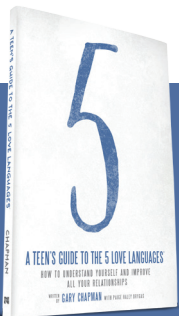


5

A TEEN'S GUIDE TO THE 5 LOVE LANGUAGES®

HOW TO UNDERSTAND YOURSELF AND IMPROVE
ALL YOUR RELATIONSHIPS

WRITTEN
BY **GARY CHAPMAN** WITH PAIGE HALEY DRYGAS



FINALLY—a book on the five love languages written just for teens! If you are in any way involved in a teen's life, here's your chance to guide them through critical relationship wisdom that will help them in every arena—school, home, friendships, and more. Pick up this study guide, grab a few teens, and walk them through these life-changing truths.

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Thank you for being a discussion facilitator for *A Teen's Guide to the 5 Love Languages*. Whether you are a youth leader, teacher, parent, coach, or other, your presence in the lives of teens is important. Your wisdom will greatly help them as they grapple with these critical relationship principles.

Before you begin, here are a few notes to keep in mind.

ELEMENTS OF SUCCESSFUL DISCUSSION GROUP LEADERSHIP

Be prepared. We encourage facilitators to be as familiar with the discussion guide as possible. You should at the very least read through the lesson before you lead it. Try completing each lesson's activities on your own so that you can anticipate any hurdles you may need to help the teens over. It would also be helpful if you review the corresponding chapter in *A Teen's Guide to the 5 Love Languages*.

Be open. These discussion groups thrive on vulnerability. Your appropriate openness will set the tone in your group for the teens to be open. If you notice that certain teens are hesitant to participate, direct some of the lower-demand questions their way so that they can get more comfortable sharing.

Be consistent. If the teens are not reading the material, discussion will lag. Please put on your teacher hat at the end of each lesson and remind the teens to read for the next meeting. If you notice that certain teens are consistently not reading the material, you may ask them to join a discussion group at a time when they are willing to prioritize the reading. This same principle applies to attendance.

Be timely. As you well know, teens have shorter attention spans than adults do. Try to limit your discussion length to no longer than an hour. The various parts of each lesson will break things up so that the lesson flies by, but still, be conscious of attention spans. Especially beware of letting the review section take too long. We recommend that section take a maximum of fifteen minutes.

Be selective. While we don't want to exclude teens, we recognize that the benefits of small groups are lost when there are more than a dozen people involved. If you have too many teens for one group, great! If you have time, lead a second group at a different time. Or better yet, seek out another dependable adult and encourage him or her to facilitate a group.

ELEMENTS OF LEADING A LESSON

Each lesson consists of six parts, plus brief notes to the leader at the beginning and end of each lesson:

Note to the Leader. This is a reminder about the week's topic, and an encouraging word for getting started.

Six parts of each study:

- 1. Warm Up (5 minutes).** The purpose of this activity is to get the discussion off on an engaging foot, rather than jumping right into reviewing the chapter. Think of it as an activity that introduces the chapter's love language while also providing a "hook" to spark interest and engagement. **At the end of this section, hand out the activity sheets. These are provided as a printable PDF, titled "Teen's Guide Activity Sheets," at 5lovelanguages.com (on the resource page). Your copies are in this guide with each lesson.**
- 2. Review (15 minutes).** Here is an opportunity to get everyone on the same page—literally. It is brief discussion around the book's content, and it will go best if everyone has the book in front of them for reference. If the prompt doesn't seem to draw out or sustain good discussion, you may use the **Pause & Process** prompts at the end of each chapter. Think of these more like discussion *starters*; they are meant to get the conversation going initially or jump-start it if it stalls. More important than getting through the questions is listening intently to the teens' responses, restating their answers in your own words to show you've heard and understood them, and then asking thought-provoking follow-up questions. You may also ask the group to respond to one another's comments.
- 3. Engage (10 minutes).** This section transitions the lesson toward application. The goal is to have the students begin recognizing this love language at work (or neglected) in everyday life. Discussion prompts for this section are provided.
- 4. Read (10 minutes).** This section carries the conversation forward by providing supplementary content or illustrations that elucidate the love language. Discussion prompts for this section are provided as well.
- 5. Apply (10 minutes).** This is a brief section where the teens receive specific advice for how to speak the love language throughout the next week.
- 6. Role Play (10 minutes).** This section helps teens get a jump start on the Apply section. It is an opportunity to practice or visualize the love language. Ask the teens to volunteer to read the various parts, and encourage them to get into character! Then briefly discuss the interactions---what did you observe, how can we apply it to our lives, and so on.

