

"I'm dying to have..."

Bye, bye envy



## Objective

To recognize and be grateful for one's resources and value and to accept with serenity one's limits.

Let's get ready for the meeting

FOOD FOR THOUGHT FOR  
GROUP LEADERS  
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Psychologist

**ENVY:**  
what do I lack in  
order to be happy?

The behavior envy implies a desire to be equal to someone who is better or more skilled and therefore consequently implies a lack of appreciation for personal characteristics and ways of being, up to feeling ashamed of oneself. Such attitude, hence, carries with it dissatisfaction and

DISCOVER THE BEAUTY within you

GROUP LEADER GUIDE

suffering due to the feeling of lack or even due to the perception of being wrong. The capacity to look at and observe others is acquired in the growth phase, from about 4 years old onwards, and is helpful in acquiring social and interpersonal skills: when a child knows how to center his/her attention to others, he/she gets to enter into a relationship with children of his/her age in a more competent manner.

In adolescence, the fascination for the life of other people outside the family and the attraction for different lifestyles are meant for growth and maturation. When the recognition of the value of others surpasses the recognition of the value of oneself, we can speak of envy and it brings with it minor or major discomfort to an adolescent in adapting to his/her context. Whoever feels envy may be forced to show something different

from what he/she truly feels by concealing his/her true thoughts and feelings and by intensifying behaviors that will let him/her appear as another person towards the one with whom he/she feels envious. The strong risk is that of absolutizing one's being another person and the characteristics that set that person apart from others. The desire to be different from what one truly is in reality is risky because it brings with it dissatisfaction and lack of recognition of one's value. At the more material level, we may attribute a greater value to someone who possesses certain things which we do not have and which we desire to possess (for some teenagers: the latest models of play station, cellular phones, signed jacket), all because in the eyes of our fellow teenagers, these things make this friend of ours more popular and influential at the

relational plane. Let's help one another in unmasking such mechanisms! A good antidote to such risk is helping one another to recognize and appreciate the gifts that each one has or "the giftedness" that each received. It is necessary to accustom ourselves to look at our small fragilities which make us different from others as a point of strength. Shyness, for example, helps us to act with great prudence and attention in interacting with others!

**We need** to grow in our ability to look at our differences as richness and not as obstacles in interpersonal relationships: it is necessary to spread around us attitudes of mutual recognition, aimed at highlighting one's value and that of others. It is also important to act with the

intent of letting our gifts become fruitful in various occasions of interaction with others and help the boys entrusted to us to do the same: if a boy is better in Math than in English, we can encourage him to put such "talent" at the disposal of his classmates in difficulty. We can do the same to those who are talented in a game of sports, or have certain creative or musical aptitude. The motivation to enhance personal talents is a form of recognition of the gift one received, and this may be followed by a commitment to develop it and a willingness to share it. This attitude will also protect us from looking at others with envious eyes, hence letting us avoid magnifying the qualities of others which prevent us from attributing value to ourselves, by finding the right balance between giving value to ourselves and recognizing others.

**Bibliography reference**

De Beni, M. (2013). Relazioni di qualità. In M. De Beni. *Educare. La sfida e il coraggio*. Roma: Città Nuova.

Molinari, E., Cavaleri, P.A. (2015). *Il dono nel tempo della crisi*. Milano: Raffaello Cortina.

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*My neighbor's grass is always greener than mine*

**OBJECTIVE:** to try to get the largest number of handkerchiefs from the opposing team without getting caught.

**VENUE:** outdoors or in the gym; a space would be useful to demarcate a field for each team.

**PLAYERS:** at least 6 persons, and better if each has a partner.

**MATERIALS:** 10 table napkins of two colors for ex. 10 red and green (increase the number of napkins if the number of players is high), two baskets.

**DURATION:** 20 to 30 minutes

**FLOW:** mark out two rectangular fields of the same size with chalk or with tape. Form two teams of equal numbers. Place the basket with the red napkins in the middle of one field and the basket with the green ones in the field of the opposing team. Explain that each team should think that the napkins in the opponent's field are more beautiful

and each team should desire to take them.

The goal of the players is to enter the field of the opposing team and take the napkins to bring them into their field (each player can only take one at a time). When a player takes a napkin from the basket, the players of the opposing team can however chase him/her while he/she is still in their field and must try to touch him/her. In this case the player becomes of that team and the napkin is taken back into the basket from which it was taken. The team that manages to catch and then make all the "envious" players of the opposing team become their team wins. At this point, however, the victory belongs to all since all the players have become a single team!

**REFLECTION:** Sometimes it happens that we become envious or someone else is envious of us. In your opinion, what could be done to transform our envy and that of our friends or companions into a feeling of mutual esteem?



## Inside the image

We suggest the activity below to discover together with the teens the message behind this allegorical drawing of ENVY

### MATERIALS

drawing of the vice of envy printed on an A4 sheet, placards.

**FLOW** The young people are divided into small groups. Each group is given a placard where the drawing of the vice of envy is glued at the center. At this point, each group is asked to "complete the scene" by drawing around the figure (envy) some objects, people or situations. Another possibility is to give each group some newspaper clippings with some images that they need to place on the placard to recreate a scene.

