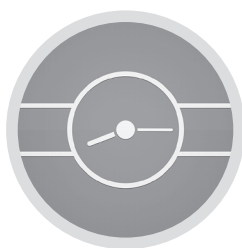


Discovering the 5 Love Languages AT SCHOOL

GRADES 1-6

*Lessons That Promote Academic
Excellence and Connections for Life*



**GARY CHAPMAN, PhD
& D. M. FREED, MEd**

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What Does Research Say?

CONNECTIONS MAKE ALL THE DIFFERENCE!

I have worked in school systems for over twenty years. I'm not new to education, and one thing I'm seeing these days is a widening gap between teachers and students. Teachers are working so hard to bring "best academic practices" to their students that it seems like they can hardly come up for air to get to "know" their students. I'm a true believer in best practices, and I believe that there should be research to support what we teach—this includes the creation of any lessons or curriculum, including ours. Without further ado, let me guide you through some important ideas about connections that I've discovered during my research about research.

I have sifted through tons of research that over and over again suggests that if students don't have strong connections with their teacher, they won't do well in the classroom, in the hallways, on the playground, riding the bus, eating lunch, making friends, and just about anything else you can think of that may help students achieve academically. And, while the connection with the teacher is important, let's not forget the research about connections regarding students and peers, students and family, and family with schools. I'd say, based on my research, connectedness between students and others is paramount to their success (first lesson learned)! When I mention my research to colleagues and that it says we need to be connecting with our students, they look at me dumbfounded and say, "Duh." If you are reading this and saying, "Duh," I completely understand. I know we really don't need research to understand this basic principle, but for the sake of being scholarly, let's head down "Research Road" together. My journey has left me encouraged and, more importantly, enlightened about what we need to be doing as educators. So let's get started by learning about the two types of positive connections that teachers need to make in the classroom.

There are two basic types of positive connections that teachers can make with students in the classroom. The first one we will call the “human connection.” This is the connection that says from one human being to another, “I care about you. I’m glad you are in my classroom. I understand how you feel. I believe in you. We are on the same team. I think students are great! I respect you as a human being. Welcome to the planet! I will call you by your name when I talk with you.”

The second one we will call the “academic connection.” This one says, “We are here to learn about important and meaningful things. My teaching will bring you the best academic focus possible. My expectations for you are high. I know you can and will make great gains! Together we will challenge ideas and draw deeper meaning out of our discussions. I will make information clear, concise, and relevant. You can ask me questions. I won’t waste your time.”

So, on the one hand, we have the human connection and on the other, we have the academic connection. It’s the combination of these two powerful connections that bring about the greatest academic achievement for students in the classroom. If we only connect with our students on the human level, we have no guarantee that their academic achievements will arrive. And, if we only connect with our students on an academic level, we will watch our students make smaller academic gains than they are capable of, which are highly likely to fall far below their full potential. Academic excellence and achievement happen at the crossroads of “human” and “academic” connection, a.k.a. your classroom.

Taking research into consideration, the five love language lessons are an example of human and academic connection in motion. When the lessons are completed, they establish the bridge of human connection between the student, teacher, and family. This connection carries over to all academic areas in the classroom. Teaching the 5 Love Languages creates understanding for students, educators, and families about what motivates them intrinsically. At the heart of what motivates us is what makes us feel loved. And understanding what makes ourselves and others feel loved meets the deepest of human needs for connection. When people feel connected at these levels, the learning environment transcends gender, race, religion, culture, behavior, economics, traumatic experiences, and ideological differences. The school environment becomes a safe and satisfying place to learn and ultimately opens the door to greater student effort. Effort is what students need to achieve their full academic potential.

The academic connection that is desired in a classroom comes through strong academic teaching and lessons, lessons that draw focus to what’s important and dig out deeper meanings. This includes questions, problems, interactions, and discussions that cause the student to think deeper and require the teacher to interact with the student on that level. The Academic Focus Pages (AFPs) that accompany these lessons have been

created to bring focus to what is being taught in ways that are appropriate, relevant, and effective at each grade level, as well as to cause deeper thinking. The majority of the questions and approaches are based on research found in the book *Classroom Instruction that Works* (Dean, Hubbell, Pitler, and Stone, 2012). Their book describes research-based strategies for increasing student achievement and, yes, cites studies done that support the importance of student-teacher relationships including higher-order thinking. This is why you will find the AFPs with learning objectives, advance organizers, compare/contrast, non-examples, linguistic and nonlinguistic representations, questions to draw prior knowledge, and much more. Even the five love language lessons themselves are taught in a compare/contrast format so that students can readily identify “what to do” as opposed to “what not to do.”

When we talk about teachers connecting in two different ways with their students, it should be understood that academic connection (best practice) doesn’t stop or end with the love language lessons alone. The love language lessons have been intentionally developed to combine and create the two powerful connections in your classroom while you teach them. However, our primary goal is to provide lessons that create the “human connection” between student and educator while they interact together during the use of high-quality academic instruction in all other areas. Think of the love language lessons as one half of the equation to bring about the complete connection in the classroom throughout the school year.

Okay, that’s as simple as I can explain the research and application, but you don’t have to rely on my word alone. Examples of great research that’s already been done over the years is available to support what I’ve just said and a whole lot more. There are literally thousands of studies that support connections in all of its various forms. Limiting the research to just a few was challenging. Much of the information I’ve cited can be easily accessed online in its entirety. Once you start reading the research from these few examples, I think you will be amazed at the studies and asking yourself, as I did, “Why aren’t we focusing more on human connections across the board?” It’s truly one of the most inexpensive ways to increase academic achievement and significantly impact others positively for life.

As you read the various research that I’ve cited, you will see that it says, “Key Findings . . .” I’ve tried to directly quote or write a simple summary from the paper, study, research, or book that will enable you to quickly know what to expect if you want to dig deeper. The references I’ve cited are mostly juried, so you won’t be wasting your time with information that is “opinion” or trendy. It’s research that’s been given the nod by other experts or professionals in the area being discussed. I’ve narrowed it down to a few examples that I think clearly support the concept of the *Discovering the 5 Love Languages* curriculum.

There's so much more to be learned than I've presented as examples of exemplary research. I hope you will take the time to look into some of these studies, visit the websites, or use their resources. They cover many other areas of research, which will increase any educator's effectiveness in the classroom. The information will build a firm foundation for your understanding as it relates to teaching the five love language lessons. Enjoy!

—D. M. Freed

Educational Connectedness Research

THE IMPORTANCE OF STUDENT-TEACHER CONNECTIONS

Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement by John Hattie

KEY FINDINGS: The relationship between teacher and student plays a vital role for increasing academic achievement. John Hattie ranks it as 11/138 based on the effect size ($d=.72$), which indicates that this should make teacher-student relationships one of the highest priorities. This book is considered by some to be the “gold standard” for many areas of educational impact. It is based on the compilation of over 50,000 studies and millions of students.

Hattie, John. *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. New York: Routledge, 2009.

Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement by Ceri B. Dean, Elizabeth Ross Hubbell, Howard Pitler, and BJ Stone

KEY FINDINGS: Academic connections in the classroom come from research-based strategies that contribute to positive student-teacher relationships. The folks at McRel knock it out of the park with their book that looks at teaching strategies that have the most positive effect on student learning. Their many strategies, which include opportunities for higher-order thinking, create academic connections between teacher and student. They also cite the research of John Hattie from *Visible Learning*. This is a must-have book for any educator.

Dean, Ceri, et al. *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. 2nd ed. Denver: Association for Supervision & Curriculum Development, 2012.

“Relationships Matter: Linking Teacher Support to Student Engagement and Achievement” by Adena M. Klem and James P. Connell

KEY FINDINGS: “These results indicate teacher support is important to student engagement in school as reported by students and teachers. Students who perceive teachers as creating a caring, well-structured learning environment in which expectations are high, clear and fair are more likely to report engagement in school. In turn, high levels of engagement are associated with higher attendance and test scores.” (Klem and Connell, 270)

Klem, Adena M., and James P. Connell. “Relationships Matter: Linking Teacher Support to Student Engagement and Achievement.” *Journal of School Health* 74, no. 7 (2004): 262–273.

“Liking or Disliking the Teacher: Student Motivation, Engagement and Achievement” by Gregory P. Montalvo, Eric A. Mansfield, and Raymond B. Miller

KEY FINDINGS: A study done with students who liked and disliked their teachers. Research produced findings that students who like their teachers are more likely to experience motivational and achievement benefits.

Montalvo, Gregory P., Eric A. Mansfield, and Raymond B. Miller. “Liking or Disliking the Teacher: Student Motivation, Engagement and Achievement.” *Evaluation and Research in Education* 20, no. 3 (2007): 144–158.

THE IMPORTANCE OF STUDENT-STUDENT CONNECTIONS

“Classroom Social Experiences as Predictors of Academic Performance” by Lisa Flook, Rena L. Repetti, and Jodie B. Ullman

KEY FINDINGS: “The results of this study suggest that problems with peer acceptance in the classroom are of legitimate concern to schools. Peer problems affect children’s self-concept, mental health, and consequently, performance in school. First, the results replicate findings from previous studies linking problematic peer relations with academic performance. Children who were perceived by their teachers as lacking acceptance by their peers demonstrated poorer academic outcomes. A lack of peer acceptance explained as much as one fourth of the variance in academic performance.” (Flook, Repetti, and Ullman, 324–325)

Flook, Lisa, Rena L. Repetti, and Jodie B. Ullman. “Classroom Social Experiences as Predictors of Academic Performance.” *Developmental Psychology* 41, no. 2 (2005): 319–327.

