

A stylized illustration featuring a man and a woman. The man is on the left, wearing a blue t-shirt and looking upwards. The woman is on the right, wearing a purple top, large white headphones, and gold hoop earrings. The background is a vibrant mix of pink, purple, and blue with abstract patterns. The title 'LOVE RADIO' is prominently displayed in the upper center.

LOVE RADIO

EDUCATORS' GUIDE

About the Book



Prince Jones is the guy with all the answers—or so it seems. After all, at seventeen, he has his own segment on Detroit’s popular hip-hop show, Love Radio, where he dishes out advice to the brokenhearted.

Prince has always dreamed of

becoming a DJ and falling in love. But being the main caretaker for his mother, who has multiple sclerosis, and his little brother means his dreams will stay just that and the only romances in his life are the ones he hears about from his listeners. Until he meets Dani Ford.

Dani isn’t checking for anybody. She’s focused on her plan: ace senior year, score a scholarship, and move to New York City to become a famous author. But her college essay keeps tripping her up and acknowledging what’s blocking her means dealing with what happened at that party a few months ago. And that’s one thing Dani can’t do.

When the romantic DJ meets the ambitious writer, sparks fly. Prince is smitten, but Dani’s not looking to get derailed. She gives Prince just three dates to convince her that he’s worth falling for. Three dates for the love expert to take his own advice, and just maybe change two lives forever.

About the Author

Ebony LaDelle is the author of *Love Radio*—which was People magazine’s best book of the summer, Apple Books’s best book of 2022, an Amazon’s Editor Pick, and featured on the Today show. Prior to being an author, Ebony was a brand marketing director in book publishing and worked at Penguin Random House and HarperCollins, among others. Born in Michigan, awoken at Howard University, and cultivated in Brooklyn, Ebony can usually be found eating out somewhere or being the undisputed Mom Friend of any group. You can visit her online at EbonyLaDelle.com and follow her on social at [@EbonyLaDelle](https://www.instagram.com/EbonyLaDelle).

About this Guide

The Common Core Standards push readers to look closer when reading a text including examining author's craft and analyzing word choice and narrative elements. LaDelle's novel *Love Radio* includes intricate themes, complex characters, and a well-crafted plot that allows the reader to deeply delve into the text. This teaching guide includes discussion questions and language arts activities to be used in high school. This text may be read as a whole group, small group, or a combination. This guide could also be modified to be used with a student who is reading the novel independently.

The Common Core Anchor Standards in English Language Arts Anchor Standards and National Core Art Standards Music Anchor Standards that can be addressed using the discussion questions and activities in this guide are:

English Language Arts

- CCSS.ELA-LITERACY.CCRA.R.1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSS.ELA-LITERACY.CCRA.R.2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCSS.ELA-LITERACY.CCRA.R.3
Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- CCSS.ELA-LITERACY.CCRA.R.6
Assess how point of view or purpose shapes the content and style of a text.
- CCSS.ELA-LITERACY.CCRA.R.10
Read and comprehend complex literary texts independently and proficiently.
- CCSS.ELA-LITERACY.CCRA.W.7
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSS.ELA-LITERACY.CCRA.S.1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Music

- Imagine
Generate musical ideas for various purposes and contexts.
- Interpret
Develop personal interpretations that consider creators' intent.
- Respond
Choose music appropriate for a specific purpose or context.
- Connect
Synthesize and relate knowledge and personal experiences to music.



Discussion Questions

Use these questions as reading check-ins, writing prompts, or classroom discussions throughout *Love Radio*.

1. Why does Dani look down on love stories at the beginning of the book? Do you think her point of view about romance has changed by the end?
2. If you had your own list of names that you posted in your room of people who inspire and move you, who would be on your list and why?
3. Page 9 sees Dani sharing with her mom that she is stressed and page 14 shows how she deals with being tense. How is Dani dealing with her stress? Is it healthy? How does she fix this throughout the book? When you are feeling anxious and tense, what do you do?
4. There is a theme about supporting your own community throughout the book: Tidal streaming service, Black romance stories, books by and about the Black community, etc. Why do you think the author included this thread throughout the book? What was her purpose in doing so?
5. How did Prince's mom's diagnosis with MS change his life and make him who he is today?
6. How did the author's inclusion of transcripts from Prince's time on the radio add to the experience of the story?
7. On page 76, Prince says "I just love good movie soundtracks. The way they curate the artists, the mood they want to evoke, it's the best." What is your favorite movie soundtrack? Why is it your favorite?
8. Although not many people listen to FM Radio anymore, the author chose it to be a big part of the story. Why do you think she chose radio instead of a podcast or other streaming platform?
9. Dani wants to not play by heteronormative rules, so she respects Destiny being who she is, but how does Dani's want to not judge Destiny lead to her compromising her morals?
10. On page 105, Uncle Jerome shares that he still calls the Aretha Franklin Amphitheatre Chene Park even though it was renamed. This happens often with streets and places being renamed but some refusing to call it by its new name. Why are places like Chene Park being renamed? Why is it hurtful to progress to refuse to use the new name?
11. Why does Prince like to look at people's music collections? What does it tell him about them?
12. On page 162, Rashida and Dani finally talk about her assault. Why does Dani still feel like she should take some blame for the assault? What does Rashida do to help Dani move forward?

