absolutely normal and functional process for adaptation and survival, the problem is when the mechanism becomes rigid and persists into adulthood, so that those who, for example, have learnt to repress anger, no longer give themselves permission to express it in any context, even when it would be desirable and useful to do so.

What will happen then? I tell you one thing: **we cannot decide our emotions! we can only live them, at best manage them!**

This means that even if the child who has learnt to repress anger doesn’t want to feel it, he will not be able to, because the emotions will still emerge, but since he has not learnt to accept it as a natural and legitimate emotion, every time he feels anger as an adult he will not recognise it as such, but will only be aware of the physiological activation of anger (my heart beats, I turn red, I stiffen up) and will probably be frightened to the point of **anxiety** or even **panic**. And this is something you must realise right away: **beneath the anxiety there is an emotion that you cannot recognise or which you don’t want to accept because you don’t feel it is suitable for that context!**



**We cannot decide our emotions! We can only experience them, at best manage them!**

#### Thoughts and emotions

Very often our emotions are linked to our thoughts, to what we say in our mind. For example, if we feel ashamed, it is likely that we are thinking we have done something wrong or that someone is judging us wrongly, etc. Actually, it is not the events themselves that determine our emotional responses, but rather the interpretation we give to the events in our mind. When an emotion is very intense, i.e. on a scale of 1 to 10 it is 7, 8, 9, and above all seems out of proportion to the context or stimulus that aroused it, it is likely that what is called irrational thinking is going on in our minds. An irrational thought is a rigid thought that seems absolutely realistic to us, even though reality proves otherwise. Let us look at the main categories of irrational thoughts below.



**It is not the events themselves that determine our emotional responses, but the interpretation we give to the events in our head.**

**To practise with emotions**, it is advisable to propose WORKSHEET NO. 20 and have them do a few exercises, to be continued at home. Also read together the Charter of Emotional Rights on the worksheet.



## KNOWING HOW TO BE, KNOWING HOW TO LIVE, RELATE

### Exercise CRUMPLING EMOTIONS

Excerpt from the book “Trauma Focused ACT”, by Russ Harris (translation by Chiara Rossi Urtoler)



One can adapt the script to any painful emotion, in order to foster acceptance and self-compassion and connect with values.

- 1. write:** You are asked to identify a memory that triggers the emotion you want to work on. On a sheet of paper, write a few words (maximum one sentence) to summarise it.
- 2. crumple:** Educator: Now crumple up this memory and all the thoughts and feelings arising from it and make it as small as possible. It is very difficult to crumple it up completely - no half measures ... That’s it ... Now put it between your palms and use both arms and hands to try to crumple it even smaller ... Push as hard as you can ... and keep pushing.
- 3. squeeze:** Educator: Keep the pressure on, squeezing hard ... As hard as you can ... Making it as small as you can... And notice how it is... How tiring is it? ... How distracting? ... How difficult is it to do the things that matter to you while you’re squeezing the paper? ... How much time and energy have you spent doing this throughout your life? ... And isn’t it exhausting? ... Since there is no ‘delete button’ in the brain, there is no way to simply make it disappear, would you be open to trying something different? Would you like to? Great!
- 4. Hold it gently** Educator: now hold it as if it were a crying baby, a puppy seeking attention, or the hand of a loved one who is suffering ... And notice the difference it makes ... Is there any relief for you in this? ... Is it perhaps less annoying, less tiring? ... Notice how much energy you now have to put into things that are meaningful to you ...
- 5. Consider what it conveys to you:** Educator: keep holding it this way and consider: what does it tell you about what matters to you? ... What values does it remind you of? ... And also consider that you cannot change the past, but you can influence the future with actions in the present ... So moving on, in the coming days, what do you want to do in the world to make it a better place for you, according to your values? ... To prevent such things from happening again?
- 6. Appreciate it:** Educator: Notice that when you hold the paper and thus your emotions in this way, lightly and gently, this emotion can be your ally ... because it will remind you of your values ... it will motivate you to behave like the person you want to be ... And although it hurts tremendously, it gives you valuable information ... This emotion comes from your mind, your brain and your body working together, to

watch over you, to protect you... So, even if it hurts, see if just for a moment, you can appreciate it.

**7. Tighten, then ease:** Educator: Now, just for a few moments, go back to trying to crumple and squeeze the paper ...

Again, squeeze it hard with both hands, both arms, squeezing it as hard as you can ...

And maintain the pressure, with all your strength, and notice how tiring it becomes ...

And now, once again, hold it gently ... like a crying baby or a whining puppy, or the hand of a loved one in difficulty... And notice the difference....

And take it gently with both hands ... and imagine that the space around it is filled with warmth, care and kindness ...

**8. self-compassion:** Educator: And see if you can transmit the same warmth, care and kindness to yourself ... Imagine a kind of energy ... flowing from the palms of your hands... and flowing onto your arms and into your heart ... and from there, flowing up and down your body ... and wherever there is pain, tension or numbness, this warm, gentle energy flows into those areas ... softening and loosening around them.

(The educator now directs to 'zoom in' on specific areas of pain, tension or numbness and works as in other acceptance and self-compassion exercises: recognising the pain and responding with kindness).

**9. anchoring and debriefing:** The exercise ends with one minute of anchoring. Then we review the exercise, what has happened and we explore the impact of acceptance and self-compassion and emphasise its values.

## BEING ABLE TO VERIFY, EXPERIMENT AND SYNTHESISE

**Exercise:** RECOGNISING YOUR EMOTIONS



**1. Preparation:** Make sure you have pen and paper.

**2. Reflection:** Take a few minutes to think about the different emotions you feel. You can make a list of basic emotions such as joy, sadness, anger, fear, disgust and surprise, or you can think about more specific emotions you have felt recently.

**3. Exploration of emotions:** Choose one of the emotions you have identified and write it down at the top of a piece of paper. Make a list of situations, events or thoughts that could trigger that particular emotion. For example, if you chose joy, you could write down situations such as "receiving good news" or "spending time with friends".

**4. Description of emotion:** Now, for the same emotion, try to describe how you feel physically, mentally and emotionally when you experience it. Write down the physical sensations, the thoughts that go through your mind and the emotional reactions you experience. For example, if you chose sadness, you could describe a feeling of heaviness in your chest, negative thoughts about your situation and a feeling of despair.

**5. Observe emotions in others:** observe the people around you or think of situations in which you have seen emotions in others. Try to identify facial expressions, gestures, tone of voice and other non-verbal signals that indicate the emotion they are feeling. For example, you may notice that an angry person has a red face, clenched fists and a high tone of voice.

**6. Practical application:** try to put your emotion recognition skills into practice in everyday life. Observe your own emotions and try to identify them as they occur. Do the same with the emotions of others, trying to pick up non-verbal signals and interpret their facial expressions.

*Recognising emotions is a process that requires practice and patience. Keep practising recognising and understanding your emotions and those of others, and over time you will improve your ability to manage and communicate emotions in a healthy and effective way.*



## Path No. 04.2

**Equipment:** video projector, computer, paper and pens, printed worksheets.

**Duration of the meeting:** 1h 15 min

**Welcome:** 10 min

**Discussion:** 30 min

### KNOWING HOW TO LOOK, KNOWING HOW TO UNDERSTAND

#### Discussion of the theme: LIFE VALUES

taken from the book by Harris, R. (2016. Erickson Study Centre Editions) The Happiness Trap. How to stop struggling and start living WORKSHEET NO. 21



### KNOWING HOW TO CONNECT, FEEL, BUILD

Listed below are the areas of life that some people value. We do not all have the same values and this is not a test to see if you have the 'right' values. Think of each of these areas in terms of general life guidelines, rather than in terms of specific goals. There may be some areas that you do not really value; skip them if you want. There may be some areas that overlap; for example, if hiking in the mountains is important to you, this could fall under both self-care/physical well-being and leisure/entertainment. Write down what you would appreciate if there were no obstacles in your path.

What is important to you? What would you like to engage in?

- 1. Family** (family of origin, apart from marriage or children). What kind of brother/sister, son/daughter, uncle/aunt would you like to be? What personal qualities would you like to bring into these relationships? What kind of relationships would you like to build? How would you interact with these people if you were the "ideal you" in these relationships?
- 2. Marriage/couple/intimate relationships.** What kind of partner would you like to be in an intimate relationship? What personal qualities would you like to develop? What kind of relationship would you like to build? How would you interact with your partner if you were the 'ideal you' in these relationships?
- 3. Parenting.** What kind of parent would you like to be? What personal qualities would you like to have? What kind of relationships would you like to establish with your children? How would you behave if you were the 'ideal you' in these relationships?
- 4. Friendships/social life.** What kind of personal qualities would you like to bring into your friendships? If you could be best friends, how would you behave with your friends? What kind of friendships would you like to build?
- 5. Work.** What do you appreciate about your work? What could make it more meaningful? What kind of worker would you like to be? If you could live up to your ideal standards, what personal qualities would you bring to your work? What kind of professional relationship would you like to build?

**6. Education/training.** What do you value about learning, education and training? What new skills would you like to learn? What knowledge would you like to acquire? What kind of further training would you like to have? What kind of student would you like to be? What personal qualities would you like to put into practice?

**7. Free time/entertainment.** What kind of hobbies, sports or leisure activities do you enjoy? How do you relax and relieve stress? How do you have fun? What kind of activities would you like to do?

**8. Spirituality.** Whatever meaning you give to spirituality is fine. It can be something as simple as contact with nature or as formal as participation in an organised religious group. What is important to you in this area of life?

**9. Civic involvement/community life.** How would you like to contribute to your community or environment, e.g. by volunteering, recycling, supporting a group/charity/political party? What kind of environment would you like to create in the contexts you usually live in and attend? In which environments would you like to spend more time?

**10. Self-care/physical well-being.** What are your values with regard to maintaining physical well-being? How do you want to take care of your health, with reference to sleep, nutrition, physical activity, smoking, alcohol, etc.? Why is this important?

### KNOWING HOW TO BE, KNOWING HOW TO LIVE, RELATE

#### ASSESSMENT OF LIFE VALUES

WORKSHEET No. 22



For each of the ten areas, write a few words summarising the direction you value, e.g. "being a loving and caring partner". Indicate how important this value is to you on a scale of 0 (not very important) to 10 (very important). You can give the same score to more than one value. Indicate to what extent you have been able to fulfil this value over the past month on a scale of 0 (not at all) to 10 (very much). Finally, rank these in order of priority to start working on them immediately, giving 10 to the highest priority, 9 to the next step, etc.

### BEING ABLE TO VERIFY, EXPERIMENT AND SYNTHESISE

#### THE BULL'S EYE

WORKSHEET No. 23



What is really important to you, deep down in your heart? What do you want to do with your time on this planet? What kind of person do you want to be? What personal resources or qualities do you want to develop?

- 1. Work/study:** includes workplace, career, education/training, skill development, etc.
- 2. Relationships:** includes partners, children, parents, relatives, colleagues and other social contacts.

**3. Personal growth/health:** may include religion, spirituality, creativity, life skills, meditation, yoga, nature; physical activity, nutrition and/or addressing risk factors for health such as smoking, alcohol, drugs, eating too much, etc.

**4. Leisure:** your ways of playing, relaxing, finding stimulation or having fun; activities to rest, recreate and be creative.

The bull's eye: place an X in each area of the target to indicate where you are today.



## 05. Educating to community life

### FOR THE EDUCATOR

“The culture of encounter in the various Salesian environments is not a sum, but the construction of a “we”; it is not a contract, but a bond of deep affection; it is not a fusion, but a oneness that is two; it is not something pre-established, but a space that must be created and recreated” (ibid., p. 115).

#### objectives

The community is the privileged place where the person can realise the project of self and develop solidarity and participation to the highest degree. This, however, is a difficult, often unattainable ideal. Today the need for community is felt everywhere, but at the same time we witness the discomfort of individuals who often fail to fit in or are marginalised.

This is perhaps because the problem of the person-community relationship, which is a source of discomfort or disadaptation, has not yet been sufficiently analysed and resolved. There is, in fact, a generally conflictual relationship between the needs of the person and those of the community. It is a matter of harmonising two complementary aspects of the same reality, without prejudicing either component.

Living in the community is very important and can offer numerous benefits. Some of the goals that can be achieved by living in the community are listed below:

- **Social support:** Living in a community provides the opportunity to establish meaningful social ties and build positive relationships with others. This social support can be valuable for the emotional and psychological well-being of individuals. Communities can provide mutual support in times of need, promote inclusion and fight loneliness.
- **Resource sharing:** Communities offer the possibility of sharing resources, such as common spaces, equipment, knowledge and skills. This sharing can lead to greater efficiency and a better use of the resources available.
- **Safety and security:** Living in a community can contribute to a safer environment. Closeness and mutual trust among community members foster greater vigilance and solidarity in ensuring collective safety. Communities can implement safety measures by promoting a sense of belonging and protection.
- **Personal growth and development:** communities can offer many opportunities for learning, growth and personal development. Through interaction with different people, new perspectives, skills and knowledge can be acquired. Communities can also provide a supportive environment for the development of social skills, leadership and collaboration.
- **Participation and civic involvement:** Living in a community encourages civic activism and social involvement. People living in a community can actively participate in improving the local environment, contributing to a better quality of life. Participation in voluntary groups, neighbourhood associations or community organisations provides the opportunity to positively influence one's environment and meet collective needs.

Everyone should be welcomed in the community, including the different, the immature, the underprivileged, the unsuccessful. Community building is therefore a primary goal in our time, as it alone can allow the development and inclusion of everyone without discrimination.

# Biblical figure: Mary

## Worksheet No. 24



### Strengths and achievements:

- Mother of Jesus, the Messiah
- The only human being who was with Jesus from his birth to his death.
- Willingness to be useful to God
- She knew and applied the Word of God

### Lessons from her life:

- The best servants of God are often simple people, who are willing to serve him.
- God's plans include extraordinary deeds in simple people.
- A person's character is revealed by their response to the unexpected.

### General information:

- Location: Nazareth, Bethlehem
- Occupation: housewife
- Family:
  - Husband: Joseph
  - Relatives: Zechariah and Elisabeth.
  - Sons: Jesus, James, Joseph, Judas and Simon, as well as daughters.

### Key verse:

**Luke 1:38**

“Behold, I am the handmaid of the Lord; let it be done to me according to thy word”

The story of Mary is told in all the Gospels. It is also mentioned in Acts 1:14.

## Path No. 05.1

**Equipment:** projector, computer, photocopies of poems and song lyrics, blank sheets and pens.

**Duration of the meeting:** 2 h

**Welcome:** 10 min

**Discussion:** 30 min

### OBSERVE, RECOGNISE, IDENTIFY

#### ON THE TOPIC:

#### NEW STORY

WORKSHEET No. 25

Feeling welcome in the community and welcoming the feelings of fathers and mothers. The participants, in pairs or small groups, reflect on some questions that will be proposed to them and then bring their considerations back into the room:

- Try to identify with the father of the child, how would you feel?
- What does it mean to be a father?
- What does it mean to be a son?
- When we are told that God is Father, what face do we give to Him? Could he have the face of the child's father?
- What is God to me?
- Who do I think I am to the FATHER?

#### In-depth analysis of the theme:

In the story we read and on which you reflected, the contrast between the fear and crying of the father and the absolute calm and security of the child is striking. In his father's arms, that child knows no fear, no anxiety, no suffering. Between him and tragedy, between him and the evil of reality, there is a formidable stronghold formed by those arms.

Perhaps unable to protect him from the violence of a murderous madman or the catastrophes of the world, but certainly able to defend his serenity. In those arms that child could go through anything, but neither fear nor the wickedness of the world could in any way reach him and ruin his innocence.

Jesus lived his entire existence within that embrace and was able to face the cross precisely thanks to the strength of that bond, of a fatherly love that sustained him until his last cry of pain before the mystery of death was fulfilled.

God also wants to be ABBA to us, He wants us to approach Him with the same filial attitude and learn from Him to be loving fathers and mothers.

The Father teaches us to love and to find the strength for this delicate and important task entrusted to us with the arrival of a child which often frightens us. From the Father we can learn, we can come to know that gratuitous and unconditional love, that love that does not look at who you are, whether you are a sinner or whatever, but is just there. The Father invites us to ask for this love for our children, so that we don't lack anything.

## KNOWING HOW TO CONNECT, FEEL, BUILD

**FIRST OF ALL MAN** - Nazim Hikmet  
WORKSHEET No. 26



### Hand out to everyone the poem

To come back to our life:

After receiving the poem, you should reflect on the questions by underlining the words or phrases that struck you. Then respond individually and later share these points in the assembly:

- What is your idea of home?
- What is home for you and what characteristics does it have?
- Where do you feel at home?

## KNOWING HOW TO BE, KNOWING HOW TO LIVE, RELATE

**PERFUME** - Max Pezzali  
WORKSHEET No. 27



Are projected and handed out

### To come back to our life:

After listening to the song the children are invited to discuss the following questions:

- Am I aware of how much a small gesture of love can amplify and also do good to those who see it being done?
- What scent does my daily passage leave among family, friends, and the people I meet?
- Am I capable of spreading the fragrance of Jesus in my family, in the contexts I which I live in and outside?

## BEING ABLE TO VERIFY, EXPERIMENT AND SYNTHESISE

**PASS THE FAVOUR** from the film A Dream for Tomorrow  
WORKSHEET No. 28



Video Answer this question:

- In a community, is Trevor's thinking feasible or not?

### IMPEGNO:

#### FAVOUR

think of help you have given to a friend, or relative, **in the past**, and think of the effects that this act of generosity brought to that person.

think of a person who **is in need of help right now**, and make an effort to help this person, inviting them, however, to do the same for three other people after they have received this help.

a **“long-term favour,”** that is, do a favour for a person who really needs it, even in the future, but to whom you will then explain the same process.

## Path No. 05.2

**Equipment:** projector, computer, printout of the song, test printout, strips of coloured paper.

**Duration of the meeting:** 2 h

**Welcome:** 10 min

**Discussion:** 30 min

## OBSERVE, RECOGNISE, IDENTIFY

**Discussion of the theme:** **BENVENUTO** - Laura Pausini  
WORKSHEET No. 29



**Material:** photocopies of pictures depicting various types of people in different situations.

While listening to the song, some pictures are placed on the floor and the kids have to choose the one that best represents them.

The kids, divided into small groups, are invited to reflect on the following questions:

- On what occasions was I aware that I had been accepted?
- What attitudes/words close/open you to acceptance?
- Have you ever tried to remember them in moments of prayer?
- What do the photos suggest to you?

### Exercise: “THE WELCOMING GAME”



**Objective:** To teach the importance of acceptance and inclusion in the community.

#### Instructions:

- 1. Welcoming circle:** Form a circle and ask the kids to briefly tell about an experience in which they felt welcomed or excluded by a group of people. This can be a happy moment when they felt welcomed or a moment when they felt excluded or isolated.
- 2. Guided discussion:** Start a guided discussion based on the experiences shared. Ask them how they felt in both situations and what they learned from these experiences. Stress the importance of acceptance and inclusion to create strong communities.
- 3. The encirclement game:** Ask them to form a big circle. Then, choose one of the participants at random and ask him/her to stand in the middle of the circle. The others represent the community.
- 4. Roles of welcoming and excluding:** Explain that the person in the centre represents a person who has just moved into the youth centre or school. Some circle members should act as ‘welcoming’ and actively try to involve the boy in the centre, while others should be ‘excluding’ and ignore him.
- 5. Role rotation:** After a while, rotate the roles so that everyone has the opportunity to experience both acceptance and exclusion.
- 6. Final discussion:** At the end of the activity, bring the group together and discuss the feelings and reflections that have emerged. Ask them how they felt about the role of guest and outcast and how this can affect the well-being of a community.

**7. Commitment to welcome:** Conclude the activity by encouraging young people to make a personal commitment to be more welcoming in their community. Ask them to share ideas on how they can help create a more welcoming environment for all.

## KNOWING HOW TO CONNECT, FEEL, BUILD

**Test:** **ARE YOU CAPABLE OF WELCOMING?**  
WORKSHEET No. 30



**Score:** Add up the score of each question

The total score is:

|   | a | b | c | d | e | f | g | h |
|---|---|---|---|---|---|---|---|---|
| 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 |
| 2 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 |
| 3 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 |
| 4 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 |

### SOLUTIONS:

**0 to 5 points:** sometimes we do not realise that underprivileged people are people who need our help. You must not rely only on values such as efficiency! Be careful because your attitude may be isolating. Try to put yourself in these people's shoes: how would you want to be regarded if you were in their place?

**6 to 10 points:** your readiness to accept is still rather limited. You need to pay more attention to feelings of selfishness that may hold back your openness to others. With a little effort, however, you will be able to overcome this closure. You'll see: caring for others will give you great satisfaction.

**11 to 13 points:** you have learnt to interpret the reality you live in and understand that there is room for everyone. This attitude enriches your relationships and allows you to see the positive side of people. Keep up the good work!

**14-16 points:** you have a great passion for others. Try by your example to involve even those who are less interested in such matters. With your 'charge' you can certainly do this.

## BEING ABLE TO VERIFY, EXPERIMENT AND SYNTHESISE

**Commitment to be made:** Be open to get to know your community environment better because sometimes we isolate ourselves in our friendships, in our homes, and in our streets, without caring about the people who live next to us. Let us establish a relationship of fraternity and cordiality with them.

### Exercise THE HUMAN CHAIN OF SHARING

Educating to community life and the importance of sharing and social support is crucial for developing their interpersonal skills and sense of belonging. Here is a practical exercise:



**Objective:** To promote awareness of the importance of sharing and support among community members.

#### Instructions:

- 1. Sharing circle:** Form a circle and ask each person to share a moment when they felt supported by someone (a friend, a family member or a teacher) and how they felt thanks to this support.
- 2. Build a chain:** Hand out strips of coloured paper and ask them to write a short sentence about sharing, friendship or social support. For example: 'Sharing makes us stronger' or 'Friends are like a second family'.
- 3. Assemble the chain:** Each strip of paper represents a link in the chain. The youngsters read their statements aloud and physically connect the paper strips to form a human chain. This chain symbolises the importance of joining forces and sharing in order to create a strong community.
- 4. Discussion:** After assembling the chain, lead a discussion on the symbolic meaning of the activity. Ask them how they felt about helping to build the chain and how this can be applied in everyday life.
- 5. Action Plan:** Conclude the exercise by encouraging young people to think of ways in which they can promote sharing and social support in their community and to engage in small daily actions to do so.

# 06. Educating to the awareness of limits

## FOR THE EDUCATOR

"Training in the areas of emotion and instinct is necessary, and at times this requires setting limits. Excess, lack of control or obsession with a single form of pleasure can end up weakening and tainting that very pleasure and damaging family life. A person can certainly channel his passions in a beautiful and healthy way, increasingly pointing them towards altruism and an integrated self-fulfilment that can only enrich interpersonal relationships in the heart of the family. This does not mean renouncing moments of intense enjoyment, but rather integrating them with other moments of generous commitment, patient hope, inevitable weariness and struggle to achieve an ideal. Family life is all this, and it deserves to be lived to the fullest" (AL 148).

### objectives

Limit: in the dictionary we find several expressions corresponding to this word; this confirms the multitude of experiences, representations and meanings associated with it. The limit is a "line that divides", but it is also an "extreme point something can reach", "a term that cannot and must not be exceeded". Etymologically (from the Latin *limes*), a limit indicates precisely a transversal path, which acts as a border or boundary. For the ancient Romans, they were stones that marked boundaries and could not be removed without malice, since they were under the special protection of a god.

- The limit is not only prefigured as something that creates division, that distances and shatters, but also as a boundary, that is, a space of crossing and proximity.
- It does not only mark what is not there and what cannot be achieved, but also what can be achieved: in defining, in restricting, it does not only establish obstacles, constraints, and constrictions, but it creates spaces of possibility, territories in which we can move around peacefully and find areas of independence and strength. Etty Hillesum writes: 'We must be able to recover our narrow boundaries and continue our limited life within them - scrupulously and conscientiously'.

Education to the awareness of our limits can have several objectives involving the individual, society and the surrounding environment. Here are some of the main objectives:

- **Personal awareness:** helping people develop a personal awareness of their physical, emotional, mental and spiritual limits. This involves understanding and accepting ourselves, and our strengths and weaknesses. The aim is to promote a sense of balance and authenticity in our life.
- **Self-management:** developing the ability to manage our time, resources and energy effectively. This may include learning the skills of planning, prioritisation, delegation and self-control. The aim is to avoid over-commitment, burnout and emotional exhaustion.

- **Healthy relationships:** helping to develop healthy and balanced relationships with others. This means recognising and respecting our personal boundaries and those of others, knowing how to say 'no' when necessary and seeking mutual understanding. The aim is to promote an environment of respect, cooperation and mutual support.
- **Environmental sustainability:** Education to the awareness of limits also extends to the awareness of the impact of our actions on the environment. Objectives in this area include the promotion of sustainable lifestyles, the responsible consumption of natural resources, waste reduction and the adoption of environmentally conscious practices.
- **Social equity:** contributing to the creation of a more just and equitable society. This involves the recognition of resource limits and a commitment to reducing social and economic inequalities. The aim is to promote equal access to opportunities, services and resources for all members of society.



# Biblical figure: Saulo

## Worksheet No. 31



### Strengths and achievements:

- First king of Israel appointed by God.
- Known for his personal courage and generosity.
- Tall and imposing appearance

### Shortcomings and errors:

- His leadership skills were not consistent with the expectations created by his appearance.
- Impulsive by nature, he tended to exceed his limits
- Jealous of David, he tried to kill him.
- In particular, he disobeyed God on several occasions.

### Lessons from his life:

- God wants obedience that comes from the heart, not mere acts of religious ritual.
- Obedience always involves sacrifice, but sacrifice is not always obedience.
- God wants to use our strengths and weaknesses.
- Weakness must help to remind us of our need for God's guidance and help.

### General data:

- Where: The Land of Benjamin
- Occupation: King of Israel
- Family:
- Father: Kish.
- Sons: Jonathan, Ish-Bosheth.
- Wife: Ahinoam

### Key Verses:

#### Samuel 15:22, 23

- 1 Samuel said: "Does the Lord so delight in holocausts and sacrifices as in obedience to the command of the LORD? Obedience is better than sacrifice, and submission than the fat of rams. For a sin like divination is rebellion, and presumption is the crime of idolatry. Because you have rejected the command of the LORD, he, too, has rejected you as ruler."

His story is told in 1 Samuel 9-31. He is also mentioned in Acts 13:21.

## Path No. 06.1

|                          |  |
|--------------------------|--|
| Equipment:               | video projector, computer, mat/carpet, passage to be printed |
| Duration of the meeting: | 2h 30 min  |
| Welcome:                 | 10 min   |
| Discussion:              | 30 min   |

### OBSERVE, RECOGNISE, EXTRACT

Discussion of the theme: **LIMITS AND FREEDOM** (focus group)

#### What does limiting yourself mean? Limiting yourself in relation to what? Why?

First of all, it is necessary to be able to recognise our own needs.

In psychology, need is the total or partial lack of one or more elements that constitute a person's well-being.

Recall the author Abraham Maslow who developed this concept by defining a scale of needs. This scale, known as "Maslow's pyramid", is divided into five different levels, from the most basic (necessary for the survival of the individual) to the most complex (social). The individual reaches fulfilment by passing through various stages, which must be achieved in a progressive way.