***Handbook of Peer Interactions, Relationships, and Groups* edited by Kenneth H. Rubin, William M. Bukowski, and Brett Laursen**

KEY FINDINGS: This book identifies various types of research reviewed by experts regard-

ing peer interactions and much more (as the title suggests). Chapter 29, “Peers and Academic Functioning at School,” written and reviewed by Kathryn R. Wentzel, cites the direct correlation between peers and academic achievement. A variety of research is cited that demonstrates that when students perceive they are being supported and cared for by other students they have “positive academic outcomes.” (Wentzel, 537)

Wentzel, Kathryn R. “Peers and Academic Functioning at School” in *Handbook of Peer Interactions, Relationships, and Groups*, edited by Rubin, Kenneth H., William M. Bukowski, and Brett Laursen, 531–547. New York: The Guilford Press, 2011.

“The Impact of Children’s Social Adjustment on Academic Outcomes”

by Melissa E. DeRosier and Stacey W. Lloyd

KEY FINDINGS: This amazing study uses measurements to determine academic outcomes based on social adjustment. For this study, it separates social adjustment into two categories: social acceptance and aggression. The study further looks at classroom conduct, academic performance, academic help-seeking, academic self-concept, and absenteeism as it relates to the focus of the study. The authors, Melissa E. DeRosier and Stacey W. Lloyd, have made it very easy to understand and include data to support their research.

DeRosier, Melissa E., and Stacey W. Lloyd. “The Impact of Children’s Social Adjustment on Academic Outcomes.” *Reading and Writing Quarterly* 27, no. 1–2 (2010): 25–47.

THE IMPORTANCE OF STUDENT-PARENT-SCHOOL CONNECTIONS

“Readiness: School, Family, and Community Connections”

(Annual Synthesis 2004) by Martha Boethel

KEY FINDINGS: Description of forty-eight research studies that describe school, family, and community connections as they relate to school readiness. Of particular interest, there are descriptions within these research studies that discuss the need for quality family relationships and interactions, which include emotional well-being, love, and nurturing. These studies are focused on early childhood, but I feel that they have relevance to all grade levels as students don’t lose their need for quality family interactions as they get older. I’ve always appreciated the information provided by SEDL over the years. They write information in a format that is clear, concise, researched, and practical for all educators. Much of their material can be accessed online (www.sedl.org) if you are willing to be on their email list. Well worth it!

Boethel, Martha. “Readiness: School, Family, & Community Connections.” Austin: Southwest Educational Development Laboratory (SEDL), 2004.

Comer School Development Program

KEY FINDINGS: Dr. James Comer, M.D., from Yale, started the School Development Program (SDP) in 1968. He started with one school and has since turned it into a national model. Their vision is for the total development of all children by creating learning environments that support children's physical, cognitive, psychological, language, social, and ethical development. Their model has been shown to significantly close achievement gaps. One of their core beliefs is, "Children's most meaningful learning occurs through positive and supportive relationships with caring and nurturing adults." Their work addresses the need for children to build relationships with parents, educators, and other adults amid many other practical applications. Is it any wonder Dr. Comer is a hero of mine? Their website contains a wealth of information and research links for educators.

Comer School Development Program

<http://medicine.yale.edu/childstudy/comer/index.aspx>

Center on School, Family, and Community Partnerships

KEY FINDINGS: Joyce Epstein, the director of John Hopkins University, is a leading expert on the topic of connecting schools with family and community. "The mission of this Center is to conduct and disseminate research, programs, and policy analyses that produce new and useful knowledge and practices that help parents, educators, and members of communities work together to improve schools, strengthen families, and enhance student learning and development." Their focus on connecting and strengthening families coincides with our vision as one of the many benefits the five love language curriculum offers. Their website has incredible information for all educators and families.

Center on School, Family, and Community Partnerships

www.csos.jhu.edu/p2000/center.htm

Welcome to the Love Languages

Welcome to what I hope are some of the greatest lessons you will ever teach.

When I first taught the five love languages in our school, I wasn't sure how it would go over. But if you receive the same praise and positive responses from parents, students, and staff that I did, you will agree that it's a highly satisfactory experience!

Let me tell you about this exciting curriculum and how I came to use it. At the time, my elementary school had the third largest population in our district, with only two high schools that were larger. I had approximately 700 students to attend to as their only school counselor. Time was one thing I didn't have. As you can imagine in a school of this size, there are a variety of needs that, quite honestly, go unaddressed. Finding myself mainly triaging "problem students," I kept feeling like I was missing out on the rest of the students, the ones who don't have a lot of problems but still need to be invested in. Overall, I wanted to find a curriculum that would help students get along better, help teachers understand and connect with students, meet our district requirements in areas such as bullying, harassment, unsafe touch, and diversity, and on top of everything else, help improve academic skills! Sound like an impossible goal? I thought so too.

As I searched through different types of curriculum, I found that most of the materials were either too advanced or too simplistic for my students. Or the materials addressed some of the areas but not others. When I teach a lesson, I want it to be meaningful and have some meat to it. I look for lessons that are realistic, practical, easy to understand, and have an impact on everyone from the students' families to the district office. That's when it hit me! Love. That's right, I said it. Love.

I have been in education for a number of years, and, as you may know, we don't use the L-word very often at school. We tell students to care, show respect, be considerate, be kind, help others, and a variety of other things, but we rarely, if ever, use the L-word. All of these things are great for students to do, but really, don't they all stem from one thing, love? I have not gone off the deep end or attempted to reenter the hippie era. Stay with me.

I think the reason we don't use the word "love" in education is because the word comes with all sorts of romantic notions. We fall in love, we are in love, we are "lovey-dovey," and a host of other things. It almost seems that if love isn't connected to romance, it becomes null and void. Should we be surprised that when the word is used, small children scrunch their faces uncomfortably and men run? Love has been so commercialized that we have literally allowed marketers to tell us, for their financial gain, what love is. So much of what we know about love is defined by marketers that many of us have forgotten what love actually is!

Sadly, if adults lose sight of what love is, so will the children. The children of this generation are even more prone to making decisions based on media than many of us were when we were kids. Never has there been a greater push to target our young people for commercial purposes. Venues such as the Internet, literature, movie theaters, television, and even sports stadiums are phenomenal commercial outlets. Is it any wonder we don't use the word "love" at school? Based on the marketers' definition, you would have to be insane to sell that word to school-age children!

But the good news is we aren't marketers. We are educators who are driven, or at least should be driven, to bring the truth to our students for their benefit, especially when the truth will surely affect every aspect of their lives. I don't care what race, religion, country, or planet you are from, love will affect your life one way or another. With the profound information that is found in the love languages, we have an opportunity to help generations of students understand one another better than ever before. This understanding will permeate many facets of their lives and create connections that most of us have never even dreamed of. Are you starting to get the picture? I did. That is how this curriculum came about. I hope you are excited about this adventure, but first, let's get started on a working definition of love that will make sense for us to use.

Is love a noun, a verb, or both? It is an interesting word because it can take on many different forms. With a few tweaks here and there, you might even be able to pull an adjective out of it. Who knows? But one thing is for certain, your students have heard it used in just about every possible way. Love is passed around in some homes on a daily basis like salt on a dinner table. It's our job to "rein it in," "bring the spotlight to it," "get it under control," and "give it some teeth." We have to enable love to be what it was meant to be . . . powerful! No more washed-out, casual love. We are going to give it the

definition it deserves. And we shall call it . . . a verb.

Okay, that was a lot of lead-in just to conclude, “Let’s call it a verb,” but I really want you to understand what is going through students’ heads and just about everyone else’s heads when they think about this innocuous little word. In order for us to be effective in our teaching of these lessons, we all have to agree that the word “love” shall be used as a verb.

With love as a verb, it definitely has to become an action word, which means that those who are using it will be doing something. That “something” is really important. Students will think that it’s odd at first to hear you use the L-word, and will of course have their own definition. You must prevail and overcome their preconceived notions with a comprehensive lesson (see Lesson 1) that helps put things into perspective. You may even find yourself having to set aside your own prejudice and rethink this word. As I said earlier, it’s not very common for educators to wield this word, and for good reasons. Most are uncomfortable because they don’t really know how it would be used in the classroom, let alone in any kind of meaningful lesson format. Seriously, when was the last time you heard yourself or a fellow educator say to a child, “And how are you loving him?”

Three of the greatest advantages that these lessons have over others are: (1) they are new and refreshing in an area that is research based, (2) they build incredible connections, and (3) they are powerful. Notice that I use that word “powerful” again. Powerful because even though everybody has their own definition of love, just about everyone can relate to it. I say just about everyone because I know there are the very rare exceptions in the world where people are biologically unable to relate. For our purposes, however, we will assume everyone in your school/class has the capacity to show and receive love. It’s really exciting when you teach a child something that is so intrinsic that it makes a genuine impact at all age levels with the deepest of heartfelt understanding. I know. I’ve done it! And so will you.

The first day I taught the love languages curriculum, I knew that we were on to something good, but little did I realize how good it would be until the next day. A parent caught me at the front door of our school in the morning and said, “Mr. Freed, thank you for teaching my child about love. She was so excited and can’t wait to learn the other love languages.” These types of compliments came pouring in through phone calls, conversations, and emails. And it didn’t stop there. As the languages became more involved and the students really started understanding what love is, I received compliments every day for seven weeks! Now, I don’t know about you, but I truly can’t remember the last time I taught anything that had more than three people saying something nice. As I said, you know when you are on to something good.

