

# CONTENTS

THANK YOU	IX
INTRODUCTION	XI
HOW TO USE THIS BOOK	XIII
<b>1</b> TODAY'S TEENS AND THEIR CHOICES	1
A. Friends	1
B. Moral Systems—A Survey	2
C. Choices, Freedom, and Consequences	5
D. Letters From Teens	6
Reproducible Handouts	8
<b>2</b> L.I.F.E. CHOICES: LOVE, INFATUATION, FRIENDSHIP, EXPLOITATION	15
A. L.I.F.E.	15
B. The Big IF—More on Basic Relationships	17
C. What IF—Small Group Exercise	20
D. Panel Discussion	21
E. Choose Life—Prayer Experience	21
Reproducible Handouts	23
<b>3</b> DATING CHOICES	29
A. The Dating Game	29
B. Who Choices	29
C. Party, Party, Party	30
D. Us/Them Dialogue	30
E. Cozy-Corner Questions	31
Reproducible Handouts	33
<b>4</b> THE CHOICE: TO DO OR NOT TO DO IT	39
A. Teenage Sex: Reasons to Say "Yes" or "No"	39
B. The Real-Love Test	42
C. Love Is Not Blind—Prayer Experience	44
Reproducible Handouts	45

## 5

## THE UN-CHOICE: TEENAGE PREGNANCY 53

- A. Jack and Jill 53
- B. Dear Mom 54
- Reproducible Handouts 55

## 6

## NO EASY CHOICES: ADOPTION, TEEN MARRIAGE, TEEN PARENTING, ABORTION 63

- A. Decision-Making Process 63
- B. Adoption: A True Love Option 65
- C. Teen Marriage: Happily Ever After? 66
- D. Teen Parenting: A Full-Time Responsibility 67
- E. Abortion: Morality vs. Legality 68
- F. Post-Abortion Syndrome 72
- Reproducible Handouts 74

## 7

## CONTRACEPTION: IS IT A SAFE CHOICE? 81

- A. Isn't Everybody Doing It? 81
- B. On Taking Risks 85
- C. Risks Connected With Teenage Sex 85
- D. How Safe Is Sex? 86
- E. How Safe Are Contraceptives? 87
- Reproducible Handout 88

## 8

## SETTING LIMITS: A PERSONAL CHOICE 89

- A. How Far Can We Go? 89
- B. The Brake Test 92
- C. Love Language 94
- D. My Personal Commandments 95
- E. Just Say "No" 96

## 9

## A CRIMINAL CHOICE: SEXUAL ABUSE 97

- A. Three Stories 97
- B. Effects of Sexual Abuse 97
- C. Precautions Against Sexual Abuse—  
Points to Remember 98

<b>10</b>	<b>A NON-CHOICE: SEXUAL ORIENTATION</b>	<b>99</b>
	A. Homosexuality	99
	B. Homophobia	100
	C. A Message to Teens with Homosexual Inclinations	102
	D. Questions and Answers	102

<b>11</b>	<b>FORGIVENESS: A HEALING CHOICE</b>	<b>107</b>
	A. Sexual Sin	107
	B. Forgive Us . . . As We Forgive	108
	Reproducible Handouts	111

<b>12</b>	<b>LOVE CHOICES</b>	<b>113</b>
	A. God Is Love—Scripture Search	113
	B. Experience Is the Best Teacher	114
	C. How Do I Love Thee?—Prayer Experience	115
	Reproducible Handouts	117

## APPENDIX

Sample Retreat Plans	121
Retreat Games	127
Music Notes	131
Selected Resources	133
Helpline Numbers	135
Notes	137

# THE CHOICE: TO DO OR NOT TO DO IT

## Chapter Overview

Ultimately, your students must make for themselves the choice to have sex or not to have sex. This chapter points out that making the decision to say “no” to sex before marriage is the most loving thing a person can do for himself or herself and for the one he or she loves. The reasons for this are presented in a variety of ways. The chapter attempts to make clear to the teens that real love can only be tested by life, and that marriage, though not an absolute guarantee of love, is the best chance for a couple to know that there is enough love and commitment in their relationship to sustain sexual intimacy.