The conceived levels of need are:

- physiological needs;
- needs for salvation, safety and security;
- needs of belonging;
- needs for esteem, prestige, success;
- self-fulfilment needs.

What does a person need? He needs to be free, free to choose.

#### What does freedom mean?

Here are some sentences that can be projected or printed:

**Freedom means responsibility. That is why most men dread it**

*(George Bernard Shaw, Man and Superman, 1903).*

**Freedom is defined as the condition whereby an individual can decide to think, express himself and act without constraint, resorting to the will to devise and enact an action, through a free choice of the ends and means he deems useful to achieve it.**

**Where there is reason there is choice, where there is choice there is freedom.** *(Oriana Fallaci)*

**Being free therefore means being in a position to choose between different alternatives.**

**Free to choose for ourselves, with respect to how we live our lives.**

**Freedom would be not to choose between black and white but to abjure such prescribed choices.** *(Theodor Adorno, Minima moralia, 1951).*

**Exercise:** **THE GARDEN OF BOUNDARIES**  
WORKSHEET No. 32



This meditation will help reflect on the nature of limits and freedom and develop a greater awareness of their interconnection.

Finding a balance between these two dimensions is essential for a fulfilling and meaningful life.

## KNOWING HOW TO CONNECT, FEEL, BUILD

**IL PAESE DEI BALOCCHI** - Pooh  
WORKSHEET No. 33



**What does limit have to do with freedom? How are they connected?**

(reflect with the youngsters starting from these ideas)

The backbone of modern society is based on the principle: unlimited, everything is possible, hence the expectation of everything, immediately. (Grandi, 2007)

Reflecting on the meaning of everything is possible, which can take on a negative connotation, if we consider this slogan as a drive towards having instead of being. According to this logic, it is therefore necessary to have everything in order to be, in a clumsy attempt to buy ourselves an identity.

Modern man, therefore, feels entitled, with respect to social values, to live in the world and desire the almost obstinate and unscrupulous fulfilment of his own goals at any cost. A Machiavellian vision of man aimed at self-affirmation and the oppression of his fellow man.

- What are the limits of this rampant rise towards success, towards perfection? Towards what? To become or believe to be who?

In a society devoted to having, to appearing, to proving, I believe we are unfortunately faced with the distressing tendency whereby people assume value according to what they possess. In other words, we arrive at the unacceptable equation of having=being. In a society where the mass media transmit false values such as appearance (vanity), and possession (pride), are we really still free to choose: what we want, what we have, what we desire and who we are?

- Are we still free to be ourselves or are we rather forced to conform and become the caricature of a TV model?
- What is the price of inhabiting our bodies and trying to become another person?
- How can we recognise our limitations if we are not even able to be recognised as persons in our uniqueness?

Unfortunately, many young people and adults, intoxicated by worldliness, carelessness and the desire to act live in a surreal, fantasy world: 'Toyland' based on fun, on the 'here and now'. Where the words: effort and sacrifice are banned, since they are considered bad words.

Toyland is ephemeral, magical, glittering, everything is at your fingertips, everything is possible. From what has just been said, it is easy to see how the common denominator leads to instant gratification.

Many young people approach the use and consumption of drugs in this way, entering the tunnel of drugs. At first, the novice has the illusion of having an omnipotent control of the situation, but unfortunately these moments of fun and exhilaration can destroy the lives of many young people, turning it into the nightmare of addiction.

The frequency, context and relationships associated with the use of drugs determine the lifestyle of the addict.

Every being born into the world grows with freedom and is stunted by dependence (Silvano Agosti, Letters from Kyrgyzstan, 2004).

The paradox is that young people approach the world of drugs thinking they are mentally open to new experiences and end up being addicted to them.

A person without limits becomes the limit of himself (Danila Parodi)

## KNOWING HOW TO BE, KNOWING HOW TO LIVE, RELATE

**Exercise:** **ON LIMIT, PROXIMITY, DISTANCE**

**Objectives:**

- supporting participants in testing their limits
- supporting participants in expressing messages that represent their desires and choices

**Preparation**

Make sure you have a room without tables and chairs. It would be optimal to do the activity in a gym or outdoors.

**Introduction** - 15 min

Invite the kids to stand in a circle. Inform them that during the activity they will experience their own limits in relation to 'physical proximity'.

**Realisation** - 35 min

Divide the participants into two groups and invite them to stand in two rows, facing each other. Participants in one row will stay still, while those in the opposite row will move towards their partner.

Each participant will stop only when his partner says STOP! Those moving will have to think to themselves: how close do I feel like getting? And the one standing still will have to connect and ask himself: is the closeness he has chosen right? Has he come too close? Could he have come closer?

Repeat the activity two or three times, so that all participants can experience both 'moving towards others' and 'welcoming others' into their personal space.

At the end of the activity, invite participants to sit in a circle for the debriefing phase (20 minutes).

The following questions can be used for debriefing:

- How do you feel?
- How was the activity carried out?
- In which role did you feel most comfortable?
- What does this activity tell us about ourselves and the way we communicate our consent and disagreement?
- In everyday life, is it easy for us to say 'no' when we do not agree?
- Is it easy to give consent consciously and authentically in interpersonal relationships?
- What can we learn from this activity on informed consent?

## BEING ABLE TO VERIFY, EXPERIMENT AND SYNTHESISE

### Short story: THE BUTTERFLY AND THE CAGE WORKSHEET No. 34

Aurora and Leo's story reminds us that freedom is precious, but boundaries can offer security and protection. It is important to find a balance between exploring the world and respecting the boundaries that guide us. The awareness of boundaries allows us to truly appreciate the freedom we have and to live a meaningful and harmonious life.



## Path No. 06.2

**Equipment:** projector, computer, printed worksheet  
**Duration of the meeting:** 2h 30 m  
**Welcome:** time 10'  
**Discussion:** time 30'

### OBSERVE, RECOGNISE, EXTRACT

#### Discussion of the theme: FREEDOM OF CHOICE

##### Objectives:

- learning to stop and listen to each other
- developing awareness of our emotions

##### Preparation

"Between stimulus and response there is a space: in that space is our power to choose our response. In our response lies our growth and our freedom" Victor Frankl, Man's Search for Meaning, 1946

Before doing this activity, make sure you have experienced mindfulness yourself and reflected on the 'automatic reaction'.

Usually, our automatic reaction to the situation happens so quickly that there is no space between the two things. It is as if they were glued together.

But when we manage, through training, to bring awareness into a situation, then it becomes increasingly possible to create sufficient space between the situation and the reaction.

This changes everything: it is at that point that our automatic reaction becomes a response instead: based on an awareness of how we are, and the causes and consequences, we can make healthier choices that respect ourselves and others.

For this activity, organise the room so that there are enough chairs for all participants and make sure that you have prepared all the materials needed for facilitation. Invite participants to sit comfortably on the chairs you have prepared in the room. Inform them that they will experience something new and that you will work on 'automatic reaction'.

Give examples to make the subject clear.

##### Introduction - 10 min

Invite the participants to sit comfortably on the chairs you have prepared in the room.

### KNOWING HOW TO CONNECT, FEEL, BUILD

##### Realisation - 80 min

###### Phase 1: guided reflection (15 minutes)

Invite participants to get comfortable, close their eyes, take a few conscious breaths and follow the guided reflection you propose, as follows:

"Imagine that for a few moments someone does something that makes you very angry - an argument with a friend, someone who hits you, someone shouting at you, someone disagreeing with you. Now imagine your usual reaction, that of 'automatic pilot'.

- What do you say, how do you behave? Do you shout, swear, say things you later regret? Imagine you have one of these reactions.

Now go back and imagine the situation again, but dwell on the moment before your reaction. First observe where you feel the anger in your body. See if you can identify where it is.

- Also notice the thoughts associated with this anger. Are they thoughts of revenge, hatred, wickedness, disappointment?
- Can you look at all this as if you were simply observing?

“It is interesting, I am very upset, my chest is tight and my body is tense...”

- Can you feel how you feel?

Now take three conscious breaths and, when you feel up to it, start stretching out your arms and legs and then slowly open your eyes. Look around and reconnect with your body and the environment.

## KNOWING HOW TO BE, KNOWING HOW TO LIVE, RELATE

### **stage 2: difficult communications** - 45 min

Now invite the participants to fill out individually, in 5 minutes, the “Difficult Communication Worksheet” in the light of the experience they have just had. (Worksheet No. 35)

Once participants have completed the form, ask them to form groups of up to five people each and to reflect on: points in common and differences, how they usually behave, how they talk and how they listen.

Give them 15 minutes.

At the end of the group work, invite the participants back to the plenary and ask for a report from each group. Each group will have a maximum of 3 minutes.

As the groups report on what was discussed and what was noticed, write down on a poster the main elements related to the topic of relationships, communication, emotions.

Once the reports are over, invite the participants to debrief.

The following questions can be used for debriefing:

- How was the experience?
- What did you discover?
- Was there a difference between the first and second phase of the activity?
- What changed?
- What does this activity tell us about ourselves and our reactions?

At the end of the debriefing, observe with the participants the causes and consequences of automatic reactions.

End the activity by summarising what emerged and emphasising that Right when the relationship is not unfolding according to our desires or expectations, we can pause to get in touch with our resources and intentions in that given moment, in order to be able to respond - rather than react - in a way that is appropriate to the circumstances moment by moment. If we are able to stop to recognise the pleasant or unpleasant sensations that the present experience arouses in us, we have the power to reduce the automation of our reaction, which will then have less intensity and less of a grip on us’.

Invite participants to notice how much of difficult communication is caused not by the other person’s behaviour, but by our own automatic attitude to always react in the same way.

### **phase 3: physical feelings** - 20 minutes

The conclusion of the session, as always, includes a relaxation activity: ‘Practice with difficult emotions’, which should be accompanied by a debriefing moment lasting about 20 minutes.

For the realisation of this phase, follow the link

<https://interessere.info/io-lo-chiedo-amnesty-international/>

by typing in the password: **amnesty2020**.

A video is suggested, but they can be searched for on youtube under this heading: PRACTICE WITH DIFFICULT EMOTIONS

At the end of the activities, give the diary to the participants, which will be useful to develop further reflections on the topic at home.

### **Suggestions:**

During the activity, try to create a welcoming atmosphere so that participants feel free to express themselves and participate.

It would be useful to carry out the activity in groups, so that participants can be supported better during group work.

## BEING ABLE TO VERIFY, EXPERIMENT AND SYNTHESISE

Participants may wish to explore the issues on their own:

- continue the reflection on the topic of automatic reaction at home;
- using the diary;
- carefully observe relationships in families and groups of friends, trying to catch automatic reactions.

Participants may wish to explore the issues in their own community or school contexts:

- learn more about relaxation techniques and train, perhaps with a mindfulness expert;
- continue to participate in emotion-related activities by requesting a further in-depth study of these contexts;
- set up a counselling service in their school, with the aid of the school psychologist, where they can support other youngsters in creating healthy relationships, by using what they have learnt.

### **THE DIARY**

- Can you identify a situation in your life in which it would have been helpful to respond rather than react?
- How might the presence of awareness modify these reactions?

# 07. Educating to the awareness of the digital continent

## FOR THE EDUCATOR

Today, more than ever, the use of the Internet has an affective, emotional and relational dimension [...].

It becomes essential to identify the pillars on which we can rebuild a possible path that enables us to provide intelligent and creative responses, which the online paradises of the future won't be able to fulfil. It is necessary to focus on a few essential processes:

- rebuild narrative paths of identity;
- educate to critical interpretation;
- rediscover the taste for beauty;
- accept the other in the context of healthy and healing interpersonal relationships, rediscovering the therapeutic potential of human relationships
- put an end to all ambiguity.

(ibid., p. 121-122).

### objectives

Watching children and young people with mobile phones in their hand go from one video to another on TikTok can be a little alienating: if left to their own devices, they could spend several hours with it. Each video on the extremely popular social network lasts a few seconds and, in the eyes of an adult, the content often appears embarrassingly trivial: short dances, songs with lip sync, parody reproductions of film sequences or jokes, imitations and so on. And yet the effect seems to be hypnotic: boys and girls jump from one video to another, they share one, post another one again, thus contributing to a constant global flow. And the same is true for other popular social networks: for example, Instagram.

But while evidence is piling up of the risks associated with an uncritical use of social network platforms, the path often chosen by adults to combat them, namely their demonisation, proves to be the least effective. What can educators do, then, to accompany young people towards a more conscious use of Web and social network resources? Is it possible to consider these media as a valid educational resource?

The main objectives of educators are:

- To promote a healthy management of time online, balancing the use of social media with other everyday activities;
- To raise awareness of the potential consequences of one's online actions, understanding the legal implications, such as copyright and slander;
- To develop discernment skills to identify false or manipulative content, promoting critical thinking and evaluation of content before sharing it;
- To encourage respect and empathy towards other users, fostering respectful and constructive online communication to prevent cyberbullying and trolling;
- To provide tools to protect privacy, personal data and online security.
- The overall objective is to encourage a responsible and conscious behaviour regarding the use of the Internet and social media platforms, so as to benefit from them without compromising the security, privacy and well-being of individuals and society as a whole.

## Biblical figure: Sarah

### Worksheet No. 36



#### Strengths and results:

- She was very loyal to her son
- She became the mother of a nation and the ancestor of Jesus.
- She was a woman of faith, the first to be mentioned in the Hall of Faith in Hebrews 11.

#### Weaknesses and errors:

- She had difficulty believing in God's promise.
- She tried to solve problems on her own, without consulting God.
- She tried to cover her own faults by blaming others.

#### Lessons from her life:

- God responds to faith even in the midst of failure.
- God is not limited to what always happens. He can go beyond limits and make incredible things happen.

#### General facts:

- Place: She married Abram in Ur of the Chaldeans, then moved with him to Canaan.
- Occupation: wife, mother, housewife.
- Relatives:
  - Father: Terah.
  - Husband: Abraham.
  - Half-brothers: Nahor and Haran.
  - Nephew: Lot.
  - Son: Isaac.

#### Key verse:

##### Hebrews 11:11

“By faith Sarah also, being barren, received power to conceive; and she gave birth beyond her years, because she believed that He who had made the promise was faithful”

The story of Sarah is told in Genesis 11:25. It is also mentioned in Isaiah 51:2; Romans 4:19, 9:9; Hebrews 11:11; 1Peter 3:6.

## Path No. 07.1

|                                 |  |
|---------------------------------|--|
| <b>Equipment:</b>               | projector, computer, smartphone, photocopy of worksheets, blank sheets and pens. |
| <b>Duration of the meeting:</b> | 2h 30 min  |
| <b>Welcome:</b>                 | 10 min   |
| <b>Discussion:</b>              | 30 min   |

### OBSERVE, RECOGNISE, IDENTIFY

**To get to the heart of the matter: we begin with the acquisition of experience.**

Using the brainstorming method - not a chaotic and disorganised one, but one directed by the educator through the right questions - we can try to start a discussion on the experiences related to the youngsters' use of social platforms and the Web.

For example, we can start monitoring for about a week, with the aid of the special functions built into mobile phones and PCs, trying to answer a number of basic questions:

- How many hours a day do you spend on the various apps?
- On which days and times do you tend to connect the most?
- What motivates you to use a particular app?
- Do you find it difficult to log out of your favourite apps?
- How do you feel when you cannot connect?
- Have you ever had negative experiences related to the use of the Web and apps?
- What do you think are the risks of misusing these tools?
- Do you comply with the operating rules and the limitations established for the use of the various platforms?

### KNOWING HOW TO CONNECT, FEEL, BUILD

**First step: GETTING TO KNOW THE NEW MEDIA**

Analysing social networks and their language is a great way to help children approach new media in a critical way.

**NEW MEDIA, NEW MESSAGES? THE MEDIUM IS THE MESSAGE**

**Start with a reflection:**

The sociologist Marshall McLuhan coined the expression 'the medium is the message' precisely to clarify how the medium used in communication is not neutral, but contributes, with its particular narrative, to influencing the content of the message itself.

This is an important concept to convey to our young people because it helps to increase their critical sense and their ability to understand the mechanisms through which the media can manipulate and influence the public they are addressing. In this worksheet, the various languages used by social media are used to make young people reflect on the communicative consequences of each of the forms used.

### LABORATORY

**Specific topic:** the language of social media and its communicative consequences.

**General theme:** a metalinguistic reflection on the relationship between medium and message.

**Procedure:** Four of the most popular social media, i.e. Facebook, YouTube, TikTok and Instagram, are examined, and their specific communicative characteristics are examined with the whole class (by gathering the participants' experiences and impressions). In fact, the four platforms use quite different communication styles: Facebook is based on alternating texts (which can also be of a certain length and allow for a certain depth) and photos/videos; YouTube focuses essentially on videos, including live and pre-recorded videos of a certain length; TikTok uses very short videos; Instagram basically uses photos but also short videos.

An attempt will be made to draw conclusions about the limits and potential of each form, especially with regard to news and topics of a certain weight.

- To what extent is it possible to talk about topics such as science, politics, current affairs on the various social media?
- How would the same news or topic change when switching from Instagram to YouTube?

General impressions will then be collected.

**The young people will then be divided into four groups, each one will be responsible for creating content according to the style of each of the social media considered and relating to the same topic.**

Of course, this content will not be uploaded on any platform, but will only be considered during the activity and it will be explained to the kids that it is completely forbidden to spread it.

**To sum up:** in the final reflection, everyone will be invited to share their own considerations on how the medium used has contributed to influencing the information conveyed by the content, even if within the same topic. The greater or lesser synthesis, the possibility or impossibility of deepening and realizing the complexity, the use of images of greater or lesser impact are, therefore, very important factors that can contribute to modifying the very nature of communication and its effectiveness. Reflections of this kind can help young people to adopt a more critical attitude towards the messages that they receive via social media.

### KNOWING HOW TO BE, KNOWING HOW TO LIVE, RELATE

**Step 2: UNDERSTANDING FAKE NEWS**

The formation of critical thinking and the promotion of a rational approach to everyday reality is an important content to convey.

The first activity proposed is a kind of 'anti-fuzzy workshop', while the second one explores the concept of causality with reference to computational thinking.

The multi-disciplinary nature of the paths and the active use of multiple languages contribute to the reinforcement of the skills developed, according to the principle of redundancy, which argues that the use of several communicative codes is a valuable aid for the consolidation of notions and skills. Both paths can be approached in both primary and secondary schools.

**IDENTIKIT OF A HOAX:  
HOW TO UNMASK IT?**  
WORKSHEET No. 37



### 1. Hunting for hoaxes

**Specific topic:** Recognising fake news and hoaxes.

**General theme:** Strengthening the ability to verify facts and sources.

**Procedure:**

- The children are divided into two or more groups, which are then reversed in role management.
- One group will focus on identifying five or six true and fake news, avoiding selecting the best known ones and paying attention to the fact that they cannot be immediately identified as true or false.
- The news will then be sent for evaluation to the second group, which will try to establish whether it is a fact or a hoax, by applying the guidelines outlined above ('Identikit of a hoax').
- Finally, the group will write down the reasons that led them to identify a piece of news as true or false, indicating the procedure followed for each factual assessment.

In the case of errors, there follows a further phase of reflection on the reasons that may have led to error.

**Support tools:** Cacciatori di bufale; Fulvia Degl'Innocenti and Chiara Segré (Sonda).

### 2. Random links

**Specific topic:** Improving awareness of causal connections and computational thinking.

**General theme:** Avoiding logical fallacies.

**Procedure:**

- A course is proposed to the class on the concept of real and apparent (or spurious) causality. Spurious causal correlations are the basis of many anti-scientific and superstitious concepts, as well as many logical errors we make.
- First of all, the concept of the cause-effect correlation will be introduced to the class by citing a series of examples taken from everyday life (a glass that falls to the ground and breaks, a lit match placed in contact with a sheet of paper that causes it to burn, etc.).
- By reflecting on a temporal scan, an attempt will be made to lead the class to deduce that, as is logical, the consequence temporally follows the cause of the event.
- At this point, the concept of logical fallacy will be introduced, starting with the illusory correlation post hoc ergo propter hoc: although cause and consequence are always in that order, it is not sufficient for one event to be related to another and for one to come after the other for a causal correlation to occur.
- At this point, propose some amusing graphs taken from the website (or book) Spurious Correlations, which identifies events that are perfectly correlated but not correlated with each other (to introduce the concept of spurious correlation, you can present an amusing example, such as the simultaneous decrease in the stork population and the decrease in the birth rate in the same area: would this mean that storks bring babies?) and get the class to think about the fact that this is the mechanism behind many pseudoscientific beliefs and superstitions.

It will also be possible to present the example of the experiments carried out by Skinner who, through conditioning, caused pigeons to develop superstitious behaviour through which they were convinced they were receiving food because they had established an illusory cause-effect relationship based on their past experiences.

**Support tools:** Spurious correlation site

**To sum up:** Thinking about causality can be studied further by introducing concepts such as algorithm, which is the basis of computational thinking and coding and is essentially based on the cause-effect relationship.

Simple applications and free websites (Code.org, Scratch, Google Cs First...) can be used, with the aid of the educator in the role of digital animator, to carry out, for example, an activity based on the calculation of probabilities, such as the simulation of the lotto draw (which can also be carried out without the use of IT tools). The aim of the reflection will be to draw attention to the so-called gambler's fallacy, which leads one to think that previous draws can influence subsequent ones, generating, for example, the idea that late numbers are more likely to come up than others.

### IDENTIFYING ONLINE SCAMS

Difference between online fraud and phishing  
WORKSHEET No. 38



**Objective:** To improve the ability to recognise online scams and phishing schemes.

**Description:** Read the following scenarios carefully and identify whether it is a scam or a phishing attempt:

#### Scenario 1: Winning e-mail

You have received an e-mail informing you that you have won a cash prize or an expensive gift, but you have to provide your personal data, including your credit card number, in order to redeem the prize.

#### Scenario 2: Urgent message

You have received an urgent message from an alleged representative of a bank or online service, asking you to click on a link and immediately provide your access credentials or financial data.

#### Scenario 3: A too advantageous offer

You have seen an online advertisement promising a product or service at an incredibly low price or with excessive discounts.

#### Scenario 4: Request for financial aid

Someone you don't know sends you a message on a social network or messaging platform, asking you to send them money to deal with an emergency situation.

**Conclusion:** After examining the scenarios, identify which ones are likely to be scams or phishing attempts. Explain why you made these choices and what clues helped you recognise them as potential threats. This exercise will help you develop a greater awareness of online scams and protect yourself from the potential risks and dangers of the Web.

## BEING ABLE TO VERIFY, EXPERIMENT AND SYNTHESISE

Follow these steps when reading news on the Internet and (for one week) mark down how many of them are true or false:

- Analyse the content
- Check and compare different sources
- Check the date (if recent or obsolete)
- Beware of writing style: be wary of news with sensational headlines or incorrect grammar
- Check photos and videos: are they authentic or manipulated?
- Avoid impulsive sharing



## Path No. 07.2

|                                 |   |
|---------------------------------|---|
| <b>Equipment:</b>               | projector, computer, song printouts, blank sheets and pens. |
| <b>Duration of the meeting:</b> | 3h  |
| <b>Welcome:</b>                 | 10 min  |
| <b>Discussion:</b>              | 40 min  |

### OBSERVE, RECOGNISE, IDENTIFY

**To get back on topic:** EDUCATING TO SPEECH IN THE DIGITAL AGE:  
NEW AND COMPLEX CHALLENGE  
WORKSHEET No. 39



**Exercise:** Promoting awareness and responsible action online through an interactive activity.

This exercise enables participants to better understand the extent of the problem of hate speech and cyberbullying and to develop concrete strategies to deal with it. It is a practical way to promote awareness and responsible online action.

**Research and discussion:** Ask participants to search online for an example of hate speech or cyberbullying on a social network or news website. Each participant should find a different example and write down the source.

**Content analysis:** Each participant must analyse the example found, answering questions such as:

- What are the tones used in the message?
- Who is the target of the attack?
- What are the possible consequences of this message?

**Group discussion:** Come together as a group to share the examples found and discuss the answers to the questions above. Talk about the emotions and reactions aroused by reading this content.

**User role:** Now ask each participant to reflect on what they would have done if they had encountered that content online:

- Would they have reported the content to the platforms?
- Would they have responded constructively or ignored the message?
- Would they have tried to make others aware of the problem?

**Action plans:** Each participant must develop an action plan on how to deal with hate speech and cyberbullying in the future.

- What would they do to combat these problems online?

**Sharing plans:** Finally, participants share their action plans with the group and discuss how each one can contribute to a safer and more respectful online environment.

Books For Further Reading

## YOUNG PEOPLE IN THE DIGITAL SPACE

**Keys for educational support; Jota Llorente (CCS 2020)**

**#Hate. Manuale di resistenza alla violenza delle parole; F. Faloppa (Utet, 2020)**

Reflections after the social (and other) hatred exploded with the release of volunteer Silvia Romano.

**The power of words. Why it is important to use them better; V. Gheno (Einaudi, 2019)**

Understanding that a person's true freedom passes through the conquest of words.

**Racisms 2.0. Socio-educational analysis of online hatred; S. Pasta (Morcelliana-Schol , 2018)**

Responsibility is the key word to building the citizens of tomorrow.

**The online manifesto: Human Being in a Hyperconnected Era; L. Floridi (Springer Nature, 2015)**

What impact do new technologies have on humans? Free ebook version.

**Dehumanisation. How violence is legitimised; C. Volpato (Laterza, 2011)**

Dehumanising serves to think of the Other as an incomplete and dangerous being.

## KNOWING HOW TO CONNECT, FEEL, BUILD

Starting from the musical project by rapper Chadia Rodriguez, we analyse in class the characteristics and effects of hate speech.

**Hate speech:** let's recognise it

Chadia's war against online hatred (Lab)

"Bella cosi" by rapper Chadia Rodriguez is a single against violence, especially verbal violence. The lyrics of the song came after a traumatic experience for the artist, who was bombarded for months with hate speech, with disparaging messages about her ethnicity, physicality, freedom of expression, sex and profession. Some examples: 'Gypsy', 'Whore', 'But eat', 'What a dirty whore', 'As long as Chadia exists, femicide cannot be illegal'.

### CHADIA'S WAR AGAINST HATE ON THE WEB

WORKSHEET No. 40



**Specific topic:** the language of hatred and its consequences in real life.

**General theme:** Metalinguistic reflection on the relationship between speech, empathy and forms of hatred that come to life on the Web.

**Procedure:** The educator or a young person who volunteers reads the lyrics of the song to the class and, after briefly presenting the event that involved the artist, he begins to comment on it, dwelling on the words of hatred that are most striking in the lyrics.

The educator shows the project documents related to the song posted on the artist's official profile (Instagram and YouTube) and initiates a classroom reflection on the phenomenon of hatred, focusing in particular on the difficulty of recognising and especially defining hate speech today.

Together we go through all the points of the Manifesto of Non-Hostile Communication, asking for a personal comment on each point.

We divide into groups (maximum three) and the educator assigns the following task to each group: highlight the most offensive words in the text.

