

Compliment Time – Levels C & D

WRITTEN

To encourage students to practise kindness by giving compliments, helping them recognise the positive qualities in others and strengthening social connections.



Learning Intentions

To give genuine compliments to others.

Students practise recognising positive qualities in others and express kindness through compliments.

To practise kindness and positivity in my interactions.

Students understand the impact of positive words and how compliments can make people feel good.

To reflect on the feelings that come from giving compliments.

Students explore how giving compliments benefits both the giver and the receiver, promoting empathy and social connection.



Success Criteria

I can identify at least three positive qualities or actions in others.

I can give a compliment using clear, kind words.

I can reflect on how giving compliments makes me and others feel.



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Duration: 15–20 minutes

Objective

To encourage students to practise kindness by giving compliments, helping them recognise the positive qualities in others and strengthening social connections.

What You Need

- Paper (one per student)
- Pencils or coloured pencils.

Gameplay

1. **Write or Draw Three Compliments** – Students think of three compliments they can give to someone today (e.g., about kindness, effort, or appearance). They write or draw these compliments on their paper.
2. **Share the Compliments** – Students share their compliments with the chosen person (friend, family member, or classmate). This can be done verbally or by handing over their paper.
3. **Reflection Discussion** – As a group or individually, students reflect on:
 - How it felt to give a compliment.
 - How they think the other person felt when receiving it.
 - Why compliments are important.

Reflection Prompts

- How does it feel when you give a compliment?
- How do you think the person feels when they hear your compliment?
- Why is it important to say kind things to others?

For Wheelchair Users / Accessibility

- Compliments can be **spoken, written, drawn, or communicated with assistive technology**.
- Students can point to **visual cards with kind words or qualities** (e.g., “kind,” “funny,” “helpful”) to select compliments.
- Teachers/peers can **scribe compliments** for students who may find writing difficult.



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Notes for Inclusion

- Encourage sincere and specific compliments (e.g., “You helped me clean up” instead of “You’re nice”).
- Accept all forms of communication (speech, signs, symbols, drawings).
- Build a safe and supportive atmosphere where every student feels appreciated.

Variations

- **Classroom:** Students sit in a circle and pass compliments around to create a chain of kindness (aided by educators).
- **Family/Home:** Each family member shares one compliment with another during mealtime or before bed.
- **Small Groups:** Pair students and ask them to exchange compliments, then share how it made them feel with the group.