## A. Teenage Sex: Reasons to Say “Yes” or “No”

### 1. Preparation and materials needed:

- Three large charts (“Adult,” “Pressure,” “Child”)—The samples on pages 45–47 can be enlarged on a copier or re-lettered to create wall charts.
- A copy of the “Reasons Some Teens Say Yes” and “Reasons Some Teens Say No” lists for each participant (pages 48 and 49)
- Two Post-it™ tablets (2” x 3”) for each small group, one pink and one yellow. Using a wide marker write the numbers 1–30 on each tablet, one number on a page.
- A half-sheet of paper for each person
- Pencils

### 2. Gather in mixed-sex table groups of about five people each and give out the half-sheets of paper and pencils. Say:

As you know, there are many teenagers who are already sexually active, that is, involved in relationships that include sexual intercourse. This exercise will help you to think seriously about some reasons teens might have for saying yes or no to premarital sexual intercourse and to clarify your own convictions about this crucial life decision. (This topic is introduced on pages 27–28 of the *Participant Book*.)

Everyone please take a half-sheet of paper. On the top of one side write: Say yes. On the other write: Say no. Then write at least five reasons on each side, reasons that you believe motivate young people your age to say yes to sexual intercourse or to say no. Please work independently on this part of the exercise.

### 3. After the participants have completed their lists of five reasons, give out the duplicated copies of the “Reasons Some Teens Say Yes” and “Reasons Some Teens Say No” lists. Say:

On this paper you’ll find twenty-five reasons teens say yes to sex and twenty-five reasons teens say no. These lists were collated from groups who did the exercise you just did.

Look only at the yes reasons for now, and circle the number if you wrote that reason on your paper. (Allow time.) Now I’d like the group leaders to find out if the people in your group have any reasons that are not already on the list. Don’t write them on the handouts

yet. (*Allow time.*) Call on each table to give you one additional reason. Write these on the board and have the participants write them on their papers numbering them 26, 27, 28, and so on.

4. Post the large Adult, Pressure, and Child charts on the wall behind you, folding up the bottom corners to conceal the writing until you are ready to talk about each one. Ask the participants to turn their chairs so they are facing you, then say:

I want to present a psychological framework that we can use to analyze the various reasons we've been looking at. Psychologists tell us that we can divide all of our reasons for acting into three distinct levels of motivation: the child level, the pressure level, and the adult level. Usually all three levels of reasoning are included in every decision we make, with one or another level predominating.

Level-one motivation is what psychologists call the CHILD. (*Present chart one.*) The word "child" does not refer here to the age of a person. It represents an aspect of the inner psyche of every person, no matter what age they are. When our choices are directed by the child in us, we do whatever is fun, easy, exciting, natural. We act on our feelings and moods, our wishes and frustrations. The child in us wants immediate gratification, hates being bored, uses and manipulates people, rebels against authority. Our child acts spontaneously, without thinking about the long-range consequences of our actions or the effect they might have on other people.

Level-two motivation is what psychologists call the PARENT, but I prefer to call it the PRESSURE PRINCIPLE. (*Present chart two.*) Level two is in effect whenever someone else decides what we're going to do and has enough power or influence to make us do it. The two kinds of pressure that most influence our actions are PARENTAL PRESSURE and PEER PRESSURE. Pressure motivation is based on our desire to please others, our need to belong, our fear of being punished or left out or made fun of. It's an interesting coincidence that most of the people who have this kind of pressure power over our lives start with a p—parents, peers, police, principals, pastors, politicians. . . . (*See if the group can think of the "p" words.*)

Level-three motivation is what psychologists call the ADULT. (*Present chart three.*) "Adult" here doesn't mean being 18. We learn to operate on this level gradually as we are growing up. Rules like "Don't touch the toaster; don't cross the street alone; brush your teeth" are moved in our psyches from the Pressure Level to the Adult Level once we understand the reasons behind them and choose them for ourselves. Adult-level choices are those based on rational thinking, respect for others, a sense of responsibility for our actions, real love relationships, long-range goals, promises and commitments, religious convictions, personal moral values, awareness of the risks and consequences involved in our actions, and so forth. This level is also called the level of character. We act on this level when we do the right thing just because it is right, not because someone with power says we "hafta."

