Character and Chastity
A Session for High School Youth
By Sister Kieran Sawyer, SSND

Purpose
Participants learn a framework that explains what it means to be a person of character and that helps them to realize their personal responsibility for developing the virtues (character strengths) needed to live as adult Christians. Chastity is then presented as the virtue that helps them to make personal choices that channel their sexual desires toward authentic love and away from using others. The session is designed for high school youth and can be used with any number of participants.

Component: Catechesis

Note to Leader: This session applies to sexual morality the concepts I call the Three Levels of Motivation, based on the psychological theories of Dr. Eric Berne called transactional analysis. These concepts have been a central component of my work with teenagers, whose spiritual and moral development depends upon their growing ability to think and choose on the third level. For this session to be successful, it is important for you to understand these concepts.

Session at a Glance
7:00 p.m. Welcome
7:05 p.m. Levels of Motivation
7:30 p.m. Character Development: Virtue
7:45 p.m. Character and Chastity
Extend the Session: Authentic Love (add 30 minutes)
8:00 p.m. Prayer Experience: My Personal Character Strengths
8:15 p.m. Announcements and Refreshments
8:30 p.m. Good Night!

Materials Needed
- Nametags
- Handout 1, Levels of Motivation, one for each participant
- Half-sheets of paper, one for each participant
- Envelopes for notes to God
- Pens or pencils, one for each participant

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• Resource 1, Character Cards, (see #3 in Prepare in Advance)
• PowerPoint file, Character and Chastity, downloaded from the YMA site
• If utilizing the PowerPoint Presentation for this session, you’ll need an LCD projector, a screen or white/light-colored wall for projection, a laptop, an extension cord, and power strip.

Extend the Session:
• Handout 2, Authentic Love, one for each participant

Prepare in Advance
1. If you are using the PowerPoint Presentation, be sure to practice your verbal presentation utilizing the slides a few times before the session. Don’t go into the session “winging it.” By becoming familiar with how the slides work with the presentation, you’ll be a lot more effective in leading this session.

2. Set up the meeting space with chairs focused on your presentation area.

3. Prepare an envelope of character cards for each student: duplicate the 40 cards onto card stock paper, cut them apart, put each complete set in an envelope, one set per participant.

4. Set up a prayer focus by covering a small table with a cloth. Place a Bible (open to Deuteronomy 30) and pillar candle on the table. Have matches or a light stick nearby.

5. Set up tables for refreshments and sign-in. Have one or two people at the sign-in table with check-in sheet and nametags. Hospitality is important! As the leader, spend the arrival time moving among the participants, greeting and speaking with them.

Session Outline
Welcome (5 minutes)
Welcome the participants. If there are new people attending, make sure everyone introduces themselves.

If you are using the PowerPoint Presentation, have the first slide showing as the session begins.

Levels of Motivation (30 minutes)
Note to Leader: At the beginning of this activity, you will be engaging the young people in a dialogue designed to help them to think about the motivation that guides their daily activities. Youth tend to think only in terms of what they WANTA do (level 1) and what they HAFTA do (level 2). The purpose of your interaction here is to help them see
that they are often motivated on a third level, where they CHOOSE TO do something—not because it is fun, easy, and exciting and not because someone says they “have to” but just because they themselves understand that it is the right thing to do.

If using the PowerPoint Presentation, advance to the next slide [#2]—Do you HAFTA?

Invite three participants to come to the front of the room. Click to bring up the first item on the list: “Go to school.” Dialogue with the three participants, asking questions like:

- Do you hafta go to school?
- Would you go to school if you didn’t have to?
- Should society change the law that makes school mandatory?
- How would your life be different without that law?
- Will you give your children a choice about school? At what age?
- Are your reasons for getting a good education different now than when you were in 7th grade?

Thank the three respondents. Invite three more to come to the front. Show the next item on the list. Continue the process with each of the items on the list. If your group is small, do two items with each threesome.

