

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.

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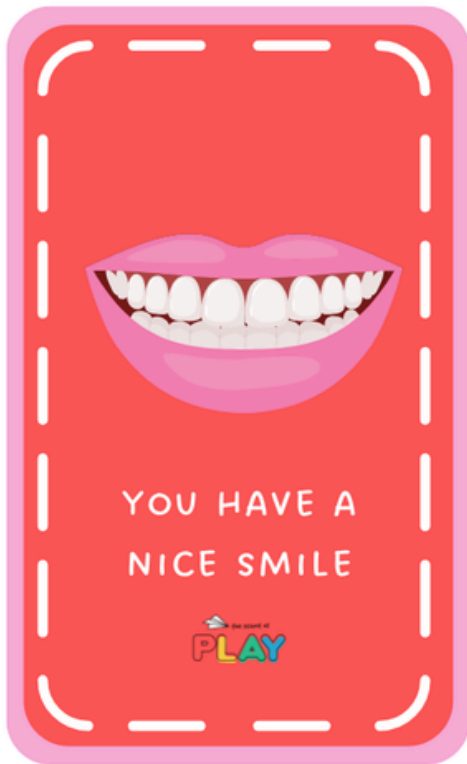


COMPLIMENT PICTURE CARDS

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



COMPLIMENT PICTURE CARDS



YOU'RE BRAVE



YOU'RE PATIENT



YOU'RE AWESOME



THANK YOU




EMOTIONS CARDS





HAPPY




THANKFUL



CARING



PROUD



EMOTIONS CARDS



LOVED



APPRECIATED



SURPRISED



STRONG



EMOTIONS CARDS

