



LESSON

3

Complimenting Others Unit

Grade 3 • Ages 8-9

TIME FRAME

Preparation: 5 minutes Instruction: 30 minutes

MATERIALS

Completed bingo game sheet

Chart paper

(Optional) Papers or popsicle sticks with students names written

[Kindness Concept Poster](#) for Respect & Self-Care

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.SL.3.1, 1b-d, 3, 6; CCSS.ELA-Literacy.L.3.1; CCSS.ELA-Literacy.W.3.2, 2a-d Colorado: Comprehensive Health S.3, GLE.1, EO.b,g; Reading, Writing and Communicating S.1, GLE.1, EO.c,f,g; S.3, GLE.2, EO.a.i-v

[Learning standards key](#)

Genuine Compliments

Students will identify the importance of giving genuine compliments that focus on a person's talents/abilities and will practice giving their classmates compliments.

Lesson Background for Teachers

This lesson builds on previous lessons in this unit. Sincere compliments can build trust in your classroom, which will help to foster a positive classroom environment.

Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

RESPECT Treating people, places, and things with kindness

SELF-CARE Taking care of yourself through kind words, actions and thoughts.

GENUINE Actual, real or true.

COMPLIMENT Telling someone something nice that expresses praise or admiration.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Dividing into small groups and sitting in a circle; suggest that they compliment the person to the left so that they don't have to choose who they compliment, which can be overwhelming for some kids.
- Writing their compliments on sticky notes and handing the compliment to that person; it may be difficult for some students to say their compliment out loud.
- Being reminded to think through what they are going to say first, so that they don't accidentally say something that hurts someone's feelings. They may want to review their compliment with a partner first.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



The RAK paradigm is the framework for teaching and building kindness skills.



Resources

Effective Praise: Give the Right Compliment to Students http://www.education-world.com/a_curr/effective-praise-compliments-students.shtml.

Share (3 mins)

Share one talent of a member of your family. Take turns sharing with a partner.

Inspire

Compliment Tag (10 mins)

*Through the Bingo Game that we played, we learned some of the talents and abilities each of us have. Today we are going to **compliment** one person on their talent or ability. Does anyone know what a **compliment** is?*

*When you give someone a real **compliment**, you comment on their abilities or talents. While it's nice to tell a person that you like his shirt or her new backpack, a **compliment** that notices a deeper part of a person might be something like 'Jennifer, you are really good at soccer.' So, each of you will stand up one at a time, and, using what you found out during the bingo game, **compliment** someone else on one of their abilities or talents. When it is your turn, **compliment** someone who hasn't received one. Remember that everyone can be **complimented**, even if it is someone you aren't close friends with. **Compliments** are something that build up our classroom and create a positive place for us to learn.*

Make sure that each person is **complimented**. You could hand out papers or popsicle sticks with student's names on them so everyone has an assigned person to **compliment**.

If desired, write the **compliments** on poster sheets, without the names.

Empower

Discussion (10 mins)

Divide students into groups of four and have them discuss the following questions with their classmates:

- How did it feel when you **complimented** someone on their abilities and talents?
- How did it feel when you were being **complimented** on your strengths and talents?
- Everyone has a strength and talent – how are the strengths and talents the same or different?

Ask a few students to share what they discussed in their groups.

Wrap Up (5 mins)

To gauge understanding of the material, choose from the evaluation and reflection questions as discussion, or writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- Describe what a **compliment** is.
- What was the **compliment** you received?
- What was a **compliment** you heard that taught you something new about someone else in the class?

Reflection Questions

- Do you think it's better to **compliment** someone on their physical appearance or on a talent/ability that they have? Explain why.
- How did it feel when you **complimented** someone on their abilities and talents? How did it feel when you were being **complimented** on your strengths and talents?
- Do you think it's easier to say a **compliment** about someone who has given you a **compliment**? Why?

Summary

*By genuinely **complimenting** someone on a talent/ability that they have, you recognize a deeper quality that they have. The person will feel good knowing that you notice something special about them beyond their physical appearance. When you **compliment** someone, you are being kind to them and you also increase your own feelings of happiness.*



Act (2 mins)

Kindness Minute

On the board or on a piece of paper, make a classroom chart to track **compliments**. Ask students to draw a smiley face on the chart every time they give a **compliment** to someone in their class. Ask each student to draw a smiley face for their **compliment** in today's activity.

Kindness in Action

Let's fill up the classroom **compliments** chart! Your job this week is to practice giving genuine **compliments**. Add a smiley face to the chart every time you give a **compliment** that focuses on a person's talents/abilities and we will see how many **compliments** the class can give in a week. Make a list of the **compliments** you will give and ones you have received.