Do you hafta
- go to school
- do your homework
- clean your room
- brush your teeth
- pay for merchandise in a store
- practice (music, sports, drama…)
- give your Mom a birthday gift
- help with household chores (dishes, cleaning, garbage, yard work)
- apologize to a person you have offended
- go to Sunday Mass, participate when you get there

If using the PowerPoint Presentation, advance to the next slide [#3]—Levels of Motivation.

Say:

We have been examining the motivation that directs some of the basic decisions of our everyday lives. The next part of this session is a simple psychological framework that helps us understand why we do the things we do. Young people your age have a tendency to divide their decisions into two categories—the things they WANTA do and the things they HAFTA do. But there is a third very important level, one that I could detect in many of the answers you were just giving me. We will call it the CHOOSE TO level [click].

We’ll call Level 1 the M&N level [click—takes you to slide #4] to stand for Me and Now. When I act on this level, I don’t think about how my actions are affecting other people or about the long-range consequences they will have on my own life.
We’ll call Level 2 the P&P level to stand for **Power and Pressure**. When I act on this level, someone else decides what I am going to do and has the power or psychological pressure to make me feel like I HAFTA do what they say.

Finally, we will call Level 3 the R&R level, based on the words **Respect and Responsibility**. This is the opposite of the M&N level. On this level I think about others, not just myself, and I think about the long-range effect my actions will have on myself and on others. When I act on this level, I am being a person of CHARACTER [click].

Let’s look at the three levels in greater detail.

If using the **PowerPoint Presentation**, advance to the next slide [#5]—Level One.

When I am acting on **Level 1**, all I care about is Me and Now. I do whatever I WANTA do [click], whatever is spontaneous, fun, easy, lazy, or exciting. On this level I don’t think about how my decisions might affect other people, or about the long-range consequences of my actions. Psychologists call this the Child level, because when I act on this level I am most like a little child who does whatever he or she feels like doing. Everyone acts on this level much of the time. [click] Raise your hand if you often feel like a happy or playful or naughty or hurt or curious child.

[click] Raise your hand if you often feel like an angry or shy or rebellious or mean or bored or lazy child. Acting on the child level isn’t bad, it just isn’t an adequate way to act for people who aren’t little children. Everyone should act on the child level sometimes, but can you imagine what life would be like if everyone always did whatever they felt like doing? Call on a few people to describe the chaos that would result.

If using the **PowerPoint Presentation**, advance to the next slide [#6]—Level Two.

[click] **Level 2** is the HAFTA level. Someone is big enough, or has enough power or authority over me, to make me feel like I have to do what they say “or else.” On this level I am motivated by physical **power** or psychological **pressure** [click]. The people who have had the greatest power over us since we were infants are, of course, our parents [click] so psychologists call this level the Parent. But there are lots of others who also have authority over us—many of whom start with the letter P: principals and teachers, pastors, pope, [click] police, the person who pays us, our peers.

I am also acting on this level whenever I use **my** power to pressure someone else into doing what I want them to do [click]. On Level 2 I am motivated by (or use) such things as [click] pain, punishment, put downs, [click] pushing around, and the desire for popularity.

Raise your hand if you baby-sit for a little brother or sister or another little child. Keep your hand up if you ever use any of these P’s to get them to do what you want them to do.

Which brings us to **Level 3**.

If using the **PowerPoint Presentation**, advance to the next slide [#7]—Level Three.
Let’s think for a few minutes about the adults in the Power-and-Pressure level, especially our parents. They have a double job. One job is to use whatever power or punishment it takes to get you to do the right thing—they have to “make you” eat your veggies, do your homework, share the remote, rake the lawn, etc. But the second job is much more difficult—they also have to teach you to understand their rules so that you will gradually want to CHOOSE TO [click] do the right thing, even when they aren’t around.