That’s what teaching these languages does. It takes students, staff, and parents to a whole new level of understanding about themselves and others. We saw the dynamics of teacher/student relationships change. We saw child/parent relationships change. In every

case, the changes were for the better. And not just change, in every case for the better—not change for its own sake, but with deep meaning. Something amazing happens when you know you are teaching a curriculum that will affect a student for life, in every aspect of his or her life. I will tell you some remarkable stories later as we address each language individually, and I guarantee you will be impressed. I know I sound fanatically excited, and I am. My excitement wells from the experiences I have had from teaching these lessons many times! My experiences have changed my life forever.

The first class I taught was a bunch of rambunctious fourth grade students. With all of them sitting at their desks ready to learn, I announced loudly, “Today we are going to talk about love!” From the look on the students’ faces, I’d say we had just entered a lemon-eating contest and everyone was attempting to win at the same time. There were “ughs” and “noooooooooos” proclaimed throughout the class. I stood quietly until the last lemon was eaten and said, “Are you ready to learn about love?” The class was silent this time as the truth sank in: “We really are going to learn about love.”

Elementary students are typically thought of as “takers” because they have a high need to be taken care of in ways that they just can’t do for themselves. It’s okay for children to be “takers” when the context is right. That’s the way things work in the world. Children take and adults give, and give, and give, and give some more until they have raised the child into adulthood. Unfortunately, I think we fall into this “children are takers” attitude a bit too much sometimes. When we forget that children, or anyone for that matter, can be better than they are, we limit their potential. It’s not surprising that in the area of love, children are often allowed to be exempt. The love we expect from them is usually no more than a random act of kindness. It might take the form of a kind word, sitting on the couch with us, breakfast in bed, a gift, or a hug. These expressions of love are often prompted by other people, but not always. In fact, at times these expressions of love happen completely on their own. How can this be? Have they observed these behaviors and they are emulating them? Maybe, but I think that they come by them intrinsically.

There are basically five different ways people can show or receive love. These “Love Languages” were identified and brought to light by Gary Chapman in his first book, written for married couples. Gary, a counselor, discovered that many couples simply didn’t feel loved by one another. A recurrent theme between the couples he was counseling was that while they wanted to show their love for each other, husbands and wives seemed to be speaking “different languages” and were failing miserably at understanding each other. They either didn’t know how to love their mate, or they were trying to love their mate in a way that didn’t make them feel loved. His keen observations led him to see that people show love and receive love in five key areas. It is from these observations that we derive the basis for our curriculum. And, not surprisingly, we find that all people, not just married couples, show or receive love in these five areas.

You may be wondering as I did at one point in time, “Are there really only five ways to show love and receive it?” The answer, oddly, is yes. Everything we do to show people that we love them falls into one of these five key areas or love languages. They are: (1) words of affirmation, (2) quality time, (3) acts of service, (4) gifts, and (5) touch. When I first heard about these, I racked my brain, as many others have, trying to find the exception. It can’t be done. Go ahead, try . . . I know you want to. . . . Okay, finished? Now let’s take a closer look at this curriculum.

Since there are only five love languages, it begins to make perfect sense that we must start teaching these to students. Just as math is straightforward and constant, so are the five love languages. It’s strange to think that a subject like love can be quantified, but in this case, it truly can! Because we can empirically say there are only five love languages, we are able to form a firm foundation for our curriculum. As you know, curriculum needs to be straightforward, easy to understand, applicable, assessable, and, most importantly, true. Just like in the teaching of math, reading, or writing, we must have ways to gauge whether or not our students are comprehending and mastering the material. A good curriculum should always have a way to do assessment. The problem with most “life skill” type lessons is that they have a good message but aren’t very assessable. This doesn’t mean that they aren’t worth teaching or true or good or helpful, but it does make it hard to justify why we are teaching them. And, I might add, we do still teach these lessons from time to time because we know in our hearts it’s the right thing to do.

Teaching the love languages doesn’t require you to step out on a shaking limb. The very nature of it demonstrates all of the aspects of any other solid curriculum. It’s a curriculum that will work at virtually any age level and ability, provided that the student can learn. The Academic Focus Pages were created to bring focus to the lessons in ways that are researched-based. The questions, cues, advanced organizers, linguistic and non-linguistic representations, compare/contrast, example/non-example, and note pages are all based on strong research (Dean, Hubbell, Pitler & Stone, 2010), to bring you the best results possible and to cause deeper thinking.

You can expect to see a variety of things happen as you proceed through these lessons. Students will begin to develop a sense of self and an awareness of those around them. It will seem strange as you hear stories about how, for the first time, they practiced loving people and the responses they received. They will start changing the way they relate to each other, and there will be plenty of opportunity to reinforce this on a daily basis.

You will find that you relate to your students differently. That’s right, I said you. This curriculum changes the instructor. As you get more into these lessons and discover the students’ love languages, you will begin to understand what motivates them. You will begin to understand what motivates you! Staff members start relating differently to each other as they start talking about their love languages. It’s the natural thing to do. Your overall

experience will be wonderful and transforming as you all learn to speak the different languages. There are many more ways you can use this curriculum, and I will be covering those in later chapters. It's a curriculum that meets many, many needs of everyone in the building—from students with learning and behavioral difficulties to students identified as "exceptional." The halo effect is amazing! So let's take a look at some general guidelines and suggestions on how to use and teach these lessons effectively.

CHAPTER 1

How to Use This Curriculum

GENERAL GUIDELINES

When you begin teaching these lessons, you can expect a variety of responses. Remember that most administrators, students, teachers, and parents have never heard the word “love” used in an academic setting. It is very likely that they have never been taught a working definition of “love,” although many of them will have heard of Gary Chapman’s book *The 5 Love Languages: The Secret to Love That Lasts*. And why wouldn’t they? As of 2014, he had sold over 9 million copies! With this in mind, it is very important that you set the stage so that everyone can be on board with what you are about to teach.

Some school districts require curriculum review/adoption before you are allowed to teach different types of materials. A suggestion before you start is to get permission from your principal or district office. The beauty of this material is that it is so versatile, you can use it without it being a curriculum. When I use the word “curriculum,” in this instance, I’m talking about making it mandatory material to be taught in every classroom or specific grade level at your school. Most districts agree that mandatory curriculum is something that teachers must teach because it has been adopted by the school board and is going to be taught to all or certain groups of students for a prescribed period of time. Therefore, mandatory curriculum is usually taught to a captive audience. It wouldn’t surprise me if you easily gained approval from your district to make this mandatory curriculum. Current research clearly indicates that a student’s highest level of academic success hinges on a significant connection with an adult in the school (preferably the teacher).

School district personnel have always known this fact but until now, have had very few options for a curriculum that “fits the bill.”

For clarification, as you are reading the different sections of this book, if I use the word “curriculum,” it can either mean curriculum that your district chooses to adopt permanently or curriculum you choose to use as support material for whatever your district currently requires. I say this to answer any questions regarding whether this is curriculum or support material; the answer is either/or. But I will be referring to it as the “love language curriculum” for simplicity.

Should I Team-Teach?

Team-teaching these lessons is not required to achieve excellent results, but working with a specialist can produce excellent results with the added benefit of allowing your students the opportunity to make yet another significant connection in the classroom. The lessons are designed to connect students with the teacher, each other, and their families. I think the perfect arrangement would be for the teacher and specialist to work together. Teachers gain the benefit of connecting with their students on the love language level, and specialists connect with students on the personal safety level. Regardless of whether you are the teacher or specialist bringing these lessons to the classroom, try to include each other if possible. The act of working together is a great example for students to witness positive connections in action and for them to make another significant connection with an adult in the school.

These suggestions have been written with the understanding that this curriculum is going out to a lot of different school settings with a variety of personnel situations. Unfortunately, not everyone is afforded the luxury of a specialist/school counselor. Remember the heading says “General Guidelines.” The design of these lessons gives you many options, and you should use the one(s) that work best at your school. For example, if your district has its own adopted curriculum for reporting bullying, harassment, etc., then any one of the personal safety lessons can be replaced with the district’s approved curriculum that coincides.

Let Everyone Know the Lesson Objectives

Let parents know your objectives for teaching these lessons. To inform parents, I’ve written a letter (See Appendix 1) you can copy and use. Most people don’t have a working definition of love. After you give them one, everybody will be able to breathe a little easier and realize you are about to embark on something great that will increase the potential for students to reach their full academic achievement.

If you are a specialist and don’t have to have the teacher’s permission before you teach in their classroom or aren’t planning on team teaching, they should still be

apprised of the lesson objectives. Having the support of the teacher is very important since these lessons will impact their classroom significantly, and they should be provided the opportunity to be included. Once teachers see how this material changes the lives of students and staff, they will understand the huge benefit of knowing their students' love languages, but until then, keep them informed.

You Have a Love Language!

"Know Thyself" was the motto carved in stone on the entrance of the school founded by Greek philosopher Plato. I think Plato was on to something. One thing I'm really convinced of is this: whoever teaches these lessons really needs to have a handle on this material as it applies to him or herself. You are about to teach something that is applicable to every human alive. This includes you. Sometimes instructors don't like to talk about themselves, or anything personal for that matter. Sometimes this is good. But for the most part, people who simply teach material are mostly boring and don't connect with students on a human level. More importantly, it makes it hard for students, especially children, to relate to the person who is teaching it. Love language material is very personal. It is about how you show and receive love. It's about making connections with your students. So be thinking about how you show and receive love.

