What I like about you

Introduction

This activity is designed to create a positive atmosphere in the classroom. It also helps students to learn about the power of compliments.

The teacher starts by modelling the activity with some of the students, and then the students can work in pairs or groups to elicit compliments using a fixed structure. The activity is great for the physical or remote classroom.

Webinar time reference: 33:49 – 36:30

Level: Any level or age

Time: 10 – 15 minutes.

Aim: To build positive classroom dynamics.

Preparation:

- Think of some things you like about each of your students.

Procedure

- Write the question on the board, “Do you know what I like about you?”
- Ask one of the students and wait for them to answer, e.g. “I’m hard-working.”
- Then reply, “Yes you are, but that’s not what I was thinking. I really like ...” and complete the sentence (e.g., I really like your great sense of humour).
- Make sure you do this with enthusiasm.
• Repeat the process with a few more students, then write the structure of your reply on the board.

• Get one of the students to ask you and when they tell you what they like, say “Wow! Thank you!”

• Now nominate students to ask and answer around the class. Each time a student asks someone, that person should be the next person to ask. Encourage the students to do this with a smile and lots of enthusiasm, and remind them to say thank you.

• You could also put students into groups to continue the activity.

• Note: You could also ask the students how they feel at the end of the activity. Tell the students about the power of compliments and how they can make people feel good and make them more positive about you, but you have to be sincere. With older students, you should remind them that it is better to compliment qualities and behaviour rather than appearance.

Additional resources

How to pay a compliment

• Learn some words and phrases to pay or accept compliments. Do the preparation task first. Then watch the video and do the task. You can read the transcript at any time.

  https://learnenglish.britishcouncil.org/general-english/video-series/how-to/how-to-pay-a-compliment

Emotional Intelligence and ELT

• EQ is one of many concepts and models originating in psychology which are being incorporated into language teaching. Goleman defines EQ as ‘the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.’

  https://www.teachingenglish.org.uk/article/emotional-intelligence-and-elt
Maintaining student motivation while teaching remotely

- Helping students to stay motivated while learning remotely and without face-to-face support from the teacher or their peers can be challenging. In this guide, we’ll explore different strategies you can use to keep your students engaged and learning.

https://www.teachingenglish.org.uk/article/maintaining-student-motivation-while-teaching-remotely

Coaching and Emotional Intelligence

- In this webinar, to celebrate the launch of the British Council’s Teacher Educator Online Community, Nik Peachey explores coaching techniques for teacher development.