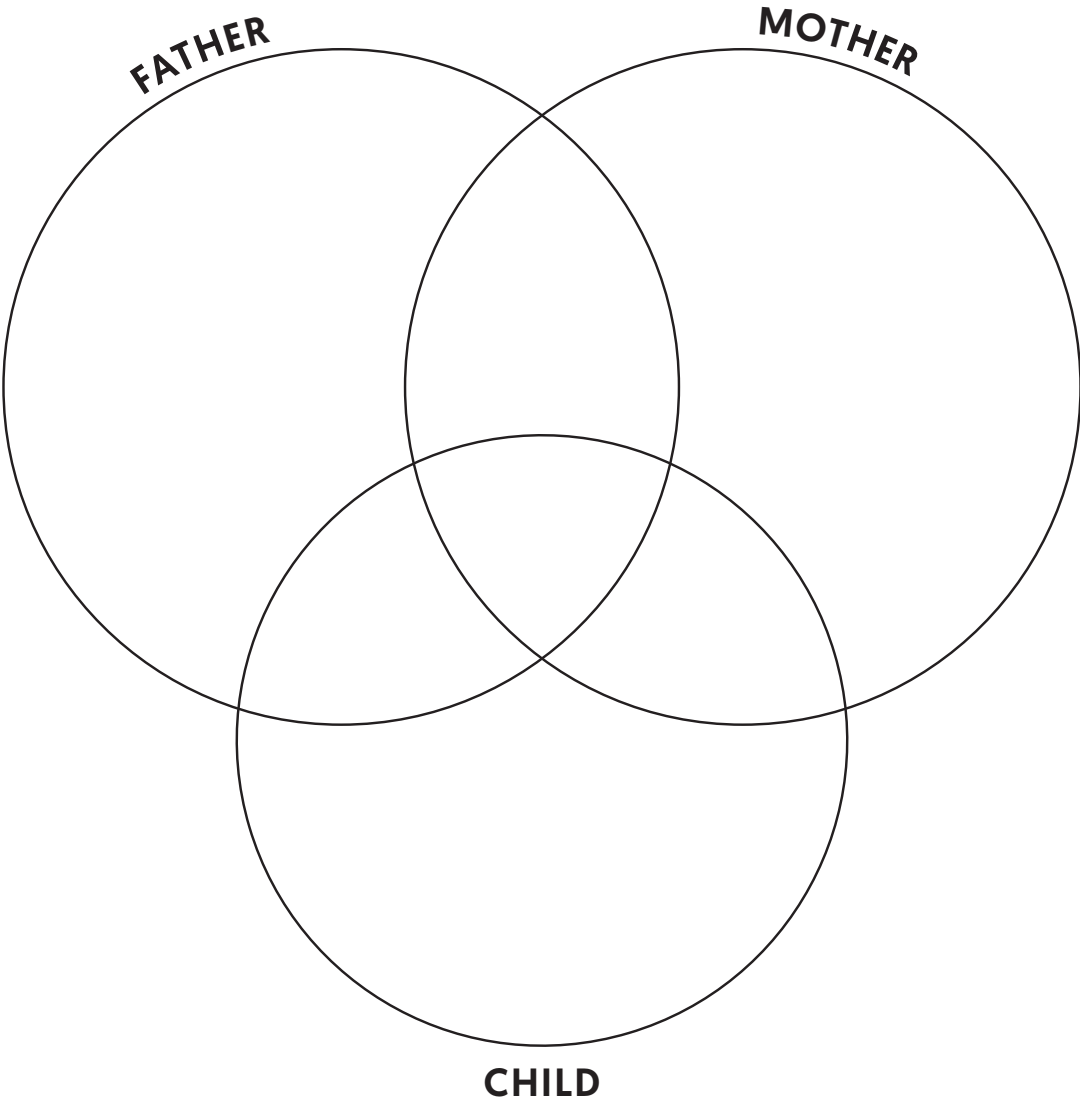


# TAKE IT HOME

One way to begin to learn your child's primary love language is to find the common ground you, your spouse, and your child share. The interests, personality traits, and tendencies you have (or don't have) in common can reveal opportunities to show love to your child in meaningful ways (or reveal challenges you face in doing so).