Before You Go. This is a reminder to offer a one- or two-sentence takeaway about the lesson, and to remind students to read the chapter for the next session. You may also mention any important details about the logistics of your next meeting. Say whatever will help your group come prepared for the next time you meet. An example of what to say is provided in the first two lessons.

LOVE LANGUAGE #1 WORDS

NOTE TO LEADER

This week's lesson is on **words**. Your group should have already read the chapter on this love language, so the following exercises are meant to refresh their memory, solidify the content, and help them apply it. If you are nervous about getting started, that's totally normal! You might even open up your time together by acknowledging that small groups can be intimidating, but that we'll all be feeling comfortable in no time, and that you appreciate everyone's willingness to be involved. Leading off on a relational foot like that will set a great tone.

WARM UP

To help your group get in the zone, start by saying, "This week's discussion is about words of affirmation," and then **share an example of someone's words of affirmation that meant something for you**. For example, find a special written message, like a card or letter you keep tucked away in a special box somewhere. Read aloud the parts you're comfortable sharing. Explain the story behind it. Then **ask your group to share like you just did**. Your example and openness will encourage your teens to share their own similar special messages (and don't be surprised if theirs is a saved email, text message, or voicemail).

BEFORE MOVING ON TO THE NEXT SECTION, HAND OUT THE ACTIVITY SHEETS.

REVIEW

Have your group look at the Review activity. Help the teens list and explain the different uses or "dialects" of **Words of Affirmation**: appreciation, encouragement, praise, and kindness (see book pages 26–29). Turn to the **Pause & Process** section on page 33 for additional discussion starters.

ENGAGE

Have your group look at the Engage activity. Tell the teens that **as much as we must learn to speak the language of Words of Affirmation, we must also learn to receive love in this language**. Have them look at the cartoon in the activity, and then say, "Think of a situation in which someone might say this to you. How could you respond in a way that validates their words instead of dismissing them?"

READ

Have your group look at the read activity. Read the story of Captain Scott's last letter, and then guide discussion. Ask questions like:

- What was the purpose of Scott's words?
- What do you think this letter meant to his widow?

(To let teens know what the letter is worth to complete strangers, inform them that a similar letter recently sold at an auction for \$245,000!)

- This is a very small excerpt of the letter. What else do you suppose he said?

APPLY

Have your group look at the Apply activity. In this section, you want to **help your teens understand the importance of our words and give them simple ideas for how to use their words well.** The suggestions here focus on using words to express love in ways we normally might not—at an unexpected time, to an unsuspecting recipient, or in an unconventional way. Encourage your group to try out one or more suggestions this week.

ROLE-PLAY

Have your group look at the Role-Play activity. This takes the above application one step further. Have your group act out each version of the scene. After each one, **discuss how words affect the mood and the feelings of those involved.** Focus on the overall tone and statements like “You have to,” “I told you,” and “You never.” Talk about how our feelings change the tone—and thus the meaning—of our words

BEFORE YOU GO

Offer a one- or two-sentence takeaway about the lesson, and remind your students to read the chapter for the next session. You may also mention any important details about the logistics of your meeting. Say whatever will help your group come prepared for next time. Here's an example:

“Thanks, everyone, for your participation today. I hope you can find ways to show love this week by using kind, encouraging, and affirming words, especially to those who need a lift. Don't forget to read next week's chapter, which is about the love language of quality time. We're meeting at the same time and place next week, and Dylan has offered to bring snacks.”