5. Give each table a portion of the pink Post-it™ numbers, e.g.: give Table One numbers 1–5, Table Two 6–10, and so on. Say:

Group leaders, distribute the Post-it™ sheets to each of the people in your group. Then decide together whether each reason represented by your numbers is a child-level, pressure-level, or adult-level reason. The person who has that reason should post it on the appropriate chart and be prepared to report the groups' reasons for the placement if challenged (see below). If it's a pressure-level reason, be sure to decide if it should be posted under parent pressure or peer pressure. Do all of your reasons in this way.



When all “yes” reasons have been posted, say:

We will read through the “yes” reasons now. Each person will read aloud the reason he or she posted and tell us whether your group decided it was a child reason, pressure reason, or adult reason. Mark on your own paper the letter the reader gives for each reason. If you don’t agree with the answer, put a question mark next to the letter. *(Be sure the reading allows time for this marking process.)*

6. *Option:* When all the “yes” reasons have been read aloud, say:

Now each table will get a chance to challenge one or two of the other tables’ answers. Take a few minutes to look over the items you questioned and select those you would like to challenge. Be prepared to say something like: “We think number 15 should be a Child reason because. . . .”

Take one challenge from each table. When the challenging table has given its reasons, ask the original table to defend its choice, then take a quick vote. If the majority favors moving the Post-it™, have the challenger move it. If the group is split, put the Post-it™ on the wall between the two charts. Keep this moving so it doesn’t get bogged down with a long discussion for any item.

7. Repeat processes 3, 5, and 6 with the “no” reasons. Use yellow Post-its™.

8. When all the reasons are posted, ask the group if there are any observations they would like to make based on the exercise. Someone will undoubtedly notice that most of the yes reasons are posted under child and peer pressure and most of the no reasons are under adult and parental pressure. If not, point this out yourself, then give a summary talk based on the script below. *(It is advisable to have this talk given by someone who is married and can speak from experience about the positive role of sex in a loving marriage.)*

**Script:**

There are some beautiful adult-level reasons to say “yes” to sex. For those who have made a marriage commitment, saying “yes” to sex is a way of expressing their total “yes” to one another. Sexual intercourse within marriage incorporates all of these adult level reasons (refer to each reason on the chart as you speak):

- the choice to be sexually intimate has been carefully thought through
- the rights of both parties have been taken into consideration
- both are prepared to accept the responsibility for a child who might be conceived
- sex is an expression of the couple’s commitment to one another and to a real-love relationship
- their life together is central to the long-range goals of both
- sexual intimacy is even a kind of sacrament—a deep religious experience that helps the couple get closer to God

Of course, sexual activity in marriage can also include child-level factors and pressure-level factors, both positive and negative.

I think it is safe to say that most teenagers hope that someday they will be part of a happy, permanent marriage relationship. However, teens who say “yes” to sex now for child-level or pressure-level reasons will find it much more difficult to say yes in the future for loving adult-level reasons.

*Option:* Have the participants save the Real-Love Report Card to share with a real boyfriend/girlfriend or dating partner.

9. The text on pages 27–28 of the *Participant Book* reviews many of the reasons teens give for saying “yes” or “no” to sex. Assign those pages (and pages 25–27 of the *Participant Book*, if not previously read) for individual reading. Ask the teens to note reasons given as Adult, Pressure, or Child.

## B. The Real-Love Test

1. Preparation and materials needed:

- Prepare a talk based on the script below.
- half-sheets of paper
- pencils
- lap pads
- whiteboard
- a copy of the “Real-Love Report Card,” page 50

2. Gather in a comfortable setting where all can see you and the whiteboard. Give a talk based on the following script:

### Script:

Look again at all the reasons we gave for saying “yes” to teenage sex and all the reasons for saying “no.” See if you can find the one reason that is given on both lists. (You really love each other.) On which list does that reason fit? If two teenagers really love each other, should they say yes or no to sexual intercourse?

