

Compliments VS. Comments

A compliment/comment sandwich isn't new. In fact, it's a strategy for writing emails as well. It's also a digital literacy strategy that can be used whether you are leaving comments on a peer's writing, on another's blog or any digital writing where there is someone can't see you physically. It's a great strategy to start teaching students.

In this PDF you'll find

- o a Lesson Plan
(aimed at Grades 3-5, but easily adaptable for older students)
- o a Comment Sandwich Printable

Please feel free to add in learning activities that you feel would enhance this experience for your students.

If you give it a try, please let us know how it went! You can reply to this e-mail, info@edurolearning.com or send us a message on Twitter at [@edurolearning](https://twitter.com/edurolearning), take a picture and share on [Instagram](https://www.instagram.com/edurolearning) with the hashtag #edurolearning, and/or message us or post about your experience on [Facebook page!](https://www.facebook.com/edurolearning)

Compliments vs. Comments

In this lesson we will be focusing on improving the content of comments we leave for others. This lesson plan is aimed at Grades 3-5 (also adaptable for older students), working in Google Docs (or something similar like OneNote). Included in this PDF is an optional Comment Sandwich Printable for your students to use.

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Set Up: It is best if each student has their own computer for this lesson, however it can be easily adapted as a paired activity and/or as a whole class lesson in front of a projected screen. **Time Required: (Approx) 45 - 60 minutes**

Prime the Engines: Ask your students, "How many of you have received a comment about your work but it wasn't a comment that could help you improve your work?" A compliment/comment sandwich is a strategy that can be used to leave comments on others' writing, blogs or any other digital writing where you can't see the person physically.

Teaching Points: (Skills)

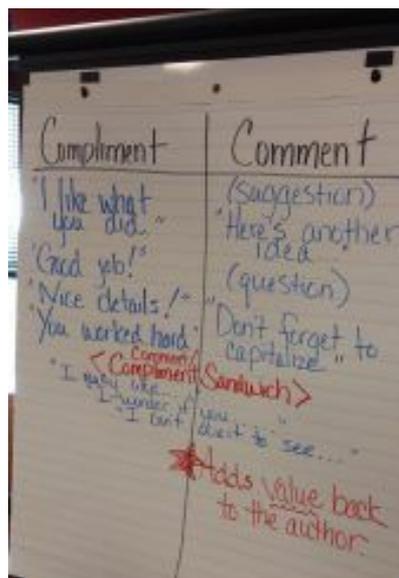
Before (Optional)

- have students share their writing with their editor buddy giving them "comment only" rights to their document. ("comment only" permission is different to "editing" permission)
- have students read their partner's writing and leave comments on their work

As a class

- discuss the difference between a compliment and a comment
 - create a list of what makes a compliment and what would be a good comment
- discuss why (and how) you might give both a compliment and a comment to someone
 - Everyone likes compliments but they don't really help the author with their writing
 - If you make a compliment/comment sandwich you can do both!
- In groups of 4, come up with examples of what a good compliment/comment sandwich might sound like

An example: "I really enjoyed reading your post. I am wondering if you could add more details when you talk about the house. I couldn't quite see it in my head. I really like the way your story ended, it made me laugh"



Compliments vs Comments

On Their Own: Using the compliment/comment sandwich printable (provided below) have students to return to their partner's writing and have a go at a compliment/comment sandwich. **OR** Ask students to return to their partner's writing and check the comments they left previously. Edit those comments so that they are a compliment/comment sandwich. Add at least one new compliment/comment sandwich.

Extension: Leaving Comments (on any digital writing) for Someone You Don't Know

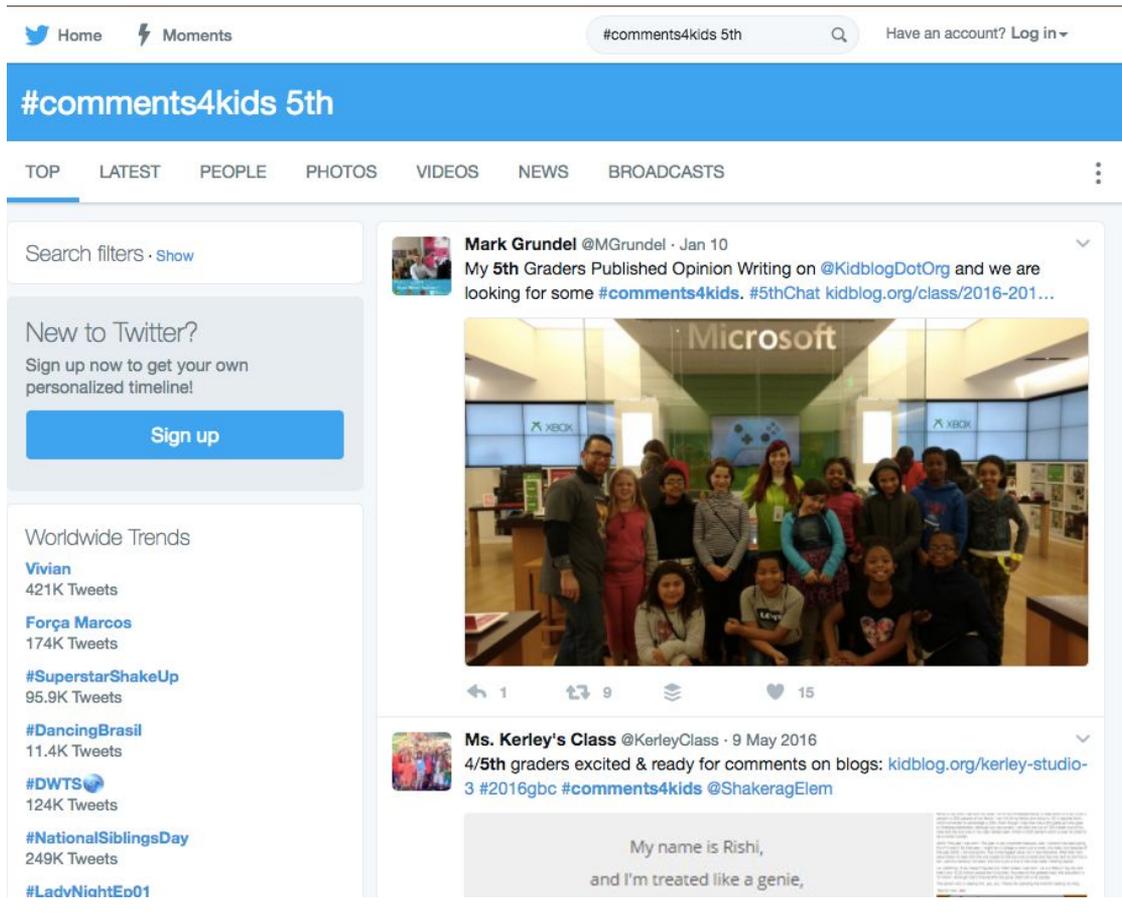
Just as important as learning to comment on the work of someone you know and are in class with, is the experience of leaving a comment on the work of someone that **you don't know** and probably will never meet. This brings a whole new level to commenting.

