

## **“ THE PUBLICAN AND THE PHARISEE ”**

Accepting and respecting your peers.

*A Recollection given to the IX Std. Girls –80 in all - Christians and Non- Christians –  
Of Canossa School Andheri Bombay*

**The same notes may be used for any other audience , changing only the particular settings  
and applications according to the nature aof the audience.**

### **Intent of this Exercise:**

- *To respect and accept others*
- *Never to judge others, however bad they may look to us*
- *To understand and sympathize with others in their problems.*

### **Target Audience:**

- *Students – High School and College.*
- *With adaptations for any audience.*

### **Requirements:**

- ✓ *Writing material for all*

### **Introductory Session.**

- Welcoming the participants
- Singing hymns and/or bhajans.
- Opening Prayer.

### **‘Starter’. A Role-play of the Parable of “The Publican and the Pharisee in modern setting.**

#### **Roleplay Early Preparation:**

- ✓ Some time before the event, choose two or three pairs of volunteers to stage a role play of the Publican and the Pharisee in modern setting.
- ✓ Make sure that they are good at dramatics.
- ✓ One volunteer in each pair will act the role of the Pharisee, the other, the one of the Publican.
  - In the first pair, one will act as a well- behaved student; the other as the naughty and Truant one.
  - In the second pair, one will act as a rich and well- to- do- pupil, the other, as a poor and Backward one.
  - In the third pair, one will act as a clever and intelligent pupil and the other, as a dull and unintelligent one..
- ✓ The Pharisee type of students - the well behaved, the well-to-do and the intelligent - will go the temple and pray to God like a Pharisee would; aloud, extolling themselves, boasting and despising their counterparts.

- ✓ The Publicans, on the contrary will pray humbly, repentantly and owning their failures.
- ✓ Instruct the volunteers what their roles are, and help them to act their roles skillfully.
- ✓ Have one or two rehearsals before the sessions begin..

### **Staging the Roleplay:**

After the he introductory session.

- Read the parable of the Publican and the Pharisee (.Lk 18/ 9-14)
- Give a short and pointed explanation of it.
- Have the role play staged by the volunteers
  - ✓ Each pair in turn, will come to the middle of the hall or chapel.
  - ✓ The Pharisee will stand erect face heavenwards, The Publican sitting on the ground face downwards.
  - ✓ The Pharisee will pray first, then the Publican.
  - ✓ In their prayers they will portray the attitudes of the Pharisee and the Publican

## **1. Personal Work Answering a Questionnaire.**

- Give the participants the questionnaire below. You may add, cancel or modify the questions to elicit from the participants the answers you would like to have.
- The participants will reply to the questions given to them alone and in writing.

### **A Questionnaire:**

Answer in silence and in writing the questions below:

1. Whose prayers did you like most? Why?
2. Which of the two girls, in each case – you think- came closer to God? Why?
3. Did the good, clever and rich girls ever understand the ‘bad’, the ‘dull’ and the ‘poor’ ones? Why? What were the results of that?
4. Do you ever try to understand your class mates and sympathize with them in their problems? Write your observations.
5. What do the naughty, the poor and the dull students need and want most? Assistance or acceptance? Advice or understanding? Why?
6. How can we help our class mates in need, without humiliating them?
7. Have you ever felt put down, humiliated, uncared for or despised by your class mates? Explain.
8. If ever, you have felt criticized, despised, run down or made fun of by your class-mates, tell us honestly, how did you feel?
9. Have you ever tried to help some of your classmates? How? With what success? . Give instances.
10. Have you ever been given help by your class-mates? How? How did you feel then? Did you accept it or reject it? Why?
11. Have you ever asked for some help from your classmates? What help? Did they give it to you or not? How did you feel?

