

COOL KID

WHAT IS IT? A routine to celebrate each student in the class.

WHAT IS IT ABOUT? Giving compliments and effective praise to each person.

SIXTH GRADE



WHY DO THIS?

IF WE...
notice and call out each others' positive actions and attributes...

COOL KID

THEN WE...
will know our strengths and use them often...

SO WE...
can have a strong and cooperative classroom community for all.

THE BIG IDEA

Everyone gets a chance to be the Cool Kid. When you are the Cool Kid we will all look for things you do well and gather compliments to share at the end of the day/week. When we notice and share each others' positive actions and attributes, then we build each other up and create a stronger classroom community.

INSTRUCTIONS

1. Randomly select a Cool Kid at the start of each day (e.g., pull names from a bag). Once everyone has had a chance to be Cool Kid, select a Cool Kid once a week.
2. Let the class know who the Cool Kid is for the day/week and say **THE BIG IDEA**. Have a way to identify who the Cool Kid is (e.g., button, cape, hat). You may choose special jobs or privileges for the Cool Kid (e.g., door holder, line leader, etc.).
3. Explain that all day/throughout the week, everyone will look for compliments to give the Cool Kid (e.g., helping, following directions, being kind, being a good friend). Even minor things are worth noticing and calling out.
4. Make a space in the room where you can gather or post compliments throughout the day/week. At the end of the day/week, share compliments out loud. Choose the three most meaningful to put on the certificate. Then, send the certificate home with the Cool Kid.

»» **MUST DO:** Has to be random and all children must be Cool Kid the same number of times. Should not be contingent on behavior, grades, or anything else. Some kids don't receive much positive affirmation, and this is about affirming the value or worth of every child.

» **CAN ADAPT:** How you gather, post, and celebrate compliments. When and how you celebrate.

MATERIALS

scissors icon
Cool Kid Certificate

PEOPLE POWER



AFTER THE ACTIVITY, DEBRIEF:

- **Cool Kid** – How did it feel to receive compliments? What did you notice? What did your peers notice that you might not have realized about yourself?
- **Everyone else** – How did it feel to give compliments to the Cool Kid? What did you pay attention to in order to compliment the Cool Kid? When are some other times we can say encouraging words to each other? At home? At school? On the playground? Can you think of a specific compliment someone gave to you that made you feel especially good? Why did it make you feel this way?

TIPS FOR SUCCESS

-  Allow or encourage students to give compliments in home languages.
-  For those who might need extra time, give them more time to think of compliments and support them in noticing compliments as needed.
-  Allow students to be celebrated as a class or in private depending on their level of comfort.

OVER THE YEAR...

Sixth grade is a time to continue connecting compliments to academic activities and broader role in the community, such as giving feedback on work, sports, music, etc.

Model giving compliments to students in the class. Notice and call out often when students are showing positive behavior, as a way to affirm all students and to show what compliments look, sound, and feel like. *Give each child at least one specific compliment per day.*

Over the year, challenge students to give more meaningful compliments to each other (e.g., “I notice that you always put 110% into everything you do” vs. “I like your t-shirt”). Create a space in the classroom where students can share compliments and praise for each other. For example, a bulletin board, stack of post-its, a white board, or a compliment box.

Help students connect compliments to giving constructive feedback on academic, art, sport, and other activities. For example, when giving feedback on essays or math work, ask students to give two compliments (identify at least two specific things the other person did well) before offering advice for improvement.

E A S E L
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