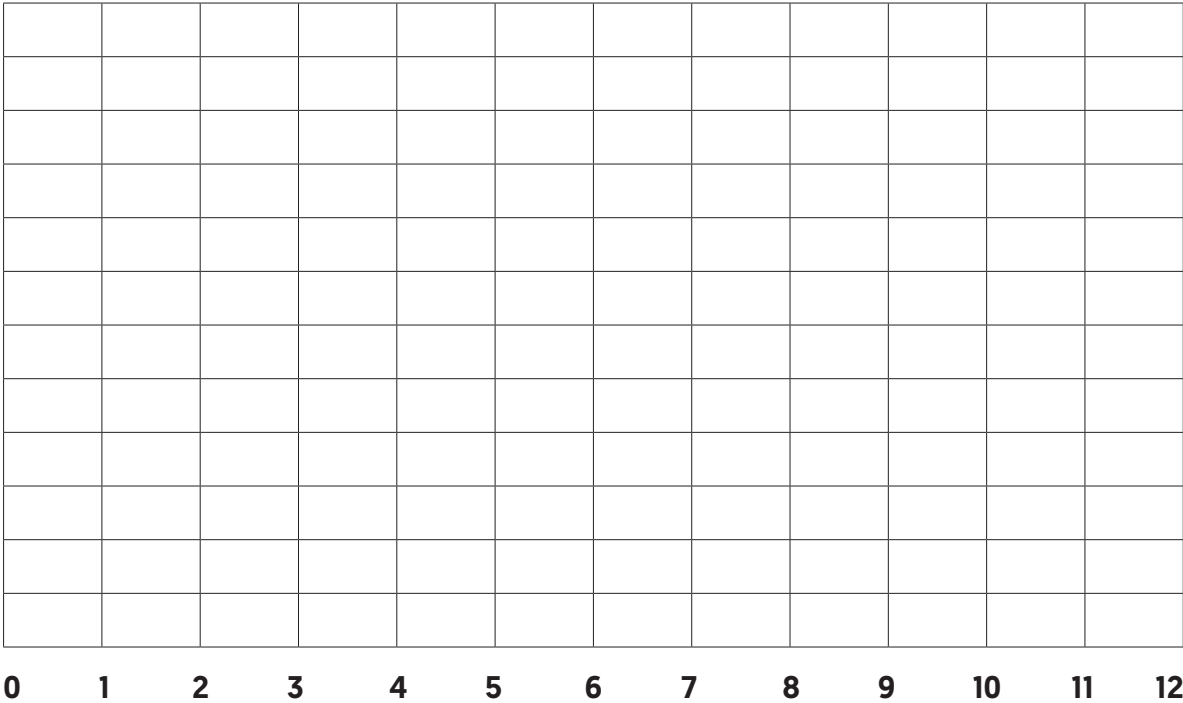
Fill out the Venn diagram below to show your areas of overlap. If you have more than one child, use separate diagrams for each one.



# TAKE IT HOME

Parents' use of physical touch with their child can follow many different progressions. Some parents start out offering nearly constant physical touch as they hold, cuddle, and rock their newborn. They then scale back their physical touches for various reasons as their child gets older. Other parents start out tentatively, offering limited physical touches, due perhaps to their insecurities as new parents or fears about their child's frailty. As they become more comfortable, they increase their physical contact.

What about you? What would your history of physical touch with your child look like? On the graph below, chart your progression of showing love and affection through physical touch with your child, from birth to age twelve (or up to his or her current age).



# PHYSICAL TOUCH METERS

Place a mark on each of the following lines to indicate how often you use that form of physical touch with your child. Then jot down a few ideas for increasing your use of the physical touches that scored lowest on your meters.

## KISSES

Never

Practically Always

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## HUGS

Never

Practically Always

---

## HIGH FIVES

Never

Practically Always

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## WRESTLING

Never

Practically Always

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## CUDDLING

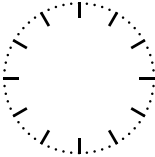
Never

Practically Always

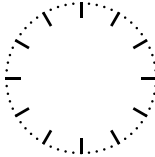
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# TAKE IT HOME

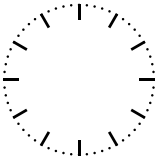
Where can you find quality time to spend with your child in your busy schedule? Let's find out. Think about your typical weekly schedule. On the clock faces below, indicate times you can set aside for your child.