When I act on Level 3, I am being a person of CHARACTER [click], a person who does the right thing just because it is right, not because someone else says I hafta do it. Psychologists call this level the psychological Adult, not because every adult always acts on this level (wouldn’t that be nice!), but because acting on this level is what characterizes the difference between children and adults. Psychologists say that we begin to act on this level already as infants. As soon as we understand why we are expected to do something and act on that understanding rather than the external power, the decision is made on Level 3.

We call this the R&R level based on the two key principles Respect and Responsibility [click]. (Ask someone to explain what the words mean.) On this level, it is not the power people who are telling me what to do and what not to do. My actions are controlled by my own sense of respect for the wants and needs of other people and an inner realization that I am responsible for my own decisions and for how my actions affect the other people in my life. In making my daily choices I consider the rights of others [click] as well as my own wants and needs.

Let’s look at some more R words that can be used to describe this level of motivation. For a person acting on Level 3, relationships [click] are an important motivator, and the person tries to develop the qualities that make relationships work, like kindness, caring, and forgiveness.

Level 3 persons obey rules [click] not out of fear of punishment but because they understand the reasons behind the rules that govern family life, society, and such things as driving. They make reasonable [click] decisions based on their understanding of the present situation. On Level 3, I understand that my decisions have results [click], whereas at the lower levels I might worry about extrinsic consequences like punishment or rejection. On this level I am concerned about intrinsic consequences, changes that happen within me and in my relationships based on my own decisions. I realize that my own choices can make me into a slob, a liar, a drunk, a jerk, or a bimbo. And finally, at this level religion [click] is no longer something I hafta do. It is my faith and my love for God that motivate me to pray, to celebrate Mass with the community, to spend time in service to others, and to try to live up to the teachings of Jesus.

Distribute copies of Handout 1, Levels of Motivation, and half sheets of paper and pencils to each participant.

If using the PowerPoint Presentation, advance to the next slide [#8]—Do I Hafta?

Say:

Let’s look at this list again. Each of these items represents a category of your life where you should be operating more and more on Level 3, where you are CHOOSING Character and Chastity, page 5

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to act respectfully and responsibly for some of the reasons we saw on the Level 3 chart. I suspect that there is much more Level 3 motivation in you than even you are aware of. On your paper I invite you to write a personal Level 3 reason for doing each of these activities.

If using the **PowerPoint Presentation**, advance to the next slide [#9]—I Choose to

Write: “I choose to go to school because ...” and give one real reason that motivates you to get a good education. Do that for each item on the list. Look at the Levels of Motivation chart if you need help in thinking of Level 3 reasons.

Allow time, then call on several individuals to pick one item from their list that they are willing to share with the large group.

**Optional:** Ask the youth to put their names on the papers and collect them. Take time in the coming week to write an encouraging response on each paper.

**Character Development: Virtue** (15 minutes)

If using the **PowerPoint Presentation**, advance to the next slide [#10]—Character Development.

Say:

I think we could safely say that all of us still have a long way to go in this process of learning to live on the level of character. We need to work at character development in all aspects of our lives—family, school, sports, religion, and friends. When you were children, your lives were directed almost entirely according to the values, morals, and ideals of your parents and teachers. They were the ones whose power controlled your Me-and-Now WANTAs. As you move into adulthood, you will be taking over the control of your own life. It is your personal character—your values, your morals, your ideals—that will direct your life. The daily choices you are making now will determine the kind of adult you will become.

Developing your personal character is one of the most important tasks of your teen years. Character development doesn’t just happen. You don’t become a star athlete by sitting on the couch watching TV, drinking beer, and eating potato chips. Being a good person requires the same kind of hard work and commitment that is needed to be a good athlete, a good student, a good flute player, or a good actor.

One way of talking about character development is to make a list of the virtues or character strengths that describe a mature adult. Let’s do that now. Think of an adult you admire, then turn to the person sitting next to you and name five personal character strengths which describe that person.

