

## ACTIVITY: (continued)

The overall plan for this activity will follow this general outline:

### I. Preparation

Divide the class into 4 groups. Each group receives a scripture story and develops a short skit based on the story or parable. The skit should tell the gospel story in modern terms and feature people in ordained and religious vocations as well as those from lay vocations (married or single).

This skit preparation could be done in the classroom or if you are spending the entire class period outdoors, student groups could work in specified areas.

If this activity is being done in one class period then approximately half of the class should be for preparation and half for performance during the "walk". Of course, this activity could easily expand to fill 2 class periods on two successive days or in two successive weekly classes.

The following are merely suggestions for ways of interpreting the gospel stories in modern terms and with a vocation focus. In all of these cases, students create the story line, any dialogue or narration and the characters.

### 1. The Good Samaritan.

**Read Luke 10:25-37**

Skit: Today's "Good Samaritan" can be a religious sister who works with poor street people. She meets these people by going out to them, invites them into a shelter where she works and sees they are cared for and fed.

### 2. The Prodigal Son.

**Read Luke 15:11-31**

Skit: A high school graduate goes off to college in another town and starts to get involved in unruly behavior. There are too many opportunities for wild parties so class and church attendance falls off. Finally the student feels that something is missing and a religious brother who is a campus minister counsels the student with good advice and acceptance.

### 3. The Road to Emmaus.

**Read Luke 24:13-31**

Skit: A priest is a missionary in a remote and rural area of a developing country in Africa or South America. He meets people by traveling about on foot and in his jeep. He tells people about Jesus and God's love for them and he

celebrates Eucharist with them. They feel blessed when he visits them.

### 4. The House on Firm Ground.

Skit: A young person feels it is time to start planning for the future. The deacon who heads the youth group in the parish presents this young parishioner with more options than marriage and the single life. They discuss religious vocation lifestyles which this young person begins to consider. The deacon points out that even Jesus said we need to have a plan.

II. The class proceeds outdoors or to a large room such as a gym or multi-purpose room. Following the plan they have agreed to for the walk, they all proceed to a first stop on the journey. Here group #1 has a reader read the first gospel story then this group presents its short skit.

The class then proceeds to the next designated area and group #2 reads its gospel story and presents its skit. The class follows this procedure until all 4 stories have been read and the skits presented.

III. Gather together to conclude the activity, either in a central area outdoors or back in the classroom. If there is any time left the class can discuss the skits, the theme of life as a journey and choosing a vocation.

## PRAYING:

To conclude the class have students hold hands and ask for guidance in *planning* their lives by praying together the *Our Father*.

## SCRIPTURE SPOTLIGHT:

The Good Samaritan —  
Luke 10:25-37

The Prodigal Son —  
Luke 15:11-31

The Road to Emmaus —  
Luke 24:13-31

House on Firm Ground —  
Matthew 7:24-27

