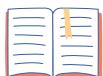


Compliment Chain - Levels C & D

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 practise giving kind compliments to others in their class.



Students aim to listen to and accept kind words from peers with confidence and gratitude.

Students aim to participate in a shared routine that builds a chain of kindness through thoughtful words and actions.



Success Criteria

I can give a kind compliment to another student using words, gestures, visuals, or AAC.

I can listen to a compliment and respond respectfully.



I can help continue the kindness chain by passing a compliment to the next person.



Compliment Chain - Levels C & D

GRATITUDE

Duration: 10 - 15 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 4 - 26 students

Played seated or standing in a circle

What You Need

••••• No equipment required

Optional:

Coloured paper strips for a visual Kindness Chain

Coloured pencils

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

AAC devices or communication boards as required

Setup

1. Arrange students in a clear circle so everyone can see each other.
2. Briefly revisit the Earth theme:
 - "Earth is full of people who care for each other."
 - "Kind words help people feel safe and happy."
3. Explain what a compliment is using simple examples:
 - "You are a good friend."
 - "I like how you help."
4. Explain the routine clearly:
 - "One person gives a compliment."
 - "The next person says thank you."
 - "Then they give a compliment to the next person."
5. Confirm AAC devices are on and open to describing words, feelings, or social language pages.



Compliment Chain - Levels C & D

GRATITUDE

Gameplay

Step 1: Teacher Models

The teacher begins the compliment chain.

- Turn to the student next to you and give a clear, simple compliment, for example:
 - “I like how you share.”
- Model receiving a compliment by smiling and saying:
 - “Thank you.”
 - If using the Compliment visual cards you can give one to the student as you pass them your compliment.

Step 2: Student Turns

1. The student who receives the compliment:
 - Smiles, nods, or says “thank you” (or uses AAC/gesture)
2. That student then gives a compliment to the next person in the circle using:
 - A spoken sentence
 - A single word
 - A visual card
 - AAC
 - A gesture (thumbs up, heart hands, smile)
3. Continue around the circle until all students have participated.

Adults may support students by:

- Offering sentence starters
- Providing two compliment choices
- Modelling quietly beside the student

Optional Extension: Visual Kindness Chain

1. After the verbal chain, invite students to draw, write, or symbolise a compliment on a paper strip.
2. Connect the strips to form a classroom Kindness Chain.
3. Display it as a reminder that kind words connect everyone.



Compliment Chain - Levels C & D

GRATITUDE

Debrief / Reflection

Ask one question at a time, allowing multiple response modes:

- "How did it feel to hear kind words?"
- "What compliment did you like?"
- "How can we use kind words every day?"

Reinforce the message:

"Kind words help people feel good and help our world grow kinder."

Winning the Game

There are no winners or losers.

Success is shown through participation, kindness, and connection.

Sensory-Specific Learner Variation

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

Adjustments include:

- Allow students to pass compliments using visuals instead of speaking.
- Provide a calming object for students who feel overwhelmed.
- Allow students to give compliments to a trusted peer or adult.
- Reduce group size to a smaller circle if needed.
- Use predictable sentence starters to reduce anxiety.

AAC-Specific Supports

1. Prepare AAC in Advance

- Pages with: kind, good, friend, help, thank you, happy

2. Model AAC Use

- Teacher selects AAC symbols while saying compliments aloud

3. Supported Responses

- Students may:
 - Activate a button
 - Point to a symbol
 - Use eye gaze
 - Choose between two options

4. AAC Reflection

- Ask: "How do you feel?"
- Students respond using AAC, gesture, or facial expression



Compliment Chain – Levels C & D

GRATITUDE

Accessibility and Inclusion Notes

- Ensure all students can see and hear each other clearly.
- Allow compliments to be shared in multiple formats.
- Pair students with peers or adults if additional support is needed.
- Celebrate all attempts equally, regardless of length or complexity.
- Emphasise that kindness can be shown in many different ways.

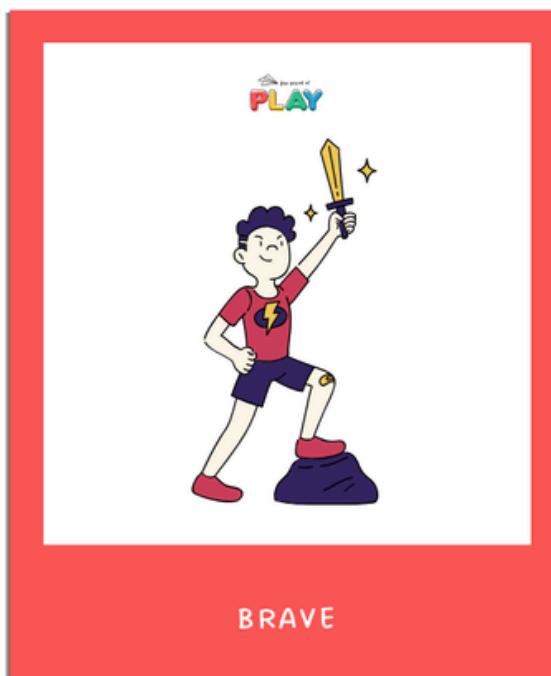
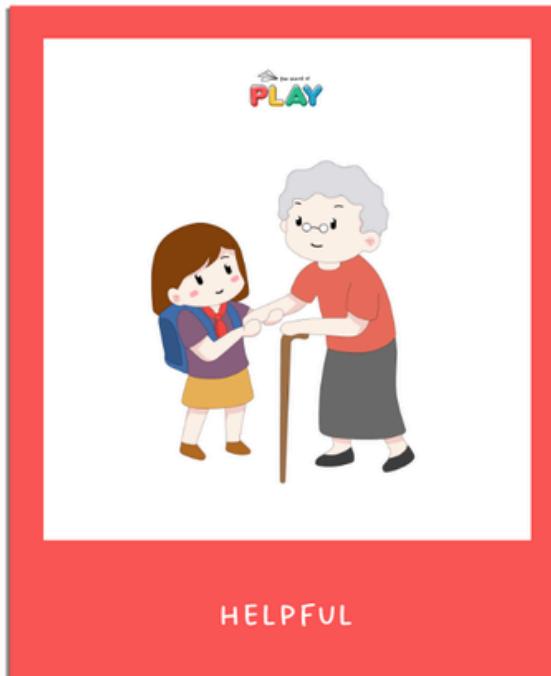
Teacher Notes