## **2. Small Groups Work.**

- ✓ Divide the participants into small groups of 6 to 8 each.
- ✓ Each group will choose its own chairperson and secretary.
- ✓ The chairperson will direct and moderate the sharing and discussion.
- ✓ The group members will share their replies to the questionnaire.
- ✓ Asking of clarifications will follow. *No personal questions will be asked*
- ✓ Discussion and interaction among group members is to be encouraged. *Discussion on personal matters shared in the group will not be allowed.*
- ✓ The secretaries will take some jottings of what is being shared and discussed. *No personal names will be mentioned in the minutes.*
- ✓ The small groups will close down their work with a few minutes of shared prayer.

## **3. General Session: Group Reporting and Input by the Moderator**

### **Group Reportig:**

- ✓ The secretaries will read to entire house the reports from their groups.
- ✓ The moderator will write on the blackboard the main ideas coming from the reports.
- ✓ After the reports are read, he will initiate a discussion on the main ideas recorded on the board.
- ✓ The moderator may round up the sharing and discussions with an input

### **Input: Suggested thoughts for the input**

- Though we stayed together in our class rooms for so many years, quite often we lived apart from each other
- Never, or hardly ever, we try to understand our classmates, much less to get under their skins.
- The worst part of it is that, unawares, we follow the same pattern of behavior all over: `at home, in our neighborhoods, in our places of worship, places of work, etc.
- Unless we become conscious of this and do something to change, we may go through life without ever knowing one another, not only in school, but even at home.
- Do you really know how your brothers and sisters and those living with you feel, and what their true wants and longings are?
- We see only the external behavior of people and then, without a moment's reflection, we judge them, criticize them or despise them; we do not take the trouble to find out the why and wherefore of their behavior.
- The true worth of a person cannot be judged from his / her external appearances.
- Not all that glitters is gold!
- Do not judge and you will not be judged
- In order to understand the 'difficulties' and the failures of others, we have to get under their skin, namely, empathize with them
- We classify people and label them: good – bad – clever – dull – rich – poor – snob – proud, etc, and then, stop right there. We do not come to know people as individual persons.
- Labeling is disabling!
- All of us crave for understanding more than for material help.

- The most precious gift we can offer others is ‘understanding’, ‘empathy’ and ‘acceptance’.
- Whenever we are in need, we have to be humble enough to make our needs known to others before we blame them for not helping us!
- We need each other. No man is an island.
- Do to others what you would like others do to you.
- All of us need each other’s concern, support and appreciation By helping others, we help ourselves as well.
- To help our brothers in need, we have to come down to their level.
- What people crave most for is acceptance’ ‘understanding, ‘and ‘appreciation’.
- With support, acceptance and appreciation we grow, without them, we shrivel and die.
- Any attitude of superiority or a feeling of being better than others disables us from being understanding and empathetic.
- . By helping others, we help ourselves as well.

#### **4. Personalization**

- ✓ After the input, the moderator will hold a ‘brainstorming’ on; “**Means and ways to show concern to our class-mates’**.”
- ✓ He will record on the black board the means and ways suggested by the students
- ✓ The entire group will be asked to choose two or three of the best means suggested for immediate action.
- ✓ They - as a class, as a group - will pledge themselves to carry out those means. An occasional follow up could be very helpful towards the implementation of the chosen means.

#### **5. Closing Group Prayer Session and/or Eucharist.**

- ✓ Each small group will prepare a part of it.
- ✓ Choose same appropriate hymns such as:
  - “Whatsoever you do to the least of my brothers”
  - “Make me a channel of your Peace”
  - When I needed a neighbor, were you there?”
- ✓ Readings chosen from the New Testament could be::
 

Mt 25/31-46	The Last Judgement
Lk 10/25-37	The Good Samaritan.
Lk 19/1-10	Zacchaeus.
Jn 8/1-11	The woman caught in adultery.

### **APPENDIX    Group Activities    ( Optional)**

- ✓ Time available, do not miss this final step of the event.
- ✓ The small groups, based on some of the main findings of the day, will prepare an activity to be present to the house: e.g. A collage, posters, role play, radio- play, mime, dance drama, slogan making, songs, etc.
- ✓ By turns the small groups will present their activities.
- ✓ A short critique and evaluation will follow each presentation.

-