

**I WANT
TO BE
FREE**

**CAMPING UNIT
YOUTH I
STUDENTS' BOOK**

Registered at the G.P.O. Melbourne
for transmission by post as a periodical

THIS BOOK is to be used in conjunction with the Youth I Camping Unit Course Book I WANT TO BE FREE.

THIS BOOK is one of the resources in the Christian Life Curriculum for use in Methodist, Presbyterian, Churches of Christ, and Congregational Churches in Australia and New Zealand, and the Anglican Church in New Zealand.

PREPARED AND PUBLISHED by The Joint Board of Christian Education of Australia and New Zealand, 147 Collins Street, Melbourne, Australia 3000.

COPYRIGHT, 1970. The Joint Board of Christian Education. All rights reserved.

YOUTH I
STUDENTS' BOOK



YEAR 1 CAMPING UNIT
CHRISTIAN LIFE CURRICULUM



**I WANT
to be
FREE**

by
Mary-Ruth Marshall

"Let

me introduce myself;
i am mark lyons and
i am not a dog.

(i am not a dog.
i make love, make music, make songs,
make tears, make joy.
i try to understand what being alive is all about
and sometimes am very afraid
of people,
of myself,
of honesty,
of walking on two feet).
i am mark lyons
i am trying to be a man . . . **"**

TWINS & TRIPLETS

1. Write here the name of someone who uses the same kind of toothpaste you do.....
.....

2. Find the person whose birthday is closest to yours and get his autograph here.....
.....

3. Find everyone who did the same thing last summer holidays that you did; stand in a corner together and sing "Jingle Bells".

4. List all those who have the same number of brothers and sisters as you.....
.....

5. Can you find another person born in the same hospital or maternity home as you? Get them to sign here.....
.....

6. What was the last record you bought?.....
..... Find someone else who also owns it and sing a part of it.

7. Find two people whose middle names you didn't know. Write the names here.

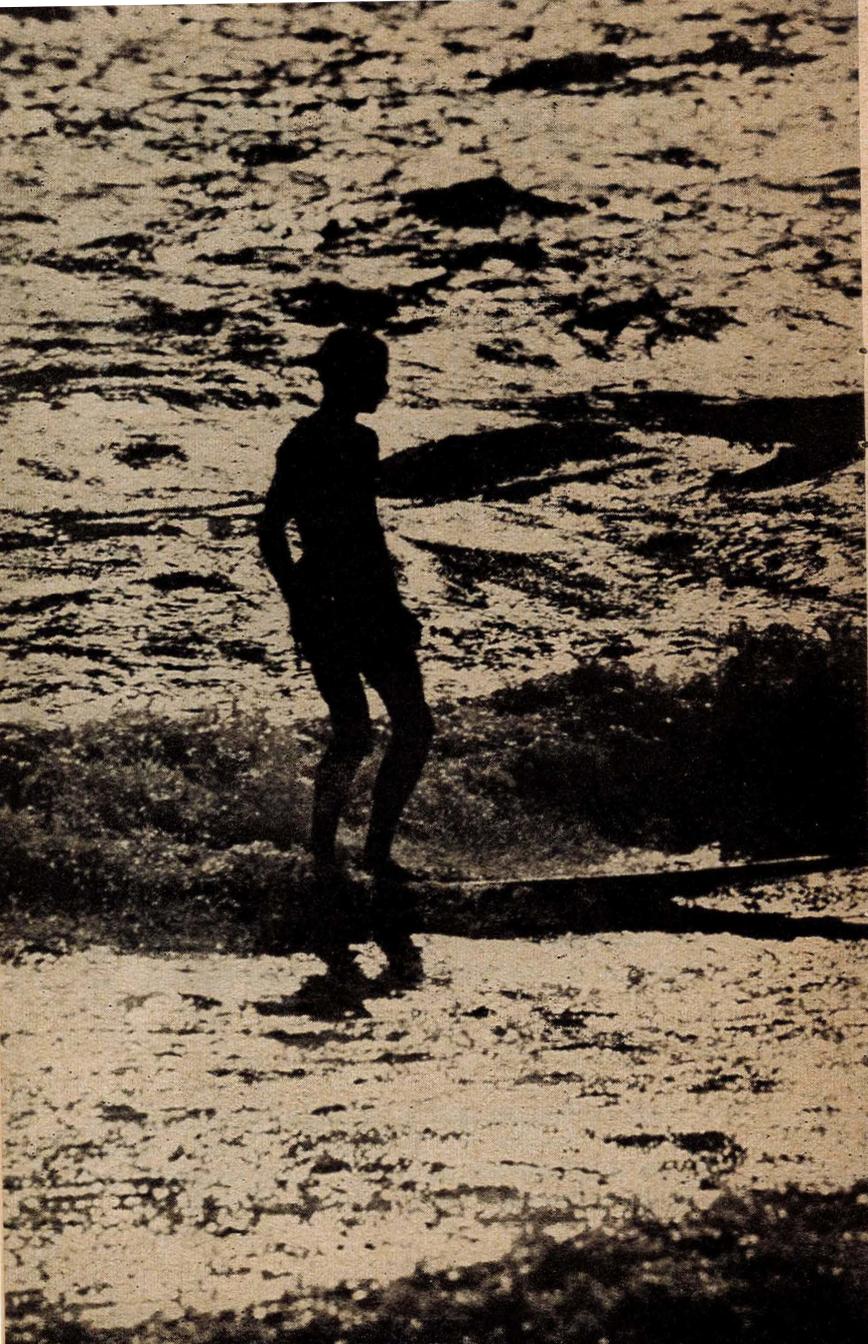
David.