Allow about five to seven minutes for sharing to take place, then distribute the envelopes of Character Cards to each participant. Say:

This envelope contains 40 of the character strengths or virtues that could characterize a person of character. Find the cards that fit the person you were just describing to your partner.
Call on a few individuals to name the cards they select. As a virtue is named, ask the group to raise their hands if they have also selected that card. Then say:

Please put the character cards back into their envelopes. We will be using them again later.

If using the PowerPoint Presentation, advance to the next slide [#11]—which should be black.

**Character and Chastity** (15 minutes)

One of the most important areas of life in which we need to be or to become persons of character is — **sex**.

If using the PowerPoint Presentation, advance to the next slide [#12]—Sex.

Let’s think about sex and sexuality in terms of our three levels of motivation. Sex is a powerful new WANTA that enters our lives at the age of puberty. Along with the obvious physical changes that happen at puberty come a whole array of interior changes: new interests, new thoughts, new desires, new concerns, all of which have to do with this line:

If using the PowerPoint Presentation, advance to the next slide [#13]—which should look like this: \( N \gg T \gg HH \gg H+K \gg PK \gg ST \gg SI \)

Ask the youth to try to figure out what the hieroglyphics mean, then say:

This is the natural progression of a sexual relationship. It moves from [click] **noticing** a person who attracts you sexually, to [click] **talking** to the person and **telling** them that you like them, to [click] **holding hands** (which makes the relationship public), to [click] **hugging and kissing** (this is the kind of hugs and kisses that you would give in church in front of your grandmother), to [click] **passionate kissing** (this is the hugging and kissing that happens on the couch with the lights turned low), to [click] **sexual touching**, to [click] **sexual intercourse**.

Ask:

How long does it take to move from the beginning of this line to the end? What moves this line forward?

If using the PowerPoint Presentation, advance to the next slide [#14]—Levels of Motivation.

Say:

The line we were just looking at represents sex on the Me-and-Now level [click]. This is the human body’s natural response to the hormones that set off the sexual drive. But, like all of the WANTAs on this level, the sexual drive needs some HAFTAs [click], it needs to be **controlled**. When you were younger teens, your parents probably
made a lot of HAFTA rules for you, rules that were intended to control the sexual urges that made you want to walk that line.

Raise your hand if your family had rules about:

- what age you could start dating
- what time you had to be home
- bringing your boyfriend/girlfriend home to meet your parents
- what kind of parties you could go to
- having friends in the house when your parents weren’t home
- having persons of the other gender in your bedroom
- saving sex for marriage

Raise your hand if you are still following your parents’ rules.

Then say:

So on the Me-and-Now level we have powerful sexual urges that say “Sex is fun and exciting and natural. Let’s go!” And on the P&P level we have all the power people trying to exert control over our raging hormones, and saying “No!” or at least “Slow down!”

And what about Level 3? What happens to sex on the Character Level? If you are going to become a mature adult who uses your sexual energy according to God’s plan, each of you has to learn to control your own sexuality. That means you have to develop some very specific character strengths and virtues. You have to choose to follow the rules and regulations that are intended to protect sexuality—your own sexuality and that of your boyfriend or girlfriend. Sex requires a great deal of Respect and Responsibility, both by you and by the person you are attracted to.

But perhaps the R word in our Level 3 column that has the most to say about sexuality is Relationships. One of the main tasks of the adolescent years is learning to develop truly loving relationships—which brings us to another set of hieroglyphics.

If using the PowerPoint Presentation, advance to the next slide [#15]—which should look like this: S >> A >> C >> F >> IF >> RL

Ask the youth to try to guess what these letters mean, then say:

This is the pattern that shows the growth of a truly loving relationship. This line moves from being [click] strangers to [click] acquaintances (people whose names we know), [click] to classmates, companions, casual friends (people we hang around with at school and sports, like on Facebook), [click] to friends (we know their families, we go to their homes, we regularly make plans with them), [click] to intimate friends (the one or two friends that we tell our deepest secrets to), [click] to a real love relationship.

