

## 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.**

## 2. How Do I Know That It's True Love?

**“Now you have shown me  
what we asked of you”**

**Dn 2:23.**



**Understanding the importance of choosing well, which doesn't always correspond to what I feel like, and learning how to value true love as the only thing capable of fulfilling my desire to love and to be loved.**

**ACTIVITY 1:** It is hard to choose, and choosing well is even harder. In this session, the teacher will attempt to show the youth which values can tell us whether or not a love is true.

For this activity, present two quotes taken from romance movies:

- *“I guarantee there'll be tough times. I guarantee that at some time, one or both of us is gonna want to get out of this thing. But I also guarantee that if I don't ask you to be mine, I'll regret it for the rest of my life, because I know, in my heart, you're the only one for me” (Runaway Bride, G. Marshall 1999).*
- *“The greatest thing you'll ever learn is just to love and be loved in return” (Moulin Rouge, B. Luhrmann 2001).*

Work with the youth on what causes fear of commitment, which is none other than doubts about whether or not we have chosen the right person. This is especially true in today's society, which sees so many failed marriages.

Recognize, too, the fear of not being loved back.

End the activity by speaking in depth about the personal character of love, and love as a response. Someone concrete with their smile, with their gaze, with their unique and non-transferable being, is the one who causes an equally unique and personal response in the other person.

**ACTIVITY 2 :** This activity aims to get the youth to reflect on how just because they may like a boy or a girl, that is not a reason to go out with him or her. It is logical for boys to like girls and for girls to like boys, but more things are needed in order to begin a relationship. Above all, if we speed up too much we can end up jumping from one relationship to another and, in just a short period of time, end up going out with a lot of people.

The problem is that in each relationship that we have we leave a little piece of ourselves, and we can end up feeling empty and like we have nothing left to give once our true love arrives. Or we might even begin to think that it's impossible to attain true love with another person, after so many failures.

**ACTIVITIES 3 and 4** : These two activities aim to make the youth understand that what “I feel like” is not always what “is good for me”. We live in a time where it seems like the most important thing is to experience a lot of feelings. Everything has to be instant. But many things in life aren't like this: they require pause, maturity, rest, knowledge, etc.

Present them with 3 scenarios in which people have to make the decision to renounce things that they like in favor of a greater good.

Once they have responded to Activity 3 individually, in Activity 4 ask them what they wrote and have them answer out loud. After each answer, the teacher should ask them why they responded the way that they did. Depending on their answers, ask them whether it's good to let ourselves be led by what we feel like, if it has consequences, what they are, if they affect the person, if they can cause us true harm. Little by little the teacher will change their way of asking the questions and propose the example of starting to go out with someone because “you feel like it”: why it's done, what consequences it can have, if they believe that others influence this decision, if others find out about them going out – “doesn't it matter to me what they think?”, “if I don't go out with anyone does that make me the odd man out or a freak?”, etc.

Keep them engaged by asking them questions, without allowing the same people to monopolize the answers. The teacher should try to ask all kinds of kids, giving special attention to the answers of students who seldom talk, who are shy, or who contribute appropriately.

Finally, have them write down their conclusions in the workbook.

After slowly reading (maybe even two times) the red box “What should I take in my backpack?”, have them reflect.

**The desire for love is written in every heart. That includes my own. And not just the desire to be loved, but the need to be loved back. Often times this need for love can be confused with “true love”, and I end up embarking on relationships that don't lead anywhere good.**

**It is important to choose WELL, not just according to what I feel like. Many times what I feel like is not what is best for me, and doesn't coincide with my true desire to love and be loved.**

**ACTIVITIES 5 and 6** : Read the activity on the worksheet. Have them write **NO** for the question: obviously a baby can't drive or begin college. Continue reading the worksheet and, before having them answer, the teacher should talk about how choosing what they want to study is an important decision in their lives.

They have to ponder it well. It is important to know how to choose because it is a decision that will have a lot of influence in their lives. Sometimes their happiness might depend on this decision, but if they realize they have made a mistake they can take steps to change their major. In the same way, beginning a relationship is not something that should be taken lightly, since choosing the person we are going to share our life with will affect our happiness. Let them comment on this matter, and then let them answer the questions on the worksheet.

**ACTIVITY 7 :** First, play the hot and cold game. Then, show them how, based on the indications they received, they knew whether they were getting closer or farther away from where they wanted to be. This activity is an introduction to the next one.

**ACTIVITIES 8, 9 and 10:** There are no recipes for love, but this activity will propose some indications that will allow the youth to evaluate whether a relationship is going down a good path or not.

It uses a thermometer that measures temperature as a metaphor. In this case, we can call it the **THERMOMETER OF LOVE**. What is measured by this thermometer are the consequences of loving relationships.

Invite the youth to construct the thermometer of love by marking the sentences in red if they think they are the consequences of true love, or in green if they don't pertain to a relationship of true love:

- *You are a gift to me.*
- *You bring out the best of me.*
- *My relationship with you helps me to grow, to be better.*
- *I already know things about you that I don't like, but I accept them.*
- *We are taking our relationship one step at a time. We know how to wait.*
- *I value you.*
- *I respect you.*
- *When we are together we talk about ourselves and we get to know each other more every day.*
- *Since I have been with you my relationships with my parents and friends have improved.*
- *I love you so much and I am so in love with you that I don't think about anything but you. You are my obsession.*
- *When we are together I only notice your body.*
- *I want you all for myself.*
- *I crave you.*
- *I try to change everything about you that I don't like.*
- *I love you so much that I want everything right now.*
- *I feel like I'm not myself. I'm always trying to please you.*
- *I only ever go out with you and I'm leaving my friends by the wayside.*

It is important for the youth to realize the consequences of relationships on their personal life. If it helps them to be a better person in every aspect of their life and improves their relationships with others, then the relationship is going down a good path.

