

# **FIVE LANGUAGES OF APPRECIATION**

## **ACTS OF SERVICE**

- Volunteer for committees or events
- Assist students with tasks even if it isn't for my class
- Offer to throw away trash for students (messed up handout, candy wrapper, etc.)
- Partner with a colleague to be each other's go-to sounding boards
- End of semester success pictures
- Invite campus mental health counselor in for presentation
- Food (cookies, fresh veg tray, fresh fruit tray)
- Meet with a student who needs extra time to practice clerical techniques used in fieldwork
- Schedule time with students after presentations on campus to talk about their reactions
- Willing to help at their student group events (give talks, attend a dinner, serve as advisor)
- Stay late to help in lab
- Bring in breakfast tacos
- Reading and giving in-depth feedback on college application essays
- Don't assume all students have the same challenges
- Give extra worksheets to help individual students who are having difficulties
- Walk a student to a support structure (tutoring, SAS)
- Show a student financial aid services college offers and walk them to office/introduce to staff
- Make sure the tasks are getting done at the end of the day
- Help out when needed
- Show students how to program calculators after class
- Meet with students during office hours to help them use Excel or the equivalent version on Google Chrome. They will need it a lot during the class

- Check answers to review sheets during office hours -- answer and explain any questions or misconceptions
- Don't enable. Do encourage!
- Do keep personal boundaries
- Do serve students holistically
- Don't expect anything in return
- Do stay positive
- Always bring food
- Offer directions to their next class at the beginning of school
- Attend events, games, recitals
- Taco day!
- May I give you a suggestion
- Ask students to participate in a volunteer project
- I teach guitar lessons. One example of an act of service is to offer record (professionally) the students current project/tune for purposes of reflections. This has proven to be very encouraging, motivating and productive with respect to the students growth on the instrument
- Food party
- If a student expresses a need (food, clothing, etc.), organize colleagues/students to meet that need without outing the student.
- Walk student to the office of the resource you are referring them to
- Offer final exam reviews outside of class time and office hours
- Before class discussions
- Good feedback. Help them complete the assignment
- Connect students to others who will support their learning
- Share Google doc/slides with students so I can answer questions in real time and/or outside of class
- Assist a student in and out of a door that has their hands full

### **TANGIBLE GIFTS**

- Thank you cards for staff (either paper or through email like Blue Mountain cards)

- Free giveaway cards from restaurants/coffee shops
- I buy a coffee for the students who “win” one of our cumulative scavenger hunt projects (for small classes, I hold class at a cafe at least once and buy a round of coffee)
- Give students a mini-beach ball at end of class (future school counselors) for their own icebreaker activity
- For my online course, maybe secure free but by request (RSVP) tickets to a lecture or art show
- Use food related to lecture/content to both meet objective and show I care
- Bring individually-wrapped chocolate, candy or home-made cookies
- Brownies or baked bread
- Bring cookies or donuts to class for students
- Bring breakfast for staff/coworkers
- Bring extra supplies for students to use (pens, pencils, paper)
- Hand out candy or “lucky pencils” before an exam
- Candy at exams (sugarless gum)
- Coffee in a.m. class
- Baked goods every Monday
- For students, pencils with fun phrases like “I like Big Books; I cannot lie” (found in past at Michaels)
- Post-it with compliment
- Hand-written notes to FERPA saying “good job, mom/dad, you raised a wonderful human...”
- Have small prizes for games played in class
- Books or office supplies
- Food! (college students are broke and love homemade things)
- Started a food pantry to Success for Students S-Bar (has snacks, canned goods for students to eat when hungry to improve brain activity)
- Take them to lunch
- Bonus points for hard work/attendance
- Meet students for coffee

- Purchasing scantrons and blue books for students
- Office supplies
- Order inexpensive pencils from Oriental Trading Co. that say “I Love Math”
- Give prizes (candy?) for answering questions in class
- Bring chocolate to class
- Provide pizza to the class at the end of the semester after the final exam
- Take away their lowest test grade if they have perfect and have never been tardy to class
- \$5 gift cards for winners to game played in class
- Goodies on final exam day
- Give a small magnet or keychain or bookmark to each student with your email address and office phone number (and/or office hours) so that they can remember how to reach you if stuck and need help
- Smiley face with shining stars for doing great on homework, quiz or test
- Bonus points at the end of the semester if they are on time for each class and have never been absent
- Breakfast tacos
- Snacks in class
- Hand out candy when someone answers a question or speaks up first
- Small bottles of water
- Bring treats to class in candy bowl
- Coupon for a free sandwich at a local restaurant
- At completion of a course, provide a gift symbolizing a core concept of the course
- Gift certificates
- Give pencils or erasers in a math class
- For my math students, pencils and/or (cheap) calculators for assignments
- Bringing the students pizza or cookies, granola bars, if you have a class where that fits after or during an exam to encourage them