LOVE LANGUAGE #1 WORDS

REVIEW

Use Words of Affirmation to:

ENGAGE



READ

In March 1912, Captain Robert Scott lay huddled in his tent in Antarctica, waiting out a storm. He had lost his race to be first to the South Pole and now struggled to return to his base camp. As he suffered from starvation and frostbite, he penned a last letter to his wife and two-year-old son.

“To my widow... We are in a very tight corner and I have doubts of pulling through. If anything happens to me, I should like you to know how much you have meant to me. Oh my dear, what dreams I had of [our son’s] future. What lots and lots I could tell you of this journey. What tales you would have for the boy, but, oh, what a price to pay. To forfeit the sight of your dear, dear face.”

The letter was finally delivered after Scott’s body was found that November.

APPLY

- Write a thank-you note to someone who probably isn’t expecting one (e.g., someone who didn’t just give you a present). Explain what that person has done that you appreciate. Tell how it has impacted you.
- Think of someone you care about but rarely talk to. Maybe it’s a grandparent, other relative, or an old friend. Call just to say “hi.” Spend a few unhurried minutes on the phone together.
- Try out a new format for using your words to show love! Write a poem or a song. Send a video greeting via email. Shoot out a text or a snapchat.

ROLE PLAY
LOVE LANGUAGE #1: WORDS

TAKE 1

MOM is busy talking on the phone.

ALEX: **Mom!**

MOM keeps talking on the phone.

ALEX: *(more impatiently)* **Mom, come ON! I'm gonna be late!**

MOM: *(into phone)* **Sorry, Lisa. I've got to go. (to ALEX) What's the problem?**

ALEX: **I told you! You have to drive me to practice, and now I'm going to be late!**

MOM: **Honey, that was Casey's mom on the phone. I was making sure Casey's dad is picking you up on the way to practice. That's probably them in the driveway right now.**

ALEX: **You never tell me anything.**

TAKE 2

MOM is busy talking on the phone.

ALEX smiles and taps wrist as if wearing a watch.

MOM keeps talking on the phone.

ALEX smiles, raises eyebrows, and makes steering wheel gestures.

MOM: *(into phone)* **Sorry, Lisa. I've got to go. (to ALEX) What's the problem?**

ALEX: **Remember, I have practice. Actually, I think we were supposed to leave already.**

MOM: **That was Casey's mom on the phone. I was making sure Casey's dad is picking you up on the way to practice. That's probably them in the driveway right now.**

ALEX: **Oh good. Thanks for making sure I have a ride. Love you, Mom!**

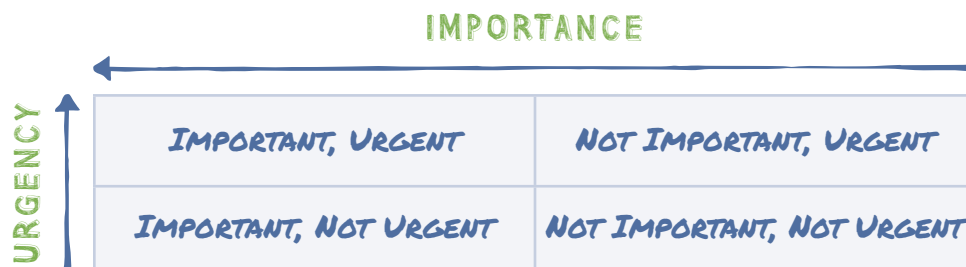
LOVE LANGUAGE #2 TIME

NOTE TO LEADER

This week's lesson is on **time**. Before you begin, you may remind the group **that last week you covered words**. Try mentioning two or three highlights from your time together, specifically observations that students made. In that one act, you will both illustrate words of affirmation and encourage an atmosphere of openness.

WARM UP

To help your group get in the zone, start by saying, "This week's discussion is about quality time." Acknowledge that **we all face the dilemma of how to spend our limited time well**. Share with the teens a time-management chart like this one:



Ask about where their daily activities fit, like homework, practice, rehearsal, personal time, and family time. Discuss that the way we spend our time reveals what is important to us.

BEFORE MOVING ON TO THE NEXT SECTION, HAND OUT THE ACTIVITY SHEETS.