Once selected and projected, the educator initiates a discussion for each word:

- How many times has this word been said to you? By whom? How did it make you feel? How many times have you used it to consciously offend someone? How many times have you shared it on your social networks under a post as a comment to reinforce the position of some user or friend? Have you ever wondered why you did it?

In an interview with the Treccani.it website, Chadia said she had received some very heavy insults on social networks: 'They wrote to me: "You have views because you show your ass" or "Get into porn". Why? Because I'm comfortable with my body and I don't want to hide it? I try to go further, as I wanted to do with Bella in this way. What if a girl who was more fragile than me read those messages?'. The educator initiates a class discussion on some aspects of hate speech that have emerged in the trapping environment and asks the kids the following questions: Do you find that the trappers' texts use very blunt denigrating name-calling? Against whom and why? Do rap and trap songs have to contain terms or expressions that incite hatred to be considered as such?

The educator explains the media case related to the song Si chiama Gioia by Junior Cally (Worksheet no. 41), a rapper competing at the 70th Sanremo Festival, by reading the lyrics of the song to the class, then asks an open question: Why did the lyrics cause such a stir in the public? Next, the educator will read some articles from national newspapers that dealt with the case: is there hate language in rap and trap? What can be said and what cannot? And above all, why?

At this point, individually, each youngster will reflect for up to 15 minutes on a rap or trap song that best highlights this aspect, selecting within the lyrics the five most obvious expressions that may be part of hate speech.

In turn, you ask yourselves:

- why did you choose these terms or expressions? Do they refer to a specific person or a group of people? What did the author of the song mean to say? In your daily life, do you use these terms or expressions? How do people react?

## KNOWING HOW TO BE, KNOWING HOW TO LIVE, RELATE

### GAETANO: STORIES OF ORDINARY CYBERBULLYING

TO LEARN MORE ABOUT CYBERBULLYING

WORKSHEET No. 42



Starting from watching the video:

- What emotions did you feel watching/listening to this story?
- How do you think the main characters felt?
- Why, in your opinion, do many not get involved when faced with these situations?
- Is it easy to understand how the victims of these situations feel?
- What kind of signals tell us when a joke has gone too far?
- What strategy did Gaetano put into practice?
- If you were Gaetano what would you do?
- If you were a spectator, what would you do?

The video ends with a question: what does it mean to have courage in Gaetano's situation?

## BEING ABLE TO VERIFY, EXPERIMENT AND SYNTHESISE

**Activity:** role-play (60 minutes)

**Objectives:** to promote awareness of the problem, to develop empathy and to understand the victim's emotions, to reflect on the observers' responsibilities.

**Execution:** the educator invites the participants to write a short text in which they tell about an incident of bullying they have experienced or witnessed. The texts are read out to their companions and one is chosen to be interpreted through role-playing.

The 'actors' for the roles of bully, victim and observer are chosen among the youngsters; the story is played out by strictly observing the script.

The actors are asked how they felt while 'pretending' to be the victim or the observers:

- how did I feel?
- How would I feel if it really happened to me?

Participants can then split into groups of 4-5 people and try to outline a possible solution for the victim to find help. In turn, each group proposes the solution they identified, which is then presented by the 'actors' to see what could happen in the various cases; the group reflects on the effectiveness or otherwise of the proposed solutions.

The discussion can be guided by the following questions:

- What does it feel like to be bullied?
- What can be the consequences for a bullied child or young person?
- What is the most effective solution? Why?
- What should a child or young person do if they are bullied?

**Follow-up:** reflecting on the role of observers:

- How do you feel when you see a peer that is being bullied?
- How do you behave? Why?
- Can your behaviour improve or worsen the victim's situation?
- What can be done to help the victim?

# 08. Accompanying uniqueness by not thinking of it as a reason for exclusion

## FOR THE EDUCATOR

"The world of sex arouses fears, curiosity, guilt, unspoken desires, dissatisfactions and even aggressiveness. These aspects are forged by education, culture, experiences, even religion. It is not easy to reach a perfect balance and, even if it is achieved, its coherence is not guaranteed forever, as subsequent regressions are always possible. The construction of human sexuality begins very early and goes through several stages. At times, old wounds remain unhealed and leave some traces of their presence, since they are part of the vulnerability of human beings, in which external factors and personal shortcomings are intertwined. In short, no one can become a model of full sexual-affective maturity. It is not the person without faults who is mature and balanced, but the one who is capable of accepting his own limits and shortcomings with humour, kindness and affection. The destination is not an ideal and static point of arrival, rather the destination is the journey." (ibid., p. 124-125).

### objectives

The uniqueness of each individual can be considered a value rather than a reason for exclusion through education and the promotion of open-mindedness. This can be achieved through:

- **Awareness-raising:** Educating that diversity enriches communities rather than dividing them, helping to overcome prejudices and stereotypes.
- **Inclusion:** Creating environments where everyone feels accepted, regardless of differences, promoting a sense of belonging.
- **Education to respect:** Teaching the value of mutual respect and active listening, stimulating the understanding of others' experiences.
- **Empathy:** Promoting the ability to put oneself in the shoes of others, helping to understand the challenges and achievements of unique people.
- **Collaboration:** Showing how different perspectives can lead to more innovative solutions and the creation of a more harmonious environment.
- **Enhance skills:** Highlighting how each individual possesses unique skills and talents that contribute significantly to society.
- **Combat bullying:** Promoting an environment where there is no room for bullying, encouraging social responsibility for the well-being of all.
- **Focus on positive identity:** Helping people develop a positive self-image that is not negatively affected by differences.
- **Ongoing education:** Maintaining dialogue on diversity to overcome ignorance and encourage an ongoing commitment to acceptance.
- **Positive role models:** Highlighting successful people from different backgrounds to demonstrate that uniqueness can lead to outstanding results.

Ultimately, education to considering the uniqueness of people as a strength can create a more inclusive, respectful and harmonious society where differences are celebrated rather than feared.

# Biblical figure: Mark

## Worksheet No. 43



### Strengths and achievements:

- He wrote the Gospel of Mark.
- He and his mother allowed their house to be used as one of the main meeting places for Christians in Jerusalem.
- He persevered despite his errors of youth.
- He helped and accompanied three of the greatest missionaries on their journeys.

### Shortcomings and errors:

- Perhaps it was the anonymous young man described in the Gospel of Mark who fled in terror when Jesus was arrested.
- He abandoned Paul and Barnabas for unknown reasons during their first missionary journey.

### Lessons from his life:

- Personal maturity is almost always a combination of time and mistakes.
- Mistakes are usually not as important as what we learn from them.
- An effective life is measured not primarily by what you achieve, but by what you overcome to achieve it.
- Encouragement can change a person's life.

### General information:

- Location: Jerusalem
- Profession: Missionaries in preparation, gospel writer, fellow traveller.
- Relatives:
  - Mother: Mary.
  - Uncle: Barnabas
  - Peers: Paul, Peter, Timothy, Luke, Cathedra

### Key verse:

#### Timothy 4:11

- 2 Luke is the only one with me. Get Mark and bring him with you, for he is helpful to me in the ministry

Mark's story is told in Acts 12:23-13:13 and 15:36-39. He is also mentioned in Colossians 4:10; 2 Timothy 4:11; Philemon 24; 1 Peter 5:13.

## Path No. 08.1

**Equipment:** projector, computer, song lyrics, flipchart, blank sheets, pens, markers, quiz printout.

**Duration of the meeting:** 4h 30 min

**Welcome:** 10 min

**Discussion:** 30 min

### OBSERVE, RECOGNISE, IDENTIFY

**To get back on topic:** I BAMBINI FANNO OH - Povia  
WORKSHEET No. 44

The video of Povia's song 'I bambini fanno oh' is shown.



**Objective:** to help reflect on the emotion of amazement in order to learn to enjoy nature as 'given'.

**Material:** Gospel, computer, video projector, text of the song "I bambini fanno oh" by Povia, photocopies of Ps. 8.

The youngsters are invited to read the text of the song (previously handed out). In small groups or in pairs, they discuss among each other some questions that will be distributed, reporting their reflections in the assembly.

- Is there still something... or someone who can surprise you? How?
- Nature, a gift, a person: what does it make you think? Or is there something else?
- Would you like to have the same capacity for wonder as children?

Their reflections are brought to the assembly.

### Follow-up on the theme:

A few years ago, Povia brought to the Sanremo Festival a song that, as we heard, says: '... when the children say oh, how wonderful...'

There are many Gospel passages that can encourage a further study of amazement (project or print them out):

- Mt 15:21-28 (the Canaanite woman): Great is the Lord's amazement at recognising the faith of this Canaanite woman (a pagan, not a daughter of the house of Israel), so much so that he grants her the desired healing;
- Mt 8:23-27 (The storm subsided): The anguish and fear of the apostles was transformed into enormous awe at the power of the One who commanded the winds and the seas;
- Lk 7:1-10 (the centurion's servant): It is once again the faith of a pagan, a centurion, that leaves Jesus in awe and arouses in him the power of the miracle;
- Mk 10:14 (let the children): we could read this verse in another way: the kingdom of God is for those who are amazed. It is an invitation that should give us pause for thought: if we do not stop to contemplate every day the wonders that God has done for us, with the eyes of children, and if our heart is not capable of wonder, our mouth does not widen into an 'oh', and if our eyes do not light up with the emotion that we feel when we see something extraordinary, then our faith will still not be perfect. When Jesus says that the Kingdom of God is for those who are like him, perhaps he means that amazement can give us a faith that saves.

- Psalm 8:2 (out of the mouths of babes and sucklings you have drawn strength): Psalm 8, which sings of the greatness of God, reaches the highest expression of astonishment in saying that the best reflection of the divine majesty is the greatness of man: This being so small, lost in the immensity of the universe, was made by God king of creation.

But what is awe? It is not just seeing, but looking and being amazed, it is giving voice to emotions. It stems from the ability to grasp the beauty in the cosmos, in people and to be fascinated by it, without wanting to grasp or hold it. It grasps something more that goes beyond our expectations. It is an emotion that transfigures reality, but not like the illusion that forces what exists to conform to what we want to see; awe sees beauty in reality.

It is not an overwhelming emotion, but it can generate joy.

Educating to wonder means giving value to what is there, recognising that it is not all taken for granted and all the same; it means igniting a personal look at the world and the people around us. It means inviting them to look at their own lives with awe and wonder at every-day life.

Astonishment is the attitude that fosters the development of the religious sense.

The human being who stands before God cannot help but be astonished:

- For His greatness;
- For his love of man,
- For your visible works,
- Because his presence gives inner peace and security, comfort in suffering, support in need.

#### To return to our life:

Divide yourselves into groups. Each group will be the editorial staff of a hypothetical newspaper, in which apparently trivial things are reported, looking at them with new eyes. Each editorial team will have to tell a normal, trivial fact, trying to enhance it and to imagine what is so surprising about it.

The facts could be:

- The beauty of creation
- The leaves of the trees begin to fall
- A sunset
- A stormy sea

#### To do at home:

Discover the beauty of creation through a closer look at the surrounding landscape, your own garden, tree-lined streets, ...

## KNOWING HOW TO CONNECT, FEEL, BUILD

### Exercise No. 1

#### GENDER IDENTITY

GIOVANNI (Gender Stereotypes)

WORKSHEET No. 45

Screening of the short film

#### Objectives:

- stimulating reflection on gender identity
- raising awareness on how stereotypes and prejudices influence our thoughts and behaviour



#### Material:

- Flipchart
- A4 Sheets
- Scorers
- Pens
- Annex 2: Quiz sheet (one copy for each participant) (Worksheet no. 46)

**Preparation:** Make sure you have a room where you can arrange the chairs in a circle. Make sure you have a quiz sheet and a pen for each participant.

#### Introduction - 5 min

Invite the participants to sit comfortably in a circle and inform them that you will give them a quiz, which each person must answer individually in silence. They will only have five minutes.

#### Realisation - 70 min

Once you have handed out the cards and pens to each participant, start the countdown.

After 5 minutes, ask participants to form pairs and compare their answers, highlighting similarities and differences.

After 10 minutes, ask participants to form groups of six and compare notes again, pointing out similarities and differences.

In the end, after 15 minutes, ask the groups to provide you with the results of their comparison, which you could divide into similar and different answers.

Write down the results on a poster.

Once the quiz results have been collected, the debriefing activities begin (25 minutes).

Answer the following questions:

- Was it difficult/easy to give individual answers?
- What considerations did you make to attribute a statement to F, M, N?
- Are there common distinctive features? Which ones?
- What did you notice when you compared your answers with those of the other participants?
- In your opinion, do typically male or female or neutral (belonging to both) behaviours exist? What do they depend on?
- In your opinion, would your grandparents and parents have answered the questions in the same way? Why yes, why not?
- In your opinion, what is the influence of social conventions, stereotypes and prejudices in assigning roles and behaviour to men and women?
- What can be the consequences of assigning predefined roles and behaviour to men and women in terms of realising the human rights of everyone?

### Esercizio n. 2

#### GENDER STEREOTYPES

#### Objectives:

- Raising participants' awareness of gender stereotypes and their role in shaping and influencing choices in their lives

#### Materials and resources

- Chairs
- Flipchart
- Markers



**Preparation:**

Make sure you have a room where the chairs can be moved around.  
Create a circle with chairs, where you invite participants to sit down.

**Introduction** - 15 min

Invite the participants to take a seat and, after welcoming them, present the objectives of the session.

Start by asking them to think of a male and female comic book character they love the most. Collect the names of the characters on a blackboard or flipchart, dividing the sheet into two parts: one where they will write down the names of the female characters and one on which they will write down the names of the male characters.

Then ask the participants to list the characteristics of the male and female characters which you will write down a new poster, always dividing the sheet into two parts, one for **women** and one for **men**.

**Realisation** - 60 min

At the end of the brainstorming session, divide the participants into working groups (5 people per group) and ask them to think about the following questions:

- What do you think of the characteristics of the male and female characters listed in the brainstorming?
- What does it take to be a ‘good woman’ and a ‘good man’?
- What image do your family, your friends, your school have of a ‘good woman’ and a ‘good man’?
- What should one feel as a ‘woman’ and what as a ‘man’?

## KNOWING HOW TO BE, KNOWING HOW TO LIVE, RELATE

**In relation to exercise No. 2**

After 20 minutes, ask the groups to return to the plenary and present a summary of their reflections.

After the presentation of the groups’ reflections on the topic, begin the debriefing activity (20 minutes).

You can use the following questions to conduct the debriefing:

- How do you feel?
- What did the activity bring to us?
- How rooted are gender stereotypes in our culture?
- What happens when a person engages in behaviour different from that expected by society?
- How much do stereotypes influence our behaviour also in the choices we make in our relationships?
- What can I do to live authentically and listen to my desires and who I am?
- What impact do gender stereotypes have on everyone’s enjoyment of human rights?

**Suggestions for facilitators**

When conducting this activity, try to create a serene and welcoming environment in which participants feel comfortable expressing themselves.

At the end of the activity, try to stimulate the connection between the assignment of social roles to men and women and the enjoyment of human rights by each.

Try to bring examples from real cases of the context in which you live (e.g. cases of different salaries for men and women performing the same tasks and roles in a company).

Take inspiration from the participants’ reactions and interests for a possible further activity on human rights.

**UNMASKING GENDER STEREOTYPES****Duration:** 2 h

The course that follows is based on role-playing and improvisation exercises, useful for bringing out points of view and contradictions, and consists of theatrical work on stories: autobiographical stories, stories read in newspapers, stories observed in everyday life. This method has several possibilities for development, through variations of the basic exercises described below, and gives positive results because it makes the topic immediately tangible.

**Starting circle**

Standing in a circle, people look each other in the eyes, smiling. When the leader feels that the participants have achieved a positive attitude, he asks them to assume an open, relaxed posture. They then close their eyes and listen for a few seconds to their own natural breathing and that of the group. At the leader’s signal, they open their eyes and they observe each other again. This new look implies that you are ready to begin.

**Stories on stage**

Each participant is invited to very briefly (as if were a very short storyline) tell a personal story or a story about other people, on the topic of gender stereotypes.

The presenter then asks the participants to choose the story that struck them the most and about which they would like to have more details. Once identified, they are asked to tell the story in a relaxed and detailed way.

Next, the narrator of the story assigns the roles of the characters by choosing them from among his companions.

The class reorganises itself by creating a division between stage space and audience space. In the meantime, the actors are given time to make some simple arrangements about the scene to be acted, which must be as faithful as possible to the narrated scene.

At the end of the performance, the presenter invites the actors and spectators to provide an emotional recollection of their experience and to link the story acted out to the theme of gender stereotypes.

The exercise can be repeated with more than one story and by rotating the roles of actors and spectators.

**Concluding circle**

The presenter asks each participant to make a spontaneous gesture expressing a desire to “unmask gender stereotypes”. It can be accompanied by a sound and must be a free and instinctive physical manifestation.

## BEING ABLE TO VERIFY, EXPERIMENT AND SYNTHESISE

Participants may wish to explore the issues on their own:

- submitting the quiz to friends, parents and relatives, to compare their answers and thoughts and to see if there are any differences related to gender and age, with respect to what they answered;
- participating in other educational activities on gender identity and stereotypes;
- reading specific articles or texts;
- participating in seminars or online courses. partecipare a seminari o corsi online.

Below is a list of films suitable for discussion:

**Tomboy** is a 2011 drama film directed by Céline Sciamma, starring Zoé Héran and Malonn Lévana. 2011. Running time 82 minutes.

A teenage story totally different from genre clichés was filmed in 2011 by Céline Sciamma. In this case, the protagonist is a 10-year-old girl who dresses as a boy to be accepted by her classmates. A delicate story about sexual identity and friendship, for a small, low-budget film that nevertheless shakes consciences like an earthquake. By following your inner truth, you never go wrong.

**Dreaming of Beckham** is a 2002 comedy film directed by Gurinder Chadha, starring Parminder Nagra and Keira Knightley. 2002. Running time 112 minutes.

We may not have realised it at the time, but there was already all the girl power every little girl growing up in the 2000s needed: Jess is a girl who wants to play a man's sport. And she's Indian, in England...

**Little Miss Sunshine** is a comedy-drama film directed by Jonathan Dayton, Valerie Faris, starring Greg Kinnear and Toni Collette. 2006. Running time 101 minutes.

Having the courage to be yourself: that is the moral of the film. The courage to try, to seize opportunities, to truly believe without fear. The Hoover family sets off on a journey through California: The father Richard, an unsuccessful life coach, the mother Sheryl who tries to keep home and family together, and the brother, an educated homosexual who is an expert on Proust, the son Dwayne, determined not to utter a single word until he manages to get into the air force and idolised by Nietzsche, the grandfather, an unscrupulous pothead and Latin lover, embark on a tragicomic journey in a shabby Volkswagen van to take little Olive, an overweight and short-sighted girl, to the final of a beauty contest.

## Path No. 08.2

**Equipment:** projector, computer, blank sheets of paper, pens, printout of nursery rhymes.

**Duration of the meeting:** 2h 30 min

**Welcome:** 10 min

**Discussion:** 30 min

### OBSERVE, RECOGNISE, IDENTIFY

**Discussion of the theme:** SOCIAL INCLUSION

WORKSHEET No. 47

Screening of the short film Cuerdas



In the social sphere, inclusion means belonging to something, be it a group of people or an institution, and feeling welcomed. It is therefore easy to understand where the need for social inclusion comes from: there may be differences between individuals due to which a person or group is 'excluded' from society.

There are various reasons that can lead to social exclusion:

- competition;
- sex;
- sexual orientation;
- culture;
- religion;
- disability.

Social inclusion aims at eliminating all forms of discrimination within a society, but always respecting diversity. In fact, discrimination generates poverty, while inclusion generates opportunities and wealth (not only economic, but also and above all human).

### KNOWING HOW TO CONNECT, FEEL, BUILD

Let us reflect by answering the following questions:

1. What is inclusion for you?
2. Have you ever experienced it directly?
3. Do you think that society is not at all, not very or very inclusive? In which aspects in particular?
4. Do you feel fear or suspicion when before people who are 'different' (different skin colour, different language, disability, different sexual orientation from yours, etc.)?
5. Are you little, not at all or very inclusive?
6. Are there aspects of you, your character, your culture that help or hinder you?
7. How do you see the possible developments of this concept? Which fields should be explored further?
8. How do you experience ability or disability (yours or others')? This is a difficult question, but inclusion touches these very profound aspects.
9. Have you ever intentionally or unintentionally excluded a person and were aware of it?
10. Have you ever completely included someone, deliberately or unintentionally, and were aware of it?

## KNOWING HOW TO BE, KNOWING HOW TO LIVE, RELATE

**Discussion of the theme:** Diversity and marginalisation  
**PLUCKED FEATHERS** - 1h 30 min  
WORKSHEET No. 48



Screening of the Pixar short film

The educators screen the Pixar short film “Plucked feathers” (available on Youtube) but interrupt it at minute 1:30, asking for their first impressions of what they have seen. After this moment of reflection, the participants are divided into groups of up to 5 people who are asked to imagine their own ending to the short film. If the educator considers it appropriate, he or she can guide the activity with simple questions, such as: How do you think the main character will behave? What actions will he perform? How will the other birds react? In your opinion, will they become friends or will each go their own way? Once the ending has been decided, each group will be asked to tell it (or recite, if appropriate) in front of the others. After the recitation/telling of the ‘alternative’ endings, the short film ‘Plucked Feathers’ is screened. The activity ends with a collective reflection on the theme proposed by the video.

### Exercise

In our view, there is an important first principle to establish. If I perceive myself as the centre and those around me as the Other, it is possible for the same thing to happen to others. For all those who, in my opinion, belong to this ‘Other’ (i.e. the rest of the people), perhaps I too am part of their ‘Other’.



### ME IN THE CENTRE

This activity involves reading excerpts from the book written by an 18th century African writer, Olaudah Equiano, who describes his first experience in European culture. The purpose of the activity is to allow participants to explore their own cultural perceptions, their own ‘centrism’.

**Do not explain the objective of the activity and do not mention the author, otherwise participants might immediately guess the writer’s profile.**

Introduce the activity by telling participants that you will read a series of extracts from a book describing a person’s experience. Their task will be, on an individual basis, to visualise the writer by creating a mental profile of him/her.

Read the extracts, one at a time. Between each extract, pause to give participants time to reflect on the text and the writer’s profile. Suggest they take notes at the end of each reading to gradually create the profile. Tell them that they will probably not know the name of the writer, who is actually not very famous. In square brackets are the words that have been omitted to prevent the activity from becoming too simple. Ask them not to speak during the exercise and to raise their hands and ask for explanations if they don’t understand the meaning of the text. Read the first extract and show it to the participants. Make sure it is clear to everyone before starting. Repeat the same thing for each extract, making sure that everyone understands the text and that they always have time to take notes on the diagram.

- “I was afraid of being killed, people [...] were looking at me and acting, as I thought, in a savage way”;
- “Could we have been eaten by those [...] horrible-looking men, with [...] faces and long hair?”;

- “I was astonished when I saw that... they used to eat without washing their hands...”;
- “I was horrified when I saw that ... they were touching the dead”;
- “... we were not at all aware of these blasphemies and all those obscene terms... that they use.”
- “I was forced to notice the particular slimness of their women... and I thought they were not as pure as the women [...]”.

At this point, ask the group for feedback. Invite one or two people to share their profile and ask for the opinion of others. Immediately you will identify general opinion clusters and then go onto another extract.

- “I was surprised that they did not make any sacrifice or offering...”.

At this point, you can start a discussion by asking participants whether this last extract has changed their opinions in any way. Continue with further questions about the author to get a better understanding of what the participants felt and what similar views are present in the group, for example:

- how did you imagine this person?
- what century do you think the writer is from?
- do you think the author is European or non-European?

Usually, but not always, participants with European cultural origins describe the profile of a European explorer, missionary or similar person who came into contact with non-European cultures in the past. When you think the group has a sufficiently clear idea of the writer, reveal the identity of the author and the source of the material.

- The incredible story of Olaudah Equiano, or Gustavus Vassa, known as the African. Written in 1789.

At this point, copies with the full text in which the omitted (underlined) words appear can also be handed out. (Worksheet No. 49)

Now it is possible to explore the profiles and ideas that participants have noted down with questions such as:

- were you surprised by the author’s identity?
- did you identify with the author or with some of the people described?
- are you surprised that Westerners (Europeans) are seen in this way?
- does this teach us anything about prejudices, ours?
- where do these opinions come from?
- is it possible to apply some of the things learnt to current events?

It is important to share the results of this experience for two reasons:

- 1 Firstly, so that participants have the opportunity to express their anger or irritation if they feel they have been misled by the activity or if they disapprove of their culture being perceived in this way.
- 2 Secondly, to make participants realise how common and widespread it is for everyone to perceive themselves as being at the ‘centre’, as the ‘norm’, looking from the outside at what we see as ‘different’, as the Other. Stress that this is an experience that happens often, indeed always, in everyone’s life. In conclusion, explain that this activity aims to show that each of us can be seen as “the other”.

This is what we want to share, our common experience.

## BEING ABLE TO VERIFY, EXPERIMENT AND SYNTHESISE

### NURSERY RHYMES OF GIANNI RODARI WORKSHEET No. 50



Through the reading of these nursery rhymes, the reflection focuses on our human inclinations to judge and criticise what is different from us. Often, instead of embracing diversity and appreciating the uniqueness of others, we tend to consider what does not fit into our model of normality as 'wrong'. The nursery rhymes emphasise the fact that each of us has our own characteristics and uniqueness and that it is important to accept and respect differences instead of judging them.

The other aspect that emerges is that human beings have a tendency to compare and emulate: comparison with others is constructive if we grasp differences as a possibility for enrichment (the different from me philosophy). It becomes negative if it only serves to despise what we do not have, because our ego, vanity and desire to overpower do not make us accept that there are qualities in others that we lack.

The final message is that true beauty lies in diversity and that we should not let our pre-conceived opinions get in the way of understanding and cooperating among people. Above all, we should remember to always look at our own 'humps' before pointing at those of others.

### Exercise to do at home

We recommend watching **THE TASTE OF VICTORY**  
a 2000 film directed by Boaz Yakin



In the film, it is skin colour that 'prevents' relationships between human beings. Today what are the "obstacles" that can prevent knowledge of the other? How can we try to overcome them?

Coach Boone, in order for his boys to develop team spirit, 'forces' them to exchange information about their interests, otherwise they will have a tougher workout. However strict this teaching method is, it pays off. In today's society, however, sport is no longer sufficient to overcome racial differences. More and more often, in fact, we hear reports of racist chants in stadiums and, what is more, the institutions seem powerless in the face of these phenomena. What can actually be done to educate positively against such behaviour?

How do we deal with incidents of racism or discrimination in general, which are more and more frequent, especially among young people and unfortunately more and more violent?

"I was afraid of you Julius, afraid of what I didn't know, now I realise that I hated my brother"; this sentence pronounced by Gerry after the accident to his friend Julius seals the message of the film in an exemplary manner, which ends with the final victory and entry into the legend of the 'Titans' without defeat and with only one lesson: beyond the colour of your skin, united you can win.

# 09. Basic ethics of affective relationships

## FOR THE EDUCATOR

The ethical dimension is an inevitable aspect of human sexuality. The challenge is how to live a 'good' sexuality, how to behave and resolve the human and vital situations in which sexuality places us. The challenge is present and has not been resolved, it is the human being who has to choose and resolve what to do with the different possibilities in order to integrate them into his life, into his experience" (ibid., p. 125).