- Basket full of gifts - candy, college materials - pens, markers, etc.  
Hand out during review
- Bring in candy and treats
- Bring donuts or candy to a final exam (donuts for 7 AM final!)
- Bring bottles of water to class
- Give a candy bar or pack for the top score in class competition like kahoot!
- Bring treats for certain occasions
- I bring candy literally each day of class
- Paletas on final day
- Bring in baked goods/donuts for the class
- Coffee card
- Bring a big dish for lunch for the students - such as jambalaya
- Bring treats for the class. Cookies, candy, etc.
- Bonus point on test for class participation in an activity
- Flash Drive
- Give a student a meal certificate or offer “lunch with your coach”
- Ice cream social
- Fun size snacks
- Swag bag from conferences
- Have students choose group name. Make stickers with group name on them x

### **PHYSICAL TOUCH**

- Secret class handshake
- If ever considering hugging, always ask, “Do you prefer a hug or (something else)?” (example: hug or handshake?)
- Hugs: allow them to hug us (they initiate it)
- Fist bump
- Therapy dog to class before big stressful event
- Celebratory “dance”
- Handshake when greeting each other
- Shake hands of students when they come into class on first day

- Write quick note to students on their returned/graded homework (“This looks great!” “Very neat work!”)
- On the first day shake everyone’s hand and introduce yourself
- Don’t initiate hug without consent
- Air hug
- Don’t have full-body hug
- Fist bump, High five
- Hugs
- Secret Handshake
- Tell students to hug themselves
- Back pats

### **WORDS OF AFFIRMATION**

- Mention “gold star” comments during discussion when student gives particularly insightful contribution
- Make specific statements of appreciation for students’ contribution to discussion
- To praise good job in cleaning and replacing lab equipment
- Pray for them (before exams)
- Learn their project topics and provide specific encouragement
- Specific thank-you notes at end of semester
- Specific descriptions in emails when a student has contributed meaningfully in class
- Email follow-ups when you know a student is interested in a topic
- Send a brief email to congratulate a student who improved their score from one test/quiz to the next
- Thank you notes
- 15 minute private meeting of all students
- Write thank you notes to faculty each semester highlighting everything they’ve done to help
- Positive written feedback on assignments
- “Good thinking! If I were your patient, I’d feel heard and comfortable. I’d be confident in you!”

- “You are doing amazing today.”
- “Thank you for being here!”
- Publically appreciate/recognize student work that is exemplary/goes above and beyond (ask student for permission first)
- Personalized written feedback
- Public affirmation
- Send an email thanking them for a great discussion point they raised
- “Hey, good job and good chemistry!”
- Bitmoji when grading
- Learn students’ names (if possible)
- Keep students shortly after class for good reasons
- “I appreciate how you helped your peers during lab class today. Your peers seem much more comfortable the range of motion exercise after you demonstrated.”
- Send emails following exam improvement, class participation or correcting my materials
- When a student asks a question in class, say (before answering), “That’s a great question.”
- “I like how your brain works.”
- “You’re thinking at a higher level. That’s terrific.”
- Recognize the potential in the student
- To the whole class, recognize their efforts in a given project
- Sticker that says “Great Job” and a note on a great performance
- Make a handwritten note of appreciation
- Send an occasional card of encouragement
- Thank you for coming to class today. I appreciate your attendance and attention
- If you have been on time to class lately, great job. If not, you can do it -- class is better when you are here and on time
- Show genuine interest in their personal life (whatever they are willing to share)
- Send a personal email to those individuals who raised their hand and participated in class. Thank them for their contributions

- Tom, you did a great job on your presentation. I really felt as if you were “teaching” the class. I would like to invite you to give this same presentation at our local meeting in February
- Email a student with an opportunity (scholarship, internship, work study) that work merits
- Jack, your idea of moving our simulator to the window area instead of the limited space was awesome. The lighting and space changes have helped the class
- Good clinical emails
- Motivate students by asking for input and highlight good points or examples. The process generally encourages other students to feel safe in expressing themselves. Example: “That’s a good point. Did everyone hear that?” Recap and maybe finetune if needed
- Have students divide into groups and write one-word positive descriptors of each other
- Ask students at beginning of class to share info on notecard and include a question on birthday -- then throughout the semester give a birthday card with words of encouragement to those that have a birthday
- Notecard at beginning asking something personal (bday, where they are from)
- Email with opportunities (volunteer, scholarship, etc.)
- Thank class at end
- Email personally those who participated
- Words of encouragement to the whole class
- Acknowledge individual students for their knowledge
- No discussion of grades publicly
- Do not speak negatively
- Do not be snarky or use sarcasm
- Do not single individuals out based on age, sex or ethnicity
- When a student asks a question respond...”Great question” or “Im so glad you asked that
- Send positive feedback on canvas