You have a love language of your own, maybe even two. Discovering your love language is necessary before you teach this material. It would be great if you can present, as appropriate, times and situations where you became aware of your love languages. When I teach, I use stories about myself that are current or about when I was a kid. I will elaborate more on how I teach when we get to the actual lessons. Students want to see you model your pride in and awareness of your own love languages. Your example encourages them to identify their own. It makes it okay to have a love language. Read through this material, get a grip on your love languages, jot down some notes about your life that are funny or interesting, and make it personal. Well, not too personal. I don't think any students want to hear about how you discovered that quality time wasn't your love language after you got a divorce. Use common sense. Laugh a lot.

Be ready for staff and parents in a good way. I can't tell you how many times staff members told me that they really looked forward to my coming in and teaching every year. Many adults use this information for what it was originally intended for—their marriages. Parents are in the same category. Students will go home and teach the lessons to their parents, and you will discover parents craving to know the information for their own marriage or life. As a result, you will receive many requests for books and information regarding this material. You may want to have copies of Gary's original book written for couples and perhaps Gary and Dr. Ross Campbell's book that helps parents discover their child's love language.

For Specialists

Previously I said, “Know Thyself.” But also, “Know Thy Staff.” If you are a specialist and teach from room to room, be sure that you know your teachers and prepare them to be included. I often have teachers help me out in the classroom to act out scenes that demonstrate ways to show or receive love. This is not a curriculum where teachers should be absent during your presentation (see chapter on research). This material includes EVERYBODY. Teachers will be making reference to this material as they deal with students on a daily basis. It won’t be a difficult thing to do. They will simply refer to it naturally. If they aren’t in the room while you are teaching or using the lesson time as a prep period, they will miss out on a great deal. Plus, parents will have loads of questions for them, and they will want to be in the know. Also, because every love language has an opposite that has relevance for school and district policies, teachers will want to be present for these as well. It documents for them that key issues were addressed in their classroom before an incident occurs. There will be times when students misbehave or break school rules. Being able to check their attendance record and confirm that they were present for the lessons helps to shape the conversation toward what they learned to do rather than what they did wrong. Using the lessons as a talking point will go a long way toward correcting inappropriate behaviors.

Thanks for Following the Rules!

Presenting the lessons that are opposite of the love languages will certainly make your administrators and school district happy. Let me explain why. Earlier I said that this material can be used as curriculum (permanent) or a venue for support material. Here’s how that works in general. All five of the love languages are positive ways to show and receive love. The bulk of the time spent during the lessons is focused on the positives or “what you should do,” as opposed to “what you shouldn’t do.” However, with every love language lesson taught, the opposite to that lesson is also taught for compare/contrast. It’s these opposite lessons that virtually all districts are required to address at some point during the school year. These areas are typically covered to keep the school safe and to fulfill the obligations of the district legally. The love language lessons are incredible for schools in this way. They cover the required areas while focusing on the positive things that students should be doing. In only a few short weeks with minimal amounts of time, all district areas are covered in depth at least once. The areas that most districts cover with some sort of curriculum are: harassment, exclusion, bullying/reporting, bringing illegal or inappropriate items to school, manipulation, and unsafe touch/child abuse. All of these topics fall under the category of “personal safety.” The love language material specifically addresses personal safety issues during each of the lessons.

Remember when they taught you in college that compare/contrast was a higher level

of thinking than true/false? By instructing with compare/contrast you will cover both the positive side of the love languages (what to do) and the opposite (what not to do). When a teacher presents with the compare/contrast method, students have both sides laid out before them. The picture is much clearer and students make better connections. We are all about the connections! Love languages focus on the positive and “what to do” rather than the negative. When students start applying the love languages to their lives, then they won’t be conducting themselves in unsafe ways. Students will know what to do and how to conduct themselves in their relationships with others. This will go on for a lifetime, not just at school.

NUTS AND BOLTS

Teaching the five love languages at the beginning of the school year is a good idea because these lessons have been created to build connections (read the chapter on research regarding connections). I typically teach the love languages over seven weeks, on occasion have taught them over eight, and sometimes in as few as six. To be really thorough, seven is ideal. This is especially true for your first run at it. I’m sure there will be some who would like to teach these lessons but may be extremely limited in the amount of days available to them. My thinking is, it’s better to teach the material than not. The lessons could be taught back-to-back over seven days, but the students may lose the benefit of doing the school-home assignments. These lessons have been written for educators who are located in school settings and hopefully have enough time to teach them according to design. For those of you in other settings, e.g., summer camps, you will find it easy to edit the lessons according to your needs.

This book and curriculum have been written in such a way that the lessons are short and to the point. I don’t want educators to have to wade through pages of babble. Each chapter and lesson has been designed to be meaningful and efficient. The lessons are rarely longer than forty-five minutes and are often shorter. The exceptions are the seventh and eighth lessons. Both of these may require sixty minutes due to the intensity, activities, and nature of the information. In chapter 7, I have suggested that you may want to teach it in two parts. This, of course, would create the need for another day of teaching. You will have to decide which works best for you after reading the material.

Each chapter starts out with an introduction. The introduction contains information that is vital to the lesson plan. Within the introduction you will find background information, the significance of that particular love language, educational philosophy, and, in some cases, pitfalls to avoid. While reading the introduction, you may want to underline key points or ideas. The introduction will give you a base of understanding that clarifies how the lesson is supposed to flow.

There are two styles of lesson plans provided for each lesson. The first lesson plan is scripted and written in **bold** letters. For the most part, you could literally sit down with your students and read it to them word for word. Within the scripted lesson plan there are *(italicized words in parentheses)*; these appear after a question and will provide you with an answer or give directions to an action that must be performed. On occasion, the word *(rhetorical)* in parentheses will follow a question; this simply means what it suggests: the question is being asked to provoke thought. Other words are within [brackets]. Words within brackets contain ideas or thoughts that will be useful to the instructor but don't necessarily require any action.

Having scripted lesson plans provides a wonderful advantage. It gives you the opportunity to read the actual words that I used while teaching the lessons many times. As I mentioned earlier, you can read these lesson plans to the students word for word and it will work, but this isn't my suggested approach. Rather, I would recommend that you read the scripted lesson plan over a few times, get a good feel for the lesson, and use the abbreviated lesson plan for teaching. Reading a scripted lesson plan can be done, but it tends to lose spontaneity and doesn't sound original. Having said all of this, I do believe that there are times when you really should read the scripted lesson plan and not use the other format.

Scripted lesson plans are excellent, direct instruction. They keep the students and the instructor focused on arriving at the objectives. Here are some times when a scripted lesson plan can be very beneficial:

1. When you need to use direct instruction that doesn't meander.
2. When there hasn't been enough time to prepare.
3. When you are uncomfortable with the information and fear that you might miss crucial points.
4. When you are completely new to teaching, not a teacher at all, or feel that you can teach the scripted lessons as if they were your own words.

The second lesson plan format is an abbreviated style. The abbreviated lesson plan follows the scripted lesson plan, highlighting key points and giving directions. Each point is sequentially numbered and correlates with a paragraph in the scripted lesson plan. For example, the numbers 1, 2, 3, and 4 may be grouped at the beginning of a lesson plan indicating that these points are found in the first paragraph of the scripted lesson plan. The scripted lesson plan can be used to give insight on key points where more clarification is needed.

Both types of lesson plans have been written with six main components:

1. Objective (which includes student targets)
2. Review
3. Anticipatory Set
4. Teaching/Presentation
5. Closure
6. Independent Practice

To recap, the best way to teach these lessons is:

1. Read each chapter introduction thoroughly, underlining key points and thoughts.
2. Preread the scripted lesson plan several times to get a feel for the flow, paying special attention to (answers) and (directions).
3. Read the “Final Thoughts” section, which will add depth to the lesson plan after you have read and understood it.
4. Read “From the Classroom” for inspiration.
5. Use the abbreviated lesson plan for teaching. Insert your own stories, school procedures, and ideas.

The Academic Focus Pages bring tremendous focus to the lessons and cement the concepts for students. The variety of cues, questions, etc., will bring deeper understanding and greater meaning. A lot of time and research went into the construction and implementation of the AFPs.

The remaining chapters provide equally important material. In chapter 9, you will find information about how to use the data that is generated from the lessons. Each person has unique needs for this material. For example, counselors will use it when a child comes in for help. A school nurse will use the information to help treat a child who frequently visits the health room. Teachers will use the information to motivate and connect with the class, and administrators will use it to assess the climate of their school, address behavior issues from a positive point of view, and be able to document that school safety was covered across the board in a thorough way.

And for those of you who are required to meet Common Core State Standards, we’ve provided documentation to present to your school district or principal (see appendix 2). The lessons themselves cover a variety of areas for ELA: Speaking and Listening in all six grade levels.

CHAPTER 2

Introducing the Love Languages

INTRODUCTION

As I've already related, I walked into a fourth grade classroom to deliver my first love language lesson ever. I was more excited than nervous to embark on this adventure. The first thing I told them was, "Today we are going to talk about LOVE." I thought the shock value would heighten their sense of awareness and tune them in to my very important message. One thing was for sure, it heightened their sense of awareness.

From the moans and groans in that classroom as I let those words fly from my mouth, I thought I had entered a cattle yard. There were oooooos and awwwwws, sneers and huhs. I stood silent, and eventually you could hear nervous laughter. It was sinking in . . . he's serious! Some people may say I'm a prankster and, of course, that's why I introduced the lesson this way. (Others say ingenious, but I will leave that up to you.)