REVIEW

Have your group look at the **Review activity**. Help them **understand the difference between quality and quantity when it comes to the language of time**. Ask them to explain the difference, and lead them toward the right idea if they aren't quite getting it. Ask, "Is one always better than the other? Why or why not?" For additional discussion starters, go to the **Pause & Process** section on page 46.

ENGAGE

Have the group look at the **Engage activity**. Explain that **conversation is a two-way street**. It involves focusing on the other person, active listening, and authentic contribution. Read through the obstacles listed in the activity and explain any if you need to. Discuss the question "How do these obstacles interfere with conversation?" Have them complete the activity. Then discuss this question: "How are we guilty of doing what we claim to dislike when it comes to quality conversation?"

READ

Have the group look at the Read activity. Read the article about **the effects of being left out**. Discuss:

- Does this research align with your experience?
 - How does knowing this information affect your behavior or beliefs? For example, would you exclude someone you don't like from your lunch table? Would you physically attack that person? What's the difference?
-

APPLY

Have the group look at the Apply activity. Tell them that since **this exercise is about expressing love, not receiving it**, they should think about what the other person would most enjoy. Add something like, "If it's something you don't care for, that's not the point. In fact, it will show your love even more if you spend time doing something you're *not* crazy about just to make the other person feel loved. You may even find you enjoy the activity because it's important to someone you love."

ROLE-PLAY

Have the group look at the Role-Play activity. Act out Take 1. How was Taylor not being a good listener? What's wrong with statements like "Don't be mad," "No offense, but..." and "I'm just saying"? What could Taylor have said instead? Act out the scene again, substituting more effective conversational techniques.

BEFORE YOU GO

Offer a one- or two-sentence takeaway about the lesson, and remind your students to read the chapter for the next session. Mention any important details about the logistics of your next meeting. For example:

*"Thanks for another great discussion, everyone. I encourage you to make plans and follow through on showing quality time and attention to someone you care about, in a way that speaks to **them**. Remember that next week we're meeting an hour later because several of you have soccer practice. Sarah said her mom plans to send her with four-layer chocolate bars for our snack. I don't know what those are, but they don't sound like something you'll want to miss."*



ROLE PLAY
LOVE LANGUAGE #2: TIME

TAKE 1

SAM: *(angrily)* I can't believe it! No one works harder than I do in the sailing club, but David got the service scholarship.

TAYLOR: *(sympathetically)* Don't be mad. There's always next year.

SAM: *(still mad)* Of course I'm going to be mad! David doesn't even do anything! He only raised the most money because his dad sold a lot of stuff at his office.

TAYLOR: No offense, but you probably could've raised more money if you'd started trying earlier.

SAM: What's that supposed to mean?

TAYLOR: I'm just saying, you didn't even start trying to do the fund-raiser until the final week.

SAM: Never mind. You aren't even listening to what I'm saying.

TAKE 2

SAM: *(angrily)* I can't believe it! No one works harder than I do in the sailing club, but David got the service scholarship.

TAYLOR: _____

SAM: *(still mad)* David doesn't even do anything! He only raised the most money because his dad sold a lot of stuff at his office.

TAYLOR: _____

LOVE LANGUAGE #3 GIFTS

NOTE TO LEADER

This week's lesson is on **gifts**. Before you begin, you may remind the group that **last week you covered quality time**. Try mentioning two or three of the good ideas students shared about ways they could spend quality time with others. Ask if anyone has a quality-time story from the week.

WARM UP

To help your group get in the zone, start by saying, "This week's discussion is about gifts." Give an illustration from your own life about **the role of gifts in relationships**, but instead of focusing on a gift you've received, talk about a special gift you have given. Was it handmade? Expensive? What made it so special? Allow teens to share similar stories. **Discuss how gifts, even when chosen with the recipient in mind, reflect the giver.**

BEFORE MOVING ON TO THE NEXT SECTION, HAND OUT THE ACTIVITY SHEETS.

REVIEW

Have the group look at the Review activity. Ask, "What's the difference between receiving something as a gift and buying it yourself? If the item is the same, what makes the two experiences different?" For more discussion starters, see page 55.