8. What is the farthest away place to which you've travelled?..... Find someone else who's been there and tell them what you liked best about the place.

9. Count up the times each letter of the alphabet is used in your name. Which letter is used most? R
Find another person whose name has this letter most.

Have him write his name backwards here Retep
Ewol..... If no one else has the same letter, sit on the floor and cry.

10. Mime (convey by actions but use *no words*) the title of your favorite TV programme. When someone guesses it, both of you shout, "We're through", and sit down together.



DO
THESE
PEOPLE
KNOW
WHO
THEY
ARE
?

ARE
THESE
PEOPLE
FREE
?

IS LIFE
GREAT
FOR
THESE PEOPLE
?



Sue Never Stops Talking, I Wonder Why?

Sue and Carol were walking home from school together. Carol, the quieter one, listened as Sue sputtered on:

“And then she had the nerve to tell me I was deliberately trying to attract attention. How did she figure that? I just wanted to tell Shirley her maths paper had fallen to the floor. She acts like I’m trying to be the teacher instead of her. Doesn’t she get you? Honestly, I hate her; maths class ruins my whole day.”

Carol nodded her head, not really agreeing. Sue didn’t actually need anyone to agree with her since her feelings were pretty clear cut. Carol wasn’t sure Sue even listened for her answers.

“Billy said he’s coming ’round tonight to listen to my new Beatles’ record. I’m so happy, I could just die! Don’t you think Billy’s just absolutely the most fabulous boy in our class? When he smiles at me, I don’t know, I just go all funny. Boy, life is great!”

Carol thought about *that*. Was life great? Sue seemed to think so, even if Mrs. Bryan, their maths teacher, did usually make her mad every day. But it seemed just the same to Carol, home, school, church youth group, music lessons. Just the same as it always had. Boys ignored her and she wasn’t much interested in them, either.

“Tomorrow I’m going round to Ken’s. He and Eric are starting a new group and they’re looking for a girl to sing with them. I’m glad Shirley and I have had all that folk singing experience but I do wish I could play the guitar better. That reminds me, could you do my charity collecting in the morning? I’m doing it until 10.30 but Ken

says I’ve got to be at his house then. You just go to the church and they’ll tell you where to go.”

Inwardly, Carol felt sick. She *hated* going to peoples’ houses and asking for money. They always gave something, even if only ten cents, but she was always afraid of being turned down. What she’d really like to do is try out for Ken’s new group. She’d learned to play her brother’s guitar, and she knew her voice sounded pretty good but no one, not Sue or her brother or even her mother, knew she could do it. And she’d never have the nerve to try out for Ken’s group.

