

LOVE LANGUAGE IDENTIFICATION & HEALTHY COMMUNICATION



LESSON INTRODUCTION

This lesson will allow students to explore their own Love Language and share their findings with members of their class. Students will reflect on their personal Love Language and how they can apply that to a future relationship. The purpose of this lesson is to describe a range of ways to express affection within healthy relationships by identifying the characteristics of the various Love Languages.



OBJECTIVES:

Students will be able to...

- Identify their own Love Language
- Explore other students' Love Languages
- Examine how they can use their own personal Love Language in a relationship
- Communicate effectively using verbal communication techniques to express their primary Love Language to another person



STANDARDS:

Wisconsin Standards:

- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

National Standards (align with assessment):

- **HR.12.CC.2** Describe a range of ways to express affection within healthy relationships.

GRADE: High School

LENGTH OF LESSON: 45-60 min

SEQUENCE: 2



ACTIVITIES:

- 2.1** Revisit classroom ground rules and the Anonymous Question Box
- 2.2** What is your Love Language?



MATERIALS/TECHNOLOGY:

- Questions from the Anonymous Question Box (from last lesson)
- Assessment Rubric
- Love Languages Personal Profile for Children (print extra copies for students to take home) **OR**
- 1:1 technology for students to take assessment online:
https://s3.amazonaws.com/moody-profiles/uploads/profile/attachment/3/1126_5_LoveLanguagesChildren_Quiz_revised2-1.pdf



Activity 2.1:

Revisit classroom ground rules and the Anonymous Question Box

(5 minutes)

Take a moment to check in on the ground rules. Ask if there are any questions or observations from **Lesson 1**. Remind students of the anonymous question box. If there were questions in the box, answer them. Refer to the **Answering Difficult Questions Protocol** referenced in the Introduction if you have questions about how to incorporate the anonymous question box in your classroom. Remind students that the box will be available throughout the entire Human Growth and Development unit.



Activity 2.2:

What is your Love Language?

(40 minutes)

Tell students the learning objective for this lesson is for students to be able to describe a range of ways to express affection within healthy relationships by identifying the characteristics of the various Love Languages.

STEP 1: Let students know that today they will have the opportunity to identify their own personal Love Language. A Love Language is the way that a person expresses or experiences love. By completing the Love Language profile, a person will be able to identify their primary Love Language, explore what it means, and use it to connect to others by expressing affection in personally meaningful ways within a relationship.

Have students access the **Love Languages Personal Profile for Children** online by going to the following web address:

https://s3.amazonaws.com/moodyprofiles/uploads/profile/attachment/3/1126_5LoveLanguagesChildren_Quiz_revised2-1.pdf

Tell the students to answer honestly, as there are no right or wrong answers. Have students tally their scores so they can identify their own personal Love Language. Give students 10-15 minutes to fill out the quiz.

Have students record their results on a separate piece of paper so they can reference it during the next part of the activity.

Next, write the five Love Languages on the board and briefly explain each:

- **Words of Affirmation:** using words to express love, appreciation, encouragement and praise
- **Quality Time:** giving someone your undivided attention
- **Receiving Gifts:** giving and receiving gifts
- **Acts of Service:** doing something for the person you know they would like
- **Physical Touch:** using positive and appropriate physical contact to show love

My Sexual Health: My Future

Explain to students that the skill of interpersonal communication is key to expressing and receiving love. Along with Love Languages, students will learn communication skills that they can use, not only in romantic relationships, but with friends, family, and others, as well. A good way to think about interpersonal communication is with the **SLIDE** acronym¹:

- S** – State what you want/need
- L** – Listen and clarify
- I** – Identify with other perspectives
- D** – Determine common ground
- E** – Elicit agreement

STEP 2: Divide the room into five areas and ask students to go to the area that represents their primary Love Language. (Be sure to give students an “opt out” if they feel uncomfortable sharing this information). For students who have two languages with an equal score, have them gather around you. Once the room is divided, ask students to pair with someone else who shares their primary Love Language. Once the students are in pairs (for those with tied scores, find out if they have ties in the same Love Languages and pair them up, or alternatively pair up those students with the same Love Languages).

Tell students that the goal of this one-on-one sharing is to practice using **SLIDE** to effectively use verbal communication techniques to express their primary Love Language to another person. Additionally, tell students to talk with their partner about how they could use their Love Language in a positive way in a relationship, or what it means to them.

To demonstrate effective communication using **SLIDE**, ask for a volunteer. For the sake of the demonstration, say that your primary Love Language is quality time. Tell your partner that having a date each week is important to you, however receiving a gift is not. Ask what their primary Love Language is and listen to what is important to them.

¹ Benes, S. & Alperin, H. (2016). The essentials of teaching health education: Curriculum, Instruction, and assessment. Human Kinetics: Champaign, IL.

My Sexual Health: My Future

Let students know that you will now determine common ground with your partner and elicit agreement about what would be acceptable for both of you.

Spend 5-10 minutes having students practice communicating what their Love Languages are using **SLIDE** to guide the conversation. Once students are done practicing, if they are comfortable, have students share what they talked about with their partner with the large group.

STEP 3: Remind students that the purpose of this lesson is to be able to describe and communicate about a range of ways to express affection within healthy relationships by identifying the characteristic of the various Love Languages.

Go back to the five Love Languages that are written on the board. Reinforce that being able to communicate effectively means being able to express your needs and wants. Developing a healthy relationship means being able to give and receive love and affection in healthy ways.

Ask students to take out a piece of paper and create a personal profile using their Love Language. Have them write out what they feel their preferences might be based on their Love Language and how they would communicate their needs/wants to a friend or partner using **SLIDE**. Use the assessment included at the end of this chapter to assess student learning as demonstrated in their personal profiles.

Optional Homework:

Pass out extra copies of the Love Languages Profile. Tell students they should leave class and give the profile to a friend, a romantic partner, or even a family member. Encourage students to apply their own personal Love Language in a social or dating situation.

My Sexual Health: My Future



Activity 2.2: Assessment Rubric

Use this rubric to assess student mastery of lesson objectives based on observation in class.

Student name:			
Learning Outcome	Not Present	Developing	On Target
Identify their own Love Language	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
Explore other Love Languages	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
Examine how they can express affection by using their own personal Love Language in a relationship.	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
Communicate effectively using verbal and nonverbal communication techniques to express your primary Love Language to another person.	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
Teacher comments:			