“Compliment Chain – Levels C & D” supports gratitude, emotional awareness, cooperation, and understanding the impact of words on others. It works well as a circle-time activity, a calming end-of-day routine, or a closing activity for Week One of the Playful Astronauts curriculum, reinforcing the Earth theme of care, connection, and kindness.

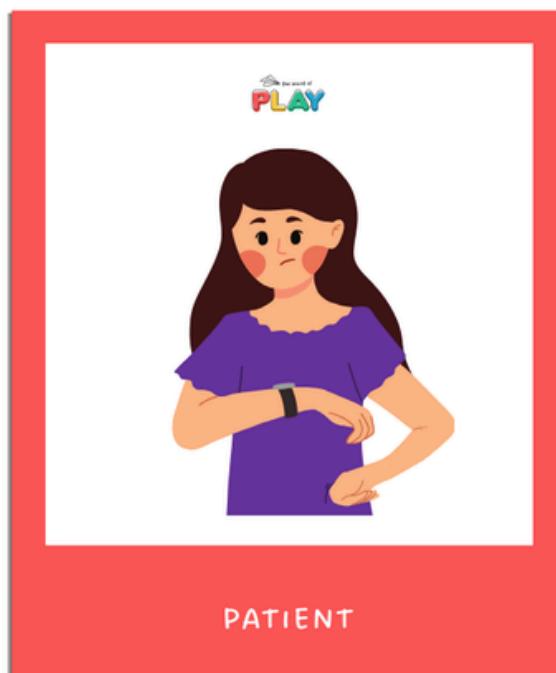
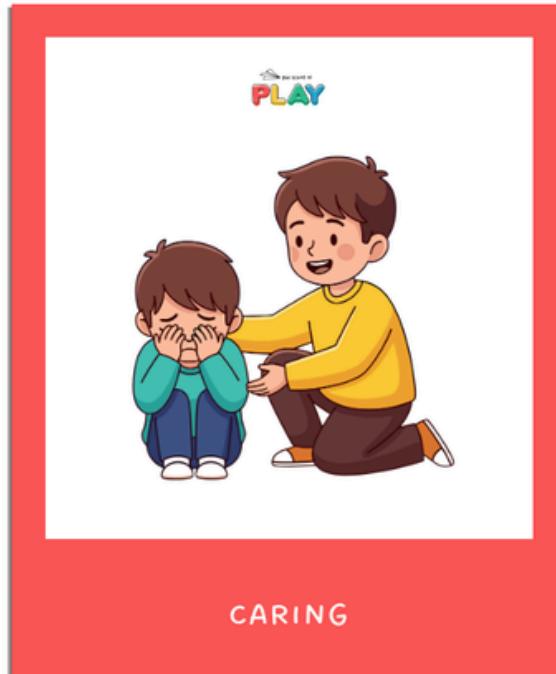
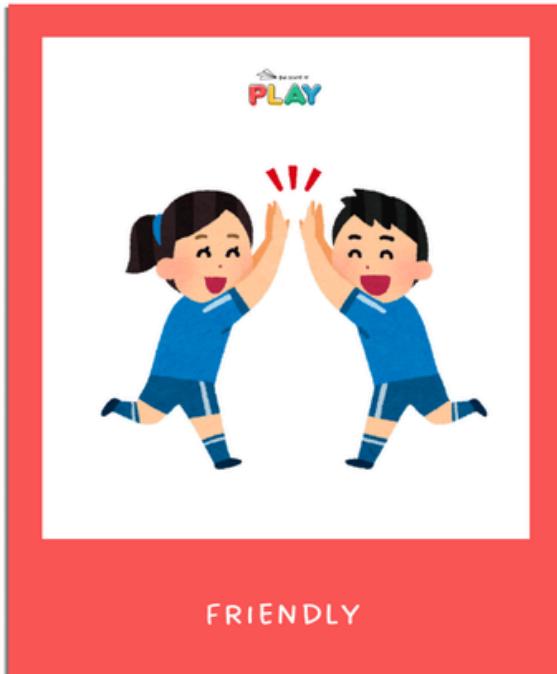


COMPLIMENT VISUAL CARDS

PRINT AND CUT OUT THE CARDS. STUDENTS SIT IN A CIRCLE AND THE TEACHER MODELS GIVING A COMPLIMENT BY CHOOSING A CARD AND PASSING IT TO THE NEXT STUDENT. THE STUDENT RESPONDS WITH "THANK YOU" IN THEIR OWN WAY, THEN CHOOSES A NEW CARD TO COMPLIMENT THE NEXT PERSON.



COMPLIMENT VISUAL CARDS



COMPLIMENT VISUAL CARDS