“Look at Pat over there. Isn’t she wild? Ever since her family went overseas, she wears those hippie clothes and beads and all, after school every day. She’d wear them to school if she could. But she looks pretty good, doesn’t she?”

Carol thought briefly of the sari her aunt had brought to her from Ceylon. Her aunt, young and pretty, had shown her how to drape the sari and suggested a costume party for Carol’s friends, to show it off. Carol could fix saris for the others, out of sheets, they could paint on caste marks but . . . what if no one wanted to, or if they thought it were silly or something. Sue was a real talker but at least she seemed to know who she was and what she wanted, she had the nerve to be herself, to live, a participant in life, not just an observer. “That’s what I am,” thought Carol. “That’s all I am! A watcher, an observer, a fraidy-cat. I’m always on the outside looking in. Why can’t I just relax and enjoy things? I don’t even know what or who I want to be!”

- 1 What are the problems Carol and Sue face in becoming persons in their own right?
- 2 Are these problems typical of your age group? How common are they?
- 3 What other factors would you add which prevent someone from becoming a whole, sure person?

"Then God Said,

Let us make man in our image, after our likeness; and let them have dominion over the fish of the sea, and over the birds of the air, and over the cattle, and over all the earth, and over every creeping thing that creeps upon the earth." So God created man in his own image, in the image of God he created him; male and female he created them. And God blessed them, and God said to them, "Be fruitful and multiply, and fill the earth and subdue it; and have dominion over the fish of the sea and over the birds of the air and over every living thing that moves upon the earth." And God said, "Behold, I have given you every plant yielding seed which is upon the face of all the earth, and every tree with seed in its fruit; you shall have them for food."

. . . .

"The Lord God

took the man and put him in the garden of Eden to till it and keep it."

. . . .

"So

out of the ground the Lord God formed every beast of the field and every bird of the air, and brought them to the man to see what he would call them; and whatever the man called every living creature, that was its name. The man gave names to all cattle, and to the birds of the air, and to every beast of the field; but for the man there was not found a helper fit for him."

(Genesis 1:26-29; 2:15, 19-20)

- *According to this passage, why do we exist?*
- *What does God want man to be?*
- *What does this mean for a young person living in Australia or New Zealand right now?*

REALLY LIVING is
have lots of dates
Come to
where the
flavour is
...all systems go...
to be a
Pop Hero!

...is running barefoot
through the heart of summer
...never seeing
summer's end.

Win a tape-recorder

THE CATS
THAT ARE REALLY
HIP THAT HAVE
NO HANG-UPS

be a
rich girl

really living is . . .

I Want 2 B FREE

1

Phil and Ron pushed their bikes slowly up the hill. Neither had said a word since Graeme rode rapidly away. They were both wondering what to do. Pete's brother, who owned a terrific motorcycle, would be home next Saturday and Pete had asked them round to have a look at the bike. But Pete hadn't asked Graeme—he and Graeme didn't get along.

Phil, Ron and Graeme usually spent Saturdays at the river. As the two boys pushed their bikes they were thinking of the months of Saturdays at the river mouth: swimming, fishing, the boat, digging for shellfish; each day had brought some new activity, for the river was always changing. The two friends looked at each other and then quickly away.

"Aw, Graeme's still a kid", said Phil.

Ron nodded, but his eyes showed confusion. "I was sure he wouldn't want to go but I didn't think he'd get *that* mad!"

"Maybe we should have had Pete ask him, too", Phil suggested.

Ron's answer was confident: "He wouldn't go. Because it's Saturday, and Saturdays we always went to the river and besides, you know how he feels about Pete."

"Well", said Phil, "I'm not giving up the chance to ride on that motorcycle for anything. It's got everything. And Pete's brother will only be here with it on Saturday."

Ron hesitated a moment and then said, "Do you suppose we could get Pete to ask Graeme, and then talk Graeme in to going? I mean, he could forget how he feels about Pete just this once. Then we could go to the river in the afternoon."

Phil said slowly, "We could tell him if he doesn't come with us to Pete's, the river's off for good."

2

Gail turned away from the mirror with a sigh. The other girls looked at each other and their silence said more than any amount of words might have.