I think that most of you would agree that sex between two people who don't love each other is not good. Sex was created by God to be a sign of love and to create children out of love. When sexual intercourse is truly what it is meant to be, it is the ultimate expression of love and commitment.

But love is a very elusive reality. As we saw earlier, sexual love can easily be confused with infatuation and even with exploitation. How do you know if you really love someone? And even more puzzling, how do you know if another person really loves you? Most teenagers, especially girls, will say that they don't want to have sex unless they are sure it is a sign of real love. But it is precisely here that many young people get hurt. What a person thinks is love often turns out not to be love at all.

So how do you know whether you love each other enough to express your love through sexual intercourse? This is such an important question, and has such far-reaching ramifications in your lives, that both you and the one you love will want to be very sure your love is real before you go all the way in sex. The time for learning to love another person, and to test the reality of that love, is what society calls dating, going steady, and engagement. During that special time the couple gradually proves—to themselves, to one another, to their friends and families, to the Church, and to society—that they love each other enough to sustain a relationship that will include sexual intimacy if they decide to get married. The late teen and young adult years are also the time to for a young person to develop the levels of caring, responsibility, self-sacrifice, and commitment that are necessary for parenthood.

3. Distribute the “Real-Love” report card and ask the participants to open the *Participant Book* to the “Real-Love Test” on page 29. Read the directions listed in the first three paragraphs. Then, say:

Turn to the report card now. I will explain the test items one at a time and give you time to mark the grade. You will be grading your half of the relationship only. You will want your boyfriend or girlfriend to grade his or her half later, before you discuss the test with him or her.

4. Present the items one at a time, explaining them in your own words. Use the printed explanations from the *Participant Book* (pages 30–32) as your guide but don't just read them. Allow time for the grading and for any questions as you go along.
5. After completing the test, continue your talk:

**Script [cont.]:**

The real Real-Love Test is not a paper and pencil test. Real love can't be graded using As, Bs, and Cs. Real love can only be tested by life. When two people love each other enough to take the test life offers, they are ready to get married. Marriage isn't an absolute guarantee of love, of course. But it is a couple's best chance of knowing that there is enough love and commitment in their relationship to sustain sexual intimacy.

A full sexual commitment is such an important decision that both civil law and Church law have a formal process to publicize and formalize the commitment. That's what marriage is: a formal commitment that a man and woman make to accept all of the responsibilities that accompany a sexual union. The commitment is mutual, exclusive, and permanent. To engage in sex without that formal commitment is to open yourself up to a world of problems, sorrows, and disappointments.

Among the most important responsibilities that follow from the sexual union is parenthood. In contemporary society, there is a false disconnect between sexual relationships and parenthood, which confuses the sexual thinking of today's young people. In God's plan, sexual attraction has two primary purposes: love and procreation. As young people mature in their ability to relate sexually in a comfortable and responsible manner, they also ought to be gradually developing the capacity to be loving and caring parents. The decision to be sexually active should mean that you and the person you love should both be ready to assume the duties of parenthood.

What if you pass parts of the test and don't pass others? What if you do love each other but you haven't known each other very long, or you haven't discussed some very serious values conflicts, or you're not sure you can really trust the other person, or you're not ready for a permanent commitment, or you aren't fully ready to be a parent? What if the relationship is developing in the various items of the Real-Love Test, but still has a long way to go in others? What about sex then? Can sexual intercourse help to keep the relationship growing?

Contrary to what most of the songs and movies and love stories will tell you, the answer is no. The overwhelming statistical evidence shows that sex too soon seldom helps a relationship grow. It is much more likely to destroy a relationship than to deepen it. Because physical intimacy is such an exciting, all-absorbing experience, once a couple moves in that direction, having sex becomes the central focus of their relationship. The couple is tricked into thinking that intense infatuation is real love. The other facets of their relationship stop developing. Sooner or later one or both persons will begin to feel trapped—by jealousy, or guilt, or lack of communication, or secrecy, or infidelity, or pregnancy. A relationship that may have had a good chance of growing into love can be sidetracked by sex. What begins as love can end by deteriorating into exploitation.