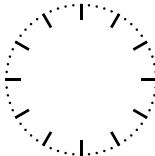
**MONDAY A.M.**



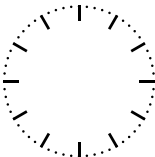
**MONDAY P.M.**



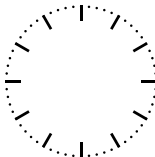
**TUESDAY A.M.**



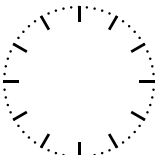
**TUESDAY P.M.**



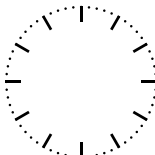
**WEDNESDAY A.M.**



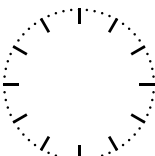
**WEDNESDAY P.M.**



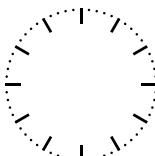
**THURSDAY A.M.**



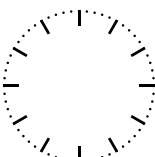
**THURSDAY P.M.**



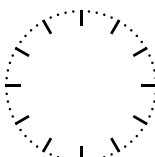
**FRIDAY A.M.**



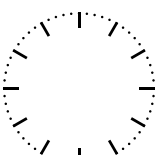
**FRIDAY P.M.**



**SATURDAY A.M.**



**SATURDAY P.M.**



**SUNDAY A.M.**



**SUNDAY P.M.**

# HOW MUCH WOULD IT MEAN?

Below you'll find a list of acts of service. Rate each one on a scale of one to ten, based on how meaningful you think it would be to your child (with one being "not meaningful at all" and ten being "extremely meaningful"). We've left two slots blank for you to fill in with ideas that are specific to your family. After you've rated them all, talk to your child about them. Get his or her reaction. Compare your numbers and talk about areas where there are notable discrepancies.

ACT OF SERVICE	YOU	CHILD
Helping your child with homework		
Serving in a food pantry together		
Organizing your child's messy room		
Repairing your child's bicycle		
Mowing a lawn, raking leaves, or shoveling snow together for an elderly neighbor		
Preparing your child's favorite meal		
Providing special care for your child when he or she is sick		
Making a costume for your child for Halloween or a school project		
Visiting a retirement home together		
Fixing your child's broken toy		
Making your child's lunch and organizing his or her backpack before school		

# TAKE IT HOME

According to the authors, “**Children discover life through the five senses. A home environment that is rich in stimulation of vision, hearing, touch, taste, and smell will feed their natural desire to discover and learn.**”

How would you rate your home environment in each of those five areas in terms of how stimulating it is to your child’s learning process? Mark each of the lines below to indicate your answer and then list some examples of how you help stimulate that sense in your child. For example, reading picture books stimulates vision; playing musical instruments stimulates hearing; fingerpainting stimulates touch; comparing sweet and sour fruits stimulates taste; and using scented Play-Doh stimulates smell.

## VISION

---

Not very stimulating at all

Extremely stimulating

Examples:

## HEARING

---

Not very stimulating at all

Extremely stimulating

Examples:

## TOUCH

---

Not very stimulating at all

Extremely stimulating

Examples:

## TASTE

---

Not very stimulating at all

Extremely stimulating

Examples:

## SMELL

---

Not very stimulating at all

Extremely stimulating

Examples:

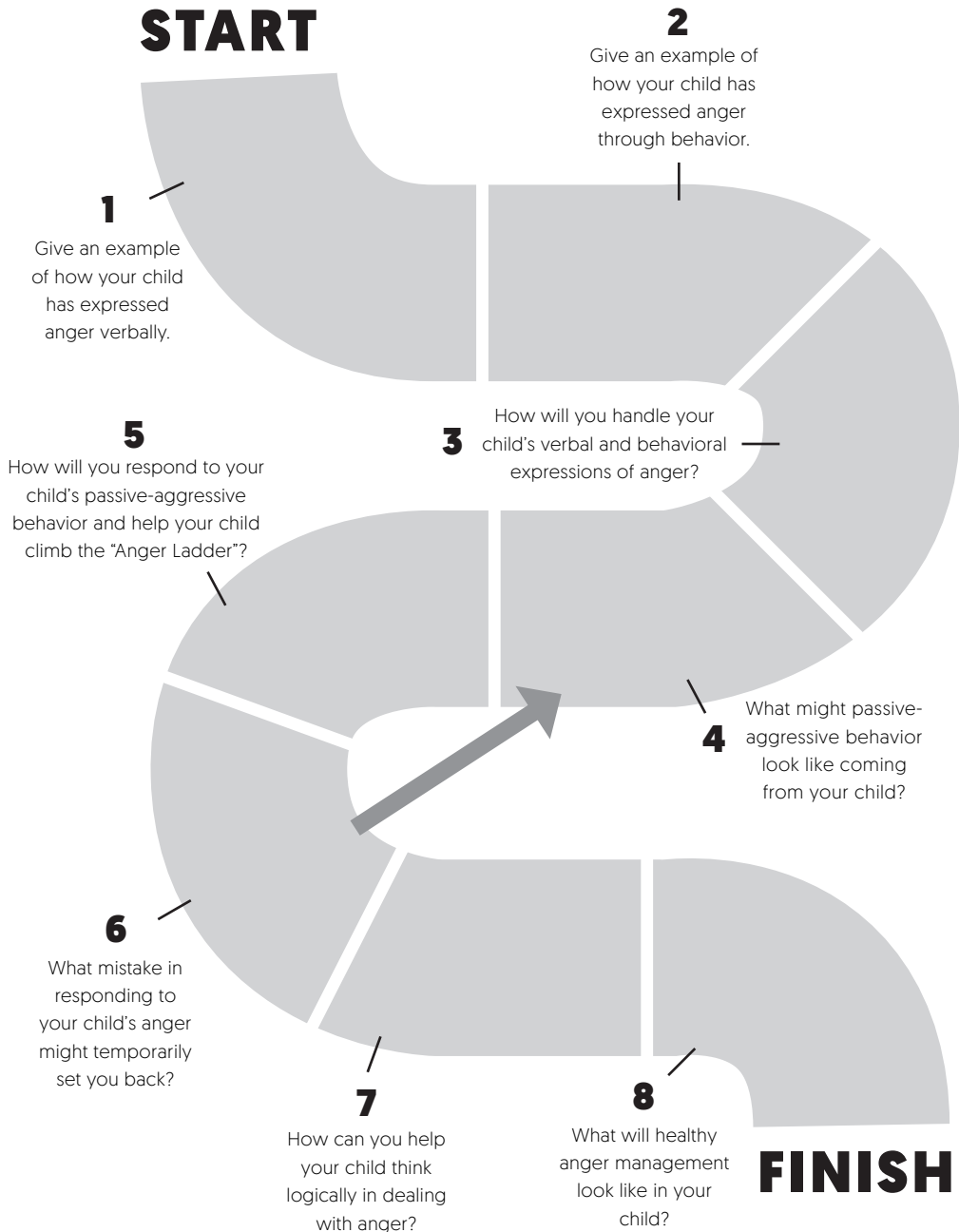
# BE AN ENCOURAGER

The authors point out that one thing parents can do to motivate their child is to encourage the child's interests. Create a pie chart in the circle below to represent your child's interests right now. The biggest wedges will represent the things that occupy most of your child's time and attention these days. The smaller wedges will represent occasional, more minor interests.



# ANGER MANAGEMENT LAND

Here's a fun way to map out the path of anger management for your child. Follow the instructions to get from the start to the finish.





# BUILDING A SUPPORT TEAM

The authors emphasize that **“no parent can single-handedly meet a child’s need for love.”** You need help. You need a team of people who care about you and your child—a support group you trust. No one can assemble that team for you because you have the final say on who you will allow to influence your child. Listed below, you’ll find some possibilities to consider. (Add your own ideas in the blank spaces.) On a scale of one to ten, rate how feasible or advisable it would be to enlist each for your support team. Write a brief explanation for each rating, along with any ideas for making that person a more feasible helper.

PERSON	RATING	COMMENT
Parent(s)		
Sibling(s)		
Grandparent(s)		
Aunt(s)/Uncle(s)/ Cousin(s)		
Friend(s)		
Coworker(s)		
Neighbor(s)		
Pastor/Spiritual Leader(s)		
Your Ex-in-Law(s)		