"Silly boots", she muttered. The others looked busily at the selection of shoes. Some girls look great in boots; some don't. Gail was one who didn't. Her legs were short and rather plump and the brown boots she had just tried on looked shiny and new but were quite unflattering to her. But every girl in her crowd, every girl in the whole school, had leather boots! Gail had saved the money and desperately wanted to be like the others, wearing boots with her suede mini-skirt. She turned to the other girls.

"What do you think?" she asked.

3

"No!" said John.

"Oh, really, John; *why*? What difference does it make?" asked his mother.

"Because I hardly even *know* her, for one thing", John replied. John and his mother had been over and over the same point several times. The end-of-term social was only a fortnight away and John didn't have a date. His mother's best friend was the mother of Joan, shyest girl in his form. For three days, John's mother had been urging him to ask Joan to the party.

"Well, then, do it because I want you to", she said. "How about that?"

(a) Write an ending for each story saying what you think will probably happen.

(b) Whose freedom is being limited?

How is it being limited?

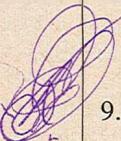
How could this be avoided?

AGREE DISAGREE exercise

Here is a list of twelve statements. Go over them carefully. If you *completely agree* with a statement, leave it as it is. If you *almost agree*, change a word or words so that you can agree. If you *disagree* leave it as it is. Mark Agree or Disagree in the appropriate places.

AGREE	DISAGREE	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1. Young persons should always do exactly what their parents tell them to do.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	2. It is better for a parent to make a good decision for a young person than to let the young person make a bad decision for himself.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3. Parents should make their children assume a great deal of responsibility so that they can become strong adults.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	4. It is important for adults to push young persons to do those things that are right.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	5. Once a person has made up his mind about a matter, he should not change it, no matter how great the pressure.

Continued over

AGREE	DISAGREE
✓	
<u>don't no</u>	
↓	
✓	
	
✓	

6. A person's obligation to his home and family is always greater than his obligations to anyone or anything outside the family.
7. Adults, because they are older and wiser, should never allow their own personal problems to affect their behaviour towards younger persons.
8. Because a young person has less to do, there is always time for whatever duties he may have at home or at school.
9. Rebellion against authority is a sign of strength of character.
10. When a person is in conflict with others, the Bible will give him instructions.
11. When in conflict with others, the best way out is to avoid talking about it.
12. When conflict arises, follow your own desires for the best solution.

Luke 2:41-52

- 1 What clues do you find in this story that the young Jesus had feelings about freedom in common with yours?
- 2 How did he deal with these problems?
- 3 How did his parents deal with them?
- 4 What do we learn about freedom from this story?

SPOKESMAN 1: O God the Father,
KIDS: Please let us go free.
SPOKESMAN 2: Pharaoh, god of Egypt,
KIDS: Let us go free.
SPOKESMAN 1: Officer, officer,
KIDS: Let us go free.
SPOKESMAN 2: Father, mother, teacher, uncle
KIDS: Leave us alone.
SPOKESMAN 1: Minister, counselor, coach, boss
KIDS: Leave us alone.
SPOKESMAN 2: Society of the seventies,
KIDS: Leave us alone.
SPOKESMAN 1: Exclusive friends who try to exclude us,
KIDS: Let us go where others go.
SPOKESMAN 2: Laughing people, laughing at us,
KIDS: Let us go without your snickering.
SPOKESMAN 1: Thoughtless parents pushing us,
KIDS: Let us go, we have our rights.
SPOKESMAN 2: Staring strangers gaping at us,
KIDS: Let us go as teen-age men.
SPOKESMAN 1: Proper matrons whispering about us,
KIDS: Let us go as teen-age women.
SPOKESMAN 2: Society of the seventies,
KIDS: Just leave us be.
LEADER: What would you be?
KIDS: We'd be ourselves.
We'd be free to be ourselves.
We'd be teen-age men and women.
We'd be free.
LEADER: And what would you do?
KIDS: We'd do as we pleased.
We'd go where we liked.
We'd live for ourselves.
We'd be free for a change.
LEADER: And how would you do it?
KIDS: We'd go wild with delight.
We'd swing till we fell.
We'd zoom down the street
And paint the town red.

