

Compliment Chain - Levels A & B

GRATITUDE

To support students to experience the joy of giving and receiving kind words. Through a structured group activity, students practise gratitude, generosity, and social connection, learning that kind words help people feel valued and help the world grow kinder, just like caring for Earth, the Playful Astronauts' first stop.



Learning Intentions

Students aim to participate in a shared kindness routine with others.



Students aim to respond to kind words or actions using gesture, movement, visuals, or AAC.

Students aim to take turns within a predictable group routine with adult support.



Success Criteria

I can participate by watching, listening, or responding when it is my turn.

I can give or show kindness using words, pictures, movement, or AAC.



I can receive kindness and show a response with support.

I can stay with the group for part or all of the activity.



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Duration: 8 - 12 minutes

Objective

To support students to experience the joy of giving and receiving kind words. Through a structured group activity, students practise gratitude, generosity, and social connection, learning that kind words help people feel valued and help the world grow kinder, just like caring for Earth, the Playful Astronauts' first stop.

Players

Whole class or small groups

Suitable for 3 - 16 students

Played seated or standing in a small circle

What You Need

No equipment required

Optional:

Compliment visual cards (kind, helpful, funny, brave, friendly) (found in PDF resource)

Coloured paper strips for a visual kindness chain

Coloured pencils

AAC devices, switches, or communication boards as required

Setup

Arrange students in a small, clear circle so everyone is visible.

Students may sit on the floor, chairs, or remain in wheelchairs.

Introduce the activity using short, clear language:

“We are going to share kindness.”

“We take turns during this activity.”

“When someone is kind to you, you can say thank you anyway you like.”

Model what a compliment looks like using simple examples and gestures.

Ensure AAC devices are switched on and open to basic social or describing words.

Gameplay

Step 1: Adult Modelling

The teacher always begins the chain.

Turn to the student next to you and model a simple compliment, for example:

“You are kind.”



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GRATITUDE

Pair the words with a gesture such as a smile or thumbs up.

Model receiving kindness by saying or showing:

“Thank you.”

If using the Compliment visual cards you can give one to the student as you give them your compliment.

Activate the matching AAC symbol if available.

Step 2: Student Turns

The student who receives the compliment is supported to respond in any way, including:

- Smiling
- Nodding
- Making a sound
- Using a gesture
- Activating AAC for “thank you” or “happy”

The adult narrates positively:

“You are saying thank you.”

With support, the student then gives kindness to the next person by:

- Saying a word
- Narrating to the teacher/using teacher support
- Using AAC
- Giving a gesture such as a thumbs up or smile

Adults may support by offering two choices, modelling quietly, or assisting with turn-taking.

Step 3: Continue the Chain

With adult guidance, the kindness continues around the circle.

The adult names each turn clearly:

“Your turn.”

“Finished.”

The activity may stop early if students show signs of tiredness or dysregulation.

Optional Extension: Visual Kindness Chain

Students draw, colour, or place a symbol on a paper strip to show kindness.

Adults scribe or interpret the student’s meaning if required.

Connect the strips to form a classroom Kindness Chain.

Display it as a reminder that kindness connects everyone.



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GRATITUDE

Debrief / Reflection

Keep reflection brief and concrete.

Ask one question at a time with wait time:

“Did you like the kindness?”

“Who is happy?”

“Can we be kind again?”

Accept responses through eye gaze, gesture, AAC, facial expression, or movement.

Reinforce the message:

“Kindness helps us feel good together.”

Winning the Game

There are no winners or losers.

Success is shown through participation, shared attention, and connection.

Sensory-Specific Learner Variation

Purpose: To support emotional regulation and comfort during social interaction.

Adjustments may include:

Allowing students to give kindness using visuals only.

Reducing group size to a smaller circle.

Allowing students to give kindness to a trusted adult instead of a peer.

Providing a calming object or fidget.

Using the same compliment repeatedly for predictability.

AAC-Specific Supports

Prepare AAC in Advance

Ensure access to symbols such as: kind, friend, good, thank you, happy, finished.

Use single-message switches where appropriate.

Model AAC Consistently

Adults activate AAC symbols every time they model kindness or gratitude.



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GRATITUDE

Accessibility and Inclusion Notes

Ensure all students can see and orient toward others.

Accept all forms of kindness equally.

Provide adult or peer support without reducing student ownership.

Maintain slow pacing and predictable routines.

Emphasise that kindness can be shown through actions, sounds, or choices, not only spoken words.

Teacher Notes

“Compliment Chain – Levels A & B” supports early Personal and Social Capability, emotional expression, turn-taking, and social awareness. It works well as a calm circle-time routine or end-of-day activity and pairs strongly with Pass the Smile, Kindness Catch, and Kindness Garden to build a consistent, inclusive culture of gratitude and connection within the classroom.