ENGAGE

Have the group look at the Engage activity and ask them to complete it. **Discuss what makes one gift more special than another.** Ask, "Is it always personal preference (perhaps you just like scarves more than headphones)? Consider time, effort, thought, and price. Why doesn't everyone have the same #1?"

READ

Have the group look at the Read activity. Ask a student to read the letter to Mr. Manners. Discuss your responses to each point. You may check online for etiquette advice on the topic so that you can help the teens sort through the questions. Ask, "Why is it important to receive gifts graciously? **How is it about the giver as much as the receiver?**"

APPLY

Have the group look at the Apply activity. Ask them, "Who will you keep gift lists for? What can you add to these lists right away? Think about what you already know about those close to you."

READ

Have the group look at the Role-Play activity. Have the students act out each scenario, improvising a response to each situation. Discuss:

- When things don't go your way, is it more important to be honest or kind?
 - If at a loss for words, focus on the gesture rather than the gift (e.g., "You must have spent a lot of time on this").
 - How should you respond when the gift giver doesn't seem to care (as in role-play situation #4)?
-

APPLY

Offer a one- or two-sentence takeaway about the lesson, and remind your students to read the chapter for the next session. Mention any important details about the logistics of your next meeting.

LOVE LANGUAGE #3 GIFTS

REVIEW

Receiving a gift vs. buying it yourself

ENGAGE

Rank the gifts below in order of how special they would be to you (1 = most special).

- _____ Expensive headphones
- _____ A playlist of music for an upcoming road trip
- _____ A T-shirt that supports a cause you care about
- _____ Tickets to a game or show you like
- _____ A gift card to the mall
- _____ A handmade scarf or hat
- _____ A scrapbook of photos and souvenirs
- _____ A photo of your favorite celebrity signed specifically to you

READ

Dear Mr. Manners,

Please help. I never know how to act when I receive a gift. I've heard that you're not supposed to open it in front of others, but I've also heard it's okay to open it immediately.

Should I tear it open or carefully remove the tape?
Read the card aloud or silently?

What happens if I don't really like the gift? Do I have to pretend I like it?

Sometimes, when I receive many gifts at the same time, I'm afraid I might get a duplicate. How can I handle that so no one feels bad?

If I say thank you in person, do I still have to send a thank-you note later?

Signed,
Beguiled by Gifts

APPLY

Start paying attention! Keep a notebook or set up a note on your phone. Add to it whenever you encounter gift ideas for those close to you.



ROLE PLAY
LOVE LANGUAGE #3: GIFTS

SITUATION 1: YOU DO NOT LIKE THE GIFT

FRIEND: Happy Birthday! I hope you like it. I searched all over to find just the right one.

YOU: *(after unwrapping a hideous sweater)* _____

SITUATION 2: THE GIFT IS A DUPLICATE

GRANDMA: Now, I know you'll love this because your dad said it was number one on your list!

YOU: *(after unwrapping something you already have)* _____

SITUATION 3: THE GIFT IS HANDMADE

SISTER: I'm not really good at sewing yet, but I saw this fabric and thought of you right away.

YOU: *(after unwrapping a poorly sewn tote bag)* _____

SITUATION 4: THE GIFT IS THOUGHTLESS

SECRET BUDDY: Here ya go.

YOU: *(after unwrapping an obviously regifted, unappealing book)* _____

SITUATION 5: THE GIFT IS AWESOME

UNCLE: I saw this and thought you might enjoy it.

YOU: *(after unwrapping a great gift you didn't even ask for)* _____

LOVE LANGUAGE #4 SERVICE

NOTE TO LEADER

This week's lesson is on **service**. Before you begin, you may remind the group that **last week you covered gifts**. Try mentioning two or three of the good gift ideas students shared. Ask if anyone gave or received a meaningful gift this last week.

WARM UP

To help your group get in the zone, start by saying, "This week's discussion is about service." **Brainstorm the different ways we use the word service in society** (customer service, military service, food service, etc.). Discuss each one. "Is it an example of the love language of service? Why or why not? Can something still be considered service if it is paid for or expected?"