Which brings us back to our original question: If you really love someone, is it all right to say yes to sex? Unless you and the one you love are ready to pass the real Real-Love Test, marriage and parenthood, the answer is definitely NO. If you have a very special relationship with someone, and if you want that relationship to deepen and mature into real love, promise yourself and one another that your lovemaking will not include sexual intercourse or the sexual foreplay that leads to intercourse. Say NO to sex now so you can more freely, truly, and responsibly say YES later.

*Option:* Have the participants save the Real-Love Report Card to share with a real boyfriend/girlfriend or dating partner.



## C. Love Is Not Blind—Prayer Experience

### 1. Preparation and materials needed:

- a copy of the “1 Corinthians 13” handout (page 50) for each participant
- a copy of the “Love Is Not Blind” handout for each participant (page 51)
- four readers prepared to read the poem “Love Is Not Blind”<sup>6</sup>
- a recording of “Go Make A Difference” by Steve Angriano, from the album *Go Make A Difference* (OCP), or some other suitable song, and the equipment to play it

### 2. Gather in a chapel or quiet prayer setting. Distribute the handouts and say:

Let's begin our prayer today by listening to what is probably the most famous description of real love—the one found in Paul's first letter to the Corinthians. (*Read the Corinthians passage from the handout.*)

### 3. Say:

Our next reading is a poem about real love by a woman who does not believe the saying, “Love is blind.” Love, she says, is anything but blind. Love is the best kind of vision. In fact, we don't really know how to see others until we have learned to love them. (*Ask the four readers to read the poem from their handouts.*)

I'd like you to read the poem again quietly, but every time you come to the word “love” or “it” referring to love, change them to God. Think about what the reading says about God's love for you. (*Allow time.*)

Now read through the poem and see what happens if you change the word love to your own name. Also read through the 1 Corinthians passage and do the same thing. Then spend some quiet time talking to God in your heart, asking for the grace to make that reading true.

### 4. Say:

Select one phrase from the poem or the scripture reading that you really want to be true about you and prepare to say it out loud. Something like “You do not have to be afraid in Jeremy's presence.”

Go around the group with each person saying the phrase he or she selected. Close by playing “Go Make A Difference” or some other suitable song.

**Personal Journal Reminder:** See the questions on page 33 of the *Participant Book*. As an alternate journal entry, ask the teens to write the 1 Corinthians 13 passage (*Participant Book*, pages 32–33) in their journals, substituting their names for “love.”

### 3. Discuss:

After the prayer experience, ask the participants to share with a partner what they learned about love. Ask them to write down one thing they learned about love and one thing they learned about themselves. Ask them to share with a partner what they learned about love and one thing they learned about themselves.

Option: Have the participants save the Real-Love Report Card to share with a real boyfriend/girlfriend or dating partner.

## Chart One

Child-Level Reasons  
are concerned with:

**feeling good or bad**

**having fun**

**looking for excitement**

**"doing what comes naturally"**

**acting spontaneously**

**being free**

**being bored**

**being rebellious or stubborn**

**feeling angry**

**being lazy**

**wanting immediate gratification**

## C. Love Is Not Blind

## Chart Two

### 1. Preparation and materials:

- a copy of the "I Corinthians 13" handout (page 24) for each participant
- a copy of the "Love Is Not Blind" handout for each participant (page 31)
- four readers prepared to read the poem "Love Is Not Blind"
- a recording of "Go Make A Difference" (optional) from the album *Go Make A Difference* (OCC)

### Pressure-Level Reasons are concerned with:

#### 2. Gather in a chapel or quiet prayer setting. Distribute the handouts and say:

Let's begin our prayer today by listening to what is probably the most famous description of real love—the one found in Paul's first letter to the Corinthians. (Read the *Corinthians passage* from the handout.)

**belonging**

**bad 'n' boog griles?**

#### 3. Say:

Our next reading is a poem about real love by a woman who does not believe the saying "Love is anything but blind." Love is the best kind of vision. In fact, we don't really know how to see others until we have learned to love them. (Ask the four readers to read the poem from their handouts.)

