

LOVE LOOPS GROUPS HIGHSCHOOL EDITION

LOVE LOOPS™ HIGH SCHOOL WORKBOOK



LOVE LOOPS™
A PATH BACK TO US

HELPING STUDENTS REPLACE FEAR WITH LOVE LOOPS

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REPLACE FEAR WITH LOVE LOOPS

In today's schools, fear spreads fast. Gossip, judgment, and disconnection are everywhere. Students long for belonging, but don't always know how to find it.

This workbook offers a simple, practical, and powerful alternative: Love Loops™.

Over 8 weeks, students practice:

- Listening with curiosity
- Building trust through honesty and integrity
- Respecting boundaries
- Repairing after conflict
- Practicing gratitude and compassion
- Creating kindness projects that change culture

What's inside:

- Ready-to-use weekly sessions (30–40 minutes each)
- Conversation prompts, journaling pages, and reflection activities
- Expanded worksheets on listening, boundaries, repair, gratitude, and more
- A Leader's Corner in every session (tips for student or teacher facilitators)
- Closing guidance for continuing with Friendship Groups

“One relationship at a time, we can change the culture of fear into a culture of love. That's the path back to us.”

For students. For schools. For communities.

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Why Love Loops™ Matters

Fear is contagious. It spreads quickly through whispers in hallways, anonymous posts online, and the unspoken belief that we have to protect ourselves from one another. Fear creates distance. Fear makes us suspicious. Fear makes us judge before we listen.

When fear drives our behaviour, we fall into Fear Loops:

- Someone makes a mistake → gossip spreads → trust is broken.
- A rumour is posted → students react with judgment → more rumours follow.
- A disagreement happens → people retreat into “us vs. them” → connection is lost.

Fear Loops repeat and strengthen themselves until a whole culture is shaped by them. We see it in schools, in families, in politics, even in whole countries. When fear is repeated, it becomes a habit.

But there is another way.

Love is also contagious. It begins quietly, with one act of kindness, one moment of listening, one repair after a hurt. This is how Love Loops are created:

- Someone apologizes sincerely → trust is repaired → the relationship grows stronger.
- A student listens without interrupting → their partner feels understood → they listen in return.
- A circle of students shares gratitude → the atmosphere shifts → people carry that kindness into their day.

Love Loops are just as real as Fear Loops — but they need practice. They are not automatic in a world full of fear and judgment. We must choose to create them.

Why This Matters Now

Today’s students are facing record levels of stress, anxiety, and disconnection. Many feel unseen. Many feel pressured to perform instead of just being themselves. Many do not trust their peers enough to be vulnerable.

At the same time, whole societies are pulled apart by division. Groups compete for who is right, who is stronger, who belongs and who doesn’t. This is narcissistic culture at work — a culture that rewards power, image, and performance, while leaving compassion, forgiveness, and belonging behind.

That is why Love Loops are needed. These workbooks are not about therapy — they are about teaching skills that every human needs to practice in community:

- Listening with interest

- Respecting boundaries
- Repairing after hurt
- Practicing gratitude and compassion
- Building trust through honesty and integrity

These are the higher-level emotional skills of maturity. They are skills that heal trauma, rebuild trust, and prepare young people to become supportive partners, parents, friends, and leaders.

Why in Schools?

Because schools are where culture is being shaped right now. Students do not just learn math, science, or history. They also learn — often without noticing — how to relate to one another, how to include or exclude, how to handle conflict, and how to use their voices.

When schools are dominated by Fear Loops, the culture becomes one of gossip, bullying, mistrust, and division. Students graduate academically skilled but relationally unprepared.

But when schools practice Love Loops, the culture shifts:

- Students feel safer sharing their feelings.
- Peer groups become more inclusive.
- Conflicts are handled with repair instead of escalation.
- Leaders model compassion instead of control.

Why This Workbook?

This workbook is simple. It does not require training, expensive materials, or outside experts. A group of students can start it. A teacher can support it. An administrator can approve it.

Each week introduces one relational skill through:

- A short introduction that explains why the skill matters.
- A clear teaching point in student-friendly language.
- A structured activity with timing cues.
- Open conversation prompts that invite reflection.
- Journaling space to write or draw personal insights.
- A takeaway skill to practice that week.
- A Leader's Corner sidebar with tips for student or teacher facilitators.

In addition, there is a full appendix of worksheets that can be used anytime. These include practical tools like:

- Active Listening sentence stems
- Boundary Builder scenarios
- Repair Script guides
- Gratitude & Compassion journals

- Leadership integrity checklists

This is more than a workbook. It is an invitation to practice maturity, kindness, and integrity in a structured, safe way.

Why This Is Urgent

Right now, young people are being pulled into online worlds where outrage, judgment, and fear are rewarded with clicks and likes. Fear Loops are being amplified by algorithms that make people more divided and more suspicious of each other.

The antidote to this is not more fear, more lectures, or more control. The antidote is connection. The antidote is Love Loops.

Every time students meet in a Love Loops group, they are choosing a different path:

- A path of maturity instead of immaturity
- A path of compassion instead of cruelty
- A path of integrity instead of manipulation
- A path of belonging instead of exclusion

When enough students practice this, schools change. When schools change, cultures change. And when cultures change, whole nations can begin to heal.

How to Start a Love Loops™ Group

Starting a Love Loops group does not require special training. It requires only willingness, consistency, and a safe space. Students can lead. Teachers can support. Administrators can approve.