13. Dani points out that Prince should consider double majoring in psychology. What about Prince makes Dani think this? Do you think it would be a good fit? If you were to give Dani advice to double major, what would you recommend to her?
14. Audiobooks are mentioned a few times in the book (ex. 211). How important is a narrator to the audiobook?
15. Jerome and Lori disagree on the rules of Uno when they played on page 218. Uno rules change from house to house. What are your house rules for Uno? Do you agree with Jerome or Lori?
16. Why does Dani think that “brilliant head of yours” is the best compliment that Prince has ever given her?
17. What does how Prince reacted when Dani asked him to stop tell you about him?
18. What are examples within the book of Dani suffering from PTSD from her assault?
19. Why must Dani break up with Prince during her journey of self-love?
20. Prince listens to music when he needs to clear his head, what do you do?

Please share, specifically when dealing with the assault portions of the story:

National Sexual Assault Hotline

Confidential 24/7 Support

Chat: [online.rainn.org](https://www.rainn.org)

Call: 800-656-4673

<https://www.rainn.org/resources>

Classroom Extensions

Use these activities to extend your students' thinking and experience with *Love Radio*.

Character Development

- The author chooses to open Dani's story with a discussion on romance movies and tropes. Why do you think this is how we meet Dani? How does she change throughout the book?
- Have students make a T chart with the left being how they saw Dani at the beginning of the book then the right side being how they see her at the end of the book.
- Then have them annotate their T chart with events from the book that shifted Dani's character. For example, she goes from thinking all teen love is infatuation (page 7) to falling in love with Prince. What helped her make this change?
 - *Students may annotate as they see fit for the assignment.*
- Repeat this activity but with Prince. We meet him as DJ Prince Jones, the knower of all things romance and confidence, but we learn more about him throughout the book. How does he change throughout the book?
- Have students answer, using textual evidence: How did Dani help Prince grow during their time together? And vice versa: How did Prince help Dani grow up during their time together?

Tropes & Formulas

- On page 6 Dani shares examples of tropes, specifically romance tropes, and says that they are all problematic and simple.
- As a class, define what a trope is and then come up with a list of them using Dani's examples as a starting point.
- Then, have students split into two groups. One side will argue that tropes are problematic and simple while the other side will argue that they are not.
- Give students time to come up with their arguments.
- Then, have them trade summaries of their arguments so they can prepare rebuttals.
- Have students take part in a debate.
 - An example classroom debate rubric: https://web.stanford.edu/class/cs326/classroom_debate_rubric.pdf

Ranking

- Dani's mom is obsessed with old-school romance movies and even ranks them.
- Have students think of something they love and have them come up with a list of their favorites and rank them. Have them share them with a peer.
- They should then find an adult in their life and have them do the same activity, but encourage students to ask follow-up questions to allow them to get to know the adult in their life more.
- Some questions to ask:
 - Why did you rank them the way you did?
 - Tell me about your favorite?
 - Tell me about your least favorite?
 - What is something that contemporary teens do not understand about this thing you love?
 - What is one thing you think is misunderstood about the thing you love?

Letters

- Dani writes letters to her favorite authors throughout the book both sharing aspects about her life as well as how each author inspires and affects her.
- Have students choose an author or other artist (alive or passed) who has had an impact on them.
- Before starting, have them look at Dani's letters as examples: pages 15, 90, 224.
- Then, have them write their own letter to their chosen artist.
 - Share beforehand if you will be collecting or not as that may change the intimacy of the letter. Also, make sure to share any expectations of what to include if they are turning them in.

