



In this whole class discussion, students list all of the love stories they can think of from books, movies and television to discuss how these love stories shape their ideas and expectations about love, and how they could rewrite these love stories.



Chart paper and markers or Smartboard.

Total Prep Time: 5 mins.



As this is the fourth Monday of the month, please consider sharing or re-sharing highlights from the Monthly Kick-Off, and if appropriate, monthly video.

Special Note: Consider starting class with the “Picture Book Discussion” activity from the “Extension” section of this lesson.

4 C's		SOCIAL & EMOTIONAL LEARNING		SERVICE LEARNING	
•	Critical thinking	•	Self-awareness	•	Integrated learning
•	Communication	•	Self-management		High quality service
•	Collaboration	•	Social-awareness	•	Collaboration
•	Creativity	•	Relationship skills	•	Student voice
		•	Responsible decision-making		Civic responsibility
				•	Reflection
				•	Evaluation

GOALS FOR THE WEEK

- **DISCOVER** how your ideas and expectations about LOVE are shaped by the media and how you can create healthier definitions of LOVE.
- **ENGAGE** with peers to perform songs that celebrate and foster LOVE.
- **UNDERSTAND** that telling someone what makes them unique is an invaluable way to make them feel valued and loved.



STUDENT ACTIVITY: **LOVE STORIES**

1) SHARE THE NAME OF THIS ACTIVITY WITH STUDENTS: LOVE STORIES

2) CONSIDER ASKING 1-3 QUESTIONS FROM THE LIST BELOW TO WARM STUDENTS UP ON THE ACTIVITY'S FOCUS:

***NOTE:** *Choose questions appropriate to your students' ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **What is your definition of LOVE?**
 - In other words, what does LOVE look, sound and feel like to you?
- **When, where and how did you learn about LOVE?**
- **How do LOVE STORIES in books, movies and television shape your definition of LOVE and your expectations about relationships?**
- **How do classic LOVE STORIES shape your expectations about your life, in general, and what it means to have a happy ending?**
- **Do you think it is possible to have a happy ending in a book, movie or real life even without a LOVE STORY?**
- **In your opinion, do most classic LOVE STORIES give children positive or negative ideas and expectations about LOVE, relationships and what it means to have a happy ending?**

3) SET UP THE "LOVE STORIES" ACTIVITY:

- **Explain:**
 - There are as many understandings of LOVE as there are people in the world.
 - We develop our understanding of LOVE from our own personal experiences with our families, other people, and our community.
 - Other things have an impact on our definition, too.
 - Stories, TV shows, movies, and songs can influence how we LOVE and receive LOVE.
 - The media may have an impact on how you develop your expectations of friendships, relationships and LOVE.
- **Ask:**
 - What is one story, TV show, movie, or song that may have influenced what you think of LOVE?
 - How did that story, TV show, movie, or song impact the way you CELEBRATE LOVE?

4) START THE "LOVE STORIES" ACTIVITY:

- **Explain:**
 - Today, we are going to work together as a whole class to list all of the LOVE STORIES we can think of from books, movies and TV.
 - We will discuss how these love stories shape our ideas and expectations about LOVE and relationships.
 - Then we will rewrite these LOVE STORIES to reflect a healthier and more positive definition of LOVE.
- **Use chart paper and marker or SmartBoard to take notes as students list all of the LOVE STORIES they can think of from books, movies and TV.**
- **Allow time for students to list and discuss how these LOVE STORIES shape their ideas and expectations about LOVE, and how they could rewrite these love stories to send a more positive message.**
 - Consider prompting students with the following LOVE STORY examples: The Princess and the Frog; Beauty and the Beast; the Little Mermaid; Cinderella; Pocahontas; Rapunzel; Sleeping Beauty; Snow White; Romeo and Juliet; etc.
 - Ask students how these stories send a skewed, unrealistic, or harmful message to youth about LOVE.

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- Challenge students to consider why the very existence of so many princess and prince charming movies may be harmful (ex: It teaches children that winning the attention and love of a superficially ideal mate is the only way to have a happy ending in life; it teaches children that happiness comes from wishing on a star or being blessed with a fairy god mother instead of from hard work and commitment).
 - Ask students how they could change the characters, events or endings of classic LOVE STORIES to send a positive message to children (ex: Ariel does not have to give up her voice to be with Eric, and Eric has to leave his life on land to join her under-the-sea, instead of Ariel having to give up everything).

5) AFTER THE ACTIVITY, CONSIDER ASKING 1-3 OF THE FOLLOWING QUESTIONS TO HELP STUDENTS REFLECT ON WHAT THEY'VE ACCOMPLISHED AND HOW THEY CAN TAKE THIS FORWARD:

***NOTE:** *Choose questions appropriate to your students' ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **Did this discussion change your opinion or feelings about any of your favorite LOVE STORIES? Why or why not?**
- **How could a book, movie, or real life have a happy ending even without a LOVE STORY between two individuals, but instead CELEBRATE LOVE for yourself or your community?**
- **After this discussion, what types of LOVE STORIES would you like to see in books and movies in the future?**
- **If you could write or rewrite a famous LOVE STORY, what would it include?**
- **How might criticizing classic LOVE STORIES and considering alternative versions of these LOVE STORIES help you CELEBRATE healthier versions of LOVE?**
- **How might rewriting more positive, healthy versions of classic LOVE STORIES help connect you to how much YOU MATTER?**

6) THANK STUDENTS FOR SHARING THEIR "LOVE STORIES" IDEAS AND REFLECTIONS WITH THE CLASS. Remind students that love is everywhere and it impacts our lives every single day. So, let's CELEBRATE LOVE.

7) CHECK IN WITH STUDENTS ON IF THEY HAVE WATCHED OR READ ANY "LOVE STORIES" OUTSIDE OF CLASS AND HOW THEIR OPINIONS HAVE CHANGED. Challenge students to notice LOVE more readily, cheer for it, create more of it, be thankful and grateful for it.

8) CONSIDER CONTINUING TO EXPLORE "CELEBRATE LOVE" BY LEADING ONE OR MORE OF THE EXTENSION ACTIVITIES.



EXTENSION IDEAS:

DO ONE OR MORE OF THESE EXTENSION IDEAS TO BRING THE LESSON FROM 15 MINUTES TO 30 MINUTES OR MORE.

- 1) **Picture Book Discussion:** Read or watch the read along video of the book Only One You by Linda Kranz at <https://bit.ly/2snzfOq> and discuss what this book can teach them about what it means to have a happy ending - even without having the traditional love story.
- 2) **Love Story Remix:** Rewrite one fairytale or love story so that the updated version sends a more positive message about love. Include setting, sensory language, characterization, conflict, dialogue, descriptive language and a positive message or lesson. Consider downloading the Free Skittle Writing and Rubric at <https://bit.ly/37iKgZ3> to guide colorful, creative writing.
- 3) **ELA Connection:** Students use the picture book discussion book, to use details from the book, Only One You by Linda Kranz at <https://bit.ly/2snzfOq> to write a modern fairy tale and happy ending about achieving love for oneself.
- 4) **Social Studies Connection:** Students will research and write about a famous love story from history, including the historically accurate details about the relationship, the historical figures involved and why their love story gained world fame.

“THE BEST AND MOST BEAUTIFUL THINGS IN THIS WORLD CANNOT BE SEEN OR EVEN HEARD, BUT MUST BE FELT WITH THE HEART.”

- HELEN KELLER, FIRST DEAF-BLIND PERSON TO EARN A BACHELOR OF ARTS, AND FAMOUS AUTHOR, SPEAKER AND POLITICAL ACTIVIST (1880 - 1968)