

UNIT 2:
Tent Poles.
YOU.
SEXUALITY AND AFFECTIVITY



10th Grade

Who are you?

**Recognizing my sexuality and affections helps me get
to know you.**

In equality and difference.

In love.

4. My First Loves

“And over all these put on love,
that is, the bond of perfection”

Col 3:14.



Reflecting about how to live out affectivity and one’s first dating relationships or experiences falling in love at this age.

Begin the session by reading two stories that reflect two distinct visions of love.

The first story is about an elderly couple: the husband goes to a hospital seeking treatment for a small wound and speaks with a nurse, who is the one narrating the story. The elderly man is in a big hurry to go on a date, and a little while into the conversation he indicates to the nurse that his wife lives in a home for people with Alzheimer’s and that even though she doesn’t recognize him, *he* still knows who *she* is. The second story is the reflection of a young boy about how to have fun and pick up girls.

ACTIVITY 1: After reading the two stories, invite the youth to share their opinions. It is important for the teacher to emphasize that they should try to express the feelings that each of the stories has stirred up in them.

Regarding the second story, extract a series of words to help them think about whether they can relate it to the story about the elderly couple:

**SEDUCTIVE - GAME - HOOK UP - STRATEGY - APPROACH
SUCCESS - WANT SOME - GET LAID**

Ask the youth to pick out key words that define the first story.

This activity seeks to show two opposing visions of relationships.

These boys and girls have reached an age when they will begin to experience falling in love and their first relationships. It is important for them to begin to intuit what true love is, when a relationship is helping them, and whether or not they are ready to begin a relationship.

It also presents a little taste of the way that people live in our society. The image of love being modeled is so very short-lived and fleeting. It is very enriching for them to begin to recognize and choose what is good.

ACTIVITIES 2 AND 3: Ask them to define the following relationships:

- GOING OUT WITH SOMEONE
- HOOKING UP
- SLEEPING TOGETHER
- FRIENDS WITH BENEFITS
- DATING
- GETTING MARRIED

It is very common to think that the topic of love/falling in love is more interesting to the girls than it is to the boys. It is important to recognize that boys fall in love just as much as girls do, or they feel attracted by the opposite sex in the same way at this age. Maybe their way of recognizing or expressing it is different, but the experience of liking someone and desiring to be liked back happens to both sexes.

From this starting point, they can get into groups of five and respond to questions such as:

- Do you think that going out with someone is an important decision?
- Is starting to go out with someone a step that you should put some thought into?
- Is it in your interest to wait? What do you think you have to wait for?
- Does age matter when you are starting a relationship with someone?
- Do you think that it's important to have reached a certain level of personal maturity?
- How well do I need to know the other person before starting to go out with them?
- What do I need to share in a relationship?
- Are boys the same as girls?
- How do I know that it's true love?

You can also add:

- How do we feel when we like someone?
- What do we do when we are with him/her?
- Is it easy to go up and talk to them?
- When can we say that we are in love?
- What is love?

The teacher should ask for some people to volunteer to share what was discussed in their small group. On the basis of what is shared, the teacher leads a reflection on the topic of love. There should be a good climate of trust and respect in order to do this activity: avoid jokes or laughing about what each student expresses or shares, fostering an open, frank conversation. You will have to ensure that the boys and girls don't discredit each other, especially considering what we mentioned above about this experience happening to both sexes.

ACTIVITY 4: Using a song, help the youth to discover that they themselves are true treasures, so that they may value themselves as persons and recognize the precious GIFT that they must care for and not give to just anyone.

This will help them start to intuit that love speaks of a donation, a gift and a choice.

Dentro de mi vida, donde se ha creado todo, donde están todos mis miedos donde entro si estoy solo,
donde guardo mis caricias, como si fueran tesoros, donde tengo mis sonrisas escondidas como el oro,
lejos de tu vida y dentro de la mía.

Será para ti un regalo por abrir, te tendrás que cuidar para abrirme más a ti,
y serás para mi lo más grande hasta morir, te querré todo y más, mírame yo estoy aquí.

En el centro de mi vida, donde ha nacido todo, donde estoy yo de pequeño, donde escucho, creo y lloro,
donde está eso que me invita a acercarme y no estar tan solo, por eso te lo entrego cuídalo que es mi tesoro y
lejos de tu vida y dentro de la mía.

Y dentro del amor existe una mitad que da miedo pensar, que da miedo a afrontar y que se acaba,
cuando tu quieras eso cambia, y hoy cambiaré pensar por dejarme llevar
voy a intentar demostrar lo que hay que regalar con la mirada, seguro que mi cara gana.

Dentro de mi vida, donde se ha creado todo,
donde están todos mis miedos donde entro si estoy solo.

(El canto del loco, "Será", ZAPATILLAS)

<http://bit.ly/2a87BYY>

I have delved into what it means to be a PERSON, into the value of my BODY, which expresses my PERSONAL being in a way that is different from others, because my SEXUALITY shapes me and calls me to an encounter with the other, who is different from me.

This difference attracts me. And suddenly I feel that SOMEONE is overtaking my thoughts and my heart with GREAT STRENGTH.

I discover that I like the other, that I desire their good, that I want them for myself, because they are a GIFT.

I can't forget that I, too, am a GIFT for the other. My PERSON, my SEXUALITY, my AFFECTIONS, my FREEDOM, my WILL, are truly a TREASURE that I have to care for, to preserve...

We will soon see how LOVE is a path, like a highway that has an EXIT and a DESTINATION. What do I want to do with my TREASURE?

TIMING AND MATERIALS

This lesson is designed for students in the 10th grade, to be imparted in one session.

ACTIVITY	TIME (minutes)	MATERIALS
Read the stories.	6	Worksheet.
Activity 1: Words.	10	Worksheet.
Actv.2: Questions and discussion.	20	Worksheet with images and pen.
Actv.3: Song.	20	CD player and song.
Conclusions.	4	