Dani's Authors

- Split students into 8 groups.
- Assign each group one of Dani's authors: Maya Angelou, Alice Walker, Zora Neale Hurston, Toni Morrison, Roxane Gay, Jesmyn Ward, Lorde, bell hooks
- Have students complete an in-depth author study of their assigned author.
- Within their study, they should also analyze LaDelle's choice of including them in *Love Radio*.
- Enrichment: Have students research other Black women authors and find one that they think Dani would like. Have them share their found authors with the class, why they chose them, and why they believe Dani would like them.

We Need Diverse Books

- A plotline throughout the book is getting books for Mook who needs books that he can connect with and grab his attention (Pages 31-32, 63, & 210-211).
- Have students think back to some of their favorite picture books. Brainstorm as a class and make a list. Then annotate the list marking which have animal/object/nonsense characters and which have human characters. Then, of the human characters, which have white characters and which have BIPOC characters?
- Ask students what they notice.
- Then, have them check out the diversity statistics for children’s books: <https://ccbc.education.wisc.edu/literature-resources/ccbc-diversity-statistics/>

Diversity in Children’s Books 2015

Percentages of books depicting characters from diverse backgrounds Based on the 2015 publishing statistics compiled by the Cooperative Children’s Book Center, School of Education, University of Wisconsin-Madison. ccbc.education.wisc.edu/books/pcstats.asp



0.9% American Indians/ First Nations	2.4% Latinx	3.3% Asian Pacifics/ Asian Pacific Americans	7.6% African/ African Americans	12.5%* Animals, Trucks, etc.	73.3%** White
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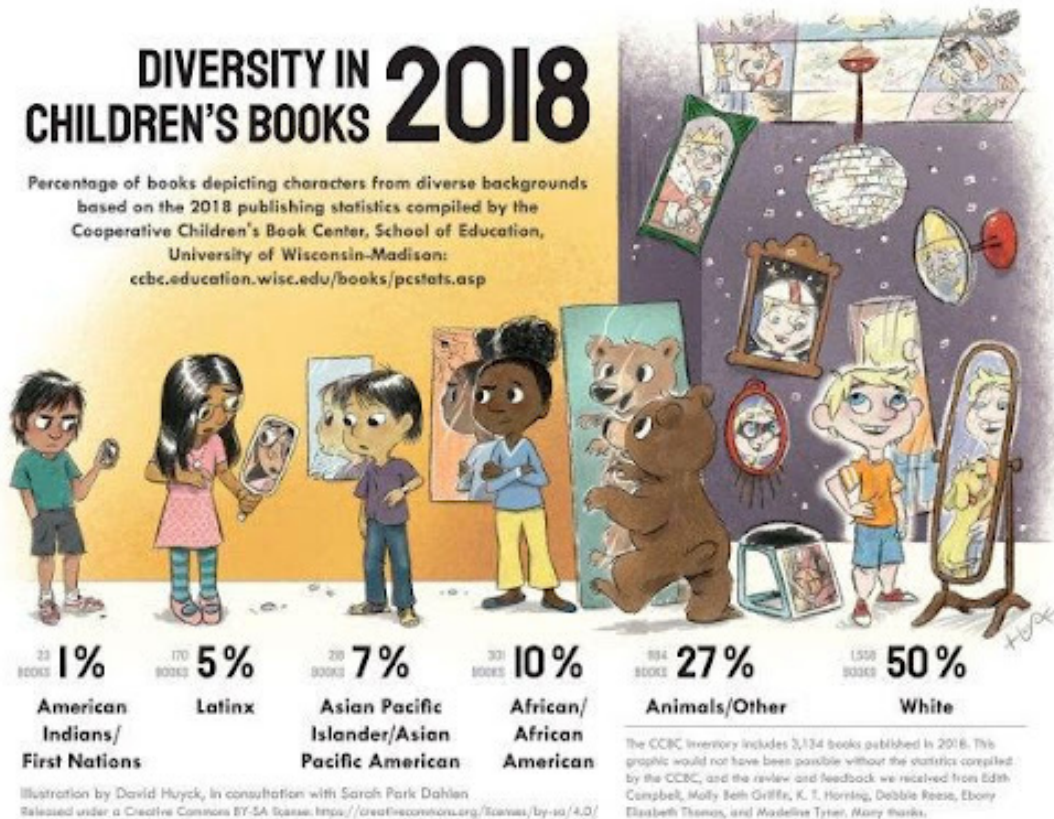
Illustration by David Huyck. In consultation with Sarah Park Dahlen & Molly Beth Griffin. Released under a Creative Commons BY-NC-SA license: <https://creativecommons.org/licenses/by-nc-sa/4.0/>