When the laughter and chatter subsided, someone asked the question, "Are we supposed to learn about love?" I knew when that question was asked that I had them. The class was silent and waiting for this very enlightened questioner to be answered. "Well, that depends on what you think the definition of love is. What do you think the definition of love is?" This fourth grader (a boy, I might add) stumbled around his words until somebody jumped in to help him and said what many were thinking, "Isn't that about kissing and stuff, like a boyfriend/girlfriend thing?" Now was my chance to reel them in. "How many of you think I would be in here to teach you about how to date? Give you some good advice on 'going out' with someone?" The whole class laughed at the absurdity. Then another student asked the golden question, "Then what is the definition of love?"

"Ah!" I said. "I'm glad you asked." I proceeded to tell them about how love was a verb, an action word. What they may have originally thought was love was actually "romance."

There is a very big difference indeed and, not surprisingly, these concepts are confused by most children and many adults.

Let me take a break at this point and remind you that it is this confusion between romance and love that has caused such a problem in society. For example, many people who by nature tend to shy away from romance will inevitably throw out love as well, viewing both as just a bunch of “mushy garbage.” These thoughts that persist among each of us are regularly reinforced by various types of media and form the first obstacle to a proper understanding of how to show and receive love. Once we have helped anyone understand the difference between romance and the five love languages, the door will open wide, and the relevance will be obvious. Having said this, it becomes really important that we make these differences clear to our students so they can start putting love into practice.

IMPORTANT TO KNOW!

The following love language lesson can be taught by itself or you may choose to teach the Words of Affirmation lesson (chapter 3) immediately after. It wasn't included with the Words of Affirmation chapter to create a clear understanding regarding the objectives to be taught.

LESSON 1

The True Meaning of "Love"

*(SCRIPTED)***OBJECTIVE:**

Students will understand that the five love languages are unique and involve action. Specifically, students will have a working definition of the word "love" as it is used in these lessons (i.e., it is a "verb" or "action word"). Further, students will understand that there is a difference between love and romance.

On the white board, set objectives:

1. I can define the word "love" as it is used in these lessons.
2. I can describe the difference between love and romance.

(Have students talk with each other for thirty seconds about what they think they are going to be learning today.)

ANTICIPATORY SET:

Instructor: "Today I am going to teach you about love." *(wait for student reactions)* Say to them, "What is your definition of love?"

Grade 1 or 2, continue here:

Lesson 1.0, Grade 1–2, #1

Have students draw their picture and write sentences. Remember these lessons have been designed for you to have students write more or less depending on their ability and grade level. Have students share with a partner, and then ask for volunteers to share with the class.

LESSON 1

The True Meaning of “Love”

(ABBREVIATED)

OBJECTIVE:

Students will understand that the five love languages are unique and involve action. Specifically, students will have a working definition of the word “love” as it is used in these lessons (i.e., it is a “verb” or “action word”). Further, students will understand that there is a difference between love and romance.

On the white board, set objectives:

1. I can define the word “love” as it is used in these lessons.
2. I can describe the difference between love and romance.

(Have students talk with each other for thirty seconds about what they think they are going to be learning today.)

ANTICIPATORY SET:

1. “Today I’m going to teach you about love.”
2. Ask students about their definition.
 - **Academic Focus Page [Lesson 1.0, Grades 1–2 and 5–6, #1]**
3. Make it clear you are not there to teach about how to date, and so on.
4. Inform them that you will be teaching them something that they can use for the rest of their lives.

AFP: Lesson 1.0, Grade 1–2, #1

Name _____ Date _____

LESSON 1.0

THE TRUE MEANING OF “LOVE”

Let's get started!

1. Draw a picture of you and your family doing something that makes you feel truly loved.

Use words or sentences to explain WHY this makes you feel loved:

GRADES 1 & 2



Grade 5 or 6, continue here:

Lesson 1.0, Grade 5–6, #1

"Please answer question #1 on your Academic Focus Page." Have students share their answers after they finish. It's not necessary for you to point out the ones that are love vs. romance yet. You will be doing that in a minute when you start into the teaching/presentation section.

(Solicit several answers.) [It is a guarantee that many of the examples will be in connection with romance.]

Ask the students, **"Do you think I would be in here to teach you how to date better? How to find a boyfriend or girlfriend? (Laugh with the students if appropriate.) I can assure you that I'm not here to teach you about dating. I am, however, going to teach you seven lessons over the next seven weeks that will change your lives forever. These lessons will give you great insight into yourself and others. What I will be teaching you can be used for the rest of your life. Sound good?" (Rhetorical)**

TEACHING/PRESENTATION:

(Write on the white board the word "love." Explain to students that there are a number of different ways that the word love can be used in sentences (noun, adjective, etc.). Give some examples verbally. Tell them that for all of the lessons you will be teaching, love will be used as a verb or action word. Place a dash after the word "love" that you previously wrote on the board and write "verb/action word.") Say, **"For all of the lessons that I am teaching, when you hear the word 'love' I want you to immediately think that it is an action word, and you will be doing something for somebody. This is important because my lessons are going to teach you how to show and receive love. Now let's talk about the difference between love and romance."**

(Explain to the students that usually people feel uncomfortable about the word "love" because when they hear that word it reminds them of "mushy-gushy" stuff. Lots of times people decide that love must be "mushy-gushy" because on television they have seen people kissing and holding hands. After all, they are in "love" with each other.)

Say, **"How many of you have actually seen stuff like that? And how is the word love used in the sentence, 'They are in love'? (noun) But how are we using it? (verb) So you can see that there is a big difference between what we will be learning and what you may have seen on television or how other people have used the word. The stuff you see**

AFP: Lesson 1.0, Grade 5–6, #1

Name _____
Date _____

LESSON 1.0

THE TRUE MEANING OF “LOVE”

Let's get started!

1. **What is your own definition of love?** (Write a sentence(s) or individual words to create your own definition.)

In the definition that you wrote above, does it describe love as a verb, noun, or adjective?
(Circle the one(s) that apply.)

VERB
NOUN
ADJECTIVE

2. **What makes you feel loved?** For this exercise *don't* spend a lot of time thinking about it!
(Read the words and quickly place a check in two of the ovals. Draw a line from the two ovals you chose to the question mark.)

GRADES 5 & 6

TEACHING/PRESENTATION:

1. Write the word “love” on the white board.
2. Explain the different ways that the word love can be used (*noun, verb, etc.*).
3. Tell them that you will be using the word “love” as an action word.
4. Start discussion on the difference between love and romance.
 - Academic Focus Page [Lesson 1.0, Grade 5–6, #2]
 - Academic Focus Page [Lesson 1.0, Grade 3–4, #1]
5. Discuss the fact that there are five basic ways that people feel loved.
 - Academic Focus Page [Lesson 1.0, Grades 3–4, #2]



on television is something we usually call romance, and it is quite different from our definition of love. This is what makes these lessons so exciting. I'm going to be showing you a different way to look at the word "love" and how it can be used to make people's lives, including your own, a lot better. Okay, so let me ask you my next question: 'What makes you feel loved?'

Grade 5 or 6, continue here:

Lesson 1.0, Grade 5–6, #2

"Please read silently along with me while I read the directions from exercise #2."

Read directions and have students do the exercise. After they are done, have them turn to a friend and explain why they chose those two. They may not know, and that's okay. This exercise has the purpose of getting them to think in terms of why they made their choices and eventually connecting them to the love languages as the lessons proceed. Keep your focus on open discussion and know there are many ways to interpret these. For example, "Happy Birthday!" might make somebody feel good because they are being recognized by a friend with kind words OR it could conjure up the idea that they are getting a gift. Encourage thinking in relationship to the original question, "What makes you feel loved?"

(If students don't have any answers, prompt them. You are looking for answers such as, "When my mom makes my bed," or "My dad plays with me.") Then ask, "Do you think that all people feel loved in the same way?"

Grade 3 or 4, continue here:

Lesson 1.0, Grade 3–4, #1

"Please answer question #1 on your Academic Focus Page." Give students a chance to write their answers. Ask students to share what they have written with another student, and then ask for a few volunteers to share with the class.

(Solicit answers from students, and have them explain why or why not. The obvious answer is no, not all people feel loved in the same way.)

Then say, **"You are exactly right. People don't all feel loved in the same way. In fact, there are five basic ways that make people feel loved, and two of the five are the ways that make most people, including you, feel the most loved. These two out of the five can be different for everybody. We call these five different ways to love people the**

AFP: Lesson 1.0, Grade 5–6, #2

Name _____ Date _____

LESSON 1.0

THE TRUE MEANING OF “LOVE”

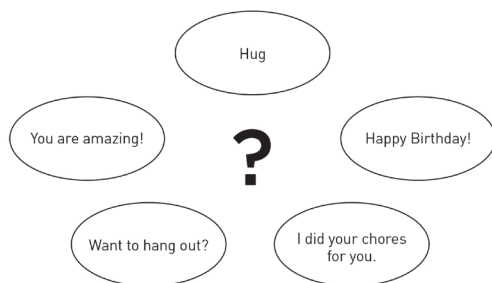
Let's get started!

1. **What is your own definition of love?** (Write a sentence(s) or individual words to create your own definition.)

In the definition that you wrote above, does it describe love as a verb, noun, or adjective? (Circle the one(s) that apply.)

VERB NOUN ADJECTIVE

2. **What makes you feel loved?** For this exercise *don't* spend a lot of time thinking about it! (Read the words and quickly place a check in two of the ovals. Draw a line from the two ovals you chose to the question mark.)