From *Wait a Minute, Moses*, Norman Habel, Copyright, 1965.
Reprinted by permission of Concordia Publishing House.

i want to be me

*Suppose your best friend
were writing to someone
who doesn't know you and
were to describe you. Write
what your friend might say.*

My best friend's name is

*Suppose you were writing
to a new overseas pen pal.
How would you describe
yourself?*

*I am
I am*

can't i be myself?

Ruth and Tony were hunched over the kitchen table. Tony's face was contorted with a mixture of anger and confusion.

"I just can't take it", he said. "I don't *want* to do it and yet I seem to, anyhow. It's bad enough looking like him and talking like him—I can't do anything about that—but now here I am *acting* like him. I shouted at that referee today just like my old man does!"

Ruth smiled in understanding. She remembered being asked recently why she attended the church she did and she could only answer that it was because her parents went there. Ruth reminded Tony of the incident.

"Yeah", grumbled Tony, "and that's probably why I'll vote Labour when I'm old enough and you'll make scones the way your aunt taught you to."

"It's not that I don't admire all of them", Ruth observed. "I do, by and large. But I want to be *me*. I want to make up my own mind about things. I want to choose my clothes because I like how they look, not because red is the colour of the moment."

"And I don't want to be an extension of my dad", Tony said, "a chance for him to live it all over again."

Your View

In COLUMN A, write briefly your views on the following controversial issues. Then in COLUMN B write down why you hold these views, who influenced you, etc. If you do not know how you came to hold this view, say that you do not. If you have no view, say so.

	A	B
Capital punishment		
Legalised abortion		
Legalised marijuana		
Best political party		
Socialised medicine		
U.S.A. dominance		
Communist threat		
Ties with England		
Nuclear testing		
Germ warfare		
Pacifism		

I WANT TO BE FREE



1. Free to belong, to sing my song;
Free to learn, to give in return;
Free to be what I want to be,
Free to see all that's given to me.

(Refrain)

*Want to be, to be free,
I want to be, want to be free.
Want to be, to be free,
I want to be free, Lord, make me free!*

2. Wars will cease, the world will have peace;
Men will be free, know liberty;
Free from war and free from fear,
Free to dance and sing and dare.

(Refrain)

*Want to be, to be free,
They want to be, want to be free.
Want to be, to be free,
They want to be free, Lord, make them free!*

3. I'll be free to be the real me,
You'll be free, and, wait 'til you see,
The whole wide world around
Will join us in the freedom sound.

(Refrain)

*Want to be, to be free,
We want to be, want to be free.
Want to be, to be free,
We want to be free, Lord, make us free!*

*(This song may be sung to the music of "The Strife is O'er",
No. 73 in SONGS OF FAITH.)*

Paul, in his letter to the church at Rome, speaks a great deal about being an individual. In this passage (from J. B. Phillips' translation), he talks about the inner and outer pressures put upon a person.

"My own behaviour baffles me. For I find myself not doing what I really want to do but doing what I really loathe. Yet surely if I do things that I really don't want to do it cannot be said that 'I am doing them at all—it must be sin that has made its home in my nature. (And indeed, I know from experience that the carnal side of my being can scarcely be called the home of good!) I often find that I have the will to do good, but not the power. That is, I don't accomplish the good I set out to do, and the evil I don't really want to do I find I am always doing. Yet if I do things that I don't really want to do then it is not, I repeat, 'I' who do them, but the sin which has made its home within me." (Romans 7:15-20)

"Don't let the world around you squeeze you into its own mould, but let God re-mould your minds from within, so that you may prove in practice that the plan of God for you is good, meets all His demands and moves towards the goal of true maturity." (Romans 12:2)

- 1 *Summarize each passage in one or two phrases. What is the main point made in each passage?*
- 2 *How do you experience these feelings today?*
- 3 *What does Paul say can be done to help you become a real, mature person?*
- 4 *Put the results of (3) into suggestions for living today.*

ACKNOWLEDGMENTS

Photographs: The Herald, page 6; N.A.S.A., page 7.

Illustrations: W. M. Rolland and Rachel Tonkin, page 22.

PRINTED by Wilke and Company Limited,
37-49 Browns Road, Clayton, Victoria.

20 CENTS



YOUTH I
YEAR I
CAMPING