### objectives

The overall objective should be to provide a comprehensive and balanced education that helps young people develop a mature, aware and respectful view of emotional relationships and sexuality. The main objectives are as follows:

- **Promote empathy:** teach young people to understand and consider the feelings and experiences of others, helping to create healthier relationships.
- **Provide information on consent:** explain in detail what consent means in a sexual relationship and how it can be withdrawn at any time.
- **Deal with peer pressure:** guide young people to recognise and deal with social or peer pressure regarding relationships and sexuality.
- **Develop conflict resolution skills:** teach strategies to deal with and resolve conflicts within relationships in a constructive way.
- **Encourage openness to trusted adults:** encourage young people to talk to trusted adults (parents, teachers, counsellors) about questions or problems related to emotional relationships and sexuality.
- **Education to responsible sexuality:** discuss the responsibilities and consequences associated with sexual activity, including the prevention of sexually transmitted diseases.
- **Promote respect for everyone's decisions:** teach that everyone has the right to set their own boundaries and that it is important to respect them.
- **Recognise the signs of a toxic or abusive relationship:** Provide tools to identify the signs of a damaging relationship and promote access to support resources.

# Biblical figure: John the Apostle

## Worksheet No. 51



### Strengths and achievements:

- Before following Christ, he was one of John the Baptist's disciples.
- One of the twelve disciples and, with Peter and James, one of Jesus' closest co-workers.
- He wrote five books of the New Testament: the Gospel of John, 1, 2 and 3 John and Revelation.

### Shortcomings and errors:

- With James, he had a tendency to unleash anger and selfishness.
- He asked for a privileged place in the kingdom of Jesus.

### Lessons from his life:

- He who discovers how much he is loved is able to love much.
- When God changes a life, he does not set aside personal characteristics, but uses them effectively in his service.

### General information:

- Occupation: fisherman, disciple
- Family:
  - Father: Zebedee.
  - Mother: Salome.
  - Brother: James
- Peers:
  - Jesus,
  - Pilate,
  - Herod

### Key verse:

*John 2:7-8*

"Beloved, I am writing no new commandment to you but an old commandment that you had from the beginning. The old commandment is the word that you have heard. And yet I do write a new commandment to you, which holds true in him and among you, for the darkness is passing away, and the true light is already shining".

## Path No. 09.1

**Equipment:** video projector, computer, adhesive tape/string, A3 sheets, markers, cardboard for printing.

**Duration of the meeting:** 3h

**Welcome:** 10 min

**Discussion:** 30 min

### OBSERVE, RECOGNISE, EXTRACT

**Discussion of the theme:** DO WE ALL REALLY AGREE?

**The activity aims at:**

- developing critical thinking, especially in relation to informed consent
- reflecting on and developing the ability to analyse stereotypes and prejudices related to situations of sexual violence and informed consent



**Materials and resources:**

- Roll of ribbon or string
- A3 Sheets
- Scorers
- Annex: Worksheet with stimulus sentences, to be copied onto A3 sheets (Worksheet No. 52)

**Preparation**

Make sure you have a clear room, without chairs or tables, where participants can move around freely.

Prepare two posters on A3 sheets with the words I AGREE and one with the words I DO NOT AGREE. Put up the two posters onto opposite sides of the room and divide the room into two using a string or ribbon.

Cover the stimulus sentences on A3 sheets so that while reading them, the participants can see them.

### KNOWING HOW TO CONNECT, FEEL, BUILD

**Introduction** - 5 min

Inform participants about the activity by telling them that you will read out stimulus sentences and that they should take a position, without talking and comparing with others, by placing themselves either in the **I agree** section or in the **I do not agree** section. It will not be possible to stand in the middle and not take a stand.

**Realisation** - 60 min

Group together the participants in the middle of the room and read out the first stimulus sentence, displaying it on an A3 sheet of paper. Once it has been read, ask the participants to remain silent.

Once each participant has taken a position, ask for volunteers to justify their position to the others, trying to convince those on the opposite side. At the end of each justification or explanation, participants can decide to change their position.

After listening to the motivations of both sides, proceed with the next stimulus sentences.

When the positioning activity has ended, ask the participants to sit in a circle and begin the debriefing activities (20 minutes).

For this part, you can use the following questions:

- How do you feel?
- Was it difficult/easy to position yourself?
- What kind of information did you use to make a decision and position yourself?
- What does this activity tell us about the way we make decisions?
- What does this activity tell us about the information we need to make informed decisions?
- What can we learn from this activity?
- What can we do to combat the phenomenon of sexual violence?
- What role can informed consent play in combating the phenomenon?

At the end of the activity, if participants have not done so, explain the link between sexual violence and informed consent, encouraging the participants to learn more about it and create initiatives in their school so that both students, teachers and staff are aware of the issues and take action to combat the phenomenon of sexual violence.

## Exercise No. 2 SAY NO, SAY YES

### Objectives:

To stimulate boys and girls to explore and reflect on the experiences that are associated with sexual experiences, how they guide choices and behaviour, which elements and situations promote awareness and well-being and which ones create unease and rejection.



### Material needed:

- Worksheets “Say No!” and “Say Yes!”. (Worksheet No. 53)

### Description of activity:

- Divide the participants into small groups and give each one the worksheets.
- Each person has to fill in the different windows by describing the type of situation in which they feel like rejecting or accepting a sexual proposal.
- Each subgroup chooses one of the described situations, defining its characters and characteristics, and acts it out in front of the rest of the group.
- A plenary discussion follows on the elements that emerged from the work of the subgroups and the dramatisations, and on the emotions the different protagonists had.

(taken from M. Maggi: ‘L’affettività e la sessualità nella scuola che cambia’, Ed. Berti 2005)

## KNOWING HOW TO BE, KNOWING HOW TO LIVE, RELATE

### SEXTING

The term sexting comes from English and is composed of two words, ‘sex’ and ‘texting’. These words generally refer to the exchange of sexual or sexually explicit messages, audio, images or videos - especially via smartphones or social network chats - including nude or semi-nude images. This phenomenon has become widespread in recent years, even among minors. Experimentation with sexuality, and thus also with sexting, among adolescents is a physiological need that younger people should be able to satisfy, as it is linked to psychophy-

sical well-being and growth. Social detachment and isolation, in general, but particularly now - brought about by the regulations to prevent the spread of the coronavirus - entail difficulties for all relationships, including those of younger people, regardless of whether they were already in a loving relationship even before the coronavirus emergency.

In your opinion:

- Is this a widespread phenomenon?
- What is meant by sexting?
- What can be discovered through sexting?
- What are the possible consequences?

Participants may wish to explore the issues on their own:

- monitoring the media and checking the use of stereotypes and prejudices in narratives about incidents of sexual violence;
- reporting speech that stimulates violence to the relevant authorities;
- discussing with peers or family using the stimulus sentences used in class.

Participants might want to be active in their own school context:

- conducting interviews with classmates using stimulus sentences and asking for their opinion. The interviews can be used in the next meeting to chart the opinions of young people in context;
- organising a flash mob or other demonstration at school to raise awareness;
- designing and displaying posters and banners to raise awareness and draw attention to a particular issue related to sexual and reproductive rights.

## BEING ABLE TO VERIFY, EXPERIMENT AND SYNTHESISE

### Video

### HE WAS ASKING FOR IT

WORKSHEET No. 54



A man reports a robbery, the woman who collects his complaint asks questions that insinuate that, through their clothing and attitudes, the victim somehow provoked, or did not adequately resist, the crime they underwent. That they were asking for it.

A short videoclip that reproduces, with a male protagonist, the situations and reactions that a woman reporting violence can often face.

### Objectives:

By showing how questions and insinuations directed at female victims of violence are senseless when directed at a male suspect, the video can stimulate boys and girls to reflect on the topic of violence, consent and the dynamics of accountability which, often gender-based, can represent a further violence that the victim has to undergo.

### Description of the activity:

Viewing of the video and free discussion.

### Action plan:

The participants could become active in their own contexts by creating the exhibit **What Were You Wearing?**

*What is the exhibit What were you Wearing?*

*What were you wearing?* is the exhibit that tells the stories of abuse matched with the clothes on display, which are meant to faithfully represent the clothing the victim was wearing at the time of the violence suffered.

This project was realised in 2013 thanks to Jen Brockman, director of the Sexual Assault Prevention and Education Centre at the University of Kansas, and Mary A. Wyandt-Hiebert, director of all programming initiatives of the Sexual and Relationship Violence Centre at the University of Arkansas, and spread to Italy thanks to the work of the **associazione libere sinergie**, which proposes an adaptation to the socio-cultural context of our country.

The idea behind the work is to raise awareness on the subject of violence against women and to dispel the prejudice that the victim could have avoided rape if only she had worn less provocative clothes. Hence the emblematic title 'How were you dressed'. Visitors can identify with the stories told and at the same time see how common the clothes worn by the victims are. "You have to be able to elicit, within the exhibit space, reactions similar to those told," says Brockman, in order to make visitors think, "I have these clothes hanging in my wardrobe!" or "That's how I was dressed this week."

In this context, we can see the stereotypes that suggest that by eliminating certain clothes from the wardrobe or avoiding wearing them, women can automatically eliminate sexual violence. "It is not the clothes one wears that cause sexual violence," Brockman adds, "but the person who causes the harm. Being able to find that peace for the victims and that moment of awareness for communities is the real motivation behind the project".

#### HOW TO SET UP THE EXHIBIT WORKSHEET No. 55



The setting up of the exhibit *What were you wearing?* can be a moment in which young people, who have participated in the educational activities on informed consent, act out what they have learnt in order to raise awareness among their peers, teachers, parents and school staff on the issue of violence against women and informed consent. Having participated in educational activities on the topic of informed consent, and on violence against women as a violation of human rights, will enable the youngsters to have more expertise on the issues and be better prepared to run the exhibit *What were you wearing?*

## Path No. 09.2

**Equipment:** projector, computer, flipchart, post-it notes, pens, printing of the "Charter of Rights".

**Duration of the meeting:** 3h

**Welcome:** 10 min

**Discussion:** 30 min

### OBSERVE, RECOGNISE, EXTRACT

**To get back on topic: DO YOU WANT A CUP OF TEA?**

**The activity aims at:**

- allowing participants to experience what it means to give consent in a conscious manner
- enabling participants to reflect on informed consent in various daily actions and also in relation to decisions about their own life relationships



**Materials and resources:**

- Table and chairs
- Post-it notes
- Pens
- Flipchart
- Projector and PC
- Attachments: (Worksheet No. 56)

Scenario 1 (one copy for the first group)

Scenario 2 (one copy for the second group)

Scenario 3 (one copy for the third group)

**Preparation:** Make sure you have a room in which the chairs can be moved around. Create a circle with chairs, where you invite participants to sit down, for the first part of the activity.

### KNOWING HOW TO CONNECT, FEEL, BUILD

**Introduction** - 15 min

Invite the participants to take a seat and, after welcoming them, present the objectives of the session.

Start by brainstorming on informed consent, asking participants to write down their definition on a post-it note of 'informed consent' and then paste it on the flipchart.

When everyone has made a contribution, make a summary of the various definitions.

**Realisation** - 75 min

Divide the participants into three groups and give them a description of one of the three scenarios, which will be acted out in a maximum of 5 minutes.

Once the scenarios have been handed out to the three groups, allow 20 minutes preparation time.

While the groups are preparing for the performance, organise the space as if it were a theatre. Invite participants to take turns acting out their scenarios. While the participants act out their performance, the others take note of what they see.

## KNOWING HOW TO BE, KNOWING HOW TO LIVE, RELATE

At the end of the performances, take the participants out of their acting role and invite them to the debriefing activity (20 minutes). You can use the following questions to conduct the debriefing:



- How do you feel?
- What do the three scenarios represent? And in particular what is represented in each of them?
- Was it difficult/easy to get into the roles?
- What does this activity tell us about how we make decisions or influence the decisions of others?
- What does this activity tell us about the information we need to make informed decisions?
- What can we learn from this activity?
- Show the video 'The Tea Consent' (Worksheet No. 57)
- Link the experience to the theme of 'informed consent' and the realities of the participants.

### Suggestions for facilitators

Try to conduct the activity in a group, so that you can best deal with any personal experiences that may arise.

Try to use simple language that respects diversity. Be welcoming and suspend judgement, during the realisation of the activity and during the participants' performances, inviting everyone to focus on the themes, connecting them with the realities they experience.

Participants may wish to explore the issues on their own:

- Posting the 'tea consent' video on social media to inspire their peers and friends;
- Showing the video in their family and stimulating a discussion on the issue of informed consent;
- Continuing to participate in educational activities that can be carried out in various contexts, even at school, in relation to the topics discussed.

### Exercise No. 2 INFORMED CHOICES FOR SAFE SEX

#### Objective:

to understand different aspects of informed choices for safer sex, including contraceptive methods and open communication in sexual relationships.



#### Activities:

##### 1. Matching contraceptive methods:

Provide a list of contraceptive methods and ask participants to match them with the correct explanations of how they work.

*For example:*

**Method:** Condom

**Explanation:** A physical barrier that prevents sperm from entering the uterus, reducing the risk of pregnancy and sexually transmitted diseases.

**Method:** contraceptive pill

**Explanation:** An oral pill containing hormones that prevent ovulation and thus pregnancy.

**Method:** Intrauterine device (IUD)

**Explanation:** A small device inserted into the uterus to prevent pregnancy. It may be copper-based or contain hormones.

**2. Discussion on communication:** Provide hypothetical situations involving decisions about safe sex and ask participants to discuss how to deal with them by communicating openly with their partner.

*For example:*

**Situation:** Your partner asks you to have sexual intercourse without a condom.

**Discussion:** How would you react? What are the reasons why safe sex is important in this situation?

**Situation:** You want to start a sexual relationship with a new partner. How would you approach the discussion on sexual history and STI testing?

**Discussion:** What questions would you ask? How would you share your personal information?

**3. Group discussion:** Conclude the exercise with a group discussion on the issues raised. Ask participants to share their opinions, experiences and advice on communication and choosing safe sexual practices.

Remember that sensitivity and respect for the participants are crucial when dealing with issues related to sexuality. Adapt the exercise to the age and knowledge of the participants and create an environment in which they can feel at ease while participating in the discussion.

## BEING ABLE TO VERIFY, EXPERIMENT AND SYNTHESISE

### IDENTIFYING MY RIGHTS - 60 min



#### Group work - 30 min

- Ask participants to divide into small groups
- Distribute a copy of the 'Charter of Sexual and Reproductive Rights' (Worksheet 58) to each group.
- Ask participants to read their documents on sexual and reproductive rights and to reflect on the following questions:

1. Thinking about the decisions you have to make, what rights can support your choices? For example, in order to decide when to have your first sexual relation, you need the right to information, the right to services and the right to choose.
2. Which groups of people have free or greater access to these rights than others? And why?
3. Which groups of people cannot have full access to all rights? Why? (Think about whether being a man or a woman, an adult or a young person, having financial means or not, or living in an urban or rural context can favour or limit the ability to make certain decisions).
4. Is there anything you can do to have better access and to claim these rights?

#### Plenary - 30 min

Bring the groups together to present their thoughts. Draw general conclusions from the discussion.

# 10. Care of areas of educational impact

For the educator

The family is the place of the emotional bond par excellence, an active player of pastoral care in the Educative-Pastoral Communities and the space for an experience of dialogue, respect, love and attention for young people who want to invest in relationships and family ties (cf. PGF, chapter III).

The family is “the first school of human values, where we learn the wise use of freedom. Certain inclinations develop in childhood and become so deeply rooted that they remain throughout life, either as attractions to a particular value or a natural repugnance to certain ways of acting” (AL 274).

Friendship offers a solid promise, where other romances and sexual relationships are created and dissolved according to the fast-food model (food that is prepared, served and eaten quickly). Friendship “is no fleeting or temporary relationship, but one that is stable, firm and faithful, and matures with the passage of time. A relationship of affection that brings us together and a generous love that makes us seek the good of our friend. Friends may be quite different from one another, but they always have things in common that draw them closer in mutual openness and trust” (CV 152).

## objectives

The overall objective is to help young people develop social and emotional skills that can prepare them to build meaningful and lasting relationships within both family and friendships. The main objectives are:

- **Development of empathy:** helping to understand the feelings and perspectives of others, promoting the ability to put oneself in the shoes of a family member or friend.
- **Effective communication:** Teaching how to communicate in an open and respectful manner to express one’s feelings and needs within the family and among friends.
- **Personal growth:** Showing how family and friendship relationships can contribute to personal growth through mutual learning, emotional support and the acceptance of challenges.
- **Cooperation and collaboration:** Promoting awareness of the benefits of cooperation and shared responsibility within the family and friendships.
- **Respect for differences:** Encouraging respect for different opinions, cultures and lifestyles both within families and in circles of friends.
- **Conflict management:** Teaching of strategies to deal constructively with conflicts that may arise in family and friendship relationships, encouraging dialogue and the search for solutions.
- **Recognition of roles:** Helping to understand the different roles within the family and among friends, promoting respect and cooperation between the various figures.
- **Emotional support:** Showing how emotional support is a crucial element in family and friendship relationships, encouraging young people to be present for others at different stages of life.
- **Creating positive memories:** Illustrating how moments shared with family and friends can create lasting bonds and precious memories.
- **Developing healthy relationships:** Providing guidance on how to establish and maintain healthy relationships based on trust, understanding and mutual respect.

## Biblical figures: Azariah, Ananias and Mishael

Worksheet No. 59



### Strengths and achievements:

- They joined Daniel in his decision not to eat at the king’s table.
- They maintained a friendship that stood the test of problems, success, wealth and the threat of death.
- They were unwilling to compromise their beliefs, even in the face of death.
- They survived in the fiery furnace.

### Lessons from their lives:

- There is great strength in true friendship
- It is important to stay with people with whom we share our beliefs.
- God can be trusted even when we cannot predict the outcome.

### General information:

- Location: Babylon
- Occupations: Servants and advisers to the king
- Peers: Daniel, Nebuchadnezzar

### Key verse:

*Daniel 3:16-18*

“Azariah, Ananias and Mishael answered King Nebuchadnezzar, saying: ‘We have no need to answer you on this matter. Behold, our God whom we serve is able to deliver us from the fiery furnace; and from your hands, O king, he will deliver us. But know, O king, that we will not serve your gods nor worship the image that you have set up’”.

The story of Azariah, Ananias and Mishael is told in the book of Daniel.

## Path No. 10.1

- Equipment:** projector, computer, ball of wool, poster, markers, song printout, Gospel text printout.
- Duration of the meeting:** 3h
- Welcome:** 10 min
- Discussion:** 30 min

### OBSERVE, RECOGNISE, EXTRACT

#### To get back on topic: AROUND US



**Objective:** To help young people feel like a family in the community to build relationships.

**Material:** ball of wool, poster, markers. Iniziamo con una domanda:

Let's start with a question:

- **Who can remember a happy or even sad event that led them to enter into a relationship with other people, outside the family?**

Holding the ball of wool in your hand, toss it to a participant who answers the question. The ball of wool is passed from hand to hand and each person must first hold the thread with their fingers, in order to form a net between those present.

#### The youngsters take the floor:

Let them tell us what happened during the game and the significance of the net built with the ball being passed from hand to hand.

#### Follow-up on the theme:

By sharing one's time and energy within a network, we create opportunities for mutual solidarity. When you interact with other people, every time you open up and relate to others, you receive many benefits: you learn to dialogue, give priority and detect similarities.

The Christian message itself proposes the humanity of the family.

Jesus himself grew up in a loving family, he experienced welcome, tenderness, forgiveness, and generosity within the holy family, but at the same time he also experienced the world of 'open' relationships, as we read in Lk 2:42-45, where the caravan represents a network of families travelling along the same road, the same situations and the same needs.

The concrete way of networking is to look around and find many opportunities for relationships that can then become service and dedication to others, so that the world can become more beautiful and habitable for all.

#### Exercise

#### NO MAN IS AN ISLAND



**Objectives:** To bring out the need for relationships in each one of us.

The animator writes the following sentences in the middle of a poster RELATED to and around it:

- It scares me to feel...
- I am afraid of...
- I feel lonely when...
- am afraid when...

The recipients are invited to complete the sentences. Our need for relationships within the family and friendship emerges. In the end, there is a discussion on what has emerged.

#### Why this need for the other?

Why? "Each of us experiences incompleteness on a daily basis. Evidence of this is the need for companionship, the fear of solitude, the search for someone to listen to us, the security that comes from being together, in a group, the attraction of the girl or boy, the need to be loved, protected, accepted, the need for tenderness" (Sovernigo).

In any case, it is certain that what makes us happy is not the certainty of possessing skills, but rather the opportunity to exercise them and experience them for someone. We are made for others! Therefore, a man is mature when he develops the capacity to come out of himself to give himself to others and welcome them.

### KNOWING HOW TO CONNECT, FEEL, BUILD

**Discussion of the theme:** LA CURA - Franco Battiato  
WORKSHEET No. 60



#### Material:

- computer
- projector
- text of Battiato's song La Cura'.



#### The youngsters take the floor:

after listening to the song, a brainstorming session is proposed on the meaning of the following: "I have called you by your name, I will take care of you", "What does it mean to call God by his name and how does God take care of us?"

#### Material:

- a large Bible
- strips of coloured cards with the beginning of a Bible sentence cards with the beginning of the sentences below
- photocopies with the testimony of educators.

One of the youngsters is invited to choose a strip with the beginning of some sentences:

- A long time ago ....
- There was a people ...
- Our fathers ...
- They were looking for the promised land...
- Jesus came ...
- From Galilee he went to the Jordan ...

- John baptised him ...
- He spent some time in the desert ...
- He started teaching his own ...
- And to go from village to village...
- He came to Jericho ...
- There, there was a blind man begging for alms ....
- Jesus stopped and looked at him...
- Eventually he asked him ...
- “What do you want me to do for you”.
- The blind man replied ....
- To be able to see ....

Each participant must continue the beginning of the sentence by telling something that has to do with their own life, the time in which they are living, their friends and that is in some way related to the sentence on the strip.

Afterwards, everyone should look for people who have the same sentence as them and compare what they have written together. The shared work will be brought back to the assembly.

#### Follow-up on the theme:

We are inside an ancient story, the most beautiful one that exists. It is a story that comes from afar and reaches us. Our stories are written in this book.

We all tell stories, we do it to recall facts, to pass them down to memory, to celebrate them. The same logic applies to faith. Introducing faith means telling and narrating the story of God’s love for humanity. The Church preserves the memory of this. The books of the Bible, especially the Gospels, are stories, narrations of Jesus’ teaching and the many stories of the people who encounter him.

It is in storytelling that faith can really be transmitted, because we are personally involved, to the point of touching one’s heart. Through the narration of a Bible passage, we build a real story: our life is pured into Bible scripture and becomes a narrative with our facts and those of the Bible characters, such as Abraham, Moses, Mary, Elizabeth, the blind man of Jericho, the adulteress, the Samaritan woman.

## KNOWING HOW TO BE, KNOWING HOW TO LIVE, RELATE

### JESUS OUR TRUE FRIEND

WORKSHEET No. 61



The youngsters are given Gospel texts which show the way Jesus experiences friendship and relationships with the people he meets. (Worksheet no. 61)

The participants are divided into groups of 3-4 members and are given some Gospel passages or other texts chosen by the educator. Using the texts, they will try to find some characteristics of Jesus as a friend and list them on a sheet of paper.

After this work, we all get together and write down everything we have found through the Gospel passages, noting it down on a poster.

At this point the educator, if necessary, adds other elements he considers important, to conclude the profile of Jesus as a true friend.

The following notes can be used as an aid:

**“He chooses two to be with him”:** there can be no true friendship if one does not spend time together. The friendship that Jesus proposes to us thus arises from frequent encounters, rubbing elbows, interest in the concrete life of the other. First of all, it is necessary to love those who are close to us...

**“To send them to preach ... And destroy demons”:** it would be wrong to think, however, that friendship ends with looking into each other’s eyes. If we truly love each other, this good must direct us towards others, towards a greater good. Those who have found a treasure are called to share it so that others may experience this wealth.

**“For you, instead, let it not be so...” “I am among you as one who serves”:** this teaching of Jesus to the apostles is truly incredible. Friendship is not trying to be better than the other, but doing everything so that the other can give the best of himself. St Gregory’s words on friendship with St Basil are very beautiful: “Our rivalry consisted, not in seeking the first place for oneself, but in yielding it to the other.”

**“He fixed his gaze on Peter”:** Jesus forgives Peter who denied him three times and thus reminds us that there can be no true friendship without the ability to forgive. Friends, even good friends, can make mistakes, and we too can make mistakes because we are fragile. Without forgiveness, no relationship can last.

**“Lay down your life for your friends”:** Our friend Jesus is willing to sacrifice himself for us and tells us that there is no greater love than to lay down one’s life for one’s friends. It is like saying to someone: “I love you so much that I would rather have your life than mine”.

**“I have called you friends, because everything i have heard from the father i have made known to you”:** Friendship is confidence and trust, and that is why we confide our most intimate and most important things to a true friend.

**“Friend, do what you have come for”:** Judas would not have deserved to be in the circle of Jesus’ friends, but the Lord calls him friend even at the moment of betrayal. Friendship is also this: giving trust by accepting the risk of being betrayed.

## BEING ABLE TO VERIFY, EXPERIMENT AND SYNTHESISE

The Bible is God’s story for us. It is from there that we must start to allow ourselves to be questioned on our lives and to identify right and honest behaviour. And it is so important that we cannot just read it. The many stories we find in the Bible must be meditated upon, we must let them enter our hearts, and make them a part of us.

Through the numerous stories, we can encounter God in everyday events, not only in moments of play and animation, but also in prayer or at Mass.

## Path No. 10.2

**Equipment:** projector, computer, printout of song and gospel passages, worksheet printout, blank sheets and coloured pens.

**Duration of the meeting:** 3h 30 min

**Welcome:** 10 min

**Discussion:** 30 min

### OBSERVE, RECOGNISE, IDENTIFY

**To get back on topic:** THANKSGIVING - Max Pezzali  
WORKSHEET No. 62



**Objective:**

To help young people open their hearts to recognise a gift in others.

**Material:**

projector  
computer  
lyrics and video of the song: “Grazie mille” by Max Pezzali.

Listening to the song ‘Grazie mille’ by Max Pezzali.

The youngsters take the floor:

- Today it is more and more difficult to be thankful, to say thank you, as if everything was owed to us. Is it easy for me to say thank you?
- What does ‘being grateful’ mean to you?
- Is it our custom to say thank you in our family, in our community, to those who help us, those who are close to us, those who accompany us in life?