BEFORE MOVING ON TO THE NEXT SECTION, HAND OUT THE ACTIVITY SHEETS.

REVIEW

Have the group look at the Review activity. Explain how **each of these body parts is important in serving the other parts: hands, heart, and brain**. What if one of these elements is missing? Discuss the possible results (or examples) of serving with only hands and heart, only hands and brain, and only heart and brain. For more discussion starters, see page 66.

ENGAGE

Have the group look at the Engage activity. Ask, "What characteristics of martyrdom make it different from service?" (Potential answers: a wrong attitude, self-centeredness, expectation of recognition, and so on.)

READ

Have the group look at the Read activity, and ask one to read it. Chapter 5 refers to an example of service from the Bible. Regardless of your religious beliefs, you can read and discuss this story as an example of the language of service.

- According to this story, what is Jesus' position in relation to the disciples? To Judas?
- If there was no household servant available, how might these people have chosen who should wash the others' feet?
- How is leading by example more effective than just telling others what to do?

APPLY

Have the group look at the **Apply activity**. Discuss:

- How can you practice the language of service?
 - Brainstorm clubs, organizations, or just individual acts of service in each category. What causes are near to your heart? How can you serve?
 - Ask the students to write their ideas down. Remind them that service isn't just a love language to speak to those closest to you—it can be a lifestyle.
-

ROLE-PLAY

Have the group look at the **Role-Play activity**. Write the words *servant*, *doormat*, and *martyr* where you can refer to them easily. After acting out each scenario, discuss which of the three labels best fits Casey's behavior (1 = doormat, 2 = martyr, and 3 = servant).

BEFORE YOU GO

Offer a one- or two-sentence takeaway about the lesson, and remind your students to read the chapter for the next session. Mention any important details about the logistics of your next meeting. ***Additional note to the leader: Read through the next lesson sooner rather than later, as the subject matter may require additional preparation on your behalf. It is sensitive and important.***

LOVE LANGUAGE #4 SERVICE

REVIEW

ENGAGE

Look up each word in a dictionary. Write the definitions that best apply to the love language of service.

serv-ice /'s rv s/ noun

mar-tyr-dom /'mäd rd m/ noun

READ

The evening meal was in progress, and the devil had already prompted Judas, the son of Simon Iscariot, to betray Jesus. Jesus knew that the Father had put all things under his power, and that he had come from God and was returning to God; so he got up from the meal, took off his outer clothing, and wrapped a towel around his waist. After that, he poured water into a basin and began to wash his disciples' feet, drying them with the towel that was wrapped around him...

When he had finished washing their feet, he put on his clothes and returned to his place. "Do you understand what I have done for you?" he asked them. "You call me 'Teacher' and 'Lord,' and rightly so, for that is what I am. Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done for you. Very truly I tell you, no servant is greater than his master, nor is a messenger greater than the one who sent him. Now that you know these things, you will be blessed if you do them." *(John 13:2–17, NIV)*


APPLY

Family:

School:

Community:

World:



ROLE PLAY
LOVE LANGUAGE #4: SERVICE

SCENARIO 1:

- BAILEY: *(playing a video game)* Hey, could you turn up the contrast on the monitor? I'm having trouble seeing the flaming arrows.
- CASEY: Sure. Hey, isn't this level three? I thought you said I could have a turn after you beat level two.
- BAILEY: Yeah, but level two kind of goes right into level three. Why don't you make us those pizza bagels while I finish this level?
- CASEY: Um, okay.

SCENARIO 2:

- BAILEY: *(playing a video game)* Hey, could you turn up the contrast on the monitor? I'm having trouble seeing the flaming arrows.
- CASEY: Sure. And I guess I'll go make those pizza bagels too. I mean, I might as well do something to keep busy while you play the game.
- BAILEY: Ooh, that would be great! I am kind of getting hungry.
- CASEY: Yeah, it's not like I wanted a turn anyway. I just came over to watch you play.

