

# Compliment Time – Levels F-3

WRITTEN

 To help students strengthen kindness, empathy, and social connection by noticing good things about others and expressing them through compliments.

## Learning Intentions

**To notice good things about other people.**

Students practise identifying positive actions, efforts, or qualities in their peers.

**To use kind words to make others feel good.**

Students practise expressing kindness and positivity in simple ways.

**To think about how giving and receiving compliments makes me feel.**

Students reflect on the emotions connected with kindness and empathy.

## Success Criteria

I can share at least one kind thing about another person.

 I can give my compliments using simple and clear words.

I can say how it feels to give or receive a compliment.



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**Duration:** 15–20 minutes

## Objective

To help students strengthen kindness, empathy, and social connection by noticing good things about others and expressing them through compliments.

## What You Need

- Paper (or sticky notes)
- Pencils or coloured pencils.

## Gameplay

1. **Think of Something Kind** – Students are asked to think of one kind or positive thing about a classmate, friend, or family member (e.g., “You helped me,” “You played with me,” “You make me laugh”).
2. **Write or Draw the Compliment** – Students write their compliment in simple words or draw a picture showing the positive action/quality.
3. **Give the Compliment** – Students share their compliment by giving the paper/note or saying it aloud to the person.
4. **Group Reflection** – As a class, discuss how it felt to give and receive compliments, and why they are important.

## Reflection Prompts

- How did you feel when you gave a compliment?
- How did you feel when you received one?
- Why do kind words matter?

## For Wheelchair Users / Accessibility

- Compliments can be spoken, drawn, or chosen from visual cards (e.g., “kind,” “funny,” “helpful”).
- Students may use assistive communication devices to share compliments.
- Teachers or peers can scribe compliments for students who cannot write independently.



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## Notes for Inclusion

- Encourage short and simple compliments that are easy to understand.
- Allow both spoken and non-verbal compliments (drawing, gestures, assistive tech).
- Model giving compliments first to help students understand how to do it.

## Variations

- **Classroom Circle:** Each student gives a compliment to the person sitting beside them.
- **Family/Home:** Family members each share a compliment around the dinner table.
- **Pair Work:** Students pair up and exchange compliments, then share how it made them feel.