GRADES 5 & 6

AFP: Lesson 1.0, Grade 3–4, #1

Name _____ Date _____

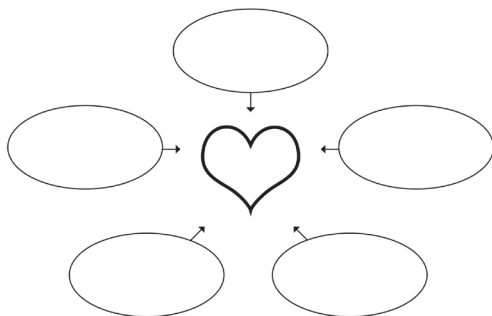
LESSON 1.0

THE TRUE MEANING OF “LOVE”

Let's get started!

1. **Do you think all people feel loved in the same way?** (Write a sentence or two explaining why or why not.)

2. **Who makes you feel truly loved?** (In the five circles below put the names of five people who truly make you feel loved. If you can't think of five, then write as many as you can.)



GRADES 3 & 4

LESSON

1



True Meaning of “Love”
ABBREVIATED



'love languages.' *(Write "Love Languages" on the board.)* **Over the next six weeks, one of your jobs is to figure out which two make you feel loved. While you are trying to figure out your two love languages, you will be learning about all five love languages so you can better understand what makes other people feel loved. In the meantime, think to yourself, 'Who makes me feel loved?' "**

Grade 3 or 4, continue here:

Lesson 1.0, Grade 3–4, #2

Have students write the names of five people who make them feel truly loved. If they can't think of five, that's okay. Some children really may not have that many people who love them, and this is a great place for you or the counselor to discover a greater need in this child's life. Not having enough people in a student's life to love them creates all kinds of problems.

"Sometimes we try to love people in a language that they don't understand, and it doesn't make them feel loved at all. We think that if we like to be loved a certain way, then everybody must like to be loved that same way. But as you know now, not everyone feels loved the same way. Once you figure out what makes people feel loved, you can really be a better friend to them. Each time I come in here, I'm going to teach you about one of the love languages, so you will have to wait until next time to find out what the first one is."

CLOSURE:

1. Have students hold thumbs up or down if they agree that the word "love" is going to be used as a verb/action word. *(Thumbs should be up in agreement that it is going to be used as a verb/action word.)*
2. Have a couple of students share with the class the difference between love and romance as it relates to the lessons you are going to teach. *(Love is an action word, which means we are going to be doing something for someone, as opposed to romance, which is how we feel toward someone.)*
3. Have the class hold up their hands and indicate with their fingers how many basic ways there are to love people. *(Five)*
4. Have students repeat the learning objective on the white board and discuss how well they learned it.

AFP: Lesson 1.0, Grade 3–4, #2

Name _____

Date _____

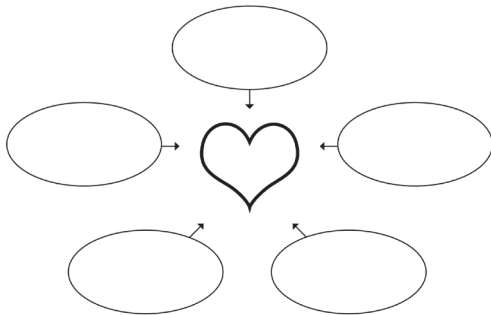
LESSON 1.0

THE TRUE MEANING OF “LOVE”

Let's get started!

1. **Do you think all people feel loved in the same way?** (Write a sentence or two explaining why or why not.)

2. **Who makes you feel truly loved?** (In the five circles below put the names of five people who truly make you feel loved. If you can't think of five, then write as many as you can.)



GRADES 3 & 4

LESSON

1



True Meaning of “Love”

ABBREVIATED

CLOSURE:

1. Have students hold thumbs up or down if they agree that the word “love” is going to be used as a verb/action word. *(Thumbs should be up in agreement that it is going to be used as a verb/action word.)*
2. Have a couple of students share with the class the difference between love and romance as it relates to the lessons you are going to teach. *(Love is an action word that means we are going to be doing something for someone, as opposed to romance, which is how we feel toward someone.)*
3. Have the class hold up their hands and indicate with their fingers how many basic ways you are going to teach them how to love people. *(Five)*
4. Have students repeat the learning objective on the white board and discuss how well they learned it.

APPENDIX 3

How to Use the Academic Focus Pages

These pages have been designed to help students reach deeper levels of thinking. The lesson objectives will be enhanced through the strategies provided. The majority of the strategies are research-based to help you (the instructor) and your classroom think deeper and reach higher levels of academic excellence and achievement. It will also create strong academic connections between you and your students. Each lesson from the book has two pages (typically), which coincide with and support the lessons being taught. Students will have opportunities to work with cues, questions, advance organizers, compare/contrast, nonlinguistic representations, set objectives, summarizing/note-taking, and reflection.

Ideally, it is best practice for students to have the “Notes and Reflection Journal” page available to them from the beginning of each lesson. Summarizing/note-taking requires students to sift through, analyze, and decide which information is important enough for later use. Summarizing/note-taking is an invaluable strategy that spans across all content areas and advances academic achievement. Be aware, however, that students do not come by note-taking naturally and will require your specific instruction to develop a strategy. The space for note-taking has been purposely limited to encourage students to write only that which is truly essential.

The second half of the Notes and Reflections Journal is concerned with reflecting. This half of the page helps students apply the lesson objectives that you wrote on the white board. By having them set personal goals/skills for using the information, they will be able to make the lessons meaningful. You will find that this fits in nicely with the homework assignments at the end of each lesson

where students are asked to extend what they know into “real-life” settings such as school and home. Students should be encouraged to refer back to the reflections section and use that to help them carry out their homework assignments.

The Notes and Reflections Journal is written generically, giving you the opportunity to have students fill in the lesson title and lesson number each time you teach. Whether you have the students alternate the Notes and Reflections Journal page with each Academic Focus Page (AFP) or just create a separate journal with Notes and Reflections Journal pages is up to you. Depending on how your school plans on using the AFPs overall for building school climate, you could:

1. Let students keep the Notes and Reflections Journal at their desk for reference to homework assignments and collect only the AFPs.
2. Collect all pages each time and make a collection of work to present to parents at conference time. Send the collection home with parents.
3. Send all work home each time a lesson is taught (not advised).
4. Make copies of AFPs or send originals to the next year’s teacher for students to compare their growth at the end of the two-year cycle (advised). Have students take both collections of work home at the end of the school year.
5. Any other options that you can think of that would work well for you, your students, and their families.

The goal of these lessons is to discover the five love languages. I find it more interesting and intriguing for students when they “discover” a new love language during each lesson. This also serves to keep them focused on the set objectives for that day. I suggest handing out the new AFP each time you teach the lesson rather than making a giant collection of pages for them to work from. I’m also a big fan of making copies of the AFPs and journal pages so that you are able to send the original work home for parents to review with their child. I like copies so that I can send them on to the specialists who also work closely with the students. There are always students who need extra intervention strategies and support. Counselors, school nurses, and principals will appreciate knowing how to encourage and motivate a student. It’s great insight for offering suggestions to the student or parent(s).

Finally, let’s not forget assessment. Good instruction and materials allow the teacher to determine a student’s achievement level and make adjustments when needed. Using these pages, an instructor can check for understanding, look for areas of concern, and guide students to make better connections with other students, their family members, and, of course, you. Each AFP or journal page should be carefully reviewed after completion, especially in regard to the personal safety lessons. Students may disclose

information that reveals a crisis in their lives, and your assistance may be required.

If you are able to print all of the pages for your students, I think you will be pleased with the outcome. Each student will have completed pages that are meaningful and great for reflecting. The same lesson pages are purposefully taught for two years, back to back. This solidifies understanding and gives students the opportunity to compare and contrast the differences from one year to the next.

Further, as I mentioned earlier, the completed work can be used when visiting with parents during student conferences. Teaching the love language lessons provides valuable information and insight that can be shared with parents and may help them better understand how to connect with their child at home. The topic itself is a positive one and could be a great way to break the ice with your parents as you start any conference session, let alone a difficult one.

In the end, the important thing is that students learn how to show and receive love. That they are enabled to make significant connections with those closest in their lives. As we know from the research presented in this book, there's plenty to suggest that students who feel connected with people in their lives have a leg up toward academic achievement, friendship, resiliency, and life.

Good luck to you and your students as you discover the five love languages together!

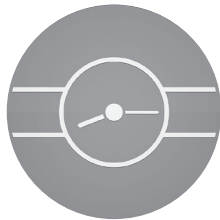
GRADES
1 & 2

Discovering the 5 Love Languages

"A life changing experience!"