**Explore the theme further:**

According to the teachings of Pope Francis, the words “thank you”, “excuse me” and “sorry” are three pearls we must recover and put back into our personal, family and social life, in this they enable us to improve ourselves, others and the community in which we live. Gratitude is the element that should unite all relationships, from the closest to the most distant, starting with our family, friends, and co-workers. Learning to say thank you in the family. If we think about it, it is precisely at home that we often forget to say “thank you”, because we take our family members’ gestures and love for granted. Let us say ‘thank you’ every time someone does something for us. Gratitude, however, is more than this. It is an attitude of the heart that God desires to accomplish in us. “In all circumstances give thanks, for this is the will of God for you” (1 Thess 5:18). Being thankful is not always easy! But whom should we thank? Our first thanksgiving is to glorify God, always. To say our ‘thank you’ to God for the gift of life, for the gift of our children, and thus for the gift of parenthood. And our gratitude must be expressed continually. Gratitude and thankfulness imply joy. When we truly give thanks from our heart, it has a positive effect not only on us, but also on those around us.

**To get back to our life:**

The young people split into groups and asked themselves a few questions:

- Let’s try to think of all the things we feel grateful for.
- It is easy to give thanks when everything goes well in our lives, but is it just as easy in difficulties?
- How can gratitude improve interpersonal relationships?
- How can gratitude be cultivated?

### KNOWING HOW TO CONNECT, FEEL, BUILD

**TEXT MESSAGES FROM YOU AND ME**

WORKSHEET No. 63 - 64



We continue journey along the path of relationships, focusing on the importance of criticism and how to criticise others constructively, then on messages from you and messages from me.

If you find it useful, you can start the meeting by reading the Gospel passage from Mt 18:15-18.

In this passage Jesus gives us the golden rule of all brotherly correction: speak directly to the person concerned, avoiding sneaking around and gossip. The Gospel passage also tells us that correction is a duty that comes from sincerely seeking the good of the other. In other words, if I see a friend doing something wrong and I really want what’s good for him, I must point out his mistake. But how must correction be done for it to be truly constructive?

At this point, a worksheet (Worksheet no. 64) is handed out in which the youth write down how they would point out certain things to others in certain situations. In this first phase, only the first part of the worksheet is filled in, leaving the part on messages from me blank, which have not been explained yet.

The participants write their name on the back of the worksheet and hand it to the educator who, without specifying who wrote it, reads out the sentences that have been jotted down. It will surely turn out that our way of criticising others is typical of text messages, unconstructive and accusatory.

Then, after reflecting on our way of criticising others and after explaining the me-messages, we try all together to find the best way to correct others constructively, using the situations presented on the sheet. It is important that each person write the me-message on their own sheet, even though it was decided in the group, and take it home: it will be a useful reminder to put this new way of dialoguing with others into practice.

### KNOWING HOW TO BE, KNOWING HOW TO LIVE, RELATE

When what we communicate to others are only our own reactions or impressions before the ‘stimuli’ that come from them, we can effectively resort to ‘I’ messages instead of ‘you’.

**What is a message from me?**

It is a way of expressing your reactions in relation to what the other person is doing. It allows you to let the other person know, without judging or censoring them, how you feel about their behaviour. For example, ‘I’m disappointed you didn’t attend the last meeting, because I would have liked to know what you thought about...’. What about a message from you? It is used to express to another person what you find negative about them and what you think they should change or modify.

For example: 'You never take the first step, you're a lazy person'.

**Me-messages** reflect your reactions, how you feel; they inform others (the persons concerned) of the effect they have with their behaviour... and they turn into a kind invitation to change their attitude.

**You-messages** usually tend to blame others: they are a kind of threat, which is why they are usually ineffective. If it is difficult to say 'I' messages, you can resort to the following manner: 'I am sorry... when you... because I...'

## BEING ABLE TO VERIFY, EXPERIMENT AND SYNTHESISE

To continue practising at home or in your usual contexts:

Strive to always find a reason to say "thank you" for every aspect that enriches our days from the One who always takes care of us.

**Exercise:** THE POWER OF GRATITUDE - 1h 20 min

**Objective:** to understand the importance of saying 'thank you' in family and friendship relationships and to practise gratitude.

**Step-by-step exercise:**

**1. Introduction** - 5 min: Start the exercise by explaining the importance of gratitude in relationships and how expressing gratitude can strengthen family and friendship ties.

**2. List of reasons** - 10 min: Ask participants to make a list of at least three reasons why they are grateful to an important person in their life, be it family or a friend.

**3. Write gratitude notes** - 20 min: Provide paper and coloured pens. Each participant should write a note of gratitude to a person of their choice from the list above. The notes should be sincere and specific about what you are grateful for.

**4. Exchange of notes** - 15 min: Now ask the participants to exchange notes. Each person will read the note they have received from another participant.

**5. Discussion** - 15 min: After reading the cards, start a discussion about how they felt about receiving and reading these thank-you cards. Ask them whether the act of saying "thank you" had an impact on their perception of relationships.

**6. Long-term commitment** - 10 min: Conclude the exercise by encouraging participants to maintain the habit of expressing gratitude in their daily relationships. Each person should make a commitment to say "thank you" more often.

**7. Conclusion** - 5 min: Conclude the exercise by emphasising how the gesture of saying "thank you" can help to strengthen relationships and create a more positive environment.



# 01. Biblical figure: Balaam



# worksheets

for children and young people

Balaam was one of those interesting characters in the Old Testament who, although he wasn't part of God's chosen people, he was willing to acknowledge that the Lord was a mighty God. But Balaam did not believe in the Lord as the one true God. His story highlights the danger of maintaining an exterior façade of spirituality over a corrupt inner life. Balaam was a man who was willing to obey God's commands as long as he could profit from them. This mixture of motivations - obedience and profit - eventually led to his death. Even when he was aware of the awesome power of the God of Israel, his heart always ran after the riches he could obtain in Moab. There he returned to die when the armies of Israel invaded it.

Eventually, we all go through the same process. What we are and who we are will somehow come to the surface, destroying the masks we have worn to cover our true identity. The efforts we make to maintain our appearance would be better spent finding the answer to sin in our lives. We can avoid falling into Balaam's error by facing ourselves and realising that God is willing to accept us, forgive us and literally recreate us from within. Don't miss out on the great discovery that escaped Balaam.



## 02. The story of the young man and the river



A young man wandered aimlessly for days in the forest, with dirty clothes and without food, until finally, when the trees had thinned out, he found himself before the course of a river.

The water was high and he could only swim through it, but he was also strong and was not convinced he could make it.

Despite his fear, he got ready to jump into the water without thinking too much, but a voice stopped him: “You won’t make it, there’s no point in trying!”

The young man looked around without seeing anyone, then, from a nearby tree, emerged a little girl who could not have been more than eight years old.

She was wearing a fuchsia-coloured dress and a wooden bucket in her hand. Behind her moved nimbly a small goat and a kid behind them. The young man watched as the girl calmly approached the river, climbed onto some stones near the bank and filled her bucket with water, then gave it to her animals to drink.

“Why did you want to die?” she asked the young man directly, who was surprised by such bluntness. He did not answer immediately, so the girl continued: “Judging by your appearance you have not eaten for days, would you like a piece of bread?”

The young man hesitated and shook his head to decline the invitation, but the girl had already taken a napkin containing the bread and threw it to the young man, who promptly grabbed it.

As he suspiciously eased his hunger pangs, the girl said to him: ‘What is it that makes you feel so bad?’

The young man swallowed and this time, having dispelled his surprise and embarrassment, replied in a calm voice: “I don’t know who I am any more, I would like to find myself again, to understand who I really am, and so I set out on a journey. The girl watched the young man as he ate some more bread and took the bucket to fill it up again. “You’ve never been here, have you?” she asked him as she approached the river.

“No!” the young man replied sincerely.

Then the girl turned around and before filling the bucket with water she asked him: ‘Yesterday I lost a hair clip in my house and I can’t find it anymore, can you help me look for it along this river bank?’

The young man did not understand the meaning of that strange question and, as the girl smiled in anticipation of the answer, he said: ‘If you lost it at home, we won’t find it here!’

She bent down to fill the bucket and replied: “If you are lost, what are you looking for where you have never been? Shouldn’t you look where you got lost?”

“Where?” the young man asked.

“Inside yourself!” she said, laughing at what in her eyes was a silly question.

Filling the bucket, she approached the young man and invited him to drink, then asked, “Is there any river in the bucket?”

“Of course not!” the young man immediately replied, “there is only water!”

“Yes,” she replied, “I am like water in the river!”

The young man looked at her thinking she was crazy. She continued.

“My name is Martina,” she told him, “and the river you see has its own name, but I cannot put it in the bucket, even if I fill it with its water.

Not even you can know Martina now, even if you are talking to me. I always look the same, like the river, but I change, like you and like the water in the river.

Every bucket of water I give my little goat is always filled with water from the river, yet it is always new water, different water.

We are not, but we become, we are always new and different, like the water in the flowing river, we always call it the same, but it is never the same”.

The young man drank, impressed by the wisdom of a girl fetching water from the river with a wooden bucket. She turned around, filled the bucket again and went back to where she had come from.

Before disappearing behind the trees, she looked at the young man and said: “If you look hard enough, I am sure you will find yourself, but remember that you will not find a pond where the water is still and stinks, but a river that flows and although it looks the same, it is never the same.

And if you really want to take a bucket of that water,” she concluded, “you have to go back to the spring, here you will never find what you are looking for, it’s inside of you, my grandfather always tells me!” She smiled and disappeared.



## 03. Be the best of whatever you are



If you can't be a pine on the top of the hill,  
Be a scrub in the valley - but be  
The best little scrub by the side of the rill;  
Be a bush if you can't be a tree.  
If you can't be a highway then just be a trail,  
If you can't be the sun be a star;  
It isn't by size that you win or you fail -

**Be the best of whatever you are!**  
**Always be the best of what you are.**  
**Try to discover the design you are called to be**  
**then set out with passion to make it happen in life.**

*Quote by Martin Luther King,  
from a poem by Douglass Malloch*



## 04. The story of the sad tree



Once upon a time, there was a beautiful garden, with trees and flowers of all kinds, apple trees, orange trees, and roses. Everyone was happy and satisfied. There was only happiness in that garden, except for one tree which was very sad. The poor tree had a problem: he didn't know who it was!

"You lack concentration," the apple tree told him "if you really try hard, you can make delicious apples. Look how easy it is."

"Don't listen to him" intervened the rose bush "and look how beautiful we are!". The desperate tree tried to follow every advice. He tried to produce apples and make roses bloom but, failing, he grew more and more frustrated with each attempt.

One day an owl came to the garden.

He was the wisest of all birds and seeing the despair of the tree he exclaimed: "Don't worry. Your problem is not that serious. It is the same as many human beings! I'll give you the solution: don't spend your life being what others want you to be. Be yourself. Know yourself and to do this listen to your inner voice. Then the owl disappeared.

"My inner voice? Being myself? Know myself?" the desperate tree thought to itself about the owl's words when it suddenly understood. He plugged his ears and opened his heart and heard his inner voice of him saying to him "You will never give apples because you are not an apple tree, and you will not blossom every spring because you are not a rosebush. You are a Sequoia, and your destiny is to grow tall and majestic. You are here to provide shelter for birds, shade for travelers, and beauty for the landscape! You have this mission!

At these words, the tree felt strong and confident and ceased any attempt to become someone else and exactly what others expected of him. In a short time, he filled his space and became admired and respected by all.

Only from that moment did the garden become completely happy.

This is the story of the sad tree, full of lessons and insights for our personal growth.

The message of this fable is about believing in yourself, accepting yourself and following your inner voice.

Many get lost in the statements or ideas of others, giving so much weight to the opinions and thoughts of others, but not to their own, thus ending up giving credit to anyone but themselves.

## 05. Alike, an animated short film for reflection



<https://www.youtube.com/watch?v=zrQ7KAs6zl4>

\* follow the instructions on page 182 to select subtitles in your preferred language



## 06. Biblical figure: Ruth and Noemi

The stories of some people in the Bible are so intertwined that they are almost inseparable. We know more about their relationships than we do about their individuals. And in an age that worships personality, their stories are useful models of good relationships. Naomi and Ruth are wonderful examples of this fusion of lives. Their culture, family background and age were very different. As mother-in-law and daughter-in-law, they had perhaps as many opportunities for tension as for tenderness. And so they came closer to each other.

They experienced deep sorrow, they loved each other profoundly, and they gave themselves completely to the God of Israel. And despite their interdependence, they were free in their mutual commitment. Naomi was willing to allow Ruth to return to her family. Ruth was willing to leave her home and go to Israel. Naomi even helped arrange Ruth's marriage to Boaz, even though it might have changed her relationship with her.

God was at the centre of their intimate communication. Through Naomi, Ruth came to know the God of Israel. The old woman enabled Ruth to see, hear and feel all the joys and sorrows of her relationship with God.

- How often do you feel that your thoughts and questions about God must be left out of an intimate friendship?
- How often do you express your inconvenient thoughts about God to your boyfriend/girlfriend or friends?

Being open about our relationship with God can bring depth and intimacy to our relationship with others.



# 07. Chicken Little



Once upon a time, there was a henhouse in which roosters, chickens, turkeys and ducks lived. The community, led by a rooster, also included Chicken Little, a chick considered to be a little weak in the head.

Life flowed happily in the chicken coop because everyone was protected by a large, sturdy fence that kept predators away.

One day the fox, who wanted to eat all the members of the community, after observing the fence for a long time, thought about resorting to psychology.

From a book, entitled Psychology, the fox learnt this advice: 'To influence the masses, target the less intelligent first'. Thus he made Chicken Little believe that the sky was about to fall and that everyone was destined to a bad end. Unless... they let the fox lead them to a cave, under cover.

The book says: 'If you tell a lie, don't tell a small one, but a big one'.

So the fox took a blue sign with a star painted on it, threw it into the henhouse and dropped it on Chicken Little's head.

The chicken was horrified and then, when, speaking through the fence, the fox made him believe he was the voice of doom, Chicken Little immediately ran to warn the whole henhouse: "The sky is falling!". And, to prove it, he showed the bump on his head.

The hens' reaction was immediate: "Oh, my God, how scary! What are we going to do? They will kill us all!"

"Don't be silly, it's just a piece of wood that fell on Chicken Little's head," said the rooster, but the fox, still using his psychology book, began to undermine the chickens' confidence by circulating the rumour that the rooster was a wimp, unfit to rule the chicken coop. Then, whispering through the fence, he convinced Chicken Little: 'You must be the real boss! You have the skills, not the rooster!'"

The chickens begged Chicken Little to save them and she followed the fox's advice: there was no time to lose, they had to open the henhouse and run for shelter in the cave. It would be nice to tell a happy ending, but this story does not have a happy ending. In fact, all the inhabitants of the henhouse, following the signals given by the fox, ran back to the cave. There they were eaten and the fox was forever grateful to psychology.

One by one, the farm animals are convinced of what Chicken Little says: but while some of them actually believe the story, others believe it simply because others believe it! In other words, they have simply 'joined the bandwagon'. In the end, the animals meet their fate, because the fox sees these animals panicking and lures them into his den!

[www.youtube.com/watch?v=AIly4KHBIEE&embeds\\_euri=http%3A%2F%2Fwww.filmgarantiti.it%2F&source\\_ve\\_path=MjM4NTE&feature=emb\\_title](http://www.youtube.com/watch?v=AIly4KHBIEE&embeds_euri=http%3A%2F%2Fwww.filmgarantiti.it%2F&source_ve_path=MjM4NTE&feature=emb_title)



\* follow the instructions on page 182 to select subtitles in your preferred language

# 08. Compass technique



This diagram basically tells you that whenever you find yourself making an important decision, you should use it.

- Five simple questions are asked.
- Choose one of 6 possible action alternatives.
- Let us look in detail at the questions and courses of action.



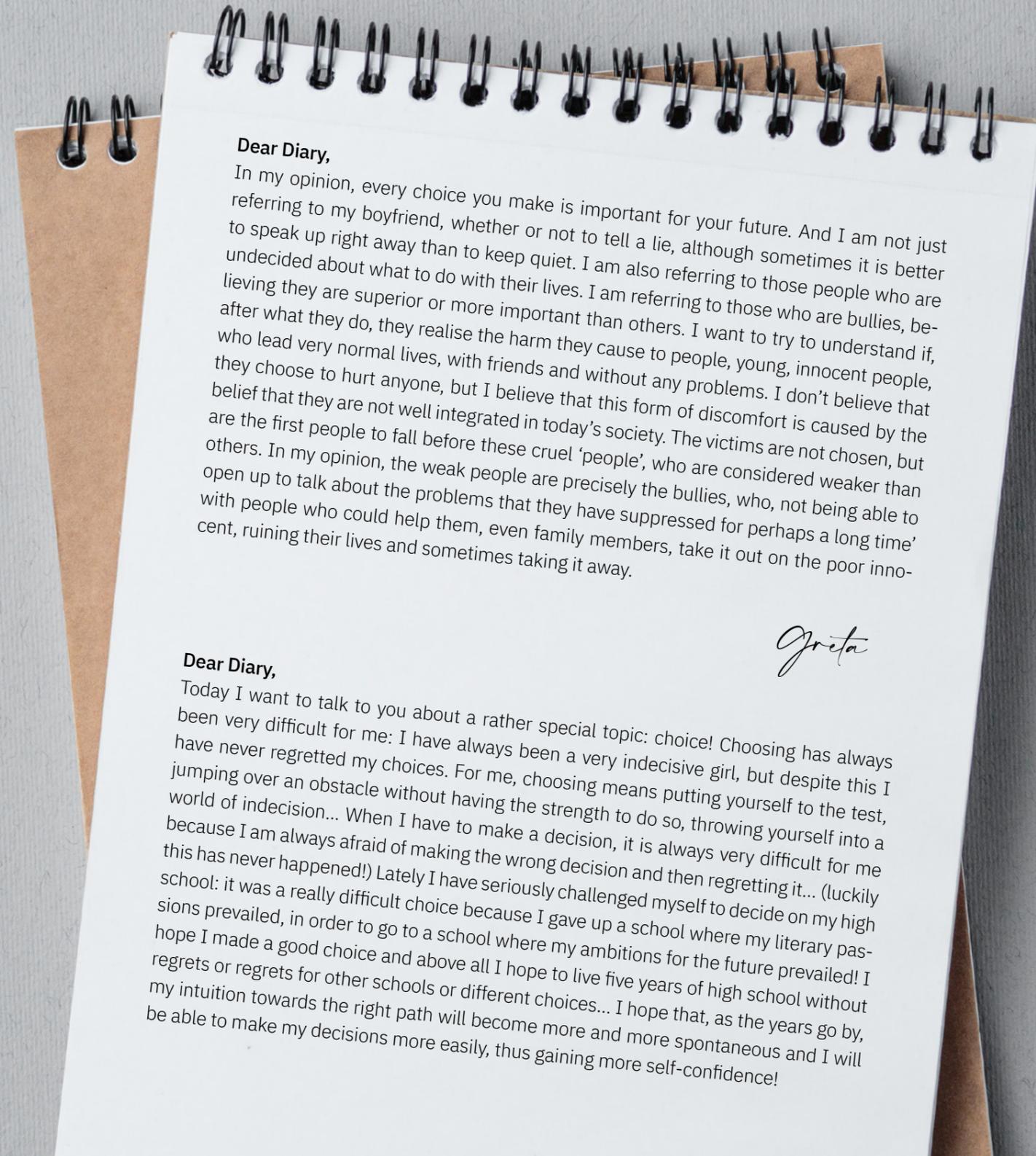
# 09. The ethical dilemma



Imagine that you are an employee of a large company. You have a colleague called Anna, who works in the same department. Anna is a single mother with two small children. You have recently discovered that Anna is committing fraud on the company expense reports. It is clear that she is trying to pass off some personal expenses as business expenses in order to get a higher refund and alleviate her difficult financial situation and support her family. After discovering Anna's actions, you have spent a few days pondering your options. You know that this is a delicate situation with significant implications for Anna, your company and your conscience...



# 10. Diary pages of a few youngsters



**Dear Diary,**

In my opinion, every choice you make is important for your future. And I am not just referring to my boyfriend, whether or not to tell a lie, although sometimes it is better to speak up right away than to keep quiet. I am also referring to those people who are undecided about what to do with their lives. I am referring to those who are bullies, believing they are superior or more important than others. I want to try to understand if, after what they do, they realise the harm they cause to people, young, innocent people, who lead very normal lives, with friends and without any problems. I don't believe that they choose to hurt anyone, but I believe that this form of discomfort is caused by the belief that they are not well integrated in today's society. The victims are not chosen, but are the first people to fall before these cruel 'people', who are considered weaker than others. In my opinion, the weak people are precisely the bullies, who, not being able to open up to talk about the problems that they have suppressed for perhaps a long time' with people who could help them, even family members, take it out on the poor innocent, ruining their lives and sometimes taking it away.

*Greta*

**Dear Diary,**

Today I want to talk to you about a rather special topic: choice! Choosing has always been very difficult for me: I have always been a very indecisive girl, but despite this I have never regretted my choices. For me, choosing means putting yourself to the test, jumping over an obstacle without having the strength to do so, throwing yourself into a world of indecision... When I have to make a decision, it is always very difficult for me because I am always afraid of making the wrong decision and then regretting it... (luckily this has never happened!) Lately I have seriously challenged myself to decide on my high school: it was a really difficult choice because I gave up a school where my literary passions prevailed, in order to go to a school where my ambitions for the future prevailed! I hope I made a good choice and above all I hope to live five years of high school without regrets or regrets for other schools or different choices... I hope that, as the years go by, my intuition towards the right path will become more and more spontaneous and I will be able to make my decisions more easily, thus gaining more self-confidence!

11.

## Biblical figure: Abishai



Most great leaders struggle with a few followers who try too hard. For David, Abishai was that kind of follower. His fanatical loyalty to David had to be controlled to prevent it from becoming destructive. He was very willing to go to the defence of his leader. David never repressed Abishai's courageous loyalty. On the contrary, he patiently tried to direct this powerful energy. This approach, although not entirely successful, saved David's life on at least one occasion. However, on at least three occasions, Abishai would have killed for the king if David had not stopped him.

Abishai was an excellent soldier, but he was better at taking orders than giving them. When carrying out David's orders, Abishai was usually under the command of his younger brother Joab. The two brothers helped each other in handling great military challenges and embarrassing acts of violence. Abishai helped Joab to assassinate Abner and Amasa. When he was an effective leader, he led by example. But too often he did not think before he acted.

Abishai's admirable qualities of loyalty and courage must challenge us, but we must also avoid his tendency to act without thinking. It is not enough to be strong and effective, we must have the self-control and wisdom that only God can give us. We must follow and obey with heart and mind.

12.

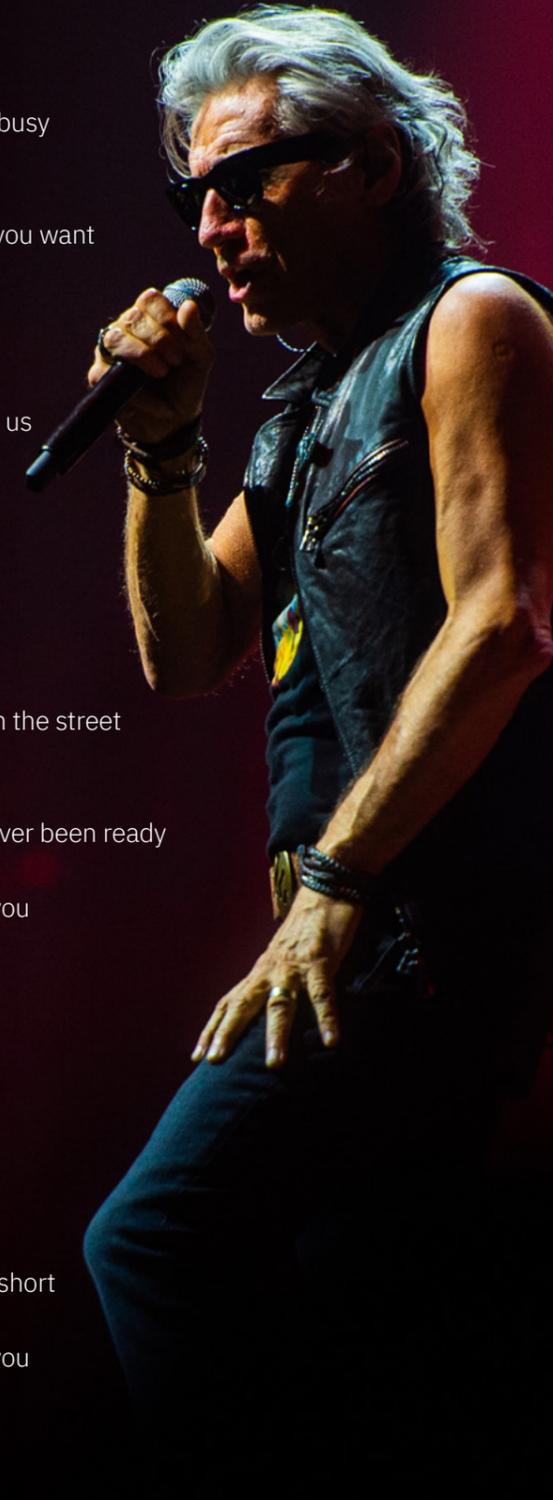
## L'amore conta (Love matters) by Luciano Ligabue



You and I have seen some of them, lived some  
And we got it right, the term together  
As the sun behind slowly goes down  
And that sun you wish wasn't you  
And so you started smoking again, you're busy  
It went as it should, as it could  
How many crumbs remain behind us  
Either we toast ours or we toast whoever you want  
Love matters  
Love matters  
Do you know another way to cheat death?  
No one ever says whether sooner or later  
And maybe some god hasn't finished with us  
Love matters  
You and I take your cravings off  
Each his mistakes

It's a shame for those promises  
Honest but big  
You choose to do it a little bit in company  
This journey where you don't go back from the street  
Love matters  
Love matters  
And count the years to those who have never been ready  
No one ever says it's easy  
And maybe some god didn't end up with you  
Thank you for your full time  
Thank you for your truest  
Thank you for your tight teeth  
The flaws  
For the barrels of joy  
For our imagination  
Love matters

Love matters  
As far as you pull you know the blanket is short  
No one ever says it's easy  
And maybe some god didn't end up with you  
Love matters





# 15. Guided meditation with background music



## 1. As soon as you are calm, sure that you will not be interrupted, lie down.

Let your eyes close softly, and let your arms lie beside your body, your feet fall, one on one side and one on the other, and slowly draw your attention

## 2. Now draw your attention to your feet, become aware of any sensation you perceive there.

If you do not feel anything, simply record that sensation.

As you inhale, imagine your breath entering your body and reaching your feet, when you get there start to exhale and let the breath go through your whole body and out through your nose. In this way you are inhaling through your nose and exhaling through your feet. When you are ready, let your feet dissolve from your mind.

Now become aware of your shins and calf muscles and sensations in your lower legs, not just on the surface, but down to your bones, experiencing and accepting what you feel here and breathing into it, then breathing out of it. Then let go of your lower legs as you relax on the mat. And down to your thighs, if there is any tension; just notice this feeling. Inhale and exhale in and out of your thighs. Then let the thighs dissolve and relax. Now shift your attention to the pelvis. From one hip to the other. Notice your buttocks in contact with the bed or mat and the sensations of contact and weight. Become aware of the genital region and any sensations or lack of sensations you are experiencing. Direct your breath towards your pelvis, breathing with your entire pelvis. And as you exhale move your breath upwards through your body and nose, let your pelvis soften and release any tension as you sink further into a state of relaxed awareness and stillness. Remain totally present in each moment, content to be and just be here as you are now. Now direct your attention to your lower back and experience your back as it is. On the inhale let your breath enter and move through every part of your lower back, and on the exhale let any tension, any stiffness, anything restraining the flow go out along with the breath as you exhale and then let go of your lower back.

