

## UNIT 6:

# Tent Door and Zipper.

## My Desire: TRUE LOVE



**12th Grade**

**Love is a path.**

**Each stage is important. There is no need to rush through them.**

**Dating: getting to know one another and getting to know true love together, preparing ourselves for marriage.**

**Love as a gift and response. Always seek the source of love.**

# 3. Dating

**“Now we have come to know and to believe in the love God has for us”**

1 Jn 4:16.



**Recognizing courtship as a stage of love where we discover our vocation to marriage, cultivate communication, tenderness and knowledge of each other, sharing the gestures proper to courtship and reserving the total donation of ourselves for marriage.**

**ACTIVITY 1:** For this activity, read two scenarios. First work with Scenario 1, followed by Scenario 2. Read them out loud. It would be ideal for the teacher to read them to that the youth will be more likely to pay attention. Then, invite them to answer the questions in silence, letting them know that they will have time to make comments later. First they should each complete Activity 1 in silence, individually.

Once they have made a personal reflection, invite them to participate in a group debate. They should read the affirmation or question exactly what is written and say whether or not they agree with what was read. The teacher should also ask the students who don't usually participate what they think. Once the teacher sees that answers are being repeated, pass to the next question, and so on.

Proceed in a similar way with Scenario 2. It is ideal to do both scenarios in a single session.

## SCENARIO 1

Gabby and Will have been going out for 10 months. They are very much in love, but there is something that Gabby doesn't like about their relationship: they always go out alone. She insists on hanging out with her girl friends, but he gets offended and tells her that she doesn't love him like he loves her, saying things like:

*“All the time that I'm with you is not enough for me”.*

*“Well, I love you”.*

Her friends throw it in her face and she doesn't know what to do. Her mom also makes comments about it. The worst is that now she lies and says that she's hanging out with friends when it's not true.

## SCENARIO 2

*Josie has always been a good, studious and family-oriented girl.*

*This year a new boy came to her school; he is older than the rest of the class because he was held back twice. He is your typical "bad boy"; he is very attractive and you can tell that he has a lot of experience. He becomes the leader of the group.*

*His mannerisms really catch Josie's attention, and she is really attracted to him. Everyone knows that Jack fails almost everything, doesn't study, and smokes; they say he smokes pot on the weekends, comes home late, and his parents don't give him any rules. Even still, Josie feels really flattered when he asks her to go out with him. She believes that love can do anything and will be able to change Jack's behavior.*

**At the end, it can be helpful to read over the "recommendations" below a few times. If the teacher wants, and there is time left over, you can invite the youth to write the ideas that arose through the class sharing in their workbooks.**

**It is important for me to recognize and order my affections well before I begin a friendship. The same is even more true when it comes to courtship.**

**Love is a very powerful passion and I know that it can overtake me. Being very attracted to someone is not a reason to start a relationship with them. It is important to get to know their "interior" and to see whether they would be good for me.**

**The call to love awakens in me a desire to be a better person and makes me desire the good of the other. To do this is to order my affections, to order my life toward true love.**

**Courtship is a wonderful way to truly get to know this person who has awakened in me the call to love.**

**It's a shame to waste time, devoting my time and parts of my person to relationships that I know won't lead me anywhere good.**

**I already have a lot of tools to use along this path of love that I am walking down. I can begin a beautiful stage of my life. I shouldn't rush things!**

**ACTIVITY 2** : For this activity, the teacher should prepare some cards with different situations that the youth will need to silently act out in a game of charades. A series of scenarios are included here, but the teacher can use some imagination while making the cards. With time, you will begin to see which scenarios work the best and be able to use them with future classes.

1. You are two friends, a boy and a girl. One of you is very sad, and the other tries to console you.
2. You are very shy. You go to a party with two friends, but you don't know anyone else there. A boy from your neighborhood comes over from across the room and says hi to you. He looks really happy to see you. You get really embarrassed.
3. You are really nervous, waiting for an important phone call. After a while the phone rings and you receive some bad news.
4. You are told that your best friend was in a motorcycle accident. He didn't die, he only broke his leg and he is having surgery right now.

The aim of this activity is for the youth to express their emotions with their body, using gestures and facial expressions that translate the emotions carried in their heart: sadness, anxiety, nervousness, worry, etc.

Whoever can guess the emotions raises their hand. If their answer isn't about emotions, don't count it. Another way to play would be to make teams and have them pick out the story and write it, with the teacher indicating the need to use emotions and feelings. The team that narrates the best story, wins.

Afterwards, they can answer the worksheet questions either out loud or individually, writing on the worksheet.

**ACTIVITY 3** : This activity is a continuation of the previous one. It is important for the students to understand that gestures are a very important way of expressing what we feel for another person. We have to be very careful with our gestures because they are a way that we express what we feel, and we might be saying one thing with our words and another thing with the signs that we make.

**Gestures, just like words, are necessary for communication and, therefore, for all relationships.**

**The importance of gestures is based on the fact that they allow me to express my deepest affections through my body.**

**Since they are acts, gestures have consequences for me and for other people. They can either strengthen my relationships or destroy their true meaning. For this reason, it is important to order the gestures of love in union with my affections.**

**ACTIVITY 4** : This activity needs to be prepared beforehand. Make sure the overhead projector works; otherwise, do the activity without the movie. You need to test everything before class in order to not waste time. Once you have shown the 3 minutes from the film (from 47 to 50 of "A Walk to Remember"), lay out the situation: he is a "bad boy" who has gone out with a lot of girls and knows how handsome he is. She is the daughter of a protestant pastor, she dreams of marrying as a virgin and believes in the beauty of a forever love. Without wanting to, he falls in love, and then this scene arrives.

