

# What I Like about Us

Children practice giving and receiving compliments and learn about how giving compliments makes everyone involved feel happy. Compliments can also contribute to building meaningful and healthy relationships.

## SEL COMPETENCIES

Self-awareness,  
Relationship Skills

**SKILLS** recognizing strengths,  
communication skills

## MATERIALS

- ✓ Discovering Projectable 2.2.1
- ✓ Connecting Projectable 2.2.2
- ✓ Student Journals
- ✓ Family Connection take-home worksheet
- ✓ Q-Bear
- ✓ Shoe box, envelopes, stickers

## CLASSROOM CONFIGURATION

- 1 whole class 2 whole class
- 3 small groups 4 individuals

## OBJECTIVES

- Children will
- ✓ give and receive compliments.

## ★ COMMON CORE CONNECTION

This lesson addresses the following  
Common Core Standards:

**SPEAKING AND LISTENING:  
COMPREHENSION AND COLLABORATION**  
✓ SL.1.2

**SPEAKING AND LISTENING:  
PRESENTATION OF KNOWLEDGE  
AND IDEAS**  
✓ SL.1.4, SL.1.5, SL.1.6

## SKILLS Progression

← **LAST YEAR**, children celebrated  
their own qualities and interests.

↓ **THIS YEAR**, children practice  
giving and receiving compliments  
to/from Q-Bear and their  
classmates.

→ **NEXT YEAR**, children will  
interview each other to learn  
about their skills and talents.

## 1 DISCOVERING 10 MINUTES

Lesson  Link

ACTIVITY 1

Tell the class that in this lesson they will continue to practice giving and receiving compliments, but this lesson will focus on the actual act of doing so, whereas in the last lesson, the focus was on why compliments are important. Explain that when you give a compliment you tell what you like about someone or what you like about something that person did; for example, you could say, “I like your smile” or “You really did a nice job of drawing that dog.” When you receive a compliment, you show your appreciation by saying, “Thank you.” Point out that both giving and receiving compliments makes us feel good.



**ASK:** *If you were going to tell Q-Bear what you like about him, what would you say?*

Display **Discovering Projectable 2.2.1**. Point out that this list contains compliments that you could give to Q-Bear. Call on several volunteers to add to the list as you record them. Then add something you like about Q-Bear as well.

Place Q-Bear in a chair. Have children join hands and circle around Q-Bear’s chair as they recite the following rhyme:

You’re our special Q-Bear,  
Yes, it’s true.  
These are some things  
We like about you.

Ask children to read a few of the compliments from the chart with you and then say the rhyme once again. Continue until all the compliments have been read.

**ASK:** *How does it feel to give a compliment?*

Ask children to think about how Q-Bear might have felt as he received all the compliments children had to offer. Acknowledge that getting a compliment for something you do or something you are makes you feel good inside. Have Q-Bear thank children for all the compliments and say how good it feels to receive compliments. Then explain to children that giving a compliment to someone also makes the person giving the compliment feel good inside. Ask them to think about a time they complimented someone and how it made them feel.

## 2 CONNECTING 10 MINUTES

INSTRUCTION

Tell children that you and Q-Bear would like to compliment each of them. Encourage children to think about how they feel when they receive a compliment.

## Community Connection

Have children write a compliment on the Sunshine Cards they created in the previous lesson and hand them out as they see people that they would like to compliment throughout the school day.

## Family Connection

Send home the Family Connection take-home worksheet called **Feel Good about Family** to reinforce giving and receiving compliments. At the dinner table or other family gathering, encourage children to ask family members to go around the table and give one compliment to each person at the table. Afterward, children can ask their family members how it felt to make and receive the compliments.

## Applying Across the Curriculum

**MUSIC** Have the class sit in a circle together or in small groups and sing the song as they pass around an unbreakable hand mirror. After the word “you” is sung, the singing stops while two or three children say what they like about the child holding the mirror. Then the singing continues as the mirror is passed around.

Sung to the tune of “I’m a Little Teapot:”

### Verse 1:

You’re a special person,  
Yes, it’s true.  
These are some things  
I like about you.

### Verse 2:

We are caring classmates,  
Yes it’s true.  
Now pass the mirror  
To someone new.

**LANGUAGE ARTS** Make a classroom mailbox out of a shoebox. Invite children to write letters to Q-Bear, classmates, or school staff members telling what they like about that person. Provide envelopes and stickers for stamps. Deliver the letters each day.

