

## 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.**

# 1. Love is a Path

**“But I shall show  
you a still more  
excellent way”  
1 Cor 12:31.**



**Recognizing that love is a personal path along which we learn to love, and that each step has its own importance, order and time.**

Begin the session having a good reader read the introductory story as a way to get them motivated. The story is about two grandparents who have grown old loving each other, overcoming their problem, and recognizing the value of love.

At the end of the story, ask them: What do you think? Nice, right?



**ACTIVITY 1** : Tell the youth to write down what comes to their mind, or suggest an unfinished sentence for them to complete. It would be good for the teacher to give an example to show the what the answers should look like. Then, you can have 2 or 3 students read what they wrote. Another option that would enable greater participation and attention would be to have one student start a sentence and have that student say the name of another student to continue where they left off, and so on.

**ACTIVITIES 2 and 3** : Activity 2 is a reflection on the stages of love. In this first activity, just let them answer. Ask them if they have realized that love evolves, and have them give names to each of these stages according to what they believe most corresponds to the sentences said by the characters in Activity 3. Then, ask them what they put down for each stage.

After hearing their contributions, the teacher asks them to write the following alongside the answers that they initially put down:

- **Stage 1: Attraction:** It is an emotion, an internal force that makes us pick out one person from among others. In this stage, we think about ourselves, what we like and what appeals to us. There is a desire to enter into the other person's world.
- **Stage 2: Desire:** We perceive the other person as a good unto themselves that I desire to possess in order to fulfill my own needs (to not feel alone, to feel loved and understood, etc.). There is the danger of using the other as a simple object of pleasure.
- **Stage 3: Falling in love:** It is an emotional state marked by a joy that twists reality, leading us to completely idealize the other person. The person that we love tends to be continually present in our thoughts, conversations, etc.
- **Stage 4: Conjugal love:** Marriage brings the intelligence (to choose well and see whether it will be possible to build a common life) and the will (to overcome difficulties and resolve problems) into play. We search for the good of the other without reserve. This love is a task that lasts our whole life; we must defend and fight for it every day. It is the reciprocal self-donation of two people (gift of self). It is walking together, forming a unity, a community of life, mutually giving and receiving one another.

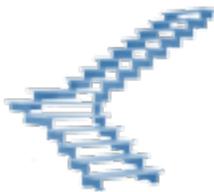
**ACTIVITY 4 :** Before beginning the activity, have them complete the worksheet by writing the names of the stages cited in the previous activity. If they all have a cell phone, they can send these messages through *whatsapp*, but the typical thing would be to write them down on a piece of paper as if they were text messages. Then, give each student a number from 1 to 4 (corresponding to each of the four stages), so that each one of them can send a "*whatsapp*" that would be fitting to the stage of love that they were assigned.

The question that they have to answer serves to make them aware that personal relationships have to evolve in a personal way, relating to people face-to-face rather than virtually.



**ACTIVITY 5:** Show the youth 3 images that serve to open up a brief dialogue about love:

**STAIRCASE**



**STRAIGHT  
LINE**



**SPIRAL**



The idea is for them to choose the image that best represents the dynamic of love.

After listening to the students' ideas, the teacher will explain how love has an origin and a destination, that it is the engine of the person. The staircase is the image that most resembles the idea what we want to develop in this session: love is a path.

The straight line could show the idea of a beginning and an end, but not that of personal growth.

The spiral would resemble a type of love that remains focused on oneself, that becomes entangled.

**ACTIVITIES 6 and 7:** This activity works with the youth on the importance of not rushing through the different stages of love.

Many times the desire to love another person and feel loved by them makes us want to live out our love in an intense and instant sort of way, and we end up bringing many gestures of love into the relationship too early, which don't correspond to the stage of love that we are in.

Today, society, means of communication and movies, all show a love that revolves around wellbeing and pleasure and that must be lived out immediately, mixing up the steps and stages of love.

There is a well-known game (*Candy Crush*) that serves as the perfect example to teach and help the youth to discover the importance of completing every stage. This example teaches them to wait and to put forth an effort to "play the game" well, that is to say, to live each stage of love in an intense yet careful way.

In the game, when you aren't able to get past a certain stage there is the possibility of asking a friend for help. You can also work with the youth on the idea that they aren't alone, that love can also be guided, and that the experiences of others can help them to live each stage of love in the proper way.

Conclude with the idea that living life and love is not like a game. In a game, you can't pass to the next level if you haven't completed the one that precedes it. The youth need to learn to set their own limits, to put on the brakes or to accelerate, depending on what is needed. They need to learn to bring their freedom, reason, will, and their whole person into play.

Love is both a path and a call. It has a **STARTING LINE** and a **GOAL**.

The starting signal is given to me by another person. A glance, a smile, the way that they act and talk... Someone, without my realizing it, begins to take over my thoughts and affections. I can't stop thinking about him! I can't stop thinking about her! I am at the **STARTING LINE** of love!

Love isn't planned; it is discovered and accepted.

But this is not the end; it is not a complete love. There is a need for both of us to get to know each other: you and me. In knowing you, I can love you.

The stages of love begin to teach me to love. It is important not to take on any stage too soon, or to waste any moment. Instead, I must live out each stretch of the way enjoying it as much as possible, without missing out on any details. This will enable me to reach the **GOAL** as a complete, fulfilled person.

Think that you are not alone on this path. Your relationships with your parents, siblings, teachers and friends can all help you.

#### TIMING AND MATERIALS

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

ACTIVITY	TIME (minutes)	MATERIALS
Introduction.	10	Worksheet.
Activity 1: Personal reflection about the introduction.	10	Worksheet.
Activ. 2 and 3: Sharing. The stages of love.	15'	Worksheet.
Activ.4: How do we communicate?	10	Worksheet.
Activ. 5: Image of love.	10	Worksheet.
Activ.6: Candy Crush as a metaphor for the path of love.	5	Worksheet.
Activ. 7: Reflection.	5	
Conclusions.	5	