

What's your Value Language?

Each clue box has two comments that teachers may sometimes make to their pupils. Read each clue box and pick the one you like better and wish your teacher would say to you; then circle it.

1	Nice to see you in class, can I shake your hand?	A
	It's really good to see you today!	B
2	I found this book I thought you might like.	C
	I'll get your books out for you.	D
3	I really like having you in my class.	E
	That's a brilliant piece of work! Fist bump?	A
4	You have worked really hard today. Well done!	B
	You have worked really hard today. Let's pack up early.	C
5	I'll get the door for you.	D
	Let's take five and have a catch up.	E
6	I can see you're not feeling great. Would you like a hug right now?	A
	I know that was difficult. I'm proud of you.	B
7	I have made you some study notes to help you.	C
	Let's write the first part of this essay together.	D
8	You can choose the team you would like to join.	E
	Let's have a group huddle.	A
9	You can do it - I believe in you!	B
	Here's a pen for you. You can keep it.	C
10	I've checked over your essay for you.	D
	I'll be in my room at break and lunch if you would like to come and have a chat.	E

11	Nice job! High five!	A
	Wow! I knew you could do it!	B
12	You've reached your target in my class - you will receive an award at the Awards Ceremony.	C
	I will help you with the next few questions.	D
13	Today you can choose where you would like to sit.	E
	Can I teach you some self-massage activities on the hands and arms that you can try for yourself?	A
14	I am here to listen and help you.	B
	I've left something on my desk for you. Pick it up anytime.	C
15	I have tidied up your work station for you.	D
	Let's stop early and have our break together.	E
16	A neck and shoulder massage might make you feel relaxed, do you want to work with a peer?	A
	You've really improved on that! Great job.	B
17	I saw this website and thought of you. It might give you some ideas for your project.	C
	Don't worry! I'll make sure we get this done by the deadline.	D
18	Come and join the sports team. We'd love to have you as part of the team.	E
	Can I hold your feet to allow you to stay balanced during that hand stand?	A
19	I wanted to check in on how you are feeling today.	B
	I'll make sure you get a place on the school trip.	C
20	I will put your project somewhere safe until our next class together.	D
	You should come to the after school group. I can give you more of my time to help with the subject.	E

Now count all the A's, B's, C's, D's & E's

A	B	C	D	E

The column with the highest score is the individual's predominant value language. However it is important to recognise that some people can have more than one predominant language so if there are two or three similarly high scores, that person may feel valued through a number of ways and it is important to recognise this and respond as such.

A stands for physical touch. People who value physical touch as a means of communicative appreciation like to receive high-fives, pats on the back, hugs, etc.

B stands for words of affirmation. People who value words of affirmation as a means of communicative appreciation like for others to use words to tell them they have done a good job. Specific labelled praise is a useful tool / strategy here.

C stands for gifts. People who value gifts as a means of communicative appreciation like to receive something concrete. Tangible rewards such as stickers, reward boxes, tokens that can be exchanged for rewards i.e. a shop where items can be bought with reward points are useful tools / strategies.

D stands for acts of service. People who value acts of service as a means of communicative appreciation like it when others do something for them such as help with a project, taking them places.

E stands for quality time. People who value quality time as a means of communicative appreciation like for others to take the time to do things with them; spending time during your lunch break with them is a good way of demonstrating this.

Adapted from "The five Love Languages of Children" by Gary Chapman, PhD & Ross Campbell, MD. Northfield Publishing. 1997, 2005