The following steps will help you set up your first group:

Step 1: Find a Sponsor (if required)

Some schools ask that student clubs have a teacher, guidance counsellor, or educational assistant to sponsor the group. This person is not in charge — they simply provide support and ensure the group is recognized as an official activity.

If your school requires a sponsor, ask a teacher you trust. Many teachers are looking for ways to support students' well-being. Explain the purpose clearly:

Step 2: Choose a Time and Place

The most common option is lunchtime. Students are already in the building, and no transportation is needed. Consistency is more important than length. Even a 30–40 minute session once a week makes a difference.

Pick a place where people feel comfortable: a classroom, library, or student lounge. Arrange chairs in a circle if possible — circles create equality and openness.

Step 3: Invite Others

Start small. Invite 3–4 friends.

Share why it matters to you.

You might say:

You can also put up a poster or make a short announcement:

- “Want a place to belong? Join us.”
- “Practice kindness, listening, and connection — Love Loops Group, Thursdays at lunch.”

Remember: this is not a group for a specific type of student. It is for anyone who wants to practice being more human, more kind, and more connected.

Step 4: Keep It Simple

Love Loops is not about being perfect. It is about practicing. Each week has a clear outline in this workbook:

- Read the introduction
- Try the activity
- Answer the conversation prompts
- Share reflections

If you run out of time, that's okay. If people want to pass, that's okay. What matters most is showing up and trying.

Step 5: Use the Workbook

Everything you need is here:

- Explanations of why each skill matters
- Activities with timing cues
- Conversation prompts
- Reflection spaces
- Takeaway skills
- Leader's Corner tips

This workbook can run on its own. Optional YouTube videos are available to accompany some lessons — for example, on empathy, boundaries, or vulnerability. These can be shown if you have technology available, but they are not required.

Step 6: Commit to the Agreements

At the first meeting, read the Group Agreements together. Ask if anyone wants to add an agreement. Post them on the wall or keep a copy in the room. These agreements create the safety that allows students to be honest and vulnerable.

Step 7: Begin the Journey

Once the group is set, dive in. Start with Week 1 – Agreements & Belonging. Trust the process. Over time, the skills will grow stronger, and so will the relationships.

Group Agreements

Every group needs shared agreements. Without them, the strongest voices dominate, quieter people get lost, and the atmosphere can slip into judgment or fear. Agreements are not about rules and punishment — they are about creating a space where everyone feels safe to practice.

When we honour these agreements, the group becomes a place of belonging. When we forget them, we return to the same fear loops that dominate so much of life.

Listen with Interest

Most people listen only to reply. In Love Loops, we practice listening to understand. This means putting down distractions, making eye contact if it feels safe, and giving someone the gift of attention.

Speak for Myself (“I” Statements)

Instead of saying, “People always...” or “You should...”, we say, “I feel...”, “I noticed...”, or “In my experience...”. Speaking this way builds honesty and reduces blame.

It also helps us take responsibility for our own thoughts and feelings rather than pushing them onto others.

Respect Confidentiality

What is shared in the group stays in the group.

If someone talks about something personal, we protect their trust by not repeating it outside. Confidentiality builds safety.

If you do want to share something you learned, talk about your own experience rather than repeating someone else’s.

Allow Passing

Not everyone will want to share every time

In Love Loops, it is always okay to say, “I’ll pass.”

Safety means choice. No one should feel forced to reveal more than they want to.

When students know they can pass, they are more likely to relax and open up when they are ready.

Practice Kindness, Even in Disagreement

Disagreement is natural. What matters is how we handle it.

In Love Loops, we practice disagreeing respectfully.

This means:

- No insults or sarcasm
- No eye-rolling or side comments
- Listening before responding

You can strongly disagree with someone's ideas and still treat them with dignity.

Respect Boundaries

Boundaries are where one person ends and another begins.

In Love Loops, we practice respecting those boundaries.

If someone says "no," we honour it.

If someone asks not to be touched, we listen.

If someone shares something personal, we don't pry for more.

Respecting boundaries builds trust.

Without it, groups collapse back into fear and defensiveness.

Practice Love and Kindness Here, Not Judgment

This is the heart of Love Loops.

We leave judgment at the door.

We are not here to decide who is right or wrong, better or worse.

We are here to practice compassion.

We are here to listen.

We are here to create connection.

Putting It All Together

At your first meeting, read these agreements aloud as a group.

Ask if anyone wants to add one.

Once everyone agrees, these commitments become your foundation.

Some groups like to post the agreements on the wall. Others like to reread them at the start of every session.

Do what works for you — just make sure they are remembered.

Teacher/Admin Guide

Teachers and administrators know: schools are not only about academics. They are about culture.

Students don't just learn math, science, and history — they learn how to treat each other, how to handle conflict, and how to build trust.

Love Loops is designed to support that side of education.

It complements what schools are already trying to do: reduce bullying, increase belonging, and support mental health.

How Love Loops Aligns with School Goals

- **Anti-Bullying:** Love Loops creates a safe environment where students practice respect, listening, and inclusion. These are proactive anti-bullying strategies.
- **SEL (Social Emotional Learning):** Each week teaches a concrete SEL skill — like empathy, boundaries, or repair — and gives students a chance to practice it.
- **Mental Health:** Students report less stress when they feel heard and connected. Love Loops builds belonging, which is a protective factor for mental health.
- **Inclusion & Diversity:** Without lecturing or labeling, Love Loops builds compassion and understanding across differences.