**ASK:** *How can you let Q-Bear and I know that you appreciate, or are happy with, the compliment?*

Encourage children to think about how each compliment you and Q-Bear give is different and to think about how they can thank you and Q-Bear for the compliments.

## Introduce giving and receiving compliments

Display the Delivering and Receiving a Compliment projectable (**Connecting Projectable 2.2.2**). Discuss the different ways that compliments can be given. Stress how important it is that each compliment be sincere and unique to the person receiving it. Then explain to children that when people receive compliments, it is just as important to acknowledge the compliment and thank the giver. Read aloud the ways to receive a compliment.



## Model giving and receiving compliments

Choose one of the ways to deliver a compliment to thank one of the children for something he or she did recently to help you in the classroom. Ask a volunteer to help you as you model how to both give and receive a compliment. Use the following as an example:

**SAY:** *Q-Bear and I would like to thank [name] for helping us with the bulletin board this week. [He or She] really did a good job and we want [him or her] to know that.*

**SAY:** *[Name], thank you for helping Q-Bear and I come up with new ideas for our bulletin board. We really like the way you thought things out and gave us ideas that were practical and fun.*

**SAY:** *I think [name] appreciates the fact that Q-Bear and I thanked [him or her] for [his or her] creativity and help and liked what we said. I think this because [he or she] smiled at us as [he or she] said, “It’s nice of you to say that. It makes me happy to know that you liked my ideas.”*

Ask the volunteer to think about how it made him or her feel when he or she received your compliment.

**ASK:** *How did it make you feel to receive our compliment?*

Acknowledge that it feels good to both give and receive a compliment.

## PRACTICING 15–20 MINUTES

### ACTIVITY 2

### Explain the giving and receiving compliments activity

Explain to children that they will now have an opportunity to write about or draw something they like about each other. Encourage them to refer back to the **Connecting Projectable 2.2.2** if they need help thinking of ways to compliment their classmates.

### Children practice giving and receiving compliments

Use a creative grouping strategy to divide children into groups of four. Ask each group to sit in its own circle. Give everyone a sheet of white paper and have them write their name in the center and draw a circle around their name with a crayon.

Ask children to pass their paper to the group member on their right. That person will write or draw a compliment for the person whose name is on the paper. Remind children that all the compliments must tell something they like about the person or about something the person has done. Then everyone will pass the papers to the next person on the right. By the time the papers get back to their original owners, each member of the group will have written or drawn a compliment for that person.

After the papers come back to their owners, have each child take a turn holding up his or her paper while the group members read or tell about the compliment they wrote or drew. Remind the owners to say “thank you” after receiving each compliment.

## Reflecting

Children use their journals to reflect individually and as a class on what they learned in this lesson.

<b>What?</b>	What is one compliment you have received?
<b>So what?</b>	How did the compliment make you feel?
<b>Now what?</b>	Why do you think it will be important to give compliments to others in the future?

## 4 APPLYING 5 MINUTES

As children complete the Applying page in the Student Journal, encourage them to think about why it is important for compliments to be sincere and unique to the person receiving the compliment.

## ASSESSING

**PRACTICING (INFORMAL FORMATIVE ASSESSMENT)** Observe children as they practice giving compliments to their classmates. Note how well they are able to tailor their compliments specifically to the person being complimented. Also observe the children receiving the compliments to make sure they understand how to acknowledge what they heard.

**APPLYING (FORMAL FORMATIVE ASSESSMENT)** Review children’s responses in the Student Journals to determine how specific and sincere their compliments to Q-Bear or a classmate are.

## Reflecting Resource: Student Journal p. 14

## Applying Resource: Student Journal p. 15

## BUILDING SKILLS BEYOND THE LESSON

### Draw It!

#### REINFORCEMENT

**PRACTICING** Ask children to think of the compliment they received from their group members that they liked best. Ask children to draw a picture of how they felt after receiving the compliment.

### Act It Out!

**APPLYING** Ask children to act out different ways to let someone know that they appreciate a compliment they received. Ask the group to discuss which way they liked the best.

### Thank Others!

#### ENRICHMENT

**PRACTICING** Have children take turns thanking the rest of the group for a compliment they received. Ask them to think about ways to communicate their thanks both verbally and nonverbally. Have children who are being thanked tell whether they thought the person was sincere with his or her thanks.

### Write a Poem!

**PRACTICING** Randomly pair children. Help them create an acrostic poem about their partner using their first name and different attributes about them that start with each letter of their name; for example, **TAD**: Trusts everyone; Asks good questions; Decides things quickly.