



JOURNEY IN... YEAR ONE



1

ON BEING HUMAN DRAMA

This lesson's Big Ideas:

- All human beings share the same basic needs and many of the same desires.
- All human beings experience the same basic emotions.
- Most of our emotions arise from the fulfillment (or lack thereof) of wants and needs.
- One human need can only be filled by the Sacred—the need to connect with God.

Lesson Materials

- Emotion cards for charades: 3 sets (one for each team and one for the performers to draw from)
- Drama props: fabric scraps, bowls, fake food, broom, rags, firewood, flowers, rugs

Materials cont'd on p.2

TEACHER REFLECTION AND PREPARATION

🕒 Ahead of time

JACK: How can you sit there, calmly eating muffins when we are in this horrible trouble, I can't make out. You seem to me to be perfectly heartless.

ALGERNON: Well, I can't eat muffins in an agitated manner. The butter would probably get on my cuffs. One should always eat muffins quite calmly. It is the only way to eat them.

JACK: I say it's perfectly heartless your eating muffins at all, under the circumstances.

ALGERNON: When I am in trouble, eating is the only thing that consoles me. Indeed, when I am in really great trouble, as any one who knows me intimately will tell you, I refuse everything except food and drink. At the present moment I am eating muffins because I am unhappy. Besides, I am particularly fond of muffins.

- Oscar Wilde, "The Importance of Being Earnest"

Maslow's Hierarchy of Human Needs (note the flow from basic physical needs to complex emotional and intellectual needs and imagine the needs as a pyramid on which lower foundations and courses must be laid before higher needs can be met.)

Physiological Needs

These are biological needs. They consist of needs for oxygen, food, water, and a relatively constant body temperature. They are the strongest needs because if a person were deprived of all needs, the physiological ones would come first in the person's search for satisfaction.

Safety Needs

When all physiological needs are satisfied and are no longer controlling thoughts and behaviors, the needs for security can become active. Adults have little awareness of their security needs

- Five costume pieces or props that will identify major characters (e.g. two headscarves of different colors for the different women, a sash of fabric for Jesus, a shepherd's staff for Zechariah, some wine-skins or a bottle for the wine seller and a rope for the donkey). Or be creative and invent your own 'markers'.

TIPS FOR A SUCCESSFUL LESSON

- There are two versions of charade cards attached to this lesson: cards with simpler words and more basic emotions for the younger set and cards with more precise, words for older kids.

except in times of emergency or periods of disorganization in the social structure (such as widespread rioting). Children often display the signs of insecurity and the need to be safe.

Needs of Love, Affection and Belongingness

When the needs for safety and for physiological well-being are satisfied, the next class of needs for love, affection and belongingness can emerge. Maslow states that people seek to overcome feelings of loneliness and alienation. This involves both giving and receiving love, affection and the sense of belonging.

Needs for Esteem

When the first three classes of needs are satisfied, the needs for esteem can become dominant. These involve needs for both self-esteem and for the esteem a person gets from others. Humans have a need for a stable, firmly based, high level of self-respect, and respect from others. When these needs are satisfied, the person feels self-confident and valuable as a person in the world. When these needs are frustrated, the person feels inferior, weak, helpless and worthless.

Needs for Self-Actualization

When all of the foregoing needs are satisfied, then and only then are the needs for self-actualization activated. Maslow describes self-actualization as a person's need to be and do that which the person was "born to do." "A musician must make music, an artist must paint, and a poet must write." These needs make themselves felt in signs of restlessness. The person feels on edge, tense, lacking something, in short, restless. If a person is hungry, unsafe, not loved or accepted, or lacking self-esteem, it is very easy to know what the person is restless about. It is not always clear what a person wants when there is a need for self-actualization.

GATHERING AND FOCUSING EMOTION CHARADES

🕒 10 minutes maximum

Ask the children how we can tell how a person is feeling just by looking at them. What parts of our bodies convey emotion?

SUGGESTION:

- Use your phone to take several shots during the action of the play so the kids can see themselves in their roles. Share with RE staff for documentation.

YOUR NOTES FROM THE FIELD:

We'll explore emotions through a game of charades. This game can either be played so that whoever guesses the correct emotion is the next actor or it can be played in teams so that one or two children act and teammates try to guess as many emotions in a set time (2 minutes or so) to earn points.

- Select the set of cards with a vocabulary appropriate to your age group.
- The guessers and the actors should both have a matching set of cards. The guessers can refer to their options to help discern between emotions. The actors draw from a basket of cards.
- The regular rules of charades should apply: no speaking, no props.

PRIMARY ACTIVITY ONE

SKIT TAG: MARY AND MARTHA

🕒 30 minutes

(Note: Probably 10 minutes just to explain the game and prepare. Gauge the pace and length by the children's participation and interest.)