Introducing Love Loops to Your School

Here's a script you can adapt for staff meetings or emails:

Role of Teachers & Admins

- **Support, don't control.** Students can often lead these groups themselves. Teachers provide presence, structure, and reassurance.
- **Model respect.** Your willingness to listen and share appropriately sets the tone.
- **Celebrate the effort.** Recognize students who participate, even quietly.
- **Protect the time.** Help groups meet consistently (weekly is best).
- **Provide encouragement.** A short "thank you" or "good job" goes a long way.

Facilitator Reminders

- **Encourage, don't pressure.** "Passing" is always allowed.
- **Reinforce agreements** when needed.
- **Watch the group climate** — notice if some voices are dominating.
- **Protect confidentiality.** Students need to trust that what is said in group stays in group.
- **Remind students** that Love Loops is not therapy — it's practice for relational maturity.

Why Staff Support Matters

When students feel supported by staff, they take the group more seriously. When staff provide encouragement, students feel safer to take risks.

You don't need to lead every activity. You don't need to be a counselor. You only need to create space.

The Bigger Picture

Administrators often ask: "Will this make a real difference?" The answer is yes — if practiced consistently.

Culture is not changed by one assembly or one lecture.

It is changed by repeated habits.

Love Loops groups create those habits: listening, kindness, compassion, repair. Over time, these ripple through the school.

This is how a healthier culture grows — one lunchtime, one conversation, one student at a time.

Weekly Challenges

Love Loops is not only about what happens in a group. It's about how you carry these skills into your everyday life.

Each week, you'll get a simple challenge to practice outside of the group.

These challenges are designed to be small, specific, and doable. They don't take much time — but they can shift your mindset, strengthen your friendships, and change the way you show up at school and at home.

Week 1 Challenge: Share Your Feelings in 5 Words

At least once this week, share with a friend or family member how you're feeling — in five words or less.

Example: "I feel tired, proud, and hopeful."

This quick habit makes emotions less scary and shows others that feelings are normal.

Week 2 Challenge: Practice Active Listening

Choose one conversation this week where you decide to listen fully.

Put away your phone, look at the person, and repeat back what you heard

Example:

- Friend: "I'm so stressed about my test."
- You: "You're feeling stressed because of your test."

That's active listening. It makes people feel safe and understood.

Week 3 Challenge: Ask Someone New a Question

Talk to someone you don't usually talk to.

Ask a simple question:

- "What music are you into right now?"
- "How's your season going?"
- "What's one class you actually enjoy?"

Curiosity breaks down walls.

It creates connections across differences.

Week 4 Challenge: Pause Before You Post

Before you share or repost something online, stop and ask:

“Who benefits if I believe this?”

This one question helps protect you from spreading misinformation and keeps you grounded in truth instead of fear.

Week 5 Challenge: Say a Respectful “No”

Practice saying “no” in a kind but firm way.

Example: “I like you, but I don’t want to do that.”

Boundaries protect your energy and show respect for yourself and others.

Week 6 Challenge: Repair With Someone

Think of a small hurt you caused. Apologize sincerely.

Example: “I realized I hurt your feelings yesterday. I’m sorry. I care about our friendship.”

Repairing builds trust. It shows maturity and courage.

Week 7 Challenge: Give Gratitude

Thank someone in your life this week. Be specific.

Example: “Thanks for helping me study — I couldn’t have done it without you.”

Gratitude makes both people feel good and strengthens connection.

Week 8 Challenge: Share a Kindness Idea

Bring one idea to your group for making your school a kinder place.

It could be as small as:

- Holding doors open for others
- Writing anonymous thank-you notes
- Starting a compliment wall

Your idea might inspire others.

Week 1 – Agreements & Belonging

Introduction

Every group needs a beginning. This first week is about creating a safe foundation.

Without safety, people won't share honestly.

Without belonging, people will hide their real selves.

Fear loops in schools often sound like this:

- “Don't say that, they'll laugh at you.”
- “I can't trust anyone here.”
- “If I open up, it'll be used against me.”

Love Loops work differently.

They start by creating an atmosphere where everyone belongs.

That's why today we focus on Group Agreements and Belonging.

Teaching Point

Agreements protect the group. They are like guardrails on a road — they keep everyone safe enough to take risks. Without them, conversations collapse into chaos or judgment.

Belonging means more than fitting in.

Fitting in requires changing yourself to be accepted.

Belonging means being accepted as you are.

In this group, we practice belonging by:

- Listening to each other with interest
- Respecting boundaries
- Allowing passing
- Protecting confidentiality
- Practicing kindness even when we disagree

Activity 1: Agreements Circle (10 minutes)

- Sit in a circle.
- Read the Group Agreements aloud, one at a time.

- After each, ask: “Why do you think this one matters?”
- Allow a few short answers.

Activity 2: Belonging Statements (15 minutes)

Invite each person to finish the sentence:

- “I feel like I belong when...”
- “It’s hard to belong when...”

Give everyone 1–2 minutes.

Remind the group: “Passing is always okay.”

After sharing, ask: “What can this group do to make belonging easier for all of us?”

Write down answers.

These become part of your agreements.

Conversation Prompts (10 minutes)

- What helps you feel safe in a group?
- What makes you feel judged or unsafe?
- How is belonging different from fitting in?
- What would make this group feel like a place you want to keep coming back to?

Reflection / Journaling (5 minutes)

- Write or draw: “A time I felt I truly belonged was...”
- Optional: “A time I felt left out was...”

Students can share in pairs or keep it private.

Takeaway Skill

Practice noticing this week: When do I feel like I belong? When do I feel left out? Pay attention to the moments when belonging feels real.

Did You Know?