If you and your students are not ready to comment on completely unknown people's work, you might like to start with another class at your school, or a teacher friend's class at another school.

Teacher Prep:

- The day before this lesson go to Twitter and do a search for [#comments4kids 5th](#) to find similar grade level classrooms that are blogging and looking for comments from others (change the hashtag ending to your grade-level)
- Put the links from the tweets into Google Classroom, your class blog, or a google doc, whatever gives your students easy access to click on the links

Twitter Search using **#comments4kids 5th**
(notice that you don't have to be logged into twitter)



Compliments vs Comments

- Have students click on the links and practice writing compliment/comment sandwiches on other 3rd-5th graders' writing.
- As a class, discuss
 - what do you put in the name field and why using your first name only is OK when leaving comments.
 - if you don't think their writing is very good what do you do? What do you say? Or do you not say anything?
 - Debrief
 - what it was like to leave a comment on someone you have never met before?

“Weird” (or something similar) is often the best that students can come up with. Unpack “weird” together, and you’ll probably find it really means:

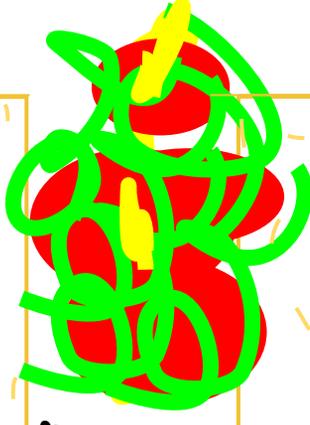
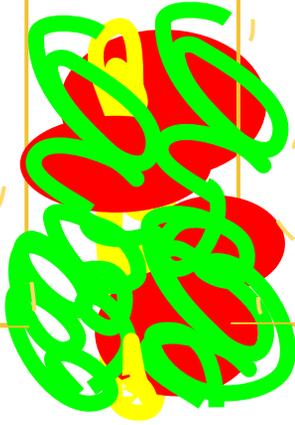
- *to be not knowing the person*
- *not being able to explain yourself, and*
- *you didn't want to hurt their feelings because you don't know them.*

Comment Sandwich

Positive Comment/Compliment

Constructive criticism with explanation of how to improve

Positive Comment/Compliment



RESPECTFULLY DISAGREEING AS RESILIENT DIGITAL CITIZENS

Learning how to be respectful and resilient in the digital age is tough. It's much easier to react anonymously and not have to be held accountable for our actions. But is that the right thing to do? How do we teach our students to have the same integrity in both digital spaces and the physical world?

In her article, "Willing to Be Disturbed", Margaret Wheatley writes about how we develop better relationships with others when we listen with less judgment.

“ *It's not differences that divide us. It's our judgments about each other that do.*

~ Margaret Wheatley

”



"To be curious about how someone else interprets things, we have to be willing to admit that we're not capable of figuring things out alone."

*Margaret Wheatley
Author of
"Willing to be Disturbed"*

5 Ways to help students to Respectfully Disagree

- **Don't make it personal**
Remember, you mad at the idea or concept being raised, not the person.
- **Avoid putting down the other person's ideas and beliefs**
Being on the receiving end of someone's put downs isn't very nice. Resist the urge to say "That's a stupid idea" and instead try "I disagree and here's why"
- **Use "I" statements to communicate how you feel, what you think, and what you want or need**
Using "you" statements can sometimes sound argumentative.
- **Listen to the other point of view**
Being a good listener is a way of showing that you respect and understand the other person's perspective. That makes it more likely he or she will do the same for you.
- **Stay calm**
This is the most important thing you can do to keep a conversation on track.

More resources & learning available in our Express Course 
<http://edurolearning.com/teachers/online-courses>

Adapted from:
<http://kidshealth.org/en/teens/tips-disagree.html>