**pleasing others**

**not giving**

**seeking popularity**

**looking for excitement**

I'd like you to read the poem again quietly, but this time change the word "love" at "it" referring to love, change them to God. Think about what the reading says about God's love for you.

**avoiding punishment**

Now read through the poem and see what happens if you change the word love to your own name. Also read through the I Corinthians passage and do the same thing. Then spin the wheel and see what happens if you change the word love to your own name. Then spin the wheel and see what happens if you change the word love to your own name. Then spin the wheel and see what happens if you change the word love to your own name.

**maintaining or developing reputation**

#### 4. Say:

**looking good**

**being grieved**

Select a phrase from the poem or the scripture reading that you think is true about you and prepare to say it out loud. Something like "You do not have to be afraid in Jeremy's presence."

Go around the group with each person saying the phrase he or she selected. Close by playing "Go Make A Difference" or some other suitable song.

Personal Journal: Each person writes in their journal about the pressure-level reasons for love. (See the *Personal Journal* on page 32-33) in their journals, substituting their names for "love."

**Peer Pressure**

**Parental Pressure**

**being grieved**

**being grieved**

**being grieved**

# Chart Three

## Adult-Level Reasons are concerned with:

Indicate the level of each

C—Child

Pe—Peer Pressure

Pa—Parent Pressure

A—Adult

### doing the right thing

### rational thinking

### the rights of others

### respect and responsibility

### real love relationships

### long-range goals

### awareness of risks and consequences

### religious convictions

### promises and commitments

### personal moral values

Indicate the level of each

C—Child

Pe—Peer Pressure

Pa—Parent Pressure

A—Adult

For further thought:

For further thought:



# Some Reasons ^ Teens Say Yes to Sex

Indicate the level of each reason:

**C**—Child

**Pe**—Peer Pressure

**Pa**—Parent Pressure

**A**—Adult

- ☐ 1. The other person really wants you to do it.
- ☐ 2. Everyone says it will be great.
- ☐ 3. You can find out if you're suited for each other.
- ☐ 4. People will think you're gay if you don't.
- ☐ 5. It feels good.
- ☐ 6. You're drunk or high and not thinking clearly.
- ☐ 7. Practice makes perfect.
- ☐ 8. You want to have his baby.
- ☐ 9. You don't want to lose the other person.
- ☐ 10. You really love each other.
- ☐ 11. It's fun.
- ☐ 12. Everybody does it these days.
- ☐ 13. You are turned on and can't stop now.
- ☐ 14. One of you is unhappy and needs comforting.
- ☐ 15. To prove your manhood or womanhood.
- ☐ 16. You're not a virgin anyway, so why not?
- ☐ 17. One of you is insecure and needs assurance.
- ☐ 18. You've never felt like this before.
- ☐ 19. It'll make you look good to your peers.
- ☐ 20. You want to show someone that you are mature.
- ☐ 21. You think virginity and virtue are old fashioned.
- ☐ 22. You want a proof of your partner's love.
- ☐ 23. You want to make a third person jealous.
- ☐ 24. You want to get back at your parents.
- ☐ 25. You just want to find out what it's like.
- ☐ 26.
- ☐ 27.
- ☐ 28.
- ☐ 29.
- ☐ 30.

For further thought:

- \* Star any items that *you* consider to be good reasons for saying "yes" to sex before marriage.
- o Mark with an o any items that *you* consider bad reasons.

# Some Reasons ^ Teens Say No to Sex

Indicate the level of each reason:

- C**—Child  
**Pe**—Peer Pressure  
**Pa**—Parent Pressure  
**A**—Adult

- \_\_\_ 1. You're not ready to make a permanent commitment.
- \_\_\_ 2. The other person might have AIDS or STDs.
- \_\_\_ 3. You don't want to risk pregnancy.
- \_\_\_ 4. You believe it is a sin.
- \_\_\_ 5. You are afraid or embarrassed.
- \_\_\_ 6. You respect the other person too much.
- \_\_\_ 7. You feel you are being pressured.
- \_\_\_ 8. It's against your personal moral convictions.
- \_\_\_ 9. Your parents would be angry if they found out.
- \_\_\_ 10. You don't want to get that involved yet.
- \_\_\_ 11. You really love each other.
- \_\_\_ 12. You're afraid of being rejected afterward.
- \_\_\_ 13. You've had negative sexual experiences before.
- \_\_\_ 14. You think it might ruin your future goals.
- \_\_\_ 15. You don't want to offend God.
- \_\_\_ 16. You want to save your virginity for marriage.
- \_\_\_ 17. You are afraid of getting caught.
- \_\_\_ 18. You don't want to lose the respect of the other person.
- \_\_\_ 19. You just aren't attracted to this person.
- \_\_\_ 20. You know you'd feel guilty if you did it.
- \_\_\_ 21. The other person is drunk or high.
- \_\_\_ 22. The other person is coming on too strong.
- \_\_\_ 23. You don't want to spoil your reputation.
- \_\_\_ 24. You don't have proper protection.
- \_\_\_ 25. Your religion teaches that it is wrong to do it.
- \_\_\_ 26.
- \_\_\_ 27.
- \_\_\_ 28.
- \_\_\_ 29.
- \_\_\_ 30.

For further thought:

- \* Star any items that *you* consider to be good reasons for saying no to sex before marriage.
- o Mark with an o any items that *you* consider bad reasons.

# The Real-Love Report Card

Use the Real-Love Test to grade a love relationship you know much about, preferably one you yourself have experienced. Ask your friend to grade the relationship also, then compare grades and talk about the test.

## (Grade A, B, C, D, or F)

- The Time Test
- The Chemistry Test
- The Communication Test
- The Friendship Test
- The Approval Test
- The Respect Test
- The Vision Test
- The Jealousy Test
- The Values Test
- The Trust Test
- The Responsibility Test
- The Parenthood Test
- The Prayer Test
- The Real-World Test
- The Tomorrow Test
- The Commitment Test

His \_\_\_\_\_  
Grade \_\_\_\_\_

Her \_\_\_\_\_  
Grade \_\_\_\_\_

**Love** is always patient and kind

*It is never jealous*

*Love is never boastful or conceited*

*It is never rude or selfish*

*It does not take offense*

*And is not resentful*

*Love takes no pleasure in other people's sins*

*But delights in the truth*

*It is always ready to excuse*

*To trust*

*To hope*

*And to endure whatever comes*

*In short*

*There are three things that last*

*Faith*

*Hope*

*and Love*

*And the greatest of these*

*is*

**Love**

1 CORINTHIANS 13:4-7, 13  
(JERUSALEM BIBLE)

# Love Is Not Blind

by Macrina Wiederkehr<sup>7</sup>

*Reader 1* Love is not blind, love is vision  
it can see what microscopes  
have never seen.

*Reader 2* Love does not need a magnifying glass  
it has clear eyes that see forever.

*Reader 3* You do not have to be afraid in love's presence  
You will not be used or taken lightly  
or ignored, or laughed at.

*Reader 4* Your significance will be seen  
with the pure eye of truth.

*Reader 1* Love needs no glasses  
though some people who are made of love  
wear them.

*Reader 2* Those glasses are to see earth things  
things that will not last.  
But love sees spirit things  
the deep things of God that last forever.

*Reader 3* You don't have to be afraid of loneliness  
in love's presence.  
For love has a way of filling you up  
yet never smothering you.

*Reader 4* Love does not greedily snatch you to itself.  
It breathes on you and gives you wings  
then lets you free.

*Reader 1* Love does not tell you how to use your wings  
but it watches while you fly.

*Reader 2* And because love sees  
it can tell you every little movement of your  
flying that needs to be improved and it can  
tell you how.

*Reader 3* Love watches and it knows  
because it sees!

*Reader 4* Love's glance is sometimes gentle  
sometimes stern.

*Reader 1* To fit your need, it falls on you  
like morning dew or  
like a lightning bolt

*Reader 2* but it is vision to the very end.

*Reader 3* It sees the things we dare not see  
because we are afraid of light.

*All four* Love is vision  
and love is not afraid.