SCENARIO 3:

- BAILEY: *(playing a video game)* Hey, could you turn up the contrast on the monitor? I'm having trouble seeing the flaming arrows.
- CASEY: Sure. You know what? The screen looks really dusty. Why don't you pause the game for a minute and we can get set up better. Where's your dusting spray?
- BAILEY: Don't worry about it. I can grab it.
- CASEY: Okay. While you do that, I'll pop the pizza bagels in the oven.

LOVE LANGUAGE #5 TOUCH

NOTE TO LEADER

This week's lesson is on **touch**. **Be sure to read ahead on this lesson, as the subject matter is of a more serious and sensitive nature.** If you feel unprepared to discuss these matters, ask trusted sources to direct you to websites or reading materialize that can properly inform you. Read up on your state's mandatory reporting laws, and be ready to take appropriate action should a teen disclose information relating to sexual abuse or harassment.

Before you begin, remind the group that **last week you covered service**. Try mentioning two or three of the good ideas students shared on how to serve others. Ask if anyone did any of the service ideas they listed over the week.

WARM UP

To help your group get in the zone, start by saying, "This week's discussion is about touch." Have teens work with a partner to come up with an elaborate "secret handshake" and perform it for the group. As they work, observe their body language. Use your observations as a starting point for discussing touch.

BEFORE MOVING ON TO THE NEXT SECTION, HAND OUT THE ACTIVITY SHEETS.

REVIEW

Have the group read the Review activity. Discuss the quote from the text, asking questions like, "Do you agree with this sentiment? Why or why not? If touch is not a primary love language for you, and you don't relate strongly to this sentiment, can you understand how others do?" For more discussion starters, see page 76.

ENGAGE

Have the students look at the Engage activity. Without being an alarmist, acknowledge that the discussion will now be taking a more serious and sensitive turn. Your comfortability, sincerity, and respect will be important in making the environment safe for discussion. Explain each of the behaviors listed and how it is not a healthy or acceptable form of touch, and then ask the teens to complete the activity. Discuss whether it's okay if someone participates willingly, as in hazing rituals or games like slapping, fainting, or being duct-taped. You may search online for stories about teens who have been seriously injured or killed by such activities.

READ

Have the students look at the Read activity. After reading the paragraphs, discuss these questions: "What is the difference between the phrases *against your will* and *without consent*? What actions should a victim take after a sexual assault has taken place (or is believed to have taken place)?" **Note to leader: make sure you know the answer to this question beforehand, including details for taking action.**

APPLY

Have the students look at the Apply activity. Read through the bullet points, and then discuss: “When do you follow your gut? When do you tell your physical feelings to pipe down? **The key is in planning ahead.**” Explain that a quick peck on the cheek at your locker might produce feelings of desire for more, but if you’ve decided ahead of time that you don’t believe in “hall sex,” you should ignore those desires. However, if someone with wandering hands starts pushing drinks on you at a party, listen to your instincts that tell you to get away!

ROLE-PLAY

Have the group look at the Role-Play activity. These scenarios both involve putting one’s personal comfort first and preparing to explain that commitment (or at least make it sound inoffensive). Discuss:

- When is it okay to put your own personal comfort aside when it comes to touch?
 - When do you have to draw a firm line?
 - Have you thought through these types of scenarios to decide what your comfort level is and how you’ll explain it?
-

BEFORE YOU GO

Offer a one- or two-sentence takeaway about the lesson, and remind your students to read chapters 6-10. Acknowledge that this seems like more reading than usual, but it’s only about 30 pages. Ask the teens to pay special attention to the parts on forgiveness, anger, and love as a choice. Mention any important details about the logistics of your next meeting.



ROLE PLAY
LOVE LANGUAGE #5: TOUCH

SCENARIO 1:

ALEX: Oh no. Here comes Aunt Betty.

SAM: So what? She's really nice.

ALEX: I know, but she always wants a hug. And she holds on way too long and I end up smelling like old lady perfume. Gross.

CASEY: Shh, here she comes.

AUNT BETTY: Hello there! *(leans in and hugs ALEX)*

ALEX looks distressed.

AUNT BETTY leans in to hug SAM.