Research from the Harvard Graduate School of Education (2018) found that “a sense of belonging in school is strongly linked to higher academic motivation, fewer mental health problems, and greater resilience.”

Belonging is not a luxury.

It is essential for growth and success.

Leader's Corner

- Keep agreements visible (on the board, projector, or handout).
- Model belonging by listening attentively and thanking people for sharing.
- Normalize passing. If someone says, "I'll pass," simply nod and move on.
- End on time — consistency builds trust.
- Remind the group: "This is just the beginning. We are creating something safe together."

Week 2 – Listening to Understand

Introduction

Have you ever told someone how you feel, only to realize they weren't really listening?

Maybe they were checking their phones. Maybe they cut you off to tell their own story.

Maybe they gave advice you didn't ask for.

That doesn't feel good.

It feels like your words don't matter.

Fear loops thrive when people stop listening.

Misunderstandings grow.

Rumours spread.

Friendships crack.

Love Loops grow when people learn to listen with the intention of understanding — not fixing.

Teaching Point

There are two main kinds of listening:

- **Passive listening: Your body is present, but your mind is elsewhere.**

You hear words but don't take them in.

- **Active listening: Your full attention is present.**

You listen with curiosity.

You reflect back what you heard.

In Love Loops, we practice active listening.

This shows people they matter.

Simple active listening steps:

1. Look at the person (if it feels safe).
2. Listen without interrupting.
3. Repeat back what you heard: “So you’re saying...”
4. Ask if you understood: “Did I get that right?”

Activity 1: Paired Listening (12 minutes)

- Break into pairs.
- Person A speaks for 2 minutes about: “Something that’s been on my mind.”
- Person B only listens. Then they reflect back: “What I heard is...”
- Switch roles.

Debrief in circle: “What was it like to be really listened to?”

Activity 2: The Interrupt Game (10 minutes)

- In pairs again, Person A talks about: “A small frustration this week.”
- Person B’s job is to interrupt, give advice, or check out.
- Then switch roles.
- Afterwards, discuss: “How did it feel when the other person didn’t really listen?”

This helps students feel the difference between real listening and fake listening.

Conversation Prompts (10 minutes)

- How does it feel when someone listens to you fully?
- What makes it hard to listen without interrupting?
- Why do people jump in with advice so quickly?
- How would school feel different if people practiced listening?

Reflection / Journaling (5 minutes)

- Write or draw: “A time when someone really listened to me was...”
- Optional: “A time I felt ignored was...”

Takeaway Skill

This week, choose one conversation where you practice active listening.

At the end, say: “Did I get that right?”

Notice how the other person responds.

Did You Know?

A study published in the Journal of Positive Psychology (2019) found that people who felt actively listened to reported greater happiness, stronger relationships, and higher life satisfaction.

Listening doesn't just help others — it improves your own well-being.

Leader's Corner

- Model active listening during group. Reflect back what students say.
- If someone interrupts, gently remind them: "Let's let them finish."
- Use a timer for paired activities so everyone gets equal time.
- End with encouragement: "Listening is a skill. The more we practice, the better we get."

Week 3 – Finding Connection Across Differences

Introduction

High school can feel like a world divided into groups: athletes, musicians, gamers, artists, “popular” kids, “quiet” kids.

Sometimes these labels make life easier. But often, they build walls.

Fear loops thrive on those walls.

We make assumptions about people we don’t know:

- “She’s stuck up because she’s popular.”
- “He’s weird because he’s into anime.”
- “They wouldn’t understand me because they’re different.”

I can remember people thinking I was stuck-up in a situation where I was just feeling shy.

The truth is this: underneath those labels, everyone wants the same things — to feel seen, accepted, and valued.

Teaching Point

Humans are wired for belonging. But our brains also create “in-groups” and “out-groups.”

This is a survival instinct — but in schools, it creates division.

Love Loops help us move beyond surface labels by practicing curiosity.

When we ask real questions and listen with openness, we discover we have more in common than we thought.

Activity 1: Common Ground (15 minutes)

- Split into groups of 4.
- Set a timer for 5 minutes.
- Each group’s challenge: find three things you all have in common that aren’t obvious (not “we’re all in this school”).
- Share with the larger circle.

Debrief: “What surprised you about what you had in common?”

Activity 2: Crossing the Divide (10 minutes)

- Pair students who don't usually talk.
- Prompt: "Share something you enjoy that people might not guess about you."
- Each person listens, then reflects back: "So you enjoy..."

This reveals hidden sides of people and breaks down stereotypes.

Conversation Prompts (10 minutes)

- What groups or labels exist at our school?
- How do these groups help? How do they hurt?
- When have you felt judged because of a label?
- What did it feel like to find unexpected common ground?

Reflection / Journaling (5 minutes)

- Write: "One thing I wish people knew about me is..."
- Optional: "One label I'd like to let go of is..."

Takeaway Skill

This week, ask one person you don't usually talk to with a curious question. Notice what you discover.

Did You Know?

A Stanford University study (2014) found that students who formed friendships across social groups reported greater resilience, higher empathy, and stronger school satisfaction.

Leader's Corner

- Pair people intentionally to mix groups.
- Model curiosity by asking: "Tell me more about that."
- Celebrate differences — but always highlight shared humanity.
- End by reinforcing: "We are more alike than we think."

Week 4 – Spotting Misinformation

Introduction

We live in an age of information overload.

News, memes, and opinions fly across our screens daily.

But not all information is true.

Fear loops spread fastest when misinformation is believed and repeated.

A rumor in school can damage a reputation in hours.

