

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.

3. Emotion or Affection?

“For Love is strong as Death...”

Sg 8:6



Identifying emotions, feelings and passions as an aid to greater self-knowledge.
Learning to integrate affections and to order them towards a personal gift of self.

Being the session by showing them this photograph:



The aim is to bring up the topic of emotions, presenting the youth with a series of questions about the reactions of the people pictured in the photos.

Conclude by recognizing that our relationships with the world around us, with other people, do not leave us indifferent; rather, they cause a reaction within us, and this response is something personal.

ACTIVITY 2: Present two concrete, everyday scenarios:

- What emotions are stirred up when we notice that someone is calmly singing in the shower?
- Recognizing how, on a hot day, walking by an ice cream shop provokes a response from us, and how this concrete ice cream shop can also awaken certain feelings and affections, say, if we used to go there with our grandpa.

ACTIVITIES 3-4-5 : In these activities, the youth are asked to recall an object, situation or person that affected them.

Ask them what emotion, feeling or passion they experience upon revisiting the memory.

In this way, present the four WAYS THAT THE HEART FEELS that we are going to work on with the youth:

- AFFECTION
- EMOTION
- FEELINGS
- PASSION

Giving an exact definition of these components of the affective dimension of the person is complicated. Even those who understand the topic are often unable to reach a consensus, since it involves subtle distinctions and different types of classifications that do not always coincide with each other.

In this Program, we are going to group all of these affective reactions into WAYS THAT THE HEART FEELS and, without stepping on any toes, we are going to define them according to their intensity, permanence and depth/intimacy within the person. To do this, we will invite the youth to locate each one of the heart's senses in a TARGET that represents the heart and the person.

Below there is a definition of each one:

EMOTION is an immediate reaction that is produced prior to a response. It is short-lived, and has an external manifestation.



HOW MY HEART FEELS:
"My heart responds to something quickly, it doesn't last long and it is physically noticeable. Other people can see how I feel".

A **FEELING** is more like a state. It is deeper and more persistent, and its external manifestation is very limited.



HOW MY HEART FEELS:
"My heart is aware of how I feel at any given moment, but other people don't have any reason to realize it because its expression is not physical".

AFFECTION is not an individual response; it comes into play in personal relationships with others or through objects or situations. It establishes bonds that unite me to another person.



HOW MY HEART FEELS:
"My heart is impacted and touched; other ways of feeling can also arise".

PASSION is an intense and powerful experience that is capable of dragging me along behind it and compelling me to act. It must be kept in check by reason and the will.



HOW MY HEART FEELS:
"My heart is invaded and pushes me in a certain direction. I have to let it rest using my reason and direct it with my will".

ACTIVITY 6: It is important that the youth learn how to manage their feelings and emotions, and for this reason they must be able to identify them. In today's society, they aren't able to practice this affective exercise because they limit themselves to expressing their feelings and emotions through text messages. In this context, it would be interesting for the teacher to start a conversation with them to analyze the situation together.

Calm: being at peace, even-tempered, tranquil, serene, relaxed, rested, clear-headed, alleviated, calmed, peaceful, silent, quiet, neutral, tolerant, balanced, trusting, harmonious.

Pleasure: being happy, joyful, content, satisfied, proud, floating, radiant, exultant, effusive, aroused, joyous, fascinated, hopeful, optimistic, sensual, comforted, communicative, in harmony, enchanted.

Interest: being interested, curious, amazed, surprised, intrigued, expectant, absorbed, motivated, inspired, enthusiastic, alert, confident, involved, committed, determined, certain, unworried, generous.

Liveliness: being animated, content, amazing, enchanted, perky, fun, jovial, vibrant, stimulated, jumping for joy, excited, awake, active, alive, dynamic, adventurous, energetic, impetuous, strong, uplifted, revitalized, effusive, aroused, electrified, resolute, refreshed, full of life, fulfilled.

Security: being open, expansive, conversational, communicative, sociable, free, awake, agile, receptive, sensitive, inspired, vulnerable, full of life, liberated, independent, generous, willing, helpful, satisfied, grateful.