SAM: *(taking a small step back and holding up fist)* Hey, Aunt Betty, check this out. It's called a fist bump. *(teaches AUNT BETTY to fist-bump)* My friends and I all do this instead of shaking hands or hugging. Plus, this way you won't catch my cold.

SCENARIO 2:

TREY: Hey, want to come over later? My dad will be home, but he'll probably be working in the garage. We could watch a movie or something in my room and he won't bother us.

ASHLEY: Hanging out today would be great, but why don't we go get ice cream with Jared and Hannah?

TREY: Um, that's fine, but then we wouldn't be alone.

ASHLEY: It will still be fun. When I'm first dating someone, I like to stick to group stuff. It's just some advice my uncle gave me, and it has worked out well.

REVIEW (PLUS CHAPTERS 6-10)

NOTE TO LEADER

This week's lesson is for **review**. Before you begin, remind the group that **last week you covered touch**. Try mentioning two or three insights shared last week. Ask if anyone practiced physical boundaries and showed appropriate physical affection that week.

WARM UP

"Have a ball" reviewing the 5 Love Languages! For this exercise, you'll need to bring a ball of some kind, with each love language written on a different area of the ball (for example, in some hexes on a soccer ball). Explain that **you'll be doing an exercise to review the languages**. As you toss the ball to one another, the "catcher" announces an example of the language that's facing up (e.g., for "Words," an example is *sending a card*). A big foam dice could work for this, too.

BEFORE MOVING ON TO THE NEXT SECTION, HAND OUT THE ACTIVITY SHEETS.

REVIEW

Have the students complete the Review activity. Explain that it may take some time to identify your primary love language. Give them some pointers:

- Get some input from others.
- Review chapters 1–5 and see what resonates.
- Be sure to also think about the love language of others by completing the chart on page 85.

If you would like additional discussion starters, see pages 84, 96, 108, and 114. (You may want to select questions beforehand.)

ENGAGE

Have the students complete the Engage activity. It can be difficult for teens to think of love as a decision rather than a feeling. This exercise may help them separate from the lure of appearances and popularity to focus on what truly matters to them.

READ

Have the students look at the Read activity. Talk about Katie's sacrificial level of service and how it led to an unexpected family. Ask, "Do you think she expected to meet a husband under these circumstances? How do you think he felt about taking on a family with thirteen daughters?"

APPLY

Have the students look at the Apply activity. Acknowledge that it takes a lot of maturity to deal effectively with anger, apologies, and forgiveness. Give your teens a good head start by discussing some of these useful strategies from chapter 8.

BEFORE YOU GO

Offer closing remarks about your time together over the last six weeks. Thank the teens for their participation, share highlights, and encourage them to keep putting these principles into practice. You may also suggest a mini-reunion in a month or so, to help the teens maintain their friendships.

REVIEW AND CHAPTERS 6-10

REVIEW

Which do you think are your top 3 love languages?

Ask 3 people who know you well what they think your primary love language is.

ENGAGE

What are the most important qualities you'd like your future spouse to have? Think about this and make some decisions before the starry-eyed feelings of love crop up!

READ

They say you can't choose your family, but for Katie Davis that wasn't entirely true. And no one, including Katie, would have guessed that her choice would involve becoming the mother of 13 children by the time she turned 26!

Katie traveled to Uganda from her home in Tennessee for the first time when she was 18 years old. Her mission was to serve the poor, starving, and uneducated people of Masese. In the process, this class president and homecoming queen canceled her college plans, moved to Uganda, established several aid organizations, and adopted 13 daughters.

Today, Katie is director of a large ministry in Uganda and an author. Her family grew when she met her husband, another service-minded person from Tennessee who was serving in Africa. You can bet their love-filled family speaks the language of service!

APPLY

- The next time you catch yourself feeling angry, write it out. You might start off just venting angry feelings, but then get constructive. Think about the tips for anger management from chapter 8.
- Do you owe someone an apology? Write a note, send a text, or talk face to face. Be specific and sincere. Consider the other person's love language as you seek to make amends.
- Offer forgiveness, even if the other person hasn't asked for it—and even if you don't feel like it. Remember, love is a decision, not a feeling. So is forgiveness.