Words of Affirmation



Quality Time



Acts of Service



Gifts



Safe Touch

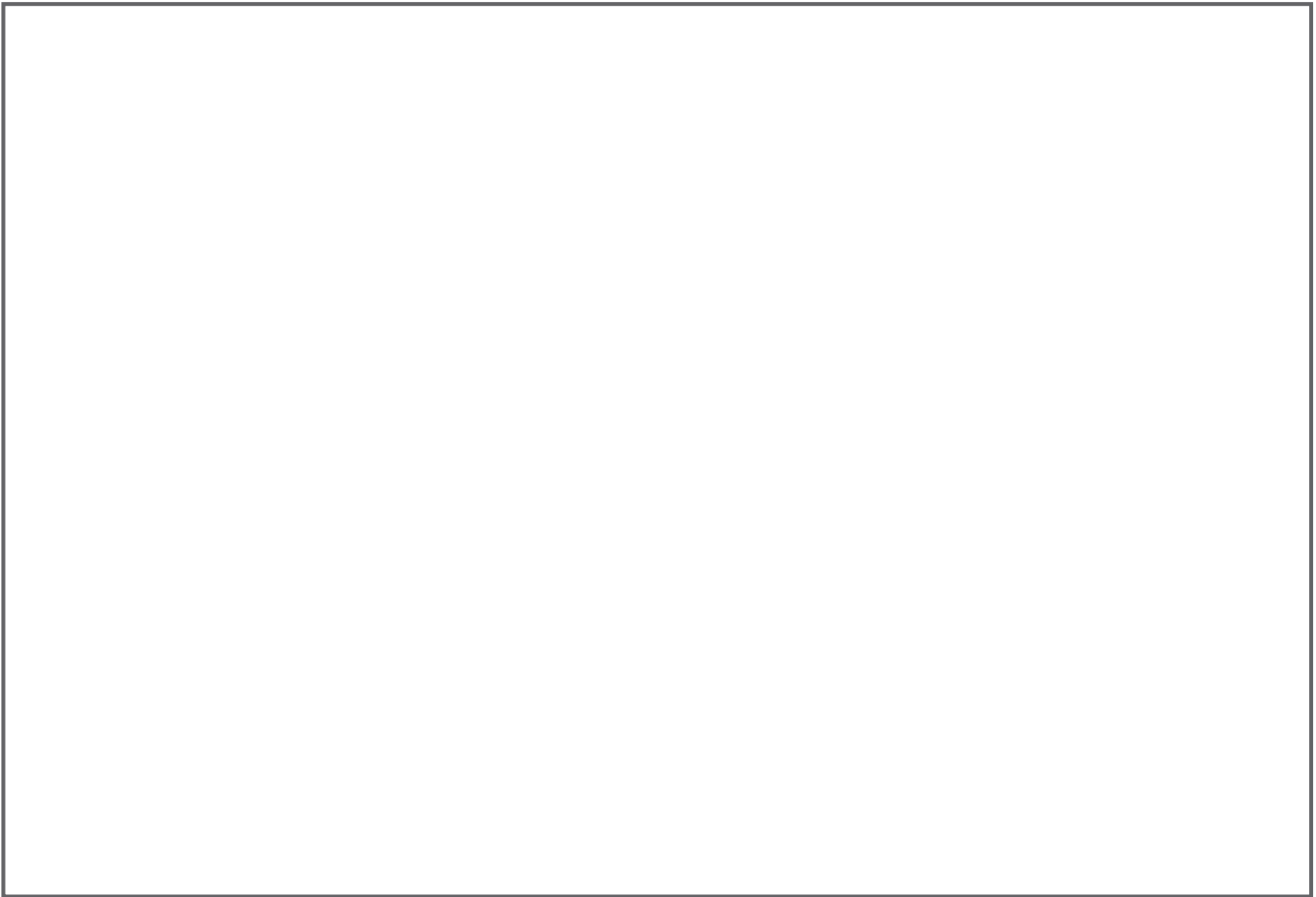
Name _____ Date _____

LESSON 1.0

THE TRUE MEANING OF “LOVE”

Let's get started!

1. Draw a picture of you and your family doing something that makes you feel truly loved.



Use words or sentences to explain WHY this makes you feel loved:

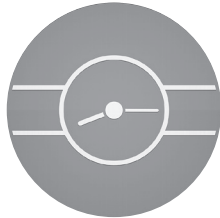
GRADES
3 & 4

Discovering the 5 Love Languages

"A life changing experience!"



Words of Affirmation



Quality Time



Acts of Service



Gifts



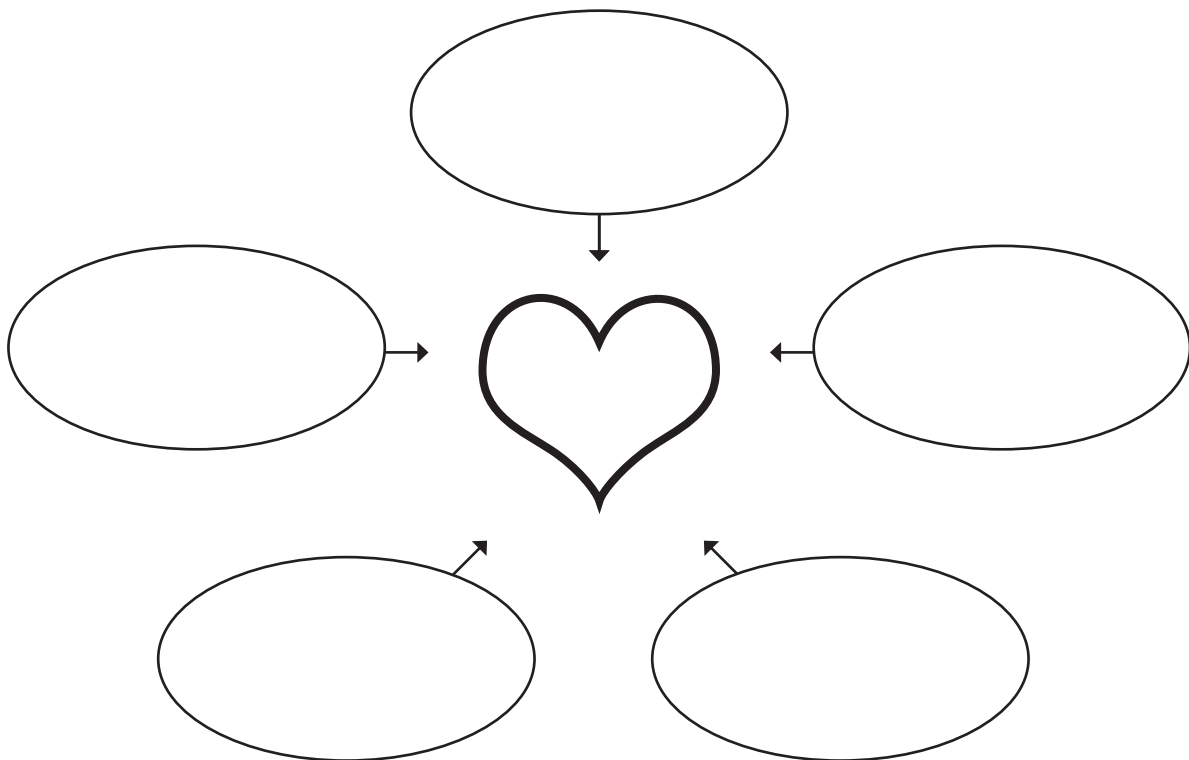
Safe Touch

THE TRUE MEANING OF “LOVE”

Let's get started!

1. **Do you think all people feel loved in the same way?** (Write a sentence or two explaining why or why not.)

2. **Who makes you feel truly loved?** (In the five circles below put the names of five people who truly make you feel loved. If you can't think of five, then write as many as you can.)



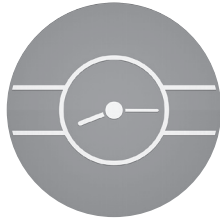
GRADES
5 & 6

Discovering the 5 Love Languages

"A life changing experience!"



Words of Affirmation



Quality Time



Acts of Service



Gifts



Safe Touch

THE TRUE MEANING OF “LOVE”

Let's get started!

1. **What is your own definition of love?** (Write a sentence(s) or individual words to create your own definition.)

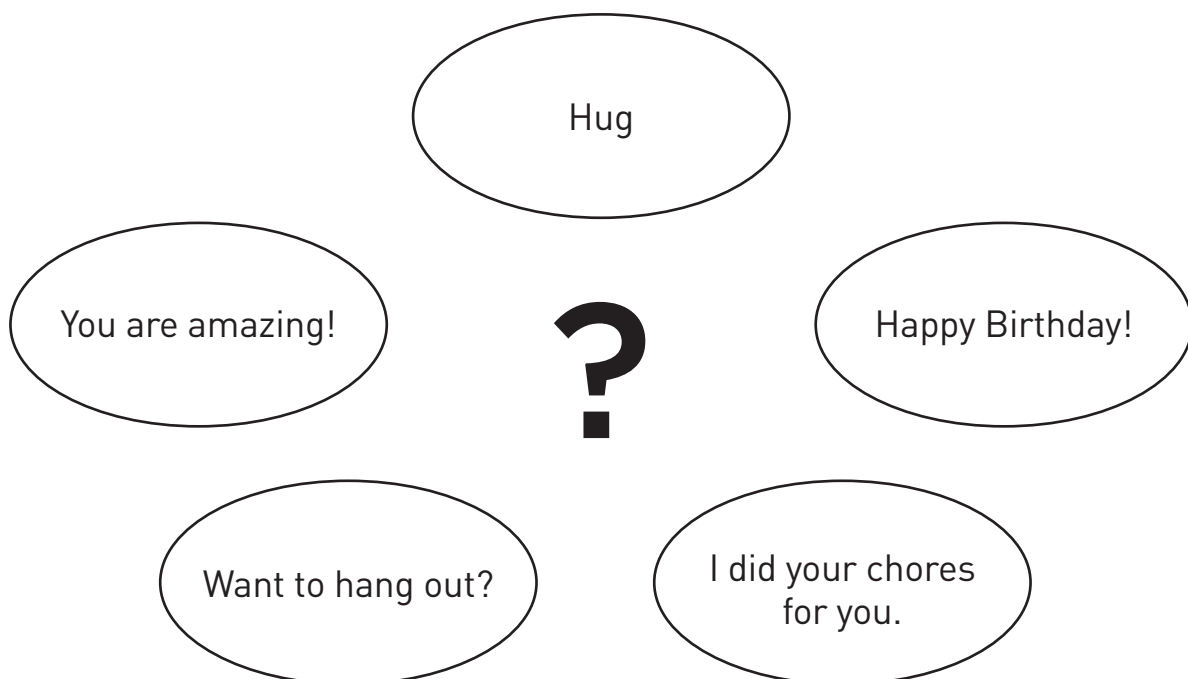
In the definition that you wrote above, does it describe love as a verb, noun, or adjective?
(Circle the one(s) that apply.)

