

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.