Ask:

How long does it take to move from the beginning of this line to the end? What moves this line forward?
Accept a few answers, then explain:

Progress on this line can take many months, even several years. It depends on spending time together, developing mutual interests, honest communication, and many other factors. Develop a truly loving relationship requires that we learn or deepen a whole set of virtues and character strengths. Take out your character envelopes again and work with your partner to find the virtues needed in a real love relationship.

Allow a few minutes, then call on individuals to share the cards they have selected.

If using the PowerPoint Presentation, advance to the next slide [16]—the slide that shows both lines:

N >> T >> HH >> H+K >> PK >> ST >> SI
S >> A >>> C >>> F >>> IF >>> RL

Say:

Most romantic relationships are a combination of these two lines. The top line represents the Me-and-Now level. The bottom line represents the Levels of Character.

If using the PowerPoint Presentation, advance to the next slide [17] and say:

The top line wants the relationship to move fast. In many relationships, one person wants to move more quickly than the other. [click] The bottom line moves much slower. The development of a real love relationship always takes time and effort.

So you have these two lines in tension with one another. Your body wants you to get to sex. Your heart wants you to wait for love. There are some important things for you to remember concerning the interaction of these two lines: [click]

- [click] It's important that you understand that both lines are good. Both lines are part of God’s plan for you. God created your body to want sex. God created your person, the inner YOU, to want love. In God’s plan, sex is meant to be a sign of real love.

- [click] There is no way to hurry the growth of a true love relationship. It takes time and effort from both people—lots of phone calls, text messages, love notes, fun times, mad times, making up, trying again, patience, caring, learning to understand one another. Sex can never be a shortcut to love. Going too fast on the top line can cause all kinds of problems, and very often ends up destroying the love relationship all together.

- [click] You also have to understand that you are the only one who can keep your body in control. You have to choose to avoid the circumstances and situations that might cause you to lose control. You also need to remember that sex is powerful. If you don’t control sex on the Me-and-Now level, it will control you.
• [click] Each step on the top line is meant by God to be the expression of a deepening love relationship, with the signs of love becoming more and more intimate as the relationship deepens. When the steps on this line are really signs of love, it is love that controls the hormones.

• [click] When a relationship is guided by Real Love, both parties choose not to have sex before marriage. (click advances to Slide #18 with heart) Love puts a spiritual heart around the last two steps and saves them for marriage. Within marriage, sex is a sacrament, a source of God’s grace. When a married couple has sexual intercourse, they give God’s loving grace to one another.

There is a special virtue that helps a person to control his or her sexuality and to make the kind of choices needed to save sex for the committed love relationship of marriage. That virtue is called chastity.

If using the PowerPoint Presentation, advance to the next slide [#19]—Chastity.

The Bishops of the United States recently put out a document about how to train young people for chastity. Let’s look at what it says.

Click to advance to the next slide [#20] and read it aloud.

Chastity is the virtue that helps us to direct our sexuality and sexual desires toward authentic love, and away from using people as objects for sexual pleasure.

*Catechetical Formation in Chaste Living, USCCB*

Ask:

How does this quote name the Me-and-Now level regarding sex?

How does it name the Character level?

*Note to Leader:* If you are doing the Extend the Session activity, skip this summary statement until the end of the session.

Summarize the session by saying:

The purpose of this session has been to help you to understand the difference between a relationship that is authentic love, and one that is merely using another person to get what you want. I hope this understanding will encourage you to develop the virtue of chastity, the character strength that will help you to control your own sexual desires and direct them toward authentic love.