Go up into the upper back, feeling the sensations in this part of the body. You can also feel your ribcage, both in the back and in the front, expand your breath and feel any stiffness, fatigue or discomfort in this part of your body, letting them melt away and exhale with your breath as you let go and sink further into stillness and relaxation. Shift your attention back to your belly and experience your belly rising and falling as you breathe in, place your attention on your chest as it expands on the inhale and deflates on the exhale. If you can, tune into the rhythmic beating of your heart inside your chest, feeling it if you can. Experience your chest, your belly, the muscles on your chest wall, your breasts, the whole front part of your body. And now let this region also dissolve into relaxation.

Shift your attention to the fingertips of both hands together, becoming aware of the sensations now in your fingertips and thumbs, where you can feel some pulsation due to blood flow, moisture, heat or whatever you feel. Just feel your fingers and expand your awareness to include your palms and the backs of your hands and wrists. Also become aware of your forearms and elbows and all sensations, regardless of what they are.



Allow the field of your awareness to now include your arms up to your shoulders.

Experiment with your shoulders and if there is tension, breathe into your shoulders and arms, letting the tension dissolve as you breathe. Let go of the tension and let go of your arms from your fingertips to your shoulders. As you sink further into a state of relaxed awareness, just be present in each moment, letting go of any thoughts or any impulses to move and simply experiencing yourself in the moment.

And now focus your attention on your neck and throat and feel this part of your body, experiencing how it feels perhaps when you swallow and when you breathe. And then let it go, let it relax and melt into your mind's eye. Become aware of your face now. Focus on your jaw and chin, experiencing them as they are.

Become aware of your lips and mouth. Become aware of your cheeks now ... your nose, feeling your breath as it moves in and out of your nostrils. Become aware of your eyes and the whole region around your eyes and eyelids. If there is any tension, let it out by exhaling. And now the forehead, let it relax to let go of the stored emotions. And the temples. And if you feel any emotions associated with the tension or feelings in your face, just be aware of them. Breathe in and let the face dissolve into relaxation and stillness. And now become aware of the ears, and the top and back of the head. Now let the whole face and head relax. For now, let it be as it is. Let it be still and neutral. Relaxed and at peace.

Now let your breath move through your whole body in whatever way feels natural to you. All your muscles in a deep state of relaxation. And your mind simply aware of this energy, this flow of breath. Experience the breathing of your whole body. Sink deeper and deeper into a state of stillness and deep relaxation. Allow yourself to feel whole. In touch with your essential self in a realm of silence, stillness, peace.

Observe that this stillness is healing in itself, allow the world to be as it is, beyond personal fears and worries. Beyond your mind's direction of wanting everything to be a certain way. Seeing yourself as complete in this moment as you are. As totally present in this moment. 3rd step: At the end of the exercise, bring your awareness back to your body, feeling it all. We recommend moving your toes and fingers. Let this calmness and focus remain with you as you move. Compliment yourself for taking the time to nurture yourself in this way. And remember that this state of relaxation and clarity is accessible to you simply by paying attention to your breathing at any time, no matter what is happening in your day. Let your breath be a constant source of strength and energy for you.

# 16. Marco: the captain of his body and mind



Once there was a young man named Marco who often felt overwhelmed by situations and emotions. He had the impression that external events and people's reactions determined his mood and happiness. He often let himself be overwhelmed by anxiety, anger or sadness without knowing how to handle them.

One day, Marco decided it was time to take control of his life and develop greater self-mastery. He began to explore different practices that could help him on his path.

One of the first things Marco discovered was meditation. Every morning, he would sit in silence for a few minutes, focusing his attention on his breathing and letting go of the thoughts that crowded his mind. Meditation allowed him to develop a greater awareness of himself and his emotions. He learned to observe them without judgement and to let them flow without repressing or reacting impulsively.

Marco realised that self-mastery also required awareness of his body. He began practising yoga, which allowed him to connect with his body and experience a feeling of balance and inner calm. Through asanas (yoga postures) and conscious breathing, Marco learned to manage stress and release physical tension. But self-mastery was not only about the individual, but also about relationships with others. Marco realised that he had to learn how to communicate assertively and set healthy boundaries. He began practising the art of active listening, giving space to others and trying to understand their perspectives without letting his emotions overwhelm him. He learned to say "no" when necessary and to defend his needs and values in a respectful manner.

As time went by, Marco noticed significant changes in his life. He felt more serene and confident. Difficult situations no longer overwhelmed him as before. He had learnt to manage his emotions and to make conscious decisions instead of reacting impulsively.

Self-mastery became an essential part of Marco's life. He continued to cultivate the practices he had learnt and explore new ways to develop a greater awareness of himself and others.

Every day, Marco woke up with the determination to live fully and be the captain of his ship. Despite the challenges that life presented him, he knew that true self-mastery lay in his ability to respond consciously rather than react impulsively.



# 17. Biblical figure: Priscilla and Aquila



Some couples know how to get the most out of their lives. They complement each other, take advantage of each other's strengths and form an effective team. Their joint efforts have an impact on the people around them. Aquila and Priscilla were this kind of a couple. In the Bible, they are never mentioned separately. In marriage and in their ministry they were always together.

Priscilla and Aquila met Paul in Corinth, while the apostle was on his second missionary journey. They had just been expelled from Rome because of Emperor Claudius' decree against the Jews. Their house was as mobile as the tents they had built to support themselves. They opened their home to Paul, who worked with them to build the tents. Paul opened his heart to them, teaching them his wealth of spiritual wisdom.

Priscilla and Aquila made the most of their spiritual training. They listened carefully to the sermons and appreciated them. When they heard Apollo speak, they were impressed by his oratorical skills, but concluded that the content of his message was not complete. Rather than have an open confrontation, they invited Apollo privately to their home and instructed him on what he needed to know. Up to that point, Apollo knew what John the Baptist had said in his message about Christ. Priscilla and Aquila told him about the life of Jesus, his death and resurrection, and the reality of God's presence in the Holy Spirit. Apollo continued to preach with power.

Priscilla and Aquila continued to use their home as a pleasant place of preparation and worship. In Rome, many years later, they sponsored one of the house churches that developed.

At a time when the focus is mainly on what happens between a husband and wife, Aquila and Priscilla are an example of what can happen between a husband and wife. Their effective unity speaks of their relationship with each other. Their hospitality opened the door of salvation to many. The Christian home is still one of the best tools for spreading the Gospel. Do your guests find Christ in your home?

18.

# A father tells his daughter what emotions are



[www.youtube.com/watch?v=3UqBtN094nI](http://www.youtube.com/watch?v=3UqBtN094nI)

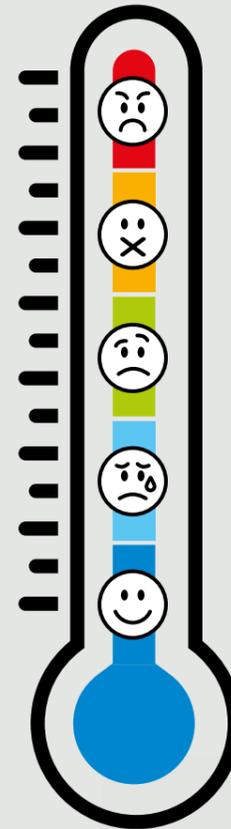
The video shows excerpts from the text by Giovanni Ariano: *Diventare uomo 2. Antropologia della psicoterapia d'integrazione strutturale*, Armando Editore. pp. 209 - 226



\* follow the instructions on page 182 to select subtitles in your preferred language.

19.

# How do I feel?



### HOW DO I FEEL?

**ANGRY, FURIOUS, EXPLOSIVE**  
angry, impatient, exasperated

**FRUSTRATED, BORED, IRRITATED**  
quarrelsome, closed, embittered

**ANXIOUS, SCARED, UNSTABLE**  
elusive, insistent, restless, worried

**SAD, LONELY, NEGATIVE**  
isolated, crying, disconnected, disinterested

**HAPPY, CALM, CONTENT**  
smiling, cheerful, involved

### WHAT CAN I DO ABOUT IT?

- vigorous physical exercise
- deep breaths
- hot bath or shower

- meditate
- take a brisk walk
- listen to music

- talk to someone
- pay attention to your 5 senses
- focus on what you can control

- keep a diary of your feelings
- call someone
- Set a positive goal for the day

- engage in a pleasant activity
- pay attention and enjoy your good mood
- help someone





# 21. The values of life



Deep down inside you, what is important to you?  
 What do you want your life to be for you?  
 What kind of qualities do you want to develop as a person?  
 How do you want to be in relationships with others?

Values are our heart's deepest desires about how we want to interact and relate with the world around us, with other people and with ourselves. They are the guiding principles that can guide and motivate us as we make our way through life.

### Values and goals are two different things.

Values are the directions in which we keep moving, while goals are what we wish to achieve along the way. A value is like going east; a goal is like the mountain or river we want to cross as we travel in that direction. Goals can be reached and crossed off the list, while values are an ongoing process. For example, if you want to be an affectionate and caring partner, that is a value, an ongoing process. If you stop being loving and caring, you are no longer a loving and caring partner; you are no longer leading your life in light of that value. On the other hand, if you want to get married, that is a goal: it can be achieved and crossed off the list. Once you are married, you are married, even if you start treating your partner very badly. Wanting a better job is a goal. Once you have it, the goal is achieved. But wanting to do your best at work is a value, an ongoing process.



# 22. Assessment of life values



## Value Assessment Form

| Field of application                       | Direction that appreciates   | What importance do I give them?               | How much have I managed to live up to this value in the past month? | Priorities                   |
|--|--|---|---|------------------------------|
|  | write a short summary, in one or two sentences, or a few key words | 0 > not very important<br>10 > very important | 0 > not at all<br>10 > very much                                    | order from highest to lowest |
| Couple / intimate relationships / marriage |  |   |   |                              |
| Parenting                                  |  |   |   |                              |
| Friends / social life                      |  |   |   |                              |
| Job  |  |   |   |                              |
| Education / training                       |  |   |   |                              |
| Leisure / entertainment                    |  |   |   |                              |
| Spirituality                               |  |   |   |                              |
| Civic involvement / community life         |  |   |   |                              |
| Self-care / physical well-being            |  |   |   |                              |

# 23. The bull's eye



work / study

free time

personal growth / health

relationships

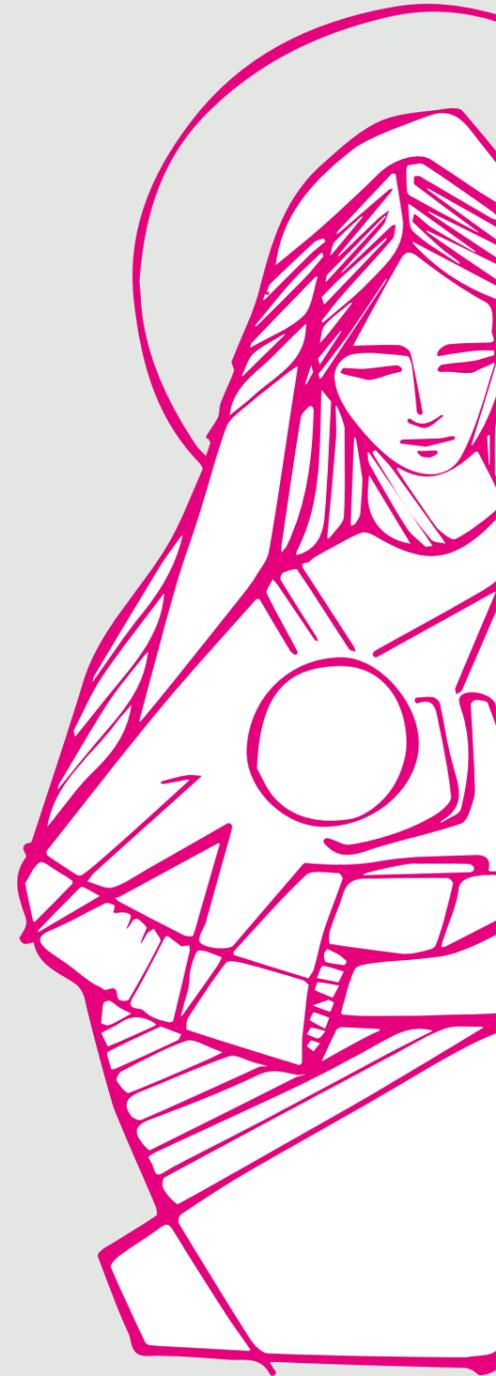
*I live fully according to my values*

*I am not in touch with my values*

# 24. Biblical figure: Mary



Motherhood is a painful privilege. The young Mary had the unique privilege of being the mother of the Son of God himself. However, the pains and pleasures of her motherhood are understood by any mother. Mary was the only human being present at Jesus' birth and she also witnessed his death. She saw him be born as her son and saw him die as her Saviour. Until Gabriel's surprise visit, Mary's life was going as well as she could have hoped. She had recently become engaged to a local carpenter, Joseph, and was looking forward to marriage. However, Mary's life was going to change forever. Angels do not usually make appointments before their visit. As if they were congratulating her as the winner of a competition in which she had never participated. Mary found the angel's greeting intriguing and his presence annoying. What she immediately heard was the news that almost every woman in Israel had expected to hear: her son would be the Messiah, the promised Saviour. Mary did not doubt the message, but asked how the conception would be possible. Gabriel answered that the child would be the Son of God. Her answer was the one God expects, but does not receive from many: "Behold, I am the handmaid of the Lord; let it be to me according to thy word" (Luke 1:38). Afterwards, her song of joy to Elizabeth shows how well she knew God, her thoughts were filled with words from the Old Testament. A few weeks after his birth, Jesus was taken to the temple to be consecrated to God. There Joseph and Mary met two prophets, Simeon and Anna, who recognised the child as the Messiah and praised God. Simeon addressed some words to Mary that she may have recalled several times in later years: "A sword will pierce your soul" (Luke 2:35). Much of the painful privilege of her motherhood would be to see her Son rejected and crucified by the people he had come to save. We can imagine that even if she had known what she would have suffered to be the mother of Jesus, she would have reacted in the same way. Are you willing, like Mary, to be used by God?



## 25. New story



“At the beginning of last summer, a serious news event shocked the world. A gunman entered a crowded cinema in the United States and opened fire, killing and injuring a large number of spectators. The audience that day consisted mainly of young people and families with children. The news broadcast several interviews with the people present. One thing common to all of them was that they were shocked. The feeling that emerged over all was fear, still present in the eyes of the men and women, fathers and mothers, young people and children interviewed.

But among the people in that cinema there was one person who did not seem to have been the least bit affected by what had happened. She did not cry, did not show any fear, but on the contrary appeared serene as if nothing had happened.

It was a child who could not have been more than one or two years old, asleep in the arms of his crying young father”.



## 26. First of all man



Poem “**First of all man**”  
*Nazim Hikmet*

Do not live on this earth as a foreigner  
or as a tourist in nature.

Live in this world  
as in your father’s house:  
believe in wheat, the earth, the sea  
but first of all you believe humans.  
He loves the clouds, machines, books  
but first of all he loves the man.

Feel the sadness of that branch dry  
of the star that turns off  
groaning wounded animal  
but first of all  
feel the sadness and sorrow of man.

You give joy all the goods of the earth  
the shadow and the light will give joy  
the four seasons give you joy  
but above all, with both hands  
give you joy the man!

*Nazim Hikmet (1901 - 1963)  
was a Turkish poet and writer,  
naturalized Polish and is considered  
one of the most important Turkish  
poets of modern times.*



# 27. Profumo (Perfume) by Max Pezzali



Although the fog has an unmistakable smell  
Mixture of burnt wood and wet leaves  
It tastes a little autumn and turbid sailing  
Knows a little you School and cold in the stomach

It smells like my city, it smells like university  
It smells like morning, it smells like late sleep.  
It smells like soot and it smells a bit like me  
what I am and what I have been

There is a scent that passes and goes  
It seems to move away but then will return  
There is a scent that with its wake  
Sticks to the memory and won't go away

I remember the first time I arrived in New York  
I was immediately struck by its intense smell  
Of every kind of fried food imaginable  
Of every kind of food imaginable

And of cafeteria  
Of iron and railway  
That from the subway rises and slides into the street  
Boutique aromas  
Of dirt and liquids  
The scorching smell of the changing world

There is some perfume that passes and goes

He seems to be moving away but will return  
Is there any perfume that with its wake  
It sticks to the memory and won't go away

There is a scent that passes and goes  
It seems to move away but then will return  
There is a scent that with its wake  
Sticks to the memory and won't go away

And the sofa that smells like soft leather  
Like pizza by the slice in the living room and complicity  
Vanilla candles and films on TV  
And those products you always spray around

Recognisable  
Indescribable  
It does not resemble a precise thing  
It is there in every room and  
It makes me feel that  
My perfume is the scent of home

There is a scent that passes and goes  
It seems to move away but then will return  
There is a scent that with its wake  
Sticks to the memory and won't go away  
There is a scent that passes and goes  
It seems to move away but then will return  
There is a scent that with its wake  
Sticks to the memory and won't go away



# 28. Pass the favour from the film "A Dream for Tomorrow"



[www.youtube.com/watch?v=vYc5v8\\_VAZs](https://www.youtube.com/watch?v=vYc5v8_VAZs)  
(italian)

[www.youtube.com/watch?v=B5UZ\\_9husMo](https://www.youtube.com/watch?v=B5UZ_9husMo)  
(english)



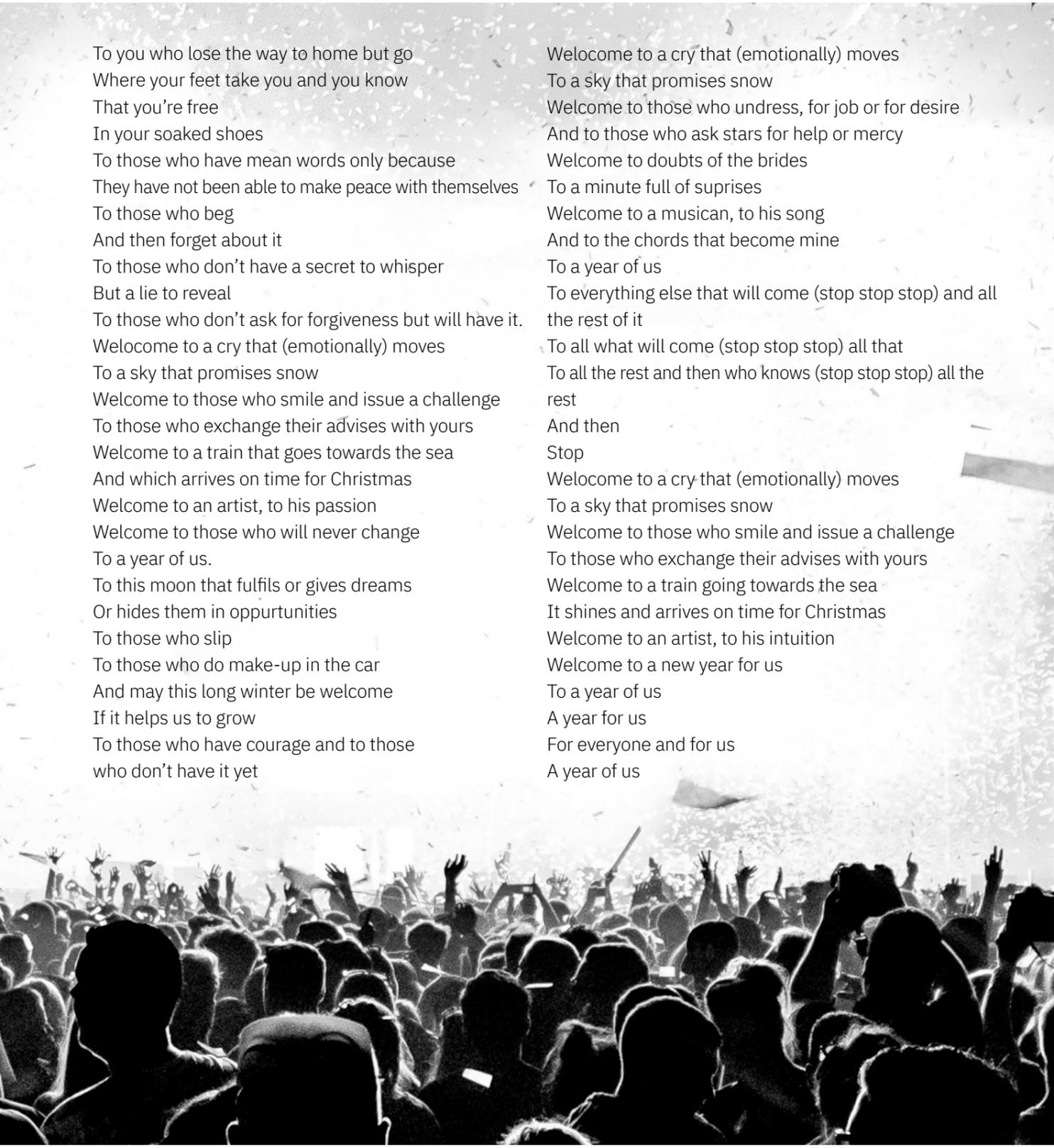
\* follow the instructions on page 182  
to select subtitles  
in your preferred language

# 29. Benvenuto (Welcome) by Laura Pausini



To you who lose the way to home but go  
Where your feet take you and you know  
That you're free  
In your soaked shoes  
To those who have mean words only because  
They have not been able to make peace with themselves  
To those who beg  
And then forget about it  
To those who don't have a secret to whisper  
But a lie to reveal  
To those who don't ask for forgiveness but will have it.  
Welcome to a cry that (emotionally) moves  
To a sky that promises snow  
Welcome to those who smile and issue a challenge  
To those who exchange their advises with yours  
Welcome to a train that goes towards the sea  
And which arrives on time for Christmas  
Welcome to an artist, to his passion  
Welcome to those who will never change  
To a year of us.  
To this moon that fulfils or gives dreams  
Or hides them in oppurtunities  
To those who slip  
To those who do make-up in the car  
And may this long winter be welcome  
If it helps us to grow  
To those who have courage and to those  
who don't have it yet

Welcome to a cry that (emotionally) moves  
To a sky that promises snow  
Welcome to those who undress, for job or for desire  
And to those who ask stars for help or mercy  
Welcome to doubts of the brides  
To a minute full of supprises  
Welcome to a musican, to his song  
And to the chords that become mine  
To a year of us  
To everything else that will come (stop stop stop) and all  
the rest of it  
To all what will come (stop stop stop) all that  
To all the rest and then who knows (stop stop stop) all the  
rest  
And then  
Stop  
Welcome to a cry that (emotionally) moves  
To a sky that promises snow  
Welcome to those who smile and issue a challenge  
To those who exchange their advises with yours  
Welcome to a train going towards the sea  
It shines and arrives on time for Christmas  
Welcome to an artist, to his intuition  
Welcome to a new year for us  
To a year of us  
A year for us  
For everyone and for us  
A year of us



# 30. Are you capable of welcoming?



## 1. Addicts are young people who:

- a. do not understand anything;
- b. have problems;
- c. do not feel like doing anything;
- d. are unable to ask for help;
- e. must be punished;
- f. do not deserve consideration;
- g. don't give a damn about others;
- h. can get out of drug slavery.

## 2. Street hawkers are people who:

- a. do not want to work;
- b. take jobs away from Italians;
- c. are in a difficult situation;
- d. live in misery in their country;
- e. should be removed;
- f. could be 'regularised';
- g. always cheat;
- h. try to survive.

## 3. The elderly are people who:

- a. have already lived their lives;
- b. prevent their children from living their lives;
- c. still have many resources;
- d. choose to go to old age homes because their family does not want;
- e. should always be placed in old age homes;
- f. do not produce and are in the way;
- g. have the right to live their whole life;
- h. could be helped to live in solitude.

## 4. Disabled people are people who:

- a. are not considered persons;
- b. do not understand, because they are not important;
- c. can find their place in society;
- d. have rights that must be protected;
- e. yield little, so it is better not to hire them;
- f. can improve with the appropriate work;
- g. know how to be responsible;
- h. are a burden on the healthy



# 31. Biblical figure: Saul



First impressions can be misleading, especially when the image created by a person's appearance is contradicted by his qualities and abilities. Saul was the ideal visual image of a king, but his character tendencies were often contrary to God's commands for a king. Saul was God's chosen leader, but this did not mean that he was capable of being king on his own.

During his reign and when he obeyed God, Saul had great achievements. His great failures occurred when he acted alone. Saul had the raw materials to be a good leader: vision, courage and action. Even his weaknesses could have been used by God if Saul had recognised them and placed them in God's hands. His decisions separated him from God and eventually also separated him from his people.

From Saul we can learn that while our strengths and abilities make us useful, it is our weaknesses that make us usable. Our skills and talents make us tools, but our failures and setbacks remind us that we need a craftsman to control our lives. Whatever we can do on our own is only a hint of what God might do through our lives.

# 32. Il giardino dei confini (The Garden of Boundaries)



Find a quiet place, preferably outdoors, where you can be alone and without distractions.

Meditation guidelines:

**1. Imagine you are inside a garden.**

This garden represents your life and your freedom. Observe the trees, flowers, and vegetation around you. This space represents your personal sphere of action and possibilities.

**2. Take a walk around the garden and take the time to observe the boundaries around it.**

You may notice fences, walls, or trees delimiting the garden area. These boundaries represent the rules, responsibilities and limitations in your life.

**3. Reflect on the meaning of boundaries and limits.**

Think of them as the elements that protect and guide us, as well as allow us to establish priorities and values in our lives.

**4. Take a moment to meditate on how boundaries and limitations can affect your freedom.**

Ask yourself whether you feel limited by these restrictions or whether, on the contrary, they allow you to live a more balanced and meaningful life.

**5. Now, imagine you are outside the garden, in an open space with no boundaries.**

This represents the concept of total freedom. Ask yourself how you feel in this place without boundaries, whether you feel safer or realise the need for boundaries to guide and protect you.

**6. Go back to the garden and take note of what you have learnt during this exercise.**

What did you discover about your relationship between boundaries and freedom? Are there aspects of your life where you feel you need to set new boundaries or expand your sphere of freedom?