A lie online can polarize communities in days.

Love Loops grow when we pause, question, and look for truth before spreading information.

Teaching Point

Misinformation works because it appeals to emotions — fear, anger, outrage.

When we feel strongly, we share quickly without checking.

Critical thinking is an act of compassion.

By pausing before we pass on information, we protect others from harm.

Key questions to ask:

1. Who benefits if I believe this?
2. What's the source? Can I trust it?
3. Does this create fear or connection?

Activity 1: Rumor Chain (12 minutes)

- Whisper a short sentence around the circle.
- Compare the final version with the original.
- Discuss: “How did the message change? Why?”

Lesson: messages distort quickly.

Activity 2: Fact or Fake? (12 minutes)

- Present 3–4 short “headlines” (some true, some fake).
- In pairs, students decide: fact or fake?
- Share how they decided.

Debrief: “What clues help us know what’s trustworthy?”

Conversation Prompts (10 minutes)

- Have you ever believed a rumor that wasn’t true?
- What harm can misinformation cause in school? Online?
- Why do people spread false information?
- How can we protect each other from misinformation?

Reflection / Journaling (5 minutes)

- Write: “A time I learned something wasn’t true was...”
- Reflect: “What did I feel? What did I learn?”

Takeaway Skill

Before sharing or repeating something, pause and ask: “Who benefits if I believe this?”

Did You Know?

Research from the Massachusetts Institute of Technology (2018) found that false news spreads six times faster on Twitter than true stories, because false stories are more novel and trigger stronger emotions.

Leader’s Corner

- Use light, school-appropriate examples for “fake” headlines.
- Keep the focus on curiosity, not shame.
- Reinforcing that misinformation is powerful because it plays on fear.
- Close with: “We can create Love Loops by protecting each other with truth.”

Week 5 – Boundaries & Respect

Introduction

Boundaries are how we show respect for ourselves and others.

They are not walls to shut people out — they are lines that protect our well-being.

Fear loops appear when boundaries are ignored:

- Pressure to do something you don't want to do.
- Friends making jokes at your expense.
- Feeling like saying “no” will cost you belonging.

Love Loops form when we honour boundaries.

Saying “no” can strengthen trust.

Respecting limits builds safety.

Teaching Point

Healthy boundaries are:

- Clear: You say what you need.
- Respectful: You state it kindly, not with aggression.
- Consistent: You stick to your word.

Signs of weak boundaries:

- Saying “yes” when you want to say “no.”
- Avoiding conflict but feeling resentful.
- Allowing teasing that actually hurts.

Signs of strong boundaries:

- Using “I” statements: “I’m not comfortable with that.”
- Respecting others when they say “no.”
- Knowing your limits and expressing them.

Activity 1: Boundary Roleplay (12 minutes)

- In pairs, one person practices saying “no” to a simple request (borrowing something, hanging out, joining an activity).
- The other person practices accepting the “no” respectfully.

- Switch roles.

Debrief: “How did it feel to say no?”

How did it feel to have no respect?”

Activity 2: Respect in Action (12 minutes)

- Small groups of 3–4.
- Brainstorm: “What does respect look like at school? What does disrespect look like?”
- Share with the circle.

Create a chart together: Respectful / Disrespectful behaviours.

Conversation Prompts (10 minutes)

- Why is it hard to say no sometimes?
- How does it feel when someone disrespects your boundaries?
- How can saying no actually strengthen a friendship?
- What boundaries do you want to practice this week?

Reflection / Journaling (5 minutes)

- Write: “The time I set a boundary was...”
- Reflect: “How did the other person respond? How did I feel?”

Takeaway Skill

Practice saying “no” kindly but firmly at least once this week.

Did You Know?

A University of California, Berkeley study (2017) found that people with strong personal boundaries reported higher self-respect, healthier relationships, and lower stress levels.

Leader’s Corner

- Model respectful language: “I’m not comfortable with that.”
- Normalize that boundaries are healthy, not selfish.
- Encourage pairs to roleplay kindly, not harshly.
- Close by reinforcing: “Respect builds trust. Boundaries protect connection.”

Week 6 – Repair After Hurt

Introduction

No relationship is perfect.

We all make mistakes.

We say things we don't mean.

We forget to listen.

We let people down.

Fear loops grow when hurts are ignored.

Resentment builds.

Friendships break. Trust disappears.

Love Loops grow when we practice repair — owning our mistakes, apologizing sincerely, and making it right.

Teaching Point

A real apology has three parts:

1. Acknowledge the hurt: "I know I hurt you when I..."
2. Take responsibility: "That was my fault."
3. Offer repair: "What can I do to make it right?"

A fake apology sounds like: "I'm sorry you feel that way." That shifts blame to the other person instead of taking responsibility.

Repair builds strength.

Friendships grow deeper when they survive conflict.

Activity 1: Apology Practice (15 minutes)

- In pairs, share a small mistake (real or imagined).
- Practice giving a 3-part apology.
- Partner responds: "I accept" or "I need..."

Switch roles.

Activity 2: Bridge Builder (10 minutes)

- In small groups, brainstorm: “What makes it hard to apologize?”
- Then brainstorm: “What helps an apology feel real?”
- Share lists with the circle.

Conversation Prompts (10 minutes)

- Why is it so hard to admit we were wrong?
- What’s the difference between a real apology and a fake one?
- How does repair make relationships stronger?
- When have you experienced a powerful repair?

Reflection / Journaling (5 minutes)

- Write: “The time I repaired a relationship was...”
- Optional: “A time I wish I had apologized was...”