* About a quarter of the total children’s books published in 2015 were picture books, and about half of those depict non-human characters, like animals & trucks

** The remainder depict white characters.

DIVERSITY IN CHILDREN'S BOOKS 2018

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison: ccbc.education.wisc.edu/books/pcstats.asp



- Ask students what they notice.
- Have students reflect on these statistics and what they noticed above by freewriting. Have students share their thoughts.
 - Example presentation: <https://docs.google.com/presentation/d/1fb8yILxjG4cwXa-4a4b7Zua0mPQ0wCec/edit?usp=sharing&oid=105320648495438557841&rtpof=true&sd=true>
- Enrichment: Have students do research and create a list of books that they would recommend to Mook.

The Dedication

- Take your students to your library and have them search through the books for their favorite dedication.
- Once they find it, they should write a reflection about why it is the favorite that they found.
- Enrichment: Once students have finished reading the book, make sure they read the author's note and dedication. Have them answer: Why do you believe that Ebony LaDelle dedicated her book the way she did? Use evidence to support.
- Enrichment: Ask students to answer: If you were writing a story (of your life or fictional), what would your dedication be as of right now? Why?

Therapy

- Prince shares that “the stigma of therapy is still real for Black people,” and we see this both through Prince’s show and Dani’s hesitation to receive help after her assault.
- Have students research the racism and stigma within the mental health community when it comes to Black and African Americans.
- They should then write an analytical response summarizing what they learned through their research as well as action steps they’ve found in their research for what could be done within the system to move away from the systemic racism thus the stigma.

Cultural Appropriation

- Esi plans the first Hair Wars at their school because of the cultural appropriation that she has noticed, specifically when it comes to hair (pages 206, 227, 287).
- Have students get into groups of six then count off 1-6 within the group. Students will take part in a jigsaw reading where each person will read a different article, meet with others that read the same article, then go back to their home group to share what they learned:
 - [Understanding Why Cultural Appropriation is Wrong](#)
 - [What’s Wrong with Cultural Appropriation?](#)
 - [7 Things You May Not Realize are Cultural Appropriation, But Are](#)
 - [People of Color Explain the Difference Between Cultural Appropriation and Appreciation](#)
 - [What Exactly is Cultural Appropriation?](#)
 - [There’s a Big Difference Between Cultural Appropriation and Appreciation – Here’s Why it Matters](#)
 - Resource: <https://educators4sc.org/topic-guides/teaching-about-cultural-appropriation/>
- Have students create a one pager with their thoughts, feelings, etc. from this jigsaw activity.
 - One pagers are a response to a text using written and visual responses.
 - Resource: <https://www.chompingatthelit.com/one-pagers/>
- Enrichment: <https://teachrock.org/lesson/indians-american-imagination-exploring-cultural-appropriation-structured-academic-controversy/>

The Perfect Song

- When Dani breaks up with Prince, he listens to some classic break up songs like ones by Boyz II Men and Jodeci.
- Ask students to write an argumentative essay on what song is the perfect heartbreak song and why.
- Enrichment: Have them pick songs for other emotions and occasions. Create a Padlet or other sharing board for students to share their chosen songs.

Dani's College Essay

- Dani decided to “write about [her] experience with Destiny and how much [she’s] grown from it” for her college essay.
- Have students complete: Write your own essay sharing an experience, positive or negative, that has led to growth within you.

Love Is...

- Dani wants love that is more than infatuation. She shared on pages 159 and 208 how she views love.
- Have students write a poem titled “Love Is” and fill it with everything they believe love is, outside of infatuation.

Motown

- Motown changed more than just music. Have students, independently or in groups, use all of Chapter 13 as well as their own research to create a presentation sharing how Motown changed the music and other industries for Black Americans.

This guide was created by Kellee Moyer, a middle school teacher-librarian in Orlando, FL. Kellee is the author of various teaching guides for all levels; the co-author of the blog [Unleashing Readers](#); a past committee member & chair of the Schneider Family Book Award and Amelia Elizabeth Walden Award; on the 2016-2018 ALAN Board of Directors; and a member of NCTE, ALAN, and ALA. Kellee can be reached at Kellee.Moyer@gmail.com.