Give them a cut-out of a portable thermometer, which they can always take with them.

**ACTIVITY 11** :Next, have them listen to two songs. You can play them twice, and the second time have them sing along in a soft voice, looking at the lyrics, so that they can be more conscious of the words. Afterwards they can answer the questions and see the beauty of LOVE, which is forever, in which we give all of our life. You can also have them share in a circle.

**TODO  
PEREZA**

Vuela, vuela, vuela conmigo,  
cuélate dentro dime "chico",  
dame calor, sácame brillo,  
hazme el amor en nuestro nido.  
No quiero nada, nada más,  
me sobra respirar.  
Sube, sube, sube conmigo,  
déjalo todo, yo te cuido,  
ven a Madrid, ten un descuido,  
haz cosas mientras yo te miro.  
No tengo miedos, no tengo  
dudas,  
lo tengo muy claro ya.  
Todo es tan de verdad  
que me acojono cuando pienso  
en tus pequeñas dudas, y eso  
que si no te tengo reviento,  
quiero hacértelo muy lento.

Todo, todo, todo, todo,  
yo quiero contigo todo.  
Poco, muy poco a poco, poco,  
que venga la magia y estemos  
solos, solos, solos, solos,  
yo quiero contigo sólo,  
solos rozándonos todo, sudando,  
cachondos,  
volviéndonos locos, teniendo  
cachorros,  
clavarnos los ojos, bebernos a  
morro.

Sueña, sueña, sueña conmigo,  
escribeme luego un mensajito,  
dime hacia donde yo te sigo,  
si tu te tiras yo me tiro.  
No tengo miedos, no tengo  
dudas  
lo tengo muy claro ya.  
Todo es tan de verdad  
que me acojono cuando pienso  
en tus pequeñas dudas, y eso  
que si no te tengo reviento,  
quiero hacértelo muy lento

**PARA TODA LA VIDA.  
EL SUEÑO DE MORFEO**

Si fueras una luz en el cielo,  
dejarías en el paro al sol,  
si fueras una luz en el cielo.

Si fueras como el viento en la arena,  
llegarías hasta el corazón,  
de quién se esconde como yo.

Si fueras solo la mitad,  
te sobraría otra mitad,  
cuesta creer,  
que eres de verdad,  
y si fueras para toda la vida,  
si tú fueras para toda la vida,  
yo sería la persona más feliz,  
yo te quiero para toda la vida,  
yo te quiero para toda la vida,  
yo sería la persona más feliz. [x2]

Si fueras una gota de agua,  
nadie volvería a tener sed,  
si fueras una gota de agua.

Si fueras tan sólo palabras,  
serías la más bella canción,  
escrita nunca por amor.

Si fueras solo la mitad,  
te sobraría otra mitad,  
cuesta creer,  
que eres de verdad.

Y si fueras para toda la vida,  
si tú fueras para toda la vida,  
yo sería la persona más feliz,  
yo te quiero para toda la vida,  
yo te quiero para toda la vida,  
yo sería la persona más feliz. [x2]

para toda la vida,  
si tú fueras para toda la vida,  
para toda la vida,

yo te quiero  
para toda la vida.

Todo pereza: <https://www.youtube.com/watch?v=b-yEmwpE1wU>

Para toda la vida: <https://www.youtube.com/watch?v=31tECTDA2xY>

Sometimes it's hard to distinguish my feelings and I can mistake a love of friendship for attraction, a romantic feeling for a loving relationship, passionate love for complete, mature and true love.

How do I know if I am ready?

I have been prepared my whole life for this. Since I was born I have been learning to love and have experienced love, and I will continue to learn for the rest of my life.

Love has its stages: it is born, grows, transforms, gains maturity and commitment. Love is personal. I come into play, as does the other person. The PERSON responds.

Love needs time. Love does not reach completion at the beginning of a relationship. It is a pity to burn through the stages. This is not what I am called to! I am called to true love.

Knowing whether what I am living is LOVE with a capital "L" is not very complicated. I have to be very attentive to my affections and desires, and guide them using my will, my reason and my freedom.

True love makes me grow, opens me up to others, brings out the best of me, helps me, values and respects me, gives me stability and self-esteem, gives me strength and teaches me, helps me to come to know myself better, to recognize that I am needy, to forgive, to sacrifice; it leads me, it uncovers me, it makes me happy, it fills me...

## TIMING AND MATERIALS

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

ACTIVITY	TIME (minutes)	MATERIALS
Introduction.	5	Worksheet.
Activity 1: Personal reflection.		Worksheet.
Activ.2: Personal reflection.	5-10	Worksheet.
Activ. 3 and 4: Individual and group reflection.	10-20	Worksheet.
Activ. 5 and 6: Personal reflection.	10	Worksheet.
Activ. 7: Group game.	10	Worksheet. Objects for hide and seek.
Activ. 8, 9 and 10:	20	Worksheet / Paper thermometers.
Activ. 11: Listen to songs, personal and group reflection.	10 - 15 songs 10-20 debate	Computer with speakers/ music player. Worksheet.