Takeaway Skill

Think of one small repair you can make this week.

Use the 3-step apology.

Did You Know?

Research from the Journal of Personality and Social Psychology (2016) found that apologies are most effective when they include both responsibility and an offer to repair. Simply saying “sorry” is not enough.

Leader’s Corner

- Remind students: repair is a sign of strength, not weakness.
- Model a real apology yourself if appropriate.
- Keep the examples small and safe — don’t force deep disclosures.
- End with encouragement: “Repair is how we grow stronger together.”

Week 7 – Gratitude & Compassion

Introduction

It's easy to notice what's wrong: the test you failed, the friend who annoyed you, the pressure that won't stop.

Fear loops feed on negativity. They keep us focused on what's missing or broken.

Love Loops grow when we practice gratitude (noticing what's good) and compassion (caring about others' struggles).

These are higher-level emotional skills that strengthen relationships and improve mental health.

Teaching Point

- Gratitude means noticing and naming what is good.
- Compassion means being moved by someone's pain and wanting to help.

Both are choices.

The more we practice them, the stronger they become.

Activity 1: Gratitude Round (10 minutes)

- In a circle, each person shares one thing they're grateful for this week.
- Encourage specifics: "I'm grateful my friend saved me a seat" is more powerful than "I'm grateful for friends."

Activity 2: Compassion Stories (12 minutes)

- In pairs, Person A shares a small struggle.
- Person B responds with compassion: "That sounds hard. I'm sorry you're dealing with that."
- Switch roles.

Debrief: "What was it like to receive compassion?"

To give it?"

Conversation Prompts (10 minutes)

- Why is it sometimes easier to complain than be grateful?
- How does gratitude change your mood?

- When has someone shown you compassion?
- What's one way you could show compassion this week?

Reflection / Journaling (5 minutes)

- Write: "Three things I'm grateful for today are..."
- Optional: "One person I'd like to show compassion to is..."

Takeaway Skill

Every night this week, write down three things you're grateful for.

Did You Know?

A University of California, Davis study (2003) found that people who kept a gratitude journal for just 10 weeks reported greater happiness, stronger relationships, and even better sleep.

Leader's Corner

- Model gratitude by sharing something real from your life.
- Encourage compassion without problem-solving. Listening is enough.
- Remind the group: gratitude and compassion are muscles — they grow with use.

Week 8 – Building a Kinder School

Introduction

One group of students cannot change the whole world.

But they can change the atmosphere of a school.

Fear loops dominate when unkindness goes unchecked.

Love Loops spread when kindness becomes normal, expected, and celebrated.

This week, we look at how to carry Love Loops beyond this group and into the larger school community.

Teaching Point

Culture shifts through repeated habits.

If enough people practice kindness, respect, and repair, those behaviours become the “norm.”

Kindness is not random — it is intentional.

We can choose to build it into our daily lives and our school’s culture.

Activity 1: Kindness Brainstorm (15 minutes)

- In small groups, brainstorm ways to make the school kinder.
- Encourage both small and big ideas:
 - Holding doors open
 - Anonymous thank-you notes
 - A compliment wall
 - A buddy system for new students
 - A school-wide gratitude campaign
- Share top 2 ideas with the circle.

Activity 2: Kindness Commitments (10 minutes)

- Each student writes one specific kindness action they will do this week.
- Students can share aloud if they choose.

Conversation Prompts (10 minutes)

- What would a “kind culture” look like at our school?

- What gets in the way of kindness?
- How can we encourage others without sounding “cheesy”?
- How would life feel different here if kindness was normal?

Reflection / Journaling (5 minutes)

- Write: “One kindness I received that I’ll never forget is...”
- Optional: “One act of kindness I want to be remembered for is...”

Takeaway Skill

Do one act of kindness this week that no one expects.

Did You Know?

A Harvard Business School study (2010) found that spending time or energy helping others leads to greater happiness than spending it on oneself.

Leader’s Corner

- Encourage practical, realistic ideas — small actions matter most.
- Celebrate commitments, but avoid shaming if people forget.
- End the session with appreciation for the group’s journey: “Look how far we’ve come in eight weeks.”

Appendix: Expanded Worksheets

Worksheet 1 – Group Agreements in Action

Agreements are the foundation of Love Loops. This worksheet helps you remember them, practice them, and apply them in real life.

The Agreements Recap

- Listen with interest
- Speak for myself (“I” statements)
- Respect confidentiality
- Allow passing
- Practice kindness, even in disagreement
- Respect boundaries
- Practice love and kindness here, not judgment

Practice Activity: Agreement Scenarios

Circle what you would do in each situation:

1. A classmate shares something personal, and your friend asks about it later. Do you:
 - o (a) Tell your friend?
 - o (b) Protect confidentiality and say, “That’s not mine to share.”
2. Someone interrupts you in group. Do you:
 - o (a) Stay quiet and feel annoyed?
 - o (b) Say, “I wasn’t finished yet.” kindly?
3. You don’t want to answer a prompt. Do you:
 - o (a) Make something up?
 - o (b) Say, “I’ll pass.”

Reflection

- Which agreement do I already practice well?
- Which agreement do I want to work on more?

Did You Know?

A University of Exeter study (2016) found that groups with clear agreements had 35% higher participation and more positive interactions than groups without them.

Worksheet 2 – Active Listening

Listening is the foundation of connection.

This worksheet gives tools for practicing active listening in and out of group.

Steps to Active Listening

1. Look at the speaker (if safe).
2. Listen without interrupting.
3. Reflect back: “So you’re saying…”
4. Ask if you got it right: “Did I understand?”

