

This lessons are designed to be used in RPM (Rapid Prompting Method) lessons. RPM is a teaching method developed by Soma Mukhopadhyay. For more information on RPM go to <https://www.halo-soma.org>.

Legend for the lesson

Each lesson contains teaching points followed by a related sensory activity and/or question.

As you read the teaching point the **BOLD** words are the key words for the teaching point and should be written down on your paper as you teach.

Following the teaching point you will find:

S=Sensory activity (could include drawing, spelling, reading, looking at pictures, etc)

Q=Questions to go with teaching point (choices will be given in brackets after the question for students who need them, **but not every student needs to use them**)

Lessons should feel conversational so comment on each answer chosen and each response given. *Sometimes there will be additional instructions for you in italics that you don't need to read aloud to your student.*

We recommend reading over the lesson before teaching it and **modifying questions as needed** depending on what goals you are working on with your child.

For more information on teaching lessons using RPM we recommend the following books written by Soma Mukhopadhyay:

- Understanding Autism through Rapid Prompting Method (Red)
- Curriculum Guide for Autism Using RPM (Orange)
- Developing Communication for Autism Using RPM (Green)



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Valentine's Day

Every year on **February 14th** people celebrate a day known as **Valentine's Day**. It is a special day when people are able to show their **love** and **appreciation** to people that are important to them.

S - So let's start off today's lesson and spell the word LOVE

Q- And they day that we are celebrating love and appreciation is always celebrated on February _____ (14th/21st)

Q - Do you think it's a good idea to show appreciation to the people that are important to you? FOR SURE/SOMETIMES

The day is named after a **priest** named Valentine - who during Roman times would **secretly** marry couples against the Emperor's **wishes**.

Q - So Valentine's Day - did we learn it was named after a Roman TEACHER or PRIEST?

S - Now, I am curious why the priest had to marry couples in secret - practice asking the question WHY (student will spell WHY).

The Roman Emperor **Claudius** believed that soldiers **fought better** when they were not **married**, so he often did not allow men in his army to marry while they were in **service** to him. Valentine **did not agree** with the Emperor and married the soldiers in secret.



Q- Okay, so the Emperor didn't want his soldiers to marry because he believed they fought BETTER or WORSE when they were not married?

Q- Yes, he believed they fought better unmarried - but what do you think? Does it sound like Valentine AGREED or DISAGREED with the Emperor on this?

Q- How do you think the Emperor would feel if he found out that the priest was ignoring his wishes? Do you think he might feel ANGRY or FRUSTRATED?

It turns out that Claudius was **very angry** when he found out what the priest had been up to. He had Valentine **arrested** and he was sentenced to **death** on February 14th, 270.

Q- So what happened to Valentine when he was caught by the the Emperor? Was he FIRED or ARRESTED?

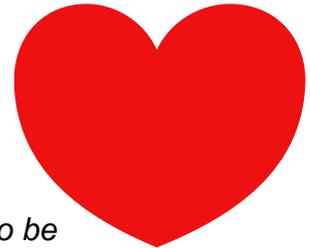
Q - What is a word that might go with arrested? (Do you think the word MATTRESS or JAIL might go with arrested?)

Now, when you think about Valentine's Day - some things you might think about could be love, flowers, chocolates or even the colour **red**. Let's learn some interesting facts about red - the **colour of love!**

Q- So we learned that the colour of love is the colour _____ (BLUE/RED)

Q- What red shape do you think might go best with Valentine's Day? Would you say a HEART or a CIRCLE would be the better shape?

S - Let's draw that shape and practice some colouring - let's use the colour red. *The steps for colouring will depend on how much experience your student has with the activity. If no colouring has been done before - try folding a piece of paper up into a smaller square before you draw the shape so that the surface area needing to be coloured isn't too overwhelming. You can then hold the square in your hand and motor model the back and forth movement needed for colouring. If your student has more experience with the activity then prompt as needed. You can use crayons, coloured pencils or markers for this - whatever the student is most comfortable with.*



Red is one of the **three primary** colours - along with blue and yellow - the primary colours are the three colours that will **mix** together to make **all** the other **colours**.

S- Let's practice spelling the word PRIMARY

Q - Now we know there are 3 primary colours - red, blue and _____ (BROWN/YELLOW)

Q- Do you have a favourite of the three primary colours? Do you prefer BLUE/RED/YELLOW?

(u could also ask the student something they like to eat that comes in the colour they chose. Provide choices if needed.)

The colour red is thought to be the most **vibrant** of all the colours - vibrant means that it is a **bright** colour that grabs people's attention. This is why the colour red has been used on stop signs, traffic lights and fire engines. The bright red colour warns people of **danger**.

Q- So if someone asked us what a vibrant colour might look like - would we tell them that it is a DARKER or BRIGHTER colour?

S - Let's write a sentence together about what we learned about the colour red: The vibrant colour red will warn people of _____ (DANGER/FUN).

Now we know that the colour red is often **associated** with love - but did you know in some cultures it is also the colour of **good fortune and joy?**

Q - Now, I was a bit surprised that the colour red could also be the colour of good fortune and joy. How about you? Were you surprised to hear that red could also mean joy?

YES/NO/MAYBE

Q- When I think of joy - I often think of the colour yellow - what colour means joy to you?

The most popular gifts purchased on Valentine's day are **flowers and chocolates**. The red rose is the most **popular** flower - with the beautiful flower symbolizing love and affection.

Q- Which do you think you would prefer to get as a Valentine's gift? Would you prefer to get FLOWERS or CHOCOLATES?

Q- What is a word that goes with flowers/chocolates? (*Provide choices if needed based on what the student chose as their answer.*)

Giving flowers is so **popular** it is estimated that **250 million** roses are **grown** just to be picked and sold on February 14th!

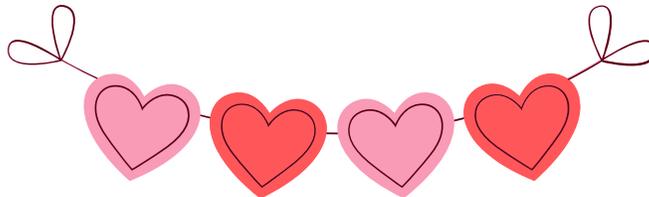
Q- So what do you think? Does it sound like MANY or just a FEW people give flowers as a gift on Valentine's Day?

Q- Do you think it would be FUN or BORING to be a flower farmer and grow all those red roses for Valentine's Day?

Creative Writing: Word Jumble - Let's see if we can unscramble these letters to make some words. Here is a hint - all the words will be from this lesson on Valentine's Day.

The letters can be written on ripped paper so they can be moved around while trying to solve the word. Letter tennis could also be used for this activity - so you would pick the first letter and have the student help with the next letter. Adjust the activity as needed for your student. Optional activity: You can work on printing out the unscrambled word

1. DRE (RED)
2. LVOE (LOVE)
3. LWOFRES (FLOWERS)
4. GNADRE (DANGER)
5. STEPRI (PRIEST)



Sources:

https://en.wikipedia.org/wiki/Valentine%27s_Day

<https://en.wikipedia.org/wiki/Red>