**Extend the Session: Authentic Love** (30 minutes)

Distribute copies Handout 2, Authentic Love, and pencils to each participant. Invite a volunteer to read aloud the passage from the Chaste Living document at the top of the handout. Ask:
Who can give me some examples—from movies, TV shows, or real life—that show teens using people in their relationships? Get a few responses, then continue by saying:

Read through the list of activities on the handout that would lead toward an authentic love relationship and mark the items using the code at the top of the page. If you can think of any additional activities, add them to the end of the list. You can work with a partner on this activity.

When they are finished, invite volunteers to read an item they consider very important and to explain why it is important to them.

Next, ask for volunteers to read any items they added to the list.

Ask if anyone read an item they considered to be unimportant. Ask them to explain why the statement is not important and explain why to the group. Allow others to respond if they don’t agree.

Finally, ask the group to share any item they marked with a D, and explain what their evaluation of the activity would depend on.

Prayer Experience: My Personal Character Strengths (15 minutes)
Distribute half sheets of paper, envelopes, and pencils, and invite the youth to take these items and their pack of character cards and to move to a space where they will not be distracted by anyone else.

If using the PowerPoint Presentation, advance to the next slide [#21]—My Personal Character Strengths.

When all are settled, say:

I invite you now to use the character cards to do a personal assessment of your own character strengths and virtues. Divide the cards into three piles. In the first pile, put the virtues that are already very much a part of your character. You can honestly say (and most people who know you would agree) that you almost always practice that virtue. In the second pile put those that you usually try try to live by in your daily life. In the third pile put the virtues that you seldom practice, those that really need work.

Allow time, then say:

You are the one who has to put in the effort required to become a person of character. You have to do the daily calisthenics needed to develop the virtues that go into being a good person and building loving relationship. As for the virtue of chastity, you, and only you, have to choose whether sex will stay on the Me-and-Now level where it uses people to get whatever it wants, or whether sex in your life will be on the level of Character where it is directed toward authentic love. Spend some time now talking to God about the person you are and the person you want to be.
be, especially in terms of relationships and sexuality. Ask God to bless all of your relationships and to help you to be—and to become—a truly loving person. Ask for the help you need to practice virtue, especially the virtue of chastity.

Then take a few minutes to write a note to God telling God the things you have been thinking about. When you finish, seal your note in the envelope and put your name on the outside.

When most appear to be finished, invite the participants to gather around the prayer table with their letters. Invite a volunteer to light the candle. Say:

As we conclude our time tonight, I am going to read for you an ancient blessing paraphrased from the Book of Deuteronomy. Think of this blessing as coming directly from God who created you for love and wants you to learn to love well. Hold your letter to God in your hand and think about what you have said. The blessing is God’s response to you.

If using the PowerPoint Presentation, advance to the next slide [#22]—Deuteronomy Blessing.

Read it aloud, clicking on each phrase as you read.

Love Yahweh your God,  
cling to him and obey his voice  
for he has blessed you and made you his own.  
Let not your heart stray; refuse not to listen;  
be not drawn away.  
See, before you is set blessings and life,  
disaster and death.  
CHOOSE, the decision is yours.  
CHOOSE LIFE  
so that you and your children may live,  
live in the LOVE  
of Yahweh your God.

Deuteronomy 30, paraphrased

After the blessing, say:

Take your letter to God home and put it someplace where you can find it if you ever need to remember what you and God have been discussing today.

Optional: Invite the students to return to their places. Distribute half sheets of paper. Ask them to write one thing they want to remember from tonight’s session. Ask them to write one question about something they would like to more about based on tonight’s topic. Collect these and read through them for possible follow-up ideas.
Announcements, Refreshments (15 minutes)
Thank the youth for their participation in tonight’s session. Make any needed announcements about upcoming programs, events, and activities. Invite everyone to enjoy some refreshments.