Ask them these questions so they can see how, when true love comes along, a boy who seems to just want to fool around with girls becomes capable of bringing along two blankets to avoid temptations that would otherwise later be regretted, of stopping himself when kissing her because they are alone in a field at night, of knowing how to respect her, etc. This is a very good film and you can recommend that they watch the whole thing.

After watching the scene, ask them to individually answer the questions on the worksheet, and then have them share what they wrote.

**I can either think that chastity is a "gravestone", something negative, or I can view chastity as something attainable and desirable for me:**

- ***"I want to be chaste and pure, because I want to be WHOLE".***
- ***"I want to be a PERSON".***

**The real burden is that which prevents me from FLYING, prevents me from BEING A PERSON.**

**To live out chastity is to integrate my SEXUALITY into my PERSON and to be capable of expressing with my body that donation is ordered toward love, toward giving myself to the other through gestures that are proper to this love: be it filial, fraternal, or spousal.**

**I wouldn't show the same gestures of love to a stranger. The gestures of love I show to an acquaintance are different from the ones I reserve for a friend.**

**The gestures of love between couples who are dating or married are also different from one another.**

**The absence of genitality during courtship doesn't mean that sexuality is silenced. Courtship allows me to learn the language of tenderness.**

**ACTIVITY 5 :** Here is where we try to get them to say the same things that their parents would say themselves: be careful in your relationship, value your body, avoid temptation and you will evade danger, don't go farther than you should, you still haven't given your heart completely and so you shouldn't give your body, your gestures express the state of your heart, now is the time to be friends, you still have to develop the language of tenderness, etc.

The second question speaks pointedly about pornography, and it's possible that masturbation will come up as well. In adolescence there is the danger that masturbation could become compulsive, becoming a determined part of their behavior and creating an escape mechanism that provides no solution (something similar to what happens with alcohol). Reading the "backpack box" beforehand can provide some ideas about the answers.

**ACTIVITY 6:** Just like in Activity 4, you have to prepare all the technological materials beforehand in order to take advantage of time. This video of the conference is longer, and can be watched at another time in its entirety. The part that they should watch is (from 18' to 27' on the complete recording):

[http://www.youtube.com/watch?v=Ez\\_s9dMvPJY](http://www.youtube.com/watch?v=Ez_s9dMvPJY)

After watching the video, have them rearrange their desks and sit in a circle (the teacher should sit with them in the circle), so that everyone can see and hear their classmates when they speak. In these 10 minutes touch on as many topics as you can. Depending on how much the students participate, you can spend the entire session doing this. Read, for example, the first affirmation and ask them what they think. Whoever answers can be asked more questions about the topics and why they gave the answers that they did. Inevitably, there will be someone else who wants to speak and who has a different opinion. In this way, the teacher can moderate the discussion, trying not to interfere, and attempting to get the kids to say the same things that the teacher would otherwise say, since the opinion of a peer means much more to them when it comes time for them to question themselves internally.

After the discussion, ask them to sit in total silence, to relax, to close their eyes; have them look inside themselves and see their hearts; have them imagine a true love where they, as adults, are the protagonists; have them image things like walking hand in hand, laughing while drinking Coca Cola. Then ask them if this love is worth waiting for, if I have to think about myself and not what other people will say, if I have to be mature and sure of myself. Allow them a minute or two of silence and then, calmly, read the box from "what should I carry in my backpack?".

**Courtship is a stretch along the path of love. A choice between going down one road or another.**

**It is a bridge to marriage that passes from fraternal love to spousal love. For this reason, I have to be very sure that I want to cross the bridge, and I have to choose well WHO to cross it WITH.**

**Each side of the bridge is a different world, and the bridge is a walkway. On the bridge, we are neither just friends, nor are we spouses.**

**It is a precious opportunity to learn to build an US in love, out of a YOU and a ME. And love has a clear dynamic that compels me to come out of myself in order to meet the other.**

**Courtship helps me to practice fidelity in love, respect in differences, appropriate self-giving, sacrifice, communication, forgiveness, waiting and hope, so as to one day be able to live out a total self-donation of my body and soul at the other end of the bridge, in marriage.**

**To live chastely in courtship is to live courtship in an integrated way, as what it is: a time to get to know each other in order to respond to the vocation to love in marriage.**

**It is good for me and for the other to avoid certain situations that make it difficult for us to live chastely, avoiding occasions so as to evade danger, and so to learn how to be a suitable helper for the other. This will strengthen our courtship and lay a solid foundation on which to build a marriage.**

## TIMING AND MATERIALS

This lesson is designed for students in the 12th grade, to be imparted in two sessions.

ACTIVITY	TIME (minutes)	MATERIALS
Activity 1: Reading, individual answers and sharing.	20-30	Worksheet.
Activ. 2 : Charades and answering the questions.	20-30	Prepare cards. Worksheet.
Activ. 3: Personal reflection.	10	Worksheet.
Activ. 4: Video, individual response to questions and sharing.	20	Internet access or DVD for video. Worksheet.
Activ. 5: Group reflection and sharing.	10'-15'	Worksheet.
Activ. 6: Video and subsequent debate.	30	Internet access or recording of the conference. Worksheet. Video: "Romance without Regret".