- Students will act out the story of Jesus of Nazareth's visit to Mary and Martha in a game of 'skit tag'. Skit tag is a theatrical activity where the cast on stage is fairly small and actors are constantly being replaced by audience members who 'tag' them out. The play will begin with two children playing Mary and Martha. The teacher then selects another child from the audience by tapping them on the shoulder, silently. The child then enters the play and replaces an actor by tapping them on the shoulder and taking their identifying costume piece.
- The goal is to act out the entire story fluidly, without stopping, while maintaining the characters' integrity. Explain this to the children by stating these "game rules"
 - Our goal is to see if we can tell the whole story of Mary, Martha and Jesus without stopping, even though different people will take over the roles.
 - When I tap you on the shoulder, I won't say anything. You shouldn't say anything to me, either. Simply step onto the stage, pick the character that you'd like to be, tap that actor on the shoulder and quietly take their costume piece. They will step down for a while. You jump into the pretend world of the play until someone takes your place.
- Be sure to allow each actor at least 3-4 minutes on the stage before sending someone new in.

Now, the story:

- Some of the children will have heard the Mary and Martha story in the Story Workshop. If they have, ask one student to summarize the story. Ask another student to describe Mary and another, Martha. Ask yet another student who Jesus of Nazareth was and if they've heard of him before this lesson.
- Some of your groups may not have heard the story in the Story Workshop, yet. If they haven't, use the character poster to introduce them to Mary, Martha and Jesus and the plot poster to show them the events of the story.
- Help the group to decide where the setting of the story will be represented in the drama room. Let the kids pick a spot for the olive grove, the living room, the kitchen and the path to town.
- If you have a lot of kids or kids who need direction, you can create a role of stage manager or director.

On with the show!

GATHERING AND REFLECTING

🕒 5 minutes

Gather the kids for a brief 'talkback'

- Which of the characters seemed the most interesting to play? Why?
- Which character reminds you most of yourself?
- Who seems to be most worried about needs? Which needs seem most important to you?
- Who seems happier? Is the story realistic?

CLOSING AND LEAVE-TAKING

🕒 5 minutes

Gather the children in a circle or cluster. Holding hands is a warm gesture of connection; do so if the children feel so inclined. Allow for a moment of silence.

Ask the children to think of themselves and then their own family and then all the people of the world as you speak this blessing adapted from the *Metta Sutra*:

May all beings be happy, content and fulfilled
May all beings have whatever they want and need
May all beings enjoy inner peace and ease
May there be peace in their world and throughout the entire universe.

May it be so and amen.

OUR MAJOR CHARACTERS

Martha

- Mary's older sister
- She owns the house and is proud of it
- She's always busy doing what needs to be done
- She cares about meeting other people's needs
- She's a little bossy but works very hard



Mary

- Martha's younger sister
- She lives in Martha's house
- She wants to be helpful, and she has her own ideas about what's needed/most important
 - She's a little bit dreamy and likes to wonder a lot

Jesus of Nazareth

- A wise, kind teacher who is famous all over the country
- Who tells wonderful stories that help people understand God
- Who's been traveling a lot lately and is walking from Jerusalem, a really big city



Our Minor Characters

Zechariah

- A neighbor who delivers the news that Jesus is coming to dinner

Wine seller

- Sells wine, an important drink in ancient Judea

Donkey

- Carries the wine to Martha's house

Jesus' Disciples

- People of all genders who follow Jesus to hear him teach

THE PLOT

These are the events that will happen in our play:

#1—Mary and Martha are helping neighbors pick olives when Zechariah comes to announce that Jesus and his friends are coming to visit.

#2—Martha is very anxious and hops right to all the preparations, which include:

- fetching water from the well
- grinding grain for flour
- making lots fresh bread
- cooking dinner
- cleaning the whole house

and this takes ALL DAY! She works for HOURS!

#3 — Mary is supposed to help Martha all day, but she's just not as worried about all the things that NEED to be done. She spends the day working slowly on one or two things and thinks about all the things she WANTS to ask Jesus.

#4 — Martha sends Mary to town to buy more wine. Mary takes her sweet time, thinking about God and other important things, and decides to stop to pick flowers for Jesus.

#5 — By the time Mary gets home, Jesus is arriving at their door with his disciples and friends. Mary greets him, washes his feet and sits right down next to him to hear his beautiful stories about God.

#6 — Meanwhile, Martha is still in the kitchen, trying her best to get dinner ready, but it's hard work all alone. Finally, Martha has had it and she angrily asks Jesus to tell her sister to come help! Jesus gently corrects Martha for being worried and angry and says that Mary has made a good decision, not about what Mary wants, but about something she really Needs.

How do you think the story ends?

sad	frightened	angry
jealous	lonely	impatient
happy	loving	tired
silly	calm	grumpy
disgusted	embarrassed	relaxed
surprised	joyful	curious
bored		

depressed	anxious	frightened
astonished	furious	affectionate
ashamed	suspicious	overjoyed
grieving	irritated	timid
calm	confident	startled
loving	terrified	amused
envious	disgusted	disappointed
impatient	frustrated	excited