This session was written by Sister Kieran Sawyer, SSND, author and national speaker. Sr. Kieran is Director Emeritus of the TYME OUT Youth Center, Stone Bank, Wisconsin. She can be reached at sawyerk@tymeout.org. She would love to hear from you and/or you students about your experience of the lesson. For a listing of her other catechetical materials, go to www.sisterkieransawyer.org. Fr. Roy Shelly, Ph.D., pastor of St. Joseph Parish in Spreckels, California served as the theological consultant on this session.
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### Three Levels of Motivation

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<td>All I care about is <strong>ME</strong> and <strong>NOW</strong>.</td>
<td>I do what I “HAFTA” or else.</td>
<td>I CHOOSE TO do what is <strong>RIGHT</strong> just because it is <strong>RIGHT</strong>.</td>
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<td>I do what is <strong>SPONTANEOUS</strong>, <strong>FUN</strong>, <strong>EASY</strong>, <strong>LAZY</strong>, <strong>EXCITING</strong>.</td>
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<td>My actions are based on my personal <strong>CHARACTER</strong>.</td>
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<tr>
<td>I respond to events as the</td>
<td>o PARENTS</td>
<td>I act according to principles of</td>
</tr>
<tr>
<td>• HAPPY child</td>
<td>o PRINCIPAL</td>
<td>• RESPECT</td>
</tr>
<tr>
<td>• PLAYFUL child</td>
<td>o PASTOR</td>
<td>• RESPONSIBILITY</td>
</tr>
<tr>
<td>• CURIOUS child</td>
<td>o POLICE</td>
<td>• the RIGHTS OF OTHERS</td>
</tr>
<tr>
<td>• NAUGHTY child</td>
<td>o PEERS</td>
<td>• RELATIONSHIPS, caring, kindness, forgiveness</td>
</tr>
<tr>
<td>• HURT child</td>
<td>o “PEOPLE”</td>
<td>• RULES, understood and accepted</td>
</tr>
<tr>
<td>• ANGRY child</td>
<td>o PAY</td>
<td>• REASONABLE thinking</td>
</tr>
<tr>
<td>• REBELLIOUS child</td>
<td>o PREJUDICE</td>
<td>• RESULTS, intrinsic consequences</td>
</tr>
<tr>
<td>• MEAN child</td>
<td></td>
<td>• RELIGIOUS CONVICTIONS</td>
</tr>
<tr>
<td>• BORED child</td>
<td></td>
<td></td>
</tr>
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</table>

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**Handout 2**

## Authentic Love

**Chastity is the virtue that helps us to direct our sexuality and sexual desires toward authentic love, and away from using people as objects for sexual pleasure.**

_Catechetical Formation in Chaste Living, 23, USCCB_

Listed below are some activities that would help a dating relationship move toward authentic love. Indicate how important you consider each item to be.

**V – Very Important  S – Somewhat Important  N – Not Important  D – Depends on...**

1. ____ Being open and honest about feelings, problems, and concerns.
2. ____ Helping the other to develop his/her talents, to do his/her best work.
3. ____ Remembering the other’s birthday and special events.
4. ____ Spending time with and getting to know the other’s family.
5. ____ Spending time with and getting to know the other’s friends.
6. ____ Avoiding alcohol and drugs.
7. ____ Giving the other space for friendships and activities that don’t include you.
8. ____ Making and keeping promises.
9. ____ Respecting your own family rules and those of the other person.
10. ____ Never pressuring the other to do something he/she thinks is wrong.
11. ____ Showing affection in appropriate ways.
12. ____ Deciding together about what is appropriate behavior and what isn’t.
13. ____ Forgiving the other for his/her mistakes, faults, shortcomings.
14. ____ Always being truthful in things you say to one another.
15. ____ Never trashing the other when speaking to friends.
16. ____ Being polite and showing good manners when together and when with others.
17. ____ Learning about and valuing the long-range goals of the other person.
18. ____ Paying attention and really listening to the other.
19. ____ Being willing to make sacrifices for the good of the other.
20. ____ Praying with and for the other person.
21.
22.
23.