VERB

NOUN

ADJECTIVE

2. **What makes you feel loved?** For this exercise *don't* spend a lot of time thinking about it!
(Read the words and quickly place a check in two of the ovals. Draw a line from the two ovals you chose to the question mark.)



Want to Learn more?

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About the Authors

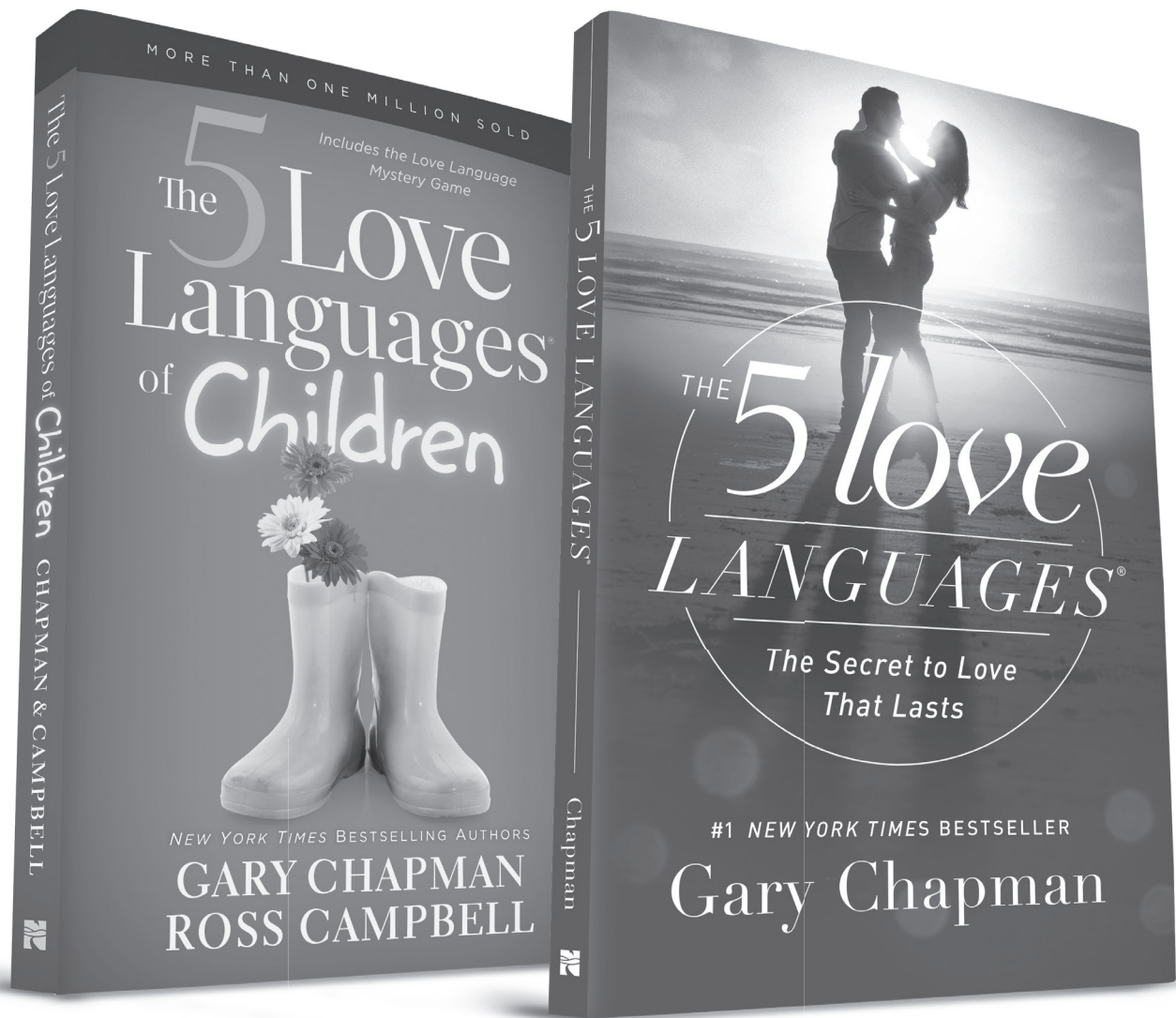


Gary Chapman, Ph.D., is an author, speaker, and counselor who has a passion for people and helping them form lasting relationships. He is the #1 *New York Times* bestselling author of *The 5 Love Languages®* and the director of Marriage and Family Life Consultants, Inc. Gary travels the world presenting seminars and his radio programs air on more than 400 stations. For more information, visit 5lovelanguages.com.



D.M. Freed, M.Ed., believes a student's academic success hinges on the positive connections they build with their teacher, classmates, and family. As a former elementary teacher and in his current 18-year tenure as a school counselor with Central Valley School District (recipient of numerous "Outstanding Educational Excellence" awards) in the state of Washington, D.M.'s enthusiasm for helping young people succeed academically and in life has never waned. He holds an elementary education degree from Boise State University and two masters degrees in education from Whitworth University. For more information, visit bridge3resources.com.

DISCOVER
THE 5 LOVE LANGUAGES®



Perfect for parents and teachers!

Not only will Dr. Gary Chapman and Dr. Ross Campbell help you discover a child's love language, but you'll also learn how the love languages can help you discipline more effectively, build a foundation of unconditional love, and understand the link between successful learning and the love languages.

Over **1 million** copies sold!

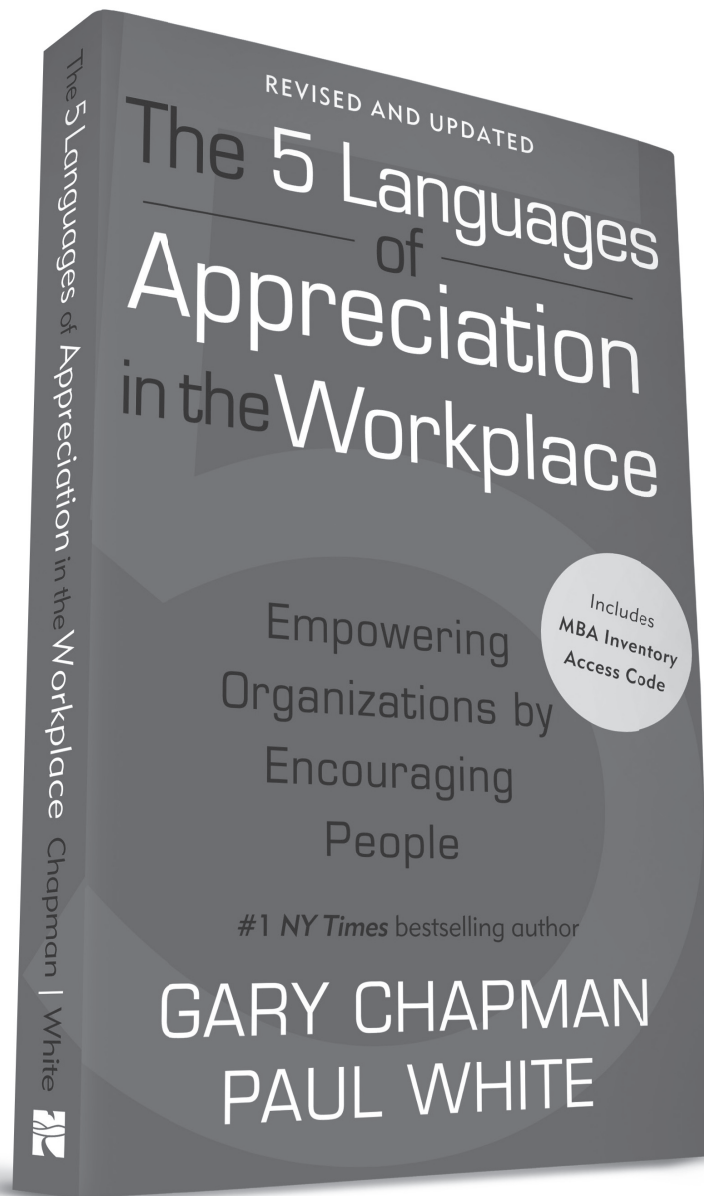
With over **10 million** copies sold, *The 5 Love Languages®* has transformed countless relationships.

Conveyed with clarity and illuminated with real-life illustrations, the revolutionary concepts will equip and inspire you to express love in ways that really connect.

It's as practical as it is personable; simple as it is profound. Discover the secret to love that lasts and begin applying it to your relationship today!

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EMPOWERING ORGANIZATIONS BY
ENCOURAGING PEOPLE



At work, people express and receive appreciation in different ways. If you try to express appreciation in ways that aren't meaningful to your co-workers, they may not feel valued at all. This is because you and your co-workers are speaking different languages. Based on the #1 *New York Times* bestseller, *The 5 Love Languages*®, Dr. Chapman and Dr. White give you practical steps to make any workplace environment more encouraging and productive. It's a helpful and practical resource for anyone working in an educational environment.

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