

Teacher Implementation Guide – Kindness Bingo

Age-Banded Instructions for K–12 Classrooms

Section 1: Kindergarten–5th Grade (K–5)

Objective: Students will notice, practice, and celebrate everyday acts of kindness in the classroom and school community, building empathy, cooperation, and positive peer relationships.

Materials

- Kindness Bingo cards (3×3 for beginners; 4×4 or 5×5 for advanced readers).
- Stickers, stamps, crayons, or markers to mark completed squares.
- Picture icons or simple visuals for non-readers (optional).
- Poster paper or whiteboard for a class-wide ‘Kindness Chain’ or progress tracker (optional).
- Small recognitions: praise, certificate, or class privilege (optional).

Preparation

1. Create or print Bingo boards with simple, concrete acts (e.g., Smile at a classmate; Share crayons; Say “please” and “thank you”).
2. Model what each act looks like using quick role-play (“What does sharing look like?”).
3. Decide the timeframe (one school day or one week works well).
4. Explain how to mark squares (sticker/colored X) and emphasize honesty and kindness rather than speed.

Step-by-Step Implementation

5. Introduce Kindness: Briefly discuss what kindness is and why it matters. Invite examples from students.
6. Distribute Bingo Cards: Review a few squares and have students repeat back the acts in their own words.
7. Practice Together: Do a few acts as a class (e.g., class-wide “thank you” to the custodian).
8. Independent/Partner Kindness: Students try acts during the day. Encourage them to notice peers’ kindness too.
9. Daily Check-In: Pause for 3 minutes to let students mark a square and share one example with a partner.
10. Celebrate Progress: Recognize completed rows/boards with praise or a small reward; highlight quiet kindness.
11. Reflect: End with a circle time question (e.g., “Which act felt easiest? Which act made you happiest?”).

Suggested Acts (Examples)

- Smile at a classmate.
- Share crayons or supplies.

- Hold the door for someone.
- Invite someone new to play.
- Help a friend clean up.
- Say something kind about a classmate's work.
- Use polite words (please/thank you).
- Wave hello.
- Help carry supplies to class.

Teacher Tips

- Keep directions visual and simple; use picture cues for non-readers.
- Praise effort and sincerity over speed or competition.
- Use movement and songs to keep energy positive during check-ins.

Section 2: Middle School (Grades 6–8)

Objective: Students will practice intentional kindness and recognize its impact on peer culture, while developing self-awareness, communication, and responsibility.

Materials

- Kindness Bingo boards (5×5 with age-appropriate challenges).
- Journals or digital reflection space (e.g., a short exit ticket or shared doc).
- Small recognitions (certificate, homework pass, positive call/email home) — optional.
- Visible class tracker (optional) to celebrate collective progress.

Preparation

12. Curate challenges that promote inclusion and peer support (e.g., Sit with someone new at lunch; Give a genuine compliment; Help a classmate with homework).
13. Clarify boundaries: Kindness is voluntary and respectful; no one is forced to disclose or perform.
14. Decide timeframe (1–2 weeks works well). Set expectations for honest reporting and reflection.
15. Plan quick check-ins (2–3 minutes) at the start or end of class to acknowledge progress.

Step-by-Step Implementation

16. Kickoff Discussion: What does meaningful kindness look like in middle school? Brainstorm examples.
17. Distribute Boards: Highlight a mix of low-effort and higher-effort acts; ensure accessibility for all students.
18. Ongoing Practice: Students complete acts during school day or week; invite peer ‘spotting’ of kindness.
19. Mini-Reflections: Use a quick exit ticket (1–2 sentences) once or twice a week to describe an act and its effect.
20. Celebrate and Normalize: Offer verbal recognition; rotate ‘Kindness Shout-Outs’ at the end of the week.
21. Culminate with Reflection: In small groups, discuss what was challenging, what felt authentic, and how to sustain it.

Suggested Acts (Examples)

- Give a genuine compliment to a peer.
- Sit with someone new at lunch.
- Encourage a teammate in PE or clubs.
- Help a classmate with homework.
- Thank a teacher or staff member.
- Pick up trash that isn’t yours.
- Include someone different in a group activity.
- Hold the door for others.
- Be a good listener in conversation.

Teacher Tips

- Emphasize sincerity over quantity; kindness should never be performative.
- Provide alternatives for students who are shy or anxious (e.g., written notes instead of public compliments).
- Connect to advisory/SEL standards and digital citizenship when appropriate.

Section 3: High School (Grades 9–12)

Objective: Students will integrate kindness into leadership, service, and everyday interactions, reflecting on personal values, community impact, and ethical responsibility.

Materials

- Kindness Bingo boards (5×5 with advanced, real-world oriented acts).
- Reflection sheets or short journaling prompts; option to compile into a portfolio entry.
- Access to school email or campus spaces for outreach (as appropriate).
- Recognition methods aligned with school culture (e.g., notes home, service points, certificates).

Preparation

22. Offer a menu of meaningful acts (e.g., Tutor a peer; Write a thank-you note to a staff member; Invite someone into a group project; Volunteer at a school event).
23. Discuss ethics and consent: Kindness respects boundaries and dignity; avoid saviorism or optics.
24. Set the timeframe (1–3 weeks). Decide how students will document experiences (brief reflections, photos if permitted).
25. Plan a closing share-out (discussion, gallery walk of notes, or short reflection write-up).

Step-by-Step Implementation

26. Launch with Purpose: Discuss how kindness relates to leadership, inclusion, and community health.
27. Distribute Boards: Encourage students to select acts that align with their strengths and stretch areas.
28. Practice & Document: Students complete acts during school and beyond (where appropriate) and log reflections.
29. Peer Recognition: Build in 3–5 minutes at the end of class twice a week for ‘shout-outs’ or anonymous notes of appreciation.
30. Synthesis & Reflection: Students identify patterns, personal growth, and ideas for sustaining kindness on campus.

Suggested Acts (Examples)

- Write a thank-you note to a teacher or staff member.
- Tutor or coach a peer on a topic they find tough.
- Invite someone new into a group activity or project.
- Volunteer for a campus event or cleanup.
- Stand up for a peer being excluded (safely and appropriately).
- Encourage someone on social media in a positive way.
- Help someone outside school (neighbor, family, or community).
- Celebrate others’ successes publicly.
- Offer to proofread or review a peer’s work respectfully.

Teacher Tips

- Guide students to choose authentic acts that match their context and consent.
- Invite student leadership (e.g., student-led kindness campaigns or clubs).
- Connect to service-learning, character education, or advisory outcomes.

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