# 33. Il paese dei balocchi (Toyland) by Pooh



In Toyland  
If you like freedom  
In Toyland  
Every day there is something new  
There is everything, everything and more  
In the biggest party there is  
You can find everything  
Day and night singing and dancing  
You never go to bed  
Pizza and Coke, nothing to study  
There's only one school and you don't know  
where it is  
There are no teachers or caretakers to  
hover over you  
Even the dogs are all prettier  
And they all have a bone  
Then if you don't feel like brushing your teeth  
there's no one here to stress you out  
In Toyland  
Every day is something new  
You won't believe your eyes  
If you like freedom  
Hurry up, drop everything and jump in

There is everything, but everything and  
more  
Whoever manages to eat the most ice  
cream  
Get ten out of ten  
You can watch even the most forbidden  
films  
With naked women  
Music blasting at full volume  
Chewing gum as long as you like  
In Toyland  
If you get there you'll never leave  
Walls full of scribbles  
No history or geography  
Hurry up, drop everything and jump in  
There's everything, everything and more  
In Toyland  
If you like freedom  
In Toyland  
Every day something new  
(There's everything, just everything if  
you like)



# 34. The butterfly and the cage



Once upon a time there was a little butterfly named Aurora. She was fascinated by the world around her and wanted to explore every corner of the forest in which she lived. Every day, she would flutter among the flowers and dance with the wind, enjoying her limitless freedom. One day, while flying near the edge of the forest, Aurora noticed a silver cage hanging from a branch. Inside the cage was a songbird named Leo. His melody was sad and weeping, and Aurora approached to see what was wrong. "Why are you inside this cage, little bird?" asked Aurora with concern. Leo replied with a sigh: "I was captured by a hunter and imprisoned here. They took my freedom to fly and sing freely." Aurora felt sad for Leo and decided to help him. However, Leo warned her of the dangers of leaving the boundaries of the forest. "Freedom can be dangerous, dear butterfly. The forest is my safe world, and outside of it, there are many dangers I do not know." Despite Leo's warning, Aurora could not remain indifferent. She wanted to help the little bird regain its freedom. So, she decided to look for a solution. She flew around the forest, asking the other animals for help.

She met Sabina, a wise owl, who advised her: "Freedom is precious, but limits protect us from unknown dangers. If you want to help Leo, you must find a way to do so without risking his safety." Aurora realised that she had to respect both Leo's freedom and the boundaries of the forest. She decided to ask for help from all the animals in the forest to build a secret tunnel leading outside the cage. This way, Leo could be free to explore the world without leaving the safety of the forest. After days of hard work, the tunnel was completed. Leo emerged from his cage and, with great joy, flew outside the boundaries of the forest for the first time. However, he had a feeling of gratitude towards the forest and its rules which had protected him during his imprisonment. From that day on, Aurora and Leo became great friends. Every now and then, Leo would take his flight of exploration out of the forest, but always with the knowledge that he would return to his safe world.



## 37. Identikit of a hoax: how to unmask it?



It is possible to present young people with a quick guide to recognising fake news (and dispelling it), although it is important to make it clear that this list should not be taken as a kind of reference manual to be applied mechanically and uncritically, because it is always appropriate to assess circumstances on a case-by-case basis.

1. A hoax often comes from unserious and unreliable sources, such as newspapers with unknown names or partially imitating the name of well-known and important magazines and newspapers. Professional editorial offices, while not immune to hoaxes, usually verify news before publishing it.
2. Are any of the people mentioned really experts in the subject matter being discussed? Even an authoritative figure, even a Nobel Prize winner, can make mistakes if he steps outside his field.
3. Is the news communicated in a sensational style or presented as an alternative truth 'that nobody wants to know about' or, again, as an easy and quick solution to a complex problem? It is most likely a hoax.
4. Are the most well-known anti-hoax sites already talking about it and denying it? The hoax is full-blown.
5. Does the message spread hatred or hostility against a category of people or does it single out an alleged enemy by making him a scapegoat? This is an extremely dangerous mechanism that is usually accompanied by the spread of fake news.
6. Is serious evidence cited in support of the reported theses, or is everything vague despite the triumphalist tone? If the latter is the case, suspicion is in order.
7. Is the statement so paradoxical that it seems absurd? It could be a joke: check if it comes from newspapers whose purpose is precisely to publish ironic or parodic news.

FAKE NEWS



## 38. Difference between online scams and phishing



The difference between an online scam and a phishing attempt is as follows:

### ONLINE SCAM

An online scam is a deceptive action aimed at defrauding a person or organisation, without specifying the method used. It can include various types of deception, such as overly advantageous offers, sales of fake products or non-existent services, deceptive requests for financial help, and more. An online scam can take place through email, social media, websites, apps or other digital platforms.

### PHISHING ATTEMPT

Phishing is a specific type of online scam in which a scammer sends misleading messages or emails that appear to come from trusted sources, such as banks, financial institutions or online services. The purpose of phishing is to trick people into providing personal information, such as usernames, passwords, credit card numbers or other sensitive information. Links in phishing messages can direct victims to fake websites that try to steal their credentials or financial information.

In summary, a **phishing attempt is a sub-type of online scam** involving misleading messages and fake websites to obtain sensitive information, whereas an online scam can include a wide range of fraud without being limited specifically to phishing.



# 39. Educating to speech in the digital age: a new and complex challenge



They have grown up on bread and tablets and have developed a new way of living, communicating and dealing with feelings compared to the past. They are the Generation Z kids, also known as Zedders, born between 1995 and 2010. Protagonists of a different generation gap, they were the first in human history to have access to the Internet from birth. GenZ's consider surfing the Web an integral part of their daily lives and perceive digital devices almost as an extension of their bodies. More than for anyone else, media therefore constitute a strongly structural identity element of their daily lives.

Becoming aware that cross-media, i.e. the possibility of interaction between media, has made the digital environment a true existential dimension is a necessary first step to recognising and analysing the new frontiers of hate communication, frontiers that our young people cross with a worrying frequency and often without realising it.

## HATE SPEECH, CYBERBULLYING AND ZOOMBOLISM

In the increasingly connected world of social networking and digital communications, significant challenges emerge related to the abuse of this technology. These include hate speech, cyberbullying and zoombing, phenomena that challenge freedom of expression, online safety and the psychological well-being of individuals.

**Hate** speech is manifested through incitement to hatred, discrimination and the dissemination of prejudice based on personal characteristics such as race, religion or sexual orientation. This type of communication, often conveyed on social networks, can have serious consequences, from inciting violence to creating social divisions.

**Cyberbullying**, on the other hand, is a phenomenon of online harassment and bullying, with devastating consequences for the victims, who often suffer psychological damage, a decline in self-esteem and social problems.

Finally, zoombombing is a form of unwanted interruption of online video conferences, which has highlighted the vulnerability of the security of digital communication platforms.

These issues raise important questions about individual and collective responsibility in the use of digital technologies, the importance of online safety and the need to promote a culture of respect and tolerance. In this context, examining the consequences of online hate speech and abuse is crucial to addressing the challenges of the contemporary digital world. The consequences of hate speech can be very serious. By definition, man is a social animal. We have always needed a continuous and unceasing exchange with our fellow human beings. The majority cannot help but participate in the life of a community, from the smallest, the family unit, to increasingly larger aggregations. Collaboration, loyalty, and solidarity should be the pillars of every human relationship, yet not everyone is able to relate to others in a balanced and correct manner. There are indeed people who, for no reason whatsoever, bully others. They set in motion what Nobel prize winner Toni Morrison called alteration, the 'process of inventing the other'.

## THE HOUSE OF WORDS: THE IMPORTANCE OF READING

The school is the home of words. It is the place where anyone can expand and consolidate the alphabet of sociality and affectivity. Above all, however, it is the space within which something unique also happens. Usually, it is within its perimeter that the most fruitful encounter with the books we call classics takes place, the immortal works that allow us to come into contact with the essence of humanity in an intimate and profound way.

Schools can offer an important shelter to hate speech and hate phenomena and help us to combat them.

Bringing the classics back to the centre of educational activity has in fact a twofold purpose. It gives adolescents a growing number of vocabulary and restores their taste for reflection. It creates, in other words, a system of counterweights necessary to restore completeness and compactness to the communicative warp of youth and to remove it from the yoke of immediacy and semantic vagueness.

By reading, paraphrasing, commenting on and interpreting the works of great authors, participants are able to understand the value of individual words and return to handling them with care. Neuroscientific studies on the 'reading brain' (Maryanne Wolf) and on neurons in activity during reading (Stanislas Dehaene) confirm that there is a cause and effect relationship between 'the quality of reading and the quality of thinking'. They also tell us that only deep, slow and thoughtful reading can guarantee the cognitive, intellectual, affective-relational and ethical growth of us human beings.

# 40. **Bellissima Beautiful** by Chadia Rodriguez



Pleased to meet you, my name is Woman  
I live with flaws and with shame  
I'm out in high heels and a short skirt  
If I'm too thin or too round  
They've called me "dried-up" and "whale"  
Yelled in my face and whispered to my back  
They've called me nun, whore, idiot  
Without makeup, without nail polish and lotion  
I like myself this way  
And if I like to do it, I'll do it this way  
After all words are words  
And one day they'll disappear without a sound  
With your hair out of place  
Without nice clothes on  
Even in the dark there's a light that illuminates you  
Because you are beautiful that way  
Because you are beautiful that way  
There's always someone waiting for you  
And in their eyes you're perfect  
And one day you'll understand how stupid you were  
Because you're beautiful that way  
Because you are beautiful that way  
Pleased to meet you, my name is Chadia  
I've always been a strange girl  
I grew up alone in the streets  
Without being a thief or a whore  
I made a breastplate, a suit of armor  
That protects me from the people, from fear  
I didn't have big breasts or height  
The hallway at school was torture  
They called me "poor one" whistling

In packs but alone, then I'd cry (they'd cry)  
And they owe me money and respect  
I look at myself puffing out my chest in the mirror  
With your hair out of place  
Without nice clothes on  
Even in the dark there's a light that illuminates you  
Because you are beautiful that way  
Because you are beautiful that way  
There's always someone waiting for you  
And in their eyes you're perfect  
And one day you'll understand how stupid you were  
Because you're beautiful that way  
Because you are beautiful that way  
You only have to look like yourself  
Not a queen or a princess  
Only those who don't love you want you different  
(Because you are beautiful that way, beautiful that way)  
It'll be that way forever from the first time  
They'll pay dearly, those who despise pay for it  
If they don't like you in the end it's not your fault  
Because you are beautiful that way  
Without nice clothes on  
Even in the dark there's a light that illuminates you  
Because you are beautiful that way  
Because you are beautiful that way  
There's always someone waiting for you  
And in their eyes you're perfect  
And one day you'll understand how stupid you were  
Because you're beautiful that way  
Because you are beautiful that way

## Beautiful

Chadia Rodriguez

0:52 3:08



# 41. **Si chiama Gioia It's called Joy** by Junior Cally



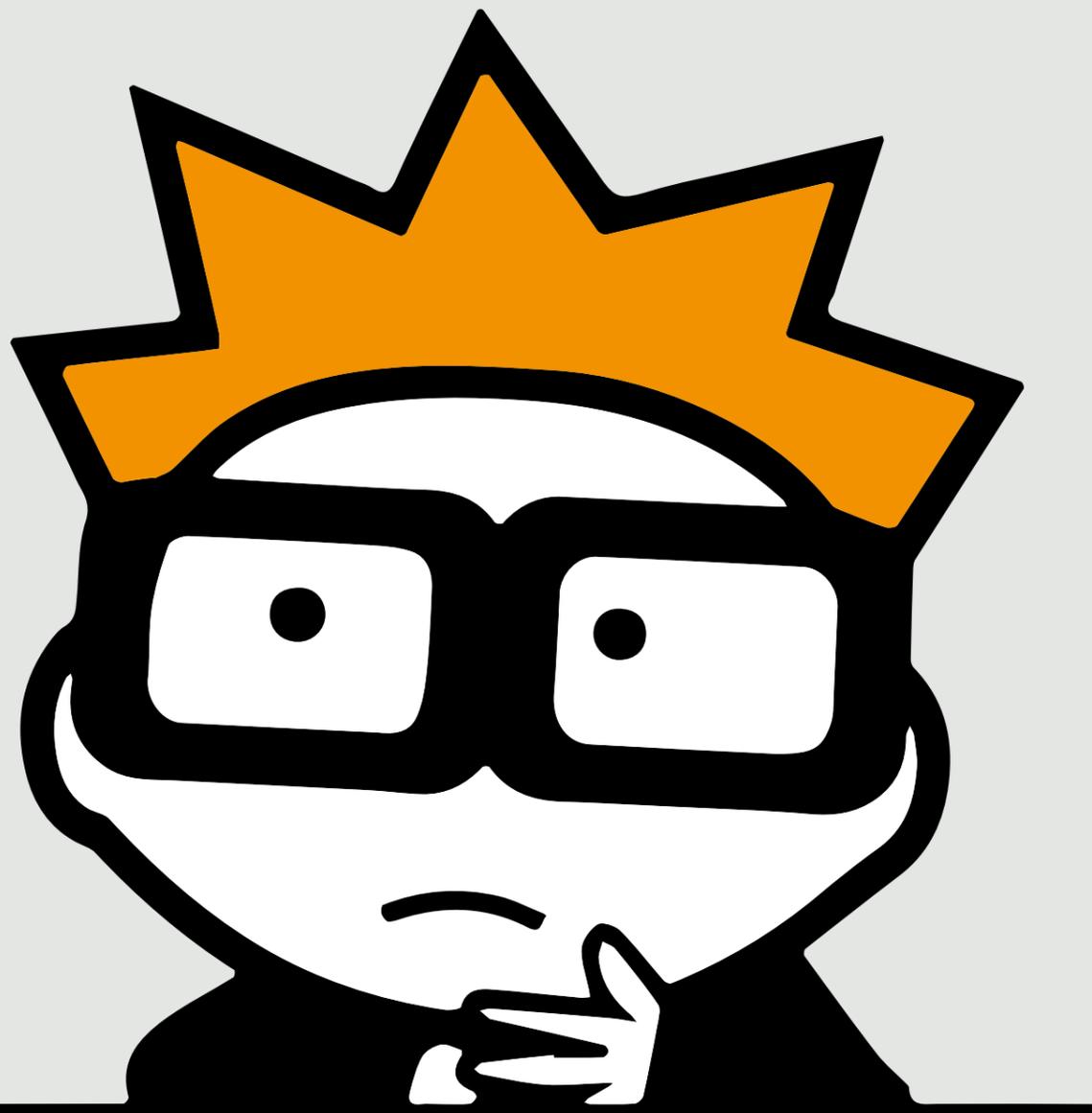
She dances half naked and then she gives it to you  
It's Jeremy  
Yes to the delight of mom and dad  
She only wears the signed things  
He goes out in the evening with a Cabrio car  
She doesn't work but she wants the money  
She drinks and then dances on a sofa  
Always on vacation, she lives in France  
Then she comes over, she says, "Do you smoke weed?"  
I look at the moon but she wants it  
To make a living she sold her heart  
She says "I'm taking you to Mars", she talks about art, she plays the part  
She goes to sleep when the sun comes out  
She doesn't care about people  
Her, her, her  
She dances half naked and then she gives it to you  
Her, her, her  
Yes, to the delight of mom and dad  
Her name is Gioia but she drinks and then swallows  
She dances half naked and then she gives it to you  
Her name is Gioia because she is a slut  
Yes to the delight of mom and dad  
Her name is Gioia but she drinks and then swallows  
She dances half naked and then she gives it to you  
Her name is Gioia because she is a slut  
Yes to the delight of mom and dad  
Now that everyone is talking about me  
She wants the Louis Vuitton mask  
I dress badly, she the Louboutin  
And inside the club she drinks some more  
Scallops every evening  
She never pays at the restaurant

Drinking Moët with her friends  
Paso Adelante, check the likes  
She goes away and doesn't say hello to anyone  
Turns around looks like a show  
With the drink in his hand he moves his ass  
She seems like a good girl, though  
Her, her, her  
She dances half naked and then she gives it to you  
Her, her, her  
Yes, to the delight of mom and dad  
It's called Gioia but she drinks and then swallows  
She dances half naked and then she gives it to you  
Her name is Gioia because she is a slut  
Yes, to the delight of mom and dad  
It's called Gioia but she drinks and then swallows  
She dances half naked and then she gives it to you  
Her name is Gioia because she is a slut  
Yes to the delight of mom and dad  
It's called Gioia but she drinks and then swallows  
She dances half naked and then she gives it to you  
Her name is Gioia because she is a slut  
Yes to the delight of mom and dad  
It's called Gioia but she drinks and then swallows  
She dances half naked and then she gives it to you  
Her name is Gioia because she is a slut  
Yes to the delight of mom and dad

## 42. Gaetano: ordinary stories of cyberbullying



<https://www.youtube.com/watch?v=hUIwW2gpw6c>



\* follow the instructions on page 182 to select subtitles in your preferred language.

## 43. Biblical figure: Mark



Mistakes are effective teachers. Their consequences have the virtue of making the lessons painfully clear. But those who learn from their mistakes are candidates for developing wisdom. Mark was a good pupil who only needed time and encouragement.

Mark wanted to do things right, but had difficulty keeping to the task. In his Gospel, Mark mentions a young man (perhaps referring to himself) who ran away naked and terrified when Jesus was arrested. This tendency to flee reappears later on, when Paul and Barnabas take him as a helper on their first missionary journey. During the second stage, Mark leaves them and returns to Jerusalem. A decision that Paul did not easily accept. In preparation for their second journey two years later, Barnabas again suggested that Mark go with them as a travelling companion, but Paul adamantly refused. As a result, the team split up. Barnabas took Mark with him and Paul chose Silas. Barnabas was patient with Mark and the young man returned his investment. Later, Paul and Mark joined forces and the elderly apostle became a close friend of the young disciple.

Mark was a valuable companion for three Christian leaders: Barnabas, Paul and Peter. The material in Mark's Gospel seems to come mainly from Peter. Mark's role as assistant allowed him to be an observer. Over and over again he listened to Peter tell about his experiences of the years he spent with Jesus and was the first to write the life of Jesus.

Barnabas played an important role in Mark's life. He stood by the young man despite his shortcomings, encouraging him with great patience. Mark challenges us to learn from our mistakes and to appreciate the patience of others. Is there a Barnabas in your life whom you have to thank for his encouragement?

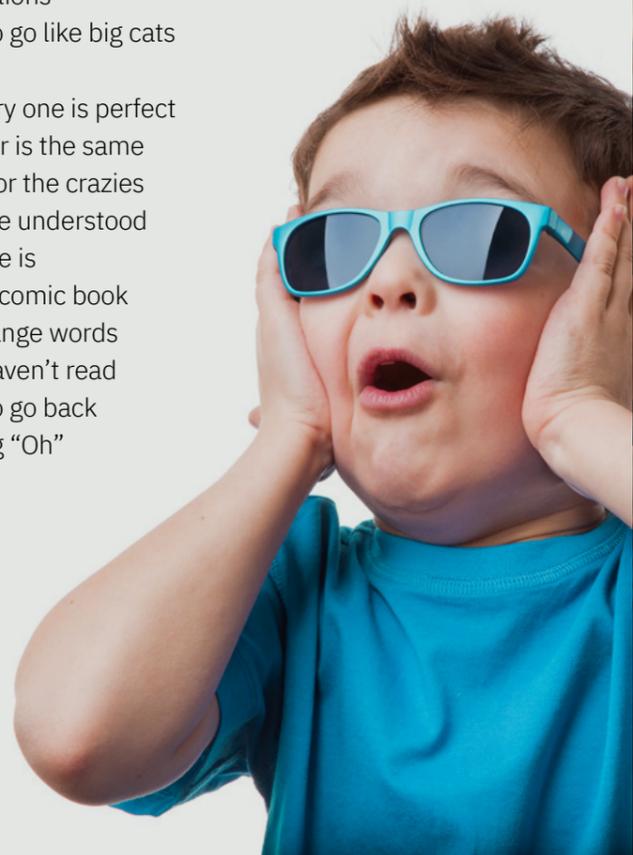
# 44. I bambini fanno oh (The kids go oh) by Povia



When the children say "Oh, there's a little mouse"  
While the children say "Oh, there's a little dog"  
If there's one thing I know now  
But that I'll never see again  
It's a black wolf giving a little kiss  
To a little lamb  
All the children say "Oh"  
give me your hand.  
Why do you leave me (all) alone?  
You know that alone you can't  
Without someone no one  
can become a man.  
For a doll or a robot-bot-bot  
Perhaps they fight a bit.  
But with their little finger, aloud  
At least they  
Make peace.  
In this way everything is new  
It's a surprise  
And just when it rains  
The children say "Oh!  
Look at the rain!"  
When the children say "Oh,  
What a marvel!  
But what an idiot, however,  
That I feel a bit ashamed  
Because I no longer know how to say "Oh"  
And do everything as it takes me  
Because the children don't have hairs  
On their stomachs  
Nor on their tongues  
Children are very indiscreet  
But they have many secrets  
Like the poets.  
In children, imagination flies, along with some lies  
Oh, mamma mia, pay attention!  
But everything is clear and transparent  
so that when an adult cries  
The children say "Oh,  
You hurt yourself

It's your fault.  
When the children say "Oh,  
What a marvel!  
But what an idiot, however,  
That I feel a bit ashamed  
Because I no longer know how to say "Oh"  
I no longer know how to go on a swing  
I no longer know how to make a necklace out of  
a piece of yarn  
As long as the cretins say "eh"  
As long as the cretins say "ah"  
As long as the cretins say boh  
All the rest is the same  
But if the children say "Oh,  
The vowel is enough.  
I feel a bit ashamed  
Instead the adults say "No"  
I ask asylum...  
Like the lions  
I want to go like big cats

And every one is perfect  
The color is the same  
Hurray for the crazies  
who have understood  
what love is  
It's all a comic book  
with strange words  
That I haven't read  
I want to go back  
to saying "Oh"



# 45. Giovanni (Gender Stereotypes)



<https://www.youtube.com/watch?v=qdFK2ZfZP5U>



\* follow the instructions  
on page 182  
to select subtitles  
in your preferred languagee

# 46. Quiz Worksheet



Answer by putting a cross next to the gender (F) feminine, (M) masculine and (N) neutral in case the statement can refer to both feminine and masculine:

|   |   |   |   |
|---|---|---|---|
| I need a bigger shoe rack: I no longer know where to put my shoes.                          | F | M | N |
| See you at the café, I'll buy you a coffee.   | F | M | N |
| Yesterday I worked all afternoon to put the laundry away.                                   | F | M | N |
| Finally, I'm going to the hairdresser's tomorrow.   | F | M | N |
| I signed up at the gym to increase my muscles.  | F | M | N |
| I have been on a diet for a week.   | F | M | N |
| See you Saturday morning for a tennis match.  | F | M | N |
| Last night's film was very romantic.  | F | M | N |
| My favourite pastime is shopping.   | F | M | N |
| Tomorrow I have to ask for a leave from work, because I have to take my son to the dentist. | F | M | N |
| The teachers told me that Mario has improved a lot.   | F | M | N |
| I have to go home and prepare dinner.   | F | M | N |
| Tomorrow I leave for Paris for an international meeting.                                    | F | M | N |
| Yesterday I left the car at the body shop.  | F | M | N |
| I gave up smoking 10 years ago.   | F | M | N |

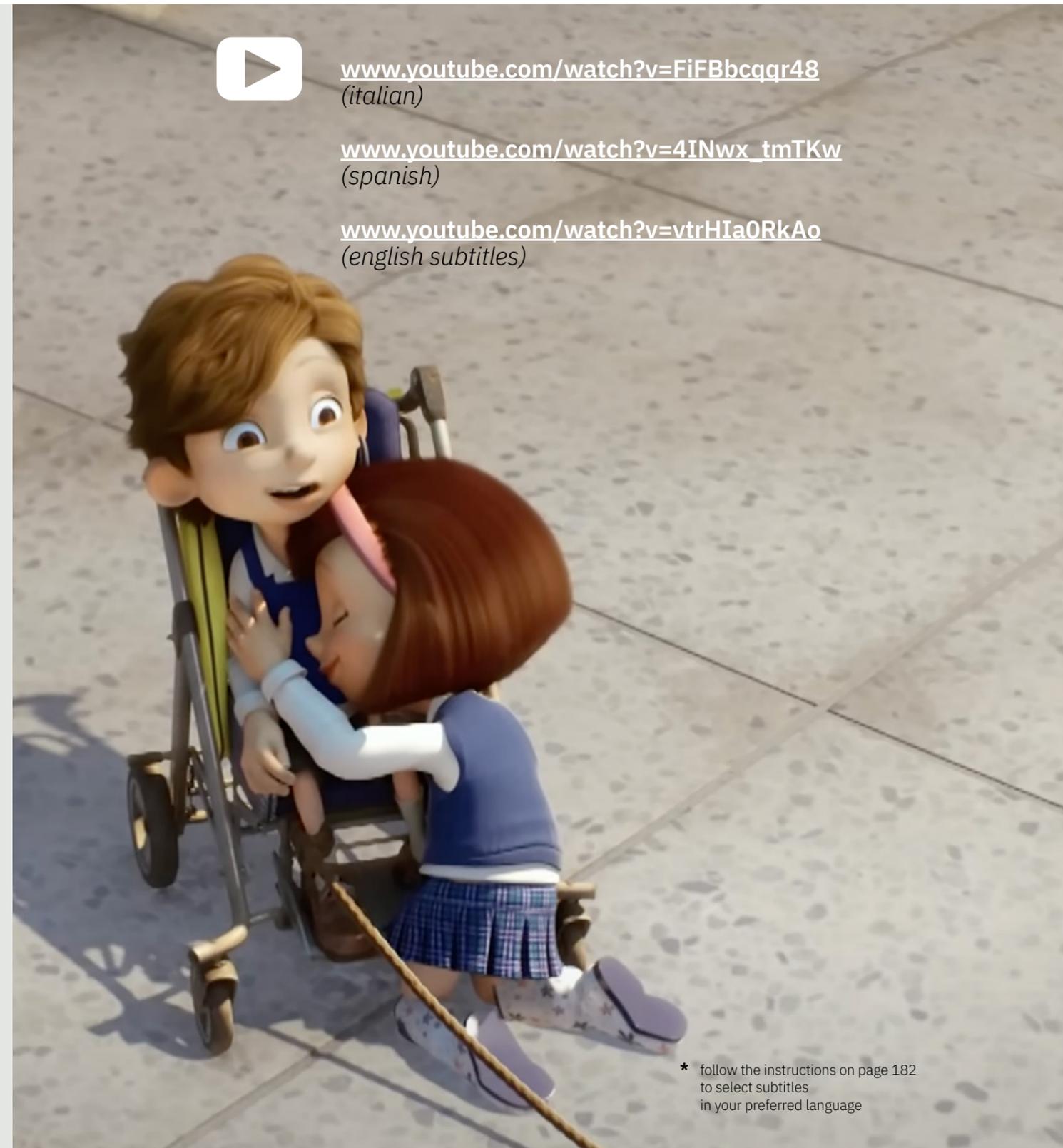
# 47. Cuerdas completo



[www.youtube.com/watch?v=FiFBbcqqr48](https://www.youtube.com/watch?v=FiFBbcqqr48)  
(italian)

[www.youtube.com/watch?v=4INwx\\_tmTKw](https://www.youtube.com/watch?v=4INwx_tmTKw)  
(spanish)

[www.youtube.com/watch?v=vtrHIa0RkAo](https://www.youtube.com/watch?v=vtrHIa0RkAo)  
(english subtitles)



\* follow the instructions on page 182 to select subtitles in your preferred language

# 48. For the Birds



[www.youtube.com/watch?v=nYTrIcn4rjg](http://www.youtube.com/watch?v=nYTrIcn4rjg)

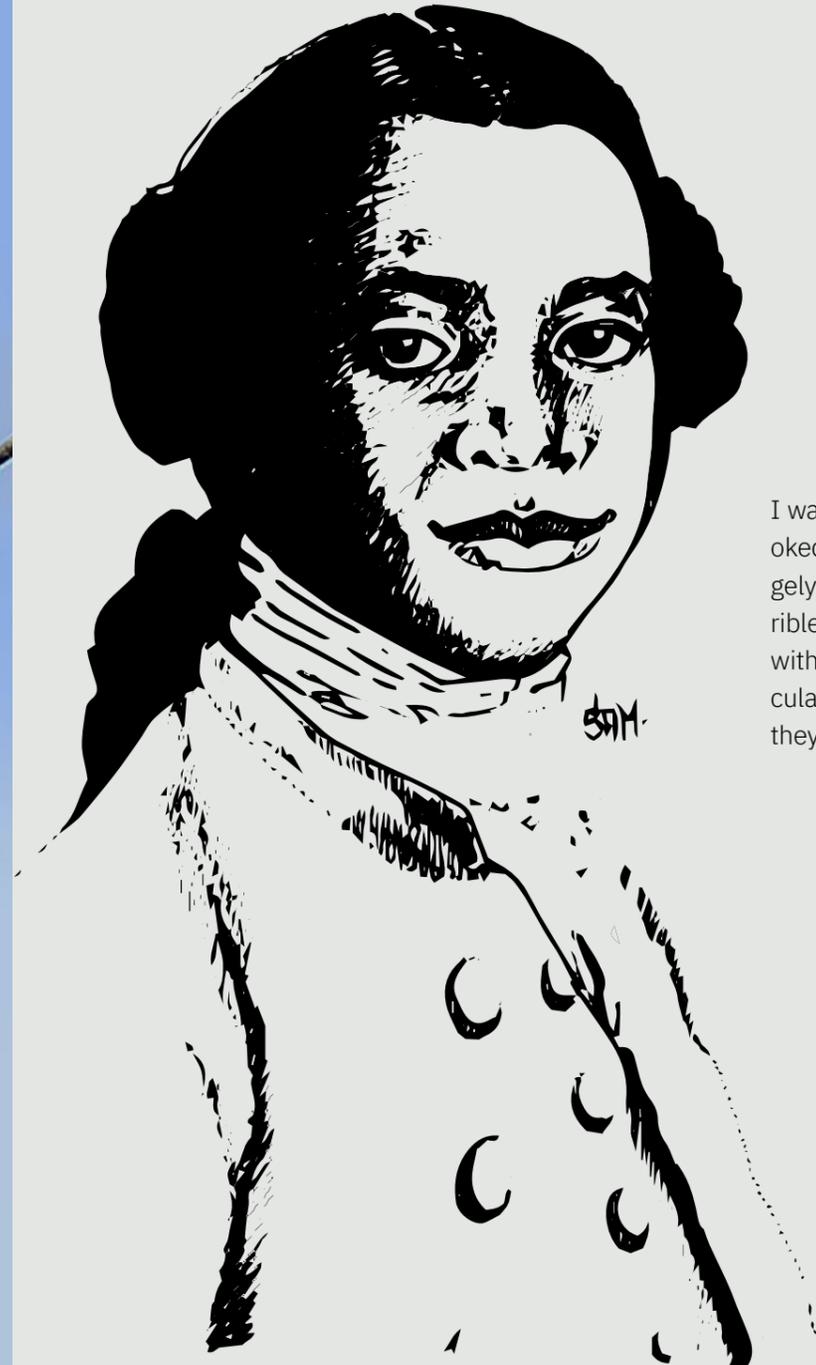


\* follow the instructions on page 182 to select subtitles in your preferred language

# Excerpt from the book 'The incredible story of Olaudah Equiano, or Gustavus Vassa, called the African'



# 49.



I was afraid of being killed, the **white** men looked at me and behaved, as I thought, savagely: could we have been eaten by those horrible looking **white** men, with **red** faces and with long hair? I was forced to notice the particular thinness of their women... and I thought they were not as pure as **African** women.