Practice Activity: Listening Stems

Fill in the blanks with real examples:

- “It sounds like you’re feeling _____ because _____.”
- “What I hear you saying is _____.”
- “So you’re saying _____. Did I get that right?”

Roleplay Exercise

In pairs, Person A talks for 2 minutes about something that happened this week.

Person B practices reflecting back.

Switch roles.

Myths vs. Truths

- Myth: Listening means agreeing.
- Truth: Listening means understanding — even when you disagree.
- Myth: I have to fix their problem.
- Truth: Listening is enough.

Did You Know?

A University of Minnesota study (2017) found that active listening reduced conflict escalation in 68% of cases compared to passive listening.

Worksheet 3 – Story Exchange

Sharing personal stories builds empathy and belonging. This worksheet guides safe storytelling.

Guidelines for Story Exchange

- Share from your own life.
- Keep stories respectful.
- Listening is as important as speaking.
- Passing is always okay.

Prompts (Choose One)

- “A time I felt like I belonged was...”
- “The time I learned from a mistake was...”
- “Something that shaped who I am is...”

Reflection Questions

- How did it feel to share?
- How did it feel to listen?
- What surprised you in someone else’s story?

Practice Activity

Pair up.

Each person shares for 3 minutes.

The partner reflects back one thing they noticed.

Did You Know?

Research from Emory University (2014) showed that listening to stories activates multiple parts of the brain, including regions tied to empathy and memory.

Worksheet 4 – Misinformation Detective

Misinformation spreads fast, especially online.

This worksheet helps you slow down, ask questions, and protect yourself and others.

Three Key Questions

1. Who benefits if I believe this?
 2. What’s the source? Can I trust it?
 3. Does this create fear or connection?
-

Practice Activity: Spot the Red Flags

Circle the red flags in these examples:

1. “Everyone knows that...” (Red flag: vague, no source)
2. “This shocking fact will blow your mind!!!” (Red flag: exaggeration)
3. “Doctors say...” (Red flag: no specific name or link)

Myths vs. Truths

- Myth: If it’s online, it must be true.
- Truth: Anyone can post anything. Always check the source.
- Myth: Sharing quickly helps others.
- Truth: Sharing without checking spreads harm.

Reflection

- Have I ever shared something before checking?
- How can I pause next time?

Did You Know?

MIT researchers (2018) found that false stories are 70% more likely to be retweeted than true ones — and spread six times faster.

Worksheet 5 – Boundaries Builder

Boundaries are how we protect ourselves and show respect.

This worksheet helps practice saying “no” kindly and respecting others’ limits.

Signs of Weak Boundaries

- Saying yes when you mean no
- Feeling resentful after agreeing
- Letting teasing cross the line

Signs of Strong Boundaries

- Saying, “I’m not comfortable with that.”
 - Respecting when others say no
 - Sticking to your word kindly
-

Practice Activity: Boundary Scenarios

Write what you would say:

1. A friend pressures you to skip class.
 - o Your boundary response: _____
2. Someone teases you in a way that hurts.
 - o Your boundary response: _____
3. You're too tired to hang out tonight.
 - o Your boundary response: _____

Myths vs. Truths

- Myth: Boundaries are selfish.
- Truth: Boundaries protect connection.
- Myth: Saying no makes people stop liking me.
- Truth: Respectful people will respect your no.

Did You Know?

A UC Berkeley study (2017) found that people with healthy boundaries reported lower stress and more fulfilling friendships.

Worksheet 6 – Repair Script

Mistakes happen. Repair brings healing.

This worksheet gives you a script to apologize and rebuild trust.

The 3-Part Apology

1. Acknowledge the hurt: “I know I hurt you when I...”
2. Take responsibility: “That was my fault.”
3. Offer repair: “What can I do to make it right?”

Practice Activity: Fill-in-the-Blank Apologies

- “I know I hurt you when I _____. That was my fault. What can I do to make it right?”
- “I forgot to _____. I’m sorry. Is there a way I can fix it?”

Roleplay

In pairs, practice giving and receiving a 3-part apology.

Switch roles.

Myths vs. Truths

- Myth: Saying sorry makes me weak.
- Truth: Apologizing takes courage and builds trust.
- Myth: A short “sorry” is enough.
- Truth: Repair requires responsibility and action.

Reflection

- A time I repaired a relationship was: _____
- A time I wish I had apologized was: _____

Did You Know?

The Journal of Personality and Social Psychology (2016) found that apologies are most effective when they include both responsibility and an offer to repair.

Worksheet 7 – Gratitude Journal

Gratitude changes the way we see the world.

This worksheet helps you practice noticing what’s good, even when life feels stressful.

The Gratitude Practice

Every day, write down 3 things you are grateful for. Be specific.

- Instead of “friends”, write: “The way Alex saved me a seat at lunch.”
- Instead of “music”, write: “The song that made me feel calm after school.”

Practice Activity: Daily Gratitude

Fill in for today:

1. I’m grateful for _____
2. I’m grateful for _____
3. I’m grateful for _____

Reflection Questions

- How does writing gratitude change how you feel?
 - Who in your life do you want to thank?
-

Did You Know?

A UC Davis study (2003) found that students who wrote weekly gratitude lists reported greater optimism, better sleep, and stronger social bonds.

Worksheet 8 – Love Loops Project

This worksheet helps your group dream and design ways to spread kindness in your school.

Brainstorm Ideas

In small groups, come up with as many ideas as possible.