- Offer to write a letter of recommendation for hard-working students
- Display gown & cap when students are stressed & encourage and supportive efforts
- Thank students by name for their classroom participation and contributions
- Personally thank, make eye contact
- Send a student an email to praise their involvement in class
- “Thanks for coming to the class so far. Keep it up!”
- Allow students to state affirmations for each other. Student 1 - has to listen and say “thank you” (not deflect). Class - everyone has to affirm each student
- Learn their name quickly and use it regularly
- If students don’t mind, announce those with scores on tests. For those that are shy, send a congratulation email!
- Write an email to congratulate a student for passing an exam
- Positive quote of the day written on the board
- “I love coming to this class!”
- Congratulate class on their hard work for a project
- “I appreciate you!! :)”
- Write personal thank you’s to students in LMS (canvas) messages
- Write each student an email with appreciation and encouragement
- When a student showed that he/she tried - “Good job!” or “I’m glad you tried!”
- Use their name as much as possible
- Send students a personal message of a job well done
- Handwritten note of appreciation attached to a (graded) assignment
- Handwritten appreciation for participation & contributions in the previous class

### **QUALITY TIME**

- Give students extra time after class to help with soft skills
- Meet students outside of office hours on THEIR TIME
- Hang out and chat before or after class

- Pre-exam study sessions
- Create correlated co-curricular programming
- Have students to my home for friendsgiving
- Meet with each student one-on-one at least once per semester
- I try to meet one-on-one with all students in a class that is particularly challenging and “scary.” I let them know they’re doing ok and the hard part is almost past them. I find out more about their major and interests, etc.
- Took students to a conference (for free). Would check in with them throughout. (Although some hated the conference.)
- I host a “Meet the Professor Night” meet and greet at our university’s Starbucks at the start of the semester.
- Virtual “Meet the Professor Night” via Skype
- Call occasionally to check in and see how the student is doing
- Go to lunch together to talk about business issues
- Stop by, sit down and check in
- Meetings/check ins at campus Starbucks
- Incorporate individual conferences into syllabus
- “Can we meet briefly to discuss the great job you did in lab? I want to get your insights so I can assist other students.”
- Walk together before or after work
- Have a weekly “check-in” meeting to see how things are going
- Stop by, sit down in my office and check in with me regarding how things are going
- Make self available to a student in need in a private conversation -- “You doing okay?” “Things seem a little hard for a lot of us this time of year; how are you feeling?” (these types of comments)
- Invite a struggling student for a walk to discuss success strategies
- Weekly check in meeting
- Walk together
- Go running together with a group after class
- Lead a running team for on-campus running events
- Attend student-prof meet and greet events

- Work in individual conferences -- one-on-one into class syllabus/schedule
- Have one-on-one conference with students
- Talk after or before class
- Check back with a student has been having issues
- Invite a student to drop in for office hours to share of cup of tea and check in
- If they are broken into groups, to spend time with a group that didn't get attention last time. Kneel down to their level.
- Stop by and check in on students when you see them/run into them on campus. "Hey, how's it going?"
- Appreciation party
- Do "painting" with students in small groups outside classroom
- Ask about their life (outside of classroom -- family, pets, hobbies, etc.)
- Have lunch with a colleague
- Make appointment with students after test to discuss what they have done well and what can be done better
- When a student is late, they have to stay after class and chat. (You can find out if they are having issues.)
- Have a weekly "check-in" meeting to see how things are going
- Talk with some students after (or before) class -- not necessarily about the class
- Set aside time when the student is available to meet one on one
- Contact me personally as a follow-up or in lieu of a social media like
- Don't rush, play favorites or get too personal
- Do know resources (walk them), be natural, authentic, inclusive and take your time
- I like the idea of 5 minute meetings with students (on their schedule) to find out more about their goals and how I can help them
- Arrive early & stay late for 1 on 1 time with students. Give students email & encourage they email with questions & concerns
- Work with a student after class

- Schedule 1 on 1 meetings with students during the semester at the campus cafe
- Be a mentor of a student organization
- Offer individual 10-15 minute sessions for text review for each student to explain an individual theory or problem
- Attend an event, presentation, graduation, etc. that the student has told you about
- Offer small round table discussion around lunch time. This will allow us to get to know each other in small groups
- Go over midterm progress reports with each student
- After school tutoring or session with student. Coffee session with students
- I arrive early & stay a bit late before/after class to welcome & chat...make connections. The few minutes pre and post class are invaluable
- Socials on campus. Pizza meetups. Field trips
- Sit with students at lunch
- Make time outside of class to meet students somewhere other than office.
- Visit a student at their clinical site & pull them out for a few minutes to chat & get to know how things are going - ie
- Set up office time to meet with all students (Individual conferences). Check in, get to know, how can I help
- Meet with students for advising
- Call a student who is struggling in class to check in on them
- Create “safe space” for student discussion
- Take advanced psych classes with small enrollment to the campus cafe for a coffee/beverage near the end of the semester just to chat, get to know them and reward them for their work in the class
- Open lab before class