

Complimenting Others

Month: Dec.

Week #: 15

Day: a. Mon. Time: 30 min.

The Compliment Club

Life Tree Learning Systems ©

Objectives/Aims

The students will: learn to affirm others through the use of compliments.

Materials

none

Illustration

Can you solve this riddle? You solved it? Good job! Way to use your noggin! You are one smart cookie! I just can't think of enough nice compliments to give you!



"What can you give to another person that doesn't cost a cent, but can make them feel better than a million dollars?"

Background

A compliment is a cost free way of affirming another person. It builds up the other person's self esteem and sets the basis for positive interactions in the community.

Group Activity

1. Say, "What can you give to another person that doesn't cost a cent, but can make them feel better than a million dollars?" *A: A compliment.*

2. Say, "There are four different techniques that you need to know and practice. I will act out each of the four techniques and see if you can describe the characteristics of each one."

- a. Bolster the Ego - give compliments to different children to ease their insecurities (e.g. "I know math is a difficult subject for you, but I'm really impressed how hard you're working to master it.")
- b. Be Specific - contrast general compliments (e.g. "You're nice.") with specific compliments (e.g. "I like how you help me with my work.")
- c. Dare to go Deeper! - contrast rather shallow or surface compliments (e.g. "I like your shoes.") with deeper, more thoughtful compliments (e.g. "I really admire how gentle you are with other people.")
- d. Qualifiers, Smalifiers! - demonstrate with an imaginary friend how a qualifier can negate a good compliment or make it 'smaller' (e.g. "I really like your smile, but your teeth are kind of crooked.")

Group Discussion Questions

1. How did you feel when you received a compliment?
A: Good, encourage, etc.
2. What can ruin a good compliment?
A: A qualifier that negates the compliment.

Group Discussion Questions (continued)

3. What can make a good compliment even better?

A: Be more specific or more thoughtful.

Variations/Extensions

1. Have each student fold a sheet of paper into six sections and draw a picture representing each technique.

2. Encourage students to join 'The Compliment Club' by giving at least one compliment to someone during the day. Ask them to remember the reaction of the person so that they can report on it the next day. You can both encourage and remind the students to give these compliments by creating 'zingers'. Zingers are cut out of brightly colored construction paper in the shape of a lightning bolt with the word 'zinger' printed on it. During a specified time the students pass the zingers on to other students while giving them a really fantastic compliment. The rules for this activity are that they can't give a zinger to the same person twice and don't interrupt a student who is in the middle of a work.

Conclusion

Say, "Compliments are great. They can help another person feel good about themselves. AND they don't cost you a thing and they might even earn you a friend!"



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Objectives/Aims

By the end of this unit, your child will recognize different types of compliments and how to use them effectively to affirm others.

Background Information for Parents

A compliment is a cost free way of affirming another person. It builds up the other person's self esteem and sets the basis for positive interactions in a community.

All people, no matter how confident and competent they are in some areas, have other areas where they feel insecure and vulnerable. When we compliment people on their areas of weakness, they feel more secure and it empowers them to improve in that area of their life. We call these 'encouragement' compliments.

Giving somebody a generalized compliment such as, "Nice job," is definitely a step in the right direction. However, a compliment about a specific detail shows that you were really paying attention. It also gives

the other person a more accurate picture of his or her behavior and what was positive about it. We call these 'specific' compliments.



Day 1

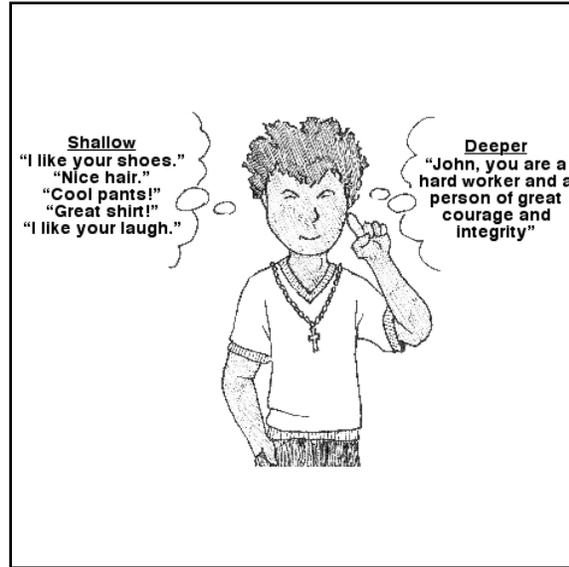
1) In the picture above, Number 7 is learning how to play soccer. In the end, he 'bonked' himself on the head. If you were his friend, what is a compliment you could give to encourage him to keep trying?

2) Give somebody in your family a 'specific' compliment. Remember, instead of just saying, "You're nice," add some specific details telling the other person why he or she is nice. P.I. _____
Write down the compliment.

Background Information for Parents

Complimenting a person about their shoes or hairstyle (outward appearance) is fine and certainly better than no compliment at all, but a compliment that speaks to their inner self will usually have more of a profound impact. It also demonstrates a deeper knowledge and appreciation of the person. We call these 'deeper' compliments.

In giving a compliment, a child also needs to understand that if they attach a negative comment to the compliment, it can ruin the positive effects of the compliment. We call these 'qualifiers.' For example, someone says, "I really like your smile, but your teeth are kind of crooked."



Day 2

1) Write down a deeper compliment that you are going to give to a person at school before you turn in your homework. Remember that this deeper compliment is about something the person does or something you like about his or her personality/character; something on the 'inside.' Make it a real 'zinger' of a compliment! :)

Classmate's name: _____

Day 3

1) Draw a cartoon on the bottom of this paper showing a person giving another person a compliment. Use word balloons to show what each person says. However, have the giver attach a 'qualifier' or negative comment to the compliment. Show how this makes the person feel after receiving this supposed compliment .