

## 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.**

## 4. True Choice

“I am the gate. Whoever enters through me will be saved...”

Jn 10:9.



**Showing the youth that true choice is to turn our steps toward God our Creator, and to follow Christ, who is the Way, the Truth and the Life.**

**ACTIVITIES 1 and 2:** Begin the session by showing a clip from the movie *Mary's Land*, directed by Juan Manuel Coteló, which narrates in story form how we were created by God in an exclusive way, different from the rest of created beings.



The Lord didn't want just another creature to obey him, but a being endowed with freedom who, through his own personal choice, would decide whether to live in conformity with His will, in harmony with the rest of creation, or whether to turn his back on God and disobey His law. What God desires is for this new creature to learn freely, and not by obligation, to turn his steps toward his Creator, understanding that this alone is the root of his happiness.

What God wants is not that we be forced to obey, but rather that we decide to obey out of love.

It is important for the youth to internalize and understand this point. The key lies at the Beginning, in the how, in the by Whom, and in the why we were created. This is and always will be the Alpha and the Omega, the Beginning and the End of our existence.

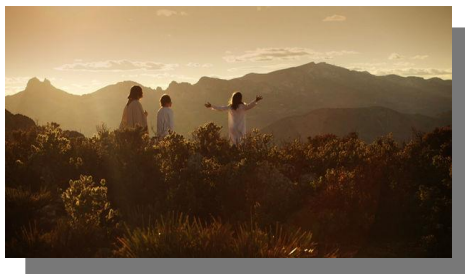
Through various questions we will help the youth to reflect on the “why” of creation: why we were made free and, above all, why we still have our freedom when God could have taken it away because we have used it badly.

We will lead the youth by means of questions to the conclusion that freedom is not something that we ourselves merit, but that it comes from the decision of the Creator and exists so that we may learn to love Him and direct our steps toward Him.



1. Why did God create human beings? What for?
2. What made man be in the likeness of God?
3. What characteristics do human beings share with the rest of created beings? What makes us different?
4. Something unprecedented happens in Paradise. A creature is endowed with freedom. How is this freedom defined?
5. The text speaks of two compasses that God has given to man. What are they?
6. When the angels denounce the conduct of men to God, why doesn't God take freedom away from human beings?
  
7. Why did God create you? What for?
8. Think about how God made you similar to Him not just in your harmony and beauty, but also in your capacity to love. Are you aware of how you have been made?
9. Do you believe that freedom is something that has been given to you, or is it something that you have merited for yourself?
10. Do you recognize the compasses that God has given you in your own life? Do you know how to use them?
11. The angels understood why God doesn't take away your freedom. Do you understand why?
12. What would your life be like if God listened to the angels and took your freedom away?
13. When he created you, God didn't want just another creature to obey him; he wanted much more. What did he want?
14. After making this story your own, what do you think is true freedom? What is true choice?

Encourage the youth to be deep in their reflections, to go deeper than a simple yes or no answer, to address the most profound questions on human existence with courage and sincerity: Who am I? Why and by whom was I created? What is the true path?



They will discover through these questions that the true choice is God himself, who created us and came in Christ to show us the Way.

**ACTIVITIES 3 and 4:** Continue the lesson with one of Rudyard Kipling’s poems, which is a canticle on integrity in working and thinking. Invite the youth to reflect about authenticity, a characteristic seldom found in our society.

**IF...**

If you can keep your head when all about you  
Are losing theirs and blaming it on you,  
If you can trust yourself when all men doubt you,  
But make allowance for their doubting too;  
If you can wait and not be tired by waiting,  
Or being lied about, don’t deal in lies,  
Or being hated, don’t give way to hating,  
And yet don’t look too good, nor talk too wise:  
If you can dream—and not make dreams your master;  
If you can think—and not make thoughts your aim;  
If you can meet with Triumph and Disaster  
And treat those two impostors just the same;  
If you can bear to hear the truth you’ve spoken  
Twisted by knaves to make a trap for fools,  
Or watch the things you gave your life to, broken,  
And stoop and build ’em up with worn-out tools:  
If you can make one heap of all your winnings  
And risk it on one turn of pitch-and-toss,  
And lose, and start again at your beginnings  
And never breathe a word about your loss;  
If you can force your heart and nerve and sinew  
To serve your turn long after they are gone,  
And so hold on when there is nothing in you  
Except the Will which says to them: ‘Hold on!’  
If you can talk with crowds and keep your virtue,  
Or walk with Kings—nor lose the common touch,  
If neither foes nor loving friends can hurt you,  
If all men count with you, but none too much;  
If you can fill the unforgiving minute  
With sixty seconds’ worth of distance run,  
Yours is the Earth and everything that’s in it,  
And—which is more—you’ll be a Man, my son!

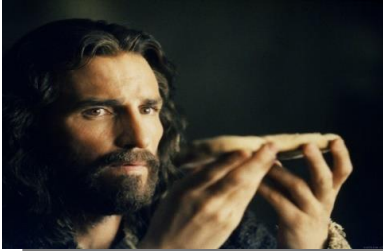
The youth so often live immersed in environments that move according to trends, appearances, what people will say - according to what is said, heard and thought. We invite them to taste what it’s like to act in an integral way, what has been known since ancient times as being a “just man” in Biblical language.

The poem shows a firm will, a noble and pure heart, and how the consequences of this way of being are peace and tranquility in a life lived well. We understand this deepest, most intimate counsel as the legacy that a father wants to pass on to his son, whom he loves, after a long life filled with experiences.

Ask the youth to define how they understand integrity, and to pinpoint both how they can be an integral person in their own lives as well as the ways in which they wear a mask or live in an inauthentic way.

Ask the youth if they consider integrity, truth and freedom to be similar.

Upon reflection, we realize that being integral beings and living our lives in truth leads us to greater freedom. Jesus came to remind us what, in reality, we already knew from the Beginning: that only in God and in harmony with His will do we find authentic freedom and happiness. There is no alternative path or better choice than He who created us and who manifested himself in Jesus Christ.



He himself said: "If you remain in my word, you will truly be my disciples, and you will know the truth, and the truth will set you free" (Jn 8:31-23).

And at another time they asked him which was the Way and He responded: "*I am the way and the truth and the life. No one comes to the Father except through me*" (Jn 14: 5-6).

Invite the youth to place their mind and heart in Him in whom they can securely place their trust, since He already knows the way.

**God placed the desire for happiness in my heart so that, exercising my right to freedom, I might direct my steps toward Him.**

**Freedom attains its perfection when it is directed and ordered toward God.**

**To love and feel loved, and to accept myself, are necessary conditions for me to exercise my freedom as well as possible.**

**The human body, my body, also allows me to understand human freedom. Only through my body is true freedom possible.**

**There is a call that God has inscribed in my body, and my freedom is always a response to his voice.**

**To be free is to be able to receive my life as a gift from the Father and to respond to Him with gratitude and love.**

**True choice is following the way of the TRUTH, incarnate in JESUS CHRIST.**

**My true freedom, my true choice is to go out of myself, to give myself to others, fully responding to my VOCATION TO LOVE.**

## TIMING AND MATERIALS

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

ACTIVITY	TIME (minutes)	MATERIALS
Personal reading of the summary of "Mary's Land".	10	The Creation scene from "Mary's Land".
Activities 1 and 2: Personal reflection and sharing.	10	Worksheet.
Activ. 3 and 4: Reading and reflection on Kipling's poem. Questions.	20	Worksheet.
Conclusion.	15	Sharing.