**School:** \_\_Elvira Elementary\_\_\_\_\_\_

**School Counselor:** \_\_Sara Logan\_\_\_\_\_\_\_\_\_\_\_

**Program/ Activity:** \_\_\_\_\_\_Stop Those Hurty Feelings With Compliments, Not Insults\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Participants:** Kindergarten Classrooms (87 Students) **Date(s):\_\_**November 2013\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**GOALS:**

 *Students will be able to define “compliments” and “insults” when prompted. Students will be able to correctly identify compliments vs. insults when presented with examples from both the instructor and from within the book “Hurty Feelings.” Students will be able to state that compliments are “good” because they give “good feelings” and insults are “bad” because they cause “bad” or “hurty feelings” in self and others. Students will be able to give a compliment to another student when prompted. Students will be able to do each of the skills above with a 100% accuracy level.*

**American School Counselor Association National Domain/ Standard/ Competency:** *Personal Social Domain – Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others / Competency PS-A1: Acquire Self-knowledge. / PS-A1.6: Distinguish between appropriate and inappropriate behavior.*

**DATA:**

**RESULTS:**

 *Before learning about “compliments” and “insults,” only one of the 87 students (or 1.15%) taught were able to define “compliments” and zero students (or 0%) were able to define “insults” Just 12 students (or 13.74%) were able to correctly identify all examples of “compliments” presented to them and 8 (or 9.19%) were able to correctly identify the examples of “insults.” While 3 students (or 3.45%) were able to state that compliments are “good” because they make you feel “good,” only one student (or 1.15%) was able to state that compliments are “bad” because they make you feel “bad” or “hurty.” Lastly, only 6 of the 87 students (or 6.89%) were able to give a compliment to others when prompted.*

 *After learning the definitions and examples of “compliments” and insults,” students showed a dramatic increase in their ability to define, identify, and state/show their understanding of “compliments” and “insults.” A significant 84 of the 87 students (or 96.55%) were able to define “compliments” and 79 students (or 90.80%) were able to define “insults” at the end of the lesson. Seventy eight students (or 86.99%) were then able to identify “compliments,” while 73 students (or 83.91%) were able to identify “insults.” The number of students able to state that compliments are “good “because they make you feel “good” rose to 86 (or 98.85%) and the number of students who stated that insults are “bad” because they make you feel “bad” or “hurty” also rose to 81 (or 93.10%). Lastly, the number of students who were able to apply their knowledge of “compliments” by giving others compliments also showed to be higher at a rate of 74 students (or 85.06%).*

**IMPACT STATEMENT:**

 *By the end of the lesson, students showed a 75% to 95% increase in their ability to define, identify, and state/demonstrate their understanding of “compliments” and “insults” when comparing the pre-test to the post-test. Students showed a significant 95.40% increase in their ability to define “compliments” and 90.80% increase in defining “insults.” The number of students able to identify all examples of “compliments” shown to them rose by 75.87% and the number able to identify examples of “insults” also rose by 76.72%. There was also a dramatic increase in the number of students able to state that compliments are “good,” showing a 95.40% rise, and in the number of students stating that insults are “bad,” with a 91.95% rise from the pre-test to post-test. Students also showed an increase giving others “compliments,” with 78.17% more students able to do so when prompted at the end of the lesson.*

**PROGRAM IMPLICATIONS:**

 *It is important that students be able to define, identify, and state/demonstrate their understanding of “compliments” and “insults” so that they can help themselves to think, feel, and do things in a “good” or appropriate way to others and so that they can be aware of inappropriate behaviors that cause “bad” or “hurty” feelings. Having this knowledge gives students the opportunity to engage in more proactive and respectful behaviors with others, which would encourage a decrease in inappropriate and/or bullying behaviors. It also allows students to know when others are being appropriate or inappropriate towards them, which would give them the chance to determine if they feel safe or unsafe around others and to make a more informed behavioral response towards others. Students will continue to be taught about compliments and insults as a proactive way of decreasing bullying behaviors and increasing feelings of respect and personal safety.*