

UNIT 4:

Tent Ropes.

The Improper Use of My Freedom.

SIN



11th Grade.

Sin is the disorder and chaos in my life.

Sin, wounded love.

**These wounds can be healed. I just have to use the
right means.**

The weapons against sin: grace and the virtues.

2. What Prevents Me from Integrating My Sexuality?

“They fall back into evil,
and they do not know
me”

Jr 9:2.



Close-up of the mural at the Hermitage of the Vera Cruz of Maderuelo (Segovia).

Identifying the causes of disorder and the means of rebuilding sexuality in an integrated way.

ACTIVITY 1: Begin the session showing and reminding the class about the two pictures of the messy and clean rooms. Ask them two questions which, even though they are obvious, serve to go deeper into the topic:

1. If you wanted to look for something in one of these two rooms, where would you find it faster?
2. If we turned off the lights in the room you would have to feel your way around. Even still, where would it be easier to find something?



The first idea is for the youth to internalize how order helps them see and locate things. You can also give them the example of a pond: if the water is rough or cloudy it can't reflect anything, but if the water is calm then we can clearly see our face reflected in it.

The second idea is for them to recognize the importance of light to identify things.

Lastly, relate the ideas:

- ORDER - LIGHT
- CHAOS - DARKNESS

The goal is to relate the ideas order-light and chaos-darkness so that they can understand how the darkness of the spirit can turn what used to be order into chaos, and how the spirit, guided by the Truth, can re-establish order in something that was a mess. Order, in the person, facilitates his ability to act freely; but this order becomes possible when there is also a Light that guides our existence.

ACTIVITY 2: The activity begins with a personal reflection on the meaning of LIGHT and DARKNESS in their own lives: in their heart and affections, their intelligence and will, their relationships with others, their actions. Invite them to recognize moments of light and darkness in their own lives.

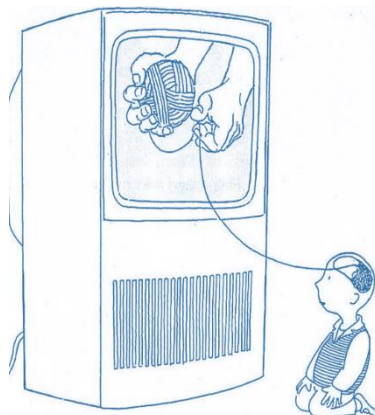
Through a reading from the Gospel of John (Jn 1:1-3, 9-10) show them how a TRUE LIGHT already exists, since the beginning of time and for ever, which illuminates every man and every heart, and which guides us along the way, our whole life long. Invite the students to seek this true LIGHT, so that it may be the one to illuminate and move their freedom toward acting well, toward the order of life.

The true light that illuminates every man also illuminates me, my person, my body, my sexuality.

Darkness is what does not truly know me as a person. Darkness does not allow me to integrate my sexuality into all the aspects of my life. It dissociates me, and brings me down to a condition that is not suitable for me as a PERSON.

This darkness is a part of me, and also of the world, that neither knows nor wants to know the LIGHT. It is SIN.

ACTIVITY 3-4: In this activity, the youth are shown an image that helps them situate themselves in society. The teacher should always try to get the students to express their feelings upon seeing these images or videos, as it will help them get to know themselves better.



Let them observe for a little while. There's no rush. It's important for them to learn to stop and get the most out of the opportunities they are provided with.

Using the image, ask them where they stand in front of the following statements:

- Those who feel that the meaning of the ball of yarn goes from "television = society" to the "brain = person", that is to say, *"I fill my head with whatever society offers me"*.
- Those who believe that the meaning goes "from the person to society": *"Society steals my thoughts"*.

Have a debate between the two groups about the influence of society on our lives. Are we manipulated by society? How so? Are we almost cancelled out as people? Are we left without our own ideas? Are our heads filled with the ideas floating around society? Where can we see this concretely? Are we aware of all this?

Close the debate with a brainstorming session among the youth and an invitation from the teacher to first be observers of society and, second, to critically evaluate what it offers them.

ACTIVITY 5: This is the time for the youth to share the images, news clippings, movies, ads, TV shows, etc. that reflect society's vision of SEXUALITY that they were asked to bring at the end of the last session.

Then, ask them to make a list of the values that society associates with sexuality in small groups.

The youth should discover and strengthen their critical spirit in order to be capable of identifying disordered values, tendencies or ideologies about sexuality in movies, TV shows, games, etc. They should be able to identify how cultural consumer products manipulate us, and to know how the use of language influences behavior. They should also be able to identify the use, abuse and constant appeal to the person's sexual dimension that are present in various forms of cultural and social activities.

It is important that the youth be the ones to draw their own conclusions about manipulation and its limits regarding one's understanding of sexuality when a person has firm convictions and clear ideas.

ACTIVITY 6: The last activity has three parts:

1. Looking up three words in the dictionary: Concupiscence, Pansexualism and Hedonism.
2. Personal reflection on the influence of these ideas in their own lives.
3. Sharing.

Invite the youth to dissect the definitions:

- CONCUPISCENCE is the anxious desire or disordered appetite for sensual pleasures. It is the fight between what is "worldly" and what is "spiritual". Is it the legacy of sin.

- PANSEXUALISM reduces sexuality to genitality and sex to a mere object of consumption. It separates sexuality from the person.
- HEDONISM presents pleasure as the supreme purpose of life. It seeks only to accumulate pleasurable sensations. The limit of one's aspirations grows broader and broader, craving newer and greater sensations all the time.

They should be capable of recognizing these causes of disorder in their lives.

This is a good time for the teacher to include the term MODESTY, or rather discuss the loss of PRIVACY/INTIMACY and MODESTY in society and invite them to recognize it, since it lies at the origin of turning the person into a mere object of pleasure.

At the end, they will understand that the sexual dimension can be understood and lived out in a disordered way when it becomes separated from the person and, above all, from the light, and when we allow things that dis-integrate it to come in. The important thing is to become familiar with the true value of sexuality and the things that cause it to disintegrate, and to be able to use adequate means to live out our sexuality and all of our life in an ordered and illuminated way.

Society shows me a type of sexuality that is not authentic, that doesn't correspond with the truth of the PERSON.

The value of sexuality is cheapened, reduced to mere GENITALITY. The value of my PERSON is reduced. I stop being me and turn into an OBJECT: something that can be desired, bought or USED.

My own darkness, disorder and sin also prevent my body and its expressions from being a means of LOVING and GIVING. When I sin I impoverish my whole person, and I turn myself into a means of expressing and living out SELFISHNESS, which leaves me wounded.

TIMING AND MATERIALS

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

ACTIVITY	TIME (minutes)	MATERIALS
Activity 1: Order-disorder. Personal reflection.	5	Pictures of the messy and clean room and office.
Activ. 2: Light. Personal reflection.	10	John 1:1-3, 9-10.
Activ. 3 and 4: MANIPULATION 1.	10	Image of the television and worksheet with statements-ideas.
Activ. 5: MANIPULATION 2. Individual.	25	Material contributed by the youth, requested at the end of the previous session.
Activ. 6: DICTIONARY in groups.	10	Dictionary.