# 50. Rhymes on diversity by Gianni Rodari



## Nursery rhyme of those who are different from me

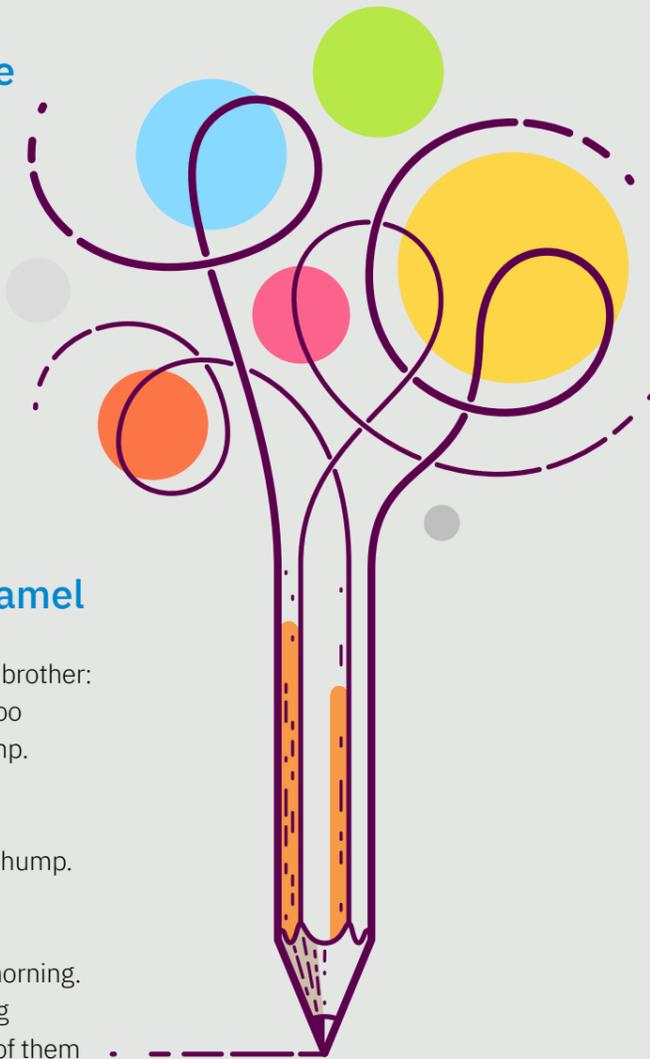
You are not like me: you are different  
But don't feel lost  
I'm different too, there are two of us  
If I put my hands  
With yours  
Some things I can do and some  
things you can do  
And together we can do more  
You're not like me, I'm lucky  
I really am grateful to you  
Because we are not the same  
It means that both of us are special.

## The dromedary and the camel

Once a dromedary met a camel and  
said to him: - I feel sorry for you, dearest brother:  
you would be a magnificent dromedary too  
if only you didn't have that extra ugly hump.  
The camel answered him:  
- You took the words out of my mouth.  
It is unfortunate for you to have only one hump.  
You are close to being a perfect camel:  
with you nature has erred by default.  
The bizarre argument lasted the whole morning.  
In a corner an old Bedouin stood listening  
and was thinking to himself: - Poor both of them  
Each one finds only his own humps beautiful.  
So often do so many people in the world reason  
Who find wrong what is only different.

## Skin

Skin as white as wax  
Skin as Black as the evening  
Skin as orange as the sun  
Skin as Yellow as lemons as many colours as flowers.  
Of none can you do without to draw the rainbow.  
Whoever loves only one colour will always have a grey heart.



# 51. Biblical figure: John the Apostle



Being loved is the most powerful motivation in the world. Our capacity to love is often shaped by our experience of loving. We usually love others to the extent that they love us.

Some of the greatest statements on the nature of God's love were written by a man who experienced God's love in a very special way. John, a disciple of Jesus, expressed his relationship with the Son of God by calling himself "the disciple whom Jesus loved" (John 21:20). Although Jesus' love is clearly expressed in all the Gospels, in John's Gospel it is the central theme. Because Jesus' love was intense and personal in his own experience, John remained sensitive to Jesus' words and actions that illustrate how He who is love loves others.

Jesus knew John perfectly well and loved him in the same way. Both he and his brother James were nicknamed "Sons of Thunder", perhaps because of the occasion when they both asked Jesus for permission to command fire to come down from heaven (Lk 9:54) on a village that refused to accept Jesus and his disciples. In this Gospel and his letters we see the great love of God, while the thunder of God's justice emerges from the pages of Revelation.

Jesus confronts each of us as he did with John. We cannot know the depth of God's love unless we are willing to face the fact that He knows us fully. Otherwise we are fools to believe that He must love people for what they pretend to be and not for the sinners they really are. John and the other disciples convince us that God is willing and able to accept us as we are. Believing in his love is a great motivation for change. His love is not given to us in return for our efforts, his love frees us to truly live. Have you accepted this love?

# 52. Stimulus Sentences Worksheet



# 53. Say No, say Yes.



In Italy, all sexual assaults are committed by foreigners

Being married is always a guarantee that there will never be sexual violence in the couple

Since she agreed to have sex last week, she will also agree today

Sexual violence is actually a passionate sexual act that we cannot control

When a girl wears a miniskirt and heels and goes out alone at night, it is normal that someone will rape her sooner or later

Acts of sexual violence take place only at night, in dark areas

## SAY NO!

Describe one or more situations, real or imagined, in which you feel you want to firmly **reject** a sexual proposal

Share what you have written in subgroups. Each subgroup chooses a situation. Identify the characters and their characteristics and dramatise them in front of the whole class. Observers pay attention to how effectively they reject the situation. It is important to bring out people's feelings during the dramatisation.

# 53. Say No, say Yes.



## SAY YES!

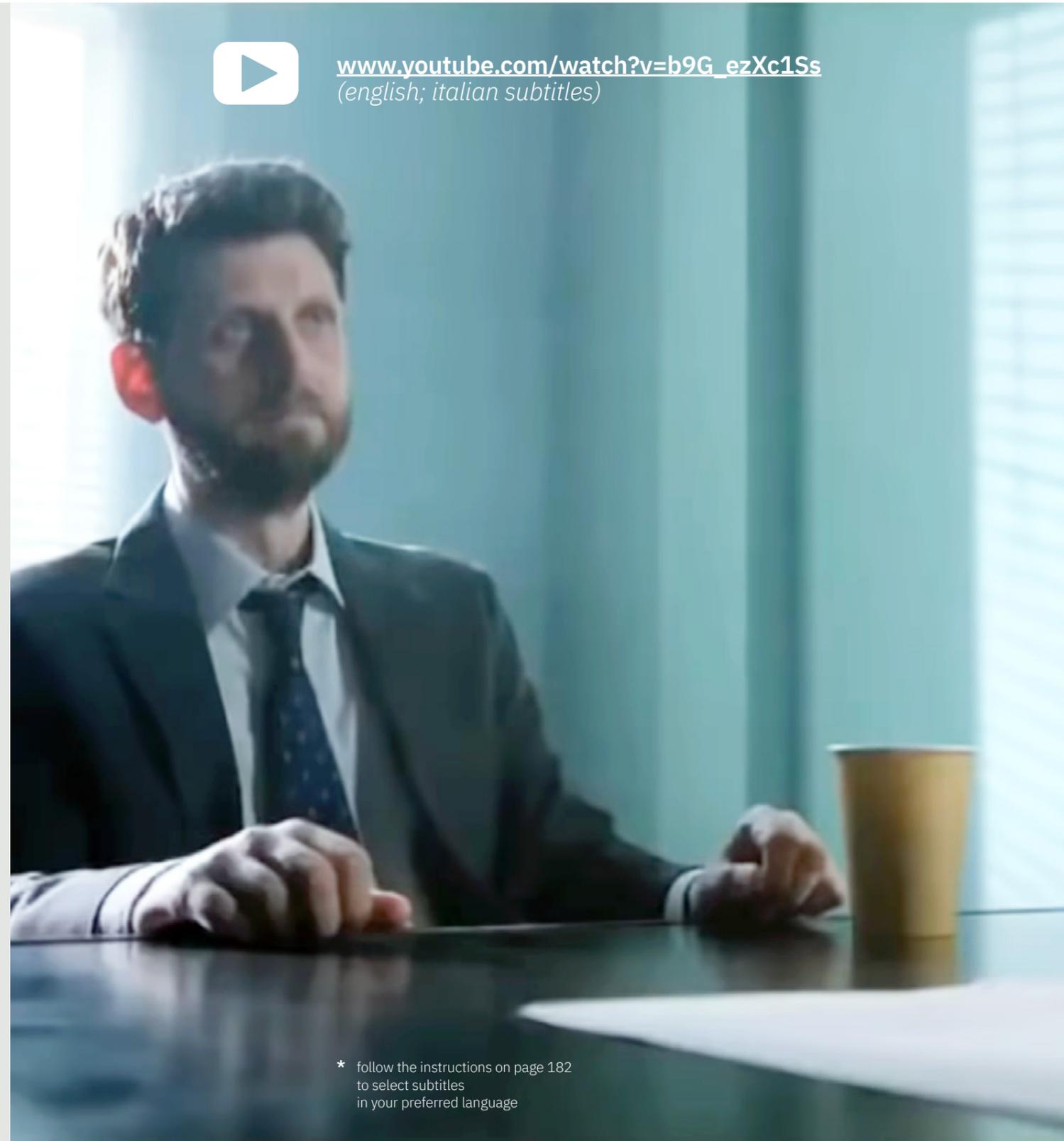
Describe one or more situations, real or imaginary, in which you feel you would like to **accept** a sexual proposal.

Share what you have written in subgroups. Each subgroup chooses a situation. Identify the characters and their characteristics and dramatise them in front of the whole class. The observers pay attention to the way the situation is accepted. It is important to bring out the feelings people have during the dramatisation.

# 54. She was asking for it



[www.youtube.com/watch?v=b9G\\_ezXc1Ss](https://www.youtube.com/watch?v=b9G_ezXc1Ss)  
(english; italian subtitles)



\* follow the instructions on page 182 to select subtitles in your preferred language

# 55. What were you wearing?



## OBJECTIVES:

The exhibit aims to dispel the prejudice that the victims of rape could have avoided it if only they had worn different clothes.

## DURATION:

From one day to a few weeks

## USEFUL MATERIALS AND RESOURCES:

- Different clothes in relation to the stories of abuse that will be presented in the exhibit
- Story cards printed on A3 sheet - I card for each story
- Glue, tape or pins to attach the stories to the wall.
- Corridor or homeroom of a school

## WHAT TO DO: STEP-BY-STEP DESCRIPTION

### PREPARATION

Be careful to:

- Prepare young people for the realisation and management of the exhibit, explaining that their role will be to accompany visitors and facilitate their understanding of the theme of the exhibit;
- Organise the exhibit so that each dress corresponds to a story;
- Encourage participants to look for clothes that can match the stories that will be exhibited;
- Accompany them in the preparation of the exhibit from a technical point of view, choosing the places where there is a greater visibility;
- Organise an official opening day, where young people will be the guides and can explain the purpose of the exhibit to visitors and discuss stereotypes, prejudice and violence against women with them;
- Publicise the open day through the school's communication channels.
- Ask young people to actively participate in publicising the initiative.

### REALIZATION

The exhibit can remain open for more than one day and the young people can act as guides both on the opening day and on the following days, taking turns. It is useful to be present on the official opening day to accompany the young people in guiding the guests, in case conflicts or emotionally difficult situations arise. Afterwards, you can arrange for the youngsters to take turns in guiding the exhibit during lesson breaks. At the end of the exhibit, you can ask visitors to leave their impressions and reflections on the theme. You could have visitors fill in an anonymous evaluation form or ask them to leave a message or reflection on a poster you have previously put up on a free wall of the exhibit site.

### FOLLOW

At the end of the exhibit, a meeting with the young people who acted as guides is useful to reflect on the experience and its value, also analysing together the feedback from the visitors.

\* suivez les instructions de la page 182 pour sélectionner les sous-titres dans votre langue préférée

# 56. Scenario 1, scenario 2, scenario 3.



## SCENARIO 1

With Maria we usually meet at the café 'SOTTOCASA' at 5 p.m. and drink tea. Today we met at the usual place at 5pm, but after agreeing to drink tea, Maria said she had had second thoughts and no longer wanted it. I insisted that she drink the tea, also because we had ordered it from the waiter, but Maria said she did not want to and left angrily. I stayed at the café without understanding what had happened. In my opinion, women are strange.



## SCENARIO 2

Rosa came to visit me and I offered her green tea, knowing that she is crazy about all kinds of tea, but especially green tea. My younger brothers were playing in their room and my parents were tidying up the garage. So we could enjoy our tea in peace. Rosa told me that she might want tea but wasn't sure. I decided to make it anyway and offer it to her. Surely she would drink it. When she saw the tea, she told me she didn't want to drink it at all. At first I tried to convince her by explaining that I had made green tea just for her. Then I got angry and forced her to drink the tea, since she always says green tea is her favourite and I had done everything to please her. She drank the tea crying. I think Rosa was very rude and I behaved well because I prepared everything with great care and attention.



## SCENARIO 3

Teresa came to see me on Sunday morning at 10 a.m. She told me she was tired so I offered her some tea. I know that she particularly likes blueberry tea and I made her one. As I was preparing the tea, I heard a crash. I returned to the room and found Teresa lying on the floor. She had fainted. I thought it was a joke and brought the tea. Then I asked if she wanted to drink it, since I had prepared it just for her. But she did not answer. So I laid her down on the sofa and made her drink the tea, but the tea spilled on her shirt. Teresa always does everything to make me angry and this time too she succeeded. I had prepared the tea with such passion for her and she was so ungrateful.

# 57. Tea Consent



[www.youtube.com/watch?v=RhaZDVcGo-o](https://www.youtube.com/watch?v=RhaZDVcGo-o)  
(italian)

[www.youtube.com/watch?v=pZwvrXVavnQ](https://www.youtube.com/watch?v=pZwvrXVavnQ)  
(english)

[www.youtube.com/watch?v=E4WTnJCMrH8](https://www.youtube.com/watch?v=E4WTnJCMrH8)  
(spanish)

[www.youtube.com/watch?v=2ovcQgIN5G4](https://www.youtube.com/watch?v=2ovcQgIN5G4)  
(German)



\* follow the instructions on page 182  
to select subtitles  
in your preferred language

# 58. Charter of Sexual and Reproductive Rights



In 1995, the International Planned Parenthood Federation (IPPF) and its 127 member associations adopted a Charter on Sexual and Reproductive Rights based on the international legislation on human rights. The 12 rights in the Charter are:

- 1. The right to life**, which means, among other things, that no woman's life should be endangered by reason of pregnancy.
- 2. The right to liberty and security of the person**, which recognises that all human beings should be free to enjoy and control their sexual and reproductive life and that no one should be forced to undergo pregnancy, sterilisation or abortion.
- 3. The right to equality and the right to be free from all forms of discrimination**, whereby every individual, regardless of race, colour, sex, sexual orientation, marital status, family position, age, language, religion, political opinion, national or social origin, wealth, birth or any other status, has the right to receive information, education and services relating to sexual and reproductive health.
- 4. The right to privacy**, which means that all reproductive health care services should provide clients with privacy, particularly with regard to confidential information entrusted to operators.
- 5. The right to freedom of thought**, to enable everyone to obtain information on sexual and reproductive health not conditioned by religious or moral convictions.
- 6. The right to information and education**, which guarantees the right of everyone to receive full information on the benefits, risks, and effectiveness of all methods of contraception so that any decisions in this field are made with full, free and informed consent.
- 7. The right to choose whether or not to marry and to found and plan a family**, to avoid marriages without the free, full and informed consent of both partners.
- 8. The right to decide whether or when to have children**, i.e. the right of everyone to reproductive health services that offer the widest possible choice of effective and safe contraceptive methods, and that are in turn accessible, convenient and acceptable to users.
- 9. The right to health care and health protection**, i.e. to the highest possible quality in health care, and the right not to be subjected to traditions that may have negative effects on health.
- 10. The right to the benefits of scientific progress**, which includes the right to use available reproductive technology if objective research has shown that the risk/benefit ratio is acceptable and that these methods do not conceal negative side effects on health.
- 11. The right to freedom of assembly and political participation**, guaranteeing the right to form associations that aim to promote reproductive health and rights.
- 12. The right to be free from torture and ill-treatment**, to protect children, women and men from all forms of violence, abuse and sexual exploitation.

# 59. Biblical figures: Azariah, Ananias and Mishael



Friendships make life pleasant and difficult moments more bearable. Difficulties test and strengthen them. Such was the relationship between the three young Jews deported to Babylon and Daniel. Their friendship meant a lot to them, but they never allowed it to take over God's place in their lives, even in the face of death.

Together they silently defied King Nebuchadnezzar's command to bow down and worship the idol he had made of himself. They shared an act of courage, while others, eager to get rid of them, told the king that these three Jews were disloyal. Even though it was not true, Nebuchadnezzar could not spare their lives without causing embarrassment.

It was the moment of truth. Death was about to put an end to their friendship. A small compromise would have allowed them to live and enjoy their friendship, to serve God and their people as long as they were on this earth. But they were wise enough to realise that it would undermine the very conviction that had bound them so intimately together: loyalty to God. So they did not hesitate to put their lives into God's hands and the rest was victory!

When we leave God out of our most important relationships, we tend to expect these relationships to satisfy our needs that only God can satisfy. Friends are helpful, but they cannot satisfy our deepest spiritual needs. Leaving God out of our relationships shows how unimportant He is in our lives. Our relationship with God must be important enough to touch other relationships, especially close friendships.

# 60. La cura (The cure) by Franco Battiato



I will protect you from the hypochondria fears  
from the worries that you'll encounter during your life  
from the injustice and the deceit of your times,  
from the failures that you will cause by your nature.  
I will relieve you of the pains and of your mood swings  
of the obsessions of your mania.  
I will overcome the gravitational currents  
the space and the light, in order not to make you grow old;  
and you'll be cured of all diseases.  
because you're a special [human] being  
and I'll take care of you.  
I was wandering the fields of Tennessee  
who knows how I got there  
don't you have white flowers for me?  
faster than eagles, my dreams  
cross the sea.  
Above all, I will bring you the silence and the patience  
we'll walk together through the paths that lead to the essence.  
The love fragrances will intoxicate our bodies  
the August stillness won't calm our senses.  
I will weave your hair like the plot of a poem  
I know the laws of the world and I'll offer them to you.  
I will overcome the gravitational currents  
the space and the light, in order not to make you grow old;  
I will save you from any melancholy.  
because you're a special [human] being  
and I will take care of you.



# 61. Gospel passages



## MARK 3:13

Then he went up the mountain, and summoned those whom he wanted and they came to him. He appointed Twelve that they might be with him and he might send them forth to preach and to have authority to drive out demons. Therefore he appointed the Twelve: Simon, whom he named Peter; James, son of Zebedee and John the brother of James, whom he named Boanerges, that is, sons of thunder; Andrew, Philip, Bartholomew, Matthew, Thomas, James the son of Alphaeus, Thaddeus, Simon the Cananean and Judas Iscariot who betrayed him.

## JOHN 15:12

This is my commandment: love one another as I have loved you. No one has greater love than this, to lay down one's life for one's friends. You are my friends if you do what I command you. I no longer call you slaves, because a slave does not know what his master is doing. I have called you friends, because I have told you everything I have heard from my Father. It was not you who chose me, but I who chose you and appointed you to go and bear fruit that will remain, so that whatever you ask the Father in my name he may give you. This I command you: love one another.

## LUKE 22:24

Then an argument broke out among them about which of them should be regarded as the greatest. He said to them, "The kings of the Gentiles lord it over them and those in authority over them are addressed as 'Benefactors'; but among you it shall not be so. Rather, let the greatest among you be as the youngest, and the leader as the servant. For who is greater: the one seated at table or the one who serves? Is it not the one seated at table? I am among you as the one who serves.

## LUKE 22:61

Then the Lord turned and looked at Peter; and Peter remembered the word of the Lord, how he had said to him, "Before the cock crows today, you will deny me three times." He went out and began to weep bitterly.

## MATTHEW 26:48

His betrayer had arranged a sign with them, saying, "The man I shall kiss is the one; arrest him." Immediately he went over to Jesus and said, "Hail, Rabbi!" and he kissed him. Jesus answered him, "Friend, do what you have come for." Then stepping forward they laid hands on Jesus and arrested him.

# 62. Grazie mille (A thousand thanks) by Max Pezzali



When you can see  
the mountains because there's no fog,  
when the holidays begin  
and when I finally go back home,  
when I get up and feel that I'm in,  
when you rub your nose against mine,  
when you breathe next to me  
I get a feeling that, I get a feeling that...

For every day, every instant,  
every moment that I'm living:  
thanks so much!

When they play  
football cups on TV on Wednesdays,  
when I listen to a wonderful piece [of music]  
that I would never have imagined so beautiful,  
when my dog comes to welcome me,  
when I see my parents smiling,  
when I have the enthusiasm to do [anything]  
I get a feeling that, I get a feeling that...

For every day, every instant,  
every moment that I'm living:  
thanks so much!

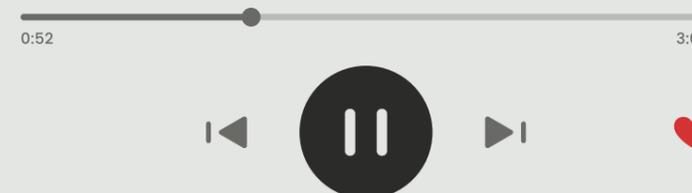
For every instant, every day,  
every moment that I was given:  
thanks so much!

When I wish I would never [have to] leave  
the microphone,  
when my friends place a bet at Snai and pick  
the two winning horses,  
when the world seems better to me  
even just for a moment,  
when I know I can do it  
I get a feeling that, I get a feeling that...

For every day, every instant,  
every moment that I'm living:  
thanks so much!  
For every instant, every day,  
every moment that I was given:  
thanks so much!  
Thanks so much!

## Grazie mille

Max Pezzali



# 63. Gospel passage Mt 18,15-18



“If your brother 12 sins, go and tell him his fault between you and him alone. If he listens to you, you have won over your brother. If he does not listen, take one or two others along with you, so that ‘every fact may be established on the testimony of two or three witnesses.’ If he refuses to listen to them, tell the church. If he refuses to listen even to the church, then treat him as you would a Gentile or a tax collector. Amen, I say to you, whatever you bind on earth shall be bound in heaven, and whatever you loose on earth shall be loosed in heaven”.



# 63. SMS about you... SMS about me Worksheet



| Situations to which we must react  |  | SMS about me |
|--|--|--------------|
| A friend always arrives late when you plan to go for a walk. He is never on time!!!                  |  |              |
| A friend never says what he thinks and, when he does, he is insecure and blushes.                    |  |              |
| A friend never speaks seriously, but can only tease and joke heavily.                                |  |              |
| A friend always thinks he is right, always blames others and never questions himself.                |  |              |
| A friend accepts neither jokes nor criticism, he immediately becomes sad and withdraws into himself. |  |              |

\*

On the Youtube page, to activate subtitles in your preferred language, follow the procedure below:

1. select **SETTINGS**
2. activate **SUBTITLES**
3. select the **AUTOMATIC LANGUAGE**
4. select (appears after selecting automatic language) **AUTOMATIC TRANSLATION**
5. choose your **PREFERRED LANGUAGE**

