Notice First. Encourage Thoughtfully.

A Champions of Learning adaptation inspired by Tyler Brickley and The Kindness Mob. This suggested classroom activity is not their documented curriculum or an endorsed resource.

Learning goal and suggested context

Learners identify a specific feature of someone's work and write an honest, respectful response grounded in what they noticed. **Suggested:** grades 4-8, language arts or digital citizenship. **Estimated:** 35-40 minutes, plus 15 minutes preparation; no added cost with existing paper and pencils.

Prepare a small, safe audience

Gather paper, pencils and a teacher-created example, or work that a willing contributor has agreed to share. Choose a teacher-managed space; no public accounts are needed. Offer a fictional example as an equal alternative. Prepare one generic compliment and one specific response to the same work. Do not use abusive comments as lesson material.

Practice in five steps

1. Notice (5 minutes). Look closely at the example. Name an actual choice, effort or contribution, without guessing motives or personal history.
2. Compare (5 minutes). Discuss why “Great job!” differs from “Your labeled drawing helped me follow the steps.” Explain that encouragement can be sincere without agreement.
3. Compose (10 minutes). Write one or two original sentences. Optional starters: “I noticed...” and “That helped me...” Use only claims supported by the work.
4. Check and offer (10 minutes). Partners or the teacher check accuracy, specificity and respect. Revise. Offer the response only if the recipient wants it; private practice is equally valid.
5. Reflect (5-10 minutes). What did careful attention change? What made the words honest? What would you revise next time?

Access, assessment and variations

Offer large print, read-aloud, drawing, dictation, bilingual rehearsal and private or spoken responses. The whole activity works on paper. Assess the response against three criteria: accurate observation, specific detail and respectful wording. Compare first and revised versions; do not grade popularity or emotional reactions. Younger learners can dictate; older learners can discuss respectful disagreement.

Care and privacy: Recipients may decline, and learners need not disclose personal experiences. Keep names and work out of unapproved AI tools. Follow school reporting procedures for real harassment. A compliment is not a substitute for adult support. One activity cannot establish lasting behavior change.

Three AI Prompts for Teachers

Optional teacher planning support. Replace bracketed fields. No AI use by Tyler is claimed. Use approved tools and anonymous or fictional inputs. Review every output for accuracy and suitability.

1 Plan a practice in thoughtful encouragement

Plan a [minutes]-minute activity for [grade/subject] using [teacher-created or consented work]. Help learners notice a specific feature before composing an original, respectful response. Include [access needs], a paper-only route, recipient choice and a fictional alternative. Assess accuracy, specificity and respect. Do not claim this is the featured organizer's curriculum.

Teacher check: Check age fit, factual accuracy, consent and access. Keep participation private if requested.

2 Create examples learners can examine

Using this fictional work description [description], create a short sample artifact and two responses: one generic compliment and one honest, specific encouragement. Explain how each relates to the artifact. Add three discussion questions and an accessible response organizer for [language/access needs]. Do not write learners' final messages for them.

Teacher check: Check every observation against the artifact. Remove stereotypes, invented motives and pressure to praise.

3 Reflect on evidence and revise

Our goal was [goal]. Anonymous patterns in initial and revised responses were [summary]. Identify observations separately from possible explanations. Suggest two changes for [next lesson] and a simple check of accuracy, specificity and respect. Do not infer reduced bullying or lasting behavior change from this activity.

Teacher check: Compare suggestions with actual work. Use no names, screenshots or identifiable student details.

Credits, resources and evidence limits

Inspired by Tyler Brickley, founder and community organizer, The Kindness Mob. Participation instructions and Our Story describe authentic encouragement, not a school curriculum.
Donati and Song, Columbia Business School working paper (2026) distinguishes comment engagement from influence. It did not evaluate The Kindness Mob or this adaptation. Classroom steps and timings are editorial suggestions.