Before starting to recreate the scene we can ask ourselves:

- What is this character (envy) looking at with this particular expression?
- What is it thinking?
- What does it intend to do?

Each group shares its placard with others.

**REFLECTION** In the end we can ask ourselves: did we ever find ourselves in a situation similar to one of the scenes we created on the placards? Let's try to share what we have felt, experienced, and learned in similar situations.

### ENVY in films

On the website <http://assistentigen3.focolare.org> you can download the videoclip **My shoes** in English with subtitles in Italian. This short film leads us to reflect and helps to give value to what we are and have, putting aside envy and the temptation to compare our life with that of those around us. With a dialogue after watching the short film we can let the boys and girls reflect on the importance of living with what life gives us and be grateful for what we have before losing it.

**DURATION OF THE VIDEO:** 3'53"



## Let's live in this way

I am a cyclocross enthusiast and the long awaited day of the race was approaching. I felt ready, but in the morning I felt a bit of a sore throat. I went to school anyway, but I had to go home, because I had a fever at 39 degrees. **I was desperate and did not know how to do it, but I thought that was God's will.**

Around 11:00 a friend came to ask if I had something to give to help pay the costs of the race. I did not want to give anything, because I would not participate. **Then I thought I should not envy the other boys, but do all I could to love them.** And so I gave him all the money I had.

A. [Brasile]



**Since I try to live the art of loving**, even in my competitive team of rhythmic gymnastics many things have changed and I have found many opportunities to love... If for some companions the races were just the windows to show off and be envious of the skills of others, now they have been involved in the love contest that has led, instead of competition, to a friendship that continues outside the gym.

**The extraordinary thing, however, is that**

**we have become friends with our adversaries!** It all started when, during a race, I saw two of them alone and apart. With my companions we decided to approach them to let them experience the atmosphere of friendship that exists between us. When we heard about the birthday of one of them, we organized a party and bought a present. It was the occasion that triggered mutual love!

In the next race, in fact, the winners came to comfort me and a friend who came last, saying: **"You have supported us and now we can not do the picture with the cup without you."** We have thus enjoyed their victory as if it were ours.

S. [Italia]

## Direct line with Chiara

### ENVY

Do you see that type of fox with its tongue hanging out from the desire to have what others have but cannot?

It is called envy.

Its passion burns it, like it has a blowtorch in its heart.

*Chiara*

Chiara Lubich,  
Gen 3 Congress, 1973, Rocca di Papa,  
"NO TO VICES, YES TO VIRTUES"

On website <http://assistentigen3.focolare.org>  
Video in IT – EN – ES  
and PPT in international version



### Points for Dialogue

- What are the things that you like about yourself and what do you think are helpful and a gift to others?
- What are the things that you do not like and try to improve? Are there any aspects you cannot change? What helps you to accept them and live with these limits?
- Tell an experience of how you tried to put your skills and qualities at the disposal of others: friends, family, Gen 3 ...?

## MAKE A LOT OF EXPERIENCES

(...) The point of the program that we must live reminds us that after seeing and loving Jesus in the poorest, in the sick, in the orphans, in prisoners, etc., **we must see him "in everyone"**.

It is a program that can be implemented immediately and is therefore beautiful. In fact, it gives us the opportunity to make many, many Gospel experiences.

**But how do we love everyone? It's this: we must "love one at a time" all those people who are near to us**

There will be someone who is grieving and so it is necessary to "make ourselves one" with him or her, with their sorrow, trying to understand their sufferings and to comfort them not only with words, but with deeds.

If, for example, a mother is saddened by a family misfortune, we must make her feel all our solidarity, help her in her work so that she can relax, and say a few words of comfort. In short, we do everything until we see her a little relieved.

If, instead, a brother or sister returns home with the news of having received a good grade at school, we must enjoy it with

him/her, as if we had received the grade ourselves.

Hence, to teach us to love, the Scripture tells us to cry with those who cry and enjoy with those who enjoy.

Of course, it is not only our family members who we should approach, but our classmates, the other parents, family friends, shopkeepers, the concierge, the postman... so many

**Well, we must love all of them, one by one, knowing that Jesus considers every small act of love done to others to be done to himself.**

(...) We will have great joy in our heart and we will make others participate in it.

I am with you every day, especially in prayer.

*Chiara*

Chiara Lubich,  
To the Gen 3. Volume I (1970-1975) pag 7

Bye, bye envy

Let's try

## "The jar of kindness"

**MATERIALS:**

pens,  
paper cards,  
jars.

Each young person receives a jar and some paper notes. On each note we will write a positive quality that we appreciate in each of the other members of the group (for example: "you are very funny", "you're good at playing basketball", "you're a good friend").

If the number of young people in the group is not very high, you can also write more than one card for each person.

At this point it is necessary to fold each little card, so as to hide its contents, and place it in the jar of the person for whom it was written.



Each young person takes home his/her jar full of notes. Every day (or every two / three days, depending on the number of cards in the jar) we can extract a card from the jar, discover our quality seen by the group and commit ourselves to put it concretely at the service of others. This will help us to highlight the positive that is in us, without envy towards others.