

## 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.**

# 3. I Bring My Freedom into Play

“You were called to freedom.”

Ga 5:13



In order to be free I have to accept my body, my whole PERSON, as a gift that allows me to creatively communicate with others, according to the language of love.

This session will focus on getting to know the life witness of four people:

Esther Vergeer (*Tennis player*)



Tony Meléndez (*Singer-guitarist*)



Bethany Hamilton (*Surfer*)



Nicky Vucijic (*Public speaker, communicator*)



All of these people have something in common. Despite their difficulties they have decided to bet on life. They have chosen to continue their path and seek ways around their bodily limitations.

**ACTIVITIES 1 - 2 - 3:** On the one hand, ask the students to look for characteristics that these four figures have in common, and on the other hand, ask them to delve into their individual lives in a particular way.

These four people have a physical disability: **Esther Verger** had a spinal injury resulting in paraplegia; **Tony Meléndez** suffered a birth defect and was born without arms; **Beth Hamilton** suffered an accident in which a shark tore off her arm; and **Nicky Vucijic** was born without arms or legs. In front of their difficulties, these four people were tempted to throw in the towel, but instead they opted to fight, make an effort, sacrifice, and overcome. In each case, there is also a history of love that sustains them.

Divide the class into four groups and assign one figure to each group. Show them a video with their testimony and give them a handout with a summary of their biography written in the form of a personal witness.

The groups can meet for about ten minutes, and once they have delved into the story of their figure, they can give a presentation on them to the rest of the class. Each group gives a presentation on the life of their figure.

After getting to know all of the figures, ask the class the following questions:

1. *What did you think about each of the stories?*
2. *What caught your attention the most?*
3. *Do you believe that these people were sad sometimes? Why?*
4. *Would they have liked to be formed differently, or to not have had their accidents?*
5. *What was their attitude in front of the difficulties that they were presented with in life?*
6. *What made them move forward? Did they choose for themselves?*
7. *What other choices could they have made?*
8. *Do you believe that other people in similar circumstances would have acted in the same way?*
9. *Do you think that we are sometimes capable of doing more than we actually do? If so, why don't we do more?*
10. *Do you think their limitations deprived them of their freedom?*

Invite each group to ponder the questions that arise while they are learning about each story, so that they can share them with the rest of the class.

**ACTIVITIES 4-5-6:** After enjoying the witness of these courageous people that chose to continue moving forward despite their difficulties, invite the youth to think about how they can bring their freedom into play in their own lives. Ask them to think of concrete examples.

*I bring my freedom into play when...*

The teacher can give the students some ideas:

- When I have a test and I don't study.
- When I see my mother setting the table and I get up to help her.
- When my classmates are picking on another kid and I stop them.

Conclude by recognizing that we put our freedom on the line in every personal act, because it is a dimension of the person.

In the Pinocchio activity, we already showed how freedom is not doing whatever I want, but rather choosing the good in my own life. From this perspective, ask them again: Do you think that Esther, Tony, Beth and Nicky would have been truly free if they had made a different choice in their lives?

**Bringing my freedom into play is responding to a call from my reason and my will, always attentive to my heart.**

**It is listening to that voice inscribed in my heart that calls out:**

**Get up! Stop!**

**Keep going! Fight!**

**Be grateful! Resist!**

**Enjoy! Put up with it!**

**Receive! Give!**

**LOVE!**

**To be free is to be capable of receiving my life as a GIFT, as a PRESENT.**

**To be free I need to accept my body, my whole PERSON, and to accept it as a gift that allows me to creatively communicate with others, according to the language of love.**

**I am free and I bring my freedom into play!**

## TIMING AND MATERIALS

This lesson is designed for students in the 11<sup>th</sup> grade.

ACTIVITY	TIME (minutes)	MATERIALS
Introduction: Presenting the figures.	5	Photos/handout.
Activity 1: Studying the figures (individually).	10	Photos/handout.
Act. 2: Group reflection.	20	Video projector and computer.
Act. 3: Sharing, group work.	15	Handout.
Act. 4, 5 and 6: Personal reflection.	10	Sheet of paper.