Attachment: being friendly, affectionate, welcoming, warm, cordial, humble, close, sensitive, tender, caring, loving, passionate, attracted, trusting, adorable, moved, compassionate, understanding, valued, excited, privileged, recognized, loved.

Anger: enraged, annoyed, displeased, unhappy, grumpy, frustrated, outraged, mad, bad-tempered, angry, irritated, fed up, tense, furious, powerless, desperate, hostile, violent, aggressive.

Sadness: sad, pained, dismayed, troubled, discouraged, disappointed, depressed, worried, alone, dejected, subdued, disheartened, distressed, melancholic, inconsolable, hurt, hopeless, defenseless, apathetic, indifferent, pessimistic.

Pain: being fragile, sensitive, vulnerable, hurt, wounded, crippled, broken.

Disgust: being disgusted, unhappy, distant, indifferent, cold, resentful, bitter, grossed out, indignant, spiteful.

Fear: being fearful, terrorized, frightened, panicked, agitated, insecure, uncomfortable, tense, anxious, nervous, startled, alarmed, anguished, paralyzed, trapped, inert, threatened, helpless.

Confusion: being confused, muddled, worried, insecure, suspicious, indecisive, restless, conflicted, disconcerted, disoriented, perplexed, subdued, thoughtful, perturbed, tormented, overwhelmed.

Worry: being uncomfortable, worried, anxious, impatient, agitated, nervous, overwhelmed, tense, anguished, alarmed, annoyed, burdened.

Tiredness: being tired, crushed, weak, lazy, lacking energy, lifeless, unmotivated, depressed, fatigued, dispirited, exhausted, swamped, sleepy, bored, unimaginative, powerless, out of sorts, worn out.

When everyone has one of these feeling charts, it is advisable that they work in groups to define the majority of them and identify which situations can produce which feelings, whether they always experience the same ones, etc.

The chart can be completed with feelings that aren't listed but that arise during the lesson.

The most important thing is to recognize that "the ways that the heart feels" can help us get to know ourselves: state of mind, affections, reactions, etc., and that they are also helpful for communication and getting to know others, and therefore for relationships.

ACTIVITIES 7-8: The objective of this activity and the one to follow is for the youth to become familiarized with the ways that the heart feels.

First, ask them to try to relate each of the images with the ways of feeling that can best explain each situation. Keep in mind that the images are photographs, and so they reflect a precise moment in the lives of those pictured; therefore, the feeling of the heart that they express is that of EMOTION.

It would be interesting to do this as a group activity to be able to see whether or not the youth come up with multiple different answers when identifying the emotions..

They can use the images on the worksheet, but you can also project them or hand out copies to each group so that they can have an easier time handling them.

Once they have made an initial evaluation, the teacher can delve into each of the images a bit more and ask the students about the intensity of the emotions and their continuity, and whether there might also be another way that the heart feels, like feelings or passion.



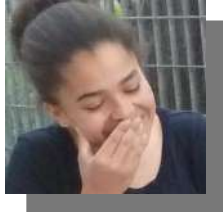
EXULTANT



STARTLED



RELAXED



BLUSHING



THOUGHTFUL



AMAZED



SAD

The second way to familiarize the youth with their own affections, feelings and emotions is to set up a series of everyday scenarios. Through these, or other scenarios that the youth themselves can come up with, they can ponder how affections arise in relationships, the emotions that they signal, which feelings are most dominant, and which passions can drive them.

This chart is shown as an example.

We recommend proposing additional scenarios.

They can use the feeling chart to help them, as well.

SCENARIO	How does it affect me?	What emotion do I have?	What feelings does it produce?	What passion does it trigger?
My best friend tells me that she won a scholarship for us to go to Italy together.	I feel closer to my friend, sharing in her joy.	Excitement	Happiness	Joy
My mother tells me, crying, that she was fired from her job.	I sympathize with her and share in her suffering.	Upset	Worry Sadness	Pain
A classmate gets the whole class in trouble and we are punished unjustly.	It makes me irritated.	Angry	Outrage	Anger
The person I like asks me out.	I feel important, loved.	Exultant	Expectant Excited	Desire

ACTIVITY 9: In this activity, we will work on our response to stimuli and emotions, feelings, passions, and affections.

