

## UNIT 3:

# Tent Pegs.

## I Bring My FREEDOM into Play



**11th Grade**

**Freedom is within me.**

**It is the search for *the Truth*, not *my* truth.**

**It is a call to the TRUTH.**

**True choice is to direct my steps toward my Creator.**

## 2. What Do We Mean by “Freedom”?

“You will know the truth,  
and the truth will set  
you free”

Jn 8:32.



**Discovering that freedom is not the ability to do whatever you want, but the faculty of living in order to do what is Good.**

Begin the session by making the youth realize that the society that we live in prizes the culture of rights and individual liberties. We experience few difficulties or limitations when it comes to our expressions or actions, as opposed to what takes place in other countries or cultures on the basis of race, sex, social conditions, etc.

We, on the other hand, are used to living in a culture in which everything, or almost everything, is possible, and where practically everything is permitted and tolerated. Moreover, any type of attempted limitation is considered as a lack of freedom.

We might dare to say that the “right” to freedom has become the motto that rules the modern, developed societies that we live in.



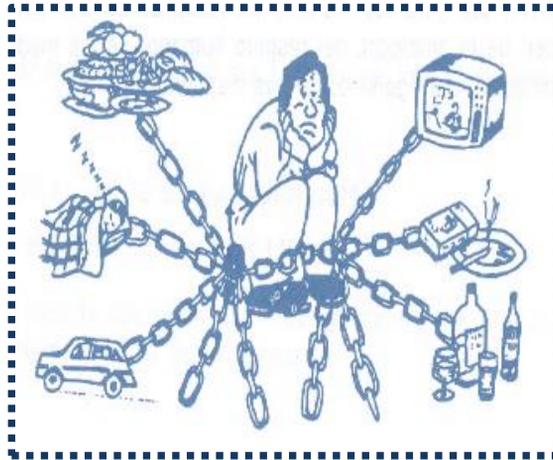
**ACTIVITY 1:** Once situated in the cultural reality of our modern, developed societies, invite the youth to reflect on what freedom means to them, indicating on a chart concrete examples from their life where they have felt, or feel, free, and others in which they felt deprived of freedom and why.

Then, ask four questions that should also be answered individually about when and how freedom begins, in their opinion: when we are born? When we mature? Make them realize that many times our actions are conditioned by external (trends, people) or internal agents (fears, shame, selfishness, passions), while other times we have also been able to make unconditioned decisions.

Allow whoever wants to, to share their ideas in order to mutually enrich the class.

**ACTIVITY 2:** Present an image of a seated boy who is unable to move freely, chained to a series of things like food, television, laziness, a car, drinking, tobacco. Leave some extra chains with nothing attached to the other end, as well.

Ask the youth what the image says to them, and invite them to look at it from a first-person perspective, as if they were the person bound by the chains.



**ACTIVITY 3:** In this activity, ask the youth to share what they worked on individually in the previous activity. In small groups, invite them to share the reflections and ideas brought about by the image of chains, focusing on the principle slaveries that the youth of today can have. Encourage them to be very concrete, even asking them to draw their own slaveries at the empty end of the extra chains.



Each group should name a spokesperson to share with the rest of the class.

The objective is for them to realize what slaveries the youth of today have, concretely asking them to draw their own personal slaveries.

**ACTIVITY 4:** This activity presents them with 11 sentences that refer to freedom so that they can reflect on them and determine whether, in their opinion, they are true or false. Once they have done this, they can share with the class, and you can hold a little debate about them and why the students chose one option rather than the other.

The answers are the following:

1. Freedom is a right, not a gift (F).
2. Authentic freedom is always reached at the price of a certain submission (F).
3. Freedom is the ability to do what is forbidden (F).
4. Christianity preaches and fights for freedom (T).
5. Man, more than a free being, is a being capable of freeing himself (F).
6. Freedom is doing what we like and what pleases us (F).
7. Authority and freedom never intersect (F).
8. There is no such thing as absolute freedom; there is only relative freedom (T).
9. Freedom is the faculty of doing what we feel like (F).
10. My freedom is limited by the rights of others (F).
11. Freedom is self-determination toward reason and the good (T).

**ACTIVITY 5:** We can conclude with a nice prayer to the Lord written in the first person, so that the youth can make it their own and feel from the silence of truth in their hearts that being free is not doing whatever they feel like at any given time, but rather always opting to do what is best for themselves and for others.

With this prayer, we invite them to learn to turn toward the Father as their source and guide to true freedom. We also invite them to be aware that freedom always demands effort and the will, that is to say, that freedom is not only received as a gift, but that it must be conquered in a personal way throughout the course of our lives.

I have known it for a while:  
 To be free is not to do  
 whatever I feel like at any given  
 moment,  
 but to choose in every situation  
 what can make me better.  
 I want to ask you for this, Lord,  
 that you help me understand  
 that to be free is to  
 overcome my indifference and make  
 an effort,  
 loving every person,  
 without ever binding anyone.  
 To discover that freedom  
 is not something possessed from  
 the beginning;  
 it must be conquered for oneself,  
 and it is never too late.

That the greatest slavery lies not  
 in being unable to do this or that,  
 but in living my life depending  
 on what others may say or think.  
 Teach me, Lord, to call things by  
 their name,  
 and to fight so that everything I  
 do  
 will help me to mature  
 and will bring out the best in  
 others.  
 Give me strength and intelligence  
 to use my freedom well, and for  
 the good.  
 To always choose what is the best,  
 for me and for others.

Freedom is the capacity that I have to be able to make decisions according to my reason and will without being hindered by anything or anyone.

It is also being able to make decisions without being conditioned by anyone, avoiding:

- External pressure like what people will say about me, trends, the opinions of others, and coercion.
- Internal pressure like laziness, anger, fear, selfishness, etc.

True freedom is overcoming all interior and exterior pressure. When I am able to overcome my passions, selfishness, vices, social pressures, dependencies, and artificial needs, etc., then I will be free.

True freedom is a faculty **AT THE SERVICE OF THE GOOD**. A faculty that makes me grow as a person, that makes me mature in a human way.

## TIMING AND MATERIALS

This lesson is designed for students in the 11th grade:

ACTIVITY	TIME (minutes)	MATERIALS
Activity 1: Personal reflection. Debate.	5	Sentences What do I understand freedom to be?
	10	
Act. 2: Personal reflection.	5	Chained image and my chains.
Act. 3: Group reflection. Sharing.	10	Sharing worksheet about the chains.
Act. 4: Sentences and sharing.	15	T/F personal activity.
Act. 5: Prayer.	10	Prayer.