

## 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.**

# 4. Conjugal Love

“That is why a man leaves his father and mother and clings to his wife, and the two of them become one body”  
Gn 2:24.



Discovering that conjugal love is specific to spouses, and is different from fraternal and paternal love and the love between a dating couple. In marriage, spouses give their **WHOLE** selves to one another, body and soul.

**ACTIVITY 1:** Tell them to write down 3 characteristics of conjugal love, quickly, without thinking about it too much (*eternal, forever, having children, total donation, profound, trust, definitive, special, authentic, mature, secure, clear, illuminated by God, resilient, unconditional, solid, no problems, in spite of everything, positive, romantic, etc.*). There will be many adjectives given that don't characterize it, but it doesn't matter. The teacher writes them down on the board as they raise their hands to share what they wrote down. If what they say is contrary to conjugal love, you can say, "No, not that one", and continue with the others. A student can also write them on the board while the teacher moderates the discussion.

**ACTIVITY 2:** They need to fill in the blank spaces: your heart, your time, your body, your fertility. Nonetheless, any other interpretation could be valid as long as it is something given in conjugal love.



Tu \_\_\_\_\_



tu \_\_\_\_\_



tu \_\_\_\_\_



tu \_\_\_\_\_

**ACTIVITY 3:** You can give them a hint, saying things like: they love each other, they give each other a kiss every once in a while, she makes him food with love, they say thank you, they call each other “dear”, she pours him a juice when he gets back, they both depend on each other, they travel, they have fun, they take walks, they pay attention to details, they give each other gifts, or any other detail that they have seen that builds up love. Then, do an activity just like Activity 1.

Afterward, read the worksheet and slowly comment on it. Leave them some time to solve the word search.

Se entrega el tiempo										
B	N	X	H	Ñ	U	L	H	F	J	CONFIANZA
Q	P	C	I	L	S	O	U	B	T	FELICES
M	X	V	Ñ	R	D	S	Z	T	Y	HIJOS
R	S	K	Z	V	U	Q	G	A	C	JUNTOS
Ñ	A	E	I	V	O	Ñ	C	R	I	RADICAL
F	F	D	H	T	T	C	F	B	R	VIDA
G	A	M	I	M	R	W	E	L	C	
S	G	Y	J	C	G	M	L	Q	O	
Y	E	T	O	T	A	E	I	A	N	
C	L	L	S	A	Ñ	L	C	L	F	
O	U	V	B	W	U	A	E	P	I	
D	G	H	U	S	W	F	S	S	A	
X	Ñ	M	G	F	K	Z	M	J	N	
D	Z	B	V	I	W	B	I	I	Z	
S	O	T	N	U	J	V	E	H	A	

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**ACTIVITIES 4 and 5:** In general, the opinion of a lot of adolescents is that it’s ok in the beginning, but as the relationship progresses they already think about “*making love*” in a complete way. Many times they even pose the argument: “*what difference does a week before or after really make?*” “*if they want to get married anyway, why no do it?*” These activities aim to show, through the reading of two cases, that this is a common secular mentality that they totally accept, but yet they are unable to accept any type of norm that the Church lays out for their own good.

### SCENARIO 1

*Some friends go for a night out, and they ask Jake if they can take his car so they don’t have to take a cab. Jake knows how to drive perfectly well, but he still has to take his driver’s test. He is scheduled to take it the next day and it’s a sure thing that he’ll pass because he is really careful. At the beginning Jake is hesitant, but with everyone saying how well he drives and that “you’re going to have your license tomorrow anyway,” he decides to drive them to the other part of town where his friends are from.*

*There is a checkpoint on the highway, and they get stopped.*

## SCENARIO 2

Some friends made plans to go to an 18 and over club for the night. Andrew, the youngest in the group, turns 18 in a few days and his classmates push him to use a friend's ID, since he'll be of age in just 48 hours.

While they're at the club the fire alarm goes off, and while everyone is evacuating Andrew gets hurt and needs to go to the hospital. The police confirm that he isn't old enough to have gotten into the club, even though he is only a few days short.

**ACTIVITY 6:** The teacher asks which students want to participate in the debate, encouraging those that you think will do it best. Tell them from the beginning that the position they have to defend is not the one that they choose, but that you will draw it out of a hat or decide it yourself. When you have 4 volunteers, give them some time to prepare their arguments while you create a sort of "set" at the front of the classroom using tables and chairs. There should be something that separates them, for example two tables facing each other, so that the speakers will be face to face and have a sort of barricade in front of them, preventing them from getting too close to each other. The moderator should be between them. When they have written down their arguments (there are a lot of pros on the worksheet, but they have to think of the cons themselves), begin the debate as indicated on the worksheet. The teacher should bring it to a close after the first 12 minutes of argumentation. The debate doesn't end by declaring a winner, but just by congratulating the participants and leaving it there, so that it can remain imprinted in their minds how their own peers defended waiting until marriage in order to give your body to another person.

**ACTIVITY 7:** This activity aims to serve as a summary of the whole lesson. Read the different "what should I carry in my backpack?" paragraphs and have the students comment on them as a group.

**Marriage is called to be completely fulfilled in a family.**

**I am here because of the DONATION of my parents. I am a sign of their love.**

**The LOVE between spouses doesn't exhaust itself in them; rather, it gives life and prolongs itself in their children.**

**If children don't arrive, the love between spouses continues to give life to those around them: their friends, family members, society, the Church.**

**Marriage is always called to be FRUITFUL.**

The vocation to marriage is one of the two possible concrete responses to the vocation to love to which we are all called as children of God. **Do I feel this call?**

In marriage, the spouses receive the sacrament as a **GIFT**, as a present: as the reflection of a sincere gift, like Christ handed himself over for his Church, loving her to the end. This total self-donation comes about from an act in which a man and a woman decide to give themselves to each other completely. It is a free and voluntary act.

**Do I recognize that this act is the proper gesture of spouses that expresses their capacity to love in unity and to transmit life?**

Marriage, in the unity of body and soul, expresses the capacity to love for the unity of the spouses and the capacity to generate life for the transmission of life.

In marriage the conditions of a true love that lasts for the whole of life are present: the person donates him/herself without conditions of time or changes. It is a donation of body and soul, without an expiration date. A **GIFT** and a **TASK**.

## 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: Personal and group reflection.	15	Worksheet and white board.
Activ. 2: Reading and personal reflection.	5	Worksheet. Reading of Tagore.
Activ. 3: Personal and group reflection.	25	Worksheet and white board. Word search.
Activ. 4: Personal reflection.	10	Worksheet.
Activ. 5 y 6: Individual and group reflection. Debate/skit.	30	Set, preparation with pen and paper.
Activ. 7: Reading and shared reflection.	15	Worksheet.
Conclusions.	5	