Now that we have identified the ways that the heart feels, we are going to take a look at our response.

Below there is a photograph in which everyone pictured is sharing the same emotion, and practically the same feelings as well.

What the youth have to focus on is how each one of the people in the photo is responding, organizing them into groups. It is beneficial to do this as a group activity so that they can compare their conclusions and enrich the class to a greater extent.



They will reach the conclusion that affective responses are different in each case, that is to say, that affective responses are not pre-determined, but they are something personal that can be guided. As an example, it can be useful to talk about how it is not the same thing to celebrate a touchdown at home with friends as it would be in the house of someone who you don't know well. We are capable of guiding our emotions, feelings, and passions toward a greater good, which in this case would be behaving with respect for the person having us over to their house.

Invite the youth to come up with more examples.

ACTIVITY 10: Pursuing the topic of affective responses, we suggest showing a scene from the movie, "I Prefer Heaven". In this scene, Fr. Philip finds himself with a group of children in the town square, near a fountain. They are talking about the day when they are going to sing for the Pope and about how Ippolita won't be able to go into the curia because she is a girl. Enter Alessandro, a spiteful young man leading a promiscuous life, who begins to throw vegetables at the kids along with his friends, making fun of them. One of the boys reacts and tries to violently go after Alessandro. Fr. Philip stops him and Ippolita is the one who ends up throwing the vegetable. The boy rewards her. So Alessandro turns to Fr. Philip and threatens to violently kill him. He asks him, "What are you so angry? Don't you know that rage only generates more rage?"



Invite the youth to identify the emotions and feelings that appear in each character in the scene, as well as each of their responses.

Focusing on the character of Alessandro, they can ponder which passion leads him to have this response of the heart rather than another.

Establish a dialogue with the kids to recognize:

- How affective responses don't have to be determined by our feelings and emotions, or passions and affections.
- To be true PERSONS what is important is that we integrate our affections and order our emotions and feelings, guiding them toward a greater good.
- Acting freely when subject to peer pressure. Invite the youth to recognize situations in which they have made decisions under pressure from their friends, asking: if they had been alone would they have reacted the same way? You can have the kids act out a few of these situations.

ACTIVITY 11: In the form of questions, discuss the topics of modesty and intimacy. The teacher will help the youth to recognize how our behavior and way of acting also cause an affective response in others. They can look for everyday examples of this together.

This is why it's important to look after our personal intimacy and recognize the consequences of not respecting it.

MODESTY is the virtue that helps me to protect my intimacy. It arises in a natural way and it doesn't just refer to the intimacy of my body, but also to that of my feelings.

I express modesty: in the way that I dress; in the verbal and non-verbal language that I use, since my body also speaks; in my behavior, in what I show and desire to show of myself.

Modesty also refers to preserving the most intimate things about me in order to share them with the person that I choose. To whom shall I give my heart?

Emotions and feelings in and of themselves are neither good nor bad. They arise from within me as the response to a stimulus, to a situation.

It is important for me to be able to recognize these feelings and emotions, and to give them a name, because they will help me get to know myself better: my state of mind, my disposition in life. Feelings help me know myself, they reveal my interiority, my character; they make me unique and unrepeatable.

When I enter into a relationship with another person, these feelings and emotions arise as an affective response, and they can touch my heart. Affectivity is a source of knowledge that opens us up to reality.

It is vitally important that I be able to recognize my affections and learn how to integrate them into all the dimensions of my person: my intelligence, will, freedom, sociality, and the morality of my actions. In this way, my acts, my affective responses will benefit both me and others. I will be able to love what is good and beautiful. I will recognize affections as a path to love.

My affections have to be guided towards others, and not enclosed in myself.

The same thing happens with the passions. They arise within me in a very strong way. Passions in themselves are neither good nor evil. But my response is. That is why passions are morally good when they contribute to a good action, and they are bad when they contribute to a bad action.

Goodness and beauty are inscribed in my heart. I have to learn to delve into all the ways that my heart feels, to discover them and direct them toward my happiness and that of others.

TIMING AND MATERIALS

This lesson is designed for students in the 2º ESO

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	