Think small and big:

- Hold doors open
- Anonymous thank-you notes
- A compliment wall
- Buddy program for new students
- Gratitude campaign

Planning Questions

- Which idea excites us most?
- What steps would it take?
- Who needs to be involved?
- How can we keep it simple and fun?

Practice Activity: Mini-Plan

Write down one project idea and outline the first 3 steps.

Reflection

- How could this project change the atmosphere of our school?
- How would I feel being part of this change?

Did You Know?

A Harvard Business Review study (2015) found that workplaces with intentional kindness projects saw improved morale and cooperation. The same applies to schools.

Worksheet 9 – Leadership & Integrity

Leadership in Love Loops is not about control.

It's about modeling kindness, compassion, and integrity.

Leadership by Modeling

- Kindness: Treat others with respect.
- Compassion: Notice when people are struggling.
- Forgiveness: Make space for repair.
- Self-Compassion: Be gentle with yourself.
- Honesty: Say what you mean, mean what you say.
- Integrity: Keep your word.

Practice Activity: Integrity Check

Reflect honestly:

- Do I keep my promises?
- Do I exaggerate to impress others?
- Do I follow through, even when it's hard?

Write one way you want to strengthen your integrity this week: _____

Myths vs. Truths

- Myth: Leaders never make mistakes.
- Truth: Leaders show how to repair when mistakes happen.
- Myth: Leaders control others.
- Truth: Leaders model values others want to follow.

Reflection / Journaling

- One leader I admire because of their integrity is: _____
- One way I can lead by example this week is: _____

Did You Know?

A University of Cambridge study (2019) found that groups with leaders who modeled integrity had stronger trust, cooperation, and long-term success.

Closing: Continuing the Journey

Looking Back

Over the past 8 weeks, you've practiced something rare: choosing connection over fear.

You've listened, shared, set boundaries, repaired, practiced gratitude, and imagined a kinder school.

These are not small things.

They are acts of courage.

Think about what you've done:

- You built a group where judgment was replaced with curiosity.
- You learned that listening deeply creates trust.
- You discovered common ground with people who are different from you.
- You learned to pause before spreading misinformation.
- You practiced saying “no” with respect.
- You repaired after mistakes.
- You gave and received gratitude and compassion.
- You imagined a school culture where kindness is the norm.

That is powerful.

Looking Forward

This workbook is only the beginning. Love Loops don't stop after 8 weeks.

They are meant to ripple outward — into your friendships, your family, your community, even the way you see yourself.

How can you keep practicing?

- Notice your Fear Loops (judgment, gossip, shutting down).
- Choose to create Love Loops (listening, kindness, repair).
- Share these skills outside the group.

Next Step: Friendship Groups

Some students continue by starting Friendship Groups — smaller circles of 2–6 friends who meet regularly to practice connection skills.

Friendship Groups are simpler:

- Meet once a week or every two weeks.
- Share gratitude and challenges.
- Practice listening and repair.
- Support each other in real life.

A full Love Loops Friendship Groups Guide will be available for free download soon.

It's the natural next step after this workbook.

Practical Actions

Here are simple ways to keep the momentum going:

- Start a mini-group with one or two friends.
- Share daily gratitudes.
- Repair quickly when you hurt someone.
- Invite someone new to sit with you at lunch.
- Use the worksheets whenever you need them.

Reflection & Commitment

Take a few minutes to write:

- The most important skill I learned in Love Loops is...
- One relationship I want to strengthen is...
- One action I will take in the next month to keep practicing Love Loops is...

Finally, write a pledge to yourself:

Inspiration to Carry On

Fear loops are everywhere — in schools, in media, in politics.

They divide people into “us vs. them.”

But every time you choose love, you break the cycle.

Every time you listen instead of interrupt, you build trust.

Every time you repair instead of ignore, you strengthen a relationship.

Every time you show compassion instead of judgment, you make the world safer.

That is how cultures change: one relationship at a time.

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Replace Fear Loops with Love Loops.

In today's schools, fear spreads fast. Gossip, judgment, and disconnection are everywhere. Students long for belonging, but don't always know how to find it.

This workbook offers a simple, practical, and powerful alternative: Love Loops™.

Over 8 weeks, students practice:

- Listening with curiosity
- Building trust through honesty and integrity
- Respecting boundaries
- Repairing after conflict
- Practicing gratitude and compassion
- Creating kindness projects that change culture

What's inside:

- Ready-to-use weekly sessions (30–40 minutes each)
- Conversation prompts, journaling pages, and reflection activities
- Expanded worksheets on listening, boundaries, repair, gratitude, and more
- A Leader's Corner in every session (tips for student or teacher facilitators)
- Closing guidance for continuing with Friendship Groups

About the Author

Darren Elliott is a Registered Psychotherapist (CRPO) and the founder of The Narcissism Recovery Project and Love Loops™. Trained as a high school teacher and a member of the Ontario College of Teachers, Darren has taught both in classrooms and through his work as a therapist. Today, he brings together his background in education and psychotherapy to help students, families, and communities replace fear and division with connection, compassion, and love.

About Love Loops™

Love Loops™ is more than a workbook — it's a movement. Across schools and communities, Love Loops groups are forming to practice the relational skills that build trust, belonging, and resilience. These groups are free to start, simple to run, and powerful in their impact.

Every time students gather in a circle to listen, share, and repair, they are creating Love Loops that ripple outward — into their friendships, their families, and their future.

Visit LoveLoops.love to download free resources, watch companion videos, and learn how to bring Love Loops to your school or community.