

Compliment Time (Levels A-B)

WRITTEN

To support early kindness skills by helping students recognise something positive in a peer or adult and communicate a simple compliment in a supported, accessible way.



Learning Intentions

Recognise Something Kind:



Students will explore noticing something they like or appreciate about another person.

Express Kindness:

Students will practise giving a simple compliment using gesture, picture, drawing, or AAC.

Feel Good Through Kindness:

Students will begin to recognise how giving kindness makes them and others feel.



Success Criteria

Students choose or show one compliment for another person using pictures, gestures, or AAC.

Students share their compliment in any form, handing a picture, smiling, pointing, drawing, or vocalising.

Students respond to how kindness feels by showing or choosing a feeling (happy, excited, calm).



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Duration: 15 - 20 minutes

Objective

To support early kindness skills by helping students recognise something positive in a peer or adult and communicate a simple compliment in a supported, accessible way.

What You Need

Paper or notebook page

Coloured pencils

Simple compliment picture cards (e.g., "you're kind," "you helped me," "you're funny," "you're a good friend," "you have a nice smile," "thank you") (found in PDF resource)

Emotion visuals (happy, calm, excited) (found in PDF resource)

AAC devices with symbols such as "good," "help," "friend," "like," "thank you," "happy," "you"

Setup

1. Print and cut out the Simple compliment picture cards and emotion visual cards.
2. Students sit in a circle or next to a partner.
3. Teacher explains:
4. "A compliment is saying something KIND about someone."
5. Show visuals for "you're kind" and "you're a good friend."
6. Model a simple compliment:
"You make me happy."
"I like your smile."
7. Present 3 - 6 compliment picture cards for students to choose from.
8. Ensure AAC systems are open to kindness and feeling vocabulary.

Gameplay

1. Choose a Compliment

Students select a simple compliment card they would like to use or focus on by:

- pointing to the card
- eye gaze towards the card
- touching or picking up a complement picture card
- selecting on AAC
- smiling/vocalising when shown the options

Teacher labels clearly:

"You chose GOOD FRIEND."

"That is a kind thing to say."

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2. Draw or Mark the Compliment

Students decorate their chosen compliment card to make it their own:

- drawing a smile on it
- colouring a heart on it
- scribbling a mark on it
- Placing a stamp mark on or a sticker

Any mark-making counts as participation.

3. Share the Compliment

Students give their compliment to a fellow peer or adult: Ask them to choose someone they would like to give their compliment card to, they do this by:

- handing over the picture card
- pointing to the person
- giving a smile or wave towards the person
- using AAC ("thank you," "good friend," "happy")
- doing a simple gesture (thumbs up) when the teacher presents different options

Teacher celebrates:

"That was very kind!"

"You made your friend feel happy!"

4. Reflect on Feelings

Teacher shows the emotion visual cards and asks:

"How does it feel to be kind?"

Students respond with:

- pointing to a relevant emotion card
- smiling when the emotion card is shown
- selecting AAC ("happy")
- raising arms in excitement

Then ask:

"How do you think your friend feels?"

Teacher models:

"Your friend feels HAPPY."



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5. Celebrate as a Group

Everyone claps, waves, or says "yay!"

Group repeats 1 - 2 more rounds depending on regulation and engagement.

Debrief / Reflection

Use simple, one-question-at-a-time prompts:

- "Point to how YOU feel after being kind."
- "Show me happy!"
- "Do you want to give more compliments?" (yes/no visuals)

Celebrate every attempt.

Sensory-Seeking Learners Variation

1. Use Movement-Based Compliments

Pair compliments with simple movement:

- "Good friend!" → gentle high-five (if appropriate)
- "Thank you!" → arms up
- "Happy!" → wiggle or bounce
- "Nice!" → clap

2. Tactile Compliment Cards

Create textured cards:

- soft fur = "kind"
- bumpy = "good job"
- smooth = "thank you"
- sparkly = "happy friend"

Children choose through sensory exploration.

3. Use Props for Expression

- heart-shaped foam
- ribbon for waving
- sticker placed on the friend's paper
- plush toy for "hug" compliments

4. Sensory Regulation Breaks

Before sharing, allow:

- deep pressure with cushion
- wall push
- rocking
- breathing visual

Then return calmly.



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AAC-Specific Supports

1. Prepare AAC Vocabulary

Include:

- kind
- thank you
- good
- help
- friend
- happy
- like
- more
- finished

2. Aided Language Input

Teacher models the AAC during gameplay:

“Kind.”

“Good friend.”

“Thank you.”

“I like you.”

“Happy.”

3. Supported Compliment Choices

Present two symbols:

“Kind or thank you?”

“Friend or help?”

Students respond via pointing, AAC press, or eye gaze.

4. AAC Sharing

Students can select:

- “You good.”
- “Friend.”
- “Thank you.”
- “Happy.”

Teacher interprets, expands, and celebrates.

5. AAC Reflection

Students respond using:

- “Happy.”
- “Good.”
- “More kindness.”
- “Finished.”

COMPLIMENT PICTURE CARDS

PRINT AND CUT OUT THE CARDS. A STUDENT CHOOSES ONE CARD AND GIVES IT TO SOMEONE. THE RECEIVER PICKS AN EMOTION CARD (HAPPY, CALM, EXCITED) TO SHOW HOW IT FEELS. CELEBRATE EVERY COMPLIMENT WITH A SIMPLE CHEER, CLAP, OR THUMBS UP.



COMPLIMENT PICTURE CARDS



YOU HAVE A
NICE SMILE



YOU'RE CARING



YOU MADE ME
HAPPY



YOU'RE GENTLE



COMPLIMENT PICTURE CARDS



YOU'RE BRAVE



YOU'RE PATIENT



YOU'RE AWESOME



THANK YOU



EMOTIONS CARDS



HAPPY



THANKFUL



CARING



PROUD



EMOTIONS CARDS



LOVED

the school of
PLAY



APPRECIATED

the school of
PLAY



SURPRISED

the school of
PLAY



STRONG

the school of
PLAY



EMOTIONS CARDS



EXCITED



CALM

